



# SALISH KOOTENAI COLLEGE

DIVISION OF EDUCATION

## 2023-2024 Annual Plan

### Mission Objective #1: Access and Success

Goals from 2022-2023 (What did you hope to accomplish over the LAST year?)	Indicators (How DID you measure whether the department achieved the goal?)	Results (from 2022-2023)	Analysis (Goal Met OR Goal retained/ revised for 2023-2024)
<b>Mission Objective 1: Student Access and Success</b>			
Continue progress re: 2+2 agreements with other tribal colleges and other IHEs and address the Division's capacity to implement them	<ul style="list-style-type: none"> <li>• MOUs (Articulation Agreements) with other TCUs and IHEs</li> <li>• Online conference call, email records</li> </ul>	In summer 2023, 5 new 2+2 Articulation Agreements were developed in Early Childhood Education. The result is now there are MOAs with all seven Montana TCUs as part of a new Transfer Pathways Project, initiated by TCU presidents and facilitated by AICF. Some are awaiting signature.	<p>Goal met and retained.</p> <p>The shift to a new system based on competency outcomes was not followed - 2+2 Articulation Agreements were completed through the MT Partnership Project for Fort Peck, Stone Child, and Little Big Horn. independently added Central Washington College ECED 2+2.</p> <p>Previous ECED 2+2 Articulations current - FVCC, CDKC, and NWIC Elementary: CDKC and FVCC Secondary Math: BCC, FVCC, CDKC &amp; Bay Mills</p>

			<p><b>2023-24 Goal:</b></p> <ol style="list-style-type: none"> <li>1. Working with Enrollment services and Academic Systems to streamline the transfer for students from AA to BS institutions with Articulation Agreements.</li> <li>2. Articulation Agreements need to be reviewed and updated since they are on a 2-year review cycle.</li> <li>3. Continue to partner with other institutions.</li> </ol>
Maintain the department website and Facebook page, and develop recruitment and marketing materials for each Division program.	DOE Website and recruitment materials produced and updated. Faculty and Staff directory and program materials rebuilt.	<p>During 22-23 AY, DOE worked with Mike Lozar and team to include updated information and provided feedback on the layout and functions of the new upcoming SKC website, and its navigation to our existing Division site.</p> <p>Considerations: Rack cards may be relocated to new “welcome entryway” (Randi) This was accomplished successfully.</p>	<p>Goal is met but will be ongoing (retained).</p> <p><b>2023-24 Goal:</b></p> <ol style="list-style-type: none"> <li>1. Purchase SKC pennants for graduates to post in their classrooms.</li> <li>2. Disseminate more rack cards throughout the community at campus related events and professional development activities..</li> <li>3. Make sure the website complies with all accreditation needs for OPI State Review in spring 2024.</li> <li>4. Add “SKC Book” information to website.</li> </ol>
Investigate options for accredited C&I master’s degree and/or Ed Leadership master’s degree. Work with administration and Stacey Sherwin to move forward on at least one accreditation area by submitting the prospectus for approval from Northwest.	<p>Approval from Board and NWCCU</p> <p>Wren and Tammy have agreed to be leads on this effort. Doug and others are assisting. Successfully completed in 2022-23</p>	All approvals were secured in 2021-22 and the program was successfully launched in June 2022 with 18 new graduate students, 9 in each strand. All students in Cohort #1 were retained and completed their program / graduated.	<p>Goal is met and retained.</p> <p>SKC Graduate Admissions Division opened the application for the second cohort on October 2, 2023. Classes begin in June 2024.</p>

