

Stone Child College

Ad Hoc Self-Evaluation Report

Spring 2012

Introduction

This is an Ad Hoc Self-Evaluation Report to address Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report and Recommendations 1, 2, and 3 of the Spring 2010 Focused Interim Evaluation Report as requested by the Northwest Commission on Colleges and Universities per correspondence dated August 16, 2011.

Located on the Rocky Boy's Indian reservation in north central Montana is Stone Child College (SCC), a tribally controlled community college. The Rocky Boy's Indian Reservation is the smallest of seven reservations in Montana. We have approximately 3,427 people residing on the reservation with a total of 6,200 enrolled members of the Chippewa Cree tribe.

In 1984 Stone Child College was chartered by the Chippewa Cree Tribal Business Committee. It was the belief of tribal leaders that the establishment of a college was necessary for the preservation and maintenance of the Chippewa Cree culture, Cree language, history and educational training of our tribal membership. Off reservation training and college studies programs were not adequately meeting the needs of the Rocky Boy's community. Stone Child College accepted the challenge to provide quality post-secondary educational opportunities by offering degree and certificate programs.

Stone Child College held classes in a wide variety of locations during the first five years of its existence. Any empty structure that could be used to hold classes was utilized. A public school housing unit was used for offices for the administration of the college. The tribe donated a facility that had been a tribal high school to Stone Child College in 1989. All Stone Child College activities were conducted from this facility until 1993 when an academic building, Kennewash Hall, was constructed. The Sitting Old Woman Center was constructed in 1996 to accommodate the growth of the institution. The main facility began to have structural problems as the student population continued to grow.

A series of needs assessments were completed and indicated the need for a new campus. Funds and location for the new campus became available and Stone Child College moved forward with the construction of the new campus. In 2001, Stone Child College built a log cabin structure donated by the American Indian College Fund (AICF), which currently houses the displaced White Sky Hope Center during the flood of 2010. In 2002, Stone Child College completed the Sitting Old Woman Center that houses the library, Business Office, Bookstore and numerous other offices. In 2003, Stone Child College completed yet another phase, Kennewash Hall, which houses 11 large classrooms, faculty and administration offices, Student Services, Registrar, Financial Aid office and a conference room. Both the Sitting Old Woman and Kennewash Hall building names were transferred to the present Stone Child College campus. In 2006, the Jon "Cubby" Morsette Vocational Center was completed, which houses 2 large shop areas, 1 large gathering area, office space, fine arts and pre-engineering classrooms. Beginning in the early spring of 2009, Stone Child College began the construction of a Health Center, which includes a gymnasium. It was completed and dedicated in December 2010. The latest addition to the campus is the newly completed Stone Child College Early Childhood Center. The building houses the Day Care Center and the Cree Immersion Classrooms.

Stone Child College is a healthy and growing institution that has a clear mission and purpose in continuing to meet the educational needs of the local community and surrounding area. The college staff, faculty and Board of Regents have been refining the SCC Mission Statement to align directly with the Core Themes per recommendation from the NWCCU that will be addressed in the Year Three Self-Evaluation Report. As the educational institution of the Chippewa Cree Tribe, Stone Child College will continue to meet its goals and objectives to fulfill the mission for the residents of the Rocky Boy's Indian Reservation.

Following the completion of the Stone Child College Written Response Report to the official Peer-Evaluation Report for consideration by the Board of Commissioners at their July 2011 meeting, correspondence was received on August 16, 2011 stating that the accreditation of Stone Child College had been reaffirmed based on the Year One Evaluation Report that was submitted in March 2011. The Commission office further requested that the College submit an Ad Hoc Self-Evaluation Report be submitted in Spring 2012 to address Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report and to address Recommendations 1, 2, and 3 of the Spring 2010 Focused Interim Evaluation Report.

Therefore, this Stone Child College Ad Hoc Self-Evaluation Report addresses the following four (4) recommendations as requested.

