
AA LIBERAL ARTS PROGRAM REVIEW



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Tribe

October 2023

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

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)

A Liberal Arts Committee was formed to address concerns regarding the program

Academic Advisors and instructors have been asked to spend extra time addressing the various transfer options and careers available for Liberal Arts graduates

Recommendations (Curriculum Committee Use Only)

- Continue Liberal Arts committee meetings to ensure program outcomes, matrix, and assessment are up-to-date. Continue mentoring Liberal Arts students.

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

The Liberal Arts Program currently has seven faculty members who average three to eighteen credit hours per semester. The Liberal Arts Program enjoys the highest enrollment of any program offered at CCCC. In the summer of 2023 the program reached a high of 27.9% of the entire student body. In the academic year of 2022-2023, the program produced 26% of CCCC's total graduates. The upward trend in program participation correlates with the surge in enrollment CCCC has experienced over the last few years. To help improve and maintain course outcomes, matrix, assessment and student mentoring/advising in the Liberal Arts Program a Liberal Arts Committee was formed in 2022.

Reflection

Strengths

The number of students in the Liberal Arts program has increased

The number of Liberal Arts graduates has increased

Formation of the Liberal Arts Committee

The retention, persistence, and course success rates have increased since mentoring was targeted by the Liberal Arts committee

Concerns

Maintaining the upward trend in program participation continue if college enrollment drops

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

The issues of concern mentioned in the last program review have been addressed for the most part by the overall increase in enrollment.

Recommendations (Curriculum Committee Use Only)

- Formalize agreements (MOAs) with other 4-year institutions to segue into a University Studies degree. Specifically, Mayville State University and Valley City State University by fall semester 2024.

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

Since the pandemic of 2020-2022, the majority of CCCC classes have moved to a hybrid model of instruction, combining Zoom and the online platform, Moodle. Since the implementation of this instruction, enrollment and class participation have increased, demonstrating that this form of instructional delivery is currently meeting the educational needs of students. The program collects data on learning, and program, outcomes that is compiled yearly in an assessment report submitted to the Assessment Committee.

Reflection

Strengths

Students are exposed to discipline specific formatting styles including APA, MLA, and Chicago Manual style

Students are required to complete a written or oral assessment in all courses which utilize critical thinking skills

Students have access to plethora of technological resources and support with the expectation of developing technological fluency

Courses have a strong cultural component to support personal attributes

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 ensure that they are highly qualified

Concerns

The growth in program participants may necessitate an increase in Liberal Arts faculty members

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

A Liberal Arts Committee was formed

Opportunities and money are available for faculty training and professional growth

The Liberal Arts Program works closely with the Assessment Committee to maintain and improve assessment strategies

Recommendations (Curriculum Committee Use Only)

- Faculty should begin to search for grant funding opportunities to expand faculty numbers, with an increase in salaries as incentive to search for and write the grants. Faculty apply for and use available funds through existing organizations such as AICF to pursue professional development and higher degree attainment opportunities.

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

The total revenue generated by the Liberal Arts Program has jumped dramatically in the last five years. In the academic year, 2018-2019, total revenue for the program was \$391,966.00. In academic year, 2022-2023, the total revenue was \$1,323,035, an increase of \$931,069.00.

There are numerous employment opportunities in the community for students graduating with a Liberal Arts degree. Many former students have found jobs in the immediate area.

Reflection

Strengths

Students are exposed to a variety of academic disciplines and their unique scholarly requirements
Liberal Arts faculty stay current in their disciplines and are aware of community occupational needs so that curriculum can be adjusted
Liberal Arts programs are self-supporting due to number of students enrolled in the program

Concerns

The transfer rate to four-year programs remains low
Most focus areas in the Liberal Arts program are taught by one person 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)

An additional English Instructor will begin employment in January of 2024, increasing the English faculty to two

Recommendations (Curriculum Committee Use Only)

- Faculty should take advantage of opportunities to establish liaisons with faculty at other TCUs and other institutions in their content areas
- Actively recruit for additional teaching personnel to accommodate current increases in class and student numbers

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

CCCC has alliances with the American Indian Higher Educational Consortium (AIHEC) and participates in competition among tribal colleges at the annual conference. The college also supports professional development in the form of inhouse trainings and the opportunity to attend conferences and professional training at other institutions. CCCC possesses a vast array of cutting-edge technological options for classroom instruction, in person or at distance. Students have access to many technologies as well, both on campus and with college issued laptops that can be taken home. CCCC has a well-rounded library with thousands of titles as well a professional tutoring service that is available to students during the week and after regular hours.

