

Education Department Program Review (Academic Year 2014-15)

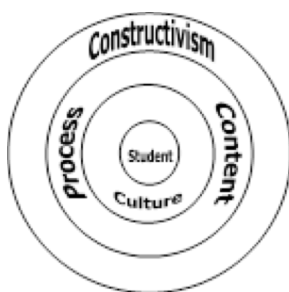
Section 1. Introduction

Education Department Program Description

Sinte Gleska University's Education Department is dedicated to preparing teachers who will be able to address the challenges presented in today's global, multicultural society and classrooms. Department faculty members are dedicated to modeling student-centered and constructivist-based teaching and learning using a culturally relevant and researched-based curriculum.

The program is best described through the use of the department's conceptual framework.

CONCEPTUAL FRAMEWORK



Based in part on the research by Martin Brooks and Jacqueline Gennon Brooks and the wisdom of Lakota elders, the conceptual model and mission statement provide a strong foundation for the education of future teachers.

By placing the **student** in the center of the framework, one must realize that the knowledge, skills, and beliefs that students bring to the program must be honored. By building on the students' prior knowledge and experiences, future teachers are provided a culturally relevant model that will allow them to pass this honoring on to the students that they will teach.

Culture is the second component of the framework. Through an understanding of one's own culture, other cultures can be respected. Modeling culturally relevant pedagogy in the Education Department's courses is a key factor to the satisfaction and success of Sinte Gleska University graduates.

When the idea for a conceptual framework was being considered, it was understood that there had to be a specific **process** that reflected the Lakota culture and values in the development of the program, the teaching of the courses, and the field experiences and internships that students would be required to complete. The **content** was expected to be culturally-relevant and based upon the traditions of the past, their connections to the present, and the implications for the future, as is stated in the department's mission statement. This meant that cultural values and teachings had to be incorporated in traditionally western European thought taught in textbooks.

By looking at a process in which students would be held responsible for their own learning, for modeling the Lakota values, and for the realization that learning is a life-long journey, the **constructivist model** became the fourth, and outer circle, of the framework. This conceptual framework and mission statement provide a strong foundation upon which the program is structured.

Degree Plans

The Education Department at Sinte Gleska University consists of the following programs based on a constructivist model of education:

Masters of Education

- Educational Administration (P-8)
- Educational Administration (7-12)
- K-12 Reading Specialist
- Early Childhood Special Education
- Curriculum and Instruction

Bachelor of Science

- K-8 Elementary Education/Early Childhood Concentration
- K-8 Elementary Education/K-12 Special Education
- K-8 Elementary Education/Selected Concentration
- 7-12 Secondary Education – Composite Major in History

Associate of Arts

- Elementary Education
- Early Childhood Education
- Special Education

All status sheets (degree plans) can be found on the Sinte Gleska University website at www.sintegleska.edu

A Chronology of the History of the Education Department

1971 - Sinte Gleska University opened its doors to its first 156 students with 16 classes taught by volunteer teachers.

1972 - Sinte Gleska College became a charter member of the American Indian Education Consortium (AIHEC), as one of six founding institutions.

1977 – Sinte Gleska College is granted status as a candidate for accreditation by the North Central Association of Colleges and Schools.

1979 – Bachelors degree programs in Human Services and Elementary Education approved for offering at SGC by South Dakota Board of Regents.

1983 – Sinte Gleska College becomes the first tribally chartered college to be accredited at both the associate and bachelor degree levels.

1989 – Eleven students graduate with a Masters Degree in Education. SGC is the first tribally chartered college approved to offer graduate courses.

1992 – Sinte Gleska College, in a special traditional ceremony, attains University status.

2008 – Fourteen Canadian students from Red Crow Community College and Old Sun Community College earned M.Ed. K-12 Reading Specialist certification through academic delivery agreements with Sinte Gleska University.

2010 – The Education Department retains certification status following a program review by the SD Department of Education. Collaboration between the Education and Human Services Graduate Departments resulted in state approval of a School Counseling program.

2011 - Arne Duncan, US Department of Education Secretary, served as the keynote speaker for SGU's graduation ceremony.

2013 - President Lionel Bordeaux was honored for 40 years of service and dedication to SGU during the 43rd Annual Founders' Celebration and Wacipi.

2015 - Encompass and Bear Claw contracted for construction of the Education and Student Union buildings. Cost for the two projects is 2.2 million dollars.

Education Department Mission Statement

The Education Department of Sinte Gleska University improves the learning process of ALL children through the development of effective facilitators of knowledge, understanding and values. This mission includes planning that relates to understanding of the past, its connections to the present, and the implications for the future. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by reflective thought, self-development, and a life-long seeking of wisdom.

The mission of the Education Department consists of four strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred. Therefore, in the early years of learning, there will be a pedagogy that is grounded in the Lakota culture and leans to a life-long search of the ultimate goal, woksape (wisdom).

Graduates in education will be committed to the Lakota wisdom of looking ahead for seven generations. Consequently, planning is based on this tradition, especially as it affects children. This includes looking to the past so that the traditions and values of today are understood and transmitted to the future. The pedagogy espoused by the Education Department is respectful of the values of the Lakota and are based in past tradition and are requisite for the future.

The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the four Lakota virtues: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity).

Educators in reservation classrooms will promote the ideals of tribal sovereignty and self-determination.

Application for Admission to Teacher Education Programs

Acceptance to the Teacher Education Programs is not automatic. All students must apply and be accepted to the teacher education programs prior to taking most upper level division courses (300-400 numbered) unless otherwise advised by the student's academic advisor. Application to the Teacher Education programs should be made at the end of the sophomore year or at the beginning of the junior year. Copies of the Application for Admission can be obtained at the Education Department or on the Sinte Gleska University website www.sintegleska.edu

Criteria for admission includes:

- Successful completion of specified General Education courses with a grade of "C" or better;
- A cumulative grade point average of 2.5 at the time of admission;
- A minimum GPA of 2.6 in the major area of study must be maintained throughout the remainder of the program;
- Completion of the "*Application for Admission to Teacher Education*" form;
- Completion of the *Applicant Conduct Review Statement*, which serves as a background check;
- Signature of acceptance by the Education Department Chairperson and the student.

Application for Teacher Certification

Application for teacher certification is done after completion of the requirements for an approved program of study. The application for teacher certification can be found online at <http://doe.sd.gov> or by picking up an application at the Education Department.

Teacher Placement

Sinte Gleska University does not provide a formal teacher placement service. Students are encouraged to search job listings in local papers or at the South Dakota Placement Center; 306 East Capitol; Pierre, SD 57555. Information is also available at <http://www.asbsd.org>.

Curricular Changes

While all programs within the department are reviewed and data sets from employers, student course evaluations, and recruitment and retention numbers are analyzed on a yearly cycle, no significant changes have taken place within the last two academic years. Administration, faculty and students realize that programs must change to meet new demands of the area schools; therefore, the program and degree plans are constantly being revised.

External Review Findings

In April of 2010, the Education Department hosted an external program review by the SD Department of Education. The department retained certification status. A copy of the SD Department of Education's report is included in the **Appendix as Exhibit 1**.

Section 2. Program Alignment with College Mission and Purposes

Sinte Gleska University Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, **concerned about the future**, and willing to work to see the institution grow. It provided each Lakota person the opportunity to

pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will **help determine the future development and direction of the tribe and its institutions**. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people, in order **to facilitate individual development and tribal autonomy**.

