Northwest Commission on Colleges and Universities

Year Three Self-Evaluation Report

STONE CHILD COLLEGE

March 2013

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Institutional Overview

Stone Child College (SCC) is a tribally chartered community college located on the Rocky Boy's Indian Reservation in north central Montana. The Rocky Boy's Indian Reservation is the smallest (115,161.43 acres) of seven reservations in Montana with approximately 3,400 Chippewa Cree tribal members and 1,400 non-Chippewa Cree tribal members living on the reservation. SCC serves approximately 4,800 people residing on the Rocky Boy's Indian Reservation and has extended outreach to the local communities in Hill and Choteau Counties.

Stone Child College (SCC) was chartered by the Chippewa Cree Tribal Business Committee in 1984. Stone Child College was established by tribal leaders 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.

The SCC Mission provides for student access for educational needs through accredited certificates and degree programs for transfer, workforce entry, continuing and culturally related education.

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

SCC enrolls predominantly American Indian students; more than 95% of current students are of American Indian ancestry. The average age of SCC students is 30 years old with a gender breakdown of 43% male and 57% female. The College averages 578 students enrolled during the past three (3) semesters. Class sizes vary with an average student-teacher ratio of 15:1. SCC employs approximately 15 part-time instructors and 9 full-time instructors each semester.

The College is governed by a nine (9) member Board of Regents modeled after tribally controlled college governing boards. The Board of Regents is selected by the Chippewa Cree Business Committee (except the student representative is elected by the student body) and is made up of four Chippewa Cree Tribal Council members, four community members and one student representative. The Board of Regents meets on a regular basis and participates in the planning, development, operation and evaluation of SCC programs.

Stone Child College is a growing institution with a clear Mission, Core Themes and Indicators. The Mission statement was under review for three years and finalized in December 2011 with input from field experts, administration and our assessment committee. As part of the Mission statement review, five Guiding Principles were developed to provide further definition and direction for the Mission statement along with the Vision Statement and Core Values.

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

we were substantially in compliance with all but one (1) recommendation that was in need of improvement. The final recommendation will be addressed as an Addendum II to this Year Three Self-Evaluation Report.
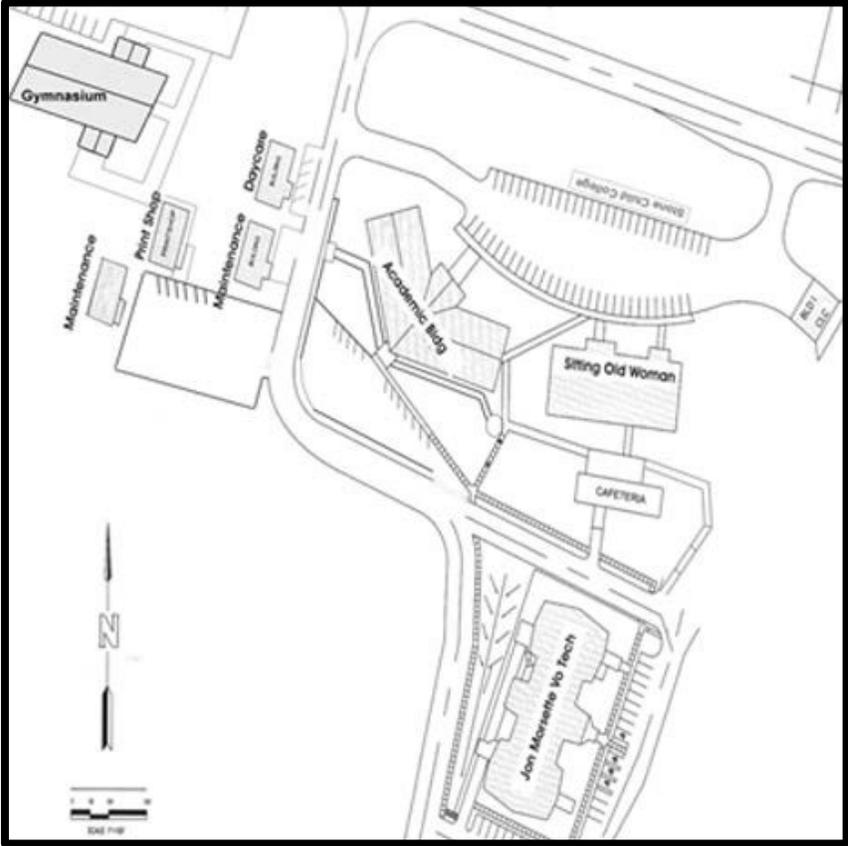
Preface

Brief Update on Institutional Changes since Last Report

The Stone Child College (SCC) institutional changes include the following: 1) the implementation of the revised Mission Statement that was formally adopted by the Board of Regents at their meeting on December 20, 2011, 2) the monitoring and documentation efforts for analyzing and utilizing assessment results for program and service improvements, and, 3) the implementation of the General Education Assessment Plan that was adopted by the SCC Faculty on an ongoing basis. The Assessment Committee is charged with monitoring these processes.

The Stone Child College (SCC) Faculty agreed to eliminate or move degree programs that have had low interest levels and no graduates in the past two catalog years to certificate status or merge with existing programs. These programs are: Industrial Technology Education-removed, Firefighting Management Training Certificate moved under the Natural Resources Program, Customer Relations/Hospitality kept as a 1 Year Certificate and Physical Fitness and the Certified Nursing Program will be offered as a one semester program. A new certificate program will be offered in Native American Studies that will lay a foundation for historical and cultural background for the Chippewa Cree and other Native people.

