

Sitting Bull College Division of Education

Program Review

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Submitted by

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ABSTRACT (EXECUTIVE SUMMARY)

The Department of Education has undergone many changes in the last five years. The following document describes the changes that the Department has endured and the challenges it has faced over the past five years. During the last program review in 2010 the Department of Education was involved in two projects that had a large number of students enrolled and taking classes. The Head start program had mandated that all teachers' aids have their associates degrees and that their teachers have their bachelor's degree in Early Childhood Education. This resulted in a large number of Head Start employees enrolled in classes. The other program was an Office of Indian Education grant that supported students as they worked towards their Elementary and Special Education degree. Students were not allowed to work over 20 hours per week outside of their course work so they could focus on their degree. As Head Start employees completed their required degrees and the OIE grant expired, the number of students enrolled in the Department of Education programs began to fall off. The number of faculty teaching in the Department also began to decrease along with the number of students. The number of students enrolled in the program hit a low in the spring of 2013 while the Department was going through a transition of leadership. The Department's overall enrollment of students is slowly increasing even without grants to help students with tuition, because of working with potential students and offering courses at times that fit students' schedules. In the past two years programs have been reviewed and some recruitment has been done to find new students. A plan is being created to recruit in the local schools and communities this spring and summer to increase the number of students in our program.

Program Description Summary

In the early 1990s, Sitting Bull College Department of Education established Associate of Science degrees in Teacher Education and Early Childhood Education. A grant from the Office of Special Education in 1993 enabled the college to offer Special Education courses. Considering the high teacher turnover rates in schools on and near the Standing Rock Indian Reservation and the need for certified teachers, the Department of Education began offering a Bachelor of Science degree through articulation agreements with Minot State University (1992), the University of Mary (1994-1995), and Sinte Gleska University (1994-2005). Following the leadership of Sinte Gleska University, Sitting Bull College Department of Education received approval from the North Dakota Education Standards and Practices Board (ND-ESPB) in 1998, 2002, 2005, 2007, and 2010; which is verified that the program meets requirements set by state and national standards. During the 2012-2013 academic term, the ND-ESPB placed the Department of Education on probation for a violation of their policies in allowing students to enter into the bachelors program without passing their PRAXIS I exam. Interim director Renee Froelich helped guide the Department through the process of updating policies and enforcing the current policies to ensure that students were meeting the requirements set forth by the program.

The Department of Education is designed to provide programs that meet the needs of students who are employed full time and who often drive long distances to attend classes. Therefore to alleviate this challenge for students, classes are offered evenings, on-line, traditional face-to-face, and through independent study. The ND-ESPB and the National Council for Accreditation of Teacher Education standards require that faculty have a course load of no more than 12 credits per semester. During the Fall 2014 semester, the SBC Division of Education

faculty carry the following course load: Gayleen Yellow Fat 13 credits, Linda Black Elk 12 credits, Chris Fried 13 credits. Adjunct faculty are contracted to teach only one course each semester. This workload has been consistent over the last five years.

Bachelor of Science Program Outcomes:

1. The candidate will demonstrate knowledge of the content, pedagogy, professional knowledge, skills and dispositions needed to educate all learners.
2. The candidate will demonstrate and use of formal and informal assessment strategies to evaluate & ensure the continuous cognitive, social/emotional and physical development of diverse learners through field & practicum experiences.
3. The candidates will demonstrate a variety of problem solving, decision making, collaboration, and leadership skills through community service learning activities.
4. The candidates will plan, implement and evaluate curriculum using differentiated instructional strategies.
5. The candidates will demonstrate knowledge and sensitivity to the needs of the diverse learner with a focus on Lakota/Dakota language and culture.
6. The candidates will demonstrate the ability to integrate tools of technology into teaching and professional practice.

Associate of Science Program Outcomes:

1. The candidates will practice current teaching models such as Cooperative Learning and Constructivism.
2. The candidates will demonstrate the ability to communicate effectively, both orally and in writing, across the program curriculum.

3. Students apply learned skills through observed positive working relationships, engaging children in active inquiry through collaboration, and by supporting interaction in the classroom.
4. Students will apply teaching strategies for diverse populations by incorporating a variety of teaching styles into planning implementing and evaluating content lessons.
5. Students will use informal and formal assessment strategies. Students will use a variety of skills such as problem solving, decision making, and critical/creative thinking.
6. Students will demonstrate leadership skills consistent with the role of a paraprofessional in collaboration with other paraprofessionals, teachers, administrators, and students.
7. Students will incorporate Lakota/Dakota knowledge and understanding into their teaching.

