# OGLALA LAKOTA COLLEGE Annual End of Year Department Report 2008-2009

**DEPARTMENT:** Foundational Studies

**CHAIRPERSON:** Tom Raymond, Director

**FULL-TIME FACULTY:** Dianne Amiotte

Lynnea Bouhenguel Sherry Means Grady Brunsch Jennifer Rodin Sandra Byrd Thedna Zimiga

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PREPARED BY: Tom Raymond, Director

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

	F/T Faculty	*Staff	Adjunct	Total
Fall 2007	4	3	12	17
Spring 2007	4	3	12	17
Fall 2008	5	*15	20	26
Spring 2009	6	*15	21	27
Fall <mark>200</mark> 9	7	*15	18	26
Spring 2010	8	*15	11	20

<sup>\*</sup>Staff: This number includes the Director, and Student Support Services and Continuing Education Programs personnel.

# NUMBER OF COURSES/SECTIONS OFFERED:

Note: Data taken from OLC Fall 2009 and Spring 2010 Course Schedules.

<u>Semester</u>	<u>Basic</u> English I	Basic English II	Basic Math I	Basic Math II	<u>CoSu 103</u>	<u>Total</u>
Fall 2007	10	10	15	15		50
Spring 2008	10	7	16	15		48
Fall 2008	8	7	20	17	15	67
Spring 2009	9	8	17	16	16	66
Fall 2009	9	8	17	16	12	62
Spring 2010	10	8	16	15	0	49

#### **Executive Summary**

Oglala Lakota College established the Foundational Studies Department in the Spring of 2006. This report documents the fourth year of operation as it relates to program development and changes. The report does not reflect the specific goals and objectives of the Student Support Services (TRIO/SSS) Program and the Continuing Education Program as both of these programs submit separate reports. The Foundational Studies Department, composed of educators engaged in and sharing researched based methods of instruction and learning focuses on students beginning their college careers. A major mission of the department is to provide quality learning and improvement of student skills in the areas of reading/writing and mathematics. Included in this mission are the Student Support Services (TRIO/SSS) and Continuing Education (GED) Programs.

Several major changes occurred during the academic year 2009-2010:

- College Success as a course was eliminated during the Fall 2009 Semester thus freeing Foundational Studies Faculty and Adjuncts to focus on teaching more reading/writing and mathematics courses.
- The Director was appointed Dean of Education at the beginning of the Fall 2009 Semester.
- The Director was appointed Principal of Oglala Lakota College's Lakota Immersion School.
- The number of adjuncts needed to teach Foundational Studies Courses was reduced from 21 in the Spring of 2009 to 11.
- With the combination of roles for the Director the Foundational Studies Program has begun a merger with the Elementary Education/Early Childhood Programs for the purpose of program collaboration and shared resources.
- Several Foundational Studies Faculty shared their expertise with the Mathematics Department and taught Math 103 and 134 courses.
- Plans are underway to continue to use the attainment of 85% or more on all curriculum work and curriculum and teacher made tests with near perfect attendance factored in to promote students to the next higher course. This decision will rest with the instructor of the class.
- The Foundational Studies Department underwent a program review by the college's Assessment and Research Department. Results are forthcoming.
- There appears to be little need to hire a separate, full-time Director for the Foundational Studies Department as the Foundational Studies Department is beginning merger with the Education Department.

Foundational Studies courses now consist of basic courses in Mathematics and English. Mathematics courses emphasize the continuing development of basic arithmetic skills and help prepare students for college level mathematics courses. English skills emphasize the development of basic reading, writing, and speaking skills and help prepare students for college level courses in English and Speech. Our curriculum is under constant review by faculty from various departments or programs – Foundational Studies, Education, Early childhood, Mathematics, and English – all of which have input into curriculum and its application. The Director, and other faculty, has made visiting and observing teaching methodology a regular part of each instructor's and adjunct's teaching practices. A major goal is to improve instructional methodology. Students, instructors, adjuncts, and college center staff have welcomed these visits.

# 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.

#### **Objectives:**

Objective A: OLC students will enter college with the skills and knowledge to pursue college level studies.

#### Performance Indicators:

- **A.1.** OLC will work with K-12 school administrators, counselors, and students to communicate standards and prepare students for academic entrance requirements.
- **A.2.** Students will be assessed in the areas of reading, writing, and mathematics upon application to OLC and appropriately placed in Foundational Studies or entrance level college courses.
- A.3. Students will demonstrate adequate proficiency before matriculating to college level courses.

#### Performance Progress:

During the 2009-2010 academic year Foundational Studies and Education faculty and staff continued to communicate with reservation and area schools in an effort to prepare students, or at least, alert them, for college entrance examinations. Further contacts, communication, and work in this area are needed.