Reflection

Strengths

The Liberal Arts program offers a diverse range of courses which allows for flexibility in regard to relationships with other college.

The CCCC President currently sits on the board as chair of AIHEC.

Faculty regularly attend professional development trainings

The program is aligned with the North Dakota University System to ensure seamless transferability

Concerns

Program transfer rates are low

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

Graduation rates have gone up 18% since the 2019-2020 academic year.

Completion rates have also increased

Recommendations (Curriculum Committee Use Only)

- Continue the strong faculty support of students. Focus Liberal Arts Committee efforts to encourage and assist students in transferring to four-year institutions.

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
Essential studies outcomes are continually addressed in course content.

The Liberal Arts Program works closely with the college's Retention Committee and Student Success Services.

Students in the Liberal Arts program have access to state-of-the-art computer labs, a portable iPad cart, SMART boards, Promethean panels, and interactive video networks. Wi-Fi is available campus wide to all students. Hot spots were created and bandwidth strengthened during the pandemic to give enhanced access to students. CCCC has three 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.

Due to the technology strengths of the college a hybrid model of instruction continues successfully 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.

A Liberal Arts Committee was formed in 2022 to address concerns regarding the program, implementing changes when necessary, continued monitoring and adjustment of program and course outcomes and assessments, and continued targeted mentoring of Liberal Arts student.

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads (fill in current program staff information)

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Dr. Lori Gourneau	Instructor	PT	3
Kim Krebsbach	Instructor	FT	12 - 18
Stuart Rieke	Instructor	FT	12 - 18
Eric Rogness	Instructor	FT	12 - 18
Karen Saari	Instructor	PT	3 - 9
Mike Parker	Instructor/Research	PT	9 - 15
Dr. Brent Voels	Instructor/Research	FT	4 - 12

Enrollment and Graduation Data (Prefilled by program)

Liberal Arts	# Enrolled Liberal Arts	Total Enrollment	Program % of Total Enrollment
Fall 2018	37	178	20.8%
Spring 2019	31	164	18.9%
Summer 2019	9	45	20.0%
Fall 2019	41	160	25.6%
Spring 2020	35	168	20.8%
Summer 2020	7	39	17.9%
Fall 2020	49	182	26.9%
Spring 2021	32	161	19.9%
Summer 2021	26	129	20.2%
Fall 2021	60	248	24.2%
Spring 2022	54	243	22.2%
Summer 2022	30	148	20.3%
Fall 2022	79	316	25.0%
Spring 2023	76	307	24.8%
Summer 2023	51	183	27.9%
Totals	617	2671	23.1%

5-Year Program Enrollments

Program Graduates AA Liberal Arts				
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
19	11	7	2	2

Total CCCC Graduates				
2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
73	49	35	25	28

Percentage of Program Graduates to CCCC Graduates				
26.0%	22.4%	20.0%	8.0%	7.1%

5-Year Graduation Rates

Appendix C – Program Quality and Assessment (Pre-filled: two most recent assessment cycles)
FALL 2022

POLS 115 D – Final Exam I – oral self eval	>75	N = 27 NP = 2 SR = 25/25 Avg. = 87 Range = 80- 100	Work schedule Child care Transportation Housing issues		1,2	1,2 ,3	1,2,3,4
HIST 103 D – Final Exam I – oral self eval	>75	N = 20 NP = 2 SR = 18/18 Avg. = 100 Range = 100	Work schedule Child care Transportation Housing issues		1,2,3,4	1,2,3,4	1,2,3,4
HIST 101 D – Final Exam I – oral self eval	>75	N = 8 NP = 0 SR = 8/8 Avg. = 100 Range = 100	Goal met		1,2,3,4	1,2,3,4	1,2,3,4
HIST 220 D – Final exam I – oral self eval	>75	N = 42 NP = 12 SR = 30/30 Avg. = 100 Range = 100	Work schedule Child care Transportation Housing issues		1,2	1,2 ,3	1,2,3,4
HUM 101 D – Final Exam I – oral	>75	N = 23 NP = 2 SR = 21/21 Avg = 96 Range = 80- 100	Goal met		1,2,3,5,	1,2,3	1,2,3,4

