

SGU Program Review Plan– March 2015 – Revised April 2016

Internal Program Review Self-Study

The Provost will provide oversight to the program review process, and will assist in identifying and mobilizing technical assistance and needed resources to the departments carrying out the reviews.

Section 1. Introduction

Program Description:

INSTITUTE OF TECHNOLOGIES INTERNAL PROGRAM REVIEW

The Institute of Technologies began as a Vocational Education Program in the fall of 1986 with two programs: Building Trades and Forestry Technology. The Secretarial and Data Processing programs were added in 1989. An Accounting Certificate was added in 2001. Along with all the changes in technology, the Secretarial program became Office Technology.

The Institute of Technologies (IOT) formally Vocational Education has been providing educational courses incorporating classroom and work-based career and technical instruction leading to Associate of Applied Science Degrees in areas including Building Technologies, Office Technology, Computer Technology, Data Processing, and Licensed Practical Nursing. The Institute provides certificate programs that support degree programs. Successful completion of a certificate program is the starting point for many students for achieving more advanced degrees. The curricula in the certificate programs provides for a smooth transition into an Associate of Applied Science degree program. These include one-year certificates in Building Trades, Office Technology, Data Processing, Certified Nursing Assistant (C.N.A), and Medication Aid Certification.

Certificate programs may supplement each other and Applied Science Degree programs. It is common for individuals enrolled in Building Trade programs to also complete Plumbing Apprenticeship and/or Electrical Apprenticeship Certificates. Certificates that supplement A.A.S. Degree programs include Computer Maintenance, Emergency Medical Technician (E.M.T), Entrepreneurship, Accounting, Plumbing Apprentice, and Electrical Apprentice.

The IOT is able to adjust program offerings to fill identified tribal manpower needs or address specific employment needs and student interests. Examples of this include offered certificates in Cabinet Making, Juvenile Corrections, Law Enforcement, A+ Certification, and Electric Circuit Board Manufacturing. Additionally, the IOT has developed and received approval for Wind Energy Maintenance, Fire Fighting and Real Time Court Reporting but these programs are not offered due to changing tribal needs, lack of funding, student interest and/or lack of qualified instructors.

Sinte Gleska University's Institute of Technologies is comprised of the following technical/vocational programs:

Accounting	One-year Certificate	
Building Trades:		
Carpentry	One-year Certificate	Two-Year Degree
Electrical Apprenticeship	One-year Certificate	
Plumbing Apprenticeship	One-year Certificate	
Business Start-up	One-year Certificate	
Computer Maintenance	One-year Certificate	
Computer Technology		Two-year Degree
Data Processing	One-year Certificate	Two-year Degree
Licensed Practical Nursing	18 Month Certificate	Two-year Degree
Office Technologies		
General Office	One-year Certificate	
Legal Office		Two-year Degree
Medical Office		Two-year Degree
Administrative Assistant		Two-year Degree

The departments within the Institute of Technologies have adopted the following Mission Statement to help guide us in our educational goals:

“The mission of the SGU Institute of Technologies is to provide the people of the Sicangu Lakota Nation with an experiential-based program within the context of cultural and traditional values.

All programs are designed to provide students with professional and academic skills necessary for employment and personal development.”

The vision of the Institute of Technologies is to help promote sovereignty and self-determination by giving our students the education and skills necessary to gain meaningful employment.

To ensure that our programs are providing the students with the skills and education they will need to enter the workforce, the following goals and assessment procedures will be utilized:

GOALS/OBJECTIVES:

1. Provide theory and hands-on training, designed to prepare students to meet industry-standard qualifications leading to a Certificate and/or Degree.
2. Provide career counseling and assistance in securing employment.
3. Provide programs that reflect the wants and needs of the Sicangu Lakota Community and the global society.

ASSESSMENT ACTIVITIES

STUDENTS:

Student assessment varies from department to department, some of the methods used are; tests, homework, attendance, observation, demonstration, oral presentation, written

assignments, computer generated assignments. The primary assessment tool used by the faculty will be the course syllabus; each syllabus will include the objectives of the class, the outcome desired for the students and how those outcomes will be measured. To graduate with a certificate or degree students must pass all required classes on their given status sheets with a D or better.

Each student is required to meet with their advisors a minimum of twice a semester to review their progress towards meeting their educational goals. Students are also required to take a course which gives them the tools necessary to find, gain and retain employment.

INSTRUCTORS:

Course evaluations are one method used for assessing the faculty. These evaluations are completed by the students each semester for each course taken; the Director reviews and disseminates the results to the faculty, changes are made to the instruction methods or course as deemed necessary. The Director also utilizes observation, student enrollment, student retention, and pass/fail ratio of students to assess the Instructors effectiveness.

PROGRAM STATUS SHEETS:

BUILDING TRADES

AAS
BUILDING
TRADES

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet
Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes:
General Core Requirements:						
EN 101	Freshman English I		3			
HS 103	Personal Health & Wellness		3			
LL 101	Lakota Language I		4			
LS 253	Lakota History & Culture		3			
TOTAL			13			
Building Trades Two Year Core Requirements:						
OE 121	Professional Development		3			
DP 107	Fundamentals of Computers		3			
BT 146	Occupational Math		3			
BT 161	Carpentry Practicum I		4			
BT 164	Carpentry Practicum I Lab		8			
BT 162	Carpentry Practicum II		4			
BT 165	Carpentry Practicum II Lab		8			
BT 262	Carpentry Practicum III		4			
BT 264	Carpentry Practicum III Lab		8			
BT 182	Electrical Practicum I		4			
BT 181	Basic Plumbing		4			
BT 272	Carpentry Practicum IV		4			
BT 275	Carpentry Practicum IV Lab		8			
TOTAL			65			
Total Required Hours for A.A.S. Degree			78			

ONE-YEAR
CERTIFICATE
BUILDING
TRADES

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet

Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes:
General Core Requirements:						
LS 253	Lakota History & Culture		3			
	TOTAL		3			
Building Trades One Year Core Requirements:						
OE 121	Professional Development		3			
DP 107	Fundamentals of Computers		3			
BT 146	Occupational Math		3			
BT 161	Carpentry Practicum I		4			
BT 164	Carpentry Practicum I Lab		8			
BT 162	Carpentry Practicum II		4			
BT 165	Carpentry Practicum II Lab		8			
BT 262	Carpentry Practicum III		4			
BT 264	Carpentry Practicum III Lab		8			
	TOTAL		45			
Total Required Hours for One Year Certificate			48			

ONE-YEAR
CERTIFICATE
ELECTRICAL

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet
Updated: _____

Course Number	Course Title	Prerequ isites	Cred its	Sem/Ye ar	Gra de	Not es:
General Core Requirements:						
BT 146	Occupational Math		3			
HS 103	Personal Health & Wellness		3			
LS 253	Lakota History & Culture		3			
	TOTAL		9			
Electrical One Year Core Requirements:						
OE 121	Professional Development		3			
DP 107	Fundamentals of Computers		3			
HL 110	First Aid/First Responder		3			
BT 161	Carpentry Practicum I		4			
BT 182	Electrical Practicum I		4			
BT 192	Electrical Practicum II		4			
BT 282	Electrical Practicum III		4			
BT 295	Field Experience (1-7 credit hours)		7			
	TOTAL		32			
Total Required Hours for One Year Certificate			<u>41</u>			

ONE-YEAR
CERTIFICATE
PLUMBING

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet
Updated: _____

Course Number	Course Title	Prerequ isites	Credi ts	Sem/Y ear	Gra de	Note s:
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General Core Requirements:

BT 146	Occupational Math	3			
HS 103	Personal Health & Wellness	3			
LS 253	Lakota History & Culture	3			
TOTAL		9			

Plumbing One Year Core Requirements:

