Year one evaluation Report

Prepared for the Northwest Commission
on Colleges and Universities

September 2014

SALISH KOOTENAI COLLEGE

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Institutional Overview

Salish Kootenai College (SKC) is a tribal college chartered by the Confederated Salish and Kootenai Tribes (CSKT) in 1976 to provide postsecondary education opportunities for Native Americans. SKC is governed by a 7-member Board of Directors that is appointed by the Tribal Council of the CSKT. In 1977, the College was incorporated under tribal law which governs tribal non-profit and for profit corporations. The Articles of Incorporation delineate the purposes of the College as provision of post-secondary educational opportunities, including 1) Vocational Training, 2) College Transfer Programs, 3) Occupational Training, 4) Community Service, 5) Indian Culture and History, and 6) Adult Basic Education. The additional purposes stated in the Charter include provision of a comprehensive program responsive to the Flathead Indian Reservation Community and promotion of research and development activities deemed necessary to provide post-secondary educational opportunities on the Reservation.

The original purposes remain relevant and focus the institution on meeting the educational needs of American Indians (AI), providing community service, and perpetuating the culture and histories of the of the Confederated Salish & Kootenai Tribes. SKC serves the Flathead Indian Reservation (population: 7042 American Indians) and Lake County (total population 29,017), as well as AI students from throughout the United States.

Ongoing disparities in health indicators, employment rates, educational attainment, and living conditions provide evidence for the continuing importance of the original institutional purposes. Unemployment rates on Montana's Indian reservations remains two to three times higher than surrounding regions (Montana Economy at a Glance, Montana Department of Labor & Industry, 2013). While the number of academic degrees awarded to American Indians in the United States has risen, American Indians continue to have the lowest rates of educational attainment among racial/ethnic minorities. For example, American Indians had the lowest percentage of completion of Bachelor Degrees of any racial/ethnic group. In 2010, only 24% of AI males between the ages

of 18 and 24 were enrolled in colleges or universities, as compared with 43% of White males and 39% of the total population in the same age range. The percentage of American Indian youth who have dropped out of high school is more than 200% of the rate for all youth ages 16 to 24 in the United States (http://nces.ed.gov/pubs2012/2012046.pdf).

SKC is dedicated to meeting the needs of individual tribal members, the Confederated Salish & Kootenai Tribes, and American Indians from throughout the United States. While the College maintains an open admissions policy and serves as a community college for the non-Indian community members, the primary focus is on education of tribal members and descendants of enrolled tribal members. Curricula include vocational and academic programs that meet the workforce development needs of AI communities as well as courses that sustain the traditional knowledge and practices of the Confederated Salish and Kootenai peoples. The College strives to include AI culture in as many of its courses, programs, and events as possible. SKC also houses ancillary programs that demonstrate its commitment to the Flathead Indian Reservation and other tribal communities, such as the Indigenous Math Science Institute (IMSI) and the Community Health and Development Department.

As a tribal college, SKC is required by the Tribally Controlled Community College Assistance Act to maintain a student body of at least 51% enrolled members of federally recognized tribes and tribal descendants. Over the last five years, at least 63% of students have been enrolled tribal members. While the majority of the Native American students are enrolled members of the Confederated Salish and Kootenai Tribes, at least fifty other tribes are represented in the student body each year. Since 1977, the College has conferred 3,348 Baccalaureate and Associate Degrees and Certificates of Completion to 2,999 graduates.

The College's activities are having a marked impact on the Flathead Indian Reservation and other tribal communities. SKC graduates work in tribal governments, reservation health care facilities, schools, and small businesses, providing economic growth and community development. Many SKC faculty members maintain creative or scholarly endeavors that focus on the needs of tribal communities. Students, faculty, and staff are involved in the life of the reservation community through service and scholarship.

Now in its thirty-eighth year, SKC remains firmly committed to its mission. The College remains student and community-centered, providing programs and services designed to improve the educational attainment of American Indians and provide individual and community development. While firmly grounded in the context of its location on the Flathead Indian Reservation in rural, northwestern Montana, SKC embraces changing technologies, modern facilities, and new educational programs that will lead students and the community into the future. The campus maintains state-of-the-art laboratories in the sciences and health fields, web based course delivery, and campus technology infrastructure that ensure students, faculty, and staff have access to adequate educational resources. Thus the College is well represented by its motto, "Grounded in Tradition. Charging into the Future."

Preface

1. Update on Major Institutional Changes

This section describes changes that occurred at SKC following the 2013 Year Seven Evaluation Report and Site Visit.

Administration

Between 2010 and summer 2013, SKC had a period of significant changes in institutional leadership. Three presidential transitions concluded with the appointment of Mr. Robert DePoe III as President of Salish Kootenai College in June 2013. Mr. DePoe continues to fill his executive team. In November 2013, Dr. Sandra Boham was hired as the Vice President for Academic Affairs. Dr. Boham had previously worked at Salish Kootenai College in several departments and brings expertise in areas including American Indian education and program coordination.

Mr. DePoe reorganized several senior level positions, including appointment of a Dean of Students. The Dean of Students is responsible for coordination of student services areas and oversight of recruitment and retention efforts. Mr. DePoe also established the position of Executive Director of Auxiliaries and Business Services; this position is being advertised as of August 2014.

Academics

Between Academic Years 2008 and 2010, SKC added new degree programs designed to respond to historical disparities in the number of American Indians prepared for particular occupations. In particular, the programs were added to respond to SKC's Strategic Plan 2010-2015, which calls

for SKC to become a leader among tribal college in Science, Technology, Math, and Engineering (STEM). In 2013, SKC received a grant from the National Science Foundation that enabled the college to develop an Associate of Science in Mathematics (A.S.M) and a Bachelor of Science in Secondary Education – Mathematical Science (B.S.S.M.). The A.S.M. is housed in the Math Department, while the B.S.S.M. is housed in the Division of Education. Both programs carefully coordinate curricula and resources to ensure effective resource utilization and student achievement of program outcomes.

SKC also reviewed opportunities for workforce development, particularly short-term training leading to credentials which improve students' skills for employment. SKC provided access to short-term welding training for the first time in fall 2013. In spring 2014, the College added the first short-term certification, a credential in Geospatial Information Systems.

In 2013-2014, other notable accomplishments in academics included the reaccreditation of the Dental Assisting Program by the Commission on Dental Accreditation, the reaccreditation of the Nursing Program by the National League for Nursing Accrediting Commission, and the final approval of the Secondary Education – Broadfield Science Program by the Montana Office of Public Instruction.

Students and Student Services

SKC experienced a decline in enrollments in fall 2013. The total student headcount was 855, down from 951 in fall 2012. In response to this decline, the President's Enrollment Management Task Force completed a Strategic Recruitment Plan and the College has placed a greater emphasis on retention processes. SKC's participation in the Achieving the Dream initiative has also caused increased focus on retention and use of institutional retention data.

