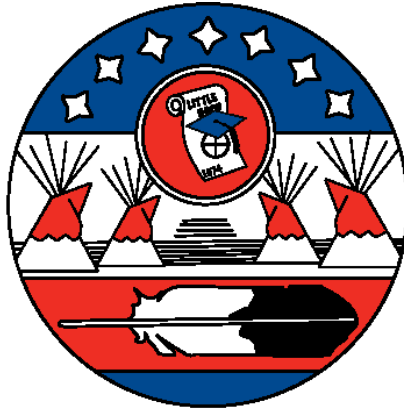

CERTIFICATE CARPENTRY PROGRAM REVIEW



CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Tribe

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

Brief Narrative (1 – 3 paragraphs)

The Certificate in Carpentry at Cankdeska Cikana Community College is a twelve-month program designed to prepare students for entry-level employment in the construction trades. Students gain knowledge and hands-on skills in residential and light commercial construction, specialty trades, and the safe use of hand tools, power tools, and stationary equipment. The program also integrates emerging technologies, such as CNC applications, ensuring graduates are equipped for the evolving construction industry. The program is certified through the North Dakota Department of Vocational Education and supported by the Native American Career and Technical Education Program (NACTEP), affirming its quality and alignment with workforce needs.

This program reflects the mission of CCCC by fostering student independence, self-sufficiency, and community development through workforce training and practical education. Graduates are prepared to contribute to the labor force and address regional shortages in skilled construction workers, particularly within the Spirit Lake Dakota community. The program further supports institutional goals by reinforcing general education competencies such as applied mathematics, problem-solving, and communication while offering pathways for transfer into advanced study.

As a career and technical program, Carpentry is integral to CCCC's role in providing accessible education that meets both student and community needs. The program not only prepares graduates for immediate employment but also encourages lifelong learning by introducing modern construction methods and emerging technologies. In doing so, the program advances institutional effectiveness and strengthens the college's capacity to serve as a center of workforce development, cultural preservation, and community sustainability.

Reflection

Strengths

The Certificate in Carpentry program provides students with versatile, transferable skills that extend beyond entry-level positions in the construction trades. In addition to preparing graduates for employment in carpentry and related fields, the program equips students for alternative career paths such as sales positions in lumber and hardware, or roles as safety and home inspectors in the real estate sector. This breadth of opportunity increases employability and supports student self-sufficiency in alignment with the CCCC mission. Furthermore, the program serves as a gateway to continued education, encouraging graduates to pursue additional certificates, associate degrees, or transfer pathways within the college. This function not only supports lifelong learning but also enhances student persistence and retention across multiple academic programs.

Concerns

One challenge facing the Carpentry Certificate program is the geographic distribution of employment opportunities, as many construction jobs are located 100 miles or more from the Spirit Lake Reservation. While this can limit immediate access to consistent employment, there is evidence of an upswing in construction and development projects within the Spirit Lake Nation and the broader Lake Region area, which is expected to create more local opportunities for skilled carpenters.

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

Since that review, the program has monitored regional labor market conditions and has observed an increase in construction and development projects both on the Spirit Lake Nation and in the Lake Region area. This trend has begun to reduce the distance barrier for graduates by creating more local opportunities for employment.

Additionally, in response to the recommendation for expanding training pathways, the program has initiated preliminary planning for an apprenticeship program. Conversations with community partners and regional employers are underway to explore frameworks for combining classroom instruction with on-the-job experience. While the apprenticeship program is still in development, these efforts demonstrate progress toward addressing the concern of job accessibility by ensuring graduates can connect directly to local, long-term employment opportunities.

Recommendations (Curriculum Committee Use Only)

- Identify potential employers within the Spirit Lake Nation.
- Assist students in obtaining local employment upon graduation.
- Continue to collaborate with Spirit Lake Housing Authority on cabinet-making with the CNC machine as part of student experience.

