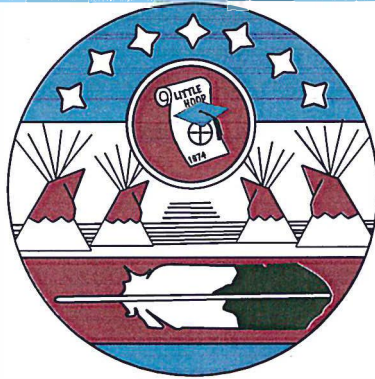

AA in **ELEMENTARY EDUCATION**

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)**

The Associate of Art (AA) in Elementary Teacher Education program is intended to endow students with the fundamental knowledge to enter careers in the educational field or to transfer on to a baccalaureate Elementary Education Teaching degree program. The AA in Elementary Teacher Education program was initiated to meet the demands of the local area's employment need for teachers that are culturally diverse. All courses and electives that are available have also been formatted to comply with the North Dakota University System's matrix for learner outcomes and transferability.

The Cankdeska Cikana Community College mission statement reads: "Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture." All Elementary Teacher Education program of study courses relate, to the extent possible, to the continuation of Native American culture, language, and traditions. Educational scenarios relevant to Native American teachings, culture, and sensibilities are explored.

Cankdeska Cikana Community College AA in Elementary Teacher Education program mission is to immerse the students in a robust learning environment that promotes high expectations for success in a caring, supporting, and engaging culturally rich environment.

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. In addition, 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 high local need. Students who transfer on to a four-year university to pursue their bachelor's degree and teaching credential are well prepared.

Concerns

There has been no ability for the institution to provide funding for an instructor for this program during the past 3 years. Currently, Ms. Lampert is teaching the Early Childhood Education program courses, with some of those being interchangeable within this degree program. Therefore, no new students have been able to register in the program.

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

NA

Recommendations

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

Jacqueline Lampert has been the full time Elementary Teacher Education program instructor at Cankdeska Cikana Community College since the summer of 2014 when the program was initiated. Her previous experience includes working as a Title I/Special Education paraprofessional for 8 years and then as a highly qualified teacher in a 4/5/6 grade classroom for 7 years before starting at Cankdeska Cikana Community College. Ms. Lampert earned a BS at Mayville State University in Elementary Education and an MS at the University of North Dakota in Special Education Strategist along with a minor in Early Childhood Education and certifications in Kindergarten and Technology. Ms. Lampert also received her core credits for a Masters in English and her goal is to continue working on a PhD at the University of North Dakota in Educational Leadership with research and academic interests that include Native Americans and Education especially in mathematics and literacy. Ms. Lampert generally teaches five courses per semester.

The AA in Elementary Teacher Education program of study consists of 60-71 credit hours of instruction, with 40 hours of general education requirements, 12 hours of core Elementary Education requirements and 8-12 hours of electives. Since the summer of 2014 when the program was initiated, we have had 3 students registered in the AA in Elementary Teacher Education program of study with the intent of transferring and pursuing their Bachelor of Science in Elementary Education. In Appendix B is a chart detailing the number of students in the program per year along with the percent of students in the AA in Elementary Teacher Education program of study compared to CCCC student enrollment.

All courses offered under the Elementary Teacher Education program have been reviewed, assessed, and approved by the CCCC's Academic Dean, Curriculum committee, and the Board of Regents in May 2014 when this program was initiated. In addition, except for the Course Descriptions and Objectives, all course outlines are reviewed and updated by the respective instructor prior to being taught. After every semester, evaluations from formative and summative assessments are conducted and qualitative information is collected pertaining to course content, design, and delivery to determine if there are any recommendations for revisions.

Reflection

Strengths

CCCC has worked collaboratively with other tribal colleges and universities with many years' experience to develop an overall educational program that focuses on the effectiveness of courses, curriculum, instructional delivery, methodology, and support needed to successfully meet the learning and/or employment needs of students to help them become successful, contributing members of their community.

Concerns

No funding source to continue this much needed program; therefore, no current enrollment.

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

NA

Recommendations

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

The goal of the teacher education program at CCCC is to assist in providing an equitable, appropriate education for children in grades K-6 through the preparation of teachers who are well educated, professionally competent, and have the potential to make a difference in children's lives.