The 2012 completion of a student services wing added to the SKC Bookstore on the east campus has provided a "One Stop Shop" for all student services as well as better coordination and communication between student service departments. With completion of the addition, student services functions including financial aid, registrar, career services, student housing, student support services, and counseling moved into one facility. As noted above, a Dean of Students is now charged with coordination of student services and supervision of student services personnel.

Facilities

The College's Facilities Master Plan was updated in summer 2013. The Master Plan included a summary of previous planning work, current facilities, and targeted future activities. The growth in student enrollment and programs in academic years 2008-2011 was matched by a steady expansion in college facilities. Further expansion is limited by water infrastructure in the unincorporated town of Pablo. Until issues with water infrastructure are resolved, the ability to construct new facilities is limited. In 2013-2014, the College utilized grant funds to refurbish two academic buildings and complete other renovations to existing facilities.

Finances

While student enrollment declined, institutional revenues did not decline as there was an increase in funding through the Bureau of Indian Education. One of SKC's main revenue streams is the Tribally Controlled Community College Assistance Act (Public Law 95-471, 25 U.S.C. 640c - 1(c); 25 U.S.C. 1815), funded through the Bureau of Indian Education as Title III. In 2014, the amount of Title III funding per student increased from $5892 to $6355 per Indian Student.

SKC continues to rely on external grants and contracts, with approximately two thirds of the college's overall budget including capital asset funding provided by grants, gifts, and sub-contracting with other institutions. Despite federal budget cuts, SKC has been very successful in obtaining grant funding from diverse federal agencies. In 2013-2014, funding through federal grants and contracts increased from $9,671,080 to $9,848,220. However, SKC administration budgets with consideration of the possibility of decreases in federal grant funding and projected budgets reflect conservative revenue projections from grants and contracts.

Other

SKC continues to be nationally recognized for success in providing educational opportunities for American Indian students. For example, in December 2013 the College was awarded a Champion of Access and Success Award by the Institute of Higher Education Policy (IHEP). SKC was one of four minority-serving institutions honored with this recognition.

2. Response to Topics Requested by the Commission

SKC completed a Year Seven Evaluation and hosted an evaluation team in October 2013. The College's accreditation was reaffirmed on the basis of that Evaluation Report and Site Visit.

The Commission asked that SKC address Recommendation 1 as part of the fall 2014 Year One Self-Evaluation Report. The Commission also asked that SKC address Recommendations 2 and 34 in an Ad Hoc Report to be submitted separately in fall 2014.

The three recommendations are listed here for reference. SKC's response to Recommendation 1 follows below.

Recommendation 1. Salish Kootenai College has a long-established mission that is understood and embraced by the College community. The mission statement includes two organizing principles the College refers to as "Key Elements." It has developed two sets of core themes, objectives, and indicators, each set appropriate to one of the "Key Elements" and to the mission. Salish Kootenai College has chosen to define mission fulfillment in terms of the two "Key Elements," and by inference, performance on the indicators for the objectives of the core themes aligned with them. The College has not explicitly stated that its assessment of mission fulfillment is contingent upon reaching targeted performance on every one of its indicators, or alternately, the impact on its judgment of mission fulfillment in the event it fails to achieve its target on one or more of the

indicators. The evaluation committee recommends that Salish Kootenai College articulate a threshold of institutional performance it accepts as evidence of mission fulfillment (Standard 1.A.2).

Recommendation 2. The College has developed but not fully implemented a system for use of its comprehensive planning, core theme planning, and assessment efforts to guide the priorities within its process for allocating its various sources of operating and capital funds. The evaluation committee recommends that the College continue to strengthen the linkage among its planning, assessment, and resource allocation processes (Standards 3.A.4; 4.A.5, and 4.B.2).

Recommendation 3. The evaluation committee recommends that the institution define the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations (Standard 2.F.6).

Response to Recommendation 1.

SKC's administration, Accreditation Steering Committee, and Core Theme Teams continue to evolve in understanding strategies for assessment of institutional effectiveness. The fall 2013 NWCCU Evaluation Team provided extensive and valuable feedback concerning Recommendation 1.

During the Site Visit, the Accreditation Liaison Officer and Steering Committee members explained that the "Key Elements," originally delineated as indicators of mission fulfilment, were a subset of the indicators defined for Core Theme Assessment. The subset of indicators was utilized in an attempt to provide an abbreviated list of indicators that would be understandable by all campus stakeholders. However, following feedback by the Evaluation Team, it was apparent that the terminology, "Key Element," resulted in confusion and was not consistent with NWCCU standards.

A team of faculty and staff met during winter quarter 2014 to respond to the recommendation and better articulate a threshold of institutional performance accepted as evidence of mission fulfillment. The team considered options for articulating the threshold, bearing in mind factors such as complexity of the design and accessibility/understandability to campus stakeholders.

SKC now defines mission fulfillment in terms of performance demonstrated in each Core Theme. The College's four Core Themes are directly drawn from the mission statement and represent essential elements of the mission. Therefore, mission fulfillment is defined as achievement of a score of at least 80% of the threshold levels of performance indicators for each core theme.

Each Core Theme has one to three objectives; each objective has multiple indicators chosen to indicate effectiveness. Objectives are numbered by their associated Core Theme. For example, Core Theme One has two related objectives, 1.1, Access, and 1.2, Persistence. Each objective has

one or more related metrics that serve as indicators; indicators provide measures that could trigger institutional action if data suggested negative trends.

Table P.1. Core Themes, Objectives, and Indicators (August, 2014)

Core Theme	Core Theme Objectives	# Current Indicators	Number of Indicators Required to Meet Threshold
1. Provide Access to Higher Education for American Indians	1.1 Access	7	6
	1.2 Persistence	7	6
2. Maintain Quality Education for Workforce or Further Education	2.1 Quality Curricula	5	4
	2.2 Quality Faculty	7	6
	2.3 Quality Outcomes	5	4
3. Perpetuate the Cultures of Confederated Salish and Kootenai Peoples	3.1 Cultural Literacy of Students, Faculty, and Staff Members	5	4
	3.2 Community Cultural Knowledge	3	2
4. Increase Individual and Community Capacity for Self Reliance and Sustainability	4.1 Increase Student Capacity	4	3
	4.2 Community Impact	4	3

As described further below in Chapter 1, Section 1.B., each objective has indicators for two levels: a threshold level that delineates a baseline level that is acceptable to the College in terms of mission fulfillment, and an aspirational level that represents ambitious institutional goals. For the purposes of determining mission fulfillment, the College will track performance at the baseline level. The 80% level was chosen because it is possible that the College may not achieve each of the threshold measures each year. However, failure to achieve the threshold level would trigger institutional action designed to improve performance in the following year(s). The 80% level also allows for the College to change objectives and indicators as better performance measures are developed, without concern that failure to set a new indicator at an appropriate level for the first year might suggest that the college is ineffective in meetings its mission.