1. Recommendation 1 of the Spring 2011 Peer-Evaluation Report - The evaluation panel recommends that general education outcomes be accessible to students and other appropriate College staff (Standard 2.C.2).

**This recommendation relates to a recommendation from a previous evaluation (Recommendation 3 of the Spring 2008 focused Interim Evaluation Report), which was addressed by the institution as required in the Year One Report. The Standard cited here reflects the appropriate new Standard upon which this Recommendation is based.*

The General Education Learner Outcomes are located in the 2010-2012 Stone Child College Catalog (page 32). In addition, an electronic version of the SCC catalog is available on the Stone Child College website at www.stonechild.edu, by clicking on the "Academics" tab.

Further compliance with the recommendation includes providing the General Education Learner Outcomes on all college program brochures, disseminating them throughout the campus and disbursing the information. Any discussion or necessary changes to the General Education Learner Outcomes will be addressed at the annual retreat, planning meetings and staff/faculty meetings. All appropriate college staff will be informed of any changes.

The college provides access to the General Education Outcomes by including them in student packets at fall and spring student Orientation. In addition, information is provided to students in the Freshman Seminar class held each fall and spring semester. The Freshman Seminar class is a sixteen week class offered for two credits to prepare the students for college campus life.

2. Recommendation 1 of the Spring 2010 Focused Interim Evaluation Report - The committee recommends that Stone Child College finalize assessment plans for all certificate programs (Standard 2.A.3).

In response to this recommendation, the Academic Dean, faculty, staff and consultants began the review process of all certificate programs in 2008. During that time, modifications to the assessment plans using the assessment record book forms for each certificate program offered by the college were started by identifying student learning outcomes for each program so they were amenable to assessment. The revision process was assisted by several expert consultants, one being Dr. Marjorie Hobbs of the Institutional Effectiveness Associates.

Again, in 2009, a follow-up assessment training activity was conducted by Dr. Hobbs. The faculty, adjunct faculty (when available), and staff made further revisions to the assessment plans which were then critiqued by the expert reviewer. As a result of this process, faculty selected at least 3 to 5 student

learning outcomes to ensure assessment activities weren't overwhelming and to assure adjunct faculty would be able to continue the process. Data collection was somewhat slow but every effort is taken to ensure the "Use of Results" step will be implemented for program improvements and "Closing the Loop" actually occurred in some cases. Assessment results were used for improve programs and/or changes were made as necessary.

The SCC Assessment Committee oversees the progress on the revision process. The necessary documentation is available in the assessment office in addition to the Academic Dean's files. **See Appendix #1** for evidence of completed Assessment Record Book forms for the Pre-Nursing, Accounting/Information Management, Hospitality/Customer Relations, Building Trades, Physical Fitness Training and Pre-Engineering Certificate Programs.

The assessment plans for the certificate program are in the process of implementation. Because the majority of the certificate programs are taught by adjunct faculty, the implementation process is somewhat slower than the associate degree programs. The assessment cycle coincides with the catalog revision schedule so the opportunity will present itself for revisiting the assessment plans to refine them. Due to the 2012 catalog cycle review, some of the certificate program offerings will be examined in terms of enrollment and graduate numbers and perhaps will be eliminated.

3. Recommendation 2 of the Spring 2010 Focused Interim Evaluation Report - The committee recommends that SCC analyze and utilize assessment results in a more consistent, structured and documented manner to improve programs and services (Standards 1.B, 2.B; Policy 2.2).

To assure the college analyze and utilize assessment results in a more consistent, structured and documented manner to improve programs and services, the college adopted the institutional effectiveness/assessment concept.

To this end, Stone Child College implemented the assessment methodology utilizing the "Assessment Record Book (ARB)" for student learning outcomes and support services assessment for over ten (10) years. The 5-Column assessment model provides a systematic and structured process for the analysis of data in terms of the impact of assessment activities on students, programs, services and fulfillment of the college mission.

