

**Northwest Commission on
Colleges and Universities**

**Standard One:
Mission, Core Themes, Goals and Outcomes**

STONE CHILD COLLEGE



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March 2011

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Introduction

This Year One Report contains an overview of the Stone Child College Mission, Core Themes and Expectations and indicators of achievement of respective Core Themes.

Stone Child College is a tribally controlled community college 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 with approximately 3,427 Chippewa Cree tribal members residing on the reservation and 2,843 residing off reservation.

Stone Child College was established by tribal leaders in 1984 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 educational opportunities for the Rocky Boy's community and surrounding areas.

Stone Child College is a growing institution with a clear Mission, Core Themes and Expectations. The Mission statement was under review for three years and finalized in December 2009 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. These five Guiding Principles are a consistent and clear fit as Core Themes to be analyzed in the year one self-evaluation report.

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 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 were in need of improvement. As such, these four recommendations are addressed in this Year One Report.

Institutional Context

Stone Child College (SCC) is a tribally controlled community college that was chartered by the Chippewa Cree Tribal Business Committee in 1984. As a tribal college, SCC's Mission is to deliver post-secondary education to the Rocky Boy community and surrounding areas. The SCC Mission also provides for student access for educational training needs through accredited certificates and degree programs for transfer, workforce entry, continuing and developmental education. SCC serves the approximately 3,427 people residing on the Rocky Boy's Indian Reservation and has extended outreach to the local communities in Hill County. 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 408 students enrolled each semester. Class sizes vary with an average student-teacher ratio of 15:1. SCC employs approximately 15 part-time instructors and 10 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 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.

Preface

Brief Update on Institutional Changes since Last Report

The Stone Child College (SCC) institutional changes since the Spring 2010 Focused Interim Report include the following: 1) the adoption and implementation of the faculty evaluation plan, 2) the monitoring and documentation efforts for analyzing and utilizing assessment results for program improvements, and 3) the grand opening ceremony for the SCC Little Bear Gymnasium which houses classrooms, gymnasium and fitness facilities. The college joined the other six (6) TCU's in the state forming the Montana Tribal College Basketball League.

The Stone Child College (SCC) Faculty Evaluation Plan gained final approval by the Board of Regents at their meeting on September 28, 2010. The implementation process began during the fall 2010 semester with the Student Course/Instructor Evaluation instrument that was conducted by the Academic Office staff. The process will continue with the peer-evaluations, the portfolios assessment and evaluations conducted by the Dean of Academics.

Response to Recommendations

1. **Recommendation 1** – The committee recommends that Stone Child College finalize assessment plans for all certificate programs (Standard 2.A.3).
 - a. Student learner outcomes for certificate programs were revised to make assessment more straightforward (see Appendix I).
 - b. Assessment plans have been updated for certificate programs and data is being collected.
2. **Recommendation 2** – The committee recommends that Stone Child College 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).

SCC conducts student surveys each semester and the following service, degrees and certificates were implemented as a result of the survey data analysis:

- a. **Child Care Center** – SCC students frequently have problems with child care and Stone Child College is addressing this problem in the current 2010 -2011 school year. SCC has been fortunate to secure a building that will serve as an additional child care center. The additional space will allow for an increase of child care services available to the students at SCC.
- b. **Child Care Center Professional Development** - Trainings for SCC Child Care Center caregivers were conducted in May and July, 2010. There were nine (9) individuals that participated in each literacy training activity. The favorable training evaluation results will be used to plan further follow-up training and activities. The program staff will develop a plan to implement an emergent reading program for the two centers during the Fall 2010 semester.
- c. **Degrees/Certificates** – Health Promotion, Health Care Administration, researching Teacher Education (4 yr. online), Physical Fitness and Water Quality
- d. **Orientation** – The timeliness of orientation was evaluated and analysis of our findings enabled student services to provide a more efficient orientation for students at the Spring 2010 Orientation.
- e. **Registrar** – The accuracy of student records and timeliness of transcript requests was evaluated and analysis of our findings enabled the

Registrar/Admissions Office to provide complete and accurate student files and the processing of transcripts in a timely manner.

- f. **Study Nights** – Tutoring is available to the students at SCC. Each week students meet at SCC to receive help with homework and study for exams.
 - g. **Extended Library Hours** – The library is open for extended hours to assist students with their studies. The librarian provides tutors that are available to the students on an as needed basis.
3. **Recommendation 3** – The committee recommends that the General Education Learner Outcomes be accessible and assessed (Standard 2.B.2, 2.C).
- a. The Dean of Academics and faculty have met consistently and made major progress on this recommendation. All general education outcomes were rewritten in a format where we can better analyze and track data. An assessment plan was completed in Summer 2010 with input from faculty and a consultant. The faculty commenced data collection during the Fall 2010 and Spring 2011 semesters and reviews assessment data at each faculty meeting. The overall assessment plan includes putting all data to action by June 2011 for the first year outcomes data. (Appendix II)
4. **Recommendation 4** – The committee recommends that the faculty evaluation plan gain final approval and be implemented in fall 2010 (Standard 4.A.5, Policy 4.1).
- a. The faculty evaluation plan was developed and gained final approval in July 2010. The plan is adapted from Charlotte Danielson's book – *Enhancing Professional Practice: A Framework for Teaching*. Faculty evaluations will take place on a yearly basis and are based on the following: 1) Student Evaluations, 2) Self Assessment, 3) Peer Evaluation, 4) Yearly Review focused on academic performance, class observances, faculty contracts and portfolio. The faculty evaluation plan was implemented in Fall 2010. (Appendix III)

Date of Most Recent Review of Mission and Core Themes

The most recent reviews of the SCC mission and core themes took place on September 3, 2010, October 22, 2010 and November 19, 2010. The SCC Assessment and Accreditation committee met on September 3, 2010 to review the mission and guiding principles and prepare for the Year One Self-Evaluation Report. It was noted that the guiding principles fit seamlessly into the core theme format that was required in the Year One Report. As such, the committee decided to slightly revise each guiding principle into a core theme format that included indicators and benchmarks.

The committee met again on October 22, 2010 to review and approve the core themes. After approval of the core themes by the committee, each core theme was further discussed in length with a focus on possible indicators. The committee set a timeline to prepare indicators for each core theme focusing on current courses, projects and all other information necessary for the Year One Report.

