NCTC Liberal Arts Program Review

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Excellence in teaching and learning is central to the mission of Northland Community and Technical College (NCTC). The Liberal Arts academic program serves as the college's core of instruction. This report provides a review of the Liberal Arts program to aid in its continuous improvement.

The report begins with an overview of the Liberal Arts program, its students, and the role in plays within the college and in preparing graduates for future endeavors. Section II discusses several aspects relating to the program curriculum, including its goals, scope, organization, integration with Northland's other services, and processes for reviewing curricular documents. The third section presents and analyzes data on program enrollment and student demographics. Section IV discusses four metrics for evaluating student success: program learning outcomes, successful course completion, awarded credentials, and transfer to four-year institutions. Section V looks at the program's sustainability, and the final part of the report provides an overall assessment of the program.

I. Overview of the Liberal Arts Program

This first section gives a broad outline of Northland's Liberal Arts (LA) program, the students served by the program, the program's role in the broader Northland community, and the two primary ways the program benefits its graduates.

A. The program and its students

Students can earn an Associate of Arts (AA) degree through the Liberal Arts program. The Liberal Arts program offers courses in fine and performing arts, natural sciences, social sciences, and the humanities. Course offerings are at the first- (1xxx course numberings) and second-year (2xxx course numberings) levels. A complete list of courses appears as Appendix A of this report. The majority of courses offered through the LA program fulfill at least one of the Minnesota Transfer Curriculum (MnTC) Goal Areas, with many courses satisfying two, and some fulfilling three. The MnTC allows students to transfer credits for completion of a four-year degree from Northland to a university in the Minnesota State system.

Northland's Liberal Arts courses are offered in a variety of modalities. Many courses are offered as in-person, classroom-based sections on the Thief River Falls or East Grand Forks campuses. Of the in-person courses, many are taught on a single campus, though some are conducted across campuses using video link technologies. A small number of LA courses are taught in a student-choice multi-modal (i.e., hybrid-flexible, 'hyflex') format where students can elect to participate in a classroom, through Zoom, or asynchronously through D2L Brightspace. Students also have the option of enrolling in course sections that are conducted entirely in an asynchronous online format. Many of the courses offered in an in-person format are also available as asynchronous courses. Some courses are only offered in asynchronous online sections.

Most Liberal Arts offerings are sixteen-week/full-semester courses during the fall and spring semesters. A small number of courses are offered in eight-week/half-semester lengths during the regular academic year. Those eight-week offerings are frequently directed at specific student populations (e.g., students enrolled in a Career and Technical Education (CTE) program, working parents). Some courses, especially those required by CTE programs, are offered during

the summer term as well. Summer course offerings are in an eight-week, asynchronous online format. Appendix B of this report is a list of Liberal Arts courses that are either required by or are elective courses for Northland's CTE programs.

The primary population of students served by the LA program are those earning undergraduate credits. Those credits are earned in pursuit of NCTC's AA degree, to fulfill requirements or electives for career and technical education programs at NCTC, or for transfer to other institutions. The LA division also serves students enrolled in area high schools through the Post-Secondary Enrollment (PSEO) program. Students in the PSEO program enroll in standard course offerings (i.e., the same course sections offered to all other Northland students). High school students may also enroll in courses offered through the Online College in the High School (OCHS) program. Online College in the High School courses are populated exclusively by students in the OCHS program and taught by Northland faculty.

Some LA course offerings are coordinated with area high schools through the College in the High School (CHS) program. College in the High School courses are taught by high school teachers in classrooms at the high school in which students are enrolled. Teachers conducting CHS courses are expected to meet the same qualifications required of Northland instructors in the discipline. High school teachers are paired with a Northland faculty mentor who visits with the teacher throughout the course the teacher is conducting. A Liberal Arts faculty member serves as the coordinator for CHS courses. Because of its unique nature, much of the narrative and data in this report excludes the CHS program.

The Liberal Arts program serves a diverse student population. In AY2024, 38% of program students were traditional-age, 18–24-year-old college students. In that same year, 22% of LA students were younger than eighteen years of age, and so likely were high school students enrolled through the PSEO and OCHS programs. Just under one-quarter of LA students (23%) identified as persons of color. 13% of students in Liberal Arts in AY2024 identified as first-generation college students. 35% of students in that year were Pell Grant-eligible. As Table 5 (Liberal Arts Student Demographics AY2015–2024) in Section III below shows, those numbers are consistent with past years.

B. Support for NCTC's mission and strategic plan

Northland's mission statement reads: 'Northland transforms the lives of students and our communities through a welcoming, supportive, and integrated learning environment.' The strategic plan incorporates the following seven values:

- Student Focus
- Personalized Service
- Equity and Inclusion
- Creativity
- Continuous Improvement
- Economic and Workforce Development
- Stewardship

Northland's mission and vision statements, along with information about its strategic plan, are available at https://www.northlandcollege.edu/about/mission-strategic-plan/.

The Liberal Arts division offers courses in several modalities, as described above. Doing so aligns with several of the values incorporated by the strategic plan, in particular a focus on students, personalized service, and equity and inclusion. Offering students choices in terms of the modality in which courses are conducted allows them to take courses that are offered in a way they find appealing while meeting the demands of their busy schedules. Online options, whether in the form of asynchronous or hyflex courses, meet the needs of students who are working or acting as caregivers. Some students prefer at least some of their courses to be taught in-person, particularly the courses students find difficult to complete in an asynchronous online modality.

It is a given that faculty provide support to students in the classroom during class meeting times as well as immediately prior to or following meetings. Much of the support given to students by LA faculty outside of the classroom is conducted during one-on-one or small group meetings with instructors. Faculty hold one contact hour per three credits of instruction. Contact hours are held in in-person and online modalities commensurate with the modalities in which courses are conducted. Faculty also frequently hold meetings with students outside scheduled contact hours.

Liberal Arts faculty regularly engage in professional development activities. Some of those are conducted at Northland through faculty in-service days or programming offered by the college's Professional Development Coordinator. Faculty also participate in discipline-specific workshops and conferences as attendees or presenters. Liberal Arts faculty also elect to take part in workshops and conferences focused on teaching methods, pedagogy, and equity and inclusion. Some faculty elect to take one- or two-semester sabbaticals during their time at the college. LA faculty also engage in informal professional development activities like reading current literature in their discipline to maintain currency or reviewing materials for potential inclusion in courses. Professional development activities align with the strategic plan's value of continuously improving the college and have a positive impact on the quality of students' experience in Liberal Arts courses.

Many LA faculty have adopted Open Educational Resources (OER) for their courses. Open Educational Resources provide no-cost alternatives to traditional course texts. In conjunction with the use of OER, the LA program offers many courses that are part of Northland's Z-Degree program. The Z-Degree makes it possible for a student to earn an AA degree with no textbook costs. Initial funding for OER and Z-Degree initiatives was provided through the Minnesota State system office. Northland has provided additional funds to further foster use of OER in LA courses. Minimizing costs for students demonstrates a focus on students' needs by lowering financial barriers to enrollment and completion.

Faculty in the LA division work alongside staff at the college's Academic Success Center (ASC) to provide support for students with unique learning challenges. Students with documented learning difficulties receive accommodation through the ASC. The ASC facilitates some accommodations, for instance tutoring or quiet spaces for taking exams, while others, like publishing lecture notes or permitting additional time for coursework, are coordinated with faculty.

The ASC also provides tutoring and assistance with writing assignments. Students across LA disciplines take advantage of tutoring services, often at the suggestion of their instructors. Because LA courses are often writing-intensive, many students utilize the writing assistance provided by the ASC.

The Liberal Arts division participates in the college's Welcome Week activities at the beginning of the fall semester. Liberal Arts faculty participate in extracurricular activities that impact the college's learning environment. Faculty in Liberal Arts act as advisers for student clubs and volunteer for college-wide events like the annual Northland Expo, job fairs, and recruiting events. Several LA faculty have, or soon will, participate in Mental Health First Aid training, which provides a first line of response for students experiencing mental health crises. While NCTC faculty are not part of the Caring Campus initiative other college staff have joined, the core principles (welcoming students into courses, learning students' names, understanding students' backgrounds, and offering clear communication) are ones that LA faculty aim to incorporate into their courses.

Faculty in the LA division routinely consult with other NCTC employees to build a learning environment that meets student needs. This includes staff in the college's libraries and ASC. Library staff aid students in completing coursework and give presentations in classes at faculty request. Library staff also offer programming (e.g., reading groups, events) that complement material presented in LA courses. Northland's IT and Facilities departments also provide support to Liberal Arts faculty and students.

C. Preparation for transfer and employment

Northland's Liberal Arts program directly prepares students for transfer. The Minnesota State Transfer Curriculum (MnTC) is the primary driver. The MnTC was developed to ease the transfer of credits across public colleges and universities within the state. Over an academic year, courses are offered in a variety of modalities in all MnTC Goal Areas. Through the MnTC, students may directly transfer courses to other public higher education institutions in Minnesota as non-elective courses.

The Liberal Arts program has created transfer pathways in Communication Studies, English, History, and Sociology. Transfer pathways facilitate students' transition from NCTC to Minnesota's public universities by guiding them through their selection of courses in a way that aligns with students' intended course of study at a four-year institution. Students enrolled in the History transfer pathway, for instance, are required to take several courses in History along with elective courses in other disciplines. In doing so, students meet all ten MnTC Goal Areas and have completed several lower-level courses in their intended field of study.

Northland also has articulation agreements in place with several institutions. Because of instability in academic administration over the past few years, it is difficult to identify the institutions with which Northland currently has agreements. The current Vice President of Academic and Student Affairs has uncovered an agreement with the University of Mary and is seeking other agreements that currently exist or are in need or renewal. Because of Northland's location, many of our students transfer to public colleges and universities in North Dakota. The

MnTC does not apply to institutions outside Minnesota. Articulation agreements play a similar role for four-year institutions outside the state. Any articulation agreements we have in place allow students to transfer course credits earned at Northland to institutions as non-elective courses.

Although the Liberal Arts program does not directly prepare students for employment, many course offerings in LA are required by career and technical education (CTE) programs. Many other courses in Liberal Arts disciplines are elective parts of CTE program curricula. For example, the Early Childhood & Paraprofessional AAS degree program requires students complete Liberal Arts courses in Communication Studies, English, Philosophy, Psychology, and Sociology. The Nursing AS degree program requires students take several courses in Biology, as well as courses in English, Psychology, Chemistry, Communication Studies, Philosophy, Sociology, and Anthropology. Northland's Business Transfer Pathway AS degree requires students' complete courses in Economics, English, Mathematics, Communication Studies, and Philosophy.

The Liberal Arts program offers courses in a broad range of subject areas whose content contributes to students' employment skills. Liberal Arts courses improve students' abilities to critically reason, gather and assess information, communicate effectively in multiple formats, and engage in mathematical and logical reasoning that are vital to many jobs. In addition, the LA program offers a certificate in Global Studies. The courses required by that certificate align with courses required of students in NCTC's Business and Marketing and Management degrees.

II. Curriculum

The heart of the Liberal Arts program is its curriculum. This section provides information about the curriculum, beginning in Part D with a description of the program's learning goals. Parts E and F discuss the curriculum's comprehensive nature and the role that course sequencing plays. The fourth part of this section outlines the way the Liberal Arts program integrates with other services provided to Northland students. Part H describes the work done by the program to adapt to an ever-changing environment in higher education, specifically regarding the diversity of the program's student body. The final two parts of this section outline the process for updating Common Course Outlines for Liberal Arts courses and reviewing course syllabi.

D. Program learning outcomes

The Liberal Arts program has identified five Program Learner Outcomes (PLOs):

A. Communication Skills: Students will demonstrate appropriate use of communication
B. Critical Thinking: Students will gather information, develop solutions, and apply a viable plan of action.
C. Social Engagement: Students will be prepared to practice social engagement that addresses environmental responsibility, civic engagement, and global diversity.
D. Application of Resources: Students will utilize appropriate information or technical resources.
E. Personal Development: Students will demonstrate professional and personal growth behaviors.

Taken together, the PLOs offer an overview of the Liberal Arts program curriculum. The Program Learner Outcomes for the Liberal Arts program are identical to Northland's Institutional Learner Outcomes. The PLOs have been in effect for several years and exemplify a contemporary Liberal Arts curriculum. Each course is identified with a PLO in its Common Course Outline (CCO). Doing so ensures that every course is directed at the overall aim of the LA program and as described later in this report provides a basis for assessment of courses. Refer to Appendix A to see the PLOs identified with each Liberal Arts course.

E. Comprehensiveness of the curriculum

The Liberal Arts program curriculum at Northland is comprehensive, guided by the ten Goal Areas from the Minnesota Transfer Curriculum (MnTC). Each LA course is evaluated by program faculty to determine which MnTC Goal Areas it aligns with. Courses can identify up to three different Goal Areas provided one of the three is Goal Area 2; courses that do not align with Goal Area 2 can be identified with up to two Goal Areas. Per Minnesota State system requirements, the courses that are identified with MnTC Goal Areas must take up 40 of the 60 credits required to graduate with an Associate of Arts (AA) degree. Students graduating with an AA must complete courses in all ten Goal Areas. The LA program curriculum therefore meets the academic standards set by the Minnesota State system.

The Minnesota State system is in the process of replacing the MnTC. It will likely be several years before the replacement is implemented. NCTC's Liberal Arts division will review our current PLOs and the courses identified with each when a replacement for the MnTC is finalized and will make appropriate changes.

Changes to the MnTC Goal Areas identified with a course only occur when the course undergoes significant curricular changes. Curricular changes are reflected in the Common Course Outline (CCO) for the course and are approved by the college's Academic Affairs and Standards Council (AASC). Changes to a course's curriculum are sometimes initiated by faculty. In other cases, curricular changes occur because of alterations to the MnTC or other Minnesota State system directives. In 2024, for instance, LA faculty reviewed all courses identified with MnTC Goal Area 7. The content of that Goal Area, previously titled 'Human Diversity,' was significantly modified by the Minnesota State system office and retitled 'Human Diversity, Race, Power, and Justice in the United States.' Upon approval of its change, the Dean of Liberal Arts contacted all instructors of the courses identified with that Goal Area and discussed how the existing courses aligned with the modified Goal Area language. The process then moved to program faculty to align the courses' curricula with the updated Goal Area. Changes were successfully approved through Northland's Academic Affairs and Standards Council (AASC) for final approval.

In addition to courses fulfilling the needs of the Associate of Arts degree, many courses taught under the umbrella of Liberal Arts are also required in our Career and Technical Education (CTE) programs. Courses requested by the CTE programs are generally based on consultation with faculty in CTE disciplines and go through a review with relevant program directors, division chairs, and academic administration overseeing the CTE program before finally being proposed through the AASC. The AASC reviews and discusses the changes before approving or denying the changes. Some Liberal Arts courses have been created specifically for CTE programs. For

instance, MATH 1003: Math Applications Nurses was created for Northland's Registered Nursing program. In 2023, a companion course to Math Applications Nurses, MATH 0103: Math Applications Nurses Support, was added to the LA program to assist students having difficulty with MATH 1003. Those changes to program offerings exemplify the role Liberal Arts plays in the success of students in CTE programs.