Education Department Mission Statement

“The Education Department of Sinte Gleska University improves the learning process of ALL children through the development of effective facilitators of knowledge, understanding and values. This mission includes planning that relates to **understanding of the past, its connections to the present**, and the **implications for the future**. The mission contributes to tribal autonomy and cultural strength. It also contributes to individual development that is characterized by reflective thought, **self-development**, and a life-long seeking of wisdom.”

The mission of the Education Department consists of four strands:

One addresses the need for effective facilitators of a journey of the wakanyeja (children). This includes an understanding that, even as shown in the terminology, children are sacred. Therefore, in the early years of learning, there will be **a pedagogy that is grounded in the Lakota culture** and leans to a life-long search of the ultimate goal, woksape (wisdom).

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The Teacher Education Program will assist Sinte Gleska University in strengthening tribal culture and government. This includes the teaching of the **four Lakota virtues**: Woksape (wisdom); Woohitika (bravery); Wowacintanka (fortitude); and Wacantognaka (generosity).

Educators in reservation classrooms will promote **the ideals of tribal sovereignty and self-determination**.

The Education Department’s Alignment with the SGU Mission Statement

The Mission Statement of the Education Department directly aligns with the mission statement of the university in that both missions provide a model for Indian-controlled education and are rooted in cultural values. Both missions reflect individual development for all people and tribal autonomy. Words that are in bold print give evidence of the alignment between both missions.

The Education Department’s Alignment with Wolakota

As written in the SGU Catalog and numerous handbooks, “Wolakota means to act and behave with ultimate respect, harmony, peace, and friendship” characteristics we model in education classrooms with the expectation that the same behavior will be emulated in the classrooms of future teachers.

The department’s mission statement reflects the premise that “respect is to hold all people (especially elders) in high esteem” and to “praise them for their wisdom and integrity.” Also reflected in the department’s mission is that “traditional values should always be upheld because

the youth look up to the older generations as models” and we expect our graduates, the teachers of future generations, to be positive role models to their family members and to their students.

Program Learning Outcomes Alignment With the SGU and Department Missions:

The Program Learning Outcomes were developed with both missions and Wolakota at the forefront. All must work in concert in order to be reinforced within SGU classrooms and in the future classrooms of our graduates.

Program Learning Outcomes for the Education Department are:

1. Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.
2. Graduates will demonstrate the ability to create learning opportunities and environments that support student development.
3. Graduates will demonstrate cultural values that represent the program’s conceptual model, mission, and the overall mission of SGU.

Section 3. Alignment with Community Needs

There is a shortage of teachers at the national level, an even greater shortage of teachers in the state of South Dakota and especially in low-income, isolated areas such the schools on and surrounding the Rosebud Reservation.

An article published at <http://www.educationnews.org/> gives statistics about how the teacher shortage in K-12 schools in South Dakota is raising alarms. Many schools have been unable to recruit teachers to their schools, and many new and veteran teachers leave the field for better paying jobs in the private sector.

Labor Department Information

May 2015 State Occupational Employment and Wage Estimates for South Dakota

<http://www.bls.gov/oes>

These occupational employment and wage estimates are calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in South Dakota.

Industries with the highest levels of employment in this occupation:

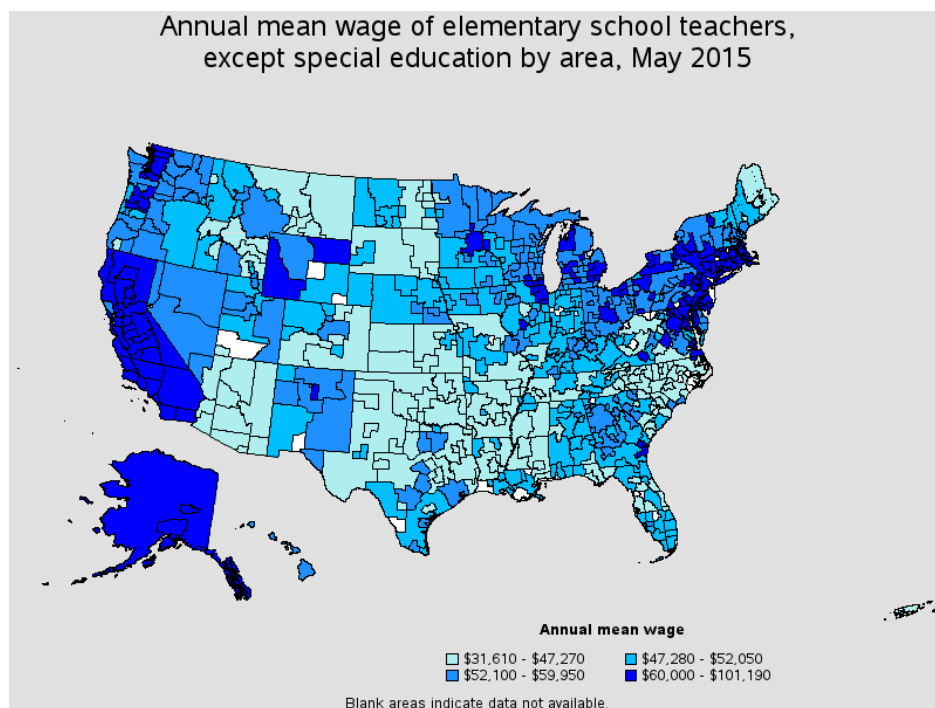
| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|----------------------------------------------------------------------|-------------------|-----------------------------------|---------------------|-------------------------|
| Elementary and Secondary Schools | 1,372,580 | 16.43 | (4) | \$57,790 |
| Employment Services | 3,000 | 0.08 | (8) | (8) |
| Religious Organizations | 2,350 | 1.24 | (4) | \$48,910 |
| Child Day Care Services | 700 | 0.08 | (4) | \$36,100 |
| Colleges, Universities, and Professional Schools | 600 | 0.02 | (4) | \$52,420 |

Industries with the highest concentration of employment in this occupation:

| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|--------------------------------------------------|----------------|--------------------------------|------------------|----------------------|
| Elementary and Secondary Schools | 1,372,580 | 16.43 | (4) | \$57,790 |
| Religious Organizations | 2,350 | 1.24 | (4) | \$48,910 |
| Educational Support Services | 420 | 0.25 | (4) | \$52,280 |
| Other Schools and Instruction | 470 | 0.12 | (4) | \$35,590 |
| Child Day Care Services | 700 | 0.08 | (4) | \$36,100 |

Top paying industries for this occupation:

| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|------------------------------------------------------------------|----------------|--------------------------------|------------------|----------------------|
| Elementary and Secondary Schools | 1,372,580 | 16.43 | (4) | \$57,790 |
| Local Government (OES Designation) | 580 | 0.01 | (4) | \$54,740 |
| Colleges, Universities, and Professional Schools | 600 | 0.02 | (4) | \$52,420 |
| Educational Support Services | 420 | 0.25 | (4) | \$52,280 |



Similar labor statistics used by the department include those found on http://dir.sd.gov/lmic/menu_labor_force and the South Dakota Department of Education's website <http://doe.sd.gov/>

Department Partnerships/Relationships

The Education Department maintains many relationships with area educational programs such as Teach for America, Boys and Girls Club of the Rosebud, the SGU Daycare, and the Rosebud Head Start and Early Head Start Programs.

Additionally, the department has partnerships that are signed Memorandum of Understanding (MOUs) documents with our two sister campuses: Lower Brule Community College (LBCC) and Ihanktonwan Community College (ICC). Students can complete their Associate of Arts in Education at both campuses. The MOU with Ihanktonwan Community College includes the college to offer upper level education courses that lead to certification. Student teaching internships are monitored by SGU faculty.