Program Self-Evaluation Summary

In keeping with the focus of the Sitting Bull College Department of Education mission statement and the integration of the Lakota/Dakota values, history, language and beliefs the following demonstrates the many ways that the program as progressed over the years.

1. Developed a conceptual model and “Constructivist” philosophy, exploring the common principals that are found with in traditional pedagogy.
2. Revised the admissions process used by students prior to acceptance to the any of the Division of Education’s bachelors programs.
3. Developed an assessment plan that identifies program outcomes, clinical/practicum practice, portfolio, student teaching handbook, and other assessment tools.

4. Demonstrated consistent collaboration and input from Standing Rock schools through active participation in the Tribal Education Consortium and SBC Advisory Committee as evidenced by meeting minutes.
5. Developed a faculty evaluation tool that allows self-evaluation in the following areas: advisement, instruction, curriculum, instructional assessment, technology, professional development, internal and external service.

Program Planning Summary

The Department of Education is beginning to prepare for another North Dakota Education Standards and Practices program approval visit in April of 2016. The Department is currently beginning the process of completing the institutional review document that must address all of the new CAEP standards and show evidence of improving the areas of weakness reported in the 2010 evaluation document. While the 2010 document will be used as a reference, one must keep in mind that the CAEP standards are different in comparison to the NCATE standards. NCATE standards are currently the standards that North Dakota ESPB uses to evaluate the teacher education programs in the state of North Dakota. The Department is looking into not only accreditation through ESPB but also CAEP accreditation during the April 2016 visit. This would be a first for the program and would help with regional recognition on the quality of the program. The Department continues to address the areas of instructional technology and assessment in the classroom. All faculty are aware that these are areas of need.

Through communication with Local Educational Agencies (LEAs), the Tribal Education Consortium, students, and SBC Advisory Committee, the Division of Education is made aware of the needs of all Standing Rock Reservation area schools. There has been a request by the SBC advisory committee to look into the possibility of offering an ELL (English Language Learner)

endorsement to the program as three North Dakota schools on Standing Rock are searching for a qualified ELL instructor. This type of coursework would be geared towards teachers who want to add ELL as an endorsement onto their existing license. Students currently enrolled in the Department could possibly take this endorsement as well though. The feasibility study of this request has not yet been completed.

COMPREHENSIVE ANALYSIS

Program Description

1. Describe the Role of the Program within Sitting Bull College.

The mission of the Sitting Bull College Division of Education is to balance the constructivist view of teaching and learning while integrating the Lakota/Dakota philosophy, values, and beliefs and to produce a highly qualified instructor that can teach in any state in the country.

With the help of SBC Lakota Studies faculty, the following values are acknowledged as indicators of excellence:

- Woohitika (Bravery) – the ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.
- Wowacintanka (Fortitude) – to persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
- Wacantkiya and/or Wacanlkiya (Generosity) – to show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Division of Education programs expect that all candidates demonstrate generosity within the context of their communities.

- Woksape (Wisdom) – This is defined as the ability to use an accumulation of individual experience in making appropriate decisions in life.

Both the institutional and education unit mission statements articulate a need to enhance the educational attainment of Standing Rock Reservation community members while maintaining a focus on Lakota/Dakota history, language, culture, and values.

The conceptual framework of Sitting Bull College Teacher Education Department provides a cohesive link between and among curriculum, instruction, field experience, clinical practice, and assessment with each candidate's program of study. A student becomes a candidate in the Department when they are fully admitted to the program. To be fully admitted, the student needs to pass the Core Skill Assessment for educators and apply to the Department of education and be approved by a panel of faculty. The aspects of cultural relevancy are integrated throughout the teacher education curriculum and within the general education coursework to the greatest possibility. The Department has adopted the Oceti Sakowin Essential Understandings and Standards and incorporates them into all methods courses in the Department. Each course in the Department has a specific cultural activity included in it. Secondly, students construct knowledge through coursework that will serve them in later aspects of their program such as in field experience and clinical practice. In addition, common curriculum instruction and assessment are all centered on the pre-service teacher as an active learner. Teacher education candidates are exposed to the social construction of knowledge based in the conceptual model. The social construct of knowledge of pre-service teacher education allow them to engage in learning that is relevant to the context of Lakota/Dakota history, culture, and language.

The Education Department offers opportunities for teacher education candidates to present and model their own point of view in community settings in which local knowledge is valued. Student teacher handbook and evaluation forms address the conceptual framework.

The following are the courses offered in the Education Department and the core classes required to complete them.