Chapter One: Mission, Core Themes, and Expectations

Section I: Standard 1.A

Stone Child College 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.

Stone Child College Fulfillment of Mission Statement

Section II breaks each SCC core theme into objectives and indicators which will be used to assess fulfillment of the Mission statement and identify areas for improvement and accomplishment.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The data collected will be used to assess achievement of objectives and therefore Mission fulfillment. Benchmarks will be subsequently developed based on historical trends and minimum acceptable threshold of performance on indicators. SCC will track and analyze 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 using the following practices:

- Assessment record book system
- 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.

Section II: Standard 1.B

Core Theme 1

Stone Child College will provide Chippewa Cree language, culture and history preservation and promotion to the students and community.

One of the primary motivations and vision for originally establishing Stone Child College was to preserve the history of the Chippewa Cree people and Rocky Boy's Indian Reservation. To meet the Stone Child College vision of preserving history, core theme 1 was established as a guiding principle and to foster opportunities for continuing Chippewa Cree culture in perpetuity.

Objective 1.A	Indicators
Stone Child College offers at least one (1) Chippewa Cree language class each semester for students and the community.	Number of Chippewa Cree language courses offered each semester, as listed in college catalog and semester schedule.
	Student enrollment in Chippewa Cree language courses each semester, as recorded by Registrar.
	Completed student evaluations, as recorded and reported by instructor.
	Increase in Chippewa Cree language use by students and community members.

Objective 1.B	Indicators
Stone Child College coordinates and plans at least ten (10) Chippewa Cree culture workshops and activities for students and the community each semester.	Number and type of Chippewa Cree culture workshops offered each semester, as listed in the special topics listings and Tribal newsletter.
	Enrollment in Chippewa Cree culture workshops offered each semester recorded by the Registrar and instructor.
	Attendance at cultural activities recorded by each facilitator.
	Completed surveys and/or evaluations, as recorded and reported by facilitators.
	Increase in proper cultural practices by students and community members.

Objective 1.C	Indicators
Stone Child College organizes and builds Chippewa Cree history institutional repositories that can be accessed by students and community members.	Purchase and conservation of Chippewa Cree culture books in the SCC library and archives measured by number of books in library collection and archives as recorded by SCC Librarian.
	Library plan for continual procurement of Chippewa Cree culture books.
	Other SCC projects and activities focused on organizing and building institutional

	repositories of Chippewa Cree history measured by type and number of projects and activities tracked by a curriculum development coordinator.
	Library records sign in sheets, registration sheets and evaluation forms.
	Enhancement of student and community knowledge of Chippewa Cree history.
	Master document list of the storage archives.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of Core Theme 1

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 courses offered each semester for students and community. The SCC Registrar keeps all student enrollment data for courses offered each semester and provides accurate data for measuring indicators of Objective 1.A and 1.B. 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 1, it is imperative to know the number of courses being offered and enrollment in each course. Additionally, opportunity and enrollment indicators for Chippewa Cree culture workshops and activities are a fitting means to assess whether SCC is meeting Core Theme 1. These indicators demonstrate SCC dedication to Core Theme 1 as well as student and community engagement in preserving Chippewa Cree culture.

The SCC Librarian maintains updated records of Chippewa Cree cultural books and DVDs available to the students and community.

SCC is committed to upholding one of the original visions of preserving Chippewa Cree history when it was originally established. Conserving books and organizing projects for Chippewa Cree history repositories also establishes SCC's commitment to Core Theme 1. SCC already displays past projects in hallways and other display areas because of the vital importance of seeing visual representations of culture to all who pass through including students, visitors and community members.

Core Theme 2

Stone Child College will provide tribal organizations with training in staff development, planning, research and other needed services.

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 and attend meetings that support tribal organization staff development, planning, research and other needed services.

Objective 2.A	Indicators
Stone Child College provides tribal organizations with at least 10 staff development and planning trainings and/or services each year.	Agendas, sign-in sheets, flyers and listing of workshops & course sessions led by SCC and/or held at SCC.
	Meetings attended by SCC staff led by or held at tribal organizations tracked by SCC Registrar and other staff.
	Completed surveys and/or evaluations, as recorded and reported by facilitators.
	Improvement and/or enhancement of tribal organization staff and services provided.

Objective 2.B	Indicators
Stone Child College provides community based research activities and guidance for research activities in the community.	Institutional Review Board (IRB) protocol and procedure development.
	Number of research projects supported in the community.
	Number of research protocols reviewed by the SCC IRB.
	Number of research grant applications completed.
	Community development and/or improvements from research activities.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of 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.A 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.

Objective 2.B indicators will provide data to support the SCC commitment to increasing community based research that will benefit the Rocky Boy’s Indian Reservation and surrounding areas.

Core Theme 3

Stone Child College will provide opportunities for collaborating with other institutions and agencies in furthering the interests of the college and community.

Core theme 3 evolved as part of the Mission of Stone Child College to provide education 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.

Objective 3.A	Indicators
Stone Child College develops and/or maintains at least ten (10) articulation agreements with other higher education institutions on a continual basis.	Number of current articulation agreements tracked by Dean of Academics.
	Number of newly developed articulation agreements tracked by Dean of Academics.
	Number of students matriculating to other institutions based on articulation agreements tracked by Student Support Services.

Objective 3.B	Indicators
Stone Child College plans and conducts at least six (6) programs each year for students to visit and/or transition to Bachelor's Degree programs.	Number of visits to other institutions and agencies as evidenced by tracking sheets and accounting records for travel assistance.
	Number of students participating in visits to other institutions and agencies as evidenced by tracking sheets and accounting records for travel assistance.
	Number of programs provided by SCC to assist students with transition to Bachelor's Degree programs.
	Number of students transitioning to Bachelor's Degree programs.

Objective 3.C	Indicators
Stone Child College applies, develops and/or implements at least fifteen (15) grant projects in collaboration with other institutions and agencies.	Number of grant applications involving collaboration with other institutions and/or agencies tracked by the Foundations and Research Office.
	Number of newly funded grant developed projects involving collaboration with other institutions and/or agencies tracked by the Foundations and Research Office.
	Current number of grant projects involving collaboration with other institutions and agencies tracked by the Foundations and Research Office of SCC.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of Core Theme 3

Both of the indicators for Objective 3.A demonstrate SCC's dedication to Core Theme 3. 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.