The Accreditation Steering Committee will continue to monitor this method of assessing institutional effectiveness to ensure that the system allows the College to articulate institutional accomplishments and outcomes that represent an acceptable measure of mission fulfillment.

Chapter One

Mission and Core Themes

SKC Graduation

Eligibility Requirements 2 and 3

ER 2: Authority

Salish Kootenai College operates under the charter and authority of the Confederated Salish & Kootenai Tribes. As a Tribal College chartered by a sovereign nation, Salish Kootenai College is not required to obtain authorization to offer degrees from the state of Montana. However, academic programs that require state approval to offer degrees, e.g. Nursing, Social Work, and Education, obtain the requisite approval to offer those degrees.

ER 3: Mission and Core Themes

The mission of Salish Kootenai College was formally adopted by the Board of Directors in 1979, and has been amended regularly since. The four Core Themes were adopted in spring 2011 and directly relate to the institutional mission. The primary directive of the mission has always been to provide postsecondary education opportunities for American Indian people. SKC offers academic programs leading to Certificates of Completion, Associate and Bachelor Degrees that prepare students for entry to the workforce or transfer.

1.A.1. Mission

The institution has a widely-published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.

Łu scntelsts łu Seliš Sqlsé K̓ʷtił Snʔac̓x̣łq̓ey̓míntn qes xʷíc̓šį t x̣est nwist npx̣pax̣tn x̓ʷl sqlqélixʷ ye tl̓ ši?élixʷ u tl̓ es mlkʷmúlexʷ ye l stúlixʷ. N̓em es kʷu̓psṭs t K̓ʷtił Snʔac̓x̣łq̓ey̓míntn łu snl̓šéʔtn, m̓ čnaqs snpx̣ʷtílštis m̓ qes čštims łu nkʷúlmis uł Séliš, Sčl̓q̓tkʷmsčin u Sqlsé Nkʷnkʷélixʷ. (Salish Translation of SKC Mission Statement)

The mission of Salish Kootenai College was formally adopted by the College Board of Directors (BOD) in 1979, and is reviewed regularly as part of BOD planning meetings. The BOD last reaffirmed the mission statement in August 2013. The primary directive of the mission has always been to provide postsecondary education opportunities for American Indian people. The second sentence of the mission statement focuses the College's activities on the needs of the residents of the Flathead Indian Reservation, including community development and cultural preservation. Thus the College's current mission remains closely tied to the original institutional charter as created by tribal leaders and elders in 1976.

The Salish Kootenai College Board of Directors approved a minor change in the second sentence of the mission statement at the annual retreat in summer 2011. The previous second sentence read, "*The College will strive to provide opportunities for individual self-improvement to promote and help maintain the cultures of the Confederated Tribes of the Flathead Indian Nation.*" The new second sentence includes the phrase, "community and individual development." This change further delineates the institution's role as a center of social, economic, and cultural development on the Reservation and places further emphasis on the institution's role as the educational hub for the community.

The SKC Mission Statement is widely disseminated. The mission statement appears in multiple institutional documents, the college website, and student materials including the SKC Catalog and student handbook. Strategic planning and institutional development are intrinsically linked to the college's mission statement. Activities and structural units of the institution are directly related to the mission because they deal with education, community development, and cultural perpetuation.

The mission statement is held closely in the hearts and minds of SKC employees. In faculty and staff satisfaction surveys in 2013 and 2014, 100% of faculty members and 94% of staff members strongly agreed or agreed with the statement, "I have a personal commitment to the mission of the College."

As a Tribal College and charter member of the American Indian Higher Education Consortium (AIHEC), SKC expects to impact the lives of American Indian students and their families as well as the health, education, cultural, and economic status of the Flathead Indian Reservation and other tribal communities. The College also has an important role in the perpetuation of the cultures of the Salish, Pend D'Oreille, and Kootenai peoples. These expectations are broad and complex, but reflect the unique nature of a tribal college which provides comprehensive educational services, continuing education, community development, and responds to its unique context and place-based mission.

SKC defines mission fulfillment in terms of performance demonstrated in each Core Theme. The College's four Core Themes are directly drawn from the mission statement and represent essential elements of the mission. Therefore, mission fulfillment is defined as achievement of at least 80% of the threshold levels of performance indicators for each core theme.

Each Core Theme has one to three objectives; each objective has multiple indicators chosen to provide evidence of effectiveness. Objectives are numbered by their associated Core Theme. For example, Core Theme One has two related objectives, 1.1, Access, and 1.2, Persistence.

Table 1.1			
Core Theme	Core Theme Objectives	# Current Indicators	Number of Indicators required to Meet Threshold
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4. Increase Individual and Community Capacity for Self Reliance and Sustainability	4.1 Increase Student Capacity	4	3
	4.2 Community Impact	4	3

The College's Accreditation Steering Team determined threshold and aspirational benchmarks for indicators using comparison data including historical college data, national benchmarks, and equivalent data from other tribal colleges available through the American Indian Higher Education Consortium.
A dashboard system with red, yellow, and green "lights" is used to designate achievement of the threshold/aspirational indicators. The use of the dashboard allows campus stakeholders to readily review the status of the indicators.

Core Theme Monitoring Reports are compiled by the Office of Institutional Effectiveness and reviewed by a Theme Team associated with each Core Theme. Reports follow an annual Reporting and Planning Cycle and are provided to the Board of Directors, Senior Administrative Team, and then other campus stakeholders including faculty, staff, and students. Thus performance on Core Theme Objectives guides ongoing evaluation of mission fulfillment and priorities for annual planning and budgeting cycles. A sample Core Theme Monitoring Report is included as Appendix B.

1.B. Core Themes

1.B.1**.** The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Four institutional core themes emerged during the strategic planning process in 2009-2010. During that academic year, multiple stakeholders engaged in campus planning sessions in which participants discussed core institutional activities, as well as strengths, weaknesses, opportunities, and threats to the institution over the next five years. Internal and external stakeholders participated in planning sessions, including the SKC Board of Directors, department heads from tribal departments of the Confederated Salish & Kootenai tribal government, faculty, staff, and students. Following discussions, comments were analyzed and grouped into similar ideas. A Strategic Planning Committee with administration, staff, and faculty participants analyzed the findings for both major groupings of institutional activities that might represent "core themes," as well as possible strategic directions for the College. Comments were progressively winnowed until a set of six strategic initiatives with intermediate goals emerged. Four of the six strategic initiatives related to what the Committee believed to represent the four essential functions of the institution. The other two strategic initiatives related to improvement of business functions which are a component of all postsecondary institutions.