ASSOCIATE OF SCIENCE EARLY CHILDHOOD EDUCATION

CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in Early Childhood Education	3 cr.
ECE 228	Developing Learning Environments.....	2 cr.
ECE 233	Pre-K Methods and Materials	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education.....	2 cr.
ECE 238	Child, Family & Community Relations.....	3 cr.
ECE 252	Stages of Child Development	3 cr.
ECE 254	Early Childhood Curriculum & Methods	2 cr.
ECE 297	Early Childhood Education Internship.....	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		33 credits
TOTAL DEGREE REQUIREMENTS.....		67 CREDITS

ASSOCIATE OF SCIENCE TEACHER EDUCATION

CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 262	Strategies, Methods & Observation in Teacher Education	4 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 297	Teacher Education Internship.....	3 cr.
EED 298	Pre-Professional Experience	1 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
PSYC 255	Child and Adolescent Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Core Requirements		27 credits
TOTAL DEGREE REQUIREMENTS.....		68 CREDITS

BACHELOR OF SCIENCE EARLY CHILDHOOD EDUCATION TEACHING TRACK

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.

ECE 213	Language & Literacy Development in Early Childhood	3 cr.
ECE 228	Developing Learning Environments	2 cr.
ECE 233	Pre-K Methods and Materials	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education.....	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development	3 cr.
ECE 254	Early Childhood Curriculum and Methods	2 cr.
ECE 297	Early Childhood Education Internship.....	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Early Childhood Education Core Requirements		33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education.....	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education	3 cr.
ECE 315	Early Childhood Math & Science Methods	3 cr.
ECE 320	Early Childhood Social Studies Methods	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood Education.....	3 cr.
ECE 337	Inclusion in Early Childhood Education Settings	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education	2 cr.
ECE 362	Early Childhood Humanities.....	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 497	Early Childhood Internship – Field Study.....	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 447	Multicultural Education	3 cr.
EED 498	Senior Capstone	1 cr.
Total Professional Core Requirements.....		53 credits
TOTAL DEGREE REQUIREMENTS.....		124 CREDITS

BACHELOR OF SCIENCE EARLY CHILDHOOD EDUCATION NON-TEACHING TRACK

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS

ECE 210	Introduction to Early Childhood Education.....	2 cr.
ECE 211	Introduction to Assessment.....	1 cr.
ECE 213	Language & Literacy Development in Early Childhood Education	3 cr.
ECE 228	Developing Learning Environments	2 cr.
ECE 233	Pre-K Methods and Materials	3 cr.
ECE 236	Social/Emotional Development & Guidance in Early Childhood Education.....	2 cr.
ECE 238	Child, Family, & Community Relations.....	3 cr.
ECE 252	Stages of Child Development	3 cr.
ECE 254	Early Childhood Curriculum and Methods	2 cr.
ECE 297	Early Childhood Education Internship.....	3 cr.
ENGL 238	Children's Literature	3 cr.
PSYC 111	Introduction to Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Early Childhood Education Core Requirements		33 credits

PROFESSIONAL CORE REQUIREMENTS

ECE 304	Foundations of Early Childhood Education.....	3 cr.
ECE 310	Developmental/Disorders in Early Childhood Special Education	3 cr.
ECE 315	Early Childhood Math & Science Methods	3 cr.
ECE 320	Early Childhood Social Studies Methods	3 cr.
ECE 322	Administration & Leadership in Early Childhood Education.....	3 cr.
ECE 325	Reading & Language Arts Methods	4 cr.
ECE 330	Observation/Assessment Techniques in Early Childhood	3 cr.
ECE 337	Inclusion in Early Childhood Settings.....	3 cr.
ECE 338	Play & the Social Environment in Early Childhood Education	2 cr.
ECE 362	Early Childhood Humanities.....	2 cr.
ECE 428	Issues in Early Childhood Education	3 cr.
ECE 495	Foundations of Action Research in Early Childhood Education	3 cr.
ECE 496	Action Research in Early Childhood Education	12 cr.
EED 260	Educational Psychology	3 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 447	Multicultural Education	3 cr.
EED 498	Senior Capstone	1 cr.
Total Professional Core Requirements.....		56 credits
TOTAL DEGREE REQUIREMENTS.....		127 CREDITS