			<p>Recruitment efforts include: <i>SKC Division of Graduate Studies website, social media, bulletin board, past graduates, and electronic readerboard.</i></p> <p><b>2023-24 Goal:</b>  1. Exploration to work with higher education institutions on developing an SKC Educational Leadership Master’s Degree.  2. Exploration to work toward a Ph.D. in Education.</p>
Recruit 20 students for the “Bridges” Professional Development Grant from the Office of Indian Education within the U.S. Dept. of Education.	Student participants commit through payback agreements, progress reports, and continual progress toward bachelor’s degree in P3, Elementary, and Secondary Math and Science.	Due to a number of factors, we requested a change from 20 to 15 as our target number of participants for this grant program. We have been approved to fund up to 15 students for the next three years. Currently at 12 participants: eight graduating in the 2023-24 Spring Quarter, and one in the Fall Quarter of the 2024-25 academic year. One participant is inactive. The goal is still set at 15 and so was not met.	<p>Goal is not yet met and is retained.</p> <p><b>2023-24 Goal:</b>  1. Recruit three new Bridges students for current program.  2. Investigate eligibility of DOE M.Ed. to participate in the next round of the Professional Development grant.  3. Apply for the next OIE PD grant program.</p>
Develop short recruitment / introduction videos for faculty members, each degree program, and whole Division. These can be used in multiple settings and for different purposes, including NSO, online courses, and recruiting efforts.	Each program will store an edited video introduction their degree and its course plan of no more than 3 minutes in a shared Google Drive folder (Dept. Heads). Each faculty member will create an “introduction video” of 30 sec. to 1 minute, also stored in a shared Drive folder (DOE faculty). A short overview (up to 3 min) of the Division will be completed and stored in the shared drive.	Successfully completed in 2022-23	<p>Goal is met.</p> <p><b>2023-24 Goal:</b>  1. Updated Division of Education recruitment videos. New faculty videos needed (Randi, Eric, new ECED position)</p>

<p>Division staff are working with CSKT ECS to develop a career path that feeds into our degree system; this may involve ECS employees and senior high school students.</p>	<p>Amy, Manda, and Leigh Ann continue to meet with CSKT/ECS staff to coordinate CDA program.</p>	<p>AICF's "Transfer Pathways" program has initiated several aspects of this work, and this continued through 2022-23.</p>	<p>Goal partially met. CDA is still under construction in collaboration with CSKT-ECS. Instead of developing the CDA - a one-year ECED Certificate was established for the 2023-24 Academic Year.</p> <p><b>2023-24 Goal:</b> Five SKC completers of the one-year certificate by June 2024.</p>
<p>The Division will hire its own .5 FTE Student Support Specialist. This position will engage with students to help them access tutoring services, community resources, SKC services, and other supports that promote their academic success.</p>	<p>This position will be in place and ready to serve students by the start of the 2022-2023 Ay.</p>	<p>In Fall 2023, Dr. Heather Bleecker transitioned to Student Support for the Division and working on EC partnerships.</p>	<p>Goal is met.</p> <p><b>2023-24 Goal:</b> 1. Hire 1.0 FTE DOE Instructor/Enrollment Coordinator to assist with EC grants and ED courseloads.</p>
<p>Establish quarterly (fall, winter, spring) meetings for BRIDGES scholars. These gatherings would keep all participants up to date with program guidelines and possible changes, address student needs, and provide professional development in areas requested by participants.</p>	<p>Meeting notes and attendance sign-up sheets.</p>	<p>Meetings were held quarterly throughout 2022-2023 AY.</p>	<p>Goal met and retained. Meetings included Financial Aid, Bridges program updates, and service payback agreement requirements.</p> <p><b>2023-24 Goal:</b> Attendance at regularly scheduled Senior Meetings.</p>
<p>Recruit a minimum of 5 new students from LOCAL (F.Res.) schools. Explore and enact new initiatives for dual enrollment, networking with local high schools.</p>	<p>Track and document at least 3 successful dual enrollments (courses completed)</p>	<p>Randi worked with Heather Licht's Dual Enrollment (NYCP). IDST 101 Seminar for education HS students. 3 students completed (Randi). ECED 100 class for TERS and St Ignatius HS students was developed and offered; No students enrolled. Leigh Ann is working with TERS, St. Ignatius, and Arlee.</p>	<p>Goal not met.</p> <p><b>2023-24 Goal:</b> Hire Dual Enrollment Coordinator/Early Childhood Instructor.</p>

CSKT Tribal Education Department Back-to-School events 2023	Participation and/ or sponsorship as indicated on TED materials.	Amy and Janie attended Arlee, Ronan, and Polson, but then ran out of books. SKC Recruiter and admissions attended.	Goal Met.
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## Mission Objective #2: Quality, Relevant Education

