STONE CHILD COLLEGE

Evaluation of Institutional Effectiveness

Prepared for

The Northwest Commission on Colleges and Universities

By Stone Child College

Submitted September 5, 2025

Contributors

Board of Directors: Ted Russette III, Calvin Jilot, Luke Parisian, Voyd St. Pierre, Ed Parisian, Tyran Watson Sr., Neil Rosette, Steve Henry

Contributors: President Cory Sangrey-Billy, Tiffany Galbavy, Wilma Tyner, Marquieta Jilot, Paul Garcia, India Demontiney**,** Jada Murie, Tyson Courchane, Jolin Sunchild, Tesla Belcourt, Eric Shulund, Darell Sunchild Jr., Maggie George, Jesse Demontiney, Casey Douma

Project Manager & Accreditation Liaison Officer: Amanda Belcourt

Institutional Data: Kendal Chandler

Contents

Institutional Report Certification Form

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Stone Child College
_____
(Name of Institution)

Cory L. Sangrey-Billy
_____
(Name of Chief Executive Officer)

_____
(Signature of Chief Executive Officer)

9-5-2025
_____
(Date)

107

Acronym Glossary

ACE   **Accessing Choices in Education**

ACE   **Accessing Choices in Education**

Acronym	Definition
ACE	**Accessing Choices in Education**
AICF	**American Indian College Fund**
AIHEC	**American Indian Higher Education Consortium**
AIMS/AKIS	**American Indian Measure of Success Key Indicator System**
ATD	**Achieving the Dream**
BOD	**Board of Directors**
BRG	**Berkley Research Group**
CCSSE	**Community College Survey of Student Engagement**
CNSS	**Cultivating Native Student Success**
CTE	**Career and Technical Education**
DE	**Dual Enrollment**
EFC	**Expected Family Contribution**
FAFSA	**Free Application for Student Aid**
FTEIC	**First-time Ever in College**
FTF	**First-time Freshman**
FTE	**Full-time Equivalency**
GELOs	**General Education Learning Outcomes**
Gen Ed	**General Education**
HEERF	**Higher Education Emergency Relief Fund**
IPEDS	**Integrated Postsecondary Education Data System**
LMS	**Learning Management System**
MPSEOC	**Montana Postsecondary Educational Opportunities Council**
NACTEP	**Native American Career and Technical Education Program**
NSC	**National Student Clearinghouse**
NIFA	**National Institute of Food and Agriculture**
NTI	**New to the Institution**
NWCCU	**Northwest Commission on Colleges and Universities**
OCHE	**Office of the Commissioner of Higher Education**
PDP	**Postsecondary Data Partnership**
PLOs	**Program Learning Outcomes**
PRFR	**Policies, Regulations, and Financial Review**
SAI	**Student Aid Index**
SEM	**Strategic Enrollment Management**
SCC	**Stone Child College**
SENSE	**Survey of Entering Student Engagement**
SIS	**Student Information System**
SRS	**Student Ready Strategies**
TCUs	**Tribal Colleges and Universities**

Institutional Overview

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

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

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

The College constantly aspires to be responsive to the community while being true to its Mission through cultural enrichment activities, outreach and retention activities, as well as quality degree and certificate program development. Approximately 94% of its 2024-2025 enrollment (388 students) are American Indian, while 58% of the students attending SCC are first-generation college students. Class size varies, with an average teacher-to-student ratio of 1:13. SCC employs approximately 15 part-time instructors and nine full-time instructors each semester. A nine-member Board of Directors, modeled after Tribally Controlled College Governing Boards, governs the College. The Board of Directors membership is selected by the Chippewa Cree Business Committee and is made up of four Chippewa Cree Tribal Council members, four community members, and one student representative. The student body elects the student representative. The Board of Directors meets monthly and participates in the planning, development, operation, and evaluation of SCC programs.

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

On September 1, 2023, Stone Child College submitted the Policies, Regulations & Financial Review (PRFR) to the Northwest Commission on Colleges and Universities (NWCCU). The PRFR Review team reviewed the report, and SCC has demonstrated full compliance with NWCCU's Standard 2, which included Governance, Resources, and Capacity. The report showcased strong governance, financial stability, and student support systems. The institution received no corrective findings

and was praised for its transparent policies, equitable learning environments, and strategic planning. The review recommended continued efforts in strengthening electronic records security, updating the Student Handbook, finalizing Facilities and Technology Master Plans, and enhancing professional development through initiatives like Achieving the Dream.

Preface

Strengthening Institutional Capacity: Personnel Changes

Since the institution's last formal submission in Fall 2023, Stone Child College has undergone several key personnel changes aimed at strengthening its operational capacity, student support, and institutional growth. These personnel changes reflect SCC's commitment to improving student success, retention, and community engagement while maintaining its strong cultural mission.

The institution is committed to developing its own talent by providing staff, faculty, and students with the professional development opportunities necessary to excel in their current roles and to grow into additional responsibilities within SCC.

Key Personnel Updates & Expanded Roles

Like many tribal colleges, SCC operates with a collaborative, multi-role approach. Meaning staff members often take on multiple responsibilities beyond their primary titles to meet the needs of the institution. The recent changes include:

Jada Murie – Registrar (Former Admissions Specialist)

- Now oversees student records, registration systems, and academic compliance.
- Works closely with faculty and advisors to ensure smooth degree progression and graduation pathways.
- Continues to assist with admissions support, demonstrating SCC's multi-role cross-functional staffing model.

Bernida Denny – Admissions Specialist

- Leads student intake, enrollment processing, and supports orientation programs
- Collaborates with Tyson Courchane to identify at-risk students early.

Tyson Courchane – Retention Officer & Student Success Coach (Dual Role)

- Focuses on improving student persistence, academic success, and engagement.
- Implements early alert systems, mentoring programs, and cultural support initiatives.
- Provides direct tutoring support and academic coaching to help students succeed in their courses.
- Works across departments to track student progress and intervene when needed.

Telsa Belcourt – Multimedia Coordinator & Recruitment Officer (Dual Role)

- Manages SCC's digital presence (website, social media, promotional materials).
- Leads student recruitment efforts, including outreach to high schools and community events.
- Integrates Chippewa Cree cultural elements into SCC's branding and communications.

India Demontiney – Human Resources Director

- Strengthens employee relations, compliance, and professional development.
- Supports staff retention and training, ensuring SCC's workforce is equipped for student success.

Impact on Institutional Growth & Success

These organizational changes demonstrate Stone Child College's (SCC) commitment to serving students more effectively while strengthening its role as a Tribal College. By streamlining student services—including admissions, registration, and retention efforts—SCC ensures that students experience greater efficiency and support throughout their educational journey. At the same time, enhanced recruitment and community outreach, supported through digital engagement strategies and local partnerships, expand the College's reach and reinforce its community presence.

Institutional operations have also been strengthened through improvements in human resources, compliance processes, and staff development, which together foster a more sustainable and responsive campus environment. This restructuring highlights the unique model of Tribal Colleges, where employees wear multiple hats to maximize limited resources, foster collaboration, and maintain a strong student-centered approach. Through this model, SCC continues to embody resilience, adaptability, and dedication to student success.

Looking Ahead

With these new roles in place, Stone Child College is better positioned to:

- Increase retention and graduation rates through proactive student support
- Expand its reach via improved recruitment and multimedia strategies.
- Ensure sustainable operations with stronger HR and compliance frameworks.

These efforts align with SCC's mission, NWCCU standards, and long-term goals, ensuring that the college remains a vital education and cultural resource for the Rocky Boy community.

Addressing PRFR Findings

1. Electronic Record Keeping (Standard 2.C.4)

The SCC Registrar's office maintains information regarding students' academic progress at the College, including grade reports and permanent academic records (transcripts). The SCC Registrar's office is also responsible for collecting and maintaining current and accurate student information, such as tribal enrollment status, addresses, student major, and student advisor's name. This information is required by the federal government for the determination of funding. The procedures and other pertinent information related to record keeping are also available to students under the Student Records section (pg.15) in the SCC Student Handbook and Policy 411.00 Record Keeping in the SCC Policies and Procedures.

This policy was updated to outline the guidelines for retention, access, confidentiality, and security of student records. This policy also strengthened our SIS, Empower network, data security, and data encryption.

2. Communication Dissemination (Standard 2.D.1)

Effective communication is foundational to institutional integrity, accountability, and trust. Recognizing this, Stone Child College (SCC) created a formalized Communication Dissemination Process in Summer 2025 to strengthen the clarity, accuracy, and professionalism of all College communications. This initiative was developed in alignment with NWCCU Standard 2.D.1, which requires that institutions ensure accurate, timely, and consistent information is disseminated to internal and external stakeholders.

The effort was spearheaded by the College's Multimedia Coordinator, who convened a small but representative committee tasked with designing a transparent, equitable, and culturally respectful review process. This committee included members from various College units—Tesla Belcourt, Tyann Watson, Candace Morsette, and Joy Bridwell—to provide broad perspectives and ensure that communication practices reflected both the operational needs of the College and the cultural values of the Chippewa Cree Tribe.

Purpose

The purpose of the Communication Dissemination Process is to provide a structured pathway for reviewing and approving official communications prior to their release. In the past, individual departments or staff members often released flyers, announcements, or digital posts without consistent review, which risked inaccuracies, branding inconsistencies, or unintended cultural missteps.

To address these risks, SCC created a process that:

- Protects the integrity of institutional communication.
- Ensures messages reflect the College's mission, vision, and values.

- Demonstrates respect for tribal culture and community protocols.
- Provides timely dissemination of accurate information to students, faculty, staff, and the public.

Provides timely dissemination of accurate information to students, faculty, staff, and the community. This aligns directly with Standard 2.D.1, as the College now has a formalized framework that ensures information shared is reliable, consistent, and aligned with the institution's mission, and it will be implementing this framework moving forward.

The Multimedia Coordinator also provides two methods for submitting requests to ensure accessibility and formality. A digital request form is available through Microsoft Forms on the College's website, and a paper request form is conveniently located outside the Coordinator's office. These options streamline the process, making it easier for faculty, staff, and students to formally submit multimedia service requests.

3. Policies & Procedures and Student Handbook (Standard 2.G.2)

The SCC Administrative Team collaborated with members of the College's Board of Directors to review and update the institution's Policies and Procedures during dedicated writing sessions held in Great Falls from February 26 to March 1, 2025, and in Butte from March 13 to March 15, 2025. Following the revisions, the draft Policies and Procedures were distributed to all faculty and staff for feedback and suggestions to ensure comprehensive institutional input. The Policies and Procedures were subsequently finalized with revisions but is currently waiting legal review as of this report. Once legal review it finalized, we will publish the new Policies and Procedures with an updated Cover Page.

The Dean of Student Services, Marquieta Jilot, in collaboration with the Student Support Services team, completed a comprehensive revision of the Student Handbook (pg. 15, 18, 22, 25, 35, 52) to reflect current programs, services, and conduct expectations. The revised handbook was first circulated among faculty and staff for comments and suggestions, ensuring a collaborative and inclusive review process. Following this internal feedback, the document was submitted to the College's legal counsel for final review and approval Spring 2025.

In tandem with revisions to the Student Handbook and institutional Policies and Procedures, the College will work on an updated Course Catalog in Fall 2025. This coordinated update will ensure consistency across governing documents and provide students and the public with clear, reliable information on academic and programmatic requirements.

4. Facilities & Technology Master Plans (Standard 2.I.1)

Facilities Master Plan

Stone Child College is in the final stages of developing its Facilities Master Plan, a strategic resource management tool designed to ensure long-term sustainability, efficient use of physical

assets, and alignment with the institution's mission, enrollment trends, and academic priorities. This effort reflects the College's commitment to NWCCU Standard 2.I.1, which requires institutions to use planning and evaluation to manage resources in support of mission fulfillment and institutional sustainability.

The Facilities Master Plan is nearing completion, pending the final building assessment report from Engineer Bruce Beecher and his firm, which will provide essential evaluations of the current condition and structural integrity of campus buildings. This data will guide evidence-based decisions about facilities investment and renewal.

Once the assessment is received, SCC will transition to the formal planning phase, integrating findings into a comprehensive roadmap for capital improvements, space optimization, sustainability initiatives, and future construction. The plan will be used to identify priorities, allocate resources effectively, and support the College's ability to respond to changing programmatic and community needs.

This planning effort demonstrates SCC's strategic and integrated approach to institutional resource management. The Facilities Master Plan will serve as a key component in evaluating institutional capacity, guiding operational decisions, and ensuring long-term viability of physical infrastructure—all of which support mission-driven outcomes and the sustainability of the College as outlined in Standard 2.I.1.

Technology Master Plan

In alignment with NWCCU Standard 2.I.1, Stone Child College is actively engaged in a planning process that uses its resources effectively to ensure mission fulfillment and institutional sustainability. As part of these efforts, the College is in the process of developing its first comprehensive Technology Master Plan to support both academic and administrative functions across campus.

The development of the plan has been assigned to Paul Garcia, Network Systems Administrator, who is leading the initiative in collaboration with the IT team and with support from the American Indian Higher Education Consortium (AIHEC). This process reflects a deliberate and strategic approach to resource planning and capacity building.

To ensure that the plan is responsive to campus-wide needs and mission-driven outcomes, Mr. Garcia and his team have designed structured templates. They are currently engaged in a campus-wide data collection effort. This includes surveying students, faculty, and staff to gather input on existing technological conditions, user needs, and emerging priorities. The College may also enlist support from the Computer Committee to assist in evaluation and alignment efforts.

5. Building Our Own Capacities & Professional Development (Standard 2.I.1)

Stone Child College (SCC) has benefited from support provided by the Northwest Commission on Colleges and Universities (NWCCU), the American Indian College Fund (AICF), the American Indian Higher Education Consortium (AIHEC), the National Student Clearinghouse (NSC), and other TCU partners. College leadership actively encourages staff and faculty to pursue these development opportunities to expand their knowledge and strengthen effectiveness in their respective roles.

Cultivating Native Student Success (CNSS)

SCC has entered into a multi-year partnership with the [Cultivating Native Student Success](#) (CNSS) initiative, an effort led through the American Indian College Fund (AICF). CNSS provides structured professional development and capacity-building activities aligned with student success outcomes. The CNSS framework is organized around four major Focus Areas, each of which contributes to SCC's institutional growth:

- **Focus Area 1:** Developmental Education
  This area provides professional development for faculty and staff to strengthen placement processes, tutoring support, and course design. Activities include training on ACCUPLACER and FOCUS 2, enhanced tutoring services, and revisions to learning outcomes and syllabi. Professional development is directly tied to improving faculty effectiveness and student success in gateway and developmental courses.

- **Focus Area 2:** Digital Learning
  Faculty and staff are expanding their expertise in digital learning through professional development in online course design, learning management systems (LMS), and Quality Matters standards. This includes revising syllabi for online delivery, updating the Distance Education Guide to meet NC-SARA accreditation guidelines, and ensuring that digital learning policies align with best practices.

- **Focus Area 3**: Recruitment
  Professional development in this area centers on improving recruitment strategies, including the creation of a formal recruitment plan, promotional materials, dual enrollment initiatives, and culturally grounded community events. Staff and faculty gain skills in outreach, event planning, and data-informed recruitment practices that help SCC reach more prospective students.

- **Focus Area 4:** Retention
  Faculty and staff are trained to use Early Alert Systems, degree audit processes, and tutoring strategies to improve persistence and graduation rates. Professional development also supports the design of a formal retention plan and strategies for student engagement, including wellness activities, student clubs, and culturally relevant co-curricular programming.

Building on these professional development efforts, the Retention Officer, in collaboration with faculty, is developing an updated Distance Education Handbook for students. Supported by SCC's partnerships with the American Indian College Fund (AICF) and the American Indian Higher Education Consortium (AIHEC), this handbook will provide clear expectations, accessible resources, and culturally responsive practices designed to improve online learning success.

The SCC SEM Committee is in the process of updating the Strategic Enrollment Management (SEM) Plan currently published on the American Indian College Fund (AICF) website. The committee anticipates finalizing and adopting the revised SEM Plan in Fall 2025.

Student Ready Strategies

Stone Child College (SCC) has established a collaborative partnership with Student Ready Strategies (SRS) through the American Indian Higher Education Consortium (AIHEC) to strengthen institutional effectiveness in key areas of student success. This partnership is grounded in SCC's mission to provide quality higher education that meets the unique needs of its students, community, and cultural context.

Purpose:

Through AIHEC's support, SCC is engaging with SRS to build sustainable systems that will enhance digital and distance learning as well as developmental education pathways. The focus is on aligning institutional policies, improving instructional delivery, and ensuring students are supported in achieving their academic and career goals. By utilizing SRS expertise, SCC has implemented a collaborative assessment process that integrates feedback from students, faculty, and staff to guide decision making and foster a student-ready culture.

Priority Areas of Work

The partnership emphasizes two priorities for the institution:

1. Digital & Distance Learning
   - Revising online learning objectives and syllabi to reflect best practices
   - Integrating digital learning platforms that enhance student engagement.
   - Reviewing and aligning policies with accreditation standards.
   - Providing professional development for faculty and staff on digital systems and instructional processes.

2. Developmental Education
   - Strengthening placement and advising practices using data (Accuplacer, financial aid, and course-level outcomes).
   - Offering professional development for co-advisors and faculty advisors to better support students.

- Using data-driven strategies to identify gaps in support and implement targeted interventions.

<u>Collaborative Process and Engagement</u>

The partnership emphasizes inclusive engagement across all levels of the College community. Faculty, staff, and students are integral to the process, contributing through structured focus groups and surveys facilitated by SRS. These forums provided stakeholders with opportunities to share their experiences, discuss challenges, and suggest improvements related to online learning and developmental education. The collaboration was designed to ensure that outcomes are developed collaboratively, reflecting the insights and needs of those directly involved in the learning process.

- **Faculty Focus Group** explored instructional strategies, inclusive practices, and professional development needs.
- **Staff Focus Groups** focused on student services, technological supports, and barriers to effective student guidance.
- **Student Focus Groups** highlighted lived experiences in online and in-person courses, support services, and advising practices.
- **Board of Directors Focus Group** examined long-term institutional vision, the role of online education, and innovative practices SCC could adopt. The discussions also highlighted the importance of integrating tribal culture and language into digital learning initiatives, establishing appropriate success metrics, and developing strategies to strengthen partnerships with local high schools to facilitate smoother student transitions.

<u>Outcomes and Institutional Impact</u>

The partnership between Stone Child College, AIHEC, and Student Ready Strategies produced critical insights into online learning and developmental education, generating actionable recommendations that strengthen student achievement and institutional effectiveness.

Findings highlighted the need to formalize developmental placement processes through multi-measure approaches, replacing reliance on a single standardized test. Course-level data analysis revealed wide variation in student outcomes across modalities, leading to a recommendation for annual success rate tracking and faculty-led reviews to identify high-impact practices. Faculty expressed a strong need for sustained professional development, prompting the creation of communities of practice focused on inclusive, locally relevant online teaching and instructional design.

Additionally, SCC was advised to adopt a comprehensive online learning policy with clear definitions, standards, and onboarding requirements for both faculty and students. To address equity barriers, the report recommended establishing a technology assistance fund or loaner system, ensuring all students can access laptops, internet, and digital tools.

Finally, to strengthen student belonging, SCC was encouraged to expand multi-modal engagement, livestream events, and create virtual communities for online learners. Collectively, these recommendations will enhance equity in access and success, embed a culture of data-informed improvement, build faculty capacity, align policies with accreditation standards, and improve readiness and belonging for all students.

By implementing these reforms, Stone Child College is positioned to institutionalize evidence-based practices, reduce equity gaps, and expand opportunities for students across both online and in-person environments.

Next Steps

Stone Child College is committed to turning evidence into action. In direct response to the recommendations from Student Ready Strategies, the Retention Committee and faculty are collaborating to develop a comprehensive Online Learning Policy with a Distance Education Handbook that will provide clear standards, consistent practices, and equitable support for students and instructors. This work ensures that SCC's online education framework aligns with institutional mission, accreditation expectations, and the needs of our students.

In addition, the College is engaging with Student Ready Strategies' new *Constellation* modules (ConstellationED) to strengthen capacity for continuous improvement. These modules provide structured, data-informed tools that guide faculty and staff in designing inclusive learning environments, implementing high-impact practices, and embedding student success strategies into everyday teaching and advising. By integrating these resources into professional development and planning, SCC is ensuring that both online and in-person courses reflect national best practices while remaining deeply connected to the Chippewa Cree community's values and lifeways.

Through these collaborative initiatives, SCC is fostering a sustainable culture of evidence-based decision-making and innovation. The upcoming phase of the College's development will focus on formalizing policies, enhancing instructional quality, and promoting a sense of belonging among students—ensuring that all learners have access to the resources and support necessary to succeed.

Advancing Institutional Research through NCS and PDP

Stone Child College (SCC) has been a participating member of the National Student Clearinghouse (NSC) since 2020, consistently submitting enrollment and graduate files to strengthen institutional accountability and visibility of student outcomes. This foundational work established SCC's capacity to contribute to national data systems while also reinforcing the College's commitment to transparency and student success.

In 2023, SCC expanded its data reporting efforts by submitting its first set of Cohort and Course Files in support of the Postsecondary Data Partnership (PDP), coordinated through the American Indian Higher Education Consortium (AIHEC). With guidance and technical assistance from Jada

Murie, SCC successfully launched its PDP dashboard, which now provides institutional leaders, faculty, and staff with deeper insights into student progress, retention, and completion.

