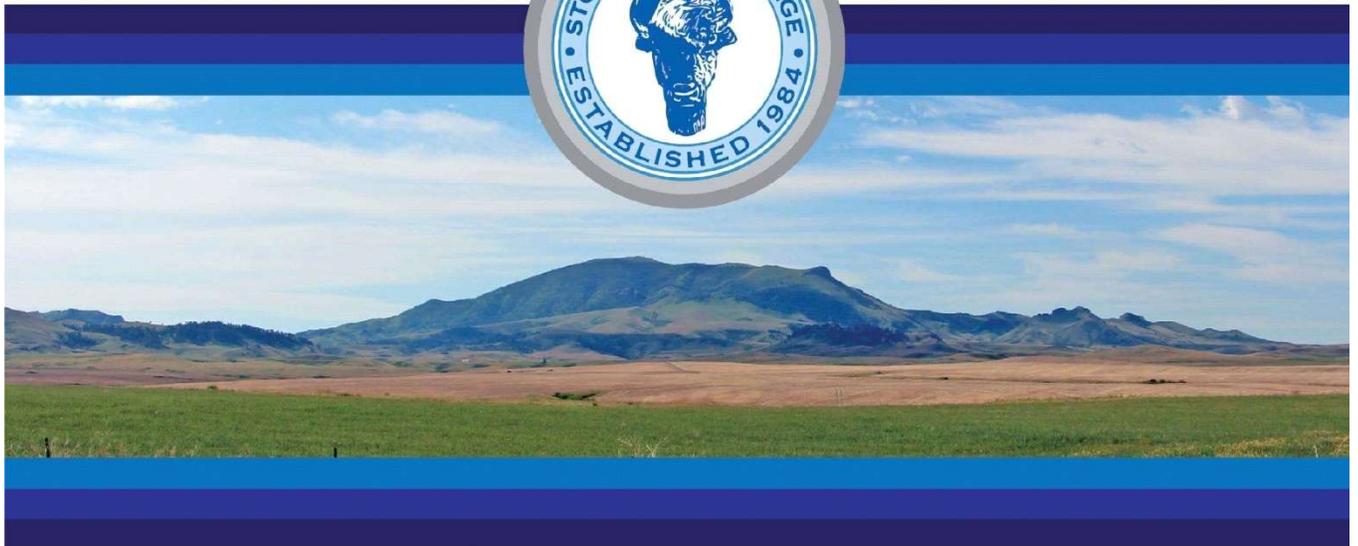


STONE CHILD COLLEGE



Mid-Cycle Evaluation Report

August 2020

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"Making our Dreams Happen with Academic Excellence, Culture and Commitment"

www.stonechild.edu

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Introduction

Stone Child College's 2020 Mid-Cycle Evaluation Report is submitted to the Northwest Commission of Colleges and Universities on behalf of SCC administration, faculty, and staff as evidence of its commitment to continuous improvement through the creation of data-informed processes and usage of data analyses. Data collection and analysis have been the forefront of SCC's work for the past several years to inform strategic directions and priorities, guide program reviews and departmental planning, measure student learning and achievement, and improve governance, data systems, and structures. SCC's multifaceted approach to data collection and analysis are founded in the institution's Core Themes. The four Core Themes are the basis of measuring SCC's mission fulfillment and have been the driving force for collaboration and communication regarding SCC data. This Mid-Cycle Report will focus on the data and analysis regarding Standard One: Student Achievement.

Institutional Overview

Stone Child College (SCC) is a tribally chartered community college located on the Rocky Boy's Indian Reservation in north central Montana. The Rocky Boy's Indian Reservation is the smallest (115,161 acres) of seven reservations in Montana with approximately 3,400 Chippewa Cree tribal members and 1,400 non-Chippewa Cree tribal members living on the reservation. SCC serves approximately 4,800 people residing on the Rocky Boy's Indian Reservation and extends outreach to the local communities of Hill and Choteau Counties.

The Chippewa Cree Tribal Business Committee chartered Stone Child College in 1984. Tribal leaders established the college with the mission of preserving and maintaining Chippewa Cree culture, language, tribal history, and providing educational opportunities for tribal members. Stone Child College accepted the challenge to provide quality post-secondary education for the Rocky Boy's community and surrounding areas.

SCC's Mission supports each student's ability to meet his or her educational needs through accredited certificates and degree programs for transfer, workforce entry, community, and culturally related education. The College's course catalog and website provide accurate and timely information on the degree programs and the requirements for admission and graduation. (1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.)

The College constantly aspires to be responsive to the community while being true to its Mission through cultural enrichment activities, outreach and retention activities, as well as quality degree and certificate program development. Approximately 94% of its 2019 enrollment (305 students) was American Indian while 73% of the students attending SCC were first generation college students. Class size varies with an average teacher:student ratio of 1:10. SCC employs approximately 15 part-time instructors and nine full-time instructors each semester. A nine-member Board of Directors modeled after Tribally Controlled College Governing Boards governs the College. The Board of Directors membership is selected by the Chippewa Cree Business Committee and is made up of four Chippewa Cree Tribal Council members, four community members, and one student representative. The student body elects the student

representative. The Board of Directors meets on a monthly basis and participates in the planning, development, operation, and evaluation of SCC programs.

Stone Child College is a growing institution with a clear Mission Statement, Core Themes, and measurable outcomes. The Mission Statement was reviewed by field experts, administration, and SCC Assessment Committee members and was adopted and finalized by the Board of Directors in December 2011. As part of the Mission Statement review, five Guiding Principles were developed to further define and give direction to accomplish SCC's mission.

On October 16 through October 18, 2017, a seven-person evaluation team conducted a Year Seven Evaluation Visit to Stone Child College. The visit covered Standard One through Standard Five in response to the *Year Seven Report* submitted by the College to the Commission in September of 2017. The evaluation team recognized and honored the cultures and context of the College and its unique mission to serve American Indian students. The Comprehensive Year Seven Peer Evaluation Report was reviewed by SCC administration, staff, and faculty. SCC believes the Report was prudent, accurate, and insightful. Furthermore, the recommendations made by the Committee were attainable, relevant, and provided SCC with actionable steps to further refine its ability to achieve high levels of success in delivering post-secondary opportunities to American Indian students. SCC expediently began work on each recommendation and area of concern, submitted documentation of this work to NWCCU, and received notification from NWCCU that the three recommendations were fulfilled and its reports, including the 2019 Mission Fulfillment and Institutional Effectiveness Report, were accepted. The work on Core Themes and utilization of data is the focus of this Mid-Cycle Evaluation Report, beginning with mission fulfillment and concluding with student assessment

Mission Fulfillment

Preface

(Standard 1.A: Institutional Mission)

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Stone Child College Mission Statement

Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates, and community education. SCC stresses the importance of preserving the Chippewa Cree language, culture, and history. SCC is committed to student learning in order to promote transfer students, professionally prepared, and career-ready individuals.

Core Values: Preserving the Past, Educating the Present, Planning for the Future

Vision: "Making our Dreams Happen with Academic Excellence, Culture and Commitment"

Guiding Principles:

1. preserve and promote the language, culture, and history of the Chippewa Cree;
2. assist tribal organizations in staff development, planning, research, and other needed

- services;
3. collaborate with other institutions and agencies in furthering the interests of the college and community;
 4. continually assess institutional programs and student achievement for increased efficiency and effectiveness;
 5. maintain a student-centered, life-long learning-oriented environment, including opportunities for leadership and community service.

Stone Child College Interpretation of Mission Fulfillment

Stone Child College defines mission fulfillment as demonstrating an acceptable level of performance on the objective indicators for each of the Core Themes: (a) Increase Accessibility to Post-Secondary Education for American Indian Students, Students who are Economically Disadvantaged, and First-Generation College Students; (b) Provide Quality Post-Secondary Education for Transfer or Workforce; (c) Build Community Partnerships and Provide for Continuing Education; and (d) Support the Cultural Perpetuation, Including the Language, Culture, and History of the Chippewa-Cree.

Stone Child College re-examined and reframed its Core Themes and related indicators in 2018. The indicators were revised to ensure the College collects and uses measurements of achievement and actionable data. Direct connections to the revised General Education Learner Outcome Assessment Plan and departmental Program Assessment plans were made linking them to the core themes and strategic planning/resource allocation process.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

An acceptable level of performance for each Core Theme indicator has been reviewed and refined by a Committee Core Theme Team. For each indicator, specific measurement parameters were defined, and performance levels were benchmarked over at least two assessment cycles when the data were available. Proposed targets for acceptable performance were monitored. This framework was used as a working model throughout two assessment cycles to determine viability. The changes to the Core Themes were widely shared with faculty and staff at both staff and faculty meetings (**1.B.3** The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness).

In addition to a clear plan and measurable outcomes and indicators, attention was given to ensure that a sustainable process for collecting and analyzing data was in place. Benchmarks indicators were developed based on historical trends and minimum acceptable levels of performance. National data and data from TCU institutions were also reviewed and utilized as relevant. SCC tracks, analyzes, and utilizes data on a continual basis to measure progress and demonstrate commitment to its mission (**1.B.1** The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement; **1.B.2** The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions).

As part of this process, SCC collects data for analysis and bases program decisions and improvements using the following practices:

- A standardized rubric was developed and is utilized by all faculty for scoring General Education and Program Learning Outcomes to ensure consistency to the student assessment process;
- A rubric was developed and implemented by the SCC Assessment Committee to objectively review and score each department's program outcome and assessment plans and reports, as well as the General Education Learner Outcome assessment reports;
- Student assessment of general education outcomes includes a student-driven assessment in which the students describe their perceptions of the instruction, relevance, and support of the general education outcome in an essay;
- A sustainable process for collecting, analyzing, and reporting program and general education data was created and is being utilized;
- Indicators for the core theme were developed with focus on measurable and actionable outcomes;
- All staff and faculty were provided with professional development around the core themes and have been included in multiple opportunities to review the core themes, indicators, data, and benchmarks, and engage in strategic planning;
- We attempted to form a peer cohort of five other Tribal Colleges and Universities to provide benchmark data for comparison with SCC's data and will continue this work;
- Disaggregated data is displayed on the SCC website;
- Disaggregated data on program and student learning outcomes is analyzed to determine program, student support, and institutional needs to ensure an equitable path for all SCC students.

SCC staff and faculty understand the value of linking data to mission fulfillment and are dedicated to the data collection process. SCC administration aspires to create an environment that is mission focused and driven by institutional values and data (**1.D.3** The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources).

Student Achievement

1) Student Assessment

General Education Assessment

The General Education Assessment Plan at Stone Child College was designed to measure student learning around the general education learner outcomes and related courses, and to outline SCC's plan to use this assessment information to improve programs of study, educational performance, and institutional effectiveness. The data from the General Education Assessment Plan are analyzed in order to provide SCC faculty, staff, and administration *evidence* of its institutional and student outcomes. SCC believes that assessment is a process to determine how well student learning goals have been achieved and to explore what strategies would improve all students' educational performance (**1.C.5** The institution engages in an effective system of assessment to

evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs).

The learner outcomes for the General Education Assessment Plan

As a result of completing the general education program and coursework, SCC students will:

1. demonstrate the fundamental skills of effective written communication;
2. demonstrate the skills of effective oral communication;
3. demonstrate the fundamental skills of mathematical reasoning;
4. exhibit the fundamental skills of scientific inquiry;
5. demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree;
6. apply appropriate technology skills across the curriculum;
7. demonstrate the ability to engage and reflect upon their intellectual and creative development within the arts, humanities, and social sciences; and
8. demonstrate knowledge of the nature of interpersonal relationships and positive communication, and apply this knowledge to on-the-job situations (for certificate programs with 30 semester credits or more).

(1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. 1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes).

Program Assessment

In addition to the changes to the General Education Assessment Plan, the Program Assessment Plans for each degree and certificate programs were updated and a standardized process for collecting and reporting program data was created to allow for disaggregation of data. Each certificate and degree program at SCC measures specific student learning outcomes, as listed in the SCC Course Catalog. Each department leader reviewed the program outcomes, updated them as needed, and designed or selected an assessment to evaluate each outcome. The assessment was delegated to a particular course in the program, and was included in the course syllabus to ensure students were informed about the assignment (1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning; 1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students).

Electronic spreadsheets were developed for each program leader to collect and analyze student learning data each semester and a Program Assessment Report Form was created for annual reporting of program assessment data. The data from each Program and General Education spreadsheet were transferred to a student data base, which allows for the data to be disaggregated by specific criteria, including race, ethnicity, gender, PELL eligibility, first generation college student, and age (1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be

disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps); 1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources).

Assessment Elements

The assessment plans for the General Education Learner Outcomes and Program Learner Outcomes at Stone Child College are both formative and summative, and allow faculty and staff to assess student learning and conduct remediation or provide timely support, as needed.

Formative Assessment consists of demonstrating cognitive comprehension and increasing growth in appropriate skills. *Summative Assessment* consists of (a) determining if the student has reached a marked degree (certificate, licensure, AA/BA) and (b) the student has achieved personal and community goals upon completion of a marked degree of education that are commensurate and consequential to the student's increased education. In addition, the College uses assessment data to make needed changes to programs that may include revisions to curricula, faculty training, as well as revising the assessments themselves.

The assessment plans are inclusive of both direct and indirect assessment methods. Direct assessment methods require students to demonstrate what they know and are able to do. Indirect assessment methods of assessment include student reflections, which are based upon each student's perceptions of her or his ability to demonstrate the essential elements of each of the learning outcomes.

Identifying and maximizing the reliability and validity of the data and subsequent findings generated and collected in the General Education and Program Assessments are essential considerations. Content, face, construct, and predictive validities are all appropriate forms of validity to establish over time with assessment data and associated findings. Such considerations serve as an important parameter regulating the kind, volume, distribution, and utilization of the assessments used to guide, inform, and improve the General Education and Program Assessment Plans and consequent student quality (1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity).

2) The Core Themes

Stone Child College re-examined and reframed its Core Themes and related indicators in 2018. The indicators were revised to ensure the College collects and uses measurements of *achievement* rather than records of attendance. Direct connections to the revised General Education Assessment Plan and Program Assessment plans were made linking them to the core themes and strategic planning/resource allocation process. The process for evaluating the objectives of the core themes was not only data intensive, but the validity and utility depended upon some very well-designed instruments, as well as an analysis that went well beyond

reporting just calculated values. Additionally, communication channels among the departments and faculty needed to be clearly established so that the data remain usable and accessible for planning and resource allocation.

In the fall of 2018, Stone Child College created a structure in which each core theme would have proper input and oversight, and thus ensure efficient and accurate management of data. “Core Theme Teams” were established building upon the work of the existing SCC Strategic Planning Committees. By allocating each of the four core themes to a strategic planning committee, shared accountability for the work was assured. Furthermore, Committee Core Theme Teams are comprised of faculty and staff who collectively and individually have the needed experience and expertise to assess, inform and improve SCC’s core theme work and strategic planning process. Each Committee Core Theme Team is supported with an IT Committee and a Data Committee representative.

In January 2019, the Theme Teams held an initial meeting in order to review the Core Theme Plan, SCC’s proposed indicators, sources for verifiable evidence, and rationale for each core theme indicator. Additionally, the committee core theme groups discussed plans to obtain data and benchmarks and updating the document. The Committee Core Theme Teams meet at least once a semester in order to (a) continuously review indicators, measures, and evidence; (b) discuss and analyze the data; and (c) provide a written annual report to SCC administration on the process and the data so assessment remains a continual cycle of improvement, and that the information is meaningful to inform SCC staff, faculty and administration on mission fulfillment and strategic planning. Additionally, it is the responsibility of the Committee Core Theme Teams to reach out and involve all appropriate stakeholders in the planning and data collection/analysis process. It is hoped that information is widely shared among committees to inform other committees about their work and gain perspectives on the work of other committees for their use. A summary of the 2020 Core Theme Team Annual Reports is included in the data analysis under each Core Theme. (1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals).

