

**Northwest Commission on
Colleges and Universities**

Year Seven Self-Evaluation Report

STONE CHILD COLLEGE



October 2017

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GLOSSARY OF TERMS

Ability to Benefit - Students entering post-secondary education without a High School Diploma or GED certificate.

AccuPlacer – Placement test for all first time entering students replaced Compass Tests.

Board of Regents – Nine-member governing board of Stone Child College.

Chippewa Cree Tribal Business Committee – Nine-member business committee of the Chippewa Cree Tribe.

Compass Test - Student Placement Test, Computer Adaptive Placement Assessment and Support System

Credit – Equivalent to 15 classroom hours of instruction per credit per semester.

Sage MIP Fund Accounting – SCC Accounting System.

Indian Student Count – Formula used to calculate Tribally Controlled Community College funding.

Moodle – Software for administering on-line courses.

P.L. (Public Law) 95-471 - Tribally Controlled Community College Act.

ACRONYMS

ABD.....	All But Dissertation
ADA.....	American Disabilities Act
AICF.....	American Indian College Fund
AIHEC.....	American Indian Higher Ed. Consortium
AIMS.....	American Indian Measures for Success
AISES.....	American Indians in Science and Engineering Society
AKIS.....	AIMS Key Indicator System
ANA.....	Administration for Native Americans
ARB.....	Assessment Record Book
ATB.....	Ability to Benefit
BIA.....	Bureau of Indian Affairs
BFRRTAP.....	Beginning Farmer and Rancher Resource and Technical Assistance Project
CAMPUS ANYWARE.....	SCC Student Records Database
COMPASS.....	Computer Adaptive Placement Assessment and Support System
COT.....	Center Of Technology
DEMO.....	Demonstration Grants for Indian Children
DOD.....	Department Of Defense
DOE.....	Department Of Energy
EOC.....	Educational Opportunity Center
ELAP.....	English Language Acquisition Program
FAFSA.....	Free Application for Federal Student Aid
FERPA.....	Family Educational Rights & Privacy Act
GASB.....	Governmental Accounting Standards Board

GED General Education Development
 GIS Geographical Information System
 GLOBE Global Learning and Observations to Benefit the Environment
 GPS Geographical Positioning System
 HEP Higher Education Program
 HUD- Housing & Urban Development
 iGETT integrated Geospatial Technology Training
 IEPDP Indian Education Professional Development Program
 IPEDS Institutional Post-secondary
 EDC Educational Data System
 IRB Institutional Review Board
 ISC Indian Student Count
 JOM Johnson O'Malley Act
 MIP SCC Accounting System
 MTAP Montana Tuition Assistance Program
 MHEG Montana Higher Education Grants
 MSU Montana State University
 MUS Montana University System
 NACTEP Native American Career and Technical Education Program
 NOAA National Oceanic and Atmospheric Administration
 NSF National Science Foundation
 NSLDS National Student Loan Data System
 NYCP Native Youth Communities Project
 OCHE Office of Commission of Higher Ed.
 OCLC Online Computer Library Center
 RBHP Rocky Boy History Project
 SAMHSA Substance Abuse and Mental Health Services Administration
 SCC Stone Child College
 SLO Student Learning Outcome
 SMART Goals Specific, Measurable, Attainable, Realistic, and Timely
 TANF Tribal Assistance for Needy Families
 TCCC Tribally Controlled Community College
 TCUP Tribal Colleges & University Program

3. 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 (115,161.43 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 provides for student access for educational needs through accredited certificates and degree programs for transfer, workforce entry, community and culturally related education.

The College constantly strives to be responsive to the community while being true to the Mission through cultural enrichment activities, outreach and retention activities as well as degree and certificate program development.

More than 95% of current students are of American Indian ancestry. The average age of SCC students is 30 years old with a gender breakdown of 43% male and 57% female. The average enrollment for the past three (3) semesters is 578. Class size varies with an average student-teacher ratio of 15:1. SCC employs approximately 15 part-time instructors and 9 full-time instructors each semester.

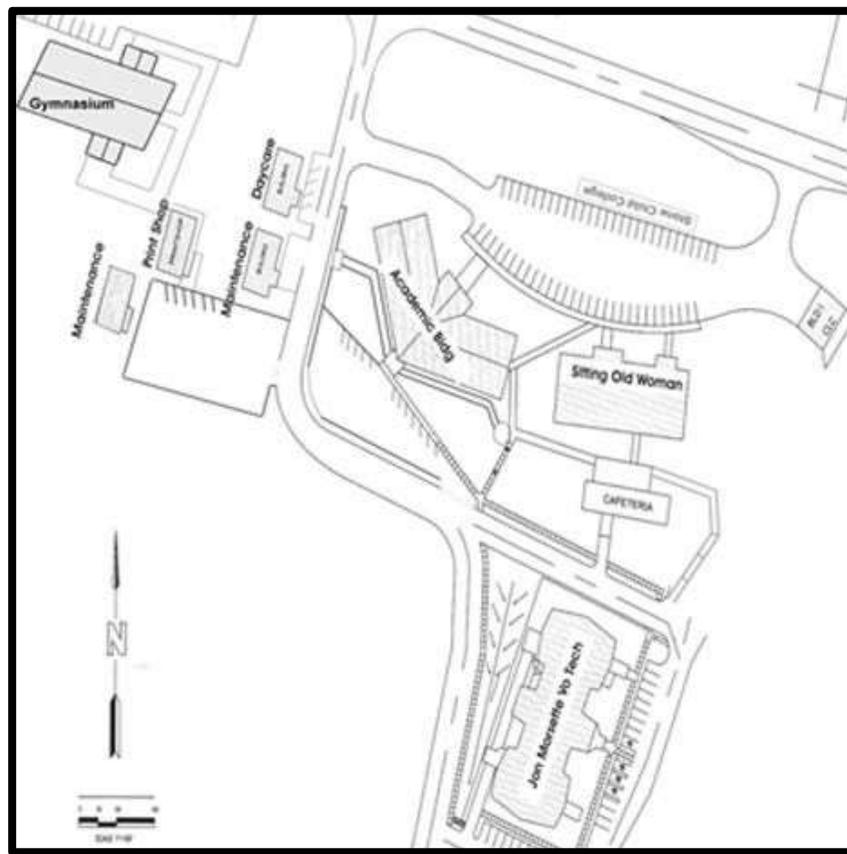
A nine (9) member Board of Directors modeled after Tribally Controlled College Governing Boards governs the College. The Board of Directors are selected by the Chippewa Cree Business Committee and is made up of four Chippewa Cree Tribal Council members, four community members and one student representative. 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, Assessment Committee; 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.

SCC was granted candidacy status during the spring of 1989 and granted initial accreditation in 1993. In 1999, SCC was reaffirmed for a 10-year period. In the spring of 2008, the Northwest Commission on Colleges and Universities completed a comprehensive evaluation and site visit at SCC and provided nine recommendations. In August 2010, SCC received correspondence indicating all recommendations had been addressed and four (4) were in need of improvement. The four recommendations were addressed in the Ad Hoc Self-Evaluation Report in spring 2012. The college received notification on August 10, 2012 that SCC complied with all but one (1) recommendation. The final recommendation was addressed in Addendum II to the Year Three Self-Evaluation Report.

On July 18, 2013, SCC received notification that accreditation had been reaffirmed on the basis of the Spring 2013 Year Three Resources and Capacity Evaluation which was expanded to address Recommendation 2 of the Spring 2010 Focused Interim Evaluation Report. Also included was Recommendation 2 of the Spring 2011 Year One Peer-Evaluation Report with specific concerns regarding revising the mission statement.

In addition, the Commission found that Recommendation 2 of the Spring 2011 Year One Peer-Evaluation Report and Recommendations 1, 2, 3, 4, 5, and 6 of the Spring 2013 Year Three Resources and Capacity Peer-Evaluation Report are areas where Stone Child College is substantially in compliance with Commission criteria for accreditation, but in need of improvement. These recommendations are addressed in this Year Seven Report.



4. Basic Institutional Data Form

PORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institutional – Stone Child College

Mailing Address: 8294 Upper Box Elder Rd
City: Box Elder
State/Province: MT
Zip/Postal Code: 59521
Main Phone Number: (406) 395-4875
Country: U.S.A.

Chief Executive Officer

Title : Dr.
First Name: Nathaniel
Last Name: St. Pierre
Position : President
Phone: (406)395-4875
Fax: (406)395-4836
Email: nstpierre@stonechild.edu

Accreditation Liaison Officer

Title : Mrs.
First Name: Cory
Last Name: Sangrey-Billy
Position: Dean of Academics
Phone: (406)395-4875
Fax: (406)395-4836
Email: csangrey@stonechild.edu

Chief Financial Officer

Title: Ms.
First Name: Tiffany
Last Name: Galbavy
Position: Chief Financial Officer
Phone: (406) 395-4875
Fax: (406)395-4836

Email: tgalbavy@stonechild.edu

Institutional Demographics

Institutional Type (*Choose all that apply*)

- Comprehensive
- Specialized
- Health-Centered

- Religious-Based
- Native/Tribal
- Other (specify): _____

Degree **Levels** (*Choose* *all* *that* *apply*)

- Associate
- Baccalaureate
- Master

- Doctorate
- If part of a multi-institution system,
name of system: _____

Calendar Plan (*Choose one that applies*)

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): _____

Institutional Control

City County State Federal Tribal

Public OR Private/Independent
 Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2016 (most recent year) FTE Student Enrollments

Classification	Current <u>2016</u>	Year: <u>2015</u>	One Year Prior: <u>2014</u>
Undergraduate	357	356	236
Graduate			
Professional			
Unclassified			
Total all levels	357	356	236

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2016 (most recent year) Student Headcount Enrollments

Classification	Current <u>2016</u>	Year: <u>2015</u>	One Year Prior: <u>2014</u>
Undergraduate	1244	1279	856
Graduate			
Professional			
Unclassified			
Total all levels	1244	1279	856

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 9 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Master	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	9				1	7		1
Lecturer and Teaching								
Research Staff and								
Undesignated Rank								

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$ 46,895	16

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Statistical Report on Revenue

Source: IPEDS

Core Revenues	SCC FY15	Other Montana Tribal Colleges N=6)	SCC FY14	Other Montana Tribal Colleges N=6)
Tuition and Fees, after deducting discounts and allowances	\$ 472,204.00	\$ 439,615.00	\$ 617,593.00	\$ 345,086.00
State Appropriations	\$ 4,164.00	\$ 15,665.00	\$ 10,286.00	\$ 11,834.00
Federal Appropriations	\$ 2,354,240.00	\$ 331,094.00	\$ 2,585,600.00	\$ 315,386.00
Gifts, including contributions from affiliated organizations	\$ -	\$ 75,535.00	\$ -	\$ 4,700.00
Investment income	\$ 8,975.00	\$ 52,748.00	\$ 284,370.00	\$ 200,256.00
Other nonoperating revenues	\$ 186,939.00	\$ 109,053.00	\$ 244,966.00	\$ 55,993.00

Core Expenses	SCC FY15	Other Montana Tribal Colleges N=6)	SCC FY14	Other Montana Tribal Colleges N=6)
Instruction	\$ 1,122,282.00	\$ 2,417,545.00	\$ 1,038,470.00	\$ 2,270,430.00
Research	\$ -	\$ 159,948.00	\$ -	\$ 196,990.00
Public Service	\$ -	\$ 288,151.00	\$ -	\$ 345,169.00
Academic Support	\$ 371,506.00	\$ 382,321.00	\$ 653,444.00	\$ 331,402.00
Institutional Support	\$ 2,674,034.00	\$ 1,370,298.00	\$ 3,235,729.00	\$ 1,666,773.00
Student Services	\$ 1,501,434.00	\$ 1,135,966.00	\$ 1,556,920.00	\$ 1,122,879.00

Fiscal Year	FY16	FY15	FY14	FY13
PL 95-471 Appropriations	\$ 2,472,690.00	\$ 2,354,240.00	\$ 2,585,600.00	\$ 2,048,680.00

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2016 - 2017 (2016-2017) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New Degree Program	Bachelor of Science	Elementary Education	Education

5. Preface

a. Brief Update on Institutional Changes since Last Report

Stone Child College has experienced an enormous turnover in administrative staff since the last reporting cycle. President Henry resigned April 2013, President St. Pierre served from October 1, 2013 to August 13, 2017, and the Dean of Academics, Cory Sangrey-Billy, is currently serving as Interim President. Additionally, the finance department has undergone significant changes as well, with the exception of the Payroll Manager, all other employees have been replaced including the Chief Financial Officer (CFO). The Dean of Student Services has been replaced three times as well as the Information Technology position. Therefore, these transitions have complicated, but has not impeded, the self-study process.

Stone Child College's (SCC) institutional changes include the following: 1) the implementation of the 2011 Mission Statement, 2) the monitoring and documentation efforts for analyzing and utilizing assessment results for academic programs and service improvements, 3) the implementation of the General Education Assessment Plan. The Assessment Committee is charged with monitoring these processes.

Based on assessment of existing programs offered, SCC Faculty agreed to place in moratorium the following degree/certificate programs that have had low interest levels in the past two catalog years: Health Promotion, Healthcare Administration, Water Quality Concentration, Health and Physical Education associate program; Native Communities and Physical Fitness certificate program.

Correspondence from the Northwest Commission on Colleges and Universities dated July 20, 2017 was received informing Stone Child College of recent action taken by the Commission regarding a substantive change proposal seeking approval for the institution to offer a Bachelor of Science (BS) degree program in Elementary Education (K-8), effective Fall 2017. The college is granted candidacy status at the baccalaureate level. Further provisions were identified that the college is addressing. The college is pleased with the information, as it is a major milestone for all stakeholders on the Rocky Boy's Chippewa Cree Reservation and surrounding communities. See Addendum I for the correspondence.

b. Response to topics previously requested by Commission (i.e. Addenda)

Recommendation #2 Spring 2011 Year One Peer-Evaluation Report:

2. "The evaluation panel recommends that the mission statement be inclusive of and aligned directly with the core themes (Standard 1.A and 1.B)."

Date of Most Recent Review of Mission and Core Themes

The most recent review activities of the SCC Mission and Core Themes took place on July 22-23, 2015, August 12-14, 2015 and August 11-12, 2016. The SCC Assessment and Accreditation Committee and Board of Directors met on September 12-13, 2016 to review the Mission, Core Themes and Guiding Principles to prepare for the Year Seven Self-Evaluation Report. The Core Themes were revised and include objectives, indicators and benchmarks. A corresponding table was created to report data trends and whether or not targets were met, exceeded or not met respectively.

The committee met again on October 22, 2016 to review and approve the Core Themes. After approval of the Core Themes by the committee, each Core Theme was discussed at length with a focus on possible assessable indicators with targets and benchmarks. The committee set a timeline to prepare indicators for each Core Theme focusing on current courses, projects, data sources and all pertinent information necessary to complete the Year Seven Report.

Six (6) Recommendations from Spring 2013 Year Three Peer-Evaluation Report:

1. "The evaluation committee recommends that Stone Child College further refine its process of assessment of General Education learning outcomes to ensure that appropriate and verifiable student learning outcomes (SLOs) are incorporated and assessed with each program (Standard 2.C.9)."

In an attempt to refine the process of assessing the General Education learning outcomes to ensure that appropriate and verifiable student learning outcomes are incorporated and assessed with each program, the Stone Child College Academics Department and Assessment Committee set specific goals and developed a plan of action. The plan includes the following strategies:

1. Create a curriculum and assessment activity map to encourage the integration of knowledge and skills over time and through various courses of the general education and all academic program level student learning outcomes.
2. Create and implement a schedule of program analyses and reviews to be critiqued with adequate documentation by the SCC Assessment Committee and integrated with the faculty peer-evaluations process.
3. Schedule a reputable assessment trainer to provide a general education assessment system to improve student learning in all programs.
4. Schedule faculty planning retreat to address: General Education and program student learning outcomes assessment plans, articulate and align program philosophies and SLOs in catalog and ARBs, and to assure the Credit Hour Policy is included on Course Syllabi, Catalog, and Student Handbook.

Further compliance with the recommendation will include implementation of revised assessment plans for the new assessment and catalog cycles utilizing the Assessment Record Book (ARB) assessment model in 2014 and thereafter. Stone Child College has developed a curriculum map for the general education learning outcomes. Initially each program evaluated two general education learning outcomes, then the following year the programs would rotate, this was done to establish assessments and track their effectiveness in programs. For the past two academic years, the faculty felt there was enough data collected and decided that every year the faculty will assess the same general education student learning outcomes. Each program will also have an assessment cycle for the program's student learning outcomes. All plans are presented at the beginning of each academic year at the faculty/curriculum meeting. Members of the faculty that completed the yearly assessments before the final faculty meeting of the year which is held in May will present their completed assessments, those that don't have them completed are required to present them at the beginning of the next academic year. The ARB's are available with the Assessment Coordinator and filed on a local server referred to as FileShare.

The General Education learner outcome for “demonstrating the fundamental skills of computation” assessment cycle was completed and documented. The use of results for improvement is clear and concise. Since this was so successful, the professional core programs might consider working with this instructor to assess the math objective in their program. For example, the Teacher Education and Math Instructors worked together to assess the math objective in the teacher education program. Sample ARBs, Curriculum Back Maps, General Education Back Maps and the preferred assessment documentation are attached. Academic year 2013-2014 focused on collecting baseline data for the general education student learning outcomes.

In the fall of 2013 the academics department created a chart that reflected each general education student learning outcome and what programs would be assessing those outcomes. After the first initial year of assessing the general education student learning outcomes, creating baseline data, it was decided by the faculty that after the initial year was completed the faculty would begin to work on the same student learning outcomes for assessment each year thereafter. This has allowed for collaboration and discussion within the faculty, as each presented plans and outcomes each year. It seems to work well having each full-time faculty member to work on the same student learning outcomes for general education requirements each academic year. This process has been going on since fall semester 2013. There was also some data gathering inconsistencies, an effort to get all faculty on the right track it was recommended that the faculty have their own separate retreat. Summer of 2015 funds were put aside so that faculty could work together and have completed goals and general education student learning outcome plans. During the faculty retreat the completed program and general education student learning outcomes were reported on for the 2014-2015 academic year. That information was shared and discussion of the use of results and findings took place with the faculty. Upon completion of the faculty retreat, all full-time faculty presented their plan for the upcoming year on how their programs would assess the student learning outcomes for general education. This event was successful as evidenced by the evaluations as they were reported as satisfactory. For the 2016 academic year there weren't enough funds available for a two day retreat so the faculty met for one day. Those that didn't have their plans presented during this time presented during the faculty meeting in September.

Stone Child College Curriculum Map – General Education Program – Baseline Data 2013-2014

Instructor	Outcome 1: Demonstrate the fundamental skills of written communication	Outcome 2: Develop the skills of oral communication	Outcome 3: Demonstrate the fundamental skills of computation	Outcome 4: Exhibit the fundamental skills of scientific inquiry	Outcome 5: Examine Native American history and culture	Outcome 6: Apply appropriate computer skills across curriculum
Larry Gomoll				X		

Dr. Kadene Drummer				X		
Ann Johnstone					X	
Rebecca Farr						X
Eric Shulund			X			
Douglas Crebs		X				
Steve Galbavy		X				
Robert Murie					X	
John Murie	X					
Building Trades						X
Lavern Parker	X					

2. “The evaluation committee recommends that Stone Child College further refine the development and assessment of program level student learning outcomes so as to bring the SLOs to a more even level of completeness and consistency across the totality of the College’s curriculum (Standard 2.C.9).”

In response to recommendation Two, the plan of action for Recommendation One is inclusive of further refinement of the development and assessment of program level and General Education student learning outcomes as described in the previous paragraph. The assessment plans and activities will bring the SLOs to a more even level of completeness and consistency across the totality of the College’s curriculum, as the faculty work on the same General Education outcomes each year.

SCC faculty has been working on a curriculum map for each of the program areas. It is the responsibility of the faculty to work towards the follow through once the curriculum map has been developed for each program.

Following the same process with the general education students learning outcomes, faculty are required to submit their annual plan for their departmental student learning assessment plans. Faculty report on the plan at the beginning of each fall semester and final report is either done in

May of each year or prior to the beginning of the fall semester. Use of results is a key for program improvement and when those are made they are documented in the assessment forms as use of results. When faculty present their assessment plans and outcomes, discussion in the meeting take place, this is a vital part for program improvement and suggestions as other faculty are able to provide input to the instructor. SCC uses this process for continuous improvement for program assessment.

3. "The evaluation committee recommends that Stone Child College further document and enhance its policies and procedures. It was determined during the review process that certain policies were missing (ADA and Internet Usage) and that other policies needed additional information (Sexual Harassment and Complaint procedures) in order to maximize their effectiveness (Standard 2.A.18)."

The SCC Policies and Procedures Handbook, the Student Services Student Handbook http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf and the SCC Catalog http://stonechild.edu/images/PDFs/SCC_Catalog_16_18.pdf have existing policies that address the recommendation; however, the college developed a plan of action to further review, refine and update those policies to maximize their effectiveness.

The review of the Policies and Procedures Handbook was an ongoing work in progress beginning on December 3-4, 2015, February 17-18, 2016, September 13, 2016, February 23, 2017, March 19, 2017, June 30, 2017 and concluded on July 20, 2017. An ongoing legal review of the document has been conducted and will be presented to the Board of Directors' for review and procedural readings; resulting in final approval at their meeting in September 2017. The participation documents are in Addendum I.

Students with Disabilities – SCC Disability Student Support Services Handbook, page 26

To be eligible for disability-related services at Stone Child College, students must have a documented disability condition as defined by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities such as; walking, standing, seeing, speaking, hearing, sitting, breathing, and taking care of oneself. The disability of the student must be documented from the appropriate licensed professional to certify a student as having a disability and to determine reasonable accommodations for the student.

Students with physical or learning disabilities who need assistance with tutoring, transportation, note-taking, reading, taping, sign language interpreting, academic counseling, or access to classrooms should contact Student Services. Stone Child College has limited services available for disabled students; however, all attempts will be made to accommodate the needs of the disabled student/students on campus.

The Computer committee meet monthly to review and revise policy, determine needs, and monitor inventory.

Excerpts from the four (4) page Computer Use Policy can be found in the Student Handbook, on page 20, in the SCC Catalog on page 23 and the Student Services Handbook 2012-2014, page 73.

The Stone Child College computer policies defines acceptable use as demonstrating awareness and sensitivity towards the intent of the College in granting users' access, the co-existing privileges of other users, privacy interests and freedom from harassment or annoyance, the intellectual property rights of others, and the ownership and confidentiality of data.

The following activities are prohibited and can result in the loss of computer access, suspension, or dismissal.

1. Theft and/or abuse of computer facilities (software and hardware), capabilities and/or changing control panel settings.
2. Unauthorized use of computing facilities to interfere with the work of another student, faculty member, or college staff person.
3. Use of computing facilities to send harassing or abusive messages.
4. Use of Internet for pornography in any form.
5. Unauthorized file transfer.
6. Unauthorized downloading of music, movies, or otherwise restricted information is prohibited.
7. Intentional modification or destruction of college files.

Any of the above offenses constitutes a violation of the student conduct code and can lead to serious disciplinary action, including suspension or expulsion from the college.

The Stone Child College Computer Team developed goals to revise and update Internet usage campus-wide. The plans were shared with all staff, faculty and students in August 2013.

267.00 Internet Usage – SCC Policies and Procedures Handbook, page 29

As an institution of higher learning, SCC (SCC) encourages, supports, and protects freedom of expression as well as an open environment to pursue scholarly inquiry and to share information. Access to information technology (IT), in general, and to the Internet, in particular, supports the academic community by providing a link to electronic information in a variety of formats and covering all academic disciplines. The computing and network resources, services, and facilities of SCC are limited and should be used wisely and carefully with consideration for the needs of others. As with any resource, there is a possibility of misuse. In an attempt to prevent or mitigate such misuse, this policy outlines proper and improper behaviors, defines misuse and incidental use, explains rights and responsibilities, and briefly reviews the repercussions of violating these codes of conduct.

SCC provides computing services to faculty, staff, students, retirees, and specified outside clients and to visitors and guests. These services are intended primarily for furthering the education, research, and public service mission of SCC and may not be used for commercial purposes or profit-making. This Policy is applicable to all individuals using College-owned or -

controlled computer equipment, communications equipment, data network (wired and wireless), storage devices, and computer-related facilities, whether such persons are students, staff, faculty, or third-party users of SCC computing resources and services. All SCC policies including, but not limited to, intellectual property protection, privacy, misuse of SCC equipment, sexual harassment, hostile work environment, data security, and confidentiality shall apply to the use of computing services.

