

LIBERAL ARTS 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.

The Liberal Arts program at CCCC provides students with a variety of academic disciplines that will provide independence and self-sufficiency, allowing students to either transfer to a four-year institution or enter the workforce. Completion of the Liberal Arts degree helps students increase critical thinking abilities, improve written and oral communication skills, utilize current technologies, and develop awareness of the importance of a healthy lifestyle.

Reflection

Strengths

- Students are allowed to choose from a wide variety of disciplines to complete the Liberal Arts degree

Concerns

- Student transfer rates are low upon completion of the degree

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

This is the first program review using this format.

Recommendations

Examine transfer rates and how they can be increased.

II. Program background information, enrollment and breadth (See also appendix A)

Students who graduate with a Liberal Arts degree have completed courses that will transfer to institutions within the North Dakota University System (NDUS) allowing a smooth transfer process to pursue a terminal degree. Liberal Arts graduates have also completed culturally relevant courses in history and language which provide knowledge that prepares them to enter the tribal workforce.

Reflection

Strengths

- Enrollment numbers continue to be the highest of any program at CCCC
- Articulation agreements are in place with the NDUS
- A 2+2 agreement with UND for a Bachelor's Degree in General Education

Concerns

- Enrollment numbers have continuously declined in the last five years
- Small class sizes impact the ability of some instructors to effectively incorporate some classroom activities

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

This is the first program review using this format.

Recommendations

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

Students in the Liberal Arts program are provided a wide variety of instructional delivery methods. For the past 5 years, students taking developmental math courses have been given the opportunity to take self-paced classes allowing them to progress through the sequence at their own pace. Although at times prohibiting, small class sizes allow students the opportunity for one-on-one engagement with their instructor. The learning platform, Moodle, is utilized in many courses to allow for posting of class information as well as downloading and uploading classwork. Students in composition classes are trained to utilize *Turnitin*, an online editing software for grammar as well as citation support.

Reflection

Strengths

- Students are exposed to discipline specific formatting styles including APA, MLA, and Chicago Manual style
- Students are required to complete a writing assessment in all courses

Concerns

- Low class enrollments provide a small sample size for assessment data which could potentially affect the validity of data

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

This is the first program review using this format.

Recommendations

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

- The Liberal Arts program produces well rounded students who possess a wide ranging skill set that grants them knowledge in a diverse number of occupational fields.

Reflection

Strengths

- Students are exposed to a variety of academic disciplines and their unique scholarly requirements.

Concerns

- Most departments in the Liberal Arts program are one person departments which affects collegial support and insights on issues/thoughts/problems.

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

Recommendations

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

- By offering a well-rounded Liberal Arts program, CCCC is able to give students the educational background needed for transfer in order to pursue terminal degrees. To accomplish this CCCC maintains a variety of agreements and partnerships with Universities and other educational entities, including articulation agreements with ND colleges, the annual American Indian Higher Educational Consortium competition among tribal colleges.
- Students in the Liberal Arts program have access to state of the art computer labs, a portable iPad cart, SMART boards, and interactive video networks. Wi-Fi is available campus wide to all students. CCCC has two science labs with current equipment for students to complete the science requirement. Students are provided adequate student services with an on-campus library, a professional tutor, and a limited number of peer tutors.
- Faculty are provided two in-service workshops annually. Funding is available for faculty to attend training to expose them to current instruction methods, present research at national forums, and pursue advanced degrees.
- Liberal Arts faculty provide instruction to all programs currently offered at CCCC.

Reflection

Strengths

- The liberal Arts program offers a diverse range of courses which allows for flexibility in regard to relationships with other college.
- The individual classes/instructors utilize technology to benefit student instruction to provide a variety of ways to complete classwork.
- Resources are available to faculty to insure that they are highly qualified.

Concerns

- It is difficult to forge productive, ongoing relationships with other institutions because of low student completion and transfer rates.

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

Recommendations

- Continue budgeting for professional development.
- Provide training opportunities for faculty in the areas of Information and Instructional Technology.

