



SAGINAW CHIPPEWA TRIBAL COLLEGE

ANNUAL REPORT 2018-2019



Message from the President

Carla Sineway, President



It has been another exciting year, and much has been accomplished.

We diligently worked on preparing for the upcoming accreditation focus visit in Fall 2019. Over the past year, there has also been a strong push on assessment, and creating a community of learning for our students. The highlights in this report will illustrate the hard work SCTC has completed, and continues to work toward.

This past year, we continued working on meeting the four Strategic Objectives in the SCTC Strategic Plan:

Build the Student

The Student Services department has revamped the orientation and advising processes. Registration is now online, as well as a newly launched online bookstore. The new additions are promoting more student independence and accountability.

Academic Excellence

The college is putting forth great effort to create a continuum of assessment across the institution. A Student Success Committee was created and will be attending the Higher Learning Commission Assessment Academy. Also, the recently added Associate of Science degree is a great addition to the College degree offerings with eight students already declaring the degree as their program of study. Another exciting addition is the creation of a Writing Center. The goal of the Center is to assist students in developing writing skills, and research. There has also been much work done in the math department to assist students in successfully completing developmental courses in a timely manner.

Operational Excellence

The College has hired two new staff members this year. With the additional staff, we were able to become more efficient and provide a more streamlined service to our students and vendors.

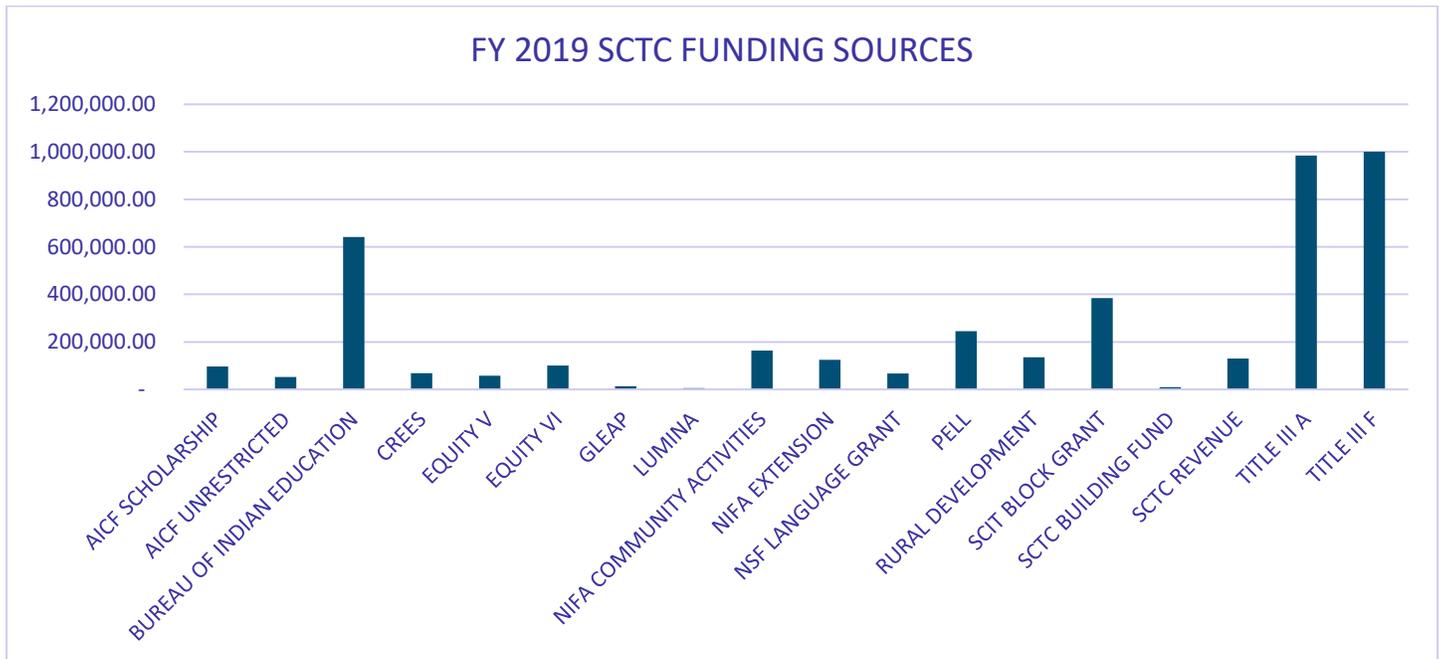
Environmental Stewardship

The College is committed to caring for the environment. All office furniture purchased for the College this past year is environmental friendly.