Core Theme One: Increase Post-Secondary Education Opportunities, Achievements, and Attainments for American Indian Students, Students who are Economically Disadvantaged, and First-Generation College Students

Description:

The overall mission of Stone Child College is to provide access and quality post-secondary education to American Indian students. Data on enrollment, persistence and graduation rates provide meaningful and relevant information to SCC on both mission fulfillment and possible areas for improvement. The indicators for Core Theme One were selected as they are essential aspects to measuring and monitoring who is being served and how well. Entry and exit data inform SCC on student characteristics common to many American Indian students, which often impede success in post-secondary education. These characteristics include being a first-generation college student, being economically disadvantaged, or being academically ill-prepared for higher education. These characteristics may provide challenges, but not barriers if

the institution is aware of them and proactively addresses issues as guided by the ongoing data analysis.

Persistence is defined as the percentage of students who maintain their enrollment from semester to semester, and/or complete their program. Persistence data are an essential measure of SCC's mission fulfillment, as it is not only critical to increase access to post-secondary opportunities for American Indian students, but it is also essential to provide the support and education necessary for continued enrollment or completion. Graduation rates alone will only provide a partial picture of institutional fulfillment as many students do not count if they transfer to another institution. SCC has elected to track the trends and changes in Indian Student Count from entry to exit in order to develop strategies, such as increasing recruitment activities and program revisions that are relevant and tied to SCC's strategic planning process. Included in the planning process are justifications for resource allocation, based upon data.

Objective:

To increase the post-secondary education opportunities, achievements, and attainments for American Indian students, students who are economically disadvantaged, and first-generation college students

Indicators include:

1. number and percent of American Indian students,
2. number and percent receiving PELL funding,
3. number and percent first generation college students,
4. persistence in semesters,
5. retention year to year,
6. graduation rates, and
7. dual enrollment numbers and credits earned.

Rationale:

1. Number and percent of American Indian students: **Rationale for Criteria:** The overall mission of Stone Child College is to provide access and quality post-secondary education to American Indian students. Data on enrollment, persistence, and graduation rates will provide meaningful and relevant information to SCC on both mission fulfillment and possible areas for improvement.
2. Number and percent receiving PELL: **Rationale for Criteria:** Entry and exit data can inform SCC on student characteristics common to many American Indian students, which often impede success in post-secondary education. These characteristics include being a first-generation college student, being economically disadvantaged, or being academically ill-prepared for higher education. These characteristics may provide challenges, but not barriers if the institution is aware and proactively addresses issues as guided by the ongoing data analysis. One factor that places AI college students at risk is lack of financial resources. Therefore, students who receive financial aid, including PELL grants, will be tracked by year in school. Benchmarks were set using data from the Hechinger Report documenting that 78% of TCU students receive PELL funding while 90% apply. (Why are tribal college students slow to ask for financial aid? by DELECE SMITH-BARROW February 15, 2019)

3. Number and percent first generation college students: **Rationale for Criteria:** First Generation College students are defined as students entering SCC who do not have a parent or guardian with a bachelor's degree. First generation college students are often at risk for not graduating as they do not have access to the available support and information about the nuances of college work and life and often lack the tools for college success. Tracking first generation college students will provide SCC with information on how well it is serving these potentially at-risk students.
4. Persistence in semesters: **Rationale for Criteria:** Persistence is defined as the percentage of students who maintain their enrollment from semester to semester and/or complete their program. Persistence data are essential measures of SCC's mission fulfillment to increase access to post-secondary opportunities for American Indian students. Persistence data are also essential to provide the support and education necessary for continued enrollment or program completion.
5. Retention year to year: **Rationale for Criteria:** Retention rate is the percentage of a school's first-time, first-year undergraduate students who continue at that school the next year. Data on retention are often linked to student satisfaction. Students whose academic needs are being met are more likely to return.
6. Graduation rates: **Rationale for Criteria:** Graduation rates provide a partial picture of institutional fulfillment as many students do not count as completers if they transfer to another institution. SCC has elected to track the trends and changes in Indian Student Count from entry to exit in order to develop strategies, such as increasing recruitment activities and program revisions that are relevant and tied to SCC's strategic planning process.
7. Dual enrollment numbers and credits earned: **Rationale for Criteria:** Student data (numbers, credits completed, courses completed, continued enrollment) on those who enroll in dual enrollment courses (students who take college courses for both college and high school credit) will provide SCC with actionable findings with respect to improving the educational services and offerings.

Data and Analysis

Data for Core Theme One consist of the following demographics and tables of disaggregated data that calculate persistence, retention, and graduation rates. Data were disaggregated by the following categories: Race, Gender, Age, PELL Eligible, First Generation College Student, and Full or Part Time Status. The analysis of these data is included in the Annual Report Summary in which the Core Theme Team One reflected upon the data and discussed ways in which to improve Stone Child College's mission fulfillment, and in particular student achievement.

1.1 Number and percent of American Indian students: **F 19: 286/305 students, 94%**

1.2 Number and percent of students who meet the income guidelines for receiving PELL and have an EFC of \$0: **F 19: 114/132 or 86% of Pell Eligible students had an EFC of \$0. 11 more students had an EFC of \$0, but were ineligible for Pell due to maxing out their Pell, SAP or default reasons, making the total percent of low income students 95%.**

1.3 Number and percent first generation college students (defined as either parent/guardian has a bachelor’s degree): **F 19: 223/305 total students or 73%, Degree Seeking: 145/191 or 76%, Non-degree Seeking: 78/114 or 68%.**

1.4 Persistence in semester (fall to spring and spring to fall): average = **69% for full time students and 60% for part time students.**

Table 1. Persistence data disaggregated by student criteria

Fall to Spring Persistence												
	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
Fall 18_Spring 19	68%	68%	64%	65%	70%	75%	65%	53%	82%	71%	72%	55%
N	191	177	14	82	109	106	35	50	121	140	142	49
Fall 19_Spring 20	66%	65%	80%	63%	68%	74%	56%	56%	72%	62%	66%	64%
N	191	181	10	70	121	103	34	54	118	142	154	37

Data for 2018-2019 and 2019-2020 indicate that there is not much variation in persistence rates among students grouped by race, gender, socioeconomic status (PELL eligible), and First Generation. The range of rates is from 53% for those over 30 years of age to 82% for PELL Eligible students. It appears that the older the students, the lower the persistence rates. Future data will be closely reviewed to ensure there are no trends that indicate variation among student groups, particularly for those students who are older than the average age at SCC (28 years).

1.4B Retention year to year F18 to F19: 50%

Table 2. Retention disaggregated by student criteria

Fall to Fall Retention												
	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
Fall 18_Fall 19	51%	54%	14%	49%	52%	57%	56%	33%	57%	54%	54%	40%
N	191	177	14	82	109	106	35	50	121	140	142	49
Fall 19_Fall 20												
N												

Data on retention ranges from 14% for students who are not American Indian to 57% for PELL Eligible students and students who are 18-24 years of age. Data once again indicate that the older the students, the lower the success or retention rate.

1.5 Graduation rates: F 16 Cohort (SP20): 27.3%

Table 3. Graduation rates disaggregated by student criteria

Graduation Rate 150%												
	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
Fall 15 Cohort (SP19 Grads)	42%	40%	100%	25%	50%	35%	100%	75%	48%	m	42%	-
N	36	35	1	12	24	31	1	4	27	m	36	0
Fall 16 Cohort (SP20 Grads)	27%	26%	50%	27%	28%	27%	29%	25%	31%	m	27%	-
N	33	31	2	15	18	22	7	4	26	m	33	0

Graduation Rates range from 25% (for students over 30 in the Spring 20 cohort) to 100% (for non-American Indian students and students 25-30 years of age). Graduation rates for all students are being closely monitored and strategies to improve graduation rates are tied to the college's strategic plan.

1.6 Dual enrollment numbers and credits earned; percent passed (per class) # students enrolled in one course/pass rate, # students enrolled in two, three and four courses/pass rate. Pass = C or higher. **F19-SP20: 49 DE students (28 Rocky Boy High School, 21 Box Elder High School) enrolled in a total of 139 courses and passed 106 for an overall passing rate of 76.3% earning a total of 328 credits. F 19 Success Rates:** Enrolled in 1 course N=25 students: 76% Successful; Enrolled in 2 courses N=7 students: 86% Successful; Enrolled in 3 courses N=2; 83% Successful. **SP 20 Success Rates:** Enrolled in 1 course N=9 students: 89% Successful; Enrolled in 2 courses N=16: 63% Successful; Enrolled in 3 courses N=15: 76% Successful; *Enrolled in 4 courses N=2: 100% Successful. *First term where students took 4 courses

Core Theme One Annual Summary Report:

Core Theme Team One: Increase Enrollment & Educational Opportunities

Date of Report: August 11, 2020

Core Theme Team Leader/s: John Mitchell, III

Data Review: Indicate on the following table the total number of scores

Core Theme:	1's	2's	3's
Raw Scores	1	2	4
Percentage (raw score/total number of scores)	14%	29%	57%

What scores or data points stand out the most to you and your team (both the good and the bad) and why?

Positive:

Enrollment – serving who our mission intended; focus on equity

Challenges:

Persistence, Retention, and Graduation rates

What strategies do you propose to improve the outcomes for your Core Theme?

SEM Data Management System

HHS/Achieve The Dream projects' focus on the Early Momentum Metrics

Consider student equity by criteria – eg what is equitable for older students vs younger students – looking at disaggregated data

Strategies for increasing student voice on why they use or don't use student services

Contacting students and asking why they stopped out

Using social media tour

Using student tracker (HHS grant); upload students who aren't attending and find out why – if they went somewhere else; can use financial aid as a way to locate if they went to another institution

Have a social SWAG party

Adding more four year degrees with endorsements

What additional data needs to be collected to better inform SCC administration and staff?

Split persistence rates by semester and average for year (Fall to spring and spring to fall)

Track covid related data

Track dual enrollment students – where do they go? How successful are they?

Workforce information where do students become employed

Track students at registration to find out what their goals are and use this for tracking Non-Degree Seeking Students; if the goal is to take one class for employment – did they meet the goal?

Core Theme Two: Provide quality Post-Secondary Education for Transfer or Workforce

Description:

Stone Child College defines quality post-secondary education as the framework wherein students have an *abundant opportunity* to **access** higher education with the additional qualities of *exemplary instruction and support* for their educational *achievement* and *laudably honored* when having **attained a marked degree of growth**. There are three components within Core Theme Two: quality programs and curricula, quality services, and quality student outcomes. These three elements were selected to add specificity to the overarching goal of providing quality post-secondary education for students to transfer and further their education, and/or to enter the workforce. SCC believes all three components contain critical aspects of a quality post-secondary education.

Student learning is defined as the cognitive and practical acquisition of the concepts and skills inherent in the curricula undertaken by the student.

Student achievement is defined as the recognition of the degree to which student learning has been successful and integrated with fidelity into the life of the student and those whom the student will serve.

The indicators of Core Theme Two were selected to provide meaningful, verifiable and assessable data on SCC's work in creating and delivering quality programs and curricula. The data, which focus on student outcomes and institutional achievements, appraise SCC of its institutional effectiveness and mission fulfillment. By connecting the data to institutional

strategic planning and resource allocation, the process empowers SCC to increase its capacity to continuously improve the quality and relevance of education provided to its students.

Indicators of student learning are perhaps the most important measurement of a quality education. General Education Outcomes are assessed in selected general education courses and provide the institution and programs with information on SCC's general education program. Program assessments are collected and reported for each academic department annually. Effectiveness of the curriculum is measured through student, graduate, and employer surveys. The surveys provide an indirect measure of quality of education as perceived by those who employ SCC graduates.

In summary, the indicators for the three components for Core Theme Two provide the means to evaluate the quality of educational programs and their effectiveness in preparing students for entry into the workforce or to transfer for further education.

Objectives:

To provide quality educational programs and curricula, to provide quality student support services, and to ensure quality student outcomes.

Indicators:

Quality Programs and Curricula include

1. student satisfaction surveys;
2. course evaluations consist of: (a) evaluation of course, (b) evaluation of student learning, (c) evaluation of teaching, and (d) evaluation of Student Support Services;
3. program assessments and Student Learning Outcomes;
4. exit surveys of graduates;
5. MOUs for transfer/dual enrollment;
6. quality faculty;
7. quality leadership; and
8. teacher/student ratio.

Quality Services include

9. satisfaction surveys from students and faculty;
10. funding and support;
11. quality staff; and
12. evaluation of student support services (transportation, learning center, childcare, and retention).

Quality Student Outcomes include

13. general education outcomes and data analysis;
14. institutional assessment of program and general education assessments; number of programs improving student learning using program data; and
15. Graduate survey of student perceptions of the degree to which curricula prepared them for employment or transfer.

Rationale:

1. Student satisfaction surveys: **Rationale for Criteria:** The CCSSE survey is conducted every other year and provides data on SCC student satisfaction. These data lead to

institutional changes when indicated. The SENSE survey provides data on first year entering students.

2. Course evaluations: **Rationale for Criteria:** Course evaluations provide information and data on individual courses, which includes (a) instruction, (b) student development and learning, (c) evaluation of teaching, and (d) an evaluation of student support services. The addition of student support services was added in spring 2020 after seeing a need for student feedback each semester. The graduate survey and course evaluations provide SCC with actionable data for improving each component of student support.
3. Program assessments and Student Learning Outcomes: **Rationale for Criteria:** Indicators of student learning are perhaps the most important measurement of a quality education. Program assessments are collected annually and reported for each academic department. Each degree program has developed a Program Assessment Plan, which outlines the assessments and related courses that support and assess each learner outcome. The analysis for this indicator consists of aggregated and disaggregated data and is used for institutional and program planning leading to improve student outcomes. (1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study).
4. Exit surveys of graduates: **Rationale for Criteria:** A graduate/exit survey is administered each year and taken by each student. Questions 6, 7, and 34 from this survey are analyzed to provide information on students' perceptions of their college experience and learning.
5. MOUs for transfer/dual enrollment: **Rationale for Criteria:** MOUs with other colleges provide expanded opportunities to SCC students for continued education or for education in areas not offered at SCC. Additionally, MOUs for dual enrollment provide local high school students with opportunities to gain college credit and experience while still enrolled in high school. Therefore, MOUs provide SCC with information on its ability to offer expanded educational opportunities through partnerships with other colleges and high schools.
6. Quality faculty: **Rationale for Criteria:** Quality faculty is key to student learning and development. Quality faculty is measured through student evaluations, CCSSE and SENSE survey data, and a review of degrees, experience, and other skills/knowledge that indicate quality faculty.
7. Quality leadership: **Rationale for Criteria:** Quality leadership is essential at all levels. Quality leadership is measured through graduate survey questions, which address the leadership of the SCC president. Leadership is also measured through evaluations of the academic vice president, dean of student affairs, and the SCC Board of Directors.
8. Teacher/student ratio: **Rationale for Criteria:** Small class sizes are indicative of individualized student support and are preferred by SCC students. Therefore, teacher/student ratios provide SCC with information that needs to be monitored to ensure that efficacious teacher/student ratios continue.
9. Satisfaction surveys from students and faculty: **Rationale for Criteria:** Effectiveness of the curriculum is measured through student, graduate, and employer surveys. The CCSSE and SENSE surveys provide information on SCC student and staff perceptions of satisfaction.