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

Brief Narrative (1 – 3 paragraphs)

The Carpentry Certificate program at Cankdeska Cikana Community College is funded through the Native American Career and Technical Education Program (NACTEP) grant and staffed by qualified instructors with deep industry experience. Over the past five years, the program has seen key staffing changes: Louis Garcia retired in 2020 after decades of service and was replaced in spring 2021 by Frank Gourd, while Kim Paulson continues to serve as instructor following his replacement of Robert Sylling. These changes have ensured continuity and integration of updated industry practices into the program. The curriculum, consolidated in 2018 to combine Carpentry and Finish Carpentry into a single certificate, covers safety, tools, drafting, estimating, communication, on-site construction, and CPR/first aid, with faculty teaching approximately 10–12 credits per semester.

Enrollment has remained consistent, with an average of 12–13 students per semester, accounting for about 7.5% of the college's student body, and 14 students enrolled in the most recent year. COVID-related class size reductions improved graduation outcomes, and the program has continued to adjust class sizes to balance access with student success. Graduation-to-major ratios have steadily improved as a result of these refinements. The Advisory Board, meeting twice per year as required by the State of North Dakota, includes local construction and workforce representatives and has emphasized incorporating new technologies such as CNC equipment while encouraging apprenticeship opportunities to strengthen workforce pathways.

Overall, the program provides students with the technical skills, safety training, and problem-solving abilities necessary for entry-level employment in construction, while also preparing them for related roles such as sales or inspection and supporting transfer opportunities into advanced study. In doing so, the program fulfills the CCCC mission by equipping graduates for independence, self-sufficiency, and long-term career development that contributes directly to the needs of the Spirit Lake Nation and the surrounding region.

Reflection

Strengths

Students completing the three-semester Carpentry Certificate receive well-rounded, hands-on training that balances classroom instruction with applied learning on community-based projects. These projects not only provide authentic work experiences but also contribute directly to meeting local needs on the Spirit Lake Nation. The collaboration of two dedicated instructors has enhanced both shop safety and the overall quality of instruction, ensuring students benefit from improved supervision, guidance, and mentorship. In addition, the program continues to increase graduates' employability and hiring value by integrating advancing technologies, including the use of CNC equipment and an Edge Bander, which expose students to modern industry practices and strengthen their competitiveness in the workforce.

Concerns

A recurring challenge for the Carpentry program is that students complete their coursework at the end of July, while CCCC typically holds graduation exercises in May. As a result, many students choose to enter the workforce immediately rather than formally graduate, contributing to a lower reported graduation rate that does not fully reflect program success, since students are securing gainful employment consistent with the college's mission.

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

We have yet to obtain any written policy with regards to alcohol and drug use by students within our classes. Safety is still of high concern without adequate direction from authorities greater than ours. We have met with some success in getting our students to graduate within our three-semester time frame. We also find success in urging those students who cannot finish in Summer Semester, to return in Fall Semester.

Recommendations (Curriculum Committee Use Only)

- Continue to pursue with college administration written policy on drug and alcohol safety policy.
- Include verbiage regarding equipment safety practices in course policies in course syllabi.
- Continue to encourage students to follow through the final summer semester to completion.

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

Brief Narrative (1 – 3 paragraphs)

The Carpentry Certificate program employs a combination of classroom instruction and hands-on experiential learning that meets the educational needs of students and aligns with industry standards. Students participate in service and applied learning projects on campus and in the community, including work on historic sites, tribal buildings, daycare centers, and residential construction. Recent projects include the construction of five local houses, two in collaboration with the tribal housing program and one generating revenue for the program and college. Instruction covers tool safety, blueprint reading, basic mathematics, estimating, construction techniques, and advanced technologies such as CNC programming and operation, ensuring graduates develop practical, workforce-ready skills.

Evidence of program effectiveness is reflected in the successful employment of graduates in entry-level construction positions, demonstrating alignment with both student goals and regional workforce needs. Employers report that students are well-prepared, safety-conscious, and capable of applying both traditional and modern carpentry skills.

The program systematically collects and analyzes student learning outcome data each semester through CCCC's Program Assessment Plan. Findings from the past two assessment cycles have guided improvements in project planning, technology integration, and safety instruction. Results are reported to the Assessment Committee, providing a structured feedback loop that supports continuous program improvement and ensures graduates meet both academic and career readiness standards.