We invite the community to stop by and see what we have to offer.

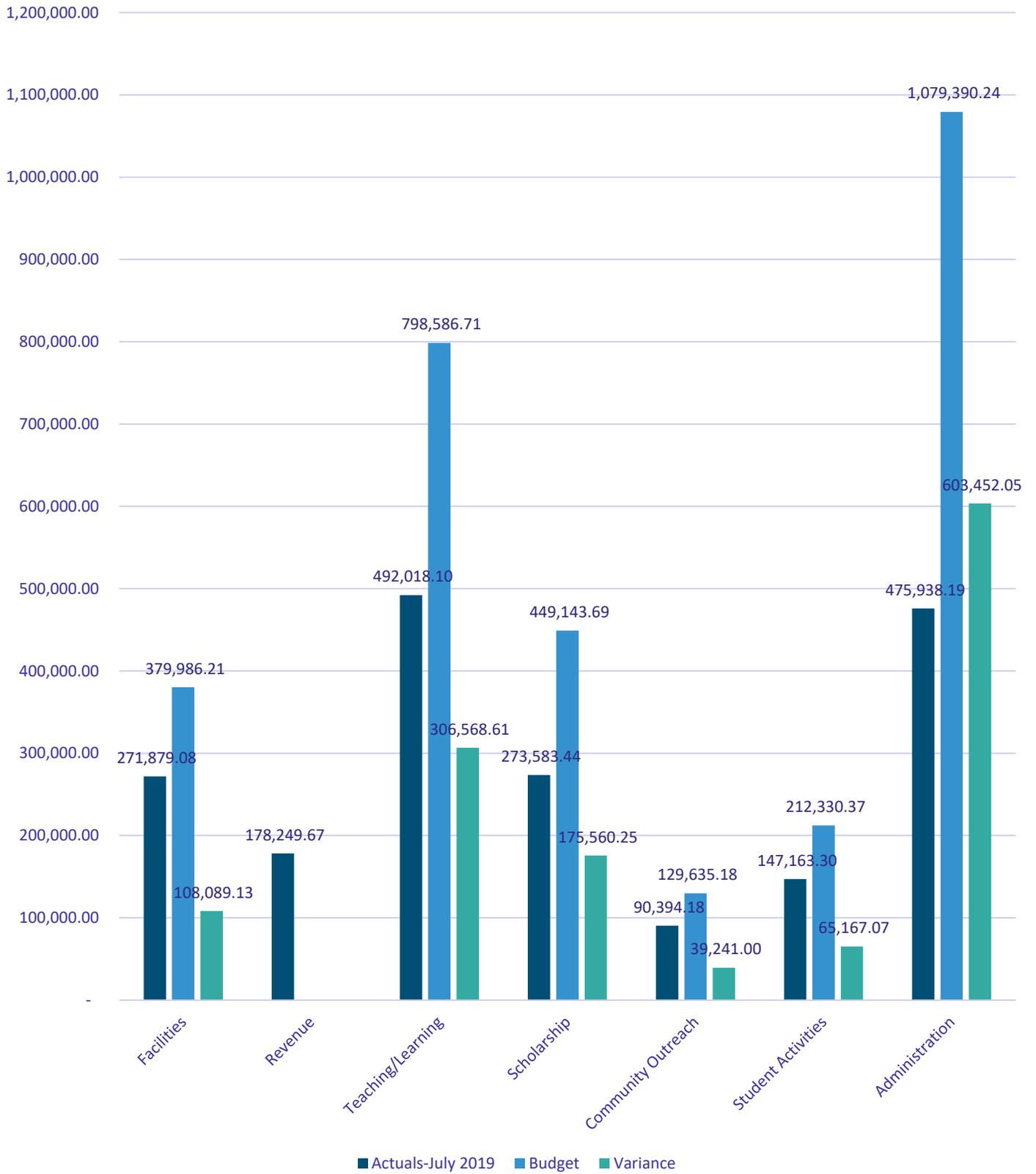
Funding

In Fiscal Year 2019, SCTC had 18 different funding sources. These grants provided funding for the day-to-day operations of the College. A majority of these “soft monies” are formula-based and/or entitlements to tribal colleges. The exception would be the SCIT Tribal Block grant, NSF Language Grants, SCTC Revenue, SCTC Building Fund, Lumina, GLEAP, PELL, Title III-F, and Rural Development.



