

# STONE CHILD COLLEGE

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Box Elder, MT 59521

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December 19, 2017

Marlene Moore, President  
Northwest Commission on Colleges and Universities (NWCCU)  
8060 165<sup>th</sup> Avenue, N.E., Suite 100  
Redmond, WA 98052

Dear Dr. Moore,

The faculty, staff, and administration at Stone Child College would like to thank the Commission and the Year Seven Peer-Evaluation Team for the 2017 accreditation visit and report. On October 16 through October 18, 2017, a seven-person evaluation team ("the Committee") conducted a Year Seven Evaluation Visit to Stone Child College ("SCC" or "the College"). The visit covered Standard One through Standard Five in response to the *Year Seven Report* submitted by the College to the Commission in September of 2017. The evaluation team chair, Richard W. Cummins, Ph.D, and team members were extremely professional, knowledgeable, and respectful during the visit. They recognized and honored the cultures and context of the College and its unique mission to serve American Indian students. The report provided by the evaluation team, The Comprehensive Year Seven Peer Evaluation Report, was reviewed by SCC administration, staff, and faculty. We believe the Report is prudent, accurate, and insightful. Furthermore, the recommendations made by the Committee are attainable, relevant, and provide SCC with actionable steps to further refine its ability to achieve high levels of success in delivering post-secondary opportunities to American Indian students. SCC expeditiously began work on each recommendation and area of concern. We provide this letter to document the work in progress to ensure Stone Child College meets all accreditation standards and addresses all recommendations and concerns, as set forth by the Committee and Commission.

This past year has been one of the most challenging for SCC, with the loss of President St. Pierre we certainly felt it both in our hearts and in the workplace. Despite the challenges that we have been faced with, it is the dedication of the SCC Staff/Faculty for their efforts towards continuous improvement that will continue to drive and move SCC forward. You will notice updates/modifications to SCC's core themes, because of the important role they play for the institution, SCC set them as a high priority. Core themes are what leads us as an institution, the updates/modifications that were made also included useful and meaningful indicators to track SCC's success. It is with that urgency that the SCC Administrative team has worked towards updating and improving the core themes, embedding them within documents campus wide so that all SCC Staff/Faculty are aware of their roles, activities and the importance they play towards SCC's core themes and mission fulfillment.

Stone Child College is committed to providing the best possible educational environment to its students and community, a process that can only be accomplished by constantly evaluating and updating programs, processes and policies. Stone Child College is extremely thankful to the NWCCU for their efforts in the self-evaluation processes, as these recommendations have given Stone Child College areas to work on as we work towards continuous improvement.

If you have any questions or concerns, please give me a call at (406) 395-4875 ext. 246 or email at [csangrey@stonechild.edu](mailto:csangrey@stonechild.edu). It has been a great pleasure to work with the evaluation team, the visit and

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team members were very honoring to our culture and I believe were able to learn more about SCC, the community and the students that we serve. I thank you for your time and attention.

Respectively Submitted,



Cory L. Sangrey-Billy  
SCC Interim President/Dean of Academics

# **Stone Child College**

## **Written Response to Year Seven Peer-Evaluation Report**



**December 19, 2017**

**Recommendation 1:** The Committee recommends Stone Child College develop meaningful, assessable, and verifiable indicators of achievement for all core theme objectives. The indicators should form the basis for determination of **mission fulfillment** and be reflective of an **ethos of continuous improvement** (Standard 1.B.2).

**Action:**

1. **Refinement of the alignment between Mission, Core Themes, and Indicators and by further developing Stone Child College's approaches to planning, assessment, and continuous improvement.**

**Mission:** *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.*

**Original Core Themes:** *a) Transfer Education; (b) Workforce Education; (c) Cultural Education; and (d) Community Education.*

**Modifications to Core Themes and their relationship to strategic planning, assessment, resource allocation, mission fulfillment, and an ethos of continual improvement.** The SCC Core Themes were modified to reflect the changes that SCC experienced in the last few years, including the addition of a bachelor's degree in elementary education. Modification to the core themes were done by the administration and committee teams. Those modifications were then approved by the curriculum committee and will be forwarded to the Assessment and Data Team. Indicators were then selected for each Core Theme to provide the College with meaningful and actionable data. Please refer to **Attachment A** for the revised Core Themes, Indicators, and Alignment to the Mission and Planning.

**Current Core Themes:** *a) Increasing Accessibility to Post-Secondary Education for American Indian Students, Students who are Economically Disadvantaged, and First-Generation College Students; (b) Provide Quality Post-Secondary Education for Transfer or Workforce; (c) Build Community Partnerships and Provide for Continuing Education; and (d) Support the Cultural Perpetuation, Including the Language, Culture, and History, of the Chippewa-Cree.*

2. **Achievement Indicators for Core Themes: In addition to revising the core themes, the indicators were selected in order to ensure the objectives and indicators are verifiable indicators of achievement for each of the four Core Themes (1.B.2).** The indicators were revised to ensure the College collects and uses measurements of *achievement* rather than records of attendance. Direct connections to the revised General Education Learner Outcome Assessment Plan and departmental Program Assessment plans were made linking them to the Core Themes and strategic planning/resource allocation process.

**Recommendation 2:** The evaluation panel recommends Stone Child College take prompt action to ensure all workforce degrees and certificates of 30 semester credits or more in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes (Standard 2.C.9).

**Action:** Stone Child College reorganized its General Education Learner Outcome Assessment Plan, which includes the general education requirements for the certificate programs of 30 semester credits or more. The general

education requirements include all required outcomes, including the areas of communication, computation, and human relations that align with and support program goals and/or intended outcomes. Specific changes, as recommended, include the certificate in Accounting/Information Management, which did not clearly include human relations and the Certificate -Rural Health, which appeared to lack computation (2.C.9).

Please refer to **Attachment B**, the General Education Learner Outcome Assessment Plan for a description of the general education outcomes and requirements to meet Standard 2.C.9. Additionally, within the General Education Learner Outcome Plan is the syllabus for a newly developed course, Communication and Human Relations in the Workplace. This course was developed and will be initially taught by a specialist in the field of workplace communications and human relations.

**Recommendation 3:** Since the core theme outcomes are directly related to the institution's mission fulfillment, the connection between the assessments related to core themes and the assessments related to strategic planning needs to be made evident. The committee accordingly recommends Stone Child College more directly align Core Theme assessment with the outcomes assessed as part of the college's strategic planning processes (Standards 3.B.3, 4.A.6, 4.B.1).

**Action:**

1. **Impacting Resource Allocation:** Since it was not clear the extent to which core theme assessments are used by SCC to inform planning and resource allocation, a process was developed to align the core themes with its institutional and program planning process. This process was created to "close the loop" and provide clear evidence to illustrate the alignment of data with resource allocation. The new alignment and strategic planning process address the Committee's concerns: "It is not clear the extent to which core theme assessments are used to inform planning and resource allocation." And "...evidence that illustrates how these efforts impact resource allocations was lacking." Please refer to **Attachment A**: The Core Themes, Indicators, and Alignment to the Mission and Planning.
2. **Core Themes and Strategic Planning Assessment Alignment:** Stone Child College aligned its revised Core Theme assessments with the outcomes assessed as part of the college's strategic planning processes (Standards 3.B.3, 4.A.6, 4.B.1). Both program strategic planning and institutional strategic planning processes have been created. A sample template for program strategic planning is included in **Attachment C**.