Reflection

Strengths

The Carpentry program excels in identifying campus and community needs and using them to create authentic, hands-on learning experiences for students. Through collaboration with the college and local institutions, students gain applied skills and on-the-job training that directly benefit both their education and the surrounding community. The program also emphasizes holistic student development, integrating cultural studies and community-based experiences that reflect and honor the students' heritage, supporting personal growth alongside technical skill-building.

Concerns

A continuing challenge for the Carpentry program is that many students complete coursework in the summer, after the college's May graduation exercises. As a result, some students enter the workforce immediately rather than formally graduating, which contributes to a lower reported graduation rate that does not fully reflect program success. Additionally, the program needs a formal written policy addressing liability and safety related to medical or recreational substance use to ensure consistent expectations in the shop and on worksites. Addressing these issues will help align program policies with student success and workplace readiness while maintaining the safety and integrity of the learning environment.

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

Since the last program review, the Carpentry program has continued to address the challenge of limited local employment opportunities on the Spirit Lake Nation. To provide additional training while supporting students' financial needs, the program is developing an apprenticeship program that will combine hands-on learning with paid work experience. Additionally, the program is pursuing small residential construction projects to support both the Spirit Lake Nation Housing initiative and college

housing needs. These efforts aim to expand local employment opportunities for graduates while providing meaningful, community-based learning experiences that reinforce the program's mission of workforce readiness and community engagement.

Recommendations (Curriculum Committee Use Only)

- Continue to expand local employment opportunities; pursue apprenticeship opportunities, as available.
- Continue to address safety policy with college administration.

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

Brief Narrative (1 – 3 paragraphs)

The Carpentry Certificate program prepares students for careers in a field with strong and growing employment opportunities at the local, regional, and state levels. According to the U.S. Department of Labor's Indian and Native American Employment and Training data, the demand for carpenters continues to rise nationwide, reflecting a sustained need for skilled construction workers. In North Dakota, the annual mean wage for carpenters is \$26.28 per hour, and employment prospects within the Spirit Lake Nation are particularly promising. Local initiatives, including tiny house construction projects, the planned apprenticeship program, and other community-based construction efforts, are generating new opportunities for graduates while simultaneously meeting housing and infrastructure needs in the community.

The program is funded exclusively through the Native Americans in Career and Technical Education Program (NACTEP) grant, which covers program staff salaries, student stipends, and all necessary supplies and equipment. This funding structure allows the program to provide services and training to the community at no cost, including support for the elderly and handicapped. Over the past five years, this funding model has remained consistent, ensuring program stability. Annual expenditures are primarily allocated toward instructor salaries, instructional materials, tools, and equipment, with the grant fully supporting these costs. This arrangement enables the program to operate without reliance on tuition revenue while maintaining high-quality instruction and providing meaningful community engagement opportunities.

Reflection

Strengths

The Carpentry program excels in providing real-world, applied learning opportunities for students through service to the community. Students gain hands-on experience by supporting a variety of projects, including work for the elderly, housing initiatives, the Fort Totten Historic Site, private residences, and construction or carpentry needs on campus. These experiences not only build technical skills but also foster community engagement, problem-solving, and professional readiness, ensuring graduates are well-prepared for the workforce while making meaningful contributions to the Spirit Lake Nation and surrounding communities.

Concerns

A continuing challenge for the Carpentry program is the need for paid apprenticeship and work opportunities for current and former students. While the program provides valuable hands-on experience through community service projects, many of these projects are unpaid, limiting students' ability to earn income while gaining practical skills. Developing structured, compensated work experiences would enhance student engagement, support financial sustainability for participants, and better prepare graduates for long-term employment in the construction trades.

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

At this time there are still no spots available for our students to participate in Cankdeska Cikana Community Colleges Apprenticeship Program. We have however, taken it upon ourselves to find and place some students in real job situations after completing our program.

