Salish Kootenai College Academic Program Review

Appraisal and Feedback Form.

1. Provide a brief summary of the Program’s status at this time, as determined from evidence contained in the Program Review document. Include current and historical enrollment patterns, general education courses taught by the department, number of student credits generated by the department, and/or other pertinent information.

Currently, the Education Division offers a total of 10 associate and bachelor level degree tracks, in six specialized areas.

Fourteen years of data, representing both current and historical enrollment, is delineated by student numbers specific to nine degree tracks and includes overall division enrollment. Enrollment peaked in 2013, with 134 students, but declined over the next three years, dropping to 86 students in 2015. Upticks in 2016 and 2017 saw enrollment rise to 111 students, but 2018 again saw a drop to 96 students for the eight degree tracks available up until that point in time. However, the addition of the Salish Language Educator Development (SLED) in the fall of 2018 added 23 students, bringing overall enrollment numbers to 129.

Faculty within the division utilize their individual skills in areas of expertise by teaching 11 general education courses, under five other departments.

1. Provide a brief summary of the program curriculum. Note whether the program meets current general education requirements, has an advisory board that reviews the curriculum, regularly reviews the curriculum, and other pertinent information.

This work describes the Early Childhood, P-3 and Elementary degree programs, as developed in 2018. At that time the SKC Curriculum Committee reviewed and approved the degree program revisions, including the General Education requirements. The Associate and Bachelor degrees are in compliance with the Colleges General Education Requirements (p. 7). The department shares internal review of curricular needs, rotating responsibilities on a regular basis (p. 28). This includes review of current curricula, and modifications of curricula to meet dynamic community needs.

1. Is the department externally accredited? If so, when was the last review? Yes, 2017.

The Department is externally reviewed. During 2017 the Education Division Faculty performed a comprehensive accreditation review of the SKC Educator Preparation Programs. This review resulted in continuing accreditation as part of a seven year cycle (p. 25). The Montana State Review Team consisted of the following:

Dr. Mary Susan Fishbaugh, Team Chair; MSU Billings Dean of Education Department

Dr. Janet Thomson, Great Falls School District Retired Curriculum Specialist

Dr. Robert Stansberry, Carroll College Dean of Education Department

Dr. Linda Vrooman Peterson, Montana Office of Public Instruction State Consultant

1. When was the curriculum last reviewed and updated? How extensive was the revision? What was the rationale for the revision?

The curricula was last updated Spring 2017. The revision according to the Division, was extensive, and rearranged course curricula and scheduling to better meet the requirements of the newer three program curricular breakout. Better course alignment, targeting tribal community and student needs, as well as integration of Traditional Knowledge into updated course curricula were included as rationale for change, as well as solicited student input.

Strongly Strongly

Disagree Agree

**The department is engaged in efforts to recruit and retain 1 2 3 4 5**

**students (Core Theme 1).**

**Comments:** Evidence indicates an incredibly wide network of resources for recruitment purposes. This includes the American Indian Graduate Center, in Albuquerque, NM, Montana OPI, local tribal entities, and local schools through the dual enrollment program.

In regard to retention, efforts as simple as brown lunches within the student population to the Flathead Reservation Educator Support Hub (FRESH), which serves both pre-service and employed teachers, provide a sense of community and support throughout the various education programs and continue into the professional realm. These mechanisms not only impact retention but also create and maintain network for community outreach and recruitment in a variety of capacities.

**There is evidence that the curricula are kept current and 1 2 3 4 5**

**relevant (Core Theme 2).**

**Comments:**

Yes, there is evidence that curricular review is a constant ongoing process. The provided materials were excruciatingly detailed in documenting the review process.

**There is evidence that assessment of student learning - using 1 2 3 4 5**

**direct measures - is used to improve the program of learning**

**(Core Theme 2).**

**Comments:**

Several pathways were documented in direct assessment of student learning, including the (required) inclusion of the use of the PRAXIS II standardized exam. Portions of the assessment process were graphically presented – in the future, it would be extremely helpful if the graphics used were correctly labeled (axis).

**There is evidence that faculty members have appropriate 1 2 3 4 5**

**experiential and educational qualifications (Core Theme 2).**

**Comments:**

This document provides ample evidence of the qualifications of faculty in the Division.

Although the provision of such detail can be a strong supportive argument, it is noted that this portion of the Program Review is over 20 pages long, in a 65 page body of text (over 30%). It is strongly suggested that 1) this material be presented in an appendix, and 2) the descriptions be shortened to an NSF-like Biographical Sketch or table that covers the specific qualifications needed to support the review.

**There is evidence that the curricula reflects concepts of 1 2 3 4 5**

**place-based education and the department is engaged in SKC’s**

**mission of cultural perpetuation (Core Theme 3).**

**Comments:**

**The department is engaged with the community through service, 1 2 3 4 5**

**research, grants, projects, or other activities (Core Theme 4).**

**Comments:**

The information provided includes strong partnerships with a variety national level organizations. It is suggested that a brief summation of each be included, as it is not clear what this list represents – grants, projects, etc., and there is no information explaining how each item in the list relates to community engagement. However, there is evidence throughout various parts of the report that indicate high levels of community outreach. This section might be a better fit for the FRESH program than retention.

**The department is engaged in planning to increase 1 2 3 4 5**

**effectiveness and institutional mission fulfillment.**

**Comments:**

Some evidence sprinkled throughout the report, but this section lacks direct discussion or evidence that would be helpful to the reader in evaluating the division based on the specific criterion.

**The department is engaged in the work of the college 1 2 3 4 5**

**through committees or other significant contributions.**

**Comments:**

Included information represents wide depth and breadth of participation and experiences both on and off campus. Non-college commitments exhibit benefits to the SKC community through networking and resource access. However, as self-stated, this section is incomplete, missing information for several department members. It is suggested that this section be completed to truly showcase the engagement of the department.

Academic Program Review, Feedback Form, p. 2

**Comments:**

This report represents significant time, energy, and effort on behalf of the Division. There are many aspects of the Division that are highlighted and represent commendable efforts. The use of appendices to provide extra information is appealing and could be used to a greater capacity throughout the report.

There is a bit of imbalance in sections, as some are greatly detailed and delineated, while others require implied knowledge on the part of the reader to make connections due to a lack of explanation. Some of this may have been due to time constraints.

While the Division is quite proficient in documenting efforts and achievements, and the report includes pertinent data, there are several pieces that would benefit from data analysis. This would help provide context for and explain the purpose of the data to the reader. The delineation of data would also help to avoid potential misinterpretation.

Overall, The Division of Education excels in public outreach and engagement with local schools, as well as maintains positive relationships with a quality cross-section of stakeholders. The efforts to provide support beyond the degree demonstrate a strong commitment to student success that is more than graduation rates. The Division provides a strong model for other academic departments in these areas.

1. Noteworthy efforts or activities of the department:

The Education Division excels in community networking, student support efforts, and outreach. This report reflects purpose beyond the classroom and beyond the SKC campus.

1. Suggestions for improvement or increased effectiveness of the department:

The Education Division has done a great job working with the math and science departments to build secondary programs. It would be great to see an English secondary program (hint! hint!), as there is a need for teachers who understand the impacts of culture on language to better prepare students for both college success and communication on a professional scale that is effective on a local, national, and global scale. Many of our students at SKC face challenges related to English as a Second Language, but in a very unique way. Having teachers in the schools who understand these dynamics is important to student success in all subjects.