263.00 Sexual Harassment – SCC Policies and Procedures Handbook 2016, page 24, Student Services Handbook, page 25

Sexual harassment is defined as action taken against a student who may make that respective student uncomfortable. Sexual harassment may include: any unwanted sexual attention, such as: sexually suggestive looks or gestures, sexual teasing or jokes, pressure for dates, sexually demeaning comments, deliberately touching, cornering, pinching, attempts to kiss or fondle, pressure for sex in exchange for grade increases, money, or favors.

Sex discrimination in the form of sexual harassment defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations. Or, to punish another for his or her refusal, or as the creation by a member of the College community of an intimidating, hostile or offensive educational environment through verbal or physical conduct of a sexual nature, shall be a violation of the SCC Policy.

The Stone Child College Policy prohibits all forms of sexual harassment against male or female students. Stone Child College will carry out a thorough investigation in formal complaint situations to protect the rights of both the person making the complaint and the alleged harasser.

Sexual harassment is illegal and because sexual harassment is a type of sex discrimination, the student may also file a formal complaint of sex discrimination with:

- a. EEO Officer/Law & Order
- b. Tribal Courts

Sexual Harassment Complaint Procedure Plan of Action

In addressing the Complaint Procedure for Sexual Harassment, the college will review the Chippewa Cree Tribal Policies to adapt the procedure and assure we have the process in place to maintain effectiveness. The Complaint Procedure was finalized by December 1, 2013.

4. "The evaluation committee recommends that the faculty and staff evaluation process be reviewed to ensure that job descriptions be standard and reflective of College expectations (Standard 2.B.1, 2.B.6)."

The plan of action in response to Recommendation Four (4) was to utilize an expert consultant to review the faculty and staff evaluation process to ensure that job descriptions will be standard and reflective of College expectations. The Human Resource staff and others attended two (2)

staff development trainings to begin the process. The information gathered at the trainings were useful in revising and updating job descriptions for the college staff.

The college staff reviewed and updated job descriptions to align with the evaluation tool that was developed. The second phase of the plan of action is to ensure the evaluation tool will be job specific and completed by July 31, 2017.

5. "The evaluation committee recommends that the College prepare and implement a fund balance reserve policy. A fund balance reserve policy will ensure that the College has adequate resources available should budget adjustments or decreases in enrollment occur (Standard 2.F.1)."

The SCC Business Office staff prepared and implemented the following fund balance reserve policy and procedure to ensure that the college has adequate resources available should budget adjustments or decreases in enrollment occur:

322.00 FUND BALANCE RESERVE POLICY, SCC Policies and Procedures Handbook page 33

Policy:

This policy applies to building, severance, annual leave, and operating reserves. The objectives of this policy are as follows:

1. Ensure that adequate reserves are maintained to meet liabilities incurred for annual leave accruals and severance accruals, and for other college financial activities.
2. Provides for the process that records and reports fund balances and activity in the reserve accounts.

Procedure:

- The Business Office will monitor all reserve funds and make appropriate entries to maintain reserves in accordance with this policy. Use of any of the reserves must be approved by the SCC Board of Directors.
- The Business Office will prepare a report (at least annually) listing the reserve amounts in each of the reserve funds.
- Operating Reserves. This fund can be utilized for unexpected expenses and college initiatives.
- Severance and Leave Reserves. Severance and Leave Reserves have to be used for college severance and annual leave purposes only.
- Building Reserves. The Building Reserve has to be used for college facility-related purposes only.

6. "The evaluation committee recommends that Stone Child College review and rewrite its current students with disabilities information. The evaluation committee recommends that the College work with member institutions to draft a policy that is in compliance with ADA rules and regulations (Standard 2.A.15)."

The Student Services Department drafted the following Americans with Disabilities Act policy and created a Stone Child College Disability Support Services Handbook as a further resource for students with disabilities:

264.00 AMERICANS WITH DISABILITIES ACT (ADA), SCC Policies and Procedures Handbook, page 24

To be eligible for disability-related services at SCC, employees must have a documented disability condition as defined by the American with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (such as walking, seeing, speaking, breathing, eating, reproduction, performing manual tasks, hearing, learning, caring for oneself, working, sitting, standing, lifting). The disability of the employee must be documented from the appropriate licensed professional to certify the employee as having a disability and to determine reasonable accommodation for the employee.

Stone Child College extends appreciation to the Northwest Commission on Colleges and Universities and the peer evaluators for their guidance in the college's assessment and evaluation efforts to make institutional improvements.

6. Mission, Core Themes, and Expectations

a. Executive Summary of Eligibility Requirements 2 and 3

2. Authority

The Chippewa Cree Tribe chartered Stone Child College. The Charter was granted pursuant to the authority granted by the Constitution of the Chippewa Cree Tribe through passage of Resolution No. 45-84 on May 17, 1984 "To Approve the Charter and Establishment of the Rocky Boy/Stone Child Community College" see Addendum II In October 1992, the Chippewa Cree Tribal Business Committee approved Tribal Ordinance 2-92, (see Addendum II), which further strengthened the chartering of Stone Child College.

The Chippewa Cree Tribe delegated to its chartered corporation, Stone Child College, wide-ranging authority to provide post-secondary opportunities and to grant post-secondary degrees and certificates in order to meet the educational needs of the Chippewa Cree people. In December 1987, the Northwest Association of Schools and Colleges (now Northwest Commission on Colleges and Universities) granted Stone Child College formal authority to operate as an affiliate campus of Salish-Kootenai College, Pablo, MT. In September 1987, the State of Montana University System Board of Regents granted Stone Child College formal authority to offer associate degree programs. In June 1989, the Northwest Association of Schools and Colleges granted candidacy status as a two-year post-secondary institution to Stone Child College.

Since 1999, subsequent focused-interim, progress, regular interim, executive and a full-scale visit and reporting has occurred through spring 2013. Stone Child College received notice of reaffirmation for accreditation and continued to address one (1) recommendation from the latest Ad Hoc Report and Peer Evaluation Report in August 2012.

3. Mission and Core Themes

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

Stone Child College core themes are transfer, workforce, community education, and promote the Chippewa and Cree language, culture and history.

SCC devotes substantial resources to support its educational mission and core themes, and has the organizational independence and capacity to meet the Northwest Commission on Colleges and Universities standards and eligibility requirements. The Chippewa Cree Tribe supports Stone Child College's efforts through student scholarships.

b. Standard 1.A Mission

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 will

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.

i. 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 the Core Themes of: 1) Transfer Education, 2) Work Force Education, 3) Cultural Education and 4) Community Education.

Review of the indicators for achievement of core themes objectives or intended outcomes were found to be assessable, meaningful and provide direct evidence of intended achievement.

SCC assigned benchmark values to the different indicators for mission fulfillment and identify the thresholds of what is acceptable in the journey toward mission fulfillment. The Assessment Committee oversees this process.

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

An acceptable level of performance has been refined by the Assessment Committee and utilized by faculty and staff for data sources and assessment. The minimum accepted performance for each core theme indicator is defined on each core theme table, respectively.

For each indicator, specific measurement parameters will be defined and performance levels benchmarked over at least two (2) assessment cycles. Proposed targets for acceptable performance will be measured using a scoring metric to measure performance. This framework will be used as a working model throughout two (2) assessment cycles to determine viability. It was widely shared with faculty and staff beginning with the Annual 2013 Staff/Faculty Retreat and Planning Meetings.

Data collected is used to assess achievement of objective indicators using assessment record books or other assessment report formats to measure fulfillment.

Benchmarks indicators are developed based on historical trends and minimum acceptable levels of performance. SCC tracks, analyzes, and utilizes data on a continual basis to demonstrate progress and commitment to the mission.

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

- Assessment record book system or other assessment report format
- SMART goal process for each department as tied to the mission
- Faculty evaluation process
- Accreditation and assessment committee's commitment to fulfillment of mission and core themes
- Indicator development with focus on outcome

SCC staff and faculty understand the value of linking data to mission fulfillment and are dedicated to the data collection process. SCC administration strives to create an environment which is mission focused and driven by institutional values.

Standard 1.B Core Themes

i. Core Theme 1 – Transfer Education

- ii. Stone Child College will promote transfer students that are professionally prepared and career-ready.

Core Theme 1 evolved as part of the Mission of Stone Child College to provide educational access for the community through accredited certificates and degree programs for transfer.

Providing these educational opportunities is an integral part of SCC's core value system "Preserving the Past, Educating the Present, Planning for the Future" and on SCC's Mission.

The indicators for Objective 1 demonstrate SCC's dedication to Core Theme 1. To offer diverse opportunities for student matriculation to institutions of higher education can benefit academic quality at SCC. Student learning outcomes at SCC are kept on par with higher education to maintain articulation agreements. Nine (9) such agreements can be found on the SCC website at <http://stonechild.edu/students/transfer>.

Providing these opportunities for students can greatly improve their chances of attending and succeeding at four-year institutions when they are completed with courses at SCC. The development of articulation agreements with other higher education institutions also has beneficial academic quality ramifications at SCC. Student learning outcomes at SCC are kept on par with other higher education institutions in order to maintain articulation agreements. These measures are also indicative of the SCC support of its mission to provide degrees and certificates.

- iii. Core Theme table with objectives, indicators, benchmarks and performance grid.

Core Theme 1 - Transfer Education							
Objective 1.A	Indicators			Benchmarks			
Provide access for student success with quality academic programs.	<u>A. Student Retention</u>			Be within 5 percentage points over previous year of the AIMS/AKIS comparison group for each cohort year			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	68.29%	61.17%	77.04%	69.64%	59.09%	5%	New programs implemented
	Utilizing a data driven approach, SCC has implemented programs offered through Project Success and Achieving the Dream to increase graduation and retention rates over the next three years. After the initial funds are no longer available, SCC will						

sustain the programs currently being funded by Project Success.						
<u>B. Degree/certification completion rates</u>			Degree completion of 1 st Time entering cohort groups.			
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
41.44%	38.51%	34.95%	32-43%	21.70%	Monitor	Ongoing
There are several factors that determine the completion of degree/certification programs. Some students will elect to join the work force when jobs are available rather than finish their education with their cohort, while others will return at a later date to finish their degree.						
<u>C. Provide quality academic programs</u>			Student perceptions at or exceeding satisfactory levels of programs as evidenced by assessment and evaluation processes.			
Results						
12-13	13-14	14-15	15-16	Target	Status	
95%	97%	96%	95%	70%	Exceeds criteria	
Monitoring activities reflect current SCC direction.						
<u>D. Student learning outcomes</u>			Percentage of academic programs systematically collecting and using assessment data to make program improvements.			
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
44%	25%	40%	13%	31%	70%	Ongoing
An assessment cycle is defined as every two years. Assessment of outcomes are staggered to coincide with the catalog year. The SCC long term instructors are using assessment data to make improvements. Instructors who have arrived during the reporting period have yet to grasp the importance of the process. Given these developments, SCC is focusing efforts on these instructors that have transitioned into the programs. SCC realizes the importance of assessing the student learning outcomes and closing the loop. Implementation plan will be put in place for those that						

	<p>struggle with completing their program assessments.</p> <p>This is an example of how instructors use their results from the assessment cycle for program improvement.</p> <p>1. Students will value concepts of good health and wellness important in the teaching profession.</p> <p>Using two different measurements in the HPE 285 Principles of Health and Wellness, students applied the importance of good health and changed behaviors to reach their desired goal, but after analyzing the healthy eating and physical activity log that students keep throughout the semester, only 75% of the students applied principles throughout the whole semester of mostly healthy eating and regular physical activity. Since the data leads me to believe that they can focus on a specific goal for a short period of time, I have chosen a text that integrates the psychology that goes along with a healthy lifestyle. In addition, I am going to make it a requirement that they do three hours a week at the SCC fitness center and I'm going to encourage them to buddy up with another student in the class as an accountability partner and encourager. It is my hope that through these changes, more will value the concepts of good health for the long run.</p>						
	<u>E. Student support services offered to achieve student success</u>			Provide services to assist students in successfully completing degrees and certificates.			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	1766	1231	2137	2194	1508	Maintain	Ongoing
	SCC Student services offers tutoring, transportation, free daycare, financial literacy training, health and wellness services, parenting skills workshops, assistive technology, academic and career advising to assist students in completing degrees and certificates. The number above indicate how many students received the above mentioned services.						
Objective 1.B	Indicators			Benchmarks			
Provide General Education - Developmental Education.	<u>A. Student Achievement at program-level student learning outcomes</u>			Percentage of general education programs collecting and using assessment data to implement changes to curricula.			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status

30%	40%	100%	40%	40%	70%	Ongoing
<p>An assessment cycle is defined as every two years. Assessment of outcomes are staggered to coincide with the catalog year. SCC faculty will continue to use assessment data to make improvements to general education student learning outcomes.</p> <p>This is an example of how instructors use their results from the assessment cycle for general education program improvement.</p> <p>1. Students will examine Native American history and culture.</p> <p>“Although culture is very important in the college environment and curriculum, it is hard to pinpoint just how much culture is integrated across the curriculum and furthermore, to identify what constitutes culture to individual students. Only 70-75% of my students in HPE 285 Principles of Health and Wellness course reported culture was important to their wellness. I was intrigued, as we developed the semester long project, that students had a hard time connecting the two. After addressing this objective several times, students began to discuss the role of culture in their everyday lives and the power they could harness to live better lives by embracing their culture. Additionally, in EDU225 Introduction to Educational Psychology, the students did a much better job of connecting culture to theories and vice versa. I believe they did a better job because we spent more time discussing how they could apply what they were learning about a theory or behavior to their own lives and situations. From this experience, I have integrated more in-depth conversations about the positive effects of N.A. history and culture can have on a person’s health and well-being in all of my classes. I also have added pieces to multiple assignments to revisit this topic several times a semester in different ways and at different levels.”</p>						
<u>B. Stable enrollment and persistence rates</u>			Monitor enrollment as evidenced in the Indian Student Count (ISC) data.			
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
853	742	694	966	633	Monitor	Ongoing
<p>Economic factors including national, state, and local hiring impact ISC. Individual choices are impacted by these factors. SCC has elected to monitor this number to track the trends and changes in ISC in order to develop a strategy, such as increasing recruitment activities and program revision.</p>						
<u>C. Remedial/Developmental course completions</u>			Track remedial course enrollment and completion rates. Percentage below reflects completion rates			

		compared to enrollment.					
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	73%	56%	65%	60%	67%	Monitor	Ongoing
	SCC will continue to monitor reasons for students not completing courses they enroll in. Strategies are in place to assist with completion when there is control of factors are leading to withdrawals such as to increase tutoring activities. Through Project Success SCC is able to offer students emergency aid for unforeseen crisis that would impede completion of courses.						
Objective 1.C	Indicators			Benchmarks			
Provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success.	<u>A. Satisfaction of support services provided to students</u>			Student-centered environment based on graduate/exit survey satisfaction.			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	82%	84%	89%	86%	83%	80%	Exceeds
	Percentage of students that indicated adequate to strong student support services. SCC will continue to offer transportation, daycare, assistive technology, tutoring, mentoring, and to accommodate any reasonable requests found feasible.						
	<u>B. Student Programs participation rates (NACTEP, NIFA, IEPD, DEMO, NYCP, ANA, SAMHSA, OIRC)</u>			Data collection to meet stated objective numbers on particular grants.			
	Results						
11-12	12-13	13-14	14-15	15-16	Target	Status	
yes	yes	yes	yes	yes	Maintain	Ongoing	
Native American Career and Technical Education Program (NACTEP-STEM) projected students are 50 per semester. NACTEP-STEM major function will continue to provide education and career guidance, placement and follow-up services for all participants to maximize their chance of success. There are over 50 students per semester served by the NACTEP program, exceeding the grant objectives. The NIFA programs Teepee Fever and Beginning Farmers and Ranchers projects provides							

resources and support services. The Teepee Fever Project provided informal educational workshops to 196 students, community members, and stakeholders, The second set of Teepee Fever Project Informal Educational workshops took place with 112 attendees. SCC Beginning Farmers and Ranchers distributed a survey to 700 residents. The surveys can be summarized by most interested beginning farmer and ranchers as male, however many females are interested, from teenagers to mid late 50's in age. There are currently 20 students on the IEPD program, 2 at the Master's level and 18 at the undergraduate level. ANA held eight cultural seminars and two youth camps. Youth camps, "Cree Language as a Gift" 39 students enrolled for the Winter camp. Twenty-five (25 students ages 9-18) attended the Summer youth camp. A total of 72 hours of Cree language/culture instruction for the camps. Over 100 parents/students and community volunteer members attended the summer camp. Teacher training for students: Cree language classes were completed for seven students going into teacher education. The students have advanced from beginning Cree to intermediate Cree. Parent Institute 36 attendants for this seminar. Sustainable Trauma-Informed Care Project (STIC) is administered by Stone Child College. This project is supported by Substance Abuse and Mental Health Services Administration (SAMHSA) overall purpose of the STIC project is to address the existing service gaps within the reservation community in regards to substance abuse, HIV/Hepatitis-C, prevention, and testing for HIV/Hepatitis-C. The STIC project has tested over 575 members of the community, nearly reaching their goal of testing 600 community members. Indigenous Research Committee (IRC) was established to build capacity in directing research toward results oriented outcomes that can be used to make data driven decisions. The 3rd Annual Indigenous Research Symposium had 209 participants and provided students on-the-job research training; IRC online course was completed by six (6) participants; and NAS 283 Healing Historical Trauma Within Communities was completed by 42 participants.

Objective 1.D	Indicators		Benchmarks				
Provide financial resources to support academics, technology and service oriented programs.	<u>A. Title III Endowment</u>		Meet or exceed expected endowment match.				
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	100%	100%	100%	100%	100%	100%	Met
	SCC invests \$50,000.00 annually to the endowment fund in accordance with the Endowment Policy. Interest from the BIA Endowment is used to meet the match requirement.						
<u>B. Amount requested on classroom and institutional technology from grants</u>		Percentage spent to improve latest classroom and institutional technology.					

<u>awarded</u>						
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
100%	100%	100%	100%	100%	100%	Met criteria
SCC includes upgrades to technology in grant applications where allowed. All funds the line items of budgets that are designated for technology are spent in the manner intended.						
<u>C. Grant applications</u>			Maintain adequate funding for academic and service programs.			
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
		\$162,452	\$123,007	\$159,993		Met criteria

iv. Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 1

All of the indicators for Objective 1 demonstrate SCC’s dedication to Core Theme 1. Stone Child College will promote transfer students that are professionally prepared and career-ready.

With the ability to offer more, diverse opportunities for student matriculation to other higher education institutions, SCC can make connections for local students that have not existed before. Providing these opportunities for students can greatly improve their chances of attending and succeeding at four-year institutions when they are completed with courses at SCC. The development of articulation agreements with other higher education institutions also has beneficial academic quality implications at SCC. Student learning outcomes at SCC are kept on par with other higher education institutions in order to maintain articulation agreements. These measures are also indicative of the SCC support of its mission to provide degree programs for transfer.

Activity and participation levels demonstrate staff and student engagement and support of the SCC mission and Core Theme 1. SCC is committed to providing more opportunities for student transition to bachelor degree programs and will respond to student and faculty interest when planning visits or transition programs such as Career Day workshops that students attend at bachelor level institutions. Transitional program and activity tracking is an accurate method for assessing Objective 1.

Core Theme 2 – Workforce Education

Stone Child College will promote transfer students, professionally prepared and career-ready individuals.

Providing training for tribal organizations in the community is an integral part of the SCC Mission to provide continuing education in the Rocky Boy community. SCC makes a regular effort to collaborate with tribal organizations to plan trainings and identify course requirements that support tribal organizations, staff development and other needed services.

Core Theme 2 – Workforce Education							
Objective 2.A	Indicators			Benchmarks			
SCC graduates are prepared for transfer and successful entry in their field with appropriate skill sets.	<u>A. Graduate Exit Surveys</u>			At least 80% satisfaction rates for graduate/exit surveys conducted in spring semester.			
	<u>Results</u>						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	82%	86%	96%	85%	88.5%	80%	Criteria met
	Data from Graduate Exit Surveys indicate over 80% satisfaction of graduates being prepared for transfer and successful entry in to the workforce. Over 95% of students graduating complete this survey.						
	<u>B. Employer performance evaluation of graduates</u>			80% satisfaction of employer surveys completed.			
	<u>Results</u>						
SCC successfully completed employer satisfaction surveys for the 2015-2016 school year. A part of the assessment plan going forward is to request responses from area employers every second year coinciding with the catalog year.							
Results from this years' response indicate employers are satisfied with Stone Child College graduates. SCC graduates rate in the 83% range regarding overall quality of work; 81% on specific job related knowledge and skills important to position success; and similar marks in written, verbal, and computational skills. Areas where employers discussed challenges involve course offering adjustments specific to the needs of the employer.							

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 2

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for trainings and/or workshops conducted. The indicators best evidence meeting the Mission of SCC to provide educational services to the community. This provides SCC with an accurate picture of leadership and involvement with tribal organizations development and planning services. These indicators illustrate SCC's commitment to Core Theme 2 and fostering community partnerships with tribal organizations.

According to the Strategic Planning Management Plan, the college schedules a comprehensive Community-Wide Needs Assessment every five (5) years to identify which degree programs should be offered to fill job openings and make community members more employable. See Addendum III.

Core Theme 3 Cultural Education

Stone Child College stresses the importance of preserving the Chippewa Cree language, culture and history.

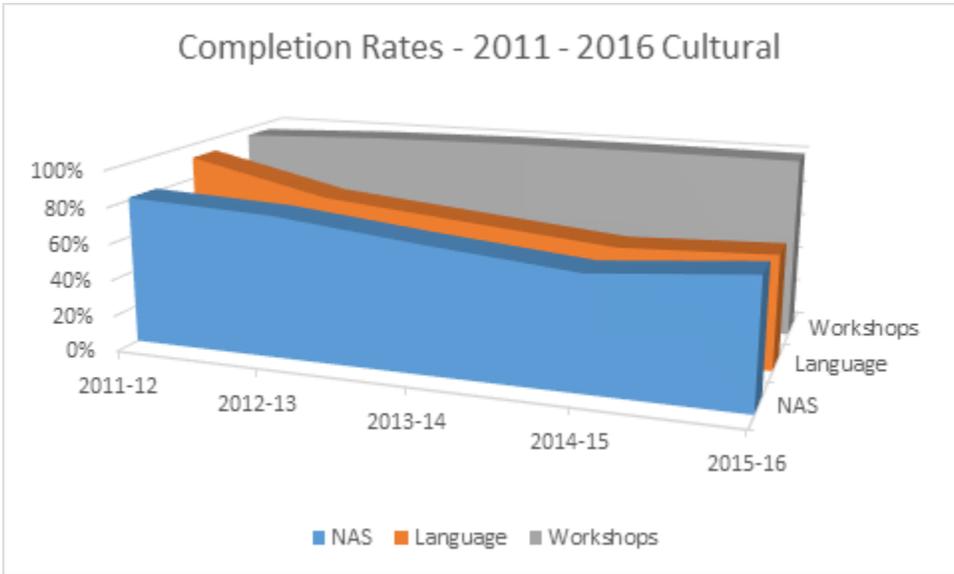
One of the primary motivations and vision for originally establishing Stone Child College was to preserve the history of the Chippewa Cree people and retain/preserve the language on the Rocky Boy's Indian Reservation. To meet the Stone Child College vision of preserving history and language, Core Theme 3 was established. The core theme is used as a guiding principle to foster opportunities for continuing Chippewa Cree culture in perpetuity.

Core Theme 3 - Cultural Education							
Objective 3.A	Indicators				Benchmarks		
Students are required to take Cree language culture courses.	<u>A. Native American Studies course enrollment and completion rates</u>				Percentage of enrollment and completion rate.		
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	81%	78%	69%	62%	69%	Maintain	Satisfactory
	During the 11-12 Academic year data does not include summer term due to classes not being offered in NAS.						
	<u>B. Completion of Chippewa or Cree language courses</u>				Percentage of enrollment and completion rate.		
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	92%	74%	67%	59%	63%	Maintain	Ongoing
	See trend chart						
<u>C. Completion of Montana State Class 7 Cree Language course completion</u>				Percentage of successful course completion.			
Results							
Sum. 14	Sum. 15	Sum. 16	Sum. 17		Target	Status	

	100%	71%	100%	75%		70%	Met Criteria
	Montana State Class 7 Cree Language courses are offered during the summer semester as needed.						
Objective 3.B	Indicators			Benchmarks			
Number of student and community cultural events participation levels.	<u>A. Attendance/evaluations at cultural activities</u>			Meet or exceed previous year's cultural activities.			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	95%	98%	100%	100%	99%	70%	Exceeds Criteria
	The 2017 Cultural language seminar indicated a clear understanding of seminar goals. Additionally the seminar commentary was 92% positive. There is a marked difference in evaluations returned from cultural workshops and course evaluations that is indicative of the strong need and desire, within our community, to learn more about our traditional ways, our history, and access to it. 86% feel that cultural information holds value in their workplace; 92% felt the presenters were knowledgeable about the topics; and 41% indicated participants need more information on this topic. 36% of SCC faculty and staff took the time to write positive comments about Historical presentations. Evaluations for the Strengthening in the Circle Seminar held 4/23/2013 to 4/24/2013 revealed that 75% of participants in this workshop took the time to write positive comments.						
Objective 3.C	Indicators			Benchmarks			
Stone Child College will promote Chippewa Cree history.	<u>A. Printed collection of Chippewa Cree History</u>			Increase the number of Chippewa Cree history materials in the printed collection by 20 titles per academic year.			
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	64	231	312	391	419	20	Met criteria
SCC will continue to seek funding for the purchase of collection development to expand the library collection specific to Chippewa and Cree history, language and culture.							

