



**SALISH KOOTENAI
COLLEGE**



Evaluation of Institutional Effectiveness (EIE) Report

February 24, 2021

Table of Contents

Institutional Overview	i
Basic Institutional Data Form	iii
Accreditation Team	viii
Preface.....	ix
Standard One – Student Success, and Institutional Mission and Effectiveness	1
Institutional Mission.....	1
Standard 1.A.1	1
Improving Institutional Effectiveness.....	2
Standard 1.B.1	2
Table 1. Assessment and Planning Processes.....	2
Standard 1.B.2	3
Table 2. Indicators for Mission Objective One	5
Table 3. Indicators for Mission Objective Two	9
Table 4. Indicators for Mission Objective Three.....	13
Table 5. Indicators for Mission Objective Four.....	17
Standard 1.B.3.....	19
Table 6. Examples of Resource Allocation Resulting from Planning	21
Standard 1.B.4.....	21
Table 7. Examples of Internal Scanning Processes	22
Table 8. Use of Internal Assessment Findings	23
Table 9. Use of External Scan Findings.....	24
Student Learning.....	24
Standard 1.C.1	24
Standard 1.C.2.....	27
Standard 1.C.3.....	28
Standard 1.C.4.....	28
Standard 1.C.5.....	29
Standard 1.C.6.....	30
Standard 1.C.7	32
Standard 1.C.8.....	33
Standard 1.C.9.....	34
Student Achievement.....	35
Standard 1.D.1	35
Standard 1.D.2.....	36
Standard 1.D.3.....	37
Standard 1.D.4.....	38
Conclusion	39



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 American Indians. SKC is governed by a seven-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, providing community service and perpetuating the culture and histories of the Confederated Salish & Kootenai Tribes. SKC serves the Flathead Indian Reservation and Lake County, an area of almost 2,000 square miles. The population of the Reservation is diverse, with a total population 30,500 of which approximately 25% is American Indian. American Indian students come to SKC from throughout the United States; in fall 2020, students enrolled at SKC from 18 different states and 62 different tribal nations.

The status of educational attainment of American Indians, unemployment rates on American Indian reservations, and the critical status of the preservation of language and traditions of native peoples provide evidence for the continuing importance of the original institutional purposes. Reservation communities continue to experience disparities in health, employment rates, education, and living conditions. At the same time, loss of native languages and cultural traditions continues at a critical rate and threatens the social, economic, and political systems that impact the self-determination/self-governance goals of AI Tribes. In 2017, the Montana State University Extension Service calculated unemployment rates on the Flathead Indian Reservation at 23.5%, with another 38% employed but below poverty guidelines. 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. Compared with the state of Montana as a whole, American Indians in Montana have lower high school graduation rates, lower rates of attainment of some type of postsecondary credential (35.4% for the Flathead Reservation v. 45.2% for Montana), higher unemployment rates (23.5% for the Flathead Reservation v. 13% for Montana), and lower average wages (Montana Department of Commerce, Census and Economic Information Center, accessed 12/28/2020). American Indian youth drop out of high school at a higher rate than non-

Indian students (69.5% v. 88.7%) and drop out earlier, with American Indian youth ten times more likely to drop out even before starting high school (Montana Office of Public Instruction, 2018). These figures not only emphasize the need to provide educational opportunities for American Indians, but also require that the College continuously evaluate services and programs to ensure they meet the needs of its target population.

SKC is dedicated to meeting the needs of individual tribal members and the Confederated Salish & Kootenai Tribes as a whole. While the College maintains an open admissions policy and serves as a community college for non-Indian community members, the primary focus is on the education of tribal members and descendants of enrolled tribal members. Curricula include vocational and academic programs that meet the needs of AI communities as well as many courses that sustain the traditional knowledge and practices of the Confederated Salish and Kootenai peoples. The College strives to include tribal 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 such as the Indigenous Research Center and the SKC Extension Program.

As one of thirty-two tribal colleges, SKC is required by the Tribally Controlled Community College Assistance Act to maintain a student body that includes a minimum of 51% of students who are 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 American Indian students are enrolled members of the Confederated Salish and Kootenai Tribes, an average of 50 other tribes are represented in the student body each year. Since 1977, the College has conferred 4,248 Baccalaureate and Associate Degrees and Certificates of Completion to 3,636 graduates.

The College's activities are having a marked impact on the Flathead Indian Reservation and other tribal communities. SKC graduates work in tribal government, health care facilities, schools, and small businesses, providing economic growth and community development. Students, faculty, and staff are involved in the life of the reservation community through service and scholarship. SKC increasingly provides place-based research that focuses on perpetuation of natural and cultural resources as well as health and wellbeing.

Now in its forty-fourth 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 contribute to the perpetuation of the cultural and natural resources of the Tribes. 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 and campus technology infrastructure that ensure students, faculty, and staff have access to adequate resources. Thus the College is well represented by its logo, "Grounded in Tradition. Charging into the Future."

Basic Institutional Data Form

Institution: Salish Kootenai College
 Address: PO Box 70, 58138 Highway 93
 City, State, Zip: Pablo, Montana 59855

Chief Executive Officer

Dr. Sandra Boham
 Position: President
 Phone: 406.275.4973
 Fax: 406.275.4900
 Email: sandra_boham@skc.edu

Accreditation Liaison Officer

Dr. Stacey Sherwin
 Position: Director, Institutional Effectiveness
 Phone: 406.275.4931
 Fax: 406.275.4900
 Email: stacey_sherwin@skc.edu

Chief Financial Officer

Ms. Audrey Plouffe
 Position: Vice President, Financial Affairs
 Phone: 406.275.4969
 Fax: 406.275.4900
 Email: audrey_plouffe@skc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
 Specialized
 Health-Centered
 Religious-Based
 Native/Tribal
 Other (specify):

Degree Levels *(Choose all that apply)*

- Associate
 Baccalaureate
 Master
 Doctorate

Calendar Plan *(Choose one that applies)*

- Semester
 Quarter
 4-1-4
 Trimester
 Other (specify): ____

Institutional Control

City County State Federal Tribal

Public OR Private/Independent

Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official FTE Student Enrollments

Classification	Current Year (Fall 2020)	One Year Prior (Fall 2019)	Two Years Prior (Fall 2018)
Undergraduate			631
Graduate	n/a	n/a	n/a
Professional	n/a	n/a	n/a
Unclassified	n/a	n/a	n/a
Total all levels:			

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Student Headcount Enrollments

Classification	Current Year (Fall 2020)	One Year Prior (Fall 2019)	Two Years Prior (Fall 2018)
Undergraduate			
Graduate	n/a	n/a	n/a
Professional	n/a	n/a	n/a
Unclassified	n/a	n/a	n/a
Total all levels:			

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Total Number			Number of Full-Time (only) Faculty and Staff by Highest Degree Earned					
Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	NA	NA						
Associate Professor	n/a	n/a						
Instructor	71	55	5	2	10	38		16
Lecturer and Teaching Assistant	n/a	n/a						
Research Staff and Research Assistant	n/a	n/a						
Undesignated Rank	n/a	n/a						

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Instructor	\$50,441	7.9 years
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		
Rank		

Institutional Finances

Please attach the following as separate documents submitted with the Basic Institutional Data Form.

Note: All institutional finance reports are linked and provided in the Financial Documents folder of the Accreditation google drive.

- [Statement of Cash Flow](#)
- [Balance Sheet](#)
- [Operating Budget](#)
- Capital Budget: SKC does not have a Capital Budget
- [Projections of Non-Tuition Revenue](#)

New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2020 - 2021 approved by the institution's governing body. If NONE, so indicate.

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
SouthCentral Foundation*	4501 Diplomacy Drive	Anchorage, Alaska, 99508	Dental Assisting Technology		9	3
Yakama Nation**	401 Fort Road	Toppenish, WA 98948	Forestry A.S.		7	0
Northern Cheyenne Reservation	This program, a collaboration between SKC, Chief Dull Knife College, Flathead Head Start, and Northern Cheyenne Head Start, will begin in fall 2021.					
* This program is offered as a hybrid collaboration between SKC and SouthCentral Foundation. Dental Assisting Courses are taught by Certified Dental Assistants in Anchorage and general education courses are taught online by SKC faculty members.						
** At this time, all courses are taught by SKC faculty members and delivered remotely to the Yakama site.						

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education.

Note: While SKC is approved to offer additional degrees at-distance, only the following programs are currently offering 50% or more of the curriculum at-distance.

Name of Site	Physical Address	Degree/Certificate Name	Degree Level	On-Site Staff	Student Enrollment	Co-Sponsoring Organization
Main Campus		Chemical Dependency Counseling	Associate of Arts	No	25	None
Main Campus		Grant Projects Assistant	Certificate of Completion	No	3	None
Main Campus		Grant Projects Management	Associate of Arts	No	14	None
Main Campus		Liberal Arts	Associate of Arts	No	10	None
Main Campus		Medical Office Assistant	Certificate of Completion	No	2	None
Main Campus		Office Assistant	Certificate of Completion	No	5	None
Main Campus		Psychology	Associate of Arts	No	63	None
Main Campus		Psychology	Bachelor of Arts	No	57	None
Main Campus		Social Work	Bachelor of Social Work	No	40	None
Main Campus		Wildlife and Fisheries	Associate of Science	No	10	None
Main Campus		Wildlife and Fisheries	Bachelor of Science	No	34	None

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						

Accreditation Team

Dr. Sandra Boham, President

Mr. Dan Durglo, Vice President of Academic Affairs

Mr. Al Anderson, Chief Information Officer

Dr. Amy Burland, Faculty, Division of Education

Mr. Drew Hanson, Director, Academic Success

Ms. Valerie Johnson, Department Chair, Allied Health

Dr. Michael Munson, Faculty, Division of Education

Dr. Stacey Sherwin, Director, Institutional Effectiveness



Preface

Salish Kootenai College continues to develop in response to the needs of its students, community, and current events. Driven by its mission of providing student access, quality education, and perpetuating the cultures of the Séliš, Ksanka, and Qlispé, the College has implemented many changes since the last comprehensive report to the Northwest Commission of Colleges and Universities in 2013. While many of these changes were components of the institution's Strategic Plan 2015-2020 and other documents, the COVID-19 Pandemic both hastened planned changes and created the need for rapid response to organizational needs.

Major Changes Since 2013

Leadership

In 2018-2019, SKC Administration began planning a revision of the College's organizational structure. In 2019-2020, the College added a senior administrative position, the Vice President of Enrollment Management and Student Affairs (VPMSA). This position now maintains responsibility and authority for the multiple student services departments as well as the ongoing review and implementation of the College's Enrollment Management Plan.

Academics

In February 2021, NWCCU approved the addition of SKC's first Master's Degree Program, the Master of Science in Natural Resources Management. The development of this degree is funded by the National Science Foundation and strongly supported by the Confederated Salish & Kootenai Tribes. The College understands the seriousness of this move to inclusion of graduate coursework. The Graduate Natural Resources Program Chair, faculty and staff are deeply engaged in the work to provide quality education programming that meets the needs of tribal natural resources departments. A new Dean of Graduate Studies will join this work upon hire.

Over the last years, SKC has added additional new academic programs designed to meet workforce needs of the Flathead Reservation and surrounding communities. These include Certificate of Completion Programs (Bookkeeping and Payroll, Hospitality) and Associate Degrees (Health Promotion Practices, Grant Projects Management). The College also discontinued under-enrolled programs including Certificates of Completion in Hazardous Materials and Office Professions, Associate Degrees in Medical Assisting and Engineering, and the Native American Studies Certificate of Completion and Associate Degree. Additionally, the College is discontinuing the Associate of Science in Nursing and will offer a direct-admit Bachelor of Science in Nursing Program.

To fulfill the mission objective of cultural perpetuation, SKC added an Associate of Arts in Salish Language Teacher Education. This program specifically targets development of fluent Salish speakers who also have teaching skills and are able to obtain Montana's Class 7 License for native language educators. SKC is also finalizing work on a Culture, Arts, and Language Degree and has

hired cultural knowledge keepers who will assist with perpetuation of language and traditional arts.