Date of Most Recent Review of Mission and Core Themes

The college reviews its mission, vision and goals on a five-year cycle as part of its strategic planning process or in this case, as recommended by the Northwest Commission on Colleges and Universities Year One Peer-Evaluation review in spring 2011.

The most recent review of the SCC mission and core themes took place over several work meetings with staff, faculty and field experts, then presented to the SCC Board of Regents for adoption on December 20, 2011. This process was to assure the NWCCU's recommendation of "the Mission Statement is inclusive of, and aligned directly with the Core Themes (Standard 1.A and 1.B)" is addressed.

The SCC Assessment and Accreditation committee met on June 12, 2012 to address the mission core themes and indicators in preparation of the Year Three Self-Evaluation Report. As such, the committee decided to revise each core theme including indicators and benchmarks with the assistance of an assessment expert. The committee met again on November 13, 2012 to review and approve the core themes. After approval of the core themes by the committee, each core theme was further discussed at length with a focus on possible indicators. The committee set a timeline to prepare indicators for each core theme focusing on all current information necessary to complete the Year Three Self-Evaluation Report.

Updated Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

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

The Chippewa Cree Tribe delegated to its chartered corporation, Stone Child College, wide-ranging authority to provide post-secondary opportunities and to grant post-secondary degrees and certificates in order to meet the educational needs of the Chippewa Cree people.

In December, 1987, the Northwest Association of Schools and Colleges (now Northwest Commission on Colleges and Universities) granted Stone Child College formal authority to operate as an affiliate campus of Salish-Kootenai College, Pablo, MT. In September, 1987, the State of Montana University System Board of Regents granted Stone Child College formal authority to offer associate degree programs. In June, 1989, the Northwest Association of Schools and Colleges granted candidacy status as a two-year post-secondary institution to Stone Child College.

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

3. Mission and Core Themes

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

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

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

Standard 1.A Mission

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

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

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

Guiding Principles
1. Preserve and promote the language, culture, and history of the Chippewa Cree.
2. Assist tribal organizations in staff development, planning, research, and other needed services.
3. Collaborate with other institutions and agencies in furthering the interests of the college and community.
4. Continually assess institutional programs and student achievement for increased efficiency and effectiveness.
5. Maintain a student-centered, life-long learning oriented environment, including opportunities for leadership and community service.

Stone Child College Interpretation of Mission Fulfillment

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

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

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

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

An acceptable level of performance defined through a process that has been utilized by staff and faculty for the past 2 years for data sources and assessment and has been refined by the Assessment Committee. The minimum accepted performance for each core theme indicator is defined as achieving at least a minimum of 70% of the possible 100 performance points for each component.

Stone Child College Performance Table				
Core Theme Area	**Points Possible**	**Points Earned**	**Core Theme Performance**	**Overall College Performance**
Transfer	53	X	X%	X%
Workforce Education	18	X	X%	
Cultural Education	22	X	X%	
Continuing Education	7	X	X%	
Total for College	**100**			

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

Data collected will be used to assess achievement of objective indicators using assessment record books or other assessment report formats as an example for documentation purposes and therefore mission fulfillment.

Benchmarks are developed based on historical trends and minimum acceptable threshold of performance on indicators. SCC will track, analyze, and utilize data on a continual basis to demonstrate progress and commitment to our mission.

As part of this process SCC will continue to collect data for analysis and base program decisions and improvements using the following practices:
• Assessment record book system or other assessment report format
• SMART goal process for each department as tied to the mission
• Faculty evaluation process
• Accreditation and assessment committee commitment to mission and core themes fulfillment
• Indicator development with focus on outcome versus process evaluation

SCC staff and faculty understand the value of linking data to mission fulfillment and are dedicated to the data collection process. SCC administration will strive to create a way of thinking and institutional values focused and driven by the mission.

Standard 1.B Core Themes

Core Theme 1 – Transfer Education
Stone Child College will promote transfer students, professionally prepared and career-ready individuals.

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

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

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

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

Stone Child College Transfer Education		
Objective	**Indicators**	**Benchmarks**
Transfer students will successfully complete requirements for transfer to a four (4) year institution.	Retention	Percentage rate of first-time entering students of course and program enrollments and grades
	Completion/Degree/Certificate rates	Be within 5 percentage points over previous year of first time entering students of the AIMS/AKIS comparison group for each cohort year
	Transition	Percentage of transfer rate of at least 5 points to previous cohort

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

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

Again, with the ability to offer more, diverse opportunities for student matriculation to other higher education institutions, SCC can make connections for local students that have not

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

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

Core Theme 2 – Workforce Education
Stone Child College will promote transfer students, professionally prepared and career-ready individuals.

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

Stone Child College Workforce Education		
Objective	**Indicators**	**Benchmarks**
Students who graduate will have the necessary skills to become successful in the workplace.	Retention	Percentage of first-time students entering students who will return for next fall semester
	Completion	Percentage of first-time students who graduate or master skills necessary to be workforce ready
	Degree/certificate completion	Percentage of students who graduate or mastered skills to be workforce ready who are employed within 6 to 9 months

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

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

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

Core Theme 3   Cultural Education
Stone Child College stresses the importance of preserving the Chippewa Cree language, culture and history.