<b>Goals from 2022-2023</b> (What did you hope to accomplish over the LAST year?)	<b>Indicators</b> (How DID you measure whether the department achieved the goal?)	<b>Results</b> (from 2022-2023)	<b>Analysis</b> (Goal Met OR Goal retained/ revised for 2023-2024)
<b>Mission Objective 2: Quality, Relevant Education</b>			
<b>Continued Goals from 2022-2023</b>			
<b>2023-2024 Work</b>			
<p>Faculty as a whole will develop a deeper understanding of Indigenous research methodologies and work to incorporate that same understanding into student action research projects.</p> <p>Work with NASD400 faculty and the IRC at SKC to extend resources of education division and on-campus services to build a collaborative network.</p> <p>(Research retreat) Create a research retreat/workshop/seminar/weekend to bring grad and undergrad, local researchers together (writing, data analysis, gallery walk) Both online/in-person/hybrid Winter Break? Summer?</p>	<p>All Division faculty will participate in shared readings on Indigenous research and meet throughout the school year to revise the EDUC 471 /495 action research project template to be inclusive of Indigenous research.</p>	<p>Results 2022-2023</p> <p>Graduate students completed research projects and presentations using Indigenous research methodologies and Indigenous storywork to understand the impact of the work they do in their classrooms. Review consistency across templates at under/grad research process</p>	<p>Goal partially met retained and specifically within the graduate program and continued. Key work needs to be completed in 2023-2024 AY:</p> <p>Find the templates and assist new faculty with EDUC 471/495. New section of these courses for 2+2 EC students remote. Review research projects completed in the graduate program to inform these courses in Indigenous research. Invite graduate students to share their results, act as mentor/mentee, guest speaker. Be acceptable of different formats and</p>

			perspectives for completing educational research.
Revise the Student Teacher Evaluation tool based on feedback from supervising teachers and college supervisors. Work will involve looking at Danielson Teacher Evaluation form and current form.	Revised Student Teacher Evaluation forms.	STEF was revised to be digitally completed in 2021 and 2022.	Goal not met and retained. Student evaluation to align to the 5 core beliefs, InTASC, frameworks that are locally aligned reflective of the student portfolio updates and showcase  Form student evaluation small group to review evaluation tools winter 23-24, review student data Spr 23-24 for implementation Fall 24-25 student teachers
Revise "SKC Book" Student Teaching handouts for local schools	Change from "book" format to an online web portal by spring 2022-23. <b>This can be revisited and made a priority this year.</b>		Goal not met. Doug R. and Eric H. will work on getting all the info from the SKC Book onto the website in 2023-2024.
Explore / develop Orientation to Teacher Education course for incoming freshmen to engage and maintain interest in teaching during beginning stages of teacher ELEM and SEC (content classes).	Course proposal by Jan. 2023. Ready for catalog in spring, delivery Fall 2023-2024 AY  We need to review new SKC ed students and recommend enrollment in IDST 101E  More student data is necessary to determine the success of the course.	Developed IDST 101 for educators and offered in Summer 23 for dual enrollment. IDST was on the schedule for F 23 but no students were enrolled.	Goal partially met and ongoing.  Discussion about IDST for Polson SD, what are the ed learning objectives, content ideas, local education topics  More work is needed to develop the course  Course offered week before Fall quarter as an intense session with reservation field trip, meet the ed faculty
Given low enrollments, review the long-term viability and sustainability of the Division's Secondary Education programs.	Increase in enrollment (min. of 2 new students) in both the Broadfield Science and Mathematics programs.	In spring 2021-2022, the Division engaged with both Admin reps and Curriculum Committee to review and explore the possibility of retiring	The goal of reviewing and analyzing the Secondary programs is met, however action needs to be taken in