Over the last three years, SKC has intentionally added High Impact Practices (HIPs) across the curriculum. Research demonstrates that HIPs “engage students in active learning that elevates their performance on desired outcomes” (Kinzie, 2012). HIPs are shown to be particularly impactful for students of color. The College implemented two new HIPs: a Freshman Seminar and Writing-Intensive Courses. While Service Learning has been a longstanding tradition at the College, faculty members are currently enhancing delivery of Service Learning courses to embed more student reflection and further emphasize the College’s competency of Citizenship

Facilities

Many of SKC’s original buildings no longer serve their original purposes. The College continues to enhance the physical infrastructure through remodeling older buildings and construction of purpose-built facilities. Remodeled academic buildings include NemK^winuntum, the Highway Construction training facility (rebuilt 2015) and the Michel Building which houses Native American Studies and Liberal Arts. The Vanderburg Building was completely remodeled to allow for the addition of a college Health Clinic serving students and employees. Student housing remains a priority, and the College added an Honors Dorm housing 16 students in 4-student pods. The latest facilities project is the construction of a 12,000 square foot Nursing and Allied Health Building. The first wings of that project are anticipated to open in fall 2021.



Finances

SKC continues successful grantmaking that contributes to the ability to achieve strategic goals and priorities. The College managed \$15,000,000 in grants in 2019-2020 and successfully wrote for more than 25 new grants totalling more than \$5,400,000. As grants are required to align with the institution’s mission objectives and priorities, grant funds allow the College to continue to build new programs and partnerships, advance research, and provide community outreach and enhancement. Some grants fund short-term projects while others create programs later sustained through student enrollment. Examples of grant funding over the last years include the National Science Foundation Tribal Colleges and Universities Program support of the new Indigenous Research Center and the development of the Master of Science in Natural Resources Management; U.S. Department of Education support for a collaborative project with Chief Dull Knife College to increase the number of highly qualified Head Start teachers; National Institutes of Health (NIH) funding for a participatory research project related to improving SARS COV2 testing in tribal communities; American Indian College Fund support for a student success grant targeting first year student success; Department of Interior support for an archeological survey in Yellowstone National Park; and a National Science Foundation grant for student research

related to microbes in Flathead Lake. These are but a few examples that demonstrate the breadth of grantmaking work to support the College's mission.

Student Success

Over the last seven years, SKC has maintained its focus as a student-centered institution, continuing to implement and enhance student support programs, streamline admissions processes, and revise academic areas to increase student success. Examples of this work are provided throughout the College's Evaluation of Institutional Effectiveness Report and Policies, Regulations, and Financial Review (PRFR). These changes were indicated by analysis of institutional data such as retention and persistence rates, and facilitated by the College's participation in national student success initiatives such as Achieving the Dream and Carnegie Math Pathways. The institution completed a revision of developmental courses and college math/English sequences and is currently evaluating the effectiveness of those changes. Revisions to the general education program included addition of a First Year Seminar and increasing emphasis on the college's general education student learning outcomes.

The College has increased focus on outreach to local high schools by offering more dual enrollment options and maintaining a half-time dual enrollment coordinator. Additionally, SKC implemented a STEM Academy for high school students, enrolling local high school students in a culturally responsive, cohort-based concurrent enrollment program of STEM classes. The STEM Academy program includes involvement in the Howard Hughes Medical Institute SEA-PHAGE Program, the first high school in the United States to participate in this research program.



Additional student support services implemented over the last seven years include the introduction of an Early Alert System. Success coaches respond to early alerts entered by faculty and staff, contacting students, assisting with problem-solving, providing referrals to college and community resources, and coaching students toward self-advocacy. A Transfer Specialist was added in 2018 to increase efficiency for students transferring to the College. Most recently, SKC added a First Year Coordinator who is responsible for communication with and mentoring of new students from the time of admission through completion of their first year of college.

SKC Foundation

As of December, 2019, SKC Foundation transitioned from its prior 501(c)(3) IRS status to a 509(a)(3) "supporting organization" status. This change signifies an organizational structure that is even further integrated with SKC. Though remaining officially separate as a charitable entity, becoming a 509 supporting organization means that the Foundation may no longer exist as a fully independent organization and is thus tethered to SKC as its parent organization. All Foundation programs and operations are thus even more formally tied to the College's mission

and goals as the Foundation's existence is deemed to be in exclusive support of SKC. The Foundation maintains its own board of directors, though its board composition is now directed by the Salish Kootenai College Board of Directors.

COVID Response

In March 2020, the Confederated Salish & Kootenai Tribal Council moved the reservation into shelter-in-place status. SKC faculty and staff had less than two weeks to move courses and processes online prior to the beginning of the spring academic quarter. While SKC already had a Learning Management System (LMS) in place and some online business processes, the College's COVID response resulted in a rapid digital transformation.

An administrative COVID Response Team provided coordination for business, student services and academic processes, faculty training, and overall campus communications. While every SKC course already had a Schoology shell from SKC's existing LMS, many faculty had not used Schoology, were not trained in online pedagogy, and required support from SKC's IT Services Department. Faculty and staff working at home required new computers and other technology. While accommodating altered employee work processes, the College also focused on student needs. A previously utilized online new student orientation process was quickly revamped. IT Services created wifi hotspots in campus parking lots and throughout the reservation, began a computer loan program, and solved innumerable daily technology issues. The Library developed curbside delivery, assisting students via telephone or video chats. Student mental health became a larger issue as the stress of learning online while caring for children and elders exacted a toll. Additional counseling services were added to assist both students and employees. Student financial needs, already significant, rose with unemployment.

Now almost one year into the Pandemic, college processes are significantly altered. Multiple business processes have moved online. Through donations and other funding sources, the College has substantially increased support for faculty and students. Significant faculty development efforts and technological updates have resulted in an increased capacity to offer online courses and programs; NWCCU has now provided approval for the institution to offer many programs online. The College added the position of Instructional Design Specialist to assist faculty with online pedagogy and course design. To assist students, SKC offered a 50% tuition reduction for Academic Year 2020-2021, increased mental health services and other student supports such as online tutoring, and increased the number of Student Success Coaches involved in retention efforts. Weekly food boxes are also available to students.

While the pandemic has exacted a nation-wide toll, close-knit reservation communities including the Flathead Reservation have been greatly affected. As a hub of the community, SKC has risen to the challenge, but not without resulting physical and emotional impacts. There have been positive impacts; moving business processes online saves time and paper and increasing capacity to offer online/distance classes benefits students who are unable to locate affordable local housing. There has been a significant personal and emotional toll on employees who have cared for family members and lost loved ones; faculty who rapidly pivoted heavy teaching loads to a virtual format and provide individual tutoring and emotional supports for their students; and

staff who moved processes to digital formats and provided daily student support in addition to their normal workload. While the College increased mental health support for employees, stressors continue and virtual meetings feel inadequate for a campus on which employees consider themselves to be family. With the needs of students at the forefront, SKC continues to strive to meet its mission despite current challenges.



Response to Topics Previously Requested by the Commission

Salish Kootenai College does not currently have any unresolved recommendations from the Commission.

Standard One – Student Success, and Institutional Mission and Effectiveness

Institutional Mission

Standard 1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Salish Kootenai College's mission statement affirms the College's purposes as an institution of higher education as well as its commitment to student achievement. The mission statement was formally adopted by the Salish Kootenai College Board of Directors (BOD) in 1979 and is reviewed regularly by the BOD. The primary directive of the mission statement has always been to provide postsecondary education opportunities for American Indians.

The Board of Directors updated the college mission statement in 2019. The previous mission statement read:

The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for American Indians, 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.

The new mission statement reads as follows:

The Mission of Salish Kootenai College is to provide quality post-secondary educational opportunities and support for American Indians, locally and from throughout the United States, to achieve their academic and career goals. The College will perpetuate the cultures of the Seliš, Ksanka, and Qlispe' peoples. The College will impact its community through service and research.

Łu Scʔawʔawm Sctels

Łu sctelsts Łu Seliš Sqłse Kʷtił Snʔačłtqeýmintn qes xʷičši t xest nwist npxpałtn xʷi sqłqelixʷ ye tı šiʔelixʷ u tı es mlkʷmulexʷ ye łstulixʷ. Nem es kʷupsts t Kʷtił Snʔačłtqeýmintn Łu snłšeʔtn m čnaqs snpxʷtilštis m qes čštims Łu nkʷułmis uł Seliš, Sčłtkʷmsčın u Sqłse Nkʷnkʷelixʷ.

The changes were made to indicate the College's emphasis on student access and success by adding the words "and support". The revised mission thus provides the charge to assist students to achieve their academic and career goals. The BOD removed the phrase "promote community and individual development" as that phrase ultimately proved to be very difficult to measure and not meaningful to many college employees. The new phrase refers to SKC's ongoing emphasis on community service and increasing role as a research institution. The mission



statement continues to emphasize SKC's role as a tribally-chartered institution that assists with perpetuation of the cultures of the Séliš, Ksanka, and Q̓lispe' peoples.

Institutional decisions and actions are oriented to students, community, and culture. College and department planning, budgeting, as well as assessment of institutional effectiveness are tied to the mission and mission objectives. The mission statement is held closely in the hearts and minds of SKC employees. In faculty and staff satisfaction surveys in 2019 and 2020, 93% of staff and 98% of faculty members strongly agreed or agreed with the statement, "I have a personal commitment to the mission of the College."

Improving Institutional Effectiveness

Standard 1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

SKC utilizes multiple measures to integrate planning and evaluation and assess institutional effectiveness. The College's Mission Objectives, discussed below in 1.B.2., provide one means of systematic evaluation that includes measures of student learning and achievement, effectiveness of support services, and other institutional goals. Regular cycles of planning and assessment provide data concerning effectiveness used for resource allocation and improvement.

Table 1. Assessment and Planning Processes

Planning Process	Cycle	Purpose and Use
5-Year Strategic Plan	Every five years and as requested, per SKC Policy 131.00	Informs institutional resource management and individual unit planning. Example of Use: Implementation of first year student supports and the Freshman Seminar
Mission Objective Assessment and Planning	Continuous assessment and planning with annual summary report, summer	Multi-constituent assessment and planning to direct activities and resources toward increasing effectiveness in institutional mission. Example of Use: Revision of developmental course sequence
Academic Department Learning Outcomes Assessment	Completed annually, fall	Summarizes each academic department's learning outcomes assessment work for the previous year. Example of Use: Curriculum revision by the Business Department
Academic Department Annual Plan	Completed annually, fall	Links academic department planning to institutional priorities with emphasis on Mission Objectives. Example of Use: Development of academic department recruitment plans

Planning Process	Cycle	Purpose and Use
Non Academic Unit Annual Plan	Completed annually, summer/fall	Links nonacademic unit planning in an annual cycle of assessment and review tied to Mission Objectives. Example of Use: Additional Career Services outreach to students to increase usage
Enrollment Management Plan	Updated annually	Facilitates data-informed planning regarding recruitment and retention. Example of Use: Implementation of SKC Preview Day for high school students
Facilities Planning	Updated every 3 years	Provides short- and long-term planning for capital expenditures and growth projections. Example of Use: Allied Health Building construction is listed as a priority in the plan
Information Technology Planning	Updated every 3 years	Includes assessment and planning to ensure technology supports institutional mission and objectives. Example of Use: Improved wifi-connection in dorms and instituted electronic purchase orders.

Standard 1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

As a tribal college, SKC expects to impact the lives of American Indian Students as well as the health, education, cultural, and economic well-being of the Flathead Indian Reservation. 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 four Mission Objectives that are directly drawn from the mission statement and represent essential elements of the mission.

With the revision of the mission statement in Summer 2020, SKC Administration and the Accreditation Team reviewed the previous core themes, changing terminology to “mission objectives”. The changed terminology provides a reminder to stakeholders that these objectives are directly derived from the mission statement. Three of the four Mission Objectives are similar to SKC’s previous Core Themes (Access, Quality Education, Cultural Perpetuation) while the fourth Mission Objective (Research and Service) reflects the change to the mission.

The goal for each Mission Objective is actionable and provides further definition. Mission Objectives have associated indicators that are actionable and measurable. Baseline and aspirational benchmarks are set for each indicator. Benchmarks were developed by the Accreditation Team and the Office of Institutional Effectiveness or as described below in a discussion of the rationale for each indicator; an explanation of data sources and method of

analysis provides transparency and consistency in measurement. Each indicator is marked by a circle colored red (below baseline benchmark), yellow (between baseline and aspirational benchmark), or green (at or above aspirational benchmark). These colored designators provide the ability to rapidly scan Mission Objective reports for areas of concern.