The four themes were further reviewed by the Board of Directors and the SKC Curriculum Committee. Minor changes in wording were implemented at that time, but otherwise the Board and the Committee reached consensus concerning the themes and their representation of the essential functions of the institution.

The following four themes collectively represent the essential elements of the SKC Mission:
1. Provide Access to Higher Education for American Indians
2. Maintain Quality Education for Workforce Preparation or Further Education
3. Perpetuate the Cultures of Confederated Salish and Kootenai Peoples
4. Increase Individual and Community Capacity for Self Reliance and Sustainability

Following the fall 2013 Year Seven Evaluation Report and Site Visit, the Accreditation Steering Team reviewed the wording of the Core Themes and Objectives. The Core Themes are essential components of the Mission Statement; the wording was maintained. Minor wording changes to the objectives were implemented to clarify objectives and related indicators. Responsibility for determining the indicators rests with Theme Teams, with oversight by the Accreditation Steering Team and the President's Executive Team.

The relationship of the Mission, Core Themes, and Objectives is further represented by the diagram in Appendix 1.1. Each core theme is discussed further below, with identification of objectives and indicators of achievement. Indicators are assessable and verifiable. Objectives and indicators provide meaningful structure for data collection and analysis that assist the College in ongoing evaluation of institutional effectiveness.

Core Theme 1: Provide Access to Higher Education for American Indians

Overarching Goal: Enroll, Retain, and Graduate American Indian students.

Definition of Terms:

At-Risk Students - Students who have historically been under-represented or have experienced disproportionately low success rates in higher education, including economically-disadvantaged and first generation college students.

Persistence - The student's decision to remain in college until the individual is successful in meeting his or her educational goals.

Rationale:

SKC was primarily chartered to provide access to higher education for a population with historically low participation and success rates in postsecondary education. American Indians (AI) continue to have low rates of participation, retention, and graduation. While American Indian/Alaska Native enrollment in public and private degree-granting institutions more than doubled between 1976 and 2006, American Indians continue to have the lowest rates of educational attainment of any racial/ethnic group in the United States, as well as the lowest expectations for attainment among high school students (http://nces.ed.gov/pubs2008/nativetrends/ind_6_1.asp). Statistics provided by the National Center for Educational Statistics (NCES) continue to demonstrate the critical need for improvement in college access and graduation for American Indians. By 2011, 27 percent of American Indians/ Alaska Natives age 25 or older had attended some college, and 14% had completed a Bachelor Degree. Approximately 33 percent of

American Indians/Alaska Natives had completed high school without continuing on to a postsecondary institution, and 18 percent had not completed a high school credential. (http://nces.ed.gov/programs/digest/d12/tables/dt12_014.asp).

Provision of access without attempting to maximize AI student persistence is another historical issue for students who attended mainstream postsecondary institutions. AI college students continue to have the lowest retention rates of all ethnicities (NCES, IPEDS 6-year Graduation Rates, 2012). Therefore, increasing student persistence to educational goals is a critical component of providing access to higher education. At SKC, the theme of Access is seen as including both participation and persistence.

Multiple factors impact participation and persistence rates of American Indians in higher education. Issues of academic preparation, economic barriers and financial literacy, family and cultural obligations, and endemic health issues are among the most major factors that impact AI student enrollment in postsecondary education. SKC has systematically attempted to alleviate these barriers by incorporating programs that increase access and retention. The significant amount of institutional resources directed toward student financial assistance, retention support services, and increasing academic success provide evidence of institutional commitment to increasing the number of American Indians who hold college certifications and degrees.

Together, the two objectives in Core Theme One provide key components of institutional focus and respond to the College's mission. All indicators for the objectives were carefully chosen to provide measures that could trigger institutional action if data suggested negative trends.

Table 1.2. Indicators, Benchmarks, and Sources of Data for Objective 1.1, Core Theme 1			
Access: Serve American Indian and under-represented students including economically-disadvantaged, academically-disadvantaged, and first generation college students.			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
1.1.a. Percentage of student body that is American Indian	>51%	>65%	Fall Census Files
1.1.b Percentage of first time students that are low income and/or PELL-eligible	55%	65%	Financial Aid records
1.1.c Student satisfaction with student support service programs: - Academic Advising - Enrollment Services	 4.0 4.0	 4.5 4.5	Participation in specified services: CCSSE Results, 2012 and 2014

- Financial Aid Services	4.0	4.5	Satisfaction with specified services: Biannual SKC Student Satisfaction Survey
1.1.d. Student satisfaction with support for learners, full time and part time students	Full Time: 50 Part Time: 50	Full Time: 65 Part Time: 65	CCSSE Results, 2012 and 2014

Table 1.3. Indicators, Benchmarks, and Source of Data for Objective 1.2.			
Persistence: American Indian and under-represented students, including economically-disadvantaged, academically-disadvantaged, and first generation college students, persist to educational goals.			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
1.2.a. Percentage of first time students that achieve their educational goal within 150% of expected time	Threshold to be established in 2014-2015	Threshold to be established in 2014-2015	Office of Institutional Effectiveness data, Census Files, Entering Student Survey
1.2.b. Fall-to-fall persistence rates of students that continue from associate degree to bachelor degree at SKC	1-year rate: 65%	1 year rate = 75%	Office of Institutional Effectiveness Census Files
1.2.c. Fall-to-fall persistence rates for: American Indian Students 1-year: 65%	1-year rate: 65% 	1-year rate: 65% 1-year: 65%	Office of Institutional Effectiveness Census Files

First Generation College Students	2-year: 50%	2-year 65%	
PELL Recipients	1-year: 65% 2-year: 60%	1-year: 65% 2-year: 65%	
Academically Disadvantaged	1-year: 65% 2-year: 50%	1-year: 65% 2-year: 65%	
1.2.d. Graduation Rates of full-time associate degree students at 150% of estimated time to completion	150% : 50%	150%: 65%	IPEDS reports

Rationale for Objectives and Indicators

The indicators chosen for Core Theme One are meaningful to the institution because they assess the College's success in recruitment, retention, and graduation of American Indian students. The areas of Access and Persistence are combined because both are integral to each other: Access without Persistence does not meet institutional goals of increasing the number of AI students who achieve their educational goals.

Provision of access to higher education was the reason for the original charter of the institution, and remains a core objective. As a tribal college, the major focus of programs is to support the access and persistence of American Indian students. Additionally, the College maintains a focus on the education of students who continue to experience disproportionate lack of success in higher education, including students disadvantaged by economic, educational, or social backgrounds. Indirect measures, such as student satisfaction with support services, are meaningful in evaluation of the effectiveness of services that support student access.