<p>Propose new program changes in both programs to support STEM field changes</p> <p>Program changes for accessibility and sustainability can include integrated courses, non-calculus math ed, include more culture/language</p> <p>Consider 2+2 online coursework, dual enrollment</p>	<p>New funding available in Noyce grant for restructuring of the secondary education programming</p> <p>Investigate data analysis/science instead of Calculus specific. This could boost dual enrollment opportunities.</p> <p>2+2 agreements can allow online coursework in years 3-4. Very successful with ECE students. May be limited for Science/Math course and labs along with faculty capacity for teaching remote/online courses</p>	<p>the Secondary programs. It was determined that an outreach to several stakeholders was needed before a final decision could be made. This was accomplished by late April 2022 and in summer 2022, a comprehensive report was completed by the Dean and Secondary Dept. Chair and submitted to Administration summarizing the conclusions of this outreach. No written response was received following this submission. The Division's recommendation was to continue offering the Secondary programs for three academic years and revisit the program retirement question based on enrollment near the end of this period.</p>	<p>2023-2024 to address the future of these programs.</p> <p>SEC met with district partners and SKC STEM faculty and community member in focus groups to determine how to strengthen the SEC programs to make them sustainable.</p> <p>Joan LaFrance external evaluator created a report to be shared with the division</p> <p>Need to expand who we are recruiting. Per capita of students enrolling in SEC programs is limited state wide and expected enrollment may be 1-2 students. Current enrollment is 2 science (Fa 23), 1 full time, and 1 part time. No current math students.</p> <p>Programs to remain active till Spring 24 and then be reevaluated. More efforts from the division are necessary to recruit and retain students</p> <p>Continued conversation with SKC Admin and local K-12 admin to hear about needs and Acceptable endorsement, coursework, etc. will happen in Fall 2023.</p>
<p><b>NEW MO2 Goals for 2023-24</b></p>	<p><b>How will you measure achievement of the goal?</b></p>	<p><b>Considerations</b></p>	
<p>Enhance quality, equity, and access for all students (in-person, online transfers, part-time, full-time)</p>	<p>Attain consistent learning outcomes for all sections of the same course independent of delivery method</p>	<p>Questions to consider: Should courses be hybrid?</p>	

	<p>Measure student success in course delivery methods (enrollment, attendance, grades, student survey, course survey)</p> <p>Investigate internally with what current faculty are doing 22-23 and 23-24 hybrid courses.</p> <p>Refine enrollment eligibility for course delivery method (open to all)</p> <p>Review what other departments are doing for course and student management - Have representative on distance learning</p>	<p>What are the expectations for online/hybrid/in-person course offerings? By individual instructor, by program, by full-time status, by division?</p> <p>Do we have 2 sections of each course every offering?</p> <p>Or offer different quarters for delivery method? Same instructor retained may reduce faculty change over time</p>	
<p>Foster Faculty Collaboration, On-boarding, and Technology support/needs</p>	<p>Faculty course scheduling by student need</p> <p>Gather technology wish list by instructor, by program, by division to determine what there is and what is needed</p> <p>Provide professional development towards technology within the division (collaborative google docs)</p>	<p>Questions to consider:</p> <p>How do we sustain funding for additional faculty?</p> <p>How can online students be full-time but only take courses after 6pm?</p> <p>Should we have online faculty?</p>	
<p>Enhance technological infrastructure and flexibility</p> <p>Classrooms with video recording and live-streaming capabilities</p> <p>Full google suite (recording)</p>	<p>Review technology classroom supports for revitalizing our building for hybrid learning environments. (Restructure the lab)</p> <p>Restructure technology updates for 2023 and future, remove outdated technology</p>	<p>Can we change the computer lab to a hybrid learning environment?</p> <p>Student centered group work with screens</p>	