<u>Dashboard Development and Data Quality</u>

The creation of the PDP dashboard represented a milestone in SCC's institutional research capacity. During the initial dashboard review, the College identified a bug in the outcome measures, traced back to inconsistencies in the submitted Course Files. In response, the Institutional Research team initiated a thorough process of correcting and resubmitting Course Files to ensure accurate representation of student achievement. This data quality effort is critical not only for refining the dashboard but also for enabling the submission of the most recent year's data, ensuring SCC can monitor trends over time.

<u>Expanding PDP Contributions</u>

Looking ahead, SCC is broadening its PDP participation by including **Financial Aid Files** beginning in the upcoming reporting year. This expansion will allow the College to examine the intersection of student success and financial support, providing valuable insights into equity, access, and the role of financial aid in persistence and completion. By integrating this data, SCC will be able to more effectively inform resource allocation, student support strategies, and long-term planning.

<u>Commitment to Data-Informed Decision Making</u>

SCC remains committed to improving data quality and maximizing the utility of the PDP to inform institutional decision-making. Through the partnership with AIHEC and the support of Jada Murie who is currently our Registrar, the College is positioned to use these enhanced data systems to:

- Strengthen retention and completion initiatives.
- Identify and close equity gaps across student populations.
- Improve reporting and accountability to tribal, federal, and accrediting partners.
- Foster a culture of continuous improvement driven by evidence and transparency.

Participation in the National Student Clearinghouse and the Postsecondary Data Partnership demonstrates Stone Child College's dedication to using data as a tool for advancing student success. The College's efforts to expand reporting, correct data quality issues, and include financial aid measures ensure that the PDP dashboard will continue to evolve into a powerful resource for strategic planning, equity initiatives, and institutional growth.

6. Achieving the Dream (Standard 2.I.1)

Stone Child College (SCC) has taken proactive measures to enhance student success by engaging in a national collaboration with Achieving the Dream (ATD), a nonprofit organization dedicated to institutional transformation in higher education. Through this partnership, SCC has worked to remove structural barriers, improve student support services, and develop a sustainable advising

model aligned with the college's mission and the needs of its primarily Native American and first-generation student population.

Grant History and Project Timeline

From **2019 to 2022**, SCC participated in ATD's *Serving Native American Students with Holistic Student Supports* initiative, supported by [Margaret A. Cargill Philanthropies](#). This three-year coaching and redesign project brought together five tribal colleges to rethink how higher education can better serve Native students. The initiative focused on addressing systemic barriers and implementing comprehensive student supports.

As part of this effort, SCC received targeted coaching from ATD to redesign its academic advising model. It was a necessary reform identified as critical for improving persistence, retention, and graduation outcomes.

Advising Redesign

Before the redesign, students at Stone Child College faced significant barriers in accessing timely and effective advising. Many did not meet with an advisor until the fall semester had already begun, leaving them unprepared for the academic year. The absence of summer advising compounded this problem, creating last-minute registration bottlenecks and increasing stress for both students and staff. Without early guidance, students often self-registered into courses that did not align with their academic goals or degree pathways, which delayed progress and, in some cases, forced students to retake classes. These advising gaps contributed to lower persistence and higher withdrawal rates, as students lacked the structured support necessary to navigate both academic planning and personal challenges.

SCC responded by piloting a **Co-Advising Model**:

- Faculty, staff, administrators, and even the college president and deans served as co-advisors, each supporting a small cohort of first-year students.
- Advising began before the fall semester, supporting students with orientation, scheduling, childcare, transportation, and life logistics.
- Program faculty could then focus on academic and career-specific advising later in the student journey.
- This model established a shared-responsibility culture, embedding advising across the institution rather than isolating it to a single office.

In 2024–2025, SCC expanded this approach by hiring a Retention Officer, who works closely with co-advisors, faculty, and students to strengthen communication, early intervention, and accountability. This team-based structure created a consistent outreach system, contributing directly to measurable retention gains.

Scaling and Innovation During Covid 19

When the COVID-19 pandemic disrupted higher education nationwide, Stone Child College responded by rapidly leveraging technology to sustain student support. The College implemented Microsoft Office365 Teams for each academic program, creating reliable channels of communication between students, co-advisors, and faculty.

To further strengthen advising continuity, SCC introduced shared advising logs, which enabled any advisor to step in and support a student if their assigned co-advisor was unavailable. At the same time, the College began transitioning to a new student information system, improving data integration and allowing for more precise tracking of student progress.

Together, these innovations ensured that SCC's advising system remained resilient, accessible, and responsive throughout an unprecedented period of disruption.

Orientation & Cultural Integration

SCC also restructured student orientation, shifting to small group sessions where students met directly with the staff responsible for specific services. This personalized approach, combined with the inclusion of the Chippewa Cree creation story, reinforced cultural identity, belonging, and SCC's mission from the very start of the student journey.

Building Data-Informed Capacity

Through ATD's coaching, SCC strengthened its ability to make data-informed decisions. Faculty and staff began learning how to analyze and interpret student success data to:

- Evaluate programs.
- Identify equity gaps.
- Guide institutional strategies.

SCC also joined the **National Student Clearinghouse** and the **Postsecondary Data Partnership**, positioning itself as one of the few tribal colleges to advance this far in data-driven institutional development.

With guidance from ATD coaches, Stone Child College expanded its commitment to using evidence-based practices by hosting its first internal Data Summit for faculty and staff in Fall 2024. The summit provided hands-on training and collaborative opportunities for participants to analyze student success data. This milestone not only advanced SCC's data-informed culture but also fostered collective ownership among staff in shaping student-centered reforms.

<u>Results and Early Impact</u>

The partnership between Stone Child College and Achieving the Dream has produced clear and measurable results. Student persistence improved from 51% in Spring 2024 to 57% in Spring 2025, while retention increased dramatically from 40.8% in Fall 2022–2023 to 65% in Fall 2023–2024. These gains reflect the impact of stronger advising structures and intentional student supports.

Students are now reaching out to advisors proactively, signaling greater trust and engagement, and advisors report stronger, more meaningful connections with the students they serve. Orientation and advising reforms have also created a smoother onboarding process for first-year students, ensuring that they feel supported from the start of their academic journey.

In recognition of these achievements, SCC was honored with the DREAM: The Project Success Partner Award at ATD's 20th anniversary conference — a national acknowledgment of the College's leadership in advancing student-centered reform.

National Student Clearinghouse (Standard 2.I.1)

The College has been a participating member of the National Student Clearinghouse since 2020 and has consistently submitted enrollment and graduate files since joining. In 2023, the College expanded its data reporting efforts by submitting its first set of Cohort and Course Files to support participation in the Postsecondary Data Partnership (PDP).

Following the 2023 submission, the College's PDP dashboard was created, providing new insights into student progress and outcomes. During the dashboard review process, we identified a bug in the outcome measures, which was traced back to issues within the submitted Course Files. The Institutional Research team has since been working to correct and resubmit the Course Files to ensure accurate representation of student outcomes. These corrections are also essential for enabling submission of the most recent year's data.

Looking ahead, the College is expanding its PDP data contributions by adding Financial Aid Files, beginning in the upcoming reporting year. This addition will allow for deeper analysis of the relationship between student outcomes and financial support, enhancing the utility of the PDP dashboard for strategic planning and equity work.

We remain committed to improving data quality and expanding our use of the PDP to inform institutional decision-making and student success initiatives.

PREFACE EXHIBITS

Strengthening Institutional Capacity: Personnel Changes
[SCC Organizational Chart](#)
Addressing PRFR Findings:

Electronic Record Keeping (Standard 2.C.4)

Student Records Policy
Communication Dissemination (Standard 2.D.1)
SCC Communication Checklist
Media Service Requests (screenshot)
Policies & Procedures and Student Handbook (Standard 2.G.2)
SCC Policies and Procedures 2021-2023
SCC Policies and Procedures 2025 DRAFT
SCC Student Handbook
Facilities & Technology Master Plans (Standard 2.I.1)
SCC Facilities Master Plan 2025 DRAFT
KLJ SCC Campus Assessment Report DRAFT
Cybersecurity Policy Framework Executive Summary DRAFT
SCC Appropriate Use Policy DRAFT
SCC Backup and Restore Policy DRAFT
Building Our Own Capacities & Professional Development (Standard 2.I.1)
Cultivating Native Student Success Initiatives
CNSS SEM Dashboard
SCC Distance Learning Student Handbook DRAFT
Strategic Enrollment Management Plan 2025 DRAFT
Student Ready Strategies Report
Achieving the Dream (Standard 2.I.1)
SCC Advisors List 2025-2026
Co-Advising Handbook
National Student Clearinghouse (Standard 2.I.1)
PDP Submissions 2023-2025

1.A Institutional Mission

1.A.1 Mission

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

Stone Child College Mission Statement

Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates, and community education. SCC stresses the importance of preserving the Chippewa Cree language, culture, and history. Stone Child College demonstrates its commitment to student learning and achievement by providing quality educational programs and student services that professionally prepare students for the workforce or further education.

Standard 1.A.1

Stone Child College advances its institutional mission through four primary strategic themes that guide its priorities and support student success. The first theme centers on expanding access to higher education and increasing achievements for American Indian, low-income, and first-generation students by enhancing support services and outreach. The second theme emphasizes delivering high-quality academic programs designed to facilitate seamless transfer to four-year institutions or successful entry into the workforce. The third theme focuses on establishing and maintaining strong community partnerships through continuing education, outreach activities, and collaborative initiatives that bolster local and regional capacities. The fourth theme affirms the College's dedication to cultural preservation and promotion, particularly in sustaining the Chippewa-Cree language, history, and traditions. Collectively, these themes embody Stone Child College's commitment to academic excellence, student success, cultural integrity, and community development.

The indicators for Core Theme One were intentionally aligned with the American Indian Higher Education Consortium (AIHEC) bylaws and the American Indian Measures of Success (AIM) Key Indicator Data. By grounding these measures in nationally recognized standards, Stone Child College ensures that its assessment of student access, achievement, and attainment reflects both its institutional mission and the collective priorities of Tribal Colleges and Universities (TCUs).

In addition to this national framework, some indicators for Core Theme One and the following Core themes were set using national averages to provide a meaningful point of comparison, while others were revised once institutional data was collected. For example, the indicator on Pell-eligible students was adjusted after initial analysis revealed that the original measure did not fully represent SCC's student population. The College refined the measure by adding an **Expected Family Contribution (EFC) of $0**, which more accurately captures the financial reality of many SCC students.

Indicator development was also an inclusive process. Initial benchmarks were informed by data collected and reviewed in assessment and staff meetings. Faculty and staff had direct input in refining the definitions of performance levels such as "meets" and "exceeds," ensuring that the indicators are both mission-driven and achievable. This collaborative approach reinforces SCC's commitment to using evidence-based, participatory processes in evaluating institutional effectiveness.

Core Theme 1:

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

Core Theme One at Stone Child College emphasizes expanding post-secondary opportunities, achievements, and attainment for American Indian students, economically disadvantaged students, and first-generation college students. Through initiatives that reduce access barriers, offer culturally relevant academic and personal support, and enhance pathways to transfer and career readiness, the College aims to support student persistence, success, and completion of their educational objectives, thereby contributing to the growth and well-being of the community it serves.

The institution has demonstrated sustained commitment to advancing educational access and success for priority student populations. Several indicators show consistent progress, while others highlight areas requiring strategic attention.

1. **American Indian Student Representation (Indicator 1.1)**

American Indian student representation has consistently remained well above the institutional benchmark of 85% across multiple years. The benchmark was established in accordance with AIHEC's bylaws, which specify the requirement to have a majority of full-time equivalent American Indian or Alaska Native students. In Fall 2017, representation was 88%, and since then it has consistently ranged from 92% to 95%, demonstrating strong alignment with the college's mission. Specifically, results were 93% in Fall 2018, 94% in Fall 2019, 93% in Fall 2020, 95% in Fall 2021, 93% in Fall 2022, and 92% in Fall 2023. Most recently, Fall 2024 enrollment showed 273 of 293 students identifying as American Indian (93%), continuing this longstanding trend of exceeding expectations.

Overall, representation of American Indian students has remained both stable and consistently above benchmark, confirming that the institution continues to fulfill its mission of serving this population. Sustained focus on outreach and support will be important to maintain this strong representation in future enrollment cycles.

2. **Economically Disadvantaged Students (Indicator 1.2)**

The institutional benchmark for Pell-eligible students with an Expected Family Contribution (EFC) of $0 is 78%. The benchmark was set using data from the Hechinger Report documenting that 78% of TCU students receive PELL funding while 90% apply. Stone Child College has consistently met or exceeded this threshold in recent years. In Fall 2019, 86% of Pell-eligible students had an EFC of $0, and when including additional students ineligible for Pell due to limits or SAP/default issues, the proportion of low-income students reached 95%. Performance remained strong in subsequent years, with 80.4% in Fall 2020, 82% in Fall 2021, 82.7% in Fall 2022, and 79% in Fall 2023, each above the 78% benchmark.

Due to significant changes in the FAFSA beginning in 2024–2025, results for Fall 2024 were not calculated. Despite this data gap, the consistent historical pattern demonstrates the institution's success in serving economically disadvantaged students by ensuring access to Pell funding and

supporting those with the highest financial need. Ongoing monitoring will be important as new FAFSA reporting requirements are implemented.

3. **First-Generation College Students (Indicator 1.3)**

The institutional benchmark for first-generation student enrollment is 65% or higher. Performance in this area has fluctuated significantly over time, with results alternating between exceeding expectations and falling well below the threshold.

In earlier years, representation was strong, with 73% in Fall 2019 and a peak of 81.4% in Fall 2021, both comfortably above the benchmark. However, subsequent years revealed sharp declines. Rates dropped to 57% in Fall 2022 and 54% in Fall 2023, before showing only a slight recovery to 55% in Fall 2024, all below the benchmark.

Disaggregated data highlight notable differences between subgroups. In Fall 2024, degree-seeking students achieved 67%, exceeding the target, while non-degree-seeking students fell to just 34%, continuing a troubling trend observed in previous years. Earlier data show similar patterns: in Fall 2021, both groups performed strongly (85% DS, 73% NDS), while in Fall 2020 and Fall 2022, non-degree-seeking students consistently underperformed.

Overall, while first-generation enrollment has historically met or exceeded the benchmark, the most recent three years indicate persistent underperformance among non-degree-seeking students, pulling overall rates below the threshold. Addressing this gap through targeted recruitment, support, and transition strategies for non-degree-seeking students will be critical to restoring and sustaining performance.

4. **Persistence Rates (Semester-to-Semester) – (Indicator 1.4)**

The institutional benchmark for semester-to-semester persistence is 60% or higher. Persistence rates have fluctuated over time, with earlier years falling below benchmark but more recent years showing modest improvement.

Baseline AIMS/AKIS data indicated lower persistence, with 42% (S17–F17) and gradual improvement to 55% (S19–F19), though still under the 60% threshold. During 2020–2021, persistence averaged 56%, reflecting the impact of the pandemic. Performance began to stabilize in subsequent years: 61.2% from F21–S22, though S22–F22 dipped to 50%.
More recently, the college has shown consistent gains, with 57% (F22–S23), 65.1% (S23–F23), and 66% (F23–S24), all meeting or exceeding the benchmark. However, persistence has not been steady, with declines to 51% (S24–F24) and 57% (F24–S25).

Overall, persistence remains an area of incremental improvement but continued inconsistency. While several terms now exceed the benchmark, recurring dips below 60% highlight the need for sustained strategies, particularly during spring-to-fall transitions where losses are more

pronounced. Strengthening advising, peer mentorship, and early intervention during these transition points will be critical to stabilizing persistence at or above benchmark levels.

5. **Retention Year-to-Year (Indicator 1.4B)**

The institutional benchmark for year-to-year retention is 50% or higher. Retention has historically fluctuated below the benchmark, but most recent results show a marked improvement.

Earlier data reflect ongoing challenges, with retention averaging 35% in F16–F17, rising to just above the threshold in F17–F18 (51.3%) and F18–F19 (50%), before falling back to 46% in F19–F20 and 43.2% in F20–F21. Subsequent cohorts remained below benchmark, with 49.9% in F21–F22 and a further decline to 40.8% in F22–F23, representing one of the lowest points in recent years.

However, the most recent cohort demonstrates significant progress. Retention from F23 to F24 improved sharply to 65%, surpassing the benchmark by a substantial margin and reversing the prior downward trend. This suggests that recent efforts in advising, mentorship, and transition supports are having a positive impact.

Overall, while historical retention has often lagged behind the institutional target, the most recent year reflects a breakthrough improvement, pointing to the effectiveness of current strategies. Sustaining this progress will require continued focus on structured support, especially for first-year students during critical transition periods.

6. **Graduation Rates (Indicator 1.5)**

The institutional benchmarks for graduation are set at 25% minimum and 30% or higher as the aspirational goal. Historical results show wide fluctuations across cohorts, with only a few meeting or exceeding expectations.

The Fall 2014 cohort graduated at 18.5%, well below benchmark, followed by a high of 41.7% for the Fall 2015 cohort, which exceeded the 30% threshold. Outcomes then declined, with 27.3% for the Fall 2016 cohort and 30.3% for the Fall 2017 cohort, the latter just above benchmark. More recent cohorts show lower results: 27.03% (Fall 2018 cohort), 14% (Fall 2019), 26% (Fall 2020), and most recently 11% for the Fall 2021 cohort (reported Spring 2025).

Overall, graduation performance has become increasingly volatile, with recent cohorts trending downward and falling short of the 25% minimum threshold. While earlier cohorts occasionally surpassed expectations, the sharp decline to 11% for the most recent cohort raises concerns about long-term completion outcomes. To address this, the institution must prioritize guided pathways, proactive advising, degree mapping, and early intervention systems to help students persist to completion.

7. **Dual Enrollment Success (Indicator 1.6)**

The institutional benchmark for Dual Enrollment (DE) success is 70% or higher (defined as a grade of C or better). Performance over time has been variable, with several terms exceeding expectations while others fell sharply below.

Early results (2017–2020) were generally strong, with pass rates ranging between 73% and 92% for most course loads, though with some inconsistencies as students enrolled in higher course loads. In particular, Fall 2020 and Spring 2021 cohorts demonstrated success rates at or above benchmark in most categories, with some groups reaching 100%.

Outcomes declined noticeably in Fall 2021 and Spring 2022, where success rates for one- and two-course students dropped to 67% and 50% (FA21) and further to 55% and 45% (SP22), both below benchmark. Additional concerns emerged for three- and four-course students in Spring 2022, with success rates as low as 0% for some subgroups.

More recent years show both improvement and variability. Fall 2022 reflected recovery with 72–78% success for one- and two-course students, but Spring 2023 saw declines among higher course loads (as low as 33% for four courses). In Fall 2023, outcomes rebounded, with one- and two-course students achieving 82–83% success. However, Spring 2024 dipped again, with one-course students at 59% and two-course students at 25%, both well below benchmark.

The most recent results are encouraging. In Fall 2024, students in two to four courses performed above benchmark (65–100%), though one-course students were still slightly below at 61%. In Spring 2025, results were the strongest overall in recent years, with 93% for one-course students and 75% for two-course students, though three-course students (50%) continued to underperform.

Overall, the long-term pattern demonstrates that students in heavier course loads often perform better, while one- and two-course students show greater inconsistency, sometimes falling below benchmark. Sustaining the recent gains from Spring 2025 will require targeted advising, early interventions, and academic support for lighter-load students, while also addressing the persistent underperformance of some three-course groups.

Analysis

Stone Child College continues to demonstrate strong alignment with its mission in the areas of access and equity. American Indian student representation remains consistently high at 93%, well above the 85% benchmark, and the college has also exceeded expectations in serving low-income students, with 79–86% of Pell-eligible students reporting an EFC of $0 in recent years. These results confirm the institution's success in supporting its core populations. Persistence and retention have also improved, with semester-to-semester rates reaching 66% and year-to-year retention increasing to 65% in the most recent cycle, both exceeding benchmarks and reflecting the impact of strengthened advising and mentorship efforts.

At the same time, several areas require urgent attention. First-generation student enrollment has declined to 55%, below the 65% benchmark, with non-degree-seeking students showing the steepest drop to 34%. Graduation rates remain the most concerning trend, falling to 11% for the Fall 2021 cohort, well below the 25% threshold. These outcomes highlight systemic challenges in completion and underscore the need for guided pathways, degree mapping, and early alerts.

Dual Enrollment performance illustrates both promise and inconsistency. While recent results in Spring 2025 showed strong outcomes (93% for one-course and 75% for two-course students), other terms have fallen well short of the 70% benchmark, particularly among lighter course loads. Moving forward, the institution's challenge will be to sustain strengths in representation, access, and retention while addressing persistent gaps in completion and variability in dual enrollment success. Focused strategies to support at-risk groups and stabilize student outcomes will be critical to ensuring consistent mission fulfillment.

Next Steps:

- **Boost Student Completion:** Strengthen graduation outcomes through guided pathways, degree mapping, and early alert systems to ensure students stay on track to completion.
- **Support First-Generation and At-Risk Students:** Expand recruitment, advising, and mentoring for first-generation and non-degree-seeking students, addressing the sharp gaps in enrollment and persistence.
- **Stabilize Persistence and Dual Enrollment Outcomes:** Focus on spring-to-fall transitions and build structured supports for dual enrollment students, particularly those in lighter course loads.
- **Sustain Retention and Equity Gains:** Build on improvements in persistence and retention while monitoring enrollment trends to maintain strong representation of American Indian and economically disadvantaged students.