The Introduction to Education class serves as the cornerstone for the Elementary Teacher Education program by pulling together academics and culture. It provides an overview of the vocational aspects of a teaching career and provides students with an opportunity to assess oneself as a prospective teacher. This course increases awareness on Native American student achievement by sharing best practices and research on Native students. It also explores and ensures access for Native students to a curriculum that is more culturally relevant and that prepares them for the rigors of a new economy and transfer to a baccalaureate college, thus enabling them to fully participate in the workforce and the community in which they live. This course also has 30 hours of pre-professional experience attached to it which allows students to observe and learn in an actual educational setting. One intent of this course is to help students decide if teaching is a career that is suited for you, through providing information, experiences, and presentations that give you a taste of what teaching can be like.

Instructors at Cankdeska Cikana Community College, with regard to evaluation and provision of effective instruction, are observed and evaluated annually by the Academic Dean to determine their performance appraisal and development review. Through this performance appraisal and development review, we can assess the program and make any recommendations or changes that we see fit that would allow us to provide a better learning environment for the students. After every semester, evaluations from formative and summative assessments are conducted and qualitative information is collected pertaining to course content, design, and delivery to determine if there are any recommendations for revisions. If there are recommendations for revisions, it is done so through a collaborative effort between the Academic Dean and the teacher(s) involved.

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), and independent study.

Concerns

The institution is unable to continue offering the courses necessary to continue this quality program due to lack of funding, even though the local need is high.

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

NA

Recommendations

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

The AA in Elementary Teacher Education program was initiated to meet the demands of the local area's employment need for teachers that are culturally diverse. All courses and electives that are available have also been formatted to comply with the North Dakota University System's matrix for learner outcomes and transferability. According to the United States Department of Labor, the occupational job outlook for Elementary School Teachers is projected to grow 6% from 2014-2024 which is as fast as the average outlook for all occupations. In addition, the number of students enrolling in kindergarten and elementary schools is expected to increase over the coming decade, and the number of classes needed to accommodate these students will also rise. As a result, more teachers will be required to teach these additional classes of kindergarten and elementary school students. Another factor in Education job prospects is that a significant number of teachers are expected to reach retirement age between 2012 and 2022. Their retirement will create job openings for new teachers. The median annual wage for elementary school teachers in May of 2015 according to the United States Department of Labor was \$54,890. The lowest 10 percent earned less than \$36,190, and the top 10 percent earned more than \$85,500. The North Dakota labor statistics match pretty closely with a 2.1% growth increase in teachers and the median annual wage for elementary school teachers being \$47,110.

The AA Elementary Teacher Education program of study is also making an impact in Early Childhood Education as well as fulfilling the requirement of our Head Start Program staff qualifications by offering the coursework needed to fulfill either a need for teaching assistants or a two year highly qualified degree program which allows them to be teachers in the Head Start Program. The Summer 2014 Semester, when the program was initiated, had 12 Early Childhood Education/Head Start staff members enrolled in an Elementary Teacher Education program of study coursework. In the Fall 2014 Semester, 9 Early Childhood Education/Head Start staff members took classes offered through the Elementary Teacher Education program of study to fulfill coursework requirements. During the Spring 2015 Semester, 2 Early Childhood Education/Head Start staff members took classes offered through the Elementary Teacher Education program of study to fulfill coursework requirements. We offer students the opportunity to transfer to an accredited baccalaureate degree or advanced degree in Elementary Teacher Education.

Reflection

Strengths

There is a high local 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

Due to a lack of funding for the position of an Elementary Education teacher, the program has not been active since 2015. The former Elementary Education Instructor continues her work at CCCC in the capacity of Early Childhood Education Instructor.

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

NA

Recommendations

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

The program possesses adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs. Facilities are very clean and well maintained. Adequate whiteboard space, chalkboards, and audiovisual equipment, including computer labs, use of smart boards, laptops, iPads, and software updates/replacements are provided. Technical support, when needed, is very helpful and timely. CCCC also provides wireless Internet access in the facility as well as an online Alert system. The program doesn't experience any difficulties in procuring needed supplies and/or materials needed.

The instructor participates in many professional development activities throughout the year including: ECE Higher Education Consortium, Reading and Math Conferences, EMPOWER training, poverty training, research training, student orientation and advising training, and goals/objectives training. Professional development affects student achievement. The program instructor uses various teaching methods including informal instruction, lecture, differentiated instruction, information processing strategies, cooperative learning strategies, inquiry-based methods, direct instruction, and mastery learning. In addition to well-trained faculty and various modes of instruction, CCCC students have many other supports in their educational experience as outlined below.