## Mission Objective #3: Cultural Perpetuation

Goals from 2022-2023 (What did you hope to accomplish over the LAST year?)	Indicators (How DID you measure whether the department achieved the goal?)	Results (from 2022-2023)	Analysis (Goal Met OR Goal retained/ revised for 2023-2024)
<b>Mission Objective 3: Cultural Perpetuation</b>			
Learn more about the opportunities and materials available to educators with regard to Native languages, and increase the integration of Indigenous languages into curriculum.	Assignment revisions and student samples, meeting minutes, resource lists, and other artifacts and examples. (all of Division)	Although there were several examples of the pervasive integration of language into coursework in classes in the Division, this was not well documented. In 2020-2021, the decision was made to clarify the NLTE program as a Division of Education degree program and house it in the Stevenson Building. Rosie Matt assumed the role of Department Head. That program has expanded to a 4-year framework, and a Ksanka speaker / intern was hired to assist Rosie in NLTE.	Goal partially met, but is retained and is ongoing. The Division remains committed to increasing the level of integration of Indigenous languages into curriculum. New C&L Specialist has assisted several instructors with language help and with classroom content; however it is clear more needs to be done, so this goal is ongoing.
Redesign student portfolios around the DOE Central Beliefs, which include principles centered on cultural sustaining and revitalizing practices, as well as student diversity and individual identity.	SKC's Division of Education will have established its revised student portfolio and program assessment system anchored to the Central Beliefs prior to the start of the 2021-2022 academic year.	Substantial work was accomplished in the 2022-2023 AY around this goal. Stage 1 initial conferences were held in EDUC 203 (Foundations) and were very successful; scoring rubrics were successfully developed for Stage 1 and 3 conferences. Stage 2 Student Showcase was successful in Spring 2023.	Goal is met and is ongoing.  The Division still needs to determine whether the Showcase (Stage 2) will involve a scored rubric and assessment data.

		Scoring systems now include video recordings of student conferences, and written records from attending faculty.	
The Division will engage in a partnership with the Flathead Reservation's Tribal Education Council (incl. IECs from schools and reps from both CCs).	Division faculty will network with the TEC, and report back to staff and faculty with regard to initiatives that may impact DOE programs. (Wren serves as Secretary for this group)	Wren attended several TEC meetings but the group has not continued to meet since early last AY.	Goal is met and is ongoing. Wren continues to serve on the TEC and will continue to report back to the Division on their efforts and involvement in 2023-24.
<b>NEW MO3 Goals for 2021-2022</b>	<b>How will you measure achievement of the goal?</b>		
<p>Steve Arca was hired as Indigenous Language and Cultural Specialist and is housed in Education. Working on educating the faculty and staff across campus including translating, transcribing materials for staff and faculty; hosting Language Circle; guest speaker to classes across campus to provide input and share perspective on indigenous language and culture. A survey was put out and data is being analyzed and being followed-up; visit with ELC in Fall 2023 for drumming and singing.</p> <p>Future goals/ideas: create loom/or other videos for specific requests; create a FAQ; utilize variety of speakers; check-in with work that Roy B. has; help connect disciplines (math, science, art, sciences, with cultural knowledge)</p> <p><b>Invite and open a discussion on protocols across cultures to build understanding and also build on relationships.</b></p>	<p><b>Compile data from the survey that was sent out to SKC campus.</b></p> <p><b>Target Fall survey date annual to adjust and address.</b></p>		
The Division needs to determine whether or not to use scored rubrics for Stage 2 Showcase exhibits.	If deemed necessary, the DOE will develop a scoring rubric for the Showcase event and employ its use at the next Showcase.		

## Mission Objective #4: Research and Service

Goals from 2022-2023 (What did you hope to accomplish over the LAST year?)	Indicators (How DID you measure whether the department achieved the goal?)	Results (from 2022-2023)	Analysis (Goal Met OR Goal retained/ revised for 2023-2024)
<b>Mission Objective 4: Research and Service</b>			
Revise dual enrollment courses – from the current offering of EDUC 240 to 100 level courses that would be a better fit.	Course development and agreements with the high schools.	In 2022-23, there was a trial dual enrollment offering of ECED 100 for TERS. This was an opportunity for recruitment. There were logistical difficulties relating to the two institutions and this opportunity was not successful. Randi Shrider engaged with the Native Youth Community Partnership program, overseen by Heather Licht in promoting higher education opportunities for high school students in Ronan/Polson High School. It was determined through the DOE and Undergraduate Curriculum Committee to develop entry-level courses as a separate section of IDST 101 as IDST 101E- Several planning and development meetings within the Department took place. NYCP director Heather Licht met with schools to offer a summer section of IDST 101E to	Goal is partially met, and will be ongoing. The TERS offering taught us that more alignment of schedules and coordination will be needed. This needs to occur at least a full term prior to delivery... possibly a full year, as HS schedules are not flexible once determined. EARLY planning (even in the 8th grade year) may be a more efficient model for us to explore, both for the DOE and for the College as a whole. Concerns still exist regarding the use of IDST 101 as an introductory course for incoming education students. We feel it will be important for the DOE to rethink and reframe an onboarding class or other experience for incoming Education majors. Our goal for 23-24 is to revise this process and focus on some other ways to motivate and retain education