10. Funding and support: **Rationale for Criteria:** Adequate funding for academic and student support services is essential. A review and analysis of the annual budget and other areas of support is critical for institutional management.
11. Quality staff: **Rationale for Criteria:** Quality staff provide quality services to ensure that students are well supported. Quality staff is determined through an analysis of the Graduate Survey.
12. Utilization of and level of satisfaction with student support services (transportation, learning center, childcare, and retention): **Rationale for Criteria:** Students attending tribal colleges often experience challenges and hardships that create barriers to their academic success. These challenges may force students to fail or withdraw from courses and even withdraw from college. Therefore, student support services are critical to student success if they adequately address these challenges. Student services that have been identified as being essential are transportation, financial aid, childcare, IT, mentoring, internships, and tutoring. Data on these services will assist SCC in measuring their impact and importance.
13. General Education Outcomes and Data Analysis: **Rationale for Criteria:** Indicators of student learning are perhaps the most important measurement of a quality education. General Education Outcomes are assessed in selected general education courses and provide the institution and programs with information on SCC's general education program.
14. Institutional assessment of program and general education assessments; number of programs improving student learning using program data: **Rationale for Criteria:** : As previously noted, indicators of student learning are perhaps the most important measurement of a quality education. General Education Outcomes are assessed in selected general education courses and provide the institution and programs with information on SCC's general education program. Program assessments are collected and reported for each academic department annually. The SCC Assessment Committee utilizes a 5-point rubric to analyze each General Education and Program Assessment Plan and Report.
15. Graduate survey of student perceptions of the degree to which curricula prepared them for employment or transfer: **Rationale for Criteria:** The graduate and employer surveys provide an indirect measure of quality of education as perceived by those who employ SCC graduates and by the graduates who become employed. Question #13 of the graduate survey directly asks students about their perceptions of how well they were prepared for employment or transfer.

Data and Analysis

Data for Core Theme Two consist of the following information regarding quality education. Whenever possible, student data were disaggregated by the following categories: Race, Gender, Age, PELL Eligible, First Generation College Student, and Tribal Enrollment. The analysis of these data is included in the Annual Report Summary in which the Core Theme Team Two reflected upon the data and discussed ways in which to improve Stone Child College's mission fulfillment, and in particular student learning and achievement.

2.1a Student satisfaction surveys (SENSE Q 27: Would you recommend this college to a friend or family member? CCSSE Q 35: Would you recommend this college to a friend or family member?) **SENSE F19: 95.5% YES (N=22) CCSSE SP19: 100% YES (N=99)**

2.1b Student satisfaction surveys (CCSSE Q. 36: How would you evaluate your overall educational experience at this college?)

CCSSE SP 19: N=99

57.3% Excellent (N=57)

41.5% Good (N=41)

1.2% Fair (N=1)

0% Poor

98.8% Excellent/Good

2.2 Course evaluations are defined as an assessment of the course, student development, and teaching: **F 19: 98% of the responses are Strongly Agree or Agree; S20: 96% are Strongly Agree/Agree**

Chart 1. Summary of Spring 2020 Course Evaluations

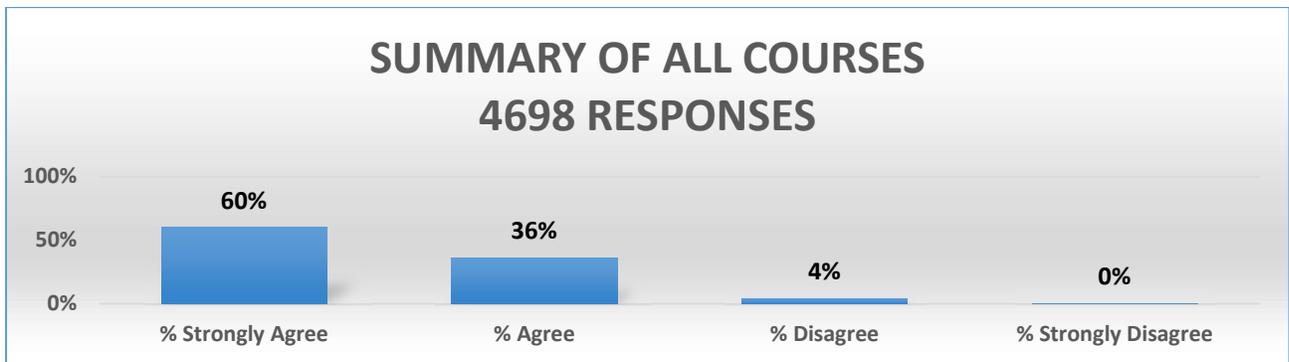
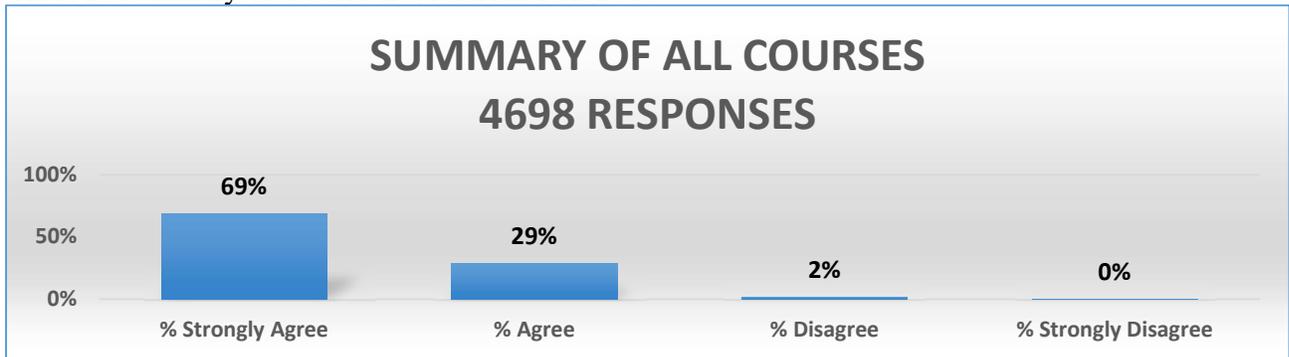


Chart 2. Summary of Course Evaluations Fall 2019



2.3 Program Learning Outcome (PLO) Assessment

PLO assessment data were gathered from all degree programs to conduct an analysis of disaggregated student data. Proficiency percentages were calculated by taking the number of

PLO Scores that were proficient (scores that were at least a 2) and dividing by the total number of PLO scores.

F 19: Program Assessment: 85% proficient N=240

S20: Program Assessment: 83% proficient N=273 **Average % 2019-2020: 84%**

Table 4. Program Proficiency Disaggregated Data

Average % Proficient for all SCC students	84
Average % Proficient by PELL Eligible	83
Average % Proficient by not PELL Eligible	85
Average % Proficient 1st Generation College Student	84
Average % Proficient not 1st Generation College Student	80
Average % Proficient for Males	80
Average % Proficient for Females	85
Average % Proficient by Chippewa Cree Tribal Members	84
Average % Proficient for other tribes	86
Average % Proficient for American Indian students	83
Average % Proficient for students of other races	91
Average % Proficient for students 18-21	81
Average % Proficient for students 22-25	83
Average % Proficient for students 26-30	77
Average % Proficient for students 31-35	81
Average % Proficient for students 36-40	90
Average % Proficient for students 41-45	94
Average % Proficient for students over 45	100

Proficiency percentages range from 80-100% with very little variation among the student groups.

2.4 Exit surveys of graduates: S 20 93-98% of students Agree/Strongly Agree with the statements about their college and career preparedness. Details as follows:

Use computer to write professional papers 93% agree/SA (N=14)

Understand role culture plays in society 93% agree/SA (N=14)

Strong work ethic 93% agree/SA (N=14)

Prepared for upper level coursework at 4 yr. 93% agree/SA (N=14)

97% agree/SA on all 3 questions for prepared for the work force. (N= 37)

Written communication 98% Agree/SA (N=48)

Oral Communication 98% Agree/Strongly Agree (N=48)

Computation 98% Agree/Strongly Agree (N=48)

Scientific Inquiry 96% Agree/Strongly Agree (N=48)

NA History and Culture 96% Agree/Strongly Agree (N=48)

Computer skills 98% Agree/Strongly Agree (N=48)

93-98% of students Agree/Strongly Agree with the statements about their college and career preparedness

Mean = 96.1%

(N = 14-48)

2.6 Quality faculty

Faculty section of CCSSE; Review of the qualifications and degrees for full and part faculty

F19: FT: 11 faculty

18% Doctorates; 64% Masters; 9% Bachelors and 9% Associates

PT- 10 faculty

60% Masters; 30% Bachelors and 10% Associates

S20: no changes

PT- 50% Masters ; 40% Bachelor's and 10% Associates. All faculty meet the qualifications of their positions.

2.7 Quality leadership: Grad survey: Q 30 The Office of the President was accessible to me.

The President was visible throughout the institution. The President displayed the appropriate level of professionalism. **The President was an educational leader in the community.**

SP 20 Graduate Exit Survey Overall 94.5% SA/Agree (N=39-44) as seen below:

The office of the president was accessible. 95% Agree/SA (N=39) The president was visible throughout the institution. 87% Agree/Strongly Agree (N=44) The President displayed the appropriate level of professionalism. 98% Agree/Strongly Agree (N=41) The President was an educational leader in the community. 98% Agree/Strongly Agree (N=44)

2.8 Teacher/student ratio: Summer2019 1:13 Students 374 teachers 28; Fall 2019 1:7

Students 310 teachers 41 Spring 2020 1:10 Students 360 teachers 36

AVERAGE: 1:10

2.9a Satisfaction surveys from first year students on the social and academic support received using SENSE data. 2017 SENSE survey data was used to set benchmarks using Tribal Colleges for comparison.

17e A course specifically designed to teach skills and strategies to help students succeed in college: 43% TCU Average, **67% SCC Data**

17f An organized "learning community" (two or more courses that a group of students take together): 13% TCU Average, **14% SCC Data**

19i During the first three weeks of your first semester at this college, about how often did you do the following:

Participate in a required study group outside of class: TCU Average: : 80% never; 12% once; 6% 2 or 3 times; 2% 4 or more times; **SCC Data: 73% never participated in required study group, 4% once, 14% two or three times, 9% four or more times**

19j Participate in a student-initiated (not required) study group outside of class: 81% never; 10% once; 7% 2 or 3 times; 2% 4 or more times. **SCC Data: 80% never; 12% once; 6% 2 or 3 times; 2% 4 or more times, SCC Average: 73% never, 14% once, 4% two or three times, 9% 1 four or more times (N=22)**

Do you know about the following?

20.1a Academic advising/planning: TCU 70%, **SCC: 77%**

20.1b Career counseling: TCU 40%, **SCC: 33%**

20.1c Job placement assistance: TCU 37%, **SCC: 57%**

20.1d Face-to-face tutoring: TCU 73%, **SCC: 57%**

20.1e Online tutoring: TCU 22%, **SCC: 27%**

20.1f Writing, math, or other skill lab: TCU 65%, **SCC: 48%**

2.9b Satisfaction surveys from students using CCSSE data.

Table 5. CCSSE Data

9b Providing the support you need to help you succeed at this college: 3% very little, 16% some, 36% quite a bit , 45% very much	CCSSE F 17 (N=43) 2% very little 12% some 42% quite a bit 44% very much	CCSSE SP19 (N=99) 1% very little 20% some 40 % quite a bit 39% very much
9c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds: 11% very little, 27% some, 32% quite a bit , 30% very much	7% very little 16% some 44% quite a bit 33% very much	19% very little 37% some 33% quite a bit 11% very much
9d Helping you cope with your non-academic responsibilities (work, family, etc.): 21% very little, 34% some, 26% quite a bit , 20% very much	11% very little 34% some 39% quite a bit 16% very much	17% very little 33.6% some 24% quite a bit 26% very much
9e Providing the support you need to thrive socially: 15% very little, 31% some, 32% quite a bit , 22% very much	2% very little 30% some 51% quite a bit 16% very much	21% very little 43% some 20% quite a bit 16% very much
9f Providing the financial support you need to afford your education: 10% very little, 21% some, 29% quite a bit , 40% very much	2% very little 14% some 40% quite a bit 44% very much	23% very little 33% some 20% quite a bit 24% very much

12.1 How often have you used the following during the current academic year?		
12.1a Academic advising/planning: 11% never, 20% once, 49% 2-4 times , 20% 5 or more times	5% never 21% once 57% 2-4 times 17% 5 or more times	18% never 33% 1 time 39% 2-4 times 10% 5 or more times
12.1b Career counseling: 55% never, 20% once, 20% 2-4 times , 5% 5 or more times	29% never 41% once 19% 2-4 times 12% 5 or more times	77% Never 6% 1 time 16% 2-4 times 0% - 5 or more times

2.11a Quality staff: SP20 Grad. Exit Survey: 85-99% Agree/Strongly Agree that quality services are provided, Mean = 95% N=22-48

- Facilities: 99% Agree/SA.
- IT: 97% Agree/SA
- Student Services: 85% Agree/SA
- Registrar: 99% Agree/SA
- Financial Aid: 95% Agree/SA
- Business Office: 96% Agree/SA
- Bookstore: 95% Agree/SA
- Library: 95% Agree/SA

2.11b Academic Advising: SP 20 Graduate Exit: Overall: 99% (see below)
 100% Agree/SA they were placed in appropriate courses based on ability. (N=48)
 98% Agree/SA that their advisor was readily available to them (N=48)
 100% Agree/SA advisor helped me to choose the appropriate order to take classes. (N=48)
 98% Agree/SA they received quality instruction from faculty (N=47)

2.12 Utilization and rating of student support services from students using those services (transportation, learning center, childcare, and retention): S20: Course Evaluations
The availability of student services was important to my success in this course: 88% of students agreed and strongly agreed with this statement.

Chart 3. Student Support Services Evaluation; source: 2020 Course Evaluations

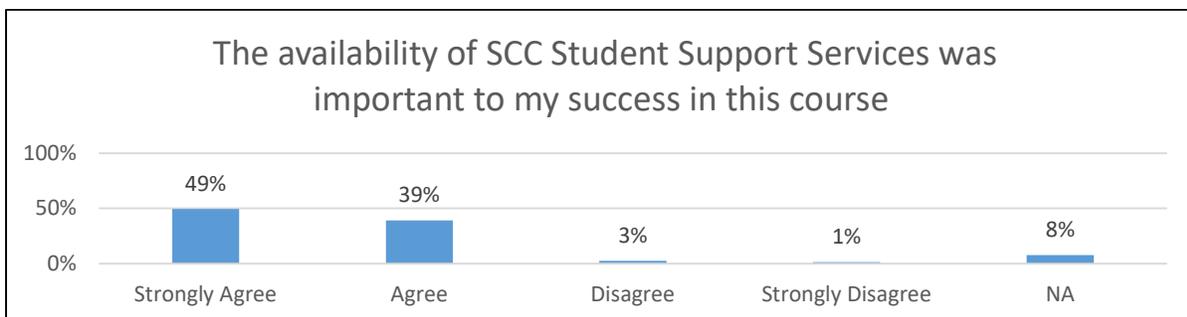


Chart 4. Student Support Services Evaluation: source 2020 Course Evaluation

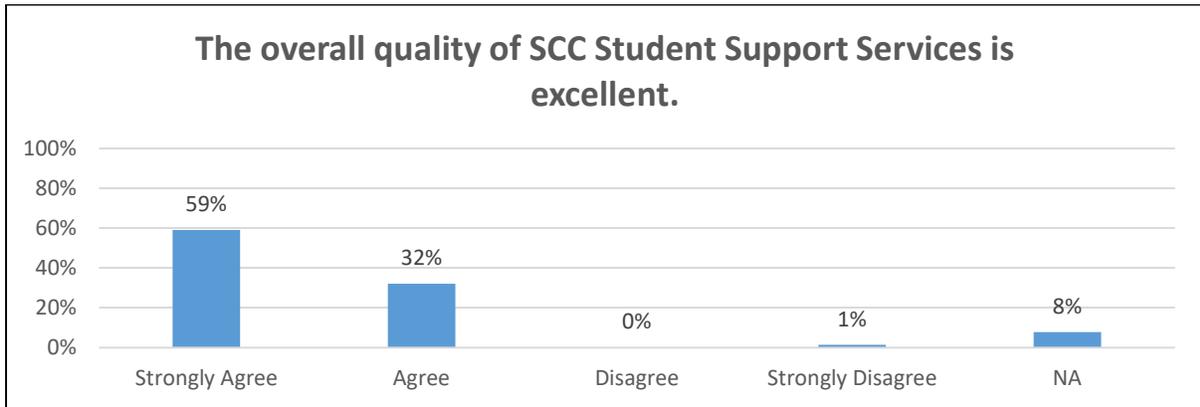


Chart 5. Utilization of Student Support Services (Please rate how the following Student Support Services assisted me to be successful in this course): Services rated and ranked as Strongly Agree and Agree.