<u>B. Library plan for continual procurement of Chippewa Cree culture books</u>		Increase funding available to purchase Chippewa Cree printed materials.				
Results						
11-12	12-13	13-14	14-15	15-16	Target	Status
25%	25%	25%	25%	25%	25%	Met criteria
<p>During the 2015- 2016 academic year the library did not receive funding from the Institute for Museum and Library Services. The library budget was supplemented by the Title III grant during these years to pay for needed materials and required services i.e. databases and collection development. A portion (25%) of the collection development line item is designated for archival materials specific to the Chippewa Cree language, history, and culture. Because funding amounts vary, amount actually spent varies.</p>						

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 3



Trend Chart for Objective 3. A. Indicator B. Completion of Chippewa Cree Language, Cultural, and History Classes and Workshops

The catalog is updated on a two-year cycle with current course offerings listed and is a readily available and an accurate source for the number of Chippewa Cree language and other culturally related courses offered each semester for students and community. The SCC

Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 3A. The Tribal newsletter advertises semester scheduling and contains workshop announcements as well as cultural activity listings. When additional Chippewa Cree cultural activities are held on the SCC campus, instructors monitor attendance.

In order for SCC to provide the most accurate picture of meeting Core Theme 3, it is imperative to know the number of courses being offered and enrollment in each course. These indicators demonstrate SCC's dedication to Core Theme 3 as well as student and community engagement in preserving Chippewa Cree language, culture and history.

Core Theme 4 Community Education

Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates and community education.

Stone Child College understands the importance of “student success,” therefore, providing programs that are focused with supportive job related offerings is crucial. Providing these opportunities for community members and students can greatly improve their chances of succeeding in the workforce and college-level courses when they complete courses at SCC thus moving on to program completions/transfer to higher educational institutions.

Providing training for tribal organizations in the community is an integral part of the SCC Mission to provide continuing education in the Rocky Boy community. 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.

Core Theme 4 - Community Education							
Objective 4.A	Indicators				Benchmarks		
Stone Child College will provide outreach – service oriented – community education activities to educate and address needs of the community.	<u>A. Number of workshops and seminars offered</u>				Meet or exceed number from previous year as identified in the student records management database.		
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	15	45	66	47	62	Monitor	Track
	The workshops offered are in line with what the community identified as needed. SCC attempts to offer community outreach in planning seminars, workshops and events.						
	<u>B. Number of workshops/seminar completion rates.</u>				Meet or exceed number from previous year as identified in the student records management database.		
	Results						
	11-12	12-13	13-14	14-15	15-16	Target	Status
	642	1315	1166	1392	2004	Monitor	Track

	Participation of workshops offered are in line with the community needs and campus space availability.
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Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 4

The catalog is updated on a two-year cycle with current course offerings listed and is a readily available and accurate source for the number of courses offered each semester for students and community. The SCC Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 4.A.

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for job related training and/or workshops conducted. The indicators best evidence meeting the Mission of SCC to provide educational services to the community. These indicators illustrate SCC’s commitment to Core Theme 4 and fostering community partnerships with tribal organizations.

Objective 4.A indicators provide data to support the SCC commitment to increasing community based specialized service activities and customized training. They provide data to support how SCC can help tribal departments to develop new skills and capacities within their existing workforce.

The Tribal newsletter advertises semester scheduling and contains workshop announcements as well as cultural activity listings. In order for SCC to provide the most accurate picture of meeting Core Theme 4, it is imperative to know the number of courses being offered and enrollment in each course.

According to the Strategic Planning Management Plan, the college schedules a comprehensive Community-Wide Needs Assessment every five (5) years to identify community needs and meetings with different departments on the reservation are meaningful measures for Core Theme 4.

7. Resources and Capacity

a. Executive Summary of Eligibility Requirements

As part of the Year Seven self-evaluation report, Stone Child College complies with the Commission's eligibility requirements four (4) through twenty-one (21) as indicated below:

4. Operational Focus and Independence

Stone Child College's primary purpose is to serve the higher education interests of its students. Its principal programs lead to recognized certificates and associate degrees. The college devotes substantial resources to support its educational mission and core themes, and has the organizational independence and capacity to meet the Northwest Commission on Colleges and Universities standards and eligibility requirements. The SCC Board of Directors By-laws, Personnel Policies and Procedures, Student Handbook, Financial Aid Manual and various general accounting practices of the SCC Business Department indicate that the college meets the standards and requirements.

5. Non-Discrimination

Pursuant to Title IX of the Education Amendments, Section 504, Stone Child College is committed to a program of equal opportunity for education, employment, and participation in college activities without regard to race, color, sex, age, religion, marital status, physical/mental handicap or national origin through an open-door policy.

This right shall be guaranteed to all students presently enrolled, students applying for admission, employees and applicants for employment at Stone Child College. The college gives preference in hiring qualified tribal members, other American Indians, and veterans. Persons' with inquiries or written complaints regarding discrimination should contact:

OFFICE OF THE PRESIDENT, Stone Child College – 8294 Upper Box Elder Road, Box Elder, MT 59521 (406) 395-4313

6. Institutional Integrity

The integrity of Stone Child College is reflected in the conduct of the Board of Directors, employees, the academic freedom afforded faculty and students, the fair and consistent treatment of students and employees, and the accuracy of information communicated to students and the public regarding college policies, programs, and services. The college prohibits discrimination and provides equal opportunity and equal access to its programs and services.

7. Governing Board

The composition and number of the Board of Directors is specified in Article III of the By-laws.

There shall be nine (9) members of the Board of Directors who must be members of the corporation (enrolled members of the Chippewa Cree Tribe with the exception of the student

representative). One member of the Board is a full-time student, voted in by the student body. All members of the Board of Directors are allowed full voting privileges.

All actions of the Stone Child College Board of Directors are independent of the Chippewa Cree Business Committee (see Resolution #45-84 and Tribal Ordinance 2-92). See addendum II.

The Board of Directors meets once a month in regular session or as the need dictates. The Board sets policy and delegates administration to the President.

The Stone Child College Board of Directors is not compensated for service; however, reimbursement for mileage expenses related to Board activity is made when necessary. None of the Board members has a contractual, employment, or personal financial interest in the College.

8. Chief Executive Officer

The President is the Chief Executive Officer of Stone Child College. The President supervises development and administration through the Dean of Academics, Dean of Student Services, Chief Financial Officer and the Facilities Manager. The President serves as an advocate to federal, state, and tribal entities. The President actively seeks alternative sources of funding, meets with agencies on federal, state, and tribal levels and represents the college at various local, state, and national meetings.

The President, as a non-member of the Board, takes all staff recommendations, committee recommendations, ideas and proposed policy modifications to the Board of Directors for review. This level of networking throughout the organization has proven to be very effective because it increases the quality of communication among staff and students. The Policies and Procedures Handbook is reviewed periodically.

Former President, Dr. Nathaniel St. Pierre, served since November 2013 through August 2017. Dr. St. Pierre lost his battle with cancer in August of 2017. He worked until his health forced him to take some time off, only weeks before his passing. The board appointed Cory Sangrey-Billy Interim President on August 9, 2017.

9. Administration

Department Supervisors serve as an advisory committee to the President. Membership consists of the Dean of Student Services, Dean of Academics, Chief Financial Officer, Administrative Assistant and the Facilities Manager. Students, faculty, staff, and administrators are involved in the formulation of institutional policy through the Department Supervisors and the meetings between the President and the entire staff.

As provided in the SCC catalog, Policies and Procedures Handbook and other documents, the College's mission and core themes are to provide the highest quality education through administration, academic offerings, student support services, and governance. No member of the staff or faculty has a financial capital investment in the College.

10. Faculty

SCC faculty membership consists of nine (9) full-time members and fifteen (15) part-time members. The full-time faculty members have the appropriate credentials, and employment

experience to teach in their specific disciplines. Documentation of the faculty qualifications is on file in the Personnel Office. The Dean of Academics, peers, and students complete annual evaluations for full-time faculty. Based on available resources and annual appropriations, the College Board of Directors believes the faculty is highly adequate to meet the College's educational objectives, establish and oversee academic policies, and ensure the integrity of its academic programs. The faculty hold monthly faculty/curriculum meetings to assure program goals and student learning outcomes are met.

Instructional Staff

Last, First	Position	Male /Female	Start Date	Credential	Years of Service
Begay, Eugenia	Early Childhood Education P-K Instructor	F	2/13/2017	Master of Education: Curriculum and Instruction Concentration: Early Childhood Education, Arizona State University Bachelor of Science, Montana State University	0.5
Farr, Rebecca	Business Instructor	F	5/22/2012	Master of Liberal Arts: Concentration: MLA Science and Culture; MLA Social Science Master of Science in Management, Baker University - Overland Park, KS	5
Crebs, Douglas	Science Instructor	M	7/24/1990	M.S. in Science, Montana State University-Northern, Havre, MT 1996 B.S. Biology, Westminster College, Salt Lake City, UT 1974	27
Drummer, Dr. Kadene	Office Administration Instructor	F	9/21/1987	Ed. D. Doctorate of Education, Montana State University, Bozeman - May 2009 Masters of Education Degree in Vocational Education, Northern Montana College, Havre, MT - August 1990 Bachelor of Science Degree, Business Education Broadfield, Northern Montana College, Havre, MT June 1976	29
Galbavy, Steve	Developmental Instructor	M	5/26/2009	Master of Education in School Administration with an Emphasis in Curriculum Development - MSU - Bozeman - May 1992 Bachelor of Science Degree in Secondary Education K - 12 Physical Education and K - 12 Reading Endorsement, 1984 - MSU - Northern - May 1984	10
Gomoll, Edward (Larry)	Science Instructor	M	5/30/2006	M.A. In Education, Pepperdine University, Malibu, CA 1976 B.S. Zoology, Seattle Pacific University, Seattle, WA 1966	11
Johnstone, Ann	Human Services Instructor	F	9/17/1990	M.Ed.-Guidance and Counseling, Northern Montana College, Havre, MT 1990 B.A. Guidance & Counseling-Interdisciplinary Studies, Northern Montana College, Havre, MT 1989 -	26
Murie, John	Studio Art	M	8/1/2012	Bachelor Degree: Art/Fine Art, University of Great Falls, May 2010 Associate Degree Two-Dimensional Design, Sante Fe, New Mexico, Institute of American Indian Arts - 1996	5
Murie, Robert	Cree Language/ Native American Studies Instructor	M	9/15/1994	M.Ed. School Administration, Montana State University, Bozeman, MT 1983 B.S. Elementary Education, Northern Montana College, Havre, MT 1981	22
Shulund, Eric	Math Instructor	M	8/30/2004	Master of Education: Major: Curriculum & Instruction Minor: Math (K - 14) - M.Ed. Mathematics University of Phoenix, Phoenix, AZ 2006 B.S. in Mathematics Education, Montana State University-Northern 2000	12

11. Educational Programs

SCC currently offers the following programs of study leading to appropriate content in recognized fields of study consistent with the mission and core themes. The list of degrees and certificates include:

ASSOCIATE OF ARTS DEGREE PROGRAMS:

General Studies

- Liberal Arts Option
- Math Option
- Natural Resource Studies Option
 - Natural Resource/Geospatial Technology Concentration
- Native American Studies Option
- Studio Art Option
- Teacher Education Option
 - Elementary Education Concentration
 - Early Childhood Education Concentration

Human Services

- Addiction Studies Option
- Rural Public Health Option

ASSOCIATE OF SCIENCE DEGREE PROGRAMS:

Applied Science

- General Science Option
- Allied Health Option

Business

- General Business Option
- Office Administration Option

Computer Science

- Information Systems Option

CERTIFICATE PROGRAMS:

Accounting/Information Management	1 Year
Building Trades	1 Year/2 Year
Rural Public Health Certificate	1 Year
Hospitality/Customer Relations	1 Year
Pre-Engineering	1 Year
Pre-Nursing	1 Year
Certified Nursing Assistant	1 Semester (Summer)

ENDORSEMENTS:

- Rural Health

All degree programs require 34-35 semester hour credits of general education/related instruction courses and 33 to 36 professional core credits with clearly identified student learning outcomes.

The majority of the programs offered at SCC require a minimum of two (2) academic years for completion or a minimum of four (4) semesters. The total number of semester hour credit requirements range from 61-70 credits for completion of an Associate Degree at a cumulative grade point average of 2.00 or higher. SCC also offers a One-year certificate in Building Trades, Hospitality/Customer Relations, Accounting/Information Management, Pre-Engineering, Certified Nursing Assistant, and Pre-Nursing. A minimum of thirty (30) semester hour credits must be earned at SCC with a minimum of fifteen (15) semester hour credits earned in the semesters immediately preceding graduation.

12. General Education and Related Instruction

The general education related instruction requirements for the Associate Degrees are 34-36 credits. The general education coursework is designed to provide a common educational foundation and help preserve and build appreciation of the history, language, and culture of the Chippewa Cree people. The core requirements include the fine arts, humanities, natural sciences, social sciences, communications, computer science, history, language and mathematics. Additionally, general education requirements are integrated into the professional core of each program.

The majority of the applied and technical programs of study offered at SCC require a minimum of two (2) academic years for completion or a minimum of four (4) semesters. The total number of semester hour credit requirements range from 61-70 credits for completion of an Associate Degree at a cumulative grade point average of 2.00 or higher. Certificate programs of study requiring less than two (2) years require a minimum of thirty (30) credits or less.

13. Library and Learning Resources

The Stone Child College Library has adequate learning resources to support the SCC mission. The SCC library is a member of the Treasure State Academic Information & Library Services (TRAILS) consortium which provides online access to ProQuest, EBSCO, and ScienceDirect databases. The library also subscribes to Ethnic News Watch, Heritage Quest, NewsBank's Historical Newspaper and America's News, ABC-CLIO's American Indian Experience, and Ancestry.com. With the exception of Ancestry.com, all of the previously mentioned databases are accessible from anywhere at any time by going through the library web page at <http://stonechild.edu/2015-02-03-23-38-56/scc-library>

14. Physical and Technological Infrastructure

Stone Child College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs and to achieve its mission and core themes.

Stone Child College's campus is situated on the Rocky Boy's Indian Reservation. The campus consists of 13 buildings encompassing 82,471 square feet of facilities with associated technology managed by the college.

15. Academic Freedom

SCC has adopted as policy the American Association of University Professors' statement on academic freedom.

In order to promote both the student and faculty freedom to search for the truth as they see it, Stone Child College has adopted the following principles expressed by the American Association of University Professors:

The faculty member is entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce into their teaching controversial subject matter which has no relation to his/her subject.

The college instructor is a citizen, a member of a learned profession, and an officer of an education institution.

When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline, with the understanding that this special position occupied in the community imposes special obligations. As a person of learning and as an educational officer, the instructor should remember that the public might judge the profession and the institution by his or actions. Hence, the instructors shall be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort not to represent themselves as institutional spokespersons.

The Academic Freedom Policy can be found in the SCC Catalog on the Stone Child College website at http://stonechild.edu/images/PDFs/SCC_Catalog_16_18.pdf.

16. Admissions

The admission policy at SCC reflects the following:

Stone Child College has an open door admission policy and accepts all individuals seeking to obtain a post-secondary education. SCC actively strives to recruit and retain students who are actively seeking to become successful in their academic endeavors. The SCC Catalog and Student Handbook contain all pertinent information required for admission to Stone Child College.

Anyone who is a graduate of an accredited high school, has passed the HiSet or has a G.E.D. certificate will be admitted for registration at SCC. In addition, those individuals actively seeking a G.E.D. certificate or HiSet will be admitted. All Indian students who are enrolled members of federally recognized tribes within the United States are required to provide documentation certifying their degree of Indian blood.

17. Public Information

The current SCC Catalog is printed and is available in an online version at http://stonechild.edu/images/PDFs/SCC_Catalog_16_18.pdf. SCC also provides semester schedules prior to the start of each semester, which are mailed to every mailbox holder on the reservation.

18. Financial Resources

Stone Child Colleges' financial stability is demonstrated by its annual cash flow from the following revenue sources:

- PL 95-471 funding: The original Tribally Controlled Community College Act of 1978 assured the tribal community colleges of core operating funding through the Bureau of Indian Affairs. This funding is based upon the institutions Indian Student Count (ISC) and is provided to the institutions at the beginning of each fiscal year (forward funded). The average funding for the past three years has been \$1,692,165.
- Tuition and fee revenue generates approximately \$603,000 per year.
- Indirect cost revenue is generated through the institutions rate being applied to grants and contracts, which generates approximately \$454,000 per year.

The total operational cash flow for the institution from these sources is approximately \$2,749,165 and is the basis for budget planning. In addition to these cash flow resources, the institution has established reserves earmarked to ensure short-term solvency and long term financial sustainability.

19. Financial Accountability

SCC has an annual audit conducted by a certified public accounting firm. The annual audit report and management representation letter is provided to the administration and Board upon completion and within the required timelines. The latest audit report available is for period ending June 30, 2016 and can be found in Addendum II.

20. Disclosure

SCC agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require in carrying out its evaluation and accreditation function.

21. Relationship with the Accreditation Commission

SCC accepts the policies and standards of the Northwest Commission on Universities and Colleges and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process.

SCC Board of Directors and Administration understands and agrees that the Commission on Colleges and Universities at its discretion can disclose information about the status of the institution to agencies or members of the public.



b. Standard 2.A Governance

Stone Child College demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities through the Articles of Incorporation, By-Laws of the SCC Board of Directors, the SCC Policies and Procedures Manual, and the SCC Student Handbook. The SCC Policies and Procedures Manual clearly delineate the Board members' roles, responsibilities and authority bestowed upon them. The SCC Organizational Chart reflects the institutional hierarchy.

Governing Board

The Board of Directors is a nine-member board that meets monthly to review budgets, approve travel requests, review expenditure reports and other college related business. In addition, the Board of Directors is involved in the revision and approval of the Mission Statement, Vision Statement, Policies and Procedures Manual and the Strategic Plan.

The Board of Directors has a self- evaluation form to complete to review its performance as a Board. After each board member completes the form, it is submitted to the personnel office. The Personnel Officer gives all new Board members an orientation about the rules and responsibilities of board members. The Board of Directors are also been provided board training by the Governance Institute for Student Success. Board members have been given the opportunity to attend this training on three separate occasions at San Diego in 2015, New Orleans in 2016 and Florida in 2017.

The Board of Directors has no contractual, employment, or financial interest in the institution. The Board acts only as a committee of the whole; no member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole. The By-Laws are available in Addendum II.

SCC students are represented by the student government which is comprised of four (4) elected officers: President, Vice-President, Secretary/Treasurer and a Student Representative who sits on the Board of Directors; they meet monthly to conduct student affairs at the college. The Student Representative attends all board meetings, has full voting privileges and is elected by the student body.

As a tribal college, Stone Child College is not a member of a multi-unit governance system and does not participate in collective bargaining agreements. SCC does follow state and federal guidelines concerning grants, maintenance of educational records, Title IV funds, safety and security, ADA compliance and FERPA laws.

Stone Child College is always conscious of the Northwest Commission on Colleges and Universities (NWCCU) Standards for Accreditation and complies accordingly. The SCC Accreditation Liaison Officer (Academic Dean), the President, the Assessment Coordinator and Assessment/Accreditation Committee monitors SCC's compliance with NWCCU's standards by overseeing all accreditation matters; including interim and self-evaluation reports and requests for information.

Leadership and Management

Stone Child College Administrative Team

Male/Female	Administrators	Position	Degree	Major	Years of Service
M	Nathaniel St. Pierre	President	Doctor of Education	Adult Education	4
F	Sangrey-Billy, Cory	Dean of Academics, Interim President	Master of Science	Information Systems	16
F	Windy Boy, Helen	Dean of Student Services	Bachelor	Elementary Education	9
F	Galbavy, Tiffany	Chief Financial Officer	Bachelor	Business	14

The Board of Directors selects and evaluates the President of Stone Child College. The Board delegates authority and responsibility to the President to implement and administer Board approved policies related to the operation of the institution. In addition, the President is directly responsible for all administrative and fiscal operations of the college.

Stone Child College has an effective system of leadership encompassing the President, Dean of Academics, Dean of Student Services, Chief Financial Officer, and Facilities Manager. These administrators are involved in the planning, organizing and management of the institution. The President, Dean of Academics and Dean of Student Services serve on the assessment committee that assesses the institution's achievements and effectiveness, as well as the core theme objectives and indicators of its mission. Stone Child College employs a sufficient number of qualified administrators that effectively manage the college's major support and operation functions.

Academic Policies and Procedures

Academic policies related to teaching, service, scholarship, research, and artistic creation at Stone Child College are communicated to the students, faculty, administration, and staff through the college catalog and student handbook. The college catalog and student handbook are updated every two years and are available on the SCC website at http://stonechild.edu/images/PDFs/SCC_Catalog_16_18.pdf and http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf and in printed form in the student service department.

The Stone Child College Library has library policies that all students, staff, and faculty must abide by. They can be accessed on the college's website at <http://stonechild.edu/images/PDFs/librarymanual2013.pdf> in Addendum I and on the FileShare folder. The policies contain information on library use, computer usage, interlibrary loan, library print collection, hours of operation, and the automated data system. The Librarian meets with the library committee quarterly to order books relevant to research assignments, review library policy, and update the tribal archive collection.

The Stone Child College admissions policies and transfer of credit policy are located in the college catalog and student handbook. They are available on the college website with hardcopies available to students in the student service department. The Dean of Academics and the college Registrar are responsible for completion of credit audits for those students transferring to or from Stone Child College. SCC along with the Montana Board of Regents has established a transferability initiative that all university institutions follow for transfer of courses. A common course number system has been established to ease the transfer of classes from institution to institution within the State of Montana.

Student Policies and Procedures

Policies and procedures regarding students' rights and responsibilities-including academic honesty, appeals, grievances, and accommodations for a person with disabilities are clearly stated, readily available, and administered in a fair and consistent manner through the SCC Catalog and SCC Student Policies and Procedures Handbook. The student handbook is available on the SCC Website at http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf and hardcopies are available in the Student Services Department.

The President, Dean of Academics, and Dean of Student Services administer the student policies and procedures in a fair and consistent manner. All students have the right to the appeals process that is outlined in the catalog and student handbook. The appeal is dealt with in a fair and consistent manner through the grievance committee. The grievance committee consists of five (5) members, including a student representative, and their decision on the appeal or grievance is final.

SCC adheres to admission and placement policies contained in the SCC Catalog that ensures student success in coursework selection by providing the ACCUPLACER testing services to all new freshmen and transfer students. The test is for students that have not had math or English

classes and allows students the appropriate course placement for successful completion in academics.

Additionally, several classes have a pre-requisite course that is mandatory to complete before attempting the required core course. The student is assured successful completion of the required course by taking these pre-requisite courses. A mandatory freshman seminar class is offered to give students tips on study skills, note taking, time management, financial literacy and various other subjects to help with student success.

Stone Child College has clearly defined policies regarding termination from educational programs including the appeals process and re-admission in the catalog and student handbook. Every attempt is made to assure the appeals process is administered in a fair, consistent, and timely manner for the student. A hardcopy of the SCC Catalog and SCC Student Handbook is available to students in the Student Service Department as well as on-line on the SCC Website at http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf.

The SCC Catalog and Student Handbook publish policies regarding student roles and responsibilities regarding co-curricular activities, student clubs, and student organizations. All student responsibilities are included as well as standards of conduct for student athlete participants.

Human Resources

The Human Resource/Personnel Department maintains policies and procedures contained in the SCC Policies and Procedures Handbook; this document is available in the Human Resources Office and in Addendum I. The policies manual is updated every two years to ensure they are consistent, fair, and equitably applied to the employees and students at Stone Child College. A hard copy of the manual is given to all employees, along with their job descriptions upon hire. All employees are provided orientation on their job duties, personnel Policies and Procedures Handbook, and required paperwork for the Business Office. Individuals are required to complete a 60-day probation period and at the end of the probation period, they are evaluated by their supervisor and recommended for permanent hire at SCC. A letter is sent to the individual stating his/her permanent hire and a copy of the letter is placed in his/her personnel folder in the Personnel Office. The personnel files are kept in locked file cabinets in a secured room with limited access to personnel.

SCC has implemented a revised employee evaluation instrument that has been used by all the departments. All employees are to be evaluated on the anniversary of their date-of-hire.

