



Focused Interim Report

April 9, 2010

Table of Contents

Introduction

Responses to Recommendations

Standard One – Institutional Mission and Goals, Planning and Effectiveness.....1

Standard Two – Educational Program and its Effectiveness1

Standard Four – Faculty5

Standard Five – Library and Information Resources6

Standard Nine – Institutional Integrity9

Concluding Statement10

Appendix I – Mission Statement.....12

Appendix II – Board Meeting Minutes14

Appendix III – Articulation Agreement17

Appendix IV – Student Evaluation23

Appendix V – Faculty Evaluation26

Introduction

Stone Child College, a tribally controlled community college is located on the Rocky Boy's Indian Reservation in north central Montana. The Rocky Boy's Indian Reservation is the smallest of seven reservations in Montana. We have approximately 3,800 people residing on the reservation with a total of 6,200 enrolled members of the Chippewa Cree Tribe.

Stone Child College was chartered by the Chippewa Cree Tribal Business Committee in 1984. 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, language, tribal history and provide educational opportunities 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 education opportunities.

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 as 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). In 2002, Stone Child College completed the Sitting Old Woman Center that currently houses the library, Registrar/Admissions, Financial Aid, Student Services, Business Office, Bookstore and numerous other offices. In 2003, Stone Child College completed yet another phase, Kennewash Hall, which houses 11 large classrooms, faculty offices, administration, Foundations and Research, and a conference room. In 2006, the Jon "Cubby" Morsette Vocational/Technical 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 and is scheduled for completion in early 2010. Funding for this project was provided in part by the Title III program and Rural Development Administration (RDA) in the amount of \$3,140,000.00. Classes are planned in this latest facility in fall 2010.

Stone Child College is a healthy and growing institution that has a clear mission and purpose in continuing to meet the educational and training needs of the local community and surrounding area. As the educational institution of the Chippewa Cree Tribe, Stone Child College will continue to meet its objectives and fulfill its mission for the residents of the Rocky Boy's Indian Reservation.

Stone Child College was granted candidacy status during the spring of 1990 and three years later, 1993, was granted accreditation. In 1998, SCC was reaffirmed for a 10 year accreditation.

Following the comprehensive visit by the Northwest Commission on Colleges and Universities (NWCCU) in the spring of 2008, Stone Child College received a total of nine recommendations from NWCCU.

Stone Child College prepared and submitted a progress report regarding Recommendation 8 (Debt Management Policy) during the fall of 2009. The college received correspondence from the NWCCU dated February 12, 2010 that the progress report was accepted for Recommendation 8.

On September 23, 2009, the NWCCU requested that Stone Child College submit a focused interim report and host an evaluation visit to address the remaining 8 recommendations during the spring of 2010; therefore, this focused interim report addresses the remaining 8 recommendations.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

The Committee recommends Stone Child College review its mission statement to ensure that the statement exclusively articulates institutional purpose rather than the process to achieve that purpose. (Standards 1.A)

The Stone Child College (SCC) mission statement has been under review for the past three years. The initial work began on March 26-27, 2007, at a planning meeting with our Board of Regents in Great Falls, MT. At this time, we began to make changes and solicited input from all parties involved. The college also utilized the expertise of consultants such as Dr. Margie Hobbs of Assessment Matters and Dr. Frank Gornick and Pedro Avila from the Company of Experts to assist us in the review process.

The staff and the Assessment Committee further reviewed the changes and had additional input from several of our board members. This was done at a meeting in Idaho on June 25-26, 2008.

At the staff retreat on August 26, 2009, the revised mission statement was shared with staff, faculty and board members.

Although the Vision and Core Values that define who we are and what's important for the college have not changed, SCC has completely rewritten the Mission Statement and included five Guiding Principles which together can be considered the institution's goals in accordance with the Northwest Commission on Colleges and Universities (NWCCU) evaluation team recommendation to articulate purpose rather than process.

Stone Child College's Assessment Committee - 1) Barbara Bacon, Assessment Coordinator 2) Melody Henry, President, 3) Clarice Morsette, Dean of Students, 4) Cory Sangrey, Dean of Academics, 5) Theodore Whitford, Registrar, 6) Helen Windy Boy, Librarian, 7) Ann Johnstone, Human Services Faculty, 8) Eric Shulund, Mathematics Faculty, 9) Steve Galbavy, Developmental Studies Faculty, and 10) Ivy Meyers, Business Office Representative - reviewed and updated the institution's mission and goals; the final draft was presented to the Stone Child College Board of Regents on December 22, 2009. The Stone Child College Board of Regents approved the mission on final reading December 22, 2009 and it was subsequently adopted. A copy of the updated mission statement can be found in Appendix I.

The current mission statement is posted in all institutional offices, in publications and on the college website.

Standard Two – Educational Program and its Effectiveness

The Committee recommends that the college review all its certificate programs to ensure that they demonstrate a coherent design, and are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes. (Standard 2.A.3)

The Academic Dean, faculty, and staff have reviewed and are in the process of modifying all certificate programs at SCC to ensure they demonstrate a coherent design, are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes. The process began with certificate program student learning outcomes being refined with the assistance of consultants, Ms. Crystal Gust and Dr. Margie Hobbs so they are amenable to assessment. The revised learning outcomes were critiqued by the same consultants and will be published in the new spring 2010 catalog.

All certificate programs at Stone Child College have been reviewed. The student learning outcomes have also been updated to reflect the necessary breadth, depth and synthesis of learning. The current assessment model utilized by faculty has been updated by a follow-up training activity that was conducted in May 2009 for faculty and staff. The completed program and certificate assessment plans/reports were critiqued by the expert reviewer, Dr. Margie Hobbs, Assessment Matters consultant, and documented by the assessment office. Stone Child College is in the process of developing assessment plans for all certificate programs.

The Vo-Tech Strategic Planning Sub-Committee is assisting the SCC faculty in developing and revising certificate program offerings that include curriculum design, equipment needs and vocational trainings. The Vo-Tech Committee members are: 1) Robin Rosette, NACTEP Counselor, 2) Edward Gomoll, Science Instructor, 3) Mike Ley, EOC Counselor, 4) Patricia Morsette, Foundations and Research Office Manager, 5) Theola Parisian, Assistant Child Care Coordinator, 5) Dennis St. Marks, Maintenance Staff, 6) Sophia Alvarez, Academic Assistant and, 7) LaVerne Parker, Adjunct Nursing Faculty.

