
AA EARLY CHILDHOOD EDUCATION PROGRAM REVIEW



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Tribe

**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 Associate of Arts (AA) 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 two certificates (Infants and Toddlers/Preschool) provide stepping stones to the AA and provide a “highly qualified” status for Head Start employees.

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 certificates and AA in ECE offer students an opportunity and fulfills a critical need for immediate employment at Head Start, Early Head Start, FACE program, preschools/kindergarten/primary grades 1-3, and daycares in the surrounding areas
- The ECE program is easily transferrable to any 4-year institution as aligns with GERTA and ND ECE Consortium guidelines.
- The ECE program offers a fully distance education program approved by HLC

Concerns

- Termination of HS/EHS employees sometimes has students terminating classes before semester is completed.

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

Nonattendance from last program review has gotten much better because of the move to distance education learning— there are not as many students not completing because we now wait for HS/EHS students to complete their 90-day probation before entering them into the program. Termination of HS/EHS employees is a continual concern; although some have stayed in the program after termination now.

Recommendations (Curriculum Committee Use Only)

- Continue to support apprenticeship opportunities. No other recommendations as program is strong.

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

- **Jacqueline Lampert**- full time instructor since summer 2015; Academic Dean since 2018; Program Advisor to ECE, SWK and other programs of study
- **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 13-16 credits per semester

Over the past five years, the ECE program has averaged 74 students enrolled annually and has been increasing every year. The program consists of 12.1% of total enrollment and 8.8% of total graduates.

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. The advisory committee's recommendations are very helpful because these childcare businesses are where the majority of CCCC Early Childhood Education's graduates find work and provide internship/apprenticeship opportunities.

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.

Reflection

Strengths

- AA graduate transfer rate to a 4-year university for 2022-23 was 44% and 2021-2022 was 33%
- 18 graduates in the ECE AA program the last 5 years

Concerns

- ECE is a critical field of employment and there are not enough people to fulfil the occupational needs locally, statewide, or nationally.
- Offering a 4-year degree would provide an opportunity for students to stay in the community.

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

Per the last program review, concerns regarding human resources available are a local, statewide, and nationwide concern and currently unresolvable due to low wages, stressful work environment, lack of health insurance, and high demand in the area of need.

Recommendations (Curriculum Committee Use Only)

- As the program continues to grow in enrollment, add an additional adjunct, possibly full-time, faculty.

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

All courses in the Early Childhood Education program are evaluated every semester and changes are made as necessary. This is done so the coursework is aligned with the North Dakota University Systems and the North Dakota Early Childhood Higher Education Consortium's common course name and numbering. Outcomes are 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, inquiry-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, along with surrounding area daycares allow the opportunity for students to experience real life experiences, hands-on training, observations, apprenticeships, and internships upon completion of coursework.

Assessment of student learning is fundamental to effective teaching. Students' skills and knowledge in the ECE program are evaluated in every course using multiple methods and assessment techniques so that the instructor has a portfolio of information to assess on each student. This data is then collected and reported to the Assessment Committee for review and any needed program changes.

Reflection

Strengths

- Program Quality meets both the ND ECE Consortium and NDUS guidelines.
- The last five years the ECE Program Assessments have averaged a 97.4% success rate.

Concerns

- Students employed at HS who are enrolled in classes sometimes stop out after termination.

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

Less students are stopping out after termination of employment at HS/EHS and the distance education courses have taken many of the barriers away from students succeeding.

Recommendations (Curriculum Committee Use Only)

- Continue the efforts to retain students after termination of employment at HS/EHS.

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

The Bureau of Labor Statistics (2023) reported that employment of preschool teachers is expected to grow (4%) from 2023 to 2033, about as fast as the average for all occupations. The median wage earned in 2023 according to the Bureau of Labor Statistics for North Dakota was \$37,130. About 61,400 openings for preschool teachers are projected each year, on average, over the decade as a result of workers who transfer to different occupations or exit the labor force to retire. Early childhood education is important for a child's intellectual and social development. More preschool teachers are needed to meet the increasing demand for early childhood education.

The five-year average net gain for the Early Childhood Education program is \$349,110.31. However, it's interesting to note that since the change to distance education, the last three-year average net gain was \$502,732.51. The average expenses for the past five years have been \$96,271.26.

Reflection

Strengths

- The ECE program has provided a healthy net gain the past five years.
- The ECE program provides the opportunity to meet occupational needs in the area by offering the two in-house certificates and the AA degree with culturally appropriate curriculum.