Institutional Integrity

SCC is consistent, clear and accurate through its announcements, statements and publications. The college's communication of its academic intentions, programs, and services to students and community, demonstrate that its academic programs can be completed in a timely fashion. Stone Child College's academic intentions are made through its updated catalog, publications, and posted on the SCC website. Additionally, academic program brochures, federal grant requirements, and local media outlets are utilized to provide further information.

The SCC Student-Centered Campus Committee is charged with disseminating a "POSITIVE" public image and information for Stone Child College. The Committee members take

responsibility to assure broadcasting, circulating and publicizing information through various media of upcoming classes, workshops, trainings, cultural and community events to be held at SCC are accurate.

The committee promotes public awareness and understanding of the Stone Child College Mission Statement. Each member rotates in submitting “SCC Campus Update Articles” and communicating with programs, staff, faculty, student clubs and the community at large. The Committee established collaboration with the Rocky Boy Tribal Newsletter staff, KHEW 88.5 Rocky Boy Nation Radio, Havre Daily News and the Great Falls Tribune newspapers to achieve their goals and objectives.

The college regularly reviews its publications to assure integrity in all representations about its mission programs, and services.

The curriculum maintains a solid identity and is rooted to the community values but is ever changing to meet the needs of the students. The primary focus of SCC is to assure student success.

Reinforcement of ethical standards at SCC is upheld. In addition, SCC works to ensure the ethical treatment of its employees through clear, published accounts of its grievance procedures, salaries scales, and personnel policies.

Institutional policy defines and prohibits conflict of interest on the part of the governing board members, administrators, faculty and staff. The Policies and Procedures Manual states, “It shall be the duty of all employees to disqualify themselves immediately from participating in any matters involving conflict of interest. For these purposes, a conflict of interest shall include those matters and issues for which a person may have an unfair advantage by virtue of their position and would receive more than significant value in money or items of worth by participating in the decisions of such matters and issues.”

The SCC Policies and Procedures contains the employee Code of Conduct, Academic Freedom and Responsibility that reinforces institutional integrity (see Addendum I, Policies and Procedures page 67).

In addition, SCC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Further, Stone Child College represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by the Northwest Commission on Colleges and Universities which is recognized by the U.S. Department of Education.

Lastly, Stone Child College enters into contractual agreements with external entities for products or services performed on its behalf. The scope of work for those products or services with clearly defined roles and responsibilities are stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution.

Stone Child College solicits individual contractors to do special projects on the SCC campus. A written contract is available in the SCC Business Office that all contractor’s and sub-contractor’s must sign upon hire. The contract outlines the scope of work required and the payment

agreement upon completion of the contract. Both parties must agree to and sign the contract before initial work has begun on the project.

Further, the institution ensures the scope of the agreement is consistent with mission and goals of SCC, adheres to institutional policies and procedures, and complies with the Commission's Standards.

Academic Freedom

Stone Child College publishes and adheres to policies, approved by its governing board regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

SCC abides by the principles expressed by the American Association of University Professors regarding Academic Freedom and Responsibility of instructors and students that is available in the student handbook on the SCC website at: http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf and in the Policies and Procedures Handbook found in Addendum I.

These principles state that teachers are entitled to full freedom in research and in the publication of the results, subject to adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject matter, but they should be careful not to introduce into their teaching controversial issues that are not clearly related to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As scholars and educational officers, they should remember that they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Stone Child College faculty is in the process of adding Academic Freedom & Responsibility language in course syllabi. Faculty is working toward promoting independent thinking for students.

Financial

Stone Child College has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources-including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The college's expenditures are controlled through financial policies and procedures that are approved by the governing board which include internal controls for all accounting transactions.

The college utilizes computerized accounting software called Sage MIP Fund Accounting, which provides budgetary controls to monitor spending.

The President and Chief Financial Officer submit a revenue and expense report to the governing board for their review and approval. The report is broken out by fund and includes current monthly expenditures, total expenditures to date, amount budgeted, and available balance. Also included are check registers for the month for all checking accounts.

It is the college's practice to avoid inter-fund borrowing and major fund transfers because the majority of the funded programs are restricted. Financial planning and controls consist of various representatives. In addition to each program coordinator, the department head and president monitor the budgets on a continual basis to prevent over expenditures. The modification process also involves all constituents.

The budget process begins in April of each year and usually has three readings, with the third reading being the final budget. Throughout the budget process, funding amounts are usually finalized by the third reading that usually occurs prior to the beginning of the new fiscal year.

c. 2.B Human Resources

Stone Child College employs qualified personnel in sufficient numbers to support its programs and services. All faculty, staff, and administrative positions have job descriptions that state criteria and minimum qualifications required of the position. Selection policy is included on the job description stating the SCC Board of Directors selects all individuals for hire.

SCC employees are evaluated using a new employee evaluation form that was implemented this year with regard to performance of work duties and responsibilities. The Student Services, Facilities, and Academics departments have implemented this process. The supervisor evaluates all employees within his/her department and rates the employees according to a rating scale. The employee evaluation form is signed by the employee and supervisor and submitted to the personnel office. Confidential evaluations remain in the employee's personnel file. Personnel files are kept in a secure room in locked file cabinets. Access to the personnel files is limited to authorized personnel.

All personnel at SCC are provided opportunities for professional growth and development. Professional development is funded through individual program grants, institutional funding, and through a Title III grant. A completed application and budget must be submitted to the Title III Coordinator for funding to attend a college or university to obtain bachelors, masters, or doctoral degree programs. All employees at SCC are encouraged to obtain advanced degrees. Within the most recent seven (7) year assessment cycle, SCC has provided funding for professional development for fourteen employees, nine of which have completed their degrees. Degrees awarded include four masters, three bachelors and two associates.

Sabbatical leave is granted to faculty members and staff at the college according to established criteria that is used to determine leave applicability. The intent of this policy concerns employees wishing to pursue full-time attendance at an accredited college or university for undergraduate as well as graduate studies. This policy is to provide SCC faculty and staff the opportunity and support to upgrade or renew credentials and further their professional growth and development.

SCC employs appropriately qualified faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Full-time faculty at SCC total nine (9) and part-time instructors total fifteen (15). Educational qualifications of the full-time faculty include masters and a doctoral degree. Part-time instructors are expected to have the same qualifications as full-time instructors and follow the same academic policies and procedures. However, there are times in the specialty areas such as Cree Language, Cultural courses, and some of the courses in the Fine Arts Department when qualified community members with significant background in the area are employed. Part-time instructors are employed on a contractual basis and are hired as needed. Part-time instructors are not required to serve on any committees or as academic advisors. Part-time instructors include some of the Stone Child College staff. If staff members teach hours beyond the regular scheduled working hours, they are compensated at the rate established for part-time instructors in the SCC Policies and Procedures Handbook.

Full-time faculty members participate in all academic planning, curriculum development, and institutional governance at Stone Child College. They assist in updating the SCC Catalog every

two years at the institution and attend monthly curriculum meetings. Faculty members attend the library committee meetings and make recommendations on research materials, printed materials and electronic equipment for the library.

Faculty responsibilities and workloads at SCC are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation. Full-time faculty members teach an average of 15 to 16 credit hours per semester. The credit load for each instructor is addressed in his/her annual contract agreement. The class assignments for those instructors without labs are five (5) per semester, and each class is three (3) credits, for a total credit load of fifteen per semester. The science course instructors teach four (4) credit classes that include a lab.

The faculty members are not required to publish scholarship, conduct research, or produce artistic creations but some faculty have engaged in such activities. When undertaken, these activities have been designed to benefit educational programming and the institution in general ways that mesh with the philosophy and goals of the college's Mission Statement. All faculty scholarship, research, and artistic creation fall in line with the institutional mission and goals, especially the college's cultural goals.

In addition, the faculty acquires and sustains their expertise through scholarship, which may entail creation, application, synthesis, or transmission of knowledge, thereby contributing to the validity of their teaching. Faculty scholarship is necessary to maintain effective instruction in all institutions of higher education. It also provides students the opportunity to observe and develop an understanding of scholarly activity.

Further, research is a scholarly activity directed toward constructing and/or revising theories, and creating or applying knowledge. Although not limited to graduate/research institutions, research is an essential and integral part of graduate education where it serves two principal functions. They are: (1) it advances the frontiers of knowledge when disseminated, contributes to the welfare of society and ensures the viability of content in an academic discipline; and (2) it educates students in the methods of inquiry and prepares them for careers as scholars, researchers, or practitioners.

Artistic creation in scholarly activity in the visual, performing, and literary arts that expresses original ideas, interpretations, imagination, thoughts, or feelings is fundamental. SCC encourages artistic creation of all faculty, students and staff members.

To ensure SCC faculty provides effective teaching methods, they are evaluated annually by the Dean of Academics, peers and the students. The faculty evaluation instruments are in Addendum I. Upon completion of the evaluation, the information is reviewed with the faculty member and placed in the individual's personnel file.

Student evaluations of faculty are completed each semester for full-time instructors; after the information is compiled, it is given to the Dean of Academics who distributes this information to the faculty after semester grades have been submitted. The faculty utilizes the evaluations to improve their classroom instruction.

d. 2.C Education Resources

SCC offers Associate of Arts and Associate of Science degrees that correspond to the needs of the community. The college strives to maintain the integrity of the Mission Statement in all degrees offered. Annual reviews are performed on all academic programs to help improve their effectiveness; and the description for each academic and certificate program provides a clear philosophy statement and list of expected learner outcomes. In many cases, the philosophy and learner outcome statements make direct reference to the goals listed in the college's Mission Statement.

Individual courses are designed and modified to address the college philosophy and goals as stated in the Mission Statement. Many discussions at faculty meetings have focused on achieving better articulation between individual courses and the Mission Statement, this is reflected in the language, structure, policies, and instructional methodologies presented in many SCC course syllabi.

Articulation agreements for transfer students are in place with several colleges and universities in the Montana State University System. A complete audit of course credits and content was accomplished that is in alignment with several colleges and universities throughout the state. SCC works to update courses to align them with the transferability within the Montana University System (MUS), this is done to assist students when they transfer from SCC. Alignment also includes student learning outcomes for the courses. SCC has worked with MSU-Bozeman to align courses for ease of transfer for students. Common course numbering helps students when they transfer, at it is one of the core themes the faculty work towards making that transition as easy as possible for the students.

The SCC catalog includes a clear and coherent description and a recommended two-year course sequence for each academic degree. The SCC catalog indicates prerequisites for courses requiring them. The SCC catalog also features descriptions for each course, giving an overview of the topics covered in the course to demonstrate how that particular course fits into the design and the sequencing patterns of its academic program. Course descriptions and prerequisite information are provided on course syllabi. The next review for the catalog will occur in the summer of 2018.

The 2016 – 2018 SCC catalog identifies and publishes expected course, program, and degree learning outcomes for each of its degree and certificate programs. The description for each Academic and Vocational program provides a clear philosophy statement and list of expected learner outcomes. In addition, faculty provide a course syllabus that includes expected student learning outcomes, course objectives, and course requirements. During the new catalog, faculty are encouraged to update their programs either by updating the course offerings and/or aligning the courses with the common course numbering systems. During this time faculty can also update their philosophy and student learning outcomes. Copies of course syllabi are available in the Dean of Academics office; each student receives a copy during the first day of class.

Student learning outcomes for all academic programs are assessed at both program and institutional levels. Program-level assessments are conducted annually by the full-time instructors in charge of those programs. These assessments follow the Assessment Record Book approach. Learner outcomes for all academic programs are listed in the SCC catalog, and these are assessed for effectiveness. The results of these assessments are used to create

responses to improve effectiveness as these responses then enter the cycle to be assessed in the future. Institutional-level assessments are conducted by the Assessment Coordinator, who evaluates one academic program per year. The guidelines for these assessment procedures come from the college's Comprehensive Assessment and Evaluation Plan.

Each educational program clearly connects philosophy, expected learner outcomes, and course requirements. In addition, this information is provided in the SCC catalog. All of the educational programs have developed brochures describing their particular programs. The course objectives, textbook(s), required materials, course description, course requirements, and course outline are all included in each course syllabus, which is filed every semester with the Dean of Academics. Instructors are required to provide students with a course syllabus on the first day of class and no later than the end of the first week of classes, so students are aware of expectations and requirements for each class.

All full-time faculty members serve as advisors for students enrolled in their respective educational areas. Advisors are responsible for keeping student Educational Plans and advising students on enrollment in courses, course sequences, program requirements, and graduation requirements. Advisors encourage students to follow the educational outline in their program of study, which is laid out for each area in the SCC 2016-2018 catalog. Advisors also meet with students during mid-terms for a mid-term advising session where students may or may not be encouraged to obtain tutoring for a class.

The SCC faculty has the responsibility of designing courses in respective areas of expertise. Instructors update courses as needed or it may be done when an assessment finding occurs. Minor updates to course syllabi are addressed by the respective faculty. Additions or deletions to any degree program are based upon community need and follow the process of approval through the Curriculum and Assessment committees; final approval is granted by the SCC Board of Directors. The Curriculum Committee consists of the Dean of Academics (Chairperson), a Board member, all full-time faculty, interested adjunct faculty, two SCC staff, the SCC Librarian, a student representative, and others invited by the Dean of Academics. The Curriculum Committee, employing the Academic Assessment Plan and other appropriate analyses and discussions, proposes changes in the required curriculum for degree programs. The Curriculum Committee's recommendations for curriculum changes are submitted to the SCC President and SCC Board of Directors for final approval. Courses offered at SCC that are not listed in the catalog are given special topic numbers 180 and 280.

Members of the SCC Board of Directors may also suggest new courses or programs based on the interest of the tribe and/or community and future economic development plans for the Chippewa Cree Tribe. This type of action is followed by a community assessment and/or based upon information received from the tribe's Economic Development Plan. All changes to the curriculum have to go through the same process as stated above from the Curriculum Committee to the SCC President and finally, the SCC Board of Directors.

Stone Child College (SCC) is seeking accreditation to offer an Elementary Education (K-8) teaching endorsement. The College's Board of Directors authorized the College to offer the proposed Bachelor of Science (BS) degree program in Elementary Education (K-8) on April 19, 2016. On August 31, 2016, the College's Bachelor Degree Steering Committee unanimously approved the BS degree and the College's Curriculum Committee unanimously approved the BS degree program in Elementary Education (K-8) on September 23, 2016. On July 20, 2017,

Northwest Commission on Colleges and Universities approved Stone Child College to offer a Bachelor of Science (BS) degree program in Elementary Education (K-8) effective Fall 2017.

Capacity has been built through an existing partnership with Salish Kootenai College (SKC) in which students were able to earn their teaching degree from SKC, while remaining in their home community, through a collaboration that offers advanced coursework on the SCC campus. SKC's Dean of Education mentors SCC's faculty until gradually, and for the past semester, all coursework is being taught by SCC faculty on the SCC campus. The program is being managed through constant communication between SKC's Dean of Education and SCC's Education Department Head but simple logistics, different cultures, quarter vs. semester issues, as well as student financial considerations, indicated a continuing need to develop a local degree. Additional collaborative work through the Understanding Teacher Education at Minority Serving Institutions project and participation in the Penn Center for Minority Serving Institutions/W.K. Kellogg Foundation capacity building project helped guide curriculum and provided faculty professional development in preparation to offer a bachelor degree. As a member of the Montana Council of Deans of Education (MCDE) and its' Continuous Improvement Collaboration, Dr. Kadene Drummer has been working closely with faculty across the campus as well as with colleagues across the MUS system over the last three years to build a high quality academic program that meets the state's educator licensure standards.

Congruently, multiple sources, over a period of time, revealed a community need and desire to develop a degree that is rigorous and meets state and accreditation standards, but is also infused with Chippewa Cree language, culture and history. Our desire to continue to address the issue of too few qualified native American teachers and its academic and social ramifications for Indian youth, motivates us to seek approval to provide a degree granting teacher preparation program that provides a culturally responsive teacher education curriculum that prepares teacher candidates to be the role-models needed in today's schools. SCC's program is based upon state and national standards with its foundation based on four key domains: a) the learner and learning; b) content, c) instructional practice, and d) professional responsibility.

The student clientele that will be enrolling into the Elementary Education program are new students who desire to teach kindergarten through eighth grade. The department expects that many past graduates (65 in the past 10 years) who earned their Associate Degree in Teacher Education, and are working in local schools as paraprofessionals, will return to campus to complete a four-year degree since the program will be delivered locally. Local school administrators have shared they plan to encourage and support the professional training of paraprofessionals they have employed in their school. Additionally, SCC expects to have interest in the program from those students who are close to receiving their associates in elementary education and may be motivated to continue, now knowing they can earn a teaching degree leading to licensure without having to relocate. Additionally, SCC has been awarded a four-year Indian Education Professional Development grant to prepare a minimum of 18 participants to earn a bachelor or master's degree in education. This opportunity provides full-time students with a monthly stipend, tuition, fees and books for three years, with an additional year of induction services. This funding opportunity comes at an opportune time as SCC has started a new cohort group with SKC Spring 2017, and both schools are committed to working together to provide a seamless transition, for both students and faculty. SCC plans on offering third year courses, under our own accreditation, beginning in the spring 2018 and seek provisional accreditation for a few months if the process is not complete, as discussed with Dr. Linda Vrooman Peterson. SCC will continue a partnership with SKC to provide an additional

degree, Early Childhood P-3 degree, for those students who only want to teach Preschool to third grade.

A full course listing of SCC's Bachelor of Science (BS) degree program in Elementary Education (K-8) is attached.

Stone Child College
Bachelor of Science in Elementary Education (K-8)
Effective Spring Semester 2018 through Spring Semester 2021

Required Courses:	Credits	Grade	Term	College
Fall – Year 1				
ART 110 Art Appreciation	3			
WRIT101 College Writing I	3			
NAS 101 History of Indians in U.S.	3			
NASX 100 Cree I	3			
EDU 200 Intro to Education	3			
Total credits	15			
Spring – Year 1				
MUS 110 Music Appreciation	3			
COMX 111 Public Speaking	3			
PSYX 100 Intro to Psychology	3			
BIOS 101 General Biology with Lab	4			
WRIT 201 College Writing II	3			
Total credits	16			
Fall – Year 2				
M130 Math for Elementary Teachers I	4			
PHSX 205N Fundamentals of Physics I	3			
PHSX 206N Fundamentals of Physics lab	1			
EDU 235 Introduction to Indian Education	3			
EDU 225 Intro to Education Psychology	3			
HPE 285 Principles of Health and Wellness	3			
Total credits	17			
Spring – Year 2				
M131 Math for Elementary Teachers II – College Algebra	4			
PSCI 210 American Government/History	3			
ESCI 150 Atmospheric Science with lab	4			

Required Courses:	Credits	Grade	Term	College
EDU220 Human Growth and Development	3			
EDU 270 Instructional Technology	3			
Total credits	17			
Fall - Year 3				
GPHY 310 Human Geography	3			
EDU 301 Language, Literacy & Text for Children	3			
EDU 307 Curriculum, Planning and Assessment	3			
EDU 305 Parent Partnerships and Community Collaboration	2			
EDU 309 Guiding Social Development and Class Management	3			
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	3			
Total credits	17			
Spring - Year 3				
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	2			
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	3			
EDU 337 Teaching Exceptional Learners	3			
EDU 344 Methods: Teaching Reading and Language Arts	3			
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	3			
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)	2			
Total credits	16			
Current First Aid Card w/CPR (Must complete at least one semester prior to student teaching.)			<input type="checkbox"/>	Check here if complete.
Fall – Year 4				
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	3			
EDU 430 Methods: Teaching and Assessing K-8 Science	3			
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)	3			
EDU 460 Action Research in Education	3			
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)	3			
Total credits	15			
Spring – Year 4				
EDU 490 Student Teaching for Elementary Education	12			
EDU 495 Reflective Practice and Research in Education	2			
Total credits	14			
TOTAL CREDITS	127			

Practicum hours: 260 before student teaching

The development of the Elementary Education program is good example of how SCC utilizes their strategic plan, program assessments and the community needs. This will be a first for SCC to offer a bachelor's degree program. SCC faculty are working towards preparing for this new offering for Spring Semester 2018.

Faculty work with SCC librarian to ensure that instruction on use of the library and its operations is integrated into the learning process. The librarian instructs the students on the proper usage of research materials and how to access the automated database system to retrieve information.

The SCC library is centrally located on campus in the Sitting Old Woman building. The library is open year round and follows the same schedule as SCC operational hours. The librarian has provided extended hours during midterm and finals weeks. The faculty works with the librarian and staff to provide information resources that will assist students in their respective courses. The library also utilizes a Library Committee that consists of: The Librarian, Library Assistant, Dean of Student Services, four (4) faculty members, two student representatives, and two community members. The Committee meets quarterly. The Committee monitors projects that include: Friends of the Library Group, Book Club, Memorial Book Donation Program, and a benefit for the Library at the "Evening of the Arts."

SCC utilizes adjunct faculty each semester. On average of 10-15 per semester. SCC will hire adjunct based upon education and experience in their field. The following is a table of the adjunct faculty that has taught general studies and/or program courses.

SCC Adjunct Instructor Fall 2011-Spring 2016 (Bold indicates current adjunct)

Adjunct Instructor	Discipline	Degree
Whitford, Dustin	Native American Studies	Bachelor of Art: Native American Studies/Anthropology
Parker, Ethel	Native American Studies - Language	Elementary Education
Parker, Helen	Native American Studies - Language	Elementary Education
Mitchell, Jan	Health and Physical Education	Bachelor of Science Human Services
Miller, Kelsey	General Studies	Master's in Education
Parker, Laverne	Nursing	Masters of Science in Nursing
Sangrey Jr, Michael	Health and Physical Education	Bachelor Health Promotion
Flores, Natalie	Human Services	Bachelor in Sociology
Stiffarm, Pete	Computer Science	Masters in Information Systems

Colliflower, Wade	Education -Drivers Education	Secondary Education Social Science, Driver's Education Endorsement
Tyner, Wilma	Computer Science	M.A. Educational Psychology - B.A. Psychology/Sociology
Windy Boy, Wilma	Native American Studies	Master of Education – Montana State University - August 1981 - Bachelor of Science in Elementary Education December 1976
Billy, Cameron	General Studies	A.A. Liberal Arts
Oats, Claudette	General Studies	High School Diploma
Smeby, Curtis	Human Services	Doctorate in Education
Aquino, Eli	Computer Science	Bachelor of Science: Elementary Education (K-8)/Traffic Education (5-12)
Rosette, Mary Lou	General Studies	B.S. Elementary Education, Northern Montana College, 1978
Russell, Marilee	Liberal Arts	A.A. Native American Studies, Stone Child College May 2005 B.A. English (Honors), Gonzaga University, Spokane, WA 1965 M.A. English, University of Washington, Seattle, WA 1967 - A.B.D. Adult & Higher Education, Montana State University, Bozeman, MT 1991
Sangrey-Billy, Cory	Computers	Masters Information Systems
Russell, Cecelia	Certified Nursing Assistant	Associate in Nursing
Crebs, Douglas	Natural Resources	B.S. Biology, Westminster College, Salt Lake City, UT 1974 M.S. in Science, Montana State University-Northern, Havre, MT 1996

Shulund, Eric	Mathematics	Masters in Education Curriculum and Instruction in Mathematics
Galbavy, Steve	Liberal Arts	Masters of Education in School Administration with and emphasis in Curriculum
Bacon, Gus	Health and Physical Education	High School Diploma
Murie, John	Studio Art	Bachelors of Arts in Art
Gomoll, Larry	Allied Health/General Science	Master's in Education
Murie, Robert	Native American Studies	Masters of Education in School Administration
Farr, Rebecca	Business	Masters of Science in Management
Favel, Katherine	Health and Physical Education	Bachelor of Science in Automotive Technology - May 2012
Ley, Mike	Building Trades	Master of Divinity
Woods, Tony	Computer Science	Associate of Applied Science in Graphic Design - December 1995
Woods, Judy	Native American Studies	Masters Counseling
Small, Jennifer	Health and Physical Education	Bachelor of Science in Nursing
Sangrey, Michael	Health and Physical Education	Bachelors Education in Health and Physical Education
Runnion, Bret	General Studies	Masters Applied Psychology
St. Pierre, Nathaniel	Human Services/General Studies	Doctor of Education, Adult and Higher Education
Courchane, Tyson	General Science	Bachelor of Science Secondary Education Science
Pullin, Kriste	General Studies	Bachelor of Science: Health & Physical Education (K-12)
Montes, Javon	General Studies	Bachelors Communications
Montes. Leann	Health and Physical Education	Doctorate Law

Not Afraid, Steven	Health and Physical Education	Bachelors Exercise Science
Top Sky, Lloyd	Native American Studies - Language	Class 7 Certification
Sangrey, Shane	Human Services	Bachelors Sociology
Oats, Theron	Building Trades	Certificate Building Trade
Yegerlehner, Michael	General Studies	Bachelors History
Vandeberg, Gerard	Computer Science	B.A. Mathematics, College of St. Thomas, St. Paul, MN 1971 M.S. Mathematics, Montana State University, Bozeman, MT 1975 - A.B.D. Adult & Higher Education, Montana State University - Bozeman, MT 1991
Butler, AJ	Building Trades	Bachelors Industrial Technology
Devany, Michael	Mathematics	Bachelors Mathematics
Henry, Frank	Building Trades	Associate in Construction Technology
Billy, Leonard	Building Trades	High School Diploma
Aragno, Ligia	General Science	Masters in Science
Morley, Doug	Computer Science	Masters in Architecture
Kennedy, Jessica	Certified Nursing Assistant	Bachelors of Science Nursing

Stone Child College does not offer any “credit for prior experiential learning” institutional policies or procedures because it does not grant such credit. SCC has a committee exploring the possibility of “credit for prior experiential learning.”