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

Stone Child College Cultural Education		
Objective	**Indicators**	**Benchmarks**
Community members will have opportunities for life-long learning experiences through the Chippewa Cree culture, language, traditions, and personal experiences.	Retention	Percentage of instructional and cultural classes offered
	Completion	Percentage of total enrollment at the college that rate cultural courses satisfactory over previous year

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

The catalog is updated on a two year cycle with current course offerings listed and is a readily available and accurate source for the number of Chippewa Cree language and other culturally related courses offered each semester for students and community. The SCC Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 1. The Tribal newsletter advertises semester scheduling and contains workshop announcements as well as cultural activity listings. When additional Chippewa Cree culture activities are held on the SCC campus, attendance is monitored by instructors.

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

Core Theme 4   Continuing Education
Stone Child College (SCC) is a tribally chartered college established to deliver post-secondary educational opportunities through degrees, certificates and continuing education.

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

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

Stone Child College Continuing Education		
Objective	**Indicators**	**Benchmarks**
Stone Child College will provide continuing education activities to educate and address needs of the community.	Retention	Number and percentage rate of students retained in 2 years
	Completion	Percentage of students who enroll in courses
	Degrees/certificate completion rates	Percentage of students who complete courses and graduate

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

The catalog is updated on a two year cycle with current course offerings listed and is a readily available and accurate source for the number of courses offered each semester for students and community. The SCC Registrar keeps student enrollment data for all courses offered each semester and provides accurate data for measuring indicators of Objective 1.

Workshop listings, sign-in sheets and agendas are used as tracking and reporting mechanisms at SCC for job related training and/or workshops conducted. Meeting the Mission of SCC to provide educational services to the community is best evidenced by the indicators for Objective 1 which provides us with an accurate picture of SCC leadership and involvement with tribal organization development and planning services. These indicators illustrate SCC's commitment to Core Theme 4 and fostering community partnerships with tribal organizations.

Objective 1 indicator's provide data to support the SCC commitment to increasing community based specialized service activities and customized training will provide data to support how SCC can help tribal departments to develop new skills and capacities within their existing workforce.

The Tribal newsletter advertises semester scheduling and contains workshop announcements

as well as cultural activity listings. In order for SCC to provide the most accurate picture of meeting Core Theme 4, it is imperative to know the number of courses being offered and enrollment in each course.

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

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements

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

4. Operational Focus and Independence

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

5. Non-Discrimination

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

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

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

6. Institutional Integrity

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

7. Governing Board

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

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

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

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

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

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

8. Chief Executive Officer

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

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

The current President, Melody Henry, has served since November, 2004.

9. Administration

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

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

10. Faculty

SCC faculty membership consists of nine (9) full-time members and fifteen (15) part-time members. The full-time faculty members have the appropriate credentials, and employment experience to teach in their specific disciplines. Documentation of the faculty qualifications is listed in the SCC online catalog and is on file in the Personnel Office. Annual full-time faculty evaluations are completed by the Dean of Academics, peers, and students. Based on available resources and annual appropriations, the College Board of Regents believes the faculty is highly adequate to meet the College's educational objectives, establish and oversee academic policies, and ensure the integrity of its academic programs. The faculty hold monthly curriculum meetings to assure program goals and student learning outcomes are met.

11. Educational Programs

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

Associate of Arts Degree:
General Studies
> Health Promotion
> Health Care Administration
> Liberal Arts
> Math
> Natural Resource Studies/Water Quality
> Natural Resource/Geospatial Technology
> Native American Studies
> Studio Art
> Teacher Education
>> Elementary Education Option
>> Early Childhood Education Option
>> Health & Physical Education Option

Human Services
> Addiction Studies
> Native Communities
> Sociology

Associate of Science Degree:

Applied Science
> Allied Health Option
> General Science Option

Business
> General Business Option
> Office Administration Option
> Customer Relations/Hospitality Option

Computer Science
> Information Systems Option

Certificates of Completion:

Accounting/Information Management	1 Year
Building Trades	1 Year/2 Year
Forestry	1 Year
Customer Relations/Hospitality	1 Year
Pre-Engineering	1 Year
Pre-Nursing	1 Year
Certified Nursing Assistant	1 Semester
Physical Fitness Training	1 Semester
Native American Studies	1 Year

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

The majority of the programs offered at SCC require a minimum of two (2) academic years for completion or a minimum of four (4) semesters. The total number of semester hour credit requirements range from 62-67 credits for completion of an Associate Degree at a cumulative grade point average of 2.00 or higher. SCC also offers One-year certificate in Building Trades, Native American Studies, Customer Relations/Hospitality, Accounting/Information Management, Forestry, Pre-Engineering Assistant, Certified Nursing Assistant, Physical Fitness and Pre-Nursing. A minimum of thirty (30) semester hour credits must be earned at SCC with a minimum of fifteen (15) semester hour credits earned in the semesters immediately preceding.

12. General Education and Related Instruction

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

The majority of the applied and technical programs of study offered at SCC require a minimum of two (2) academic years for completion or a minimum of four (4) semesters. The total number of semester hour credit requirements range from 62-67 credits for completion of an Associate Degree at a cumulative grade point average of 2.00 or higher. Certificates programs of study requiring less than two (2) years require a minimum of thirty (30) credits or less.