The implementation of the 5-Column method, specifically "Use of Results" on the Form C, provides systematic proof of evidence that data analysis is occurring. The information is used to determine academic programs and institutional support services progress and planning for improvement. **See Appendix #2** for evidence of completed Assessment Record Books for the Teacher Education, Liberal Arts, Natural Resources, Native American Studies, Biological Sciences Degree Programs and ARBs for support services of the Student Service Department and Institutional Effectiveness/Assessment Office.

A. Who collects data?

The college faculty and staff collect assessment data using a variety of approaches and tools for assessment. Data is collected using qualitative and quantitative sources. The list of diverse assessment tools that faculty and staff use are: rubrics, culminating capstone projects, student/staff satisfaction surveys, e-portfolios, locally developed common assignments, digital videos, PowerPoint presentations and final exams as well as student essays. The college also conducts a community-wide needs assessment to determine what educational programs are needed to satisfy all stakeholders of the college.

B. Who analyzes data?

Data analysis and interpretation is conducted by the faculty of the academic programs and the departmental units that provide services in the college. The SCC Assessment Committee facilitates implementation and documentation of improvements suggested by analyses of campus assessment data.

C. We distribute data so programs can assess their effectiveness.

The Stone Child College Annual Strategic Planning and Assessment Report is provided for all stakeholders and the Board of Regents yearly to inform everyone on the progress of the short and long-term goals and objectives of the mission. In addition to the annual assessment report, an annual SCC Retreat and Strategic Planning meeting is held each year before the start of the fall semester to impart progress of the institutional strategic and assessment plans for the following assessment cycle.

During these meetings, all the SCC Departments and Strategic Planning Sub-Committees provide updates on their specific goals that they are charged with throughout the year. The results from the data collection are used to make programmatic changes or improvements, i.e. Student Services-student orientation process improvements; student mentor/tutor training improvements, increased student scholarship and financial aid information; Library-increased student resources material and subscriptions hardcopy and on-line versions to name a few instances of use of results. In addition to updates, assessment plans are evaluated, revised, updated and presented to the collective institutional group.

The annual event, the publication of reports, and implementation of the institutional effectiveness and student learning outcomes concept of assessment provide opportunities to consistently structure and document evidence that the college strives to improve student learning and improve institutional effectiveness of academic programs and support services utilizing assessment results. Some of the uses of data results are for planning purposes, grants writing, mission fulfillment, internal and external stakeholder reporting for the American Indian Measures for Success/AIMS Key Indicator System for the American Indian Higher Education Consortium, the Integrated Postsecondary Education Data System, and the Northwest Commission on Colleges and Universities accountability reports.

4. Recommendation 3 of the Spring 2010 Focused Interim Evaluation Report - The committee recommends that General Education Learner Outcomes be accessible and assessed (Standards 2.B.2, 2.C).

This recommendation is similar to the Year-One Peer Evaluation Report, Spring 2011 Recommendation #1; therefore, the response to the first recommendation is repeated at this point as to the accessibility issue. The college will then expand the report on the general education learner outcomes assessment plan and implementation process that we will continue to refine and update.

The General Education Learner Outcomes are located in the 2010-2012 Stone Child College Catalog (page 32). In addition, an electronic version of the SCC catalog is available on the Stone Child College website at www.stonechild.edu, by clicking on the "Academics" tab.

Further compliance with the recommendation includes providing the General Education Learner Outcomes on all college program brochures, disseminating them throughout the campus and disbursing the information. Any discussion or necessary changes to the General Education Learner Outcomes will be addressed at the annual retreat, planning meetings and staff/faculty meetings. All appropriate college staff will be informed of any changes.

The college provides access to the General Education Outcomes by including them in student packets at fall and spring student Orientation. In addition, information is provided to students in the Freshman Seminar class held each fall and spring semester. The Freshman Seminar class is a sixteen week class offered for two credits to prepare the students for college campus life.