Stone Child College has final judgment in accepting transfer credit. Transfer credits are accepted according to the guidelines in the SCC Catalog and SCC Handbook. Courses accepted at Stone Child College are from accredited institutions and the grades accepted must be a “C” or better. Transfer credits may meet requirements for the major, minor, or area of concentration with the requirement that at least thirty (30) credits have to be earned at SCC. The Registrar/Admissions Officer and the Dean of Academics review course descriptions of the transfer credits and the credits then get applied on a common course numbering system. Accepted transfer credits are then posted to the student transcript.

Undergraduate Programs

The general education requirements for associate degrees are listed in the catalog. The total general education credits required for each associate degree are between 34-36 credits. Even

though each educational area has its own core requirements, which are listed in the catalog with their respective discipline, SCC recognizes the importance of its General Education program and as a special, separate concern. To reflect this status, SCC has provided the General Education program its own guiding philosophy, which states:

"The General Education coursework is designed to provide a common educational foundation and help preserve and build appreciation of the history, language, and culture of the Chippewa and Cree people."

The College's General Education program also has its own set of expected Learner Outcomes, which are as follows:

1. Demonstrate the fundamental skills of written communication
2. Develop the skills of oral communication
3. Demonstrate the fundamental skills of computation
4. Exhibit the fundamental skills of scientific inquiry
5. Examine the Native American history and culture
6. Apply appropriate computer skills across curriculum

These are clearly stated in the SCC catalog on page 31.

SCC publishes a catalog every two years. The catalog contains degree offerings/descriptions, credit requirements and programs of study. A class schedule is provided to the student after they register each semester. Instructors and students are also able to log into Campus Anyware (student records system) and print out a class schedule. Student Services is in the process of setting up the ability for students to register for classes online through the Campus AnyWare.

SCC offers associate degrees and certificates. All offerings are listed in the SCC 2016-2018 catalog. SCC identifies and publishes the expected student learning outcomes for each of its degree and certificate programs.

The faculty is required to conduct annual assessments of their academic programs and to input those results and related information into the Assessment Record Book by the end of each spring semester. The information collected includes expected student learning outcomes and whether or not they were achieved. In instances of learning outcomes not achieved, decisions are made to either change teaching methods or take new actions to increase effectiveness.

Graduate Programs

Stone Child College does not participate in a Graduate Program.

Continuing Education and Non-Credit Programs

SCC does not offer Continuing Education Units (CEUs). Plans are being developed to offer CEUs and for each credit given there must be 15 hours of instruction.



e. 2.D Student Support Resources

Stone Child College strives to create effective learning environments for students by offering programs and services that support students learning needs. In Student Services, the college provides support to students through the learning center, tutors, mentors, paid internships, emergency aid, assistive technology for those with special needs, ACCUPLACER testing center, counseling services, and student activities.

Stone Child College has an open door admission policy and accepts all individuals seeking to obtain a post-secondary education. SCC actively attempts to recruit and retain students who are actively striving to become successful in their academic endeavors. The SCC Catalog and Student Handbook contain all pertinent information required for admission to Stone Child College.

Upon admission to Stone Child College, students are assigned faculty advisors according to the degree they are pursuing. Advisors help the students select their classes according to an education plan specific for each student. All education plans are completed by the advisor and stored on a computer in their office. In addition, faculty advisors inform students about graduation requirements, transfer requirements, education plans, and ACCUPLACER Test requirements. Advisor responsibilities are published in the Stone Child Catalog and the Student Handbook and are made available to the students. An on-line publication is also available on the Stone Child College website at http://stonechild.edu/images/PDFs/SCC_Catalog_16_18.pdf and http://stonechild.edu/images/Updated_SCC_Student_Handbook_8.23.2012.pdf.

The Art Raining Bird Learning Center, retention office and Native American Career and Technical Education Program (NACTEP) provide academic counseling to enhance services for the students. The NACTEP Program completes an in-house student orientation to their program and refers students for tutoring as necessary. NACTEP also provides the Meyers Briggs personality assessment for students and financial support to pay a portion of tuition, fees and books.

All new freshmen are required to enroll for the freshman seminar class where they receive information about services available such as, scholarships, student life, study skills, time management, student government, financial aid, academic advising, financial literacy and various other topics. Additionally, new freshmen and transfer students are required to take the ACCUPLACER Test for correct placement in English, Math and Writing classes to ensure a smooth transition into college classes.

Stone Child College has a writing lab and learning center where student tutoring and study groups are held. The college provides extended library hours for the students to study during mid-term and finals. The library provides an on-line data base system for research materials for the students and is available by remote access to the students off campus, as well. Several computers are available for student use in the library and all students must adhere to the library policies on computer usage. All classrooms are spacious and provide the best technological equipment possible that support student learning needs.

An elected Student Leadership governs the students. It serves as a voice for the students to faculty, administration, Board of Directors and staff members at Stone Child College. The elected student representative serves on the SCC Board of Directors for the current academic

year. All students on campus are encouraged to join Student Leadership and participate in the meetings.

To ensure student safety, Stone Child College has a security officer as well as staff members who serve as campus security for the students. All students attending Stone Child College must have a college identification card. When an incident arises on campus demanding immediate attention, all staff members assist in the situation. Security cameras are located inside and outside all buildings on campus as student safety and security is a high priority for the college. Various staff members are assigned to monitor the cameras to maintain student safety and the security of college assets. A newly installed alarm system at the college upgrades security measures as well as security officer training for the campus security officer and other staff members. The SCC Student Handbook and SCC Catalog address student safety and the proper procedures to follow when reporting an incident. The Annual Security Report is included in the SCC Catalog and is available for all students, staff and faculty on the SCC website at http://stonechild.edu/images/2016_Annual_Security_Report_NSPfinal_4.20.2017.pdf.

Co-curricular activities and programs are available to the students on the Stone Child College Campus throughout the academic year. These activities and programs provide student involvement in a variety of social, cultural, and leadership opportunities.

Stone Child College students participate in men and women's basketball with other tribal colleges in state and out-of-state. Students participating in the sports programs are required to maintain a grade point average (GPA) of 2.0 or better with good class attendance. To participate in athletic events the students must follow the Montana Tribal College league rules. Students who do not meet the requirements of GPA, class attendance, and good sportsmanship will not be able to participate in these activities. In order to support sports programs at SCC, all revenues collected for sports activities go directly into an activity account at SCC and a monthly financial statement is provided to the president. The SCC Catalog and Student Handbook contain all information required to participate in sports.

Stone Child College does not have student housing or food service available. It does have a small snack bar where students can buy food and beverages however; this snack bar is not a campus cafeteria. Every Monday staff and faculty prepare a lunch for students that is free of charge; it is used as a means to inform students of the weekly campus activities.

Stone Child College does have a fully operational bookstore in addition to textbooks. SCC bookstore personnel meet with faculty and staff to determine the needs of the students, staff, and faculty on the campus. The bookstore personnel order all class textbooks based on information that is received by the SCC instructors. They collaborate with instructors on the best possible shipping method. The bookstore offers a variety of clothing, educational supplies, CD's, office supplies, backpacks, and many other items for the students.

To assist students in successfully completing their academic programs, SCC publishes a catalog consisting of the following information:

- Institutional mission and core themes;
- Entrance requirements and procedures;
- Grading policy;

- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- Rules, regulations for conduct, rights, and responsibilities;
- Tuition, fees, and other program costs,
- Refund policies and procedures for students who withdraw from enrollment,
- Opportunities and requirements for financial aid; and
- Academic calendar.

Stone Child College organizes an annual Career Fair where many private employers, health care organizations, corporations, and military departments are invited to participate. Students and community members are given information on job requirements, licensure requirements, and at times, job descriptions.

A Class 7 Cree Language class is taught at Stone Child College for all personnel and community members wanting to become a certified Cree Language Instructor with the State of Montana.

Stone Child College has brochures describing the academic programs available as well as the learning outcomes that are available to students upon entry at SCC. Staff members provide information about the programs and hand out the brochures to the students during the fall and spring orientation sessions. Stone Child College notifies students when a program is eliminated or there is a significant change in program requirements. Academic programs are not eliminated without the approval of the Curriculum Committee and Board of Directors.

Student confidentiality is maintained in the strictest manner and the college abides by the Family Educational Rights and Privacy Act (FERPA). Training is provided to personnel about FERPA during the annual Registrar and Financial Aid conference. No information about a student is released unless written consent is given by the student and they have signed the Release of Information form in the Registrar's Office. All student records are kept in locked fireproof cabinets in the Registrar's Office. Only authorized personnel are permitted to obtain information from the student files located in the Registrar's Office. Stone Child College uses the student automated data system called Campus AnyWare where student information is stored.

Stone Child College Financial Aid Office provides information on PELL Grants and assists students with completion of their FAFSA application. The SCC Financial Aid Officer is in contact with the Title IV Program, on-campus programs, and other outside entities to ensure that students receive an affordable and equitable education.

Annual audits are performed in all financial programs at Stone Child College. Federal guidelines dictate that annual audits must be completed on all Title IV funds as well as any other grants funded from the federal government or state agencies. The 2016 audit can be found in Addendum II.

All scholarship and grant information is provided to students during student orientation and the freshman seminar class taught to all new incoming students. A packet is prepared listing the scholarships and the deadline dates for the application process. A laminated poster board is available in both the Kennewash Hall and Sitting Old Woman Center that provides important

deadline dates for scholarships. A handout on the PELL Grant is available at the student desk in the Student Services area in Kennewash Hall. The SCC Catalog and the Student Handbook also give information about scholarship and grants for students.

Stone Child College does not participate in offering student loan programs, however, students are informed about student loans during the freshman seminar class held on campus for all new incoming freshmen.

Informational sessions regarding loan repayment obligations are conducted for financial aid recipients. The Financial Aid Office at Stone Child College provides orientation workshops to incoming freshmen or first time students about the types of aid available to students, including loans. Stone Child College monitors any incoming transfer students on loan history through the NSLDS.



f. 2.E Library and Information Resources

The principle responsibility of the Stone Child College Library is to provide information resources and services that advance the mission of the college and the needs of the community. The library develops and integrates resources in a variety of formats, using technologies that provide broad access to information in support of the curriculum of the college.

The SCC library is centrally located in the Sitting Old Woman Center of the campus. A full time librarian, a full time library assistant and student workers staff the library. Library staff report to the Dean of Academics.

The library provides services and resources to meet the needs of the college's educational programs and the Rocky Boy community. The librarian is responsible for material selection and deselecting items from the collection. The librarian works closely with the faculty to ensure the purchase of materials needed for student research assignments, in support of the curriculum and to strengthen the archive collection that is specific to the Chippewa Cree Tribal history. Library materials are selected and acquired with serious consideration given to recommendations from the library advisory board, faculty members, college staff, students and community members. The librarian keeps up with new products and books in various subject areas through review services and by attending master's level college classes, workshops and webinars.

Information resources are provided in a variety of formats to support the curriculum and community needs. Over the past few years, electronic formats have been explored and purchased in order to provide access anytime from anywhere. The SCC library is a member of a statewide consortium for the card catalogs, which is available online. The SCC library is a member of the Treasure State Academic Information & Library Services (TRAILS) consortium which provides online access to ProQuest, EBSCO, and ScienceDirect databases. The library also subscribes to Ethnic News Watch, Heritage Quest, NewsBank's Historical Newspaper and America's News, ABC-CLIO's American Indian Experience, and Ancestry.com. With the exception of Ancestry.com, all of the previously mentioned databases are accessible from anywhere at any time by going through the library web page at <http://stonechild.edu/2015-02-03-23-38-56/scc-library>

In 2016, the library staff conducted a survey to measure library satisfaction. The survey consisted of ten questions. Two of the questions asked the participant to rate library services on a scale of excellent to non-applicable (N/A). The survey also asked three specific questions such as, "What do you value most about the library?", "How could the library or its services be improved, if at all?", and "How does the library benefit you or the community?" The remaining five questions pertain to if the participant has a library card, on average how often he/she visits the library and descriptive, age, gender, and whether he/she is a student, faculty, staff, or community member. The results from this survey can found in Addendum V.

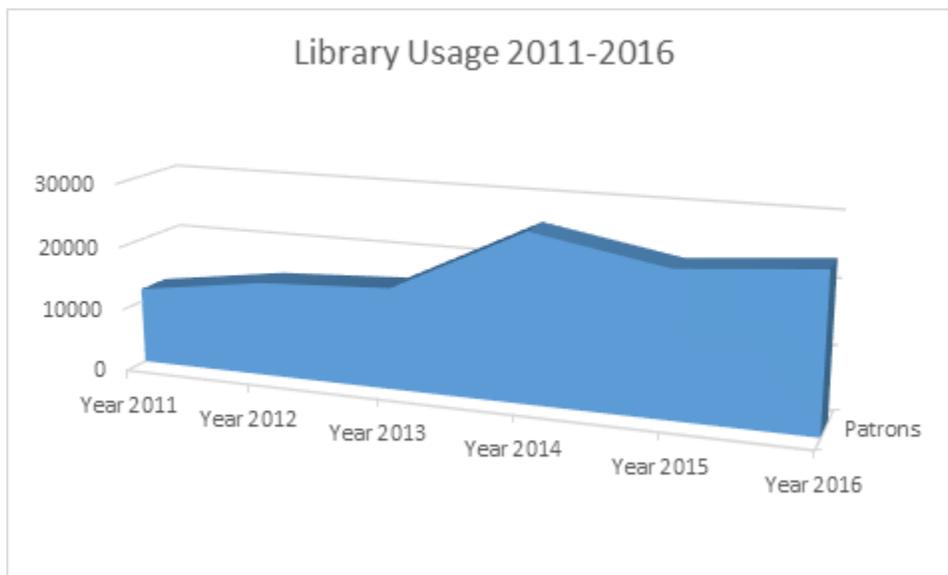
During the academic year the library is from 8:00 AM to 4:30 PM Monday-Thursday and 8:00 AM to 3:00 PM on Friday. During mid-term and finals weeks, the library extends its hours to stay open for student use until 8:00 PM.

There is currently one black and white printer and one black and white copier for public use. Because of the IMLS basic grant, the library is able to subscribe to Junior Library Guild and MontanaLibrary2Go. Junior Library Guild is a book review and collection development service

helping thousands of school and public libraries acquire the best new children's and young adult books, saving them both time and money. MontanaLibrary2Go is a consortium service that offers circulating downloadable digital e-books and audiobooks to patrons at participating libraries. MontanaLibrary2Go offers a collection of over 25,000 contemporary, classic, and bestseller downloadable and streaming audiobooks and e-books (books in electronic, or digital, format) to patrons of participating Montana public, tribal, and academic libraries.

The librarian offers information literacy sessions to the students on how to access the databases. How to search the shared catalog and evaluate websites for credibility and validity. In the past three years, three instructors brought one class each to the library for this same information. The librarian has presented information literacy sessions to classes including Math, Business, History, English, Psychology, Addiction Studies, Teacher's Education, and Freshman Seminar. The presentations have lasted an average of 90 minutes. Most of the instructors of the classes have stayed in the class during the presentations and have learned right along with the students. The materials that are handed out to the students are posted in the library computer lab for the public to use.

Evaluation of the library collection and resources is an ongoing process. Reports from the integrated library management system are generated on a monthly basis to determine user and circulation statistics. Database reports are run monthly to assess use of them by login and searches conducted. On a quarterly basis, the collection is evaluated for age by publication date. The most recent report to determine the age of the collection put it at 1987. This has prompted the librarian to purchase up-to-date relevant materials to be added to the collection as funds become available. The librarian evaluates the collection for utilization of resources on an annual basis. Materials that are over seven years old, in a deteriorated condition and not being used are weeded from the collection. Exceptions to this are classics, biographies, art books and Chippewa Cree archive materials. Books weeded from the collection are donated to the local schools and community members, as are any title of which there are more than two.



g. 2.F Financial Resources

2. F.1

The finance department is a vital component of the overall success of Stone Child College. It is the responsibility of the finance department to ensure the college is efficiently managing cash flow to support the programs and services provided to students, staff and faculty. It also ensures adequate funds are available to acquire the resources needed to help Stone Child College achieve its goals and objectives.

In fiscal year 2005, the college began building cash reserves in order to prepare for any untimely events and obligations the college might have. Stone Child College has limited reserves but has successfully increased its reserves by 17.5% since June 30, 2012. The balance of the reserve on this date was \$839,644.27. The college is aware of the fact that reserves need to be maintained and built upon in order to strengthen its financial stability, maintain the quality of services provided, and to allow for future growth endeavors.

The current value of SCC reserves as of June 30, 2016 is \$1,018,041.87 as found in the audit report in Addendum II. Stone Child College currently has no long-term debt. There are adequate reserves to maintain the quality of services and by not acquiring any new debt in the future, whether operational or for capital outlay the college can maintain a balanced budget and still obtain goals and objectives.

The college has access to an operational line of credit, which is used and paid back periodically during the fiscal year. In certain circumstances, operating cash is needed due to the delay in congressional budgets being approved where continuing resolutions (where small cash advances are given) are operated on until congress approves the budgets.

2. F.2

Stone Child College's financial planning process includes the use of realistic projections in regards to student enrollment, grant funding levels, donations, and other non-tuition revenues. Adequate planning ensures SCC is able to meet the current and future needs of Stone Child College. Stone Child College will maintain a balance between revenue from tuition and fees and the cost of attendance. Student enrollment is a high priority for the college and collectively do not want to cause any barriers for students to attend Stone Child College, as a result SCC does not increase costs of attendance for students. The impoverished community SCC serves benefits from low tuition costs. SCC is able to keep the tuition costs low because of the operational funding allocations received as a result of Public Law 95-471.

PL 95-471 is an act which provides grants to tribally controlled community colleges. The funds are appropriated by the United States Congress specifically for the tribal colleges and universities operational costs associated with providing an education to the community which they represent. Money is appropriated based upon Indian Student Count (ISC) from the previous year. Student who qualify as "Indian Students" are any person who is a member of an Indian tribe and is eligible to receive services from the Secretary of the Interior. There are several factors that can cause problems with the financial planning and budgeting process. The most common factors are: fluctuations in student enrollment and the increase or decrease in the congressional appropriation amount approved per ISC count.

The financial planning process includes identifying indirect costs allocations from the various grants Stone Child College was awarded. Stone Child College's current Indirect Cost rate is 44.7%, however this rate expires June 30, 2018. The new rate will be 35.44%, effective July 1, 2018. Adjustments in the budgeting process will need to be made to account for the decrease in indirect cost allocation SCC will receive from grant funding in future years.

The Non-Beneficiary Tribal College Funding initiative provided state funding for Montana tribal colleges to help defray the costs of educating non-beneficiary Montana resident students, on an equal basis provided comparable to the sister institutions of the Montana University System. A non-beneficiary student is defined as any person who is a non-enrolled tribal member. In fiscal year 2017 SCC did not receive non-beneficiary funding, which was a result of an oversight by the Governor of Montana. However, SCC intends to receive these funds in future years. Stone Child College does not receive a substantial amount in non-beneficiary funding, but SCC did make concessions to alleviate the impact of the lack of funding received in fiscal year 2017.

2. F.3

A monthly expenditures report is disbursed to the governing board, and departmental staff during the regularly scheduled board meetings. The budget process begins in April of each year and usually has three readings, with the third reading being the working budget, for the next fiscal year. Stone Child College operates on a July 1st through June 30th fiscal year. Throughout the budget process, funding for operational costs are finalized by the third reading, which usually occurs prior to the new fiscal year. The budget process is conservative but also ensures college operations are not disrupted. If during the year changes are needed, modifications are made and distributed to the proper authorities.

2. F.4

The institution's financial operations are in conformity with generally accepted accounting principles as evidenced by the annual independent auditor's report. As of October 2012, SCC implemented a new accounting system (Sage MIP Fund Accounting), which maintains all accounts in accordance with the principles of fund accounting. In April 2016, to strengthen the internal controls of the Business Office, the Business Office staff updated the finance section of the Stone Child College Policy and Procedure manual. Policy and procedure changes must go through three readings by the Board of Directors before they are ratified. The Policy and Procedure manual currently has gone through two complete readings. During regular checks and balances of the budgets and expenses, if an error surfaces SCC will notify the administration of changes that need to occur to comply with the generally accepted accounting principles.

2. F.5

Stone Child College's financial planning reflects a continuous 3-year projection. Physical facility planning is done through the assessment process, which identifies the immediate and long-range needs for the SCC campus. The college has been very successful in building a new campus, which opened in 2002, where major portions of the facilities were funded through grant funds, and therefore debt was not incurred. Building and maintenance reserves have also been established to help defray the cost of building improvements.

The colleges' standard practice guiding the use of debt is through the assessment process. If major capital purchases or construction is identified, the college's president will submit the needs identified to the college's governing board for their approval and then submitted to the college's grant writer to seek funding for the project. The college's budget is adhered to and developed to ensure college operations occur without disruption.

2. F.6

Stone Child College's auxiliary operations include a bookstore and childcare center. These operations do not generate enough income to be self-sufficient, but primarily exist as benefits for the students. Stone Child College students do not have to pay for childcare while attending school but the college does receive the Child Care Block Grant from the Chippewa Cree Tribe that helps defray operational costs of the childcare service. The college will continue to provide these services as the benefits far exceed the costs.

2. F.7

Stone Child College is required to be audited by an independent auditor on an annual basis. The audit is conducted in accordance with the auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

Audits submitted to federal clearing house for compliance see Addendum II.

2. F.8

Current fundraising is limited to athletics (mainly basketball), scholarships, and the endowment. Activities include, concession sales, payroll deduction donations from staff and faculty, college vendor donations, private donations, and interest income from current endowment funds.

The current amount needed for raising funds for the endowment is \$50,000.00/year and with some of the above-mentioned activities, SCC has been able to meet the Title III matching federal requirement. The match for the Title III endowment is comprised of payroll deductions from employees, private donations, and the interest income from current endowment accounts.

There is a current Investment Policy in place for the college, see Addendum I.



h. 2.G Physical and Technological Infrastructure

Physical Infrastructure

Stone Child College strives to have physical facilities that are accessible, safe, secure, and sufficient in quality and quantity. Guiding Principle #5 which is directly correlated to the mission statement states: “Maintain a student-centered, lifelong learning oriented environment, including opportunities for leadership and community service” drives the college to ensure healthy learning and working environments that support the Stone Child College Mission, programs, and services.

The Stone Child College campus can be viewed via a virtual tour at <http://www.sccprogramsonline.com/vt/virtualltour.html>. Kennewash Hall consists of two (2) fully functional science labs, one computer lab, and seven additional classrooms. Each classroom is equipped with updated hardware and software. The conference room also serves as a classroom with two (2) InFocus J Touch boards and Telecommunication Equipment available. Kennewash Hall also contains several areas for the students to study and utilize computers. The foyer has a large gathering area and a student lounge is located next to student services where coffee or tea is available for the students. A learning center is available for tutoring and studying. This building also houses the instructor’s offices and the Dean of Academics along with most Student Service Programs.

The Sitting Old Woman Center houses the library, business office and the President’s office. Also located in this building are the Rocky Boy History Project office, counselor offices, the extension agent office and other program staff offices. The Community Library has a computer lab available for student and community use.

The Jon “Cubby” Morsette Vocational Center has a metal fabrication shop and building trades shop. It also has an art classroom, multipurpose classroom and large gathering area where many of the cultural events take place. The metal fabrication shop has CNC milling machines, welding equipment and a plasma cutter. The building trades shop is equipped with hand tools, cordless drills, saws, and tools necessary to make this one of the most successful and sought after programs.

The Little Bear Health Enhancement Center has the physical fitness center, Certified Nursing Assistant/Pre-Nursing classroom along with the gymnasium. The addition of this building increased SCC’s capacity to offer classes and begin athletic competition. SCC is participating in the Montana Tribal College Athletic Association Basketball league. SCC has a men’s and women’s basketball team.

Stone Child College also incorporates an early childhood learning center that is available for free of charge to SCC students. In the early childhood learning center, Cree Immersion classes are held with children from birth to four years old.

