

End of Year Program Summary

Program: General Studies/ IT Associates Program

Instructor(s) Steven Buchy, Therese Schmidt, Jan Brockel, Bernadette Terrell

Adjunct Instructors: none

Academic Year: 2024 (Spring & Fall) – General Education Courses

Courses Taught (Indicate Semester – Fall – Spring – Summer)

CSCI 101 Introduction to Computers (Spring 2024 & Fall 2024)

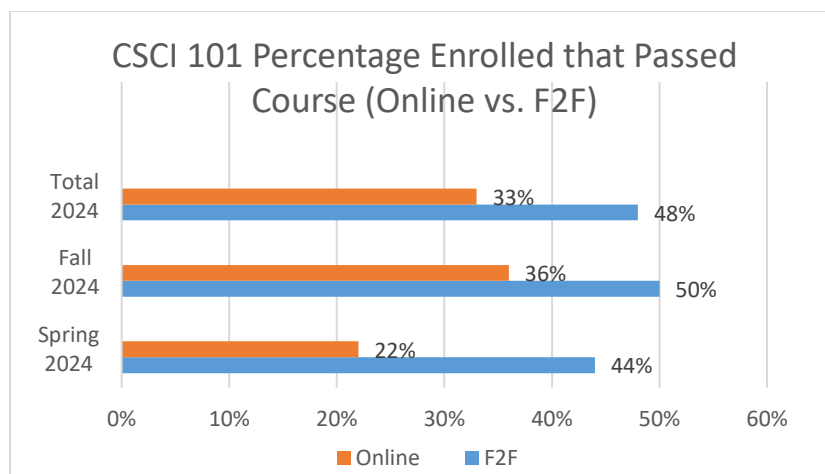
Number of Courses & Mode of Delivery: 4 Face to Face 0 Hybrid 2 Online

Was there a noticeable difference in student success (passed) for F2F-Hybrid-Online?

Semester	MODE	# of students enrolled	# of students that did not withdraw	# of students completed successfully	Percent of successful completion	
					Passed/ Enrolled	Passed/ No Withdraw
Spring 2024	F2F	18	14	8	44%	57%
	Hybrid	-	-	-	-	-
	Online	9	4	2	22%	50%
Fall 2024	F2F	24	22	12	50%	55%
	Hybrid	-	-	-	-	-
	Online	42	34	15	36%	44%
2024 totals	F2F	42	36	20	48%	56%
	Hybrid	-	-	-	-	-
	Online	51	38	17	33%	45%

1.) Was there a noticeable difference in student success (passed) for F2F, online, &/or hybrid? With 93 total students, there was ***quite a significant*** difference in passing percentage based on mode of delivery for the 2024 semesters (spring & fall). Face-to-face classes (42 students) had the highest percentage of successful completion (48% passed that enrolled during 2024 with 56% passing of those that did not withdraw). Online courses had a slightly higher total number of enrollees (51 students). However, only 33% that enrolled during 2024 passed while 45% passed that did not withdraw. No hybrid classes were given.

The following chart breaks out the percentage of successful students per course, per delivery.



It was assumed that there would likely be better results for those that took the class in-person as compared to those that took it online. There is some concern that some do not have sufficient familiarity with computers to take the course online. This course is designed to get students familiar with basic aspects of using a computer for work and school. It might be too difficult for some students, for whom using the computer is mostly new to them, to learn how to use the computer while having to use the internet & the computer to learn the course. A greater dedication of time is possible for those that can take the course in-person and this may contribute to better scores generally. However, being able to get assistance in-person and easily access the class content by simply coming to class likely helps as well. That all said, the option to complete credits remotely and asynchronously can be a great benefit to those with some basic skills in using the computer that need to complete the credit and that could benefit from some further instruction into how best to use the computer for school and work beyond the very basic skills they may already have.

2.) Based on data gathered via the program outcome direct/indirect assessment, identify the strength and weakness of each general education outcome:

1. Students will articulate Očhéthi Šakówiŋ language and culture.

Strengths – we do encourage students to express themselves regarding Lakota culture and identity and encourage further learning:

- The current midterm project is focused on using Microsoft Outlook & Microsoft Word. The paper portion of the assignment is strongly encouraged to be on a Lakota or indigenous culture topic & students are encouraged to use some Lakota as well in the paper for bonus points.
- We occasionally go over some computer terms such as *wóuŋspe omnáye* meaning computer.

Weaknesses – we could have more use of Lakota on a day-to-day basis such as greetings and further vocabulary. As instructor, I need to learn more Lakota to more effectively incorporate writing in Lakota in the class.