As reported in the Year-One Self Evaluation report, a General Education Learner Outcomes Assessment Plan was designed by the faculty/general education committee to ensure students who receive SCC degrees and certificates are provided a common educational foundation to help preserve the culture of the Chippewa Cree and receive the best preparation possible to meet the challenges of a rapidly transforming global society to be able to problem-solve and use higher order thinking skills. The latest review and update process of the SCC General Education Learner Outcomes Assessment Plan was during the faculty in-service that was conducted on May 9, 2011 by consultant Ms. Crystal Gust.

The college identified the General Education goals, learner outcomes and skills as:

1. Master the fundamental skills of written communication.
 - a. **Demonstrate the fundamental skills of written communication.**
 - (1) Skills: Clearly defines thesis statement, addresses purpose and audience, fundamental research skills.
2. Master the fundamental skills or oral communication.
 - a. **Develop the skills of oral communication.**
 - (1) Skills: Students will perform basic speech delivery skills, communicate purpose and demonstrate effective organization.
3. Master the fundamental skills of computational skills.
 - a. **Demonstrate the fundamental skills of computation.**
 - (1) Skills: MA 121 and MA 145
4. Master the fundamental skills of scientific principles.
 - a. **Exhibit the fundamental skills of scientific inquiry.**
 - (1) Skills: Apply scientific method; acquiring, evaluating, and synthesizing information, application of relevant terminology.
5. Identify concepts in the fine arts and the humanities.
 - a. **Apply concepts in fine arts.**
 - (1) Skills: Differentiate historical perspective, form critical analysis, identify cultural connection, creates an artifact, demonstrate knowledge acquisition.
 - b. **Evaluate concepts in the humanities.**
 - (1) Skills: Synthesize cultural connections, acquire and understanding of terminology, recognize historical and/or philosophical approaches.
6. Know and understand Native American history and culture.
 - a. **Examine Native American history and culture.**
 - (1) Skills: Describe historical overview of Indian/Non-Indian relations and their effects on Indian culture.
7. Gain mastery of the fundamental skills and concepts of Cree language and philosophy.
 - a. **Illustrate the fundamental skills of first nation Native American languages.**
 - (1) Skills: Uses historic knowledge of basic language; demonstrate Cree syllabics understanding and comprehension of basic communication.
8. Identify and understand the principles of psychology.
 - a. **Identify the principles of psychology.**
 - (1) Skills: Identify psychological theories, describe human development.
9. Apply appropriate computer skills in a variety of settings.
 - a. **Apply appropriate computer skills across curriculum.**
 - (1) Skills: Word processing, spreadsheets, databases, presentation packages, and internet resources.

The college explains the intended general education learner outcomes to students in a variety of ways such as the printed and on-line version of the college catalog, in course syllabi, through faculty advisors, during orientation and in the first (1st) year student seminar.

In establishing these general education learner outcomes, the college recognizes the responsibility of all faculty to assess these outcomes within each particular discipline or in a programmatic approach of assessment.

The general education committee and faculty as a whole have had many discussions of the general education components of Stone Child College degrees and certificates. Instructors and administrators agree on the need to assess rigorously and consistently the effectiveness of the plan. They also agree that the General Education Program should be compatible with requirements of other institutions of higher education in Montana and beyond.

The General Education Learner Outcomes Assessment Plan consists of a management structure that addresses data gathering, interpretation, presentation and the use of results. The plan includes expected competencies/general education learner outcomes which are discipline-specific knowledge, basic skills and abilities, communication skills, and higher order problem-solving skills. A time-line for the general education assessment plan for gathering and summarizing data is also included.

The general education assessment plan specifically encourages using a variety of approaches and tools for assessment. Some programs collect data using qualitative and quantitative sources. Programs use assessments based on a sample of students, some use all students, and some use departmental assessments of general education learner outcomes. The list of some of the diverse assessment tools being used are: rubrics, culminating capstone projects, student surveys, e-portfolios, locally developed common assignments, digital videos, PowerPoint presentations and final exams as well as student essays.