In addition to the three recommendations from the Committee, the following areas of concern were addressed in the Evaluation Report.

**SCC Autonomy:** "The Board should consider developing its own instrument for regular periodic evaluation (2.A.1 through 2.A.8)."

**Action:** A board evaluation process and tool were recently developed to assist with the SCC Board evaluation process and is included in **Attachment D**. The Board is reviewing its evaluation process and will consider the new evaluation tool as a potential instrument. In particular, the Board will utilize the results of the evaluation for reflection, discussion, and possible action.

**Human Resources:** "A concern in this area is the high turnover reported in key positions and the difficulty in finding qualified staff. Additionally, staff and faculty talked about the number of key faculty and staff nearing retirement. Staff reported that conversations had started on these topics and the Committees encourages a formal strategy to address recruitment, retention, and succession planning (2.B.1)."

**Action:** A committee to address faculty and staff planning will be developed as part of the core theme strategic planning process and be based upon current and projected data.

**Evaluation of Part-time Faculty:** “The Committee is concerned about the evaluation of part-time faculty. While the process is rigorous for full-time faculty, the process appears to be inconsistently applied to part-time faculty (2.B.6).”

**Action:** Although SCC does have an evaluation process in place for part-time instructors and does conduct such evaluations on a regular basis, it recognizes that the process may be improved upon and more consistently employed. To accomplish this goal, a new evaluation tool was developed for part-time instructors and will be utilized beginning spring term 2018. A copy of this tool is included in **Attachment E**.

**Alignment of Instruction Components with Certificate Program Goals:** “The related instruction component of certificate programs has not been separated from the professional core in most instances. Work in this area appears to be underway and the panel encourages the college to continue work on ensuring the related instruction components are aligned with the certificate program goals and that related instruction outcomes are assessable and assessed. These components can be taught through stand-alone blocks or may be embedded in other courses, but the faculty responsible for this content must be appropriately qualified (2.C.11).”

**Action:** Work on revising each of the certificate programs has begun and will be done in a manner to ensure all standards are successfully and properly met.

**Delineate Workforce from Community Education:** “Finally, the Committee wishes to express the concern that SCC may wish to more carefully delineate programs offered as Workforce Development and those offered as Community Education, as well as between credit and non-credit programs. (C.2.16-19).”

**Action:** To address the concern regarding credit and non-credit programs and to distinguish Workforce Development programs from Community Education programs, SCC updated their Continuing Education Unit Policy, and is attached in **Attachment F**. The updated Continuing Education Unit Policy was approved by the SCC Board in the December meeting that was held on Friday December 15, 2017.

**Title IX:** “A concern is in documentation and training for students related specifically to Title IX policies and procedures. It also does not appear the college has a trained Title IX investigator. There is information on sexual harassment, but it does not appear to cover the whole breadth of the Violence Against Women Act or some of the other federal regulations found in the Dear Colleague Letter. This is a potential risk to students and to at the college which relies heavily on federal grant funding. (2.D.2)”

**Action:** SCC recognizes the critical need for Title IX compliance and has begun to develop policies and procedures to ensure that the whole breadth of the law is included. One such change is to list on each SCC syllabus a statement regarding Title IX. Please refer to the SCC Syllabus Template in **Attachment G** for this statement.

**Records:** “A concern is that currently the institution does not appear to have good comprehensive back up for records. During previous flooding some records were destroyed, and while improvements have been made in the safe storage of records many different types of records are not backed up electronically. This was stated as a goal (2.D.7).”

**Action:** The College now employs a data manager whose responsibilities include ensuring records are transferred electronically.

ATTACHMENT A

CORE THEMES, INDICATORS, AND ALIGNMENT TO THE MISSION AND PLANNING

## Core Themes, Indicators, and Alignment to the Mission and Planning

| Core Theme  | Indicator  | Ethos of Improvement | Mission Fulfillment | Achievement and Planning | Resource Allocation |
|---|--|----------------------|---------------------|--------------------------|---------------------|
| <b>Core Theme One: Increase Accessibility to Post-Secondary Education for AI Students, Students who are Economically Disadvantaged, and First-Generation College Students</b> |  |                      |                     |                          |                     |
|   | Number and % of AI students  | √                    | √                   |                          |                     |
|   | Number and % receiving PELL  | √                    |                     |                          |                     |
|   | Number and % first generation  | √                    |                     |                          |                     |
|   | Persistence (retention) in semesters   | √                    | √                   |                          |                     |
|   | Graduation rates   | √                    | √                   |                          |                     |
| <b>Core Theme Two: Provide quality Post-Secondary Education for Transfer or Workforce</b>   |  |                      |                     |                          |                     |
| <b>Quality Programs and Curricula</b>   |  | √                    | √                   |                          |                     |
|   | Student satisfaction surveys   | √                    |                     |                          |                     |
|   | Course evaluations   | √                    | √                   |                          |                     |
|   | Program assessments and SLOs   | √                    | √                   |                          |                     |
|   | Exit surveys of graduates  | √                    | √                   |                          |                     |
|   | MOUs for transfer/dual enrollment  |                      | √                   |                          |                     |
|   | Quality faculty (have appropriate credentials, students perceive that they provide quality instruction, demonstrate quality relationships with |                      | √                   |                          |                     |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  | students, and provide quality advising).   |   |   |  |  |
|  | Quality leadership   | √ | √ |  |  |
|  | Teacher/student ratio.   | √ | √ |  |  |
|  | First year employment ratio  | √ |   |  |  |
|  | First year employer satisfaction surveys   | √ | √ |  |  |
| <b>Quality Services</b>  |  |   |   |  |  |
|  | Satisfaction surveys from students and faculty   | √ | √ |  |  |
|  | Funding and support  |   | √ |  |  |
|  | Quality staff  | √ | √ |  |  |
| <b>Quality Student Outcomes</b>  |  |   |   |  |  |
|  | Assessment and SLOs:   | √ | √ |  |  |
|  | Institutional assessment of program assessments; number of programs improving student learning using program data. | √ | √ |  |  |
|  | Graduate survey of student perceptions of the degree to which curricula prepared them for employment or transfer   | √ | √ |  |  |
| <b>Core Theme Three: Build Community Partnerships and Provide for Continuing Education</b> |  |   |   |  |  |
|  | Employer performance evaluations of graduates  | √ | √ |  |  |
|  | <i>Quality of community events and learner outcomes held on the SCC campus</i>                                     | √ | √ |  |  |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | Continuing education credits and outcomes   |   | ✓ |  |  |
|   | Number and % of faculty and staff who participate in community events                               | ✓ |   |  |  |
| <b>Core Theme Four: Support the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree.</b> |   |   |   |  |  |
| <b>Language</b>   |   |   |   |  |  |
|   | General Education learner outcome data from native language classes                                 | ✓ | ✓ |  |  |
|   | Number of Class 7 licenses  |   | ✓ |  |  |
|   | Evidence of understanding the indigenous contribution to the conceptual meaning of the native words |   | ✓ |  |  |
| <b>Culture and History</b>  |   |   |   |  |  |
|   | Completion hours, events, and outcomes for attending cultural events by faculty and staff           |   | ✓ |  |  |
|   | General Education Learner Outcome data on cultural outcomes   | ✓ | ✓ |  |  |
|   | Evidence of individual's willingness to share/communicate cultural understanding with others        |   | ✓ |  |  |
|   | Historical holdings in the library and their usage  |   | ✓ |  |  |
|   | Program assessment data from programs with a Native American language,                              | ✓ | ✓ |  |  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | cultural or historical focus, and a compilation of qualitative data requesting students to list at least five cultural elements unique to Native Americans and the Chippewa-Cree. |  |  |  |  |
|--|---|--|--|--|--|

**ATTACHMENT B**

**GENERAL EDUCATION LEARNER OUTCOME ASSESSMENT PLAN**

**Stone Child College  
General Education Assessment Plan**



**General Education Assessment Plan  
2017**

## Mission

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.