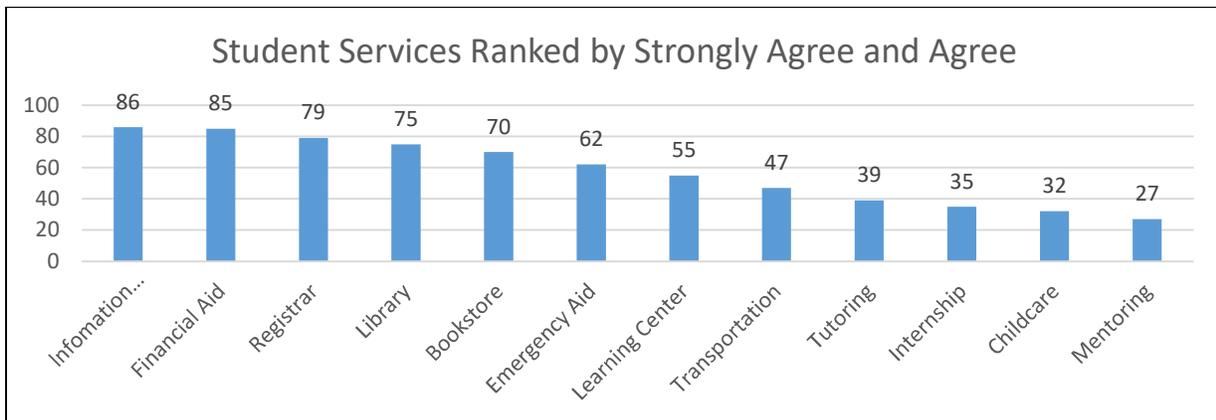
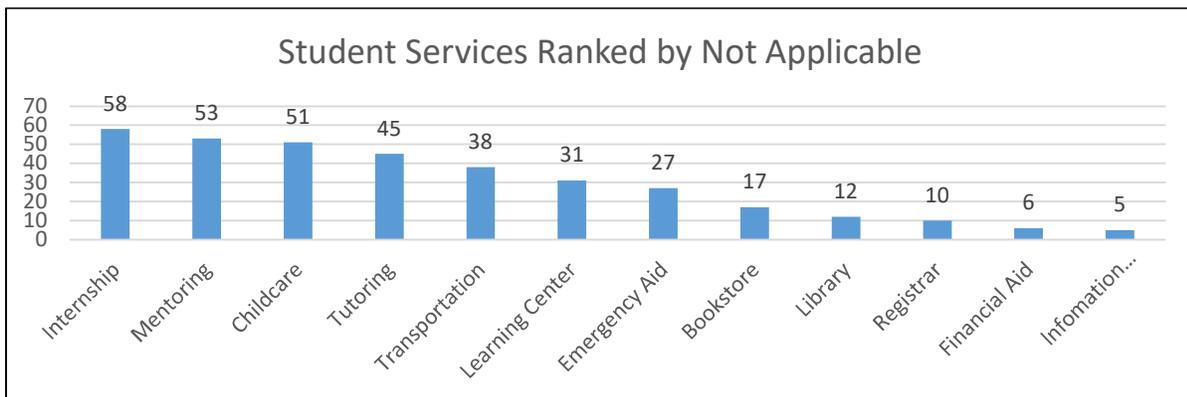


Chart 6. Student Support Services Utilization: (Please rate how the following Student Support Services assisted me to be successful in this course). Services ranked by “not applicable”



2.13 General Education Outcomes and Data Analysis (GELO)

Table 6. GELO Data disaggregated by student criteria.

GELO Assessment	
# scores proficient	98
Total # of scores	126
% proficient	78%
GELO for Non-Indian Student	
# scores proficient	9
Total # of scores	10
% proficient	90%
GELO for American Indian students	
# scores proficient	89
Total # of scores	116
% proficient	77%
GELO for PELL	
# scores proficient	80
Total # of scores	104
% proficient	77%
GELO for Non-PELL	
# scores proficient	18
Total # of scores	22
% proficient	82%
GELO by Gender	
Male	
# scores proficient	36
Total # of scores	45
% proficient	80%
Female	
# scores proficient	62
Total # of scores	81
% proficient	77%
GELO for Chippewa Cree	
# scores proficient	77
Total # of scores	97

% proficient	79%
GELO for other tribes	
# scores proficient	20
Total # of scores	27
% proficient	74%
GELO by Age	
18-21	
# scores proficient	43
Total # of scores	58
% proficient	74%
22-25	
# scores proficient	29
Total # of scores	38
% proficient	76%
26-30	
# scores proficient	10
Total # of scores	11
% proficient	91%
31-35	
# scores proficient	6
Total # of scores	8
% proficient	75%
36-40	
# scores proficient	1
Total # of scores	1
% proficient	100%
41-45	
# scores proficient	6
Total # of scores	7
% proficient	86%
over 45	
# scores proficient	3
Total # of scores	3

GELO proficiency percentages range from 74% (students from tribes other than Chippewa Cree) to 100% (students 36-40 years of age). There is very little variation among the scores. All categories, including an average of 78% proficiency, will be monitored to determine future trends for the General Education Learner Outcomes.

2.14 Institutional assessment of program and general education assessments; number of programs improving student learning using program data: **F 19: 14/15 programs reporting**

complete program assessment data (93%). S20: 15/15 programs reporting program assessment data (100%). Program Reviews are required on a rotating schedule for each academic year to ensure that all programs are utilizing data to improve student learning outcomes. By focusing on 2-3 programs each year, an in-depth review of student data, program accomplishments, and outcomes can be examined and shared among faculty. The program reviews for 2020 include the Business Department (General Business, Accounting, Office Administration, and Information Management) and the Natural Resource/Geospatial Technology Program. These program reviews are included in the Programmatic Assessment Section of this report.

2.15 Graduate survey of student perceptions of the degree to which curricula prepared them for employment or transfer (Grad survey question #13) SP 20 Graduate Exit reports: Please rate how prepared you are in the following areas:

As a transfer student: **100% were adequately or strongly prepared as a transfer student (N=48)**

Professionally prepared for a career: **100% were adequately or strongly prepared for a career (N=48)**

Core Theme Two Annual Summary Report

Core Theme Team Two: Quality Education

Date of Report: August 11, 2020

Core Theme Team Leader/s: Wilma Tyner and Kadene Drummer

Data Review: Indicate on the following table the total number of scores

Core Theme:	1's	2's	3's
Raw Scores	8	1	22
Percentage (raw score/total number of scores)	26%	3%	71%

What scores or data points stand out the most to you and your team (both the good and the bad) and why?

Positive:

Quality faculty, quality leadership, quality staff and student support services, quality courses and positive program outcomes.

Challenges:

Students who not accessing services may be a concern based on the SENSE and CCSSE data. Because the students taking the SENSE survey have not yet become part of the Early Alert System, they may not yet know about tutoring and such services. They may also not recognize the term career counseling. There are many opportunities for students to engage in career awareness activities, such as the NACTEP grant where they do the Myers Briggs and talk about career compatibility and work on the MCIS website. There are also new opportunities in the I - Graduate Grant. The Freshman Seminar class works extensively on MCIS. The students learn to research careers, and determine if can they earn a degree at SCC or elsewhere, what does it take, etc. Students' perceptions of financial support were questioned on why their perceptions of financial support were much lower this past survey year. There are many opportunities for

students to receive funding. Some students may be hesitant to ask for help so we need to be aware of this and reach out to all students equitably. There are also many funding sources that have gone away such as Gear Up, Trio and Pathways.

What strategies do you propose to improve the outcomes for your Core Theme?

Utilize the I Graduate Grant to blend faculty with the high schools and have them talk to juniors and seniors about careers in their field.

Utilize Focus II software for career advising for advisors and co-advisors.

Examine first year courses to see where career topics are covered.

Teach students definitions so that they know the terminology. This could be done in the Freshman Seminar or in a student handbook. In the Freshman Seminar, they could teach terms and describe services, such as student support services, etc. This could be done in a Kahoot game, or a spotlight during Monday Drum. Monday Drum could include a career highlight each week. Other ideas are to video these presentations and put them on the webpage.

If the goal is to have students work in study groups, some strategies from the Freshman Seminar could be presented to faculty.

A manual could be developed for students to explain how to pay for college.

An examination of policies and data to ensure that financial aid policies are equitable and are being implemented consistently.

Host a Higher Education night at SCC – not just the high school – to encourage students to come to campus and apply for financial aid. Students who don't apply could be tracked and given further support. Improving the data process will assist us by having everyone review the data and take an active role.

What additional data need to be collected to better inform SCC administration and staff?

How to include data from regarding leadership from multiple sources and from multiple leaders (include the deans and board).

Core Theme Three: Build Community Partnerships and Provide for Continuing Education

Description:

Community partnerships and collaboration with community and tribal agencies are common and essential components of tribal colleges. Tribal colleges function and flourish within rich reciprocal networks of community support and cooperation. These symbiotic relationships empower both the college and the outlying schools, agencies, and community resources.

Providing training for tribal organizations on the Rocky Boy Reservation and local community is an integral part of the SCC Mission. SCC makes a regular effort to collaborate with tribal organizations, plan trainings, identify needed coursework, and attend meetings that support tribal organization staff development, planning, research, and other needed services. The indicators selected to measure SCC's work with community entities and provide quality community education are meaningful, verifiable, and assessable. They provide SCC with outcome-based data to improve its partnerships and the quality of community education.

Objectives:

To build community partnerships and to provide continuing education

Indicators include

1. employer performance evaluations of graduates,
2. quality of community events and learner outcomes held on the SCC campus,
3. continuing education credits and outcomes,
4. number and percent of faculty and staff who participate in community events, and
5. number of formal partnerships and MOUs with community and tribal organizations.

Rationale:

1. Employer performance evaluations of graduates: **Rationale for Criteria:** The graduate or employer surveys provide an indirect measure of quality of education as perceived by those who employ SCC graduates and by the graduates who become employed.
2. Quality of community events and learner outcomes held on the SCC campus: **Rationale for Criteria:** The data from surveys on SCC community events provide SCC with outcome-based data to improve its partnerships and the quality of community education.
3. Continuing education credits and outcomes: **Rationale for Criteria:** The indicators provide SCC with outcome-based data to improve its partnerships and the quality of community education.
4. Number and percent of faculty and staff who participate in community events: **Rationale for Criteria:** Faculty and staff engagement in community events is a crucial part of mission fulfillment for SCC. SCC participation in the community is vital to its growth through partnerships, service provisions and individual and personal exchanges. The relationship of SCC and the local community is symbiotic.
5. Number of formal partnerships and MOUs with community and tribal organizations: **Rationale for Criteria:** The relationship between SCC and community and tribal organizations is essential for both entities and can be tracked through formal agreements and MOUs.

Data and Analysis

Data for Core Theme Three consist of the following information regarding Community Partnerships and Provide for Continuing Education. Whenever possible, student data were disaggregated by the following categories: Race, Gender, Age, PELL Eligible, First Generation College Student and Tribal Enrollment. The analysis of these data is included in the Annual Report Summary in which the Core Theme Team Three reflected upon the data and discussed ways in which to improve Stone Child College’s mission fulfillment, and in particular student learning and achievement.

3.1 Employer performance evaluations of graduates. Each year an employer survey is conducted to determine the extent to which employers of SCC graduates meet employer expectations. Surveys in the future will include surveys of the graduates themselves to determine the extent to which they perceived their education was relevant to their place of employment.

2019 Employer Survey Executive Summary

Stone Child College Institutional Research Department conducted a 2019 graduate employer survey during the months of July and August of 2020. Two of the twenty-eight graduates were unreachable to determine employment status, 10 are enrolled in college, and 16 are currently employed. Fourteen of the employers were sent a link to the survey and 12 responded to yield an 86% response rate.

The top three most important skills and characteristics to their organization reported by the employers are:

1. Willingness to accept responsibility
2. Willingness to learn and improve
3. Ability to work without supervision

Employers were asked about how satisfied they are with the SCC graduate and these are the top three most satisfied areas:

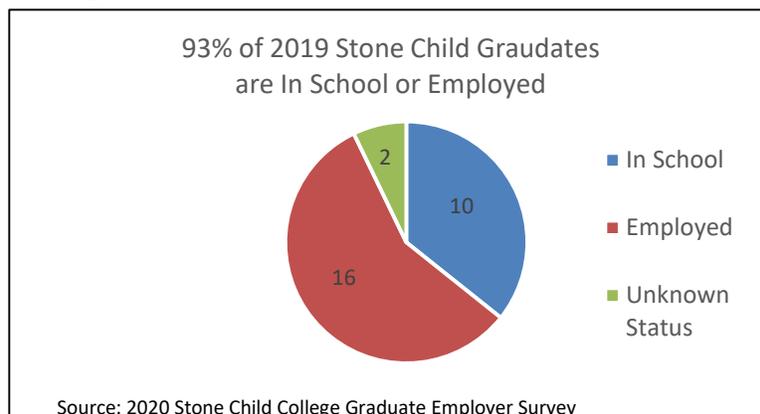
1. Work attendance
2. Computational skills
3. Tie between Written Communication and Verbal Communication skills

The top three most dissatisfied characteristics of SCC graduates identified by their employers are:

1. Problem solving
2. Tie between Initiative/Creativity and Appropriate use of technology
3. Tie between Willingness to accept responsibility and Punctuality

Employers were asked to list any specific training or skills they would like SCC graduates to have upon entering the work force. Eight employers provided responses, and five of those comments centered around using appropriate technology or computer software.

Chart 7. Student Tracking



For more information contact Beau Mitchell at bmitchell@stonechild.edu.

3.2 Quality of community events and learner outcomes held on the SCC campus. Events in SCC Library from 11/2019 to 2/2020. A total of 24 responses were collected from participants who attended an average of 2.75 events.

- 92% of participants were very satisfied or satisfied with the events.
- 88% of participants rated the quality of the events as excellent or above average.
- 83% of the participants stated that they would attend another event.
- 100% of the participants stated that the events were a benefit to the community.