Stone Child College's current catalog cycle will end Spring Semester 2010 and a new catalog is currently in the development stage. The new catalog will include the revised student learning outcomes, the appropriate course sequencing for the certificate and associate programs that are currently being offered at Stone Child College.

The Committee recognizes the college's multidimensional assessment efforts and recommends that the college take steps to go beyond data collection to a comprehensive and systematic plan for analysis of the data in terms of the impact of the activities on students, programs, and services and accomplishment of the mission. (Standard 1.B, 2.B, and Policy 2.2)

Since the Committee visited in spring 2008, all the associate degree programs offered at Stone Child College were reviewed and revised by the full-time faculty along with the Dean of Academics. Revisions included current program learning outcomes where three to five outcomes were developed for each degree, as well as assessment methods and criteria for success for each of the outcomes. This process took place after all full-time faculty and support staff received follow-up training on the 5-Column Assessment Model which is currently utilized at SCC and has been implemented since the 2000 academic year. The use of these results will be used to make major and minor changes in course offerings at SCC. These results can also affect degree offerings and current policies; changes that would require board approval.

Dr. Margie Hobbs, Assessment Matters consultant, provided the training in May and June 2009. Dr. Hobbs assisted instructors and staff by critiquing their assessment plans and made recommendations to go beyond data collection and follow the systematic plan for the analysis of the data in terms of the impact of the activities on students, programs, and services and accomplishment of the mission. Copies of the Assessment Record Book Form Cs that were completed by seven (7) faculty members and college staff that document use of results for institutional improvement considerations are available in the assessment office. The Student Services Department and Assessment Office uses the ARB format for goals, data collection and use of results.

Administrative objectives were created for each department and the committees in both of the formats, ARB and SMART goal templates. They also developed three to five SMART goals that were designed for measurement of data collected and program improvement. All data collected from the SMART goals is retained in the assessment office. The use of these results are shared with the assessment committee, reported at yearly college retreat and utilized in the Annual Assessment report to the SCC Board of Regents. SMART goal documentation is available in the assessment office.

In addition to the 5-Column assessment model, training was conducted for the SCC Strategic Planning Sub-Committee chairpersons on the SMART Goal setting method by Ms. Marilyn Colliflower, a school administrator from the state of Washington in June, 2009. The sub-committees are comprised of all staff and faculty. The seven (7) committees are: 1) Community Development, 2) Computer Team, 3) Vo-Tech, 4) Retention, 5) Institutional Assessment, 6) Student-Centered Campus, and 7) Daycare. These committees are charged with overseeing institutional short-term and long-term goals derived from a community-wide needs assessment conducted in 2008. The sub-committees meet monthly to address specific goals that were prioritized during a Strategic Planning Summit held in Billings, Montana, March 2009. The committees utilize a SMART Goals tracking and documentation system to monitor if goals were achieved and improvements were made. The SMART Goals documentation includes goals, mission statement or guiding principle reference, strategies necessary to reach goals, person(s) responsible for activities, timelines, evidence of goals completed or criteria met, and how improvements will be implemented. Analysis of SMART Goals will be used to implement changes in student activities, programs, and services available to students at SCC. The SCC Sub-Committee SMART Goal documentation is available for review as a further process of SCC's impact of the activities on students, programs, and services and accomplishments of the mission.

The Committee recommends that Stone Child College consider developing more articulation agreements with appropriate colleges or universities in transfer areas. (Standard 2.C)

Stone Child College (SCC) is working with Montana State University - Northern (MSU-N) in completing articulation agreements in the certificate areas of: pre-nursing, construction technology and pre-engineering. In addition, SCC is working with Montana State University-Bozeman (MSU-B) to develop a pre-nursing articulation agreement. SCC has chosen to articulate with MSU-N and MSU-B because they offer an associate degree in the certificate areas.

The following table lists Stone Child College degrees and articulation agreements with other colleges and their status indicated by either a one (1) for in place, two (2) for in the process of being approved and three (3) for does not articulate. A sample articulation agreement can be found in Appendix II.

Degree	Montana State University-Northern	University of Montana	Montana State University-Bozeman
Health Promotion, AA	1	3	3
Industrial Technology, AA	2	3	3
Liberal Arts, AA	2	3	3
Mathematics, AA	2	3	3
Natural Resource Studies, AA	3	2	3
Natural Resources Studies, Water Quality, AA	2	3	3
Native American Studies, AA	3	2	3
Studio Art, AA	2	3	3
Teacher Education, Elementary Education, AA	1	3	3
Teacher Education, Early Childhood Education, AA	3	3	2
Teacher Education, Health and Physical Education, AA	1	3	3
Teacher Education, Industrial Technology Education, AA	2	3	3
Human Services (Addiction Studies Option), AA	3	3	3
Native Communities, AA	3	3	3
Psychology, AA	1	2	3
General Science, AS	2	3	3
Allied Health, AS	2	3	3
General Business, AS	1	3	3
Office Administration, AS	3	3	3
Information Systems, AS	2	3	3
Accounting, Certificate	3	3	3
Construction Technology, Certificate	2	3	3
Customer Relations, Certificate	3	3	3
Physical Fitness Training, Certificate	3	3	3
Pre-Engineering Assistant, Certificate	2	3	3
Pre-Nursing, Certificate	2	3	2

Stone Child College Faculty is active with the Transferability Initiative being developed by the Montana University System that includes common course numbering; as the courses are approved throughout the university system that change will also occur at Stone Child College. The transferability initiative is put in place to ease the transferability of students within and among Montana colleges.

Standard Four – Faculty

The Committee recommends that SCC develop a more comprehensive faculty evaluation plan that includes a variety of methodologies. (Standards 4.A and Policy 4.1)

The Dean of Academics has reviewed other college/university faculty evaluation processes, methodologies and best practices. The improved faculty evaluation plan is comprised of a multi-faceted approach with the use of different methodologies that will include evaluating each faculty member with student evaluations (administered once per semester), self-assessment (annually), peer evaluation (annually), and an administrative evaluation to be completed annually by the Dean of Academics.

In addition, student evaluations have been updated and will be implemented Spring Semester 2010. Updating Student Evaluations consists of questions that evaluate a course in the following areas: 1) Student Course Evaluation, 2) Student Learning Outcome, and 3) Course Instruction. The Student Evaluation will contain 30 questions utilizing a 4-point Likert scale (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, and 0-N/A); the results will be evaluated accordingly. Analysis of the evaluation will provide information about instructor effectiveness to SCC Students, Administration, and SCC Board of Regents. A copy of the student evaluation tool is included in Appendix IV.