Core Theme 2:

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

Stone Child College is dedicated to preparing students for successful transfer to four-year institutions as well as entry into the workforce. Through comprehensive academic programs, industry-relevant training, and collaborative partnerships with employers and higher education institutions, the college offers a high-quality education that promotes student development, professional preparedness, and sustained success.

1. Student Satisfaction (SENSE & CCSSE) (Indicators 2.1a – 2.1b)

Student satisfaction has remained consistently high across both SENSE and CCSSE measures. When asked whether they would recommend the college to a friend or family member (Indicator 2.1a), responses in Fall 2023 and Spring 2024 remained strong, with 94.1% to 97.7% of students

responding "Yes", including a perfect 100% rating in Fall 2024. These results demonstrate continued student confidence and endorsement of the institution.

Similarly, CCSSE results evaluating overall educational experience (Indicator 2.1b) show that students remain highly satisfied with their time at the college. In Spring 2023, 92.4% of students rated their experience as *Excellent* or *Good*, and in Spring 2024, this increased to 95.4%, with nearly two-thirds rating their experience as *Excellent*. Together, these measures confirm that the institution continues to provide a strong and positive learning environment, with satisfaction consistently above 90% in recent years.

2. Course Evaluations (Indicator 2.2)

Course evaluations, which measure student perceptions of courses, instruction, and development, have historically reflected very strong levels of satisfaction. Across multiple years, the percentage of students responding *Strongly Agree* or *Agree* consistently exceeded the institutional benchmark of 90%, confirming positive teaching and learning experiences. For example, averages were 97% in 2020–2021, 93% in 2021–2022, and 95.3% in 2022–2023. In the most recent academic year, 2023–2024, satisfaction remained strong at 92%, continuing to exceed benchmark expectations.

However, results from Spring 2025 mark a notable decline, with only 78.5% of students selecting Strongly Agree or Agree, falling significantly below the 90% threshold. This represents a break from the stable pattern of high satisfaction seen in prior years. While Fall 2024 and earlier results indicated continued strength (94.4% in F24 and 91% in S24), the sharp drop in S25 suggests new concerns related to course delivery, instructional quality, or shifting student expectations.

Overall, course evaluation trends demonstrate that the institution has historically performed well above benchmark, but the recent decline in Spring 2025 signals an urgent need for closer review. Conducting deeper analysis of course-specific feedback, engaging faculty in professional development, and strengthening student-instructor communication will be critical to restoring course satisfaction to benchmark levels.

3. Program Assessments & Student Learning Outcomes (SLOs) (Indicator 2.3)

Program assessment data, which measure the percentage of students demonstrating proficiency in student learning outcomes, reveal a long-term decline from earlier high performance. The institutional benchmark is 80% proficiency or higher. In 2018–2019, results were strong, averaging 90%, with both terms above benchmark (88% in Fall 2018 and 91% in Spring 2019). The following year, 2019–2020, averaged 83%, again meeting expectations.

However, results dropped significantly in 2020–2021, averaging just 60% proficiency, with lows of 57% in Fall 2020 and 47% in Spring 2021, well below the benchmark. Modest recovery followed in subsequent years: 63% in 2021–2022, 66% in 2022–2023, and 65% in 2023–2024, but each remained short of expectations. Most recently, 2024–2025 results averaged 63%, with 59% in Fall 2024 and 67% in Spring 2025, continuing the trend of underperformance.

Overall, the data reflect a persistent gap in meeting the 80% benchmark, with results declining sharply since 2020 and failing to recover to prior levels of excellence. While incremental improvements are visible in some terms, the multi-year average remains consistently in the low- to mid-60% range. This suggests the need for renewed focus on curriculum alignment, instructional strategies, faculty development, and stronger assessment feedback loops to ensure students achieve proficiency in program-level outcomes.

4. Exit Survey of Graduates (Indicator 2.4)

Exit survey results provide valuable insight into graduates' self-perceived readiness for transfer, workforce entry, and mastery of core competencies. Across multiple years, most outcomes exceed the institutional benchmark of 70% agreement, though patterns reveal areas of strength alongside skills where continued improvement is needed.

Earlier results (SP22–SP23) reflected strong performance, particularly in cultural knowledge, work ethic, and preparation for further study, with most items above 80–90%. In Spring 2023, students reported especially high readiness in written communication (87%), transfer preparation (93%), and oral communication (87%), while workforce preparation was slightly lower at 71%. In Spring 2024, ratings remained generally positive, though some skills fell into the mid-70% range, including mathematical reasoning (76%), scientific inquiry (72%), and cultural appreciation (76%), suggesting variability in students' perceived proficiency across general education outcomes.

The most recent Spring 2025 results show a strong rebound in several areas. Transfer preparation was rated at 100%, and workforce readiness rose to 93%, both surpassing benchmarks by a wide margin. Written, oral, and mathematical reasoning skills were also reported at or above 85%, with computer skills at 90%. Cultural knowledge dipped slightly to 71%, but still met the minimum benchmark, while scientific inquiry remained steady at 76%. Overall, the data suggest that graduates feel confident in core academic skills and career readiness, but that continued attention is needed in strengthening cultural integration, scientific inquiry, and consistent mastery of general education outcomes.

Taken together, exit survey findings indicate that the college is succeeding in preparing students for transfer and workforce entry, while also achieving benchmark-level performance in most skill areas. Sustained efforts in curriculum alignment, experiential learning, and culturally integrated instruction will help address weaker outcomes and ensure graduates consistently demonstrate strength across all institutional learning outcomes.

5. **Faculty, Leadership, and Class Size (Indicators 2.6-2.8)**

Stone Child College continues to demonstrate strength in instructional quality, leadership, and faculty-student engagement. Faculty qualifications remain consistently strong, with the majority of full-time and part-time instructors holding master's degrees or higher, and others contributing valuable cultural and language expertise. All faculty meet institutional and accreditation standards, confirming that instructional quality aligns with expectations.

Leadership measures also reflect steady improvement. Graduate survey results show that perceptions of the President's accessibility, visibility, professionalism, and community leadership have risen over time, reaching 81–90% agreement in Spring 2025, well above the 75% benchmark. This trend suggests strengthened trust and confidence in institutional leadership.

Finally, teacher-to-student ratios, which had spiked in 2021–2022 (1:25 to 1:29), have since stabilized at 1:10 to 1:13 in 2023–2025, well within the institutional benchmark of 1:15. These favorable ratios provide opportunities for individualized instruction and closer faculty-student interaction.

Together, these indicators affirm that Stone Child College maintains a highly qualified faculty, effective leadership, and favorable instructional ratios, all of which contribute directly to student success and mission fulfillment.

6. **Quality Services & Support (Indicators 2.9–2.12)**

    First-Year Satisfaction and Support (2.9a)

    SENSE and CCSSE data provide mixed insights into first-year student satisfaction with academic and social supports. Awareness and participation in structured supports such as college-success courses and learning communities have fluctuated significantly, with low engagement during 2021–2022 (20–33%) but more recent recovery (55–71% in 2023–2024). Knowledge of key support services—academic advising, career counseling, job placement, and tutoring—shows continued variability. Academic advising awareness has remained high (72–82%), while career counseling and job placement awareness lag behind (20–40%).

    CCSSE comparative results indicate Stone Child College performs well against Tribal College and national cohorts in Student-Faculty Interaction and Support for Learners, with consistent scores above cohort averages (notably 68.7 for Student-Faculty Interaction in 2023 and 63.6 for Support in 2024). Areas of relative weakness remain in Academic Challenge and Active/Collaborative Learning, which dipped in 2024. Overall, the data suggest SCC excels in direct faculty engagement and support but must continue strengthening structured academic challenges and community-based learning opportunities.

Overall Student Satisfaction (2.9b)

Student satisfaction surveys show strong but uneven results across dimensions of social, academic, and financial support. Key highlights include:

- **Academic support**: Consistently high satisfaction (>80% in 2023–2024) with advising and faculty interaction.
- **Financial support**: Strong performance (83–90%), with nearly all students affirming aid access in recent years.
- **Non-academic and social support**: More mixed, with lower results (48–66%) in coping with responsibilities and thriving socially. While results rebounded in 2024 (62–66%), these remain areas of concern.
- **Diversity and inclusion**: Scores fluctuated widely—from a low of 44% in 2019 to stronger levels (60–77%) in other years—indicating ongoing work is needed to foster inclusive student interaction.

Quality Staff (2.11a)

Graduate exit surveys indicate strong satisfaction with staff and support services, with averages ranging from 74% in 2018 to 95% in 2020, before stabilizing around 80–90% in later years. Facilities, IT, business office, and registrar functions consistently received the highest ratings, while student services support (transfer, retention, childcare) showed weaker and more variable satisfaction (52–71%). The Financial Aid Office improved significantly, peaking at 100% satisfaction in 2024.

Academic Advising (2.11b)

Advising consistently emerges as one of SCC's strongest areas. From 2020 to 2025, advising survey averages have ranged from 82% to 99%, with the most recent 2025 data showing 95% satisfaction in placement, accessibility, sequencing of courses, and instructional quality. This indicator confirms that faculty and advisors provide students with personalized, effective guidance that directly supports retention and graduation.

Use and Rating of Student Services (2.12)

Student services—such as transportation, childcare, learning centers, and retention support—show mixed effectiveness. Surveys in 2020 and 2021 revealed a split between strong perceived importance (88%) and lower satisfaction with quality (40%). By 2021, averages improved (67–88%), but more recent data is not available. This suggests continued work is needed to ensure quality matches availability.

Key Takeaways Across Indicators 2.9–2.12

- **Strengths**: Advising, faculty-student engagement, financial aid access, and IT/facilities support stand out as consistently strong.
- **Areas for Growth**: Career counseling, job placement services, and social/non-academic support remain underdeveloped and less visible to students.
- **Trends**: While student satisfaction dipped during the pandemic, many areas have rebounded, especially advising and financial support. However, engagement in collaborative learning and knowledge of support services must be strengthened.

7. Student Outcomes & Institutional Capacity (Indicators 2.13–2.15)

Stone Child College has developed a comprehensive framework to measure student learning and institutional effectiveness through general education outcomes, program assessments, and graduate perceptions of preparedness. Together, these data points provide a holistic view of how well SCC fulfills its mission to prepare students for both transfer and workforce success.

General Education Outcomes (2.13)

Assessment of General Education Learning Outcomes (GELOs) provides a consistent measure of core competencies across academic years. Performance was strong in 2018–2019 (84%) and 2019–2020 (83%), but declined significantly during the pandemic years, reaching lows of 59% in 2020–2021 and 54% in 2021–2022 and 2022–2023. More recent results show recovery, with 61% in 2023–2024 and 63% in 2024–2025, signaling gradual improvement. While outcomes remain below the 75% benchmark, the upward trend suggests that interventions in instructional quality and student support are beginning to yield results.

Institutional Program Assessment (2.14)

Program-level assessment participation demonstrates SCC's strong culture of accountability. Since 2019, nearly all programs have consistently submitted assessment data, with multiple years reaching 100% compliance. For example, from 2019 through 2023, all 16 programs reported assessment data, ensuring continuous improvement. In 2024, reporting dipped slightly to 93%, and in Spring 2025 to 81%, largely due to pending data from three programs (Building Trades, Addiction Studies, and Cree Language). Despite this, SCC's overall track record shows a high level of faculty and departmental engagement in outcomes assessment, which directly supports both accreditation standards and internal improvement initiatives.

Graduate Preparedness (2.15)

Graduate exit surveys consistently indicate that SCC students feel well-prepared for both transfer and career pathways. Since 2018, readiness scores have regularly exceeded 90%,

with several years achieving 100% preparedness in both categories (e.g., 2020 and 2021). Even with some recent fluctuations—such as 85% transfer readiness in Spring 2025- graduates continue to affirm strong levels of confidence in their ability to succeed beyond SCC. Perceptions of career preparedness remain particularly robust, with results consistently ranging from 90% to 100% across all measured years.

Key Takeaways (2.13–2.15)

- **General Education Outcomes (2.13):**
  - Performance declined during the pandemic (down to 54–59%) but has shown steady recovery in recent years (61% in 2023–24, 63% in 2024–25).
  - Outcomes remain below the 75% benchmark, highlighting the need for continued focus on teaching and learning support.
- **Program Assessment (2.14):**
  - Strong culture of accountability with most years achieving **100% program reporting**.
  - Slight dips in 2024 (93%) and 2025 (81%) due to a few pending program submissions, but overall compliance remains high.
  - Program review processes are well established and support institutional improvement.
- **Graduate Preparedness (2.15):**
  - Students consistently report being **well-prepared for both transfer and careers** (typically 90–100%).
  - Transfer preparedness dipped slightly in 2025 (85%), but career readiness remains strong at 95%.
  - Graduate feedback affirms SCC's effectiveness in preparing students for success beyond graduation.
- **Overall:**
  - **Strengths:** Strong program-level assessment culture; consistently positive graduate perceptions of readiness.
  - **Areas for Growth:** GELO proficiency rates remain below benchmark and require targeted instructional and support strategies.
  - **Trend:** Evidence of post-pandemic recovery in student learning outcomes, while program assessment and graduate confidence remain stable and strong.

Analysis

Student Satisfaction and Experience (2.1a–2.2)

Student satisfaction at Stone Child College has consistently been a strength. Both SENSE and CCSSE results (2.1a, 2.1b) show that over 90% of students rate their overall educational experience positively and would recommend the college to others. In fact, Fall 2024 achieved a perfect 100% recommendation rate, highlighting strong student confidence in the institution.

These high levels of satisfaction demonstrate the college's success in providing a supportive and mission-aligned environment.

Course evaluations (2.2) historically reinforced this positive picture, with satisfaction averages regularly surpassing the 90% benchmark. For instance, results averaged 97% in 2020–2021 and remained above 90% through 2023–2024. However, Spring 2025 saw a sharp decline to 78.5%, breaking the long-standing pattern of excellence. This shift points to possible concerns with instructional delivery, course design, or student engagement and underscores the need for closer review, targeted faculty development, and course-specific interventions.

Learning Outcomes and Program Assessments (2.3–2.4, 2.13–2.15)

Program assessments and Student Learning Outcomes (2.3) reveal a more complex picture. After strong performance in 2018–2019 (90%) and 2019–2020 (83%), proficiency levels dropped sharply during the pandemic to just 60% in 2020–2021 and have only modestly rebounded to 63% in 2024–2025. While slight gains are evident, results remain below the 80% benchmark, indicating a persistent need for stronger alignment between curriculum, instruction, and assessment.

Exit surveys (2.4) complement this by showing that graduates feel prepared for transfer and workforce pathways, typically reporting confidence levels above 80–90% across core skills. Spring 2025 results highlighted particular strengths in transfer readiness (100%), workforce preparation (93%), and communication and computer skills (85–90%). Areas needing reinforcement include scientific inquiry and cultural knowledge, which while meeting the benchmark, trail behind other competencies.

General Education Learning Outcomes (2.13) follow a similar trajectory—strong performance pre-pandemic (84–83%) followed by a steep decline (54–59% in 2020–2022). Recovery has been gradual, with scores rising to 61% in 2023–2024 and 63% in 2024–2025. Institutional program assessment (2.14), by contrast, reflects a strong culture of accountability, with near-universal reporting of program data since 2019. Although compliance dipped slightly in 2024 (93%) and 2025 (81% due to three programs pending), SCC's overall performance in program-level assessment is a major strength. Finally, graduate surveys (2.15) confirm that students consistently feel adequately prepared as transfer students (85–100%) and for careers (90–100%), affirming SCC's effectiveness in meeting its mission despite gaps in measured GELO proficiency.

Faculty, Leadership, and Learning Environment (2.6–2.8)

Faculty qualifications remain consistently strong (2.6), with the majority of full-time and part-time instructors holding master's degrees or higher, supplemented by cultural and language expertise. All faculty meet accreditation and institutional standards, reinforcing instructional quality. Leadership (2.7) has also improved steadily, with graduate surveys showing increased confidence in the President's accessibility, visibility, professionalism, and role as an educational leader. In Spring 2025, agreement levels ranged from 81–90%, exceeding the 75% benchmark. Teacher-

student ratios (2.8) have stabilized at 1:10 to 1:13 in 2023–2025, well within the benchmark of 1:15 and providing favorable conditions for personalized instruction.

Student Services and Support (2.9–2.12)

SENSE and CCSSE results (2.9a–b) show that while SCC performs strongly in advising, financial aid access, and faculty-student interaction, gaps remain in awareness and use of career counseling, job placement, and social/non-academic supports. First-year engagement in structured supports such as college-success courses and learning communities has rebounded after pandemic-era declines, reaching 55–71% participation in 2023–2024. Comparative CCSSE results show SCC outperforming national and Tribal College cohorts in Student-Faculty Interaction and Support for Learners, though Academic Challenge and Collaborative Learning remain weaker.

Graduate and student surveys (2.11–2.12) highlight consistent satisfaction with IT, facilities, financial aid, and registrar services, while satisfaction with childcare, transportation, and social supports remains mixed. Advising (2.11b) continues to be one of SCC's strongest areas, with satisfaction levels consistently between 82–99% and most recently at 95% in 2025. This confirms that academic advising is a cornerstone of student persistence and success.

Next Steps

Indicator	Next Step	Responsible Party	Timeline
2.1–2.2 Student Satisfaction & Course Evaluations	Investigate Spring 2025 decline in course evaluations through course-level and faculty-level analysis.	Dean of Academics, Assessment Committee	Start Fall 2025
	Provide professional development in instructional design, active learning, and culturally relevant pedagogy.	Faculty Committee	Ongoing; launch Fall 2025
2.3 Program Assessments & 2.13 GELOs	Set incremental GELO proficiency targets (+5% annually) and monitor progress.	Assessment Committee, Division Chairs	Start Fall 2025
	Focus interventions on weaker GELO areas (scientific inquiry, cultural knowledge, mathematical reasoning).	Faculty Committee, Dean of Academics	2025–2027
2.14 Program-Level Assessment	Ensure 100% program reporting by following up with programs missing data (e.g., Building Trades, Addiction Studies, Cree Language).	Assessment Committee, Dean of Academics, IR	Fall 2025

	Share best practices from high-performing programs with underperforming programs through workshops.	Assessment Committee	Annual (Spring 2026 first session)
2.9–2.12 Student Services	Increase visibility and access to career counseling and job placement through workshops, fairs, and classroom presentations.	Student Services, NACTEP Office	2025–
	Integrate student service awareness into First-Year Seminar and orientation.	Advising, Student Success	Fall 2025
	Develop holistic support models combining academic and non-academic supports.	Dean of Academics, Advising	2025–2027
2.6 Faculty Quality	Support faculty in pursuing advanced degrees; expand recognition of cultural/language expertise.	HR, Academic Dean	Ongoing
2.7 Leadership Quality	Maintain leadership visibility with open forums, student listening sessions, and community events.	President's Office	Each semester
2.8 Teacher-Student Ratio	Monitor enrollment and faculty hiring to sustain ratios below 1:15.	Academic Dean, HR	Annual review (May)
2.15 Graduate Preparedness	Strengthen partnerships with 4-year universities and local employers to sustain transfer and workforce readiness.	NACTEP Office, Academic Dean	2025–
Monitoring & Communication	Develop annual dashboard/report on satisfaction, learning outcomes, and graduate preparedness.	Assessment Committee, IR	First report by Spring 2026

Core Theme 3:

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

Stone Child College demonstrates a historical commitment to community engagement through events, partnerships, and professional collaborations; however, recent data shows significant gaps in consistency, evaluation, and outcomes measurement that will need to be reassessed.

1. Employer Performance Evaluations (Indicator 3.1)

Employer evaluations provide valuable insight into how well Stone Child College graduates are prepared to meet workforce expectations. While processes for systematically collecting and reviewing employer feedback have historically been limited, recent efforts demonstrate notable progress. In 2017, results were modest, with only 84% of employers reporting satisfaction with

SCC graduates. At that time, there was no consistent cycle or faculty-led structure for gathering and analyzing employer input.

By Spring 2025, however, results show dramatic improvement. Employers reported 100% overall satisfaction with SCC graduates (N=16) and unanimously affirmed that graduates possessed the necessary technical skills for their job roles. Ratings of work ethic were strong, averaging 4 out of 5, and 94% of employers agreed that SCC educational programs adequately prepared students for their careers. These outcomes confirm that SCC has made significant strides in aligning academic programs with workforce needs.

Despite this progress, there remains a clear need to formalize and sustain a systematic evaluation cycle. Establishing a regular process—such as an annual employer survey, structured faculty review, and alumni association involvement—will ensure that employer feedback is consistently integrated into program improvement. Additionally, developing mechanisms to track graduate employment and salary data will further strengthen the college's ability to measure workforce readiness and long-term impact.

2. Quality of Community Events (Indicator 3.2)

Community events at Stone Child College play a vital role in extending the institution's mission beyond the classroom, fostering cultural enrichment, professional development, and lifelong learning opportunities for the broader community. Evaluation data, where available, demonstrate consistently high levels of participant satisfaction, though collection has not always been systematic.

Early data from 2019–2020 reflect the impact of library-based and thematic events. Surveys from 24 participants across library events indicated strong results, with 92% satisfied, 88% rating quality as excellent or above average, and 100% affirming community benefit. Additional thematic sessions, such as Agriculture History and Cultural Parenting, achieved similarly positive feedback, with 76–94% of participants recommending events or finding them useful for work or personal growth. These results highlight both the cultural and practical relevance of SCC's community programming.