Faculty are extremely accessible to the students. They are accessible to students in many ways including keeping a minimum of 7 hours of office hours, e-mail, skype, by telephone, voice mail, and the Moodle Learning System. Since classes are small, teachers get to know students and make themselves available when needed in a professional manner and dialogue. A Student Success college course was created with input from SSS. The one credit course is a requirement for all incoming college freshmen. The classes' purpose is to educate students in areas that are essential to college success. Such topics as note taking, reading strategies, critical thinking, concentration techniques and test taking strategies, as well as career planning are taught. In the career section students are given the career interest inventory to fill out and a class discussion on the results of the inventory is done in class. In addition, the course offers methods to deal with stress and improve time management skills.

The Valerie Merrick Library serves as an academic/public tribal library providing a reference and research center for students, faculty, and residents of Spirit Lake Nation and the surrounding communities. The Library offers a variety of texts, periodicals, and journals relating to children's development and elementary education along with state and local newspaper subscriptions that we use for writing journal articles, reflections, and research relating to what the trends are, research relating to education and child development, and what is in the news relating to education locally, statewide, and nationally. It subscribes to online resources such as National Library of Medicine, Native Americans to Health Information, and ODIN. Interlibrary loan provides access to a vast array of materials not available internally. In addition, the library system offers the following: extended evening hours, access to online research, a 12-unit computer lab with internet access, fax service, laminating services, weekend movie matinees, native craft demonstrations and learning opportunities, as well as adult learning seminars. Having the computer lab and extended evening hours allows the students more extended time to work that do not have computers or internet access at home. CCCC also provides a tutoring office that is open 5 days a week for eight hours per day.

Career planning assistance is available through the SSS Program, through the Tribe's Job Training Program and through the North Dakota Job Services. Referrals are made when a student either has an unclear career plan or wants to explore other options. SSS staff also provides assistance to students in helping research working conditions, labor market demand, and educational preparation. The SSS Program also provides services to students for transfer to four year institutions.

Reflection

Strengths

Students have access to very strong personal, tutoring, career, and technology supports here at the college, and access to culturally relevant materials and curricula. The school and program has a strong relationship with 4-year institutions for transferability.

Concerns

Although a highly-qualified instructor could be employed, there is no funding to support the position. Therefore, no outreach has been conducted to try to attract new program participants, in spite of the great need for teachers in the area.

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

NA

Recommendations

VI. Program Analysis and Reflection Narrative

Narrative:


All Elementary Teacher Education program of study 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 Elementary Teacher Education 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. Electives are selected to provide specialized areas of knowledge and appeal to individualized areas of interest.

This is a time period of rapid transformation and heightened opportunities in education. High-quality faculty professional development and training for every faculty member is essential to the institutions' capacity to compete for students in the years ahead, to improve the quality and integrity of the institutions' educational processes, addressing some of the most significant challenges facing higher education, and student success.

The biggest difficulty in the AA Elementary Teacher Education program is that there is a lack of funding to continue to offer the program, but the local need for qualified Elementary Teachers is increasing. As we have experienced, federal funding, along with state, local and tribal funding and policy all have an effect on educational program goals. Our short-term objectives would include promoting our education program in the surrounding area and through grant applications in order to obtain the funding needed to offer the program. The long-term objectives would hopefully include fulfilling the need for highly qualified, culturally diverse teachers needed in the area by providing a baccalaureate degree or advanced degree in Elementary Teacher Education here at CCCC and to seek NCATE accreditation for the program.

Appendix A

(Insert the CCCC institutional table for the Program of Study showing courses offered and sequence)

 Report of Credits Earned/Needed for Graduation Name: <u>AA in Elementary Teacher Education</u>				
General Education Area Requirements			Semester	Credits
ENGL	110	ND:ENGL	College Composition	3
ENGL	120	ND:ENGL	* College Composition II	3
COMM	110	ND:COMM	Fundamentals of Public Speaking	3
DS	110	ND:HUM	Dakota Thought, Philosophy, & Culture	3
ENGL	161	ND: HUM	Dakota Language I	3
ENGL	162	ND: HUM	Dakota Language II	3
PSYC	111	ND:SS	Introduction to Psychology	3
HIST	220	ND: HIST	History of North Dakota	3
		ND: HIST or SS		3
MATH	103	ND:MATH	College Algebra, Finite Math or higher	3
CSCI	101	ND:COMPSC	Introduction to Computers	3
SCIENCE		ND:LABSC		4
HPER	217		Personal & Community Health	2
HPER	101		Physical Education Activity	1
				40
Core Classes				Credits
EDUC	250		Introduction to Education	2
EDUC	298		Pre-Professional Field Experience	1
ENGL	238		Childrens Literature	3
MATH	277		* Math for Elementary Teachers	3
PSYC	255		* Child and Adolescent Psychology	3
Program Electives			Choose from PE below	3 to 12
				21 to 31
Program Electives				
HPER	180		CPR/First Aid	1
EC	210		Intro to Early Childhood Education	3
EC	220		Infants and Toddlers	3
EC	233		Pre-K Methods and Materials	3
EC	236		Social Emotional Development	3
EC	297		Early Childhood Student Internship	6
EC	213		Language and Literacy in Early Childhood	3
				22
TOTAL				60 - 71
*Prerequisites or Corequisites exist. See advisor for details.				
**Some program electives can be used in conjunction for general education requirements.				
Curriculum Team Approval: 2/18/2014				
BOR Approval: 2/20/14				
Effective Date: 5/26/2014				
Revised: 6/9/2014				