Stone Child College has minimal toxic waste materials and is in the process of locating an outside storage waste disposal site. Plans are to develop a policy for the safe use, storage and disposal of hazardous or toxic materials. Policy

The Master Plan for SCC is periodically reviewed and updated based on the needs of the campus and the Strategic Planning. Physical resource planning occurs annually based on the

Mission and Goals of the Institution. SCC has been moving offices and remodeling trying to meet the needs of the students and align services for easy student access. For the Master Plan work in progress see Addendum V.

Equipment is sufficient in quality and quantity to facilitate the achievement of educational goals and objectives of the institution.

Technological Infrastructure

Stone Child College possesses sufficient computers, presentation displays, printers, copiers, fax machines, laptops, GPS units, software, and digital recording equipment to support the academic programs, support services, and management functions of the college. All equipment is updated and replaced according to the Technology Replacement and Upgrade Policy for the college.

The computer technicians at SCC hold informational meetings, as needed, with staff and faculty on the use of new technology utilized by the college. The librarian also provides information to the staff, students, and faculty on the use of the automated data system in the library.

Stone Child College offers a wide array of technology and internet access to students, staff, and faculty and community members. There are over three hundred (300) internet capable devices on campus. Those devices include a variety of tablets, iPads, and laptops for students, staff and faculty use. Along with the latest hardware, Stone Child College is keeping up to date with the latest software. Stone Child College is constantly striving to keep all of the computers and information systems up to date with the latest technology.

On campus, students have several locations with computer access available for their studies throughout the work week. Each classroom has at least one computer for faculty use. Various classrooms have six (6) to ten (10) that are used for faculty instruction.

Ten (10) computers and seven (7) iPads are available to students, staff, faculty, and community members within the SCC Community Library. There is also a student Learning Center available to the students at Stone Child College that has four (4) computers, several more pending location change, and a printer.

Each staff and faculty member has a computer for use in their office. Stone Child College strives to keep staff and faculty up to date with the latest software and hardware needs. In addition to a desktop computer, distinct staff and faculty are entrusted with iPad's, tablets, and/or laptops dependent upon their needs. The computers are all up to date with Microsoft Office 2013, and Campus AnyWare. Campus AnyWare tracks student attendance, enrollment and transcripts.

The business office has converted the accounting software from Fundware to Sage (MIP). Sage software is a cloud based program that utilizes internet access for accounting needs and offsite storage for essential data. The cloud service hosting the accounting data eliminates the need for an on-site server and back up system.

Stone Child College also has wireless internet connection available. The wireless internet is provided so that students, staff and faculty always have access to the internet at Stone Child College. There is a secured wireless network for staff and faculty use and a secured open network for student use.

8. Institutional Planning

Standard Three – Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of the programs and services, accomplishments of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

a. Standard 3.A Institutional Planning

3. A.1

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Stone Child College knows the importance of planning—at all levels and over both short and long terms—and have worked diligently to develop institutional structures to ensure that planning takes place with care and competence and that planning works to improve institutional effectiveness in these changing times.

The first step to ongoing, purposeful, systematic, integrated and comprehensive planning was to review the SCC mission statement, the core values, the vision and guiding principles starting in 2008. The SCC Board of Directors approved the revisions in April 2009. Since 2009, there has been numerous discussions and updates regarding the Mission Statement and the Core Themes occurring on October 2010, July 11-12, 2011, and December 19-20, 2011. See Addendum III for meeting documentation.

The college also identified some overarching goals that are directly related to the mission statement and core themes. They are:

1. Enroll, educate and graduate students at Stone Child College with the highest quality education possible for transfer and workforce entry,
2. Promote and preserve the Chippewa and Cree languages and culture,
3. Identify and increase physical resources at Stone Child College, and
4. Promote and provide fiscal management, resources and sustainability at Stone Child College.

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 continuing education. SCC stresses the importance of preserving the Chippewa Cree language, culture and history. SCC will promote transfer students, professionally prepared and career-ready individuals.

Core Values

Preserving the Past, Educating the Present, Planning for the Future

Vision

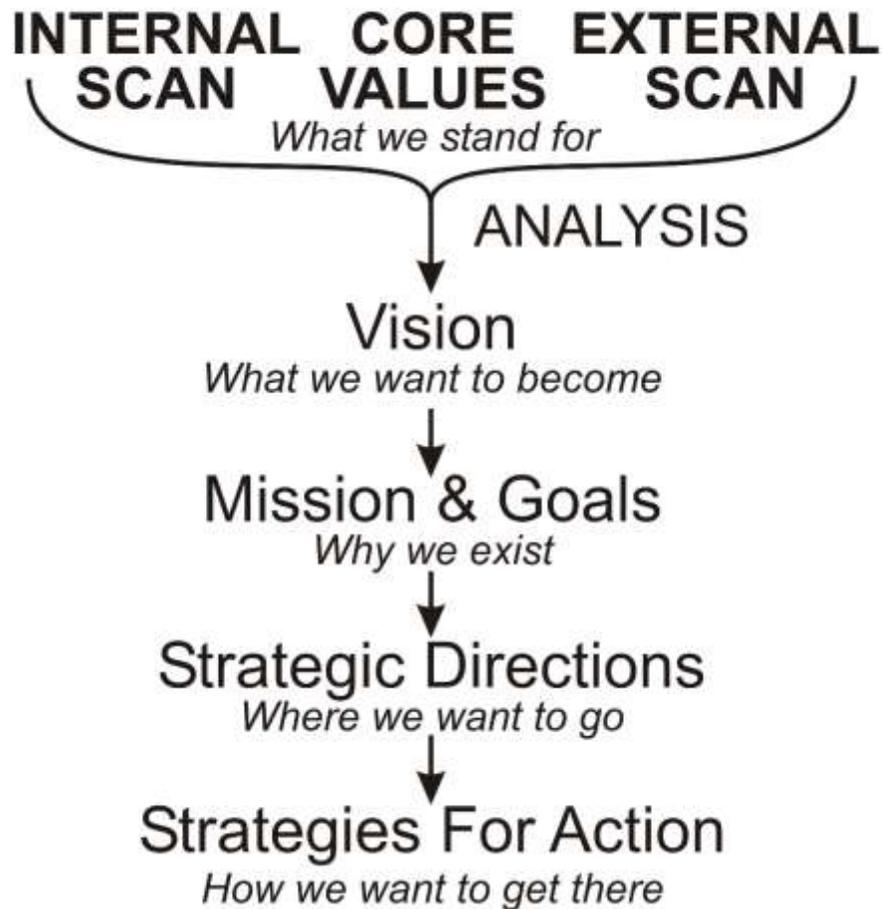
“Making our Dreams Happen with Academic Excellence, Culture and Commitment”

Guiding Principles

The Stone Child College Board of Directors, in its commitment to quality education, has adopted the following guiding principles. These were formulated to provide further specificity to the Mission Statement.

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.

Strategic Planning Process



Dr. James M. Ford, 2001

In June 2001, the college was encouraged by Dr. Robert Lorence of the Northwest Indian College to pursue the expertise of Dr. James M. Ford to provide training and technical assistance toward strategic planning. Dr. Ford agreed to work with the college. While the college had done considerable amount of work toward strategic planning Dr. Ford identified important aspects that needed to be addressed.

The college had to determine the needs of college community and the emerging opportunities and potential threats. The community needs assessment that was conducted by Robert Parisian and Associates was a starting point as an external scan. The internal scan should include the college's human and financial resources, facilities and equipment, the "partners" who provide resources and grant and contract arrangements.

Furthermore, Dr. Ford strongly suggested that the college identify Core Values as very important for some enduring beliefs that guides the overall behavior and actions of the college. Therefore, the college began an activity that was open to all students, staff, faculty and community to create Core Values. A committee chose to revive an existing statement from that

past for the Stone Child College Core Values of “Preserving the Past, Educating the Present, Planning for the Future” that still remains.

The next step in the process was to create a Vision Statement that tells everyone “what we want to become.” The college entertained a contest for identifying the vision that involved students, staff, faculty and community too. The result of that activity was “Making our Dreams Happen with Academic Excellence, Culture and Commitment.”

Finally, Dr. Ford and all the college staff, faculty and students began the process of the mission statement reviews. The mission has undergone many reviews to include goals statements since that time.

In the pursuit of effective strategic planning, the college began to bring some order to the process of the existing efforts. The planning committee worked with Dr. Ford on the development of Strategic Outcomes and Strategies through analysis of all components.

Because of the emerging work on assessment was in place, Dr. Ford further determined that the college consider how it fits into the total concept of Institutional Effectiveness and its relationship to Strategic Planning. He assisted the college in creating diagrams of this relationship that is still in use. Dr. Ford also provided us direction in creating a Stone Child College Strategic Planning Brochure that depicted the process in a “nutshell.”

Stone Child College is forever indebted to Dr. Ford for the technical assistance that brought organization to the Strategic Planning, Assessment and Institutional Effectiveness process that is still utilized.

2015-2020 Stone Child College’s Planning Process

The development of the strategic plan is grounded on an examination of current information on the college itself, the community and the individuals it serves. The planning process looks to SCC’s **external** environment for information on educational needs, demographic and economic trends, and opportunities for collaborative partnerships that support program development and expansion.

The process reviews the **internal** environment—those things that are already a part of SCC, such as the characteristics of the students, the physical facilities and equipment, human and financial resources, the “partners” who provide resources and grant and contract agreements available to use in accomplishing the work.

Establishing the college’s **core values** is also essential. These are the fundamental and enduring principles that define what SCC stands for as an institution. These beliefs, “Preserving the Past, Educating the Present, Planning for the Future,” guides the overall behavior and actions of the college.

These assessments provide a great deal of data for an **analysis** of the strengths, weaknesses, opportunities, and threats currently surrounding the college. The analysis phase of the process focuses on aligning internal resources to meet external needs. This is guided by the vision “Making our Dreams Happen with Academic Excellence, Culture and Commitment” of what SCC aspires to become and by the **mission and goals** that express the fundamental purpose.

Through this analysis, a set of **strategic directions** are developed. These directions establish the headings that guide the college's forward movement in achieving its vision and responding to community needs. Under these are specific **strategies** for action that are proposed for accomplishing each strategic direction. The result—and the driving purpose behind the process—is **action**. Action is accomplished by linking strategies to the budget.

The process itself is designed to continue once established and implemented. The nature of strategic planning keeps SCC ready to respond to changing conditions; as the process is revisited each year, and examined in greater depth every five years, new information is rapidly assimilated and used in decision-making.

Furthermore, if SCC has done all the above correctly, the plans for meeting the educational needs of the college service area will be achieving the action wanted. SCC is interested in the effectiveness of planning and implementation, therefore the next major process is assessment and evaluation of the work, which leads to an understanding of the effectiveness of Stone Child College.

3. A.2

The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Together, the college staff, faculty, Board of Directors, students, and interested community members have devoted many hours to meetings and work sessions for strategic planning development between July 2010 and January 2016. The latest strategic plan was created using results from a community-wide needs assessment that was conducted in April 2015 and completed in June of 2015 by RJS & Associates a local grants writing corporation. Work groups convened to brainstorm and determine the short- and long-term goals of the college during the strategic planning meetings and at the annual college retreat. The mission and goals activities of strategic planning are directly related to the budget and resources of the college. See Addendum III for SCC Strategic Planning documentation.

The SCC President and administrative staff met in July 2015 to discuss strategic planning procedures. It was decided that subcommittees consisting of staff and faculty be identified to oversee the strategic planning activities. The ten (10) organizational subcommittee groups, prioritized in order of significance to institutional needs improvement are the Retention, Institutional Assessment, Cultural Programming, Community Development, Computer Team, Student-Centered Campus, 4-Year Degree Steering Committee, Facilities/Safety, Student Housing and Research Committees. SCC faculty and staff members (except the temporary daycare staff) are represented on at least one or more of these committees.

The goals identified for 2016-2020 are prioritized as strategic goals and directions to fulfill institutional mission and goals and applied to relevant core themes. Taken together, these comprise the SCC Strategic Management Plan. The ten (10) organizational subcommittees within the college are responsible for oversight of implementing the strategic plan. Groups meet monthly to assess progress and analyze collection of appropriately defined data used to evaluate fulfillment of the SCC mission. They also make recommendations in meeting goals of the strategic plan. See the Stone Child College 2016-2220 Strategic Management Plan in the addendum.

Each subcommittee developed an evaluation and assessment process that determines whether

and how the stated goals were achieved or not. Additionally, they identified challenges that may have contributed to those goals not being met. Each committee makes decisions concerning methods used to address those goals not achieved for future assessment cycles. An example of change resulting from this process concerns employment of a Retention Officer to oversee retention and recruitment issues.

In addition to the ten (10) sub-committees, the college Academics, Student Services, Business, Maintenance and Administrative Service Departments take an active involvement and participation in this process as well.

During the 2013 Virtual Site-visit and Comprehensive Evaluation, the Accreditation Committee commended Stone Child College for the use of the Annual Retreat that commences each year just before the beginning of the Academic Year and Assessment Cycle. They stated that the retreat is a staff-wide opportunity for all staff/faculty, departments and Board of Directors to share accomplishments, gain an understanding of College strategic planning, budgeting, and facilities projects. They further state how the college has been able to involve the entire college in the planning process and ensuring they receive accurate information.

In July 2015, SCC underwent major restructuring of strategic planning and assessment. It is the work of the ten (10) subcommittees to not only set the priorities, it is their charge to implement the strategic direction goals, assess, collect data and make improvements based on their analyses. The subcommittees, membership (all staff, faculty and Board of Directors) and the committee goals created are depicted in the following table:

2016 – 2220 Strategic Planning Sub-Committees		
Name	Job Title	Goals
Community Development		
Eleanor Wright – Chair	MT Health Care Transformation Specialist	Identify community needs and create activities.
Mary Ruth St. Pierre	Extension Agent	Recommend more community involvement with the activities of the college.
Cameron Billy	Athletic Director	Maintain committee goals and activities, data collection.
Willy Parisian	Transportation	
Paul Jilot	Maintenance	
Michael Seaton	Maintenance	
Jayde Small	Accounting Manager	
Jesse Colliflower	Building Trades Faculty	
Computer Team		
Eric Shulund - Chair	Mathematics Faculty	Develop a computer team to assist with computer duties

		and planning.
Eli Aquino	Information Systems Specialist	Campus Anyware Training
Gerard VanderBerg	Rocky Boy History Project Curriculum Developer	Place admission application on SCC Website
Cory Sangrey-Billy	Dean of Academics	Continue to work on Elementary Education Program, ARBs
Wanda St.Marks	Administrative Assistant/Personnel	Create electronic filing system for document storage.
Shana Henry	Native Youth Communities Project Assistant	Telecommunications/Tech Equipment procurement and maintenance.
Gloria Parisian	Student Billing Clerk	Continued improvement for student computer access, develop plan, staff cross-training.
Cultural Committee		
Wilma Tyner – Chair	NACTEP Project Coordinator	Create committee and membership.
Paulette Standing Rock	ANA Language Specialist	Identify constituencies.
Helen Parker	Elder on Campus	Assist Cree language grant activities.
Frances Topsky	JOM Coordinator	Rocky Boy History Project involvement.
Douglas Crebs	Natural Resources Faculty	Plan for training opportunities.
Peggy Aquino	HEP Scholarship Officer	Propose digital recordings of Cree language.
Dustin Whitford	NACTEP Counselor	Expand upon traditional classes taught to include: regalia making, drum making, singing, dancing, storytelling, sweats, and proper protocols for men and women.
Mary Topsky	Native Youth Communities Project Assistance	
Retention		
Mary Lou Rosette	Learning Center Manager	Work on retention and recruitment activities.
Dr. Kadene Drummer	Teacher Education Faculty	More staff cooperation within departments. Staff need to help each other with projects from each department. Get staff to do more teaching in-

		kind.
DeNise Potter	Office Manager	Research academic, Special Needs Counselor and Admissions Officer position possibilities.
Larry Gomoll	Allied Health Faculty	Career Center with scholarship information.
Samantha LaMere	SAMHSA Coordinator	Create student Recruitment/Retention Action Plan.
Tiffany Houle	Payroll Manager	Work with more local schools.
Tracey Jilot	Retention Coordinator	Refine FAFSA Night for local schools and SCC.
Wilma Tyner	NACTEP Project Coordinator	
Claudette Oats	Student Services Office Manager	
Rebecca Farr	General Business Faculty	
Institutional Assessment		
Barbara Bacon – Chair	Assessment Coordinator/Title III Director	Assessment using data collected: How to collect and use data collected for improvements. Have committees and departments look at data to make decisions regarding the college.
Cory Sangrey-Billy	Dean of Academics	Streamline and document all of assessment processes.
Gaile Torres	Registrar	Follow accreditation goals.
Ann Johnstone	Human Services Faculty	Monitor faculty evaluations.
Helen Windy Boy	Dean of Student Services	Review and critique completed ARBs for each degree area and Strategic Planning Sub-committee activities using the SCC Catalog for Assessment Cycle.
Wanda St.Marks	Administrative Assistant/Personnel	Review Mission Statement with the SCC catalog cycle.
Tiffany Houle	Payroll Manager	Monitor External Evaluation recommendations for accountability.
Joy Bridwell	Librarian	Conduct Survey for Day Care.
Eli Aquino	Information Systems Specialist	
John Mitchell, Jr.		

Student Centered-Campus		
Joy Bridwell – Chair	Librarian	Improve Stone Child College to become more academic, more evening classes, workshops, more summer classes.
Marquieta Jilot	Native Youth Communities Project Coordinator	Develop a plan for SCC to become more student-centered, to include more student activities.
Marvin Russette	SAMHSA Prevention Specialist	Develop athletic program, intramurals or league for men and women.
Trevor Oats	Maintenance	Add more electronic databases in library.
John Murie	Studio Arts Faculty	Continue to add to printed collection in library.
Candace Morsette	Teepee Fever Project Coordinator	Incorporate public relations and communications with all college and student activities.
John Mitchell, III	Data Coordinator	.
Susan Sutherland	IEPDP Project Coordinator	
Amanda Morsette	DEMO Project Coordinator	Continued improvement for student computer access, develop plan, staff cross-training.
4-Year Degree Steering		
Dr. Kadene Drummer – Chair	Teacher Education Faculty	Identify the process required to implement a BS in Teacher Education.
Cory Sangrey-Billy	Dean of Academics	Identify qualifications necessary to manage a Teacher Education BS program
Eric Shulund	Mathematics Faculty	Logistics of the accreditation process of a substantive change.
Steve Galbavy	Liberal Arts Faculty	Identify personnel for BS program.
Joy Bridwell	Librarian	Identify the cost of pursuing a BS program for TE.
Peggy Aquino	Higher Education Scholarship Officer	Curriculum-the impact on the current curriculum and what changes would be necessary.
Barbara Bacon	Assessment Coordinator/Title	Research capacity to support

	III Director	curriculum for BS degree program (i.e. does the library have resources necessary for the degree?)
Wanda St.Marks	Human Resources Officer	
Facilities/Safety		
Helen Windy Boy – Chair	Dean of Student Services	Develop and complete a SCC Master Plan for construction development.
Gus Bacon	Maintenance Supervisor	Prepare for planned growth.
Claudette Oats	Student Services Officer Manager	Identify building renovations.
Richard Schmockel	Security	Identify lands, roads, storage equipment, tools, machinery, insurance, environmental impact.
Tiffany Galbavy	Chief Financial Officer	Review and refine accessibility for disabled students.
Dennis St.Marks	Maintenance	Employ more energy efficient improvements on campus.
Paul Jilot	Maintenance	Conduct a feasibility study for the possibility of building student housing.
Jesse Colliflower	Building Trades Faculty	Professional development for department (i.e. Boiler's License).
Student Housing		
Helen Windy Boy – Chair	Dean of Student Services	Conduct a feasibility study for the possibility of building student housing.
Richard Schmockel	Security	
Joy Bridwell	Librarian	
Ted Whitford	SCC Board of Directors Chair	
Eli Aquino	Information Systems Specialist	
Research Committee		
Elinor Wright – Chair	MT Health Care Transformation Specialist	Institutional Research Board
Ann Johnstone	Human Services Faculty	
Wanda St.Marks	Human Resources Officer	
Mary Ruth St.Pierre	Extension Agent	
Larry Gomoll	Allied Health Faculty	
Aaron Aquino	BFRR Project Coordinator	
Jessie Jones	Bookstore Manager	

Eugenia Begay	Pre-K Faculty	
Marvin Russette	SAMHSA Prevention Specialist	

3. A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate mission fulfillment.

Stone Child College participates in the collection of institutional data through two (2) data collection systems: AIMS/AKIS (American Indian Measures for Success/AIMS Key Indicator System) and IPEDS (Integrated Postsecondary Education Data System). The college mainly uses the AIMS/AKIS data source for benchmarking and comparison with three (3) peer tribal colleges that are comparable in enrollment size. The data trends include at least the past five years to assure that SCC has met the targets identified for Retention Rates, Graduation Rates and Enrollment Rates for the relevant core theme performance objectives. Institutional data collection is ongoing for the core themes of community and cultural performance measures such as satisfactory evaluation results of the activities offered.

Documentation of the assessment and evaluation results are used for future planning and program improvements. Documentation is available for review in the Assessment Coordinator's office and in the offices of the educational programs and departments that are assessed and evaluated. As the cycle continues, the use of assessment and evaluation results are shared with all stakeholders of the college for further strategic planning and information concerning the institutional evaluation and assessment plan.

The information is compiled in an Annual Stone Child College Assessment /Strategic Planning Report that is derived from all the processes described.

In addition to documented reporting, as part of the Annual SCC Board, Staff and Faculty Planning and Retreat activities all of the committees and departments report on achievements and create new plans for the upcoming academic year and assessment cycle.

The college assessment committee continues to monitor all assessment and evaluation activities to ensure that the college integrates all the existing components of service programs with institutional and educational outcomes. These activities contribute to fulfilling the institutional mission and goals. It provides a clear picture of how the strategic plan and the comprehensive assessment and evaluation plan affects institutional effectiveness and resulting changes and improvements.

Sources of Information for Scans

- **Internal Reports**
- **Reports from other Agencies – Tribal Departments, Local Schools, Economic Development, Newspapers, Newsletters**
- **Surveys – both internal and external**

- **Interviews** - individuals and groups
- **Focus Groups** – tribal leaders, school personnel, college administration, faculty and staff
- **Invited Briefings** – for community groups
- **Planning Retreat** – with all Board of Directors, administration, staff, faculty, selected students
- **Special Community Forums**
- **Other**

3. A.4

The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Stone Child College is tribally controlled and does not receive any taxed-based funding. Therefore, the college relies on federal, state and private grants for some operations. Stone Child Colleges' financial stability is demonstrated by its annual cash flow from the following revenue sources:

- PL 95-471 funding—the original Tribally Controlled Community College Act of 1978 assured the tribal community college of core operating funding through the Bureau of Indian Affairs. This funding is based upon the institution's Indian Student Count (ISC) and is provided to the institutions at the beginning of each fiscal year (forward funded). The average funding for the past three years has been \$1,692,165.00.
- Tuition and fee revenue generates approximately \$427,890.00.
- Indirect cost revenue that is generated through the institutions rate being applied to grants and contracts, which generates approximately \$410,893.00 per year.

The total operational cash flow for the institution from these sources is approximately \$2,530,948.00 that is the basis for budget planning. In addition to these cash flow resources, the institution has established reserves earmarked to ensure short-term solvency and long term financial sustainability.

3. A.5

The institution's planning includes emergency preparedness and contingency planning for continuity and recovery operations should catastrophic events significantly interrupt normal institutional operations.

The safety, security and health of Stone Child College is everyone's responsibility – students, staff, and faculty. SCC is responsible for reporting anything they feel is unsafe, and/or anything

that may lead to or be a security or health issue. SCC will continuously strive to improve upon its safety, security and health by implementing proven practices and procedures, and where necessary, by applying procedures to reduce the level risk. SCC offers a safe environment where staff can work, teachers can teach, and most importantly, students can learn.

The SCC Emergency Operations, Safety and Security Plan includes all of the Standard 3.A.5 requirements.

The Board of Directors approved the Emergency Operations Policy on January 24, 2017 during their regularly scheduled meeting. See addendum I for the Plan.

9. Core Theme Planning, Assessment, and Improvement

a. Executive Summary of Eligibility Requirements 22 & 23

22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

The SCC faculty reviews and publishes the college catalog every two (2) years. The catalog contains degree offerings/descriptions and programs of study. The SCC catalog features a clear presentation of the philosophy, student-learning outcomes and course options under its section on General Education coursework and each degree/certificate program. The SCC faculty utilizes the Nichol's 5-Column method of evaluation to assess each degree/certificate program. The assessment cycle is normally on a two (2) year cycle to coincide with the catalog review to allow for "closing the loop" and use resultant data to validate student achievement of learning outcomes for the academic programs.