Transitional program and activity tracking is an accurate method for assessing Objective 3.B. Activity and participation levels demonstrate staff and student engagement and support of the SCC Mission and Core Theme 3. SCC is committed to providing more opportunities for student transition to Bachelor’s Degree programs and will respond to student and faculty interest when planning visit or transition programs.

Tracking grant applications and funded grants and projects involving collaboration with other agencies and institutions are appropriate measures for ensuring definite progress towards Objective 3.C. Having a robust and well-managed grant application and implementation structure with successful collaborations provides future capacity for student involvement with research. It also provides a basis for strong relationships with other institutions and the potential for SCC to provide additional services to the community.

Core Theme 4

Stone Child College will contribute to increased efficiency of programs and student achievement through continual assessment.

Using assessment to continually improve SCC programs and gauge student achievement is an important part of providing evidence of program quality and ensuring student achievement. SCC’s assessment activities help to fulfill the Mission and the core value statement – “Preserving the Past, Educating the Present, Planning for the Future.”

Objective 4.A	Indicators
<p>Stone Child College conducts strategic planning and goal setting processes on a yearly, continual basis.</p>	<p>Completion of SMART Goal setting by SCC departments recorded and reported by the Assessment Coordinator.</p>
	<p>Reviews and updates of SCC Strategic Plan recorded by Strategic Plan Committee.</p>
	<p>Number of strategic planning and goal setting processes each year held for SCC staff recorded by agendas and attendee tracking.</p>
	<p>Completed Assessment Record Book Form C by each academic program collected and reported by Assessment Coordinator.</p>
	<p>SCC program revisions and/or enhancements based on strategic planning and goal setting processes.</p>

Objective 4.B	Indicators
<p>Stone Child College applies assessment results and conducts continuous improvement in all identified areas.</p>	<p>Completion and analysis of SCC staff satisfaction survey results compiled by the Assessment Coordinator.</p>
	<p>Completion and analysis of community-wide needs assessment by contractor reported back to SCC administration.</p>
	<p>Reported changes in curriculum and other identified areas based on community-wide needs assessment recorded by Dean of Academics.</p>
	<p>Reported changes in areas identified by SCC staff satisfaction survey results reported by SCC Administration.</p>
	<p>Completion and analysis of general education outcome assessment plans by faculty recorded by Dean of Academics.</p>
	<p>Reported changes based on general education outcome plans evidenced in curriculum, catalog, syllabi and other identified areas recorded by Dean of Academics.</p>
	<p>Completion of faculty evaluation on a yearly basis by Dean of Academics.</p>
	<p>Reported changes based on faculty evaluation evidenced in curriculum, catalog and syllabi recorded by the Dean of Academics.</p>

Objective 4.C	Indicators
<p>Stone Child College conducts assessment of financial resources available to support academics, technology and service oriented programs on a yearly basis.</p>	<p>Amount disbursed for faculty and staff salaries and fringe tracked by the Business Manager.</p>
	<p>Endowment amount tracked by the Foundations & Research Department.</p>
	<p>Amount spent on classroom technology tracked by the Dean of Academics.</p>
	<p>Number of grant applications tracked by the Foundations & Research Department.</p>

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of Core Theme 4

Indicators related to application of assessment results, strategic planning and goal setting processes are especially important at SCC; these processes provide direction and evidence of program improvement and achievement of student success. Gathering data on

these indicators and updating strategies and goals strengthens SCC programs. Use of data gathered from these processes also enables SCC to base program changes on measurable, quality outcomes. Teaching is enhanced using faculty evaluation results and helps build a more consistent process of academic program improvement. Gathering and analyzing needs assessments completed by the community also provides a documented means of identifying areas for change as well as areas of success.

Core Theme 5

Stone Child College will provide the students with a life-long learning oriented environment focused on students, leadership and community service.

At SCC, fostering a life-long learning environment is a key part of reinforcing the Mission and values of the college. Providing areas for continual leadership enhancement and community service can help improve student retention, graduation rates and encourages connection with the community.

Objective 5.A	Indicators
<p>Stone Child College supports and develops a student-centered environment.</p>	Adequate classroom space for all scheduled classes.
	Classrooms will have updated, appropriate technology available.
	Student enrollment size recorded by the Registrar and Dean of Academics.
	Student-teacher ratios recorded by the Registrar and Dean of Academics.
	Number of student focused activities held each semester (career fairs, health fairs, etc.) recorded by Student Support Services, Registrar or other facilitator(s).
	Retention programs (child care, transportation, sports, etc.) offered by SCC evidenced by number of programs, staff and students involved each semester.
	Student learning outcomes reviewed and revised for courses.
	Graduation and drop-out rates.
	Graduate exit survey.
	Changes and/or enhancements to support a student-centered environment based on graduate exit surveys, student learning outcomes and other feedback mechanisms.

Objective 5.B	Indicators
<p>Stone Child College provides at least six</p>	<p>Number of student leadership programs on campus (AISES, AIBL, etc.) tracked</p>

(6) leadership opportunities for students each academic year.	by program advisors and/or facilitators.
	Number of students involved in SCC leadership programs and activities tracked by program coordinators/advisors.
	Number of leadership activities (meetings, conferences, etc.) each semester tracked by program coordinators/advisors.
	Student representation on the SCC Board of Regents recorded by meeting notes and Board membership list.

Objective 5.C	Indicators
Stone Child College supports and develops at least five (5) community service activities for students each academic year.	Number of community service activities held by SCC each academic year tracked by advisors and/or facilitators.
	Number of students participating in community service activities held at SCC each academic year recorded by advisors and/or facilitators.
	Number of newly developed community service activities supported by SCC each academic year.

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of Core Theme 5

Indicators related to a student-centered environment, leadership and community service are vital to SCC because they are direct measures of student retention and success. SCC is able to provide small classes with low student-teacher ratios which is significant for both retention and success in the classroom. Other leadership programs at SCC also provide for increased student involvement and leads to continued academic opportunities and community service.

Retention has been an ongoing, identified dilemma at SCC and there is a continued commitment to use outcome and data driven indicators to reduce student drop-out rates.