Other events:

Agriculture History

- 34 participants
- 76% stated the event was useful for their place of employment
- 91% stated the instructor was knowledgeable/very knowledgeable
- 94% stated they would recommend the event.

Cultural Parenting

- 74% stated they would attend another event.
- Average of 84% would recommend the event or attend another.

3.3 Continuing education credits and outcomes: **Su19-Sp20: Su: 119, F: 0, Sp: 9 Total=128 CEU 100% Pass**

3.4 Number and percent of faculty and staff who participate in community events with annual evaluation of participation data from AIMS/AKIS 7.2: **26 community workshops, 12 conf, F19=19 Attend, Sp20= 3 trainings, 8 community service events 92% Satisfaction Response**

3.5 Number of formal partnerships and MOUs with community and tribal organizations:
 Community Based Research Grants: 1)The Research Garden 2)Phenological Garden 3)The Seed Sustainability Sovereignty Project 4) the NIFA Capacity project 5)CCT, 6)Box Elder High School Dual Enrollment, 7)Rocky Boy High School Dual Enrollment 8)OPI Teacher Ed Accreditation 9)UofM Anthropology & Social Work Bachelors & Masters in Special Ed Endorsement,10)MSU 11)TANF- Work Force Development 12)Plain Green Employee Orientation 13)Natural Resources Fire Fighting 14)WIA GED/HiSet Preparation15) HRDC HiSet Testing &Prep 16)MSU-Northern business Degree Bachelors, 17) TSIP BE Schools 18) TSIP RB Schools, 19) Other IHE Transfers to 4yr degree TBI.

Core Theme Team Three Annual Summary

Core Theme Team Three: Build Community Partnerships and Provide for Continuing Education

Date of Report: 8/11/2020

Core Theme Team Leader/s: Helen Windy Boy- Data, Claudette Oats & Gus Bacon

Core Theme:	1's	2's	3's
Raw Scores	0	1	4
Percentage (raw score/total number of scores)	0%	20%	80%

What scores or data points stand out the most to you and your team (both the good and the bad) and why?

3.1 Employer Satisfaction Survey was given to 14 departments on the RB reservation that employ SCC graduates from the 2019 graduating class. These students were identified as being in the workforce. Of the 14, 13 department supervisors responded. Question 8 asks for a rating of the employee's quality of work and the degree to which the employee possesses specific job related knowledge important to success to the job. Response options were Poor, Fair, Good and Excellent. Results indicated that the employers found SCC graduate's quality of work was excellent 76.9%, good 15.4% and fair 7.7%; there were no rankings of poor. Results for the employee possessing specific job related knowledge were 69.2% excellent, 23.1% good and 7.7% fair; again, there were no ratings of poor. Averaging these 2 scores gives us a 73.05% for excellent, 38.5% good and 7.7% fair ratings. If we combine the excellent and good responses, we have a 92.3% satisfaction rate, which is well above the 80% target. However, because we strive for excellence, we are falling short of the target with 73.05% rated as being excellent.

What strategies do you propose to improve the outcomes for your Core Theme?

It has been discussed administratively, to survey the departments to find out what they want offered to their employees for professional development in addition to what was identified on the Employer Satisfaction survey. When the courses are identified SCC will strive to offer what is needed. If it requires additional certificate programs or endorsements, we will work with NWCCU to see that they are implemented.

What additional data needs to be collected to better inform SCC administration and staff?

CT-3 Committee have discussed changing the pass-fail results for indicator 3.3 Continuing education credits and outcomes, and utilizing the evaluation of the courses as a better indicator of how we are doing in this area.

3.4 data come from the AIMS/AKIS survey completed each year and address the percent of faculty and staff that participate in community events with annual evaluations of participation. This source is not all encompassing and misses some of the data we are trying to identify. An annual event held reservation wide is the clean-up done during the week of Earth Day. All employees at SCC are required to participate unless excused for medical reasons. These numbers are not being reported in the AIMS/AKIS report. That one event would add at least 60 participants to this data point. It is also hard to get the evaluations of participants from the sponsors of the different events. This indicator should be changed to include other data sources and remove the evaluations if they are not held at SCC and to use a standard form for evaluating all events held on campus regardless of the program or project sponsoring the event.

Indicator 3.5 addresses the number of formal partnerships and MOU's we have with community and tribal organizations. We have discussed the need to change the wording. It should be worded to address the betterment of the community and include MOUs from outside the reservation. In the past we have just provided a number; this year the data team leader identified all known formal MOUs. CT-2 also has an indicator related to MOUs but is specific to academic MOUs. We are well above our target of 10 with 19 identified.

Core Theme Four: Support the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree

Description:

One of the primary motivations and vision for originally establishing Stone Child College was to preserve the history and languages of the Chippewa Cree people on the Rocky Boy Indian Reservation. Core Theme Four reflects Stone Child College's vision of preserving culture, history, and language. The core theme is used as a guiding principle to foster opportunities for continuing Chippewa Cree culture in perpetuity.

The indicators for Core Theme Four are divided into two components: language and culture/history. These two components are inclusive of the mission of SCC and its guiding principles. Chippewa-Cree language was separated from culture and history in order to signify its importance. There are only a few fluent speakers alive today thereby making language a critical need to ensure the perpetuation of their knowledge, wisdom, and culture. "The wisdom of humanity is coded in language," says Lyle Campbell, director of the University of Utah's Center for American Indian Languages. "Once a language dies, the knowledge dies with it."

One of the challenges in measuring and assessing cultural objectives is the difficulty in defining "culture." SCC believes that culture consists of those values and practices that sustain the essential nature of a group of people, whereby if you change a cultural value, you change the very essence of the lives of those people. Traditions on the other hand, while enduring to some degree, can change without changing the form by which people live their lives.

Objectives:

To support the cultural perpetuation, including the language, culture, and history of the Chippewa-Cree

Indicators include

1. General Education learner outcome data from native language classes;
2. number of Class 7 licenses with year of expiration, and number of language course completers;
3. evidence of native language learning among faculty and staff and its contributions to their work;
4. completion hours, events, and outcomes for attending cultural events by faculty and staff;
5. General Education Learner Outcome data on cultural outcomes;
6. evidence of cultural exchanges among students, faculty, staff and the community; and
7. historical and cultural holdings in the library and their usage.

Rationale:

1. General Education learner outcome data from native language classes: **Rationale for Criteria:** All SCC students are required to successfully complete a course on Cree or Chippewa language. To measure students' learning, SCC's General Education Learning Outcome # 5 (Demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree) provides data on students' perceptions of native language learning. Students demonstrate

an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa-Cree by creating a Kinship Chart and summarizing their learning about the Chippewa-Cree language, history and culture in an essay in NASX 100 Cree I. The SCC General Education Learning Outcome rubric and essay will be used to assess students' demonstration of the outcome and the core theme indicator.

2. Number of Class 7 licenses with year of expiration, and number of language course completers: **Rationale for Criteria:** SCC oversees the preparation and certification of Class 7 licenses that are required in order to teach Cree language in K-12 public schools. This is an important aspect of ensuring perpetuation of Cree language and SCC's mission fulfillment. Class 7 teachers are in high demand in local K-12 schools.
3. Evidence of native language learning among faculty and staff and its contributions to their work: **Rationale for Criteria:** It is the solemn belief of SCC that native language learning is the crux of its mission. Therefore, SCC leadership encourages faculty and staff to learn and use Cree language. Tracking data on the number of faculty and staff engaged in language classes and the associated learning outcomes provides SCC with information on this critical aspect of its mission.
4. Completion hours, events, and outcomes for attending cultural events by faculty and staff: **Rationale for Criteria:** By tracking data, particularly the outcomes achieved by participating in cultural events, SCC can improve upon its ability to offer culturally relevant programs and services. Note: One of the challenges in measuring and assessing cultural objectives is the difficulty in defining "culture." SCC believes that culture consists of those values and practices that sustain the essential nature of a group of people, whereby if you change a cultural value, you change the very essence of the lives of those people. Traditions on the other hand, while enduring to some degree, can change without changing the form by which people live their lives.
5. General Education Learner Outcome data on cultural outcomes: **Rationale for Criteria:** SCC will analyze General Education Learner Outcome #7 (students will demonstrate the ability to engage and reflect upon their intellectual and creative development within the arts, humanities and social sciences.) In ART 110 Art Appreciation, students create a winter count story synthesizing the elements of the arts, humanities, and social sciences to tell their personal, cultural journey. This assessment is evaluated by the SCC GELO rubric and includes an essay in which students describe their learning in relationship to the outcome.
6. Evidence of cultural exchanges among students, faculty, staff and the community: **Rationale for Criteria:** The cultures of the Chippewa Cree are heart of SCC's mission. Therefore, cultural exchanges and events are essential to ensure that SCC stays true to its mission. In order to offer culturally responsive academic programs and student services, a common cultural knowledge base among faculty, staff and students is foundational. This foundation is best built through authentic cultural learning opportunities in which students, faculty and staff participate and learn together, when possible.
7. Historical and cultural holdings in the library and their usage: **Rationale for Criteria:** SCC Library continues to expand the library collection specific to Chippewa and Cree history, language and culture. To ensure that its collections are relevant, authentic and useable, data will be gathered and analyzed on the usage of its cultural and historical holdings and resources.

Data and Analysis

Data for Core Theme Four consist of the following information regarding the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree. The analysis of these data is included in the Annual Report Summary in which the Core Theme Team Four reflected upon the data and discussed ways in which to improve Stone Child College's mission fulfillment, and in particular student learning and achievement.

4.1 General Education learner outcome data from native language classes (Demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree) GELO data on gen ed outcome # 5: F 19: 15 out of 20 students demonstrated proficiency for a proficiency rate of 75%. S20: 8/9 students demonstrated proficiency for a rate of 89%; **Average proficiency for 2019-20: 82%**

4.2 Number course completers from Class 7 license courses and number of Class 7 licenses: SU 19: 10/10 students passed (100%) (no students for fall and spring) 2 Class 7 Licenses (2/10=20%)

4.3 Evidence of native language learning among faculty and staff and its contributions to their work; # of faculty and staff attending language classes; # of phrases and words learned: **F19-S20: 20 Cree Phrases 99 Cree Words (N= 8 faculty and N= 38 Staff) = 100% met goal.**

4.4 Percent of faculty and staff who meet the required hours (10 per semester) for attending cultural events on campus: **SP19-SP20: Staff (52) = 520 hours x 2 sem. = 1040 hrs. Faculty (10) = 100 x 2 sem. = 200 hrs. Total: 1140 hours for faculty & staff (10 hours x 2 sem.) 100% met the requirement**

4.5 General Education Learner Outcome #7: Students will demonstrate the ability to engage and reflect upon their intellectual and creative development within the arts, humanities and social sciences. In ART 110 - Art Appreciation, students will create a winter count story synthesizing the elements of the arts, humanities and social sciences to tell their personal, cultural journey. **F 19: 60% of students demonstrated proficiency of this outcome. (N=15) S 20: 63% of students demonstrated proficiency (N=19) 61.5% averaged proficiency**

4.6 Evidence of cultural exchanges among students, faculty, staff and the community # of faculty, staff and students engaged in the cultural events (those events whose purpose is to promote knowledge, skills or information on the Chippewa-Cree history, language or culture). F19: Faculty: 100, Staff: 234 Students: 555 Community: 38; S20: Faculty: 59, Staff: 153, Students: 241, Community: 21; TOTAL –474 individuals.

4.7 Historical and cultural holdings in the library and their usage: SU19: 26 F19: 105 S20: 128 TOTAL

4.8 Evidence of upholding cultural dignity: CCSSE: How much does the college's focus on native language and culture improve your self-image/confidence? **CCSSE Question 6: SP19 A little - 20.5% Moderate - 27% A Lot – 51.8%**

Within a class or through another experience at this college, I feel that this college has helped me develop Native American identity and values. CCSSE Question 8. **Agree – 57.3% Strongly A - 33.7%**

Graduate Survey: Q 12: Will learning about the Chippewa Cree culture, while you attended Stone Child College, help you in your future plans? **F19: GRAD Survey: 12. Yes = 90% No = 10%**

Q 14: Stone Child College preserves the Chippewa Cree language, culture and history: **SA/Agree: 43.33% Agree = 11 or 36.67% Neutral = 5 or 16.67% Disagree = 0 Strongly Disagree.**

Core Theme Four Annual Summary Report
Core Theme Team Four Date of Report: 8/12/2020
Core Theme Team Leader Peggy Aquino

Data Review: Indicate on the following table the total number of scores

Core Theme:	1's	2's	3's
Raw Scores	1		7
Percentage (raw score/total number of scores)	12.5%		87.5%

What scores or data points stand out the most to you and your team (both the good and the bad) and why?

4.4 – we have 100% engagement with staff and faculty

4.8 – Grad Survey 90% of the students learned the Chippewa Cree culture and history.

What strategies do you propose to improve the outcomes for your Core Theme?

4.1 -Retention, early alert, admin withdraw

4.2 – Learning how to process the certification, working with the state to make sure are filling it out correctly, maybe looking for resources to help pay for the student costs of the certification. Dept of Ed at SCC. Developing a checklist for Class 7 applicants to the state. Kadene and Wilma.

4.3 – Instructors want more time with staff/faculty more than once a week.

4.4 – Adding a reflection essay for staff and faculty.

4.6 – Monday Drum drive through snack bags with SCC information flyers if we are unable to have in class instruction or Monday Drum in Foyer.

What additional data needs to be collected to better inform SCC administration and staff?

4.4 – Need to collect additional data on monthly reports so the information can be easily gathered for reporting purposes.

4.5 – To increase student engagement in GELO 7, showcase at Monday Drum or develop a display where students can showcase their completed GELO. Is a project in Art Appreciation.

4.6 – Using FaceBook analytics to see how many are watching Gramma Helen’s language video (Cory will look into). College needs to share her Facebook videos on the SCC site.

4.7 – MCCLR will produce an archive from RB schools by end of Fall Semester 2020, which will be held in the SCC Library.

3) Conclusion

In conclusion, it is exciting for administration, faculty, and staff to be engaged in meaningful work that brings the mission of the college to greater fruition. Stone Child College administration, faculty, and staff believe that the work of accreditation and assessment leads to not only an ethos of continuous improvement and mission fulfillment, but empowers Stone Child College to excel as a quality tribal college that exceedingly meets the diverse social and academic needs of American Indian post-secondary students. Stone Child College is particularly pleased that the process has been refined so that everyone is involved. Faculty, staff, and administration are able to share, review, discuss and utilize data for multiple purposes. By connecting the Core Themes to the Strategic Plan and Committees, the process of data collection is transparent and actionable. One of the frustrations previously expressed by faculty and staff was the lack of usable data. Information was provided, but there was little interpretation, follow through and action taken. Now that there is a viable process in place and a clear understanding of shared accountability for data collection and usage, there is much more engagement around the Core Themes and accreditation standards.

In addition to the data collection and analysis, connections are being made between the Core Themes and projects that focus on strategies for improving student success. One such project is “Achieving the Dream” in which financial and technical support are given for using and measuring multiple strategies designed to enhance the educational performance of students and increase retention and graduation rates. Implementation of a data driven model stemming from a consistent strategic plan for this and other projects is conducive to making and measuring institutional improvements.

Data from the refined Core Theme process allow for determination of relevant baseline and benchmark data points. The College is committed to ensuring a sustainable process and will work to continually improve the Core Theme process and indicators based upon current issues, indicator language and clarification, relevant benchmarks and thresholds, and relevancy to the institution. Revisions will be made as needed and become part of the data collection for the next annual cycle. Utility of Core Theme data will be paramount throughout the process and will ensure that processes and plans are in place for both mission fulfillment and continuous improvement.

