

THE STONE CHILD COLLEGE'S COMPREHENSIVE ASSESSMENT AND EVALUATION PLAN

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PREFACE

BACKGROUND INFORMATION

At the time of the Stone Child College (SCC) Self Study visit by Northwest Association of Schools and Colleges in April, 1998, SCC did not convince the evaluation team that there was an assessment plan in place. This may have been due to the change-over in staff, in particular the Dean of Academics position and the President's position over the seven years prior to the accreditation visit. Following is a breakdown of these two positions during that time period:

President

Peggy Nagel -1983 to 1991

*Bert Corcoran -1991 to 1992

Peggy Nagel - 1992 to 1993

*Edward Stamper -1993 to 1994

Peggy Nagel - August 1994 to December 1994

Luanne Belcourt - January 1995 to May 1996

Steve Galbavy - June 1996 to 2004

Melody Henry - November 2004 to present

*Acting President

Dean of Academics

Lydia Sutherland - 1984 to 1992

Janet Belcourt - 1992 to 1994

Steve Galbavy - 1994 to 1996

Robert Small - 1996 to 2003

Nathaniel St.Pierre - 2003-2006

Cory Sangrey - 2006 to present

President Nagel was given an educational leave of absence to complete her doctoral degree at the University of Washington which necessitated putting on Interim Presidents (Mr. Corcoran and Mr. Stamper) in place during her absence.

Upon President Nagel's return from University of Washington, she was met with an unfortunate accident and died on December 14, 1994. This created a shuffle in key personnel. Luanne Belcourt, institutional Planner and author of the 1994 SCC Assessment Plan was moved into the President position, Janet Belcourt took another position elsewhere shortly thereafter, and Assistant Dean of Academics, Steve Galbavy was hired as the Dean until President Belcourt resigned and then he was hired as the President.

All of this shifting of positions created a burden on the college and the staff which needed to be trained and retrained for each position. In certain stages of this personnel shuffle, documentation of assessment may have also suffered. There was little time for long range planning or for looking back to gauge our progress.

For more than 20 years, tribal colleges have voluntarily participated in the accreditation process although many tribal college leaders are concerned about whether non-Indian accreditation evaluators can properly evaluate tribal institutions and their unique missions. It is important for the reader to understand the differences between a Tribal College and mainstream institutions. The two most noticeable differences are our Mission Statement which is directly tied to our tribal culture and our funding structure which is sub-standard in comparison to mainstream institutions. Both of these elements play a key role in assessment.

Unlike many mainstream institutions, we try to incorporate our culture into our curriculum and maintain open enrollment. It is our cultural belief that we should never turn our backs on any person, especially our tribal members. Every person should be afforded the opportunity to receive an education and we will do everything possible to help that person succeed.

Stone Child College has been successful over the years at putting certain elements in place that have improved our success through assessment. Good examples of this are; free transportation to and from school, free daycare services, and free tutorial services provided for all of our students. We also provide student stipends and scholarships for as many of our students as we can afford. Many of these student services were added after assessing the reasons our (earlier) students were withdrawing from school.

Within our Mission Statement, we state that we will assist in the preservation of our native language and culture. It is our belief that our students will learn academic skills in a cultural setting and in many cases be more successful learners. We feel that our students will learn more with materials that are familiar to them as opposed to those that are foreign to them. Accordingly, we are preserving our language and culture so that our students can pass it down to their children and grandchildren. It is also our belief that, self-identification as a Native American can only be obtained through knowledge of our culture and traditions.

While still chronically under-funded, we have made substantial progress. When we first started, Stone Child College had 26 students and held classes in trailers, church basements, the elementary school cafeteria or wherever we could find space. Most of our courses were taught in the evening and on weekends. We now have three spacious buildings, a daycare facility, and average 225 students per semester.

The accreditation evaluation team had no problems with our facilities. It is important for the reader to see where we have been, which at times has put a burden on the overall college budget, and where we are today. Tribal colleges are among the youngest institutions in the nation, and they have tackled huge educational problems with less resource than any other institutions of higher education.

