

OGLALA LAKOTA COLLEGE

Annual End of Year Department Report 2010-2011

DEPARTMENT: Applied Science

CHAIRPERSON: Doug Noyes

FULL-TIME FACULTY: Crystal Paulson-Office Technology
Paul Cedar Face-Customer Service
Lyle Wilson-Construction
Leonard Lone Hill-Construction
Marlin Fineran-Construction
Joe Kirk-Automotive
Stan Janis-Automotive

NUMBER OF COURSES/SECTIONS OFFERED: (list number and/or %)

	F/T Faculty	Staff	Adjunct	Total
Summer 2010	10	0	-	10
Fall 2010	24	0	20	44
Spring 2011	26	0	17	43

FTE STUDENT PRODUCED:

	F/T Faculty	Staff	Adjunct	Total	\$ Dollars Generated
Summer 2010	22.42	0	0	22.42	\$123,310.00
Fall 2010	60.34	0	50.75	111.09	\$610,995.00
Spring 2011	39.09	0	50.75	89.84	\$494,120.00
Total 2010-2011	121.85	0	101.50	223.35	\$1,228,425.00

Tribal Colleges are funded by the government based on the concept of the full-time equivalent student (FTES). For every FTES that the college serves, it receives approximately \$5,500 in funding.

The method utilized for this count is a modified census week formula. Classes meet on a regular basis each week for a full semester are counted for FTES under this method. There are 15 weeks in a academic semester at Oglala Lakota College. To compute FTES under the census week formula:

- 1) Determine number of students enrolled in courses (students that passed and received an "F")
- 2) Multiply this number by the number of hours the class meets each week (3)
- 3) A full time student load is 12 hours. Divide by 12. This equals the FTES

of students x #hours per week / 12 hours = FTES

PROGRESS ON ANNUAL DEPARTMENT GOALS RELATED TO THE 2006-2011 OGLALA LAKOTA COLLEGE STRATEGIC PLAN

Goal 1: Oglala Lakota College will produce graduates who demonstrate excellence in their chosen areas of study and fields of endeavor.

- Objective A: OLC students will enter college with the skills and knowledge to pursue college level studies.
- Research shows that over 60% of the incoming students need to be put into foundational studies classes. The college requires the classes so they can attain proficient levels in English and math, but they are also struggling to learn and perform in the workplace. Point-according to the 2005 Nations Report Card done by the U.S. Department of Education only 1 in 6 Native American and Alaskan Native 8th grade students were proficient in reading and 1 in 7 proficient in math.¹ In addition “According to the U.S. Bureau of Labor Statistics, the U.S. is heading for a shortage of 3 to 6 million workers by 2012.... This storm means small businesses will have to compete aggressively for talent and learn how to fully engage the hearts and minds of employees.”² Basically what this is saying is that the already small pool of competent employees will be fought over more and more.

Applied Science has begun a College Bound/Work Ready Certificate program that involves a cooperative effort between the College’s Applied Science and Foundational Studies Departments, The Pine Ridge Area Chamber of Commerce and area business’s and employers. This program brings a purpose to the first year’s course of study at the College and offers community members post- secondary education opportunities that do not currently exist.

We encourage high school students primarily, and non-traditional students to enroll in a program of study that will enhance their academic skills if they are going to pursue a post-secondary education much as they do now. If however, their choice is to enter the job market, classes are offered that will enhance their employment opportunities.

The core of the Applied Science Department had closely mirrored that of the academic departments of the college. The same general education courses required to major in Business or Education or Social work were required of CTE students. The vast majority of schools and South Dakota State requires 12 hours of general education classes.

¹ (<http://www.ed.gov/nclb/accountability/achieve/edpicks.jhtml?src=ln>)

² (<http://sbinformation.about.com/od/startingabusiness/a/biztrends.htm>)

We were requiring 18. Of 148 declared majors in one of the trades programs over the past 3 years only 10 have passed English 113, the second English class and many of them took it more than once. Examination of the syllabus reveals that English 113 is about writing research papers. In order to pass the students must turn in an MLA formatted 10 page research paper. We talked to current and former students and found that this class was a huge stumbling block to them continuing and or graduating from the program.

English 113 is unquestioningly appropriate for academic track students. We did not feel it necessary for the trades. The students were also required to take a social science class, this was also eliminated. Interestingly there was no requirement for a computer class and one was added.

- Objective B: OLC students will demonstrate college level skills and knowledge before beginning advanced Bachelor's level study.

Entering students to the Applied Science Department must take the Accuplacer tests. We allowed concurrent registration in the 093 classes to enter the programs this year. We are moving towards eligibility to take Math 103 and English 103 as a requirement in the future.

We are requiring students to have the College Bound/Work Ready Certificate to enter our programs

- Objective C: OLC students will perform academically on par with regional and national student populations.

See Below

- Objective D: OLC students will demonstrate skills and knowledge expected of graduates in their chosen degree area.

Students in the Applied Science core class of CS 103 Ethics in the Workplace take the National Occupational Competency Testing Institute (NOCTI) test for their area of interest. During the last semester of study they are given the exit exam. This is a program set up by my predecessor. There have been 174 pre-tests given since 2008 but only 4 post. There was no mechanism established to track graduates. We are now administering the post test in the CAR 224 On Site IV class for the construction students and OTech 283 Keeping Financial Records class for office technology students.

The automotive program will be giving the practice examinations for the ASE Certification as final assessments in each of their semesters.