Programmatic Assessment

The programs selected for the Programmatic Assessment of the Mid-Cycle Evaluation Report are the Business Department and the Natural Resource/Geospatial Technology Program. These programs were selected to provide a broad representation of the quality of Stone Child College’s academic programs.

Natural Resources/Geospatial Technology Department Academic Program Review August 23, 2020

SECTION I PROGRAM HISTORY

Douglas L. Crebs is the primary lead and faculty for the Natural Resources/geospatial technology program. Mr. Crebs began his tenure at Stone Child College in 1989. As such, he was on board when the Tribal Colleges achieved Land Grant Status in 1994. The Natural Resources/Geospatial Technology program is a direct result of the Land Grant status. Other than the yearly influx of students who play a role in the staffing of the program, there have been no major staffing changes. Mr. Crebs was on board when SCC was awarded grant of GIS software and Global positioning software and GPS devices. A strong advocate for science education in the broad sense, he melded the Geospatial technology and fundamental Scientific Principles into the program that currently exists.

SECTION II

CORE THEME ONE: *Increase Post-Secondary Education Opportunities, Achievements, and Attainments for American Indian Students, Students who are Economically Disadvantaged, and First-Generation College Students*

Enrollment and Graduation Rates

Table 7. Natural Resource Enrollment Data

ENROLLMENT DATA Fall 2019	Student Numbers	Percent
Total Students	8	
American Indian	8	100%
Hispanic	0	0%
White	0	0%

Female	2	25%
Male	6	75%
Average Age	31	
First Generation College Student	5	63%
Chippewa Cree Tribal Member	4	50%
Other Reservation	3	38%

Table 8. Natural Resource Graduation Data

GRADUATE DATA	2020
# of graduates	1

Persistence

Persistence is defined as continued enrollment from one term to another until educational goals are met (e.g. graduation). This considers all students enrolled in a particular major, without consideration of the year they entered.

Table 9. Natural Resource Persistence Data

PERSISTNCE RATES	Fall 2019-Spring 2020
Graduated	1
Persisted to following year	7
Changed Majors	0
Total Persistence	100%

Efforts to Support Student Retention

The foundation of our approach to increasing retention is a strong belief that students thrive in an environment where they feel supported and valued. Thus, strong emphasis is placed on building close personal and professional relationships among students and faculty, both in and outside of the classroom. Additionally, we pay close attention to recruitment activities, thorough advising, academic and social support, and student needs.

Student Placement and Employment

The most recent graduate of the program was immediately placed to administer a tribal Natural Resources project titled; “Agricultural Management Data Compilation” The objective of the project is to compile a comprehensive overview of managing range units and learning how to create a conservation plan on all 38 Range Units that are in the interior boundaries of the reservation. This graduate will then be placed as the tribal Natural Resource program GIS coordinator.

SECTION III
CORE THEME TWO INDICATORS: *Provide quality Post-Secondary Education for Transfer or Workforce*

Program Mission

The Natural Resources curriculum provides students who are passionate and curious about the natural world training and knowledge that will (a) prepare graduates to obtain employment in tribal Natural Resource programs, and (b) provide the relevant educational foundation for students to transfer to a four-year Natural Resource program. Students will increase their understanding of the physical, chemical, and ecological principles underlying natural resources, and acquire solid Intro to geospatial technology.

Program Outcomes

1. use Dimensional Analysis to solve chemistry problems;
2. use GPS unit to collect spatial data and use in GIS map;
3. demonstrate knowledge of basic Geographic Information Systems principles;
4. perform spatial joins, queries, geoprocessing using GIS;
5. perform physical and chemical experiments in which data is collected, analyzed and conclusions made;
6. perform all steps in GIS Project from inception to presenting results.

Relevance of the Program to Workforce and Educational Needs of American Indian Students

The Natural Resource Program was developed to meet the needs of Tribal agencies and employers. The Natural Resource program remains responsive to the employment needs of the Tribal Natural Resource Department.

PROGRAM ASSESSMENT

Data Collection and Analysis

Data are collected each semester to assess both program and student outcomes. Data are recorded onto a spreadsheet that allows the Department Chair to evaluate student growth and overall program effectiveness. The data are sent to the SCC Assessment Committee and the SCC Data Manager who aggregate and disaggregate program data for programs and the institution.

Direct Assessment Measures

Direct assessment measures consist of the assessments and assignments in designated courses designed to assess program and student outcomes. Each program outcome is assessed when the designated course is taught, and data are tracked by students enrolled in the program. Each year, the Business Department receives information about program and student outcomes and engages in reflection and dialogue with SCC administration about the outcomes and any strategies that would improve the outcomes for the institution and students.

Indirect Assessment Measures

Indirect measures include the course evaluations conducted each semester and employer surveys gathered annually. Course evaluations include an assessment of the course, the teaching, student development, and student support services. Examples of Mr. Crebs' strong teaching skills are reflected in the following charts from his course evaluations.

Chart 8. Course Evaluation Fall 2017, ESCI 150

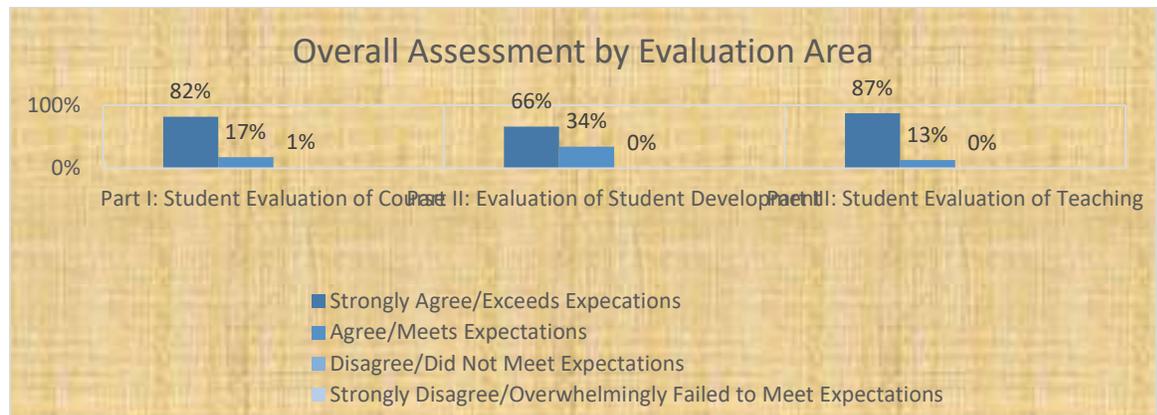


Chart 9. Course Evaluation Spring 2019, Chmy 143 Chem 2/Lab

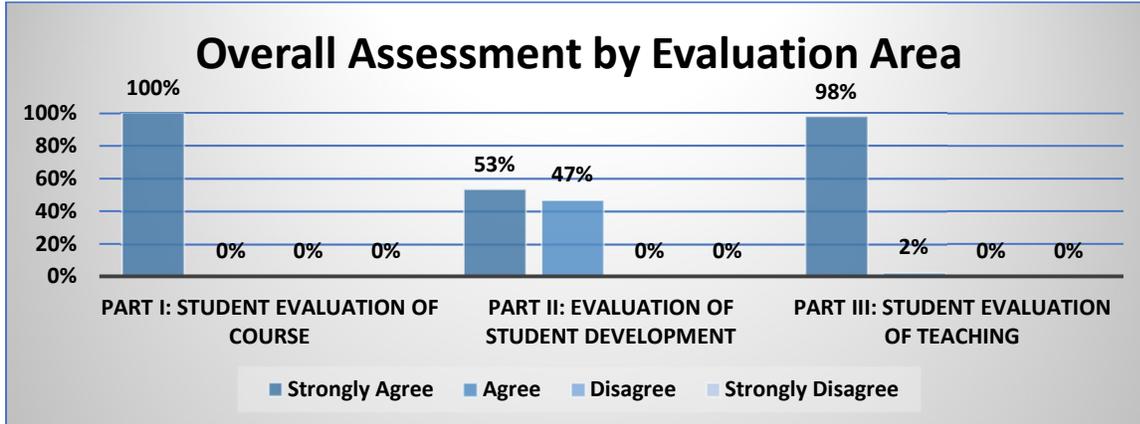


Chart 10. Course Evaluation Spring 2019, CHMY 141 Chem 1/Lab

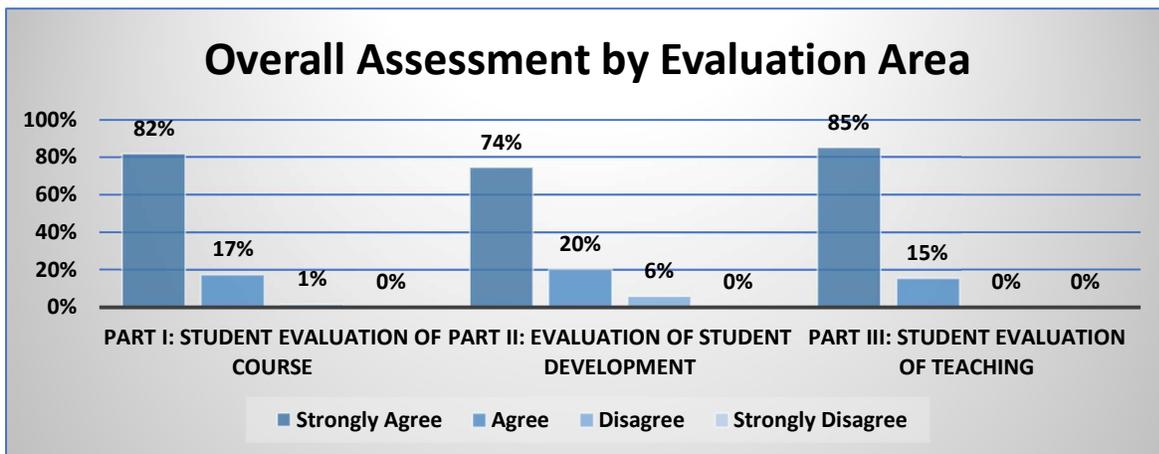


Chart 11. Spring 2019, PHSX 122 Fundamentals of Physics/Lab)

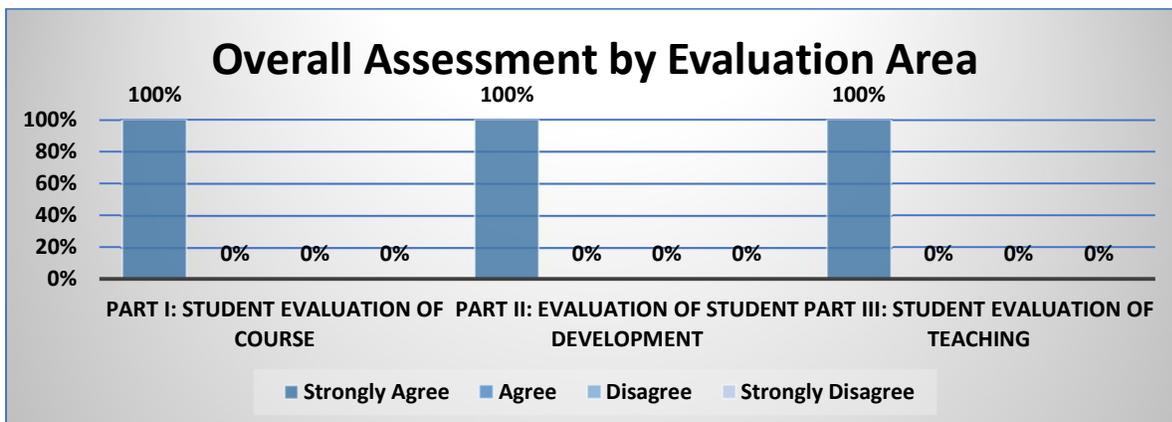
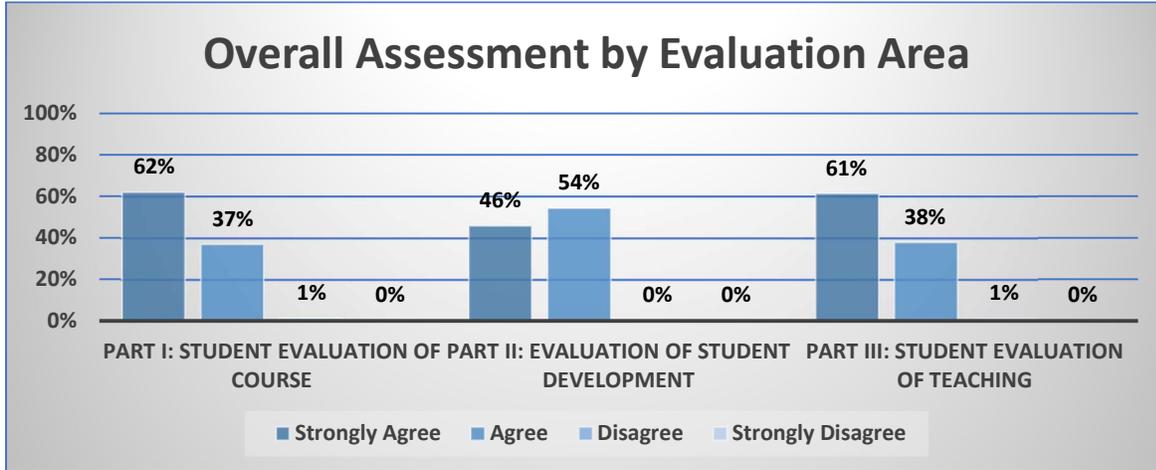


Chart 12. Course Evaluation Fall 2019, PHSYX120-Fundamentals of Physics



Data Collection and Analysis

Using 2018-2020 data, the following proficiency percentages were calculated by disaggregating data by student criteria.

Table 10. Program Assessment Proficiency Percentages (the percent of students who scored at least a 2 on the program assessment):

Average % Proficient for all SCC students	84	N=212
Average % Proficient for all NR students	65	N=8
Average % Proficient by PELL Eligible	67	N=6
Average % Proficient by not PELL Eligible	62	N=2
Average % Proficient 1 st Generation College Student	65	N=5
Average % Proficient not 1 st Generation College Student	67	N=3
Average % Proficient for Males	64	N=6
Average % Proficient for Females	70	N=2
Average % Proficient by Chippewa Cree Tribal Members	60	N=4
Average % Proficient for Other Tribes	94	N=3
Average % Proficient for American Indian students	65	N=8
Average % Proficient for Students of Other Races	ND	N=0
Average % Proficient for Students 18-21	0	N=1

Average % Proficient for Students 22-25	50	N=2
Average % Proficient for Students 26-30	40	N=1
Average % Proficient for Students 31-35	100	N=2
Average % Proficient for Students 36-40	ND	N=0
Average % Proficient for Students >41	92	N=2

Changes in Curriculum Based on the Assessment Results

Faculty have established a practice of placing notes at top of curricular items that are used for the various professional learner outcomes. For example, in the case of professional learner outcome 5, “Perform physical and chemical experiments in which data are collected, analyzed and conclusions made” I have placed a note at the top of the lab handouts from which this item comes, specifically, Chemistry II lab “Evaporation and Intermolecular Forces.” This practice serves as a reminder to be more assiduous in the assessment of the individual student work as well as, a reminder to enter the data into the assessment record spreadsheet.

Prior to the beginning of Fall Semester 2019, I made the decision to cease ArcGIS software program updates. I came to the conclusion that our students need to be introduced the basic concepts and practices involved with Geographic Information Software. The cost and the Information Technology bottle necks involved with the updates were not worth the extra effort.