## Vision

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

## Core Values

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

## Guiding Principles

To provide further specificity to the Mission Statement, the SCC Board of Regents has committed the college to the following principles: 1) Preserve and promote the languages, cultures, ad histories 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.

## General Education Assessment Overview and Introduction

The General Education Program at Stone Child College is designed to provide a common educational foundation and to help preserve and build appreciation of the history, language, and culture of the Chippewa Cree people.

The General Education Assessment Plan for SCC is designed to measure student learning around the general education coursework and to outline SCC's plan to use this assessment information to improve programs of study, educational performance, and institutional effectiveness. The data from the General Education Assessment Plan are analyzed in order to provide SCC faculty, staff, and administration *evidence* of its institutional and student outcomes. SCC believes that assessment is a process to determine how well student learning goals have been achieved and to explore what strategies would improve all students' educational performance.

### **The learner outcomes for the General Education Assessment Plan**

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

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

### **Assessment Elements**

The assessment plan for the General Education Program at Stone Child College is both formative and summative, and allows faculty and staff to assess student learning and conduct remediation or provide timely support, as needed. In addition, the College uses assessment data to make needed changes to the general education program that may include revisions to curricula, faculty training, as well as, revising the assessments themselves.

The assessment plan is inclusive of both direct and indirect assessment methods. Direct assessment methods require students to demonstrate what they know and are able to do. This includes portfolio artifacts in which students submit scored evaluations of their evidence of learning for each of the learner outcomes. Indirect assessment methods of assessment include student reflections, which are based upon each student's perceptions of her or his ability to demonstrate the essential elements of each of the learning outcomes.

Identifying and maximizing the reliability and validity of the data and subsequent findings generated and collected in the General Education Program is an essential consideration in this plan. Content, face, construct, and predictive validities are all appropriate forms of validity to establish over time with assessment data and associated findings. Such consideration will serve as an important parameter regulating the kind, volume, distribution, and utilization of the assessments used to guide, inform, and improve the General Education Assessment Plan and consequent student quality.

### **General Education Assessment Structure**

The emphasis of the General Education Assessment Plan at SCC centers on course-embedded assessments in General Education courses. These assessments consist of critical assignments, such as essays, research papers, or pre-and post-tests, which are collected in a digital portfolio and submitted during the student's final semester. These assessments are evaluated by the instructor of the General Education course using a consistent rubric, which evaluates student performance relative to each of the learning outcomes. The levels of progress are measured on all student evaluations for critical assessments according to "**unacceptable, developing, proficient, or exemplary.**" Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed. Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the student to receive additional preparation in the underdeveloped area. Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the student has succeeded in meeting the stated expectations of the assessment. Exemplary (3) is defined to be a proficient student who has developed beyond expectations in 50% or more of the essential elements being assessed.

The SCC General Education Program differentiates between the certificate, associate and bachelor degree levels. The Learner Outcomes remain consistent, but the *level* at which the student demonstrates his or her learning is increased for the more advanced degree seeking student. Following Bloom's Taxonomy for Learning, students working beyond the associate degree will be expected to apply the content within their program or area of study and approach the content of the general education curriculum at a more advanced level. The expectation (benchmark) for associate degree seeking students is that 80% of the rubric scores for each of the Learner Outcomes will be at least a 2 (Proficient). The expectation (benchmark) for the bachelor degree seeking students is that 90% will obtain at least a 2, with 50% of them attaining a 3 (Exemplary).

The following courses comprise the General Education Program at SCC:

### **CERTIFICATE PROGRAMS GENERAL EDUCATION COURSE OPTIONS**

#### **COMMUNICATION**

3 credits

- WRIT 101 College Writing I 3

#### **HUMAN RELATIONS**

3 credits

- COMX \*\*\* Communication and Human Relations in the Workplace 3

**COMPUTER SCIENCE**

Choose 3 credits

- CAPP 120 Introduction to Computers 3
- CARP 215 Blueprint Reading 3

**LANGUAGE**

Choose 3 credits

- NASX 100 Cree Language I 3
- NASX 105 Cree Language II 3
- NASX 115 Chippewa Language I 3

**MATHEMATICS**

Choose one course

- M 111 Technical Mathematics 3
- M 121 College Algebra 3

**TOTAL CERTIFICATE PROGRAM GENERAL EDUCATION CREDITS 15****ASSOCIATE DEGREE GENERAL EDUCATION COURSE OPTIONS:****COMMUNICATION**

9 credits

- WRIT 101 College Writing I 3
- WRIT 201 College Writing II 3
- COMX 111 Public Speaking 3

**COMPUTER SCIENCE**

3 credits

- CAPP 120 Introduction to Computers 3
- EDU 270 Instructional Technology 3 (for education majors)

**FINE ARTS**

Choose 3 credits

- ART 110 Art Appreciation 3
- MUS 110 Music Appreciation 3

**NATIVE AMERICAN STUDIES**

3 credits

- NAS 101 History of Indians

**HUMANITIES**

(any HUM 200 or above)

Choose 3 credits

- HUM 201 Humanities 3
- HUM 213 Chippewa-Cree Religion and Philosophy 3
- HUM 220 Cultural Anthropology 3
- HUM 245 History of Rock and Roll 3
- NAS 262 Contemporary Issues in American Indian Life 3

## LANGUAGE

Choose 3 credits

- NASX 100 Cree Language I 3
- NASX 105 Cree Language II 3
- NASX 115 Chippewa Language I 3

## MATHEMATICS

Choose one course (3-4 credits)

- M 121 College Algebra 3
- M 145 Mathematics for Liberal Arts 4
- M 130 Mathematics for Elementary Teachers I 4
- M 131 Mathematics for Elementary Teachers II 4

## NATURAL SCIENCES

(any laboratory science)

Choose 4 credits

- BIOS 101 General Biology with Lab 4
- BIOS 110 Introduction to Zoology with Lab 4
- BIOS 114 Introduction to Botany with Lab 4
- BIOH 101, 102 Foundations of Human Biology with Lab 4
- BIOS 190 Ethnobotany with Lab 4
- BIOS 200 General Ecology with Lab 4
- CHMY 141, 142 General Chemistry I with Lab 4
- CHMY 143, 144 General Chemistry II with Lab 4
- CHMY 200 Biological Chemistry with Lab 4
- ESCI 150 Atmospheric Science with Lab 4
- ESCI 210 Introduction to Soil Science with Lab 4
- PHSX 205N Fundamentals of Physics I 3
- PHSX 206N Fundamentals of Physics I Lab 1
- PHYS 120 Foundation of Physical Science with Lab 4

## SOCIAL SCIENCE

Choose 3 credits

- PSYX 100 Introduction to Psychology 3
- PSYX 106 Applied Psychology 3

## TOTAL ASSOCIATE DEGREE GENERAL EDUCATION CREDITS 34-35

### BACHELOR DEGREE GENERAL EDUCATION COURSE OPTIONS:

#### GPHY 310 Human Geography

Courses within the major which incorporate content and assessments of the SCC General Education Learner Outcomes (see Table 1).