13. Library and Learning Resources

At the present time, Stone Child College Library has adequate learning resources to support the SCC mission. The College is a member of the Online Computer Library Center (OCLC) and the library is on line with the Montana Shared Catalog which has 166 members in the consortium. There are thirty-six databases available for use along with over 16,000 books in the print collection. If the library doesn't have the titles needed by the students or faculty, they can be borrowed from consortium members or any other library that holds a membership with OCLC

and uses the resource sharing services they offer. As the library has added databases to the available resources, they have dropped some of the subscriptions to periodicals in print format.

14. Physical and Technological Infrastructure

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

Stone Child College's campus is situated on the Rocky Boy's Indian Reservation. The campus consists of 10 buildings encompassing 74,196 square feet of facilities with associated technology managed by the college.

15. Academic Freedom

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

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

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

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

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

The Academic Freedom Policy can be found in the SCC Catalog and the SCC Catalog on the Stone Child College website at http://www.stonechild.edu/catalog.html.

16. Admissions

The admission policy at SCC reflects the following:

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

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

17. Public Information

The current SCC Catalog is printed and is available in an online version at http://www.stonechild.edu/catalog.html . We also provide semester schedules prior to the start of each semester, which are mailed to every mail box holder on the reservation.

18. Financial Resources

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

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

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

19. Financial Accountability

SCC has an annual audit conducted by a certified public accounting firm. The annual audit report and management representation letter is provided to the administration and board upon completion and within the required timelines. The latest audit report available is for period ending June 30, 2012 and can be found in Addendum V.

20. Disclosure

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

21. Relationship with the Accreditation Commission

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

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

Standard 2.A Governance

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

Governing Board

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

The Board of Regents has a self- evaluation form to complete to review its performance as a Board. After each board member completes the form, it is submitted to the personnel office. In addition, all new Board members are given an orientation about the rules and responsibilities of board members by the Personnel Officer.

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

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

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

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

Leadership and Management

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

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

Academic Policies and Procedures

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

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

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

Student Policies and Procedures

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

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

SCC adheres to admission and placement policies contained in the SCC Catalog that ensures student success in coursework selection by providing the Computer Adaptive Placement Assessment and Support System (COMPASS) testing services to all new freshmen and transfer students. The test is for students that have not had math or English classes and allows students the appropriate course placement for successful completion in academics.
Additionally, several classes have a pre-requisite course that is mandatory to complete before attempting the required core course. The student is assured successful completion of the required course by taking these pre-requisite courses. A mandatory freshman seminar class is offered to give students tips on study skills, note taking, time management, and various other subjects to help with student academics.

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

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

Human Resources

The Human Resource/Personnel Department maintains policies and procedures contained in the SCC Policies and Procedures Manual that is available online at http://www.stonechild.edu/pdfs/policiesprocedures.pdf and in Addendum V. The policies manual is updated every two years to ensure they are consistent, fair, and equitably applied to the employees and students at Stone Child College. A hard copy of the manual is given to all employees, along with their job descriptions upon hire. All employees are provided orientation on their job duties, personnel policies and procedures manual, and required paperwork for the Business Office. Individuals are required to complete a 90 day probation period and at the end of the probation period they are evaluated by their supervisor and recommended for permanent hire at SCC. A letter is sent to the individual stating his/her permanent hire and a copy of the letter placed in his/her personnel folder in the Personnel Office. The personnel files are kept in locked file cabinets in a secured room with limited access to personnel.

SCC is in the process of implementing a revised employee evaluation instrument which has been completed by the Student Services and Academic Departments. The Administration, Finance Department and the Facilities and Maintenance Departments are in the process of revising and implementing the instrument that will be completed by FY 2014.

Institutional Integrity

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

The SCC Public Relations Committee is charged with disseminating a "POSITIVE" public image and information for Stone Child College. The Committee members take responsibility to assure broadcasting, circulating and publicizing information through various media of upcoming classes, workshops, trainings, cultural and community events to be held at SCC are accurate.

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

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

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

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

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

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

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

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

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

Stone Child College solicits individual contractors to do special projects on the SCC campus. A written contract is available in the SCC Business Office that all contractor's and sub-contractor's must sign upon hire. The contract outlines the scope of work required and the payment agreement upon completion of the contract. Both parties must agree to and sign the contract before initial work has begun on the project.

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

Academic Freedom

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

SCC abides by the principles expressed by the American Association of University Professors regarding Academic Freedom and Responsibility of instructors and students that is available in the student handbook on the SCC website at: http://www.stonechild.edu/academicpolicies.html and in the Policies and Procedures Handbook at http://www.stonechild.edu/pdfs/policiesprocedures2013.pdf.

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

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

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

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

Financial

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

The college's expenditures are controlled through financial policies and procedures that are approved by the governing board which include internal controls for all accounting transactions. The college utilizes computerized accounting software called Sage MIP Fund Accounting which provides budgetary controls to monitor spending.