Student persistence to educational goals is an important indicator for SKC. Only a small proportion of SKC students are counted in graduation rates for the Integrated Postsecondary Education Data System (IPEDS), as many enrollees do not meet the definition of first-time, full-time, degree-seeking students. Therefore, IPEDS graduation rates are only one measure of institutional effectiveness in assisting students to meet their educational goals. Actual student persistence and success, such as retention, graduation, and transfer rates, provide direct measures of persistence. In Academic Year 2014-2015, SKC will ask all entering students to provide a reason for entering the College (for example pursuing a 1-year degree, taking courses to update work skills, planning to complete courses prior to transfer to another institution); threshold and aspirational levels for this indicator have not been set because this is a new metric. Because many of SKC's degrees are "Two Plus Two," transfer rates include students who continue from Associate to Bachelor's Degrees at SKC as well as those who transfer to other institutions.

SKC has an institutional commitment to provide access for under-served populations. Indicators also include numbers of students who are economically or educationally-disadvantaged or who have historically low rates of participation and/or success in higher education. Key indicators for this objective include retention and persistence rates for first generation college students, PELL recipients, and academically-disadvantaged students, defined as students whose placement tests indicate the need for developmental coursework prior to entry into college-level coursework.

In sum, the objectives and indicators for Core Theme One provide the means to evaluate institutional effectiveness in promoting American Indian access to higher education and persistence to educational goals.

Core Theme Two: Maintain Quality Education for Entry to Workforce or Further Education

Overarching Goal: Deliver relevant, quality educational programs that provide students with competencies needed for entry and retention in the workforce or transfer for further education.

Definition of Terms:

Quality Education - One that meets standards and prepares students to meet their educational and/or occupational goals.

Relevant Education - An education that is aligned with current competencies in the discipline and that prepares students for roles in the discipline or occupation.

Rationale:

Core Theme Two and the associated objectives are appropriate and meaningful to the College. As noted above, American Indian participation and graduation rates in higher education have historically been low. This has contributed to continuing issues of poverty, unemployment, and socioeconomic disadvantage in AI communities. For many SKC students, education is the way out of the cycle of poverty. Students enroll at SKC to prepare for entry to the workforce, attain additional job-related skills, and gain a chance to earn a living wage for themselves and their families.

At a community level, health disparity, social issues, and economic gaps impact the wellbeing of Indian Reservations and urban Indian communities. A well educated workforce is critical to increasing the health and socioeconomic wellbeing of American Indian communities. Therefore, SKC aims to provide students with relevant, quality education that meets individual educational goals and allows students to develop the competencies required to enter the workforce – or transfer for further education—as educated individuals who contribute to the well-being of their families and communities.

Academic programs at Salish Kootenai College are designed to prepare students for occupations or for transfer to other academic institutions to complete degrees not offered at the College. Curricula primarily prepare students for occupations that are important to tribal communities and provide students with professional and career preparation leading to direct entry to the workforce or further preparation for careers. Academic programs also provide relevant instruction that increases students' competencies in four areas determined to be essential competencies of educated individuals. The need to prepare students for 21st Century skills provides the rationale for the College's "4 Cs": Critical Thinking, Communication, Cultural Understanding, and Citizenship.

Objectives and indicators for Core Theme Two are measurable and meaningful to the institution. Indicators for Core Theme Two provide meaningful, verifiable, and assessable means to appraise institutional effectiveness and continuously improve the quality and relevance of education provided to SKC students. SKC interprets a quality education as composed of three objectives: Quality Curricula, Quality Faculty, and Quality Student Outcomes. Together, these three objectives provide methods to assure that educational programs provide students with quality, relevant education.

Table 1.4. Indicators, Benchmarks, and Sources of Data for Objective 2.1			
Objective 2.1: Promote Quality Curricula			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
2.1.a. Results of Academic Program Review demonstrate quality, relevant curricula	21 points	30 points	Curriculum Committee/ Office of Institutional Effectiveness records
2.1.b. Community College Survey of Student Engagement results indicate students are engaged in learning at levels greater or equal to comparison institutions: Student Effort (SE) Academic Challenge (AC) Student-Faculty Interaction (SFI)	SE: 50.0 AC: 50.0 SFI: 50.0	SE: 60 AC: 60 SFI: 60	CCSSE scores: SKC and national normed comparison score

2.1.c. Department Advisory Board review of curricula	50%	100%	Advisory Board minutes kept by Academic Departments and aggregated by OIE

Table 1.5. Indicators, Benchmarks, and Sources of data for Objective 2.2			
Provide Quality Faculty			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
2.2.a. Faculty members have appropriate experiential and/or educational qualifications	95%	100%	Human Resources and Department Head Survey
2.2.b. Part Time Faculty are approved by the VPASA and have credentials and experience on file.	95%	100%	Records of VPASA
2.2.c. Faculty satisfaction with opportunities for professional development	3.5	4.0	Faculty Satisfaction Survey, every other year (odd years)
2.2.d. Students perceive that faculty provide quality education. - quality of relationship with instructors (CCSSE) - instructor expertise (SSS)	5.00 3.5	6.00 4.2	CCSSE data and Student Satisfaction Survey (SSS)

| - academic advising (SSS) | 3.5 | 4.2 | |
| - quality of teaching (SSS) | 3.5 | 4.2 | |

Table 1.6. Indicators, Benchmarks, and Source of Data for Objective 2.3			
Promote Quality Student Outcomes			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
2.3.a. Graduate surveys of student perceptions of the degree to which curricula prepared them for employment or transfer	Average: 3.0	Average: 3.6	Graduate Survey
2.3.b. Percentage of students/graduates in eligible programs that pass certification exams	80%	90%	Education, Dental Assisting, Nursing Dept Heads
2.3.c. Annual Learning Outcome Assessment Reports indicate that 100% of academic departments utilize assessment to improve student learning	88%	100%	Academic Program Outcomes Assessment Reports, Office of Institutional Effectiveness
2.3.d. General Education assessment indicates that students achieve desired competencies	Composite Score on each "C":	Composite Score on each "C":	

in Critical Thinking, Communication, Citizenship, and Cultural Understanding (the '4 Cs).	8.5	12	General Education Subcommittee and Office of Institutional Effectiveness

Rationale for Objectives and Indicators:

Objectives for Core Theme Two relate to the three identified objectives: Quality Curriculum, Quality Faculty, and Quality Student Outcomes. Indicators include direct and indirect measures of institutional effectiveness related to Quality Education.

