

| | | |
|---|--|---|
| PROGRAM INFORMATION | Program | General Education |
| | Submitted by: | Michelle Graber |
| | Year | 2021-2022 |
| | Date of Review | 2022-01-04 |
| | Form Key | b4d62f0e-82ed-4e6d-ab9e-9697bf145f59 |
| PROGRAM OUTCOMES | Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | <p>As a program, we reviewed the general education outcomes.</p> <p>The new outcomes for our program state:</p> <p>Apply essential processes and analyses through performing computations and demonstrating knowledge and application of measurement, formulas, and problem-solving.</p> <p>Analyze differences and commonalities across multicultural perspectives to work successfully in a diverse society.</p> <p>Use computer technology to access, organize, and communicate information.</p> <p>Write effectively and responsibly and understand and interpret the written expressions of others, as well as communicate orally through listening and speaking.</p> <p>These were revised to clarify program requirements and outcomes for assessment.</p> |
| | Outcomes are up to date in WIDS and on the program's web page | Yes |
| SYLLABI | ADA Statement | Yes |
| | Competencies | Yes |
| | Course Description | Yes |
| | Course Title and Number | Yes |
| | Credit Hours | Yes |
| | Freedom of Expression Statement | Yes |
| | Grading Criteria | Yes |
| | Instructor | Yes |
| | Academic Integrity Policy | Yes |
| | Nondiscrimination Statement | Yes |
| | Office Hours/Contact Information | Yes |
| | Prerequisites | Yes |
| | Required Text(s) | Yes |
| | Syllabi Up to Date in WIDS | Yes |
| | Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any. | The syllabi was reviewed with the advisory board meeting last year (2020-2021) for computer classes (CIS 105). No changes were made other than adding the updated program and institutional outcomes. |
| PROGRAM COMPETENCIES | Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | <p>The competencies were reviewed with the advisory board meeting last year (2020-2021) for computer classes (CIS 105). No changes were made other than adding the updated program and institutional outcomes.</p> <p>Competencies are reviewed by instructors for each course on an annual rolling basis.</p> |
| | WIDS Up to Date | Yes |
| COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST | Capstone | Yes |
| | Class Participation | Yes |
| | Clinical/internship observations | No |
| | Examinations | Yes |
| | Comprehensive Final Exams | Yes |
| | Journals | Yes |
| | Lab Demonstrations | No |
| | Oral Examinations/Presentations | Yes |
| | Other Projects | Yes |
| | Peer Evaluatiions | Yes |
| | Portfolio Projects | Yes |
| | Quizzes | Yes |
| | Self Evaluations | Yes |
| | Simulations | No |
| | Videos of Student Mastery | Yes |
| Written Essays | Yes | |
| Written Reports | Yes | |
| ALIGNED AND APPROPRIATE ASSESSMENTS | Assessments used in the program are matched to the outcomes/competencies for the program. | Yes |

| | | |
|--------------------------------|---|--|
| | Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation. | In ENGL 110, for instance, students are required to incorporate prior knowledge in a capstone assignment (such as summary, analysis, comparison/contrast, persuasive writing, and source support). In composition 101, students complete an academic persuasive essay, modeling academic research and writing strategies like using peer-reviewed sources to support a reasoning argument and employing rhetorical modes accurately and ethically. In Composition, ENGL 110, Computers, and Interpersonal Communications, students are required to complete multimodal assignments that require them to demonstrate the ability to work across medias. |
| | Explain changes in the assessments used in your program since your last review (include input received and rationale) | Since last January, there have been no changes in assessment. Faculty continue to use multi-faceted approaches to assessment, such as video proctoring and multimodal assignment submissions for students. |
| INDUSTRY CERTIFICATIONS | Explain any changes made or planned in the program based on assessment of industry certifications used in the program. | |
| INTERNSHIPS/CLINICALS | How do you evaluate program competencies or learning objectives during internship/externship experiences? | |
| | As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program? | |
| ENROLLMENT | Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark. | |
| RETENTION | Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark. | |
| GRADUATION | Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark. | |
| PLACEMENT | Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark. | |
| STUDENT SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | General education showed no gaps exceeding 1 on questions related to instructional effectiveness on the most recent Noel-Levitz Student Satisfaction Inventory survey. (Woo hoo!) Gaps range from .43 to .51. |
| ALUMNI SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Benchmark is at 95.4% satisfaction. We will continue to exceed. :) |

| | | |
|---|--|--|
| EMPLOYER SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Scores here are high (above the 90% benchmark) and satisfied writing, speaking, teamwork, critical thinking, etc. General education will continue to strive to facilitate activities developing these aspects of student learning. |
| PROFESSIONAL DEVELOPMENT | What professional development activities have instructors in this program completed in the last year? | <p>Sarah completed Grad Certificate in TESOL (Teaching English to Speakers of Other Languages)</p> <p>Conferences/PD attended: ACTE Standards Revision SD ACTE Conference Postsecondary Data Partnership - National Student Clearinghouse TrenDigital (attended online)</p> <p>Professional Memberships: AEJMC (Association for Education in Journalism & Mass Communication) MIDTESOL (MidAmerica Teachers of English to Speakers of Other Languages) SCMS (Society for Cinema and Media Studies) ACTE (Association for Career and Technical Education)</p> <p>Scott and Nathaniel are members of SDCTMA (South Dakota Council of Teachers of Math Association)</p> <p>Michelle and Julie attended SDCTE conference September 2021 Julie attended SD ED conference in May 2021 SDCTE member and NCTE member</p> <p>Michelle Presented at Conference on College Composition & Communication (CCCC) and attended sessions. Member NCTE, CCCC, TETYC, and EP</p> <p>Tammie completed IPD (Instructor Professional Development) Week - FY22 through CISCO.</p> |
| | How were these activities used to improve this program? | <p>For example, Tammie used updates to apply to CISCO for FY 22 student learning and prep for upcoming certification tests.</p> <p>Michelle and Julie incorporated strategies for opening discussions with students about reliable data and issues with media presentation of research and events.</p> |
| PROFESSIONAL ORGANIZATIONS | Do faculty members belong to professional organizations associated with this program? | Yes |
| | If no, explain why. | |
| | Are students made aware of the professional organizations for their career field? | Yes |
| All | What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)? | Advisory boards are increasingly using technology to improve processes and have found efficiencies with using mediated technology. More lessons on mediated technology have been implemented. For instance, workplace communications discusses the ethics and mediated technology--for instance, when it is or isn't appropriate to text supervisors and how to establish these protocols. Another instance is through mediated communications units in interpersonal communication and literacy and media courses. In CIS 105 we discuss installing apps on their phones. |
| | Implementation Date | 2022-01-04 |
| | Indicate the personnel responsible for implementing the change(s): | Michelle Graber, Julie Gross, Sarah Ellis, Tammie Munsen |
| PROGRAM IMPROVEMENT PLANS AND BUDGET | As you review this past year, what changes do you propose for the next school year that will affect the program's budget? | <p>TurnItIn plagiarism checker to detect and address academic dishonesty due to increased events over the last 2 years. (~\$3 per student-- which would be about \$3000 per year, but that sounds low to me.)</p> <p>Additional Swivel's for classroom lesson and presentation activities. (~\$500? for the department)</p> <p>User licenses for Screen-cast-o-Matic for faculty flexibility to record online lessons. (\$50/annual X 5)</p> <p>Plus candy for students (\$300)</p> |
| | Cost | \$4050 |