Conclusion

The Year One Self-Evaluation Report presents the SCC Mission, core themes, response to recommendations and other updates since the last report. To assess Mission fulfillment, each core theme has objectives with listed indicators. The SCC accreditation and assessment committee reviews indicators to evaluate performance and determine future direction. Each core theme can be tied back to the Mission and core value system at SCC which is – “Preserving the Past, Educating the Present, Planning for the Future”- and cultivates continual work on the college’s Mission.

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 has developed the core theme system based on Guiding Principles relating to Mission fulfillment based on the new accreditation process. All core themes address the Mission and associated indicators will measure acceptable threshold of performance for benchmarks in subsequent yearly reports. SCC will be better able to direct resources and attention to areas where indicator measures do not meet acceptable performance and will subsequently better serve SCC students and the community. SCC aims to successfully demonstrate institutional performance at or above performance threshold benchmarks. SCC also intends to demonstrate continued progress with indicator outcome measurement development to better demonstrate accomplishment of each core theme objective.

This Year One Self-Evaluation Report provides a basis for development of future reports, indicators for benchmark setting and evidence that SCC is dedicated to better serving students and the community.

Appendix I Student Learner Outcomes – Certificate Programs

A. Certificate – Construction Technology

Intended Educational (Student) Outcomes:

1. Demonstrate skills required to –
 - a. read and sketch construction drawings
 - b. construct basic framing structures
 - c. perform basic carpentry tasks
 - d. lay out foundations
2. Practice safety procedures and skills to operate metal working tools, sanding machines, portable power tools, and table saws.
3. Demonstrate basic skill in using computer aided drafting software.
4. Solve problems which require technical math skills for solution.

B. Certificate – Physical Fitness Training

Intended Educational (Student) Outcomes:

1. Describe the components necessary to develop health living and exercise programs.
2. Explain and define health, wellness, and physical education topics.
3. Choose appropriate protocols in prevention, assessment, treatment, rehabilitation, and emergency care of athletic injuries.
4. Describe the structure and functions of human body systems.

C. Certificate – Pre-Engineering Assistant

Intended Educational (Student) Outcomes:

1. Use computer aided drafting software.
2. Perform survey work including –
 - a. layout
 - b. topographical leveling
 - c. differential leveling
 - d. Transfer of elevations from one benchmark location to another
3. Solve problems which require trigonometry and calculus for solution.
4. Apply fundamental physics laws and concepts.

Appendix I
Student Learner Outcomes – Certificate Programs

D. Certificate - Forestry

Intended Educational (Student) Outcomes:

1. Demonstrate first aid & CPR safety practices as demonstrated by receiving first aid card.

2. Describe the principles, concepts and terminology of forest ecology.

3. Demonstrate basic techniques of surveying in a forest environment.

Appendix II

General Education Learner Outcomes Assessment Plan

Stone Child College General Education Outcomes Assessment Guide

Developing a General Education Outcome assessment plan is important for ensuring students are receiving the best preparation possible and maintaining accreditation at Stone Child College. Please keep in mind our initial efforts should be more modest.

Assessment Plan

The assessment plan submitted to the Dean of Academics should include the following:

- Assessment Management Structure
 - Clearly defined roles of who is responsible for the following:
 - Data gathering
 - Interpretation
 - Presentation
 - Action
- Expected Competencies
 - Discipline-specific knowledge, skills and abilities
 - Communication skills
 - Problem-solving skills
- Additional goals
 - Other desired outcomes
- Plan for Gathering and Summarizing Data
 - Description of data collection and how the data will be managed. Plan on collecting a more limited data set using both qualitative and quantitative sources. See the appendix for a list of possible data sources. The summary will be used to plan future coursework and program planning; it is not a publically shared document and will highlight key findings.

Assessment Report

An assessment report will be completed annually by faculty and the Dean of Academics. The report should describe the types of data gathered, how data was shared with faculty (include meeting dates and attendance) and changes based on data. Please describe new assessments due to any changes.

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 1 Demonstrate the fundamental skills of written communication.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
ENGL 101 English Composi- tion I	Last paper	Rubric	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. English faculty 2. Assigned team 3. Assigned 4. English faculty
NAS 101 History of the Indians in U.S.	Third paper	Rubric	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. NAS faculty 2. Assigned team 3. Assigned 4. NAS faculty

Timeline Outcome 1

ENGL 101	Completed by Date
Data Gathering	December 17, 2010
Interpreting/Analysis	Spring Semester 2011
Reporting	March 25, 2011
Data to Action	Fall Semester 2011

NAS 101	Completed by Date
Data Gathering	February 17, 2011
Interpreting/Analysis	February 18, 2011 – March 18, 2011
Reporting	March 25, 2011
Data to Action	Fall Semester 2011

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 2 Develop the skills of oral communication.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
SPE 101 Speech	Videotape of final speech	Checklist	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. SPE faculty 2. Assigned team 3. Assigned 4. SPE faculty

Timeline Outcome 2

SPE 101	Completed by Date
Data Gathering	Spring Semester 2011
Interpreting/Analysis	Spring Semester 2011
Reporting	Beginning Fall Semester 2011
Data to Action	Fall Semester 2011

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 3 Demonstrate the fundamental skills of computation.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
M 121 College Algebra	Algebra Test	Benchmark of 70% test questions correct	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. Math faculty 2. Assigned team 3. Assigned 4. Math faculty
M 145 Mathematics for Liberal Arts	Test	Benchmark of 70% test questions correct	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. Math faculty 2. Assigned team 3. Assigned 4. Math faculty

Timeline Outcome 3

M 121	Completed by Date
Data Gathering	July 25-28, 2010
Interpreting/Analysis	July 29, 2010
Reporting	Beginning of Fall Semester 2010
Data to Action	Fall Semester 2010

M 145	Completed by Date
Data Gathering	May 2-5, 2011
Interpreting/Analysis	May 6, 2011
Reporting	Beginning Fall Semester 2011
Data to Action	Fall Semester 2011

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 4 Exhibit the fundamental skills of scientific inquiry.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
BIOS 101 General Biology with Lab	Assessment Quiz end of Chapter 1	Multiple choice answer comparison, pre-post quiz	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. BIOS faculty 2. Assigned team 3. Assigned 4. BIOS faculty
PSYC 110 Introduc- tion to Psychology	Scientific Inquiry Quiz end of Chapter 2	Multiple choice answer comparison, pre-post quiz	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. PSYC faculty 2. Assigned team 3. Assigned 4. PSYC faculty