Tribal colleges and many other institutions are under pressure to demonstrate their success. With increasing numbers of high school graduates who cannot read and decreasing performance on standardized tests, the public has demanded more accountability from educational institutions. Funding agencies use criteria such as graduation rates and efficiency, which can be very subjective. With Welfare Reform causing many welfare recipients to attend college and our open enrollment, using such criteria could be damaging to tribal colleges.

One might say; "drop the open enrollment and only accept students that can score high on your entrance exam". What does this do to the welfare recipient that dropped out of high school ten years ago, to have a child? What does this do to the first generation college student that comes to us from low-income families that cannot afford reading and/or

educational materials in the home? It is against our beliefs to turn away these students and not give them the opportunity to an education or a better life for their family.

Over the years we have been assessing certain elements of the institution. In 1994, a formal assessment plan was developed, but with the turnover in several key personnel this assessment plan was not fully utilized.

Since our last visit from Northwest Commission on Colleges and Universities, President Henry has put together an assessment team that has been meeting very consistently in developing the following plan. The makeup of the committee for academic year 2011-13 consists of Ann Johnstone - Human Services Faculty, Eric Shulund, Mathematics Faculty, Steve Galbavy, Developmental Studies Faculty, Helen Windy Boy, Librarian, Gaile Torres - Registrar, Clarice Morsette - Dean of Student Services, Cory Sanqrey - Dean of Academics, Barbara Bacon, Assessment Coordinator, Avis Rock, Business Office Representative and Melody Henry - President.

In developing a plan that is conducive to Stone Child College, we used the 1994 SCC Assessment Plan, studied several other tribal college assessment plans, and used *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness* by James O. Nichols as our guides.

Title III funding allowed the college to staff a full-time person to oversee all assessment within the institution. We feel that with a full-time staff that can devote their entire time to assessment, there would be no limits to the improvements that could be made within our institution.

Mission Statement

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

Core Values

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

Vision

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

Guiding Principles

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

The Stone Child College Comprehensive Assessment and Evaluation Plan

Abstract

The Stone Child College Comprehensive Assessment and Evaluation Plan (CAEP or the Plan) is the guiding document for the evaluation of institutional effectiveness at the College. It defines the organizational scheme for the evaluation of all operations and outlines strategies for assessing the extent to which the mission is achieved. Each educational program of the academic department has developed philosophies and learner outcome statements that are reflected in the SCC catalog. The Comprehensive Assessment and Evaluation Plan will assign ongoing assessment and implementation responsibilities into the beginning of the twenty-first century.

I. INTRODUCTION

Northwest Accreditation requests a documented ongoing assessment plan for Stone Child College. The Stone Child College self-study for the 1998 Northwest Accreditation review revealed that implementation of previous assessment plans and goals have been erratic. The Stone Child College assessment committee has been assigned responsibility for assessment design and implementation. The assessment committee makeup will include three faculty members, college president, the assessment coordinator, and selected department heads. The committee membership is for one year with the exception of the president and the assessment coordinator, who will be permanent members of the committee.

Detailed outcomes for the academic department, student services department, and administration have been developed to fulfill current institutional and student needs. This is an ongoing process with the outcomes describing how the intended results will be achieved, evaluated, assessed, and used to make improvements in Stone Child College's programs. Pertinent files of all assessment activities and results will be kept by the assessment coordinator's office, dean of academic's office, and the registrar's office for departmental access. Applicable portions of assessment activities and results will be kept in affected departmental programs.

II. DESCRIPTION OF MODEL

An institutional effectiveness and outcomes assessment plan has been designed to show the college-wide relationships among the major activities of the SCC Board of Regents, SCC Strategic Planning, Director's Committee, departments, and programs. The flow charts and operational tables can be found in the addendum section of the plan.

Assessment includes the identification and administration of evaluation procedures and the measurement of the extent to which the desired results as defined in the outcomes were

obtained. Evaluation results will be disseminated to the appropriate offices for use in planning and making adjustments in programs and operations, and will be coalesced into an annual summative report every year. Feedback of the results are indicated by arrows in the flow charts.