Within the Liberal Arts program, there are pathways for students who already know the field of study they will pursue after earning their Associate of Arts degree. For those students, the Liberal Arts program offers several Minnesota Transfer Pathways. Transfer Pathways constitute agreements between two- and four-year institutions in the Minnesota State system to ease the transition from the former to the latter. Pathways do this by allowing students to directly transfer courses in major when they move from a two-year college to a four-year university within the Minnesota State system. This prevents students from losing credits, re-taking courses, or taking additional courses. If a student completes a Pathway and completes the required 60 credits for an AA degree, they are guaranteed junior status at the four-year institution and all 60 credits earned in pursuit of the AA count toward their bachelor's degree.

Northland's Transfer Pathways currently include the following:

- Communication Studies
- Economics
- Health Sciences Broad Field
- History
- Sociology
- Accounting
- Business
- Exercise Science

The pathways have been added over the past few years. Northland is currently tracking students enrolled in each of these Transfer Pathways to assess any improvements that could be made and their cost-effectiveness for the college. The Exercise Science Transfer Pathway, for example, has not been particularly successful. That is in part due to its implementation in 2020 at the height of the Covid-19 pandemic. There has been a challenge building enrollment in the Pathway since there is no single instructor to generate momentum for it. Courses in the program are taught by several, often adjunct or part-time, faculty.

The Liberal Arts division has assessed other Pathways within the Minnesota system for possible addition to Northland's offerings. Each of the options required the creation of additional courses that were unlikely to generate sufficient enrollment to be financially sustainable at the college's current enrollment levels.

F. Course sequencing

Because of the nature of academic disciplines in Liberal Arts and the structure of the Associate of Arts degree, LA courses largely do not follow any specific sequence. Students who need to complete BIOL 2260: Anatomy and Physiology I and BIOL 2262: Anatomy and Physiology II,

for example, can take either course before the other. In the last eight years, the Liberal Arts division has removed the appearance of sequenced courses from our offerings when there is no requirement that a student complete one course before another. As an example of this, HIST 2201: American History I and HIST 2202: American History II were retitled and are now American History Pre-1865 and American History Post-1865, respectively. Some courses, however, must be completed in a particular order, for example ENGL 1111: Composition I and ENGL 1112: Composition II.

Some Liberal Arts courses are identified as pre-requisites or co-requisites for other classes or for admission to CTE programs. The appearance of pre- and co-requisites for Liberal Arts course offerings is minimal. Courses in Liberal Arts that have pre- or co-requisites do so to ensure students enrolled are prepared for the content and rigor of the course. In order to enroll in MATH 1111: College Algebra, for example, students must complete MATH 0094: Pre-College Algebra or meet minimum requirements on a multiple-measures assessment.

Through discussions with their academic advisers and faculty, students determine the courses they take and the order in which they take those courses. Students pursuing the Associate of Arts degree must satisfactorily complete the requisite 60 credits for the degree. So long as the student does so with forty of those credits satisfying the ten Minnesota Transfer Curriculum Goal Areas, they will earn the AA degree by completing coursework in most any order.

G. Integration with college services

College support services are deeply connected to Liberal Arts students and their needs. Liberal Arts faculty communicate regularly with other college staff to ensure student success and the ongoing health of the program. Student services staff, particularly those in admissions, advising, and records are in regular contact with faculty. Examples of the coordination between those staff and LA faculty include approving course credit earned outside of Northland for transfer, coordinating with staff to re-enroll students who have been dropped from courses, and addressing questions from advisers about courses during registration periods.

Northland currently has one full-time counselor on staff to meet students' mental health needs. The counselor schedules programming for staff and faculty as well. Northland faculty are encouraged to submit Early Alert warnings to the counselor when they believe a student is at risk of not successfully completing their courses or may be experiencing difficulties in their personal life. Northland also offers no-cost online mental health services to students that faculty are encouraged to recommend to their students.

The Northland Library has locations on the East Grand Forks and Thief River Falls campuses. Library locations are open at all hours at which the college itself is open and are staffed by library assistants and student workers. The college does not currently have a librarian on staff. Library staff assist students in their coursework and in preparing for professional licensure exams. The libraries also coordinate exam proctoring for students. Many Liberal Arts faculty include presentations by library staff in their courses to introduce students to library services or to offer advice on completing coursework through the facilities offered by the libraries.

Northland's Academic Success Center (ASC) offers several services utilized by Liberal Arts students. Some of those services are for students with a diagnosed learning need. Students who have demonstrated a need for accommodations are given copies of instructor lecture notes/PowerPoint presentations, additional time for coursework, access to private study and testing spaces, or other assistance that caters to their unique situations. The ASC also offers tutoring services many Liberal Arts students utilize, particularly for courses that students find challenging like those in mathematics or natural sciences. Students in writing-intensive courses also employ the ASC's writing tutors.

ASC staff and faculty communicate early in a semester when students with documented special learning needs are enrolled in courses. The ASC sends forms to faculty to inform them of the accommodations students for which students have been approved and coordinate with faculty as the semester progresses to provide approved accommodations.

Liberal Arts faculty and students rely on other Northland staff as well. Northland's Information Technology (IT) staff aid students having difficulty accessing online services (e.g., StarID, D2L Brightspace, Microsoft 365) or using their devices. IT staff work with faculty to ensure classrooms are equipped for the modalities in which courses are offered, D2L Brightspace course shells are properly set up, and address difficulties in accessing online services.

H. Addressing the needs of an increasingly diverse student body

Northland's Liberal Arts program has consistently included issues of culture and diversity as important elements of its curriculum. Some of that is a result of Goal Areas in the Minnesota Transfer Curriculum (MnTC), particularly Goal Area 7: Human Diversity, Race, Power, and Justice in the United States and Goal Area 8: Global Perspective.

In addition to the MnTC, Minnesota State's Equity 2030 initiative provides a set of guiding principles to address persistent equity gaps in the system's colleges and universities. The initiative was established in 2019 and aims to 'close educational equity gaps across race and ethnicity, socioeconomic status, first generation status by the year 2030, with consideration of Minnesota's geographic and workforce contexts.' The Liberal Arts division has embraced this vision and has created new courses, for example CMST 2205: Intercultural Communication, MUSC 1250: Music of Black America and MUSC 2250: Music of Latin America, as a result. Those new courses complement existing courses that address cultural and diversity-related matters, like NSCI 2203: Environmental Science, PHIL 1110: Introduction to Ethics, PHIL 1111: Philosophy of Religion, SOCI 1101: Introduction to Society, SOCI 2212: Sex, Gender, and Society, and SOCI 2220: Marriage and Family.

The Liberal Arts division also created an 18-credit Global Studies certificate that aligns with the Equity 2030 initiative. The certificate is a standalone degree but can be used as a path to the Associate of Arts degree. The certificate requires two courses, GLST 1101: Introduction to Global Studies and CMST 2205: Intercultural Communication. Students completing the certificate must also complete twelve further credit hours from a list of approved courses that focus on cultural and global differences and concerns.

I. Common Course Outline review process

Northland does not have a required timetable for regular review of Common Course Outlines (CCOs). Instructors conduct an informal review of CCOs for the courses they are assigned each semester as part of their course preparation. Instructors are expected to review the course's CCO as well as the Goal Area(s) identified with the course each time a course is taught. Those reviews sometimes lead to changes to the CCO for a course. Liberal Arts instructors are more likely to make alterations to CCOs because of advancements in their discipline or a desire to alter the course's pedagogy. Changes to CCOs also occur because of changes made within CTE programs or, as mentioned in Section II.D, as a result of Minnesota State system office directives.

All Northland Common Course Outlines were modified through the Academic Affairs and Standards Council (AASC) in 2017 to identify an Institutional Learner Outcome (ILO) with each course offered by the college. The ILO identified with a course was added to the list of the course's Course Learning Outcomes in the CCO. That review was the last time all Liberal Arts CCOs were systematically reviewed. Appendix A lists the most recent date in which a course's CCO was changed through the AASC process.

The process of completing this program review has been beneficial in helping the division determine where problem areas lie, for example the orientation of new faculty. Northland has not done well in informing new faculty, especially those in part-time roles or who have little teaching experience, about the importance of their courses meeting the standards set out in CCOs.

This review process has also been helpful in identifying a problem with the CCO template used by AASC. Prior to the Spring 2025 semester, the CCO template did not track when changes were made to a CCO. The only record of changes to CCOs were in the AASC minutes, making the nature and date of those changes difficult to track down. As a result of this program review, the Liberal Arts division requested and successfully made changes to our CCOs to include a list of dates when changes were made.

The Liberal Arts division will also be instituting an annual review of CCOs, setting aside a day at the end of each academic year to discuss potential changes to be made in the coming year. This will help all LA courses remain current with their disciplines, cohere better with other Northland programs and Minnesota State demands, and match up with wider changes in academia, society, and industry.

J. Review of course syllabi

During the Fall 2024 and Spring 2025 semesters, the Liberal Arts dean reviewed a course syllabus from each full- and part-time faculty member in Liberal Arts, for a total of twenty-five syllabi. The dean sent individual feedback forms to each faculty identifying required syllabus material (e.g., contact hours, a list of Course Learning Outcomes) that was missing.

The Liberal Arts dean and three Liberal Arts faculty attended a Higher Learning Commission (HLC) workshop in November 2024 on academic program review to assist the Liberal Arts program in conducting this review. A Guiding Document (included below as Appendix C) for the Liberal Arts program review was developed at the HLC workshop. One item of data collection

listed in that document are faculty syllabi. The review is completed as recommended by the last HLC team that visited NCTC and to encourage consistent content of the course syllabi for students.

To aid all Northland faculty, a workgroup convened during AY2023 to develop a syllabus template that includes all content required by the college as well as suggested material students and faculty find helpful in those guiding documents. Of the eleven syllabi reviewed by the Liberal Arts dean in the Fall 2024 semester, none used the template, though two faculty began using it in the Spring 2025 term. All eleven syllabi were missing required content contained in the syllabus template. Ten syllabi were missing one to three required elements, and one syllabus was missing four or more content areas. Examples of missing or erroneous content included a list of pre/co-requisite courses, course descriptions and learning outcomes that did not match the course's CCO, basic needs statements, and an outdated college logo.

In the Spring 2025 semester, seven Liberal Arts faculty (50% of those reviewed) utilized the syllabus template. Faculty were reminded often at LA faculty meetings that the use of a NCTC syllabus template was encouraged by a review team from the Higher Learning Commission, the college's accreditor. Of the seven who utilized the syllabus template in Spring 2025, only one faculty member was offered a suggestion, to update the name of the director of the college's Academic Success Center. The remaining faculty utilizing the template included uniform and consistent content in their syllabi. For the other seven not using the syllabus template, content missing was similar to the Fall 2024 term.

The Liberal Arts dean should have reviewed the same syllabi in AY2025 that were assessed during AY2024 to determine if necessary changes were made. That review should occur on a yearly basis after AY2025 as well. Ideally, all syllabi should be reviewed every semester. Realistically, this is very time consuming, and thus, the dean for FY25 reviewed one for each faculty, assuming they would make changes to all their syllabi once missing information was shared with them. Overall, more faculty have begun to utilize the new syllabus template and division chairs, and the dean has reminded faculty often to consider this for consistency and ease of students in finding similar content in all syllabi.

III. Enrollment and Student Demographics

Section III focuses on two important data sets about the Liberal Arts program: enrollment and the demographics of the students the program serves.

K. Enrollment trends

Table 1 below includes data on the number of students who have declared the Associate of Arts (AA) degree as their field of study and the number of LA course credits taken by students.

Table 1: Liberal Arts Degree Seekers and Credit Production AY2015–2024

Declared Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Liberal Arts Declared Students	1061	993	1015	916	897	757	541	427	370	311
as Primary Major	681	617	642	598	611	532	382	322	277	239

Total Credits Taken	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Credits Produced	11271	11263	10529	10458	10415	9286	6754	5594	4406	4172
FYE	376	375	351	349	347	310	225	186	147	139

In AY2024, 311 students were declared AA degree seekers, with 239 of those students listing the AA as their primary major. In AY2015, 1061 students were AA seekers, 681 of whom declared the AA as their primary major. In AY2019, those numbers were 897 and 611, respectively. That shows a 71% reduction in AA degree seekers from AY2015 to AY2024 and a 64% drop from AY2019 to AY2024. In terms of students who declared the AA as their primary major, there was a reduction of 65% between AY2015 and AY2024, and a 61% loss from AY2019 to AY2024.

In AY2024, students took 4172 credits in Liberal Arts. That represents a 62% drop from the 11271 credits taken during AY2015 and a 61% drop from AY2019. The number of Full Year Equivalents (FYE) in AY2024 (139) is a 65% reduction from AY2015 and a 60% loss from AY2019.

There is a clear downward trend in the numbers of declared LA students and credits taken by students over the ten-year data set in Table 1. There were drops in the numbers of declared students (15.5%) and credits taken (7.5%) from AY2015 to AY2019. That pace accelerated in the most recent five-year period. Some of that acceleration is a lingering effect from the Covid-19 pandemic. The greatest year-to-year drop in credit production occurred from AY2020 to AY2021, with a change of -27%. The number of declared LA students dropped by 28% in that same one-year period.

Credit production and the number of declared students has decreased further since AY2021, though at smaller rates than from that year and its predecessor. That slowed pace of enrollment decrease is a sign that LA program enrollment has reached a low point and may be poised for an increase in the future. Overall enrollment at NCTC increased by just under 10% from AY2024 to AY2025. At the time of this report's publication, college-wide enrollment for AY2025 has increased by 13.75% from AY2025. It is likely that LA program enrollments will see an upward trend from AY2024 to AY2025. The college seeks to increase overall enrollment by 10% per year in AY2026 and AY2027, which would also positively impact the sustainability of the LA program.

The LA program has also adjusted the number of course sections offered in light of declining enrollment. Table 2 contains the number of sections offered per campus from AY2015–2025. It is worth noting that the table double-counts some courses because of the way Northland lists courses that are conducted simultaneously on multiple sites, for instance hyflex or video-linked sections. A course that is conducted via video link in Thief River Falls and East Grand Forks would appear once in the table for each site.

Table 2: Liberal Arts Course Sections Offered AY2015–2025

Campus	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025*
EGF	262	246	245	260	237	237	204	189	172	98	84
Online	150	164	170	154	174	184	223	215	211	182	187
TRF	295	302	300	285	255	244	217	189	178	125	137

Total	**707**	**712**	**715**	**699**	**666**	**665**	**644**	**593**	**561**	**405**	408

*Data for AY2025 is not finalized at the time of this report's publication

From AY2015 to AY2024, there was a 43% reduction in the number of course sections offered across NCTC; the drop from AY2019 to AY2024 was marginally smaller than that. As Table 3 below shows, the saturation rate (i.e., the number of students enrolled after the fifth day of a sixteen-week course) for Liberal Arts courses remained relatively constant from AY2020–2024.