Quality Curricula

Academic Program Review conducted at SKC provides data concerning both departmental curricula and the quality of the faculty as perceived by SKC's Curriculum Committee. Secondary indicators include data from selected items from the Community College Survey of Student Engagement (CCSSE). According to the CCSSE, the survey is a "tool that can enhance an institution's understanding of the student learning experience on its campus." Selected CCSSE items provide measures of student engagement in learning, including academic challenge, student effort, active and collaborative learning, and student-faculty interaction. The majority of academic programs have advisory boards consisting of employers, graduates, and/or other experts in the field; advisory boards provide review of curricula and other advice concerning trends in the profession. To meet the threshold indicator, at least 50% of academic programs have advisory boards that provide review of curricula.

Quality Faculty

SKC is primarily a teaching institution, although many faculty members maintain research or creative agendas to support their professional expertise and student engagement. At SKC, quality faculty members are engaged in the educational mission, remain professionally and educationally qualified for their positions, and demonstrate effective teaching including use of place-based education. Effectiveness of instruction is measured through student course evaluations as well as evaluation of the appropriateness of faculty qualifications. Student perceptions of faculty effectiveness are obtained through the CCSSE and another institutionally-designed satisfaction survey. Ongoing professional development is a key to maintaining faculty expertise in their disciplines and the use of rapidly changing technologies. Currently, faculty perceptions of adequate opportunities for professional development provide a measure of this important factor. However Theme Team Two is exploring more direct measures of faculty development and its effectiveness.

Quality of Student Outcomes

Indicators of student learning are the most important measure of the quality of the educational program. Quality student outcomes are defined as those that meet established departmental benchmarks and prepare students for the workforce or transfer to another educational institution. Outcomes are measured through annual Learning Outcomes Assessment Plans (LOAP) for each academic department as well as assessment of general education outcomes. General education assessment provides a direct measure of exiting student competencies in four essential outcomes, known at SKC as the "4 Cs": Critical Thinking, Communication, Cultural Understanding, and Citizenship. Effectiveness of the curriculum is measured through student and graduate surveys. The surveys provide an indirect measure of quality of education through the perceptions

of the recipients of educational services. Pass rates for national certification examinations provide another indicator of student learning.

In sum, the indicators for the three objectives for Core Theme Two provide the means to evaluate the quality of the educational program and its effectiveness in preparing students for entry to the workforce or transfer for further education.

Core Theme Three: Perpetuate the Cultures of the Confederated Tribes of the Flathead Nation

Overarching Goal: Provide place-based, culturally relevant education that increases students' knowledge of American Indian history, languages, and culture, and assist in perpetuation of the cultures of the Confederated Tribes of the Flathead Nation.

Definitions:

Perpetuate - Cause to continue or prevail; to preserve from extinction.

Place-Based, Culturally-Relevant Education – Education that is linked and responsive to particular attributes of place including values, culture, and community.

Cultural Literacy – Knowledge and appreciation of history, contributions, and perspectives of different cultural groups. At SKC, Cultural Literacy is seen as knowledge and appreciation of the languages, cultures, and life ways of American Indians, particularly those of the Salish, Kootenai, and Pend d'Oreille peoples.

Rationale:

Salish Kootenai College was chartered by the Confederated Salish & Kootenai Tribal Council and exists on the traditional homelands of the Salish, Kootenai, and Pend d'Oreille peoples. In the original Articles of Incorporation, the first Board of Directors acknowledged the College's important role in providing education related to "Indian Culture and History." This role remains unchanged, as the perpetuation of the languages, histories, and life ways of the peoples of the Flathead Indian Reservation is an important component of SKC's mission. This purpose provides a unique context for the facilities, programs and activities of the College.

SKC interprets Core Theme Three as composed of two key objectives. The first is to increase each student's knowledge of his or her own language and culture as a member of an American Indian tribe, as well as support the ongoing cultural literacy of SKC's faculty and staff members. Perpetuation of the irreplaceable cultural knowledge of the Salish, Kootenai, and Pend d'Oreille is of critical importance. As noted above, SKC was chartered in part to provide a venue for tribal members to share and learn their languages and cultural traditions. Tribal elders, Tribal Council, and SKC administrators, faculty members, and staff recognize the significance of American Indian knowledge and worldview. Different worldviews and ways of knowing provide critical counterpoints to western knowledge in the current environmental, economic, social, and political climate.

Grounded in place-based education, SKC endeavors to increase each student's "Cultural Understanding," one of the College's "4 Cs" of general education outcomes. Cultural Understanding is defined as "…awareness of your own system of values, beliefs, traditions, and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes." The importance of Cultural

Understanding is accentuated by the need to equip students for work in tribal settings as well as to represent the traditional scientific, educational, and health knowledge of the Tribes in diverse environments and workplaces. As noted by Julie Cajune, Director of SKC's Center for American Indian Policy & Research, "Cultural versatility is a 21st Century literacy."

Activities to support individual cultural literacy and community cultural knowledge are found across the entire campus. Almost all SKC courses contain some component of place-based education. From campus facilities and artwork, to the honor songs and prayers at campus functions, SKC honors the cultural heritage of the Tribes. The College houses the Indigenous Math Science Institute (IMSI). SKC-TV, a Public Broadcasting System station housed on the SKC campus, offers an array of tribal cultural programming in addition to other national programs. As a component of its role in cultural preservation, the College also acts as a repository for traditional arts and crafts and houses the archives of the CSKT.

Theme Team Three recognizes that determining measures of effectiveness for Core Theme Three is a difficult process. The Team continues to meet with representatives from the Salish and Kootenai Culture Committees and others to find meaningful and measurable output measures, particularly related to Objective 3.2 (Community Cultural Knowledge). While Core Theme Three is a critical component of the institution's mission, defining college objectives for supporting community cultural knowledge is a difficult and lengthy process. Ongoing discussions have caused the college to initiate a broader exploration of the nature of cultural perpetuation and the College's role in that effort.

Table 1.7. Indicators, Benchmarks, and Sources of Data for Objective 3.1			
Support Cultural Literacy of Students, Faculty, and Staff Members			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
3.1.a. Student satisfaction with incorporation of culture into classes and curricula – "The College provides Native American cultural content in most classes"	3.5	4.0	Student Satisfaction Survey
3.1.b. Student responses to course evaluation item, "This course helped improve my understanding of Native American culture and the local reservation community."	3.0	3.5	Course Evaluation Winter Quarter (Form 2)
3.1.c. Student statement, "I increased my knowledge/skills this year	3.5	4.0	

in "Cultural Understanding"			Student Satisfaction Survey
3.1.d. Faculty and staff satisfaction with opportunities to increase knowledge of CSKT culture, language, and current issues	4.0	4.5	Faculty and Staff Satisfaction Surveys
3.1.e. Faculty and Staff knowledge of "5 Key Concepts."	2.0	2.5	5 Key Concepts Survey

Table 1.8. Indicators, Benchmarks, and Sources of Data for Objective 3.2			
3.2. Support Community Cultural Knowledge			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
3.2.a. Number of classes, seminars, events, and trainings with a focus on cultural perpetuation	40 courses		Enrollment records; staff survey
3.2.b. Results of Community Perception Survey question: "College provides opportunities for learning more about CSKT culture…"	3.0	3.5	Biannual spring survey
3.2.c. Faculty, staff, and student engagement in indigenous and place-based scholarship: # articles, presentations, symposiums	5	10	Annual faculty/staff survey Student outcomes records

Rationale for Objectives and Indicators:

Indicators for Core Theme Three provide meaningful, verifiable, and assessable means to determine institutional effectiveness related to the perpetuation of the cultures of the Confederated Salish & Kootenai Tribes. The indicators include direct and indirect measures.