OE 121	Professional Development	3			
DP 107	Fundamentals of Computers	3			
HL 110	First Aid/First Responder	3			
BT 161	Carpentry Practicum I	4			
BT 181	Basic Plumbing	4			
BT 191	Plumbing Practicum II	4			
BT 261	Plumbing Practicum III	4			
BT 297	Field Experience/Plumbing	6			
TOTAL		31			

Total Required Hours for One Year Certificate 40

DATA
PROCESSING/COMPUTER
TECHNOLOGY

AAS COMPUTER
TECHNOLOGY

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet
Updated: _____

Course Number	Course Title	Prerequi sites	Cred its	Sem/Y ear	Gra de	No tes :
General Core Requirements:						
EN 101	Freshman English I		3			
EN 102	Freshman English II		3			
HS 103	Personal Health & Wellness		3			
LL 101	Lakota Language I		4			
LS 253	Lakota History & Culture		3			
MA 150	College Algebra	MA 120	4			

SP 100	Speech Communications	3			
TOTAL		23			

Computer Technology Two Year Core Requirements:

OE 111	College Keyboarding	3			
OE 121	Professional Development	3			
CS 101	Introduction to Computer Science	3			
DP 107	Fundamentals of Computers	3			
DP 140	Operating Systems I	3			
DP 160	Fundamentals of Computer Logic & Programming	<i>DP107 & MA150</i>	3		
DP 161	Computer Programming I	<i>DP160</i>	3		
DP 170	Internet Applications	<i>DP 107</i>	3		
DP 230	Operating Systems II	<i>DP 140</i>	3		
DP 240	Communications & Networking	<i>DP107 & DP140</i>	3		
DP 261	Computer Programming II	<i>DP 161</i>	3		
DP 277	A+ Certification I	<i>DP107 & DP140</i>	4		
DP 287	A+ Certification II	<i>DP 277</i>	4		
DP 291	Computer Technology Internship(3-6 credits)		6		
TOTAL			47		

Total Required Hours for A.A.S. Degree 70

AAS DATA PROCESSING

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes:
General Core Requirements:						
EN 101	Freshman English I		3			
EN 102	Freshman English II		3			
HS 103	Personal Health & Wellness		3			
LL 101	Lakota Language I		4			
LS 253	Lakota History & Culture		3			
MA 150	College Algebra	<i>MA 120</i>	4			

SP 100	Speech Communications	3			
TOTAL		23			

Data Processing Two Year Core Requirements:

AC 100	Intro to Accounting		3			
OE 111	College Keyboarding Professional Development		3			
OE 121	Development Fundamentals of Computers		3			
DP 107	Advanced Word	<i>DP 107</i>	3			
DP 120	Advanced Spreadsheets	<i>DP 107</i>	3			
DP 140	Operating Systems I	<i>DP 107</i>	3			
DP 155	Database Management	<i>DP 107</i>	3			
DP 156	Accounting Applications	<i>DP107, AC100/AC211</i>	3			
DP 160	Fundamentals of Computer Logic & Programming	<i>DP107 & MA150</i>	3			
DP 161	Computer Programming I	<i>DP160</i>	3			
DP 170	Internet Applications Computer Programming	<i>DP 107</i>	3			
DP 261	II	<i>DP 161</i>	3			
DP 290	Data Processing Internship (3-6 credits)		6			
TOTAL			45			

Total Required Hours for A.A.S. Degree

68

ONE-YEAR CERTIFICATE COMPUTER MAINTENANCE

Name: _____ **Date Enrolled:** _____

ID#: _____ **Status Sheet Updated:** _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes:
General Core Requirements:						
EN 101	Freshman English I		3			
LS 253	Lakota History & Culture		3			

MA 150	College Algebra	<i>MA 120</i>	4			
TOTAL			10			

Computer Maintenance One Year Core Requirements:

OE 111	College Keyboarding		3			
OE 121	Professional Development		3			
DP 107	Fundamentals of Computers		3			
DP 140	Fundamentals of Operating Systems with Microsoft Windows	<i>DP 107</i>	3			
DP 160	Fundamentals of Computer Programming with Microsoft Visual Basics	<i>DP107 & MA150</i>	3			
DP 170	Internet and Web Technologies	<i>DP 107</i>	3			
DP 240	Communications & Networking	<i>DP 107 & DP 140</i>	3			
DP 277	Computer Hardware Maintenance and Repair	<i>DP 107 & DP 140</i>	4			
DP 191	Computer Technology Internship		3			
TOTAL			28			

Total Required Hours for One Year Certificate 38

ONE-YEAR CERTIFICATE DATA PROCESSING

Name: _____ **Date Enrolled:** _____

ID#: _____ **Status Sheet Updated:** _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes
General Core Requirements:						
EN 101	Freshman English I		3			
LS 253	Lakota History and Culture		3			

MA				
150	College Algebra	<i>MA 120</i>	4	
TOTAL			10	

Data Processing One Year Core Requirements:

OE 111	College Keyboarding Professional		3	
OE 121	Development		3	
DP 107	Fundamentals of Computers			3
DP 110	Advanced Word	<i>DP 107</i>	3	
DP 120	Advanced Spreadsheets	<i>DP 107</i>	3	
DP 140	Fundamentals of Operating Systems with Microsoft Windows	<i>DP 107</i>	3	
DP 155	Database Management	<i>DP 107</i>	3	
DP 170	Internet and Web Technologies	<i>DP 107</i>		3
	Data Processing			
DP 190	Internship		3	
TOTAL			27	

Total Required Hours for One Year Certificate 37

OFFICE TECHNOLOGIES:

AAS ADMINISTRATIVE ASSISTANT

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes
General Core Requirements:						
	Business					
BA 205	Math		3			
EN 101	Freshman English I		3			
EN 102	Freshman English II	<i>EN 101</i>	3			
HS 103	Personal Health & Wellness		3			
LL 101	Lakota Language I		4			

LS 253	Lakota History & Culture	3			
SP 100	Speech Communications	3			
TOTAL		22			

Administrative Assistant Core Requirements:

AC 100	Intro to Accounting		3			
BA 246	Business Communications	<i>EN 102</i>	3			
	Fundamentals of					
DP 107	Computers		3			
DP 120	Advanced Spreadsheets	<i>DP107</i>	3			
DP 155	Database Management	<i>DP107</i>	3			
		<i>DP107 & AC100</i>				
DP 156	Accounting Applications		3			
OE 111	College Keyboarding		3			
OE 115	Word Processing I	<i>OE 111</i>	3			
OE 120	Calculating Machines	<i>BA 205</i>	3			
OE 121	Professional Development		3			
OE 140	Records Management		3			
OE 215	Word Processing II	<i>OE 115</i>	3			
OE 230	Machine Transcription	<i>OE 111</i>	3			
OE 245	Secretarial & Administrative Procedures		3			
OE 290	Administrative Internship		6			
TOTAL			48			

Total Required Hours for A.A.S. Degree

70

AAS LEGAL OFFICE

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes
General Core Requirements:						
	Business					
BA 205	Math		3			
EN 101	Freshman English I		3			
EN 102	Freshman English II	<i>EN 101</i>	3			

HS 103	Personal Health & Wellness				3
LL 101	Lakota Language I				4
LS 253	Lakota History & Culture				3
SP 100	Speech Communications				3
TOTAL					22

Office Technology Core Requirements:

AC 100	Intro to Accounting				3
BA 246	Business Communications	<i>EN 102</i>			3
	Business Law				
BA 271	I				3
DP 107	Fundamentals of Computers				3
DP 120	Advanced Spreadsheets	<i>DP107</i>			3
DP 155	Database Management	<i>DP107</i>			3
		<i>DP107 & AC100</i>			
DP 156	Accounting Applications				3
OE 111	College Keyboarding				3
OE 115	Word Processing I	<i>OE 111</i>			3
OE 120	Calculating Machines	<i>BA 205</i>			3
OE 121	Professional Development				3
OE 140	Records Management				3
TOTAL					36