**BACHELOR OF SCIENCE
ELEMENTARY EDUCATION**

ELEMENTARY EDUCATION CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 256	Foundation of Education	3 cr.
EED 260	Educational Psychology	3 cr.
EED 277	Math for Elementary Teacher I	3 cr.
EED 278	Math for Elementary Teacher II	2 cr.
EED 290	Art for Elementary Teacher	2 cr.
EED 298	Pre-Professional Experience	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 305	Methods of Teaching in the Elementary, Middle, or Secondary School	3 cr.
EED 310	Methods of Teaching Science in the Elementary School	2 cr.
EED 315	Methods of Teaching Math in the Elementary School	2 cr.
EED 320	Methods of Teaching Social Studies in the Elementary School	2 cr.
EED 325	Methods of Teaching Language Arts in the Elementary School.....	2 cr.
EED 330	Methods of Teaching Reading in the Elementary School.....	3 cr.
EED 335	Methods of Teaching Music in the Elementary School.....	2 cr.
EED 345	Methods of Teaching Physical Education in the Elementary School.....	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting.....	2 cr.
EED 447	Multicultural Education	3 cr.
EED 450	Reading Theory and Process	3 cr.
EED 497	Student Teaching in the Elementary School.....	12 cr.
EED 498	Senior Capstone	1 cr.
PSYC 111	Introduction to Psychology.....	3 cr.

PSYC 255	Child and Adolescent Psychology.....	3 cr.
SPD 200	Exceptional Children	3 cr.
Total Elementary Education Core Requirements		69 credits
TOTAL DEGREE REQUIREMENTS.....		126 CREDITS

BACHELOR OF SCIENCE SECONDARY SCIENCE EDUCATION

SECONDARY SCIENCE EDUCATION CORE REQUIREMENTS

EED 250	Introduction to Education	2 cr.
EED 254	Classroom Management.....	3 cr.
EED 256	Foundation of Education	3 cr.
EED 260	Educational Psychology.....	3 cr.
EED 298	Pre-Professional Experience	1 cr.
EED 301	Integrating Technology into the Classroom	2 cr.
EED 350	Curriculum Planning, Delivery, and Assessment for the Elementary, Middle, and Secondary School Setting.....	2 cr.
EED 447	Multicultural Education	3 cr.
EED 495	Teaching Reading in the Content Area.....	2 cr.
EED 498	Senior Capstone	1 cr.
PSYC 255	Child and Adolescent Psychology.....	3 cr.
SED 390	School Science Safety	2 cr.
SED 400	Methods & Materials of Secondary Science Education	4 cr.
SED 497	Student Teaching in the Secondary School.....	12 cr.
SPD 200	Exceptional Children	3 cr.
Total Secondary Science Education Core Requirements.....		46 credits

CORE REQUIREMENTS - BIOLOGY

BIOL 150	General Biology I.....	4 cr.
BIOL 151	General Biology II.....	4 cr.
BIOL 224	General Ecology.....	4 cr.
BIOL 170	Zoology	4 cr.
or		
BIOL 258/458	Birds and Culture	4 cr.
BIOL 450	Mammalogy.....	3 cr.
or		
ENS 331	Wildlife Conservation	3 cr.
BIOL 455	Herpetology.....	3 cr.
BIOL 456	Ornithology.....	3 cr.
Total Biology Core Requirement		25 credits

CORE REQUIREMENTS - CHEMISTRY

CHEM 115	Introduction to Chemistry	4 cr.
CHEM 116	Introduction to Organic and Biochemistry	4 cr.
CHEM 321	Environmental Chemistry.....	3 cr.
CHEM 403	Analytical Chemistry.....	3 cr.
Total Chemistry Core Requirement.....		14 credits

CORE REQUIREMENTS - GEOLOGY

GEOL 100	Earth Science.....	4 cr.
GEOL 105	Physical Geology	4 cr.
ENS 301	Hydrology	3 cr.
ENS 311	Introduction to GIS/GPS	3 cr.
Total Geology Core Requirement.....		14 credits

CORE REQUIREMENTS - PHYSICS

PHYS 102	Physical Science	4 cr.
or		
PHYS 211	Physics I	4 cr.
Total Physics Core Requirement.....		4 credits
Total Science Core Requirements.....		57 credits
TOTAL DEGREE REQUIREMENTS		152 CREDITS

SPECIAL EDUCATION**SPECIAL EDUCATION CORE REQUIREMENTS**

CD 426	Speech/Language Development and Disorders for the Teacher	3 cr.
PSYC 270	Abnormal Psychology	3 cr.
SPD 300	Techniques of Managing Behavior	4 cr.
SPD 310	Introduction to Developmental Disabilities.....	4 cr.
SPD 320	Curriculum and Resources for Students with Intellectual Disability.....	3 cr.
SPD 322	Teaching Children and Youth with Severe Intellectual Disability.....	4 cr.
SPD 324	Teaching Children and Youth with Mild to Moderate Intellectual Disability	4 cr.
SPD 328	Communication with Parents and Professionals	3 cr.
SPD 420	Special Education Assessment.....	3 cr.
SPD 444	Transition for Secondary Students with Intellectual Disability	3 cr.
SPD 497	Internship in Special Education/Intellectual Disability.....	12 cr.
SPD 499	Special Topics.....	3 cr.
Total Special Education Core Requirements		49 credit