Self assessments will be completed by each faculty member. Full-time faculty will be required to put together a portfolio. The portfolio will include: 1) instructor's teaching philosophy, 2) teaching goals and method, and 3) plans for achieving teaching excellence. At the end of each semester, faculty will include in the portfolio implementations or successes and a description of ways faculty have enhanced their teaching effectiveness. The portfolio will also be peer evaluated annually by another faculty member. This process will begin Fall Semester 2010, and annually thereafter.

Peer evaluations will be conducted by faculty members. A faculty member will be assigned another faculty member to evaluate by the end of September of each academic year, starting Fall Semester 2010. The peer evaluation process will include evaluating the instructors' portfolio and reviewing course information for one of the classes. This will occur within the academic year and be completed by April of each year. The evaluation components will include the instructor's strengths and weaknesses, course content, content appropriateness, relationship to the student learning outcomes, student skill-development, and methodology effectiveness. This process will begin Fall Semester 2010.

Administrative evaluations will be conducted annually by the Dean of Academics beginning Spring Semester 2010. The administrative evaluation will include: portfolio, self assessment, student evaluations, academic performance, institutional and community service, and faculty obligations, as stated in the contract. The Dean of Academics will observe one class for each full-time faculty member during Spring Semester. A copy of the faculty evaluation tool can be found in Appendix V.

Full-time faculty who are also grant coordinators will be evaluated by the Dean of Academics. The evaluation tool will be specific to the grant activities, budget, reporting and management of the grant. In some cases, an External Evaluator will evaluate certain grants coordinated by faculty members.

After the full-time faculty evaluations are completed, the Dean of Academics and faculty member will review the results; each will sign off and note any comments and/or responses. From the evaluation results, the Dean of Academics will make recommendations to the SCC Board of Regents for contract renewals or denials for full-time faculty; all full-time faculty are on one-year contract agreements.

Standard Five – Library and Information Resources

The Committee recommends that the core collection, electronic resources, and supplementary material be acquired in adequate and sufficient quantity to support the educational programs of the college. The print collection should be evaluated, weeded, and updated to reflect the academic components of the college mission. Funding for all types of library materials and additional technical support to assist with launching databases; securing the print collection, especially the tribal archives; and fully utilizing Winnebago (or another Integrated Library System) should be stabilized regardless of the availability of other funding sources. (Standards 5.A, 5B, 5.D.6)

Since the accreditation visit in April 2008, Stone Child College contacted Ms. Carlene Engstrom, former Librarian at Salish Kootenai College, to conduct a follow-up visit to provide technical assistance regarding the recommendations by the commission. Ken Adams from the State Library in Helena, MT accompanied Ms. Engstrom and provided information regarding the Integrated Library System of the Montana State Library's Shared Catalog. The Montana Shared Catalog is a cooperative project involving 90 libraries that have pooled their resources and purchased a library automated system. Stone Child College Library is a member of the State's Shared Catalog system.

Stone Child College has purchased the Ethnic News Watch Periodical Database that enables students to go online and get information on Native Americans and other ethnicities for classes at Stone Child College. This database contains over 200 magazines and scholarly journals for our patrons' use. Stone Child College is registered with the Montana State Library Directory and this also gives us access to the Gale Suite (which contains InfoTrac) and Ebsco databases. These databases are available online to students at any given time.

Registration for participation in the Montana State Library's contract of On-line Computer Library Center (OCLC) is complete and we are awaiting our fee schedule for our printed collection.

Weeding out the print collection at Stone Child College is a continual process. During Ms. Engstrom's follow-up visit, the assistant librarian at Stone Child College and Ms. Engstrom began the weeding process of the printed collection. Many old books were discarded and new books were purchased through grants obtained by the college. A total of 212 new books have

been purchased since the Commission's visit in April 2008. It is our policy and practice to request the instructors input on what to add to our collection. Six weeks before the beginning of a semester the instructors are asked to recommend new materials for the library that will support the classes they will be teaching.

Staff development for the Librarian and Assistant Librarian continue at local, state, and regional library meetings to meet other librarians, gain knowledge, and obtain pertinent information about the latest technology available for Stone Child College. A requirement of our Enhancement Grant is to attend the annual Tribal Library Institute and give a poster presentation of how we are using our funding to meet our goals. Our current librarian is taking online classes from San Jose State University working towards a Master's degree in Library and Information Services.

Stone Child College library has purchased and installed a new security gate for the library. The security gate has been in operation for approximately one year. We installed a security mirror to monitor activity in the reference and children's sections of the library as it is difficult to observe activity in these sections due to limited staffing and the walls. The library has purchased a security camera for security purposes in the Tribal Archives room to protect our collection of Chippewa Cree historical documents.

Fifteen (15) new books have been added to the Tribal Archives printed collection. The Stone Child College Librarian intends to continue to add to the printed collection in the Tribal Archives annually. A digital camera and recorder have been purchased to record elder interviews for the collection. A new computer will be added to this year's budget so individuals will be able to look at DVD's and CD's in the Tribal Archives room.

Ten (10) new Dell Optiplex 320 hard drives were purchased to upgrade the computers in the library computer lab. The new hard drives will allow better access to the electronic databases in the library for students. The SCC Library plans to provide additional computers for student and community member usage.

Stone Child College Library has been added to the Stone Child College web page and this allows students and community members information about the library and hours of operation. Direct links to on-line databases are currently being added to the SCC website.

The Stone Child College annual budget includes funds for the library. These funds will be used to operate our electronic databases, salaries and operating costs for the library. The Basic Library Grant will fund new printed collection materials for the Stone Child College Library.

The Committee recommends the institution's computer centers, telecommunication facilities, and network operations are adequately staffed to insure that computers are readily available for use by the institution's students, faculty, and staff. (Standards 5.A, 5.B)

Stone Child College has taken the necessary steps to ensure the institution's computer centers, telecommunication facilities, and network operations are adequately staffed. Since the NWCCU evaluation committee visited Stone Child College, the college has created a computer committee.