Table 1: Learner Outcomes, Designated Courses and Degrees, and Indicators of Evidence

| Learner Outcomes | Related courses for the<br>certificate programs | Related courses for<br>associate degree and | Related courses for<br>bachelor degree and |
|------------------|---|---|--|
|------------------|---|---|--|

|  | and indicators of what the students will be able to do  | indicators of what the students will be able to do   | indicators of what the students will be able to do   |
|--|---|--|--|
| 1. Demonstrate the fundamental skills of effective written communication | <p>WRIT 101 College Writing 1</p> <p><b>Students will compose an essay meeting the traits of writing as outlined on the SCC Writing Rubric.</b></p>   | <p>WRIT 201 College Writing II</p> <p><b>Students will compose a research paper using APA or MLA style and meeting the traits of writing as outlined on the SCC Writing Rubric.</b></p>  | <p>EDU 460: Action Research in Education</p> <p><b>Students will summarize their action research findings in a formal research paper and present them to their peers and faculty.</b></p>  |
| 2. Demonstrate the skills of effective oral communication                | See outcome 8.  | <p>COMX 111 Public Speaking</p> <p><b>Students will speak effectively in front of an audience.</b></p>   | <p>EDU 460: Action Research in Education</p> <p><b>Students will summarize their action research findings and present them to their peers and faculty.</b></p>   |
| 3. Demonstrate the fundamental skills of mathematical reasoning;         | <p>M 111: Technical Math</p> <p><b>1. Students will be required to find the means, extremes, the product of the means, and the product of the extremes.</b> Student will be given a proportion in which they will have to use the appropriate procedures to calculate the desired quantities.</p> <p><b>2. Students will be required to find the missing rise of a roof given the pitch and run.</b> Students will solve an application problem that requires them to find the rise of the roof. The pitch (ratio) of the roof will be predetermined as will the run (length) of the roof. Based on this information that is given, students will have to use appropriate procedures and calculations to determine the rise (length) of the roof.</p> | <p>M 121 College Algebra</p> <p><b>1. Students will be required to determine the equation of a line given certain criteria.</b> In order to accomplish this task, students will have to interpret what is given, what formula(s) to use based on what is given, and to write the proper equation.</p> <p><b>2. Students will be required to graph a parabolic curve given certain criteria.</b> Based on data that is given to students, they will have to create a parabolic curve that will fit the criteria given to them. They will have to correctly use formulas to calculate the vertex and, if they exist, the x-intercepts.</p> <p>M 131 Mathematics for Elementary Teachers II</p> <p><b>1. Students will be required to complete a task that involves</b></p> | <p>EDU 420 Teaching and Assessing K-8 Mathematics</p> <p><b>Students will demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;</b></p> |

|  |   |   |   |
|--|---|---|---|
|  | <p><b>3.</b> Students will be required to solve an algebraic equation for a given variable. Students will have to use the appropriate procedure and follow the correct order of operations in order to find a solution that will satisfy the given equation.</p> <p><b>4.</b> Students will be required to solve an application problem. The application problem will include known variables and at least one unknown variable. Students will be required to find the value of the unknown variable. These types of tasks include, but are not limited to, problems that involve area or distance.</p> | <p>permutations or combinations. Students will be given a problem which requires them to interpret the situation as one that either involves combinations or permutations. Once that decision has been made, students will then have to calculate the answer using either permutations or combinations.</p> <p><b>2.</b> Students will be required to determine the equation of a line given certain criteria. In order to accomplish this task, students will have to interpret what is given, what formula(s) to use based on what is given, and to write the proper equation.</p> <p><b>3.</b> Students will be given certain information about a loan and they will have to calculate the compound interest of that loan.</p> <p><b>4.</b> Students will be required to calculate the standard deviation of a given data set on the final exam.</p> |   |
| 4. Exhibit the fundamental skills of scientific inquiry; | N/A   | <p>BIOS 101 General Biology with Lab<br/>CHMY 142 General Chemistry I Lab</p> <p>Students will demonstrate the ability to solve problems and conduct research using the methods of scientific inquiry.</p>  | <p>EDU 430 Teaching and Assessing K-8 Science</p> <p><b>Students will demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student</b></p> |

|   |   |   |   |
|---|---|---|---|
|   |   |   | <b>understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana</b>   |
| 5. Demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree; | NASX 100 Cree Language I<br><br><b>Students will demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa-Cree by creating a Kinship Chart and summarizing their learning about the Cree language, history and culture by listing at least five cultural elements unique to Native Americans and the Chippewa-Cree.**</b> | NASX 100 Cree Language I<br><br><b>Students will demonstrate an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa-Cree by creating a Kinship Chart and summarizing their learning about the Cree language, history and culture by listing at least five cultural elements unique to Native Americans and the Chippewa-Cree.**</b> | EDU 311 Cultures, Diversity and Educational Ethics<br><br><b>Students will demonstrate an understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana by listing at least five cultural elements unique to Native Americans and teaching these concepts in age-appropriate lessons to K-8 students.</b> |
| 6. Apply appropriate technology skills across the curriculum.   | CAPP 213 Blueprint Reading or CAPP 120 Introduction to Computers<br><br><b>Students will demonstrate competency using computers and other forms of technology to build industry-related skills.</b>   | CAPP 120 Introduction to Computers<br>EDU 270 Instructional Technology<br><br><b>Students will create a portfolio to demonstrate competency using computers and other forms of technology, including word processing, electronic spreadsheets, database systems, and graphic software.</b>  | EDU 480 Clinical Experience Level 2<br><b>Students will use technology effectively to support instruction</b>   |
| 7. Students will demonstrate the ability to engage and reflect upon their intellectual and  | N/A   | ART 110 Art Appreciation  | GPHY 310 Human Geography  |

|  |  |   |     |
|--|--|---|-----|
| creative development within the arts, humanities and social sciences.  |  | <b>Students will create a winter count story synthesizing the elements of the arts, humanities, and social sciences to tell their personal, cultural journey.</b> |     |
| 8. Students will demonstrate knowledge of the nature of interpersonal relationships and positive communication, and apply this knowledge to on-the-job situations. | COMX ***<br>Communication and Human Relations in the Workplace<br><br><b>Students will give a short, class presentation on a human relations topic</b> | N/A   | N/A |

\*\*This data source will be linked to Core Theme Four.

In addition to data collected on student performance, students will also be required to write a reflective review of the general education learner outcome. This review will be evaluated using the following template and rubric.