self eval							
ENGL 100 D – Summation of all course material I – N/A	>75	N = 63 NP = 18 SR = 45/45 Avg = 84% Range =30 – 100%	Reasons for non-attendance were family issues, lack of transportation, and day care.	1,2,3,4, 5,6	1,2,3,4	1,2,3,4	
CSCI101-Krebsbach D – met goal I – survey	>70	N =59 NP =19 SR =26/40 Avg. = 74 Range = 25- 100	Students withdrew, have not consistently attended, or completed assignments.	2	1-4	3	
MATH 103 D – Embedded Concepts from Unit Exams Hawkes Learning System D - Hawke’s Mastery Learning Modules I – Culturally Relevant Reflection/Research Paper I – Course Reflection Survey	>70% >70% >70% >70% C	N = 24 NP = 14 SR = 9/10 Avg. = 82.7% Range = 53.9% - 99.5% N = 24 NP =14 SR = 9/10 Avg. = 85.2% Range = 69.2% - 100% N = 24 NP = 14 SR = 7/10 Avg. = 83% Range = 70% - 93%	3 AW; 5 W; 6 NP Goals met by participating students E – student non-attendance and not completing coursework even with numerous math coach and instructor contacts	1 – 7 1 – 7 1 - 7	1,3 1,3 2,4 2	1,3 1,2,3 2,4 2,4	
MATH 106 D – Embedded	>70%	N = 3	1 AW, 1 W	1 – 4	1,3	1,3	

<p>Concepts from Unit Exams/Quizzes Hawkes Learning System</p> <p>D - Hawke's Mastery Learning Modules</p> <p>D – Culturally Relevant Reflection/Research Paper</p> <p>I – Course Reflection Survey</p>	<p>>70%</p> <p>>70%</p> <p>>70% C</p>	<p>NP = 2 SR = 0/1 Avg. = 66.4% Range = 66.4%</p> <p>N = 3 NP = 2 SR = 1/1 Avg. = 79.47% Range = 79.4%</p> <p>N = 3 NP = 3 SR = 0/0 Avg. = NA Range = NA</p> <p>N = 3 NP = 3 SR = 0/0 Avg. = NA Range = NA</p>	<p>E- non-completion of coursework</p>	<p>1 – 4</p> <p>1 - 4</p>	<p>1,3</p> <p>2,4</p> <p>2</p>	<p>1,2,3</p> <p>2,4</p> <p>2,4</p>
<p>ENGL 110</p> <p>D – Final essay</p> <p>I – Need to institute student self-evaluation next semester</p>	<p>> 70</p>	<p>N = 47 NP = 26 SR = 21/21 AVG = 92.28 Range = 70 - 100</p>	<p>Goals met with those participating.</p>	<p>1, 2, 3, 4</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>
<p>ENGL 120</p> <p>D= Final Essay</p> <p>I= Student self-evaluation</p>	<p>> 70</p>	<p>N= 30 NP= 14 SR= 16/16 Avg= 90.73 Range=75 - 100</p>	<p>Goal met with participating students.</p>	<p>1, 2, 3, 4, 5</p>	<p>1, 2, 3, 4</p>	<p>1, 2, 3, 4</p>
<p>D – Final persuasive speech</p> <p>I – Need to institute student self-evaluation next semester</p>	<p>> 70</p>	<p>N = 16 NP = 9 SR = 7/7 AVG = 95.42 Range = 85-100</p>	<p>Speeches were effective, particularly those that could deliver them during class time with an audience. Those alone on zoom</p>	<p>1, 2, 3, 4, 5</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>