Timeline Outcome 4

BIOS 101	Completed by Date
Data Gathering	Fall Semester 2010
Interpreting/Analysis	Fall Semester 2010
Reporting	Beginning Spring Semester 2011
Data to Action	Spring Semester 2011

PSYC 110-Pre Quiz	Completed by Date
Data Gathering	Fall Semester 2010
Interpreting/Analysis	Fall Semester 2010
Reporting	Beginning Spring Semester 2011
Data to Action	Spring Semester 2011
PSYC 110-Post Quiz	Completed by Date
Data Gathering	February 3, 2011
Interpreting/Analysis	February 2, 2011
Reporting	February 25, 2011
Data to Action	Fall Semester 2011

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 5 Examine Native American history and culture.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
NAS 101 History of the Indians in the U.S.	Third paper	Checklist	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. NAS faculty 2. Assigned team 3. Assigned 4. NAS faculty
HUM 213 Chippewa and Cree Religion & Philosophy	Reaction paper to cultural event	Checklist	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. HUM faculty 2. Assigned team 3. Assigned 4. HUM faculty

Timeline Outcome 5

NAS 101	Completed by Date
Data Gathering	April 7, 2011
Interpreting/Analysis	April 8, 2011
Reporting	April 15, 2011
Data to Action	May 9, 2011

HUM 213	Completed by Date
Data Gathering	April 7, 2011
Interpreting/Analysis	April 8, 2011
Reporting	April 15, 2011
Data to Action	May 9, 2011

Appendix II
General Education Learner Outcomes Assessment Plan

Outcome 6 Utilize computer skills, such as spreadsheets, databases, word processing and presentation software to organize, manage, interpret and communicate information.

Course	Data Source	Measurement Instrument	Assessment Step	Faculty Responsible
CAPP 120 Introduction to Computers	Final Exam	Benchmark of 70% of test questions correct	1. Data Gathering 2. Interpreting/Analysis 3. Reporting 4. Data to Action	1. CAPP faculty 2. Assigned team 3. Assigned 4. CAPP faculty

Timeline Outcome 6

	Completed by Date
Data Gathering	May 2-5, 2011
Interpreting/Analysis	May 6-9, 2011
Reporting	Beginning of Fall Semester 2011
Data to Action	Fall Semester 2011

Appendix III Faculty Evaluation Plan

Stone Child College – Administrative Evaluation of Faculty

The goal of administrative evaluation of faculty is to ultimately meet the mission of Stone Child College by:

- 1. Influencing, establishing and sustaining a school culture conducive to continuous improvement for students and staff.**
- 2. Improving professional performance and student learning.**
- 3. Identifying and assisting employees with areas recognized as needing improvement.**

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. Educational/Teaching Philosophy
 - b. Peer Evaluations
 - c. Research, Publications, Grants, Other Creative Endeavors
 - d. Trainings/Workshops Attended
 - e. Courses Taught
 - f. Supportive Documentation for Goal Completion

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 courses.
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

Appendix III Faculty Evaluation Plan

- c. Academic performance – see component details listed
 - d. Faculty obligations as stated in each faculty contract
 - e. Observance of two classes by Dean of Academics with at least one additional walk through with the College President
-

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.

Appendix III Faculty Evaluation Plan

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

Appendix III Faculty Evaluation Plan

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.

**Appendix III
Faculty Evaluation Plan**

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			

**Appendix III
Faculty Evaluation Plan**

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.

FOR INSTRUCTOR TO COMPLETE: 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: _____

Appendix III Faculty Evaluation Plan

Classroom Observance and Walkthrough Protocol

The classroom observance by the Dean of Academics is an important part of the yearly faculty evaluation process. The goal of classroom observance is to:

1. Use assessment to inform and improve instruction
2. Establish a Culture for Learning
3. Engage all Students in Learning

Each faculty member will have two classes observed by the Dean of Academics each year (once per semester) with an additional walkthrough once each semester by the Dean of Academics and College President.

The following protocol shall be used for the formal classroom observance completed by the Dean of Academics:

1. Pre-Observation meeting - The Dean of Academics will meet with the faculty member to review the Classroom Observation Data Form and schedule a time for the formal observation.
2. Each observation is for an entire class period and will take place typically mid-semester or three-quarters of the way through the semester.
3. Post-Observation meeting - The Dean of Academics will complete the Classroom Observation Data Form, on pages 8-9, and discuss results with faculty in a post-observation session to be completed within one (1) week of each classroom observation.

The following protocol shall be used for the classroom walkthrough completed by the Dean of Academics and College President:

1. Faculty is aware that the unscheduled classroom walkthroughs will take place each semester.
2. The Dean of Academics and College President shall complete the walkthroughs.
3. Each walkthrough is for 15-20 minutes and will take place once each semester.
4. The Dean of Academics and College President will complete a walkthrough data form, on pages 10-12, and provide a copy of the walkthrough notes to each faculty member. Any questions or comments for the faculty member will be shared with the faculty member through appropriate means (e-mail/phone/in person.)
5. The Dean of Academics and College President will select two of the walkthrough measures to focus on at each walkthrough.

Appendix III Faculty Evaluation Plan

SCC CLASSROOM OBSERVATION DATA COLLECTION FORM

Instructor: _____ Class: _____

Date of Classroom Observation: _____ Time of Evaluation: _____

Dean of Academics: _____

CRITERIA*

SCORE BASED ON APPENDIX A RUBRIC

*(Refer to Dean of Academics Yearly Review Form
Section C. Academic Performance)

C.1 DEMONSTRATING KNOWLEDGE OF CONTENT	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
C.2 SETTING INSTRUCTIONAL GOALS	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
C.3 COHERENT INSTRUCTION	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished

Appendix III Faculty Evaluation Plan

C.4 ESTABLISHING, MANAGING AND MAINTAINING A POSITIVE, STUDENT-FOCUSED LEARNING ENVIRONMENT	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
C.5 ESTABLISHING A CULTURE FOR LEARNING	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
C.6 COMMUNICATING CLEARLY AND ACCURATELY	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
C.7 DEMONSTRATING SENSITIVITY FOR DIVERSITY IN TEACHING AND IN RELATIONSHIP WITH STUDENTS AND COMMUNITY	U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished

**SCC WALKTHROUGH
DATA COLLECTION FORM**

**Appendix III
Faculty Evaluation Plan**

Instructor: _____ Class: _____

Date of Walkthrough: _____ Time of Walkthrough: _____

Dean of Academics: _____

College President: _____

DEMONSTRATING KNOWLEDGE OF CONTENT

|-----|-----|
Not Observable Clearly Observable

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

Evidence

SETTING INSTRUCTIONAL GOALS

|-----|-----|
Not Observable Clearly Observable

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

Evidence

**Appendix III
Faculty Evaluation Plan**

COHERENT INSTRUCTION

|-----|-----|
Not Observable Clearly Observable

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

Evidence

ESTABLISHING, MANAGING AND MAINTAINING A POSITIVE, STUDENT-FOCUSED LEARNING ENVIRONMENT

|-----|-----|
Not Observable Clearly Observable

- Instructor Interaction with Students
- Student Interaction

Evidence

Appendix III Faculty Evaluation Plan

DEAN OF ACADEMICS YEARLY REVIEW FORM

Faculty Member: _____ Course(s): _____

Dean of Academics: _____ Date: _____

Score Summary

U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished	<i>(as defined in Appendix A)</i>
Portfolio	Student Evaluations	Contractual Obligations	Class Observance(s) of Academic Performance	

A.	Portfolio	U	B	P	D

Educational/Teaching Philosophy
Peer Evaluations
Research, Publications, Grants, Other Creative Endeavors
Trainings/Workshops Attended
Courses Taught
Supportive Documentation for Goal Completion
Comments:

B.	Student Evaluations	U	B	P	D

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

Appendix III Faculty Evaluation Plan

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:

Appendix III Faculty Evaluation Plan

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
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:

Appendix III Faculty Evaluation Plan

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

Student Evaluation of Advising Activities
Comments:

E.	Additional Evidence (see table below)
----	--

Measure	Number Completed/Rate
Advisee Load	
Advisee Certificate/Degree Completion Rate	
Research, Publications, Grants, Other Creative Endeavors	
Trainings/Workshops Attended	
Courses Taught	
Supportive Documentation for Goal Completion	

**Appendix III
Faculty Evaluation Plan**

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.

Appendix III Faculty Evaluation Plan

APPENDIX A DEAN OF ACADEMICS YEARLY REVIEW RATING DEFINITIONS

A. Portfolio

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Educational Philosophy	Instructor displays little understanding of educational philosophy or does not include one in portfolio.	Instructor displays basic understanding of educational philosophy and some content is incomplete.	Instructor's educational philosophy captures career aspirations and demonstrates solid understanding of content.	Instructor's educational philosophy serves as a guide to inspire their teaching career and captures positive aspirations. Acts as a centerpiece around which all of decisions rotate.
Peer Evaluations	Instructor demonstrates need for improvement in most measures.	Instructor meets expectation in most measures.	Instructor meets expectation in all measures with a plan for next steps.	Instructor meets expectation in all measures, has constructive strengths identified and has a well thought out plan for next steps.

B. Student Evaluations

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Student Evaluation of Course	Instructor receives all ones (1) in Part I of the student evaluation.	Instructor receives a mix of twos (2) and threes (3) with more threes (3) in Part I of the student evaluation.	Instructor receives mostly threes (3) with some fours (4) in Part I of the student evaluation.	Instructor receives all fours (4) in Part I of the student evaluation.
Evaluation of Student Development	Instructor receives all ones (1) in Part II of the student evaluation.	Instructor receives a mix of twos (2) and threes (3) with more threes (3) in Part II of the student evaluation.	Instructor receives mostly threes (3) with some fours (4) in Part II of the student evaluation.	Instructor receives all fours (4) in Part II of the student evaluation.
Student Evaluation of Teaching	Instructor receives all ones (1) in Part III of the student evaluation.	Instructor receives a mix of twos (2) and threes (3) with more threes (3) in Part III of the student evaluation.	Instructor receives mostly threes (3) with some fours (4) in Part III of the student evaluation.	Instructor receives all fours (4) in Part III of the student evaluation.

Appendix III Faculty Evaluation Plan

C. Academic Performance

C.1 Demonstrating Knowledge of Content

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Instructor makes content errors and/or does not address student misconceptions.	Instructor displays basic content knowledge but cannot articulate connections within the content or with other content areas.	Instructor displays solid content knowledge and makes connections within the content or with other content areas.	Instructor displays extensive content knowledge and makes connections within the content and with other content areas. Instructor demonstrates continuing pursuit of such knowledge.
Knowledge of Prerequisites	Instructor displays little understanding of prerequisite knowledge important for student learning.	Instructor indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Instructor's plans reflect understanding of prerequisite relationships among topics and concepts.	Instructor actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Instructor does not search for best practice based on current research, or chooses not to use best practice.	Instructor is aware of best practice based on current research and attempts to use these strategies.	Instructor searches for and implements best practice based on current research and consistently uses these strategies.	Instructor is a leader in searching for best practice based on current research and consistently uses these strategies and shares them with others.
Knowledge of Inquiry and Exploration	Lessons and activities are not designed to allow students the opportunity to solve problems and explore ideas.	Lessons and activities are sometimes designed to allow students the opportunity to solve problems and explore ideas.	Instructor consistently allows all students the opportunity to solve problems and explore ideas.	Lessons and activities are consistently designed to allow all students the opportunity to solve problems as well as initiate further investigations.
Knowledge of Technology	Instructor does not use technology or provide learning opportunities that apply technology.	Instructor sometimes uses technology and attempts to provide appropriate learning opportunities that apply technology.	Instructor uses technology to support teaching and learning and provides appropriate learning opportunities that apply technology.	Instructor easily uses technology for a variety of purposes and provides extensive, appropriate learning opportunities that apply technology.