The department has current partnerships with the following entities that provide internship or practicums for students in the program:

- Todd County School District
- St. Francis Indian School
- White River School District
- Wagner School District
- Marty Indian School
- Rosebud Sioux Tribe Head Start Program

Employer Satisfaction Data

To further assess the program, graduates are assessed by their building principals, directors or the superintendent at the end of their first, third, and fifth years of teaching using the same set of standards. The data collected from these employer surveys is also analyzed and used to make changes to courses and/or the program.

Employer Survey of First, Third, and Fifth Year Teachers Results for 2013/2014

DEVELOPMENT OF KNOWLEDGE, SKILLS, AND ATTITUDES FIRST X THIRD FIFTH YEAR TEACHERS

| The first year teacher: (Please check the category that most closely reflects the candidate's expertise in each of the following areas.) | Not Met | Met with Weakness | Met | Met with Strength |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------|-----|-------------------|
| 1. Understands principles of how students learn. | | 1 | 8 | 1 |
| 2. Designs active learning opportunities. | | 1 | 8 | 1 |
| 3. Adapts for varied developmental levels and diverse approaches to learning. | 1 | 3 | 4 | 2 |
| 4. Integrates pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences. | | 1 | 8 | 1 |
| 5. Designs a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks. | | 4 | 4 | 2 |
| 6. Includes South Dakota K-12 content standards | | 3 | 5 | 1 |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|
| and other established academic standards. | | | | |
| 7. Establishes a safe, orderly, and equitable learning environment. | | 1 | 5 | 4 |
| 8. Fosters positive social interaction, active engagement in learning and self-motivation. | | | 6 | 4 |
| 9. Creates, selects and uses formal and informal assessment strategies to evaluate student progress. | | 1 | 6 | 3 |
| 10. Uses results to determine whether curricular programs address student needs and facilitate student achievement. | | 1 | 8 | 1 |
| 11. Uses effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies. | | 2 | 5 | 3 |
| 12. Fosters supportive relationships for students' lifelong learning, well-being, and readiness for the workforce. | | | 7 | 3 |
| 13. Reflects and evaluates instructional practices. | | 1 | 6 | 2 |
| 14. Seeks opportunities for professional growth and development. | | 1 | 8 | 1 |
| 15. Understands the foundations of public education. | | 2 | 6 | 2 |

ANALYSIS: Results of the 10 surveys returned indicate that three areas show some need for discussion and possible revisions in their emphasis within our program. The three areas are 1) adapting for varied developmental levels and diverse approaches to learning; 2) designing a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks; and 3) including South Dakota K-12 content standards and other established academic standards.

DEVELOPMENT OF KNOWLEDGE, SKILLS, AND ATTITUDES FIRST __ THIRD __ FIFTH __ YEAR TEACHERS

| The third year teacher: (Please check the category that most closely reflects the candidate's expertise in each of the following areas.) | Not Met | Met with Weakness | Met | Met with Strength |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------|-----|-------------------|
| 1. Understands principles of how students learn. | | 1 | 3 | 1 |
| 2. Designs active learning opportunities. | | 1 | 3 | 1 |
| 3. Adapts for varied developmental levels and diverse approaches to learning. | | 1 | 1 | 3 |
| 4. Integrates pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences. | 1 | | 3 | 1 |
| 5. Designs a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks. | | 1 | 3 | 1 |
| 6. Includes South Dakota K-12 content standards and other established academic standards. | | | 3 | 2 |
| 7. Establishes a safe, orderly, and equitable learning environment. | | | 3 | 2 |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 8. Fosters positive social interaction, active engagement in learning and self-motivation. | | | 3 | 2 |
| 9. Creates, selects and uses formal and informal assessment strategies to evaluate student progress. | | 1 | 3 | 1 |
| 10. Uses results to determine whether curricular programs address student needs and facilitate student achievement. | | 1 | 3 | 1 |
| 11. Uses effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies. | | 1 | 2 | 2 |
| 12. Fosters supportive relationships for students' lifelong learning, well-being, and readiness for the workforce. | | | 4 | 1 |
| 13. Reflects and evaluates instructional practices. | 1 | | 3 | 1 |
| 14. Seeks opportunities for professional growth and development. | | 1 | 2 | 2 |
| 15. Understands the foundations of public education. | | 1 | 3 | 1 |

ANALYSIS: Five surveys were returned and the results indicate that the administrators surveyed feel that the teachers have met the standards or met them with strength. This indicates that the program outcomes for the third year teachers in 2013/2014 were successful.

**Employer Survey of First, Third, and Fifth Year Teachers
Results for 2013/2014**

**DEVELOPMENT OF KNOWLEDGE, SKILLS, AND ATTITUDES
FIRST __ THIRD __ FIFTH X_ YEAR TEACHERS**

| The fifth year teacher: (Please check the category that most closely reflects the candidate's expertise in each of the following areas.) | Not Met | Met with Weakness | Met | Met with Strength |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------|-----|-------------------|
| 1. Understands principles of how students learn. | | | 2 | 2 |
| 2. Designs active learning opportunities. | | 1 | 1 | 2 |
| 3. Adapts for varied developmental levels and diverse approaches to learning. | 1 | | 2 | 1 |
| 4. Integrates pedagogical studies with knowledge of a specific discipline to create meaningful learning experiences. | | 1 | 2 | 1 |
| 5. Designs a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks. | | 1 | 2 | 1 |
| 6. Includes South Dakota K-12 content standards and other established academic standards. | | 1 | 2 | |
| 7. Establishes a safe, orderly, and equitable learning environment. | 1 | | 1 | 2 |
| 8. Fosters positive social interaction, active engagement in learning and self-motivation. | | | 2 | 2 |
| 9. Creates, selects and uses formal and informal assessment strategies to evaluate student progress. | | 1 | 2 | 1 |
| 10. Uses results to determine whether curricular | 1 | | 2 | 1 |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|
| programs address student needs and facilitate student achievement. | | | | |
| 11. Uses effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies. | | 1 | 1 | 2 |
| 12. Fosters supportive relationships for students' lifelong learning, well-being, and readiness for the workforce. | | 1 | 2 | 1 |
| 13. Reflects and evaluates instructional practices. | | | 3 | 1 |
| 14. Seeks opportunities for professional growth and development. | | | 3 | 1 |
| 15. Understands the foundations of public education. | | | 3 | 1 |

ANALYSIS: The results from surveys returned for the fifth year teachers in 2013/2014 indicate that administrators completing the survey for the four teachers evaluated feel that most have met or met with strength all of the standards listed. This is a reflection that the Education Program has provided the necessary preparation for these teachers to be successful in the school systems where they are employed.

As evidenced in Section 4, statistics prove that Sinte Gleska University's Teacher Education Department is fulfilling the community's needs, but the same statistics will also show a decline in the number of students entering the program and the teaching profession and in graduation rates despite efforts to recruit more students into the teaching profession.