FACULTY DATA

Faculty Summary:

Name and Position

Douglas Leon Crebs, Natural Resources/Geospatial Technology

Qualifications

BS Biology, Westminster College 1984

15 years experience as research technician and support scientist at University of Utah Medical school, USDA agricultural Research service, and University of Montana Agricultural Research Station

Masters in Science Education Montana State University Northern 1998

Position Description

Oversees the Natural Resources/ Geospatial Technology program at Stone Child College

Major Duties and Responsibilities

Primary Teaching duties: Geographical Information Systems I and II, GPS Principles and Practices, Natural Resources/Geospatial Technology capstone. Fundamentals of Physics I and II, College Chemistry I and II

Auxiliary Teaching duties: Atmospheric Science, Botany, Ecology, Soil Science, Environmental Measurement, Natural History of Bear Paw Mountains.

SECTION IV

CORE THEME THREE: *Build Community Partnerships and Provide for Continuing Education*

Service to the Community:

Integration of Nuclear Magnetic Resonance Spectroscopy into Tribal College Chemistry Program

In association with Rocky Mountain College Chemistry department, design Tribal college chemistry curriculum such that Tribal College students have opportunity to understand theory of and use RMC Nuclear magnetic Resonance spectrometer. Project includes

1. selection of plant species for investigation. Harvesting plants and preparation of samples for processing,
2. procedures involve in isolating phytochemicals and subsequent analysis using thin layer chromatography,
3. procedures involved in liquid chromatography, and
4. field trips to Rocky Mountain College for Analysis of phytochemical samples.

Exploring Yield and Nutritional Potential of selected Flour Corn varieties

As part of Stone Child College's Tribal College Agricultural Research program, students identify variety of maize, Painted Mountain, developed by Montana corn breeder, Dave Christiansen. This variety has been selected to produce grain in Montana's cool semi-arid climate. Plant replicated field trials along with two varieties of squash and beans as part of SCC's USDA project: "Garden as classroom."

Development of a Phenological Garden

At the center of our new Agricultural research we have initiated the establishment of a phenological garden. This is a 30 meter diameter garden that has been divided into four quadrants. The four quadrants of course represent the seasons. Each of the seasonal quadrants are further divided into four subsections for a total of 12 subquadrants. During spring and summer 2011 native plants that bloom in the springtime were transplanted into the four spring quadrants. The first plant species was *Thermopsis rhombifolia*, golden bean. Early summer plants were transplanted in the next four subquadrants. Late summer blooming plants are transplanted in the next four subquadrants. Finally plants that bloom during the fall season were planted in the final four subquadrants. The last plants transplanted fall 2011 were *Liatris unctata*, gayfeather.

Development of a Community Garden

Along with the Chippewa tribe diabetes prevention program and the University of Montana SCC's Natural Resource program is participating in the development of a community garden. Spring 2011 18 raised bed garden plots were built and filled with top soil. A water harvesting system was established and students and community members were encouraged to plant and care for a garden.

Integration of GLOBE Program into Tribal College Natural Resource Curriculum

The GLOBE program, Global Observations to Benefit the Environment is an international Natural Science Education program that has been in existence since 1995. Beginning in 2002, Stone Child College began collecting daily atmospheric data and submitting data to GLOBE data server. In addition to the Atmospheric data collection, Hydrospheric, Soil, Phenological, and Earth Systems data have been collected and submitted to the GLOBE data server. In essence, much of the Natural resource data that are collected by Stone Child College students in their capstone projects are submitted to GLOBE data server.

American Prairie Foundation Grassland Reserve Range Study

An exploration of the proposed region for American Prairie Foundation initiative to restore Northern Great Plains Ecosystem. LandSat imagery of the regions was downloaded, analyzed using ENVI image analysis software. After area was subjected to a series of image analysis routines four sites were selected and groundtruthed. The groundtruthing provided data on groundcover classification, and forb and graminoid biomass for each of the four sites.

A collaboration with 2nd year Natural Resource Student Joel Spinler provided an opportunity for him to develop his Capstone Project.

Tribal Cooperative Cougar Research and Monitoring of Montana's Tribal Lands

The experimental methodology includes GPS collars to track movement of Mountain Lion in the Bear Paw Mountains of the Rocky Boy Reservation and the Little Rocky Mountains of the Fort Belknap Reservation. The goal of the research is to determine the appropriate number of annual hunting permits to ensure sustainability of the lion population and provide further information regarding Mountain Lion natural habitat.

A collaboration with 2nd year Natural Resource Student Jarom Crebs gave him a unique opportunity to conduct important research that will serve as the basis of his his Capstone Project.

Land Cover Map Accuracy Assessment of Lost Canyon Area Rocky Boy Montana

Using ArcGIS and Global Positioning systems a measure of the accuracy of GAP land cover maps is determined for the Lost Canyon portion of the Sandy Creek Basin on The Chippewa Cree Reservation of North Central Montana.

A collaboration with 2nd year Natural Resource Student Wyatt Decora constituted his Capstone Project.

SECTION V

CORE THEME FOUR: *Support the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree*

Activities to Increase Cultural Understanding

Attended numerous Sunday afternoon sweat lodge ceremonies. Sat “up front” several times

Traveled to King Hill Mountainous region with Archie Arkinson to pick flat cedar for use in ceremonies. Bring home several bags of flat cedar.

Purchase and install used wood stove for use in winter sweat house.

Attend “Memorial Feast” for Jodie Murie and Paul Vincent Gopher.

Although not a fluent Cree speaker, over the years I have picked up and use certain phrases in the classroom. I find that some of these phrases come naturally and just easier for me to say than their equivalent in English. For example; *Tahnseh see kahs soo win* , what is your name?. *Kay Kahts Oh Mo tah*, We are almost done. *Skay Ten*, Do you understand? *Mee Was Sin*. That’s good. *Ah Say Mee Nah*. Ok we are done. *I Meh I Mahn Oh Mo Tah*. I’m glad. *Kay Gats*: Almost. Not long ago I had a student tell me that he learned more Cree in my class than in his Cree class.. I took that as a compliment

SECTION VI

SUMMARY

Summary of Program Strengths

The most significant strength of the Program is the commitment and loyalty of the primary Faculty member. This faculty member has a long and continuous history in undergraduate student research. These projects provide a means for development of long lasting personal relationships and the mentor-mentee relationships that are important to the development of lifelong learning and advanced scholarly pursuits. Small class sizes allow for individual attention. Committed and dedicated student support services. Financial and academic support. Capstone projects of former students provide basis for new undergraduate research. These projects have been used to augment and enrich the curriculum. For example, a recent capstone project on Cyanobacteria was used in the Intro to Botany class.

Natural Resources Capstone Projects

Table 11. Natural Resource Capstone Projects

Title	Year	Author	Pgs	Comments
Monitoring Wells on the Rocky Boy's Dry Fork Farms	2016	Allesandro FourSouls	17	There use on Saline Seeps, and Ground Water Levels
Restoring & Maintaining Decadent Aspen Stands on the Rocky Boy's Reservation	2013	Tracey Tyner	25	
Aspen, Surviving the Times	2017	Walker OldBull	19	
Rocky Boy Sweetgrass	2017	Bubby Gopher	12	
Remote water quality stations	2015	Clay Martinez	21	the Yellowstone Ecological Research Center
Remote Sensing Project Comparing	2011	Tashina Russette	10	
Lost Canyon Basin Watershed Rocky Boy's Reservation	2010	Wyatt Decora	18	Land cover Accuracy Assessment
The Effect of Elevation on Solar Radiation as Measured by Pyranometers	2015	Josh Ochoa	17	
Remote Sensing on DryFork Farms on Rocky Boy's Indian Reservation	2016	John Running Rabbit	15	LandSat Imagery
Land Cover Map Accuracy Assessment Project	2009	Paul Flores, Brandon RainingBird	12	Land cover Accuracy Assessment
American Prairie Foundation bison range study	2009	Joel Spindler	15	
Tribal Cooperative Cougar Research and Monitoring of Montana's Tribal lands	2009	Jarom Crebs	10	
Using USGS gauging station to estimate stream Flow on Box Elder Creek	2004	Shallee Russette	8	
Stone Child College Phenological Garden	2012	Dawn Gamble	22	
Using Geospatial Technology for Mapping Agronomic Research Plots at Stone Child College	2014	Falene Russette	13	
Climate Science Instruments at Stone Child College	2014	Kyle Duran	16	
FIELD BINDWEED AND CANADIAN THISTLE experiment	2011	Nathaniel Windy Boy	16	
The distance a Mountain lion travels	2013	Dustin Turner	14	
Mapping Wild Carrot in the Bear Paws	2017	Caitlyn Gamble	15	

Prior to 2005 presentations were done using Wordperfect suite "Presentation" software.		Get photo of Ron LP and Paul Gopher – Macro Invertebrates		
Marias River studies	2010	Jim Seymour		
Rocky Boy Post Plant toxic spill.	1996	Terry Enemy Hunter. Edward Rehfeld, Wanda Deswood, Helen Windy Boy		
Bear Paw Globe Academy	2002-2006	Chubby, Kelly, John, et al		

Summary of Program Weaknesses or Areas for Improvement

The major weakness of the program is the few students who are enrolling in the program. Recruitment strategies will be discussed with SCC administration.

Program Priorities for the Next Three Years

I see how the Professional Learning Outcome Assessment practices, which we have initiated in the last few years will be beneficial to making the program more effective and therefore more attractive to potential students. This will be the priority for the next three years. Another issue that will need to be dealt with has to do with the GIS software. That is the fact that there is Geographic Information Software available that are open source that students could download and use at home. We have been in the situation that the ArcGIS software of the ESRI company has strict licensing protocols therefore students have to be on site in the Stone Child College network to access the program. Moving to another platform would require "getting out of the comfort zone" to develop new course procedures.

**Business Department
Academic Program Review
Date: August 22, 2020**

**SECTION I
PROGRAM HISTORY**

The Business Department was one of the first programs offered at Stone Child College as they partnered with Chief Dull Knife College and Salish Kootenai College. In 1987, SCC hired two full time instructors to teach business courses. Kadene Drummer and Bruce Brumley were two of

four full time faculty employed at SCC. The program changed as business practices and office work become updated. The secretarial program was changed to a degree in Office Management and Office Administration. An accounting degree was later added to meet tribal agencies employment needs.

SECTION II

CORE THEME ONE: *Increase Post-Secondary Education Opportunities, Achievements, and Attainments for American Indian Students, Students who are Economically Disadvantaged, and First-Generation College Students*

Enrollment and Graduation Rates

Table 12. Business Department Enrollment Data

ENROLLMENT DATA Fall 2019	Numbers	Percent
Total Students	20	
American Indian	18	90%
White	2	10%
Female	15	75%
Male	5	25%
Average Age	26 years	
First Generation College Student	15	75%
Chippewa Cree Tribal Member	14	70%
Other Reservation	4	20%
Non-Tribal	2	10%
PELL Eligible	17	85%
Not PELL Eligible but with need	2	10%

Table 13. Business Department Graduate Data

GRADUATE DATA	2019	2020
# of graduates	10	17

Persistence

Persistence is defined as continued enrollment from one term to another until educational goals are met (e.g. graduation). This considers all students enrolled in a particular major, without consideration of the year they entered.

Table 14. Business Department Persistence Data

PERSISTNCE RATES	Spring 2019
Graduated	10
Persisted to following year	9
Changed Majors	0
Total Persistence	90%

Efforts to Support Student Retention

The foundation of our approach to increasing retention is a strong belief that students thrive in an environment where they feel supported and valued. Thus, strong emphasis is placed on building close personal and professional relationships among students and faculty, both in and outside of the classroom. Additionally, we pay close attention to recruitment activities, thorough advising, academic and social support, and student needs. A summary of the most notable activities is provided below. Increased graduation rates would require constant communication. As mentioned in the Weakness Section, students are referred to Student Support Services when attendance and assignments are in jeopardy. However, students also receive messages via FB concerning their issues. “I do my best to help resolve their issues and work out a plan with them so they can finish their assignments. In other words, I constantly communicate and push them to progress with their studies, as I like to see all students succeed” (Deborah Arkinson, 2020).

Recruitment: The retention personnel are contacted when a student is missing more than 3+ consecutive/unexcused absences classes. A strategy for recruiting business students would be showcasing the benefits of taking Business Course with SCC through more advertising. This past summer, the SCC FB page had former students provide a video on why SCC was a great choice for them. This was a great announcement for the community to know about students’ experiences. So I applaud Marqueta, SCC Counselor for leading this idea. Instructors need to do the same and showcase why their programs would interest prospective students. Another suggestion is creating brochures for mail out distribution highlighting the benefits and advantages of enrolling in the Business Program.

Academic Advising: I meet with students 2 times or more per year. This fall semester is the very first-time getting assistance from two other individuals (staff members) and they are helpful for registering new students into the business program. As an academic advisor, I keep track of students’ Ed Plans and if there are no classes offered for that semester then I inform Dean of Academics which classes are needed towards a student’s graduation requirement. Again, as some students do not look at their Jupiter Ed accounts for grades, I print out reports of their missing assignments and distribute to them. I usually do not like to give late grades because there are a few students who may have encountered unforeseen circumstances that may have affected their performance to complete assignments on time. Another reason, a few students are employed and

their employment may impact their study schedules. This is where the instructor/student relationship plays an important role to make students feel comfortable and know they are not excluded.

Problem Identification, Remediation, and Academic Support: As soon as students' grades are dropping, I send them a friendly reminder of their missing assignments. I also do my best to offer 1 on 1 instruction but most of the times I will meet with students and review some lessons they have missed. I like to see students succeed and I take time to meet with them. If students are not responding to my emails, I will refer them to Student Support Services and they will find tutors to help students catch up on assignments.

Social Support and Student Engagement: As the business instructor it is my responsibility that I interact with students in order for them to feel comfortable and establish instructor/student relationships. This technique helps students engage through discussion or focused on the content being discussed/lectured in class. Students are more focused when I establish a support system in class because they are open to learning or gaining more knowledge.

Curriculum Content and Scheduling: I develop a curriculum by setting clear objectives on a weekly basis. The objectives and goals include discussing the modules content, reading/skill sets, and assignments to complete. At the beginning of each class, I discuss my expectations on how students will learn and complete tasks and following a course outline as illustrated on my syllabi's. Meet with the Dean of Academics to schedule classes per semester.

Financial Support: The students see Financial Support and other designated departments to assist with their tuition, fees, work study, etc. During mid-terms, Student Support services coordinate student activities and prizes and each Academic Advisor are assigned to meet with their advisees. I had a Dollars & Sense quiz to all business students and top 3 student scorers won gift certificates.

SECTION III

CORE THEME TWO INDICATORS: *Provide quality Post-Secondary Education for Transfer or Workforce*

Program Descriptions

The Business Department consists of four program areas: Business, Office Administration, Accounting, and Information Management

The Associate of Science General Business Program is designed to meet the educational and training needs of the Rocky Boy community by preparing students for employment or to transfer

to a four-year institution to further their education. Completion of the program will increase the student's interest and proficiency in general business while fostering personal development through the learning of basic skills and human values. Tribal as well as non-tribal views will be presented to provide students with a challenging course of study.

The Associate of Science Office Administration Option is designed to meet the educational and training needs of the Rocky Boy community by preparing students for employment or to transfer to a four-year institution to further their education. Completion of the program will increase the student's interest and proficiency in general business while fostering personal development through the learning of basic skills and human values. Tribal as well as non-tribal views will be presented to provide students with a challenging course of study.

The Accounting Certificate Program is designed to meet the demands of the modern business office. This certificate enables the student to be an integral part of the accounting process.