SKC's annual core theme reports (now Mission Effectiveness Reports) provide longitudinal data useful in monitoring trends. SKC evaluates the usefulness and reliability of indicators and continues to refine them. SKC frequently relied on input measures but is increasingly focused on determining meaningful measures of the outcomes of its efforts. Therefore, several indicators in the tables below are new in the 2020-2021 year and do not yet have associated data.

Mission Objective One, Access and Success

Mission Objective One, Access and Success, is central to the institution's role as a Tribal College that serves a historically underrepresented student population. SKC was originally chartered to provide access to higher education for a population with low postsecondary participation and success rates. Educational inequities between American Indians and other populations continue. For example, compared with the state of Montana as a whole, American Indians in Montana have lower high school graduation rates, lower rates of attainment of some type of postsecondary credential (35.4% for the Flathead Reservation v. 45.2% for Montana), and










higher unemployment rates (23.5% for the Flathead Reservation v. 13% for Montana). Lake County, Montana, has a postsecondary credential attainment rate of 33.2% overall. However, the most recent CSKT Sustainable Economic Development Plan (2015) stated that 49% of CSKT tribal members over the age of 25 had not completed any type of postsecondary education, and almost 19% had less than a high school diploma or equivalent.

While increasing access to higher education is a critical component of SKC's mission, the addition of the word "support" in the revised Mission Statement directs the College to maintain focus on student success. The institution provides student services and structures academic programs to promote student achievement. The College maintains a commitment to focus on the success of students who are economically or educationally disadvantaged. Disaggregated data provides analysis of the success of these groups; this data is provided in annual Student Success Reports rather than listed in the table of Mission Objective One indicators.

Indicators Mission Objective One include direct measures of student achievement that are leading indicators of student success (fall-to-fall retention and DFW rates) as well as the lagging indicator of graduation rates. Indicators also include indirect measures such as student satisfaction with services that facilitate student access and success. Indicators that are

benchmarked against peer institutions are asterisked; comparative data is provided in an annual Student Success Report.

Table 2. Indicators for Mission Objective One

Goal for Mission Objective One, Access and Success: Admit and provide students with the opportunities and support needed to accomplish their educational and personal goals.				
Indicator	Benchmarks		Status	
	Baseline	Aspirational		
1.1 Percentage of student body that is American Indian	51%		Fall 2020: 72%	
1.2 Fall-to-fall persistence rates*	56%	75%	66% (2018_10 to 2019_10)	
1.3 Graduation rates for students in Certificate of Completion, Associate Degree, and Bachelor Degree students *	Certificate, 41% Associate, 22% Bachelor, 38%	Certificate, 60% Associate 50% Bachelor 50%	Certificate (2018 cohort), 43%/61% with WFCT Associate, 26% Bachelor, 29%	
1.4 Percentage of students who complete gateway courses: Math 100/101, ENGL 101, NASD 101*	ENGL 101, 50% MATH 101/103, 50% NASD 101, 60%	ENGL 101, 75% MATH 101/103, 75% NASD 101, 75%	2019-2020: ENGL 101, 50% MATH 101/103, 63% NASD 101, 70%	
1.5 Percentage of first-time, full-time students who complete ≥ 12 credits in their first quarter	79%	90%	Fall 2019: 94% Fall 2020: 92%	
1.6 DFW Rates*	25.3%	20%	AY 2019-2020 27% AY 2018-2019 25%	
1.7 Student satisfaction with support for learners, full-time* and part-time*	Part Time: 50 Full Time: 50	Part Time: 62 Full Time: 62 (62 is score for top performing colleges)	Spring 2018: Part Time: 49.5 Full Time: 59.4	
1.8 Student satisfaction with support services	3.5/5.0	4.5/5.0	Spring 2019: Average 3.9/5.0	

*These indicators are benchmarked against regional and peer institutions.

Goal for Mission Objective One, Access and Success: Admit and provide students with the opportunities and support needed to accomplish their educational and personal goals.

Data Sources and Measurement

- 1.1 Data obtained from Fall Census 4 annually
- 1.2 Calculated by the Office of Institutional Effectiveness winter quarter annually
- 1.3 Calculated by the Office of Institutional Effectiveness. Based 150% of estimated time for completion for each degree type; baseline is most recent 3-year average
- 1.4 Calculated by the Office of Institutional Effectiveness annually, winter quarter, for the previous fall quarter
- 1.5 Percentage of students who earn a D, F, or W as a course final grade out of the total number of course enrollments. Calculated by the Office of Institutional Effectiveness based on data from Census 4
- 1.6 Calculated winter quarter annually, the baseline is the most recent 3-year average
- 1.7 Data from the CCSSE Survey given spring even year
- 1.8 Derived from internally derived Student Satisfaction Survey, spring odd years

Rationale for the Mission Objective One Indicators:

1.1 As a tribal college, SKC's mission is to serve American Indians from the Flathead Reservation and from throughout the United States. However, the College also serves non-Indian students who primarily come from the local area. The percentage of American Indian students is an important measure of SKC's ability to continue to attract its target population. The baseline represents the minimum percentage required to maintain status as a tribal college. No aspirational benchmark is set.

1.2 SKC defines persistence as a student's continued enrollment until meeting their educational goal(s). The College tracks fall-to-winter and fall-to-fall persistence of new, full-time, declared majors. Until Academic Year 2020-2021, this data was provided in an annual Enrollment and Retention Report. This report has been retitled the Student Success Report and includes additional student success data. Because IPEDS rates account for only a small percentage of SKC students, the College also disaggregates student data by numerous meaningful categories including goal upon enrollment, gender, ethnicity, part-time/full-time status, and first generation college student status. Indicator 1.2 is an overall persistence rate, benchmarked against other peer institutions. The baseline benchmark is an average of the last three years; the aspirational benchmark was set by the Enrollment Management Team.

1.3 Graduation rates are a lagging measure of the effectiveness of the College's services such as advising and success coaching as well as the institution's student-centered faculty and curricula. The Fall to Fall persistence rate is defined at SKC as the number of new, declared majors who either graduate or are still enrolled the following fall term. The baseline benchmark is the most recent 3-year average, while the aspirational benchmark is set by the Enrollment Management Task Force based on increasing rates of completion for each degree type. As the College's academic programs include one-year, two-year, and four-year programs, differentiating graduation rates by type of degree is important to accurate analysis. Disaggregated outcomes for

this indicator are provided in the annual Student Success Report. This indicator is benchmarked as described in Standard 1.D.2.

1.4 Completion of gateway courses such as college-level English and math are commonly utilized leading indicators of student success. As the Certificate of Completion programs are not required to include these gateway courses as general education requirements, data is calculated by dividing the number of students who pass the stated course over the academic year by the number who enrolled in the class. The baseline benchmark is the lowest percentage of course completion over the last three years. The aspirational benchmark is set at 75% as an initial goal. This indicator is new for Academic Year 2019-2020 and the benchmarks will be adjusted as needed to facilitate continuous efforts to improve student course completion. This indicator is benchmarked against peer TCU institutions. Disaggregated outcomes for this indicator are provided in the annual Student Success Report.

1.5 The percentage of first-time, full-time students who complete ≥ 12 credits in their first quarter is a leading indicator of student success and frequently cited as an important indicator of student success efforts. Institutional data demonstrates that the highest stop-out rates occur during students' first academic year. Therefore, this indicator is particularly important to SKC. The baseline benchmark for this indicator is the most recent three-year average. The aspirational benchmark is set by the Enrollment Management Task Force. Data shows that SKC met that aspirational benchmark in Fall 2019 and Fall 2020. Additional indicators may assist in clarifying additional loss points along the first year, therefore the College will add first-year, fall-to-winter retention as another indicator.

1.6 This is a new indicator at SKC. DFW rates are calculated as the percentage of students who earn a D, F, or W as a course final grade out of the total number of course enrollments. While this in itself is an important metric, SKC also breaks down the DFW rates for all courses. This information is provided annually to department heads and the Vice President for Academic



Affairs. Data is used to discuss means to improve course pass rates. For example, introductory math courses previously had some of the highest DFW rates, but continuing efforts to enhance student achievement in those courses has decreased those rates. The baseline is the most recent three-year average. The aspirational benchmark was set at 80% for all courses to provide a target for improved student achievement. This indicator is benchmarked against other TCUs in the NWCCU region.

1.7 SKC administers the Community College Survey of Student Engagement (CCSSE) biennially in even years. However, the CCSSE is administered in-class and the CCSSE organization did not provide the CCSSE in spring 2020 due to the COVID-19 Pandemic. CCSSE developed an online version of the survey and SKC plans to participate in Spring 2021. While the CCSSE provides

indirect evidence of student access and success, student responses to the items related to Support for Learners provide student perceptions of services designed to facilitate success. The institutional report provides SKC's scores compared with all participating institutions. The baseline benchmark for this indicator represents the standardized mean of all participants at all colleges, calculated by CCSSE. The aspirational benchmark is the score of the Top-Performing Colleges, calculated by CCSSE. SKC uses this data along with an internally-derived Student Satisfaction Survey to review student perceptions of support services.

1.8 A Student Satisfaction Survey is administered to a stratified sample of enrolled students every other year. The internally-generated survey provides student perceptions of services, the campus climate, satisfaction with academic services such as advising, and their learning of the College's general education outcomes. The overall student satisfaction rate is tracked to provide a longitudinal data point. The baseline benchmark is set at an equivalent of 70% and the aspirational benchmark is set at an equivalent of 90%. Data for individual departments is used for quality improvement processes. An example of a change resulting from this indicator is increased outreach efforts and programming by the Career Services Department. Changes resulting from these surveys include new advising processes and development of written processes including a timeline for transcript review for students transferring to the College.







Moving Forward: Like many community colleges, students enroll at SKC for many reasons. The College now asks all first-time students to indicate the goal for enrollment (e.g. earn a one-year Certificate of Completion, advance workforce skills, or take classes to prepare for transfer to another institution.) For this year's Student Success Report, analysts attempted to disaggregate fall-to-winter and fall-to-fall persistence rates by goal for enrollment. This additional data will assist in understanding the institution's retention and persistence patterns.

Mission Objective Two

The overall goal of the College's academic programs is to deliver quality, relevant education. For many SKC students, education is the way out of the cycle of poverty. Students primarily enroll at SKC to prepare for entry into the workforce, earn a living wage for themselves and their families, and contribute to their communities. Therefore, SKC aims to provide students with an education that meets individual educational goals, prepares students for occupations or transfer to other academic institutions, and is delivered in a culturally-sustaining learning environment.

SKC defines a "quality education" as one that meets disciplinary standards and prepares students to meet their educational and/or occupational goals, whether to earn a Certificate of Completion or a Bachelor Degree. A quality education also includes student achievement of competencies in the College's "4 Cs": Critical Thinking, Communication, Cultural Understandings, and Citizenship. "Relevant education" is defined as an education that is aligned with current competencies in the discipline and that prepares students for roles in their chosen occupation or profession. The indicators chosen for Mission Objective Two measure quality, relevance, and rigor of academic programs. Indicators in Mission Objective Two that are benchmarked against peer institutions are asterisked.

Table 3. Indicators for Mission Objective Two

Goal for Mission Objective Two, Quality Education: Deliver culturally-sustaining learning environment that provides learners with opportunities and experiences needed to develop the knowledge, skills, and abilities necessary for to enter careers and/or transfer for additional education, and be life-long learners.				
Indicator	Benchmarks		Status	
	Baseline	Aspirational		
2.1 Student licensure/certification pass rates*	70%	100%	2019-2020: 91.8%	
2.2 Number of Distance Courses that meet or exceed baseline score on SKC Quality Matters rubric			New Spring 2021	
2.3 Average scores on General Education Assessment (calculated each spring)	Crit. Think. 8.5 Comm. 8.5 Average: 17.5	Crit. Think. 9.0 Comm. 9.0 Average 18.0	Spring 2019: Critical Thinking 9.3 Communication 9.1 Average: 18.4	
2.4 Program Advisory Committee ratings of curriculum quality	3.5	5.0	AY 2020-2021: 4.73	
2.5 Graduate rating of the quality of education received at SKC	4.0	4.5	2019 Grad Survey: 4.5 2020 Grad Survey: 4.5	
2.6 Results of Academic Program Review demonstrate quality and relevant curricula	4.0	5.0	2019-2020 Average: 3.9	
2.7 CCSSE Results*:			2018 Results:	
Student Effort	Avg. All Colleges 50.0	Top Colleges 59.7	60.9	
Academic Challenge	50.0	57.0	58.3	
Student-Faculty Interaction	50.0	60.1	64.4	

*These indicators are benchmarked against regional and peer institutions.