			were lower score.			
D – GEOL 105 and GEOL 105L Midterm Test	>70	N = 14 NP=10 SR=4/4 Avg.=80.2 Range=76.0 to 85.0	Students were very cooperative in completing suggested activities. These Students showed improvement from midterm to end of term. Insufficient communication existed between college personnel and students.	1,2,3,4	1,3	1
D-GEOL 105 and GEOL 105L Final Exam	>70	N=10 NP=10 Avg.=NA Range=NA SR=NA		1,2,3,4	1,3	1
I – Oral questions						
BIOL 111 D – Cumulative Test Score Average I – Student Survey	>70	N = 4 NP = 0 SR = 3/4 Avg. = 77.6% Range = 54-88%	All four students in the course did pass with a C or better. One student's cumulative average test score was 54%, this student did well enough on the other work to still pass. Will re-examine the weight of the test scores versus other assignments.	1, 2, 3	1, 4	1, 2, 3, 4
BIOL 111/L Lab D – Cumulative Lab Score Average I – Student Survey	>70	N = 4 NP = 0 SR = 4/4 Avg. = 79.25% Range = 70-97%	Labs were delivered online via Achieve lab simulations. Students fully participated and completed all activities. A combination of online homework assignments and	1,3	1,2,3,4	1,2,3,4

			practice tests led to student success.			
<p>PSYC 250 Developmental Psychology D – Case Study & Rubric Score: 14/20 = 70%</p> <p>I – Case Study Student Self Evaluation Survey</p>	>70%	<p>N = 3 NP = 1 SR = 1/2 Avg. = 12 or 60% Range = 10- 14</p>	<p>One of the two students who participated in the assessment did not successfully meet the intended goal. There was little to no use of ethics terminology within the written statements and communication was poor. Students did complete the self-evaluation and describe that did not do well on the ethics assessment. External factors: None of the students revealed any issues during the semester course.</p>	1,2	1,2,4	1,2,4
<p>PSYC 250 Developmental Psychology D – Research Paper & Power Point Rubric Score: 14/20 = 70%</p> <p>I – Student Self- Evaluation Survey</p>	>70%	<p>N = 3 NP = 1 SR = 1/2 Avg. = 16.5 or 82% Range = 13- 19</p>	<p>Two of three students completed the assignment and met the intended goal. One student performed exceptionally well on written and verbal communication and the other student had a poor</p>	1,2	1,2,3	1-4

			performance on both. One student felt that she was not adequately prepared for the presentation and the presentation revealed that. Even though both power point and research paper were sent back to her after preliminary evaluation. The other student felt she did well.			
<p>PSYC 111 Introduction to Psychology</p> <p>D – Pre-Post Test 30 Questions: Score 21/30 = 70%</p>	>70%	<p>Pre-Test N = 19 NP = 2 SR = 3/17 Avg. = 16.4 or 54.6% Range (Pre-test) = 9-24</p> <p>Post-Test N = 15 NP = 6 SR = 5/9 Avg. = 20.8 or 70% Range (Post-test) = 14-30</p>	<p>Internal: Five of nine students who remained active and who participated in both the pre/post- test met the intended goal of 70%. All other students who participated increased their scores from the pre-test to the post-test.</p> <p>External: Four students withdrew during the course of the semester due to poor performance and attendance.</p>	1,2,3,4,5	1,2	1,2

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<p>POLS 115 D – Final Exam I – oral self eval</p>	<p>>75</p>	<p>N = 43 NP = 7 SR = 36/36 Avg. = 97 Range = 80-100%</p>	<p>The students who did not participate were consistent in their non-participation all semester, despite email reminders about getting assignments in, they offered no reasons for lack of class commitment</p>	<p>Stay in email contact with students to continue to encourage good attendance</p>	<p>1,2</p>	<p>1,2,3</p>	<p>1,2,3,4</p>
<p>HIST 102 D – Final Exam I – oral self eval</p>	<p>>75</p>	<p>N = 31 NP = 7 SR = 23/24 Avg. = 96 Range = 40 -100%</p>	<p>The students who did not participate were consistent in their non-participation all semester, despite email reminders about getting assignments in, they offered no excuses as to why work was left uncompleted</p>	<p>Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>
<p>HIST 104 D – Final Exam I – oral self eval</p>	<p>>75</p>	<p>N = 27 NP = 3 SR = 24/24 Avg. = 95 Range = 80 -100%</p>	<p>Family/medical issues</p>	<p>Stay in email contact with students Discuss issues affecting attendance at beginning of semester and offer options</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>	<p>1,2,3,4</p>