Concerns

- There are not enough students to fulfil all the occupational needs locally, statewide, or nationally.

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

Per the past program review, outreach has continued and the ECE program has continued to increase, but still is not enough to fulfil the need for employees in this occupation.

Recommendations (Curriculum Committee Use Only)

- No recommendations at this time. Program is thriving and financially viable.

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

Cankdeska Cikana Community College is 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 is provided quality professional development by attending the NAEYC (National Association for Educating Young Children) Annual Conference. She is part of the CCCC/HS Partnership Grant which is a 5-year grant to educate all Head Start employees through obtaining a BA degree. 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 ECE program offers Apprenticeships which combine on-the-job training with classroom instruction to prepare workers for highly-skilled careers. Currently, the ECE apprenticeship has seven students and the partners include two Head Start programs within the state, two daycares within the state, and a Tribal K-12 school.

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 collaborates and has a working relationship with Mayville State and UND professionals, so that the transition is smooth and students are provided with the background knowledge needed to help them succeed.

The ECE program possesses adequate facilities, equipment, technology, and student services to maintain the effectiveness of its courses and programs.

Reflection

Strengths

- Apprenticeships are providing students and partners with a successful working relationship.
- Students that transfer to a 4-year university are well prepared and have a good educational foundation.
- ECE provides HS/EHS employees with qualifications needed in the community to perform their jobs.

Concerns

- Not enough students in the area to fulfill all job openings needed.
- Differing coursework amongst statewide TCUs make it hard for transferability.

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

The ECE program added an Entrepreneurship course to its program of study for the purpose of assisting students to start their own businesses. Partnerships with TCU's are in progress, but the coursework between TCUs in the state of ND differ greatly and the Academic Deans and AIHEC are working on MOU's between TCUs. Additional faculty will be added, when/if necessary.

Recommendations (Curriculum Committee Use Only)

- Continue to work on course sharing among TCUs and expand recruitment efforts.

VI. Program Analysis and Reflection Narrative

All curriculum, content, syllabi, design, and delivery methods are reviewed and assessed on an ongoing basis by the Academic Dean, the instructors, the advisory team, the Assessment Committee and the Curriculum Committee. All coursework is developed to contribute to a rigorous, integrated program that best addresses educational standards, requirements, and student needs/interests. Core requirements for the AA in the ECE program have been reviewed, assessed, 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 and the ND ECE Higher Education Consortium.

The Early Childhood Education program has thrived and enrollment and graduates are increasing. The ECE program currently has six students enrolled in the BA at Mayville State University or UND in the ECE program, one in the Master's program and one entering into the Ed.D. program. Spring 2023 and 2024 had the highest group of ECE graduates yet.

The TCU/Head Start Partnership grant is growing, so that we ended up extending the number of grantees to 25. The Apprenticeship program is increasing in the past year and is up to seven, with more signing up every semester. Currently, there are fifteen high school students wanting to register for the ECE Apprenticeships.

The most difficult obstacle which influences the effectiveness of the program's courses and programs is still family/medical issues and HS/EHS employee termination.

Appendix A

Current CCCC Program of Study showing courses offered and suggested course rotation



Report of Credits Earned/Needed for Graduation

Name:

AA in EARLY CHILDHOOD EDUCATION

Date:

Essential Study Requirements

				<u>Offered</u>	<u>Semester</u>	<u>Credits</u>
ENGL	100		Student Success	FA,SP		1
ENGL	110	ND:ENGL	College Composition I	FA,SP		3
ENGL	120	ND:ENGL	* College Composition II	FA,SP		3
COMM	110	ND:COMM	Fundamentals of Public Speaking	FA,SP		3
		ND:FA or ND:HUM or ND:HIST				3
		ND:FA or ND:HUM or ND:HIST				3
PSYC	111	ND:SS	Introduction to Psychology	FA		3
SOC	110	ND:SS	Introduction to Sociology	SP		3
CSCI	101	ND:COMPSC	Introduction to Computers	FA,SP		3
MATH	103	ND:MATH	College Algebra	FA,SP,SU		3
		ND:LABSC	Lab Science Elective			3
		ND:LABSC	Corresponding Lab for Lab Science Elective			1
DSL	250	ND:HUM	Dakota Language I	FA,SP,SU		3
DS	110	ND:HUM	Dakota Culture and History	FA,SP,SU		3
						38