Data Sources and Measurement

2.1 Calculated as weighted average for students from Nursing (NCLEX), Dental Assisting (CDA), Medical Assisting (CCMA), Emergency Services (NREMT) and Education (Praxis) Programs using data for graduates of previous academic year

2.2 Will be calculated based on mean scores and range on SKC's Quality Matters Rubric

2.3 Scores on annual General Outcomes Assessment, calculated each spring for that year's graduating Associate Degree Cohort based on Critical Thinking and Communication rubrics

2.4 Mean score from Program Advisory Committee Survey conducted annually

2.5 Data derived from annual graduate survey

2.6 Data from the CCSSE Survey, given spring even year

Rationale for the Mission Objective Two Indicators:

2.1 The percentage of students that pass external licensure/certification examinations is an important metric for the quality of those programs as well as the College in general. Licensure examinations such as Praxis measure academic knowledge gained both in department-specific courses as well as general education coursework in the sciences and other disciplines. Licensure exams such as the National Council for Licensure Examination (NCLEX) examination for nursing provide comparison data for national pass rates, providing an indicator of program effectiveness in preparing students. The relevant departments track pass rates, making changes to curriculum if indicated.

2.2 The number of courses that exceed the baseline score on a Quality Matters rubric is a new indicator that will be implemented in Spring 2021. As SKC increased online course offerings in Spring 2020, the College engaged in efforts to ensure that online courses provide quality content, have substantive faculty-student interaction, and are structured to promote student success. In Winter 2021, a cohort of SKC faculty and administrators began participation in Quality Matters certification courses. Quality Matters is a nationally recognized, scalable quality assurance program that includes research-supported, and practice-based quality standards and appropriate evaluation tools and procedures. The faculty/administrator cohort is developing a rubric aligned with the Quality Matters rubric with the addition of a cultural component yet to be defined. Faculty will pilot use of the rubric for spring courses. Addition of this indicator is an example of the College updating measures of effectiveness as college priorities change.

2.3 SKC's General Education Assessment is described in Standard 1.C.6. Standardized rubrics derived from American Association of Colleges and Universities (AACU) Value Rubrics provide scores for students in SKC's general education outcomes of Critical Thinking and Communication. Graduating Associate Degree students complete the assessment annually, providing comparison



data for the College's work to increase student achievement in these competencies. The assessment has resulted in multiple changes in both the general education program as described in 1.C.6.

2.4 In Academic Year 2020-2021, SKC implemented a Program Advisory Committee (PAC) [Survey](#) asking for PAC members' perceptions of the quality of the respective program's curriculum. PACs consist of employers, experts in

the discipline, and alumni who meet annually to review the program including student outcomes, make recommendations for areas such as student recruitment and work-based learning opportunities, and discuss anticipated changes in the field. While the majority of SKC Academic Programs have maintained PACs for many years, there was no systematic attempt to gather

comparative data that could be used to inform the College's overall program review. In Winter 2021, three academic programs with early PAC meetings piloted a survey in which PAC members were asked to evaluate the curriculum and learning outcomes. Results from the pilot are provided in Table 3, above. The lowest score for any individual survey items in the pilot was the item, "The curriculum contains courses important to graduates in this field" which received a score of 4.5/5.0. As additional programs conduct PAC meetings over the remainder of winter and spring terms, those results will be compiled to provide both individual and aggregate data regarding PAC committee perceptions of program curricula and learning outcomes.

2.5 While satisfaction is an indirect measure of quality education, SKC's Graduate Survey provides valuable information concerning graduates' perceptions of SKC's academic and student support programs. If graduates are not satisfied with their educational experience and preparation, they will broadcast that dissatisfaction in their communities, decreasing recruitment potential. More importantly, if the satisfaction rate were to decrease, the College would further investigate and make changes as indicated.

2.6 Academic Program Reviews (APR) are conducted for each academic degree on a four-year rotating cycle. A review team of faculty members from other departments is charged with evaluating the program and providing feedback using a standardized form. Indicator 2.6 provides a total average score for the following specific items from the Feedback Form: There is evidence that the curricula are kept current and relevant; There is evidence that assessment of student learning - using direct measures - is used to improve the program of learning; There is evidence that faculty members have appropriate experiential and educational qualifications; There is evidence that the curricula reflects concepts of place-based education and the department is engaged in SKC's mission of cultural perpetuation. The baseline benchmark represents an "80%" score and the aspirational benchmark represents a 100% score. The lowest score from the 2019-2020 APR was the use of direct assessment measures to improve student learning. Two departments from the 2019-2020 cycle were using grades or survey scores as some of their assessment measures and are currently working to increase the use of direct measures.

2.7 According to the CCSSE organization, the CCSSE survey is a "tool that can enhance an institution's understanding of the student learning experience on its campus." While the CCSSE provides indirect evidence of student access and success, student responses to the items related to Student Effort, Academic Challenge, and Student-Faculty interaction provide data concerning the quality of academic programs. The report provided to the College provides SKC's scores compared with all participating institutions and a standardized mean. The baseline benchmark for this indicator represents a standardized mean of all participants at all colleges, as calculated by CCSSE. The aspirational benchmark is the score of the Top-Performing Colleges, calculated by CCSSE. The lowest score, Academic Challenge, is above the normed mean for all colleges but offers an area for further discussion by faculty members.

Mission Objective Three: Cultural Perpetuation

In the original college Articles of Incorporation, the first SKC Board of Directors acknowledged the College's important role in providing education related to "Indian Culture and History." This role remains unchanged, as perpetuation of the languages, histories, and lifeways of the Séliš, Ksanka, and Q̓l̓ispe peoples is a vital component of the College's mission. Perpetuation of the irreplaceable cultural knowledge of the Séliš, Ksanka, and Q̓l̓ispe is critical with the ongoing loss of tribal elders who are knowledge keepers.



Mission Objective Three provides a unique context for the activities, programs, and facilities of the institution. From campus facilities and artwork to the honor songs and prayers at campus functions, SKC honors the cultural traditions of the Tribes. 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. SKC's academic programs offer students cultural validation through the combination of western knowledge and traditional Indigenous knowledge and worldviews. The College also supports cultural perpetuation through both department and institutional activities. The D'Arcy McNickle Library houses the archives of the CSKT. The Indigenous Research Center focuses on place-based research supporting tribal priorities. The SKC Institutional Review Board worked closely with the Council to develop a tribal ordinance supporting tribal sovereignty over research on the Reservation. These and many other efforts demonstrate the College's commitment to supporting the perpetuation of Séliš, Ksanka, and Q̓l̓ispe' cultures.

While cultural perpetuation and delivery of place-based, culturally-sustaining education is mission-central at SKC, measurement of the effectiveness of SKC's work in this area is difficult. In the years since defining initial Core Themes, the College has often used input measures such as the number of students participating in various activities. As one elder stated, the idea of measuring how "cultural" an individual is does not align with traditional ways of knowing. Defining indicators for constructs such as "cultural relevance" and "culturally sustaining" are the topic of discussions with the Culture Committees, campus stakeholders, and the Board of Directors. In order to move toward more holistic ways of understanding effectiveness in Mission Objective Three, the College continues to modify indicators to move from what were primarily input measures to outcomes measures and the use of more qualitative data.

Table 4. Indicators for Mission Objective Three

Goal for Mission Objective Three, Cultural Perpetuation: Foster individual and community understandings of the languages, worldview, knowledge, skills, and traditional value systems of the Séliš, Ksanka, and Q̄lispe peoples.				
Indicator	Benchmarks		Status	
	Baseline	Aspirational		
3.1 Number of community cultural activities conducted each year			2017-2018: 16 2018-2019: 17 2019-2020: 9	
3.2 Percentage of SKC faculty and staff that state that the College provided them opportunities to learn more about the Séliš, Ksanka, and Q̄lispe peoples	3.8	4.5	2020 Staff: 3.9 2021 Faculty: Pending	
3.3 Qualitative data from community partners that foster cultural perpetuation	n/a	n/a	1/25/21 Meeting: Emphasized roles of elders as knowledge keepers and importance of building relationships	
3.4 Outcomes assessment of Cultural Understandings "C"	7.2	9.0	Spring 2019: Cult. Under.: 7.2	
3.5 Number of students who met learning objectives for NASD, NASL, or cultural ARTD classes	DFW rates in stated courses: <20% # students: 50% of student body	Not Set	2019-2020: 429 unduplicated students	
3.6 Student rating integration of cultural content into course	3.18	4.5	Fall 2020: 3.3	

Data Sources and Measurement

3.1 Data obtained from the college scheduler and via department head/chair survey annually

3.2 Data from biennial staff satisfaction survey (even years) and faculty satisfaction survey (odd years)

3.3 Recorded comments from meetings with the Culture Committees and other community partners are reviewed for themes related to college effectiveness in cultural perpetuation

3.4 Pilot use of a Cultural Understanding rubric with the spring 2019 general education assessment

3.5 Number of students with course pass rates defined as grade of A, B, C, or "Pass" for courses with the course prefixes stated. Calculated from registration data in Jenzabar annually

3.6 Mean score of all students completing course evaluation for the stated quarter, responding to the evaluation question related to Cultural Understanding

Rationale for the Mission Objective Three Indicators:

3.1 The number of community events and classes that provide cultural activities is an input measure that serves as a proxy indicator of the College's engagement in cultural perpetuation. The variety of types of activities and the fact that many of these activities are led by elders or other cultural experts increases the difficulty of measuring the outcomes.

3.2 In order to include cultural content and incorporate cultural values across campus, faculty and staff need continuing professional development that increases their cultural literacy. SKC offers opportunities for this professional development during in-services and employees may take cultural courses without paying tuition. Tracking employee responses concerning perceptions of the extent to which the College provided them opportunities to learn more about the Séliš, Ksanka, and Ql̓ispe peoples provides one measure of the effectiveness of these opportunities. The baseline is the average of staff responses for the previous three years. This item will be added to the faculty satisfaction survey starting spring 2021.

3.3 Meetings with Culture Committees and other community entities provide qualitative feedback on SKC's effectiveness in meeting tribal goals for cultural perpetuation. Comments provide areas for institutional improvement as well as partners' perceptions of the College's strengths and positive actions. Meetings over the last year have been delayed due to the COVID-19 Pandemic. The most recent meeting with the Salish Pend d'Oreille Culture Committee occurred on January 21, 2021. The meeting served to discuss the College's work towards an academic degree in Cultural Arts and Language as well as to discuss the College's efforts in cultural perpetuation. The elders present emphasized the importance of relationships with knowledge keepers and continuing work in language preservation. One elder noted he "sees hope" in the College's work with the Cultural Arts and Language and the Salish Language Educator programs.

3.4 Cultural Understandings is one of SKC's general education outcomes and is an important component of programs and classes at the College. Meaningful measurement of this competency across programs has been difficult, particularly as students arrive with very diverse backgrounds and understanding of their own cultures, creating difficulty in measuring gains in understanding. In Spring 2019, college personnel used a draft Cultural Understanding rubric to attempt to score student general education essays. These essays are further described in Standard 1.C.6. Interrater reliability for the use of the rubric could not be determined. Furthermore, the evaluation team felt that the rubric was not useful in evaluating student gains in Cultural Understandings, as students tended to integrate their personal beliefs and values received prior to arrival at College into their essays. The General Education Committee is reviewing other options for assessing the Cultural Understandings "C" such as qualitative analysis of short response essays.

3.5 Specific institutional courses focus on Cultural Understandings with learning outcomes focused on traditional and current knowledge, skills, and beliefs of the Séliš, Ksanka, and Ql̓ispe'. The number of students who meet the course learning outcomes for classes that specifically provide knowledge and skills in cultural areas provides the College with overall enrollment data

for these classes as well as an understanding of the number of students who achieve learning gains related to cultural content.