23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impart the institution and its ability to ensure its viability and sustainability.

SCC faculty, Strategic Planning Sub-committees and service departmental units use the Strategic Management Plan, the Comprehensive Evaluation and Assessment Plan and their specific assessment methodology to assess the extent to which it achieves their relevant goals and objectives that are directly related to the SCC mission and related core themes. The use of results of the assessment processes are documented in Assessment Record Books for educational programs. The annual SCC Strategic Planning and Retreat is yet another venue for sharing achievements for planning committees and service departments. The annual SCC Annual Strategic Plan and Assessment report allows for publication of use of results as well.

Standard 3.B Core Theme Planning

3. B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Stone Child College identified four (4) Core Themes derived and directly reflecting the Mission Statement and serve to advance the higher education mission. The Core Themes are appropriate and strongly represent the Mission Statement and aspirations of the college. Planning for each core theme is consistent with the latest 2015-2020 Stone Child College Strategic Planning document and the Comprehensive Evaluation and Assessment Plan that guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

In addressing the peer-evaluation recommendation of further refinement and continuing review of "the delineation of meaningful, assessable, and verifiable indicators of achievement and the thresholds and benchmarks," the college has been diligently working toward this end. Numerous discussions have taken place during the Annual Retreats, Assessment and Curriculum Committee meetings to assure that SCC remains in compliance.

The SCC Board of Directors approved the Mission and revised Core Themes on December 20, 2011.

The college designated four (4) Core Themes: Transfer Education, Workforce Education, Cultural Education and Continuing Education.

The present Core Themes, objectives and indicators has evolved over time to coincide with SCC Mission reviews and updates. The Core Theme evolution dates back to October 22, 2010, July 11-12 2011 and December 19-20, 2011 respectively. See Addendum III for documentation.

Core Theme 1 – Transfer Education

Stone Child College will promote transfer students, professionally prepared and career-ready individuals.

Core Theme 1 evolved as part of the Mission of Stone Child College to provide educational access for the community through accredited certificates and degree programs for transfer.

Providing these educational opportunities is a central part of SCC's core value system – "Preserving the Past, Educating the Present, Planning for the Future"- and cultivates continual work on the college's Mission.

The indicators for Objectives 1.A, 1.B, 1.C, and 1.D demonstrate SCC's dedication to Core Theme 1. With the ability to offer more, diverse opportunities for student matriculation to other higher education institutions, SCC can make connections for local students that have not existed before.

Providing these opportunities for students can greatly improve their chances of attending and succeeding at four-year institutions when they are completed with courses at SCC. The development of articulation agreements with other higher education institutions also has beneficial academic quality ramifications at SCC. Student learning outcomes at SCC are kept on par with other higher education institutions in order to maintain articulation agreements. These measures are also indicative of the SCC support of its mission to provide degrees and certificates.

All of the indicators for Objective 1.A, 1.B, 1.C and 1.D demonstrate SCC's dedication to Core Theme 1.

Again, with the ability to offer more, diverse opportunities for student matriculation to other higher education institutions, SCC can make connections for local students that have not existed before. Providing these opportunities for students can greatly improve their chances of attending and succeeding at four-year institutions when they are completed with courses at SCC. The development of articulation agreements with other higher education institutions also has beneficial academic quality ramifications at SCC. Student learning outcomes at SCC are kept on par with other higher education institutions in order to maintain articulation agreements. These measures are also indicative of the SCC support of its mission to provide degree programs for transfer.

Activity and participation levels demonstrate staff and student engagement and support of the SCC mission and core theme 1. SCC is committed to providing more opportunities for student transition to bachelor degree programs and will respond to student and faculty interest when planning visits or transition programs such Career Day workshops that students attend at bachelor level institutions. Transitional program and activity tracking is an accurate method for assessing Objective 1.A, 1.B, 1.C and 1.D.

Core Theme 1 - Transfer Education

Objective 1.A

Provide access for student success with quality academic programs.

Indicators:

- A. Student Retention
- B. Degree/certification completion rates
- C. Provide quality academic programs
- D. Student learning outcomes
- E. Student support services offered to achieve student success

Benchmarks:

- A. Be within 5 percentage points over previous year of the AIMS/AKIS comparison group for each cohort year.
- B. Degree completion of 1st Time entering cohort groups.
- C. Student perceptions at or exceeding satisfactory levels of programs as evidenced by assessment and evaluation processes.

- D. Percentage of academic programs systematically collecting and using assessment data to make program improvements.
- E. Provide services to assist students in successfully completing degrees and certificates.

Results:

- A. Data was compared from five academic years. Utilizing a data driven approach, SCC has implemented programs to increase the retention and graduation rates of the students. A referral system was implemented for faculty to notify the retention officer when a student was missing classes and failing the courses. The retention officer contacts the student to inquire as to reasons for absences and offer remedies to help them succeed. SCC will offer new programs, through Project Success and Achieving the Dream, to increase graduation and retention rates over the next three years. After the initial funds are no longer available, SCC will sustain the programs currently being funded by Project Success. Data indicated that 5% over previous year may not be attainable when there are factors outside of the control of the college. The target will be adjusted to identify a more attainable goal.
- B. There are several factors that determine the completion of degree/certification programs. Some students will elect to join the work force when jobs are available rather than finish their education with their cohort, while others will return at a later date to finish their degree.
- C. Monitoring activities reflect current SCC direction.
- D. An assessment cycle is defined as every two years. Assessment of outcomes are staggered to coincide with the catalog year. The SCC long term instructors are using assessment data to make improvements. Instructors who have arrived during the reporting period have yet to grasp the importance of the process. Given these developments, SCC is focusing efforts on these instructors that have transitioned into the programs. SCC realizes the importance of assessing the student learning outcomes and closing the loop. Implementation plan will be put in place for those that struggle with completing their program assessments. This is an example of how instructors use their results from the assessment cycle for program improvement. Students will value concepts of good health and wellness important in the teaching profession. Using two different measurements in the HPE 285 Principles of Health and Wellness, students applied the importance of good health and changed behaviors to reach their desired goal, but after analyzing the healthy eating and physical activity log that students keep throughout the semester, only 75% of the students applied principles throughout the whole semester of mostly healthy eating and regular physical activity. Since the data leads me to believe that they can focus on a specific goal for a short period of time, I have chosen a text that integrates the psychology that goes along with a healthy lifestyle. In addition, I am going to make it a requirement that they do three hours a week at the SCC fitness center and I'm going to encourage them to buddy up with another student in the class as an accountability partner and encourager. It is my hope that through these changes, more will value the concepts of good health for the long run.
- E. SCC Student services offers tutoring, transportation, free daycare, financial literacy training, health and wellness services, parenting skills workshops, assistive technology,

academic and career advising to assist students in completing degrees and certificates. The number above indicate how many students received the above mentioned services.

Objective 1.B

Provide General Education - Developmental Education.

Indicators:

- A. Student Achievement at course-level and program-level student learning outcomes
- B. Stable enrollment and persistence rates
- C. Remedial/Developmental course completions

Benchmarks

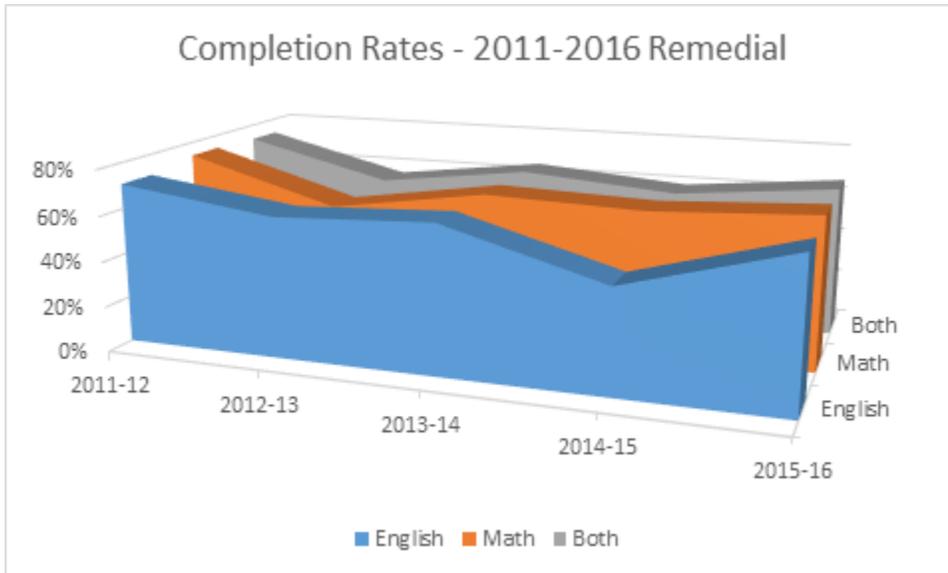
- A. Percentage of general education programs collecting and using assessment data to implement changes to curricula.
- B. Monitor enrollment as evidenced in the Indian Student Count (ISC) data.
- C. Track remedial course enrollment and completion rates. Percentages in table below reflects completion rates compared to enrollment.

Results

- A. An assessment cycle is defined as every two years. Assessment of outcomes are staggered to coincide with the catalog year. SCC faculty will continue to use assessment data to make improvements to general education student learning outcomes. This is an example of how instructors use their results from the assessment cycle for general education program improvement. "Students will examine Native American history and culture. Although culture is very important in the college environment and curriculum, it is hard to pinpoint just how much culture is integrated across the curriculum and furthermore, to identify what constitutes culture to individual students. Only 70-75% of my students in HPE 285 Principles of Health and Wellness course reported culture was important to their wellness. I was intrigued, as we developed the semester long project, that students had a hard time connecting the two. After addressing this objective several times, students began to discuss the role of culture in their everyday lives and the power they could harness to live better lives by embracing their culture. Additionally, in EDU225 Introduction to Educational Psychology, the students did a much better job of connecting culture to theories and vice versa. I believe they did a better job because we spent more time discussing how they could apply what they were learning about a theory or behavior to their own lives and situations. From this experience, I have integrated more in-depth conversations about the positive effects of N.A. history and culture can have on a person's health and well-being in all of my classes. I also have added pieces to multiple assignments to revisit this topic several times a semester in different ways and at different levels."
- B. Economic factors including national, state, and local hiring impact ISC. Individual choices are impacted by these factors. SCC has elected to monitor this number to track the

trends and changes in ISC in order to develop a strategy, such as increasing recruitment activities and program revision.

- C. SCC will continue to monitor reasons for students not completing courses they enroll in. Strategies are in place to assist with completion when SCC has control of factors that are leading to withdrawals such as to increase tutoring activities. Through Project Success SCC is able to offer students emergency aid for unforeseen crisis that would impede completion of courses.



Objective 1.C

Provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success.

Indicators:

- A. Satisfaction of support services provided to students
- B. Student Programs participation rates (NACTEP, NIFA, IEPD, DEMO, NYCP, ANA, SAMHSA, OIRC)

Benchmarks:

- A. Student-centered environment based on graduate/exit survey satisfaction.
- B. Data collection to meet stated objective numbers on particular grants.

Results

- A. Percentage of students that indicated adequate to strong student support services. SCC will continue to offer transportation, daycare, assistive technology, tutoring, mentoring, and to accommodate any reasonable requests found feasible.

B. Native American Career and Technical Education Program (NACTEP-STEM) projected students are 50 per semester. NACTEP-STEM major function will continue to provide education and career guidance, placement and follow-up services for all participants to maximize their chance of success. There are over 50 students per semester served by the NACTEP program, exceeding the grant objectives. The NIFA programs Teepee Fever and Beginning Farmers and Ranchers projects provides resources and support services. The Teepee Fever Project provided informal educational workshops to 196 students, community members, and stakeholders, The second set of Teepee Fever Project Informal Educational workshops took place with 112 attendees. SCC Beginning Farmers and Ranchers distributed a survey to 700 residents. The surveys can be summarized by most interested beginning farmer and ranchers as male, however many females are interested, from teenagers to mid late 50's in age. There are currently 20 students on the IEPD program, 2 at the Master's level and 18 at the undergraduate level. ANA held eight cultural seminars and two youth camps. Youth camps, "Cree Language as a Gift" 39 students enrolled for the Winter camp. Twenty-five (25 students ages 9-18) attended the Summer youth camp. A total of 72 hours of Cree language/culture instruction for the camps. Over 100 parents/students and community volunteer members attended the summer camp. Teacher training for students: Cree language classes were completed for seven students going into teacher education. The students have advanced from beginning Cree to intermediate Cree. Parent Institute 36 attendants for this seminar. Sustainable Trauma-Informed Care Project (STIC) is administered by Stone Child College. This project is supported by Substance Abuse and Mental Health Services Administration (SAMHSA) overall purpose of the STIC project is to address the existing service gaps within the reservation community in regards to substance abuse, HIV/Hepatitis-C, prevention, and testing for HIV/Hepatitis-C. The STIC project has tested over 575 members of the community, nearly reaching their goal of testing 600 community members. Indigenous Research Committee (IRC) was established to build capacity in directing research toward results oriented outcomes that can be used to make data driven decisions. The 3rd Annual Indigenous Research Symposium had 209 participants and provided students on-the-job research training; IRC online course was completed by six (6) participants; and NAS 283 Healing Historical Trauma Within Communities was completed by 42 participants.

Objective 1.D

Provide financial resources to support academics, technology and service oriented programs.

Indicators:

- A. Title III Endowment
- B. Amount requested on classroom and institutional technology from grants
- C. Grant applications

Benchmarks:

- A. Meet or exceed expected endowment match.
- B. Percentage spent to improve latest classroom and institutional technology.
- C. Maintain adequate funding for academic and service programs.

Results:

- A. SCC invests \$50,000.00 annually to the endowment fund in accordance with the Endowment Policy. Interest from the BIA Endowment is used to meet the match requirement.
- B. SCC includes upgrades to technology in grant applications where allowed. All funds the line items of budgets that are designated for technology are spent in the manner intended.
- C. SCC receives adequate funding to maintain services and programs for SCC students.

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 1

All of the indicators for Objective 1 demonstrate SCC's dedication to Core Theme 1.

Stone Child College will promote transfer students that are professionally prepared and career-ready.

With the ability to offer more, diverse opportunities for student matriculation to other higher education institutions, SCC can make connections for local students that have not existed before. Providing these opportunities for students can greatly improve their chances of attending and succeeding at four-year institutions when they are completed with courses at SCC. The development of articulation agreements with other higher education institutions also has beneficial academic quality implications at SCC. Student learning outcomes at SCC are kept on par with other higher education institutions in order to maintain articulation agreements. These measures are also indicative of the SCC support of its mission to provide degree programs for transfer.

Activity and participation levels demonstrate staff and student engagement and support of the SCC mission and Core Theme 1. SCC is committed to providing more opportunities for student transition to bachelor degree programs and will respond to student and faculty interest when planning visits or transition programs such as Career Day workshops that students attend at bachelor level institutions. Transitional program and activity tracking is an accurate method for assessing Objective 1.

Core Theme 2 – Workforce Education

Stone Child College will promote transfer students, professionally prepared and career-ready individuals.

Providing training for tribal organizations in the community is an integral part of the SCC Mission to provide continuing education in the Rocky Boy community. SCC makes a regular effort to partner with tribal organizations to plan trainings and identify course requirements that support tribal organization staff development and other needed services.

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for trainings and/or workshops conducted. Meeting the Mission of SCC to provide educational services to the community is best evidenced by the indicators for Objective 2 which provides us with an accurate picture of SCC leadership and involvement with tribal organization

development and planning services. These indicators illustrate SCC's commitment to Core Theme 2 and fostering community partnerships with tribal organizations.

According to the Strategic Planning Management Plan, the college schedules a comprehensive Community-Wide Needs Assessment every five (5) years to identify what should be offered to make community members more employable.

Core Theme 2 – Workforce Education

Objective 2.A

SCC graduates are prepared for successful entry in their field with appropriate skill sets.

Indicators:

- A. Graduate Exit Surveys
- B. Employer performance assessment of graduates

Benchmarks

- A. At least 80% satisfaction rates for graduate/exit surveys conducted in spring semester.
- B. At least 80% satisfaction rates for graduate/exit surveys conducted in spring semester.

Results

- A. Data from Graduate Exit Surveys indicate over 80% satisfaction of graduates being prepared for transfer and successful entry in to the workforce. Over 95% of students graduating complete this survey.
- B. SCC successfully completed employer satisfaction surveys for the 2015-2016 school year. A part of the assessment plan going forward is to request responses from area employers every second year coinciding with the catalog year. Results from this years' response indicate employers are satisfied with Stone Child College graduates. SCC graduates rate in the 83% range regarding overall quality of work; 81% on specific job related knowledge and skills important to position success; and similar marks in written, verbal, and computational skills. Areas where employers discussed challenges involve course offering adjustments specific to the needs of the employer.

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 2

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for trainings and/or workshops conducted. The indicators best evidence meeting the Mission of SCC to provide educational services to the community. This provides SCC with an accurate picture of leadership and involvement with tribal organizations development and planning services. These indicators illustrate SCC's commitment to Core Theme 2 and fostering community partnerships with tribal organizations.

According to the Strategic Planning Management Plan, the college schedules a comprehensive Community-Wide Needs Assessment every five (5) years to identify which degree programs

should be offered to fill job openings and make community members more employable.
See Addendum III.

Core Theme 3 Cultural Education

Stone Child College stresses the importance of preserving the Chippewa Cree language, culture and history.

One of the primary motivations and vision for originally establishing Stone Child College was to preserve the history of the Chippewa Cree people and retain/preserve the language on the Rocky Boy's Indian Reservation. To meet the Stone Child College vision of preserving history and language, Core Theme 3 was established as a guiding principle and to foster opportunities for continuing Chippewa Cree culture in perpetuity.

Core Theme 3 - Cultural Education

Objective 3.A

Students are required to take Cree language culture courses.

Indicators:

- A. Native American Studies course enrollment and completion rates
- B. Completion of Chippewa or Cree language courses
- C. Completion of Montana State Class 7 Cree Language course completion

Benchmarks:

- A. Percentage of enrollment and completion rate.
- B. Meet or exceed previous year's cultural activities.
- C. Percentage of course completion.

Results:

- A. During the 11-12 Academic year data does not include summer term due to classes not being offered in NAS.
- B. During the 15-16 academic year, SCC saw a decline in enrollment as did most of the other tribal colleges across the nation.
- C. Montana State Class 7 Cree Language courses are offered during the summer semester as needed.

Objective 3.B

Number of student and community cultural events participation levels.

Indicators:

- A. Attendance/evaluations at cultural activities
- B. Evaluations at cultural activities

Benchmarks:

- A. Meet or exceed previous year's cultural activities

- B. Meet or exceed previous year's cultural activities.

Results:

- A. The 2017 Cultural language seminar indicated a clear understanding of seminar goals. Additionally the seminar commentary was 92% positive. There is a marked difference in evaluations returned from cultural workshops and course evaluations that is indicative of the strong need and desire, within our community, to learn more about our traditional ways, our history, and access to it. 86% feel that cultural information holds value in their workplace; 92% felt the presenters were knowledgeable about the topics; and 41% indicated participants need more information on this topic. 36% of SCC faculty and staff took the time to write positive comments about Historical presentations. Evaluations for the Strengthening in the Circle Seminar held 4/23/2013 to 4/24/2013 revealed that 75% of participants in this workshop took the time to write positive comments.
- B. Enrollment and interest in the subject matter presented at cultural and community workshops has consistently remained high.

Objective 3.C

Stone Child College will promote Chippewa Cree history.

Indicators:

- A. Printed collection of Chippewa Cree History
- B. Library plan for continual procurement of Chippewa Cree culture books

Benchmarks:

- A. Increase the number of Chippewa Cree history materials in the printed collection.
- B. Increase funding available to purchase Chippewa Cree printed materials.

Results:

- A. SCC will continue to seek funding for the purchase of collection development to expand the library collection specific to Chippewa and Cree history, language and culture.
- B. During the 2015-2016 academic year the library did not receive funding from the Institute for Museum and Library Services. The library budget was supplemented by the Title III grant during these years to pay for needed materials and required services i.e. databases and collection development. A portion (25%) of the collection development line item is designated for archival materials specific to the Chippewa Cree language, history, and culture. Because funding amounts vary, amount actually spent varies.

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 3

The catalog is updated on a two-year cycle with current course offerings listed and is a readily available and an accurate source for the number of Chippewa Cree language and other

culturally related courses offered each semester for students and community. The SCC Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 3A. The Tribal newsletter advertises semester scheduling and contains workshop announcements as well as cultural activity listings. When additional Chippewa Cree cultural activities are held on the SCC campus, instructors monitor attendance.

In order for SCC to provide the most accurate picture of meeting Core Theme 3, it is imperative to know the number of courses being offered and enrollment in each course. These indicators demonstrate SCC's dedication to Core Theme 3 as well as student and community engagement in preserving Chippewa Cree language, culture and history.

Core Theme 4 Community Education

Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates and continuing education.

Stone Child College understands the importance of "student success," therefore, providing programs that are focused with highly supportive job related offerings is crucial. Providing these opportunities for community members and students can greatly improve their chances of succeeding in the workforce and college-level courses when they complete courses at SCC thus moving on to program completions/transfer to higher educational institutions.

Providing training for tribal organizations in the community is an integral part of the SCC Mission to provide continuing education in the Rocky Boy community. SCC makes a regular effort to partner with tribal organizations, plan trainings, identify needed coursework and attend meetings that support tribal organization staff development, planning, research and other needed services.

Core Theme 4 - Community Education

Objective 4.A

Stone Child College will provide outreach – service oriented – continuing education activities to educate and address needs of the community.

Indicators:

- A. Number of workshops and seminars offered
- B. Number of workshop/seminar completion rates.

Benchmarks:

- A. Meet or exceed number and from previous year as identified in the student records management database.
- B. Meet or exceed number from previous year as identified in the student records management database.

Results:

- A. The workshops offered are in line with what the community identified as needed. SCC attempts to offer community outreach in planning seminars, workshops and events.
- B. Participation of workshops offered are in line with the community needs and campus space availability.

Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme 4

The catalog is updated on a two-year cycle with current course offerings listed and is a readily available and accurate source for the number of courses offered each semester for students and community. The SCC Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 4.A.

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for job related training and/or workshops conducted. The indicators best evidence meeting the Mission of SCC to provide educational services to the community. These indicators illustrate SCC's commitment to Core Theme 4 and fostering community partnerships with tribal organizations.

Objective 4.A indicators provide data to support the SCC commitment to increasing community based specialized service activities and customized training. They provide data to support how SCC can help tribal departments to develop new skills and capacities within their existing workforce.

The Tribal newsletter advertises semester scheduling and contains workshop announcements as well as cultural activity listings. In order for SCC to provide the most accurate picture of meeting Core Theme 4, it is imperative to know the number of courses being offered and enrollment in each course.

According to the Strategic Planning Management Plan, the college schedules a comprehensive Community-Wide Needs Assessment every five (5) years to identify community needs and meetings with different departments on the reservation are meaningful measures for Core Theme 4.

3. B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As stated previously, planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

SCC faculty, Strategic Planning Sub-committees and service departmental units use the Strategic Plan, the Comprehensive Evaluation and Assessment Plan and utilize their specific assessment methodology to assess the extent to which it achieves their relevant goals and objectives that are directly related to the SCC mission and related core themes.

The use of results of the assessment processes are documented in Assessment Record Books (ARBs) for educational programs and Smart Goals documentation for Sub-committees and service units. The annual SCC Strategic Planning and Retreat is another avenue for sharing achievements for planning committees and service departments. The Annual SCC Strategic Plan and Assessment report allows for publication of use of results as well as ARB documentation.

3. B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

As noted elsewhere in this report, each of Stone Child College's Core Themes are assigned to each of the Strategic Planning Sub-committees or the appropriate program or departmental unit for primary oversight and accountability. This practice ensures that core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishments of core theme objectives.

In the Year One Accreditation Peer Evaluation Report the team encouraged the College to consider further revisions to the Mission Statement and Core Themes so as to accurately clarify linkages and alignment between Mission, Core Themes and Expectations. Therefore, as stated previously the staff, faculty and Board of Directors have convened on numerous occasions to strengthen and revise the Mission, Core Themes, Objectives, Indicators and Benchmarks to reflect the recommendation by the team.

The present Core Themes, objectives, indicators and benchmarks has evolved over time to coincide with SCC Mission reviews and updates. The Core Theme evolution dates back to October 22, 2010, July 11-12 2011 and December 19-20, 2011 respectively. See addendum for work meeting documentation.

Standard 4 Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of a achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4. A. Assessment

4. A.1

The institution engages in ongoing systematic collection and analysis of meaningful,

assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

A comprehensive institutional evaluation and assessment plan was designed to show the college-wide relationships among the major activities of Stone Child College assessment activities. Effective assessment is formative in nature to be utilized for collecting information that is going to lead to improvement in learning on the part of the students or in the services provided as outlined in the core theme objectives and indicators of achievement.