Table 3: Liberal Arts Course Saturation Rates, AY2020–2024

Metric	Category	AY2020	AY2021	AY2022	AY2023	AY2024
Saturation Rate	Overall	71%	74%	63%	66%	71%
	Face to Face	63%	66%	56%	49%	50%
	Mixed Delivery	65%	56%	43%	54%	57%
	Online/Remote	85%	78%	72%	77%	82%

The stable saturation rate shows that while the drop in the number of students outpaced the reduction in course sections offered, the number of course sections in AY2024 was appropriate for the number of students enrolled.

L. Demographics

Table 4 below includes data on Liberal Arts students across several demographic categories.

Table 4: Liberal Arts Student Demographics AY2015–2024

Demographics		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Generation Status	First Generation	121	126	137	121	129	131	68	58	46	39
	Returning Generation	551	482	498	472	474	395	307	258	224	194
Low Income	Not Pell Eligible	229	192	190	195	180	146	128	116	103	77
	Not Financial Data	102	103	84	76	83	84	76	62	57	61
	Pell Eligible	360	328	373	337	358	308	189	149	121	108
Race and Ethnicity	Students of Color	157	180	229	211	216	199	99	104	84	71
	Am. Indian/AK Native	49	31	42	36	34	30	17	24	19	14
	Asian	20	15	14	13	19	16	12	10	7	10
	Black/African Am.	58	90	151	136	125	123	50	52	41	30
	Hispanic	49	63	41	49	65	48	26	27	28	32
	Native HI/Pac. Is.	4	5	5	3	2	3	3			
	White	576	493	471	444	452	380	313	252	216	190
	Non-Resident	7	2	3	5	4	3	2		2	2
	Unknown/Missing	1	3	3	2	2	4	2	2	1	1
Student Gender (Sex)	Female	379	306	293	281	309	256	206	169	154	138
	Male	302	309	348	316	301	274	175	152	121	101
	Unknown/Missing		2	1	1	1	2	1	1	2	
Age Category	18 or less years old	135	140	154	137	152	144	91	78	62	69
	19 to 20 years old	235	186	225	217	213	207	153	111	105	84

21 to 24 years old	149	145	129	113	126	90	68	70	56	34
25 to 34 years old	105	92	88	88	81	56	45	49	37	37
35 to 44 years old	37	38	35	28	31	27	18	11	10	9
45 to 54 years old	12	11	10	13	7	6	6	2	7	3
55 or greater years old	8	3	1	2	1	1	1	1	3	3

		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Generation Status	First Generation	11%	13%	13%	13%	14%	17%	13%	14%	12%	13%
	Returning Generation	52%	49%	49%	52%	53%	52%	57%	60%	61%	62%
Low Income	Not Pell Eligible	22%	19%	19%	21%	20%	19%	24%	27%	28%	25%
	Not Financial Data	10%	10%	8%	8%	9%	11%	14%	15%	15%	20%
	Pell Eligible	34%	33%	37%	37%	40%	41%	35%	35%	33%	35%
Race and Ethnicity	Students of Color	15%	18%	23%	23%	24%	26%	18%	24%	23%	23%
	Am. Indian/AK Native	5%	3%	4%	4%	4%	4%	3%	6%	5%	5%
	Asian	2%	2%	1%	1%	2%	2%	2%	2%	2%	3%
	Black/African Am.	5%	9%	15%	15%	14%	16%	9%	12%	11%	10%
	Hispanic	5%	6%	4%	5%	7%	6%	5%	6%	8%	10%
	Native HI/Pac. Is.	0%	1%	0%	0%	0%	0%	1%			
	White	54%	50%	46%	48%	50%	50%	58%	59%	58%	61%
	Non-Resident	1%	0%	0%	1%	0%	0%	0%		1%	1%
	Unknown/Missing	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Student Gender (Sex)	Female	36%	31%	29%	31%	34%	34%	38%	40%	42%	44%
	Male	28%	31%	34%	34%	34%	36%	32%	36%	33%	32%
	Unknown/Missing		0%	0%	0%	0%	0%	0%	0%	1%	
Age Category	18 or less years old	13%	14%	15%	15%	17%	19%	17%	18%	17%	22%
	19 to 20 years old	22%	19%	22%	24%	24%	27%	28%	26%	28%	27%
	21 to 24 years old	14%	15%	13%	12%	14%	12%	13%	16%	15%	11%
	25 to 34 years old	10%	9%	9%	10%	9%	7%	8%	11%	10%	12%
	35 to 44 years old	3%	4%	3%	3%	3%	4%	3%	3%	3%	3%
	45 to 54 years old	1%	1%	1%	1%	1%	1%	1%	0%	2%	1%
	55 or greater years old	1%	0%	0%	0%	0%	0%	0%	0%	1%	1%

In terms of age, the largest proportion of Liberal Arts students (38%) in AY2024 were traditional-age 18–24-year-old college students. That number is consistent with previous years. 22% of LA students were under eighteen years of age in AY2024, which marks an increase of 3–5% from previous years. Students under the age of eighteen are primarily enrolled in classes through the Post-Secondary Enrollment Option or Online College in the High School programs.

One particular strength of the Liberal Arts program is that it serves a significant number of students from historically disadvantaged groups. As Table 4 indicates, just over one-third of Liberal Arts students in AY2024 were Pell Grant-eligible. About one in eight LA students in that same year were first-generation college students. Low-income and first-generation students face unique challenges that make completion of a college credential more difficult than for other

students. As discussed elsewhere in this report, Liberal Arts faculty and other Northland staff provide support for students who encounter difficulty to make their success more likely.

In AY2024, 23% of LA students identified as persons of color. Table 5 provides US Census Bureau data on racial demographics in the three largest cities from which Northland draws students.

Table 5: Racial Demographics in NCTC's Region

	Thief River Falls	East Grand Forks	Grand Forks
White	90.60%	82.60%	82.40%
Black	1.80%	4.70%	4.20%
American Indian and Alaska Native	0.50%	1.20%	2.20%
Asian	0.70%	0.30%	3.20%
Native Hawaiian and Other Pacific Islander	0.00%	0.00%	0.60%
Two or More Races	4.60%	9.40%	6.30%
Hispanic or Latino	6.50%	7.60%	5.30%
White, not Hispanic or Latino	86.60%	79.70%	80.60%

Source: US Census Bureau QuickFacts

Northland's Liberal Arts program compares favorably to the region the college serves. The proportion of LA students who identified as Black in AY2024 (10%) is just over double the 4.7% of East Grand Forks residents who identify as such. 5% of Liberal Arts students identified as American Indian or Alaska Native in AY2024 versus 2.2% in Grand Forks, while 10% of LA students identified as Hispanic or Latino versus 6.5% in Thief River Falls.

The racial demographics of the Liberal Arts program have remained largely constant over the past decade. The only notable changes are a decrease of around 5% in the proportion of students who identify as Black and an increase of the same size in Hispanic or Latino students.

The Liberal Arts program is successful in attracting a diverse student body in part because it is viewed as a first step toward a four-year college degree, offering a quality, personalized education at a reasonable cost. First-generation students, economically disadvantaged students, and students of color can find a four-year institution intimidating, particularly in first-year courses that may be taught by a graduate instructor or in a large lecture bowl-style setting. Northland's Liberal Arts courses have class capacities of 24–36 students. The majority of program faculty in FY25 (56%) are full-time instructors. Smaller class sizes afford students a personalized education with an instructor who is familiar with their unique needs. As discussed elsewhere in this report, Liberal Arts faculty, library staff, counselors, advisers, and Academic Success Center staff offer support to students outside of the classroom to help them succeed.

IV. Student Outcomes

This section addresses several dimensions of student success. Part M discusses a measurement of Liberal Arts students' successful completion of Program Learning Outcomes conducted during AY2025. Part N looks at program-wide student metrics regarding completion of and success in

program courses. The final two parts of this section look at credential completion and transfer to four-year institutions by Liberal Arts program graduates.

M. AY2025 Program Learner Outcome Assessment

One measure of student success is the competent completion of the Liberal Arts Program Learner Outcomes (PLOs) discussed in Section II.D. The PLOs, as discussed in that earlier part of this report, are identical to Northland's Institutional Learner Outcomes (ILOs). Northland's Common Course Outlines identify an ILO, rather than a PLO, with each course. Because of that, what follows in this section will refer to ILOs.

During the Fall 2024 semester, 10/33 (30%) of full- and part-time Liberal Arts faculty submitted an ILO assessment using Northland's templates and rubrics. Across the sections assessed by the instructors, all five ILOs were assessed. Three of the ten did not include the percent of students that met the competency. Of the remaining seven, all were above 82% that had met the competency except for one. 52.6% met the competency but no analysis was provided by the instructor, so it is difficult to determine if there was a valid reason for the low competency rate. Other than the one low percentage, the results reflect an acceptable level of student mastery; students are learning what faculty are intending to teach. All five ILO's/program outcomes were assessed in at least one course. Due to the inconsistency in the quality of the submissions and several without the analysis, the dean did email faculty and talked about what to submit at LA faculty meetings early spring 2025.

Nine faculty (27% of the total) submitted an ILO assessment for the Spring 2025 semester as of the end of May 2025. Those nine submissions assessed ILOs 1–4. Of the courses assessed, one had a course average competency for the relevant ILO of 69.44%. That low number was impacted by non-student tutors being included in the overall count of students. The remaining seven submissions showed a 79% or higher rate of ILO competency. The results reflect acceptable levels of student mastery of the competencies assessed.

Faculty who completed ILO assessment during AY2024 stated the rubric aligned well with the coursework used for the assessment. Several faculty reported that they will alter the assessed coursework in future semester to better match the assessment's requirements, for example by providing clearer instructions or emphasizing aspects of the assignment that many students were unsuccessful in completing. No faculty reported needing to use an entirely new or different set of coursework to conduct ILO assessment in the future, though many saw areas where they will improve their teaching strategies to increase student success.

Moving forward, the Liberal Arts dean and division chairs will remind faculty to assess an ILO, submit the appropriate documentation, and include a plan for the next semester. Per the LA Program Review Guidance document (Appendix C of this report), ILO assessment will occur every semester. The faculty Professional Development Coordinator will also offer training sessions during inservice meetings and one-on-one help with faculty in completing their assessment of the college's, and the Liberal Arts programs', learner outcomes.

N. Course completion and success rates

Another important metric of student success is their successful completion of courses. Table 6 presents completion and success rates for Liberal Arts courses from AY2020–2024. Students are counted as having completed a course when they are still enrolled at the end of a semester; that is, they have not withdrawn from the course or been dropped for non-payment, non-attendance, or other reasons. Successful completion occurs when the student earned a grade of C or better for the course.

Table 6: Liberal Arts Course Completion and Success Rates, AY2020–2024

Metric	Category	AY2020	AY2021	AY2022	AY2023	AY2024
Completion Rate		80%	78%	79%	82%	81%
Success Rate	Overall	75%	73%	75%	78%	76%
	Face to Face	76%	72%	75%	76%	74%
	Mixed Delivery	72%	74%	79%	80%	69%
	Online/Remote	75%	74%	74%	78%	78%

As Table 6 indicates, Liberal Arts courses see acceptable levels of course completion and student success. For the past five years, four of every five students enrolled in LA courses complete the course, and a slightly smaller percentage receive an A, B, or C grade in the course. Completion and success rates have remained consistent over the five-year period covered by Table 6.

Table 7 tracks student success rates across different demographic groups.

Table 7: Student Success Rates in Liberal Arts Courses by Demographic Categories, AY2020–2024

Metric	Category	AY2020	AY2021	AY2022	AY2023	AY2024
Generation Status	First Generation	69%	69%	71%	74%	72%
	Returning Generation	77%	74%	76%	79%	77%
Low Income	Not Pell Eligible	78%	72%	75%	79%	75%
	No Financial Data	82%	83%	82%	85%	83%
	Pell Eligible	70%	68%	68%	69%	70%
Race and Ethnicity	Students of Color	66%	68%	68%	70%	69%
	Am Indian/AK Native	58%	64%	58%	59%	62%
	Asian	78%	77%	81%	83%	88%
	Black/African Am.	66%	68%	70%	68%	70%
	Hispanic	66%	64%	64%	77%	68%
	Native HI/Pac. Is.	79%	74%	88%	50%	71%
	White	78%	74%	76%	78%	77%
	Non-Resident	75%	84%	95%	95%	82%
	Unknown/Missing	50%	83%	71%	84%	86%
Student Gender (Sex)	Female	79%	76%	77%	80%	78%
	Male	69%	67%	71%	74%	73%
	Unknown/Missing	44%	58%	64%	52%	88%

As with student success rates across all groups, success rates for most groups represented in Table 7 have remained consistent. The only significant changes over the five-year period represented in Table 7, for instance success rates of between 50% and 88% for students who identify as Native Hawaiian or Pacific Islander, are due to the very small number of students in the group who took Liberal Arts courses. Table 4 reports there being between two and five students in that group.

There is not only consistency in success rates in the demographic groups represented in Table 7, but there is also consistency with the overall success rates in Liberal Arts courses. In AY2024, 76% of students successfully completed their courses across all modalities. In that same academic year, 72% of first-generation students, 70% of Pell Grant-eligible, and 69% of students of color were successful in their Liberal Arts courses. There is a similar gap in previous years as well. While there is a persistent gap in success rates for those three groups in comparison with the general Liberal Arts student population, the gap is not as large as might be expected.

Table 8 presents student success rates across the ten Minnesota State Transfer Curriculum (MnTC) Goal Areas.

Table 8: Enrollment and Success Rates for Minnesota Transfer Goal Areas, AY2024

Goal Area	Sections Offered	Seats Filled	Total FYE	Total Passing Letter Grades	% Passing Grade (Course Success)
Area 01	62	1269	126.9	968	76%
Area 02	84	1798	179.8	1372	76%
Area 03	83	1623	206.4	1324	82%
Area 04	41	512	52.9	393	77%
Area 05	83	1415	141.5	1233	87%
Area 06	54	944	94.4	752	80%
Area 07	45	730	73.0	604	83%
Area 08	41	600	61.0	545	91%usi
Area 09	26	574	57.4	455	79%
Area 10	56	1118	149.1	950	85%
No Goal Area	43	445	34.5	290	65%
Total	618	11028	1176.9	8886	81%

Success rates across the Goal Areas ranged from 76% to 91% with an average of 81% of the students throughout the courses satisfactorily completing their coursework and earning a passing grade. Some Liberal Arts courses (e.g., developmental education, independent study, music lessons) are not identified with a MnTC Goal Area. Success rates in those courses was 65% in AY2024.

Due to the lack of course sequencing and the range of options students have in completing an Associate of Arts (AA) degree, there are few 'bottleneck' courses that prevent students from completing the AA or another credential in a timely fashion. Some courses, for instance those in mathematics, lab-based science courses, or courses that are writing-intensive see a small number of students fail or fail to complete, requiring the student to re-enroll in a future semester.

Those students are often unprepared for the content of the course or the rigor of college-level academic work.