Section 4. Student Participation and Success (THIS DATA IS INCOMPLETE)

| | | | | | |
|----------------------|----------------------------------------------------------------------------------|----------------------------|------------------|----------------------------------|------------------------------------|
| Program: | Bachelor of Science: Elementary Education – Early Childhood Concentration | | | | |
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | | | |
| 2014-2015 | | | 2 | | 2 |
| 2013-2014 | | | 6 | | 1 |
| 2012-2013 | 6 | | 9 | | 5 |

| | | | | | |
|----------------------|-----------------------------------------------------------------------------|----------------------------|------------------|----------------------------------|------------------------------------|
| Program: | Bachelor of Science: K-8 Elementary Education/K-12 Special Education | | | | |
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | | | |
| 2014-2015 | | | 0 | | 0 |
| 2013-2014 | | | 5 | | 0 |
| 2012-2013 | 2 | | 2 | | 1 |
| Program: | Bachelor of Science: Elementary Education – Selected Concentration | | | | |
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |

| | | | | Enrolled) | Stop Out) |
|-----------|---|--|---|-----------|-----------|
| 2015-2016 | | | | | |
| 2014-2015 | | | 2 | | 0 |
| 2013-2014 | | | 2 | | 0 |
| 2012-2013 | 0 | | 1 | | 2 |

| Program: Bachelor of Science: 7-12 Secondary Education – Composite in History | | | | | |
|--------------------------------------------------------------------------------------|--------------|---------------------|-----------|---------------------------|-----------------------------|
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | 0 | | 0 |
| 2014-2015 | | | 0 | | 0 |
| 2013-2014 | | | 0 | | 2 |
| 2012-2013 | 0 | | 0 | | 1 |

| Program: Associate of Arts – Elementary Education | | | | | |
|----------------------------------------------------------|--------------|---------------------|-----------|---------------------------|-----------------------------|
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | | | |
| 2014-2015 | | | 1 | | 1 |
| 2013-2014 | | | 4 | | 2 |
| 2012-2013 | | | 2 | | 4 |
| Associate of Arts – Early Childhood Education | | | | | |
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | | | |
| 2014-2015 | | | 0 | | 8 |
| 2013-2014 | | | 4 | | 13 |
| 2012-2013 | | | 4 | | 15 |

| Program: Associate of Arts – Special Education | | | | | |
|-------------------------------------------------------|--------------|---------------------|-----------|---------------------------|-----------------------------|
| Academic Year | New Students | Continuing Students | Completed | Retained (Still Enrolled) | Withdrew (Drop or Stop Out) |
| 2015-2016 | | | | | |
| 2014-2015 | | | 0 | | 0 |
| 2013-2014 | | | 1 | | 0 |
| 2012-2013 | | | 1 | | 1 |

Education Department Enrollment Data
Undergraduate Bachelor of Science Programs

| Undergraduate | Enrolled | Graduated |
|---------------|----------|-----------|
| 2015- 2016 | 120 | |
| 2014- 2015 | 127 | 4 |

| | | |
|------------|-----|----|
| 2013- 2014 | 164 | 13 |
| 2012- 2013 | 250 | 13 |

Graduate Programs

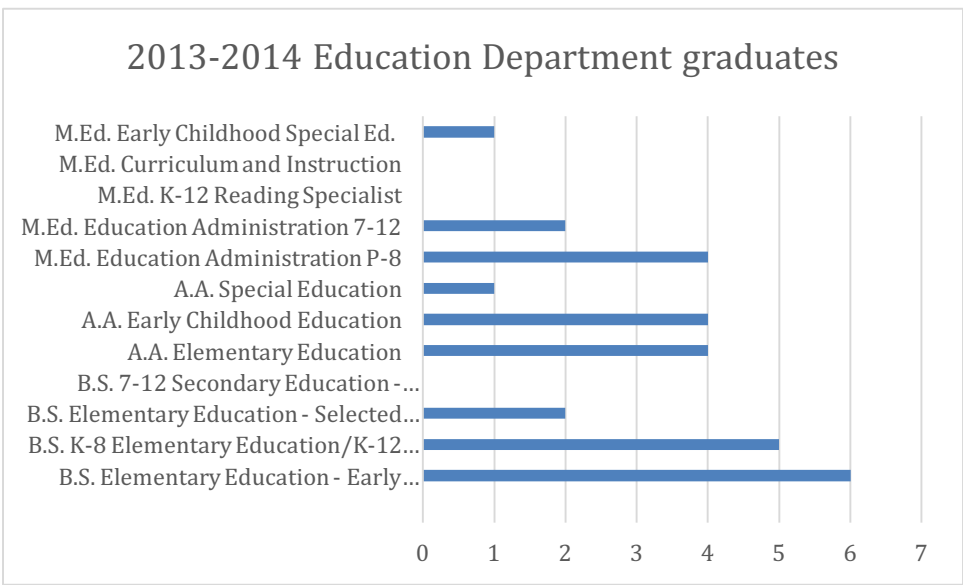
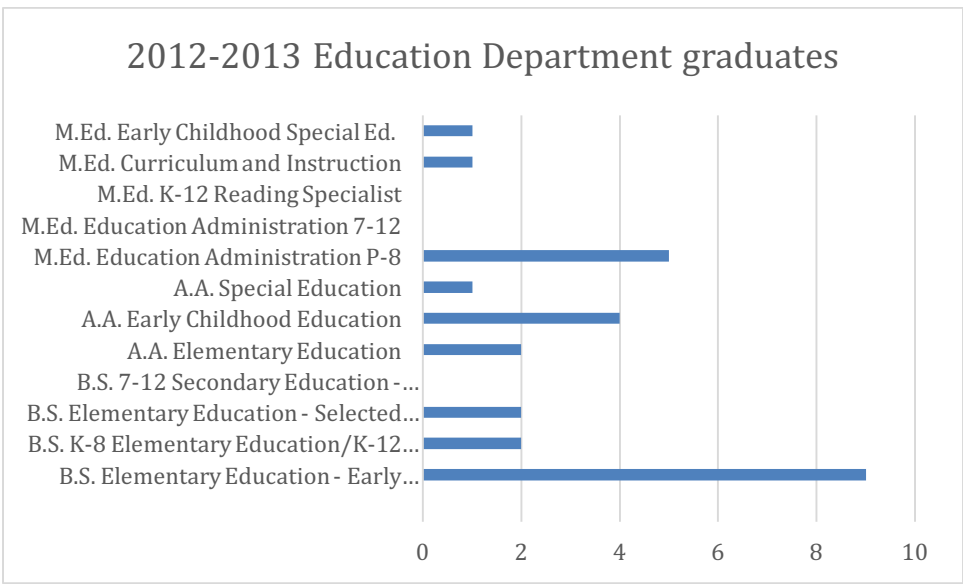
| Graduate | Enrolled | Graduated |
|------------|----------|-----------|
| 2015- 2016 | 27 | |
| 2014- 2015 | 29 | 3 |
| 2013- 2014 | 36 | 7 |
| 2012- 2013 | 76 | 7 |