The Stone Child College Assessment Committee's mission is, "To develop, implement, and monitor the planning and evaluation processes which are designed to ensure and improve the effectiveness of the educational programs, services and operations of the institution." Therefore, the SCC Assessment Committee will ensure there is a continuum of actions ranging from program activity to the collection of data (assessment) to the assignment of value and meaning to the data (evaluation). The end product of this continuum of activity of information can be used to identify problems and find solutions to them.

4. A.2

The institution engages in an effective system of evaluation of its programs and services wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Stone Child College's criteria for Institutional Effectiveness is planned out for an effective system of evaluation of its programs and services. The institution identifies expected outcomes for the educational programs and administrative and educational support services; assess whether it achieves the outcomes; and provides evidence of improvement based on analysis of the results.

A program review determines purposes(s) and link process to institutional strategic directions, i.e. measure effectiveness in academic programs. The program review emphasizes the improvement not punitive aspects of the process. The faculty and staff use the results of program review to make improvements. The institution considers program reviews relationship to mission, assessment and accreditation activities. The college determines if a review is to be external or internal. Along with program reviews, curriculum committee will look at each program and their enrollment and graduation numbers. Programs are put on moratorium if necessary, documentation reflects any program changes and or updates with board approval. (Addendum I)

The elements of program review are to conduct a self-study, a review by respected peers and recommendations with appropriate follow-up. The college recently retained the expertise of Dr. Cheryl Crazy Bull a private consultant that performed a Mock Accreditation Evaluation and Site Visit of Stone Child College on July 18-19, 2017. Dr. Crazy Bull provided the college an extensive report of findings that were not to be confused with an actual evaluation of peers. Dr. Crazy Bull's recommendations are being implemented for the Northwest Commission on Colleges and Universities Year 7 Report and onsite evaluation and visit in October 2017.

The program review process consisted of student learning outcomes evaluation, course/curricular appraisals and support program overviews such as the orientation process, advising features, student organizations and placement assessments.

Evaluation of institutional resources such as credentials of faculty and staff, abilities of entering students, facilities, fiscal capacities, library resources, technology and other equipment and facilities.

In the Stone Child College Mission Statement, it is stated that the college will assist in the preservation of the Chippewa and Cree native language and culture. It is the college's belief that the students will learn academic skills in a cultural setting to foster tribal self-determination.

The institutional outcomes identified for evaluation are, retention and graduate rates, number of graduates over time, student mastery of generic skills, achievement of student learner outcomes in the major, job placements, continuing education of graduates and community education.

The appropriate information support of program reviews includes student data such as headcounts, student profile and retention reports, student satisfaction and priorities, employer surveys of graduates, and degrees conferred.

The SCC Comprehensive Evaluation and Assessment Plan (CAEP) is the guiding document for the assessment of institutional effectiveness. It defines the organizational scheme for student learning and all administrative and educational support of programmatic operations at the college. It outlines the strategies for assessing the extent to which the mission and core theme objectives and indicators are achieved.

To facilitate institutional effectiveness, the faculty and staff are aware of the stated mission and core themes. They understand the role in the assessment process and work together to create the climate necessary to carry out the mission goals or intended outcomes, student learning outcomes and core themes. The faculty and staff will meet the challenge of institutional effectiveness.

4. A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Utilizing a common format for Assessment Planning and Reporting of the 5-Column Method or the Assessment Record Book (ARB), SCC faculty document achievement of expected student learner outcomes. The assessment process coincides with the college catalog review every two (2) years as appropriate for effective data collection. The assessment timeline is utilized for effective "closing the loop" or begin a new cycle as necessary. The timeline is depicted as follows:

ACADEMICS and ADMINISTRATIVE/ EDUCATIONAL SUPPORT & SUB-COMMITTEE ASSESSMENT Time-lines and Procedures

Academic Programs (Instructional) Assessment Record Book Model

October 1	Column 1 - Expanded Statement of Institutional Purpose and Institutional Goals
	Column 2 - Program Intended Student Learner Outcomes
	Column 3 - Assessment Criteria and Procedures
May 1	Column 4 - Assessment Results/Summary of Data Collected
Aug 1	Column 5 – Form C - Use of Results

Administrative/Educational Support Department/Committee SMART Goals Model

July 15	Step 1 Establish a linkage to the SCC Mission Statement. (Identify which portion of the Mission Statement the Administrative Unit Supports). Identify Guiding Principle.
	Step 2 Formulate Intended Committee/Department Goal(s), Strategies, Person(s) Responsible, Projected Timeline, Evidence of Goal(s) Completion, Date of Actual Completion, Evidence of Completion, Criteria Met
Aug 15	Step 3 Report Achievements and New Goals at SCC Annual Retreat Document Use of Results

Historically, the Stone Child College’s 9 full-time Faculty and at least 55 full-time Staff have had multiple training opportunities on the use of the Institutional Effectiveness and Student Outcomes Assessment Implementation Model experts of the University of Mississippi, Drs. James O. Nichols, Karen Nichols and Margie Hobbs from the year 2000, 2001, 2009 and 2013 respectively. The consultants over time have presented the following objectives:

1. Faculty will understand the why, what, and how of institutional effectiveness implementation in their respective areas,
2. Faculty will grasp the basic concepts of assessment of student academic achievement and the use of results to “Close the Loop” and improve instructional programs,

3. Assessment Committee will have techniques for reviewing annual assessment plans and reports and make constructive recommendations to programs for improving its assessment practices,
4. Faculty will implement an effective General Education Assessment Program, including regular review of the college's general education outcomes and assessment practices regarding those outcomes.

The trainers have emphasized that faculty and staff implement in full, the plans they have created to "Closing the Loop" with use of data collected for program and service improvements and create effective documentation for the assessment cycles.

4. A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Assessment at Stone Child College measures how effective the college has performed its explicitly stated mission based on the results of student learning and extent of services provided. As the college implements the campus-based assessment program, it is important to recognize that the fundamental focus is on student learning. The assessment document is student-centered and relates to the teaching and learning process. The college's mission and core themes form the structural base for the document, as the true test of quality whether or not the institution fulfills its mission, core themes, objectives and indicators of achievement.

4. A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Each Stone Child College educational and non-educational department/unit and discipline to be assessed is identified. The detailed educational outcomes and administrative objectives for the functional areas of academics, student services, business office, administration and facilities have been developed to fulfill current institutional, public service and student needs. This is an ongoing process with outcomes and objectives describing how the intended results achieved are assessed, analyzed and used to make improvements in all of Stone Child College's academic and administrative programs.

4. A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The ultimate goal of implementation of the Stone Child College institutional effectiveness or assessment program is its institutionalization into an ongoing cycle of activities leading to continuous improvement of the academic and administrative programs taking place. Effectiveness is viewed in many different ways, one of the first tasks facing an institution is implementing effective measures is to decide how effectiveness is to be defined at the institution.

At Stone Child College effectiveness is defined by how well the institutional is doing what it says it is doing—how well the results achieved match the results expected or outcomes intended. Stone Child College opted to follow the institutional effectiveness paradigm introduced by the Institutional Effectiveness Associates trainers, Dr. Jim Nichols, Karen Nichols and Dr. Margie Hobbs.

Establishment of the SCC Annual Institutional Effectiveness Cycle begins with the Strategic Planning Retreat normally held at the end of the summer session in July or August. Historically, the cycle began in August 1999 and commenced with the annual retreat held in December 2000.

The general sequence of events begin with a systematic review of the institutional statement of purpose, goals, priorities, core themes and core theme objectives and indicators. Continuous program/unit improvement requires a planning process that integrates current goals and priorities with the basic mission and core themes. Continual improvement requires a review process that evaluates progress toward goals achievement and provides a feedback process which assists in refinement of plans and strategic directions for the departments/units, but all such processes include three (3) basic elements: (1) Strategic Planning, (2) Annual Review, and (3) Periodic Review.

4. B Improvement

4. B.1

Results of core themes assessments and results of assessment of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

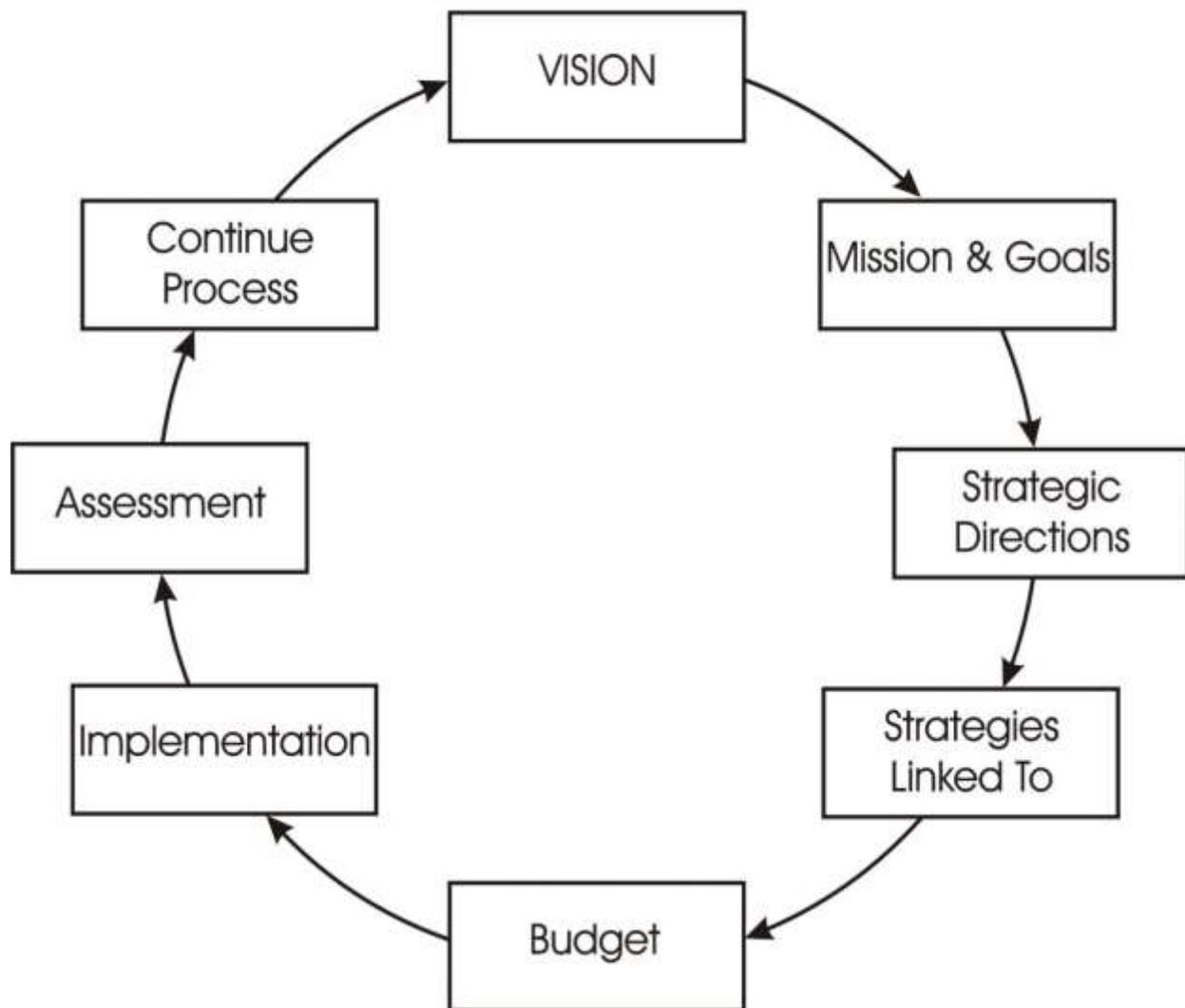
Core Theme 1, Objective 1.C states that the college provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success. Therefore, the Business Office staff along with the SCC Administrative team evaluates regularly the adequacy of its resource allocation, application of institutional capacity, and assessment results to ensure their adequacy, alignment and effectiveness.

Stone Child College has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources-including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The budget process begins in April of each year and usually has three readings, with the third reading being the final budget. Throughout the budget process funding amounts are usually finalized by the third reading which usually occurs prior to the beginning of the new fiscal year.

The results of the evaluation are used to make changes, as necessary, for improvement and effective decision-making.

Institutional Effectiveness



4. B.2

The institution uses results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

In the design and implementation process of the assessment plan, most faculty with their dual roles as department heads for Stone Child College's academic programs, are expected to identify what they intend for students to think (affective), know (cognitive), and do (behavioral) upon completion of the institution's academic programs, to include general education and where

appropriate remedial education/developmental programming. It is identification of this “think, know and do” at the departmental level where the faculty at SCC become involved with implementation and completion. The degree program Assessment Record Books (ARBs) are completed and the results are made available to appropriate constituencies in a timely manner.

10. Standard 5- Mission Fulfillment, Adaptation, Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations, regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

a. Eligibility Requirement 24

SCALE AND SUSTAINABILITY

The institution demonstrates that its operational scale (e.g. enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the future.

As stated earlier in the report, Stone Child College demonstrates that its operational scale (e.g. enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and core themes in the present and will be sufficient to do so in the future.

The first step to the ongoing, purposeful, systematic, integrated and comprehensive planning was to review the SCC mission statement, the core values, vision and guiding principles starting in 2010. The college also identified some overarching goals that are directly related to the mission statement and core themes. They are:

1. Enroll, educate and graduate students at Stone Child College with the highest quality education possible for transfer and workforce entry,
2. Promote and preserve the Chippewa and Cree languages and culture,
3. Identify and increase physical resources at Stone Child College, and
4. Promote and provide fiscal management, resources and sustainability at Stone Child College.

These aspects of the planning process along with the overarching goals determines that Stone Child College will have the ability to sustain the institution for the future of the Chippewa Cree tribe and surrounding service area.

5. A Mission Fulfillment

5. A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Documentation of the assessment and evaluation results are used for future planning and program improvements. Documentation is available for review in the Assessment Coordinator's office, the offices of the educational programs and administrative departments that are assessed and evaluated.

As the cycle continues, the use of assessment and evaluation results are shared with all stakeholders of the college for further strategic planning and information concerning the institutional evaluation and assessment plan. Again, during the annual SCC Strategic Planning and Retreat activities all staff and faculty share accomplishments and new plans for the upcoming academic year and assessment cycle.

5. A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determination of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Stone Child College defines mission fulfillment as demonstrating an acceptable level of performance on the objective indicators for the Core Themes of: 1) Transfer Education, 2) Work Force Education, 3) Cultural Education and 4) Continuing Education.

Review of the indicators for achievement of core themes objectives or intended outcomes were found to be assessable, meaningful and provide direct evidence of intended achievement.

The college assigned weighted values to the different indicators for mission fulfillment and identify the thresholds of what is acceptable in the journey toward mission fulfillment. The Assessment Committee oversees this process.

An Assessment of Mission Fulfillment table is used to communicate to the appropriate constituencies of Stone Child College accomplishments.

Assessment of Mission Fulfillment

Assessment of Core Theme Objective & Mission Fulfillment Summer 2016

Core Theme One: Transfer Education	Met	___	/4
0%			
• Objective 1.A. – Provide access for student success with quality academic programs.	Met		
Yes / No			
• Objective 1.B. – Provide General Education /Developmental Education.	Met		
Yes / No			

- Objective 1.C. – Provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success. Met
Yes / No
- Objective 1.D. – Provide financial resources to support academics, technology and service oriented programs. Met
Yes / No

Core Theme Two: Workforce Education Met ____ /1
0%

- Objective 2.A. – SCC graduates are prepared for successful entry in their field with appropriate skill sets. Met Yes / No

Core Theme Three: Cultural Education Met ____ / 4
0%

- Objective 3.A. – Provide emotional/social and physical needs of students. Met
Yes / No
- Objective 3.B. – Students are required to take Cree language culture courses. Met
Yes / No
- Objective 3.C. – Number of student and community cultural events participation levels. Met
Yes / No
- Objective 3.D. - Stone Child College will promote Chippewa Cree history. Met
Yes / No

Core Theme Four: Community Education Met
/1 0%

- Objective 4.A. – Stone Child College will provide outreach/service oriented/community education activities to educate and address needs of the community. Met
Yes / No

5. B Adaptation and Sustainability

5. B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

As reported previously, the college takes every opportunity to address all phases of the Comprehensive Evaluation and Assessment Plan to ensure that all academic and institutional support units evaluate and assess the objectives and indicators of the core themes to remain in compliance with all standards.

Core Theme 1, Objective 1.C states that the college provide effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success. Therefore, the Business Office staff along with the SCC Administrative team evaluates regularly the adequacy of its resource allocation, application of institutional capacity, and assessment results to ensure their adequacy, alignment and effectiveness.

Stone Child College has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources-including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The budget process begins in April of each year and usually has three readings, with the third reading being the final budget. Throughout the budget process funding amounts are usually finalized by the third reading which usually occurs prior to the beginning of the new fiscal year.

The results of the evaluation are used to make changes, as necessary, for improvement and informed decision-making.

5. B.2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses results of its evaluation to make changes, as necessary, for improvement.

To provide further specificity to the Stone Child College Mission Statement, four (4) Guiding Principles were created to strengthen the college's purpose. Guiding Principle 4 states: "Continually assess institutional programs and student achievement for increased efficiency and effectiveness."

In addition to that, the SCC CAEP and Strategic Planning documents guide the college to document and evaluate regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness.

The college further uses those results of its evaluations to make changes as necessary, for improvement and decision-making. Each year an Annual Planning and Assessment Retreat convenes for all faculty, staff and Board of Directors collectively to report and document achievements and plan for the upcoming academic year and/or assessment cycle.

5. B.3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The Stone Child College Assessment Committee's mission is, "To develop, implement, and monitor the planning and evaluation processes which are designed to ensure and improve the effectiveness of the educational programs, services and operations of the institution."

Therefore, the SCC Assessment Committee ensures there is a continuum of actions ranging from program activity to the collection of data (assessment), to the assignment of value and

meaning to the data (evaluation). The end product of this continuum of activity of information can be used to identify problems and find solutions to them.

The Stone Child College Comprehensive Assessment and Evaluation Plan (CAEP or the Plan) is the guiding document for the evaluation of institutional effectiveness at the college. It defines the organizational scheme for the evaluation of all operations and outlines strategies for assessing the extent to which the mission and core themes is achieved.

Each educational program of the academic department has developed philosophies and learner outcome statements that are reflective of the college mission statement in the SCC catalog. The institutional support units develop and implement their goals and assessment plans accordingly.

The Comprehensive Assessment and Evaluation Plan assigns ongoing assessment and implementation responsibilities into the beginning of the twenty-first century.

In addition to the documented reporting with the program ARBs, during the Annual SCC Board, Staff and Faculty Planning and Retreat activities, all of the college sub-committees and departments report on achievements and create new plans for the upcoming academic year and assessment cycle.

11. Conclusion

The year three recommendations provided Stone Child College the opportunity to review organizational, general education outcomes, program outcomes, updating policies and procedures, departmental goals and objectives for institutional improvement. Work was done to align the recommendations to the SCC Mission and Core Themes for mission fulfillment. SCC has established plans for all recommendations to be implemented in the next accreditation cycle.

An example of how SCC strives for continuous improvement is work that was completed to apply for a substantive change, to offer a bachelor's level program. This goal has been a continuous request from the community, tribal leaders and faculty/staff. In December of 2016, a substantive proposal was submitted to the NWCCU for approval. It was SCC's first attempt to apply for a substantive change, and NWCCU requested further clarification. Work was done to clearly define a mission, guiding principles and curriculum. The second submission was approved, in July of 2017. The next steps have already begun as SCC is working with the Montana State Office of Public Instruction (OPI) to obtain state certification. SCC is on the agenda for the September meeting with OPI for provisional status, an onsite visit is requested for April 2018.

SCC utilized the following core themes to guide the institution towards mission fulfillment. Each core theme has indicators, benchmarks and acceptable level of performance thresholds: 1) Transfer Education; 2) Work Force Education, 3) Cultural Education; and 4) Community Education.

Core Theme One – Transfer Education; has four objectives, each holding various indicators that provide benchmarks of progress and/or monitoring of the indicators. For core theme one, there are thirteen indicators. SCC was able to monitor each indicators and have success overall with our transfer education theme.

Core Theme Two – Workforce Education; has one objective with two indicators. SCC proved an overwhelming success with graduate exit surveys exceeding the target of 80% satisfaction. The second indicator, Employer Evaluation, was not consistently addressed but when and where addressed, the results from this years' response indicate employers are satisfied with Stone Child College graduates. SCC graduates rate in the 83% range regarding overall quality of work; 81% on specific job related knowledge and skills important to position success; and similar marks in written, verbal, and computational skills. Areas where employers discussed challenges involve course offering adjustments specific to the needs of the employer.

Core Theme Three – Cultural Education; has three objectives with five indicators and benchmarks for success. Overall SCC was successful at providing cultural education for students and community members. SCC, through partnerships with community entities and programs; offered a variety of cultural workshops, including access to historical documents at the community library located at SCC.

Core Theme Four – Community Education; has one objective with two indicators and benchmarks for success. SCC, along with community partners, provided workshops and course offerings including Positive Parenting, Cultural Workshops, Beginning Farmers and Ranchers technical assistance, HIV prevention, along with an abundance of other topics that held the community interest and were a part of extensive input from the community.

These processes keep our mission, vision, core themes, and guiding principles involved in their development, implementation, and completion.

Students at SCC, via graduate exit surveys and the classroom evaluation process, are afforded the opportunity to guide the development and implementation of program, student support, and curriculum advance and progress. SCC constantly provides students and community participants with assessment tools after each workshop and after each course in order to better serve the students and community members who further their individual educational goals and objectives.

Stone Child College's financial stability is strong as demonstrated by the financial statement filed annually by the College. The yearly audit on the annual Financial Statement of the College is prepared in accordance with the generally accepted accounting principles and all Governmental Accounting Standards Board (GASB) standards. The college maintains adequate operational balances to ensure the financial stability of the college. SCC maintains reserves funds and allocates money for the fund annually. Each year the college administration team works together to set the annual budget, which is always sent to the board for final approval. Resource allocation decisions are made continuously, and SCC prioritizes how and whether to address certain strategic priorities. In addressing strategic priorities, it will be an ongoing activity

for Stone Child College to continue to align the annual budget with the institutions, mission, goals, objectives, core themes, education programs and if and when needed make the necessary adjustments.

SCC continues to work towards continuous improvement, an example of this is the opportunity that SCC has taken with Great Lakes/Department of Education/Project Success to expand, develop and track student resources such as emergency funds, paid internships and grad ready. This will allow SCC to provide financial opportunities to students that have not been available in the past. This initiative will help track student data, retention and indicators of success for those that participate in the program.

In conclusion, Stone Child College has developed core themes, objectives, and indicators relating to Mission fulfillment based upon the new accreditation process. All core themes address the Mission Statement and associated indicators with acceptable thresholds of performance and benchmarks.

SCC aims to provide students a quality educational experience while also responding to community wide needs for skilled employees, cultural preservation and leadership in the academic field. SCC is directing resources and attention to areas where indicator measures do not meet acceptable performance. SCC aims to demonstrate institutional performance at or above threshold of performance benchmarks.

SCC has met the Eligibility Requirements 2 through 21 of the accreditation standards as provided for in this report. Standard 2 Resources and Capacity is addressed and evidence is provided in meeting the standard requirements. SCC is grateful for the opportunity to go through the self-study, it helps SCC to examine the areas that are in need to improve upon to better serve the students and community.

The college website www.stonechild.edu also has pertinent information such as virtual tour, college catalog, and campus map.

10 REASONS I LOVE STONE CHILD COLLEGE

- S** **TUDENT SUCCESS ORIENTED** - Stone Child personnel realize that the students are very important in the operation of the school. Their success is our success.
- T** **EACHERS** - The teachers work hard to ensure that each student is given all the necessary tools to be successful at Stone Child as well as any educational institute they move on to.
- O** **PPORTUNITY** - Stone Child provides its students the opportunity to be self-sufficient through education.
- N** **URTURING** - Stone Child nurtures the students that attend school. They come up with financial resources, tutors, transportation, child-care, etc. to help with the student's success.
- E** **MPATHY** - The people at Stone Child College genuinely care about their students, colleagues and community. They are always willing to help in times of need.
- C** **ULTURE** - Stone Child is always striving to help preserve our Chippewa Cree language and culture.
- H** **UMOR** - Good old fashioned humor. Humor helps with the morale of students and employees. It's really a fun place to work!
- I** **NTEGRITY** - Since opening its doors, Stone Child has had a total of 760 degrees/certificates that have been awarded. They have proven to be a successful accredited institution.
- L** **OVE** - Stone Child has been in Rocky Boy for over 25 years. It takes a lot of love (staff, students, community) to have accomplished this fete.
- D** **EDICATION** - Stone Child is dedicated to giving each and every student that attends school the tools to become a successful member of the community.