Core Classes

EC	210		Intro to Early Childhood Education	FA,SP		3
EC	211		* Observations, Assessment, Int.	FA		3
EC	213		* Language and Literacy in Early Childhood	SP		3
EC	220		** Infants and Toddlers	FA		3
EC	233		* Pre-K Methods and Materials	FA		3
EC	235		* Art, Music, and Play	SP		3
EC	236		** Social Emotional Development	SU		3
EC	237		* Children With Special Needs	SP		3
EC	297		* Early Childhood Student Internship	FA,SP		4
						28

Humanities Electives

PSYC	250	ND:SS	Developmental Psychology	FA		3
BUSN	170		Entrepreneurship	FA		3
						Total
						66

*Prerequisites or Corequisites exist. See advisor for details.

** Alternate Summer Rotation

Current POS Effective Date: 8/2024

BOR Approved: 02/24/14

Curriculum Approved Revisions: 02/18/14, 8/17/2014, 9/17/2014, 10/03/14, 12/10/15, 04/06/17, 10/26/18, 12/9/21, 7/14/22, 12/8/22, 2/8/24

Institutional Updates: 01/31/19, 12/12/19, 12/7/20, 1/1/21, 7/14/22, 3/9/23

Program Review 2024



Suggested Course Rotation

AA in EARLY CHILDHOOD EDUCATION

Course	Credits	Prerequisites	Term	Credits	
Semester 1					
CSCI	101	ND:COMPSC	Fall	Introduction to Computers	3
DS	110	ND:HUM		Dakota Culture and History	3
EC	210			Introduction to Early Childhood Education	3
EC	220			Infants and Toddlers	3
ENGL	100			Student Success	1
				13	
Semester 2					
EC	235		Spring	Art, Music, and Play	3
EC	237			Children with Special Needs	3
ENGL	110/120	ND:ENGL		College Composition VII (8 week courses)	6
DSL	250	ND:HUM		Dakota Language I	3
				15	
Summer Term					
EC	236		Social Emotional Development	3	
		ND:FA or ND:HUM or ND:HIST		3	
				6	
Semester 3					
EC	211		Fall	Observation, Assessment, Interpretation	3
EC	233			Pre-K Methods and Materials	3
SOC	110	ND:SS ND:LABSC		Introduction to Sociology	3
				4	
				13	
Semester 4					
COMM	110		Spring	Fundamentals of Public Speaking	3
EC	213			Language and Literacy in Early Childhood	3
EC	297			Early Childhood Student Internship	4
PSYC	111	ND:SS		Introduction to Psychology	3
				13	
Summer Term					
		ND:FA or ND:HUM or ND:HIST		3	
		ND:MATH	(College Algebra required for transferring students)	3	
				6	
				Total	66

Updated: 01/31/19, 12/12/19, 1/1/21, 7/14/22, 12/8/22, 2/8/24

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Jacqueline Lampert	Academic Dean/ECE Instr	FT	12 – 15
Samantha Gourd	Registrar/Adjunct Instr	NA	3 – 6

Enrollment and Graduation Data

Early Childhood Education	# Enrolled ECE	# Enrolled ECE Certificate	Total Program Enrollment	Total Enrollment	Program % of Total Enrollment
Fall 2019	5		5	160	3.1%
Spring 2020	5		5	168	3.0%
Summer 2020	5	0	5	39	12.8%
Fall 2020	14	0	14	182	7.7%
Spring 2021	21	0	21	161	13.0%
Summer 2021	23	0	23	129	17.8%
Fall 2021	36	0	36	248	14.5%
Spring 2022	32	2	34	243	14.0%
Summer 2022	23	1	24	148	16.2%
Fall 2022	38	1	39	316	12.3%
Spring 2023	42	1	43	307	14.0%
Summer 2023	30		30	183	16.4%
Fall 2023	32		32	325	9.8%
Spring 2024	29		29	280	10.4%
Summer 2024	28		28	156	17.9%
Totals	363	5	368	3045	12.1%

5-Year Program Enrollments

Program Graduates AA Early Childhood Education				
2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
3	9	3	1	2

Program Graduates Certificate Early Childhood Education				
2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
	1	2	2	

Total CCCC Graduates				
2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
76	75	49	35	25

Percentage of Program Graduates to CCCC Graduates				
3.9%	13.3%	10.2%	8.6%	8.0%

Appendix C – Program Quality and Assessment

Most recent two cycles of course/program assessment using current assessment template

Assessment Plan (2023) / (FALL) (Early Childhood Education)

Program Statement: The Early Childhood Education Program goal 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's degree program.