In the past, the Liberal Arts program offered a greater number of developmental courses in English and Mathematics than it does at present. The decline is largely the result of changes in federal and state guidelines. Developmental courses can be a worrisome point for some students, again frequently because students were unprepared for the course. In place of some developmental courses previously offered are support courses that are available in tandem with the college required course like MATH 1111: College Algebra and its available companion course MATH 0111: College Algebra Support. Support courses were created to supplant developmental courses and improve student success in 'bottleneck' courses like MATH 1111.

Some courses, MATH 1111 again being an example, previously required students complete the Accuplacer exam before enrolling. The Accuplacer was designed as a measure of student preparedness for courses. Through a Minnesota State-wide initiative, Northland has added further measures to create a multiple-measures assessment to accomplish that goal. The Accuplacer exam created bottlenecks for some students by placing them into developmental-level courses the student's abilities surpassed or into higher-level courses they were not prepared to complete.

The only other bottlenecks students encounter occur when a required course or course identified with an uncompleted Goal Area is not offered during the semester a student needs it. The decline in the number of course sections discussed earlier in this report can create challenges in students scheduling courses that permit them to complete a credential on a timeline they prefer. The Liberal Arts dean and division chairs consult with faculty and student services staff to avoid this problem as much as is feasible given financial constraints. The Liberal Arts division will be re-implementing a two-year course rotation beginning in AY2026 to also help advisers and students plan course schedules in advance. Furthermore, Northland began publishing full-year course schedules, rather than one-semester schedules, during AY2025, again to aid students in selecting courses to allow for timely completion of their credentials.

O. Credentials awarded

Table 9 presents data on the number of graduates for Liberal Arts credentials over the past ten years:

Table 9: Liberal Arts Graduate Headcount by Credential, AY2015–2024

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
DigMediaAAS	5	2	1	1						
DigMediaDipl	2	2	1	1						
EconomicPath							2	1	4	1
HistoryPath						2	9	11	12	9
Lib Art-AA	1115	1032	1034	934	937	776	556	448	394	341
Non-Degree	2	1	2							2
RadioBusDipl	2									
SocialPath						6	11	13	9	10
Undeclared	705	797	767	721	705	486	93	17	12	6

Three of the rows in Table 9 contain data for Liberal Arts credentials that have been phased our for several years: an Associate of Applied Science (AAS) and diploma in Digital Media and a diploma in Radio Business. Three of the rows represent students who graduated with an Associate of Arts (AA) and completed a Transfer Pathway in Economics, History, or Sociology.

Table 9 shows a decline in the number of students graduating with the Liberal Arts AA degree, from 1115 in AY2015 to 341 in AY2024. That 70% decline is similar to the decline in the number of students served by the Liberal Arts program during the same period, as discussed in Section III.A above. The 64% decline in the number of AA degrees awarded from AY2019 to AY2024 is likewise similar to the decline in the number of program students in the same period.

With an increase in enrollment from AY2024 to AY2025 and another likely increase in AY2026, there is likely to be a rise in the number of AA degrees earned in coming years. Other changes by the LA program discussed earlier in this report were made to increase student success rates, which should produce measurable results in the coming academic years. For example, offering courses across several modalities and scheduling courses on a two-year rotation that ensures students' ability to satisfy all Minnesota State Transfer Curriculum Goal Areas will make it more likely that students will complete their AA degree.

P. Transfer

As discussed in Section I of this report, one goal of the Liberal Arts program is for students to transfer to a four-year institution. Table 10 presents data on three-year graduation and transfer rates. The data were gathered as part of a survey sent to Northland graduates.

Table 10: Three-Year Graduation and Transfer Rate, AY2016–2020

	2016	2017	2018	2019	2020
Incoming Cohort Size	274	324	272	294	258
Transferred	52	76	44	67	62
Transferred and Graduated	21	22	18	19	25
Graduated Northland	75	97	89	77	73
150% Graduated & Transfer Rate	54%	60%	56%	55%	62%

Of the students admitted to Northland in AY2020 who declared the Liberal Arts Associate of Arts degree as their intended goal, 24% transferred to a four-year college or university. That transfer rate is similar to other years represented in Table 10, with 19% of students admitted in AY2016 transferring, 23% of those admitted in AY2017, 16% in AY2018, and 23% in AY2019 as 62 of the 258 in that cohort did transfer.

The data from the survey conducted in AY2024 shows 17 graduates responded and eight (47%) indicated they were attending a four-year institution. Of those, three were attending the University of North Dakota, one Mayville State University (ND), one Bemidji State University, one University of Minnesota-Crookston, one University of Wisconsin-River Falls, and one undecided on which university.

V. Program Sustainability

Section V explores three aspects of the sustainability of the Liberal Arts program. Part Q looks at the financial stability of the program, Part R discusses enrollment sustainability, and Part S revisits the Liberal Arts program's role at Northland and in the wider community served by the college.

Q. Financial sustainability

Table 11 below presents data segregated by the Department of Education's Classification of Instruction (CIP) codes. The table was compiled from data presented by Northland Chief Financial Officer Kalen Wiseth during the Spring 2025 semester. Rows highlighted in yellow indicate Liberal Arts disciplines.

Table 11: NCTC Sustainability Data by CIP Codes, FY2024

CIP Description	Total FYE	FY24 Expenses	Cost per FYE	Profit per FYE	Total Profit/loss	System Average	90% of Average	110% of Average	Difference from Top of Band
Biological And Biomedical Sciences	137.37	623,652	4,539.94	$4,181.25	$574,378.61	$5,696.03	$5,126.42	$6,265.63	1,725.69
English Language And Literature	116.88	538,539	4,607.62	$4,359.73	$509,565.47	$5,353.69	$4,818.32	$5,889.06	1,281.44
Philosophy And Religious Studies	43.07	143,397	3,329.40	$6,104.21	$262,908.50	$4,371.62	$3,934.45	$4,808.78	1,479.38
Psychology	42.79	177,117	4,139.22	$5,765.00	$246,684.49	$3,857.15	$3,471.44	$4,242.87	103.65
Agricultural Business And Management	112.44	808,577	7,191.19	$1,975.51	$222,126.29	$9,245.68	$8,321.12	$10,170.25	2,979.06
Gen Sales, Merch & Related Mkt Oper	29.21	164,840	5,643.26	$6,389.96	$186,650.79	$6,033.91	$5,430.52	$6,637.31	994.04
Sociology	29.51	100,839	3,417.12	$5,977.75	$176,403.40	$4,098.55	$3,699.69	$4,508.40	1,091.28
Accounting & Related Services	25.64	172,368	6,721.56	$5,564.99	$142,708.54	$5,834.20	$5,208.50	$6,417.62	(303.95)
Economics	25.01	120,332	4,811.36	$5,578.79	$139,525.51	$4,208.09	$3,787.28	$4,628.90	(182.46)
Business Admin, Mgmt & Oper	29.19	189,673	6,498.76	$4,467.48	$130,387.99	$4,969.03	$4,439.51	$5,465.94	(1,032.82)
History	16.33	76,456	4,681.92	$7,286.66	$118,991.22	$4,383.53	$3,945.17	$4,821.88	139.95
Electrical & Power Transmission Install	35.83	213,346	5,954.55	$2,859.39	$102,448.95	$6,296.37	$5,666.74	$6,926.01	971.46

Data Entry/Microcomputer Application	14.00	49,473	3,533.77	$7,149.54	$100,093.50	$4,921.76	$4,429.58	$5,413.93	1,880.16
Interpersonal/Social Skills	13.90	45,084	3,243.47	$5,833.23	$81,081.94	$3,120.13	$2,808.12	$3,432.15	188.68
Licensed Practical/Voc Nurse Training	90.96	818,350	8,997.11	$876.32	$79,707.84	$10,969.27	$9,872.34	$12,066.20	3,069.09
Education	20.07	160,214	7,981.59	$3,870.27	$77,687.99	$7,523.41	$6,771.07	$8,275.75	294.16
Radiologic Tech/Science-Radiographer	30.13	232,509	7,717.12	$2,156.56	$64,975.03	$7,249.16	$6,524.24	$7,974.07	256.95
Physical Sciences	11.07	43,727	3,951.51	$5,483.28	$60,677.98	$4,110.48	$3,699.43	$4,521.52	570.01
Health And Medical Administrative Srv	16.83	99,771	5,927.11	$3,507.43	$59,040.49	$6,024.40	$5,421.96	$6,626.83	699.72
Chemistry	20.88	164,260	7,867.60	$2,681.85	$55,991.58	$6,056.36	$5,450.72	$6,662.00	(1,205.60)
Anthropology	10.90	47,637	4,370.41	$4,956.95	$54,030.77	$4,499.35	$4,049.41	$4,949.28	578.87
Parks, Recreation, Leisure & Fitness	12.24	75,403	6,162.89	$3,617.96	$44,265.70	$5,232.75	$4,709.47	$5,756.02	(406.87)
Liberal Arts	7.00	22,916	3,273.73	$6,160.67	$43,124.69	$4,712.31	$4,241.08	$5,183.54	1,909.81
Health-Related Knowledge/Skills	36.08	232,763	6,451.66	$1,179.35	$42,548.69	$4,324.88	$3,892.39	$4,757.36	(1,694.29)
Fine and Studio Art	11.81	80,978	6,856.71	$3,285.92	$38,806.75	$7,283.20	$6,554.88	$8,011.52	1,154.81
Business Oper Support & Asst Serv	12.70	108,301	8,527.67	$2,446.04	$31,064.76	$6,244.49	$5,620.04	$6,868.94	(1,658.73)
Music	14.14	95,517	6,757.49	$1,900.42	$26,862.45	$8,617.92	$7,756.12	$9,479.71	2,722.22
Foreign Languages And Literatures	3.87	7,450	1,926.95	$5,314.94	$20,547.55	$6,585.44	$5,926.90	$7,243.98	5,317.03
Airframe Mechanic/Aircraft Maint Tech	42.09	393,519	9,349.02	$414.92	$17,464.75	$7,056.95	$6,351.25	$7,762.64	(1,586.38)
Political Science And Government	5.90	35,386	5,997.55	$2,143.69	$12,647.77	$4,980.00	$4,490.88	$5,478.00	(519.55)
Basic Skills	5.09	37,904	7,451.11	$2,383.41	$12,124.42	$6,981.61	$6,283.45	$7,679.77	228.66
Clinical/Medical Lab Science	1.80	14,510	8,061.16	$1,811.56	$3,260.80	$11,094.25	$9,984.83	$12,203.68	4,142.52
Electrical Engineering Technologies	1.70	13,697	8,057.18	$987.57	$1,678.87	$8,420.69	$7,578.62	$9,262.76	1,205.58
Physics	2.13	18,637	8,741.46	$696.92	$1,485.84	$6,613.22	$5,951.90	$7,274.55	(1,466.91)
Agriculture, General	7.60	61,652	8,113.20	$(213.03)	$(1,618.84)	$11,685.97	$10,517.37	$12,854.56	4,741.36
Occupational Therapist Assistant	19.23	192,173	9,993.41	$(119.52)	$(2,298.34)	$12,822.92	$11,540.63	$14,105.21	4,111.81
Drama/Theatre Arts and Stagecraft	0.40	11,064	27,661.23	$(18,947.41)	$(7,578.97)	$9,748.56	$8,773.70	$10,723.42	(16,937.81)
Mathematics And Statistics	53.95	483,645	8,964.85	$(235.10)	$(12,683.53)	$5,292.69	$4,763.42	$5,821.95	(3,142.90)
Avionics Maintenance Technology	2.97	51,847	17,480.41	$(4,627.50)	$(13,725.17)	$17,480.41	$15,732.37	$19,228.45	1,748.04
Physical Therapist Assistant	20.83	229,308	11,008.53	$(1,123.87)	$(23,410.19)	$13,087.53	$11,778.78	$14,396.29	3,387.76
Law Enforcement Skills Program ONLY	12.33	133,256	10,805.71	$(2,195.63)	$(27,076.46)	$8,484.04	$7,635.64	$9,332.45	(1,473.27)
Dietetics & Clinical Nutrition Serv	7.10	98,023	13,811.89	$(4,095.64)	$(29,066.77)	$13,811.89	$12,430.70	$15,193.08	1,381.19
Respiratory Care Therapy/Therapist	21.22	271,635	12,798.50	$(1,697.39)	$(36,025.34)	$13,582.70	$12,224.43	$14,940.97	2,142.46
Criminal Justice And Corrections	11.90	144,747	12,163.64	$(3,183.17)	$(37,879.71)	$6,100.37	$5,490.34	$6,710.41	(5,453.23)
Pharmacy Technician/Assistant	1.20	51,978	43,315.38	$(33,442.66)	$(40,131.20)	$18,208.41	$16,387.57	$20,029.25	(23,286.12)

Computer Systems Networking & Telecomm	18.73	223,428	11,926.97	$(3,295.46)	$(61,733.86)	$7,601.69	$6,841.52	$8,361.86	(3,565.11)
Welding Technology/Welder	28.66	312,549	10,905.40	$(2,190.28)	$(62,773.39)	$8,676.76	$7,809.08	$9,544.43	(1,360.97)
Plumbing & Related Water Supply Serv	4.17	100,131	24,027.90	$(15,311.23)	$(63,806.39)	$6,357.77	$5,721.99	$6,993.55	(17,034.36)
Fire Protection	4.13	109,908	26,612.15	$(16,733.96)	$(69,111.25)	$9,999.31	$8,999.38	$10,999.24	(15,612.91)
Carpenters	10.72	165,026	15,396.45	$(6,680.90)	$(71,608.86)	$7,772.73	$6,995.46	$8,550.01	(6,846.44)
Industrial Production Technologies	3.13	95,025	30,330.27	$(23,650.98)	$(74,098.51)	$11,212.54	$10,091.29	$12,333.79	(17,996.48)
Animal Sciences	3.70	115,462	31,222.91	$(21,491.83)	$(79,476.79)	$21,487.62	$19,338.86	$23,636.38	(7,586.53)
Heating, Air Cond, Refrig Maint Tech	7.94	162,079	20,412.34	$(11,697.18)	$(92,878.63)	$6,928.72	$6,235.85	$7,621.59	(12,790.75)
Emerg Med Technology/Tech (Paramedic)	12.03	215,761	17,938.21	$(8,062.49)	$(96,975.65)	$9,044.01	$8,139.61	$9,948.41	(7,989.80)
Drafting/Design Engineering Techn	9.86	215,286	21,829.84	$(11,953.92)	$(117,889.59)	$7,558.63	$6,802.76	$8,314.49	(13,515.36)
Surgical Technology/Technologist	8.60	247,939	28,836.85	$(18,030.51)	$(155,026.33)	$11,580.78	$10,422.70	$12,738.85	(16,097.99)
Registered Nursing/Registered Nurse	47.73	691,888	14,495.87	$(4,622.68)	$(220,640.60)	$13,861.09	$12,474.98	$15,247.20	751.34
Vehicle Maintenance & Repair Tech	20.26	411,136	20,290.98	$(11,575.88)	$(234,550.44)	$8,420.63	$7,578.57	$9,262.69	(11,028.29)
	1,366.93	10,922,089			$2,109,885.10				

Of the five CIP codes that generated the greatest profit for Northland, four are Liberal Arts disciplines, with six of the top ten profit-generators being Liberal Arts. Those six Liberal Arts disciplines generated about $1.9m in profit for the college during FY2024.