Classes are usually offered in a traditional classroom setting. For the last three years there has been at least one class offered online each semester. Students are asking for more classes to be offered in an online format. Currently Sitting Bull College does not have enough technical support to offer a majority of classes online. All of the courses that the Department offers are required to use MySBC to input grades at a minimum. Some classes are beginning to use MySBC to have students upload assignments, participate in discussions, and take exams. The Department is working with students and their schedules and is offering some classes in a block format in the evening, as a hybrid, face to face in the evening as well as during the day.

Describe the current Staff of the Program:

Chris Fried Division of Education Director
 BS Black Hills State University
 MS University of South Dakota
 13 years teaching administrative experience K-12

2 years college experience
Full Time instructor teaching 10 to 15 credits per semester

Gayleen Yellow Fat Early Childhood/Elementary Education Instructor
AA Candeska Cikana Community College
BS University of North Dakota
MS University of North Dakota
31 years teaching administrative experience k-12 education
9 years college experience
Full Time instructor teaching 12 to 15 credits per semester

Linda Black Elk Science Education/Elementary Education Instructor
AA Sitting Bull College
B.S Miami University-Oxford
M.S. Montana State University
2 years k-12 teaching experience
10 years College experience
Full time instructor teaching 12 to 15 credits per semester,

Mary Wray Early Childhood/SPED instructor
B.S Minot State University
M.S. University of Mary
25 years k-12 teaching experience
10 years College experience
Part time instructor teaching 3 to 6 credits per semester

Heather Overland Elementary Methods instructor
BS Black Hills State University
BS Martin Luther College
MS University of South Dakota
15 years pk-8 teaching experience
Part time instructor teaching 3 credits per semester

Lori Hach Education courses instructor
B.S. Black Hills State University
M.S. University of South Dakota
20 years k-12 teaching experience
Part time instructor teaching 3 credits per semester/year

Denise Subart Music instructor
B.S. University of North Dakota
M.S. University of North Dakota
19 years k-12 teaching experience
Part time instructor teaching 3 credits per semester

Renee Froelich Education instructor

AA Bismarck State College
 BS Minot State University
 MM University of Mary
 13 years 6-12 teaching experience
 Part time instructor teaching various credits per semester

Since the 2010 program report, there has been a decrease in the number of full time staff members from four to three. This has caused the Department faculty to take on more responsibilities in the Department. It has also increased the number of adjunct teachers that the Department has had to rely on to teach extra classes that may be needed. The Department does not currently operate any grants that could assist a student in becoming a teacher. The numbers of students enrolled in the program dropped dramatically since 2011-12. Dr. Kathy Froelich resigned her position as head of the Department in May of 2012 and Renee Froelich was interim director for the 2012-2013 academic year. Chris Fried was hired during the 2013-2014 academic school year to join Gayleen Yellow Fat and Linda Black Elk as full time staff members in the Department.

3. Program Productivity Summary:

Enrollment by degree:

Program	Fa 2009	Sp 2010	Fa 2010	Sp 2011	Fa 2011	Sp 2012	Fa 2012	Sp 2013	Fa 2013	Sp 2014
AS ECE	20	12	13	15	23	21	19	12	11	11
AS TED	5	6	6	10	10	3	4	5	6	6
BS ECE	13	7	3	4	4	7	1	1	0	0
BS ELED	5	5	4	2	2	1	1	1	3	7
BS ELED/SPED	0	2	0	0	0	0	0	0	0	0
BS SEC SCI			1	0	0	0	0	0	0	0
SPED Endorsement	0	1	0	0	0	0	0	0	0	0

Graduation data:

Program	09-10	10-11	11-12	12-13	13-14
AS ECE	4	1	3	4	4
AS TED	3	0	0	1	1
BS ECE	1	0	2	0	0
BS ELED	5	1	0	0	1
BS	0	0	0	0	0

ELED/SPED					
BS SEC SCI		1	0	0	0

In looking at the number of students enrolled in each program and the number of students who have graduated in the last five years, the Department makes the following analysis. We know that student numbers overall have declined since the fall of 2009. There was a period of transition during the 2012-2013 academic year. Enrolled students were graduating from their programs at an average of about 35%. According to statistics this is close to the average of 39% by other students across the country at Tribal colleges. The members of the Department also looked at the number of students who have been enrolled in the secondary science program and the special education endorsement. Science and special education teachers are always needed across the local area as well as the region. Why are students not enrolling in these degrees? Looking at data from across the state and region tells us that enrollment in teacher education programs is lower across the board, so we are working to make some changes to these two degree plans before we decide to furlough them.