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

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

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

2.B Human Resources

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

SCC employees are evaluated using a new employee evaluation form that has been implemented this year with regard to performance of work duties and responsibilities. The Student Services Department and Academics have implemented this process. The supervisor evaluates all employees within their department and rates the employees according to a rating scale. The evaluation form is signed by the employee being evaluated along with the supervisor, and submitted to the personnel office. Evaluations are treated with confidentiality and remain in the employee's personnel file. Personnel files are kept in a secure room in locked file cabinets. Access to the personnel files is limited to authorized personnel.

All personnel at SCC are provided opportunities for professional growth and development. Professional development is funded through individual program grants, institutional funding, and through a Title III grant. A completed application and budget must be submitted to the Title III Coordinator for funding to attend a college or university to obtain a bachelors, masters, or doctoral degree programs. All employees at SCC are encouraged to obtain advanced degrees.

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

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

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

Full-time faculty members participate in all academic planning, curriculum development, and institutional governance at Stone Child College. They assist in updating the SCC Catalog every two years at the institution and attend monthly curriculum meetings. Faculty members attend the library committee meetings and make recommendations on research materials, printed materials and electronic equipment for the library.

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

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

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

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

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

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

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

2.C Education Resources

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

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

Articulation agreements for transfer students are in place with several colleges and universities in the Montana State University System; an example can be viewed on the SCC website under the Academics tab. The SCC catalog includes a clear and coherent description and a recommended two-year course sequence for each associate degree. The SCC catalog indicates prerequisites for courses requiring them. The SCC catalog also features descriptions for each course. Course descriptions and prerequisite information are also provided on course syllabi as can be seen in Addendum II. The next review for the catalog will occur in the summer of 2014.

The 2012 – 2014 SCC Catalog identifies and publishes expected course, program, and degree learning outcomes for each of its degree and certificate programs. The description for each Academic and Vocational Program provides a clear philosophy statement and list of expected learner outcomes. In addition, faculty provides a course syllabus that includes expected student learning outcomes, course objectives, and course requirements. Copies of course syllabi are available in the Dean of Academics office and in Addendum II; each student receives a copy during the first day of class.

Each educational program clearly connects philosophy, expected learner outcomes, and course requirements, which are provided in the SCC 2012-2014 catalog. All of the educational programs have also developed brochures describing their particular programs. The course objectives, textbook(s), required materials, course description, course requirements, and course outline are all included in each course syllabus, which are filed every semester with the Dean of Academics Office. Instructors are required to provide students with a course syllabus on the first day of class and no later than the end of the first week of classes, so students are aware of expectations and requirements for each class.

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

The SCC faculty has the responsibility of designing courses in their areas of expertise. Instructors update their courses as needed or it may be done when an assessment finding concurs. Minor updates to course syllabi are addressed by the respective faculty. Additions or deletions to any degree program are based upon community need and follow the process of approval through the Curriculum and Assessment committees; final approval is granted by the SCC Board of Regents.

The Curriculum Committee consists of the Dean of Academics (Chairperson), a Board member, all full-time faculty, interested adjunct faculty, two SCC staff, the SCC Librarian, a student representative, and others invited by the Dean of Academics. The Curriculum Committee, employing the Academic Assessment Plan and other appropriate analyses and discussions, proposes changes in the required curriculum for degree programs. The Curriculum Committee's recommendations for curriculum changes are submitted to the SCC President and SCC Board of Regents for final approval. Courses offered at SCC that are not listed in the catalog are given special topic numbers 180 and 280.

Members of the SCC Board of Regents may also suggest new courses or programs based on the interest of the tribe and/or community and future economic development plans for the Chippewa-Cree Tribe. This type of action is followed by a community assessment or may be made based upon information received from the tribe's Economic Development Plan. All changes to the curriculum have to go through the same process as stated above; from Curriculum Committee to the SCC President and finally, the SCC Board of Regents.
Faculty work with SCC librarian to ensure that instruction on use of the library and its operations is integrated into the learning process. The librarian instructs the students on the proper usage of research materials and how to access the automated data base system to retrieve information.

The SCC library is centrally located on campus in the Sitting Old Woman Center. The library is open year round and follows the same schedule as SCC operational hours. Recently, the librarian has provided extended hours. The faculty works with the librarian and staff to provide information resources that will assist students in their respective courses. The library also utilizes a Library Committee that consists of: the Librarian, Assistant Librarian, four faculty members, two student representatives, and two community members. The Committee meets quarterly. The Committee monitors projects that include: the Book Club and textbook purchases.

Stone Child College does not have any "credit for prior experiential learning" institutional policies or procedures because it does not grant such credit.

Stone Child College has final judgment in accepting transfer credit. Transfer credits are accepted according to course information in the SCC Catalog and SCC Handbook. Courses accepted at Stone Child College are from accredited institutions and the grades accepted must be a "C" or better. Transfer credits may meet requirements for the major, minor, or area of concentration with the requirement that at least thirty (30) credits have to be earned at SCC.

The Registrar/Admissions Officer and the Dean of Academics review course descriptions of the transfer credits. The 2012-2014 catalog reflects the common course numbering system that is utilized by all Montana State Universities.

Undergraduate Programs

The general education requirements for associate degrees are listed in the catalog; total general education credits required for each associate degree is between 34-36 credits. Even though each educational area has its own core requirements, which are listed in the catalog with their respective discipline, SCC recognizes the importance of its General Education program and as a special, separate concern. To reflect this status, SCC has provided the General Education program its own guiding philosophy, which states:

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

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

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

These are also clearly stated in the SCC catalog.