It is estimated that 64% is used to provide student services, create a community for learning, and establish a presence in the community. The remaining 46% is focused on staffing and governance to provide oversight of the College. The graph illustrates the current spending amounts from October 1, 2018 through July 31, 2019.

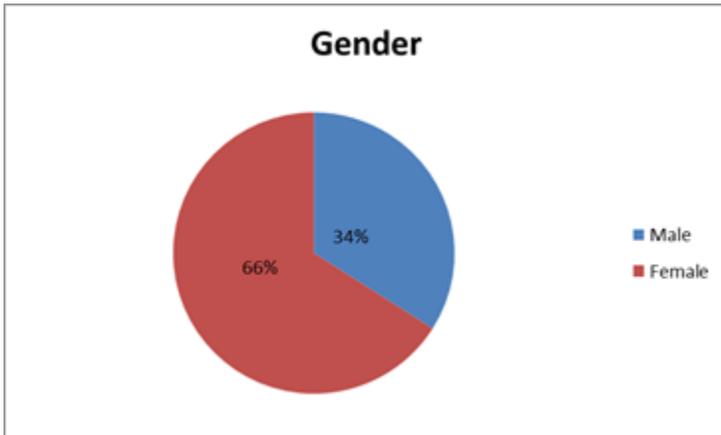
SCTC SPENDING FY 2019 (JULY ACTUALS)



SCTC 2018-2019 Student Profile

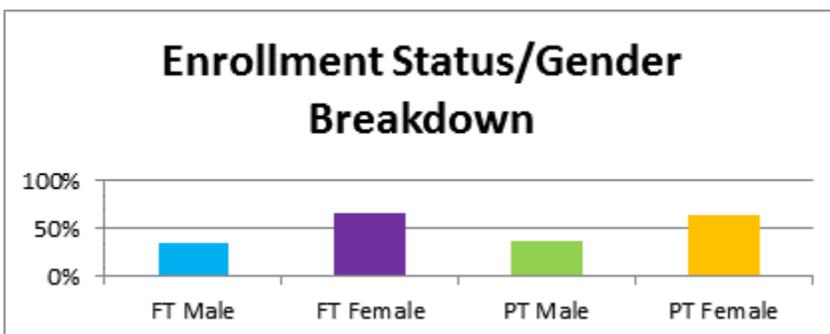
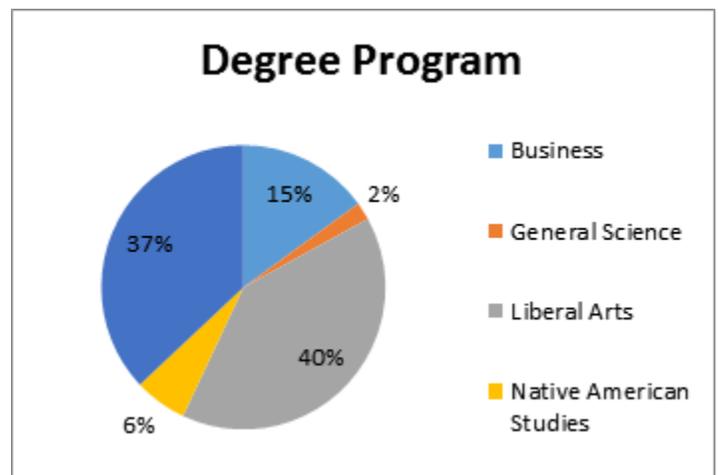
Tracy Reed, Dean of Research

The following charts provide a snapshot of students who attend SCTC:

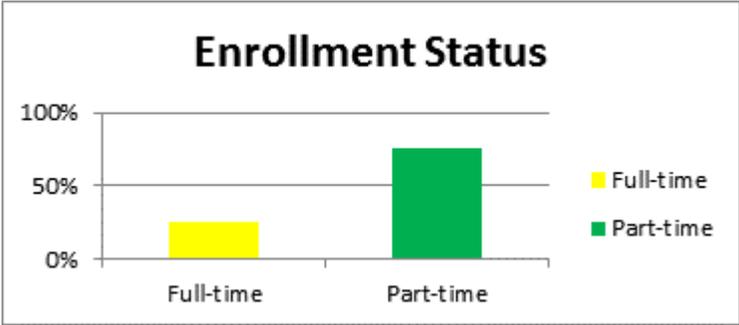


Females make up the majority of the student population.

37% of the students have not declared a program. Liberal Arts is the degree of choice by most students.