III. **MANAGEMENT PLAN**

There are seven questions that need to be defined as the components of the comprehensive assessment and evaluation plan. The questions are:

1. What must be assessed?
2. Who does the assessing?
3. When is assessment done?
4. What is the system of prioritization?
5. How do assessment results flow among departments?
6. What provisions are there for feedback and use of results?
7. How is the Comprehensive Assessment and Evaluation Plan evaluated?

The assessment committee has reviewed the seven questions and determined the answers based on the assessment need of Stone Child College. Those answers to the seven questions are as follows:

1. What must be assessed?

Both objective and subjective data will be assessed (see Assessment Instruments and Use in Addendum). Assessments will be implemented at the department level and monitored by the assessment committee. The head of each department is responsible for guiding their staff members through the process of assessment. The assessment committee will determine what will be assessed.

2. Who does the assessing?

Insuring institutional effectiveness is the responsibility of every member of the college community. The leaders are members of the board of regents, the president, deans, directors, faculty and students. The intent is that those involved in a specific area will monitor the operations in that area and make the necessary changes for improvement. The assessment committees role is to oversee the assessment process.

3. When is assessment done?

The master calendar for assessment is based on an academic year, since the primary consideration of institutional effectiveness is the quality of education that the college provides. SCC uses two types of formal assessments-annual summative evaluations which is done during the Annual Summer Retreat and semester formative evaluations.

4. What is the system of prioritization?

The system of formative evaluation contained in this document is based on the need to complete reviews of the semester data. Thus - while all offices or programs submit monthly, bi-annual, and/or yearly reports - not all the elements in the plan need to be assessed on a yearly basis. A matrix was developed by the institution which indicates when assessments will be done for certain elements. An example of an element that is not assessed annually is the college catalog which is evaluated every two years.

As evaluations are completed and adjustments are made, the calendar for succeeding years will be defined. Conceptually, this represents a moving five-year frame. Perceptions from external entities such as accrediting agencies, external evaluators, auditors, graduate and professional schools, employers of our graduates, and the general public will be included in all assessments when appropriate.

5. How do assessment results flow among departments?

There is a hierarchal system for the flow of information that follows a "chain-of-command" or "distributive" model which mirrors the Stone Child College's organizational chart (see addendum.) The college Assessment Committee, for which there is representation of all departments, has met weekly up until February 2012 and will continue to meet on a monthly basis to view assessed information and make recommendations. In addition, college staff meetings are held on a monthly basis, Board of Regent meetings are held monthly, faculty meetings-monthly, and Student Services Department meetings are held weekly at which time decisions on the assessment results are disseminated.

6. What provisions are there for feedback and use of results?

Provisions for feedback and use of results will be explicitly stated in each outcome so the system becomes pro-active. Flow charts for reporting assessment results appear in the addendum to this assessment plan. The assessment committee will meet regularly to facilitate feedback and use of results. The college Board of Regents decide if recommendations are to be implemented.

7. How is the *Comprehensive Assessment and Evaluation Plan* evaluated?

This *Plan* is a dynamic document that will be evaluated annually in the summer and updated every semester by members of the assessment committee. Outcomes created at the department level will be modified as indicated in each outcome. Reports detailing accomplishments at each level will be reviewed by the assessment committee and recommendations made to the board of regents for appropriate action and implementation.

IV. OBJECTIVES

The major objectives are to:

1. Develop educational and administrative outcomes to be appended to the Comprehensive Assessment and Evaluation Plan;
2. Implement the Plan through two cycles under the auspices of the assessment committee, and;
3. Facilitate the development of an outcomes-oriented Tracking system designed to provide current data.

As indicated in **Assuring Institutional Effectiveness**, educational and/or administrative outcomes will be developed or revised on an annual or other basis as determined by each administrative department or program. The matrix and/or assessment record book developed by the departments will indicate activities, measurement instruments, time tables and results of the information gathered and use of the results from the assessment.