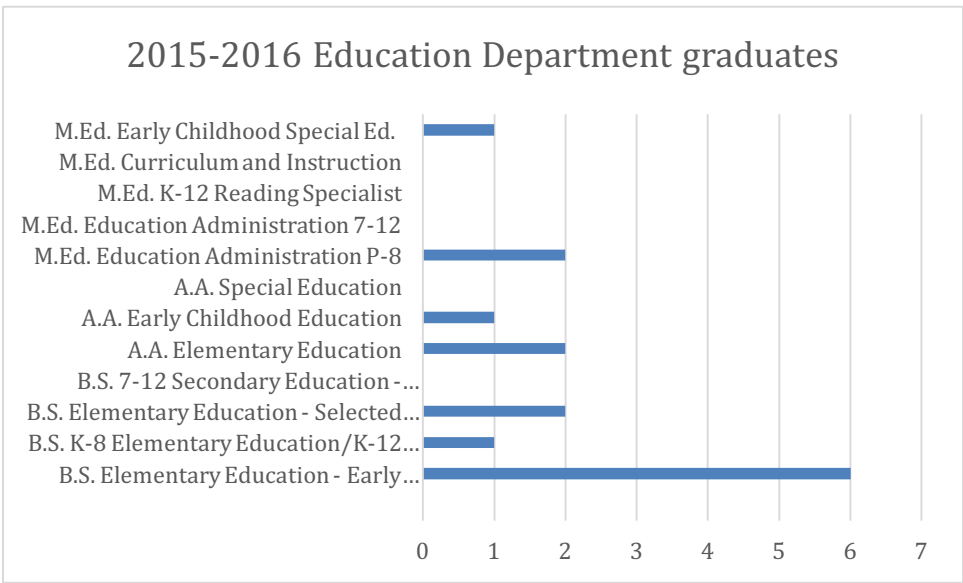
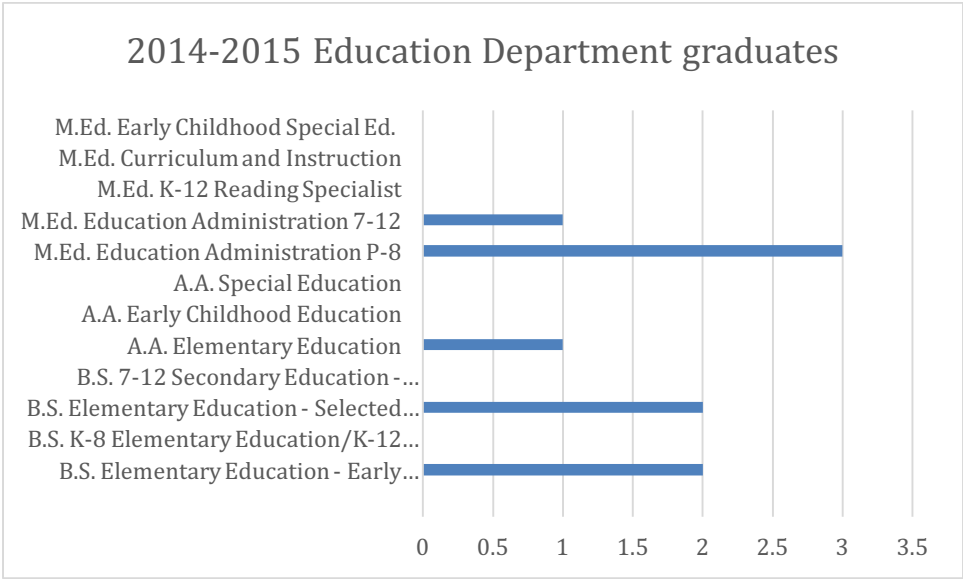
ANALYSIS: Department members will continue to collect four-year trend data on program size each year and make it available to the Provost Leadership Council, the President's Council and to the Finance Department during the budgeting process. Based on the data it is evident that the Department and the University need to improve recruitment efforts.

Graduation Data (2005-2015)

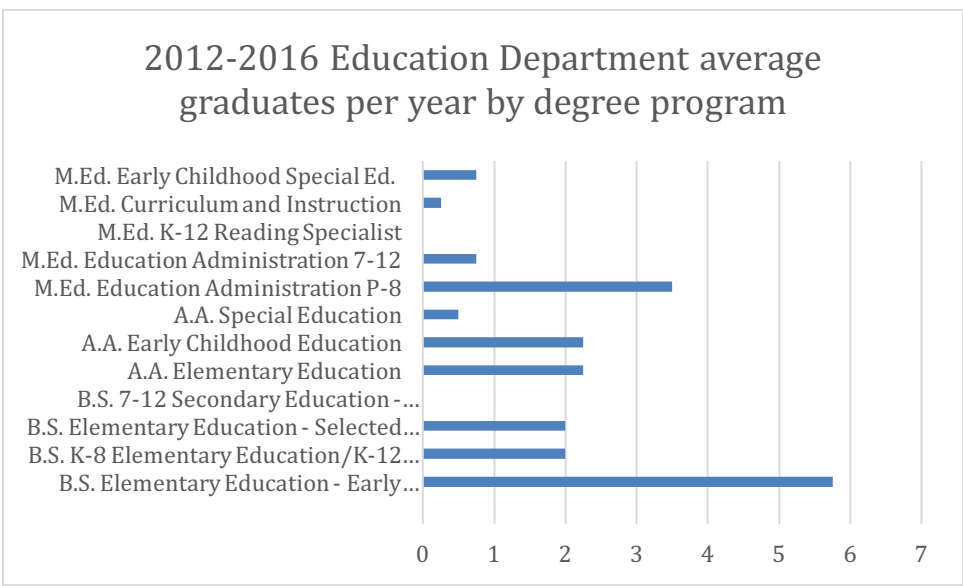
| SGU Education Dept. | | | | Off-Site | Education | | |
|----------------------------|--------------------|------------------|------------------|--------------------|--------------------|------------------|------------------|
| <u>Year</u> | <u>M.Ed</u> | <u>BS</u> | <u>AA</u> | <u>Year</u> | <u>M.Ed</u> | <u>BS</u> | <u>AA</u> |
| 2005 | 1 | 7 | 2 | 2005 | NA | 7 | 7 |
| 2006 | 2 | 10 | 2 | 2006 | NA | 4 | 7 |
| 2007 | 4 | 9 | 3 | 2007 | NA | 7 | 6 |
| 2008 | 5 | 9 | 5 | 2008 | 14 | 15 | 4 |
| 2009 | 1 | 8 | 2 | 2009 | NA | NA | 5 |
| 2010 | 10 | 10 | 5 | 2010 | NA | 1 | 2 |
| 2011 | 1 | 10 | 9 | 2011 | NA | NA | 2 |
| 2012 | 8 | 9 | 5 | 2012 | NA | 1 | 2 |
| 2013 | 7 | 11 | 6 | 2013 | NA | 2 | 5 |
| 2014 | 7 | 10 | 5 | 2014 | NA | 3 | 1 |
| 2015 | 3 | 4 | 4 | 2015 | NA | 0 | 7 |
| TOTAL | 49 | 97 | 48 | TOTAL | 14 | 40 | 48 |