Recommendations (Curriculum Committee Use Only)

- Continue to expand local employment opportunities; pursue apprenticeship opportunities for students, as available.
- Pursue financial support to replace NACTEP funding once the grant ends.

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

Brief Narrative (1 – 3 paragraphs)

The Carpentry Certificate program is well-equipped with adequate facilities, materials, and technology to deliver effective instruction and hands-on learning. Students have access to the necessary tools, equipment, and safety resources to gain practical skills in carpentry and construction trades. The program also benefits from institutional support for student services, including access to the library, tutoring, writing lab, and counseling, ensuring that students have the academic and personal resources needed to succeed.

CCCC supports professional development for faculty, enabling instructors to maintain and upgrade their knowledge and skills in carpentry and related technologies. This includes training in emerging technologies such as CNC programming and Edge Bander operation, which are integrated into the curriculum to keep instruction aligned with industry standards.

The Carpentry program makes significant contributions to the college and the broader community by providing applied learning experiences that serve both students and local needs. Through partnerships with tribal housing programs, community organizations, and college construction projects, students gain exposure to the entire construction process, from planning and estimating to completion. These efforts not only prepare students for entry-level positions but also support other CCCC programs and community initiatives by delivering essential services at little or no cost. Recent housing projects have even created potential revenue opportunities for the college while offering students valuable real-world experience.

Reflection

Strengths

The Carpentry program provides adequate materials and supplies to support student learning, institutional projects, and community service initiatives. Students receive a well-rounded education that integrates cultural, academic, and technical components alongside trade-specific coursework, ensuring that graduates develop both practical skills and broader knowledge that supports personal growth, workforce readiness, and community engagement. The college benefits greatly from the work the program and students do in maintaining and remodeling areas of the college in the on-site courses.

Concerns

The Carpentry program faces space limitations that impact both instruction and student learning. Classes are sometimes conducted in the shop, which has limited space, restricted access to equipment, and insufficient storage for student projects and materials. These constraints can also create safety concerns during hands-on activities. The program requires additional classroom and storage space to accommodate growing student needs and instructional requirements. Although plans for shop enlargement have been developed, they have not yet been implemented, leaving this challenge unresolved.

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

We have not been able to manage any gains with regards to adding additional space for our program. We feel that our Carpentry Program has been more than generous to the college, by completely funding two, nine hundred square foot homes to two Cankdeska Cikana Community Colleges students at zero costs.

At the onset of these projects, we were assured that the funds would be replaced. To date zero dollars have been returned to the Carpentry Program.

Consequently, there are very little funds left to fund our own facility expansion plans. This sadly derails our hopes of creating, displaying, and demonstrating self-sufficiency within Spirit Lake Nation at large.

Recommendations (Curriculum Committee Use Only)

- Continue to pursue avenues to expand space in order to expand enrollment and capabilities.
- Continue conversations with college administration regarding budget concerns.

VI. Program Analysis and Reflection Narrative

Narrative:

The Carpentry Certificate Program at Cankdeska Cikana Community College maintains a rigorous process for curriculum and course review. Course syllabi are reviewed and submitted to the Academic Dean each semester, and any changes to course descriptions or program requirements are submitted to the Curriculum Committee and Dean for approval on an ongoing, as-needed basis. The program also consults with its advisory board to ensure that coursework aligns with current industry standards and workforce expectations. This process ensures that students receive up-to-date training and exposure to both traditional carpentry skills and emerging technologies, such as CNC operation and advanced manufacturing techniques.


The program has several notable strengths and achievements. Students gain hands-on experience through community projects, building houses, and supporting local institutions, which reinforces real-world skills while serving the community. Faculty members have leveraged institutional support to pursue professional development, keeping coursework current with industry practices. The program also prepares students for potential AA and terminal degree programs, providing a bridge to continued education beyond the certificate.

Challenges remain, primarily space limitations, as classrooms are occasionally held in the shop, storage is minimal, and harsh winter conditions restrict indoor construction opportunities. Addressing these issues is a long-term priority, with possible remodeling or expansion of facilities under consideration. Other trends influencing the program include changes in the construction industry, technological advances, evolving student needs, and the demand for skilled trades in the Spirit Lake Nation and regional workforce.