The secondary science degree plan had more credits than any other composite degree program in the state of North Dakota. We are reducing the degree plan by 13 credits to make it attainable to students in four to five years' timeframe. The quality and rigor will not be reduced by this, we had more requirements than were needed. The second part of the program will ensure that students will get a unique focus on teaching with culture and diversity in the classroom as well as teaching for content. These changes will go before the advisory board and then be brought to the curriculum committee in the spring of 2015.

The special education endorsement is a program that has to be coupled with another degree as it is an endorsement only and not a full degree. Changes will not be made to credits or classes but in marketing the program. A concentrated effort will be placed on current teachers in

the local schools as well as those students who are enrolled in the Department of Education programs already, to education them about the endorsement and that we offer it as well as how we can potentially offer these programs. At this point, the Department of Education schedules classes based on student interest and enrollment in programs. Until enrollment increases this is the most feasible way to ensure that faculty is teaching classes with an appropriate number of students.

4. Program Revenue:

2013-2014

Program	Fall 13 ISC	Spring 13 ISC	Tuition	Total
Early Childhood	\$24,667.50	\$22,873.50	\$29,525.00	\$77,066
Elementary Ed	\$6,503.25	\$11,212.50	\$17,575.00	\$35,290.75
Teacher Ed	\$15,024.75	\$4,709.25	\$15,600.00	\$35,334.00
Total	\$46,195.5	\$38,795.25	\$62,700	\$147,690.75

2012-2013

Program	Fall 12 ISC	Spring 12 ISC	Tuition	Total
Early Childhood	\$47,039	\$32,965	\$50,425	\$130,482
Elementary Ed	\$2,915	\$3,812	\$3,600	\$10,327
Teacher Ed	\$8,970	\$14,801	\$16,810	\$40,580
Total	\$58,924	\$51,578	\$70,835	\$181,389

2011-2012

Program	Fall 11 ISC	Spring 11 ISC	Tuition	Total
Early Childhood	\$60,191	\$67,509	\$78,445	\$206,144
Elementary Ed	\$4,249	\$3,777	\$4,350	\$12,375
Teacher Ed	\$26,201	\$8,970	\$20,825	\$55,995
Total	\$90,641	\$80,256	\$103,620	\$274,514

2010-2011

Program	Fall 10 ISC	Spring 10 ISC	Tuition	Total
Early Childhood	\$31,192	\$41,444	\$50,200	\$122,836
Elementary Ed	\$6,544	\$3,490	\$10,375	\$20,409
Teacher Ed	\$9,739	\$27,702	\$24,050	\$61,131
Total	\$47,475	\$72,636	\$84,625	\$204,736

Program income in the past four years has dropped from a high of \$274,514 to \$147,690.

The 2013-2014 school year saw an average program income of \$8,687 per student. A focus will

be placed on recruiting students into the program. Recruitment is already being done with the Head start program and their director through visits to staff meetings as well as distribution of new material on class offerings. This can be attributed to an overall drop in the number of students enrolled in the education program and several grants that have ended. Tuition and ISC funds for the elementary portion of the program have slightly increased in the past two years while the funds in the early childhood program have a downward trend. This is partly because of the requirement of the Head Start program that required many of its staff to obtain an associate in early childhood and 90% of those people have completed that requirement. A new recruitment video is being created showing current students working with students in the schools as well as activities happening in the classes here at the college. The Department is working with Jody Windgate on attending some recruiting visits to local schools and events to help promote the Department and the programs we offer.

5. Program Budget:

Expenses	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Full-time faculty	141,180.00	138,789.00	142,580.00	147,480.00	137,970.00	141,570.00	849,569.00
Fringe	35,295.00	34,697.25	35,645.00	36,870.00	34,492.50	35,392.50	212,392.25
Adjunct/Overloads							
Fall	5,400.00	9,350.00	9,150.00	9,150.00	12,300.00	12,850.00	58,200.00
Spring	5,950.00	9,500.00	8,450.00	10,400.00	7,850.00		42,150.00
Fringe	868.28	1,442.03	1,346.40	1,495.58	1,541.48	983.03	100,350.00
	188,693.28	193,778.28	197,171.40	205,395.58	194,153.98	190,795.53	1,169,988.03
Supplies	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	9,000.00
Travel	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
Total	195,193.28	200,278.28	203,671.40	211,895.58	200,653.98	197,295.53	1,208,988.03

If you look at the 2013-2014 program budget we had expenses of \$200,653 and we had an revenue of \$147,690 creating a deficit of \$52,963. Using the average program income from the 2013-2014 academic year, the Department needs to increase student enrollment by seven

students. The goal of the Department is to recruit 10 new students to the program each academic year. During the 2014-2015 academic year, nine new students enrolled full time with the Department. The Department is also reducing the number of adjunct teachers it is relying upon and having full time faculty teach some new courses as well.