Course Outcomes

EC 210 Course Outcomes

1. Students will review the early childhood profession and develop opportunities to grow within the career.
2. Students will identify/define child development and developmentally appropriate practices.
3. Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
4. Students will explain the importance of family, school, and community relationships.
5. Students will understand the role of observing, documenting, and assessing to support young children.

EC 211 Course Outcomes

1. Students will develop cognitive knowledge of observation, documentation, and evaluation in Early Childhood Education.
2. Students will understand the professional responsibilities of Early Childhood Educators including maintaining confidentiality, documenting child progress, keeping accurate records, and reporting child progress at appropriate intervals.
3. Students will be able to pose questions and make comments to young children that will advance their learning and thinking.
4. Students will be able to reflect and translate theoretical practices into actual field-based experiences.
5. Students will be able to use critical thinking as a way to improve one's own capacity to think more clearly, more accurately, more relevantly, more broadly, and more logically

EC 233 Course Outcomes

1. Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches.
2. Students will recognize, select and create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language.

3. Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies.
4. Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

EC 220 Outcomes

1. Students will describe/define the multiple abilities and skills that develop simultaneously in the first three years of life across all domains.
2. Students will demonstrate an understanding of the infant toddler teaching theories.
3. Students will recognize and create developmentally appropriate curriculum.
4. Students will understand and practice effective communication.
5. Students will demonstrate knowledge of the administration and organization of infant/toddler programs.
6. Students will participate in a field experience.

EC 297 Outcomes

1. Students will demonstrate knowledge of an early childhood professionals.
2. Students will adapt and transfer learning strategies to a wide variety of learning concepts.
3. Students will identify the cognitive and physical needs that attribute to success in early childhood professions.

Program Outcomes

1. The student will create a developmentally appropriate environment.
2. The student will demonstrate a comprehensive curriculum.
3. The student will demonstrate various assessment strategies.
4. The student will demonstrate their ability to maintain positive relationships.

Essential Studies Outcomes

1. Critical Thinking
2. Communication
3. Technological Literacy
4. Personal Attributes

1. Area of Concern	Students struggled with self-pacing the final 8 weeks of course – EC220
Recommendation of assessment committee and/or faculty	Send reminders
Result of Recommendation	
2. Area of Concern	Students questioned the directions for final case study – EC220
Recommendation of assessment committee and/or faculty	Give better directions
Result of Recommendation	
3. Area of Concern	
Recommendation of assessment committee and/or faculty	
Result of Recommendation	

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 eval EC 210	>70	N = 15 NP = 6 SR = 9/9 Avg. = 84	Students struggled to identify measurable objectives	Communicate better with students on assignments and explain better	1,2,3,4,5	1,2,3,4	1,2,3,4

		Range = 72-100					
D - Case Study I – self eval EC 211	>70	N = 17 NP = 7 SR = 10/10 Avg. = 99 Range = 96-100	Goals met	Made some updates based on community needs	1,2,4,5	1,2,3,4	1,2,3,4
D - Culminating Project I – self eval EC 233	>70	N = 8 NP = 3 SR = 5/5 Avg. = 97 Range = 90-100	Goals met	Work on updating course – had to put off as another course being taught sooner book went out of print	1,2,3,4	1,2,3,4	1,2,3,4
D – Developmental Domain Case Study EC 220 I – Self-Survey	>70	N = 11 NP = 4 SR = 6/7 Avg. = 82 Range = 61 - 100	Students struggled with case study directions	Needs to reach out and communicate with students better	1,2,3,4,5,6	1,2,3,4	1,2,3,4
D – Internship I – self eval EC 297	>B	N = 3 NP = 0 SR = 3/3 Avg. = A	Goals met	Goals met Still gaining places for interns to practice	1,2,3	1,2,3,4	1,2,3,4

		Range = A					
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LEGEND for Program Assessment Form Findings (Column 3)

N = NUMBER of students registered in Empower under grading roster

NP = Number of students registered in Empower under grading roster, but did NOT PARTICIPATE in assessment

SR = SUCCESS RATIO - Number of students that met goal successfully/Number of students that participated in assessment

Avg. = Average of the Score of students that participated in assessment

Range = Range of the Score of students that participated in assessment

Assessment Plan 2024 / SPRING EARLY CHILDHOOD EDUCATION

Program Statement:

The Early Childhood Education Program goal 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's degree program.