Legal Office Requirements:

OE 150	Legal Terminology				3
OE 215	Word Processing II	<i>OE 115</i>			3
OE 230	Machine Transcription	<i>OE 111</i>			3
OE 245	Secretarial & Administrative Procedures				3
	Office Technology/Legal				
OE 262	Office				6
TOTAL					18

**Total Required Hours for A.A.S.
Degree****76**

AAS MEDICAL OFFICE

Name: _____

Date Enrolled: _____

ID#: _____

Status Sheet
Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes
General Core Requirements:						
	Business					
BA 205	Math		3			
EN 101	Freshman English I		3			
EN 102	Freshman English II	<i>EN 101</i>	3			
	Personal Health &					
HS 103	Wellness		3			
LL 101	Lakota Language I		4			
LS 253	Lakota History & Culture		3			
SP 100	Speech Communications		3			
	TOTAL		22			
Office Technology Core Requirements:						
AC 100	Intro to Accounting		3			
BA 246	Business Communications	<i>EN 102</i>	3			
	Fundamentals of					
DP 107	Computers		3			
DP 120	Advanced Spreadsheets	<i>DP107</i>	3			
DP 155	Database Management	<i>DP107</i>	3			
		<i>DP107 & AC100</i>				
DP 156	Accounting Applications		3			
OE 111	College Keyboarding		3			
OE 115	Word Processing I	<i>OE 111</i>	3			
OE 120	Calculating Machines	<i>BA 205</i>	3			
OE 121	Professional Development		3			
OE 140	Records Management		3			
	TOTAL		33			
Medical Office Requirements:						
OE 155	Medical Terminology		2			
OE 215	Word Processing II	<i>OE 115</i>	3			
OE 230	Machine Transcription	<i>OE 111</i>	3			
OE 245	Secretarial & Administrative Procedures		3			
OE 262	Office Technology/Medical Office		6			
	TOTAL		17			
Total Required Hours for A.A.S. Degree			72			

ONE-YEAR CERTIFICATE OFFICE TECHNOLOGIES

Name: _____ Date Enrolled: _____
 ID#: _____ Status Sheet Updated: _____

Course Number	Course Title	Prerequisites	Credits	Sem/Year	Grade	Notes
General Core Requirements:						
BA 205	Business Math		3			
EN 101	Freshman English I		3			
HS 103	Personal Health & Wellness		3			
LS 253	Lakota History & Culture		3			
	TOTAL		12			
Office Technology One Year Core Requirements:						
DP 107	Fundamental of Computers		3			
OE 111	College Keyboarding		3			
OE 120	Calculating Machines	BA 205	3			
OE 121	Professional Development		3			
OE 140	Records Management		3			
OE 190	Office Technology Internship/General Office		3			
	TOTAL		18			
Total Required Hours for One Year Certificate			30			

Section 2. Program alignment with college mission and purposes

Sinte Gleska University Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, concerned about the future, and willing to work to see the institution grow. **It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs.** Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. **The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.**

The Institute of Technologies; mission, design and program learning outcomes align with SGU's mission, values and purpose statement in the following ways:

Our programs are designed to target those individuals whom are not necessarily wanting to pursue an academic career, but do want to obtain the education and training needed to support themselves and their families. We offer both one-year certificates and two-year Associates of Applied Science degrees in the majority of our career training programs. To assist in building tribal autonomy, we work closely with the Rosebud Sioux Tribal leadership in developing educational training to match the needs of the community. Examples of this include the Casino

training when the Rosebud casino first came to the Reservation; we also created training in circuit board construction, to fulfill the needs of the new Rosebud Electronic Manufacturing Facility. We have put on numerous workshop for tribal entities including the Rosebud Tribe, Rosebud Housing and have joint projects with Tribal Employment and Training, which includes providing training for supervisory positions in the construction fields for Habitat for Humanities.

Our purpose for the I.O.T. Programs match closely with the institutional purposes: We provide a post-secondary degree which in many cases leads students to seek a higher level degree both at SGU and off Reservation. Through training and initiative our students have the ability to gain middle and upper management positions. All of our A.A.S. offerings incorporate Lakota classes. We also include Lakota values in all of our offerings. By giving our students the education and training to seek and gain employment we are contributing to the improvement of life.

Wolakota means to act and behave with ultimate respect, harmony, peace, and friendship.

Our faculty and staff strive to live up to the standards of Wolakota. Our students are treated with the utmost respect. We get very familiar with our students, getting to know each one personally. The majority of our instructors/staff have grown up on or near the reservation and are familiar with the culture. We offer friendly, respectable and peaceful classes with emphasis placed on mutual respect. When students, faculty or staff encounter problems we do what we can to help them overcome.

Section 3. Alignment with Community Needs

Data from the past 4 years shows that we have awarded certificates or A.A.S. degrees in the following:

Building trade	16
Office Technologies	15
Data Processing/Comp. Maint.	14
Allied Health	1
Licensed Practical Nursing	25

We have consistently shown that 87% of our students graduating have either pursued a higher educational degree or have found employment. The majority of those employed have taken jobs on or near the reservation. Primary employers include the Rosebud Sioux Tribe; Todd County and St. Francis School Districts; SWA (Rosebud Housing) Sinte Gleska University, Rosebud Casino, Indian Health Services and other local contractors and business offices.

South Dakota Department of Labor as shown below indicates that our career and technical education programs are falling within a growth labor market. Our students are trained and educated for entry level jobs within their chosen profession. Beginning salaries range from \$8 to \$15 per hour.

We have partnered with several organizations for internships and practicums, some of those include: Habitat for Humanities, SWA, Rosebud Water Resources, Indian Health Services, legal Aid, RST Court Service and Rosebud Sioux Tribe among others.

South Dakota Industry Employment Projections 2012 - 2022				
Fastest Growing				
Industry Title	2012 Workers	2022 Workers	Actual Change	Percent Growth
Ambulatory Health Care Services	14,910	17,540	2,630	17.6%
Professional, Scientific and Technical Services	11,540	13,450	1,910	16.6%
Construction of Buildings	5,095	5,885	790	15.5%

Office Clerk						
Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.79	\$10.53	\$13.78	\$17.82	\$22.54
	Yearly	\$18,300	\$21,900	\$28,700	\$37,100	\$46,900
South Dakota	Hourly	\$8.05	\$8.98	\$10.64	\$12.96	\$15.42
	Yearly	\$16,700	\$18,700	\$22,100	\$27,000	\$32,100
United States		Employment		Percent Change	Projected Annual Job Openings[†]	
		2014	2024			
Office Clerks, General		3,062,500	3,158,200	+3%	75,620	
South Dakota		Employment		Percent Change	Projected Annual Job Openings[†]	
		2012	2022			
Office Clerks, General		4,830	4,760	-1%	100	

Legal Secretary

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.83	\$15.85	\$20.56	\$27.30	\$34.11
	Yearly	\$26,700	\$33,000	\$42,800	\$56,800	\$70,900
South Dakota	Hourly	\$11.68	\$12.97	\$14.75	\$18.02	\$21.22
	Yearly	\$24,300	\$27,000	\$30,700	\$37,500	\$44,100
United States		Employment		Percent Change	Projected Annual Job Openings[†]	
		2014	2024			
Legal Secretaries		215,500	206,700	-4%	2,270	
South Dakota		Employment		Percent Change	Projected Annual Job Openings[†]	
		2012	2022			
Legal Secretaries		750	760	+1%	10	

Medical Secretary

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.71	\$12.78	\$15.50	\$18.56	\$22.74
	Yearly	\$22,300	\$26,600	\$32,200	\$38,600	\$47,300
South Dakota	Hourly	\$12.60	\$14.62	\$16.68	\$18.60	\$24.43
	Yearly	\$26,200	\$30,400	\$34,700	\$38,700	\$50,800

United States	Employment		Percent Change	Projected Annual Job Openings [†]
	2014	2024		
Medical Secretaries	527,600	635,800	+21%	16,380

South Dakota	Employment		Percent Change	Projected Annual Job Openings [†]
	2012	2022		
Medical Secretaries	150	190	+23%	10

Partnerships:

The Building Trades Program is currently working on an MOU with SWA in the area of Solar Energy Panels. In the past we have had several partnerships with SWA, Employment Assistance, Habitat for Humanities and TECRO.