However, subsequent years (2020–2023) showed gaps in evaluation despite significant participation. For example, 15 library events in 2020–2021 drew over 1,300 attendees, and 2022–2023 events attracted nearly 800 participants, yet no surveys were administered. This lack of systematic data collection limited the college's ability to measure long-term impact during this period.

Recent years show stronger outcomes and improved evaluation practices. In 2023–2024, community and library events engaged nearly 250 participants, with 99% satisfaction and 98%

willingness to recommend or re-attend. In 2024–2025, participation grew significantly to more than 730 attendees across community and library events, with consistently high results: 96–98% satisfaction and 98% intent to recommend or return. These findings reaffirm that SCC's events are highly valued and provide meaningful educational and cultural benefits to the community.

Overall, while results show consistently high satisfaction and strong alignment with SCC's mission, the inconsistent administration of event evaluations remains a challenge. Institutionalizing evaluation practices across all community events will ensure more reliable data, support continuous improvement, and strengthen the evidence of SCC's role as a community education hub.

3. Continuing Education Credits (Indicator 3.3)

Continuing education at Stone Child College has historically provided opportunities for professional growth and skill development, particularly through Continuing Education Units (CEUs) and professional certifications. Early data reflect strong outcomes, with 100% pass rates in 2018 and again in 2019–2020, when students successfully completed 128 CEUs across summer, fall, and spring terms. These results demonstrated the college's ability to deliver high-quality, short-term learning opportunities that supported workforce and community needs.

However, from 2020–2023, continuing education activities experienced a significant decline. Across academic years 2020–2021 through 2022–2023, no CEU courses were offered. This multi-year gap limited access to ongoing professional development opportunities for community members and professionals.

Encouragingly, SCC has recently revitalized its continuing education offerings through Renewal Units and Professional Certifications administered by the Education Department. In 2023–2024, the college awarded 36 Renewal Units and 42 certifications, marking a strong reemergence of continuing education. Growth accelerated in 2024–2025, with 64 Renewal Units and 259 certifications earned, demonstrating significant expansion and renewed commitment to providing relevant, career-focused professional development opportunities.

Overall, while the gap in CEU's represented a challenge for SCC's continuing education programming, the recent surge in certifications and renewal units signals a positive shift. Continued investment in these offerings will help strengthen community partnerships, support workforce readiness, and reinforce SCC's role as a leader in lifelong learning and professional development.

Faculty/Staff Participation in Community Events

Faculty and staff participation in community events reflects Stone Child College's commitment to fostering strong connections between the institution and the broader community it serves. Historically, engagement levels have been high, with early years demonstrating strong

involvement. In 2017–2018, all faculty (100%) participated in at least one community workshop, conference, or service activity, supported by robust data from AIMS/AKIS (26 workshops and 12 conferences). Similarly, in 2019–2020, faculty reported attending 19 community events in Fall 2019 and an additional 11 trainings and service activities in Spring 2020, with 92% satisfaction among participants.

Participation fluctuated during the pandemic years. In 2020–2021, engagement dropped to 75%, as 9 of 12 faculty were able to participate in community-related events amid widespread restrictions on gatherings. This decline was expected given the significant disruption of COVID-19 and the limited availability of community-based activities.

Post-pandemic, SCC has seen a return to strong involvement. In 2022–2023, participation rebounded to 75% in Spring 2022 and 100% in Fall 2022, marking full engagement by faculty. More recently, in 2023–2024, engagement remained positive though varied, with 71% in Spring 2024 and 84% in Fall 2024. These results indicate continued faculty dedication to community service and outreach, though participation has not yet stabilized at pre-pandemic levels.

Overall, SCC faculty and staff demonstrate consistent commitment to community engagement, with results ranging from 71% to 100% participation in recent years. To ensure sustainability and growth, the institution may benefit from implementing a more structured annual evaluation cycle, setting minimum expectations for faculty involvement, and continuing to track both quantitative participation and qualitative impacts. These efforts will help SCC strengthen its partnerships while reinforcing its mission to serve as a hub for community learning and engagement.

Formal Partnerships and MOU's (Indicator 3.5)

Stone Child College has developed and sustained a strong network of formal partnerships and Memoranda of Understanding (MOUs) with community and tribal organizations, reinforcing its mission to serve as both an educational and cultural hub for the region. These partnerships provide essential pathways for student learning, workforce development, and community collaboration.

In Fall 2018, the college reported 10 formal MOUs, including partnerships tied to community-based research projects (such as the Research Garden and Seed Sustainability Project), teacher education accreditation with the Montana Office of Public Instruction (OPI), and articulation agreements with higher education institutions such as the University of Montana and Montana State University. Additional agreements extended into workforce readiness, including TANF workforce development, firefighting training, and HiSet/GED preparation.

By Fall 2020, the number of MOUs had grown to 14, reflecting expanded collaborations with entities such as AARP, Aaniiih Nakoda College, Box Elder Schools (dual enrollment), Fort Peck

Community College, and financial institutions like Wells Fargo. These partnerships demonstrated SCC's increasing emphasis on broadening access and strengthening transfer and workforce pipelines. This set of 14 partnerships remained consistent through 2021 and 2022.

In Fall 2023, SCC further expanded its partnerships to 16 MOUs, adding agreements with Salish Kootenai College, Turtle Mountain Community College, United Tribes Technical College, and several public school systems (Box Elder, Rocky Boy, Big Sandy and Havre), alongside continued collaborations with tribal councils, higher education institutions, and community organizations. This increase highlights SCC's proactive approach to expanding both educational opportunities and community engagement.

Overall, SCC has consistently maintained well above the benchmark of 10 formal partnerships, with recent years reflecting not only growth in the number of MOUs but also diversification in the types of collaborations. These partnerships enhance transfer pathways, expand dual-enrollment opportunities, and support workforce and community development initiatives. Moving forward, establishing a systematic process for annual review and evaluation of partnerships will help ensure these collaborations remain impactful, mutually beneficial, and aligned with institutional goals.

Analysis

Stone Child College has made significant progress in advancing its mission to build community partnerships and provide continuing education, with several indicators highlighting strong institutional performance. Employer evaluations now reflect 100% satisfaction with graduates, signaling that SCC programs are increasingly aligned with workforce needs. This marks a dramatic improvement from earlier years and demonstrates the college's ability to prepare students with both technical skills and work ethic valued by employers.

Community engagement remains another area of strength. Evaluations of library and cultural events consistently show 96–99% satisfaction rates, with participants affirming the educational, cultural, and community benefits of these activities. The expansion of community programming and growth in attendance—from hundreds in earlier years to over 700 participants in 2024–2025—underscores the college's role as a center for cultural enrichment and lifelong learning in the region. At the same time, inconsistent evaluation practices in earlier years reveal the need for a more systematic approach to measuring long-term impact.

Continuing education offerings also demonstrate renewed vitality. After a multi-year gap in CEU delivery, SCC reestablished its professional development presence by awarding Renewal Units and certifications. Participation has grown rapidly, with 64 Renewal Units and 259 certifications in 2024–2025, illustrating the college's renewed capacity to meet workforce and community needs through targeted training. Faculty and staff engagement in community activities further reinforce SCC's mission, with participation rebounding after pandemic-related declines and demonstrating consistent commitment to service and outreach.

Finally, SCC's network of partnerships and MOUs has expanded significantly, growing from 10 in 2018 to 16 in 2023, including collaborations with tribal colleges, school districts, and higher education institutions. These agreements provide valuable pathways for student transfer, dual enrollment, and workforce development. To maximize their impact, the college will benefit from institutionalizing systematic evaluation cycles for employer feedback, event assessments, faculty participation, and partnerships. Doing so will ensure that SCC's many strengths continue to translate into sustainable, measurable outcomes that advance both student success and community development.

Next Steps

- **Institutionalize Employer Feedback Cycles**: Develop a structured, annual employer survey and review process that incorporates faculty and alumni input, ensuring workforce feedback is consistently gathered and applied to program improvements.
- **Standardize Community Event Evaluation:** Require post-event evaluations for all community and library events to track satisfaction, impact, and outcomes, providing reliable data to guide future programming.
- **Expand and Sustain Continuing Education**: Build on the recent surge in Renewal Units and certifications by broadening course offerings, establishing annual targets, and aligning professional development opportunities with regional workforce needs.
- **Formalize Partnership Review Processes**: Implement an annual review of all MOUs and partnerships to assess effectiveness, strengthen collaborations, and ensure alignment with institutional mission and community priorities.

Core Theme 4:

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

Stone Child College maintains a strong mission-driven commitment to sustaining the language, culture, and history of the Chippewa Cree. While historical data reflect significant achievements, recent years reveal inconsistent measurement, declining performance in some indicators, and incomplete data for others.

1. **Language (Indicator 4.1)**

Assessment of General Education Learning Outcome (GELO) #5—demonstrating an appreciation and understanding of Native American history and cultures, particularly the history, language, and culture of the Chippewa Cree—shows variable performance across the past seven years.

Early results in 2018–2019 indicated areas for growth, with an average proficiency of 69%, below the institutional benchmark of 70%. Improvement followed in 2019–2020, with proficiency averaging 79%, and the 2020–2021 cohort performing especially strong, reaching a

reported 90%. These results reflected a period of strength in embedding cultural knowledge within general education courses.

Performance stabilized in the mid-70s to 80% range during 2021–2023, with most terms meeting or exceeding the benchmark, including a notable 100% proficiency in Fall 2022. However, variability persisted, as seen in Spring 2023, when proficiency fell to 58%. This inconsistency suggests that student outcomes may be highly dependent on course section, instructional strategies, or class size.

Most recently, 2023–2025 data reveal renewed challenges, with averages of 65% (2023–2024) and 65.5% (2024–2025), both below benchmark. Results varied widely across terms, from a low of 43% in Fall 2023 to a high of 87% in Spring 2024, underscoring continued fluctuation in student mastery of this GELO. These findings highlight the need for greater consistency in course design, faculty support, and culturally responsive teaching methods to ensure students consistently demonstrate proficiency in Native language and cultural appreciation.

2. **Class 7 License Pass Rates & Licenses Issued (Indicators 4.2 & 4.2a)**

The Class 7 License program at Stone Child College demonstrates both strengths and challenges in preparing students for driver licensure, with course pass rates often outperforming licensure outcomes. Over time, student success in course completion has varied, reflecting both strong instructional delivery and external challenges that impact student outcomes.

Pass rates have historically been strong, with consistent success in the early years (75–90% in 2017) and several peak outcomes such as 100% in 2019, 2021, and 2023, alongside 94% in 2022. These results confirm that SCC can deliver effective instruction and support student mastery of course content. However, outcomes have not been stable year to year. The 36% pass rate in 2020, coinciding with the COVID-19 pandemic, and the more recent 67% in 2024 highlight that performance can fluctuate, falling below the institutional benchmark of 70%.

In contrast, the percentage of students who actually secure a Class 7 License after completing coursework has remained comparatively low. For example, in 2017 only 12.5% of participants obtained a license, and while improvements were seen in subsequent years (20% in 2019, 25% in 2020, and 33% in 2021), licensure rates peaked at 53% in 2022 before dropping again to 25% in 2023 and 0% in 2024. This pattern suggests that while students are learning and passing coursework, additional barriers—such as test readiness, administrative follow-through, or personal circumstances—are preventing consistent licensure attainment.

Overall, these indicators reveal a critical gap between instructional success and workforce application. While SCC has demonstrated capacity to deliver strong instruction and support high pass rates, fewer students are translating that success into licensure. To bridge this gap, the

institution may consider expanding test-preparation supports, offering guided assistance with licensing logistics, and building partnerships to reduce barriers students face after course completion. Strengthening this pipeline will help ensure that more students not only complete the program but also earn their licenses, thereby fully realizing the program's intended workforce and community benefits.

3. **Faculty/Staff Native Language Learning (Indicator 4.3)**

Stone Child College has demonstrated a strong and consistent commitment to revitalizing and integrating the Cree language through faculty and staff participation in structured language learning. Since 2018, all faculty and staff have actively engaged in Cree language courses, with data showing 100% participation and proficiency in meeting established language goals every year. This reflects not only institutional priority but also a unified effort to align professional practice with SCC's cultural mission.

Participation levels have been substantial, with steady involvement across both faculty and staff. For example, in 2018–2019, 36 employees collectively mastered 16 Cree phrases and 79 Cree words. Engagement grew in subsequent years, such as 2019–2020, where 46 employees achieved the expanded target of 20 Cree phrases and 99 Cree words. During 2020–2021, participation reached its highest level, with 105 total participants (85 staff and 20 faculty) completing NASX 180 Basic Cree II, underscoring the institution's resilience in maintaining cultural learning even during the pandemic.

Recent years reflect continued dedication. In 2022–2023, 51 employees participated, followed by 32 employees in 2023–2024 and 48 in 2024–2025, all meeting the set goals of Cree language learning. While the numbers fluctuate depending on availability of course offerings and scheduling, the achievement rate has remained consistently at 100%, affirming SCC's ability to embed language learning into institutional practice.

Overall, the sustained success of this initiative highlights SCC's role in promoting cultural continuity and strengthening community identity. Faculty and staff proficiency in Cree not only enhances their personal connection to Chippewa Cree traditions but also enriches their professional contributions, creating a learning environment that reflects and honors Native heritage. By ensuring annual participation and measurable outcomes, SCC demonstrates leadership in advancing language revitalization within higher education.

4. **Cultural Event Attendance Requirement (Indicator 4.4)**

Stone Child College places high value on cultural engagement as a core part of institutional identity and mission. Faculty and staff are expected to attend at least 10 hours of cultural events

each semester, ensuring that all employees remain connected to Chippewa Cree traditions and contribute to a culturally responsive learning environment.

Since 2018, data demonstrate consistent and complete compliance with this requirement, with 100% of faculty and staff meeting or exceeding the 10-hour benchmark each term. This reflects an ongoing institutional culture where cultural events are not only prioritized but fully embraced. The data show broad participation across years, with totals ranging from 1,140 to 1,400 hours per year, depending on staffing levels. For example, in Fall 2018, 39 employees collectively logged 472 hours of participation, averaging 12 hours each. More recently, in Fall 2024 and Spring 2025, participation remained steady, with all faculty and staff meeting the requirement despite fluctuations in staffing numbers.

The long-term consistency of this indicator underscores SCC's commitment to weaving cultural engagement into the professional responsibilities of its employees. This ongoing involvement enriches the campus environment, models cultural values for students, and fosters a community of practice that aligns daily work with institutional mission. Importantly, cultural participation has not diminished even during challenging years such as the pandemic, highlighting the resilience of faculty and staff commitment.

Overall, SCC has built a sustainable model for cultural engagement that ensures all faculty and staff remain connected to community traditions. This practice strengthens cultural continuity across the institution and reinforces SCC's role as a steward of Chippewa Cree heritage. Looking forward, continued documentation and evaluation of participation can further highlight the depth of faculty and staff contributions to cultural vitality on campus.

5. **Cultural Learning Outcome in General Education (Indicator 4.5)**

General Education Outcome #7 emphasizes students' ability to engage with and reflect upon their intellectual and creative development within the arts, humanities, and social sciences. In ART 110 – Art Appreciation, this is measured through the creation of a winter count story that synthesizes elements of art, history, and cultural traditions to represent each student's personal and cultural journey. This assignment serves as a culturally embedded learning tool that connects creativity with reflection on identity and heritage.

Assessment data shows a pattern of steady growth and generally strong performance across academic years. In 2018–2019, results were mixed, with only 58% proficiency in Fall 2018 but improving to 85% in Spring 2019, for an annual average of 71.5%—just below benchmark. By 2019–2020, averages rose to 76%, meeting the institutional standard, and 2020–2021 demonstrated a significant improvement with 88% average proficiency, reflecting strong student achievement during this period.

In subsequent years, outcomes remained largely stable within the 75–85% range, with some term-to-term fluctuations. For example, Fall 2022 results dipped to 66%, while Spring 2023 rebounded to 75%, averaging 77%. Similarly, in Fall 2023 proficiency fell to 58%, but Spring 2024 rebounded sharply to 85%, again resulting in a satisfactory annual average of 76%. The most recent results from 2024–2025 reflect particularly strong achievement, with 83% proficiency in Fall 2024 and 88% in Spring 2025, producing an annual average of 85%, well above the benchmark.

Overall, these data demonstrate that students are consistently meeting or exceeding expectations in this cultural outcome, with most years showing averages above the 75% benchmark. While individual semesters occasionally dip below the threshold, these are consistently offset by stronger performance in subsequent terms. The evidence suggests that SCC students are effectively engaging in meaningful cultural learning experiences through the arts and humanities, with steady long-term improvement and strong results in the most recent year.

6. **Participation in Cultural Exchange Activities (Indicator 4.6)**

Stone Child College places strong emphasis on promoting cultural exchange and engagement through events designed to advance knowledge, skills, and appreciation of Chippewa-Cree history, language, and culture. These events bring together faculty, staff, students, and community members in collaborative learning and cultural sharing opportunities that strengthen ties between the institution and its surrounding community.

Data from earlier years demonstrated robust engagement. In Fall 2018, participation totaled 294 individuals, including 27 faculty, 95 staff, 136 students, and 36 community members. Engagement grew significantly in Fall 2019 and Spring 2020, with a combined 474 participants, including large numbers of students (555 in Fall 2019) and staff (234). These results highlight the college's success in mobilizing its community around cultural learning and exchange during this period.

The pandemic years (2020–2022) disrupted reporting, with no disaggregated data available for 2020–2021 and 2021–2022. However, data collection resumed in Fall 2022, showing 373 individuals engaged, followed by 398 participants in Spring 2023, again reflecting strong levels of involvement.

More recent results demonstrate some variability. In Fall 2023, participation dropped to 176 individuals, suggesting reduced engagement or challenges in organizing large-scale events. By Fall 2024 and Spring 2025, participation rebounded somewhat, with 153 individuals in Fall 2024 and 211 individuals in Spring 2025, although both terms remained below earlier totals. These trends suggest that while cultural exchanges remain a valued and consistent part of SCC's mission, engagement levels fluctuate depending on the year and term.

Overall, the data show that SCC continues to facilitate meaningful cultural exchanges that reinforce the institution's commitment to preserving and sharing Chippewa-Cree heritage. However, the downward trend in recent years underscores the need for revitalized outreach, expanded programming, and more consistent participation tracking to ensure that cultural engagement remains a strong and measurable outcome of the college's mission.

7. **Library Holdings in History/Culture (Indicator 4.7)**

Stone Child College's library serves as a vital repository for preserving and sharing Chippewa-Cree history, culture, and heritage through its growing collection of historical and cultural holdings. These resources provide students, faculty, and community members with access to materials that support cultural learning, research, and identity development, reinforcing the college's mission of integrating cultural knowledge into academic life.

The library's holdings have grown significantly over time. In Fall 2017, the collection included 79 holdings, which expanded to 152 by Fall 2018. Between Summer 2019 and Spring 2020, usage and acquisitions surged, with 259 holdings recorded, reflecting a major effort to centralize and strengthen cultural resources. Importantly, during this period, all Rocky Boy Historical Project (RBHP) holdings were transferred into the library, ensuring that cultural resources were preserved in one accessible location.

Growth continued in 2020–2021, with the addition of 21 new holdings, bringing the total to approximately 280. However, subsequent years reflect a slowdown in acquisitions. From Fall 2021 to Spring 2025, the number of new holdings varied widely by term, with 117 in Fall 2021, 106 in Spring 2022, and smaller additions in later years (e.g., 12 in Fall 2022, 36 in Spring 2023, 68 in Fall 2023, and 21 in Spring 2025). While these numbers reflect continued investment, the rate of growth has slowed considerably compared to the pre-pandemic years.

Overall, the library has established itself as the primary center for historical and cultural holdings at SCC, ensuring preservation and access for both academic and community use. However, the data suggests the need for a more consistent acquisition and evaluation strategy to sustain growth and maintain engagement. Expanding holdings, promoting their use in academic coursework, and integrating them into cultural events could strengthen their role in advancing cultural education and research.

8. **Evidence of Upholding Cultural Dignity (Indicator 4.8)**

Stone Child College places strong emphasis on upholding cultural dignity by integrating Chippewa Cree language, history, and cultural values into both academic and co-curricular experiences. This commitment is measured through student and graduate surveys, including

SENSE, CCSSE, and the Graduate Exit Survey, which assess students' perceptions of cultural identity, self-image, and the role of SCC in preserving and transmitting cultural knowledge.

Early results reflect very strong performance. In Fall 2018, 91% of SENSE respondents agreed that the college's focus on language and culture improved their self-image and confidence, while 84% felt that SCC helped them develop Native identity and values. Similarly, CCSSE responses showed 85% and 91% agreement on related measures, and graduate surveys affirmed that 87% of students believed cultural learning would help them in their future plans, with 81% recognizing SCC's role in preserving Chippewa Cree culture. Together, these findings confirm that cultural dignity was highly embedded in the student experience during this period.

Over time, results fluctuated but remain generally strong. In Fall 2019, CCSSE data indicated that nearly all students (99.3%) reported that SCC helped them develop Native identity and values to some degree, though only 91% strongly affirmed cultural development. Graduate surveys reinforced this with 90% agreeing that cultural learning would aid future plans, though just over half strongly affirmed SCC's role in cultural preservation. During 2020–2021, specific cultural questions were not included in SENSE or CCSSE, but graduate survey responses showed continued strength, with 87% agreement in Fall 2020 and 83% in Spring 2021 on SCC's cultural contributions.