Based on the most recent program review, short-term goals (1 year) include continuing to integrate CNC and advanced manufacturing into the curriculum, expanding apprenticeship opportunities, and refining student assessment processes. Long-term goals (5 years) focus on facility expansion, increased storage and classroom space, and enhanced community partnership projects to further improve student outcomes and workforce readiness. Achieving these objectives will require additional resources, including funding for shop expansion, updated equipment, adjunct instructor hours for specialized training, and faculty professional development to maintain program quality and relevance.

Appendix A

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

		Report of Credits Earned/Needed for Graduation						
		Name:		Date:				
		CARPENTRY CERTIFICATE						
Essential Study Requirements				Semester Offered	Semester Taken	Credits		
First Year Fall								
CARP	105		Carpentry Core Curriculum	FA,SP		4		
CARP	101		On-Site Construction I	FA,SP		8		
HPER	210		First Aid/CPR	FA,SP,SU		1		
Semester Total						13		
First Year Spring								
CARP	133A		Carpentry Level One (A)	FA,SP,SU		4		
CARP	201		On-Site Construction II	FA,SP,SU		8		
Semester Total						12		
First Year Summer								
CARP	133B		Carpentry Level One (B)	FA,SP,SU		4		
CARP	202		On-Site Construction III	FA,SP,SU		4		
Semester Total						8		
					Total	33		
Current POS Effective Date: 8/2021								
BOR Approved:								
Curriculum Approved Revisions: 12/22/15, 06/05/18, 10/01/18								
Institutional Updates: 01/31/19, 12/12/19, 8/13/21, 7/14/22, 10/2/24, 2/13/25								

Appendix B – Program Background Information, Enrollment, and Breadth**Faculty Program Staff and Credit Hour Loads**

Name	Title/Position	FT/PT/TEMP	Credit Load/Semester
Kim Paulson	Carpentry Instructor	FT	12 – 18
Frank Gourd	Carpentry Instructor	FT	12 – 18

Enrollment and Graduation Data

Carpentry	# Enrolled Carpentry	Total Enrollment	Program % of Total Enrollment
Fall 2020	13	182	7.1%
Spring 2021	9	161	5.6%
Summer 2021	8	129	6.2%
Fall 2021	14	248	5.6%
Spring 2022	18	243	7.4%
Summer 2022	14	148	9.5%
Fall 2022	14	316	4.4%
Spring 2023	19	307	6.2%
Summer 2023	13	183	7.1%
Fall 2023	15	325	4.6%
Spring 2024	15	280	5.4%
Summer 2024	5	156	3.2%
Fall 2024	13	239	5.4%
Spring 2025	9	252	3.6%
Summer 2025	5	129	3.9%
Totals	184	3298	5.6%

5-Year Program Enrollments

Program Graduates Carpentry Certificate				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
5	6	12	6	7
Total CCCC Graduates				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
66	80	78	49	35
Percentage of Program Graduates to CCCC Graduates				
7.6%	7.5%	15.4%	12.2%	20.0%

Appendix C – Program Quality and Assessment (most recent two cycles of course/program assessment)

Assessment Plan 2024 / Fall Semester Carpentry Program

Program Statement: The Certificate in Carpentry is designed to prepare the student for entry level positions in residential and commercial construction. Students who complete the program will be prepared to apply for positions as “entry level carpenters”. The program focuses on carpentry involving basic carpentry processes and safety on the work site. Relevant theory and skills involving basic math problems, blueprint reading, and the safe use of hand and power tools, and other equipment and materials of the trade will be addressed. Students will have the opportunity to participate in service and experiential learning activities both on and off campus related to construction trades.

Course Outcomes

CARP105-01-02

- Students will practice core curriculum problems, challenges, projects, to a progressively higher degree to meet entry level job standards.
- Students will pass the 8 module assignments in Core Curriculum through cumulative assessments.