The SCC Computer Committee which consists of staff and faculty are: 1) Wanda St. Marks, Personnel Officer, 2) Ted Whitford, Registrar, 3) Gerard Vandenberg, Computer Instructor, 4) Cory Sangrey, Dean of Academics, 5) Jewel Whitford, Business Office Manager, 6) Paul Jilot, Maintenance, 7) Eric Shulund, Mathematics Instructor, 8) Belden Billy, Print Shop Clerk, 9) Pete Stiffarm, Computer Technician, and 10) Jeffrey Henry, Computer Information Specialist.

The goals of the SCC Computer Committee are to train each of the members to assist with computer duties and planning. CampusAnywhere training is a goal of the computer team also. CampusAnywhere is a student records software program that includes recruiting, admissions, registration, student billing, financial aid, degree audit, campus safety, and Student and Exchange Visitor Information System (SEVIS) record keeping capabilities.

Another goal of the computer committee is to create a troubleshooting manual to distribute to staff and faculty. The committee meets once a month to go over all of the issues that different departments are having relative to computers and the network. Along with the committee, Stone Child College has also hired another staff person to work in the computer department. Pete Stiffarm is the Computer Technician that was hired on October 5th 2009. Mr. Stiffarm recently completed his Bachelor's degree in Computer Information Systems, from Montana State University- Northern. The new staff member assists in all of the computer duties. Mr. Stiffarm is on a yearly contract.

Student computer access improved with the purchase of new computers throughout the college. A new writing computer lab with six (6) Dell Optiplex 760 desktops has been added to the English classroom for student use. One computer for faculty use, which is a HP Compaq dc7900 desktop, is available. Two new mobile labs are also available for staff and student use. One lab is made up of ten (10) Dell notebooks and the other is made up of 10 Sony VAIO notebooks and a Lexmark printer. The Library has also replaced its old computers with ten (10) Dell Optiplex 320s. Five (5) faculty members and the Dean of Academics received new HP Compaq dc7900 desktops. Plans are in progress to install two (2) more HP Compaq dc7900 desktops for other faculty use. There were three (3) HP Compaq 6000 desktops installed in the Natural Sciences classroom for student use, with plans to install three (3) more.

The website has been reconstructed and is available on the World Wide Web. The website has many different pages to keep the staff, students, and the community up to date on college activities. Students or interested students can go online and look at the different degrees offered at Stone Child and they are able to view course requirements for each degree offered, as well as course descriptions of each class. In keeping with the "Think Green" theme, the Stone Child College catalog is now available on this website. The website also has information about the programs, grants, employment, financial aid, history, student services, and scholarships. The College's contact information is on the website as well as a directory for all of the staff and faculty. The academic calendar is available for preview on the website as well as a news page which will contain upcoming events such as food sales, meetings, holidays, etc. Visit us at: www.stonechild.edu.

Standard Nine – Institutional Integrity

The Committee recommends that Stone Child College review its Nepotism Policy and take necessary steps to ensure the policy is applicable to all programs and services throughout the college. (Standards 9.A.4)

The Nepotism Policy was adopted on January 26, 2010. The policy follows:

Nepotism Policy

The Stone Child College Board of Regents, exercising their governance responsibilities, will provide oversight of the nepotism policy. It must be stated that federal law does not provide a statute but defers responsibilities to State Governments to render laws that affect nepotism. If no State funds are used to operate the institution, the State nepotism laws will not apply (public school districts do apply). The position of Stone Child College, as a tribally controlled college, receiving operating funds through the federal government (federal government has no nepotism law) must then adhere to the nepotism policy developed by the Tribe.

It must be noted that the community in which Stone Child College is located is a sparsely populated area. The community has a small resource base to draw from for Board of Regent members or potential employees.

Under the "Tribally Controlled Community College Act," Board members must be representatives of the Tribe where the college is located. It must be stated that the mission of the institutions' is to foster and develop community members to be involved in the continued success of the institutions. However, every attempt by the institution will be made to operate with integrity and ethics.

The Stone Child College Nepotism Policy:

217.00 NEPOTISM

The College will give consideration to hiring local qualified community members. Stone Child College will not hire or permit the hiring of an individual in a position which will be funded totally or in part by a grant received by the College if a member of the applicant's immediate family is already employed by the College, UNLESS:

- a. A related employee or Board Member has taken no part in the screening, interviewing, or hiring of his/her immediate relative.

DEFINITION: For the purpose of this part, the term "IMMEDIATE FAMILY" means wife, husband, son, daughter, mother, father, brother, sister.

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 study evaluation is an exercise that helps in growth and development of an institution. The institution, Stone Child College, has been in existence for 26 years on our own.

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 within the higher education community to help in the solutions of your recommendations.

In addressing the recommendations, you will notice the amount of effort from the committees that were responsible for addressing the recommendations. This was an 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 and degree program, including the faculty evaluations, has been discussed and a direction has been iterated in the recommendation responses. The Board of Regents has been continually apprised of the developments. The articulation agreements have always been important but difficult hurdle to overcome. Most often agreements between administrations can be easy to attain but those same agreements have difficulty being endorsed by the departments of other institutions.

The Stone Child College Library has made tremendous strides in maximizing the access of resources for the students. As noted in the response, the Library has entered into many shared services increasing potential accesses of information. The technology available at the institution is making progress. The fast-changing technology environment is extremely hard to stay on top of. The cost is sometimes staggering for a small institution with limited financial resources. Even so, we have added staff and increased computers for students since the spring 2008 visit.

The institutional integrity involving nepotism was a hard issue to address. After many attempts to address the issue, the Board of Regents decided that the previous policy was adequate. It was stated in the responses that nepotism policies are the jurisdiction of states. The federal

government does not take an individual position on the issue. In the case of tribal sovereignty, the federal government affords the tribes the responsibility of developing a nepotism policy. It is, however, the determination of the Board of Regents and administration to be very vigilant in the future concerning practices they may be considered a violation of institutional integrity.

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 even more 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 I – Mission Statement

MISSION STATEMENT

STONE CHILD COLLEGE (SCC), A TRIBALLY CONTROLLED COMMUNITY COLLEGE, EXISTS TO DELIVER POST-SECONDARY EDUCATION IN THE ROCKY BOY COMMUNITY. SCC WILL PROVIDE STUDENT ACCESS FOR EDUCATIONAL TRAINING NEEDS THROUGH ACCREDITED CERTIFICATES AND DEGREE PROGRAMS FOR TRANSFER, WORKFORCE ENTRY, CONTINUING AND DEVELOPMENTAL EDUCATION.