HIST 261 D – Final exam I – oral self eval	>75	N = 48 NP = 12 SR = 36/36 Avg. = 96 Range = 70-100%	Family and work schedule issues	Continue to stress good attendance	1,2	1,2 ,3	1,2,3, 4
HUM 101 D – Final Exam I – oral self eval	>75	N = 25 NP = 3 SR = 22/22 Avg = 96 Range = 80-100%	Work schedule issues	Continue to stress good attendance and completion of work	1,2,3,5,	1,2,3	1,2,3, 4
ENGL 100 D – Summation of all course material I – N/A	>75	N = 46 NP = 14 SR = 30/32 Avg = 85% Range =30 – 100%	The ones that failed only participated occasionally and turned in almost no work, no matter how many times I sent reminders. Reasons for non- attendance were family issues, sickness, work conflicts, and day care.	Email students on regular basis Offer regular discussions on the topics of attendance, participation and completion	1,2,3,4, 5,6	1,2,3, 4	1,2,3, 4
CSCI101 D – met goal I – survey	>70	N =50 NP =12 SR =29 of 38 Avg. = 78 Range = 25-100	Students withdrew, have not consistently attended, or completed assignments.	Students are learning.	2	1-4	3
MATH 103 D – Embedded Concepts from Unit Exams Hawkes Learning	>70%	N = 10 NP = 2 SR = 8/8= 100%	0 AW; 0 W; 2 NP E- non- attendance	E- Contacts to absent students (email, in- person or phone) by	1 – 7	1,3	1,3

System	>70%	Avg. = 83% Range = 76% - 91%	without withdrawal; non-completion of learning modules and exams; student non-responsive to attempted contacts	instructors and Math Coach; flexible work time outside of class using math lab hours or professional tutor; allow to retake tests; refer for tutoring; targeted contacts prior to withdrawal date for non-attending students; strategies for maximizing final grade	1 – 7	1,3	1,2,3
D - Hawke's Mastery Learning Modules	>70%	N = 10 NP = 2 SR = 5/8= 63%				2,4	2,4
I – Culturally Relevant Reflection/Research Paper	>70% C	Avg. = 82% Range = 61% - 100%	I- Unable to attend class hours or math lab hours due to work/conflicts		1 - 7	2	2,4
I – Course Reflection Survey		N = 10 NP = 4 SR = 6/6=100% Avg. = NA Range = NA		I- offered alternate class time; referred to professional tutor who has more flexible hours; allowed self-paced online work if making progress and communicating regularly with instructor			
		N = 10 NP = 2 SR = 6/8=75% Avg. = NA Range = NA					
MATH 106 D – Embedded Concepts from Unit Exams/Quizzes Hawkes Learning System	>70%	N = 8 NP = 3 SR = 2/5 = 40% Avg. = 58%	0 AW; 1 W; 2 NP E- non-attendance without withdrawal;	E- Contacts to absent students via email, in-person or phone by instructor and Math Coach; targeted contacts prior to withdrawal date for non-attending students	1 – 4	1,3	1,3
D - Hawke's Mastery Learning Modules	>70%	Range = 31% - 93%	non-completion of learning modules and exams; sporadic attendance		1 – 4	1,3	1,2,3
	>70%	N = 8 NP = 3		I- online zoom			