Only two Liberal Arts CIP codes created financial losses for the college in FY2024. Of those, Northland's offerings in Drama/Theatre Arts and Stagecraft are very limited, as the Full-Year Equivalent (FYE) of .4 for that CIP code shows. Mathematics and Statistics, on the other hand, generate a large number of FYE (53.95, the third most at NCTC) and operate at a small loss. That loss is partly due to expenditures stemming from faculty retirements in preceding years. The financial loss from Mathematics and Statistics is much less than that per FYE when compared to other CIP codes that generated losses. Where Mathematics and Statistics lost $235.10 per FYE in FY2024, Registered Nursing, which has a comparable number of FYE, lost $4622.68 per FYE. In terms of financial sustainability in comparison with Northland's CTE programs, Liberal Arts is in a healthy position.

Northland's Liberal Arts program also compares favorably with other two-year colleges in the Minnesota State system. The rightmost four columns in Table 11 contain the average per-FYE cost across two-year Minnesota State colleges for each CIP code, 90% and 110% of the average per-FYE cost (the 'band'), and the difference between Northland's offerings in the CIP code and 110% of the system average. Any number in the very rightmost column (Difference From Top of Band) that is positive represents a Northland program considered to be in-band or below the band, and thus within limits set by the Minnesota State system office. Negative numbers in that same column are considered above-band.

Of the twenty CIP codes that are part of Northland's Liberal Arts program, fourteen (70%) are in-band or below. Some of the LA program's CIP codes that are out of band are low-enrolled or special courses, or are courses required for programs in Northland's Health division. Mathematics and Statistics, as well as Drama/Theatre Arts and Stagecraft, also landed above band for reasons mentioned above.

Overall, Northland's Liberal Arts program does well in comparison with its peers in the Minnesota State system. Of the fourteen Northland LA CIP codes whose per-FYE costs were in-band or below, seven were under 90% of the system per-FYE average. The majority of FYE taught within the Liberal Arts division are taken in CIP code areas that are well within Minnesota State system guidelines.

With these numbers in mind, the Liberal Arts Program is financially sustainable. However, some courses must be offered on a two-year rotation to ensure the highest possible enrollment while still meeting students' needs. These courses are generally more advanced courses, not the entry-level most students will take while at Northland. With more attention to scheduling, particularly considering modality and removing duplication, more advanced or specialized courses are supportable.

R. Sustainability of enrollment

Section II.D discussed trends in Liberal Arts program enrollment. In terms of declared Liberal Arts students, credits produced, and course sections offered, there has been a significant decline over the past decade. The decline was most acute in the period immediately following the Covid-19 pandemic.

As discussed earlier in this report, a significant number of Liberal Arts students are high school students enrolled through the Post-Secondary Enrollment Option (PSEO) or Online College in the High School (OCHS) programs. 22% of Liberal Arts students in AY2024 were under eighteen years of age. Most of the students in that age group are PSEO or OCHS students. Area high schools have seen a decline in the number of graduates over the past few years, a trend that is projected to continue. Since AY2019, there has been a 55% reduction in the number of students under the age of eighteen enrolled in LA courses. The proportion of LA students who are in that age group, however, has increased from 17% to 22% in that time. So, while there are fewer high school-age students enrolled in Liberal Arts courses, they continue to make up a significant part of the program's student population.

Because of the decline in enrollment over the past decade, the Liberal Arts program has reduced the number of sections offered (see Table 2). The reduction has tracked the decline in the number of students and has maintained financial stability in the program. The Liberal Arts dean and other college administrators routinely monitor course section enrollment after the signup period has begun, adding course sections when demand exists and closing sections when it does not.

In-person offerings have been greatly impacted while our online offerings have flourished. Student-choice multi-modal/HyFlex is a way to offer courses to in-person students but also buoys the numbers with online enrollment. There have been times where classroom-online hybrid instruction has been utilized for reduced seats to make the in-person class meetings

better attended. Video conferencing is being utilized to maintain in-person offerings on both campuses. Frequently the instructor travels between the campuses.

The current course offerings are as efficient as we can make them given our low enrollment. Courses are frequently offered through video link between campuses or multi-modal/hyflex to capture more students in the sections that we do offer. Some courses are only offered every other year on a regular rotation to ensure the largest student enrollment.

S. Service to the college and community

The Liberal Arts program serves the rest of the institution's programs in several ways as discussed earlier in this report. Liberal Arts courses are required to earn many of the Associate of Arts, Associate of Science, Associate of Applied Science, and other credentials awarded by the college. Many more Liberal Arts courses act as electives for NCTC credentials. Appendix B provides a comprehensive list of Liberal Arts courses that are requirements or electives for credentials other than the Associate of Arts degree.

Liberal Arts faculty serve on many of the committees, workgroups, *ad hoc* actions teams, and employee search groups at the college. This includes the four college-wide steering councils that were established at the beginning of AY2025 to which other college committees report as well as the college's Shared Governance Council and Academic Affairs and Standards Council. The two Liberal Arts division chairs regularly consult with other division chairs, program chairs, academic administrators, and other college staff through division chair group meetings. Liberal Arts faculty also serve in faculty leadership positions through the Minnesota State College Faculty.

During AY2025, the Liberal Arts program also joined three important college-wide initiatives aimed at increasing student success, with program faculty serving on workgroups and committees associated with the initiatives. The three initiatives are:

Transfer Evaluation System
Per the Minnesota State College Faculty collective bargaining agreement, work assignments for faculty include evaluating course credit earned at other institutions for transfer as part of their professional obligations to the college. Full-time faculty have completed this work in the past for courses in their credentialed discipline. In the Fall 2025 semester, all Minnesota State colleges are required to use the new Transfer Evaluation System (TES) for credit transfer evaluations as part of the Transfer Accountability Framework.

Faculty are provided with a step-by-step guide on access to TES and how to utilize the TES. This is work that is also completed during the summer months, as students need to know if their courses are equivalent to NCTC courses before the fall semester begins.

Credit for Prior Learning
Credit for Prior Learning (CPL) refers to credit granted by the college for learning gained through learning experiences outside college or university-bearing courses

and assessed by academically sound and rigorous methods and processes (NCTC Policy 3150). CPL Procedure 3150.1P: External Assessments pertains to credit for prior learning from credits by examinations, CLEP, and advanced placement. CPL procedure 3150.2P: Internal College Assessments relates to test outs for course specific examinations (not available for all courses), credit for experiential learning and tech prep articulation agreements with specific high schools. Students are charged a fee for internal assessments and faculty are paid for evaluating the internal assessments.

Global Military Learning Network

Global Military Learning Network (GMLN) military bridge programs are online programs for service members who have trained in specific occupations and are interested in earning college credit toward specific degrees, diplomas, and certificates. Liberal arts faculty assisted in developing military bridge programs at NCTC in Liberal Arts and Sciences, the Sociology Transfer Pathway, and the History Transfer Pathway.

VI. Assessment of the Program

This final section assesses Northland's Liberal Arts program and offers guidance for sustaining and enhancing the program's current successes.

The greatest strength of the Liberal Arts program is its faculty. The Liberal Arts faculty have significant expertise in their academic disciplines, in the instruction they provide, and in the operations of the wider Northland community. Faculty engaging in professional development activities and participating in division-specific and college-wide workgroups in the future will sustain and enhance the benefits students and other Northland stakeholders receive from that effort. The primary benefit will be to students in terms of the quality of education they receive and the skills they develop. The college community also benefits from having knowledgeable, experienced faculty to revise curricula, participate in committees and other workgroups, collaborate effectively with college staff and administration, adjust to evolving standards in higher education, and meet the needs of the region the college serves.

Liberal Arts faculty have been adaptable to new initiatives in the past and will continue to be so in the future. The development of student-choice multi-modal/hyflex courses, creating Transfer Pathways and Z-Degree, implementation of Open Educational Resources, the creation of new courses, and modification to existing course offerings mentioned in this report act as representative examples of the work faculty do that impacts the program's curriculum. The Liberal Arts program has explored other initiatives, for instance the development of an eight-week course model, over the past year to further enhance the program.

To help guide the faculty, Northland has supported a coordinator for the Center for Teaching and Learning (CTL) who encourages professional and personal growth for faculty and staff. The CTL director creates programming and recruits colleagues to present sessions. The coordinator also brings in information from state-wide resources like the Network for Educational Development and Quality Matters.

Liberal Arts faculty regularly work with Career and Technical Education (CTE) faculty to ensure that CTE program students are well-served by the LA program. Faculty in Liberal Arts also collaborate with other college staff with the objective of maintaining the health of the college.

Enrollment in the program is undoubtedly its greatest challenge for the future. While enrollment numbers have stabilized in recent years and show some promise of increasing in the coming few, they are significantly lower than a decade ago. Some of the decline in student population is due to a slowly-decreasing population in the service region and a decline in graduates from area high schools. Strong employment rates in the region also hinder growth in enrollment. Northland as a whole is subject to those uncontrollable factors and along with the dean and faculty in Liberal Arts aim to capitalize on the base of potential students as much as possible.

Declining enrollment has led to a decline in course section offerings and the number of faculty in the Liberal Arts program, particularly since the end of Covid-19 pandemic-era restrictions. The Liberal Arts dean and division chairs will continue to monitor course offerings and modalities to maintain satisfactory section fill rates and ensure financial stability while meeting the needs of program students.

Though enrollment is a challenge, the Liberal Arts program is on a firm financial footing. The program generates significant profit for Northland, subsidizing higher-cost, low-enrollment CTE programs. With careful course scheduling and an increase in enrollment, the college will continue to reap financial benefits from the program in the future.

Like other parts of the college, Northland's Liberal Arts program has suffered from an unstable administrative environment for several years. Since AY2022, there have been three different Liberal Arts deans: two non-interim deans who served in the position for two or three semesters and an interim who served during AY2025. Northland has had four persons serve as Chief Academic Officer and three as President in that same span of time.

Administrative instability has impacted the Liberal Arts division. An example of this is the lack of review of faculty syllabi discussed in Section II.J. Without that oversight, there were syllabi going out that did not align with college policies or with relevant Common Course Outlines. Hopefully, the faculty handbook will be improved to cover such areas in the future so as to not have to rely on the changes in our administration.

There are also significant challenges on the horizon to higher education as a whole. Budget concerns in the Minnesota State system and the State of Minnesota, coupled with dramatic changes at the federal level, create new layers of uncertainty to which the Liberal Arts division must adapt. At the time of this report's publication, for instance, proposed federal budget legislation threatens to end the TRIO program that funds one of Northland's Liberal Arts advisers. Other pending changes at the federal level would alter student loan and grant programs in ways that would make a college education unaffordable for many of the students who come to Northland for a reasonably-priced, high-quality education.

As mentioned several times earlier, one of the challenges in creating this report was in the lack of reliable data needed to conduct accurate assessment. Northland has only employed a

dedicated Institutional Researcher for the past few years. Prior to that, most data collection was performed by college administrators. The productions of this report has highlighted several areas where the college and division will need to routinely collect data in the future.

The guiding document in Appendix C will serve as the basis for continued review of important elements of the Liberal Arts program at Northland. This first-ever program review will help guide continuous improvement as well. So while Northland's Liberal Arts program has areas where it could improve in the future, the program is aware of many of those areas at this time and has a plan for its success in the future.

Appendix A: List of Liberal Arts Courses and Date of Most Recent Review of Common Course Outlines

COURSE	CRS	GA	ILO/ PLO	CCO REV	NOTES
ANTH 2202 - Cultural Anthropology	3	5,8	3	2017	
ARTS 1101 - Art Appreciation	3	6,8	5	2024	
ARTS 1114 - Foundation Drawing I	1/2	2,6	5	2024	
ARTS 1122 - Digital Imaging	2/1	2,6	4	2024	
ARTS 1127 - Foundation 2D Design	3	2,6	5	2024	
ARTS 1128 - Foundation 3D Design	3	2,6	5	2024	
ARTS 1131 - Digital Photography	1/2	2,6	4	2024	
ARTS 1156 - Intro to Painting	1/2	2,6	4	2024	
ARTS 1233 - Foundation Art History I	3	6,7	2	2024	
ARTS 1234 - Foundation Art History II	3	6,7	2	2024	
ARTS 2160 - Intro to Sculpture	2/1	2,6	4	2024	
ARTS 1157 - Intro to Printmaking	1/2	2,6	4	2024	
BIOL 1004 - Intro to A&P	3		2	2017	
BIOL 1101 - Concepts of Biology	4	3,10	2	2017	
BIOL 1111 - Biological Principles I	4	3,10	2	2017	
BIOL 1112 - Biological Principles II	4	3,10	2	2017	
BIOL 1120 - Human Biology	4	3,10	2	2017	
BIOL 1131 - Intro to Natural Resources	3	10	3	2017	
BIOL 2131 - Nutrition	3	3	5	2017	
BIOL 2221 - Microbiology	3	3	2	2017	
BIOL 2260 - Anatomy & Physiology I	4	3	2	2017	
BIOL 2262 - Anatomy & Physiology II	4	3	2	2017	
BIOL 2256 - Advanced Physiology	2	3	2	2017	
BUSN 1115 - Personal Financial Mngmt	3	9	5	2017	
CHEM 1020 - Intro to Chemistry	4	3	2	2017	
CHEM 1121 - General Chemistry I	5	3	3	2017	
CHEM 1122 - General Chemistry II	5	3	3	2017	
CHEM 2205 - Survey Gen/Org/Bio Chm	4	3	2	2017	
CMST 1101 - Intro to Public Speaking	3	1,2	5	2025	
CMST 1103 - Interpersonal Communication	3	1,2	1	2025	
CMST 1111 - Small Group Communication	3	1,9	1	2025	
CMST 2222 - Intro to Media Literacy	2	2,6	3	2025	
ECON 2201 - Microeconomics	3	5	4	2017	