Appendix III Faculty Evaluation Plan

C.2 Setting Instructional Goals

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Clarity and Academic Standards	Instructional goals are not clear and have no relationship to academic standards.	Instructional goals are moderately clear in their relationship to academic standards.	Instructional goals are clear and related to academic standards with instructional strategies and time as variables.	Instructional goals are designed to meet academic standards and instructor articulates the relationship between goals and instruction.
Suitability for Diverse Students	Goals reflect only one type of learning and one discipline.	Goals reflect several types of teaching and learning but no effort at coordination or integration.	Goals reflect several different types of teaching and learning including opportunities for integration either through academic study or vocational experience.	Goals take into account the varying learning needs of individual students or groups.
Independent Practice	Independent practice activities are unrelated to standards and/or will not result in students' progress toward standards.	Independent practice activities are somewhat related to standards. Some practice activities will result in students' progress toward standards but this is not consistent.	Practice activities are clearly aligned to standards with the student as worker and the instructor as coach. Activities will result in student progress toward standards.	Practice activities are clearly aligned to standards with choices available to students based on student interest and students' progress toward and beyond standards.
Clarity of Instructional Goals	Goals either are not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear. Some goals do not permit viable methods of assessment.	Goals are clear and permit viable methods of assessment.	All goals are clear and describe what students will learn and they permit viable methods of assessment.
Connection of Goals to Student Learning Outcomes (SLOs)	Goals are not clearly connected to SLOs.	Only some goals are clearly connected to SLOs.	Goals are clearly connected to SLOs and will support the achievement of some SLOs.	All goals are clearly connected to SLOs and will support the achievement of all SLOs.

C.3 Coherent Instruction

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not relevant to instructional goals.	Some of the learning activities are relevant to	Learning activities are highly relevant to instructional	Learning activities are highly relevant to instructional

Appendix III Faculty Evaluation Plan

	They do not follow an organized progression, are not connected and do not reflect academic standards.	instructional goals. Progression of activities in a unit is uneven, with some activities that are connected and reflect academic standards.	goals. They progress coherently, produce a unified whole and reflect academic standards.	goals. They progress coherently, produce a unified whole and reflect academic standards.
Instructional Materials and Resources	Materials and resources do not support instructional goals or engage students in meaningful learning.	Some of the materials and resources support instructional goals, and some engage students in meaningful learning.	Materials and resources (including appropriate technology) support instructional goals.	All materials and resources (including appropriate technology) support instructional goals and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are suitable to the instructional goals and offer some variety.	Instructional groups are varied as appropriate to the needs of students. Tasks for groups are well organized.	Instructional groups are varied as appropriate to the needs of students. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic.	The lesson or unit has a recognizable structure. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable and allow time for student reflection.	The lesson or unit structure is clear and allows for different pathways according to student needs.
Professional Research	Lessons do not reflect best practice.	Some lessons are based on research of best practice.	Lessons reflect professional research and best practice.	Lessons reflect recent professional research and best practice. Action research is used to plan lessons.

C.4 Establishing, Managing and Maintaining a Positive, Student-focused Learning Environment

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Instructor Interaction with Students	Instructor interaction with some students is	Instructor-student interactions are generally	Instructor-student interactions demonstrate	Instructor demonstrates caring and respect for

Appendix III Faculty Evaluation Plan

	negative, demeaning, sarcastic or inappropriate to the culture of the students. Students exhibit disrespect for the instructor.	appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' culture. Students exhibit minimal respect for the instructor.	warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the instructor.	individual students. Students exhibit respect for the instructor as an individual. The respect goes beyond what would be expected because of the teacher's role.
Student Interaction	Student interactions are characterized by conflict, sarcasm and put-downs.	Students do not demonstrate negative behavior toward one another and communication with each other is minimal.	Student interactions are polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

C.5 Establishing a Culture for Learning

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Environment	Environment does not encourage inquiry or exploration.	Instructor creates an environment that encourages some inquiry and exploration.	Instructor creates an environment that encourages meaningful inquiry and exploration.	Instructor creates an environment that fosters a high degree of inquiry and exploration by students.
Enthusiasm	Instructor conveys little enthusiasm for the subject.	Instructor conveys some enthusiasm for the subject.	Instructor conveys genuine enthusiasm for the subject.	Instructor conveys high degree of enthusiasm reflected in students active participation, curiosity and attention to detail.
High Expectations	Rigorous standards are applied inconsistently with low expectations for student success.	Rigorous standards are applied more consistently with an expectation for student success.	Rigorous standards are consistently applied to all students with high expectations for their success.	Rigorous standards and high expectations are reflected consistently and thoroughly in all learning activities.

C.6 Communicating Clearly and Accurately

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Instructor directions and procedures are unclear and lack appropriate level of detail.	Instructor directions and procedures are sometimes clear. Some directions have an appropriate level of detail.	Instructor directions and procedures are clear to students and contain an appropriate level of detail, including the	Instructor directions and procedures are clear and detailed, including the use of rubrics, examples and models. The

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			use of rubrics, examples and models.	instructor is able to anticipate possible student misunderstandings.
Spoken and Written Language	Instructor's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many errors in grammar and syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Instructor's spoken language is mostly audible and written language is legible. Both are used correctly but somewhat limited.	Instructor's spoken and written language is clear and correct. Vocabulary is appropriate and varied.	Instructor's spoken and written language is correct and expressive with a well-chosen vocabulary that enriches each lesson.
Communicating with Technology	Instructor does not use technology for communication or demonstration.	Instructor sometimes uses technology for communication and/or demonstration.	Instructor uses e-mail to communicate with students and colleagues for demonstration.	Instructor regularly uses e-mail to communicate with students and colleagues and expertly uses technology for demonstration.