- Objective E: OLC academic programs will meet recognized and accepted expectations in terms of curriculum and structure.

The College has become a member of the Associated General Contractors of South Dakota (AGC). Our students are now formally enrolled in the apprenticeship program. We cooperate with the Rapid City office of AGC in some of the courses we offer and students get credit toward the 8000 hours necessary to become a journeyman.

The Automotive Program is being designed to meet the National Automotive Technicians Education Foundation (NATEF) standards and when ready we will apply for accreditation.

Goal 2: OLC will provide learning experiences that foster student preparedness, academic success, and involvement in the life of the College.

The Applied Science Department has for years had internship programs and given credit for such in the Entrepreneur, Customer Service and Office Technology Programs. This year a construction student came to us in the spring semester with a problem. He had been offered a job with a construction company but was unsure if he could take it because it conflicted with his college classes. Specifically at issue was On Site III, a hands-on 18 hour course on Wednesday, Thursday and Friday each week. The students receive 4 credits for successful completion. It did not make sense to make the student do construction in an On Site class and pay him a stipend when he could be making more per hour doing construction for a private company. Using the model established by the internships, Department staff met with the foreman of the company and monitored the students activities and progress to make sure he met the learning objectives for the course. It was a success.

We are looking to broaden the opportunities the students have in the working world and will be placing as many 3rd and 4th semester students in jobs that we can.

Goal 4: Create and foster awareness of opportunities available at OLC.

Recruitment was done on KILI Radio, posters placed at all the College Centers, Career Days at the Pine Ridge High School and Little Wound High School. A special “meet the instructor day” was held at the Pine Ridge College Center that allowed some one on one discussion. For the first time in years the instructors from the construction program participated in the college wide advising week in the different centers. The schedule of classes had prevented their involvement before now. It was a great opportunity for them to meet and advise students at registration and mix with other faculty from the academic departments. They also attended local high school job fairs.

Goal 6: Enhance the academic quality of the College by emphasizing teaching and applied research.

The Applied Science Department, Math and Science and Business Department are in the beginnings of a project with the SD School of Mines and University of Colorado to build 4 identical foot print houses. The materials used to build the homes will be straw bales, SIPES, compressed earth and conventional framing using green techniques. The homes will be built at

Piya Wiconi and be monitored for material, labor and energy use. The object of the research is to determine which type of home will be the best investment for local would be home owners.

Goal 7: OLC administration, students and faculty will be active in the community to foster positive development and empowerment.

The program is involved in a service learning project and is building two shelters for teens that will be placed in two communities. We have made changes to increase our capacity so we can build two houses a year, the biggest variable being the weather. The College has decided to exit the house for sale business and the projects are being donated to the Housing Authority.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

I. Student Learning Outcomes

1. The Applied Science Department is using project based assessments in all of the classes possible. The construction classes build things, electrical classes are running wires and Automotive fixes.
2. We also administer the NOCTI in the core classes as a pre-test and specific final semester classes as an exit exam.
3. An extensive curriculum review was done last year after evaluating graduation rates, course of study and interviews with student and staff. The result was the elimination of some course that were road blocks to graduation and the addition of some course to teach skills needed in the 21st Century work place.

II. Assessment Methods

1. The back of the Applied Science Building has been converted into a workshop/lab area. Students practice and spend doing the tasks learned in class. They are then evaluated during On Site. The Automotive Program uses the modules purchased to teach the ATEC curriculum to test the students.
2. NOCTI is a leading provider of high-quality occupational competency assessment products and services to secondary and post-secondary educational institutions.

NOCTI provides over 170 standardized technical assessments in a variety of occupational fields. NOCTI's services include job and task analysis, test development, written and performance assessments delivered in both online and hard copy format, scoring services, cut score workshops and specialized reporting. These products and services are built upon nationally validated, workplace-based standards.³

3. When I was first assigned to the Department I was surprised at the low graduation rate in the Construction Program. (8 since FA 2008) I learned in conversation with staff, faculty and students that the biggest reason for students not completing the Construction program was the English II requirement. The Jenzebar system was used to generate a list of students that have construction as a major and have taken English II. The grade or status was also listed. The research showed low enrollment in the Plumbing and HVAC Programs. Of 148 students that are listed as enrolled since the Fall semester of 2008 to now that took English II only 12 passed. Of the 12 only 8 graduated with an AAS. I researched Construction Programs around the US and checked the SD requirements. It is common practice and only necessary to have 12 hours of general education credits.

³ From the company website www.nocti.org

III. Assessment Results

1. This is the first semester of the project based assessment in the Construction Program. The Automotive Program had all four students pass with varying grades last spring but believe it is a better method than pen and paper tests. The Office Tech Program has had assessment based on work product for some time and it is more applicable than traditional tests.
2. We will be starting this semester's NOCTI testing in week 7.
3. We rewrote the curriculum and now only require 12 hours of General Education. I also looked at the Plumbing and HVAC Programs and found that neither of the instructors had the necessary formal certificate, license or credential to teach enough classes to have them as AAS Associate Degrees. Both Programs have been removed from the catalog.

IV. Feedback to the Program

The purpose of the Applied Science Programs is to teach skills to help students get jobs. The changes made to the assessment methods and curriculum will make the classes more "real world" and help students get into the workforce faster.

V. Faculty Engagement

The research was reviewed and discussed with faculty and staff. Suggestions and ideas were offered and taken. The faculty designed the assessment instruments (projects) for their courses.