3.6 Many students attend SKC because it is a tribal college and includes relevant cultural content in programs and courses. There are some programs, e.g. the Natural Resources Programs and Tribal Historic Preservation, for which this naturally flows from course content. However, for other programs- such as Information Technology - this integration is much more difficult. Course evaluations completed by students rotate through a series of items. One of the surveys asks students to respond to the statement, “This course helped improve my understanding of American Indian culture and the local reservation community”. This data provides the College with an understanding of the extent to which students perceive that faculty members integrate culturally relevant content into courses. While the indicator is an aggregate number for all courses, course-level data is provided to the relevant academic departments for use in course enhancement. The baseline indicator is the average for the preceding three years; the aspirational indicator is a target set to increase the inclusion and visibility of culturally relevant content in courses.

The student rating of integration of culture in courses is significantly lower than the aspirational benchmark. This finding suggests the need to be more overt about the inclusion of culturally relevant content and ensure that course learning outcomes include such content.

Moving Forward: Quantitative data for the Cultural Perpetuation Mission Objective provides an indication of numbers of community activities, students completing various courses, and other measures that are primarily inputs. Survey data and other quantitative measures are not a traditional means of understanding a complex construct such as “cultural perpetuation”. SKC seeks to better understand and measure the impact of its ongoing efforts in this Objective through use of qualitative data. Interviews with community entities such as the Culture Committees and student essays about their experiences gaining cultural understanding are seen as meaningful ways to understand institutional effectiveness. As the College moves toward more qualitative measures, it will be necessary to ensure that staff have appropriate training in analysis of qualitative data so the themes elicited from the data are valid.

Mission Objective Four: Research and Service



The fourth Mission Objective was established in Fall 2020 following revision of SKC’s mission statement. Since the Year Seven visit in 2013, faculty and staff members have continued to increase the amount of research conducted by the College. Federal research grants provide opportunities for students to engage in research projects as interns either during the summer or as part-time work during the academic year. Almost all research focuses on community health and wellbeing and preservation of cultural and natural resources of American Indian communities and

reservations, and in particular the Flathead Indian Reservation. Examples have included study of changes in White Bark Pine range resulting from climate change; control of Flowering Rush, an invasive weed in Flathead Lake; health and nutrition of low-income reservation residents; and use of ground-penetrating radar to locate and mark historical grave sites on the Reservation.

The addition of SKC's first graduate program results in an increased focus on research and research productivity. The Master of Science in Natural Resources Management (MS NRM) is funded through a grant from the National Science Foundation. The Program aims to increase the number of tribal natural resource managers who are able to combine western science with traditional ecological knowledge in order to conduct research that responds to issues of managing water, forests, and wildlife on tribal lands. The MS NRM Program will hire additional faculty members who are experienced researchers able to mentor graduate student research and maintain productive research agendas.




While the research imperative has increased over the last years, SKC has always focused on service to its community. Since the late 1990s, all college employees have participated in an annual community service day held in April. Employees choose from a wide variety of service projects such as cleaning Pow Wow Grounds and tribal graveyards, painting the local Humane Society, and picking up garbage along the Flathead River. In addition to college-wide service activities, many college employees engage in service projects such as assisting at local school science nights, working at the annual River Honoring, and serving on local community boards.

SKC students are also engaged in service. All students are required to complete thirty hours of Service Learning as a component of their curricula. This requirement is directly tied to the College's general education outcome of Citizenship. Service hours are completed in various ways within curricula. Business students assist with free tax clinics for reservation residents. Nursing and Medical Assisting students volunteer at health fairs and are staffing COVID vaccination clinics in Winter and Spring 2021. Students in Hydrology, Forestry, and Wildlife and Fisheries Programs help with elementary school science nights and various environmental projects on the Reservation.

Indicators for Mission Objective Four are new. Over the last three months, SKC developed an initial set of indicators that are primarily descriptive. The College continues to work toward development of key outcomes measures.

Table 5. Indicators for Mission Objective Four

Goal for Mission Objective Four, Research and Service: Provide research and service that promotes community health and wellbeing, preservation of cultural and natural resources, and civic participation for the Flathead Reservation and other communities.				
Indicator	Benchmarks		Status	
	Baseline	Aspirational		
4.1 Total amount of <u>new</u> grant funding for research	*	*	2019-2020: 12 grants \$1,984,854	
4.2 Research and Scholarly Works productivity	*	*	2019-2020: 10 faculty/staff, 8 national presentations, 1 publication	
4.3 Number of <u>new</u> active research and community service projects that promote community health, preservation of natural resources, or otherwise serve the CSKT and community	*	*	2019-2020 22 grants \$2,047,647	
4.4 Number of Academic Programs offering Integrated Learning Experiences (ILEs) and Student Completion of Learning Outcomes in Integrated Learning Experiences	n/a	100% Alignment in Academic Programs	37/54 or 69% of programs including 16/17 or 94% of BS/BA programs; 139 students in 2019-2020	
4.5 Quantitative/Qualitative data on the effectiveness of service provided by SKC students and employees			To be implemented Spring 2021	
4.6 Qualitative data for outcomes of student service learning courses	n/a	n/a	See description below	
Data Sources and Measurement				
4.1 Report of all grant funding provided by Grants and Contracts Office				
4.2 Annual faculty/staff survey of professional development and scholarship completed each fall for preceding academic year				
4.3 Report of all grant funding provided by Grants and Contracts Office				
4.4 Reported by Academic Department Chairs in annual spring quarter survey				
4.5 New indicator for spring 2021				
4.6 Student responses to open-ended questions in reflection on service learning activities reviewed for themes				

Rationale for the Mission Objective Four Indicators:

4.1 While SKC successfully competes for many grants, tracking the number of those grants that are focused on research is an important component of the new Mission Objective Four. The

College aims to increase research productivity, particularly for research that targets the health and well-being of reservation residents as well as preservation of the cultural and natural resources of the Reservation and surrounding region. While no baseline or aspirational indicators are set, the College tracks this data to affirm continuation of its research programs.

4.2 The importance of research and scholarship productivity is increased with the addition of SKC's new graduate program. Institutional reputation for its graduate program will be partly reliant on faculty publications. As federal grant funding for research is increasingly competitive, it is critical that SKC faculty in many departments maintain a track record of research that provides qualifications as Primary Investigators. No baseline or aspirational indicators are set at this time.

4.3 The number and dollar value of grants that directly impact the well-being of the reservation community is one measure of the College's impact and effectiveness. As with Indicators 4.1 and 4.2, this measure is important as the College increases research productivity. However, this indicator specifically tracks research and funded community development projects that benefit the Reservation and surrounding region by adding in new funding for both research and community development projects. Examples of funded community development projects include summer youth camps, health promotion projects, native language classes, and summer youth food programs.

4.4 An Integrated Learning Experience (ILE) is defined by SKC as a course that requires students to incorporate learning from previous coursework, e.g. a capstone, practicum, research project, senior project, usually accomplished at the end of an academic program. SKC chose the term "Integrated Learning Experience" to encompass the variety of learning experiences within curricula, including externships, nursing practica, and the formal research projects in programs such as Life Science and the Natural Resources Department. These types of experiences are High Impact Practices (AACU) that are shown to increase student engagement, motivation, and retention; research suggests these outcomes are particularly true for students of color. The College's move to include High Impact Practices across the curricula is resulting in more academic programs including these experiences. This indicator provides tracking of the number of programs and students engaging in ILEs, a component of SKC's plan to increase effectiveness in Mission Objective Four by ensuring all students in Associate and Bachelor Degree Programs participate in an ILE.

4.5 SKC employees and students provide many hours of community service each year. This work is structured through the College's annual service day, individual employee service projects, and student Service Learning. While it would be possible to simply total the number of hours, the College seeks to understand and evaluate the impact of these activities. Through this new indicator, the College hopes to gain an understanding of the impact of its service on the Community as well as the effectiveness of particular service activities. The service sites for the spring Community Service Day will be asked to complete a short survey related to accomplishments and areas for improvement. College employees and selected service sites will

be asked to provide qualitative feedback on service activities. At this time, there are no benchmarks set for this indicator.

4.6 Students in some academic programs complete pre- and post-surveys related to their experiences with Service Learning. Qualitative comments from the post-survey are reviewed for statements that indicate student challenges as well as themes related to student learning and achievement. Service Learning requirements were held during the 2019-2020 academic year. Examples of themes that emerged from the analysis of 2018-2019 data included student perceptions of emotional satisfaction and personal accomplishment, increased awareness of community needs, improved readiness for the workforce, and positive impact on the population served. However, some students provided minimal or negative feedback about the experience. When the Service Learning requirement is reinstated, the survey will need increased structure to elicit both positive and negative perceptions of the role of service and citizenship as well as possible use of Likert-like scales to elicit perceptions of changes in attitudes and other outcomes of Service Learning.

Moving Forward: A task force of SKC faculty members is currently meeting to delineate cross-curricular learning outcomes for Service Learning that are aligned with the College's general education outcome of Citizenship. The task force will also attempt to provide a standardized assessment structure that can be used to evaluate student learning and achievement of the determined learning outcomes.

Over the next two years, SKC will consider the requirements for recognition as a Carnegie Community-Engaged Campus to determine what additional components would be required to achieve this prestigious acknowledgement.

The indicator of the 'number of programs and students that engage in ILEs' does not address the intended outcomes of integration of knowledge and skills from coursework. The next step will be to address the outcomes of ILEs through qualitative measures in which students provide their perceptions of how the experiences prepared them for the next steps, whether joining the workforce or progressing to further education. Additionally, the College is discussing development of a rubric that would be used across ILEs to assess final senior student outcomes in the 4 Cs, SKC's general education outcomes.

Standard 1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

SKC uses annual and long-term planning processes to direct efforts, allocate resources, and align strategies to improve institutional effectiveness. Additionally, the Board of Directors provides annual or biennial goals that direct the President to work toward Board priorities.

The [Strategic Plan 2016-2020](#) was aligned with the College's core themes and listed initiatives to move the institution forward in specified areas. Planning for the next strategic plan

began in Academic Year 2019-2020 with an environmental scanning process and establishment of a strategic planning task force consisting of faculty, staff, and administrators. Plans to ensure stakeholder involvement in the process outlined multiple focus groups and other strategies for comment by constituencies. During Winter 2020 inservice, faculty and staff participated in a World Cafe-style dialogue that produced stakeholder input in ten areas including views of short-term and longer-term priorities, student recruitment and retention, and priorities related to business and other operational processes. By March 2020 as the Reservation went into shelter-in-place status, additional plans to gain stakeholder input were put on hold. Instead, the Office of Institutional Effectiveness implemented “Surveypalooza”, a ten-week survey process through which weekly short surveys were sent to all employees during spring quarter. A weekly Surveypalooza drawing for participants provided incentives for completion, and employees who completed nine or more surveys were entered for a grant prize. Overall, 142 employees participated in at least one survey with an average of six surveys completed per employee. A report to administration and all employees provided analysis and derived themes from [Surveypalooza](#).

An [External Environmental Scan](#) was completed in summer 2020 as the Strategic Planning Task Force began work in drafting the next five-year plan. As the Task Force worked to understand the implications of the external scan and internal stakeholder comments, members discussed the challenges of creating a five-year plan in the midst of the current number of initiatives underway at the College as well as a rapidly changing campus and national higher education landscape. In light of factors such as the digital transformation underway as a result of COVID-19, a changed federal administration with potentially large changes in federal education regulation and rapidly changing workforce requirements, the Task Force came to the understanding that developing a comprehensive 5-year strategic plan with numerous new initiatives was not in the best interest of the College at this time. As of the date of this report, a draft two-year Strategic Plan is complete and ready for review by campus stakeholders and the Board of Directors. The Plan is aligned with the College’s mission objectives and calls for completion of initiatives implemented but not finalized in the last few years, additional objectives that are believed to be imperative at this time, and then a list of considerations for the College’s exploration and consideration in preparation for development of a five-year comprehensive strategic plan for 2023-2028.

In addition to the Board Priorities and the campus-wide Strategic Plan, academic and non-academic departments complete annual planning processes. While academic departments had completed annual plans using paper templates for four years, the College moved department-level planning to Nuventive Improve with a pilot project in AY 2019-2020 involving three departments: Institutional Effectiveness, Academic Success, and Career Services. As of AY 2020-2021, the majority of academic departments and all nonacademic departments have moved annual planning to Improve. Sample plans are provided as [links](#) from this report. The plans provide overall department operational functions, annual goals, assessment methods that will be used to evaluate goal accomplishment. When results are entered the following year, departments are prompted to determine “actions to improve outcomes” that will be taken in the next year as well as any additional resources needed. The primary link from department resource

needs to institutional budgeting is a list of additional resources requested in each department's annual budget submission.