Course Outcomes

EC 210

1. Students will review the early childhood profession and develop opportunities to grow within the career.
2. Students will identify/define child development and developmentally appropriate practices.
3. Students will demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in children.
4. Students will explain the importance of family, school, and community relationships.
5. Students will understand the role of observing, documenting, and assessing to support young children.

EC 213

1. Students will analyze and apply current theory and research on promoting language acquisition and early literacy.
2. Students will use the state Early Learning Guidelines for Language and Literacy when planning for individual children.
3. Students will be able to identify and design developmentally appropriate curriculum, including teacher-made materials that reflects the interrelationship among culture and language influences represented in the family, in the community and in the daily experiences in the early childhood environment.
4. Students will gain competence in assessing growth in language/literacy development. Students will be able to provide appropriate assessment and instruction to children for whom English is a second language.

5. Students will develop and implement integrated and authentic learning experiences, using the central concepts and skills identified in the state Core Competencies for Promoting Language Development and Literacy.

EC 235

1. Students will become familiar with music and movement, creative art, drama, purposeful play and written expression.
2. Students will explore various integrated curriculum that focuses on children's needs and interests.
3. Students will critically evaluate and select developmentally appropriate materials, equipment, and environments.
4. Students will become familiar with developmentally appropriate strategies.
5. Students will explore 2 and 3-dimensional art materials.
6. Students will demonstrate effective written and oral communication skills through in class activities, participation in class, and a research paper.

EC237

4. Students will determine if developmental delays/disabilities may be involved
5. Students, when warranted, will design a suitable educational program
6. Students will discuss how to monitor/evaluate the child's progress as well as assess the program's delivery model and guarantee the continuation of vital support services
7. Students will encourage a seamless system of partners dedicated to the support of every child, including a family-focused perspective and inclusion to the maximum extent possible.
8. Students will develop an awareness of individual differences related to special needs, bicultural and multicultural populations
9. Students will promote the development of a positive self-concept
10. Students will expand the critical/creative thinking process
11. Students will expand understanding of the family and what the family needs in regards to support from an educational setting

EC 297

12. Students will demonstrate knowledge of an early childhood professionals.
13. Students will adapt and transfer learning strategies to a wide variety of learning concepts.
14. Students will identify the cognitive and physical needs that attribute to success in early childhood professions.

Program Outcomes

5. The student will create a developmentally appropriate environment.
6. The student will demonstrate a comprehensive curriculum.
7. The student will demonstrate various assessment strategies.
8. The student will demonstrate their ability to maintain positive relationships.

Essential Studies Outcomes

1. Critical Thinking
2. Communication
3. Technological Literacy
4. Personal Attributes

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 – Domain Thematic Unit Based on Standards 210 I – Self-survey	>70	N = 8 NP = 5 SR = 3/3 Avg. = 93 Range = 90-95	Goal Met	Changed Measurement tool – go through benchmarks/standards explanation	1 - 5	1 - 4	1 - 4
D – Thematic Unit 213 I – Self-Survey	>70	N = 6 NP = 2 SR = 4/4 Avg. = 100 Range = 100	Goal met	1 student resigned from Head Start 1 student had family issues Going to revise assessment direct measurement tool	1 - 5	1 - 4	1 - 4
D – Thematic Unit 235 I – Self-Survey	>70	N = 12 NP = 3 SR = 9/9 Avg. = 90 Range = 75 - 100	Goal Met	Seek ways to engage learners in engaging learners to completing assignments required in course to be successful	1 - 6	1 - 4	1 - 4
D – Disability Research Packet and Presentation 237 I – Self-survey	>70	N = 19 NP = 4 SR = 15/15 Avg. = 96 Range = 80 - 100	Goals met	Students resigned/terminated from Head Start or /withdrew from semester family issue	1 - 8	1, 3, 4	1 - 4
D – Internship 297 I – Self-Survey	>B	N = 2 NP = 0 SR = 2/2 Avg. = A Range = B - A	Goals Met	Collaborating with qualified supervisors at far away internships for observations	1 - 3	1 - 4	1 - 4