CORE VALUES:

PRESERVING THE PAST, EDUCATING THE PRESENT, PLANNING FOR THE FUTURE

GUIDING PRINCIPLES:

TO PROVIDE FURTHER SPECIFICITY TO THE MISSION STATEMENT, THE SCC BOARD OF REGENTS HAS COMPLETED THE COLLEGE TO THE FOLLOWING PRINCIPLES:

1. PRESERVE AND PROMOTE THE LANGUAGES, CULTURES, AND HISTORIES OF THE CHIPPEWA CREE.
2. ASSIST TRIBAL ORGANIZATIONS IN STAFF DEVELOPMENT, PLANNING, RESEARCH, AND OTHER NEEDED SERVICES.
3. COLLABORATE WITH OTHER INSTITUTIONS AND AGENCIES IN FURTHERING THE INTERESTS OF THE COLLEGE AND COMMUNITY.
4. CONTINUALLY ASSESS INSTITUTIONAL PROGRAMS AND STUDENT ACHIEVEMENT FOR INCREASED EFFICIENCY AND EFFECTIVENESS.
5. MAINTAIN A STUDENT-CENTERED, LIFE-LONG LEARNING ORIENTED ENVIRONMENT, INCLUDING OPPORTUNITIES FOR LEADERSHIP AND COMMUNITY SERVICE.



Appendix II – Board Meeting Minutes

1 **STONE CHILD COLLEGE BOARD OF REGENTS**
2 **Meeting Minutes – December 22, 2009**
3

4 **INVOCATION** – Russell Gopher
5

6 **ROLL CALL/CALL TO ORDER** – The meeting was called to order by Joseph LaFromboise Jr.

7 **Members Present:** Bruce Sun Child, Larry Morsette Jr., Josh Golden, Susan Sutherland, Russell Gopher,
8 Tim Rosette Sr.

9 **Members Absent:** Mona Galbavy
10

11 **Others Present:** Melody Henry, Jewel Whitford, Edward Stamper, Cory Sangrey, Jim Swan, Wanda
12 St.Marks (recorder).
13

14 **ADDITIONS TO THE AGENDA:**

- 15 • Higher Education Handbook - Update on Funding
16

17 **APPROVAL OF AGENDA:** – Bruce Sun Child made a motion to approve the agenda with the addition for
18 December 22, 2009. Motion seconded by Larry Morsette Jr. Motion Carried.
19

20 **APPROVAL OF PREVIOUS MINUTES:**

21 Russell Gopher had a question on line 15, any progress on the radio station housing. Larry Reported the
22 staff will find another building, had issues using the log building.
23

24 Bruce Sun Child had a question on Line 39, are the requirements of the applicant (back ground check,
25 physical and drug test) before or after the application process. Melody stated the physical and drug test
26 are required before, the back ground check is requiring a \$25.00 fee and the applicants don't have the
27 money to pay upfront.
28

29 Bruce Sun Child made a motion to approve the minutes of November 17, 2009. Motion seconded by Larry
30 Morsette Jr. Motion Carried.
31

32 **EXPENDITURE REPORTS:**

33 Expenditure Report was reviewed. Larry Morsette Jr. made a motion to approve Expenditure Reports.
34 Bruce Sun Child seconded the motion. Motion Carried.
35

36 **OLD BUSINESS:**
37

38 **Higher Education Handbook:** Handbook was mailed out to each board member with the changes, Ed
39 Stamper stated our office would like to get the handbook finalized today so we can mail it out to the
40 students in January; the higher education deadline is March 1, 2010.
41

42 Bruce Sun Child made a motion to approve the handbook as final reading with the 2.5 GPA. Motion
43 seconded by Larry Morsette. Motion Carried with Russell Gopher voting no, Susan Sutherland voting no.
44

45 **Update on funding:** Hand outs were provided; as of today SCC received \$25,000 from Dry Fork Farms if
46 we don't receive additional money by Spring Semester 2010 we will be \$62,900 in the red (Dry Fork
47 originally said they would contribute \$75, 000, CCC \$50,000, Water Resources \$50,000) SCC did not
48 receive contributions as of today from either programs. AVT and JOM are in good shape with \$12,000.
49

50 **NEW BUSINESS:**

51
52 **Vacancy Selections:** Child Care Providers: Bruce Sun Child made a motion to hire all three applicants;
53 Karen Anderson, Sandra Clark, Wanita Deserly. Russell Gopher seconded the motion. Motion Carried.
54
55 **Mission Statement:** Final Reading, Larry Morsette Jr. made a motion to approve the Mission Statement.
56 Motion Seconded by Tim Rosette. Motion Carried.
57
58 Jim Swan: Accepted the contract, correction on date November 16, 2009 – end on November 15, 2010.
59 Bruce Sun Child made a motion to negotiate a bid on the evaluations. Tim Rosette seconded the motion.
60 Motion Carried, Tim Rosette abstaining vote.
61
62 **TRAVEL:** Tim Rosette made a motion to approve all travel. Bruce Sun Child seconds the motion.
63 Motion Carried.
64
65 a. TED WHITFORD – ANA Meeting, March 18 – 23, 2010 – Phoenix, Arizona
66 b. JEWEL WHITFORD – ANA Meeting, March 18 – 23, 2010 – Phoenix, Arizona
67 c. SOPHIA ALVAREZ - Woksape Oyate Project Meeting – January 12 – 13, 2010 –
68 Denver, Colorado
69
70 **DATE OF NEXT MEETING:** January 26, 2010 at 1:00 p.m.
71
72 **ADJOURN:** Tim Rosette made a motion to adjourn. Motion Seconded by Tim Rosette Sr. Motion Carried.

Appendix III – Articulation Agreement



**MONTANA STATE UNIVERSITY
NORTHERN**

COPY

March 3, 2009

ARTICULATION AGREEMENT

Offered collaboratively by

MONTANA STATE UNIVERSITY-NORTHERN

and

STONE CHILD COLLEGE

(Associate of Arts Degree –Human Services Psychology Option)

For

**BACHELOR OF ARTS DEGREE
IN COMMUNITY LEADERSHIP**

I. SCOPE OF THE PROGRAM

Montana State University - Northern (MSUN) and Stone Child College (SCC) hereby establish an articulation agreement leading to a Bachelor of Arts Degree in Community Service. The degree will be conferred by MSUN.