Examples of resource allocation resulting from strategic and annual planning are provided in the table below.

Table 6. Examples of Resource Allocation Resulting from Planning

Plan	Objective/Goal	Resulting Resource Allocation
2016-2020 Strategic Plan	Create a First Year Experience Course	Funding for 1.8FTE to teach IDST 101, Freshman Seminar
2016-2020 Strategic Plan	Increase Career Counseling and student career preparation	Additional annual technology purchases of BigInterview and Handshake
2020 IT Strategic Plan	Improve Student Access	Install WiFi in dorms to provide complete coverage.
2020 IT Strategic Plan	Improve Student Access	IT Services started providing direct Help Desk support for student technology. New Help Desk software purchased to aid in managing the increase in tech support requests.
2019 Academic Success Annual Plan	Increase HiSet Completions by 15%	Developed new processes for student intake and acquired additional materials for student prep for the HiSET that can be used at-distance

Standard 1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Internal Environment Monitoring

Salish Kootenai College uses multiple methods to monitor its internal environment. These include student and employee surveys, annual reports of institutional data such as enrollment and retention, and additional ad hoc surveys and reports produced by the Office of Institutional Effectiveness. Data from these reports is reviewed by the Leadership Team for implications for overall institutional direction and areas for improvement. Individual departments also use data to enhance department effectiveness. For example, student support departments such as Academic Success or Enrollment Services may use the results of the Student Satisfaction Surveys to monitor changes in student perceptions as services are updated or changed.

Table 7. Examples of Internal Scanning Processes

Survey	Timeline	Use
Community College Survey of Student Engagement (CCSSE)	Every other year, even years	Provides student reports of engagement in learning
Student Satisfaction Survey	Every other year, odd years	Student reports of satisfaction with college (faculty, staff, facilities, services)
Student Persistence Report, now called the Student Success Report	Winter Quarter, annually	Provides persistence data disaggregated by demographic factors
Faculty Satisfaction Survey	Every other year, odd years, Spring	Faculty reports of satisfaction with college environment, facilities, and opinions about institutional effectiveness
Staff Satisfaction Survey	Every other year, even years, Spring	Staff reports of satisfaction with college environment, facilities, and opinions about institutional effectiveness

Ad hoc surveys and focus groups are frequently used to understand perspectives regarding specific issues. For example, in Spring Quarter, 2020, students were asked to respond to a survey concerning their experiences in the first quarter of the COVID-19 shutdown. Students provided feedback on their courses, barriers to course completion, and concerns. Focus groups with new students held in fall 2019 provided data concerning student experiences with enrollment and advising and provided an increased understanding of student understanding of college processes. SKC also participated in the Real College Survey in Fall 2019. Of note, this survey was completed prior to the COVID Pandemic, and yet 66% of respondents indicated that they had experienced food insecurity in the prior 30 days and 34% stated they had experienced homelessness in the previous year.



Table 8. Use of Internal Assessment Findings

Internal Assessment Finding	Use of Finding
Real College Survey indicated high levels of food insecurity experienced by SKC students	SKC located funding to create weekly food boxes for students and staff from the Center for Prevention and Wellness organized COVID-safe food pickup.
In the Spring 2020 Staff Satisfaction Survey, SKC staff members ranked their agreement with the statement, “I am well informed about changes in policies and procedures that impact my job” at 3.2 on a scale of 1-5.	A revision to Policy 165.00 completed in fall 2020 includes the provision that new or revised policies are sent to employees for a two-week comment period.
In the Spring 2019 Faculty Satisfaction Survey, faculty members rated their satisfaction with faculty development opportunities provided by the College at 2.9 on a scale of 1-5.	The VPAA instituted a Faculty Development Committee to provide more faculty input for in-service planning.
In the Spring 2019 Faculty Satisfaction Survey, full-time faculty members rated the adequacy of support for part-time faculty at 2.5 on a scale of 1-5.	A quarterly orientation for all part-time faculty members and part-time faculty was added to Procedure 231.00, New Employee Orientation.
In the Spring 2019 Student Satisfaction Survey, students rated Academic Advising with the lowest average satisfaction of student services related areas.	The current initiative to implement a Holistic Advising model is the result of ongoing monitoring of student satisfaction with advising as well as other institutional data.
In spring/summer 2018, SKC faculty, staff, and administration participated in the Institutional Transformation Assessment (ITA) that provided perceptions of strengths and weaknesses in targeted areas	Availability of institutional data, particularly student success data, was one of the areas for further development indicated by the ITA. As a result, SKC has joined the PDP and will develop an additional dashboard to provide ready access to relevant institutional data.

External Environmental Scanning

A comprehensive external environmental scan is completed prior to each institutional strategic planning cycle, allowing the College to assess current social, technological, environmental, economic, and political issues that may impact the institution over the coming five years. The Environmental Scan is developed through a combination of meetings with key faculty and staff members and a review of national resources that include demographic and labor market trends, economic development patterns, and reviews of scanning resources such as materials from the American Association of State Colleges and Universities (AASCU) and the Society for College and University Planning (SCUP). Findings of each environmental scan are broadly disseminated to administration, faculty, staff, and the SKC Board of Directors as well as

selected external partners such as the Confederated Salish & Kootenai Tribes Economic Development Office. The scan is available on the internal college website. The Leadership Team utilizes the environmental scan and other institutional indicators for short- and long-term planning.

Other opportunities for environmental scanning are afforded through SKC's membership in the American Indian Higher Education Consortium (AIHEC), which has semiannual meetings that offer the Presidents and other participants updates on national issues that impact higher education. Campus participation in networks including Achieving the Dream, NWCCU annual meetings, and other venues provide campus administration with frequent updates on external challenges and changes and allow the institution to create early discussions about the potential impact of changes in federal policies, economic conditions, labor market predictions, or other areas.

SKC completed the most recent [Environmental Scan](#) in Summer/Fall 2020 as the College entered a new strategic planning cycle. The Scan suggests that the accelerating pace of change in both higher education and the United States is related to multiple factors but exacerbated by the COVID-19 Pandemic and resulting economic and social changes. For example, SKC's External Scan describes the multiple anticipated changes in the workforce that will impact structuring of the College's academic programs, such as the increasing importance of integrating industry-recognized credentials and microcredentials.

Table 9. Use of External Scan Findings

External Scan Finding	Use of Finding
Recognition of continued low number of American Indian high school graduates on the Flathead Reservation and in Montana	Acceleration of move to providing courses and programs at-distance
Montana employment projections	Review of current academic programs and planning for future programs related to areas of employment growth
Industry shifts to emphasis on hiring based on credentials and competency-based measures	Emphasis on embedding industry-recognized credentials within current and future academic programs

Student Learning

Standard 1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Consistent with its mission as a tribal college, SKC offers educational programs that align with workforce development needs of the Flathead Indian Reservation and other Montana tribal communities. The College offers one-year Certificates of Completion, two-year Associate Degrees, and four-year Bachelor Degrees. The degree designators are consistent with the

relevant field of study. Additionally, the College offers short-term training programs, called “Workforce Certifications”. All of SKC’s programs are also structured to meet the Mission Objective of Cultural Perpetuation, as all programs include culturally-relevant components relevant to the area of study.

The College works closely with CSKT and area employers to determine local workforce needs, but also considers the broader needs of the state and region. Biennial review of projected workforce demand in Montana is used to review anticipated demand for new program areas or the potential that a program may need to be phased out.



Workforce Certifications are offered for training in specific areas requested by area employers or added to provide additional credentials for SKC students. Students in workforce certifications may be enrolled in another academic program or may enroll just for the specific set of courses, e.g. Certification in Unmanned Aerial System Operations. Students completing the course(s) earn a certification or credential, which is a document stating the student has achieved specified workforce skills and competencies. The SKC Curriculum Committee approves these certifications including associated learning outcomes. Approved certifications are included on transcripts of students graduating with college Certificates of Completion or Degrees. However, students who complete only short term certifications do not receive an official degree. Students who enroll only in workforce certification programs are not eligible for federal financial assistance and therefore the programs are not approved by NWCCU.

In addition to the Workforce Certifications, SKC offers an Endorsement in Dental Assisting Technology. The Endorsement is recognized by the U.S. Department of Labor and qualifies completers to work as dental assistants in Indian Health Service facilities.

Certificate of Completion (CC) programs are one-year programs of at least 45 quarter credits. SKC currently offers twelve CC, all of which prepare students for direct employment in a career and technical education field. These programs have integrated general education components in communication, human relations, mathematics, and American Indian studies or may have specific designated classes. All Certificates of Completion also have identified courses that emphasize the College’s general education outcomes, the 4 Cs.

SKC offers 22 Associate of Science and Associate of Arts Degrees either as stand-alone degrees that meet workforce requirements in specific occupations (such as Digital Design Technology) or are designed as 2+2 degrees leading to a Bachelor Degree (such as the Wildlife & Fisheries A.S.). All Associate Degrees require at least 90 quarter credits.

SKC's 16 Bachelor of Arts and Bachelor of Science Degrees require a minimum of 180 quarter credits. Some programs emphasize the knowledge and skills required for direct entry into a professional occupation, such as the Elementary and Secondary Education Programs and the Bachelor of Social Work. Other programs specifically strive to prepare students for graduate study, such as the B.S. in Life Sciences.

Many of SKC's Bachelor Degrees are designed as 2+2 degrees as an intentional means to provide intermediate-level awards that allow students to gain employment in technician-level or entry positions or move to Bachelor Degrees. This design accommodates the needs of the many SKC students who stop out during their educational paths to care for family members or for other reasons. Learning outcomes for 2+2 programs are leveled for the two degree levels.

Student learning outcomes (SLO) are provided in the online catalog pages for each program and focus on the knowledge, skills, behaviors, and/or attitudes for each academic area. The learning outcomes of some academic programs are aligned with disciplinary accreditation, such as [Elementary Education](#). Outcomes for programs that include Associate and Bachelor degrees (2+2 programs) have leveled learning outcomes, such as the [Psychology Associate of Arts](#) and [Bachelor of Arts](#) outcomes. Many programs have focused learning outcomes on the College's 4 Cs general education outcomes, but that is not an institutional requirement. Program advisory committees provide advice concerning relevance and currentness of learning outcomes, while the Learning Outcomes Assessment Process provides data regarding rigor and the use of the SLOs to improve student achievement.

The College's quality review processes ensure that each program's curriculum has appropriate content and rigor. Review processes include the following:

- SKC's Curriculum Committee reviews all proposals for new programs and courses. Curriculum Committee Procedure 406.30 outlines the process by which new programs or courses are proposed, reviewed, and accepted. The Committee also reviews proposed changes to existing programs, including whether curricula meet general education requirements, course sequencing and leveling is appropriate, assigned credit value meets expectations, and the leveling of the program or course learning outcomes.
- Program Advisory Committees (PAC) play a key role in evaluating the content and rigor of SKC academic programs. The Committees consist of individuals knowledgeable about the field of study, including employers, experts in the field, and alumni. Annual PAC meetings provide faculty and department chairs with the opportunity to elicit feedback concerning program effectiveness.
- The Academic Program Review (APR) process consists of a comprehensive review of each academic program conducted on a [rotating 4-year cycle](#). Academic departments provide a self-evaluation of the extent to which their academic programs meet the College's mission objectives, using institutional data as well as self-reflection on strengths and areas for improvement. A Review Team consisting of faculty members from different academic departments reviews and discusses the APR and provides feedback; any suggestions are frequently included in the department's annual plan for the following

year as a means of quality improvement. The Review Team provides an overview of their findings in a Curriculum Committee meeting, providing findings and discussing noteworthy examples of program efforts to increase student achievement or enhance the quality of the program. Fruitful discussions frequently occur as departments learn about other department's efforts. Examples include conversations about department-specific student orientations, retention efforts, and assessment work. Sample [Academic Program Reviews](#) are provided along with the Feedback Forms for those specific APRs.

- External accreditation of SKC programs provides an additional means of ensuring rigor and quality. Academic programs that maintain external accreditation include the Nursing Associate of Science and Bachelor of Science (American Association of Colleges of Nursing), the Bachelor of Social Work (Council on Social Work Education), and the Dental Assisting Technology Program (Council on Dental Accreditation). The programs within the Education Department are approved by the Montana Office of Public Instruction, which conducts periodic reviews. The Forestry Program is currently a candidate for accreditation by the Society of American Foresters. Additionally, the Medical Assisting Technology Program is preparing to apply for accreditation by the Commission on Accreditation of Allied Health Program (CAAHEP), as the curriculum and program requirements are aligned with CAAHEP standards.