Employer Surveys:

We are working on getting employer surveys together. Currently the only requirements have been the employer evaluations from internships and Field Experience in which we did not have any current ones available.

Section 4. Student Participation and Success

Complete a table for each degree plan within your program to include figures for the past 4 years for annual enrollment to include the number of new students to the program; continuing students; completers; drop/stop out; and still enrolled at the end of the academic year.

Program:	BUILDING TRADES				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016	19	20			6
2014-2015	29	21	3	19	28
2013-2014	22	18	6	21	13
2012-2013	35	13	7	18	13

Program:	OFFICE TECHNOLOGIES				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or S15top Out)
2015-2016	22	6	1	6	15
2014-2015	25	5	5	5	15
2013-2014	26	7	9	7	10
2012-2013	25	11	4		10

Program:	DATA PROCESSING/COMPUTER TECHNOLOGIES				
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016					
2014-2015					
2013-2014					
2012-2013					

We offer two course which are required by which are required by other departments; DP 155 Data Base Management and DP 156 Accounting Applications. Typical enrollment runs 3 – 5 students an academic year.

Section 5. Program Learning Outcomes and Curriculum and Instruction

- a) Describe the process used to evaluate student progress toward program learning outcomes. Include the curriculum map for the program. Provide a summary of outcome data, if available, and describe any adjustments to the program that have been made or considered as a result of learning outcome data.

ASSESSMENT ACTIVITIES

STUDENTS:

Student assessment varies from department to department, some of the methods used are; tests, homework, attendance, observation, demonstration, oral presentation, written assignments, computer generated assignments. The primary assessment tool used by the faculty will be the course syllabus; each syllabus will include the objectives of the class, the outcome desired for the students and how those outcomes will be measured. To graduate with a certificate or degree students must pass all required classes on their given status sheets with a D or better.

Each student is required to meet with their advisors a minimum of twice a semester to review their progress towards meeting their educational goals. Students are also required to take a course which gives them the tools necessary to find, gain and retain employment.

INSTRUCTORS:

Course evaluations are one method used for assessing the faculty. These evaluations are completed by the students each semester for each course taken; the Director reviews and disseminates the results to the faculty, changes are made to the instruction methods or course as deemed necessary. The Director also utilizes observation, student enrollment, student retention, and pass/fail ratio of students to assess the Instructors effectiveness.

PROGRAMS:

The Project Director assesses each program based on student count, graduation rates, employer satisfaction and talking with students in the different programs. The Institute of Technologies utilizes an advisory committee to go over each program to determine if it is still relevant and if changes are needed for the program to be more effective and in compliance with what the Reservation needs are. This committee is designed to meet semi-annually and is comprised of community members of the Rosebud Sioux Tribe, and business leaders from the local area. In addition while under a grant from the Department of Education (NAVTEP/NACTEP) we are required to submit an external evaluation each year and at the end of the grant period.

PROPOSED ASSESSMENT ACTIVITY:

In addition to what the departments currently have in place, they would devise an exit exam, which would demonstrate the academic and job related skills they should have mastered by obtaining a one-year certificate and/or a two-year degree. This exam would not replace the current letter grades the students earned during their studies, however it would indicate to us where our strengths and weakness are. If a student shows a weakness in any area, we can advise them to take additional classes, if several students show a weakness in one particular area, it would force us to look for ways of improving the instruction in that area. This form of assessment could be used for the students, for the instructors and for the program as a whole.

CURRICULUM MAP AAS BUILDING TRADES

BT 146 Occupational math
 BT 161 Carpentry Practicum I
 BT162 Carpentry Practicum II
 BT 164 Carpentry Lab I
 BT 165 Carpentry Lab II
 BT 181 Basic Plumbing
 BT 182 Electrical Pract. I

BT 262 Carpentry Pract. III
 Carpentry Lab III
 Carpentry Pract. IV
 Carpentry Lab IV
 Fund. Of Computers
 Professional Development

BT 264
 BT 272
 BT 275
 DP 107
 OE 121

Key:
 "I" = introduced
 "R" = reinforced and practiced
 "M" = Mastery
 "A" = assessment evidence collected

Building trades AAS degree required courses	Students will be able to identify and demonstrate skills and knowledge related to safety practices and the safe use of hand and power tools.	Students will be able to demonstrate their ability to perform basic carpentry skills including identify tools and materials needed for residential carpentry electrical and plumbing. Interpret technical information from blueprints; be able to draw, read and interpret drawing specifications	Students will demonstrate their ability to use vocational mathematics and geometry to find answers to every day construction needs which translate to real world situations.	Students will demonstrate their knowledge of selecting the proper lumber, materials and tool, and applications of them for specific building projects. Be able to identify and demonstrate the use of computers for communication and estimating building projects	Students will demonstrate their ability to work with others, take directions, apply for jobs and practice work ethics while enrolled.
BT141	I	I	I	I	I
BT 161	I	I	I	I	I
BT 162	R	R	R	R	R
BT 164	I	I	I	I	R
BT 165	R	R	R	R	R
BT 181	R	R	R	R	R
BT 182	R	R	R	R	R
BT 262	R	R	R	R	R
BT 264	R	R	R	R	R
BT 272	M A	M A	M A	M A	M A
BT 275	M A	M A	M A	M A	M A
OE 121	N/A	N/A	N/A	N/A	I R M A
DP107	N/A	N/A	N/A	I R	R

Associate of Applied Science (AAS) Office Technology

COURSE	Demonstrate professionalism in the workplace	Demonstrate critical thinking and problem-solving skills	Apply ergonomic principles and safe practices when using computer technology	Apply computer skills efficiently and accurately using a variety of computer application programs	Demonstrate interpersonal skills through effective listening and communicating in diverse situations	Demonstrate basic bookkeeping knowledge
AC 100		I				R M
BA 246	R	R			I	I
DP 107	I	I	R	R	R	
DP 120		I	I R	M		
DP 155		I	R	M		
DP 156		R	R	R	R	R M
OE 111		I	I	I R		
OE 115		R	R	R		
OE 120		I R	R			R
OE 121	I R	R	R	R	M	
OE 140		I	R	R	M	
OE 215		R	R	R M		
OE 230		I R	R	I R	M	
OE 245	R	R	R	M	M	R
OE 290	M	M	M	M	M	M