CARP101-01-02

- Students will demonstrate workplace safety
- Students will demonstrate abilities to use basic construction communication
- Students will show competent use of hand and power tools, along with reading CAD design build drawings
- Students will demonstrate the ability to show cooperation with peers and on time attendance.

CARP133A-01 CARP133B-01

- Students will display innovative and original thinking concepts.
- Students will pass the 5 module assignments in the Level one book through cumulative assessments.

CARP201-01-02 CARP202-01

- Students will demonstrate an even greater attention to details of workplace safety.
- Students will solve project challenges of greater complexity in the construction of larger projects
- More complex equipment and technologies along with their applications in construction.
- Students will begin to reteach what they have learned to underclassmen.

Program Outcomes

- The student will demonstrate preliminary project planning skills and basic construction practices.
- The student will model competency in communicating with others on the job site.
- The student will demonstrate proficiency in the use of technology while completing various projects.
- The student will display workplace safety

Essential Studies Outcomes

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

• Area of Concern	Spring of 2024; Waiting for effects of switching to NCCER standards
Recommendation of assessment committee and/or faculty	
Result of Recommendation	Still working with NCCER as they had changes in leadership in our area. Will reassess outcomes in Spring Semester
• Area of Concern	Spring of 2024; Transportation Issues
Recommendation of assessment committee and/or faculty	Spring of 2024; Look at ways to get transportation van going whether grant or other funding opportunities
Result of Recommendation	Reinforced the use of Tribal Bus Transportation

D-Direct I-Indirect List activities 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
CARP105 D – Cumulative Course Gauge I – Student Survey	>70	N =9 NP =5 SR = 4/4 Avg. = 85 Range = 80 - 89	Continue to teach and encourage those attending. Follow up diligently on students not participating with appropriate action. Added NCCER standards		1,2	1,2,3,4	1,2,3,4
CARP133A D- Cumulative	>70	N =0 NP =N/A SR = N/A			1,2,3,4	1,2,3,4	1,2,3,4

Course gauge I – Daily work evaluation and performance		Avg. = N/A Range = N/A					
On Site I, II and III D- Attendance and Proficiency I-Student Survey	>70	N= 11 NP= 2 SR= 6/9 Avg.= 75 Range = 65 - 95	Lack of transportation Family issues Law Enforcement issues, Car accident		1,2	1,2,3,4	1,2,3,4
CARP133B D- Cumulative Course gauge I-Daily work evaluation and performance.	>70	N= 3 NP=1 SR=2/2 Avg= 90 Range = 85-95			1,2,3,4	1,2,3,4	1,2,3,4

Assessment Plan
2025 / Spring Semester
Carpentry Program

1. Area of Concern	Spring of 2025; Waiting for effects of switching to NCCER standards
Recommendation of assessment committee and/or faculty	
Result of Recommendation	Still working with NCCER changes have been made and we are achieving better success. Continuing to refine Pedagogy within the classroom
2. Area of Concern	Spring of 2025; Transportation Issues
Recommendation of assessment committee and/or faculty	
Result of Recommendation	Reinforced the use of Tribal Bus Transportation

D-Direct 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
CARP105 D – Cumulative Course Gauge I – Student Survey	>7 0	N =2 NP =1 SR = 1/1 Avg. = 100 Range = N/A	Continue to teach and encourage those attend. Follow up diligently on students not participating with appropriate action. Added NCCER standards		1,2	1,2,3, 4	1,2,3, 4
CARP133A D-Cumulative Course gauge I – Daily work evaluation and performance	>7 0	N =4 NP =1 SR = 3/3 Avg. = 100 Range = N/A			1,2,3, 4	1,2,3, 4	1,2,3, 4
On Site I, II and III D- Attendance and Proficiency I-Student Survey	>7 0	N= 10 NP= 3 SR= 6/7 Avg.= 75 Range = 65 - 95	Lack of transportatio n Family issues Law Enforcement issues, Car accident		1,2	1,2,3, 4	1,2,3, 4
CARP133B D- Cumulative Course gauge I- Daily work evaluation and performance.	>7 0	N= 3 NP=1 SR=2/2 Avg= 90 Range = 85-95			1,2,3,4	1,2,3, 4	1,2,3, 4