1. Area of Concern	Benchmarks/Standards 210
Recommendation of assessment committee and/or faculty	More practice and explanation of Going through matching benchmarks/standards with lessons and activities
Result of Recommendation	
2. Area of Concern	Revise assessment measurement tool 213
Recommendation of assessment committee and/or faculty	Research/revise different cumulative assessment measurement tool
Result of Recommendation	
3. Area of Concern	Long distance observations on internship 297
Recommendation of assessment committee and/or faculty	Work on collaborations with job site supervisors for internships with students that are long distances away for observation of internship
Result of Recommendation	

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

(Insert data in table from national trend data; cite all source(s) using APA Format)

National Employment Projections, 2020-2030 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Preschool Teachers	4%
Kindergarten and Elementary School Teachers	-1%

Source: [list source webpage\(s\) here](#)

Annual Revenue and Expenditures

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2019	5	\$7,500.00	\$8,279.20	\$20,698.00	\$28,198.00
Spring 2020	5	\$7,500.00	\$8,279.20	\$20,698.00	\$28,198.00
Summer 2020	5	\$3,750.00	\$8,279.20	\$20,698.00	\$24,448.00
AY 2019-20		\$18,750.00		\$62,094.00	\$80,844.00
Fall 2020	14	\$25,500.00	\$7,356.26	\$51,493.82	\$76,993.82
Spring 2021	21	\$30,000.00	\$7,356.26	\$77,240.73	\$107,240.73
Summer 2021	23	\$34,500.00	\$7,356.26	\$84,596.99	\$119,096.99
AY 2020-21		\$90,000.00		\$213,331.54	\$303,331.54
Fall 2021	36	\$64,800.00	\$8,656.00	\$155,808.00	\$220,608.00
Spring 2022	34	\$61,200.00	\$8,656.00	\$147,152.00	\$208,352.00
Summer 2022	24	\$43,200.00	\$8,656.00	\$103,872.00	\$147,072.00
AY 2021-22		\$169,200.00		\$406,832.00	\$576,032.00
Fall 2022	39	\$70,200.00	\$9,245.00	\$180,277.50	\$250,477.50
Spring 2023	43	\$77,400.00	\$9,245.00	\$198,767.50	\$276,167.50
Summer 2023	30	\$54,000.00	\$9,245.00	\$138,675.00	\$192,675.00
AY 2022-23		\$201,600.00		\$517,720.00	\$719,320.00
Fall 2023	32	\$57,600.00	\$8,700.70	\$139,211.20	\$196,811.20
Spring 2024	29	\$52,200.00	\$8,700.70	\$126,160.15	\$178,360.15
Summer 2024	28	\$50,400.00	\$8,700.70	\$121,809.80	\$172,209.80
AY 2023-24		\$160,200.00		\$387,181.15	\$547,381.15
Term	2023-2024	2022-2023	2021-2022	2020-2021	2019 - 2020
Salary	\$ 63,743	\$ 61,443	\$ 57,430	\$ 51,064	\$ 57,693
Fringe	41%	40%	36%	35%	35%
# of Program Faculty	1 FTE + 6 cr Adj	1 FTE + 9 cr Adj	1	1	1
Total Salaries	\$68,543.00	\$68,633.00	\$57,430.00	\$51,064.00	\$57,692.67
Total Fringe	\$94,677.63	\$24,577.20	\$20,674.80	\$17,872.40	\$20,192.43
Total Expenses	\$163,220.63	\$93,210.20	\$78,104.80	\$68,936.40	\$77,885.10
Total Revenue	\$547,381.15	\$719,320.00	\$576,032.00	\$303,331.54	\$80,844.00
Net Gain/Loss	\$384,160.52	\$626,109.80	\$497,927.20	\$234,395.14	\$2,958.90

Program Evaluation and Review (for Curriculum Committee Use Only)

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(s):

The committee recommends the program for continuation.

Follow up actions and timeline:

None at this time – continue the effective efforts already in place.



**CANKDESKA CIKANA
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Completed Program Reviews Verification

Name of Program Reviewed: **AA Early Childhood Education**

J. Mumper
Director or Faculty of Record

10/10/24
Date of Review

Karen Saari
Curriculum Committee Chair

10/10/24
Date of Review

Frank Young
Dean of Administration

10/17/21
Date of Review

J. Mumper
Academic Dean

10/10/24
Date of Review

Stan L. Sauer
President

10-14-24
Date of Review

N/A
Chair CCCC Board of Regents (as appropriate)

Date of Review