Curriculum Map – One Year Certificate Data Processing

Courses	Apply basic computer literacy skills -- including identifying and using operating systems and application software, purchasing and maintaining a PC and using the Internet and web browser software for research, media consumption, electronic communications and ecommerce purposes in a business environment.	Demonstrate knowledge of job roles and terminology in the web design and development industries, apply webmaster and web development skills by installing web server software and producing data-driven websites, using the WAMP server stack and open-source technologies.	Demonstrate the ability to select database management systems software, create entity-relationship diagrams, design a user interface and produce basic database queries and reports according to an organization's needs, move data between spreadsheet and database software, write descriptions of data-related job roles and trends in the database systems and data analysis fields.	Describe career paths and job roles in the IT field and apply the technical skills, knowledge and abilities associated with quality customer service and computer support in a business environment.
OE111 – College Keyboarding	I			
OE121 – Professional Development				I, M, R, A
DP107 – Fundamentals of Computers	I, R, M, A			
DP110 – Advanced Word	R, M, A			
DP 120- - Advanced Spreadsheets	R, M, A		I	
DP140 – Fundamentals of Operating Systems with Microsoft Windows	I, R, M			I
DP155 – Database Management		I	I, R, M, A	I, R
DP170 - Internet and Web Technologies		I, R, M, A	I	I, R, M, A

DP190 – Data Processing Internship	R, M, A	R, M, A	R, M, A	R, M, A
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Curriculum Map – One Year Certificate Computer Maintenance

Courses	Apply basic computer literacy skills -- including identifying and using operating systems and application software, purchasing and maintaining a PC and using the Internet and web browser software for research, media consumption, electronic communications and ecommerce purposes in a business environment.	Demonstrate knowledge of job roles and terminology in the web design and development industries, apply webmaster and web development skills by installing web server software and producing data-driven websites, using the WAMP server stack and open-source technologies	Apply knowledge of graphical user interface design and programming logic and implementation, using Microsoft Visual Studio and Microsoft Visual Basic.	Describe the layers, protocols and components of the OSI and TCP/IP models and demonstrate knowledge of networking hardware and cabling, as well as basic networking troubleshooting, monitoring and security techniques. Apply knowledge of PC and mobile hardware operating systems, as well as troubleshoot, repair, purchase and build PC's.	Describe career paths and job roles in the IT field and apply the technical skills, knowledge and abilities associated with quality customer service and computer support in a business environment.
OE111 – College Keyboarding	I				
OE121 – Professional Development					I, M, R, A
DP107 – Fundamentals of Computers	I, R, M, A				
DP170 - Internet and Web Technologies		I, R, M, A		I	I, R, M, A
DP140 – Fundamentals of Operating Systems with Microsoft Windows	I, R, M				I
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic I			I		I, R

DP240 – Communications and Networking				I, R, M, A	I, R
DP277 – Computer Hardware, Maintenance and Repair				I, R, M, A	I, R
DP191 – Computer Technology Internship	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

Curriculum Map – Associate of Applied Science (A.A.S.) Data Processing

	Apply basic computer literacy skills -- including identifying and using operating systems and application software, purchasing and maintaining a PC and using the Internet and web browser software for research, media consumption, electronic communications and ecommerce purposes in a business environment.	Demonstrate knowledge of job roles and terminology in the web design and development industries, apply webmaster and web development skills by installing web server software and producing data-driven websites, using the WAMP server stack and open-source technologies.	Apply knowledge of graphical user interface design and programming logic and implementation, using Microsoft Visual Studio and Microsoft Visual Basic.	Demonstrate the ability to select database management systems software, create entity-relationship diagrams, design a user interface and produce database reports according to an organization's needs, move data between spreadsheet and database software, understand data-related job roles and trends in the database systems and data analysis fields.	Describe career paths and job roles in the IT field and apply the technical skills, knowledge and abilities associated with quality customer service and computer support in a business environment.
Courses					
OE111 – College Keyboarding	I				

OE121 – Professional Development					I, M, R, A
DP107 – Fundamentals of Computers	I, R, M, A				
DP110 – Advanced Word	R, M, A				
DP 120- - Advanced Spreadsheets	R, M, A			I	
DP140 – Fundamentals of Operating Systems with Microsoft Windows	I, R, M				I
DP155 – Database Management		I		I, R, M, A	I, R
DP170 - Internet and Web Technologies		I, R, M, A		I	I, R, M, A
AC100 – Intro to Accounting	I, R			I, R	I, R
DP156 – Accounting Applications	I, R, M, A				I, R
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic I			I, A		I, R
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic II			I, R, A	I	
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic III			I, R, M, A	R, M, A	
DP290 – Data Processing Internship	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

Curriculum Map – Associate of Applied Science (A.A.S.) Computer Technology

	Apply basic computer literacy skills -- including identifying and using operating systems and application software, purchasing and maintaining a PC and using the Internet and web browser software for research, media consumption, electronic communications and ecommerce purposes in a business environment.	Demonstrate knowledge of job roles and terminology in the web design and development industries, apply webmaster and web development skills by installing web server software and producing data-driven websites, using the WAMP server stack and open-source technologies.		Describe the layers, protocols and components of the OSI and TCP/IP models and demonstrate knowledge of networking hardware and cabling, as well as basic networking troubleshooting, monitoring and security techniques. Apply knowledge of PC and mobile hardware and operating systems, as well as troubleshoot, repair, purchase and build PC's.	Describe career paths and job roles in the IT field and apply the technical skills, knowledge and abilities associated with quality customer service and computer support in a business environment.
Courses			Apply knowledge of graphical user interface design and programming logic and implementation, using Microsoft Visual Studio and Microsoft Visual Basic.		
OE111 – College Keyboarding	I				
OE121 – Professional Development					I, M, R, A
DP107 – Fundamentals of Computers	I, R, M, A				
DP170 - Internet and Web Technologies		I, R, M, A		I	I, R, M, A
DP140 – Fundamentals of Operating Systems with Microsoft Windows	I, R, M				I
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic I			I		I, R

DP240 – Communications and Networking				I, R, M, A	I, R
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic II			I, R, A	I	
DP160 – Fundamentals of Computer Programming with Microsoft Visual Basic III			I, R, M, A	R, M, A	
DP230 – Operating Systems II	R, M, A	I, R, M		R, M, A	R, M
Dp277 – Computer Hardware, Maintenance and Repair				I, R, M, A	I, R
DP191 – Computer Technology Internship	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A
DP287 – Microsoft Windows Installation, Maintenance, Monitoring and Repair				R, M, A	R, M, A
CS101 – Intro to Computer Science			I, R, M, A		
DP291 – Computer Technology Internship	R, M, A	R, M, A	R, M, A	R, M, A	R, M, A

HAVE STUDNETS DO ALL THE WORKSHEETS FOR EACH CHAPTERS A'S AND B'S PROBLEMS

6. Do you see Lakota values or culture implemented in this course through instruction, if so, how?
- NOT REALLY, WE DEALT WITH NUMBERS
 - NO, I DON'T THINK THEY ARE RELEVANT TO THIS COURSE AT ALL
7. What suggestions or how would you better integrate Lakota values or culture into the course?
- I WOULDN'T
 - N/A
8. General comments
- IT WAS GREAT COURSE! I LEARNED A LOT! THANK YOU!