C.7 Demonstrating Sensitivity for Diversity in Teaching and in Relationship with Students and Community

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Prior Knowledge	Instructor ignores students' prior knowledge, experiences, interests and the diversity in the classroom.	Instructor occasionally makes an attempt to make connections to students' prior experiences and interests. He/she acknowledges the diversity in the classroom.	Appropriate attention is paid to classroom diversity, connections to students' prior knowledge, experience and interests.	Instructor creates an environment in which students are encouraged to make and share connections to their prior knowledge, experiences and interests. Diversity is acknowledged and celebrated.
Cultural Connections	Instructor does not connect learning to a variety of cultures. Statements connecting the learning to cultures may be incorrect or stereotypical.	Instructor occasionally connects learning to a variety of cultures.	Instructor connects learning to a variety of cultures consistently, accurately and without stereotyping.	Instructor connects the learning to a variety of cultures and motivates students to continue exploring connections independently.
Community	Instructor does not	Instructor shows an	Instructor	Instructor reaches

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Participation	incorporate community participation in classroom lessons and/or activities.	interest in incorporating community participation when it is relevant to learning but is unsure about how to access community involvement.	incorporates community participation when it is relevant to learning.	out to the community to involve community members in the classroom and in the school as a whole.
Classroom Climate	The climate in the classroom is not accepting of all students and students do not feel that their voices are heard as important members of the classroom.	The climate is accepting of some students. There is an attempt to include all students, but there may be some inconsistency in the treatment of students from time to time.	The instructor maintains a climate that supports and encourages all students.	The instructor maintains a climate that supports and encourages all students and recognizes that individual experiences, beliefs and values are valid contributions to the learning process. There is a sense of respect and responsibility within the group.
Equity and Fairness	Students in the classroom are not treated with equity and fairness. The instructor responds to students inconsistently.	The instructor is aware of the need for treating all students equitably but responds inconsistently in some situations.	The instructor demonstrates equity and fairness when interacting with students.	The instructor treats all students with equity and fairness. There is a sense in the classroom that the teacher will respond in a consistent manner to all students.
Cultural Integrations	The subject matter is geared to a single culture without regard for the diversity of the classroom or school.	There is some integration of a variety of cultures in the curriculum.	The instructor draws from a wide variety of cultures and groups to demonstrate key concepts, theories and principles related to the subject matter.	The instructor draws from a wide variety of cultures to enhance the curriculum and reinforces the students' own cultural heritage in the instructional process and encourages students to discover for themselves how understanding a variety of cultures can enrich lives.

C.8 Maintaining Accurate Records

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Elements	Unsatisfactory	Basic	Proficient	Distinguished
Completion of Assignments	The instructor has no system for keeping track of student assignments. Records are disorganized or incomplete.	Instructor has a system for keeping track of some assignments.	Instructor uses a well-designed system including technology that enables both teacher and students to know at all times which assignments have been completed and which are still outstanding.	Instructor uses a well-designed system including technology that enables both teacher and students to know at all times which assignments have been completed and which are still outstanding. Students participate in the maintenance of records.
Student Progress	Instructor does not have a system for monitoring student progress toward standards. If there is a system in place, it is not well organized or consistently used.	Instructor sometimes uses a system for monitoring student progress toward standards.	Instructor has a system for monitoring student progress toward standards.	Instructor has a system for monitoring student progress toward standards. Students contribute information about their progress and are able to interpret their records of progress.
Non-instructional Records	Instructor does not have a system for keeping track of non-instructional records. Paperwork is in disarray, resulting in errors and confusion.	Instructor sometimes uses a system for keeping track of non-instructional records.	Instructor has a system for keeping track of non-instructional records.	Instructor has a system for keeping track of non-instructional records and students contribute to the maintenance.

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

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Professional Reading	Instructor does not use professional literature, school sponsored and other professional opportunities to increase his/her understanding of teaching and learning.	Instructor occasionally uses professional literature, school sponsored and other professional development opportunities to increase his/her understanding of	Instructor frequently uses professional literature, school sponsored, attendance at national and local conferences, job shadowing and other professional development	Instructor uses journals and professional literature, school sponsored and other professional development opportunities to increase his/her understanding of

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		teaching and learning.	opportunities to increase his/her understanding of teaching and learning.	teaching and learning. He/she shares pertinent information and materials with others.
Professional Discussion	Instructor does not seek out opportunities to discuss theories, practices, research, educational technology and ethical practices with colleagues and/or is not prepared for such discussions when required.	When required, instructor participates in discussion of theories, practice, research, educational technology and ethical practices.	Instructor seeks out opportunities to discuss theories, practice, research, educational technology and ethical practices with colleagues and is prepared to have such discussions when required.	Instructor initiates conversations with colleagues regarding theories, practice, research, educational technology and ethical practices. He/she organizes faculty study groups and suggests topics and readings for such discussion.
Professional Research	Instructor does not attempt action research in the classroom and is not reflective about student responses to lessons. He/she does not examine student to evaluate whether or not instructional strategies have been effective.	Instructor attempts action research in the classroom and tries to be reflective about student responses to lessons. He/she examines student work to evaluate whether or not instructional strategies have been effective.	Instructor makes a systematic attempt to conduct action research in the classroom. He/she is reflective about students responses to lessons and examines student work to evaluate whether or not instructional strategies have been effective.	Instructor conducts action research in the classroom and initiates school wide reflection and discussion about action research and best practice. He/she is reflective about student responses to lessons and skillfully examines student work to evaluate whether or not instructional strategies have been effective.

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

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Relationship with Colleagues	Instructor's relationships with colleagues are negative or self-serving.	Instructor maintains cordial relationships with colleagues to fulfill the duties that the college requires.	Instructor participates actively in assisting other educators. Colleague relationships are supportive and collaborative.	Support and collaboration characterize relationships with colleagues. Instructor takes initiative in assuming positive leadership among

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				the faculty.
Service to SCC	Instructor avoids becoming involved in college events and does not complete any of the 10 cultural hours per semester.	Instructor participates in college events when specifically asked and completes some, but not all of the 10 cultural hours per semester.	Instructor participates in and supports college events that contribute to the college and community and completes all 10 cultural hours per semester.	Instructor volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of college life. Completes more than the required 10 cultural hours per semester.
Participation in SCC Programs	Instructor avoids becoming involved in college events.	Instructor participates in college and SCC programs when specifically asked.	Instructor is frequently available for college and SCC programs.	Instructor volunteers to participate in college and SCC programs, making a substantial contribution and assumes a leadership role in a major college or SCC related project.

D. Advising

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Student Evaluation of Advising Activities	No discussion of student identified important (score of three [3] or four [4]) topics in Part I and mix of ones (1) and twos (2) with mostly ones (1) in Part II.	Discussed some but not all of student identified important (score of three [3] or four [4]) topics in Part I and mix of threes (3) and twos (2) with mostly threes (3) in Part II.	Discussed student identified important (score of three [3] or four [4]) topics in Part I and mostly fours (4) in Part II.	Discussed all student identified important (score of three [3] or four [4]) topics in Part I and all fives (5) in Part II.