**Stone Child College**  
**Student Assessment of General Education Learner Outcomes (GELO) and Performance**  
A student-directed critical reflection and review of general education learner outcomes and educational performance

Name:

Course:

Date:

Instructor:

General Education Learner Outcome:

- I. General Education Learner Outcome (GELO)
- The GELO for this course WAS or WAS NOT (please circle one) meaningful to my education because:
  - The GELO WAS or WAS NOT (please circle one) relevant to the course because:
  - The GELO WAS or WAS NOT (please circle one) well supported through instruction and assignments. Please explain:

II. Educational Performance

- I expected the following from this course:
- I did the following to ensure success in this course: (for example, attended class consistently, submitted timely and quality assignments, used feedback from the instructor, asked critical questions, participated in group work or classroom discussions, etc.)
- I gained the following skills from this course that will assist me in my educational or career goals:
- I gained the following information from this course that will assist me in my educational or career goals:
- In regards to my learning and performance in this course, I feel\_\_\_\_\_ because:

- III. Applicability of GLEO to Service, Culture, and Continued Growth**
- Please identify ways in which the GELO will contribute to the good of those you will serve in your career.
  - Please identify ways in which the GELO will support your capacity to serve your culture.
  - Please identify ways in which you will continue to grow and learn more deeply about the GELO.

| <b>Essential Elements</b>  | <b>0 Unacceptable</b>  | <b>1 Developing</b>   | <b>2 Proficient</b>   | <b>3 Exemplary</b>   |
|--|--|---|---|--|
| Students will write a minimum of 3 paragraphs using the guided template, "Student Assessment of Outcomes and Performance" and thoughtfully respond to each question or statement in the 3 main areas: General Education Learner Outcome, Educational Performance, and Commitment to Continuous Learning and the Content. | Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed. | Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area. | Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment. | Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed. |

In order to conduct the general education assessment for the selected learning outcome, the instructor for the general education course will need to do the following:

1. Become familiar with the SCC General Education Rubric and the Essential Elements that are related to the General Education Learner Outcome for this course and ensure that they are properly included in the course syllabus using the General Education Learner Outcome statement and rubric.
2. Implement the specific assessment, which measures the educational performance of each student.
3. Utilize the SCC General Education Rubric to evaluate each student's performance on the selected assessment according to the defined levels of Exemplary, Proficient, Developing, and Unacceptable.
4. Each student will be provided a copy of this rubric and will submit the rubric with a reflective review in which he or she reflects upon his or her learning using the Student Assessment of General Education Learner Outcomes and Performance Template. The instructor will score the review using the associated rubric.
5. Within two weeks after completion of the course, complete the General Education Assessment Results Table to enter the number and percentage of students who scored at the following levels: Exemplary, Proficient, Developing, and Unacceptable on the two rubrics (instructor and student reflection). There is also a separate column in this table that allows one to combine the percentage of students who exceeded or met standards.
6. Decide how to improve the course. Develop a plan for making changes in the course, which address any weaknesses in student performance revealed by the assessment. What can be done differently in the course that can help strengthen student performance? Changes need not be limited to the way you deliver content and can include strategies such as course management or out-of-class activities. Use the Suggested Changes on the Results Table to indicate these planned changes. If it is your judgment that no changes are needed, note that as well. If the assessment process itself should be emended, in your estimation, state how it could be improved.
7. Submit the Results Table with the Semester Report to the Academic Dean. This report will be compiled by the Academic Dean and the data shared with faculty (who will take further action to improve the courses, outcomes, or programs based on aggregate data) and the SCC Academic Assessment Committee. The assessment committee, the

Dean, and the President will discuss the assessment results and proposed actions annually. As part of each stage of this process, the assessment process itself will be evaluated and, if necessary, modified for future cycles.

Stone Child College plans to share assessment data, both internally among faculty and staff, and externally, with all appropriate stakeholders. Assessment data will be linked to the SCC Core Themes at both program and institutional levels for strategic planning, including resource allocation. Data will be analyzed by the SCC Data Manager, using the data analysis system, currently SPSS. Assessment results from annual outcome/assessment reports will be posted on the SCC website.

**Syllabi for General Education Learner Outcome Courses:**

**STONE CHILD COLLEGE**

**COURSE SYLLABUS**  
**Communication & Human Relations in the Workplace**

**SEMESTER: TBA**

**COURSE INFORMATION**

1. Course number: COMX XXX
2. Course title: Communication & Human Relations in the Workplace
3. Prerequisite: None
4. Credits: 3

**INSTRUCTOR INFORMATION**

1. Instructor: TBA
2. Office Location: TBA
3. Phone: TBA
4. Email: TBA
5. Office Hours: TBA

**COURSE DESCRIPTION (from the catalog)**

Communication & Human Relations in the Workplace will help students understand and improve upon some of the most important skills needed to succeed in a diverse range of modern workplaces. The course provides an in-depth look at the communication cycle and the many dynamics of communication and human relations. These dynamics will be applied to workplace contexts, situations, and scenarios. Students will develop oral communication skills in interpersonal, group, and public settings while improving their public speaking abilities.

**COURSE OBJECTIVES**

- A. Upon completion of this course, the students will have...
  1. General Course Objectives:
    - a. ...A clear idea of what it takes to communicate effectively in the workplace.
    - b. ...Enhanced their leadership and team building skills.
    - c. ...Refined their oral communication and public speaking abilities.
  2. Critical Thinking Objective:
    - a. ...Learned to objectively look through the surface of all interactions in order to find the best way to facilitate effective communication.
  3. Cultural Objectives:
    - a. ...Developed an awareness of cultural and gender communication
    - b. ...Learned to effectively communicate cross-culturally.
  4. Communication Objective
    - a. ...Students will have improved their oral communication skills in interpersonal, group, and public settings while improving their public speaking abilities.
  5. Human Relations Objective
    - a. ... Students will have demonstrated knowledge of the nature of interpersonal

relationships and will apply this knowledge to workplace situations.

### **GENERAL EDUCATION LEARNER OUTCOME**

**This course has been identified as a general education assessment course for the Stone Child College General Education Assessment Plan. Therefore, this course will include a general education learner outcome and assignment that will be used to evaluate SCC's General Education Program.**

**The general education learner outcome for this course is:** As a result of completing the general education program and coursework, SCC students will demonstrate knowledge of the nature of interpersonal relationships and positive communication, and apply this knowledge to on-the-job situations.

**The assignment for assessing this outcome is:** Students will give a short, class presentation on a human relations topic. Students will also reflect upon their learning and asked to write a reflective essay in which they describe their learning.

**The rubric for evaluating this assignment:**

| Essential Elements  | 0 Unacceptable   | 1 Developing  | 2 Proficient  | 3 Exemplary  |
|---|--|---|---|--|
| Students will give a short, class presentation on a human relations topic, including the elements of: a) purpose and audience; (b) effective organization and content, (c) effective development of main points, supporting information and conclusion, (d) and effective language. | Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed. | Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area. | Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment. | Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed. |

### **REQUIRED MATERIALS**

TBD

### **COURSE REQUIREMENTS**

- A. Students must participate in all classroom activities & discussions and arrange to make-up participation points for classes missed.
- B. Students must complete all required readings, assignments, and quizzes.
- C. Students must give a short, class presentation on a communication or human relations topic.
- D. Students must take a mid-term exam.
- E. Students must take a final exam.

### **GRADING SYSTEM**

- A. An incomplete grade ("I") is NOT an option with the exception of an extreme death of a family member. In either case, the instructor must be notified within 48 hours.
- B. The following is a description of how grades are earned:

|                      |        |                    |   |          |
|----------------------|--------|--------------------|---|----------|
| Participation:       | 500pts | <b>900-1000pts</b> | = | <b>A</b> |
| Class Presentation   | 150pts | <b>800-899pts</b>  | = | <b>B</b> |
| Assignments/Quizzes: | 150pts | <b>700-799pts</b>  | = | <b>C</b> |

|                      |               |                   |   |          |
|----------------------|---------------|-------------------|---|----------|
| Mid-Term:            | 100pts        | <b>600-699pts</b> | = | <b>D</b> |
| Final Exam:          | <u>100pts</u> | <b>Below 600</b>  | = | <b>F</b> |
| 1000 Points Possible |               |                   |   |          |

### **REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students should contact the Dean of Students, Helen Windy Boy (ext 262) with questions regarding accommodations for disabilities.