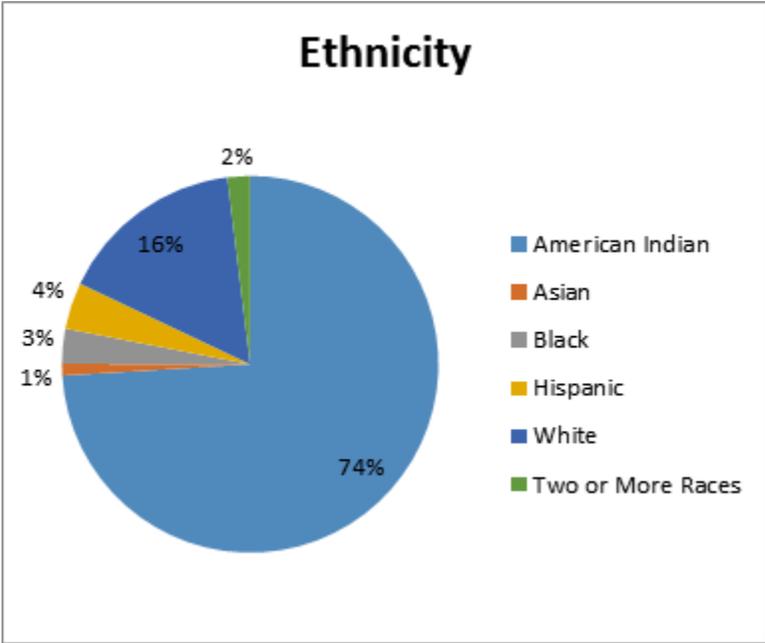
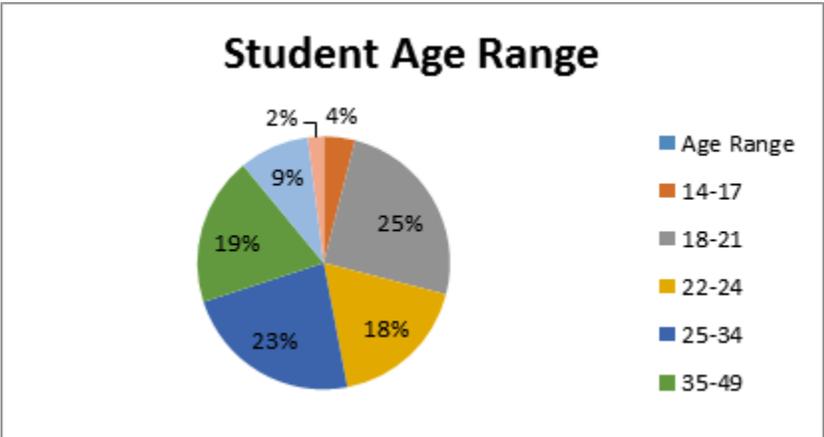


Part-time and full-time females outnumber male students.



More than half of SCTC students are part-time.

SCTC students are younger than in previous years. As the graph illustrates, more than half of the student population is between the ages of 18-34 years.



SCIT members and descendants make up the majority of the student enrollment.

Campus Safety, 2018-2019 Priority

Marco Angiolini, Information Technology Manager



Sadly, campus safety has become an urgent matter for most institutions in the United States. The concern for the well-being and safety of our students and staff is now a priority; yet, we are armed with only a few tools to prevent or mitigate possible violent acts.

My focus this past year has been on campus safety, as I continued to work with my colleagues to implement plans and infrastructure systems that allow SCTC to be a safe place for its students, employees, visitors, and community members.

Thanks to the hard work and dedication of our Staff, we were able to access grant funding which was invested in systems and employee training in the event of medical emergencies or violence on campus.

Some of the new implementations include:

- Building access control
- Panic buttons in each classroom, connected directly to Tribal Police
- 911-enabled phones in each classroom with emergency paging
- Surveillance system with 30 cameras, placed outside, in hallways and common areas
- Building alarms with motion detection
- Lockable classroom doors
- One-way window film
- Parking lot lighting (especially important for evening classes)
- AEDs (Automated External Defibrillators) in each building (4)
- First Aid Kits in each building (4)
- CPR training for all full-time staff
- Title IX Staff training (against harassment and campus violence)
- Campus Emergency Plans (in progress, in collaboration with Isabella County Emergency Management)

It is worth mentioning that Saginaw Chippewa Tribal College, as of today, has had ZERO incidents in the past years, as shown in the Campus Safety and Security Survey, available on the sagchip.edu website. Even so, we have put these measures in place as a form of prevention and response.

Our students and staff are our families and friends; it's our duty to take care of them.