The Information Management Certificate Program is designed to meet the demands of the modern business office. This certificate enables the student to better manage information in the typical office setting.

Program Outcomes

General Business: Students will

1. demonstrate appropriate level knowledge of basic business principles/terminology,
2. apply basic generally accepted accounting principles (GAAP),
3. apply basic computerized accounting skills,
4. demonstrate application of fundamental business math skill,
5. demonstrate fundamental skills in written business communications, and
6. demonstrate the appropriate level technological skills used in the business environment.

Office Administration: Students will

1. demonstrate appropriate level knowledge of basic business principles,
2. apply basic generally accepted accounting principles (GAAP),
3. apply basic computerized accounting skills,
4. demonstrate application of fundamental business math skills,
5. demonstrate fundamental skills in written business communications,
6. demonstrate the ability to apply professional office procedures, and
7. demonstrate the appropriate level technological skills used in the business environment.

Accounting: Students will

1. demonstrate appropriate level knowledge of basic business principles/terminology,
2. apply basic generally accepted accounting principles (GAAP),
3. apply basic computerized accounting skills,
4. demonstrate application of fundamental business math skills, and

5. demonstrate the appropriate level technological skills used in the business accounting environment.

Information Management: Students will

1. demonstrate appropriate level knowledge of basic business principles/terminology,
2. apply basic generally accepted accounting principles (GAAP),
3. apply basic computerized accounting skills,
4. demonstrate application of fundamental business math skills, and
5. demonstrate the appropriate level technological skills used in the business accounting environment.

Relevance of the Program to Workforce and Educational Needs of American Indian Students

The Business programs at Stone Child College were created to support the need for tribal employers to have well qualified office personnel employed in tribal departments and businesses. There was also a need for to support American Indian entrepreneurs and provide individuals who wish to open and run a business with the knowledge and skills necessary for successful business management and ownership.

PROGRAM ASSESSMENT

Data Collection and Analysis

Data are collected each semester to assess both program and student outcomes. Data are recorded onto a spreadsheet that allows the Department Chair to evaluate student growth and overall program effectiveness. The data are sent to the SCC Assessment Committee and the SCC Data Manager who aggregate and disaggregate program data for programs and the institution.

Direct Assessment Measures

Direct assessment measures consist of the assessments and assignments in designated courses designed to assess program and student outcomes. Each program outcome is assessed when the designated course is taught, and data are tracked by students enrolled in the program. Each year, the Business Department receives information about program and student outcomes, and engages in reflection and dialogue with SCC administration about the outcomes and any strategies that would improve the outcomes for the institution and students.

Indirect Assessment Measures

Indirect measures include the course evaluations conducted each semester and employer surveys gathered annually. Course evaluations include an assessment of the course, the teaching, student development, and student support services. Examples of Dr. Arkinson’s strong skills in course development and teaching are highlighted in the course evaluation charts below.

Chart 13. Course Evaluation Fall 2019: ACTG 201 - Accounting I

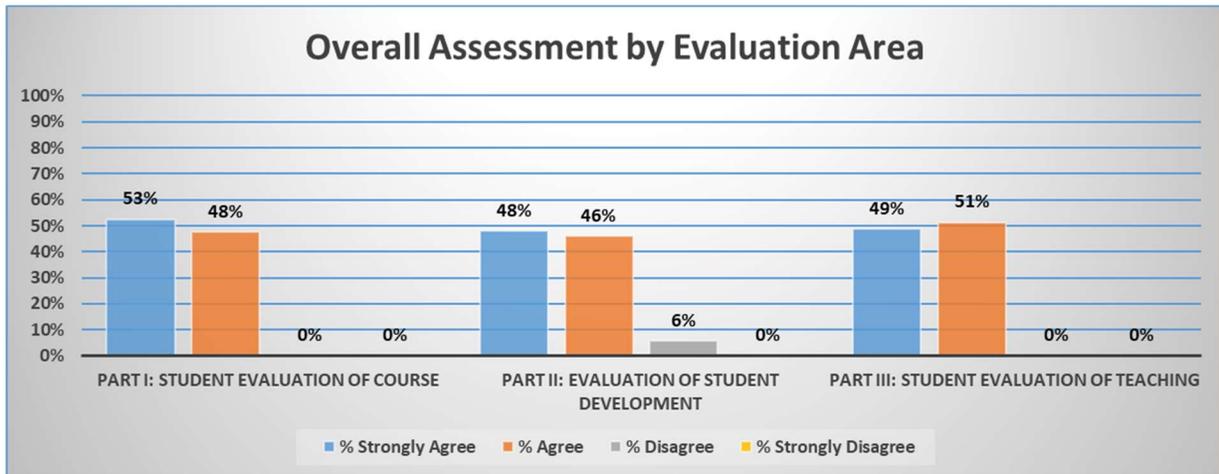
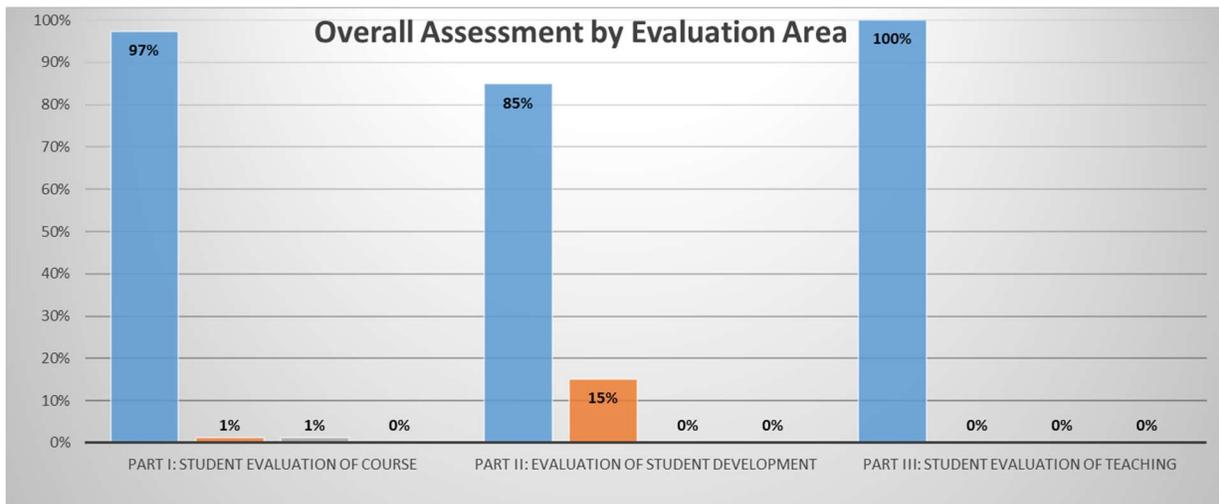


Chart 14. Course Evaluation Spring 2019, Bus 120 Business Communications



Summary of Assessment Results for 2019-2020

Using 2018-2019 data, the following proficiency percentages were calculated by disaggregating data by student criteria.

Table 15. Program Assessment Proficiency Percentages

Average % Proficient for all SCC students	84	N=212
Average % Proficient for all Business Dept Students: AC, BU, OA, IM	88	N=19
Average % Proficient by PELL Eligible and Need Not Met	88	N=18
Average % Proficient by not PELL Eligible	100	N=1
Average % Proficient 1st Generation College Student	88	N=14
Average % Proficient not 1st Generation College Student	90	N=5
Average % Proficient for Males	80	N=5
Average % Proficient for Females	91	N=14
Average % Proficient by Chippewa Cree Tribal Members	89	N=13
Average % Proficient for Other Tribes	81	N=4
Average % Proficient for American Indian Students	88	N=18
Average % Proficient for Students of Other Races	100	N=1
Average % Proficient for Students 18-21	88	N=7
Average % Proficient for Students 22-25	100	N=5
Average % Proficient for Students 26-30	50	N=2
Average % Proficient for Students 31-35	75	N=2
Average % Proficient for Students 36-40	100	N=2
Average % Proficient for Students >41	100	N=1

Changes in Curriculum Based on the Assessment Results

Disaggregated data were provided for the Business Department in the fall of 2020. The Business Department Chair is examining the data to determine trends and issues that need to be monitored. There do not appear to be any outliers in the program based upon the student criteria used in the data analysis. The students in the age group 26-35 will be monitored to ensure that students in this age group are supported equitably in their programs.

FACULTY DATA

Name and Position: Deborah Arkinson, Business – Computer Instructor

Qualifications: Master's Degree in Business/Computer Science, Business Education, Education, or related field. A minimum of two (2) years teaching, (5) or more preferred in Business, and Computer Science (Microsoft Word, Excel, PowerPoint, Access), or closely-related subjects, at the postsecondary level. Deborah has a Doctorate in Business Administration Degree and has 10+ years of working in a Business/Financial office atmosphere, and a supervisor.

Major Duties and Responsibilities: Work at least 30 hours on the SCC campus per week. This includes a minimum of fifteen (15) credit hours of instruction per semester and fifteen (15) accountable hours per week for the length of the contract, except when scheduled holiday and/or breaks are in effect. Develop objectives, syllabi, and lesson plans for all courses assigned to teach. Maintain/monitor/submit weekly student attendance records, student grades (mid-term and final), and relevant student documents (such as contact reports, grade/attendance warnings) as requested by SCC Registrar or Dean of Academics. Serve as academic advisor for students majoring in business-based disciplines. Serve on at least one SCC Strategic Planning sub-committee. Serve as advisor to the SCC Chapter of AIBL. Assist with course scheduling and curriculum development each semester. Adhere to all reporting, activity, and procedural requirements stipulated in annual employment contract. Provide assistance with planning, developing, and managing grant-funded projects within area of discipline. Data collection for student learning outcomes for assessment and program improvement for business/computer and general education outcomes. Attend regular faculty meetings held each month of the academic year.

Service to the Community: Provide quality education to the business students focusing on cultural perspectives of Chippewa Cree people.

Activities to Increase Cultural Understanding: The college has Monday Drum event at lunch hour to listen and learn about the Chippewa Cree People's cultural stories and songs. Another is participating in the Cree class for Faculty members.

Effectiveness: Course scheduling, develop curriculum, prepare data assessment reports, and attend faculty meetings and workshops. The results of the data collection assessment reporting show the evidence of students' knowledge based on learner outcomes.

SECTION IV

CORE THEME THREE: *Build Community Partnerships and Provide for Continuing Education*

The staff of Student Support Services recruit prospective, current, and returning students through Social Media.

Just recently the college did a drive through for students to come register for Fall 2020 semester. During these hard times, this strategy worked out great as new and returning students finished their registration process.

Data from an employer survey conducted in 2017 indicate a satisfaction level of 80%. The highest scoring area was reading ability (86%) and the lowest scoring area was problem solving (70%).

SECTION V
CORE THEME FOUR: *Support the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree*

I have attended sweat lodge ceremonies and a few Native American Church ceremonies at elders, Robert Murie and Francis Eagleman residences. These usually last almost 24 hours, including overnight. I have also attended the Monday drums before the pandemic and listening to Robert Murie pray or provide cultural awareness at Monday Drum (approx. 6 hours).

Also, I attend ceremonies here on Rocky Boy’s Reservation to assist me in understanding the protocols required for Chippewa Cree culture (as each tribe are different/similar with protocols). I have participated in these ceremonies more than 10 hours. I also interact with the Chippewa Cree people to understand their way of living.

SECTION VI
SUMMARY

Summary of Program Strengths

The data assessment results are evident that the students are learning business foundations based on the learning outcomes. Effective curriculum planning and a course outline brings awareness for students to keep on track and look forward to concepts they will be learning about. Setting clear expectations has helped students stay focused and engaged with their studies. Most students who were enrolled in the business program were proficient with their grades and learning outcomes. GELO outcomes for 2019 were 100% proficient.

This past summer, I was enrolled in an online class for TCU’s. The 6-week program offered through ACUE has increased my knowledge on creating online sessions for our classes. I will be better prepared if we need to go online immediately.

Other strengths are having constant communication with students through email or face-to-face regarding their performance.

Summary of Program Weaknesses or Areas for Improvement

Although, switching to a new learning online platform, there were a few students who did not finish their studies. Scheduling online sessions with the students for class was a weakness as most students did not want to meet for synchronous live sessions. For other students, who preferred face-to-face interaction, I set a time to meet with only 4-5 students at a time and provided real-time instruction in the classroom. An area of improvement is to inform students that it is mandatory to meet online for participation and grading criteria (if the college should foresee an unexpected closure).

Program Priorities for the Next Three Years

An effective curriculum includes the following strategies for quality data assessment results:

Advise students based on their career goals and assist them with their Education Plans.

Set clear expectations on assignments/activities

Provide effective lectures by sharing clear objectives of content being discussed

Develop student/instructor relationships as students will have the ability to provide open communication through discussions or group activities

Communicate with students on their performance to increase their engagement.

Increase retention rates with the help of Student Support Services.

Recruit more students into the Business Program.

Increase graduation rates.

Moving Forward

As Stone Child College faculty, staff, and administration reflect on the tremendous gains made on collecting and analyzing data and engaging in a continuous cycle of improvement using data informed strategies, we are proud and motivated by our accomplishments. However, we are also realistic as we recognize that there are some ways to improve upon the data system, processes, and assessments. As we move forward with our assessment of mission fulfillment, we have set four goals that we plan to accomplish to prepare for our upcoming accreditation reports.

The first goal we plan to accomplish is to formalize partnerships and agreements with five TCUs in order to share data and set benchmarks aligned to this data. We have started the process and

plan to partner with Turtle Mountain Community College. However, we still need to establish the parameters of this data sharing process. We plan to collaborate with AIHEC to foster this process and networking among TCUs so that there are clear pathways for data sharing policies and procedures.

The second goal we plan to accomplish is to improve upon the data collection and reporting process. We hope to utilize the Empower Software that will be used for reporting grades to also report GELO and PLO scores. This would speed up the collection and analysis of the data process and would allow faculty and administration more time to review and reflect on the data and utilize it for strategic planning. This new way of collecting data will ensure that the process remains sustainable and that data are available in a more timely manner.

As SCC has become more proficient in analyzing disaggregated data, we plan to utilize this process and provide data to faculty and staff that go deeper to ensure all academic and student support programs are working equitably for all students. This third goal will include data that measures persistence, retention, and graduation rates and are disaggregated by student criteria and academic major.

A fourth goal is SCC plans to add new data indicators and elements to the Core Theme Data Collection Form. In order to more fully meet Standard 1.C.8 (*Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality*), SCC plans to add measures to ensure students who transfer in and out of SCC are well supported and well prepared. Data points will be added to existing spreadsheets and analyses to track students who come to SCC from other institutions, including those students coming to SCC with dual enrollment credits. Data points and a system of tracking students who transfer to other institutions will also be created. Data sharing among institutions using federal financial aid dollars will be one method for obtaining this data when searching where students transfer. This type of data will better inform SCC of its work with transfer credits and students than the existing data gathered on MOUs.

SCC also plans to measure data on its student orientation and work on Standard 1.D.1 (*Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies*). SCC has updated its orientation process, seeking ways to involve all students in meaningful and engaging activities designed to build an understanding of SCC requirements, policies, and procedures, as well as establishing positive relationships among students and the SCC faculty and staff. Data will be included on orientation under Core Theme 2.

In summary, Stone Child College has engaged in meaningful and informative work on measuring its mission fulfillment, particularly student learning and achievement. As the College enhances the data processes and analytics, the data will better inform SCC of its work. The college aspires to continually improve upon its work to fulfill its mission and recognizes that data will guide the way.