### **CREDIT HOURS**

Following the SCC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 15 week term will approximate: 3 hours/week classroom or direct faculty instruction for a total of 45 hours of seat time. In addition, out-of-class student work will approximate a minimum of 6 hours each week (2 hours per credit).

### **FEDERAL INFORMATION**

**Title IX:** The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SCC are considered “**Responsible Employees**,” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SCC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Wanda St. Marks, (ext 241) immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:  
 Office of Victims Services  
 31 Agency Square  
 (406) 395-4542

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options.

### **ATTENDANCE POLICY AND EXPECTATIONS**

(Example)

Attendance and being on time are of the essence to this course as well as throughout all of your professional life! You are expected to remain in class until the designated time set for dismissal. If you must leave early, please inform the instructor *prior to the start of class*.

Class time is not a time to be engaged in personal communications. Use of cell phones or other personal communication devices is strictly reserved for class requirements; all devices should be in *silenced mode* during class.

For you to get the most from this course full participation is a necessity. Being a fully participating member in this course requires that you come with the materials, tools, and any completed assignments necessary for each class

period. There will be many discussions, and assignments you will not be able to make up due to the nature of the activity. Consequently, poor attendance will result in missed information, missed assignments, quizzes, and tests resulting in possible failure of the course.

**Students are responsible for coming prepared to every class and to do so on time.**

## **OTHER**

(Examples)

### **Academic Honor Code**

All coursework shall follow the guidelines of the Academic Honor Code as set forth by the *SCC Student Handbook*. Do your own work and allow other students to do their own work.

**Plagiarism** literally means “to kidnap” and involves the taking of someone else’s words, ideas, or writings and presenting them as your own. Absolutely do not plagiarize and when using the knowledge or ideas of others, always cite your sources of information. Students violating the Academic Honor Code will likely fail the assignment, the course, and be subject to possible expulsion from Stone Child College.

### **Course Responsibilities**

Knowledge of the course content, class lectures, assignments, activities, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; your instructor will notify you of any changes.

### **Instructional Methodologies**

The methodologies of instruction in this course include using techniques of inquiry, hands on experiences, forming knowledge, discussions, lecture, and independent practice as well as other instructional practices. One such practice is the effective and appropriate instructional use of technology to enhance learning experiences.

## **COURSE OUTLINE**

- I.     Week One
  - 1.     Course Intro./Syllabus
  - 2.     Introductions Activity (3 Truths and a Lie)
  - 3.     Overview of Communication and Human Relations
- II.    Week Two
  - 1.     Introduction to the Communication Cycle
  - 2.     The Nature of Ideas & Thoughts
  - 3.     Special Focus – Human Relations and the Personality, Attitude, Perceptions, and Self-Esteem Effects
- III.   Week Three
  - 1.     Communication Cycle Cont.
  - 2.     Emotions
  - 3.     Special Focus – Human Relations and Emotional Intelligence
- IV.    Week Four
  - 1.     Communication Cycle Cont.
  - 2.     Media of Communication
  - 3.     Special Focus – Non-Verbal Communication
- V.     Week Five
  - 1.     Communication Cycle Cont.
  - 2.     Distortion/Noise
  - 3.     Special Focus – Prejudice and Managing Diversity at Work
- VI.    Week Six
  - 1.     Communication Cycle Cont.
  - 2.     Feedback

- 3. **Special Focus – Closed-loop Communication**
- VII. **Week Seven**
  - 1. **Listening**
  - 2. **Barriers to Listening**
  - 3. **Special Focus – Interactive Listening**
  - 4. **Take-home Mid-Term Handed Out**
- VIII. **Week Eight**
  - 1. **Common Positive & Negative Communication Patterns**
  - 2. **Becoming a Better Communicator**
  - 3. **Special Focus – Communication Expectations in the Workplace**
  - 4. **Take-home Mid-term Due**
- IX. **Week Nine**
  - 1. **Achieving Personal Success**
  - 2. **Intrinsic & Extrinsic Motivation**
  - 3. **Special Focus – Goal Setting**
- X. **Week Ten**
  - 1. **Managing Stress**
  - 2. **Time Management Strategies**
  - 3. **Special Focus – Mindfulness**
- XI. **Week Eleven**
  - 1. **Working Effectively in Groups**
  - 2. **Group Roles and Responsibilities**
  - 3. **Special Focus – Team Building**
- XII. **Week Twelve**
  - 1. **Introduction to Conflict Management**
  - 2. **Reframing How We Think About & Respond to Conflict**
  - 3. **Special Focus – The Mindful Approach to Managing Conflict**
- XIII. **Week Thirteen**
  - 1. **Conflict Management**
  - 2. **Understanding Conflict Styles and Strategies**
  - 3. **Special Focus – Using the “Non-violent” Approach to Manage Conflict in Workplace Scenarios**
- XIV. **Week Fourteen**
  - 1. **Employee Rights & Responsibilities**
  - 2. **Workplace Ethics**
  - 3. **Special Focus – Hostile Work Environment Laws & Definitions**
- XV. **Week Fifteen**
  - 1. **Final Exam**
  - 2. **Course Wrap-up**

**ATTACHMENT C**

**PROGRAM STRATEGIC PLANNING TEMPLATE USING THE CORE THEMES**

**Stone Child College**

**Strategic Plan for \_\_\_\_\_ Department**

Date: \_\_\_\_\_ Submitted by: \_\_\_\_\_

| <b>Goals from previous year</b><br>(What did you hope to accomplish over the last year?)  | <b>Indicator</b><br>(How did you measure whether the department achieved the goal?) | <b>Results</b><br>(Was the goal met, not met or revised and what data was used to determine the results?) |
|---|---|---|
| <b>Core Theme One: Increase Accessibility to Post-Secondary Education for AI Students, Students who are Economically Disadvantaged, and First-Generation College Students</b> |   |   |
|   |   |   |
|   |   |   |
| <b>New Goals and Indicators</b> (What new goals will be added for next year and how will you plan to measure them?)   |   |   |
|   |   |   |
|   |   |   |
| <b>Core Theme Two: Provide quality Post-Secondary Education for Transfer or Workforce</b>   |   |   |
|   |   |   |
|   |   |   |
| <b>New Goals and Indicators</b> (What new goals will be added for next year and how will you plan to measure them?)   |   |   |
|   |   |   |
|   |   |   |
| <b>Core Theme Three: Build Community Partnerships and Provide for Continuing Education</b>  |   |   |
|   |   |   |
|   |   |   |
| <b>Core Theme Four: Support the Cultural Perpetuation, including the language, culture, and history of the Chippewa-Cree</b>  |   |   |
|   |   |   |
|   |   |   |
| <b>New Goals and Indicators</b> (What new goals will be added for next year and how will you plan to measure them?)   |   |   |
|   |   |   |
|   |   |   |
| Other   |   |   |
|   |   |   |
|   |   |   |

ATTACHMENT D

STONE CHILD COLLEGE BOARD EVALUATION PROCESS AND TOOL

## **Recommended procedures and potential self-evaluation tool for the Stone Child College Board of Directors**

Evaluations take many forms. Most evaluations are of boards, not individual members, and can involve a combination of strategies. These include:

- Hiring a consultant to validate objectivity;
- An in-depth written analysis of the evaluation process;
- A board meeting dedicated to evaluation;
- A retreat;
- A self-administered board survey; and
- Actionable steps to enact changes and plan for the future.