More recent results suggest modest declines in some areas. In Spring 2022, 81% of graduates agreed that cultural learning would help in their future plans and 91% affirmed SCC's cultural preservation role. By Spring 2023, however, those numbers dipped to 71% and 82% respectively. A slight rebound followed in Spring 2024, with 75% affirming cultural learning relevance and 86% recognizing SCC's preservation efforts. These results remain close to or above benchmark, but the decline compared to earlier years highlights an area for focused improvement. Overall, SCC continues to perform well in upholding cultural dignity, with most results remaining above 80%. Students and graduates consistently report that SCC contributes positively to their self-image, identity development, and recognition of the college's role in preserving Chippewa Cree heritage. At the same time, variability across years suggests the need to strengthen consistency in how cultural outcomes are measured and embedded across surveys. Institutionalizing cultural questions in SENSE and CCSSE cycles, while deepening cultural integration in academic programs, will ensure that SCC continues to affirm its mission and reinforce cultural dignity for all students.

Analysis

Stone Child College demonstrates a strong commitment to embedding Chippewa Cree language, history, and cultural values into academic programs, faculty/staff development, and student experiences. Data across indicators shows meaningful progress, particularly in ensuring faculty and staff cultural engagement. Since 2018, 100% of employees have consistently met Cree

language learning goals and fulfilled cultural participation requirements, underscoring SCC's dedication to modeling cultural engagement at the institutional level.

Student learning outcomes in Native language courses and Class 7 License programs present a more mixed picture. While some terms have shown strong proficiency rates (as high as 100%), recent averages have hovered below the 70% benchmark. Similarly, course pass rates for Class 7 License preparation remain solid, but licensure issuance is inconsistent, with low results in recent years. These fluctuations suggest the need for targeted support to improve student success and strengthen pathways for future Native language educators.

Other cultural measures reflect positive growth and engagement. General Education outcomes tied to cultural engagement have improved, reaching 85% proficiency in 2024–2025, above the 75% benchmark. Participation in cultural exchanges with students, staff, and the community remains strong, often exceeding 250 individuals per year, though recent data show modest declines. The library's cultural holdings continue to expand and provide access to vital cultural knowledge, supporting both academic and community use.

Finally, measures of cultural dignity from student and graduate surveys affirm that SCC effectively fosters Native identity and confidence. While results have fluctuated—from highs of nearly 100% to occasional dips in the 70s—most years remain above benchmark, confirming SCC's central role in cultural preservation and education. Overall, the data illustrates a college deeply committed to its cultural mission, with clear strengths in faculty/staff engagement and cultural programming, alongside opportunities to strengthen student proficiency outcomes and licensure preparation.

Next Steps

- **Strengthen Student Success in Native Language & Licensure Programs:** Provide additional academic support, tutoring, and mentorship in Native language courses and Class 7 License preparation to raise proficiency and licensure rates above benchmark levels.
- **Stabilize and Expand Cultural Exchange Opportunities:** Increase consistency in student, faculty, staff, and community participation by broadening outreach, offering diverse event formats, and ensuring systematic tracking of attendance and impact.
- **Enhance Use and Visibility of Cultural Resources:** Promote greater use of the library's cultural holdings through integrated coursework, community programming, and digital access, ensuring these resources contribute to both academic and cultural enrichment.
- **Institutionalize Cultural Assessment Cycles:** Formalize regular cycles for collecting and analyzing cultural dignity, identity, and engagement data from students, faculty, and community to guide program improvement and sustain accountability.

Stone Child College fulfills Standard 1.A.1 by advancing its mission through four integrated Core Themes that emphasize access, quality education, community engagement, and cultural perpetuation. The College sets measurable objectives, tracks progress through defined indicators

and uses data-driven analysis to identify both strengths and areas for improvement. Evidence demonstrates consistent success in serving American Indian and economically disadvantaged students, sustaining high levels of student satisfaction, strengthening community partnerships, and embedding Chippewa Cree language and culture across institutional practice. At the same time, the College engages in continuous improvement to address challenges in graduation rates, general education learning outcomes, and consistency in cultural and dual enrollment measures. This integrated framework of mission-driven planning, assessment, and evidence-based improvement ensures that SCC remains accountable to its students, its community, and its accrediting body.

Standard 1.A.1 EXHIBITS

Mission and Core Themes
Mission Statement
CCT Resolution 85-21(c) July 2023
Strategic Plan
AIHEC Membership bylaws
Core Themes Indicator Data
Core Theme One Indicator Data
Core Theme Two Indicator Data
Core Theme Three Indicator Data
Core Theme Four Indicator Data

1.B Improving Institutional Effectiveness

Standard 1.B.1 Evaluating and Planning

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.
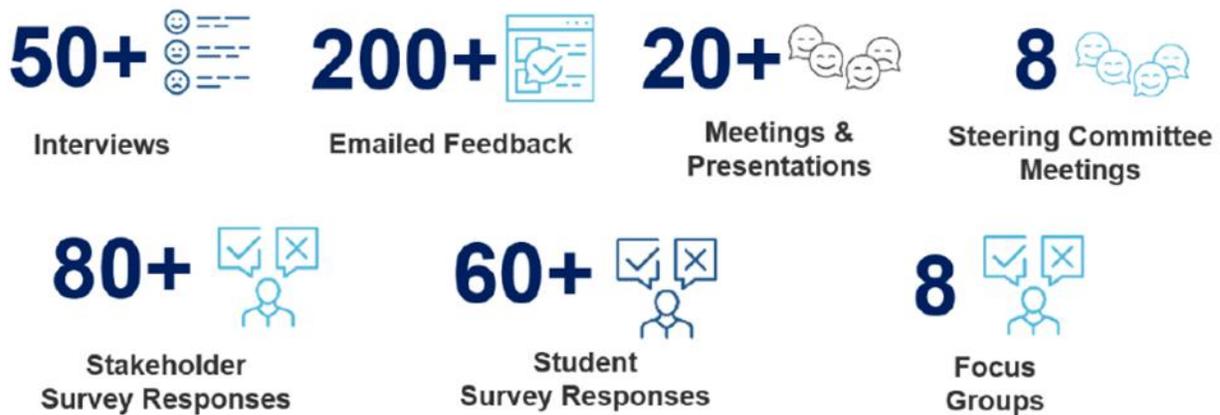
The college follows a structured cycle of assessment to ensure alignment with accreditation standards and to support data-informed decision-making. SCC's assessment cycles at our tribal college are used to continuously evaluate and improve student learning outcomes.

In the Fall of 2020, SCC started our search for a company to help develop a new five-year strategic plan. The SCC Board of Directors selected the firm, Berkley Research Group (BRG), LLC, an international consulting firm with deep roots in and long experience working in higher education. In January 2021, SCC undertook its current strategic planning process. The strategic planning process consisted of four phases: an initial series of kick-off meetings, an extended period of data collection, preliminary planning, and the crafting of the final Strategic Plan.

Specifically, the strategic planning process (2020-2022) included:

- Interviews with College leadership, including the president and senior administrative officers, as well as faculty, staff, students, alumni, and community partners.
- Focus groups with SCC Faculty, staff, students, alumni, and community partners.
- Surveys of College stakeholders, including faculty, staff, students, alumni, administrators, and external community partners.
- Presentations to significant local and regional organizations.
- Review and analysis of the College, including Board of Directors records, SCC records, work product from prior consultancies, and relevant state legislation.
- Research on Montana's current and anticipated workforce needs.
- Research on comparable institutions, as well as current and emerging trends in higher education.

The Strategic Plan represents the distillation and synthesis of nine months of intensive consultation and discussion with all College stakeholders. BRG conducted more than eighty interviews with the Board of Directors, the College President, and other key administrators, faculty, staff, students, alumni, and state and regional business and community leaders committed to the institution's success. More than 200 individual comments, some highly detailed, were received by email. There were multiple presentations regarding the process and plan, eighteen focus groups with all relevant stakeholder communities, and responses to stakeholder and student surveys. The Strategic Planning Steering Committee, comprised of faculty, staff, and administration, met throughout the process as the plan developed.

50+ Interviews	200+ Emailed Feedback	20+ Meetings & Presentations	8 Steering Committee Meetings
80+ Stakeholder Survey Responses	60+ Student Survey Responses	8 Focus Groups	

Throughout this process, SCC developed a strategic plan, Vision 2025, which built upon our founder's vision and commitment to educating our community. Our strategic plan is our vision, blueprint, that is a future-focused, student success-centric plan. We hope that it provides our students with the knowledge, skills, and confidence they need to lead, defines our core values, and guides our institution using our vision. This vision embraces and takes into account the community that we serve, from staff, faculty, students, community leaders, and the community.

To ensure that SCC continues to use the strategic plan, each year at the annual staff/faculty retreat, which occurs during the summer, each department and committees provide a summary of their goals/accomplishments; during this time, new goals are set for the upcoming academic year. Throughout each academic year, the committees work on their goals and develop activities to achieve them and ensure that they align with SCC's mission, vision, guiding principles, and strategic plan.

Currently, SCC is on year five of our strategic planning cycle that will end in Fall 2025. Each department, committee, core theme teams work together to gather the data; we are working on being better at telling our story with our data.

Standard 1.B.1 EXHIBITS

Evaluating and Planning
SCC Vision 2025 Consultant Report
Strategic Plan Final

Standard 1.B.2 Artifacts: Plan, IE Indicators

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Stone Child College (SCC) is guided by its mission: 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. Stone Child College demonstrates its commitment to student learning and achievement by providing quality educational programs and student services that professionally prepare students for the workforce or further education. This mission provides the foundation for all institutional planning and assessment processes.

The SCC **Strategic Plan 2021–2025** translates the mission into five overarching institutional goals:

1. Increase student access, retention, and completion.
2. Strengthen integration of Chippewa Cree language and culture throughout the curriculum.
3. Expand workforce development and transfer pathways.
4. Enhance student support services and technology infrastructure.
5. Sustain institutional capacity through effective governance, responsible management, and collaborative community partnerships.

Each goal is supported by specific, measurable objectives that define what mission fulfillment looks like for SCC.

For each strategic goal, SCC has established quantifiable performance indicators to measure progress:

- **Retention**: Increase first-time, full-time fall-to-fall retention from *20% in 2021 to 45% in Spring 2025.*
- **Graduation**: Raise three-year graduation rate from (30% in 2020 to 47% by 2028)
- **Cultural Integration**: Ensure 100% degree programs include at least one Chippewa Cree heritage course.

These indicators are tracked through the Institutional Effectiveness Dashboard and the Annual Institutional Effectiveness Report, providing a transparent framework for monitoring mission fulfillment

SCC evaluates its performance in the context of peer institutions using:

- **IPEDS** data for regional and national comparisons.
- **AIHEC** Tribal College and Universities (TCUs) benchmarks for mission-similar institutions.

Comparative analysis against Peer Groups (Regional and National TCUs) reveals SCC's strengths— such as above-average cultural engagement scores—and highlights opportunities for growth in areas like STEM completions and distance education course success rates.

The Institutional Assessment Committee and Data Research Committee review Core Theme indicator data annually, in coordination with academic program review cycles and student learning assessment results. Based on this review, SCC:

- Adjusts academic and student support initiatives.
- Reallocates resources to high-impact practices (e.g. intrusive advising, tutoring expansion) or high need areas.
- Updates operational plans to reflect emerging priorities.

Progress toward goals and recommended actions are shared with the Board of Directors, faculty, staff, and community stakeholders, ensuring a cycle of evidence-based decision-making.

- **Retention rate improvement** of 25% since the 2020 baseline following targeted advising interventions.

- **Course completion rates** increased after implementation of the Early Alert system in 2024.

These outcomes demonstrate that SCC's goals, objectives, and indicators are not only clearly defined but also effectively drive institutional improvement.

Stone Child College fulfills Standard 1.B.2 by aligning its strategic goals with its mission, setting measurable objectives, utilizing peer comparisons to gauge performance, and engaging in continuous, evidence-based improvement. This integrated planning and assessment framework ensures that SCC remains accountable to its students, community, and accrediting body.

Standard 1.B.2 EXHIBITS

Plan, IE Indicators
Mission
Strategic Plan
Peer Institution Benchmarking

Standard 1.B.3 Inclusive Planning

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Stone Child College (SCC) develops and reviews its strategic and operational plans through a broadly participatory process that includes representation from all major constituencies. The Strategic Planning Committee, comprising faculty, staff, administrators, student representatives, the Board of Directors, and members of the Chippewa Cree Tribal Council, meets regularly to review institutional data, discuss emerging needs, and recommend priorities.

The **2021–2025 Strategic Plan** was developed over nine months in which the committee:

- Reviewed student achievement data, enrollment trends, workforce demands, and financial reports.
- Held five campus-wide listening sessions for faculty, staff, and students.
- Conducted two community consultation meetings on the Rocky Boy's Reservation to gather tribal and community feedback.
- Distributed an online survey to all employees and students, receiving over 65 responses that informed plan revisions.

This open process ensured that the Strategic Plan reflects SCC's mission, cultural values, and the needs of its stakeholders.

Draft versions of the Strategic Plan and annual operational plans are circulated to the campus community via email, posted on the internal SharePoint site, and displayed in common areas. Feedback channels include:

- Meetings are held each spring for discussion of strategic priorities and budget alignment.
- Department and division meetings where faculty and staff review and comment on draft plans.
- Public comment sessions at Board of Directors meetings are advertised in advance and open to the community.

In 2023, more than 40 distinct comments from employees, students, and community members were incorporated into the final Strategic Plan, demonstrating the value placed on inclusive dialogue.

SCC's budget development process requires all funding requests to reference a specific goal or objective in the Strategic Plan.

- Project Budget proposals are reviewed by the Budget Committee (composed of the President, Vice Presidents, Dean of Academic Affairs, Business Office Director, and a faculty representative) and prioritized based on strategic alignment and expected impact on student success.
- Examples of resource alignment:
    - In FY2024, $85,000 was allocated to expand tutoring services, money was allocated to implement an Early Alert retention system, and hire a full-time Retention Specialist to support the "Student Success and Completion" strategic goal.
    - $42,000 in Title III funds was directed toward expanding Chippewa Cree language course offerings, aligning with the "Cultural Integration" goal.
    - $120,000 in HEERF funds supported technology upgrades that improved broadband capacity for both on-campus and remote learners, aligning with the "Technology and Infrastructure" goal.

The inclusive planning process and strategic resource allocation have led to measurable improvements:

- **Retention:** First-time, full-time fall-to-fall retention increased from **49% in 2021 to 56% in 2024** following targeted advising and tutoring expansion.
- **Graduation Rates:** Three-year graduation rates improved from **28% in 2020 to 34% in 2023**.
- **Cultural Curriculum Expansion:** All degree programs now include at least one course integrating Chippewa Cree heritage and perspectives.
- **Student Satisfaction:** The 2024 student satisfaction survey showed a **12% increase** in positive responses to the statement, "I feel supported in achieving my educational goals."

These documented outcomes demonstrate that SCC's planning process is action-oriented and results in tangible institutional gains.

The departmental plan drafts were submitted in 2022 and are anticipated to be fully completed with updated targets by 2025. Once the revised departmental plans are submitted to close out the Strategic Vision 2025, SCC will initiate its new cycle of strategic planning and institutional goal setting. Consulting services will not be utilized during this upcoming strategic planning cycle.

Stone Child College meets Standard 1.B.3 by engaging all constituencies in an open planning process, creating multiple opportunities for input and comment, aligning financial resources with strategic priorities, and achieving measurable improvements in student success and institutional capacity.

Standard 1.B.3 EXHIBITS

Strategic Plan Drafting
SCC Vision 2025 Consultant Report
SCC Vision 2025 Executive Summary
Overview of SCC Strategic Plan
Strategic Plan Final
Departmental Plans
SCC Departmental Plan Assessment
SCC Departmental Plan HR
SCC Departmental Plan Student Support Services
SCC Departmental Plan Education
SCC Departmental Plan Finance

Standard 1.B.4 Environmental Scanning

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Stone Child College (SCC) engages in continuous environmental scanning to track internal performance metrics and external trends that impact the institution's mission and operations.

- **Internal Monitoring** includes enrollment trends, student achievement data (retention, graduation, course completion), program reviews, faculty and staff evaluations, and annual budget performance.

- **External Monitoring** draws from:

- IPEDS and AIHEC data to compare SCC's performance with peer Tribal Colleges and community colleges.
- Montana Department of Labor and Industry workforce projections to align academic programs with high-demand fields.
- Federal and state policy updates affecting higher education and tribal institutions.

For example, in 2023, SCC noted a statewide increase in demand for healthcare and skilled trades workers, prompting discussion of program expansion in those areas.

Findings from environmental scans are reviewed through SCC's shared governance structure:

- The Institutional Assessment Committee evaluates student learning outcomes and operational metrics annually in the spring.
- The Strategic Planning Committee analyzes internal and external data to identify trends and make recommendations for strategic priorities.
- The President's administrative staff reviews data and committee recommendations to assess SCC's strategic position.
- The Board of Directors considers these findings during annual retreats, using them to inform planning, policy decisions, and resource allocations.

This structured review process ensures that decision-making is informed by evidence and grounded in SCC's mission.

SCC uses its environmental monitoring results to define future direction and adjust institutional priorities.

- In response to low STEM completion rates identified in 2021, SCC invested in faculty professional development, upgraded laboratory facilities, and expanded academic advising for STEM students.
- When student housing demand increased in 2022, SCC conducted a feasibility study for expanded housing options, which is now part of the 2021–2025 Strategic Plan.
- A 2024 review of workforce needs led to the development of a welding certificate program in partnership with local industry.

SCC reviews its **mission statement** on a five-year cycle or when significant external shifts occur. The last review, conducted in 2022, reaffirmed the mission while strengthening language around workforce preparation and cultural preservation. Strategic plan objectives, program outcomes, and performance indicators are also revised based on emerging trends—ensuring they remain relevant and measurable.

Indicators are updated as necessary to reflect evolving institutional priorities:

- Addition of workforce placement rates as a key performance indicator after 2023 employer feedback.

- Inclusion of online course success rates as an indicator following growth in remote learning post-2020.
- Refinement of cultural integration measures to assess not only course offerings but also co-curricular engagement.

Stone Child College meets Standard 1.B.4 by systematically monitoring internal and external environments, using its governance system to evaluate findings, and making informed adjustments to its mission, planning, intended outcomes, and achievement indicators. This evidence-based approach ensures SCC remains strategically positioned to meet the needs of its students and community.

Standard 1.B.4 EXHIBITS

Internal Monitoring
Enrollment Dashboard Page 1
Enrollment Dashboard Page 2
Assessment Committee 2022-2025
External Monitoring
Peer Benchmarking
SCC IPEDS Feedback Report 2024

1.C Student Learning

Standard 1.C.1 Appropriate Content and Rigor

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Stone Child College offers programs that are designed with appropriate content and rigor aligned to its mission and to recognized fields of study. All programs culminate in clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, and credentials, with course designators consistent with program content. The institution delivers associate degrees, certificates, and community education programs that are designed to meet workforce demands and support student transfer to four-year institutions.

Appropriate Learning Outcomes

Faculty collaboratively design and refine student learning outcomes at the course and program levels. Outcomes are sequenced to build manageable, measurable, and achievable skills, ensuring students are prepared for both workforce entry and transfer to four-year institutions. Faculty draw upon industry standards, professional organizations, and transfer partners to ensure that program outcomes reflect current expectations and competencies in each field of study. Each

program is structured with appropriate academic rigor and includes clearly defined **Program Learning Outcomes (PLOs)**. These outcomes are published in the SCC Course Catalog and are assessed regularly to ensure students achieve collegiate-level competencies in their fields of study. The college uses these assessments to guide curriculum development and instructional improvement.

Faculty are well prepared to develop and revise appropriate outcomes. The College earmarks professional development funds for each full-time faculty member, and additional funds for part-time faculty, that can be used to engage in regional and national dialogue around appropriate course and credential content and rigor. Faculty are also supported in participating in professional gatherings with external partners as part of their regular duties, and many are active members of state and national affiliated organizations. Many CTE faculty also engage in continuing education through associated industry organizations to ensure they are equipping students with essential skills for success in the field.

Distance Education Rigor and Alignment

SCC recognizes that distance education must reflect the same content and rigor as traditional learning. In 2020, the College expanded online and hybrid course offerings in response to student and community needs. Oversight of distance education falls under the **Faculty Committee**, which ensures that online instruction is developed, delivered, and assessed with the same quality standards applied to all courses.

- Online course objectives and outcomes must be clearly defined, measurable, and aligned with learning activities and assessments.
- Faculty must submit an *Intent to Develop a New Distance Education Course* form and all courses are reviewed by the Faculty Committee and Curriculum Committee before implementation.
- Attendance verification, student authentication, and proctored or non-proctored exams are used to ensure student accountability. Plagiarism detection tools and alternative assessments further protect academic honesty.
- Distance courses must comply with Section 508 accessibility requirements. Faculty use checklists to ensure online materials are fully accessible to students with disabilities.

In collaboration with the Faculty Committee, the Retention Officer is currently leading the development of an updated version of the *Distance Education Guide*, which will be transformed into a student- and faculty-focused handbook. This work reflects SCC's commitment to ensuring that guidance for online teaching and learning remains clear, current, and accessible for both faculty and students.