Many AI students attend SKC because it is a tribal college that includes cultural content in courses and degrees, so student satisfaction with the amount and ways that culture is embedded across the curriculum is also an important measure to the College. Theme Team Three is committed to development of direct measures of effectiveness for Objective 3.1. The Team is working with the General Education Committee to determine a method of integrating assessment of cultural literacy with the current general education assessment process.

In order to include cultural content and incorporate cultural values across campus, faculty and staff need continuing professional development that increases their cultural literacy. This is particularly true for SKC, where approximately 70% of faculty members are not American Indian. To ensure that all administrators, faculty, and staff have essential concepts of cultural content, SKC developed the "5 Key Concepts" that comprise critical components of knowledge about tribal culture, sovereignty, current issues, and language.

Institutional effectiveness in perpetuating community cultural knowledge is more difficult to measure. The number of events and classes, and the number of participants, serves as a proxy indicator for cultural perpetuation. A Community Perception Survey provides feedback concerning the College's role in providing opportunities about CSKT culture. Equally important, faculty/staff/student engagement in scholarly activities that support preservation and dissemination of tribal perspectives, history, languages, and related topics. However, Team Three continues to meet regularly and include Elders, the Board of Directors, and other cultural liaisons in the discussions of improving measures of effectiveness in Objective 3.1.

Core Theme Four: Increase Individual and Community Capacity

Overarching Goal: Develop individual and community capacity for self-reliance and sustainability, and improve individual, family, and community well-being.

Definitions:

Capacity - Innate potential for growth, development, accomplishment, and self-determination.

Self-reliance - Reliance on one's own capabilities, judgments, or resources. In tribal communities, self-reliance includes the concepts of self-determination and cooperation between individuals, families, and communities.

Rationale:

Inherent in the purposes of any tribal college is the goal of increasing individual and community well-being and self-reliance within the context of tribal sovereignty. However, tribal colleges also play a significant role in individual student development, offering programs and services designed to increase student/graduate capacity to care for themselves and their families. Core Theme Four is directed toward

these essential roles of Salish Kootenai College. Like other tribal colleges, SKC is a catalyst for community transformation.

While ongoing social, health, economic, and environmental issues in Indian Country are well documented, many Indian communities have moved toward self-determination in their response to these issues. Through activities connected with Theme Four, SKC seeks to improve the lives of American Indians individuals, families, and communities. The College also acts on the need for individuals who can promote self-governance and articulate American Indian perspectives in local, regional and national debate. Therefore, SKC interprets Core Theme Four as having two objectives: a focus on transforming students' lives and on increasing community capacity.

SKC attempts to impact student capacity for self-reliance and contribution to their communities in two ways: by providing "life skills" such as financial literacy and by engaging students in service learning and other educational strategies that lead students to a broader understanding of their role in their communities. Response to family and community needs is an important value for many American Indian people. Therefore, service to the community is an important component of all academic programs. Additionally, multiple campus activities focus on enhancement of individual, family, and community structures. Curricula and coursework are designed to prepare students to meaningfully contribute to their communities. "Citizenship" is one of the College's "4 Cs" of general education outcomes and is also embedded in the stated outcomes for academic programs. Student engagement in the community includes service learning, research and internships, structured community-based practice, and American Indian cultural activities.

Like other institutions that primarily serve first generation and economically-disadvantaged college students, SKC focuses on increasing students' ability to care for themselves and their families in areas including health, financial literacy, and life skills training. College courses, student service activities, continuing education, and other support services directly impact the abilities of individual students to care for themselves and their families, as well as improve the well-being of the reservation community. As explained by Lintner (1999), tribal college graduates are not only breakers of the poverty cycle but are "cycle starters" of a progressive nature for their communities.

The second objective for Core Theme Four is increasing community capacity for self-reliance and effective response to social, environmental, political, and economic concerns. This includes activities to increase community wellbeing and build community infrastructure. SKC faculty and staff embrace this component of the institutional mission through community service and involvement. Faculty research is most commonly focused on questions of interest and need in reservation communities. Ancillary programs, such as SKC's agricultural extension service, focus on areas such as diet and nutrition that impact the health of American Indians. Continuing education programming frequently focuses on areas that impact the health and wellbeing of reservation residents, including nutrition and financial literacy.

Together, the objectives and indicators for Core Theme Three are measurable and meaningful to the institution as it appraises institutional effectiveness in increasing individual and community capacity for self-reliance and sustainability.

Table 1.9. Indicators, Benchmarks, and Sources of Data for Objective 4.1		
Increase student capacity for self-reliance and meaningful contribution to one's community.		
Indicators	Benchmarks	Source
	Threshold	Aspirational	

4.1.a. Percentage of eligible students completing service learning activities	75%	90%	Annual faculty/staff survey
4.1.b. Number of students who provide responses within defined qualitative themes concerning graduate perceptions of impact on their communities and role as a citizen	75%	90%	General Education Assessment
4.1.c. Number (percentage) of first time students completing financial literacy training	90%	100%	Financial Aid Office records, enrollment records
4.1.d. Graduate satisfaction with the extent to which SKC prepared them to care for themselves and their families	3.0	3.5	Graduate Survey

Table 1.10. Indicators, Benchmarks, and Sources of Data for Objective 4.2			
Community Impact. Increase community capacity and promote community development.			
Indicators	Benchmarks		Source
	Threshold	Aspirational	
4.2.a. Number of SKC graduates working on the Flathead Indian Reservation or other reservations or in other settings working with AI people	50%	70%	Career Services Employment Report
4.2.b. Number and dollar amount of NEW grants, research, and funded projects that directly impact individual and community	$500,000	$1,000,000	Grants Management Office

well-being and the natural resource base			
4.2.c. Percentage of faculty and staff participating in community service outside of regular work activities	75%	90%	Annual faculty/staff survey
4.2.d. Number of events and attendees that focus on individual/community development and impact the well-being of tribal communities	100	200	Records of The D'Arcy McNickle Library, the Joe McDonald Health Facility, and the SKC Scheduler

Rationale for Objectives and Indicators:

Indicators for Core Theme Four provide meaningful, verifiable, and assessable means to monitor and continuously improve the College's contribution to individual development as well as the impact on tribal communities. College administrators and the Accreditation Steering Committee recognized the difficulty of determining measurable indicators for Core Theme Four. Multiple meetings and ongoing discussion focused on ways to define and measure this critical component of institutional mission. Indicators include direct and indirect measures of institutional effectiveness related to increasing individual and community capacity. While noting the significance of verifiable indicators, the Committee also noted the importance of including qualitative measures which better capture the student transformation that is frequently seen on the SKC campus. The use of qualitative indicators is also consistent with indigenous evaluation methods and use of storytelling to transmit knowledge.