VI. Program Analysis and Reflection Narrative

- All courses in the program complete assessments which identify strengths and weakness. Strategies are listed to maintain and improve each. Assessments are reviewed by a separate Assessment Committee.
- Syllabi have been updated to follow the latest template provided by the Academic Dean
- An all-student writing assessment identified a college-wide writing weakness. In response to that all courses/classes have implemented at least one longer writing assignment. Also the English department has created a course, ENGL108, which parallels ENGL110 College Composition I.
- The greatest obstacles to student success are the attendance rate and the resulting retention rates. Liberal Arts works closely with the college's Retention Committee and Student Success Services.
- The math department has incorporated new presentation technology.
- All classes have access to JSTOR, an online research journal/database.
- The English Department has utilized OER texts in ENGL108 & 110 and COMM 110 to reduce student costs. The department also uses e-readers (available from the college library) and digital copies of novels when available.
- The Math Department has developed a new curriculum for non-STEM students based on current trends. The new curricular levels will allow students a path to achieve collegiate level math credits in less time.

Narrative:

Despite an influx of younger, entry-level students, the average age of students is still 29, which requires additional basic instructions when using needed technology. Departments will continue to update present technology, software, etc. There is a preponderance of one person departments leading to lack of collegial support and insights on issues. A dedicated writing lab/tutor could assist in continued improvement in student writing. CCCC is in the process of streamlining/revising its assessment strategy. Additional administrative staff could help with student recruitment and retention. Tribal college enrollment has been trending downward at a national level; CCCC reflects this trend. CCCC is impacted by funding freezes or cuts from both the Federal and State governments. Unemployment continues as a significant problem but has worsened because of a state-wide economic downturn

Recommendations

- Continue to explore dual-credit and early entry opportunities for high school students.
- Increase culturally relevant pedagogy practices and interactive learning.

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/ TEMP	Credit Load/ Semester
Dr. Lori Gourneau	Instructor	PT	3 – 6 credits
Kevin Cartwright	Instructor	FT	12 -18 credits
Eric Rogness	Instructor	FT	12 -18 credits
Vern Lambert	Instructor	FT	12 -18 credits
Lorraine Greybear	Instructor	FT	12 -18 credits
Heather Marxen	Instructor	PT	3 – 6 credits
Kim Krebsbach	Instructor	PT	3 – 6 credits

Enrollment and Graduation Data (Sample Tables)

Term	Program Enrollment	Total Enrollment	Program Percent of Total Enrollment
Fall 2012	86	247	34.8%
Spring 2013	73	237	30.8%
Summer 2013	25	84	29.8%
Fall 2013	83	251	33.1%
Spring 2014	57	196	29.1%
Summer 2014	21	86	24.4%
Fall 2014	37	189	19.6%
Spring 2015	48	186	25.8%
Summer 2015	13	61	21.3%
Fall 2015	49	212	23.1%
Spring 2016	41	177	23.2%
Summer 2016	14	54	25.9%
Fall 2016	44	180	24.4%
Spring 2017	42	178	23.6%
Summer 2017	4	28	14.3%

Program Graduates				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
8	14	11	7	7
Ratio of Program Graduates to CCCC Graduates in Other Majors				
38%	58%	46%	19%	21%

Appendix C – Program Quality and Assessment Data

LIBERAL ARTS

Fall 2017

D-Direct I-Indirect List activity(ies) used to measure student success	Goal	Findings - Results (N = # students met/# total) (Avg. = average grade) Range = lowest to highest grade recorded)	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
POLS 115 D – Final Exam I – self eval	>75	N = 5 Avg. = 95 Range = 90- 100			1,2	1,2,3	1,2,3, 4
HIST 101 D – Final Exam I – self eval	>75	N = 1 Avg. = 98 Range = 98- 100			1,2,3	1,2,3	1,2,3, 4
HIST 103 D – Final Exam I – self eval	>75	N = 5 Avg. = 96.8 Range = 94- 100			1,2,3, 4, 6	1,2,3	1,2,3, 4
HIST 220 D – Final exam I – self eval	>75	N = 4 Avg. = 99 Range = 98- 100			1,2,3, 4	1,2,3, 4	1,2,3, 4
HUM 101 D – Final Exam I – self eval	>75	N = 4 Avg = 96 Range = 94- 98			1,2,3, 5,	1,2,3	1,2,3, 4
ENGL 100 D – Summation of all course material I – N/A	>75	N = 79 Avg = 75 Range = 75			1,2,3,4 , 5,6	1,2,3, 4	1,2,3, 4
CSCI 101 D – pre/post test	>70	N = 12 Avg = 71 Range = 33- 100			1, 2, 3	1, 2, 3	1, 2, 3, 4