V. IMPLEMENTATION STRATEGIES

1. The assessment committee will meet on the second Tuesday of every month. The assessment committee will also meet at the conclusion of every semester to evaluate the information collected from the semester. The assessment committee will convene for a review of the academic year assessments to formulate a year-end report.
2. The curriculum committee will meet on the first Tuesday of every month. The curriculum will review assessment requirements of the general education and core program requirements.
3. On-going collection of data will continue by academics, student services, and administration. Reports will be utilized based on the data collected for each semester.
4. Department/program leaders will implement time lines and strategies for assessing at the beginning of every academic year (objectives to be announced during SCC Retreat).
5. Assessment committee will review and revise outcomes in consultation with the curriculum committee and the Student Services Staff in the summer of every year.
6. Assessment committee reviews outcomes, summarizes expected results, checks to determine which mission and goals are impacted, etc. and creates a final report for presentation to the Board of Regents, SCC staff, SCC faculty, and students.
7. When necessary, changes will be made as the result of the assessment plan. Those changes will have to be approved by the board of regents, and if necessary, approval will be requested from the commission on colleges.

VI. ACTIVITIES

A. Academics

1. Curriculum committee will develop assessment record books for the degree and certification programs. The assessment record books will be on file in the Dean of Academic's office, the academic department offices and in the Assessment Coordinator's office in notebook format (see addendum for example.)
2. Student satisfaction surveys of courses will be developed and evaluated at the conclusion of every semester. Copies of the results can be found in the assessment office, the Dean of Academic's office and the faculty offices.
3. Student evaluations of faculty will be done every semester in two courses based on the largest enrollment of the courses. Copies of the results can be found in the assessment coordinator's office and the Dean of Academic's office.
4. Formal administrative evaluations of the faculty will be done during the spring semester of every academic year. Copies of the results can be found in the Dean of Academic's office.
5. Program articulations will be developed with other institutions and agencies. The articulations will be on file in the Dean of Academic's office and the Registrar's office.

B. Student Services

1. Registrar's office will provide demographic information on students enrolled at Stone Child College to the academic department, student services department, and any other programs that need the information.
2. Registrar's office will provide mid-term and final grade distributions of all the courses for a semester to the academic department, student services department, and any other programs that need the information.
3. Registrar's office will provide student attendance information every week to the academic department, student services department, financial aid office, and any other programs that need the information.
4. Counselors will report contact assessments on students to the student services department. The information will be shared with other departments.

5. Scholarship and financial aid offices provide success/failure information.
6. Student Services will administer and disseminate COMPASS testing of the students to the academic department, student services department, and any other programs that need the information.
7. Student Services will conduct Career Fairs and orientation classes annually.

C. Administration

1. President will provide a timely audit report to the Board of Regents and all other entities that require the audit report.
2. Monitor the internal controls of the finances by establishing and implementing a comprehensive internal control plan.
3. Administrate staff and faculty development to provide the training necessary for the employees of the institution to stay abreast of the changes.
4. Raise the level of endowment finances for the institution and the endowment scholarships.
5. Promote and incorporate the community involvement in the institution.
6. Monitor each department to see that they promote and carry out the institutional mission statement.

VII. KEY PERSONNEL

The following are the administrators of Stone Child College. The chief administrator is the president. The other key personnel are department directors.

Administration	Position
Melody Henry	President
Cory Sangrey	Dean of Academics
Frank Henry	Facilities Department Manager
Clarice Morsette	Dean of Student Services
Jewel Whitford	Business Manager

VIII. COMMITTEES

There are three committees directly associated with the comprehensive assessment and evaluation plan. They are the assessment committee, curriculum committee, and strategic planning committees.