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs (Faculty: 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
Carpenter data	4%

Source: [Bureau of Labor Statistics web site](#)

Annual Revenue and Expenditures (5-Year)

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2020	13	\$19,500.00	\$7,356.26	\$47,815.69	\$67,315.69
Spring 2021	9	\$13,500.00	\$7,356.26	\$33,103.17	\$46,603.17
Summer 2021	8	\$12,000.00	\$7,356.26	\$29,425.04	\$41,425.04
AY 2020-21		\$45,000.00		\$110,343.90	\$155,343.90
Fall 2021	14	\$25,200.00	\$8,656.00	\$60,592.00	\$85,792.00
Spring 2022	18	\$32,400.00	\$8,656.00	\$77,904.00	\$110,304.00
Summer 2022	14	\$25,200.00	\$8,656.00	\$60,592.00	\$85,792.00
AY 2021-22		\$82,800.00		\$199,088.00	\$281,888.00
Fall 2022	14	\$25,200.00	\$9,245.00	\$64,715.00	\$89,915.00
Spring 2023	19	\$34,200.00	\$9,245.00	\$87,827.50	\$122,027.50
Summer 2023	13	\$23,400.00	\$9,245.00	\$60,092.50	\$83,492.50
AY 2022-23		\$82,800.00		\$212,635.00	\$295,435.00
Fall 2023	15	\$27,000.00	\$8,700.70	\$65,255.25	\$92,255.25
Spring 2024	15	\$27,000.00	\$8,700.70	\$65,255.25	\$92,255.25
Summer 2024	5	\$9,000.00	\$8,700.70	\$21,751.75	\$30,751.75
AY 2023-24		\$63,000.00		\$152,262.25	\$215,262.25
Fall 2024	13	\$23,400.00	\$7,917.25	\$51,462.13	\$74,862.13
Spring 2025	9	\$16,200.00	\$7,917.25	\$35,627.63	\$51,827.63
Summer 2025	5	\$9,000.00	\$7,917.25	\$19,793.13	\$28,793.13
AY 2024-25		\$48,600.00		\$106,882.88	\$155,482.88

Term	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Salary	\$ 69,597	\$ 63,743	\$ 61,443	\$ 57,430	\$ 51,064
Fringe	41%	41%	40%	36%	35%
# of Program Faculty	2	2	2	2	1
Total Salaries	\$139,194.00	\$127,486.00	\$122,886.00	\$114,860.00	\$51,064.00
Total Fringe	\$57,069.54	\$52,269.26	\$49,154.40	\$41,349.60	\$17,872.40
Total Expenses	\$196,263.54	\$179,755.26	\$172,040.40	\$156,209.60	\$68,936.40
Total Revenue	\$155,482.88	\$215,262.25	\$295,435.00	\$281,888.00	\$155,343.90
Net Gain/Loss	(\$40,780.67)	\$35,506.99	\$123,394.60	\$125,678.40	\$86,407.50

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 recognizes that with the NACTEP funding as an additional revenue source that the program is self-sufficient and financially viable for the college. The program has strong enrollment, but needs for additional space need to be addressed in order to increase the enrollment.

Follow up actions and timeline:

Continue to pursue funding avenues to expand space so that program enrollment is not so limited.

Continue conversations with college administration on fund replenishment and safety policy.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Tribe

PO Box 269, Fort Totten, ND 58335
Phone 701.766.4415
Toll Free 888.783.1463
Fax 701.766.4077
www.littlehoop.edu

Completed Program Reviews Verification

Name of Program Reviewed: Certificate Carpentry

[Signature]
Director or Faculty of Record

10/9/25
Date of Review

[Signature]
Curriculum Committee Chair

10/9/25
Date of Review

[Signature]
Dean of Administration

10/10/25
Date of Review

[Signature]
Academic Dean

10/9/25
Date of Review

[Signature]
President (as appropriate)

10-13-25
Date of Review

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

Date of Review

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