College Center staff working in conjunction with Foundational Studies faculty and the Director work diligently to ensure that students entering Oglala Lakota College for the first time are tested upon registering and placed appropriately. If a placement is in question the decision is almost always in favor of the student. College Center staff provides a great deal of assistance to instructors and students in administering placement tests. Communication between all parties responsible for testing is open and proactive and done with the best interests of the student in mind.

#### Objective B: Integrate adult basic education and foundational skills instruction.

#### Performance Indicators:

Although adult basic education and skills instruction of the Foundational Studies courses are closely related much work needs to be done to correlate the work of these programs. Efforts are being planned for improvement to meet this objective.

**Goal 2:** Foster *wolakolkiciyapi* by incorporating Lakota language into the academic and operational processes of OLC.

#### **Objectives:**

Objective A: Promote *wolakolkiciyapi* by incorporating Lakota language into the academic and operational processes of OLC.

Objective B: Promote language use among faculty, staff, and students.

#### Performance Indicators:

- **A.1.** Develop and implement faculty evaluation to identify expectations for using the Lakota language.
- **A.2.** Develop resources and training opportunities for staff to learn and use the Lakota language.
- **A.3.** Develop mentorship program to link Lakota speakers with non speakers.
- **A.4.** Identify appropriate language proficiency levels for faculty and staff.

#### Performance Progress:

Faculty are evaluated annually to determine the extent of Lakota Language and Cultural integration in their classes. Faculty are also observed on a monthly basis to determine progress in this area. Improvement is definitely needed.

Many faculty utilize the expertise of other faculty, staff, students, community persons, and others to enhance Lakota Language and Cultural applications in their classes. Again, improvement is needed.

Oglala College continues to assess and identify the proficiency levels of their staff and faculty. Currently this is done on a voluntary basis. Perhaps it should become mandatory for all if we are serious about the preservation and promotion of the Lakota Language and Culture.

#### Objective C: Publish multimedia instructional materials for Lakota language.

This objective has clearly not been met by the Foundational Studies Department.

# Objective D: Develop Lakota language immersion for Headstart.

This objective has clearly not been met by the Foundational Studies Department and is not a primary goal of the department.

<u>Goal 3</u>: OLC will provide learning experiences that foster student preparedness, academic success, and involvement in the life of the College.

# **Objectives:**

Objective A: To design and implement programs and actions that ensure effective advising and placement into courses and programs appropriate to ability and readiness.

#### Performance Indicators:

- **A.1.** Create a Foundations Studies Department.
- **A.2.** Design and implement foundations summer program for entering students in fall 2007.
- **A.3.** Design and implement a faculty development program that focuses on teaching basic skills and Jenzebar modules.
- **A.4.** Design and implement new advising program by fall 2007.
- **A.5.** Improve administrative software applications to ensure effective registration practices.

#### Performance Progress:

A Foundational Studies Department was created and continues to fulfill the roles set forth in Goal 3 above and Objective A above. The Foundational Studies Department is in the process of merging with and becoming a part of the Education Department.

No summer programs were designed for either the summer of 2008 or 2009. Summer classes were scheduled for the Summer of 2010 to meet the needs of entering students, primarily Early Childhood Headstart students. A Math Academy was held during the Summer of 2009 and another is planned for the Summer of 2010.

No Jenzebar models are currently in use. Oglala Lakota College online courses currently utilize Moodle as their online platform. No Foundational Studies courses have been made available online at this time.

Oglala Lakota College has begun registering students online during the Spring 2010 Semester. This will cut down on the numbers of students needing registration in the fall. This will make a major change in the college's advising program. A week for registration will no longer be needed.

Performance Indicator No. 5 is not a domain of the Foundational Studies Department.

Objective B: To broaden the array of graduate programs that meet the needs of current and future students and respond to the needs of the marketplace.

Objective B is not a domain of the Foundational Studies Program.

#### Objective C: To broaden the opportunity for students to be involved in college life.

While this is not a direct responsibility of the Foundational Studies Department faculty, students are encouraged to participate and made aware of available programs and opportunities such as athletic teams and intellectual events of the college.

**Goal 4:** OLC will develop facilities and service delivery system to meet the academic and support needs of students and faculty.

Some Foundational Studies faculty engaged in service learning type projects to address the needs of students and faculty.

**Goal 5:** Create and foster awareness of opportunities available at OLC.

#### **Objectives:**

Objective A: Create and foster awareness of opportunities available at OLC.

#### Performance Indicators:

- **A.1.** Provide opportunities for faculty to develop pedagogical methods and integrate technology into the instructional process.
- **A.2.** Develop a faculty evaluation process that focuses on professional development and performance related to teaching practice and scholarship.