SCC publishes a catalog every two years. The catalog contains, degree offerings/descriptions, credit requirements and programs of study. A class schedule is provided to the student after they register each semester. Instructors are also able to log into CampusAnyware (student records system) and print out a student's class schedule.

SCC offers associate degrees and certificates; all offerings are listed in the SCC 2012-2014 catalog. The SCC catalog features a clear presentation of the philosophy, learner outcomes, and course options under its section on General Education coursework and each degree/certificate program. General Education components specific to SCC's certificate programs are also clearly stated in the catalog.

SCC identifies and publishes the expected student learning outcomes for each of its degree and certificate programs. Degree program student learning outcomes are listed in the SCC 2012-2014 catalog and are listed in each of the instructor's course syllabi. Each instructor submits to the Dean of Academics a course syllabus for each course that contains the course objectives and course requirements. Copies of course syllabi are kept in the Dean of Academics office; each student receives a copy during the first day of class.

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

Graduate Programs

Stone Child College does not participate in a Graduate Program at the college.

Continuing Education and Non-Credit Programs

SCC does not currently grant Continuing Education Units (CEUs) and does not offer non-credit courses.

2.D Student Support Resources

Stone Child College strives to create effective learning environments for students by offering programs and services that support students learning needs. In Student Services, the college provides support to students through the learning center, compass testing center, counseling services, and student activities program.

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

Upon admission to Stone Child College, students are assigned faculty advisors according to the degree they are pursuing. Advisors help the students select their classes according to an education plan specific for each student. All education plans are completed by the advisor and stored on a computer in their office. In addition, faculty advisors inform students about graduation requirements, transfer requirements, education plans, and Compass Test requirements. Advisor responsibilities are published in the Stone Child Catalog and the Student Handbook and are made available to the students. An on-line publication is also available on the Stone Child College website at http://www.stonechild.edu/pdfs/Handbook2012.pdf

Academic counseling is provided by the learning center and NACTEP Program to further enhance services for the students. The NACTEP Program completes an in-house student orientation to their program and refers students for tutoring as necessary.

All new freshmen are required to enroll for the freshman seminar class where they receive information about scholarships, student life, study skills, time management, student government, financial aid, academic advising, and various other topics.   Additionally, new freshmen and transfer students who have not had English or Math classes are required to take the Computer Adaptive Assessment System (COMPASS) Test for correct placement in classes to ensure smooth transition into college classes.

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

The students on campus are governed by an elected Student Government. It serves as a voice for the students to faculty, administration, and staff members at Stone Child College. All students on campus are encouraged to join Student Government and participate in the meetings.

To ensure student safety, Stone Child College has a security officer as well as staff members who serve as campus security for the students. When an incident arises on campus demanding immediate attention, all staff members assist in the situation. Security cameras are located inside and outside all buildings on campus as student safety and security is a high priority for

the college. Various staff members are assigned to monitor the cameras to maintain student safety and the security of college assets. A new alarm system has recently been installed at the college to upgrade security measures as well as security officer training for our security officer and another staff members. The SCC Student Handbook and SCC Catalog address student safety and the proper procedures to follow when reporting an incident. The College Crime Report is included in the SCC Catalog and is available for all students, staff and faculty.

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

Stone Child College participates in a men's and women's basketball team with tribal college's in-state and out- of-state. Students participating in the intercollegiate sports are required to maintain a grade point average (GPA) of 2.0 or better with good class attendance. The Montana North Dakota intercollegiate league rules can be found at http://www.stonechild.edu/pdfs/MTNDTCAALeagueRules2012.pdf . Students who do not meet the requirements of GPA, class attendance, and good sportsmanship will not be able to participate in these activities. In order to support an intercollegiate sports program at SCC, all revenues collected for sports activities go directly into an activity account at SCC and a monthly financial statement is provided to the president. The SCC Catalog and Student Handbook contain all information required to participate in intercollegiate sports.

Stone Child College does not have student housing and a campus food service available. It does have a small snack bar where students can buy food and beverages however; this snack bar is not a campus cafeteria.

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

SCC bookstore personnel meet with faculty and staff to determine the needs of the students, staff, and faculty on the campus.

To assist students in successfully completing their academic programs, SCC publishes a catalog consisting of the following information:
    Institutional mission and core themes;
    Entrance requirements and procedures;
    Grading policy;
    Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
    Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
    Rules, regulations for conduct, rights, and responsibilities;
    Tuition, fees, and other program costs;
    Refund policies and procedures for students who withdraw from enrollment;

Opportunities and requirements for financial aid; and
academic calendar.

The SCC Catalog and the SCC Student Handbook are available to students and the SCC Website at http://www.stonechild.edu/pdfs/Handbook2012.pdf has the catalog and student handbook available on-line.

Stone Child College does not publish in the catalog, information regarding national or state legal eligibility requirements for licensure, however; Stone Child College organizes an annual Career Fair where many private employers, health care organizations, corporations, and military departments are invited to participate. Students and community members are given information on job requirements, licensure requirements, and at times, job descriptions. SCC has an Equal Employment Opportunity (EEO) Counselor that administers the Meyers Briggs Test, which indicates what occupation the student has strong career interests. In addition, the EEO Counselor provides career counseling workshops to the students at Stone Child College.