Assessment Committee	
Person	Position
Melody Henry	President
Barbara Bacon	Assessment Coordinator, Chairperson
Cory Sangrey	Dean of Academics
Clarice Morsette	Dean of Student Services
Gaile Torres	Registrar
Helen Windy Boy	Librarian
Ann Johnstone	Human Services Faculty
Eric Shulund	Mathematics Faculty
Steve Galbavy	Developmental Studies Faculty
Avis Rock	Business Office Representative

Curriculum Committee	
Person	Position
Cory Sangrey	Dean of Academics
Ann Johnstone	Human Services Faculty
Kadene Drummer	Office Administration Faculty
Rebekkah Farr	Business Faculty
Larry Gomoll	Science Faculty
Eric Shuland	Math/Computer Faculty
Marilee Russell	English Faculty
Robert Murie	Native American Studies Faculty

Douglas Crebs	Math/Science Faculty
Steve Galbavy	Developmental Studies Faculty
Gaile Torres	Registrar
Barbara Bacon	Assessment Coordinator
Frank Henry	Facilities Department Manager
Helen Windy Boy	Librarian

Strategic Planning Committees	
Chairperson(s)	Position
Retention -Kadene Drummer/Rebekka	Teacher Education/Business Faculty
Vocational/Technical -Mike Ley/Sam Vernon Windy Boy	Educational Opportunity Center/Elder on Campus
Institutional Assessment -Barb Bacon	Assessment Coordinator
Community Development -Ken Gardipee	Indian Education Professional Development Program Coordinator
Public Relations -Peggy Aquino	Native American Career and Technical Ed
Computer Team -Eric Shulund	Mathematics Faculty
Student-Centered Campus -Joy Bridwell	Assistant Librarian

IX. RESOURCES

Necessary for the CAEP to be successful is financial resources so that travel, supplies, and consultants can be utilized. Travel to locations with model institutional effectiveness and evaluation plans and/or specific activities whose effectiveness has been documented via model evaluation plans is necessary. Attendance at conferences where institutional effectiveness is addressed will be essential to effectively develop the assessment and evaluation components of the educational outcomes. Major supplies will include guide books and workshop materials for use by departments. As indicated above, consultants will be used to guide the institution in organizing the assessment committee to effectively integrate - the areas of effectiveness and research under one "umbrella". The development of formative and summative assessment activities associated with the CAEP must be done with the assistance of professionals in the area. College personnel will need to be trained in these activities and will in turn provide training to others after the first two years.

X. RATIONALE FOR ASSESSMENT

Implementation of the Comprehensive Assessment and Evaluation Plan (CAEP) requires

a level of monitoring and guidance. The majority of the faculty, staff, and administration have been exposed to the concepts of assessment. To implement the CAEP, SCC will provide continual assessment of institutional programs and academic achievement.

The major responsibilities of the assessment personnel will include monitoring the CAEP calendar, assisting with the preparation of the annual report, and assisting with the development and implementation of CAEP research activities.

In addition, consultant services are needed periodically. For a more effective operation, it is imperative that development of formative and summative assessment activities associated with the CAEP be done with the assistance of professionals in the area. Thus, consultants will continually be utilized.

The institution has worked toward sustaining the assessment process through the investment account. Once our Title III funding ceases, we will be able to continue our assessment efforts with the interest earned on the Title III Endowment Fund.

XI. EVALUATION

The evaluation plan is integral to the success of the *Comprehensive Assessment and Evaluation Plan* (CAEP) as well as any other activities and preparations that are necessary to improve and/or make changes. A completed Plan will be available and used as the source for proposed improvements/changes for all administration, departments, sub-committees and programs of SCC. The evaluation plan will produce a valid assessment of the implementation strategies. Quantitative and qualitative evidence of the attainment of the goals and objectives activity will be provided. The college will use the information to determine how well the mission is being fulfilled.

XII. SUMMARY

The Comprehensive Assessment and Evaluation Plan is the overarching framework for assessing and evaluating all units and educational programs of the college. Detailed educational and administrative outcomes for each department were developed by June, 2011 and are ongoing. These outcomes describe how the intended results will be achieved, evaluated, assessed, and utilized to make improvements in the College's programs, thereby producing more effective institution. All departments of the College complete an analysis of their operations and are discussed at the annual institutional planning retreat.