<p>D – Culturally Relevant Reflection/Research Paper</p> <p>I – Course Reflection Survey</p>	<p>>70% C</p>	<p>SR = 3/5 = 60% Avg. = 79% Range = 65% - 100%</p> <p>N = 8 NP = 5 SR = 3/3 = 100% Avg. = 82% Range = 80% - 83%</p> <p>N = 8 NP = 3 SR = 5/5 = 100% Avg. = NA Range = NA</p>	<p>with non-completion of coursework</p> <p>I- Unable to attend class hours or math lab hours due to work/conflicts</p>	<p>help sessions/math lab hours; weekly attempted contacts to students not completing coursework to offer help; recording Zoom sessions for playback at student convenience when unable to attend class</p>	<p>1 - 4</p>	<p>2,4</p> <p>2</p>	<p>2,4</p> <p>2,4</p>
<p>MATH 210 D – Embedded Concepts from Unit Exams Hawkes Learning System</p> <p>D – Hawkes Mastery Learning Modules</p> <p>D – Culturally Relevant Research PowerPoint Presentation</p>	<p>>70%</p> <p>>70%</p> <p>>70%</p> <p>>70% C</p>	<p>N = 31 NP = 13 SR = 16/18 = 89% Avg. = 83% Range = 66% - 98%</p> <p>N = 31 NP = 13 SR = 17/18 = 94% Avg. = 93% Range = 70% - 100%</p>	<p>3 AW; 3 W; 5 non-attending; 2 sporadic attendance</p> <p>E- non-attendance without withdrawal; non-completion of learning modules; surgery and multiple other medical issues; family issues; internet reliability or access issues; non-availability due to</p>	<p>E- Contacts to absent students by instructor and Math Coach; student access to recordings of all class sessions; refer for tutoring; encourage to attend math lab hours; targeted contacts prior to withdrawal date for non-attending students; removed late penalties for students needing extra time/experienci</p>	<p>1 – 7</p> <p>1 – 7</p> <p>1 - 7</p>	<p>1,3</p> <p>1,3</p> <p>2,4</p> <p>2</p>	<p>1,3</p> <p>1,2,3</p> <p>2,4</p> <p>2,4</p>

I – Course Reflection Survey		<p>N = 31 NP = 10 SR = 20/21= 95% Avg. = 93% Range = 68% - 100%</p> <p>N = 31 NP = 10 SR = 17/21= 81% Avg. = NA Range = NA</p>	<p>travel/work</p> <p>I – students stating workload excessive for 3 credit class and Hawkes lessons too long; not enough instructor availability outside of class time</p>	<p>ng outside issues; extended deadlines; strategies for maximizing final grade</p> <p>I- class moved to a later time as requested previous semester; exams/lessons reviewed and revised question-by-question; workload adjusted mid-term based on mid-term evaluations and student feedback; referral to professional tutor having more flexible scheduling; recorded class sessions; removed late lesson penalties; student feedback utilized for modifications along with suggestions from AD</p>			
<p>Composition 1</p> <p>D – Final essay</p> <p>I – Need to institute student self-evaluation next semester</p>	> 70	<p>N = 30 NP = 7 SR = 22/23 AVG = 86.90 Range = 75 - 96</p>	<p>Goal met mostly with decent engagement and high average scores among participating</p>	<p>Develop multiple reading assignments using the first few and last few chapters of ‘I am Malala’</p>	1, 2, 3, 4	1,2,3, 4	1,2,3, 4

			students. Factors for success: more materials arranged for students on 'I am Malala' due to having Fall semester of teaching it, and flexibility with final assignment due to student input.	for examples of strong paragraphs, sentence structure and grammar use. Alternative reading assignments can be provided as well. Student input could come earlier in the semester. Planning for flexibility of reading material will be better in the Summer and in the Fall			
Composition 2 D= Final Essay I= Student self-evaluation	> 70	N= 21 NP= 4 SR= 17/17 Avg= 89.17 Range=7 0-100	Goal met with participating students. This was because of using a flexible assignment with several choices on final writing topic. Students were prepared for the final because of consistent use of required quoting and effective in-class discussion and writing demonstration	Final assignment could be better developed with regard to alternative materials/topic choices to 'The Letter from Birmingham Jail.' Stronger main idea point statements could be taught with consistent argumentative-style essays through the mid to final assignments of the course.	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4
D – Final persuasive speech	> 70	N = 21 NP = 4	Many speakers in	Students need additional	1, 2, 3, 4, 5	1,2,3, 4	1,2,3, 4