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.				2
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.	2			
3. The instructor used a variety of teaching methods to accommodate different learning styles.			2	
4. The instructor was present and on time for class.				2
5. The instructor provided regular and meaningful feedback on my progress in the course.			1	1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	1

7. I would recommend this instructor to other students.			1	1
8. The instructor encouraged student participation and stimulated intellectual curiosity.			1	1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				2
10. The instructor encouraged students to have high expectations for their performance in the class.			1	1

Course Organization**1 2 3 4**

11. Course organization, planning, and preparation were evident.			1	1
12. The course goals and objectives were clearly defined on the syllabus.			1	1
13. The activities and assignments and/or tests reinforced course objectives.			1	1
14. The text(s) and/or other materials were appropriate for the course objectives.			1	1
15. The grading system for this course was clearly defined and stated on the syllabus.			1	1
16. I would recommend this course to the other students.			1	1

Student Self Evaluation**1 2 3 4**

17. I was present and on time for class.		1		1
18. I sought extra help outside of class time or during his or her office hours when I needed it.			1	1
19. I completed readings and other assignments by due date.		2		
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	1
21. I asked and answered questions and to state my own views.			1	1
22. I worked with other class members and a respectful way and tolerant way.			1	1
23. I worked to meet my expectations for my performance in the class.			1	1
24. I viewed the instructor as a professional role model.			1	1

Course Number: AC 100 INTRO TO ACCOUNTING
Semester: SPRING 2016

Instructor: J. POIGNEE
Base: 2

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

- 9. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.**

I FOUND I UNDERSTOOD IT BETTER DOING ALL THE WORKSHEETS FOR EACH CHAPTER. I HAVE HAD TROUBLE FINISHING OR EVEN PASSING THIS CLASS, THIS TIME I KNOW I CAN

I FOUND THE ENTIRE COURSE TO BE MOST VALUABLE. I BELIEVE IT IS VERY IMPORTANT TO A WORKING INDIVIDUAL

- 10. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.**

- **DIDN'T REALLY HAVE A LEAST VALUABLE**

- 11. What are the instructor's greatest strengths as a teacher?**

- **THAT HE IS WILLING TO GO OVER WITH YOU UNTIL YOU GET IT**
- **EXPERIENCE, ABILITY TO EXPLAIN CONCEPTS IN A CLEAR, CONCISE MANNER**

- 12. What changes or improvements in his or her teaching would benefit you as a student?**

- **NONE**

- 13. What are your suggestions for improving this course?**

HAVE STUDNETS DO ALL THE WORKSHEETS FOR EACH CHAPTERS A'S AND B'S PROBLEMS

14. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- NOT REALLY, WE DEALT WITH NUMBERS
- NO, I DON'T THINK THEY ARE RELEVANT TO THIS COURSE AT ALL

15. What suggestions or how would you better integrate Lakota values or culture into the course?

- I WOULDN'T
- N/A

16. General comments

- IT WAS GREAT COURSE! I LEARNED A LOT! THANK YOU!

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.				2
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.	2			
3. The instructor used a variety of teaching methods to accommodate different learning styles.			2	
4. The instructor was present and on time for class.				2
5. The instructor provided regular and meaningful feedback on my progress in the course.			1	1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	1
7. I would recommend this instructor to other students.			1	1

8. The instructor encouraged student participation and stimulated intellectual curiosity.			1	1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				2
10. The instructor encouraged students to have high expectations for their performance in the class.			1	1

Course Organization**1 2 3 4**

11. Course organization, planning, and preparation were evident.			1	1
12. The course goals and objectives were clearly defined on the syllabus.			1	1
13. The activities and assignments and/or tests reinforced course objectives.			1	1
14. The text(s) and/or other materials were appropriate for the course objectives.			1	1
15. The grading system for this course was clearly defined and stated on the syllabus.			1	1
16. I would recommend this course to the other students.			1	1

Student Self Evaluation**1 2 3 4**

17. I was present and on time for class.		1		1
18. I sought extra help outside of class time or during his or her office hours when I needed it.			1	1
19. I completed readings and other assignments by due date.		2		
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	1
21. I asked and answered questions and to state my own views.			1	1
22. I worked with other class members and a respectful way and tolerant way.			1	1
23. I worked to meet my expectations for my performance in the class.			1	1
24. I viewed the instructor as a professional role model.			1	1

Course Number: BT 182 Electrical Practicum I
Semester: SPRING 2016

Instructor: S. WOODEN KNIFE
Base: 3

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

17. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

- **ALL OF THEM HE TAUGHT ME A LOT OF VALUABLE LESSONS**
- **ALL OF IT HONESTLY, COMING INTO THIS CLASS I HAD NO PRIOR KNOWLEDGE OF ELECTRICAL WORK OR THE COMPLEXITY OF THE SUBJECT. EVERYTHING WAS BOOK WORK BUT SO FAR I AM 100% INTERESTED**

18. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

- **SOME OF THE COMMURTAIL WIRING**
- **THERE WASN'T ANYTHING I DIDN'T FIND USEFUL OR VALUABLE**
- **NONE**

19. What are the instructor's greatest strengths as a teacher?

- **BE ABLE TO TEACH ALL KINDS OF AGES AND BEING ABLE TO GET THEM TO LEARN IN THEIR OWN WAY**
- **FIELD EXPERIENCE, REAL WORLD STORIES AND POINTERS HELP OUT A LOT ESPECIALLY IN THIS SITUATIONAL INDUSTRY**
- **READING THE BOOK IN CLASS**

20. What changes or improvements in his or her teaching would benefit you as a student?

- **NONE**

- **MORE VISUAL OR “PROPS” I MIGHT SAY, SUCH AS TOOLS AND SUPPLIES TO LOOK AT**

21. What are your suggestions for improving this course?

- **MORE HANDS-ON WORK**
- **JUST ACTUAL FIELD WORK OR EVEN JUST TO WATCH WOULD BE COOL. I UNDERSTAND THIS IS JUST THE FIRST STEP IN GETTING MY ELECTRICAL CERTIFICATE, BUT IM MORE OF A HANDS ON LEARNER, MAYBE THAT MAKES BE BIASED.**
- **NONE**

22. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- **NOT REALLY BECAUSE THIS IS A WIRING CLASS THERE WAS NO ELECTRICITY BACK THEN**
- **NO, LAKOTA CULTURE FOR THIS IS IRRELEVANT**
- **NO**

23. What suggestions or how would you better integrate Lakota values or culture into the course?

- **CANT**
- **N/A**
- **NONE**

24. General comments

- **I LEARNED A LOT, APPRECIATE STAN’S TIME**

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree

2: Disagree

3: Agree

4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.				3
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.		1	1	
3. The instructor used a variety of teaching methods to accommodate different learning styles.			2	1
4. The instructor was present and on time for class.				3
5. The instructor provided regular and meaningful feedback on my progress in the course.			1	2
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			2	1
7. I would recommend this instructor to other students.			1	2
8. The instructor encouraged student participation and stimulated intellectual curiosity.		2		1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				3
10. The instructor encouraged students to have high expectations for their performance in the class.			1	2

Course Organization	1	2	3	4
11. Course organization, planning, and preparation were evident.			1	2
12. The course goals and objectives were clearly defined on the syllabus.			1	2
13. The activities and assignments and/or tests reinforced course objectives.			1	2
14. The text(s) and/or other materials were appropriate for the course objectives.				3
15. The grading system for this course was clearly defined and stated on the syllabus.			1	2
16. I would recommend this course to the other students.				3

Student Self Evaluation	1	2	3	4
17. I was present and on time for class.			1	2
18. I sought extra help outside of class time or during his or her office hours when I needed it.		1	1	1

19. I completed readings and other assignments by due date.			2	1
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.				3
21. I asked and answered questions and to state my own views.		1		2
22. I worked with other class members and a respectful way and tolerant way.			1	2
23. I worked to meet my expectations for my performance in the class.			1	2
24. I viewed the instructor as a professional role model.				3

Course Number: DP 155 DATABASE MANAGEMENT Instructor: A. FRY
Semester: SPRING 2016 Base: 2

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

25. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

**LEARNED A LITTLE BIT, NOT TO MUCH BASIC FOR COMPUTERS
DOING ASSIGNMENTS ON ACCESS 2013 WERE MOST VALUABLE.
LEARNING HOW TO CREATE QUERYYS, REPORT, FORMATTING FORM AND
CREATING FORMS**

26. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

- **NONE**
- **LOOKING UP WHAT ALL DATA POSITIONS THERE ARE. THE JOB TITLE IS PRETTY MUCH SELF EXPLANATORY**

27. What are the instructor's greatest strengths as a teacher?

- **SHE TALKS ABOUT HER PERSONAL LIFE TO MUCH**
- **KNOWS A LOT ABOUT ACCESS**

28. What changes or improvements in his or her teaching would benefit you as a student?

- **NEED MORE HANDS ON TEACHING ABOUT THE SUBJECT**
- **GIVING OUT SYLLABUS WOULD HAVE HELPED ME OUT A LOT. WASN'T PREPARED, GAVE OUT ASSIGNMENTS FROM FOLLOWING SEMESTERS AND CERTAIN TEMPLATES WEREN'T THE SAME ANYMORE**

29. What are your suggestions for improving this course?

- **NEED AN INSTRUCTOR WHO WILL TEACH WHAT THE COURSE IS ABOUT**
- **BE MORE PREPARED AND ORGANIZED**

30. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- **NO**
- **NO**

31. What suggestions or how would you better integrate Lakota values or culture into the course?

- **N/A**

32. General comments

- **I LEARNED SOMETHING ABOUT COMPUTERS**

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree**2: Disagree****3: Agree****4: Strongly agree****The Instructor**

	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.	1		1	
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.	2			
3. The instructor used a variety of teaching methods to accommodate different learning styles.	1	1		
4. The instructor was present and on time for class.		1	1	
5. The instructor provided regular and meaningful feedback on my progress in the course.	2			
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.		2		
7. I would recommend this instructor to other students.	1	1		
8. The instructor encouraged student participation and stimulated intellectual curiosity.	1	1		
9. The instructor promoted a climate of cooperation, respect, and tolerance.		2		
10. The instructor encouraged students to have high expectations for their performance in the class.	1	1		

Course Organization

	1	2	3	4
11. Course organization, planning, and preparation were evident.	2			
12. The course goals and objectives were clearly defined on the syllabus.	2			
13. The activities and assignments and/or tests reinforced course objectives.	1	1		
14. The text(s) and/or other materials were appropriate for the course objectives.	1	1		
15. The grading system for this course was clearly defined and stated on the syllabus.	2			
16. I would recommend this course to the other students.	1	1		

Student Self Evaluation

	1	2	3	4
17. I was present and on time for class.			2	

18. I sought extra help outside of class time or during his or her office hours when I needed it.		1	1	
19. I completed readings and other assignments by due date.			1	1
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	1
21. I asked and answered questions and to state my own views.			1	1
22. I worked with other class members and a respectful way and tolerant way.			1	1
23. I worked to meet my expectations for my performance in the class.			1	1
24. I viewed the instructor as a professional role model.	2			

Course Number: OE 215 WORD PROCESSING II
Semester: SPRING 2016

Instructor: A. BRANDIS
Base: 1

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

33. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

WHAT WAS ALL ON THE SYLLABUS

34. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

- NONE

35. What are the instructor's greatest strengths as a teacher?

- BEING HANDS ON AND HELPING WHEN NEEDED

36. What changes or improvements in his or her teaching would benefit you as a student?

- **I LEARNED DIFFERENT WAYS ON MICROSOFT**

37. What are your suggestions for improving this course?

- **MORE TIME**

38. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- **YES**

39. What suggestions or how would you better integrate Lakota values or culture into the course?

- **SPEAK THE LANGUAGE**

40. General comments

- **I ENJOYED THIS COURSE AND LEARNED DIFFERENT WAYS TO MAKE CHANGES ON WORK. I FEEL AS THOUGH I LEARNED FROM THIS CLASS**

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree

2: Disagree

3: Agree

4: Strongly agree

The Instructor

1

2

3

4

1. The instructor communicated the subject matter clearly and effectively.				1
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.				1
3. The instructor used a variety of teaching methods to accommodate different learning styles.				1
4. The instructor was present and on time for class.				1
5. The instructor provided regular and meaningful feedback on my progress in the course.				1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.				1
7. I would recommend this instructor to other students.				1

8. The instructor encouraged student participation and stimulated intellectual curiosity.				1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				1
10. The instructor encouraged students to have high expectations for their performance in the class.				1

Course Organization**1 2 3 4**

11. Course organization, planning, and preparation were evident.				1
12. The course goals and objectives were clearly defined on the syllabus.				1
13. The activities and assignments and/or tests reinforced course objectives.				1
14. The text(s) and/or other materials were appropriate for the course objectives.				1
15. The grading system for this course was clearly defined and stated on the syllabus.				1
16. I would recommend this course to the other students.				1

Student Self Evaluation**1 2 3 4**

17. I was present and on time for class.			1	
18. I sought extra help outside of class time or during his or her office hours when I needed it.				1
19. I completed readings and other assignments by due date.				
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	
21. I asked and answered questions and to state my own views.				1
22. I worked with other class members and a respectful way and tolerant way.				1
23. I worked to meet my expectations for my performance in the class.				1
24. I viewed the instructor as a professional role model.				1

Course Number: BT 181 BASIC PLUMBING
Semester: SPRING 2016

Instructor: R. BARRON
Base: 4

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

41. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

- **ALL TOPICS WERE VALUABLE TO ME. GIVES YOU THE KNOW HOW AND SOME HANDS ON CLASS WORK**
- **ALL, NO PRIOR KNOWLEDGE**
- **BOOK WORK AND LABS**

42. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

- **THERE WAS NOTHING LEAST VALUABLE TO ME**
- **N/A**
- **ALL**

43. What are the instructor's greatest strengths as a teacher?

- **HE GIVES THE STRAIGHT FACT ABOUT PLUMBING KNOWLEDGE**
- **HE HAS THE EXPERIENCE**
- **HE WAS HERE AND WILLING TO EDUCATE**

44. What changes or improvements in his or her teaching would benefit you as a student?

- **NO, CHANGES AS A INSTRUCTOR. HE TEACHES WELL.**
- **JUST MORE HANDS ON STUFF**
- **HE EXPLAINS THE NEW IMPROVEMENT FROM SOME OLD STYLE OF PLUMBING TECH**
- **TO HAVE LAB**

45. What are your suggestions for improving this course?

- **MORE HANDS ON IN THE LAB**
- **NONE**
- **GET A LAB**

46. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- **I WOULD SAY, IT WOULD BE UP TO THE COLLEGE AND, TO FIND THE RIGHT PERSON TO INSTRUCT**
- **YES**
- **I WAS TOLD TO WORK TO MASTER WHAT I DO**

47. What suggestions or how would you better integrate Lakota values or culture into the course?

NONE

48. General comments

I WAITED 3 YEARS TO TAKE THIS CLASS CAUSE IT KEEPS GETTING CANCELLED

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree

The Instructor	1	2	3	4
1. The instructor communicated the subject matter clearly and effectively.			1	3
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.		1	1	2
3. The instructor used a variety of teaching methods to accommodate different learning styles.			2	2
4. The instructor was present and on time for class.			1	3
5. The instructor provided regular and meaningful feedback on my progress in the course.			2	2

6. The instructor was available to help student outside of class time or during his or her scheduled office hours.			1	3
7. I would recommend this instructor to other students.			1	3
8. The instructor encouraged student participation and stimulated intellectual curiosity.		1	1	2
9. The instructor promoted a climate of cooperation, respect, and tolerance.			1	3
10. The instructor encouraged students to have high expectations for their performance in the class.			2	2

Course Organization**1 2 3 4**

11. Course organization, planning, and preparation were evident.			3	1
12. The course goals and objectives were clearly defined on the syllabus.			2	2
13. The activities and assignments and/or tests reinforced course objectives.			1	3
14. The text(s) and/or other materials were appropriate for the course objectives.			2	2
15. The grading system for this course was clearly defined and stated on the syllabus.			1	3
16. I would recommend this course to the other students.				4

Student Self Evaluation**1 2 3 4**

17. I was present and on time for class.			2	2
18. I sought extra help outside of class time or during his or her office hours when I needed it.			2	2
19. I completed readings and other assignments by due date.			2	2
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.			1	3
21. I asked and answered questions and to state my own views.			1	3
22. I worked with other class members and a respectful way and tolerant way.		1		3

23. I worked to meet my expectations for my performance in the class.			2	2
24. I viewed the instructor as a professional role model.			1	3

Course Number: BT 275 CARPENTRY PRACTICUM IV LAB

Instructor: M. SCHMIDT

Semester: SPRING 2016

Base: 1

Comments

Written directions: Please respond to the following questions, being as specific and detailed in your comments as possible. You should write your comments in the space provided on the page and continue on the back if necessary.