Some of the best evaluations use a survey that can be evaluated against what is expected of high-performing boards (for example, a trustee satisfaction rating of 8–10). Engaging an independent consultant to guide the process can increase board members' comfort level with self-scrutiny. An appropriately experienced consultant can analyze and explain the survey's results, define the goals relevant to the findings, and help the board develop an action agenda.

A carefully thought-out and completed evaluation process reinforces the degree to which a strong board is on the right track. For a board seeking to model the importance of continual improvement, evaluation can help address issues before they undermine the institution's effectiveness as well as inspire the entire system to use evaluation as a means of growth and achieving sustainability. The evaluation process also sets the stage for positive collaboration with the president and the faculty.

As long as an evaluation is viewed as valid, fair, and capable of fostering real change—not merely talk—*it can inspire boards to adopt best practices in everything they do.*

### **Evaluation Tool**

Mission, core theme and planning

1. Board members are knowledgeable about the culture, history, and values of the College
2. The board prescriptively reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the College.
4. The board assures there is an effective planning process and is appropriately involved in the process.
5. The board assures College plans are responsive to community needs
6. The board has adopted and monitors the implementation of the district's strategic, educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the SCC President and monitors progress towards them.

Policy Role

8. The board oversees the process by which policy is reviewed for legal and functional validity.
9. The board clearly understands its policy role and differentiates its role from those of the SCC President and college staff.

10. The board clearly assures the College complies with relevant laws, regulations, and accreditation standards.
11. The board's policy manual is up-to-date and comprehensive.

#### Board - President Relations

12. The board's actions are defined in policy and congruent with relevant policy.
13. The board maintains a positive working relationship with the SCCC President.
14. The board clearly delegates the administration of the College to the President.
15. The board sets and communicates clear expectations for the President's performance.
16. The board prescriptively evaluates the President's performance.
17. The board periodically reviews the President's contract to assure appropriate support and compensation.

#### Community Relations & Advocacy

18. Board members act on behalf of the students, employees, and public/community members when making decisions.
19. Board members are active in community and cultural activities and events.
20. The board actively supports faculty grant writing efforts and other aspects of the College's fundraising efforts that serve to maintain and give growth to existing and/or new programs.

#### Educational Programs and Quality

21. The board is knowledgeable about the College's programs and services and includes a presentation from one of the programs at every regularly scheduled board meeting.
22. The board is knowledgeable about the educational and workforce training needs in the community as evidenced by objective data gathered from the community.
23. The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational program.
24. The board regularly receives and reviews objective reports on institutional effectiveness.
25. The board is appropriately involved in the accreditation process.
26. The board understands, fosters, and protects academic freedom.

#### Fiduciary Role

27. The board assures that the budget reflects priorities in the College's plans.
28. Board policies assure effective fiscal management and internal controls.
29. The board regularly receives and reviews reports on the financial status of the institution.
30. The board reviews the annual audit and monitors responses to recommendations.
31. The board requires budget transparency with each budgeted unit receiving a monthly statement showing revenue, expenditures, and balances as per the appropriate unit.

#### Human Resources and Staff Relations

32. The board's human resources policies provide for fair and equitable treatment of staff.
33. The board has and follows protocols regarding communication with college employees.
34. Board members refrain from attempting to manage employee work
35. The board requires and supports faculty, staff, and student participation in college decision-making.

36. The board grants employees who have exhausted administrative remedy the right without exception to a hearing before the board. Exhaustion of administrative remedy means the employee has followed policy in the hierarchy of authority for a grievance or whatever and has exhausted all levels but did not receive remedy. Nobody can deny them the opportunity to appear before the board.

#### Board Leadership

37. The board understands its roles and responsibilities as defined in policy.
38. The board expresses its authority only at a legally constituted meeting having a quorum present. Actionable items require a majority of the quorum in order to have the capacity for action.
39. Board members understand they have no legal authority outside legally constituted board meetings with a quorum present.
40. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
41. Board members uphold and comply with the board's code of ethics.
42. Board members avoid conflicts of interest and the perception of such conflicts.  
Exceptions require approval from 2/3 of the membership at a legally held meeting.
43. Once a decision is made, board members uphold the decision of the board for as long as it is in effect.
44. Board discussions and relationships reflect a climate of trust and respect.

#### Board Meetings

45. Board meetings are conducted in an orderly, efficient manner generally following Roberts Rules of order.
46. Board meetings allow for public and employee input not otherwise on the agenda.
47. Board meetings provide sufficient opportunity to explore key issues.
48. Agenda items provide sufficient information to enable good board decision-making.
49. The board maintains confidentiality of privileged information.

#### Board Education

50. New members participate in a comprehensive orientation to the board and College.
51. Board members participate in trustee development activities.
52. The board evaluation process is an essential means for informing the board as how to enhance its performance.
53. The board judges its accomplishments with respect to board goals.

#### Additional Open-Ended Questions

54. What are the board's greatest strengths?
55. What are the major accomplishments of the board in the past year?
56. What are areas in which the board could improve?
57. As an SCC board member, I am most pleased about:
58. As an SCC board member, I have concerns about:
59. As an SCC board member, I would like to see the following changes in how the board operates

60. I recommend that the board has the following goals for the coming year:

61. If there are additional comments you would like to make, please provide them here:

ATTACHMENT E  
PART-TIME INSTRUCTOR EVALUATION

**Stone Child College**  
**Evaluation of Part-time Faculty**

Part-time Faculty Member Name: \_\_\_\_\_

Term/Year: \_\_\_\_\_ Department: \_\_\_\_\_

Course/s currently teaching: \_\_\_\_\_

Courses taught in the past two years at SCC: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Previous support and feedback from supervisor, including orientation, guidance, and observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Process and Philosophy**

Stone Child College values the many contributions of part-time faculty and is committed to providing all employees with valuable feedback regarding their performance. Performance appraisals consist of a two-way discussion between a supervisor and an employee and include a discussion of professional development opportunities and interests.

After the first semester of service, and thereafter once every year when employed by SCC, the Academic Dean or instructor's supervisor will do a written performance evaluation of the part-time faculty member for the purpose of providing feedback and developmental guidance.

The Academic Dean's written evaluation will address: (a) a review of the instructor's syllabus, course materials, and instructional performance; (b) the instructor's course evaluations, (c) other job functions stated in the employee's job description (if applicable), and (d) other evidence of professionalism and/or value to the program (e.g., observations of teaching, comments from students or colleagues, attendance at SCC events, contributions to program development, and accessing and reading research articles).