I – Qualitative response given in Moodle or through email.		SR = 17/17 AVG = 92.00 Range = 75-100	this class were very effective. Those that scored lower often didn't take time to rehearse their speeches. Though the class was encouraged to use extemporaneous speaking style on this final, some of the strongest were manuscript.	criteria, such as additional assignments to require drafting of speeches and multiple deliveries of drafts of speeches in order to encourage rigor in the process of rehearsal, editing, self-evaluation, and revision.			
BIOL 111 D – Cumulative Test Score Average I – Student Survey	>70	N = 4 NP = 0 SR = 4/4 Avg. = 79.34% Range = 73.1-95%	All four students in the course did pass with a C or better. All students scored >70% on the final writing assignment.	Students learned at least new information that they felt would help them in some manner.	1, 2, 3	1, 4	1, 2, 3, 4
BIOL 111/L Lab D – Cumulative Lab Score Average I – Student Survey	>70	N = 3 NP = 0 SR = 3/3 Avg. = 93.66% Range = 90-97%	Labs were delivered online via Achieve lab simulations. Students fully participated and completed all activities.		1,3	1,2,3, 4	1,2,3, 4
BIOL 150 D – Cumulative Test Score Average I – Student Survey	>70	N = 2 NP = 0 SR = 2/2 Avg. = 91% Range = 83-92%	Both students fully participated in all class activities. A multi-take adaptive quiz	Feedback indicates that students like being able to work at their own pace as their schedule	1, 2, 3	1, 4	1, 2, 3, 4

			was added as homework prior to a test given for each chapter.	allows. Essay met all rubric requirements.			
BIOL 150/L Lab D – Cumulative Lab Score Average I – Student Survey	>70	N = 2 NP = 0 SR = 2/2 Avg. = 93.5% Range = 90-97%	Labs were delivered online via Achieve. Students fully participated and completed all activities.		1,3	1,2,3,4	1,2,3,4
CHEM121- General Chemistry II D – Cumulative test score average I – Student Self Evaluation	>70	N = 1 NP = SR: 1/1 Avg. = 95% Range = 95%	A combination of online homework assignments and practice tests led to student success.	Essay met all rubric requirements.	1-5	1,2	1,2
CHEM121L- General Chemistry II Lab D – Cumulative Lab score average I – Student Self Evaluation	>70	N= 1 NP = 0 SR = 1/1 Avg. = 90% Range = 90%	Achieve Labs are functioning well.	Continue with Achieve.	1-5	1,2	1,2
PSYC 111 Introduction to Psychology D – Pre-Post Test 30 Questions: Score 21/30 = 70%	>70%	Pre-Test N = 9 NP = 5 SR = 0/4 Avg. = 14.25 or 47.5% Range (Pre-test) = 11-19 Post-Test N = 4 NP = 0 SR = 3/4	Internal: The students who remained active and who participated in both the pre/post- test increased their knowledge over the semester. All students increased their scores from	Continue with assessment, all students who participated in the course increased their knowledge base over the semester.	1,2,3,4,5	1,2	1,2

		Avg. = 22.75 or 75.8% Range (Post-test) = 16-30	the pre-test to the post-test with only one not meeting the intended goal of 70%. External: Four students withdrew immediately after the 2 nd week with one withdrawing later in the semester due to poor performance.				
PSYC 250 Developmental Psychology D – Case Study & Rubric Score: 14/20 = 70% I – Case Study Student Self Evaluation Survey	>70%	N = 1 NP = 1 SR = NA Avg. = NA Range = NA	No data to assess	Continue using this assessment (case study), however introduce material early on in the semester and go over a case study with the students; show the students how ethical scenarios should be evaluated. Present the students with a different case study scenario. Evaluate how they manage and evaluate the ethical issue on their own.	1,2	1,2,4	1,2,4
SOC 110 D – Exam I – Self-	> 70%	N =23 NP =3 SR =20/20	Good attendance and assignment	Gave support to students/online learning	1,2,3,4	1,2,3,4	1,2,3,4

evaluation		Avg. = 93% Range = 84-100%	completion	Increased interactive activities.			
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Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs

National Employment Projections, 2020-2030 Bureau of Labor Statistics	
Occupational Category	Projected Increase
Education Administrator	5%
Secondary School Teachers	5%
Lawyers	10%