2. Students will apply written and oral communication skills.

Strengths - we have a great deal of learning involving various written & oral communication skills:

- Numerous skill lab assignments, especially for Outlook & Word involve working on writing things using the functions of the Outlook and Word programs to enhance clarity & readability of what is written.
- We go over how to write a formal email properly & this is a requirement of the midterm.
- Students have to use APA references in a 5-paragraph paper- minimum 5 sentences per paragraph.
- Students are shown how to use PowerPoint to enhance oral communication when giving speeches.
- Additionally, we go over how to record a PowerPoint with either just audio or audio and video so a presentation can be viewed later. Presenting live or via recording are options for the final.
- Excel & the use of tables & graphs (including linking Excel data to other files) is taught so students know how to organize information visually to enhance reports both written & oral.

Weaknesses – the time it takes to go through content in class limits the time for students to work on assignments and ask the instructor for help while there. The content we need to cover limits the time to go over skills such as basic typing for those that might need that. Online courses being asynchronous limit the ease of working with the teacher and getting assistance at a regular time. Even with the online office it is not the same as meeting in person.

3. Students will analyze problems using quantitative and qualitative analytical skills.

Strengths – we cover the following areas learning quantitative & qualitative skills:

- Students are taught how to identify social engineering attempts and identify untrustworthy sources (includes looking out for such things as poor use of language, unusual URLs for websites, etc.).
- Students are required to use various skill lab assignments where they must apply functions to correctly quantitatively analyze the given data such as using the =SUM or =AVERAGE functions.
- The final assignment requires students to link an Excel graph & table of information that is related to the topic of their choice. They are required to use a function from Excel that makes sense to help analyze the data & present useful information relative to the topic. (These have ranged from students calculating the cooking times for Minute Rice to calculating percentages of Land Based cards in Magic the Gathering- a card game.)

Weaknesses - the time it takes to go through content in class limits the time for students to work on assignments and ask the instructor for help while there. It takes practice to learn how to analyze information qualitatively and that practice can be limited by the need to work on other content. The need to go over numerous key skills limits the time to work on thinking about when to use various quantitative methods to

analyze data and when to apply various functions. Online courses being asynchronous limit the ease of working with the teacher and getting assistance at a regular time. Even with the online office it is not the same as meeting in person.

4. Students will engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society.

Strengths – we try to always remain aware of ourselves and how we relate to our immediate communities as well as the wider world:

- When discussing writing an email or paper we consider why we are even learning to write things in a formal way & using certain language. One of the key reasons to use ‘standard English’ and standard formats is for ease of communication.
- While dialects are a good thing that add variety and reflect regional history they are sometimes not well understood by those outside of the region. We discuss the value of words such as ‘chun’ or ‘chust’ but that they might not be understood when speaking to people from elsewhere in the country.
- We also consider the fact that when communicating with people from other countries in our interconnected world it is easier for non-native speakers of English to understand if an agreed upon ‘standard’ way of talking is used. English is also used as the primary lingua franca in the modern world.
- We also discuss differing formats for things such dates: year-month-day, day-month-year, month-day-year. It is important to be aware of this and be cautious when formatting information.
- Students are encouraged to bring their own perspectives when completing their final- where the topic can be on any interest area as long as they can incorporate quantitative data as well. There have been a wide variety of interest areas shown by students (sports, comics, mathematics, business, veterinary medicine & more.)

Weaknesses – while we do discuss how things might be in other parts of the world we do not have a lot of skills labs that address some practical aspects of dealing with these things so direct practice might be lacking. Due to the many direct skills we need to complete in using computers and various software, we are somewhat limited in the time needed to engage in much critical thinking at times. This limits the ability to more deeply consider cultural connections and interactions with others.

3.) What changes will be implemented to improve student performance on the identified weaknesses as related to the past general education assessment data?

- Implementing a department-wide systematic assessment strategy has been valuable to see aggregated data from 2014-present.
- Using more of the general education outcomes within our assessment rubrics beginning in 2025 will help assess specific outcomes rather than course outcomes.

4.) How did the program infuse Lakota/Dakota language and/or culture into lesson? (Examples of topics) *Note: This is quite valuable for an incoming faculty member.

- The current midterm project is focused on using Microsoft Outlook & Microsoft Word. The paper portion of the assignment is strongly encouraged to be on a Lakota or indigenous culture topic & students are encouraged to use some Lakota as well in the paper for bonus points.
- We occasionally go over some computer terms such as *wóuŋspe omnáye* meaning computer.