6. Advisory Board

The Department of Education invites administrators and teachers from each of the nine Standing Rock Indian Reservation area schools as well as the Early Childhood and Early Childhood Tracking Directors. Additional members include one SBC Board member, Tribal Education Manager, and BIA Education Line Officer. SBC students and other administration, faculty and staff are also invited to attend the meetings and share with the committee. The Advisory Committee meets once in the fall and once in the spring. The Department relies on the advisory board to approve new ideas from the Department as well as take input from the board on new ideas.

Program Self-Evaluation

Curriculum Content, Design, Delivery

The education faculty, as well as adjunct faculty, communicate with each other through face to face, email, telephone, and the faculty shared file of SBC network. The education division has monthly meetings to review student progress, and prepare for focus visits to retain accreditation from ESPB and Higher Learning Commission. The faculty attend workshops, including STEM workshop (sponsored National Science Foundation) that Linda Black Elk attended and a Native American Special Education Conference (EPICS) attended by Chris Fried, conferences including Early Childhood family engagement conference sponsored by the

American Indian College Fund, read educational journals, books, internet articles, present workshops and at conferences to remain current in educational trends. Linda Black Elk has presented at several local events at the McLaughlin and Standing Rock schools on plants and culture and promoting science education and infusing culture. Chris Fried helped present information on Early Childhood and family engagement for the American Indian College Fund in Albuquerque.

All Department of Education full time and adjunct faculty have the highly qualified certification through masters degrees. The adjunct faculty receive education policy handbook, syllabus format, a completed sample of each course syllabus, and the institutional adjunct handbook are reviewed at the beginning of each school year in the fall. The faculty and adjunct faculty have weekly contact either face to face or email as individuals.

The Department of Education programs complete the following evaluation activities during the academic year: On-line course evaluation, faculty self-evaluation, Department meetings, peer observation and teaching activities, input from Advisory Committee meetings, presentations for SBC faculty and community schools, participation with school administrators via Tribal Education Consortium. During the 2012-2013 academic year, the course outlines and suggested sequences were updated for each program. Evaluations are reviewed to determine if courses need to be changed in terms of pace of course, material or content.

Instructors keep up with current education trends and changes through reading journals, attending local consortium meetings with SRST schools, attending state meetings with other North Dakota higher institutions that have teacher preparation programs. Course descriptions are adapted to fit the changes that occur in education as well. During the 2013-2014 academic year course descriptions for all methods courses were updated at the approval of the advisory board

meeting in the spring of 2014, to include the common core standards and Oceti Sakowin Essential Understandings for language and culture. Starting during the 2014-2015 academic year some five classes were being offered in a block format to help students who were working take more credits in order to complete their degree in a timely fashion.

The Department assesses students at several different levels during their coursework. Students are assessed using a disposition survey which looks at qualities that teachers need to possess in the classroom. Students are required to complete an electronic portfolio to demonstrate several best practices they have learned during their coursework at SBC. Students can use assignments from some of their general courses, such as a speech or a paper. As students enter into their core course work they can use some of their philosophy statements, such as a philosophy of education or classroom management. Associate degree students must turn in a hard copy of the portfolio and Bachelor's degree students must complete an electronic portfolio which is presented to a panel of instructors.

Students complete evaluations of faculty for each course and that information is reviewed to help plan for instruction and content. Students and instructors discuss coursework and instruction quite often during classes and instructors often keep the experience of the students in mind when designing assignments. All assessment information is presented annually to the assessment committee in the education assessment report.

Students must pass what is now called the Core Academic Skills Assessment for Educators (PRAXIS I), before they are allowed to take any 300 or 400 level methods courses in the bachelor's degree programs. This is another type of assessment that is used by the Department as a benchmark for students being prepared academically to enter the teaching profession. The skills assessment is also required by the state of North Dakota's teacher accreditation body and

all other state Departments. On average over the past five years our students have had to take the PRAXIS test 3.4 times before successful completion. This includes a multitude of types of test taken. Some students take all three tests, which include reading, writing, and math. Some have passed one or two tests and only take what the test they need in order to meet the required scores. Support in taking the new Core Academic Skills Assessment has been introduced in several classes including EED 250 (intro to ed) and EED 260 (educational psych). Continued support for our students and this assessment will be analyzed each year by the Department.