		<p>students attending Upward Bound; it was also offered to new students in the Fall of 2023. Three students successfully completed the IDST 101E course during summer term. The Fall course offering was not offered due to low enrollment. The DOE will explore a possible ECED 100 offering with Mission and TERS.</p>	<p>students during their freshman year. Perhaps quarterly evening events that showcase local graduates now teaching, or other models.</p>
<p>Offer professional development opportunities to local teachers, which will serve to enhance their knowledge and skills, inform them about the teacher education programs at SKC, and at the same time build relationships between the Division and local schools.</p>	<p>Attendance rosters and sign-in sheets documenting participant attendance in PD events.</p>	<p>Tammy Elser offered professional development in the 2022-23 AY to school partners in Creston, Browning Elementary, Napi, Brockton, Great Falls MS, Potomac, Frazer, Ronan, Arlee, and Dixon... all offered in the schools with some in the classrooms of SKC graduate students.</p> <p>FRESH continued in 2022-23 with monthly face to face meetings that provided PD for preservice and inservice educators, focused on creating healthy school learning environments. Average attendance was 10-15 at each meeting.</p> <p>Courses developed by BRAIDS at SKC are still up and running and popular on the OPI Teacher Learning Hub and include 13 courses. A survey of 9 of these courses was conducted on 9/27/2023 and a cumulative current enrollment of 323</p>	<p>Goal is met, retained, and is ongoing. Activities to offer more PD opportunities to teachers are outlined in New Goals below. Previous outreach initiatives will continue. FRESH and other regularly scheduled PD for PreK-12 educators will continue its outreach in 2023-2024.</p> <p>SKC Listening Sessions will take place involving collaboration with schools and community members to address needs and promote support with current issues, as well as gain insights to better enhance partnerships. Several DOE staff and faculty will be involved, meetings to take place end of September through October.</p>

		educators from MT, US and across the world was confirmed. Heather Bleecker took a combined group of preservice AND inservice educators to Los Angeles for a NCTM conference, which included both presenting about SKC and learning through workshops.	
The Flathead Reservation Educator Support Hub (FRESH) is an induction model that will continue to be implemented. Its purpose is to welcome and support new teachers to the profession as well as those new to the Reservation, to mentor new teachers, and build lasting networks of support between veteran and novice teaching professionals across multiple school districts on the Flathead Reservation.	Meeting minutes and participant feedback will be tracked and used as topics for upcoming monthly meetings. Participant logs and contact information will be shared electronically. (Doug and Wren)	Monthly meetings were held fully face-to-face in 2022-2023. Each meeting involved an average of 12 new and experienced teachers from school districts throughout the Flathead Reservation and beyond. Written and verbal feedback suggested the FRESH meetings were highly valued and were beneficial in terms of supporting and retaining new teachers and strengthening partnerships between SKC and schools. Students in the senior cohort were invited and some participated, with numbers of pre-service teachers increasing during the 22-23 YA compared to the previous year.	Goal is met and is ongoing. FRESH will continue as an integral induction plan for the Division as a way to support our graduates and partner with schools. FRESH will resume in October 2023 and continue monthly throughout the 2023-24 AY.
Development of graduate coursework that builds teachers' understanding and ability to utilize indigenous research methods through action research in their classrooms.	18 students in ME-C&I implemented diverse research methodologies, including IRMM in their Graduate program Showcase in the final instructional term of the program (July 2023). Evidence was noted in students' evaluations.	100% of the MEC&I graduate students successfully completed their program requirements and graduated. During the Showcase event held in the last two weeks of July 2023, all students demonstrated knowledge and	Goal is met. Approved and now in progress in 2023-24. Work will continue to bring about more comprehensive application of IRMM throughout the Division's programs.