1. 2013-2016 Education Department graduation data

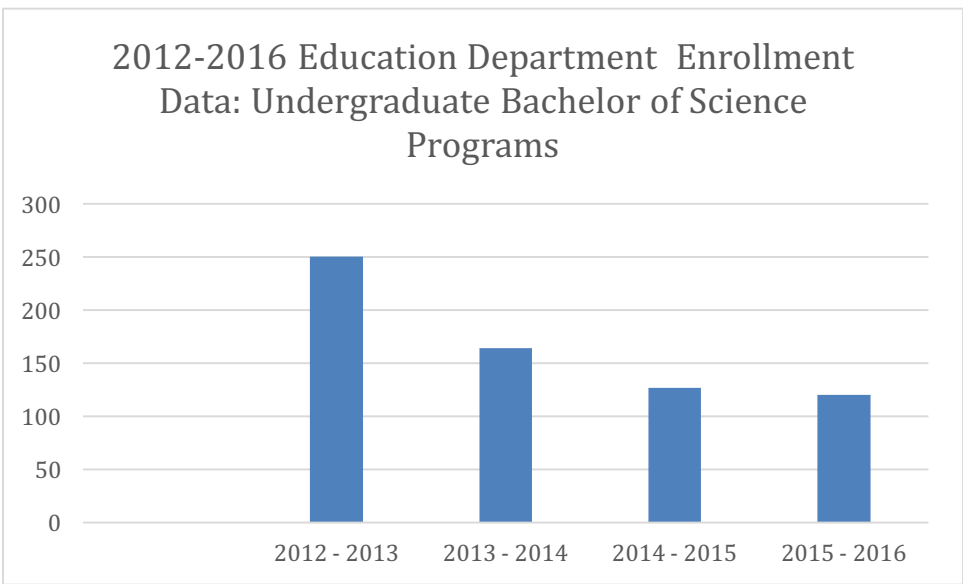




2. 2012-2016 Education Department average graduates per year by degree program

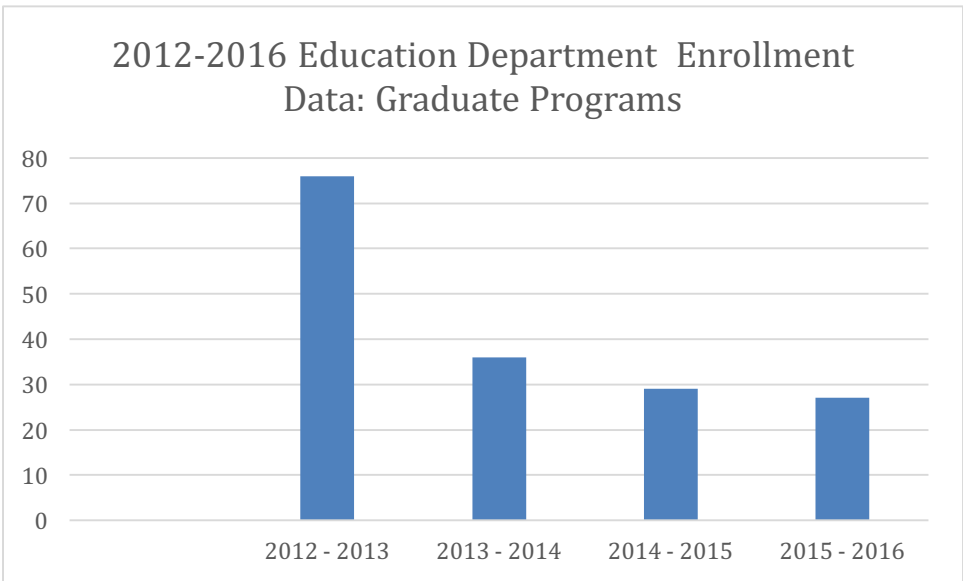


3. 2012-2016 Education Department Enrollment Data: Undergraduate Bachelor of Science Programs



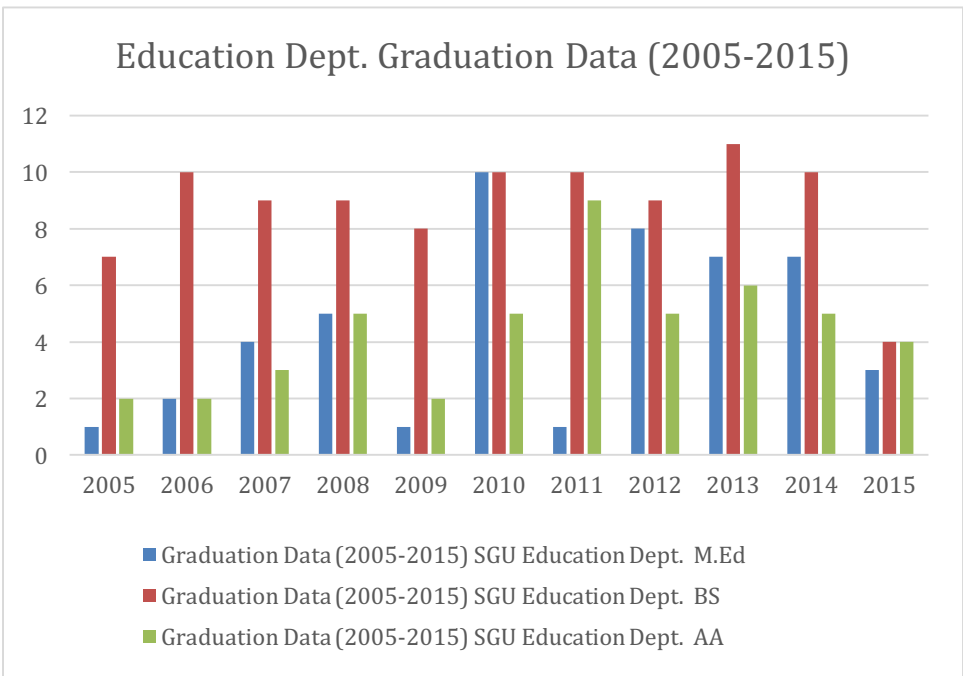
Average enrollment (2012-2016): 165

4. 2012-2016 Education Department Enrollment Data: Graduate Programs

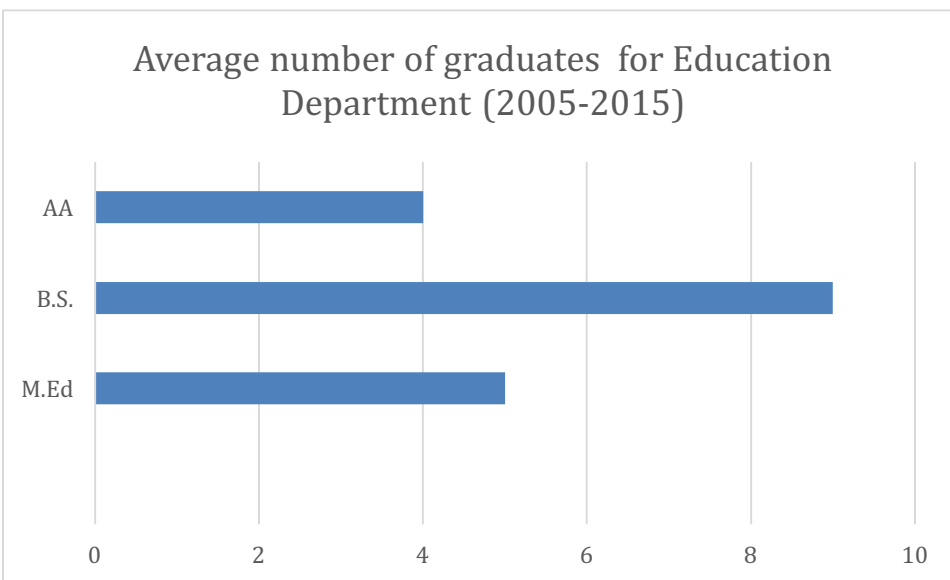


Average enrollment (2012-2016): 42

5. Graduation Data (2005-2015) SGU Education Dept.



6. Average number of graduates for Education Department (2005-2015)



Graduation/Employment Data

Bachelor of Science Undergraduate Programs

| Undergraduate | Graduated | Employed in Area of Study |
|---------------|-----------|---------------------------|
| 2014-2015 | 4 | 100% |
| 2013-2014 | 10 | 100% |
| 2012-2013 | 11 | 100% |
| 2011-2012 | 8 | 100% |
| 2010-2011 | 10 | 100% |

Graduate Programs

| Graduate | Graduated | Employed in Area of Study |
|------------|-----------|---------------------------|
| 2014- 2015 | 3 | 100% |
| 2013- 2014 | 7 | 100% |
| 2012- 2013 | 7 | 100% |
| 2011- 2012 | 8 | 100% |
| 2010- 2011 | 1 | 100% |

ANALYSIS: Based on the data, employment of our graduates continues to remain stable. Through an analysis of graduates, data revealed that there was 100% employment rate in the area of study following the first year of graduation.