ECON 2202 - Macroeconomics	3	5,8	4	2017	
EDUC 2250 - Introduction to Education	3		3	2017	
ENGL 0085 - Intermediate Reading/Writing	3		1	2017	
ENGL 0095 - Advanced Reading/Writing	3		1	2017	
ENGL 1012 - Applied Communications	3		2	2017	
ENGL 1111 - Composition I	3	1,2	1	2017	
ENGL 1112 - Composition II	3	1,2	2	2017	
ENGL 1126 - Intro to Literature	3	6	2	2017	
ENGL 2100 - Intro Lit Studies	3	6	2	2025	
ENGL 2203 - Creative Writing	3	6	5	2017	
ENGL 2207 - Technical Writing	3	2	4	2017	
ENGL 2221 - Women's Literature	3	6	2	2017	
ENGL 2231 - Literature and Film	3	6	3	2017	
ENGL 2248 - Multicultural Lit	3	6,7	3	2017	
ENGL 2258 - World Literature	3	6,8	3	2017	
ENGL 2261 - Intro to Drama	3	6	2	2017	
ENGL 2262 - Intro to Film	3	6	2	2017	
ENGL 2263 - Intro to Short Stories	3	6	2	2017	
FYEC 1110 - Pathways to Success	1		5	2017	
GLST 1101 - Intro to Global Studies	3	5,8	3	2025	
GTEC 1108 - Internet Literacy Skills	1		5	2017	??
HIST 1103 - World History Pre - 1500	3	5,8	2	2017	
HIST 1114 - World History Post - 1500	3	5,8	2	2017	
HIST 2125 - The World Wars 1914-1945	3	5,8	2	2017	
HIST 2201 - US History Pre - 1865	3	5,7	3	2017	
HIST 2202 - US History Post - 1865	3	5,7	3	2017	
HIST 2210 - Minnesota History (OCHS Only)	3	5	3	2017	
HIST 2213 - Civil War/Reconstruction	3	5	3	2017	
HIST 2250 - American Minorities	3	5,7	3	2017	
HPER 1101 - Bowling	1		5	2017	
HPER 1108 - Martial Arts	1		5	2017	
HPER 1110 - Concepts of Phys Fitness	3		4	2020	
HPER 1111 - Intro to Exercise Science	2		5	2020	
HPER 1122 - Yoga	1		5	2017	
HPER 1127 - Strength Conditioning	1		5	2017	
HPER 1140 - Personal & Community Hlth	3		3	2020	
HPER 1182 - Varsity Volleyball	1		5	2017	
HPER 1183 - Varsity Basketball	1		5	2017	
HPER 1184 - Varsity Baseball	1		5	2017	

HPER 1185 - Varsity Softball	1		5	2017	
HPER 1186 - Varsity Golf	1		5	2017	
HPER 1187 - Varsity Wrestling	1		5	2017	
HPER 1188 - Clay Target	1		5	2017	
HPER 1410 - First Aid/CPR	1		2	2017	
HPER 2182 - Varsity Volleyball II	1		5	2017	
HPER 2183 - Varsity Basketball II	1		5	2017	
HPER 2184 - Varsity Baseball II	1		5	2017	
HPER 2185 - Varsity Softball II	1		5	2017	
HPER 2187 - Varsity Wrestling II	1		5	2017	
HPER 2200 - Intro to Sport Management	3		2	2020	
HPER 2201 - Psychology of Sports	2		2	2020	
HPER 2210 - Intro to Kinesiology	2		4	2020	
HPER 2235 - Coaching Young Athletes	3		2	2020	
HPER 2244 - First Responder	3		5	2017	
HPER 2250 - Prevention/Care of Ath Inj	3		2	2020	
HPER 2270 - Health & Wellness	3		5	2020	
HPER 2281 - Officiating Sports	2		2	2020	
HUMN 1101 - Intro to Humanities	3	2,6	2	2017	
JOUR 1101 - Mass Communications	3	9	3	2017	??
MATH 0080 - Math Foundations	3		2	2017	
MATH 0090 - Introductory Algebra	3		2	2017	
MATH 0094 - Pre-College Algebra	4		2	2017	UPDATE
MATH 0098 - Intermediate Algebra	3		2	2017	
MATH 0110 - College Algebra Support	2			2017	UPDATE
MATH 1001 - Technical Mathematics	3		2	2017	
MATH 1003 - Math Applications Nurs	2		2	2017	ADD support
MATH 1102 - Contemporary Math	3	4	2	2017	
MATH 1106 - Trigonometry	2	4	2	2017	
MATH 1110 - College Algebra	4	4	2	2017	
MATH 1113 - Pre-Calculus	5	4	2	2017	
MATH 2203 - Statistics	4	4	2	2017	
MATH 2231 - Calculus I	4	4	2	2017	
MATH 2232 - Calculus II	4	4	2	2017	
MUSC 1110 - Understanding Music	3	6	1	2017	
MUSC 1210 - Rock Music Thru Time	3	6,7	4	2017	
MUSC 1250 - Music of Black America	3	6,7	2	2017	
MUSC 1581 - Chamber Choir	1		5	2017	
MUSC 1583 - Community Band	1		5	2017	

MUSC 1650 - Group Guitar Lessons	2		5	2017	
MUSC 2110 - Appreciating Jazz	3	6,7	1	2017	
MUSC 2250 - Music of Latin America	3	6,8	3	2017	
MUSC 2510 - Music Around the World	3	6,8	3	2017	
NSCI 1103 - Geology	4	3,10	2	2017	
NSCI 1123 - Astronomy	4	3	4	2017	
NSCI 2203 - Environmental Science	4	3,10	3	2017	
PHIL 1101 - Intro Philosophy	3	2,6	2	2017	
PHIL 1102 - Intro to Ethics	3	2,6,9	3	2017	
PHIL 1111 - Phil of Religion	3	6,8	2	2017	
PHIL 2000 - Logic	3	2,4	2	2017	
PHIL 2210 - Morals and Medicine	3	2,6,9	3	2017	
PHIL 2220 - Environmental Ethics	3	2,9,10	3	2017	
PHIL 2240 - Ethics and Business	3	8,9	5	2017	
PHYS 1111 - General Physics I	4	3	2	2017	
PHYS 1112 - General Physics II	4	3	2	2017	
PLSC 1101 - Intro to Poli Sci	3	5,8	3	2017	
PLSC 1102 - American Government	3	5,9	3	2017	
PLSC 1181 - Student Senate	1		3	2017	??
PLSC 2202 - International Relations	3	5,8	3	2017	
PLSC 2204 - Comparative Governments	3	5,8	3	2017	
PSYC 1105 - Intro Psychology	3	5	2	2017	
PSYC 2201 - Developmental Psych	3	5	3	2017	
PSYC 2215 - Abnormal Psych	3	5	2	2017	
SOCI 1101 - Intro Sociology	3	5,7	2	2017	
SOCI 1102 - Social Problems in US	3	5,7	3	2017	
SOCI 1107 - Intro to Criminal Justice	3	5,9	3	2017	
SOCI 2212 - Sex, Gender, Society	3	5,7	5	2017	
SOCI 2215 - Criminology	3	5,9	3	2017	
SOCI 2220 - Marriage and Family	3	5,7	5	2017	
SPAN 1101 - Beg Spanish I	4	8	3	2017	
SPAN 1102 - Beg Spanish II	4	8	3	2017	
SPCH 1101 - Intro to Public Speaking	3	1	5	2017	Move to CMST 2025
SPCH 1103 - Interpersonal Comm	3	1,2	1	2017	Move to CMST 2025
SPCH 2205 - Intercultural Comm	3	7,8	2	2017	Move to CMST 2025
SPCH 2222 - Intro to Media Literacy	2	6		2017	Move to CMST 2025
SSCI 1101 - Human Relations	3	1,2	5	2017	
THTR 1102 - Beginning Acting	3	6	1	2017	

Appendix B: Required and Elective Liberal Arts Courses for CTE Programs and Pathways

DE	T	E	Course_nbr	Crs_Title	Crds	Prog_Title	Degree
Elec		Elec	ANTH 2202	Cultural Anthropology	3	Administrative Professional	A.A.S.
2nd Spring		2nd Spring	ANTH 2202	Cultural Anthropology	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
2nd Spring	2nd Spring		ANTH 2202	Cultural Anthropology	3	Geospatial Intelligence Analysis	A.A.S.
1st Spring	1st Spring	1st Spring	ANTH 2202	Cultural Anthropology	3	Health Sciences Broad Field	A.S.
	Elec	Elec	ANTH 2202	Cultural Anthropology	3	Nursing	A.S.
Elec	Elec	Elec	BIOL 1101	Concepts of Biology	4	Accounting Transfer Pathway	A.S.
			BIOL 1101	Concepts of Biology	4	Exercise Science Transfer Pathway	A.S.
Elec	Elec	Elec	BIOL 1111	Biological Prin I	4	Accounting Transfer Pathway	A.S.
	2nd Fall		BIOL 1111	Biological Prin I	4	Agriculture Education	A.S.
	2nd Fall		BIOL 1111	Biological Prin I	4	Animal Science	A.A.S.
Elec		Elec	BIOL 1111	Biological Prin I	4	Early Childhood Educ Transfer Pathway -- on hold	A.S.
			BIOL 1111	Biological Prin I	4	Exercise Science Transfer Pathway	A.S.
1st Spring	1st Spring	1st Spring	BIOL 1111	Biological Prin I	4	Health Sciences Broad Field	A.S.
		Elec	BIOL 1112	Biological Prin II	4	Health Sciences Broad Field	A.S.
Elec	Elec	Elec	BIOL 1120	Human Biology	4	Accounting Transfer Pathway	A.S.
Elec		Elec	BIOL 1120	Human Biology	4	Early Childhood Educ Transfer Pathway -- on hold	A.S.
			BIOL 1120	Human Biology	4	Exercise Science Transfer Pathway	A.S.
	1st Spring		BIOL 1131	Intro to Natural Resource	3	Advanced General Agriculture	Certificate
	1st Spring		BIOL 1131	Intro to Natural Resource	3	Agriculture Education	A.S.
	1st Spring		BIOL 1131	Intro to Natural Resource	3	Animal Science	A.A.S.
1st Fall			BIOL 2131	Nutrition	3	Dietetic Technician	A.A.S.
1st Fall	1st Fall	1st Fall	BIOL 2131	Nutrition	3	Exercise Science Transfer Pathway	A.S.
2nd Spring	2nd Spring	2nd Fall	BIOL 2131	Nutrition	3	Health Sciences Broad Field	A.S.
1st Fall	1st Fall	1st Fall	BIOL 2221	Microbiology	3	Health Sciences Broad Field	A.S.
	1st Fall	1st Fall	BIOL 2221	Microbiology	3	Nursing	A.S.
		2nd Fall	BIOL 2221	Microbiology	3	Pharmacy Technology	A.A.S.
1st Summer		1st Summer	BIOL 2221	Microbiology	3	Respiratory Therapy	A.A.S.
		1st Spring	BIOL 2221	Microbiology	3	Surgical Technology	A.A.S.
Elec		Elec	BIOL 2252	Anatomy & Phys I	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.

1st Fall	1st Fall	1st Spring	BIOL 2252	Anatomy & Phys I	3	Exercise Science Transfer Pathway	A.S.
1st Spring	1st Spring	2nd Fall	BIOL 2254	Anatomy & Phys II	3	Exercise Science Transfer Pathway	A.S.
2nd Fall	2nd Fall	2nd Spring	BIOL 2256	Advanced Physiology	2	Exercise Science Transfer Pathway	A.S.
Elec	Elec	Elec	BIOL 2260	Anatomy & Phys I	4	Accounting Transfer Pathway	A.S.
1st Fall			BIOL 2260	Anatomy & Phys I	4	Dietetic Technician	A.A.S.
1st Spring	1st Spring	1st Spring	BIOL 2260	Anatomy & Phys I	4	Health Sciences Broad Field	A.S.
1st Fall			BIOL 2260	Anatomy & Phys I	4	Medical Administrative Assistant	A.A.S.
1st Fall			BIOL 2260	Anatomy & Phys I	4	Medical Coding Specialist	A.A.S.
1st Fall			BIOL 2260	Anatomy & Phys I	4	Medical Office Specialist	Diploma
	1st Fall	1st Fall	BIOL 2260	Anatomy & Phys I	4	Nursing	A.S.
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Occupational Therapy Assistant	A.A.S.
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Paramedic	Diploma
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Paramedic	A.A.S.
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Pharmacy Technology	A.A.S.
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Physical Therapist Assistant	A.A.S.
1st Fall	1st Fall	1st Fall	BIOL 2260	Anatomy & Phys I	4	Practical Nursing	Diploma
		1st Spring	BIOL 2260	Anatomy & Phys I	4	Radiologic Technology	A.A.S.
1st Fall		1st Fall	BIOL 2260	Anatomy & Phys I	4	Respiratory Therapy	A.A.S.
		1st Fall	BIOL 2260	Anatomy & Phys I	4	Surgical Technology	A.A.S.
1st Spring			BIOL 2262	Anatomy & Phys II	4	Dietetic Technician	A.A.S.
2nd Fall	2nd Fall	2nd Fall	BIOL 2262	Anatomy & Phys II	4	Health Sciences Broad Field	A.S.
1st Spring			BIOL 2262	Anatomy & Phys II	4	Medical Administrative Assistant	A.A.S.
1st Spring			BIOL 2262	Anatomy & Phys II	4	Medical Coding Specialist	A.A.S.
1st Spring			BIOL 2262	Anatomy & Phys II	4	Medical Office Specialist	Diploma
	1st Fall	1st Fall	BIOL 2262	Anatomy & Phys II	4	Nursing	A.S.
		1st Spring	BIOL 2262	Anatomy & Phys II	4	Occupational Therapy Assistant	A.A.S.
		1st Fall	BIOL 2262	Anatomy & Phys II	4	Paramedic	Diploma
		1st Fall	BIOL 2262	Anatomy & Phys II	4	Paramedic	A.A.S.
		1st Spring	BIOL 2262	Anatomy & Phys II	4	Pharmacy Technology	A.A.S.
		1st Spring	BIOL 2262	Anatomy & Phys II	4	Physical Therapist Assistant	A.A.S.
1st Fall	1st Fall	1st Fall	BIOL 2262	Anatomy & Phys II	4	Practical Nursing	Diploma
		2nd Fall	BIOL 2262	Anatomy & Phys II	4	Radiologic Technology	A.A.S.
1st Spring		1st Spring	BIOL 2262	Anatomy & Phys II	4	Respiratory Therapy	A.A.S.
		1st Spring	BIOL 2262	Anatomy & Phys II	4	Surgical Technology	A.A.S.
Elec	Elec	Elec	BUSN 1115	Personal Financial Mgmt	3	Accounting	A.A.S.