		implementation of IRMM in their work, although to varying degrees. However, the DOE recognizes that more in-depth knowledge building of IRMM and application of these methods needs to be addressed further in the MEC&I program, and certainly integrated into its undergraduate curriculum, especially in EDUC 321, 471, and 495.	
Explore and enact new recruitment initiatives in collaboration and consultation with local school administrators; simultaneously increasing our capacity to recruit locally, while also building stronger ties with school partners.	At least 2 new recruitment initiatives from collaborations with administrators put into action prior to end of 2022-23 academic year.	Recruitment directly connected to high schools did occur in 22-23 in the form of the NYCP work outlined above, IDST101-E initiatives, and direct recruiting visits to high schools from the Division Dean.	Goal is met and is ongoing. Dept. leadership, staff, and faculty will continue to interface with local school districts to recruit new education students and to strengthen relations between the DOE and partnering schools. Dr. Jessica King left her position with the College in July and is now an administrator in the Ronan-Pablo SD#30; we anticipate this could help build stronger bonds between our Division and that school district, and possibly others.
<b>NEW MO4 Goals for 2023-2024</b>	<b>How will you measure achievement of the goal?</b>		
Create a small working group / task force in the Division that will explore and redesign an improved process for onboarding and retaining new DOE students, focusing on intrinsic motivation for teaching. This could result in an improved onboarding experience to replace IDST 101E.	A new process / course / experience will be designed and put in place by the start of the 2024-25 AY. Retention records will be examined over time, but this year we will establish baseline data for student retention in the DOE.		
The DOE will promote Salish language learning opportunities for Flathead Reservation PreK-12 teachers (and others) for credit and for OPI license	Registration and attendance records and syllabi showing PreK-12 teacher		

renewal hours in the 2023-24 AY, using existing and upcoming evening NASL course offerings.	participation in NASL 101 or another Native language course or workshop.		
Assemble a team of one or two individuals in the DOE to look into the creation of a plaque or framed document that denotes, "Proud Graduate of the SKC Education Division" (with pennant/banner?) and distribute to alumni. The DOE will seek to highlight / showcase these graduates at SKC with their teacher name and school location	Materials acquired and distributed to teachers prior to the start of the 2024-2025 AY.		
Review research paper guidelines in EDUC 321, 471, and 495 and revise to include IRMM.	Updated and revised assignment language in syllabi and assignment guides. Prior to the start of the 2024-2025 AY.		
Division field trip to N'Kusum! Strengthen the connection to language instruction and how we can support that.	Implement a field study during the 2023-24 AY; sign in sheet.		

**Other considerations:**

- Secondary Education program numbers continue to be extremely low: Sec. Science = 3 students, Sec. Math = 0 students. As the 2023-2024 AY is the second year since the program viability report was submitted to Administration, a decision regarding the continuation and/or revision of these programs will need to be made. This will be addressed in a collaboration between DOE leadership and the College's administrative team, with consultation with local school leadership.
- There was substantial work done last year in relation to "2+2" agreements with other colleges for multiple programs, especially Early Childhood Education and other TCUs (including NWIC and CDKC). Although this has been advantageous for the students and for SKC on several fronts, it has also presented some scheduling and staffing issues and challenges. The DOE will continue to work on addressing these challenges. A new ECE articulation agreement collaboration with Central Wyoming College in Riverton is currently in development. A new faculty position has been revised and is currently being moved through the HR process.
- The 2023-2024 academic year will see the Division undergoing several important reviews and large-scale tasks, including its 4-year SKC Academic Program Review, MEC&I state certification and endorsement review by the Montana Board of Public Education, numerous grant reporting processes (including an I-STEM final grant report), and most notably, a full 7-year State Accreditation Review with OPI / MBPE in Spring 2024.