Courses Offered for Non-degree Seeking Students

The Education Department offers courses that are required for all teachers seeking South Dakota Teacher Certification. Teachers who are certified in states other than South Dakota, and those candidates with the Teach for America program, must take the following courses in order to be certified to teach in South Dakota schools:

- ED 339 – Indian Education
- ED 447 – Human Relations: A Multicultural Approach **OR**
- ED 547 – Human Relations: A Multicultural Perspective

Section 5. Program Learning Outcomes and Curriculum and Instruction

Program Review

Program review for Sinte Gleska University’s undergraduate and graduate programs began with a review and revamping of the student learning outcomes (SLOs) by the faculty, Assessment Director and Department Chair, who also serves as a faculty member and VP of Academic Affairs. All general education courses, required courses, elective courses for concentration areas, practicums, internships, and national licensure exams were given consideration during the curriculum mapping exercise for determining program learning outcomes (PLOs).

During the mapping exercise, we selected the common practice of using an “I” to indicate the point at which students were introduced to the outcome; an “R” where the outcome is reinforced and are given opportunities to practice the outcomes (ie: methodology courses); and the “M” was used to indicate the point in which students will demonstrate mastery ie: practicum and internship courses). An “A” indicates the point where evidence is collected and analyzed for program-level assessment. Through discussion and analysis of the program outcomes, we ensured that each outcome was assessed and evidence collected to measure effectiveness.

As part of the process, we wanted to ensure that each faculty member, both fulltime and adjunct, had input into how individual course outcomes were aligned with program learning outcomes. Once the mapping was done, we published the information on the Sinte Gleska University website www.sintegleska.edu

| Curriculum Map - BS K-8 Elementary Education | | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Courses | Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach. | Graduates will demonstrate the ability to create learning opportunities and environments that support student development. | Graduates will demonstrate cultural values that represent the program’s conceptual model, mission, and the overall mission of SGU. |
| ED 206 | I | | I |
| ED 210 | I | I | I |
| ED 220 | I | | |

| | | | |
|---------------------|------|------|------|
| ED 225 | I | I | I |
| ED 230 | I | I | |
| EE 200 | I | | I |
| HL 201 | I | I | |
| ME 200 | I | I | I |
| EN 210 | R | R | R |
| ED 305 | R | M | R |
| ED 310 | R | M | R |
| ED 315 | R | M | R |
| ED 320 | R | M | R |
| ED 330 | R | M | R |
| ED 335 | R | M | R |
| ED 345 | R | M | R |
| ED 339 | R | R | M, A |
| ED 445 | R | R | |
| ED 447 | R | R | M, A |
| ED 449 | M, A | M, A | M, A |
| ME 410 | R | R | R |
| ED 499 | M, A | M, A | M, A |
| EE 499 | M, A | M, A | M, A |
| INTASC Portfolio | A | A | A |

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level;
"A"=assessment evidence collected

All of the courses listed above are required of the K-8 Elementary Education program with a Selected Concentration in a content area.

| Curriculum Map - BS K-12 Special Education | | | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Courses | Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach. | Graduates will demonstrate the ability to create learning opportunities and environments that support student development. | Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU. |
| SPED 200 | I | | I |

| | | | |
|------------------|------|------|------|
| SPED 228 | R | R | R |
| SPED 300 | R | R | R |
| SPED 320 | R | R | R |
| SPED 322 | R | R | R |
| SPED 324 | R | R | R |
| SPED 420 | R | R | R |
| SPED 499 | M, A | M, A | M, A |
| INTASC Portfolio | A | A | A |

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

The BS K-8 Elementary Education/K-12 Special Education is a dual major program. Students must complete all requirements for both programs to be dually certified.

| Curriculum Map - BS 7-12 Secondary Education | | | |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Courses | Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach. | Graduates will demonstrate the ability to create learning opportunities and environments that support student development. | Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU. |
| ED 206 | I | | I |
| ED 210 | I | I | I |
| ED 220 | I | | |
| ME 200 | I | I | I |
| SE 305 | R | M | R |
| ED 320 | R | M | R |
| SE 331 | R | M | R |
| ED 339 | R | R | M, A |
| ED 445 | R | R | |
| ED 447 | R | R | M, A |
| ED 449 | M, A | M, A | M, A |
| ME 410 | R | R | R |
| SE 499 | M, A | M, A | M, A |

| | | | |
|------------------|---|---|---|
| INTASC Portfolio | A | A | A |
|------------------|---|---|---|

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

The 7-12 Secondary Education program requires all General Education courses plus approved courses in science and literature. The remainder of the courses in history and Lakota Studies must also be approved by the Department Chair and fulfill the State of South Dakota's Department of Education's certification requirements for history. Students take the Praxis Content Area test in History and the Principles of Learning and Teaching. There is no Praxis test for Lakota Studies.

At the end of each program, students complete a portfolio that contains artifacts aligned with the program's learning outcomes and national standards (ie: InTASC standards for undergraduate programs and ISLLC standards for the graduate programs). Portfolios are assessed using a rubric that is aligned with the standards.

Another integral part of our program review was to look at enrollment numbers for each program and compare those numbers to the number of degrees awarded in a five-year period. This information is used for recruiting and retention, as well as for allocating resources for each program.

Praxis II/Principles of Learning and Teaching Pass Rate Data

| Academic Year | Number Tested | Test Taken | Number Passing |
|---------------|---------------|-------------------------------------------------------|----------------|
| 2014- 2015 | 1 | K-8 Content Knowledge | Pending |
| | 1 | Principles of Learning and Teaching (K-6) | 1 |
| 2013- 2014 | 5 | K-12 Special Education Core Knowledge and Application | 5 |
| | 10 | K-8 Content Knowledge | 10 |
| | 10 | Principles of Learning and Teaching (K-6) | 8 |

ANALYSIS: Based on the information from the Content Knowledge data we will continue to monitor general education and content specific courses. To improve scores for the Principles of Learning and Teaching, which is the application of teaching and learning knowledge and strategies, we will examine methodology course outcomes and make suggested changes.

Current Syllabi

All current syllabi are included in the **Appendix section as Exhibit 2.**

Composite of Student Evaluations for Spring Semester 2016

All composites of Student Evaluations are included in the **Appendix section as Exhibit 3.**