A Class 7 Cree Language Class is taught at Stone Child College for all personnel wanting to become certified Cree Language Instructors with the State of Montana.

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

All students attending Stone Child College must have a college identification card. Students enrolled in on-line courses are included in this mandate. SCC does not have distance education courses, however, some instructors do have on-line courses they teach that are with local students. Students are informed at the time of enrollment into classes about the fees associated with taking the course. The SCC Catalog and the Student Handbook are available for student fee schedules and can both be found on the SCC Website at http://www.stonechild.edu/catalog.html or http://www.stonechild.edu/pdfs/Handbook2012.pdf , respectively.

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

Stone Child College Financial Aid Office provides information on PELL Grants and assists students with completion of their FAFSA application. The SCC Financial Aid Officer is in

contact with the Title IV Program, on-campus programs, and other outside entities to ensure that students receive an affordable and equitable education.

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

All scholarship and grant information is provided to students during freshman orientation and the freshman seminar class taught to all new incoming freshmen. A packet is prepared listing the scholarships and the deadline dates for the application process. A laminated poster board is available in both the Kennewash Hall and Sitting Old Woman Center that provides important deadline dates for scholarships. A handout on the PELL Grant is available to students at the student desk in the Student Services area in Kennewash Hall. The SCC Catalog and the Student Handbook also give information about scholarship and grants for students.

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

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

2.E Library and Information Resources

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

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

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

The librarian currently serves on the Network Advisory Council (NAC) for the Montana Shared Catalog assisting with the review and acquisition of new materials for the catalog consortium. The NAC provides support to the Montana Shared Catalog by approving budget expenditures, issuing and reviewing RFPs, selecting databases for inclusion in the shared catalog and making recommendations to improve the services of not only the SCC library but the entire state system that has 166 libraries as members of the consortium.

Information resources are provided in a variety of formats to support the curriculum and community needs. Over the past few years electronic formats have been explored and purchased in order to provide access anytime from anywhere. The SCC library is a member of a statewide consortium for the card catalog which is available online. Through this membership, the library patrons have access to thirty EBSCO databases that contain thousands of resources, in addition, we also subscribe to Proquest's Ethnic News Watch and Heritage Quest, News Bank's America's Historical Newspapers and America's News, and ABC_CLIO's American Indian Experience. During the month of November, Ancestory.com was the most recent added to the searchable databases available. With the exception of Ancestory.com, all of the previously mentioned databases are accessible from anywhere at any time by going through the library web page at http://www.stonechild.edu/library.html.

The library staff conducts an annual survey of the students, staff, faculty, and community members to determine if the library collection and services provided are adequate enough to meet their needs. We asked 100 respondents to prioritize nineteen items that would enhance their library visits. Each item was ranked on a scale of 1 to 10, 1 being lowest and 10 being highest. The results from the most recent survey conducted in the winter of 2012 can be found in Addendum IV.

Computer availability is the number one priority amongst the respondents. We currently have eight computers in our lab with internet access. As a result of this survey, we are in the process

of purchasing ten more for student use, five this year and five next year. All computers have the most recent versions of MS Office Suites installed.

During the academic year the library is open from 8:00 AM until 6:00 PM; the week before and during mid-term and finals weeks, the library extends hours to stay open for student use until 8:00 PM. Through a grant from the Institute of Museum and Library Services (IMLS) the library will purchase four laptops for student use in the library when the lab computers are all in use.

There is currently one black and white printer and one black and white copier for public use. When the new computers are installed there will be one color copier added for each set of five new computers. Also as a result of the IMLS grant, the library will be purchasing eight new eReaders over the next two years that will be available for checkout. The library has received funding to hire Native storytellers and authors to come to the college every semester and visit with the students both in class and during public performances.

The librarian offers all faculty members the opportunity to have the librarian come to any class and present information literacy sessions to the students on how to access the databases, how to search for specific articles in the database, how to search the shared catalog that houses all of the SCC library's collection, and how to evaluate websites for credibility and validity. In the past three years three instructors brought one class each to the library for this same information. From September through October of 2012 the librarian has presented information literacy sessions to nine classes including math, business, history, and freshman seminar. The presentations have lasted an average of 90 minutes. Most of the instructors of the classes have stayed in the class during the presentations and have learned right along with the students. The materials that are handed out to the students are posted in the library computer lab for the general public to use.

In May of 2012, Carlene Engstrom came to Stone Child College for the purpose of doing an evaluation of the library. Her report stated that there was significant improvement in the management and services of the SCC library since her previous visit in 2006. One area that she had recommended for improvement was to have the librarian sit on the faculty/curriculum committee to be better informed of the needs of the faculty and to keep the faculty informed of what is happening in the library. The librarian has attended three (3) curriculum meetings at this time, however, additional curriculum meetings will be attended in the future.

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

2.F Financial Resources

In fiscal year 2005, the college began building cash reserves in order to prepare for any untimely events and obligations the college has. Stone Child College has limited reserves but is aware of the fact that reserves need to be built upon in order to strengthen its financial stability.

The current value of SCC reserves as of June 30, 2012 is $839,644.27 as is found in the audit report in Addendum V. Stone Child College currently has no long term debt. It is the feeling of the college that our campus is near completion and has adequate reserves to maintain our quality of services and no debt in the near future is being considered, whether operational or for capital outlay. The college has access to an operational line of credit, which is used and paid back periodically during the fiscal year. In certain circumstances, operating cash is needed due to the delay in congressional budgets being approved where continuing resolutions (where small cash advances are given) are operated on until congress approves the budgets.