Foundational Studies and Education Faculty share methods of teaching and work to improve such. Technology is utilized by most of the Foundational Studies faculty to teach their courses and enhance student learning.

Goal 6: Enhance institutional resources to achieve financial strength consistent with the mission of OLC.

This goal is not a domain of the Foundational Studies Department. The Department has made every effort to be fiscally conservative.

Goal 7: Enhance the academic quality of the College by emphasizing teaching and applied research.

Foundational Studies Faculty engage in the application of sound teaching and research methods as they teach their courses.

Goal 8: OLC administration, students and faculty will be active in the community to foster positive development and empowerment.

#### **Objectives:**

Objective A: Establish and maintain a well managed Head Start Program on the Pine Ridge reservation.

This objective is not a domain of the Foundational Studies Department, although many Head Start Teachers and Instructional Teacher Aides participate in Foundational Studies classes as they begin their college career.

Objective B: Develop a well defined policy and strategy for offering continuing education credits.

This objective is not a domain of the Foundational Studies Department. Policy does exist which spells out how this objective is to be accomplished.

## **Objective C:** Incorporate service learning into academic programs.

Foundational Studies Faculty engaged in some service learning projects and plan to utilize this concept during the annual summer Math Academy.

#### ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT:

# I. Student Learning Outcomes

A. How do the student learning outcomes reflect the mission of the College and the Department?

Student learning outcomes reflect the mission of the College and the Department by promoting academic and personal achievement as students progress through Foundational Studies courses. This has been observed many times during these classes by the Director.

B. What student learning outcomes (including criteria) were assessed last year?

Mastery of placement and exit tests is addressed through cut scores established by the Department. In addition, student learning outcomes are also addressed by attaining a passing score of successfully completing the daily course work and curricular or teacher designed tests to move to the next higher class. All students still take the exit test.

#### II. Assessment Methods

- A. How were these outcomes assessed?
  - 1. What measures were used?

Outcomes were assessed using a nationally standardized placement/exit test and through the use of curriculum tests and teacher designed tests.

## 2. When did the assessment/s occur?

Initial assessment takes place whenever a student registers for college or a Foundational Studies course. Exit testing and further placement takes place at the completion of the course work or at the end of the semester during which the course is taught.

3. Who was assessed? (Which students, courses, etc.)

All entering or transfer students are assessed using the placement test. Foundational Studies Faculty, some Education Faculty, and the Director also have taken the placement test. Students are also assessed upon completion of a course.

B. Evaluate the nature of the assessment methods. Are they direct, indirect? Quantitative, qualitative? How likely is it that they will produce data that leads to program improvement?

Assessment methods utilized by the Foundational Studies Department are both quantitative and qualitative. The standardized placement/exit test is quantitative as are the curriculum tests. Teacher made tests are mostly qualitative. Student academic history may be considered and is qualitative for the most part.

Test data reflects national trends concerning the need for remediation and is an indicator that our students score like those of other students nation wide. At the current time the plan is to continue to use the test and to explore additional means of student placement such as the 85% rule or attainment of a score of 85% plus near excellent attendance may result in student advancement to the next higher course.

#### **III. Assessment Results**

A. What was learned from these assessments? (descriptive information about results).

The Foundational Studies Department underwent a program review by the Assessment and Research Department of the college during the Spring 2010 Semester. Data analysis and recommendations will be forthcoming. The review will be used to make changes which should result in program improvement.

B. What do these results mean to the program? (faculty interpretation of results)

(See A. above.) Results and their application to the program are pending. Major change is to place the decision to move students, as an alternative to the standardized test, in the hands of the instructors using the cut score of 85% of daily curriculum and teacher made work and tests.

#### IV. Feedback to the Program

A. How will these assessment results and interpretations be used for program improvement?

Assessment results and the program review will be shared with Foundational Studies and Education Department Faculty. Input from faculty will then be used to make program improvements and changes which reflect the needs of our students.

B. What changes will be made to your assessment plan based on your analysis of data?

The success rate of students moving on to higher courses using the 85% Rule may be compared to previous student achievement using the standardized placement/exit test only. The combination of these two methods will now give faculty and students more ownership in the course work and curriculum.

# V. Faculty Engagement

A. How were individual faculty members engaged in assessing and analyzing outcomes?

All Foundational Studies Faculty, the Director, and some Education Faculty have taken

the standardized placement/exit test. All Foundational Studies Faculty will now be using the 85% Rule plus the standardized testing. Faculty input and recommended changes will be encouraged and utilized for assessment improvement.

B. How were individual faculty members engaged in planning for program improvement?

All Foundational Studies Faculty, all Education Department Faculty, College Center Directors and staff, and some Mathematics Department Faculty were contacted individually by the Director and asked for their input in regard to program improvement and needed changes. Program improvement was also undertaken during faculty meetings.