The SCC faculty that had received relevant training utilizing the Assessment Record Book (ARB) format is utilizing the assessment record book forms for documentation purposes in a structured and systematic assessment procedure. See **Appendix #3** for evidence of the SCC General Education Program assessment plan using the ARB in addition to the Form Cs to document evidence.

The general education framework supports a meaningful, manageable and sustainable assessment of the intended general education learner outcomes for the college. The college has an ongoing approach to exploring innovative, collaborative and integrative approach for the General Education Outcomes Assessment Program for refinement.

Concluding Statement

Stone Child College is committed to providing the best possible educational environment to its students, a process that can only be accomplished by constantly evaluating and updating programs, processes, and policies. The self-evaluation process is an exercise that helps in growth and development of an institution. The institution, Stone Child College, has only been in existences for 26 years on our own. We had two parent colleges for the first 7 years: Dull Knife Community College and Salish Kootenai College.

As in previous evaluations, there are recommendations that need to be addressed. We at Stone Child College view these recommendations as instruments for growth and development. An institution of higher

learning must be prepared to receive these recommendations as issues that should be addressed and remedied. You have noticed that a very diligent effort to address your recommendations was made.

The Stone Child College Board of Regents, administration, staff, students, and community members have been thoroughly engaged in determining the very best direction for the institution. The institution also elicited external consultants and experienced confidants within the higher education realm to help in determining the solutions for your recommendations.

In addressing the recommendations, you will notice the amount of effort from the committees that were responsible for sculpting the responses. This was a grassroots effort bringing the entire institution into the development of the responses. Stone Child College has always played a major role in addressing the accreditation of our institution. We are a small institution that has to be responsible for what we create. The institution has wisely used resources to involve expertise to help guide the institution but principle authorship rests with the College.

The evaluation of the certificate program assessment plans have been robustly discussed and a direction has been iterated in the recommendation responses. The Board of Regents has been continually apprised of the developments. As stated previously, the process is slow in implementation of the assessment plans but will continue the work in progress.

The Stone Child College Academic Dean and Curriculum Committee has made tremendous strides in maximizing the access of the general education learner outcomes and developed an assessment plan that has been in the implementation stages to complete the loop and continue making improvements.

The recommendation that SCC analyze and utilize assessment results in a more consistent, structured and documented manner to improve programs and services has been addressed in earnest. The faculty, staff and Assessment Committee revisited the assessment plans to assure that the process of data collection, analysis and application are implemented to close the loop in a more efficient manner to address needed improvements and/or changes to programs and services.

Stone Child College is extremely indebted to the NWCCU for their tireless efforts in the self study processes. These recommendations have enabled Stone Child College to become an effective institution of higher learning. We are extremely confident that the institution has answered the recommendations and a favorable outcome will be jointly achieved.

APPENDIX #1

Completed SCC 1-Year Certificate Program Assessment Record Books

- 1. Pre-Nursing**
- 2. Accounting/Information Management**
- 3. Hospitality/Customer Relations**
- 4. Building Trades**
- 5. Pre-Engineering**
- 6. Physical Fitness**
- 7. Human Services – Native Communities**

APPENDIX #2

SCC Degree Program and Support Services Assessment Record Books

- 1. Teacher Education, Elementary
Education**
- 2. Natural Resources**
- 3. Liberal Arts**
- 4. Biological Sciences**
- 5. Native American Studies**
- 6. Student Services**
- 7. Office of Institutional
Effectiveness/Assessment**

APPENDIX #3

SCC General Education Program

- 1. SCC General Education Student Learner Outcomes Assessment Record Book Plan**
- 2. Cree Language Form C**
- 3. Humanities Form C**
- 4. Social Sciences – Psychology Form C**
- 5. Communication - English 101 Form C**
- 6. Natural Sciences – Biology Form C**
- 7. Mathematics – Technical Math Form C**
- 8. Computer Science**