Standardized Process for New Offerings

Proposed new offerings at Stone Child are put through a careful process of development, review, and approval that aligns with Montana University System (MUS) and NWCCU requirements and considers the College mission as well as transfer partner expectations.

For new courses, the academic area must indicate how the proposed offering will contribute to a student's skill development within the affiliated division or program. They detail in a course outline student learning outcomes and planned methods for assessing them. New Career and Technical Education (CTE) and GED/Adult Basic Education course proposals must indicate how they align with state standards in their associated classifications of community college curriculum. Proposed general education courses go through a similar process and are additionally reviewed for alignment with the general education outcomes. The final step for any new course is review and approval by the Faculty Committee and Dean of Academics.

When proposing a new program or credential, academic areas detail information called for in state standards governing program viability and quality: the need for the program or credential, the plan for developing it, and the intended student learning outcomes and plan for assessing them, proposals must articulate how course outcomes build to program outcomes. CTE proposals are subject to review and approval by advisory committees with industry representatives. The Dean of Academics reviews completed proposals and presents them to the Faculty Committee to review. Once approved by the Board of Directors, the proposal is routed then to NWCCU for approval.

Systemic Review and Oversight

All academic programs undergo systematic review by the Dean of Academics and the Assessment Committee.   Reviews include analysis of student learning outcomes assessment data, enrollment trends, transfer and employment outcomes, and input from industry advisory committees. This process ensures programs remain current, rigorous, and responsive to student and community needs.

Academic areas are subject to review of appropriate content and rigor in program reviews. Faculty describe their process for updating course outlines at least every three years to ensure content is current, relevant, and appropriate, as required by the state. The Assessment Committee reviews the document and provides written commentary. At the conclusion of the process, the faculty identifies recommendations for improvement and tracks progress in annual plans.

Stone Child College maintains strong partnerships with industry to ensure that Career and Technical Education (CTE) programs meet the standards of academic quality, workforce relevance, and rigor required by state and accreditation expectations.

For oversight of the Stone Child College Accessing Choices in Education (ACE) dual credit program, College faculty liaisons support teachers delivering courses in area high schools to ensure the curriculum aligns with the content and rigor expectations defined in the course outlines. The

liaisons' role is spelled out in the Accessing Choices in Education handbook for ensuring the College is offering quality dual credit, and is detailed in the Accessing Choices in Education handbook.

Distance education is included in these oversight mechanisms, with compliance to federal HEOA and FERPA requirements, ensuring integrity and student privacy. Faculty teaching online are also evaluated through student surveys and supervisor reviews.

In addition to reviewing content and rigor, advisory committees contribute to program planning and continuous improvement, supporting Stone Child College's mission of providing accessible and culturally grounded education that prepares students for success. Faculty integrate advisory feedback into curriculum development and assessment, ensuring alignment with both professional standards and student learning outcomes. This process reflects the College's commitment to NWCCU Standard 1.C.1, guaranteeing that all programs demonstrate appropriate content, rigor, and coherence consistent with higher education expectations and industry needs.

Sequencing for Appropriate Rigor

Programs are structured to provide a logical progression of learning from introductory to advanced coursework. Prerequisites are enforced to ensure students build the foundational knowledge and skills needed for success in upper-level courses. Faculty map course outcomes to program outcomes to verify proper sequencing and scaffolding, thereby supporting both student persistence and achievement of program-level competencies.

CTE programs with strictly linear paths to their certificates and degrees outline appropriate "term-by-term" sequences for students in the College catalog. Those programs with flexible sequencing provide a list of courses required for each credential. Several general education transfer programs additionally outline for students the course sequences needed to transfer into related university programs successfully. Faculty and Co-advisors use these materials, as well as four-year partner advising guides, to develop personalized term-by-term academic plans that meet the needs of students. This is done during mandatory advising as students are earning their first 30 credits. Faculty serve as advisors and staff as co-advisors to students pursuing credentials in their respective programs, and are further able to gauge and use student learning needs to guide the design of these plans.

Writing and Math faculty, recognizing the central roles they play in student success and progression for all credentials offered at the College, carefully sequence and hone skill development through their course series in close collaboration with colleagues at other Montana, regional, and national community colleges, high schools, and universities. Coupled with course outlines, these faculty member-s summarize course sequencing in documents that spell out how these courses build to needed mastery. The English program's writing sequences are additionally articulated in the context of learning outcomes.

Distance education follows the same sequencing standards, supported by orientation materials, course navigation structures, and student success resources integrated into online platforms

Reflection and Next Steps

Stone Child College recognizes the progress made in aligning outcomes, sequencing, and oversight with NWCCU standards.

Moving forward, Stone Child College has purchased Watermark's Educational Impact Suite (EIS), a centralized system that enables the management of core processes, including assessment, accreditation, faculty review, and student success initiatives. All training for the modules in this system has been completed. Starting Fall 2025, we will move forward to implement the Watermark system at SCC.

With Watermark, the College seeks to:

- Strengthen the integration of assessment data into program planning and improvement.
- Expand professional development for faculty on outcomes-based teaching and assessment.
- Enhance documentation and transparency of advisory committee input in curriculum planning.
- Explore additional stackable credentials that respond to community and workforce needs while maintaining appropriate rigor.

Through these ongoing efforts, Stone Child College sustains a culture of continuous improvement that ensures all academic programs reflect appropriate content and rigor, consistent with its mission and NWCCU expectations.

At the same time, the Retention Officer, in partnership with the Faculty Committee, is conducting the revision of the Distance Education Guide into a student and faculty focused handbook. This work will ensure that expectations, policies, and resources for online learning are clearly communicated and consistently applied. The handbook will complement Watermark's assessment and planning tools by providing a practical, accessible framework for faculty and students.

As part of its broader initiatives launching in Fall 2025, Stone Child College will also work on an updated Course Catalog. Together with the Watermark system and other improvements, this effort reflects SCC's commitment to transparency, continuous improvement, and student success.

Standard 1.C.1 EXHIBITS

SCC Degree Programs
SCC Distance Education Guide
SCC Distance Learning Student Handbook DRAFT
Program Learner Outcome Data 2019-2020
SCC Program Assessment Outcome Data 2019-2025

Standard 1.C.2 Credit and Credentials Represent Learning

Standard 1.C.2 Credit and Credentials Represent Learning The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Stone Child College (SCC) awards academic credit, degrees, certificates, and credentials based on clearly defined student learning outcomes that reflect appropriate breadth, depth, sequencing, and synthesis of learning. All programs are aligned with SCC's mission to provide culturally relevant, rigorous education rooted in Chippewa Cree values.

Outcomes: Define Course and Credential Learning

Student learning outcomes articulate and scaffold learning at the College. Significant program/discipline level work is devoted to creating and refining learning outcomes to ensure they build appropriate, sequenced, manageable, and achievable skills and knowledge that prepare students for success in subsequent settings. In addition to their continuous professional development informing this work, faculty confer with colleagues who will work with their students in their next steps—in college-level courses, industry, and four-year programs—to refine and align learning outcomes with what students will need to be able to do to succeed. Support for constructing quality outcomes and sequenced learning is also evolving at the College with an eye to continuous improvement. Work related to shaping, refining, and supporting the development of quality outcomes and assessments is detailed in 1.C.5-7.

Program Structure and Learning Outcomes

Each academic program includes expected learner outcomes that guide curriculum design and assessment. These outcomes ensure students gain foundational knowledge, technical skills, and cultural competencies relevant to their field of study.

Standard 1.C.2 EXHIBITS

[All Degree Programs & Certificates](#)
[SCC Learner Outcomes](#)

Standard 1.C.3 Publishing and Sharing Learning Outcomes

Standard 1.C.3 Publishing and Sharing Learning Outcomes The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Stone Child College (SCC) identifies, publishes, and shares expected learning outcomes for all degrees, certificates, and credentials, ensuring transparency and alignment with institutional goals. These outcomes are accessible to students and the public through multiple channels:

- **Program-Level Learning Outcomes (PLOs)** are clearly stated for each academic program and are published in the SCC Course Catalog and on the college's website. These outcomes describe the knowledge, skills, and competencies students are expected to achieve upon completion of their program.
- **Course-Level Learning Outcomes** are provided to enrolled students through syllabi distributed at the beginning of each course. Faculty ensure that these outcomes are aligned with program goals and institutional learning objectives.
- **SCC's Education Assessment Plan** & **Program Review Template** outlines how general education and program-specific outcomes are evaluated. Faculty committees meet regularly to review assessment data and refine learning outcomes based on student performance and feedback.
- The college also maintains documentation of learning outcomes and assessment results through its **Institutional Research Office**, which supports continuous improvement and accountability.

Reflection and Next Steps: Improving Outcome and Use

Currently, most academic areas focus on communicating course outcomes to help students understand their learning progress. The Academic Department is seeking to identify further venues for publishing courses and credential learning outcomes, with a focus on the College website.

Projects underway to bolster professional development for meaningfully articulating and assessing learning, funded by the College Fund and the American Indian Higher Education Consortium (AIHEC), will also expand the potential to use outcomes as effective communication tools for students and constituents.

Standard 1.C.3 EXHIBITS

SCC Catalog

Program-Level Learning Outcomes
Building Trades 2 Year Certificate Program Learner Outcomes
General Business Program Learner Outcomes
Native American Studies Program Learner Outcomes
Math Program Learner Outcomes
Course-Level Learning Outcomes
EDU 200 Course Outline
EDU 235 Course Outline
MATH 121 Course Outline

[CARP 100 Course Outline](#)
Education Assessment Plan
[Bachelor Program Assessment Plan](#)
Program Review Template
[SCC Program Review Template](#)

Standard 1.C.4 Admission and Graduation Requirements

Standard 1.C.4 Admission and Graduation Requirements The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

SCC maintains open enrollment and admission. Anyone who possesses a diploma from an accredited high school or is seeking a HiSET Exam Credential (HSE Credential) or a General Educational Development Certificate (GED), is admitted to SCC. All American Indian students who are enrolled members of a federally recognized tribe or provide proof of descent within the United States must also provide certification of American Indian blood quantum for documentation purposes proving descent. Canadian Indians are omitted unless they are also enrolled with American Indian Tribe. The process for a student to gain admission to Stone Child College is published in the College catalog, in the schedule of classes, and on the College website.

Stone Child College (SCC) maintains clearly defined, widely published, and easily accessible admission and graduation requirements to ensure transparency and support student success. Admission procedures are posted in administrative offices and discussed in detail during mandatory orientation sessions for new students each semester. Key documents such as the Tribal Verification Release and FERPA Consent Form are required during registration, and students can access admissions and registration services online.

Graduation requirements are explicitly outlined and include:

- A **minimum cumulative GPA of 2.00** for all degrees and certificates.
- Completion of **at least 30 semester credit hours** at SCC, with **15 credit hours earned in the academic year prior to graduation**.
- Submission of a **graduation application** to the Registrar's Office in the semester before graduation.
- Completion of all academic requirements, and maintaining a complete student file.
- Participation in an **Exit Evaluation Survey** in the student's field of study.
- Payment of a **$30 graduation fee**.

These requirements are published in the college catalog and student handbook, and reinforced through student services and advising, ensuring students and the public have full access to this information.

Beginning Fall 2025, Stone Child College will develop an updated Course Catalog to ensure that degree requirements, admissions procedures, and program information are accurate, accessible,

and consistent with the institution's mission and accreditation standards. This effort will also align with the revisions to the Student Handbook referenced in the Addressing the PRFR section concerning Standard 2.G.2.

Standard 1.C.4 EXHIBITS

Admissions
[Admissions Requirements](#)
Graduation
[Graduation Policy](#)

Standard 1.C.5 Assessment System to Advance Quality

Standard 1.C.5 Assessment System to Advance Quality The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Outcomes Assessment for Learning Evaluation

Stone Child College's system of learning outcomes assessment is designed to effectively evaluate and improve the quality of learning in its academic programs. The system represents a marriage between pedagogy and infrastructure. Faculty govern pedagogy, focusing on outcomes, curriculum, and meaningful assessments to advance quality learning. Administrators, in consultation with faculty, manage infrastructure, including standards, guidelines, support, and processes, to drive and unify this work on an institutional level. The infrastructure has undergone significant improvements over the last three years: it is now much more user-friendly, and faculty are central to its design and updates. The process is designed to yield meaningful and helpful information about teaching and learning, and it continues to evolve to meet faculty needs. Stone Child College (SCC) maintains a comprehensive and evolving assessment system designed to evaluate and enhance the quality of student learning across all academic programs. This system is deeply integrated into the college's institutional planning, reflecting its commitment to continuous improvement and academic excellence.

Faculty Leadership in Assessment:

- Faculty play a central role in designing curricula, establishing learning outcomes, and conducting assessments. They regularly review student performance data to refine instructional strategies and improve program effectiveness.

- Faculty-led committees oversee the development and implementation of assessment tools, ensuring alignment with institutional goals and accreditation standards.

Over the past three years, the College has made significant improvements in its assessment infrastructure, making systems more accessible, streamlined, and user-friendly. Importantly,

faculty have been central to the design, testing, and ongoing updates of these processes, ensuring that assessment tools are not only practical but also aligned with instructional needs. This shared governance approach has yielded an assessment process that provides meaningful and actionable information about student learning and teaching effectiveness.

The assessment cycle at Stone Child College begins with faculty-driven course and program learning outcomes, which are mapped to institutional learning outcomes. Data collection includes embedded assessments, course-based measures, and program-level evaluations. Results are compiled, analyzed, and reviewed by faculty within their departments, and then communicated to the Assessment Committee. Findings are used to inform program review, guide curriculum revisions, and shape professional development opportunities.

This cyclical process ensures that assessment is not simply a compliance activity but a system of continuous improvement that informs decision-making at all levels of the institution. By uniting pedagogy with a supportive infrastructure, Stone Child College ensures that its assessment system remains responsive, faculty-centered, and effective in promoting high-quality learning consistent with NWCCU standards.

Outcomes and Assessment: Standard Practice

At Stone Child College, faculty are central to the development, implementation, and continuous improvement of student learning outcomes and assessment practices. Faculty across all academic areas establish and refine course and program learning outcomes, design curricula to guide students in achieving them, and assess student mastery using appropriate methods. Assessment results are then systematically reviewed to inform instructional practices, curriculum revisions, and program improvements.

Institutional policies and supporting materials clearly define these faculty responsibilities. This ensures leadership within each discipline supports alignment, consistency, and accountability in assessment practices.

By embedding these responsibilities into handbooks, job descriptions, orientation, and ongoing faculty development, Stone Child College has established a standardized practice for outcomes and assessment. This practice ensures that student learning is consistently defined, measured, and improved across all programs, fulfilling the College's commitment to academic quality and aligning with NWCCU Standard 1.C – Student Learning.

Infrastructure Supporting Assessment

Stone Child College Assessment Committee is charged with refining guidelines and other aspects of assessment to ensure they foster useful information in support of student learning.

The program review and annual planning processes additionally center on this critical aspect of the faculty's role. Both processes engage academic areas in regular conversation regarding how they evaluate the quality of learning in their courses and programs/disciplines. In program review

reports, faculty comprehensively describe, assess, and plan their learning outcomes assessment activities aligned with current College guidelines. This section of their report becomes their area's assessment plan. The Assessment Committee reviews these plans and provides written feedback. Program review recommendations include planned improvements to outcomes and assessments, with progress noted annually in the annual plans. Faculty also summarize their most recent outcomes assessment activities, results, and planned next steps in annual plans.

Current Shape of Learning Evaluation

Stone Child College (SCC) has developed a mature and responsive learning evaluation system that reflects its commitment to student success, fulfilling its institutional mission, and promoting continuous improvement. The current shape of this system is the result of sustained collaboration between faculty and administration, guided by NWCCU standards and best practices in higher education assessment.

Faculty remain at the heart of SCC's learning evaluation process. They lead the development of learning outcomes at the course and program levels, design assessment tools, and interpret results to inform instructional decisions. Faculty committees meet regularly to review assessment data, share insights, and make recommendations for curricular adjustments. This ensures that learning evaluation is not only systematic but also deeply embedded in the teaching culture.

Over the past three years, SCC has significantly enhanced its infrastructure to support learning evaluation. The college has adopted a centralized digital platform for collecting and analyzing assessment data, making it easier for faculty to engage with the process. Clear guidelines, templates, and timelines have been established to ensure consistency and reduce the administrative burden.

Professional development opportunities have been expanded to build faculty capacity in assessment design, data analysis, and evidence-based pedagogy. These efforts have increased faculty confidence and participation in the evaluation process.

Learning evaluation is tightly integrated with SCC's institutional planning and core themes, in alignment with NWCCU Standard 1.B.2. Assessment results are used to:

- Evaluate progress toward mission fulfillment.
- Inform program reviews and strategic planning.
- Guide resource allocation and professional development priorities.

This integration ensures that learning evaluation contributes directly to institutional effectiveness and student achievement.

SCC's learning evaluation system is dynamic and evolving. Faculty feedback is regularly solicited and used to refine assessment tools and processes. The system is designed to produce meaningful, actionable data that supports instructional improvement and student learning.

Recent improvements include:

- Increased use of direct and indirect assessment methods.
- Greater alignment between course-level and program-level outcomes.
- Enhanced reporting mechanisms that support longitudinal analysis.

The college has documented improvements in student learning outcomes across multiple programs, particularly in areas such as writing, quantitative reasoning, and cultural competency. These gains are attributed to targeted instructional changes informed by assessment data.

Reflection: Significant Improvements

Over the past seven years, Stone Child College (SCC) has made substantial and strategic improvements that have strengthened its academic quality, institutional infrastructure, and alignment with NWCCU standards. These improvements reflect a deep commitment to student success, mission fulfillment, and continuous institutional learning. However, the College LMS was not set up to collect assessment results. Excel spreadsheets were created for this purpose. This approach provided documentation that the work was occurring, but it did not provide easily accessed or actionable collegewide results for faculty and deans to review.

SCC has transformed its assessment system into a faculty-driven, data-informed process that supports meaningful evaluation of student learning. Key improvements include:

- **Faculty leadership** in designing and refining learning outcomes and assessment tools.
- **Streamlined infrastructure** that supports consistent data collection and analysis.
- **Integration with institutional planning**, ensuring that assessment results inform program reviews, resource allocation, and strategic initiatives.

These changes have led to more actionable insights into student learning and improved instructional practices across academic programs.

Faculty engagement in assessment and curriculum development has increased significantly. SCC has invested in:

- Regular professional development workshops focused on assessment literacy, culturally responsive pedagogy, and data-informed teaching.
- Collaborative committees that empower faculty to lead academic quality initiatives.

This has fostered a stronger culture of shared responsibility for student learning and institutional effectiveness.

SCC has modernized its internal systems to better support academic and administrative functions. Notable improvements include:

- A centralized digital platform for assessment reporting and documentation.
- Clear guidelines and timelines for assessment cycles and program reviews.
- Increased transparency and communication between departments and leadership.

These enhancements have made institutional processes more efficient, consistent, and aligned with accreditation standards.

SCC has developed a more intentional approach to using data for continuous improvement. Assessment results, student performance metrics, and institutional research are now regularly used to:

- Identify areas for curricular enhancement.
- Support student retention and success initiatives.
- Guide strategic planning and resource distribution.

This data-informed culture has strengthened SCC's ability to respond to challenges and opportunities with agility and purpose.

All improvements have been guided by SCC's mission and core themes, ensuring that changes are not only strategic but also culturally and institutionally grounded. The college continues to prioritize:

- **Culturally relevant education** is rooted in Chippewa Cree values.
- **Student-centered learning environments** that promote equity and inclusion.
- **Community engagement** and service as integral components of academic life.

Next Steps: Expansion and Improvement

As Stone Child College (SCC) continues to strengthen its commitment to academic excellence and continuous improvement, the institution has identified several strategic priorities for the next phase of development. These priorities are designed to build on recent successes and further align with NWCCU standards, particularly in the areas of assessment, planning, and institutional effectiveness.

To enhance the efficiency, consistency, and transparency of its learning outcomes assessment system, SCC is in the process of fully implementing **Watermark**, a comprehensive assessment and planning platform. This software will support the college's goals by:

- **Centralizing assessment data** across academic programs, making it easier to track progress on learning outcomes and institutional goals.
- **Streamlining reporting processes**, reducing administrative burden on faculty and staff.
- **Enabling longitudinal analysis** of student learning and program effectiveness.
- **Facilitating alignment** between course-level, program-level, and institutional outcomes.
- **Supporting accreditation readiness** through organized documentation and evidence of continuous improvement.

Training and onboarding for faculty and staff are underway, with full integration expected within the next academic year.

Building on the foundation of course-level assessment, SCC will expand its focus on program-level assessment to ensure that each academic program has clearly defined outcomes, robust assessment plans, and actionable data. This includes:

- Developing program-specific rubrics and benchmarks.
- Conducting annual program reviews informed by assessment data.
- Using Watermark to map curriculum and identify gaps or redundancies.

With improved access to assessment data through Watermark, SCC will enhance its capacity for evidence-based planning and decision-making. This includes:

- Integrating assessment results into strategic planning and budgeting processes.
- Using data to support student success initiatives, including retention, persistence, and completion strategies.
- Creating dashboards and visualizations to communicate progress to stakeholders.

SCC will continue to invest in faculty development to ensure sustained engagement with assessment and continuous improvement. Planned initiatives include:

- Ongoing training in Watermark tools and data interpretation.
- Workshops on equity-minded assessment and culturally responsive pedagogy.
- Peer-led assessment communities of practice to share strategies and innovations.