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/TEMP	Credit Load/Semester
Jacqueline Lampert	Education and English Instructor	FT	15 - 18

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	0	247	0.0%
Spring 2013	0	237	0.0%
Summer 2013	0	84	0.0%
Fall 2013	0	251	0.0%
Spring 2014	0	196	0.0%
Summer 2014	3	86	3.5%
Fall 2014	3	189	1.6%
Spring 2015	3	186	1.6%
Summer 2015	1	61	1.6%
Fall 2015	2	212	0.9%
Spring 2016	0	177	0.0%
Summer 2016	0	54	0.0%
Fall 2016	0	180	0.0%
Spring 2017	0	178	0.0%
Summer 2017	0	28	0.0%

Program Graduates				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
0	0	0	0	0
Percentage of Program Graduates to CCCC Graduates				
0%	0%	0%	0%	0%

Appendix C – Program Quality and Assessment

(Insert course program assessment template(s) from program core classes)

Assessment data not available for the past two assessment cycles due to inactivity of program.

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
Elementary Teachers	6.0%

Source: U.S. Dept. of Labor Statistics

Indian Employment Projections, 2014 - 2024 U.S. Dept. of Labor	
Occupational Category	Projected Increase
Data Unavailable	

Source:

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

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2012		\$0.00	\$5,664.00	\$0.00	\$0.00
Spring 2013		\$0.00	\$5,664.00	\$0.00	\$0.00
Summer 2013		\$0.00	\$5,664.00	\$0.00	\$0.00
AY 2012-13		\$0.00		\$0.00	\$0.00
Fall 2013		\$0.00	\$5,850.00	\$0.00	\$0.00
Spring 2014		\$0.00	\$5,850.00	\$0.00	\$0.00
Summer 2014	3	\$2,250.00	\$5,850.00	\$8,775.00	\$11,025.00
AY 2013-14		\$2,250.00		\$8,775.00	\$11,025.00
Fall 2014	3	\$4,500.00	\$6,344.90	\$9,517.35	\$14,017.35
Spring 2015	3	\$4,500.00	\$6,344.90	\$9,517.35	\$14,017.35
Summer 2015	1	\$750.00	\$6,344.90	\$3,172.45	\$3,922.45
AY 2014-15		\$9,750.00		\$22,207.15	\$31,957.15
Fall 2015		\$0.00	\$6,717.82	\$0.00	\$0.00
Spring 2016		\$0.00	\$6,717.82	\$0.00	\$0.00
Summer 2016		\$0.00	\$6,717.82	\$0.00	\$0.00
AY 2015-16		\$0.00		\$0.00	\$0.00
Fall 2016		\$0.00	\$7,285.28	\$0.00	\$0.00
Spring 2017		\$0.00	\$7,285.28	\$0.00	\$0.00
Summer 2017		\$0.00	\$7,285.28	\$0.00	\$0.00

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	0	1	1	0	0
Total Salaries	\$0.00	\$42,382.00	\$49,920.00	\$0.00	\$0.00
Total Fringe	\$0.00	\$12,714.60	\$14,976.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$55,096.60	\$64,896.00	\$0.00	\$0.00
Total Revenue	\$0.00	\$11,025.00	\$31,957.15	\$0.00	\$0.00
Net Gain/Loss	\$0.00	(\$44,071.60)	(\$32,938.85)	\$0.00	\$0.00

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 this program be furloughed until such a time as funding would allow the hiring of an instructor to enable the program to be reinstated.

Follow up actions and timeline:

Effective immediately.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

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Completed Program Reviews Verification

Name of Program Reviewed: Elementary Education

Director or Faculty of Record Jacqueline Ampert Date of Review 10-24-18

Curriculum Committee Chair [Signature] Date of Review 10-24-18

Academic Dean Karen Sarni Date of Review 10/24/18

President (as appropriate) [Signature] Date of Review 11-20-18

Chair CCCC Board of Regents (as appropriate) [Signature] Date of Review 11/20/18