Indicators for the first objective, Individual Impact, include measures of student achievement of baseline competencies in specified life skills, including financial literacy and career readiness. SKC also believes that graduates have the potential to impact not just their own lives and the lives of their families, but also their communities. The number and roles of SKC graduates working in tribal communities, as well as the stories of the impact of their work in their communities, provide broad measures of this outcome. In general education assessment, students are asked to describe their understanding of their roles as a citizen in particular situations or around particular topics.

The number and dollar value of grants that directly impact the well-being of the reservation community is one measure of the institution's impact on the Reservation. The other measurable indicators signal the amount of faculty and staff engagement in the community through service and leadership roles. The numbers of programs, activities, and events that promote community capacity also provide another measure of this objective. These indicators provide evidence of the institution's engagement in the community development component of its mission. The indicators are meaningful to the campus community and the larger Reservation community, which looks to the College to provide the means for increasing self-reliance, self-determination, and community well-being.

Conclusion to Chapter One

SKC's Year One Report describes the College's institutional purpose through a statement of the mission statement, a stated threshold of mission fulfillment, and description of the institution's four Core Themes. Together, these components provide a framework for systematic assessment of institutional effectiveness.

Ongoing work by the Accreditation Steering Committee and Theme Teams provides oversight and assessment of the Core Themes, Objectives, and Indicators to ensure that they provide useful and actionable measures.

Appendix A

Relationship of Salish Kootenai College Mission, Four Themes, and Objectives

Mission	*The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will promote individual and community development and help perpetuate the languages and cultures of the Confederated Tribes of the Flathead Indian Nation.*			
Core Themes	**Provide Access to Higher Education for American Indians**	**Maintain Quality Education for Workforce or Further Education**	**Perpetuate the Languages and Cultures of the Confederated Salish and Kootenai Peoples**	**Increase Individual and Community Capacity**
Objectives	*Access*	*Quality Faculty*	*Cultural Literacy of Students, Faculty, and Staff*	*Student Capacity for Self Reliance and Contribution to one's Community*
		Quality Curricula		
	Persistence	*Quality Student Outcomes*	*Community Cultural Knowledge*	*Community Impact: Increase Community Capacity*

Salish Kootenai College

Core Themes Monitoring Reports

Core Theme Three: Perpetuate the Culture of the Confederated Salish & Kootenai Tribes

Core Theme Three has two objectives:

1. Support Cultural Literacy of Students, Faculty, and Staff Members
2. Support Community Cultural Knowledge

Determining appropriate outcomes, indicators, and benchmarks is confounded by several factors, including the intangible nature of cultural perpetuation, and lack of consensus concerning the role of the College in cultural perpetuation. At this time, indicators are generally "indirect measures" and, to some extent, proxy measures for what may develop as more direct measures of effectiveness in this Core Theme.

At this time, the following indicators and benchmarks are in place, as determined by Core Theme Team Three:

Indicators, benchmarks, status, and source of data for Objective 3.1, Core Theme 3				
Support Individual Cultural Knowledge of Students, Faculty, and Staff Members				
Indicators	Benchmark		Status	Source
	Threshold	Aspirational		
Student satisfaction with incorporation of culture into classes and curricula – "The College provides Native American cultural content in most classes"	3.5	4.0	⦿ 2011: 3.9/5.0 ⬤ 2009: 4.4/5.0	Student Satisfaction Survey
Student responses to course evaluation item, "This course helped improve my understanding of Native American culture and the local reservation community."	2.75	3.5	⦿ 2013: 2.76/4.0	Course Evaluation Winter Quarter (Form 2)
Student statement, "I increased my knowledge/skills this year in "Cultural Understanding."	3.5	4.0	⦿ 2011: 3.8/5.0 ⬤ 2009: 4.2/5.0	Student Satisfaction Survey
Faculty and staff satisfaction with opportunities to increase knowledge of CSKT culture, language, and current issues	4.0	4.5	🔴 2013 Faculty Satisfaction Survey: 3.84/5.0	Faculty and Staff Satisfaction Surveys
Faculty, Staff, and Student knowledge of "5 Key Concepts."	2.0	2.5	⦿ 2012 Faculty/Staff: Average 2.01/3.0	5 Key Concepts Survey

Key to Status indicators
Green – status meets or exceeds aspirational benchmark

Office of Institutional Effectiveness, 3/2014

Yellow – status is between threshold and aspirational benchmarks
Red – status is below threshold benchmark

Indicators, benchmarks, status, and source of data for Objective 3.2, Core Theme 3				
Support Community Cultural Knowledge				
Indicators	Benchmark		Status	Source
	Threshold	Aspirational		
▪ Number of classes, seminars, events, and trainings with a focus on cultural perpetuation			🟢 Fall 2012: 49 classes, 1 nondeclared CSKT student 🟡 2012-2013 18 events/trainings	Enrollment records; staff survey
▪ Results of Community Perception Survey question: "College provides opportunities for learning more about CSKT culture…"	3.0	3.5	🟡 3.4/4.0	Spring 2013 Survey
▪ User satisfaction with access and use of Library Cultural holdings			(In process)	Library Survey

Key to Status indicators
Green – status meets or exceeds aspirational benchmark
Yellow – status is between threshold and aspirational benchmarks
Red – status is below threshold benchmark

Core Theme Team Three has determined that some indicators suggest potential responses:

a. Increase use of Salish and Kootenai language in signage, incorporate language in more institutional activities.
b. Include guest speakers from tribal offices etc. to update faculty/staff on current tribal issues and their impacts.
c. Implement revised orientation processes for new students, faculty, and staff, to include "5 Key Concepts" and other understanding of the unique status and location of SKC.
d. Align NASD101 (History of Indian in U.S.) courses to ensure that all students have more understanding of concepts of sovereignty, treat rights, and other core concepts.

Core Theme Team Three has also initiated discussions concerning less tangible/measurable concepts related to cultural perpetuation, such as relationships and traditional values. Board Chairman Durglo is convening representatives from the culture committees and others to discuss the concept of traditional values and how to further integrate these into the campus environment.