To support these initiatives, SCC will strengthen its Institutional Research (IR) function by:

- Expanding IR staffing and technical capacity.
- Aligning IR efforts with Watermark implementation.
- Increasing collaboration between IR, academic departments, and student services.

Standard 1.C.5 EXHIBITS

Program Reviews
Natural Resources/Geospatial Program Review
General Business Program Review
General Science Program Review
Watermark
Certifications of Completion
Watermark Modules (screenshot)

Standard 1.C.6 Identifiable, Assessable General Education Learning Outcomes

Standard 1.C.6 Identifiable, Assessable General Education Learning Outcomes Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and

quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education Outcomes at Stone Child College

Stone Child College (SCC) has established a set of identifiable and assessable General Education Learner Outcomes (GELOs) that are integrated across all associate and bachelor-level programs. These outcomes are designed to ensure students develop essential skills and competencies consistent with SCC's mission and [values](#).

Stone Child College has established clearly identifiable and assessable General Education Learning Outcomes (GELOs) that are consistent with its mission to provide accessible, culturally grounded higher education. These outcomes apply across all associate degree programs and form the foundation of the College's general education curriculum. They represent the core skills, knowledge, and competencies students are expected to master in order to succeed in their academic, professional, and community endeavors.

General education outcomes at Stone Child College include competencies in effective written and oral communication, critical thinking and problem-solving, quantitative and scientific reasoning, information literacy, and cultural awareness with an emphasis on Chippewa Cree language, history, and traditions. These outcomes reflect both nationally recognized core competencies and the College's mission-driven commitment to preserving and advancing tribal culture.

Faculty are responsible for embedding these outcomes within the curriculum and assessing them through course-embedded assignments, projects, examinations, and capstone experiences. Assessment data are aggregated at the program and institutional levels to evaluate student achievement of GELOs and are reviewed annually by faculty, program chairs, and the Assessment Committee. Results are used to guide improvements in instructional practice, curriculum design, and student support.

Recent infrastructure improvements, including the adoption of Watermark assessment software, have further strengthened the College's capacity to track and report achievement of general education outcomes. This system provides more user-friendly, consistent, and actionable data for faculty and administrators, ensuring that assessment is meaningful and directly informs planning and decision-making.

Through this structured, faculty-driven, and mission-aligned system of general education outcomes, Stone Child College ensures that all students acquire the essential skills of communication, reasoning, cultural competence, and critical analysis.

Reflection and Next Steps: Faculty-Led Revisions

Reflection

Over the past accreditation cycle, Stone Child College has strengthened its system of curriculum development and learning assessment through faculty-led revisions. The faculty have taken the

lead in designing, refining, and assessing student learning outcomes at the course and program levels, ensuring that curricula remain rigorous, culturally grounded, and aligned with both transfer expectations and workforce demands. Faculty collaboration, guided by the Assessment Committee and supported by institutional infrastructure, has produced meaningful improvements in course sequencing, assessment practices, and integration of general education outcomes. These efforts demonstrate a strong commitment to continuous improvement and the central role of faculty in shaping academic quality.

Next Steps

Looking forward, Stone Child College will expand and formalize faculty-led revision processes to sustain and strengthen institutional effectiveness. Next steps include:

- **Deeper Integration of Watermark Software:** Faculty will increasingly use Watermark to document learning outcomes assessment, track trends over time, and generate program-level reports that inform revisions. Training and peer mentoring will ensure all faculty are equipped to use the system effectively.
- **Enhanced Faculty Collaboration:** Program faculty and the faculty committee will coordinate more intentional cross-disciplinary reviews of curriculum and outcomes, particularly within general education, to ensure consistency and coherence across all programs.
- **Alignment with Industry and Transfer Standards:** Faculty will continue to revise curricula in consultation with CTE advisory committees and four-year transfer partners to ensure that student learning outcomes reflect current workforce skills and academic expectations.
- **Expanded Professional Development:** Faculty development sessions will focus on best practices in outcomes-based assessment, culturally responsive pedagogy, and curriculum revision, strengthening the capacity of faculty to lead sustainable academic improvements.
- **Continuous Review Cycle:** The College will formalize a regular cycle of curriculum review and outcome revision, ensuring that every program undergoes systematic faculty-led evaluation and improvement within defined intervals.

By reflecting on recent progress and setting clear next steps, Stone Child College reaffirms its commitment to a faculty-driven model of curriculum development and learning assessment. This approach ensures that revisions are not only academically rigorous but also mission-driven, culturally grounded, and responsive to the evolving needs of students, communities, and industries.

Standard 1.C.6 EXHIBITS

General Education Outcomes at Stone Child College
SCC Gen Ed Curriculum Map

Watermark

Standard 1.C.7 Improving Student Learning Outcomes

Standard 1.C.7 Improving Student Learning Outcomes The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.

Using Assessment to Improve Student Learning

Assessment results are used to inform planning and practice to improve student learning as described and referenced in 1.B.1. Learning outcomes assessment is central to this work; analysis of results from other student success strategies plays a role as well.

Academic Improvements

Stone Child College has undertaken a series of academic improvements designed to strengthen student learning, expand opportunities, and enhance institutional effectiveness. These improvements reflect the College's mission to provide accessible, culturally grounded higher education while meeting the standards of academic rigor and quality.

Curriculum Development and Learning Outcomes

Faculty have systematically refined course and program learning outcomes to ensure they are measurable, sequenced, and aligned with both institutional outcomes and workforce expectations. Revisions to course outlines and program pathways have improved curriculum coherence and provided clearer benchmarks for student achievement. General Education Learning Outcomes (GELOs) have been updated to emphasize communication, critical thinking, quantitative reasoning, and cultural awareness, ensuring all students develop transferable skills.

Assessment and Continuous Improvement

The College has strengthened its outcomes assessment process by implementing **Watermark software**, which has modernized data collection, analysis, and reporting. This technology will allow faculty and administrators to track trends more efficiently, identify areas for improvement, and apply assessment results to program review and instructional planning. Faculty are in the process of implementing assessment findings to revise math course sequencing, enhance writing instruction, and update Career and Technical Education (CTE) programs based on industry feedback. For example: The College has continuously conducted math placement by implementing the Accuplacer entrance exam. This form of assessment has streamlined the placement of incoming students by using a pre-determined grid that places pupils into the appropriate math course based on their score.

Faculty Professional Development

Recognizing the central role of faculty in academic quality, SCC has expanded professional development opportunities. Workshops, training sessions, and partnerships with the American Indian Higher Education Consortium (AIHEC) and the College Fund have provided faculty with tools to improve pedagogy, design outcomes-based curricula, and integrate culturally responsive practices into instruction. Updates to the Faculty Handbook Draft, and faculty job descriptions have reinforced the expectation that assessment and continuous improvement are integral to faculty responsibilities.

Career and Technical Education Enhancements

CTE programs have benefited from stronger engagement with industry advisory committees, which meet regularly with faculty to validate program content and ensure rigor. Curriculum revisions and equipment upgrades have been guided by industry standards, providing students with practical skills and credentials that improve workforce readiness and employability. Building Trades is currently going through a Program Review, there is a draft from 2020 that will need to be looked at and updated with current metrics, but we hope to finalize it in Fall 2025 and plan to also implement the Program Review process through Watermark.

Learning-Support Improvement

Stone Child College has made significant strides in strengthening learning-support services to ensure that all students have equitable opportunities to succeed. These improvements reflect the College's mission of providing accessible, culturally grounded education.

Tutoring and Academic Assistance

Assessment results and student success data identified developmental math and English as common barriers to persistence and completion. In response, SCC expanded its tutoring program, increasing access to one-on-one and small group sessions and introducing supplemental instruction embedded within high-enrollment courses. Peer and professional tutors now provide targeted academic assistance that supports mastery of learning outcomes.

Advising and Student Success Services

The College has enhanced academic advising and co-advising services by adopting more proactive, case-management approaches to student support. Advisors are trained to use assessment and retention data to identify at-risk students earlier, providing targeted interventions. Expanded use of academic planning tools has given students clearer pathways through their programs, contributing to improved retention and progression.

Technology-Enhanced Support

Recent infrastructure upgrades have expanded access to online tutoring, virtual advising, and digital learning resources, ensuring that students in rural areas or with family/work

responsibilities can access support services more flexibly. The adoption of **Watermark software** will also improve the College's ability to connect assessment data with learning-support initiatives, allowing SCC to tailor services based on evidence of student needs.

Culturally Responsive Supports

Consistent with its mission, Stone Child College has expanded culturally responsive student support initiatives, including language and cultural learning circles, mentorship from community elders, and wellness resources grounded in Chippewa Cree traditions. These supports strengthen student belonging and engagement, which are key contributors to persistence and learning success.

Integration with Assessment and Planning

Learning-support improvements are closely tied to SCC's assessment system. Evidence from course outcomes, retention patterns, and student surveys informs planning for tutoring, advising, and support initiatives. This integration ensures that services are not only available but also continuously evaluated for effectiveness and impact on student learning outcomes.

By expanding tutoring, enhancing advising, investing in technology, and integrating culturally responsive supports, Stone Child College has significantly improved its learning-support infrastructure. These enhancements demonstrate the College's commitment to removing barriers, improving student outcomes, and sustaining a culture of continuous improvement.

Expanded Access to Assessment Results

Stone Child College has significantly expanded faculty and institutional access to assessment results, ensuring that evidence of student learning is transparent, actionable, and integrated into decision-making. Faculty and administrators now have more timely access to data that informs curriculum development, program review, and student support planning, strengthening the College's culture of continuous improvement.

The College has implemented Watermark assessment software to centralize data collection, analysis, and reporting. This platform provides faculty and administrators with real-time dashboards and user-friendly reports to monitor student achievement across courses, programs, and general education outcomes.

Faculty now have easier access to program- and course-level results, enabling reflection on teaching practices and guiding curricular adjustments. Departments collaboratively use data to identify student strengths and areas needing improvement.

At the institutional level, assessment results inform resource allocation, professional development, and student support services. For example, findings from developmental education assessments led directly to the expansion of tutoring and advising.

By broadening access and embedding assessment into planning, Stone Child College has strengthened its culture of evidence-based continuous improvement. The College has completed the Watermark modules and will implement them beginning Fall 2025.

Next Steps: Building Capacity to Use Assessment Well

Stone Child College recognizes that the effectiveness of its assessment system depends not only on the infrastructure in place but also on the capacity of faculty and staff to use assessment results meaningfully. While significant progress has been made in implementing Watermark software and expanding access to outcomes data, the next steps will focus on strengthening the ability of faculty and academic leaders to interpret, apply, and act on assessment findings to improve student learning.

Faculty Development in Assessment Practices

The College will expand targeted professional development that helps faculty design measurable learning outcomes, create effective assessment strategies, and apply results to refine curricula. Training workshops will also emphasize how to use Watermark dashboards and reports to identify trends in student achievement and link assessment evidence to instructional improvement.

Cross-Disciplinary Collaboration

Next steps include creating structured opportunities for faculty across disciplines to review assessment results collectively, identify shared challenges, and develop coordinated improvement strategies. This collaborative approach will promote greater consistency in assessing general education outcomes and foster innovation in teaching practices.

Integration with Program Review and Planning

Stone Child College will further integrate assessment results into program review and institutional planning processes. Program faculty will play a central role in ensuring that assessment evidence informs decision-making about curriculum revision, resource allocation, and student support enhancements.

Culturally Responsive Assessment

The College also aims to build faculty capacity in **culturally responsive assessment**, ensuring that measures of student learning reflect the values and traditions of the Chippewa Cree community. This work will strengthen the cultural grounding of assessment practices while maintaining rigor and alignment with institutional outcomes.

Sustainable Use of Assessment Data

Finally, the College will focus on creating a sustainable cycle of evidence use by embedding assessment review into regular faculty meetings, program planning timelines, and professional

development sessions. This ensures that assessment is not treated as an isolated activity but as an integral, ongoing part of academic life.

Through faculty development, collaborative review, integration with planning, and attention to cultural responsiveness, Stone Child College's next steps will build institutional capacity to use assessment data well. These efforts will strengthen the College's culture of evidence-based improvement, ensuring that assessment meaningfully enhances teaching, learning, and student success.

Standard 1.C.7 EXHIBITS

Using Assessment to Improve Student Learning
[SCC Program Assessment 2019-2025a](#)
[Program Learning Outcome Data 2019-2020](#)
Assessment and Continuous Improvement
Accuplacer Testing Examples:
[Next Generation Arithmetic](#)
[Next Generation Quantitative Reasoning](#)
[Next Generation Writing](#)
[Next Generation Reading](#)
[Accuplacer Placement Recommendation (Scoring Results)](#)
Faculty Professional Development
[Faculty Handbook DRAFT](#)
Career and Technical Education Enhancements
[Building Trades Program Review DRAFT](#)

Standard 1.C.8 Transfer Credit and Credit for Prior Learning

Standard 1.C.8 Transfer Credit and Credit for Prior Learning Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Stone Child College accepts transfer credit and credit for prior learning (CPL) according to clearly defined, published, and accessible policies that uphold academic quality and integrity. The College is looking into credit for prior learning (CPL) process. These policies are outlined in the College Catalog, Student Handbook, and on the College's website, ensuring transparency and accessibility for students and partner institutions.

Transfer Credit

Stone Child College (SCC) maintains clear and transparent policies for the evaluation and acceptance of transfer credit to ensure equitable treatment of students and the integrity of its

academic programs. Transfer students are required to submit official transcripts from all previously attended institutions, which are reviewed by the Faculty Advisor, Dean of Academics, and Registrar. This collaborative process ensures that courses are evaluated on a course-by-course basis, with syllabi and learning outcomes compared to SCC's curricular requirements. Only coursework from accredited institutions with a grade of "C" or higher is eligible for transfer, providing consistency in academic standards.

Accepted transfer credits are recorded on the SCC transcript but are not calculated into the student's GPA, thereby maintaining the integrity of SCC's academic record. The College also upholds a ten-year limitation on the applicability of older coursework, requiring written approval from the Dean of Academics before such credits may be applied toward a degree. Additionally, students who have previously earned college-level credit in English or Mathematics may be exempted from placement testing, ensuring efficiency while recognizing prior achievement.

These practices demonstrate SCC's compliance with NWCCU Standard 1.C by offering clear, fair, and academically sound policies that support student mobility while safeguarding the College's mission and curricular standards.

Credit for Prior Learning

SCC recognizes the value of prior learning and is actively developing policies and procedures to guide the acceptance of CPL. While this process is not yet fully implemented, the College is working to establish safeguards and criteria consistent with NWCCU standards, ensuring that any CPL awarded will be equivalent in quality, rigor, and comparability to credit earned through traditional coursework.

Safeguards and Quality Assurance

Both transfer credit and CPL are overseen by faculty and academic administrators, with final review and documentation maintained by the Registrar's Office. Faculty involvement ensures that curricular coherence and academic integrity are preserved, while administrative oversight guarantees consistent application of standards. Policies are regularly reviewed to align with evolving best practices and accreditation requirements.

Through transparent, accessible, and consistently applied policies, Stone Child College ensures that transfer credit—and future CPL processes—support student mobility while safeguarding academic quality and the integrity of SCC's educational mission.

Standard 1.C.8 EXHIBITS
Transfer Policy

Standard 1.C.9 Graduate Programs

Standard 1.C.9 Graduate Programs The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable. Stone Child College does not presently offer graduate programs. The College's academic mission is dedicated to providing high-quality associate and baccalaureate degree programs, certificates, and community education opportunities. SCC remains committed to maintaining alignment with disciplinary expectations and professional standards in its undergraduate offerings, thereby serving the educational needs of the Chippewa Cree community and the surrounding region.

1.D Student Achievement

Standard 1.D.1 Recruitment, Admissions, and Orientation

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Mission-Consistent Recruitment and Admissions

Recruitment strategies at Stone Child College (SCC) reflect the institution's mission and values. SCC partners with local colleges to offer dual enrollment classes, including culturally grounded offerings such as *History of Indians in the U.S.* SCC also hosted a Summer Bridge Program in Summer 2024 and Summer 2025 that incorporates traditional activities, such as hand games and visits with local Elders

SCC collaborates with the local community and schools to present the annual Anishinaabe-Neiyo Education Summit, which includes cultural and language sessions, guest speakers, and strategies for incorporating Indigenous teachings into Western education. Academic offerings further reflect this mission, including the Associate of Arts in General Studies – Cree Language and Native American Studies, the Associate of Applied Science in Native American Art with Emphasis on Chippewa Cree Art, and a Certificate in Native American Art with Emphasis on Chippewa Cree Art.

Recruitment strategies also extend into financial preparation and community workforce engagement. SCC provides FAFSA workshops at local schools, partners with the Montana Post-

[Secondary Educational Opportunities Council](#) (MPSEOC) to host an annual college fair, and invites local organizations to recruit SCC students for community-based employment.

Admission criteria ensure that students admitted have the capacity to benefit from the programs offered. Admissions policies are clearly documented and consistently applied.

In addition to traditional recruitment pipelines, SCC's Dual Enrollment (DE) program plays a vital role in introducing students to college pathways. DE success rates are tracked as a measure of early student achievement. While long-term patterns show variability by course load, recent performance has been encouraging. For example, in Spring 2025, one-course DE students achieved a 93% success rate (C or better), two-course students achieved 75%, and three-course students reached 50%. These outcomes highlight both the strengths and areas for continued support within this entry pipeline. Sustained advising and early interventions for DE participants will be critical to ensuring smooth transition from dual enrollment into full-time postsecondary enrollment.

Student Orientation

New students receive orientation sessions that explain academic expectations, available resources, and program requirements. SCC also welcomes returning students to our orientation sessions. There are sessions offered in different rooms of our primary building classrooms. These sessions are Financial Aid/Scholarships (the process and where to access other scholarships), SCC Email Accounts (creating new accounts), Empower/Office365 (introducing students to the Office 365 apps and how to use them and the SIS system), Creation Story (Cultural component), Programs/Resources (NACTEP, NIFA, transportation, Paw Bucks, etc.), Data Bytes (introducing data and how we use it), Student Billing (explaining how to read the college bill) and a Scavenger Hunt (which takes students all over campus). We then spend the rest of the day advising students. During Academic advising, students are provided with their Educational Plan. This Educational Plan identifies which classes students should take in which semester to meet the program completion requirements and obtain their degree/certificate.

Academic Advising and Support

Stone Child College adopted a Co-Advising model. Students who are in their first year meet with their co-advisor. Students receive timely advising on degree requirements, prerequisites, and transfer options. Students are also made aware of the student resources available to them throughout the semester. Systems are in place for regular check-ins (academic progress tracking, degree audits, etc.). During midterms, students have lunch with their advisors as a way to build rapport. Each time a student meets with their advisor, they are awarded "Paw Bucks," which can be used at the end-of-year auction.

These supports are reinforced by SCC's participation in national student success initiatives. Through its work with Achieving the Dream (ATD), SCC implemented its co-advising model, advising logs in Microsoft Teams, and onboarding reforms that improved persistence and

retention. Participation in the Cultivating Native Student Success (CNSS) initiative, supported by the American Indian College Fund, has deepened SCC's mission-driven recruitment and advising strategies, embedding cultural belonging and persistence supports for Native and first-generation students. Collaboration with Student Ready Strategies (SRS) has strengthened developmental placement, improved orientation practices, and aligned student services with data-informed approaches to advising and student success. These partnerships demonstrate that SCC's advising and orientation practices are not only locally mission-driven but also nationally benchmarked for effectiveness.

Clear Communication of Graduation and Transfer Policies

Graduation requirements, including required courses and credits, are published and easily accessible. The graduation application is posted on the website. Students and faculty receive email reminders about the due dates for applications. We also utilize social media to post reminders to students about graduation.

Transfer policies are transparent, including articulation agreements and credit acceptance criteria. Transfer of credit for courses completed will be accepted at SCC if the student earns a grade of "C" or better from an accredited post-secondary institution. Transferred course credits will not be included in the computation of the grade point average at SCC. Credits more than 10 years old from the date of initial admission to SCC are subject to approval by the Dean of Academics.

Conclusion

By implementing mission-aligned recruitment strategies, providing culturally inclusive orientation, offering proactive advising, and maintaining transparent communication regarding graduation and transfer policies, Stone Child College effectively supports students' admissions, retention, and achievement of their academic and professional objectives. Through partnerships with national organizations such as ATD, CNSS, and SRS, SCC affirms its dedication to student success by adopting practices that are culturally responsive, evidence-based, and nationally recognized. These initiatives align with the College's mission and ensure compliance with NWCCU Standard 1.D.1.

Together, these efforts demonstrate that Stone Child College not only complies with NWCCU Standard 1.D.1, but also exemplifies how mission-driven, culturally grounded recruitment, admissions, and orientation practices can effectively advance equitable access, student persistence, and long-term success for its priority populations.

Standard 1.D.1 EXHIBITS

Mission-Consistent Recruitment and Admissions
Summer Bridge Program
Summer Bridge Program Agendas

Standard 1.D.2 Indicators of Student Achievement

1.D.2 – Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Stone Child College (SCC) has shown and regularly shares a set of student achievement indicators that align with both its mission and the expectations outlined in **1.D.2**. These indicators, including retention, persistence, completion, and post-graduation success, are shared widely across the institution and are compared to regional and national peer institutions. The institution places a significant emphasis on disaggregating these data by race, ethnicity, gender, age, socioeconomic status, first-generation status, and other relevant categories to better understand the diverse needs of its student body and to address equity gaps in student achievement.