II. LENGTH OF AGREEMENT

This agreement will begin Fall Semester 2009. The parties to this agreement commit to offering this program until it is dissolved by mutual agreement. An annual evaluation of the program will be conducted.

III. COURSE ARTICULATION

Students completing the **Associate of Arts Degree in Human Services – Psychology Option** at SCC will be granted 65 semester credits toward a Bachelor of Arts degree in Community Service at MSUN. Students completing the Associate of Science degree will have the general education requirements satisfied. Courses being transferred must have a grade of C- or higher in order to be utilized in the articulation agreement. Upon completion of the following program courses as shown in **Exhibit A** and the MSUN graduation requirements, a Bachelor of Arts degree in Community Service will be awarded. Students must have 39 credits at the upper division (300/400) level and 120 semester credits to complete the degree program. **Exhibit B** provides an overview of degree requirements.

Page 1 of 5



EXHIBIT A: Required Program Courses

Program Courses to be completed at Northern		Credits
BUS 215	Managerial Planning in Not-For-Profit Enterprises	3
BUS 445	Managing the Not-For-Profit Organization	3
CMSV 260	Foundations of Non Profit Service	3
CMSV 301	Concepts in Community Leadership	3
CMSV 310	Grants	3
CMSV 350	Conflict Management	3
CMSV 355	Assessment and Design Community Programs	3
CMSV 360	Evaluation of Community Based Programs	3
CMSV 401	Seminar in Community Leadership	3
CMSV 498	Cooperative Education	6
SPCH 240	Small Group Organizational Communication	3
SPCH 310	Organizational Communication	3
WRIT 338	Public Relations Writing	3
	Minor	30
	Program Courses to be taken at MSUN	42
	General Education to be taken at MSUN	0
	Transferred Program Courses	30
	Transferred General Education	35



EXHIBIT B: Overview of Equivalencies

<i>Program Requirements</i>	<i>SCC Equivalencies</i>	
BUS 215 Managerial Planning in Not-For-Profit Enterprises		
BUS 455 Managing the Not-For-Profit Organization		
CMSV 101 Introduction to Community Leadership (CAT IV Gen Ed)	HS 150 Human Services	3
CMSV 260 Foundations of Non Profit Service		
CMSV 301 Concepts in Community Leadership		
CMSV 302 Community Service Research		
CMSV 310 Grants		
CMSV 350 Conflict Management		
CMSV 401 Seminar in Community Leadership		
CMSV 498 Cooperative Education		
WRIT 101 College Writing (CAT I Gen Ed)	WRIT 101 College Writing	3
ENGL 338 Public Relations Writing		
Language (French, Spanish, German, OR Native American)	NASL 100 Cree Language I	3
	NASL 105 Cree Language II	3
SOSC 201 Introduction to Social Science (CAT IV Gen Ed)	SOC 101 Introduction to Sociology & PSYX 230 Developmental Psychology	6
SPCH 240 Small Group Organizational Communication		
SPCH 310 Organizational Communication		
Advisor Approved Electives and Minor	AD 155 Introduction to Addiction Studies	3
	HS 190 Interviewing Skills	3
	HS 230 Chippewa-Cree Family Agency Dynamics	3
	HS 265 Case Management in Native Communities	3
	PSYC 265 Social Psychology	3
	SOC 285 Race and Ethnic Relations	3
	PSYC 250 or AD 250	3
	PSYC 270 Abnormal Psychology	3



IV. TUITION AND FEES

Tuition will be billed to each student at MSUN's prevailing cost-per-credit rate for all courses.

Application and admission information:
Montana State University-Northern
Admissions Office
P.O. Box 7751
Havre, MT 59501
(800) 662-6132

V. ADMISSIONS POLICY AND REQUIREMENTS

Admission requirements for MSUN are as follows:

- 1) Completed MSUN Application for Admission
- 2) \$30 non-refundable "one-time" application fee
- 3) In order to be in compliance with Montana state law, all degree seeking students or students carrying more than seven (7) credits, who are born on or after January 1, 1957 must show proof of two vaccinations against measles and one against rubella; "or" show documentation from a physician with dates of illness of having contracted measles and rubella; "or" file a notarized medical or religious exemption.
- 4) An official academic transcript from **all** accredited universities, colleges, and vocational technical centers attended. (Official college transcripts must be sent to the Admissions Office in a sealed envelope directly from the institution.)
- 5) Students transferring to MSUN must have a minimum cumulative transferable grade point average of 2.0 from all colleges or universities previously attended.

VI. FINANCIAL AID

All enrolled students are eligible to apply for financial aid at MSUN. Each student's situation will be evaluated on an individual basis. Students must apply for financial assistance through MSUN's Financial Aid Office.

VII. CONTACT INFORMATION

Admissions: 1-800-662-6132 ext. 3704
Advising: 1-800-662-6132 ext. 3760
Registrar: 1-800-662-6132 ext. 3703
Financial Aid: 1-800-662-6132 ext. 3787
College of Arts & Sciences: 1-800-662-6132 ext. 3735
Katherine Williams ~ Community Service
1-800-662-6132 ext. 3522, kwilliams@msun.edu
Carol Reifschneider ~ Chair, Arts & Science
1-800-662-6132 ext. 4126 reifschneider@msun.edu



ARTICULATION AGREEMENT APPROVAL COVER SHEET

Participating institution(s) STONE CHILD COLLEGE
(Associate of Arts Degree in Human Services –
Psychology Option)
Articulated Program COMMUNITY SERVICE
Degree/Credential BACHELOR OF ARTS
Effective Dates Start: Fall Semester 2009 Renew: Spring Semester 2011
[X] New Agreement [] Renewal/Revised

The undersigned have read and concur with the applicable policies and procedures for the attached articulation agreement.

MSU – Northern

Katherine Williams - Program Instructor

Carol Reifschneider - Chair, Arts & Science

Shauna Albrecht - Advising Coordinator

Steve Jamruszka - Registrar

Dr. Joseph P. Callahan - Provost

Dr. Rolf Groseth - Chancellor
Frank Trocki

Stone Child College

Anri Johnstone - Program Instructor

Cory Sangrey - Dean of Academics

Melody Henry - President

Appendix IV – Student Evaluation

Stone Child College Student Evaluation of Course and Instructor

To the Student:

The following questionnaire has been designed to provide student feedback to instructors and to make program improvements. Please respond to the following statements by indicating your opinion about this course and instructor.

Course Dept/ Number: _____ **Instructor:** _____

Directions: For each item, circle or fill-in the answer.