After being given the written evaluation, the part-time faculty member has 30 days to respond in writing regarding the evaluation or process. These comments will be attached to the dean's written evaluation. Formal evaluations never take the place of day-to-day coaching and direction. Rather, the evaluations serve as a summary and documentation of performance.

| Course Syllabus  | Comments |
|--|----------|
| <p><u>Exemplary:</u><br/>1. Syllabus contains all essential elements of an SCC syllabus;<br/>2. Syllabus includes relevant student learning outcomes which are linked to meaningful assessments;<br/>3. The course outline contains sufficient information to see the scope and sequence; 4. The course organization is strong and the flow of learning is evident.</p> <p><u>Proficient:</u> Syllabus meets all of the above criteria but one of the elements needs to be improved.</p> <p><u>Developing:</u> Syllabus meets the criteria for exemplary but more than one of the elements needs improving.</p> <p><u>Unacceptable:</u> None of the criteria for the syllabus are met.</p> |          |

|  |                        |
|--|------------------------|
| <p><b>Instructional Planning</b></p> <p><u>Exemplary:</u></p> <ol style="list-style-type: none"> <li>1. The instructor incorporates knowledge of students, including their previous experiences and learning, their cultures, and their interests into instructional planning;</li> <li>2. The instructor demonstrates the ability to set instructional outcomes;</li> <li>3. The instructor is able to design appropriate assessments, which are linked to the instructional outcomes;</li> <li>4. The instructor can effectively use learning resources to extend student knowledge.</li> </ol> <p><u>Proficient:</u> The instructor meets all of the criteria for exemplary but one of the elements needs improving.</p> <p><u>Developing:</u> The instructor meets all of the criteria for exemplary but more than one of the elements needs improving.</p> <p><u>Unacceptable:</u> There is a need for improvement in most areas.</p>   | <p><b>Comments</b></p> |
| <p><b>Instructional Performance</b></p> <p><u>Exemplary:</u></p> <ol style="list-style-type: none"> <li>1. The instructor creates an environment of respect and rapport;</li> <li>2. The instructor sets and communicates clear expectations for learning;</li> <li>3. The instructor uses quality questioning and discussion techniques which engage students in active learning;</li> <li>4. The instructor utilizes assessments to provide timely feedback to students and to adjust instructional strategies;</li> <li>5. The instructor utilizes a variety of instructional strategies that maximize the educational performance of all students.</li> </ol> <p><u>Proficient:</u> The instructor meets all of the criteria for exemplary but one of the elements needs improving.</p> <p><u>Developing:</u> The instructor meets all of the criteria for exemplary but more than one of the elements needs improving.</p> <p><u>Unacceptable:</u> There is a need for improvement in most areas.</p> |                        |
| <p><b>Student evaluations:</b></p> <p><u>Exemplary:</u> High ratings in all areas</p> <p><u>Proficient:</u> 1-2 possible areas for improvement</p> <p><u>Developing:</u> Indicate need for improvement in several areas</p> <p><u>Unacceptable:</u> Need for improvement in most areas</p>   | <p><b>Comments</b></p> |
| <p><b>Other responsibilities:</b></p> <p>Examples (<i>check as many as apply</i>):</p> <p><u>Attendance at orientations and trainings</u></p> <p><u>Participation in student meetings or events</u></p>  | <p><b>Comments</b></p> |

|   |                 |
|---|-----------------|
| <input type="checkbox"/> Evaluation of student portfolios<br><input type="checkbox"/> Reports or entry of student evaluation data   |                 |
| <b>Other evidence:</b><br>May include:<br><input type="checkbox"/> Observation of classroom teaching<br><input type="checkbox"/> Review by peers<br><input type="checkbox"/> Letters from students or other individuals with knowledge of your work<br><input type="checkbox"/> Publications and/or other creative work<br><input type="checkbox"/> Lists of professional and research articles read. | <b>Comments</b> |

ATTACHMENT F  
CONTINUING EDUCATION UNIT POLICY

## **Stone Child College Continuing Education Unit (CEU) Policy**

Stone Child College provides opportunities to offer courses, educational opportunities, and special events outside the offered SCC curriculum. Continuing Education Units are offered by Stone Child College for participation in approved continuing education courses. A Continuing Education Unit (CEU) is a uniform unit that records an individual's participation in non-credit continuing education. The purpose of Stone Child College offering CEU's to provide continuing education opportunities that are significant to the community. CEUs are intended to serve individual or community interests and foster professional development. CEUs allow individuals who want or need additional educational experiences to access this training or information in coordination with Stone Child College. Continuing Education Units are defined as 15 hours of participation in a non-academic credit activity offered for continuing education, professional development, extension education, and outreach and public/community service.

### **Transcript Fee**

Individuals can obtain a copy of their transcript for all CEU courses taken through Stone Child College. There is a fee of \$3.00 per transcript.

ATTACHMENT G

SCC SYLLABUS TEMPLATE WITH TITLE IX STATEMENT

# STONE CHILD COLLEGE

## COURSE SYLLABUS

### SEMESTER

#### COURSE INFORMATION

1. Course number:
2. Course title:
3. Prerequisite:
4. Credits:

#### INSTRUCTOR INFORMATION

1. Instructor:
2. Office Location:
3. Phone:
4. Email:
5. Office Hours:

#### COURSE DESCRIPTION (from the catalog)

#### COURSE OBJECTIVES

#### REQUIRED MATERIALS

#### COURSE REQUIREMENTS

#### GRADING SYSTEM

#### NATIONAL/STATE/LOCAL STANDARDS OF PRACTICE SUPPORTED IN THIS COURSE (if relevant)

#### REASONABLE ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students should contact the Dean of Students, Helen Windy Boy (ext 262) with questions regarding accommodations for disabilities.

#### CREDIT HOURS

Following the SCC Credit Hour policy, to meet the identified objectives of this course, this \_\_\_ credit course, delivered over a 15 week term will approximate: \_\_\_ hours/week classroom or direct faculty instruction for a total of \_\_\_ hours of seat time. In addition, out-of-class student work will approximate a minimum of \_\_\_ hours each week (2 hours per credit).

#### FEDERAL INFORMATION

**Title IX:** The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SCC are considered “**Responsible Employees**,” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SCC,

including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Wanda St. Marks, (ext 241) immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:  
Office of Victims Services  
31 Agency Square  
(406) 395-4542

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options.

### **ATTENDANCE POLICY AND EXPECTATIONS**

(Example)

Attendance and being on time are of the essence to this course as well as throughout all of your professional life! You are expected to remain in class until the designated time set for dismissal. If you must leave early, please inform the instructor *prior to the start of class*.

Class time is not a time to be engaged in personal communications. Use of cell phones or other personal communication devices is strictly reserved for class requirements; all devices should be in *silenced mode* during class.

For you to get the most from this course full participation is a necessity. Being a fully participating member in this course requires that you come with the materials, tools, and any completed assignments necessary for each class period. There will be many discussions, and assignments you will not be able to make up due to the nature of the activity. Consequently, poor attendance will result in missed information, missed assignments, quizzes, and tests resulting in possible failure of the course.

**Students are responsible for coming prepared to every class and to do so on time.**

### **OTHER**

(Examples)

#### **Academic Honor Code**

All coursework shall follow the guidelines of the Academic Honor Code as set forth by the *SCC Student Handbook*. Do your own work and allow other students to do their own work.

**Plagiarism** literally means “to kidnap” and involves the taking of someone else’s words, ideas, or writings and presenting them as your own. Absolutely do not plagiarize and when using the knowledge or ideas of others, always cite your sources of information. Students violating the Academic Honor Code will likely fail the assignment, the course, and be subject to possible expulsion from Stone Child College.

#### **Course Responsibilities**

Knowledge of the course content, class lectures, assignments, activities, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; your instructor will notify you of any changes.

#### **Instructional Methodologies**

The methodologies of instruction in this course include using techniques of inquiry, hands on experiences, forming knowledge, discussions, lecture, and independent practice as well as other instructional practices. One such practice is the effective and appropriate instructional use of technology to enhance learning experiences.

### **COURSE OUTLINE**