Section 6. Human, Financial, and Physical Resources

| PROGRAM HUMAN RESOURCES (FACULTY) | | | | | | |
|----------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Instructor | FT / A Status | Degree/Known Expertise | Strength to Program | PD Accomplished or Attended | Active SGU Committee Membership | Community Service Completed |
| Medearis, Cheryl Faculty and Chair | FT | M.Ed. Elementary Education; B.S Elementary Education; Early Childhood Special Education endorsement | Public school teaching experience | SGU Professional Development Presenter; Attendance at HLC presentations; Program Review presentation; Higher Learning Commission Conference April 2016 | Department Chairs; President's Council; Provost's Leadership Team; Faculty Council (non-voting); Tokatakiya Scholarship Committee; Strategic Planning Committee | Indian Education Summit Committee Member; Indian Education Advisory Member; Relay for Life |
| Leneagh Michael | FT | M.Ed P-8 Educational Administration; B.S. Elementary Education – Math & Science | Public school and university teaching experience | SGU Professional Development Presenter; Attendance at HLC presentations; Program Review presentation | Alternate Department Chairs; Tokatakiya Scholarship Committee; Strategic Planning Committee | Volunteer for Tiwahe Glu Kinipi program |
| Bizardi, Roberta | A | Education Specialist (Ed.S.); M.Ed. in Curriculum Design; BS Elementary Education | Public school teaching and administrative experience | Language Arts & Writing Standards; School & District Improvement Committees; Building Leadership Team | N/A | Cub Scout Den Leader; Mission Little League Officer; St Charles Borrow Parish Council |
| Bordeaux Debra | A | M.Ed P-8 Educational Administration; BS Elementary Education | Public School teaching experience; administrative experience; grants management | Attendance at HLC presentations; Program Review presentation | President's Council; Provost's Leadership Team; Faculty Council | Maintenance of community partnerships between SGU, local school districts & Head Start; Northern Plains Indian Art Market |
| Bordeaux Linda | A | M.Ed. Elementary Education; M.S. Elementary Administration; B.S. Elementary Education | Public school teaching and administrative experience | All TCSD preschool & inservice professional development activities | N/A | Church activities and committees; partnerships with businesses to meet educational needs |
| Elwood, Steven | A | Masters in Secondary Education & Administration; Masters in Secondary Ed. Curriculum & Instruction; BS Secondary Education – Social Studies | Public school teaching and administrative experience | | N/A | |

| | | | | | | |
|----------------------------|---|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------|
| Delgarito, David | A | B.S. Elementary Education with a concentration in art education | Artist | Attendance at all SGU staff inservice meetings | N/A | Volunteer Boys and Girls Club |
| Engel, Amy | A | M.Ed Elementary Education B.S. K-8 Elementary Education/K-12 Special Education | Public school teaching experience; expertise in teaching children with exceptionalities; National Board Certification | Building Leadership Team; NSACA Conference (2002); SCERTS Conference (2005); NCSC Committee of Practice July 2014 & 2015 | N/A | Partners in Policy Advocacy; Special Olympics |
| Schuyler, Justin | A | B.S. Elementary Education – Middle School | Public school teaching experience; expertise in technology & assistive technology | Building Leadership Team member; all TCSD preschool & inservice professional development activities | N/A | Implemented and taught a life skills program; School Affiliation Board member |
| Schuyler, Stephanie | A | B.S. Elementary Education – Early Childhood Education | Public school teaching experience; expertise in Early Childhood Special Education | All TCSD preschool & inservice professional development activities | N/A | See attached resume |
| Strain, Peri | A | M.Ed Curriculum and Instruction; M.Ed 7-12 Educational Administration; BS Secondary Education | Public school teaching and administrative experience; expertise in area of Indian Education | Vice President of CAIRNS; All WRSD preschool & inservice professional development activities | N/A | WRSD Basketball Team timekeeper; Lakota cultural activities |
| Tinant, Patricia | A | Bachelor of Arts Elementary Education –Child Development | Public school teaching experience; expertise in reading | Balanced Literacy & Guided Reading & Six Traits Writing Committees | N/A | Lakeview Community Activities |
| Wright, Patrice | A | Masters of Administration; B.S. Elementary Education | Public school teaching and administrative experience | Attendance at Strategic Planning and Program Review Workshops; Faculty Council; Department Chairs; Reading, Math & English Dept. Committee | N/A | Tutoring; T-Ball Coach; Maintenance of Okreek Calvary Cemetery |

a) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

Staffing for the Education Department meets the needs of the program because we have a wonderful cadre of adjunct professors from which to select. The majority of the adjunct professors are graduates of Sinte Gleska University's Education program, and many have earned a Masters in Education or other relevant degree. At this time, the department has only one fulltime professor; therefore, the greatest gap is not having another fulltime faculty member with a doctorate degree.

b) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

At the present time, we have adequate physical space; however, the department has been approved for new classrooms and office space attached to the current Student Services Building where the majority of our classes are held. We have adequate equipment and supplies, but lack in the area of technological teaching aids. Our laptop computers that are used by students are nearing the end of their productive lives. Currently, the department's budget is meeting our needs.

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

Strengths

The foundation of the Education Department is a conceptual framework that models a culturally relevant pedagogy that emphasizes the Lakota culture and values. The conceptual framework places the *wakanyeja* (children) at the center and recognizes the importance of honoring their prior knowledge, experiences, and beliefs; future teachers are provided with a culturally relevant model that will allow them to pass this honoring on to the students that they will teach.

The Education Department understands and respects the profound challenges that many Native American students face throughout their educational journey.

Another strength lies within the multicultural student body and faculty that includes: Lakota, students from other tribes, and a diverse mixture of Non-Native American students.

As verified by employment data, the vast majority of our graduates are hired to teach in area schools, both on, and surrounding, the Rosebud Reservation. Many students who complete their undergraduate degrees continue their educational journeys into the masters programs available at Sinte Gleska University and other institutions of higher learning.

Sinte Gleska University and the Education Department have developed partnerships with surrounding tribal and public schools. In years past, Sinte Gleska University's Education

Department Chair and faculty worked with other tribal colleges, namely, Sitting Bull College and United Tribes Technical College, to help them build capacity for their Bachelor of Science programs in elementary and special education.

Challenges that face the Education Department Program

Poverty:

An article published at http://rapidcityjournal.com/news/nation-s-top-three-poorest-counties-in-western-south-dakota/article_2d5bb0bc-44bf-11e1-bbc9-0019bb2963f4.html states the Todd County had the second highest poverty rate (49.1%) in the U.S. in 2012. Sinte Gleska University is located within the boundaries of Todd County, South Dakota.

Insufficient academic readiness:

An article published at http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=1 gives statistics on educational attainment of each school district in the U.S. The article's interactive statistics show that the Todd County School District's students scored 3.1 grade levels below the national educational attainment average. Historically, the majority of Sinte Gleska University's students come from this school district.

Recruitment:

Open enrollment policy leads to skewed recruitment and retention data.

Funding:

Underfunded university programs lead to: shortage of qualified faculty and overall university employees, shortage of technology and teaching materials/resources. Challenges continue to be the low cost of teacher pay which does not encourage people to enter the teaching profession.

Four-Year Direction Recommendation

Within the next four years, we must increase our faculty in our M.Ed. program to include professors with doctoral degrees. As we have done the program review for the undergraduate program, we are faced with the realization that the Bachelor of Science program with a composite major in history may have to be suspended due to lack of students OR we may have to refocus the program to include another content area, or areas, especially in the STEM areas.

As eluded to in the funding section, adding fulltime faculty would be a helpful; however student numbers are going to dictate the end result. We are faced with the challenge of hiring highly qualified teachers based on Higher Learning Commission mandates. The need to fully staff the education department with three full time faculty and one administrative assistant would be ideal. This will result in a decrease in the number adjunct faculty, who bring a wealth of experience to our programs.

Through program review, we will analyze relevant data and resources to optimize/minimize our degree and course offerings.

Goals for the upcoming academic year are:

- to increase the department's enrollment numbers through increased recruitment efforts;
- to seek funding sources to provide scholarship opportunities for education department students; and
- to build Sinte Gleska University's Graduate Education department into a national leader in research on Native American education.

Resources needed to reach the goals:

- Adequate program funding
- Adequate staffing
- Adequate staff salaries
- University, student, local k-12 schools, community/tribe sharing in the direction and providing support