Moving Forward: The current Academic Program Review process remains aligned with the previous core themes. A task force of faculty members is meeting in winter and spring terms, 2021, to revise the process to align with the Mission Objectives and best practices in program review.



Standard 1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Awarding of credit for courses, certificates, and degrees is based upon successful student completion of the stated student learning outcomes for each course and successful completion of courses in each student's academic degree. As courses are mapped to program learning outcomes, synthesis of learning is demonstrated through annual learning outcomes assessment processes.

Another component of SKC's work to assure synthesis of learning is the current focus on assessment of integrative learning experiences within the academic programs. The majority of SKC's programs include an integrative learning experience (ILE). These experiences are a High Impact Practice, defined by AACU as a "culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned." Research demonstrates that High Impact Practices positive impact student learning outcomes as well as retention; those outcomes are particularly evident for underrepresented students.

Learning outcomes for courses are reviewed upon initial course approval and with significant changes in course outcomes per Curriculum Committee Procedures. The academic departments review course outcomes to ensure appropriate breadth, depth, and sequencing.

The student learning outcomes (SLO) for each academic program are reviewed by the College's Curriculum Committee upon program approval and every four years as a component of the Academic Program Review process. Through the new Program Advisory Committee survey, committee members also review stated learning outcomes for relevance, breadth, and currentness. SLOs are written as terminal outcomes for each degree program. For example, catalog information for the Bachelor of Science Degree in Hydrology states, "Upon completing a Bachelor of Science in Hydrology, students will ...be able to...integrate hydrologic science concepts with awareness of place based (local or community) issues and their related cultural perspectives."

Standard 1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Expected learning outcomes are identified for each academic program and degree, including the general education program and short-term workforce certifications. Each program's outcomes are published with program materials in the college catalog.

Every course syllabus includes learning outcomes, called "Course Objectives" at SKC. Course objectives identify the knowledge, skills, behaviors, or other measurable learning students will be able to demonstrate by the end of the course. Many courses and all general education courses embed at least one learning outcome for the College's general education outcomes, the 4 Cs. Syllabi are provided to students either through SKC's Learning Management System (LMS), Schoology or via paper.

Learning outcomes for the new graduate programs are described in Standard 1.C.9. The learning outcomes are not yet published but will be included in the Division of Graduate Education's website as that site is developed.

Standard 1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

SKC's admission requirements are provided on a [webpage](#) linked from the Future Students tab. The admissions process is laid out as steps from application through registration, providing entering students with a sequenced path to admission. Academic departments that have additional requirements such as department applications or admissions deadlines provide that information on departmental websites. Departments with additional requirements such as department-specific applications include Nursing, Medical Assisting, Emergency Services, and the programs within the Division of Education.

Over the last several years, SKC's Enrollment Management Team and enrollment services staff have noted that students interested in admission to SKC may not receive timely communication from the College, such as letters stating the application was received and other follow-up communication. In late fall, 2020, SKC added a new position of First Year Coordinator. While that individual will coach new students, a primary role of the position is to provide more frequent communication with students between application and enrollment with the goal of increasing student readiness for their first college term.

[Graduation requirements](#) are published in the SKC Catalog. Graduating students meet with their academic advisor the quarter before anticipated graduation and complete a graduation application, ensuring that students have the opportunity to complete any outstanding coursework in a timely manner.

Moving Forward: SKC does not have admissions policies or procedures related to home schooled students and currently does not offer Advanced Placement (AP) credit. In response to an increasing number of inquiries about these areas from prospective students, a task force of faculty and staff is developing recommendations for Senior Administration that will provide systematic, accessible, and documented procedures in this area.

Standard 1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

[Policy 237.10](#), Full-time Faculty Responsibilities, includes assessment as a faculty responsibility. At SKC, student learning outcomes assessment provides a structured and recursive process for improving teaching and learning as well as a link between student learning outcomes and strategic planning. Academic departments complete an annual assessment cycle based on their Learning Outcomes Assessment Plan (LOAP).

Student Learning Outcomes (SLO) are determined by department faculty members, reviewed annually as part of the assessment process, and also reviewed by the Program Advisory Committees. Academic departments determine appropriate indicators or measures of student learning for each SLO. Each SLO is mapped to courses that provide formative and summative data concerning student achievement. During the academic year, this data is collected to measure student achievement. Data primarily consists of direct evidence of student learning, such as analysis of student portfolios, projects, presentations, internship evaluations, and testing, so generally multiple data points are used as indicators for each SLO. Indirect evidence such as student self-reports in course evaluations, and input from departmental advisory committees may also be utilized as assessment data. Analysis and discussion of the data lead to identification of areas for continued improvement and "next steps" that the faculty will take to improve student outcomes in desired areas.

Results of learning outcomes assessment are utilized to make program changes including changes in courses, syllabi, teaching methods, evaluation methods, and sequencing of courses. Annual department meetings to review outcomes stimulate productive discussions about when, how, and what students are learning in their respective curricula. Changes are reviewed in the Curriculum Committee, providing discussion of the ways that different academic departments are using assessment data to improve student achievement. An example is provided by the Business Department's [presentation of curriculum changes](#) to the SKC Curriculum Committee.



SKC purchased Nuventive Improve in winter 2016 to provide a standardized platform for assessment work. Improve is a “planning and outcomes assessment software provides a flexible framework that helps institutions organize, align, document, report, and take effective actions for improvement”

(https://www.nuventive.com/storage/app/media/Nuventive_DataSheet_Nuventive%20Improve_091917.pdf/). Improve provides SKC with a structured process for assessing student learning as well as documenting assessment processes and storing assessment materials. Faculty enter learning outcomes and assessment measures for each degree program, then enter assessment data and conclusions about whether student achievement met expected levels. To “close the loop”, faculty enter Actions to Improve Outcomes for the following year. Improve also provides a “resources needed” section that asks departments to link budget requests to student learning outcomes.

Examples of [Learning Outcomes Assessment Reports](#) are provided for review. Additional reports may be viewed using the Improve log-in provided in the Letter to the Evaluation Team.

The Education Division does not use Improve, but rather uses a Teacher Education Portfolio (TEP) aligned with the expectation of the Montana Office of Public Instruction. The TEP is assessed at three points during the program, with a final review by a panel of education faculty using a standardized rubric. An overview of the [TEP](#) is provided on the Division’s webpage.

Standard 1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

SKC’s general education outcomes are known as the “4 Cs”: Critical Thinking, Communication, Cultural Understandings, and Citizenship. The College designated the 4 Cs as its overall general education outcomes in 2011. Since that time, SKC has continued to refine both

teaching and assessment of these outcomes. The College's [General Education requirements](#) emphasize the 4 Cs and these competencies are integrated throughout courses and programs.

Assessment of general education outcomes has evolved over the last seven years. In Academic Year 2012-2013, a task force of SKC faculty members, the Vice President for Academic Affairs, and the Institutional Researcher investigated options for conducting an annual direct assessment of SKC's general education outcomes. The task force reviewed externally validated examinations such as the Collegiate Learning Assessment (CLA). The task force ultimately decided to pilot the use of an institutionally developed assessment to measure student outcomes in the 4 Cs as a short-essay writing assessment. The assessment was implemented in Spring 2014 as a timed essay required of all graduating Associate Degree students. The assessment is also taken by rising sophomores in majors offering only a Bachelor Degree. While SKC does have some students transferring to its upper division programs, approximately 85% of graduating Bachelor Degree students either started in an Associated Degree program or are included in the rising sophomore assessment cohort. Therefore, the assessment provides a measure of student achievement in the 4 Cs at the sophomore level. The assessment was not given in Academic Year 2019-2020 as the College implemented a rapid transition to online courses and there was not adequate time to prepare for an online assessment. Therefore, the last [General Education Outcomes Report](#) is dated Summer 2019.

Prompts for the General Education Outcomes Assessment were primarily derived from the Enduring Legacies Native Cases Project at Evergreen State College, Olympia, WA (<http://nativecases.evergreen.edu/>). The Enduring Legacies Native Cases are designed to promote the use of culturally relevant curricula, embedding issues such as tribal sovereignty and worldview into contemporary cases. The standardized assessment rubric is derived from the AAC&U value rubrics (<https://www.aacu.org/value/rubrics>). Evaluation of student results is completed by a cross-disciplinary group of faculty members using the established rubric. Inter-rater reliability is established by having all evaluators score the same essay and discuss their ratings. This process is repeated until all evaluators are within two points of each other.

The Office of Institutional Effectiveness also collects indirect evidence of student achievement of the 4 Cs, including student and graduate self-perceptions of learning in the 4 Cs as well as faculty perceptions of student learning in these areas. Course evaluations also ask students to rate their perceptions of the 4 Cs in their classes.

After four years of conducting the General Education Outcomes Assessment, the General Education Committee and Curriculum Committee reviewed the direct and indirect evidence, then discussed the institutional implications and how to improve the outcomes. The result of the discussion was the creation of the course, Freshman Seminar (IDST 101). While that course fulfills several institutional goals, a major objective of the course is to introduce all new students to the 4 Cs framework and campus-wide definitions. A faculty in-service related to the Gened Outcomes Assessment Report resulted in the inclusion of more formal writing in many academic curricula.

In 2016-2017, Curriculum Committee approved a revision to the general education requirements that increased the emphasis on the 4 Cs in upper division general education

courses. The revised upper division requirements were divided into 4 Cs categories, requiring students to take advanced courses in Native American Studies, Communication, and Citizenship; the upper division Critical Thinking emphasis is included in a research or Integrated Learning Experience course. The requirements also include the requisite of an upper division writing course. An advanced writing-intensive course is a High Impact Practice in which students “are encouraged to produce and revise various forms of writing for different audiences in different disciplines” ([AACU High Impact Practices](#)). Over the last two years, the General Education Committee developed guidelines for the required upper division writing courses; writing-intensive courses are designated within program curricula.

In 2019-2020, teams of SKC faculty met to refine the Definitions of the 4 Cs, provide “subCs” or subobjectives and provide exemplar assignments so faculty members could enhance assignments that promote student learning of these outcomes. Simultaneously, faculty completed alignment of all general education courses with the 4 Cs; all general education courses with the exception of a few art courses have an indicated emphasis on one of the 4 Cs as indicated by the course description. Additionally, the one-year Certificate of Completion programs identified courses in which the 4Cs are integrated into coursework.



Moving Forward: The next step in the multi-year process of structuring assessment processes for SKC’s general education program is to develop a systematic assessment for the senior integrative learning experiences (ILEs) that will provide data concerning general education outcomes at the baccalaureate level. A task force of faculty members teaching integrative learning experiences such as capstones and senior research projects have begun development of a standardized rubric that would be used across the ILEs to assess the 4 Cs at that level.

Standard 1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The College utilizes course evaluations, student satisfaction surveys, institutional data, and results of learning outcomes assessment processes to inform planning for academic and learning supports and revise practices. The Learning Outcomes Assessment Process (LOAP) requires departments to determine the use of outcomes to improve student learning.

SKC’s work to enhance student learning of its general education outcomes is discussed above in Standard 1.C.6. Campus-wide efforts to strengthen achievement of the 4 Cs outcomes of Critical Thinking, Communication, Cultural Understandings, and Citizenship is one example of use of assessment efforts to inform academic planning and improve student learning.

The College’s revisions of developmental and college-level Math and English provide another example of use of assessment to inform academic processes targeting improved student outcomes. SKC’s achievement data for developmental mathematics courses has been an area of

concern for over ten years. In conjunction with its work with Carnegie Math Pathways in 2018, SKC replaced its traditional developmental skills algebra course (DVSP 099) with the new DVSP 075 Quantitative Reasoning option. This new course was created to take advantage of the Carnegie Math Pathways curriculum provided through SKC's participation in Project Success and designed to empower students with an emphasis on problem solving, contextual mathematics and collaborative learning groups. After a year of using the Pathways materials in DVSP 075 and with significant input from STEM programs on campus, the department added another course called DVSP 078 STEM Prep Math Skills in 2019 to improve the STEM specific preparation for students and effectively create two tracks for developmental math at SKC. In this way, the current structure now allows for non-STEM students to move directly from DVSP 075 on to success in their programs while students in STEM fields can take advantage of the additional, algebra specific preparation provided by DVSP 078.

