

## Salish Kootenai College Academic Program Review

### Reviewer's Report

1. Provide a 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.

#### **Overview**

The Secondary Education programs provide a valuable and needed program throughout our community and beyond. The STEM Academy bridges local students to not only the STEM programs but also to SKC and higher education.

#### **History**

Bachelor of Science - 2009 (NSF & TCUP award)

Bachelor of Mathematics - 2012 (NSF & TCUP award)

STEM Academy Bridge Program – 2018 (NIH award)

#### **Changes**

Staffing Changes

Changes in funding; junior and senior secondary math and science students receive funding for tuition, fees, and books.

#### **Secondary Science**

- **Average** 4 students a year
- **Retention** was a 100% in 2018-2019, up from the low of 36.36%/45.5% in 2016-2017. Retention was at 60% in 2019-2020.
- **Graduation Rates** 6 graduates since 2017

#### **Secondary Math**

- **Average** 3 students a year
- **Retention** 50% in 2016-2017, 2017-2019 75%
- **Graduation Rates** 5 graduates since 2017

#### **Placement**

100% placement in teaching positions or additional education

***Note: General education courses were not identified; number of student credits generated by the department.***

2. Provide a 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.

The math and science program clearly identified an advisory board whom provided input but did not seem to address the curriculum in their advisory role or feedback. The program included more language and culture courses, however they did not identify the specific curriculum, general education requirements, or the review process.

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

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

The program is fairly new, however the program does not clearly identify revisions or updates to the curriculum.

5. Respond to the following items, indicating agreement/disagreement.

	Strongly Disagree		Strongly Agree		
	①	②	③	④	⑤
The department is engaged in efforts to recruit Students (Core Theme 1).				④	
The department demonstrates efforts to increase student retention. (Core Theme 1)	①	②	③	④	⑤
There is evidence that the curricula are reviewed and revised as necessary to remain current and relevant (Core Theme 2).				④	⑤
There is evidence that assessment of student learning - using direct measures - is used to improve the program of learning (Core Theme 2).		②	③	④	⑤
There is evidence that the Program uses external feedback from a program advisory board or committee, labor market data, and/or student satisfaction surveys to periodically review and update the curriculum (Core Theme 2).		②	③	④	⑤
There is evidence that faculty members have appropriate experiential and educational qualifications (Core Theme 2).		②	③	④	⑤
There is evidence that the curricula reflects concepts of place-based education and the department is engaged in SKC's mission of cultural perpetuation (Core Theme 3).		②	③	④	⑤

The department is engaged with the community through service, research, grants, projects, or other activities (Core Theme 4). ① ② ③ ④ ⑤

The department is engaged in planning to increase effectiveness and institutional mission fulfillment. ① ② ③ ④ ⑤

The department is engaged in the work of the college through committee work or other significant contributions. ① ② ③ ④ ⑤

**Comments:**

1. General comments about the Program Review document.

**Strengths**

The science and math education programs are culturally focused, providing reservation schools with valuable native and non-native teachers who have a unique understanding of native students and culture. Graduates are highly sought after within various tribal schools and communities. The faculty is tremendously qualified and brings a wealth of experiences and insight to the program.

**Faculty**

Dr. Wren Walker Robbins and Dr. Heather Bleeker are highly qualified with varied experiences and expertise. Dr. Walker Robbins and Dr. Bleeker have both participated throughout the college and participated in various committees. Both actively seek and obtain grant funding for both the math and science programs. Both instructors are invested within the college and the community and ensure their continued commitment by going above and beyond the realms of their job duties.

2. Noteworthy efforts or activities of the department:  
Cultural focus and orientation; collaboration and communication with local schools; grant writing and funding opportunities for the program and students; 2 + 2 agreements with tribal and local community colleges.
3. Suggestions for improvement or increased effectiveness of the department:

**Assessment**

“The 2017 Montana State Accreditation Report emphasized the presence of cultural understanding built into each course; embedding Indian Education for All (IEFA) as part of the overall program” (p. 9). *Was this built into each course, or was it recommended?*

How is assessment used to drive change within the curriculum?  
What is the high level of effectiveness? Provide concrete data to support.

Not clear if advisory board reviews or has recommendations for the curriculum.

Collaborating with the marketing program at SKC to increase visibility and outreach.

Consider a fully online program option to expand outreach to students that will mitigate some of the challenges “out of area” students face with housing and family support.

**Program Review Team**

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