Elec	Elec	Elec	CHEM 1020	Intro to Chemistry	4	Accounting Transfer Pathway	A.S.
1st Spring			CHEM 1020	Intro to Chemistry	4	Dietetic Technician	A.A.S.
			CHEM 1020	Intro to Chemistry	4	Exercise Science Transfer Pathway	A.S.
		2nd Fall	CHEM 1020	Intro to Chemistry	4	Fire Technology	A.A.S.
		2nd Fall	CHEM 1020	Intro to Chemistry	4	Pharmacy Technology	A.A.S.
		1st Spring	CHEM 1020	Intro to Chemistry	4	Pharmacy Technology	Diploma
		1st Spring	CHEM 1020	Intro to Chemistry	4	Radiologic Technology	A.A.S.
Elec		Elec	CHEM 1020	Intro to Chemistry	4	Respiratory Therapy	A.A.S.
Elec	Elec	Elec	CHEM 1121	General Chemistry I	5	Accounting Transfer Pathway	A.S.
			CHEM 1121	General Chemistry I	5	Exercise Science Transfer Pathway	A.S.
Elec		Elec	CHEM 1122	General Chemistry II	5	Respiratory Therapy	A.A.S.
Elec	Elec	Elec	CHEM 2205	Survey Gen/Org/Bio Chm	4	Accounting Transfer Pathway	A.S.
			CHEM 2205	Survey Gen/Org/Bio Chm	4	Exercise Science Transfer Pathway	A.S.
2nd Fall	2nd Fall	2nd Spring	CHEM 2205	Survey Gen/Org/Bio Chm	4	Health Sciences Broad Field	A.S.
	2nd Fall	2nd Fall	CHEM 2205	Survey Gen/Org/Bio Chm	4	Nursing	A.S.
Elec	Elec	Elec	CHEM 2211	Organic Chemistry I	5	Accounting Transfer Pathway	A.S.
Elec		Elec	CHEM 2211	Organic Chemistry I	5	Respiratory Therapy	A.A.S.
		Elec	ECON 1110	Prin of Economics	3	IT Cybersecurity	A.A.S.
2nd Fall	2nd Fall	2nd Fall	ECON 2201	Microeconomics	3	Accounting Transfer Pathway	A.S.
	2nd Fall		ECON 2201	Microeconomics	3	Agriculture Education	A.S.
2nd Fall	2nd Fall	2nd Fall	ECON 2201	Microeconomics	3	Business Transfer Pathway	A.S.
Elec			ECON 2201	Microeconomics	3	Digital Marketing	A.A.S.
2nd Fall	2nd Fall	2nd Fall	ECON 2201	Microeconomics	3	Economics Transfer Pathway	A.A.
	Elec		ECON 2201	Microeconomics	3	Electronics Technology - Automated Systems	A.A.S.
		Elec	ECON 2201	Microeconomics	3	IT Cybersecurity	A.A.S.
Elec		Elec	ECON 2201	Microeconomics	3	Marketing & Management	A.A.S.
Elec	Elec	Elec	ECON 2202	Macroeconomics	3	Accounting	A.A.S.
2nd Spring	2nd Spring	2nd Spring	ECON 2202	Macroeconomics	3	Accounting Transfer Pathway	A.S.
2nd Spring	2nd Spring	1st Spring	ECON 2202	Macroeconomics	3	Business Transfer Pathway	A.S.
Elec			ECON 2202	Macroeconomics	3	Digital Marketing	A.A.S.
2nd Spring	2nd Spring	2nd Spring	ECON 2202	Macroeconomics	3	Economics Transfer Pathway	A.A.
	Elec		ECON 2202	Macroeconomics	3	Electronics Technology - Automated Systems	A.A.S.
		Elec	ECON 2202	Macroeconomics	3	IT Cybersecurity	A.A.S.
Elec		Elec	ECON 2202	Macroeconomics	3	Marketing & Management	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Accounting	A.A.S.

1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Accounting Transfer Pathway	A.S.
2nd Fall		2nd Fall	ENGL 1111	Composition I	3	Administrative Professional	A.A.S.
	1st Spring		ENGL 1111	Composition I	3	Advanced General Agriculture	Certificate
	1st Spring		ENGL 1111	Composition I	3	Agriculture Education	A.S.
	1st Spring		ENGL 1111	Composition I	3	Animal Science	A.A.S.
	1st Fall		ENGL 1111	Composition I	3	Auto Body Collision Technology	A.A.S.
	1st Fall		ENGL 1111	Composition I	3	Automotive Service Technology	A.A.S.
	1st Fall		ENGL 1111	Composition I	3	Aviation Maintenance Technology	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Business Transfer Pathway	A.S.
		1st Fall	ENGL 1111	Composition I	3	Computer & Network Technology	A.A.S.
	1st Fall		ENGL 1111	Composition I	3	Criminal Justice-Law Enforcement	A.A.S.
1st Fall			ENGL 1111	Composition I	3	Dietetic Technician	A.A.S.
1st Spring			ENGL 1111	Composition I	3	Digital Marketing	A.A.S.
1st Fall		1st Fall	ENGL 1111	Composition I	3	Early Childhood & Paraprofessional	A.A.S.
1st Fall		1st Fall	ENGL 1111	Composition I	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Economics Transfer Pathway	A.A.
	1st Fall		ENGL 1111	Composition I	3	Electronics Technology - Automated Systems	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Exercise Science Transfer Pathway	A.S.
		1st Fall	ENGL 1111	Composition I	3	Fire Technology	A.A.S.
2nd Fall	2nd Fall		ENGL 1111	Composition I	3	Geospatial Intelligence Analysis	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Health Sciences Broad Field	A.S.
		1st Fall	ENGL 1111	Composition I	3	Heating, Ventilation, & Air Conditioning/Construction Plumbing	A.A.S.
		1st Spring	ENGL 1111	Composition I	3	Heating, Ventilation, & Air Conditioning/Construction Plumbing	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	History Transfer Pathway	A.A.
		1st Fall	ENGL 1111	Composition I	3	IT Cybersecurity	A.A.S.
1st Fall		1st Fall	ENGL 1111	Composition I	3	Marketing & Management	A.A.S.
		1st Spring	ENGL 1111	Composition I	3	Mechatronics	A.A.S.
2nd Fall			ENGL 1111	Composition I	3	Medical Administrative Assistant	A.A.S.
2nd Fall			ENGL 1111	Composition I	3	Medical Coding Specialist	A.A.S.
	1st Fall	1st Fall	ENGL 1111	Composition I	3	Nursing	A.S.
		1st Fall	ENGL 1111	Composition I	3	Occupational Therapy Assistant	A.A.S.
		2nd Spring	ENGL 1111	Composition I	3	Paramedic	A.A.S.

		1st Spring	ENGL 1111	Composition I	3	Pharmacy Technology	A.A.S.
		1st Fall	ENGL 1111	Composition I	3	Physical Therapist Assistant	A.A.S.
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Practical Nursing	Diploma
1st Summer		1st Summer	ENGL 1111	Composition I	3	Respiratory Therapy	A.A.S.
	1st Spring		ENGL 1111	Composition I	3	Small Unmanned Aircraft Systems Field Service Tech	Diploma
	1st Spring		ENGL 1111	Composition I	3	Small Unmanned Aircraft Systems Technician	AAS
1st Fall	1st Fall	1st Fall	ENGL 1111	Composition I	3	Sociology Transfer Pathway	A.A.
	2nd Fall		ENGL 1112	Composition II	3	Agriculture Education	A.S.
	2nd Fall		ENGL 1112	Composition II	3	Animal Science	A.A.S.
	1st Spring		ENGL 1112	Composition II	3	Aviation Maintenance Technology	A.A.S.
1st Spring	1st Spring	1st Spring	ENGL 1112	Composition II	3	Business Transfer Pathway	A.S.
	Elec		ENGL 1112	Composition II	3	Criminal Justice-Law Enforcement	A.A.S.
1st Spring	1st Spring	1st Spring	ENGL 1112	Composition II	3	Economics Transfer Pathway	A.A.
1st Spring	1st Spring	1st Spring	ENGL 1112	Composition II	3	Exercise Science Transfer Pathway	A.S.
1st Spring	1st Spring	1st Spring	ENGL 1112	Composition II	3	History Transfer Pathway	A.A.
	2nd Fall		ENGL 1112	Composition II	3	Small Unmanned Aircraft Systems Technician	AAS
1st Spring	1st Spring	1st Spring	ENGL 1112	Composition II	3	Sociology Transfer Pathway	A.A.
	Elec		ENGL 2207	Technical Writing	3	Criminal Justice-Law Enforcement	A.A.S.
	1st Spring		ENGL 2207	Technical Writing	3	Electronics Technology - Automated Systems	A.A.S.
		2nd Spring	ENGL 2207	Technical Writing	3	Fire Technology	A.A.S.
		2nd Fall	ENGL 2207	Technical Writing	3	Mechatronics	A.A.S.
	2nd Spring		ENGL 2207	Technical Writing	3	Small Unmanned Aircraft Systems Technician	AAS
			HIST 1103	World History Pre-1500	3	History Transfer Pathway	A.A.
			HIST 1114	World History Post-1500	3	History Transfer Pathway	A.A.
			HIST 2201	US History Pre-1865	3	History Transfer Pathway	A.A.
			HIST 2202	US History Post-1865	3	History Transfer Pathway	A.A.
1st Fall	1st Fall		JOUR 1101	Mass Communications	3	Geospatial Intelligence Analysis	A.A.S.
1st Fall	1st Fall		JOUR 1101	Mass Communications	3	Imagery Analysis	Certificate
	Elec		MATH 1102	Contemporary Math	3	Advanced General Agriculture	Certificate
	Elec		MATH 1102	Contemporary Math	3	Agriculture Education	A.S.
	Elec		MATH 1102	Contemporary Math	3	Animal Science	A.A.S.
			MATH 1102	Contemporary Math	3	Dietetic Technician	A.A.S.
Elec		Elec	MATH 1102	Contemporary Math	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
	Elec		MATH 1102	Contemporary Math	3	General Agriculture	Certificate

2nd Fall	2nd Fall		MATH 1102	Contemporary Math	3	Geospatial Intelligence Analysis	A.A.S.
		Elec	MATH 1102	Contemporary Math	3	Mechatronics	A.A.S.
		Elec	MATH 1102	Contemporary Math	3	Surgical Technology	A.A.S.
		Elec	MATH 1106	Trigonometry	2	Physical Therapist Assistant	A.A.S.
2nd Fall	2nd Fall	2nd Fall	MATH 1110	College Algebra	3	Accounting	A.A.S.
2nd Fall	2nd Fall	2nd Fall	MATH 1110	College Algebra	3	Accounting Transfer Pathway	A.S.
	Elec		MATH 1110	College Algebra	3	Advanced General Agriculture	Certificate
	Elec		MATH 1110	College Algebra	3	Agriculture Education	A.S.
	Elec		MATH 1110	College Algebra	3	Animal Science	A.A.S.
1st Fall	1st Fall	1st Fall	MATH 1110	College Algebra	3	Business Transfer Pathway	A.S.
		2nd Spring	MATH 1110	College Algebra	3	Computer & Network Technology	A.A.S.
			MATH 1110	College Algebra	3	Dietetic Technician	A.A.S.
Elec		Elec	MATH 1110	College Algebra	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
1st Fall	1st Fall	1st Fall	MATH 1110	College Algebra	3	Economics Transfer Pathway	A.A.
	2nd Fall		MATH 1110	College Algebra	3	Electronics Technology - Automated Systems	A.A.S.
		1st Spring	MATH 1110	College Algebra	3	Fire Technology	A.A.S.
	Elec		MATH 1110	College Algebra	3	General Agriculture	Certificate
1st Fall	1st Fall	1st Fall	MATH 1110	College Algebra	3	Health Sciences Broad Field	A.S.
		2nd Spring	MATH 1110	College Algebra	3	IT Cybersecurity	A.A.S.
		Elec	MATH 1110	College Algebra	3	Mechatronics	A.A.S.
		2nd Spring	MATH 1110	College Algebra	3	Paramedic	A.A.S.
		1st Spring	MATH 1110	College Algebra	3	Pharmacy Technology	A.A.S.
		Elec	MATH 1110	College Algebra	3	Physical Therapist Assistant	A.A.S.
		1st Spring	MATH 1110	College Algebra	3	Radiologic Technology	A.A.S.
		Elec	MATH 1110	College Algebra	3	Surgical Technology	A.A.S.
			MATH 1113	Pre-Calculus	5	Dietetic Technician	A.A.S.
		Elec	MATH 1113	Pre-Calculus	5	Physical Therapist Assistant	A.A.S.
			MATH 1131	Applied Calculus	3	Dietetic Technician	A.A.S.
		Elec	MATH 1131	Applied Calculus	3	Physical Therapist Assistant	A.A.S.
2nd Spring	2nd Spring	2nd Spring	MATH 2203	Statistics	4	Accounting Transfer Pathway	A.S.
1st Spring	1st Spring	1st Spring	MATH 2203	Statistics	4	Business Transfer Pathway	A.S.
			MATH 2203	Statistics	4	Dietetic Technician	A.A.S.
1st Spring	1st Spring	1st Spring	MATH 2203	Statistics	4	Economics Transfer Pathway	A.A.
2nd Spring	2nd Spring	2nd Spring	MATH 2203	Statistics	4	Exercise Science Transfer Pathway	A.S.
2nd Spring	2nd Spring	2nd Spring	MATH 2203	Statistics	4	Health Sciences Broad Field	A.S.

		Elec	MATH 2203	Statistics	4	Physical Therapist Assistant	A.A.S.
	2nd Spring		MATH 2203	Statistics	4	Small Unmanned Aircraft Systems Technician	AAS
			MATH 2231	Calculus I	4	Dietetic Technician	A.A.S.
		Elec	MATH 2231	Calculus I	4	Physical Therapist Assistant	A.A.S.
			MATH 2232	Calculus II	4	Dietetic Technician	A.A.S.
		Elec	MATH 2232	Calculus II	4	Physical Therapist Assistant	A.A.S.
			MATH 2233	Calculus III	4	Dietetic Technician	A.A.S.
		Elec	MATH 2233	Calculus III	4	Physical Therapist Assistant	A.A.S.
Elec	Elec	Elec	NSCI 1103	Geology	4	Accounting Transfer Pathway	A.S.
1st Spring	1st Spring		NSCI 1103	Geology	4	Geospatial Intelligence Analysis	A.A.S.
1st Spring	1st Spring		NSCI 1103	Geology	4	Imagery Analysis	Certificate
Elec	Elec	Elec	NSCI 1123	Astronomy	4	Accounting Transfer Pathway	A.S.
Elec	Elec	Elec	NSCI 2203	Environmental Science	4	Accounting Transfer Pathway	A.S.
Elec		Elec	NSCI 2203	Environmental Science	4	Early Childhood Educ Transfer Pathway -- on hold	A.S.
	2nd Fall		PHIL 1101	Intro to Philosophy	3	Agriculture Education	A.S.
Elec		Elec	PHIL 1101	Intro to Philosophy	3	Respiratory Therapy	A.A.S.
1st Spring	1st Spring	1st Spring	PHIL 1102	Intro to Ethics	3	Accounting	A.A.S.
1st Spring	1st Spring	1st Spring	PHIL 1102	Intro to Ethics	3	Accounting Transfer Pathway	A.S.
Elec		Elec	PHIL 1102	Intro to Ethics	3	Administrative Professional	A.A.S.
	2nd Spring		PHIL 1102	Intro to Ethics	3	Agriculture Education	A.S.
Elec	Elec	Elec	PHIL 1102	Intro to Ethics	3	Business Transfer Pathway	A.S.
		2nd Fall	PHIL 1102	Intro to Ethics	3	Computer & Network Technology	A.A.S.
	1st Spring		PHIL 1102	Intro to Ethics	3	Criminal Justice-Law Enforcement	A.A.S.
1st Fall		1st Fall	PHIL 1102	Intro to Ethics	3	Early Childhood & Paraprofessional	A.A.S.
1st Fall		1st Fall	PHIL 1102	Intro to Ethics	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
			PHIL 1102	Intro to Ethics	3	Exercise Science Transfer Pathway	A.S.
		Elec	PHIL 1102	Intro to Ethics	3	Health Sciences Broad Field	A.S.
		2nd Fall	PHIL 1102	Intro to Ethics	3	Heating, Ventilation, & Air Conditioning/Construction Plumbing	A.A.S.
		2nd Fall	PHIL 1102	Intro to Ethics	3	Heating, Ventilation, & Air Conditioning/Construction Plumbing	A.A.S.
		2nd Fall	PHIL 1102	Intro to Ethics	3	IT Cybersecurity	A.A.S.
	Elec	Elec	PHIL 1102	Intro to Ethics	3	Nursing	A.S.
		Elec	PHIL 1102	Intro to Ethics	3	Radiologic Technology	A.A.S.
Elec		Elec	PHIL 1102	Intro to Ethics	3	Respiratory Therapy	A.A.S.