As SKC reviewed success rates for college-level mathematics and reviewed data for student progression from College Algebra to additional mathematics courses, analysis suggested that College Algebra was not serving the learning needs of students who were not STEM majors and would take Statistics as an additional math course. At the same time, the Montana University System added non-STEM mathematics courses to their menu of gateway math. SKC now offers two gateway math courses, College Algebra (MATH 100) for STEM majors focusing on preparation for Calculus, and Contemporary Math (MATH 103) focusing on preparation for statistics. Assessment by the math department suggests this change improves learning outcomes for both STEM and non-STEM majors.

Changes to the English courses parallel those in mathematics. Review of placement and assessment data precipitated a change to one pre-College course, DVSP 081, Academic Literacy. This course takes the place of two courses (developmental reading and developmental writing), assisting students to integrate those academic areas in preparation for college work. Tutorial sections for college-level English courses are provided to allow students whose placement testing is borderline to enroll in the college English sequence with extra support. Learning outcomes assessment data for senior student presentations resulted in changes in upper division writing courses. The College increased the emphasis on writing-intensive assignments in upper division coursework and added an English course for STEM majors, ENGL 203. The course emphasizes the use of writing conventions and literature reviews utilized in STEM fields and may be taken by students in STEM majors in place of ENGL 202, English Composition.

Additional changes to academic programs resulting from assessment can be seen in Learning Outcomes Assessment Reports.

Standard 1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Procedure 520.00 provides the criteria by which the Transfer Specialist and SKC faculty review and accept transfer credits. The procedure provides guidelines that ensure academic quality and specify review processes to ensure that accepted credit is appropriate and comparable in content, rigor, and level. The procedure is published in SKC's Procedure Manual. Processes are provided to students on the [website of the Transfer Specialist](#).



SKC does not grant credit for prior learning at this time.

Standard 1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

In December 2020, SKC submitted a NWCCU Substantive Change to offer its first graduate program, a Master of Science in Natural Resource Management (MS NRM). The proposed addition was the result of planning and dialogue with regional institutions, as well as both local and regional employers and tribal resource professionals, and most importantly, with advisors from the Confederated Salish & Kootenai Tribes' Natural Resources Department. The substantive change was approved on February 5, 2021. As of the date of this report, website development for the MS NRM is in process.

The goals of the SKC MS NRM are as follows:

1. Provide paths to graduate education by addressing barriers to advanced education for American Indian students and provide pathways to positions that require graduate education in tribal, state, or federal resource management agencies.
2. Prepare students to pursue careers in research or postsecondary education, and in particular increase the diversity of the STEM workforce in these areas.
3. Increase the number of American Indians who have qualifications appropriate for careers in federal or state agencies managing natural resources.
4. Increase the number of American Indians with advanced degrees who are prepared to conduct research that combines western science and indigenous perspectives to provide studies and solutions related to tribal issues and concerns.

These goals and the overall purposes of the MS NRM are aligned with the institutional mission and mission objectives. The addition of the MS NRM addresses all four mission objectives by providing access to culturally relevant graduate education for individuals who may be place-bound or have other barriers, providing quality, culturally-sustaining education, purposefully including components of indigenous science and indigenous research methodologies alongside western science, and preparing researchers who have the competencies required to conduct studies in tribal communities using both western science and indigenous methodologies.

The learning outcomes of the MS NRM are designed to provide graduates with the scientific knowledge, research skills, professional competencies, and cultural and indigenous background necessary to pursue a career in natural resources management or research or to progress to a doctoral program in a related field. The learning outcomes are differentiated from SKC's current natural resources programs by focusing on mastery of knowledge and research methodologies, increased emphasis on research and scientific literature, and discussion of the multiple issues that impact natural resources management at a professional level, while still emphasizing indigenous science and the unique issues of natural resources management on reservation lands. The following are the four learning outcomes for the MS NRM:

1. Exhibit mastery of the body of knowledge and research methodologies in natural resource management including scientific methodology and literature, indigenous science, research tools, data analysis, and information management.
2. Demonstrate effective written, verbal, and visual communication of scientific and technical knowledge to professionals and community members.
3. Integrate cultural worldview and community preferences with western scientific perspectives to provide place-based and culturally respectful natural resources management.
4. Analyze professional, ethical, and socioeconomic issues of natural resources management.

Students in the MS NRM will complete a thesis or professional project that engages them in integration of western scientific literature and research methodologies and indigenous knowledge and research methods to produce a work that will be utilized as a means of summative assessment for the program.

Student Achievement

Standard 1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

SKC maintains an open-enrollment policy consistent with its mission as a tribal college serving American Indian students, admitting all students who have graduated from high school

or completed the GED/HiSet. While the College's mission is to focus on the educational needs of American Indians, the College admits all students who meet those basic requirements.

SKC historically conducted an in-person one- to two-day orientation that included a campus tour, an introduction to campus resources, activities to assist students to meet and engage with other new students, and a meeting with the students' faculty advisors. With the onset of COVID-19, the College moved entirely online as a self-paced introduction to the College. The online orientation includes multiple modules and videos including a welcome, processes for ordering books and registering, technology such as the Student ID, transfer information for incoming students, and drug/alcohol prevention. Short quizzes at the end of each module provide data concerning how many students completed the material. A New Student Orientation workgroup meets on a bi-weekly basis throughout the year to assess, review, and adapt the online modules.

In addition to the standard institutional orientation, all new students meet with their faculty advisor prior to registering for classes in their first academic term. The advisors speak with students about their career objectives, academic background, and review the curriculum plan for each student's chosen major.



SKC also houses the Adult Basic Education program for the Flathead Reservation, including [HiSET preparation](#). As 24% of Lake County's population aged 18-24 have not completed high school, this service is critical to the mission of the College. Students are able to access transition services via the Department of Academic Success if they wish to enroll at the College following completion of the HiSET.

Moving Forward: SKC has received an increasing number of requests for admission from former home schooled students who do not have any type of recognition of completion. As SKC does not currently accept students with an Ability To Benefit provision, the College will work to develop a method to evaluate these students'

Standard 1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

SKC uses a broad set of indicators that provide comparable data for persistence, completion, retention, and post-graduation success. Besides race, ethnicity, age, gender, Pell Grant status (a proxy indicator for socioeconomic status) and first generation college student status, SKC disaggregates data by other meaningful categories including whether students started in developmental education, students' permanent address, and by one category that represents an equity gap demonstrated by SKC data: young American Indian students. Because the College has very low numbers of students who identify as Black, Hispanic, or Asian, SKC has chosen to group students as American Indian or non-Indian for student success reports. Further disaggregation of the non-Indian group would increase the risk of revealing students' identities.

In Fall 2020, SKC and the eight other TCUs in the NWCCU region signed a [Data Sharing Agreement](#) established a collaboration to share data for benchmarking and comparison purposes. The TCU Accreditation Liaison Officers (ALO) met monthly to agree upon data points and processes, culminating in the agreement signed by all nine Presidents of the NWCCU TCUs. The unique nature of tribal colleges and tribal college students makes this data sharing collaborative a valuable source of benchmarking data. The TCU ALOs continue to meet quarterly to review data collection and analysis processes as well as discuss other issues that impact tribal college accreditation. The Student Success Report published by the Office of Institutional Effectiveness in February 2020 provides TCU benchmarked data as available at the time of print.

SKC also established another set of peer institutions from outside the NWCCU region. These institutions were chosen using IPEDS data concerning student enrollment, location (rural), percentage of students of color, and types of college majors (undergraduate with some professional programs.) As SKC offers associate and bachelor degrees, the chosen peer institutions reflect those levels. Associate degree institutions include Central Wyoming College (Riverton, WY), Otero Junior College (La Junta, CO), Mesalands Community College (Tucumcari, NM), Sisseton Wahpeton College (Rosebud, SD), and Trinidad State Junior College (Trinidad, CO). It was more difficult to locate very small, rural institutions offering bachelor degrees, so comparison institutions in that group include Ft. Lewis College (Durango, CO), Southwest Indian Polytechnic University (Albuquerque, NM), and Heritage University (Yakima, WA). Comparison data from these institutions is available from IPEDS and from institutional websites, therefore use of this group of peer institutions provides less data that is disaggregated in ways meaningful to SKC. Benchmarked data is provided in Student Success Reports described below in Standard 1.D.3. SKC's Mission Objectives also include benchmarked indicators such as CCSSE results.

Moving Forward: The process of using benchmarked indicators from peer institutions is new to SKC. The Office of Institutional Effectiveness will monitor the appropriateness and usefulness of the chosen indicators, anticipating that the indicators may expand or change over time.

Standard 1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer

institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

SKC's disaggregated indicators of achievement are published in several formats and locations. A [Student Outcomes Overview](#) provides a selected set of institutional data and comparison data from peer institutions. The Overview is meant to provide students, prospective students, and other stakeholders with a condensed version that is quickly reviewed and readily understood. The Overview is linked from the Student Consumer Information page as well as from the About SKC webpage.



A longer and more detailed Student Success Report provides additional indicators and longitudinal data. The Student Success Report is an enhanced report from the previously produced annual Enrollment and Retention Report. While this Report is meant for use by SKC administration, faculty, and staff, it is also published on the About SKC webpage. Additionally, the Student Success Report is provided to the Board of Directors and employees via email.

The College's use of mission objective indicators and the detailed data provided in the Student Success Report is described throughout this Report. Analysis of SKC's disaggregated retention and graduation rates have been utilized to create more communication and support for first year students, enhance numerous student services, revise the Student Success Guide, and increase mental health services, and other changes.

As noted above, the use of data benchmarked against other institutions has not been the practice at SKC. Because of the difficulty in obtaining comparison data from like-peer institutions that are not tribal colleges, the College anticipates that the collaborative of other TCUs in the NWCCU region is most likely to bring about productive discussions about improving student outcomes. There is ample opportunity for the TCUs to begin to utilize this data, as the Presidents, Academic Vice Presidents, and Accreditation Liaison Officers meet regularly.

Moving Forward: SKC is currently implementing participation in the Postsecondary Data Partnership (PDP). Participation in the PDP will provide the College with another set of comprehensive data and visual representations that will assist in communication of student achievement and will be readily available to multiple stakeholders.

Standard 1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The Office of Institutional Effectiveness publishes annual enrollment and retention reports that provide disaggregated data derived from the College's Jenzabar Student Information System. Accuracy of indicators of student achievement is provided through standardized reporting mechanisms. The College's Data Team meets monthly to ensure that data collection and reporting is conducted with integrity and meets institutional needs. Transparency is provided through a detailed explanation of Mission Objective indicators, including data sources and explanations of benchmarks.

As a tribal college, SKC's primary focus is the success of American Indian students. Amelioration of historical gaps in achievement of this student population are the everyday work of all college employees. However, examples of the College's efforts to address additional gaps in achievement and equity through resource allocation are provided throughout this report. These include development of new placement assessment procedures and developmental courses, addition of the position of First Year Coordinator as one component of efforts to decrease stop-out rates of first-time students, and integration of High Impact Practices throughout curricula to increase student engagement.

Moving Forward: Despite SKC's ongoing work to address gaps in achievement, much work remains to be done. Recognizing that young American Indian students - particularly young American Indian males - have lower retention and graduation rates, the College is discussing the addition of programming targeting this student group. Students who come to the College from states other than Montana also have lower retention and graduation rates. To address this gap, SKC is reviewing the position of Student Life Coordinator to ensure that students in housing are offered activities and support that increase connections to other students and the College.

Conclusion

Preparation of the Evaluation of Institutional Effectiveness Report afforded SKC the opportunity for holistic self-appraisal. Throughout the process of writing this self-evaluation report, many college faculty and staff were involved in discussion of the College's work to promote mission effectiveness including student achievement. The self-evaluation process was also a time for reflection on the challenges of the last seven years as well as the many initiatives and changes accomplished in support of student success. While recognizing areas for continuing improvement, SKC also honors the work of the members of the Board of Directors, faculty, staff, administration who maintain an unwavering commitment to SKC's students and the Flathead Reservation.

APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Salish Kootenai College

(Name of Institution)

Sandra L. Boham

(Name of Chief Executive Officer)

Sandra L Boham

(Signature of Chief Executive Officer)

2/18/2021

(Date)