I – Survey							
MATH 103 D – Final Exam I – Reflection paper	>70	N = 6 Avg. = 73.3 Range = 52-84	Goal met. The population includes only students who advanced to the final exam. Students who complete the Hawkes hybrid 103 course are self- motivated. All reflections were of adequate quality.	The indirect paper assignment will have additional requirements.	1,2,3,4	1,2,3	1,2,3
ENGL 110	>70		-low attendance -didn't meet completion -transportation -family issues	Discuss with student Transportation schedule, requirements, and attendance issues.	1,2,3,4	1,2,3,4	1,2,3,4
ENGL 120 D – Char Analysis Essay I - Student Self-Edit	>70	N = 5/5 Avg: 87% Range: 75 - 98	- Work/Job requirements - Low attendance - Did not meet required steps for completion	-Stress communication and strategies to overcome issues - Increase usage of checklists listing requirements - Use in-class strategies to reward student awareness and usage of the class's Moodle	1, 2,	1, 2, 3, 4	1, 2, 3, 4
COMM 110 D – Persuade Speech I - Student Self-eval	>70	N = 8/9 Avg: 74% Range: 0 - 92	- Work requirements - Low attendance - Did not meet required steps for completion - nerves	Stress communication and strategies to overcome issues	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

N/A the liberal arts degree is designed to be a wide ranging transferable degree

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2012	86	\$129,000.00	\$5,664.00	\$243,552.00	\$372,552.00
Spring 2013	73	\$109,500.00	\$5,664.00	\$206,736.00	\$316,236.00
Summer 2013	25	\$18,750.00	\$5,664.00	\$70,800.00	\$89,550.00
AY 2012-13		\$257,250.00		\$521,088.00	\$778,338.00
Fall 2013	83	\$124,500.00	\$5,850.00	\$242,775.00	\$367,275.00
Spring 2014	57	\$85,500.00	\$5,850.00	\$166,725.00	\$252,225.00
Summer 2014	21	\$15,750.00	\$5,850.00	\$61,425.00	\$77,175.00
AY 2013-14		\$225,750.00		\$470,925.00	\$696,675.00
Fall 2014	37	\$55,500.00	\$6,344.90	\$117,380.65	\$172,880.65
Spring 2015	48	\$72,000.00	\$6,344.90	\$152,277.60	\$224,277.60
Summer 2015	13	\$9,750.00	\$6,344.90	\$41,241.85	\$50,991.85
AY 2014-15		\$137,250.00		\$310,900.10	\$448,150.10
Fall 2015	49	\$73,500.00	\$6,717.82	\$164,586.59	\$238,086.59
Spring 2016	41	\$61,500.00	\$6,717.82	\$137,715.31	\$199,215.31
Summer 2016	14	\$10,500.00	\$6,717.82	\$47,024.74	\$57,524.74
AY 2015-16		\$145,500.00		\$349,326.64	\$494,826.64
Fall 2016	44	\$66,000.00	\$7,285.28	\$160,276.16	\$226,276.16
Spring 2017	42	\$63,000.00	\$7,285.28	\$152,990.88	\$215,990.88
Summer 2017	4	\$3,000.00	\$7,285.28	\$14,570.56	\$17,570.56
AY 2016-17		\$132,000.00		\$327,837.60	\$459,837.60
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	5.5	5.5	5.5	5.5	5.5
Total Salaries	\$248,165.50	\$233,101.00	\$274,560.00	\$265,248.50	\$262,531.50
Total Fringe	\$74,449.65	\$69,930.30	\$82,368.00	\$92,836.98	\$91,886.03
Total Expenses	\$322,615.15	\$303,031.30	\$356,928.00	\$358,085.48	\$354,417.53
Total Revenue	\$778,338.00	\$696,675.00	\$448,150.10	\$494,826.64	\$459,837.60
Net Gain/Loss	\$455,722.85	\$393,643.70	\$91,222.10	\$136,741.17	\$105,420.08

Program Evaluation and Review

Point Value	4	3	2	1
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 CCC'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:

Although the enrollment numbers appear to be declining, the program continues to have the highest number of students of all programs. It is recommended that the program be continued with the following actions.

Follow up actions and timeline:

- Explore possible ways to assist students in the transfer process.
- Identify and explore ways to increase transfer rates.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

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Completed Program Reviews Verification

Name of Program Reviewed: Liberal Arts

Director or Faculty of Record: [Signature] Date of Review: 7/18/18

Curriculum Committee Chair: [Signature] Date of Review: 6-5-18

Academic Dean: [Signature] Date of Review: 7-18-18

President (as appropriate): [Signature] Date of Review: 11-15-18

Chair CCCC Board of Regents (as appropriate): Not needed [Signature] Date of Review: _____