Assessment scoring results from 2014 assessment report.

Education Dept.							
Program Name	Degree Type	Program Outcomes	Measurement Tools	Measurement Goal (Expected Results)	Findings (Actual Results)	Analysis of the Data	Recommended Action(s)
Division of Education	Bachelor	3	3	3	3	3	3
Division of Education	Bachelor	3	3	3	3	2	3
Division of Education	Other	3	3	3	3	3	2
Division of Education	Other	3	3		2	3	3
Division of Education	Other	3	3	2	3	3	3
Division of Education	Other	3	3	3	3	2	1
Division of Education	Other	3	3	3	3	3	3
Division of Education	Other	2	2	3	3	3	2
Division of Education	Other	3	1	1	3	3	3
Division of Education	Other	3	3	2	3	3	2
Division of Education	Other	3	3	2	3	3	3
Division of Education		3	2	3	3	3	3
	Average	2.92	2.67	2.33	2.92	2.83	2.58
Composite Average	2.71						

3 is the highest score that can be achieved in each of the assessment categories

Institutional Support

The Division of Education is housed in the Family Support Center building on the SBC main campus. The facility includes media support and wireless connection and a promethean board.

SBC provides a strong student support system with services provided through the student services Department. The following services are provided: tutoring, counseling, library resources, and day care services. Based on a student survey only 10% of the students use the tutoring and library services because over 65% of the students do not live in Fort Yates and 50% of students in the program work during the day. The library provides many online opportunities for students to find resources and material. Instructors inform students of these options in classes when extra help is needed or research must be done. Five percent of the students in the Departments use the day care services. However, there continues to be a need for food services, many students travel miles to attend college and do not have the time or money to go to town to get nourishment.

SBC does provide opportunities for faculty to attend conferences as needed. There have been two faculty members that have attended QEM training, which is collaboration between science and education. Faculty will be attending CAEP standards training in the coming year as the Department transitions to new standards that will be used to evaluate the program. The division has developed a faculty evaluation form that addresses both internal and external community service and professional development and teaching. This needs to be reviewed and approved by the advisory board and the Department is planning on implementing this in the summer or fall of 2015

Other

The education program has contributed to the college in many ways but the most important is to the reservation schools where teacher retention is a concern. It provides a culturally responsive program that is needed to impact student outcomes in the schools. The program provides the opportunity to work with future college students and teachers. SBC education students are impacted by their connection with all faculty at SBC through the general education courses to student services.

The program has transitioned in the past five years in several ways. Student numbers have dropped overall but have picked up in the elementary education program in the past year. A new director took over the program two years ago after the retirement of Dr. Kathy Froelich in 2012. This created a bit of difficulty as students adjusted to the changes in faculty.

Changes have also occurred beginning with the 2014-2015 academic year in the PRAXIS I assessment that all teacher candidates must pass to be admitted into the bachelors program. Time will tell if the new assessment will affect our students, but practice and training on the exam is being built into courses to help the students with the exam.

The SBC advisory board also recommended the Department to explore the possibility of an ELL (English Language Learner) endorsement. The Department will begin to explore the feasibility of the program on the Standing Rock Indian Reservation.

Program Planning

The Department worked this winter to revise the Secondary Science program by reducing the number of credits that were required for graduation. The program required 159 credits to graduate while the other programs that were reviewed from other tribal colleges and state colleges were between 135 and 140 credits. In a composite major in science, students must complete 24 semester hours in one area and 12 semester hours in two areas and 4 semester hours

in a fourth area. We would like to allow the students to be able to choose which content they would want to take their 24 credits in as well as the two other areas. With these changes there will be fewer credits for the students to take and students can complete the program in four and a half to five years.

The Department has a goal of increasing enrollment by 10 new students each year. As stated previously, a new recruitment video is being developed to be used at events around the region. Recruiting trips are being planned with our outreach coordinator to local high schools and activities to reach young students as well as those older students who are out of high school. We feel that we have to look at high school students as well as potential students who have been out of school for a number of years. There is state and national legislation pending for paraprofessionals to return to school and obtain their teaching degree and recruitment of those potential students must be a priority as well.

The Department has been approved to offer a master's degree in teaching and learning. Once an individual with a doctorate degree is hired then plans will begin to start the program. Ten students will be targeted for the master's program in a cohort style format every two years. When this happens then recruitment for new students for the program will take place from local teachers in area schools as well as those interested in the possibility of becoming a teacher. Recruitment for adjunct instructors for the Master's degree as well as possibly instructors for the undergraduate program, depending on if some instructors will teach in the Master's degree program.