		Elec	PHIL 1102	Intro to Ethics	3	Surgical Technology	A.A.S.
Elec		Elec	PHIL 2210	Morals and Medicine	3	Administrative Professional	A.A.S.
			PHIL 2210	Morals and Medicine	3	Exercise Science Transfer Pathway	A.S.
		Elec	PHIL 2210	Morals and Medicine	3	Health Sciences Broad Field	A.S.
	Elec	Elec	PHIL 2210	Morals and Medicine	3	Nursing	A.S.
		Elec	PHIL 2210	Morals and Medicine	3	Radiologic Technology	A.A.S.
Elec		Elec	PHIL 2210	Morals and Medicine	3	Respiratory Therapy	A.A.S.
		Elec	PHIL 2210	Morals and Medicine	3	Surgical Technology	A.A.S.
Elec	Elec	Elec	PHIL 2240	Ethics and Business	3	Business Transfer Pathway	A.S.
Elec	Elec	Elec	PHYS 1111	General Physics I	4	Accounting Transfer Pathway	A.S.
Elec	Elec	Elec	PHYS 2211	Physics I	5	Accounting Transfer Pathway	A.S.
	2nd Spring		PSYC 1105	Intro to Psychology	3	Criminal Justice-Law Enforcement	A.A.S.
1st Summer			PSYC 1105	Intro to Psychology	3	Dietetic Technician	A.A.S.
Elec		Elec	PSYC 1105	Intro to Psychology	3	Early Childhood & Paraprofessional	A.A.S.
Elec		Elec	PSYC 1105	Intro to Psychology	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
2nd Spring	2nd Spring	2nd Spring	PSYC 1105	Intro to Psychology	3	Exercise Science Transfer Pathway	A.S.
1st Fall	1st Fall	1st Fall	PSYC 1105	Intro to Psychology	3	Health Sciences Broad Field	A.S.
		Elec	PSYC 1105	Intro to Psychology	3	IT Cybersecurity	A.A.S.
		Elec	PSYC 1105	Intro to Psychology	3	Mechatronics	A.A.S.
2nd Spring			PSYC 1105	Intro to Psychology	3	Medical Administrative Assistant	A.A.S.
Elec			PSYC 1105	Intro to Psychology	3	Medical Coding Specialist	A.A.S.
		1st Spring	PSYC 1105	Intro to Psychology	3	Pharmacy Technology	A.A.S.
		1st Summer	PSYC 1105	Intro to Psychology	3	Physical Therapist Assistant	A.A.S.
		2nd Spring	PSYC 1105	Intro to Psychology	3	Radiologic Technology	A.A.S.
Elec		Elec	PSYC 1105	Intro to Psychology	3	Respiratory Therapy	A.A.S.
		1st Fall	PSYC 1105	Intro to Psychology	3	Surgical Technology	A.A.S.
Elec		Elec	PSYC 2201	Developmental Psychology	3	Early Childhood & Paraprofessional	A.A.S.
Elec		Elec	PSYC 2201	Developmental Psychology	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
1st Spring	1st Spring	1st Spring	PSYC 2201	Developmental Psychology	3	Health Sciences Broad Field	A.S.
Elec			PSYC 2201	Developmental Psychology	3	Medical Coding Specialist	A.A.S.
	1st Fall	1st Fall	PSYC 2201	Developmental Psychology	3	Nursing	A.S.
		1st Fall	PSYC 2201	Developmental Psychology	3	Occupational Therapy Assistant	A.A.S.
Elec		Elec	PSYC 2201	Developmental Psychology	3	Respiratory Therapy	A.A.S.

		1st Spring	PSYC 2201	Developmental Psychology	3	Surgical Technology	A.A.S.
	Elec	Elec	PSYC 2215	Abnormal Psychology	3	Nursing	A.S.
		2nd Fall	PSYC 2215	Abnormal Psychology	3	Occupational Therapy Assistant	A.A.S.
Elec		Elec	PSYC 2215	Abnormal Psychology	3	Respiratory Therapy	A.A.S.
Elec		Elec	SOCI 1101	Intro to Sociology	3	Administrative Professional	A.A.S.
	2nd Fall		SOCI 1101	Intro to Sociology	3	Agriculture Education	A.S.
1st Spring			SOCI 1101	Intro to Sociology	3	Dietetic Technician	A.A.S.
1st Fall			SOCI 1101	Intro to Sociology	3	Digital Marketing	A.A.S.
			SOCI 1101	Intro to Sociology	3	Exercise Science Transfer Pathway	A.S.
2nd Fall	2nd Fall	2nd Spring	SOCI 1101	Intro to Sociology	3	Health Sciences Broad Field	A.S.
		Elec	SOCI 1101	Intro to Sociology	3	IT Cybersecurity	A.A.S.
2nd Fall		2nd Fall	SOCI 1101	Intro to Sociology	3	Marketing & Management	A.A.S.
		Elec	SOCI 1101	Intro to Sociology	3	Mechatronics	A.A.S.
	Elec	Elec	SOCI 1101	Intro to Sociology	3	Nursing	A.S.
1st Spring	1st Spring	1st Spring	SOCI 1101	Intro to Sociology	3	Sociology Transfer Pathway	A.A.
Elec		Elec	SOCI 1102	Social Problems in US	3	Early Childhood & Paraprofessional	A.A.S.
Elec		Elec	SOCI 1102	Social Problems in US	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
			SOCI 1102	Social Problems in US	3	Exercise Science Transfer Pathway	A.S.
2nd Fall	2nd Fall	2nd Fall	SOCI 1102	Social Problems in US	3	Sociology Transfer Pathway	A.A.
	1st Fall		SOCI 1107	Intro Criminal Justice	3	Criminal Justice-Law Enforcement	A.A.S.
	1st Fall		SOCI 1107	Intro Criminal Justice	3	Criminal Justice-Law Enforcement	Diploma
	1st Fall		SOCI 1107	Intro Criminal Justice	3	Criminal Justice-Law Enforcement	Certificate
			SOCI 2212	Sex, Gender & Society	3	Exercise Science Transfer Pathway	A.S.
Elec		Elec	SOCI 2220	Marriage and Family	3	Early Childhood & Paraprofessional	A.A.S.
Elec		Elec	SOCI 2220	Marriage and Family	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
2nd Spring	2nd Spring	2nd Spring	SOCI 2220	Marriage and Family	3	Sociology Transfer Pathway	A.A.
1st Spring	1st Spring	1st Spring	SPCH 1101	Intro to Public Speaking	3	Accounting	A.A.S.
1st Spring	1st Spring	1st Spring	SPCH 1101	Intro to Public Speaking	3	Accounting Transfer Pathway	A.S.
Elec		Elec	SPCH 1101	Intro to Public Speaking	3	Administrative Professional	A.A.S.
	2nd Spring		SPCH 1101	Intro to Public Speaking	3	Agriculture Education	A.S.
	2nd Spring		SPCH 1101	Intro to Public Speaking	3	Animal Science	A.A.S.
Elec	Elec	Elec	SPCH 1101	Intro to Public Speaking	3	Business Transfer Pathway	A.S.
		1st Spring	SPCH 1101	Intro to Public Speaking	3	Computer & Network Technology	A.A.S.
	Elec		SPCH 1101	Intro to Public Speaking	3	Criminal Justice-Law Enforcement	A.A.S.

Elec	Elec	Elec	SPCH 1101	Intro to Public Speaking	3	Customer Service	Certificate
1st Spring			SPCH 1101	Intro to Public Speaking	3	Digital Marketing	A.A.S.
1st Fall		1st Fall	SPCH 1101	Intro to Public Speaking	3	Early Childhood & Paraprofessional	Certificate
1st Fall		1st Fall	SPCH 1101	Intro to Public Speaking	3	Early Childhood & Paraprofessional	A.A.S.
1st Fall		1st Fall	SPCH 1101	Intro to Public Speaking	3	Early Childhood Educ Transfer Pathway -- on hold	A.S.
2nd Spring	2nd Spring	2nd Fall	SPCH 1101	Intro to Public Speaking	3	Exercise Science Transfer Pathway	A.S.
		Elec	SPCH 1101	Intro to Public Speaking	3	Fire Technology	A.A.S.
1st Spring	1st Spring	1st Spring	SPCH 1101	Intro to Public Speaking	3	Health Sciences Broad Field	A.S.
		1st Spring	SPCH 1101	Intro to Public Speaking	3	IT Cybersecurity	A.A.S.
1st Spring		1st Spring	SPCH 1101	Intro to Public Speaking	3	Marketing & Management	A.A.S.
Elec			SPCH 1101	Intro to Public Speaking	3	Medical Administrative Assistant	A.A.S.
Elec			SPCH 1101	Intro to Public Speaking	3	Medical Coding Specialist	A.A.S.
	2nd Spring	2nd Spring	SPCH 1101	Intro to Public Speaking	3	Nursing	A.S.
		Elec	SPCH 1101	Intro to Public Speaking	3	Pharmacy Technology	A.A.S.
		Elec	SPCH 1101	Intro to Public Speaking	3	Physical Therapist Assistant	A.A.S.
Elec	Elec	Elec	SPCH 1101	Intro to Public Speaking	3	Supervisory Leadership	Certificate
Elec		Elec	SPCH 1103	Interpersonal Communicati	3	Administrative Professional	A.A.S.
Elec	Elec	Elec	SPCH 1103	Interpersonal Communicati	3	Business Transfer Pathway	A.S.
	Elec		SPCH 1103	Interpersonal Communicati	3	Criminal Justice-Law Enforcement	A.A.S.
Elec	Elec	Elec	SPCH 1103	Interpersonal Communicati	3	Customer Service	Certificate
		Elec	SPCH 1103	Interpersonal Communicati	3	Fire Technology	A.A.S.
		1st Fall	SPCH 1103	Interpersonal Communicati	3	Mechatronics	A.A.S.
Elec			SPCH 1103	Interpersonal Communicati	3	Medical Administrative Assistant	A.A.S.
Elec			SPCH 1103	Interpersonal Communicati	3	Medical Coding Specialist	A.A.S.
		Elec	SPCH 1103	Interpersonal Communicati	3	Pharmacy Technology	A.A.S.
		Elec	SPCH 1103	Interpersonal Communicati	3	Physical Therapist Assistant	A.A.S.
Elec	Elec	Elec	SPCH 1103	Interpersonal Communicati	3	Supervisory Leadership	Certificate
			SPCH 2205	Intercultural Communicati	3	Health Sciences Broad Field	A.S.
Elec		Elec	SSCI 1101	Human Relations	3	Accounting Clerk - Microcomputer Applications Emphasis	Diploma
Elec		Elec	SSCI 1101	Human Relations	3	Administrative Office Specialist	Diploma
2nd Spring		2nd Spring	SSCI 1101	Human Relations	3	Administrative Professional	A.A.S.

	1st Spring		SSCI 1101	Human Relations	3	Auto Body Collision Technology	Diploma
	1st Spring		SSCI 1101	Human Relations	3	Automotive Service Technology	Diploma
	1st Spring		SSCI 1101	Human Relations	3	Aviation Maintenance Technology	Diploma
		1st Spring	SSCI 1101	Human Relations	3	Construction Electricity	Diploma
		Elec	SSCI 1101	Human Relations	3	Construction Plumbing	Diploma
1st Fall	1st Fall	1st Fall	SSCI 1101	Human Relations	3	Customer Service	Certificate
		Elec	SSCI 1101	Human Relations	3	Fire Technology	A.A.S.
		Elec	SSCI 1101	Human Relations	3	Heating, Ventilation, & Air Conditioning	Diploma
Elec		Elec	SSCI 1101	Human Relations	3	Marketing & Management	A.A.S.
2nd Spring			SSCI 1101	Human Relations	3	Medical Administrative Assistant	A.A.S.
2nd Spring			SSCI 1101	Human Relations	3	Medical Coding Specialist	A.A.S.
2nd Fall			SSCI 1101	Human Relations	3	Medical Office Specialist	Diploma
		2nd Spring	SSCI 1101	Human Relations	3	Paramedic	A.A.S.
1st Spring			SSCI 1101	Human Relations	3	Patient Access Specialist	Certificate
		2nd Spring	SSCI 1101	Human Relations	3	Pharmacy Technology	A.A.S.
		1st Fall	SSCI 1101	Human Relations	3	Pharmacy Technology	Diploma
		1st Spring	SSCI 1101	Human Relations	3	Phlebotomy	Certificate
Elec	Elec	Elec	SSCI 1101	Human Relations	3	Supervisory Leadership	Certificate
		1st Fall	SSCI 1101	Human Relations	3	Welding Technology	Diploma

Appendix C: NCTC Liberal Arts Program Review Guiding Document

NCTC Mission Statement: Northland transforms the lives of students and our communities through a welcoming, supportive, and integrated learning environment.

Purpose: To implement a program review process that aligns with the college mission, reviews program quality, and promotes planning.

General Process Overview

Semester

1. Gather data and documents (syllabi)
    a. ILO assessments (faculty submission) – Nov. 15 and Apr. 15
    b. Syllabi (faculty submission, dean review) – Second week of classes
    c. Course offerings (division chairs) – Second week of classes

Annual

2. Compile and analyze the data
    a. Mn Transfer Curriculum Goal Area offerings (dean and division chairs)
    b. Course capacity in Goal Area (academic affairs coordinator)
    c. Completion rates for each semester (compare data from drop date to end of semester) (registrar)
    d. Faculty credit load (full time and part time, as well as OCHS and CHS) (academic affairs coordinator)

Every Three Years

3. Writing the self-study (see self-study document) – January start, finished by April 1st
    a. We will call out for faculty writers (with compensation)
    b. Share with faculty for peer review and feedback
4. Submitting self-study to President, CAO, and Assessment and Program Review committee – By last faculty contract day (LA dean)
5. Receive feedback and recommendations from the president, CAO, dean, and division chairs – Beginning of August (LA dean and division chairs)
6. Share feedback with faculty – Fall in-service (LA dean and division chairs)
7. An action plan will be created by the LA dean and others as needed – Fall semester (LA dean)
8. Continued collection of information as in point one of this process – Continuous