It is the practice of Stone Child College to maintain a balance between revenue from tuition and fees and the cost of attendance for its students. The college does not want to cause any barriers for a student to attend the college. Student enrollment is a high priority for the college. Enrollment projections are used in the budget process.

An annual budget is published in the college's annual report, disbursed to the governing board, and departmental staff. The budget process begins in April of each year and usually has three readings, with the third reading being the final budget. Throughout the budget process funding amounts are usually finalized by the third reading which usually occurs prior to the new fiscal year. The budget process is conservative but also ensuring college operations are not disrupted. If during the year changes are needed, modifications are made and distributed to the proper authorities.

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

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

Stone Child College's auxiliary operations include a bookstore, child care center, and cafeteria. All three operations do not generate enough income to be self-sufficient, but primarily exist as benefits to students. Stone Child College students do not have to pay for child care while attending school but college does receive child care block grants that help defray operational costs. The cafeteria is leased out to independent contractors. The college will continue to provide these services as the benefits by far exceed the costs.

Current fundraising is limited to athletics (mainly basketball), scholarships, and endowment. Activities include, concession sales, bingo machine rental ($125.00/week), payroll deduction

donations from staff and faculty, college vendor donations, and interest income from current endowment funds. The current amount we need for endowment match is $50,000.00/year and with the above mentioned activities we have been able to meet this Title III matching federal requirement. There is a current Investment Policy in place for the college.

The institution's financial operations are in conformity with generally accepted accounting principles as evidenced by our annual independent auditor's report. As of October, 2012 SCC implemented a new accounting system (Sage MIP Fund Accounting), which maintains all accounts in accordance with the principles of fund accounting. Stone Child College is required to be audited by an independent auditor on an annual basis.   The audit is conducted in accordance with the auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

2.G Physical and Technological Infrastructure

Physical Infrastructure

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

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

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

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

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

Stone Child College also has an early childhood learning center that is available for our students.   In the learning center we have our Cree Immersion class with children from birth to four years old.

Stone Child College also houses a community food bank in our old daycare center.   This is operated by one (1) staff member and a volunteer community member and is constantly struggling with keeping the pantry stocked.

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

The Master Plan for SCC is periodically reviewed and updated based on the needs of the campus and our Strategic Planning. Physical resource planning occurs annually and is based on the Mission and Goals of the Institution. We have been moving offices and remodeling trying to meet the needs of our students and align services for easy student access.

In the future we plan to connect the Sitting Old Woman Center to Kennewash Hall, which will provide more accessibility and safety for staff and students.

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

Technological Infrastructure

Stone Child College has sufficient computers, Smart Boards, printers, copiers, fax machines, laptops, GPS units, software, and digital recording equipment to support the academic programs, support services, and management functions of the college. All equipment is updated and replaced according to the Master Plan for the college.

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

Stone Child College offers a wide array of technology and internet access to students, staff, and faculty and community members. There are over three hundred (300) computers on campus. In addition to the computers, there are a variety of tablets and IPads for student, staff and faculty use. Along with the latest hardware Stone Child College is keeping up to date with the latest software available. Stone Child College is constantly striving to keep all of our computers systems and information systems up to date with the latest technology.

There are four (4) different computer labs that the students have access to throughout the school week. Each classroom has at least one computer for faculty use. Most of the classrooms have six (6) to ten (10) computers in them. The classroom computers are used for faculty instruction. In addition to the classroom computers the faculty members have access to "roaming computer labs". These roaming computer labs are carts with twenty (20) notebook computers and IPads for staff and faculty use depending on availability.

There are eight (8) computers in the SCC Community Library that are available to students, staff and community members. There is also a student Learning Center available to the students here at Stone Child College that has five (5) computers and a printer that the students can use.

Each staff and faculty member has a computer for use in their office. Stone Child College strives to keep all of our staff and faculty up to date with the latest software and hardware needs. In addition to the desktop computer some staff and faculty have IPAD's. The computers are all up to date with Microsoft Office 2010, and CampusAnyWare. CampusAnyWare tracks student attendance, student enrollment and student transcripts.

The business office is currently in the process of converting their accounting software from Fundware to Sage (MIP). The new software is a cloud based that uses internet access for accounting needs and uses offsite storage for accounting data. Using the cloud service for our business accounting data eliminates the need for an on-site server and back up system.

Stone Child College is in the process of updating our internet speed as well. Our current internet speed is a T1. The T1 line allows only 1Mbps of internet speed. The speed is too slow for a college that is on the cutting edge of technology. The new internet will be a DS-3 connection. The DS-3 connection will allow the college to have internet speed up to 45Mbps. The new DS-3 connection will be 45 times faster than the current T1 line being used. Stone Child College also has wireless internet connection available. The wireless internet is provided so that students, staff and faculty always have access to the internet here at Stone Child College. There is a secured wireless network for staff and faculty use and an unsecured network for student use.

Conclusion

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

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

SCC has met the Eligibility Requirements 2 through 21 of the accreditation standards as provided for in this report. Also, Standard 2 Resources and Capacity have been addressed and evidence is provided in meeting the standard requirements.

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