49. Which topics, presentations, assignments, or activities in this class were most valuable to you? Please explain why you found these to be of value.

LABS

50. Which topics, presentations, assignments, or activities in this class were least valuable to you? Please explain why you found these to be of little value.

- N/A

51. What are the instructor's greatest strengths as a teacher?

- **HE IS A GOOD SUPPORTER, HAS PATIENCE TAKES HIS TIME TO TEACH**

52. What changes or improvements in his or her teaching would benefit you as a student?

- N/A

53. What are your suggestions for improving this course?

- **NONE GOOD THE WAY IT IS**

54. Do you see Lakota values or culture implemented in this course through instruction, if so, how?

- **YES, HIS SUPPORT AND HIS ATTITUDE TOWARDS STUDENTS, CONFIDENCE**

55. What suggestions or how would you better integrate Lakota values or culture into the course?

- N/A

56. General comments

- **IT WAS A GOOD SEMESTER. GOOD MEMORIES AND TEACHINGS**

Directions: Please evaluate the instructor, the course, and yourself by responding to the statements below. For each statement, circle the number that best corresponds to your response according to the scale below:

1: Strongly disagree

2: Disagree

3: Agree

4: Strongly agree

The Instructor

1

2

3

4

1. The instructor communicated the subject matter clearly and effectively.				1
2. When applicable, the instructor incorporated materials and presentations offering Lakota views on the topics covered.				1
3. The instructor used a variety of teaching methods to accommodate different learning styles.				1
4. The instructor was present and on time for class.				1
5. The instructor provided regular and meaningful feedback on my progress in the course.				1
6. The instructor was available to help student outside of class time or during his or her scheduled office hours.				1
7. I would recommend this instructor to other students.				1
8. The instructor encouraged student participation and stimulated intellectual curiosity.				1
9. The instructor promoted a climate of cooperation, respect, and tolerance.				1
10. The instructor encouraged students to have high expectations for their performance in the class.				1

Course Organization	1	2	3	4
11. Course organization, planning, and preparation were evident.				1
12. The course goals and objectives were clearly defined on the syllabus.				1
13. The activities and assignments and/or tests reinforced course objectives.				1
14. The text(s) and/or other materials were appropriate for the course objectives.				1
15. The grading system for this course was clearly defined and stated on the syllabus.				1
16. I would recommend this course to the other students.				1

Student Self Evaluation	1	2	3	4
17. I was present and on time for class.				1
18. I sought extra help outside of class time or during his or her office hours when I needed it.				1
19. I completed readings and other assignments by due date.				1
20. I let the instructor know right away, when I had difficulties with the material, assignments, or the means of presentation.				1
21. I asked and answered questions and to state my own views.				1
22. I worked with other class members and a respectful way and tolerant way.				1
23. I worked to meet my expectations for my performance in the class.				1
24. I viewed the instructor as a professional role model.				1

PROGRAM HUMAN RESOURCES (FACULTY)						
Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed
Mike Schmidt Building Trades	FT	AAS Building Trades Deans Honor list Head Carpenter SWA 20+ years	Employed with SGU for 17 years 30 years' experience	WIP for BS Degree	Advisement committee Building Inspector for Business Office new bldg.	Swift bear treasurer SGU Projects
Stanly Wooden Knife Building Trades	Adjunct	AAS Mitchel Vo-Tech State Electrical Inspector	Licensed Electrician 14 years Instructing	29 years electrical on-going classes		Community chairman Council representative
Rod Barron Building Trades	Adjunct	Mitchell Vo-tech Plumbing 30 years professional plumber	30 years' experience			Habitat for Humanities Social Services
James Poignee Director	FT	MBA Business - Gonzaga Bachelors in Business Management - SGU	23 years as director 32 year at SSGU	Various conferences on Career and Technical education	Department Chairs Faculty council Faculty Development	Habitat for Humanities REDCO-Turtle Creek board member
William Fielder Building Trades	Adjunct	AAS Building Trades – SGU Construction experience	Experience in all phases of building construction			
Amber Fry Data Processing	FT	BA Economic; MS Computer Information Systems; expertise in software design	Professional experience in web design and information tech.	Continuing self-education in data development and pc repair	Member of IOT Department	Assist in locating employment for graduates

Jarod Gunhammer Data Processing	Adjunct	MA – Human Services 22 years computer tech Experience in wide range of software	Ability to communicate, knowledge in different styles of software's	Ongoing training in computers to remain up to date	Academics Student services Recruitment Retention	Presenter for regional and national conferences and trainings
Arlene Brandis Office Technologies	FT	BS Business Education	Lakota Speaker 10 years' experience as Office Professional	WIP BS Computer Science	Faculty Council Office Professional Advisor	Career Readiness Workshops Telephone Skills workshops for Tribe
Shannon Dubray Staff/instructor for office technologies	FT Part- time	AAS Administrative Assistant AS Business Management 7 years instructor	Professional Communication and detail in organizing material and information to Students.	WIP BA in Business	SGU Scholarship committee	Contributions toward career readiness workshops

- a) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

Staffing for the three major programs listed for the Institute of Technologies has been adequate. Gaps are anticipated for the 2016/2017 academic year. We will need to replace the Instructors for Office Technologies and Data Processing.

- b) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

The Institute of Technologies has been fortunate in being the recipient of the NACTEP (Native American Career and Technical Program) grant which provides the majority of the funding needed for the programs. This grant provides for the salaries of the program a small amount for supplies and student assistance. It in no way covers the cost of the updated equipment and teaching supplies that we should be utilizing to give our students up-to-date training. Space is limited and in older building in need of major renovations.

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

STRENGTHS:

Knowledgeable and educated Faculty has been one of our major strengths.

Providing for Tribal needs

Offering short, hands on training which can lead to an AAS degree

Receiving Grant Funding

Professionalism exhibited by all faculty and staff

Internships and field placements often result in job offers

Stipend program beneficial to students

Often able to continue employment while pursuing a certificate/degree

CHALLENGES:

Our student enrollment and graduations are declining in all areas over the past two years but more so in Data Processing/Computer Technology.

Employment opportunities are limited on the Rosebud Reservation (Who you know not what you know).

Housing

Student attendance

Lacking in updated technology

Ageing faculty – some are getting close to retirement.

RECOMMENDATIONS FOR DIRECTION:

There is a need to revamp all programs, implement courses and training which more closely resembles what students will need in the work force.

Revitalize our advisory committee's to get a more accurate description of what is needed in the workforce by those most closely associated with the needs.

Replace our current Data Processing/Computer Technology Instructor.

Search for additional grants.

Put concentration on developing more short term training certifications leading to one-year certificate or two-year degree.

Move I.O.T. Career and Technical Training away from academia with direct supervision by the Provost.

FUTURE NEEDS:

Recruit new Faculty to replace those that will be leaving.

Newer building with more technology available

Additional professional development opportunities for faculty.

Once the Program Review is complete send electronic copies to the Provost. The Provost's Leadership Council will review the completed program reviews and discuss the findings with the respective departments. The findings will guide the department's action plans for continuous improvement as well as budgeting and resource management.