Which of the following best describes your reason for taking this course?

1. It was required
2. It was an elective
3. Other, please specify: _____

How often do you attend this class?

1. Always 2. Most 3. Sometimes 4. Seldom

How many hours outside of class do you preparing (ex. Homework, studying for tests, etc.) for this class each week? _____

How many semesters have you been a student at SCC? _____

Directions: For each item, place an X in the box that best fits your opinion. Please use the comments section to make any additional remarks about the course.

Part I: Student Evaluation of Course	SA = Strongly Agree (4)	A = Agree (3)	D = Disagree (2)	SD = Strongly Disagree (1)	N/A (0)
1. The course requirements were clearly stated in the syllabus.					
2. Progression of the course was logical from start to finish.					
3. The total amount of material covered in the course was reasonable.					
4. The course content was up-to-date/current.					
5. The textbook was useful.					
6. The supplemental learning materials were useful.					
7. The presentation tools were effective.					
8. The assignments were meaningful and worthwhile.					
9. The course objectives matched what was taught.					
10. The course was sufficiently challenging.					
11. I would recommend this course to a friend.					

Part II: Evaluation of Student Development	SA = Strongly Agree (4)	A = Agree (3)	D = Disagree (2)	SD = Strongly Disagree (1)	N/A (0)
1. I learned a great deal in this course.					
2. I can apply what I have learned in this course to work in my future career.					
3. I was motivated to put a great deal of effort into this course.					
4. This course helped me to express my ideas more clearly.					
5. I can more independently critique my own work/progress as a result of what I learned in this course.					

Part III: Student Evaluation of Teaching	SA = Strongly Agree (4)	A = Agree (3)	D = Disagree (2)	SD = Strongly Disagree (1)	N/A (0)
1. The instructor was prepared for class.					
2. The instructor regularly stated and ended class on time.					
3. The instructor was knowledgeable in subject area.					
4. The instructor communicated effectively.					
5. The instructor encouraged student participation.					
6. The instructor treated students with respect and courtesy.					
7. The instructor used teaching methods well-suited to the course.					
8. The instructor made all assignments clear.					
9. The instructor returned tests and assignments promptly.					
10. The instructor was available to give help outside of class.					
11. The instructor stimulated intellectual and/or artistic curiosity.					
12. The instructor followed the course syllabus.					
13. The instructor was fair in evaluating and grading student work.					
14. I would take another course with this instructor.					

Additional Comments:

Appendix V – Faculty Evaluation

Stone Child College – Administrative Evaluation of Faculty

Purpose/Goal Statement, to assess and evaluate the quality of instruction, teaching methods, Chippewa Cree cultural values; to ultimately meet the mission statement of Stone Child College.

1. **Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.**
2. **Improve professional performance and student learning.**
3. **To identify and assist employees whose professional performance is unsatisfactory and for whom remediation is needed.**

The Dean of Academics has the responsibility of evaluating faculty performance. The administrative evaluation consists of four (4) parts in the ongoing assessment of faculty performance. All faculty members will be evaluated yearly.

1. Student Evaluations – students will complete a course evaluation each semester that will evaluate a course in three parts
 - a. Student evaluation of course
 - b. Student development in course
 - c. Instructor’s teaching of course

Results will be summarized and shared with the faculty member.

2. Self Assessment – faculty members will complete a portfolio that will include
 - a. Teaching philosophy
 - b. Teaching goals and methods/activities for achieving them; how do you strive for teaching excellence in your classes
 - c. Teaching effectiveness

At the end of each semester, the portfolio will be updated with implementations or successes as applied to philosophy, activities/trainings attended, enhancements made to teaching and alternative teaching objectives and methods.

3. Peer Evaluation – a faculty member will be assigned another faculty member to evaluate by the end of September each academic year. Evaluation will be based on instructor’s strengths and weaknesses, course content, content appropriateness, relationship to student learning outcomes, student skill-development, methodology effectiveness and how Chippewa Cree language and or culture is promoted in the classes.
 4. Yearly Review – the Dean of Academics will conduct yearly reviews of each full time instructor during Spring Semester. The review will be based on:
 - a. Portfolio
 - b. Student evaluations
 - c. Academic performance – see component details listed
 - d. Faculty obligations as stated in each faculty contract
 - e. Observance of one class by Dean of Academics
-

Academic Performance will be evaluated using the following components*:

- A. Planning and Preparation
 - 1. Demonstrated Knowledge of Content
 - 2. Clear Instructional Goals
 - 3. Coherent Instruction
- B. Classroom Environment
 - 1. Establishing, Managing and Maintaining a Positive, Student-focused Learning Environment
 - 2. Establishing a Culture for Learning
- C. Instruction
 - 1. Communicating Clearly and Accurately
 - 2. Demonstrating Sensitivity for Diversity in Teaching and in Relationships with Students and Community
- D. Professional Responsibilities
 - 1. Maintaining Accurate Records
- E. Growing and Developing Professionally
 - 1. Remaining Current in Subject Area(s), Theories, Practice, Research and Ethical Practice
- F. Leadership
 - 1. Participating in Activities within the School Community to Improve Curriculum and Instructional Practice
 - 2. Participating in Professional and/or Community Organizations
- G. Advising – Academic advising assists students in developing educational plans, overcoming educational problems and increases student retention. Evaluation of each faculty member’s advising duties includes:
 - 1. Advisee Load
 - 2. Advisee Certificate/Degree Completion Rate
 - 3. Student Evaluation of advising activities

**Adapted from Enhancing Professional Practice: A Framework for Teaching. Charlotte Danielson, ASCD 1996.*

Peer Evaluation Protocol

The SCC faculty peer evaluation is an important part of the yearly faculty evaluation process. *The goal of peer evaluation at SCC is to maintain and strengthen the quality of instruction, establish strong mutually respectful ties among faculty members, offer positive suggestions for improvement and evaluate performance and growth over time for purpose of rehire.* The SCC Peer Evaluation Protocol and Guidelines will be followed and the Peer Evaluation Form on pages 5 and 6 will be completed by the evaluator and returned to the Dean of Academics.

Evaluator _____

Faculty Member to be Evaluated _____

The following protocol shall be used for completion of the peer evaluation:

Step 1 Planning Session. Prior to the class observation there should be a discussion between instructor and the peer evaluator to review the instructor's course syllabus, course content and student learning outcomes, objectives/goals of the specific class observed, if there is specific course content the observer should pay special attention to and the sequencing relevance within the semester. Schedule the time to attend one of their classes. If the evaluator has class at the same time, arrange for a substitute or make other arrangements for class that day/time.