Source: *What is a liberal arts degree and what can you do with it? - crimson education us.* What is a Liberal Arts Degree and What Can You Do With It? - Crimson Education US. (n.d.). <https://www.crimsoneducation.org/us/blog/liberal-arts-degree/#:~:text=Expected%20demand%20growth%20for%20liberal%20art%20degrees&text=With%20a%20steady%20annual%20growth,%20%20creativity%2C%20and%20effective%20communication.>

Annual Revenue and Expenditures (Prefilled)

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2018	37	\$55,500.00	\$7,356.26	\$136,090.81	\$191,590.81
Spring 2019	31	\$46,500.00	\$7,356.26	\$114,022.03	\$160,522.03
Summer 2019	9	\$6,750.00	\$7,356.26	\$33,103.17	\$39,853.17
AY 2018-19		\$108,750.00		\$283,216.01	\$391,966.01
Fall 2019	41	\$61,500.00	\$8,279.20	\$169,723.60	\$231,223.60
Spring 2020	35	\$52,500.00	\$8,279.20	\$144,886.00	\$197,386.00
Summer 2020	7	\$5,250.00	\$8,279.20	\$28,977.20	\$34,227.20
AY 2019-20		\$119,250.00		\$343,586.80	\$462,836.80
Fall 2020	49	\$73,500.00	\$7,356.26	\$180,228.37	\$253,728.37
Spring 2021	32	\$48,000.00	\$7,356.26	\$117,700.16	\$165,700.16
Summer 2021	26	\$39,000.00	\$7,356.26	\$95,631.38	\$134,631.38
AY 2020-21		\$160,500.00		\$393,559.91	\$554,059.91
Fall 2021	60	\$108,000.00	\$8,656.00	\$259,680.00	\$367,680.00
Spring 2022	54	\$97,200.00	\$8,656.00	\$233,712.00	\$330,912.00
Summer 2022	30	\$54,000.00	\$8,656.00	\$129,840.00	\$183,840.00
AY 2021-22		\$259,200.00		\$623,232.00	\$882,432.00
Fall 2022	79	\$142,200.00	\$9,245.00	\$365,177.50	\$507,377.50
Spring 2023	76	\$136,800.00	\$9,245.00	\$351,310.00	\$488,110.00
Summer 2023	51	\$91,800.00	\$9,245.00	\$235,747.50	\$327,547.50
AY 2022-23		\$370,800.00		\$952,235.00	\$1,323,035.00

Term	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Salary	\$ 61,443	\$ 57,430	\$ 51,064	\$ 57,693	\$ 52,643
Fringe	40%	36%	35%	35%	35%
# of Program Faculty	5	5	5.5	5	5
Total Salaries	\$307,215.00	\$287,150.00	\$280,852.00	\$288,463.35	\$263,215.00
Total Fringe	\$122,886.00	\$103,374.00	\$98,298.20	\$100,962.17	\$92,125.25
Total Expenses	\$430,101.00	\$390,524.00	\$379,150.20	\$389,425.52	\$355,340.25
Total Revenue	\$1,323,035.00	\$882,432.00	\$554,059.91	\$462,836.80	\$391,966.01
Net Gain/Loss	\$892,934.00	\$491,908.00	\$174,909.71	\$73,411.28	\$36,625.76

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 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(s):

Search out grant opportunities to expand faculty numbers. Seek out professional development opportunities in content areas to keep curricula current. Formalize 2+2 or MOAs with other institutions. The Committee recommends the program for continuance.

Follow up actions and timeline:

MOAs in place by fall 2024. Liberal Arts faculty will establish a professional development plan with the Academic Dean.



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Completed Program Reviews Verification

Name of Program Reviewed: AA Liberal Arts

[Signature]
Director or Faculty of Record

10/12/23
Date of Review

[Signature]
Curriculum Committee Chair

10/12/23
Date of Review

[Signature]
Dean of Administration

10/23/23
Date of Review

[Signature]
Academic Dean

10-12-23
Date of Review

[Signature]
President (as appropriate)

11-1-23
Date of Review

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

Date of Review