SCC Achievement Indicators and Disaggregation by Demographic Factors:

SCC Data Highlights:

Retention: 65% year to year

- **Disaggregation (Race/Ethnicity)**: Retention rate for **American Indian or Alaska Native** students: 93%

- **Disaggregation (Gender)**: Retention Rate for **Female/Male** students: Male students approximately 34% and Female at 66%.

- **Disaggregation (First Generation):** Retention rate for **First Generation** students: approximately 61% of students are first generation. (defined as either parent/guardian has a bachelor's degree)

Persistence: 57% Fall to Spring

- **Disaggregation (Race/Ethnicity)**: Persistence rate for **American Indian or Alaska Native** students: 95%

- **Disaggregation (Gender)**: Persistence Rate for **Female/Male** students: Male students approximately 35% and Female at 65%.

- **Disaggregation (First Generation)**: Persistence rate for **First Generation** students: approximately 66% of students are first generation. (defined as either parent/guardian has a bachelor's degree)

Graduation:

Two- Year Rate: approximately 11% completion within 150%.
Four-Year Rate: approximately 4% have earned a BS.

- **Disaggregation (Race/Ethnicity)**: Graduation rate for **American Indian or Alaska Native** students: 5%

- **Disaggregation (Gender)**: Graduation Rate for **Female/Male** students: Male students approximately 18% and Female at 0%.

- **Disaggregation (First Generation):** Graduation rate for **First Generation** students: approximately 13% of students are first generation. (defined as either parent/guardian has a bachelor's degree)

Below are tables with disaggregated data gathered from our student information system EMPOWER.

Table 1. Persistence data disaggregated by student criteria

	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
						Fall to Spring Persistence						
Fall 18-19	68%	68%	64%	65%	70%	75%	65%	53%	82%	71%	72%	55%
n	191	177	14	82	109	106	25	50	121	140	142	49
Fall 19-20	66%	65%	80%	63%	68%	74%	56%	56%	72%	62%	66%	64%
n	191	181	10	70	121	103	34	54	118	142	154	37
Fall 20-21	66%	94%	6%	30%	70%	32%	31%	36%	41%	64%	51%	49%
n	99	93	6	30	69	32	31	36	41	63	50	49
Fall 21-22	61.2%	95%	6%	34%	66%	26%	21%	53%	31%	59%	38%	62%
n	275	260	15	94	181	72	58	145	86	163	104	171
Fall 22-23	57%	99%	1%	34%	66%	37%	17%	46%	32%	70%	66%	34%
n	185	183	2	63	122	68	31	86	60	130	122	63
Fall 23-24	66%	93%	6%	33%	67%	48%	16%	35%	33%	68%	36%	64%
n	161	152	9	53	108	78	26	57	53	110	93	68
Fall 24-25	57%	95%	5%	35%	65%	50%	11%	44%	36%	66%	60%	40%
n	169	161	8	59	110	81	17	71	61	111	101	68

Table 1 shows persistence rates over seven academic years (Fall 2018 to Fall 2024), disaggregated by race, gender, age, Pell eligibility, first-generation status, and enrollment status.

- The overall persistence rate fluctuated over time, with a low of **57% in Fall 2022–23** and a recent increase to **66% in Fall 2023–24**, before dropping again to **57% in Fall 2024–25**.

- This suggests an **inconsistent recovery post-COVID**, with no sustained upward trend yet.

Table 2. Retention disaggregated by student criteria

						Fall to Fall Retention						
	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
Fall 2018	51%	54%	14%	49%	52%	57%	56%	33%	57%	54%	54%	40%
n	191	177	14	82	109	106	35	50	121	140	142	49
Fall 2019	46%	93%	7%	32%	68%	17%	31%	53%	24%	38%	35%	65%
n	144	134	10	46	98	24	44	76	34	54	50	94
Fall 2020	43.2%	95%	5%	32%	68%	32%	20%	48%	37%	55%	35%	65%
n	164	155	9	53	111	52	33	79	60	91	57	107
Fall 2021	49.9%	99%	.5%	33%	67%	26%	18%	55%	33%	64%	36%	64%
n	168	167	1	56	112	44	31	93	56	107	61	107
Fall 2022	40.8%	99%	.7%	32%	68%	31%	12%	58%	32%	66%	35%	65%
n	133	132	1	43	90	41	16	76	42	88	46	87
Fall 2023	65%	93%	7%	34%	66%	39%	9%	51%	31%	61%	31%	69%
n	138	128	10	47	91	54	13	71	43	84	43	95

Table 2 presents six years of retention data, disaggregated by race, gender, age group, financial aid status, first-generation status, and enrollment type. These disaggregated views help SCC assess equity, effectiveness of student support services, and opportunities for improvement.

- SCC's **overall fall-to-fall retention** ranged from a low of **40.8% in Fall 2022** to a high of **65% in Fall 2023**.

- The 2023 spike suggests a significant improvement post-COVID, but the long-term average is still under 50%, indicating room for sustained growth.

Table 3. Graduation rates disaggregated by student criteria

	Graduation Rate 150%											
	Overall	AI Students	Non-AI	Male Students	Female Students	<18-24 yr olds	25-30 yr olds	>30 yr olds	Pell Eligible	1st Generation	FT Students	PT Students
Fall 15 Cohort (Sp19 Grads)	42%	40%	100%	25%	50%	35%	100%	75%	48%	72%	42%	0
n	36	35	1	12	24	31	1	4	27	26	36	0
Fall 16 Cohort (SP20 Grads)	27%	26%	50%	27%	28%	27%	29%	25%	31%	32%	27%	0
n	33	31	2	15	18	22	7	4	26	11	33	0
Fall 17 Cohort (SP21 Grads)	17%	19%	0%	13%	22%	21%	0%	0%	21%	24%	19%	11%
n	41	37	4	23	18	34	4	3	23	17	32	9
Fall 18 Cohort (SP22 Grads)	27%	29%	0%	21%	33%	28%	25%	0%	32%	21%	28%	0%
	37	35	2	19	18	32	4	1	28	24	36	1
Fall 19 Cohort (SP23 Grads)	24%	24%	0%	30%	20%	27%	0%	0%	29%	30%	26%	0%
n	25	25	0	10	15	22	2	1	21	10	23	2
Fall 20 Cohort (SP24 Grads)	20%	21%	0%	20%	19%	19%	0%	25%	25%	18%	24%	0%
n	30	28	3	10	21	26	1	4	24	22	25	6
Fall 21 Cohort (SP25 Grads)	11%	5%	50%	18%	0%	14%	0%	0%	8%	13%	14%	0%
n	19	17	2	11	8	14	0	5	12	15	14	5

Table 3 displays disaggregated data for seven cohorts (Fall 2015 to Fall 2021), allowing SCC to evaluate trends in academic completion across racial, gender, socioeconomic, and enrollment variables.

- Graduation rates fluctuated between 11% and 42% over the seven-year period.

- The Fall 2015 cohort (42%) had the highest rate, followed by a sharp decline in subsequent cohorts, with the Fall 2021 cohort (projected SP25 graduates) dropping to just 11%.

- While minor fluctuations are expected, the downward trend after 2015 reflects persistent barriers to completion, despite improvements in retention and persistence in recent years.

Next Steps for Student Achievement at SCC

Review Student Data Every Year
- Hold yearly data reviews during retreats and planning meetings.
- Use updated data on retention, persistence, and graduation.
- Focus on equity gaps by race, gender, age, and first-generation status.

Use Dashboards to Guide Department Planning
- Provide departments with simple dashboards from EMPOWER.
- Include equity data in all program reviews and planning documents.
- Connect funding requests to student success goals.

Support Underperforming Student Groups
Create focused support for:
- Male students (mentoring, engagement programs).
- First-generation students (coaching, orientation).
- Part-time/older students (flexible schedules, advising).
- Track success and adjust programs as needed.

Help Students Close to Graduation Finish
- Identify students near completion (75%+ of credits done).
- Reach out with advising and short-term completion plans.

- Offer small financial help if needed to remove barriers.

Strengthen Early Alert System
- Train faculty to flag students struggling early in the term.
- Advisors follow up with support and check-ins.
- Track results and adjust interventions by student group.

Train Faculty and Staff on Equity and Data
- Offer yearly training on using student data and teaching with equity in mind.
- Review pass/fail rates by course and adjust instruction.
- Recognize staff efforts to close achievement gaps.

Share Progress and Set Goals
- Publish an annual Student Achievement Report with disaggregated data.
- Set clear goals for improving outcomes by group (e.g., retention by gender).
- Share results with faculty, students, and community partners.

Through the establishment, disaggregation, and wide dissemination of student achievement indicators, Stone Child College fulfills NWCCU Standard 1.D.2 by demonstrating accountability to its mission, using equity-focused data to identify and close achievement gaps, and engaging in continuous, evidence-based improvement to promote student persistence, retention, and completion.

Standard 1.D.2 EXHIBITS

Retention Persistence Graduation Tables 2018 - 2024
Graduation Data
Persistence – Retention Data

Standard 1.D.3 Indicators of Student Achievement: Publishing and Use

1.D.3 – The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Stone Child College ensures that disaggregated indicators of student achievement—such as retention, persistence, and graduation rates—are publicly available on the College's website and through external platforms, including the AIHEC AIMS Dashboard and IPEDS. These indicators are disaggregated by race/ethnicity, gender, financial aid status, and other relevant criteria, enabling the College to assess equity gaps and improve student outcomes.

The Office of Institutional Research (IR) collects, analyzes, and shares this data with internal and external stakeholders to inform decision-making and institutional planning. We present our data findings to our Admin, Data & Research Committee, SCC's annual retreat among staff and faculty, and through our student engagement event called Data Bytes. Regular reviews of retention, graduation, and persistence data, alongside trends in student demographics, guide improvements in academic programs, student services, and resource allocation. The College uses these insights to continuously refine strategies that promote student success, particularly for American Indian/Alaska Native learners, who comprise the majority of SCC's student body.

These data-driven insights are a crucial part of SCC's commitment to institutional effectiveness, accountability, and continuous improvement. Stone Child College (SCC) regularly collects and publishes disaggregated graduation rate data on the IPEDS website as part of its commitment to transparency. This data is analyzed through SCC's Evidence-Informed Evaluation (EIE) process and compared against national, state, and peer benchmarks to provide meaningful context. For example, while the national average graduation rate is 55.2% and Montana's state average is 42.9%, SCC's overall rates range from 11% to 42%, depending on the cohort. Among American Indian/Alaska Native (AI/AN) students—a key population served by SCC—national averages stand at 38.2%, while SCC's rates range from 5% to 40%.

SCC also benchmarks its performance against peer Tribal Colleges through its Peer Institution Benchmarking Report (2024). These comparisons show that SCC's average retention rate (66.1%) exceeds the Tribal College cohort average of 54.3%, reflecting effective student support practices. At the same time, SCC's graduation rate (18.7%) closely aligns with the TCU cohort average of 19.3%, and its transfer-out rate (10.4%) is near the peer average of 12.8%. This peer benchmarking allows SCC to highlight areas of strength—such as retention—and identify areas for improvement, such as raising graduation outcomes to match higher-performing peer institutions like Chief Dull Knife College (35.7% average).

AIMS Dashboard (AIHEC)

While the IR page alludes to an AIMS dashboard developed by AIHEC (American Indian Higher Education Consortium), specific visual details were not visible in our sources. However, it is typical for AIMS dashboards to feature:

- Interactive visualizations on enrollment trends, student demographics, retention, and graduation.
- Strategic insights that help tribal colleges benchmark performance and shape policy.

Although the page is not publicly detailed, the mention signals SCC's alignment with sector-wide data practices and partnerships for enhanced IR infrastructure.

IPEDS data collection

Stone Child College's Institutional Research office collects and reports data through IPEDS on enrollment, retention, persistence, graduation, completions, and student financial aid. Data is validated through IPEDS edit checks and reviewed for accuracy before submission in each reporting cycle. SCC uses IPEDS Data Feedback Reports and peer comparisons to monitor student achievement, assess mission fulfillment, and guide continuous improvement.

Stone Child College systematically collects, analyzes, and reports institutional data in alignment with NWCCU Standard 1.D.3, ensuring evidence-based evaluation of mission fulfillment and student achievement. The IR office compiles federal IPEDS data on enrollment, retention, persistence, graduation/completion, and student financial aid via three annual reporting cycles (Fall and Spring). These submissions are rigorously validated through IPEDS edit checks and finalized for submission.

Goals and Next Steps for Disaggregated Student Achievement Data

Make Student Data Easy to Find Online

- Create a public webpage for student achievement data.
- Include updated charts on retention, persistence, and graduation by race, gender, age, and more.
- Refresh data annually.

Compare Our Data to Peer Institutions

- Benchmark SCC's data against tribal, state, and national colleges.
- Use IPEDS and AIMS data in planning meetings and institutional reports.
- Focus on gaps for AI/AN and underserved groups.

Build Simple Dashboards for Staff and Faculty

- Develop easy-to-read visuals (bar graphs, trends) for internal use.
- Share in Data Bytes, retreats, and committee meetings.
- Help faculty use data to improve outcomes.

Set Annual Equity-Focused Goals

- Use disaggregated data to set small, achievable targets.
  Example: Increase persistence for male students by 5%.
- Track results through the EIE process and adjust support strategies.

Expand Use of IPEDS and AIMS Data

- Integrate benchmark data into program reviews and grant proposals.
- Use comparisons to improve services and academic support.

Keep Data Up-to-Date and Understandable

- Schedule annual data reviews and updates (every fall).
- Present information in clear, student-friendly formats.

Involve Students in the Process

- Continue "Data Bytes" events to share findings with students.
- Collect student input on barriers and use feedback to inform planning.

By publishing disaggregated student achievement data, benchmarking against regional and national peers, and using this evidence to guide equitable improvements, Stone Child College fulfills NWCCU Standard 1.D.3 and demonstrates its ongoing commitment to transparency, accountability, and mission-driven student success.

Standard 1.D.3 EXHIBITS

Institutional Research Page (screenshot)
Peer Institution Benchmarking

Standard 1.D.4 Indicators of Student Achievement: Processes and Methodologies

1.D.4 – The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

SCC maintains transparent and systematic processes for collecting, analyzing, and using student achievement data to guide institutional decision-making and resource allocation. Key performance indicators (KPIs), including course success rates, degree and certificate completion, transfer rates, and disaggregated equity metrics, are tracked annually through our Office of Institutional Research. This data is made publicly available via dashboards and annual reports, ensuring transparency and access for all stakeholders.

Faculty, staff, and administrators regularly engage in the review of student achievement data through program review, equity planning, and institutional planning processes. One key example is our annual retreat, where faculty and staff come together to discuss institutional performance and student outcomes. During this retreat, the Office of Institutional Research (IR) presents data on enrollment trends, retention and persistence rates, and completion metrics. The IR office also shares course-level student success data, including pass and fail rates, to keep faculty informed of patterns in course outcomes and areas for improvement. Additionally, SCC holds monthly meetings of the Data & Research Committee, where cross-functional stakeholders review data, share insights, and collaboratively plan next steps in data collection, analysis, and action planning. These ongoing practices ensure that data-driven decision-making is embedded into the college's culture of continuous improvement.

Institutional Research and Data Impact at Stone Child College

1. Professional Development and Training: SCC IR analysts have taken part in the Achieving the Dream Data Summit, gaining ongoing training, experience, and skills to enhance their institutional research capabilities. IR staff also participate in the Association for Institutional Research (AIR) Forum, an annual conference that brings together IR professionals nationwide. The AIR Forum provides workshops, sessions, and networking opportunities focused on best practices in data collection, analysis, reporting, and data-informed decision-making. Attendance at this conference supports the professional growth of IR staff and equips them with tools to improve institutional research processes at SCC.

2. Collaboration and Capacity Building: The IR office has worked with an AICF consultant to support data development across Montana TCUs. Staff received Power BI training to better visualize and present data to peers and institutional leadership.

3. Student Engagement: IR developed an interactive event called Data Bytes, where students engage with IR staff, learn how data is collected, and review visualizations and graphs. This initiative raises student awareness and understanding of institutional data.

4. Peer Collaboration: SCC IR is an active member of the Tribal Colleges/Universities Institutional Research Committee (IRC), collaborating with other TCUs to standardize, oversee, and improve institutional research practices across member institutions. The IR office participates in monthly meetings where updates are shared, votes on new members are conducted,

and institutional research collaborative bylaws are reviewed and approved. These meetings ensure ongoing communication, coordination, and shared governance across the TCU network. Additionally, the IRC hosts an annual data conference for TCUs, providing professional development, networking, and best practices for institutional research staff across the tribal college system. These activities ensure ongoing communication, coordination, and shared governance across the TCU network.

5. Collaboration with ATD Data Coaches: IR staff regularly meet with ATD data coaches to review SCC's current data collection practices and develop strategies for improvement. These sessions focus on identifying gaps, standardizing procedures, and implementing more effective ways to capture accurate and meaningful data across student outcomes, enrollment, and retention metrics. In collaboration with ATD data coaches, SCC IR was able to present its first internal Data Summit in Fall 2024 to show to staff and faculty. It created a discussion of the data SCC is currently collecting and how we are using the data to improve areas. It also gave the staff and faculty the opportunity to see what the IR department is working on and collecting throughout the academic year.

6. Data-Driven Decision Making and Student Success Initiatives: SCC's IR data development directly informs institutional decisions that impact both students and staff. Data analyses identified retention challenges and learning support needs, leading to the hiring of a Retention Officer. The Retention Officer works closely with students to monitor progress, connect them to academic support, and improve learning outcomes. Through this role, SCC implemented tutoring programs and other support services designed to maintain engagement and ensure students have the resources they need to succeed. By using IR data to guide these initiatives, SCC creates targeted interventions that enhance retention, persistence, and overall student success.

Next Steps

- Develop a course-level data summary for each department to support faculty in reviewing pass/fail and success rates each term.
- Include disaggregated student achievement data in all program reviews to better align with equity planning and institutional priorities.
- Offer annual data literacy training for faculty and staff to help them understand and use dashboards, KPIs, and student outcomes data.
- Assign and track follow-up actions from the Data & Research Committee, ensuring that meetings lead to clear planning and improvements.
- Use student data to inform student services and support strategies, especially for high-need groups (e.g., first-generation, part-time, male students).
- Post a data update schedule and summary of findings on the IR webpage to support transparency with internal and external stakeholders.

- Continue collaboration with tribal college IR peers and data partners, including participation in IRC meetings, ATD coaching, and data conferences.

Through transparent methodologies, systematic data use, and equity-focused planning, Stone Child College fulfills NWCCU Standard 1.D.4 by demonstrating that student achievement indicators are not only collected and analyzed with integrity but also directly inform institutional strategies, resource allocation, and continuous improvement in alignment with its mission.

Standard 1.D.4 EXHIBITS

Data Summit 2024 Presentation
Data Bytes
Retention Officer/Tutor – CNSS Initiative
CNSS SEM Dashboard

Conclusion

Stone Child College continues to embody its mission as a tribally chartered institution by providing accessible, culturally grounded, and academically rigorous education that supports both student success and community well-being. The evidence presented throughout this Evaluation of Institutional Effectiveness demonstrates measurable progress in advancing student achievement, strengthening institutional capacity, and honoring the Chippewa Cree language, culture, and history.

While fluctuations in outcomes such as retention, proficiency in cultural learning, and licensure success reveal areas that require sustained attention, the College has responded with deliberate strategies that emphasize data-driven decision-making, faculty leadership, and culturally responsive practices. Strengthened advising systems, professional development, expanded partnerships, and improved assessment processes underscore SCC's ability to adapt to challenges while remaining steadfast in its priorities.

Summary of Improvements & Next Steps

Over the past several years, Stone Child College (SCC) has undertaken a series of strategic improvements that strengthen academic quality, institutional capacity, and alignment with NWCCU standards. These initiatives reflect our deep commitment to mission fulfillment, culturally grounded education, and continuous improvement.

Key Improvements (2019–2025):

- Established a Retention Officer, expanded tutoring, and implemented co-advising to improve persistence.
- Transitioned to a faculty-driven, data-informed assessment cycle supported by Watermark.

- Enhanced Institutional Research capacity through AIMS, IPEDS, and Data Bytes transparency.
- Strengthened cultural mission fulfillment by embedding Indigenous knowledge in general education.
- Developed Facilities and Technology Master Plans to align infrastructure with academic needs.
- Completed a comprehensive update of institutional Policies & Procedures.

Next Steps (2025–2028):

- Finalize and implement the Facilities and Technology Master Plans.
- Stabilize Chippewa Cree cultural outcomes through curriculum alignment and faculty training.
- Improve completion outcomes with targeted mentoring, financial aid bridges, and equity-based supports.
- Finalize the department plans for Fall 2025 prior to initiating the new strategic planning cycle.
- Expand annual student services surveys (childcare, career placement, advising satisfaction).
- Institutionalize data use in planning through dashboards, equity-focused goal-setting, and annual reviews.
- Strengthen partnerships with ATD, AIHEC, and AICF to benchmark local innovations against national best practices.

Through these improvements and planned next steps, SCC demonstrates both accountability and forward momentum. Our actions affirm our role as an educational and cultural leader, dedicated to student success, mission fulfillment, and the preservation of Chippewa Cree language, history, and values.

ADDENDA

Addressing PRFR Findings

Distance Education