Step 2 Classroom Observations. The observation is a minimum of eighty (80) minutes. If additional time is necessary to complete the evaluation, additional time may be scheduled. Be familiar with the Peer Evaluation Form prior to classroom observation. Descriptive and specific comments should be placed in context, be professional, and be collegial. Examples should support statements. Comments should be written clearly to enable both the instructor and others to understand their meanings.

Step 3 Post-Observation Session. Within five (5) calendar days of observing the class, the evaluator and the instructor should meet to discuss the class. Suggested issues to discuss can include (but are not limited to) the following:

- Teaching effectiveness
- Asking questions of the instructor to determine whether or not the goals of the class were achieved
 - Was this a typical class?
 - What was your impression of how it went?
 - What's your impression of how well you achieved your goals for the class?
- Discussion about possible changes that can be achieved
- Discussion of possible improvements for the class

Step 4 Report to the Dean of Academics. Submit the completed Peer Evaluation Form and any additional comments to the Dean of Academics within five (5) calendar days of the post-observation session.

SCC Peer Evaluation Guidelines

1. Treat the faculty member with courtesy and respect.
2. Comment on the performance, not the person.
3. Focus on evaluation measures.
4. Aim for balance and completeness in pointing out strengths and problem areas.
5. Comment on specific examples of strengths and problem areas.
6. Aim to help the faculty member improve future teaching.
7. Do not make vague, global comments or debate over un-resolvable values or beliefs.
8. Discussions and documentation are **confidential**. All results are for the evaluator, faculty member and approved SCC administrators and not intended for a wider audience.
9. Make sure observer knows where to sit and whether or not they should take part in class.
10. The observer should be introduced to the class and the purpose and role explained.

SCC PEER EVALUATION FORM

Instructor: _____ Class: _____

Date of Classroom Observation: _____ Time of Evaluation: _____

Evaluator: _____

Measure	Not Observed	Needs Improvement	Meets Expectation
Clarity of Instructional Goals			
Connection of Goals to Student Learning Outcomes			
Clarity of Academic Standards			
Knowledge of Course Content			
Suitability of Course Content for Diverse Students			
Knowledge of Resources for Students			
Interaction with Students			
Use of Learning Activities/Materials			
Clear and Accurate Speech/Lecture			
Use of Appropriate Technology			
Adjusts Instruction to Ability Levels			
Encourages Students to Develop Inquiry Skills			
Maintains Accurate and Updated Student Records			

SCC PEER EVALUATION FORM – Narrative Section

Please comment on the strengths of the instructor:

- 1.
- 2.
- 3.

Please comment on the areas identified for improvement:

- 1.
- 2.
- 3.

Next steps based on observation developed during post-observation session. Identify one or two specific areas to learn more about or continue developing in. For example, fill in blanks with the following statements:

- As a result of this observation and discussion, I would like to work on improving my skills in the following areas _____
- As a result of this observation and discussion, I plan to learn more about _____ and apply that learning to my teaching.

1)

2)

Evaluator: _____ Signature: _____

Instructor Observed: _____ Date: _____

DEAN OF ACADEMICS YEARLY REVIEW FORM

Faculty Member: _____ Course(s): _____

Dean of Academics: _____ Date: _____

Score Summary

U=Unsatisfactory B=Basic P=Proficient D=Distinguished (defined in Appendix A)				
Portfolio	Student Evaluations	Academic Performance	Contractual Obligations	Class Observance by Dean of Academics

A.	Portfolio	U	B	P	D

- Educational/Teaching Philosophy*
- Student Evaluation Summaries*
- Peer Evaluations*
- Research, Publications, Grants, Other Creative Endeavors*
- College Involvement and Community Service*
- Student Support Activities*
- Cultural Activities Attended*
- Trainings/Workshops Attended*
- Courses Taught*
- Supportive Documentation for Successes of Goals*
- Comments:*

B.	Student Evaluations	U	B	P	D

- Student Evaluation of Course*
- Evaluation of Student Development*
- Student Evaluation of Teaching*
- Comments:*

C. Academic Performance

C.1	Demonstrating Knowledge of Content	U	B	P	D

- Knowledge of Content*
- Knowledge of Prerequisites*
- Knowledge of Content-Related Pedagogy*
- Knowledge of Inquiry and Exploration*
- Knowledge of Technology*

Comments:

C.2	Setting Instructional Goals	U	B	P	D

Clarity and Academic Standards
Suitability for Diverse Students
Independent Practice
Clarity of Instructional Goals
Connection of Goals to Student Learning Outcomes
Comments:

C.3	Coherent Instruction	U	B	P	D

Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure
Professional Research
Comments:

C.4	Establishing, Managing and Maintaining a Positive, Student-focused Learning Environment	U	B	P	D

Instructor Interaction with Students
Student Interaction
Comments:

C.5	Establishing a Culture for Learning	U	B	P	D

Environment
Enthusiasm
High Expectations
Comments:

C.6	Communicating Clearly and Accurately	U	B	P	D

Directions and Procedures
Spoken and Written Language
Communicating with Technology
Comments:

C.7	Demonstrating Sensitivity for Diversity in Teaching and in Relationship with Students and Community	U	B	P	D

Prior Knowledge
Cultural Connections
Community Participation
Classroom Climate
Equity and Fairness
Cultural Integrations
Comments:

C.8	Maintaining Accurate Records	U	B	P	D

Completion of Assignments
Student Progress
Non-instructional Records
Submits required Academic Paperwork On Time
Comments:

C.9	Remaining Current in Subject Area(s), Theories, Practice, Research and Ethical Practice	U	B	P	D

Professional Reading
Professional Discussion
Professional Research
Comments:

C.10	Participating in Activities within the School Community to Improve Curriculum and Instructional Practice	U	B	P	D

Relationship with Colleagues
Service to SCC
Participation in SCC Programs
Comments:

D.	Advising	U	B	P	D

Advisee Load
Advisee Certificate/Degree Completion Rate
Student Evaluation of Advising Activities
Comments:

Faculty Evaluation Acknowledgment

My signature below indicates I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Instructor Signature

Date

I understand that I have a right to attach a written explanation to my evaluation if I disagree with the content.