Achieving the Dream

Gena Qualls, Grants and Special Projects

Saginaw Chippewa Tribal College has been a part of the Achieving the Dream (ATD) network since December 2016 with funding provided by Ascendium Education Group (formerly known as Great Lakes Higher Education) through Project Success.

ATD leads a growing network of more than 277 community colleges committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD is making progress in closing academic achievement gaps and accelerating student success through a unique change process that builds each college's institutional capacities in seven essential areas. ATD, along with nearly 75 experienced coaches and advisors, works closely with network colleges in 44 states and the District of Columbia to reach more than four million community college students.

It is through this initiative and with the assistance of our Data and Leadership coaches that SCTC has created a Student Success Action Plan. This Action Plan focuses on two priorities to improve student success rates at SCTC.

Priority #1: Improve student success in college-level math and English

Major Goals:

- Increase student utilization of academic support in math and English (academic supports such as: tutoring, peer tutoring, Writing Center, and instructors)
- Analyze assessment data to inform resource allocation (such as: SLOs, observations, tutor logs)
- Increase the percentage of students who complete college math and English courses in the first year

Priority #2: Formalize momentum points¹ utilizing early indicators² of timely program completion for both full and part-time students

Major Goals:

- Inform students of and promote available resources to address students facing life/personal issues
- Ensure students are receiving on-going and well-organized advising
- Plan school-related events during momentum points
- Develop workshops that focus on the early indicators considered barriers to student success



¹ Momentum points: first 2 weeks of classes, drop/add period, midterm, and withdraw period

² Early indicators: attendance, emergency aid, access to technology, and turning in the first assignment on time

Writing Center

Lindsay Drumm, English Academic Specialist

Gena Qualls alerted me earlier this summer to a grant opportunity through the National Endowment for the Humanities. This grant, which has two distinct sectors – Community College Humanities Initiatives and Tribal



College Humanities Initiatives – served our purposes well because we were able to apply for both grants simultaneously. We had an extremely limited timeframe between our initial interest in the program and the projected due dates; however, with Gena’s assistance on the budget portion and my work creating the narrative, we were able to meet our deadlines. We submitted a rough draft, received feedback from committee members, and revised based on their suggestions. Below is a summary of the final grant narrative we submitted in July 2019. Although we are still waiting to hear from the grantors, the Writing Center concept is moving forward. If the funding is received, it will solidify the project.

At SCTC, we have discovered that the longer it takes our students to move through developmental coursework, the more likely they are to drop out before reaching their college-level courses. In order to combat this, we are proposing the implementation of a new Writing Center, one that focuses on a more holistic, humanities-based approach to supplemental instruction. We will utilize tutors from across the disciplines to enhance our students’ critical-thinking skills and increase our college-wide success rates. This three-year assessment period will allow us ample time to analyze trends, determine program effectiveness, and identify areas for improvement.

Although this will require college-wide support and buy-in, the responsibility mainly lies with the project’s core team – a Project Director, an External Librarian Contributor, and 10 tutors. Together with members of Administration and faculty, SCTC’s new Writing Center will provide focused assistance in all offered courses. The policies of the Center will include growth mindset techniques to foster student autonomy and engagement.”

Library 2018-2019

Anne Heidemann, Tribal Librarian



The SCTC library provides a variety of services and resources to students, faculty, administration, tutors, and the Tribal College community. The library provides tangible and electronic resources, including: curricular support materials, Ojibwe culture and language materials, Native American-focused resources, professional materials, databases, ebooks, and popular materials.

The SCTC library provides access for patrons to check out resources, utilize library space, access online databases and resources, access materials via local partner libraries and statewide interlibrary loan services, and make use of the Tribal Librarian's expertise and assistance. The Tribal Library's website and online catalog are accessible 24/7 wherever internet access is available.

The SCTC library collection primarily serves the students and faculty at the College. Items in the library's collection are available via hold request to SCIT library cardholders, Chippewa River District Library cardholders, and CRDL partner library cardholders. Tribal College items may also be requested via MeLCat (<https://elibrary.mel.org/>).

In 2018, through the Tribal Libraries' Institute for Museum and Library Services Enhancement Grant, the SCTC community participated in a number of programs to promote Bimaadiziwin, the Good Life. Throughout the year, attendance at these programs exceeded 2100, many of whom received free books to add to their home libraries.

In 2018, the SCTC library had 183 cardholders, 1,307 checkouts, 4,691 database sessions, and 8,739 database searches. The library is a valuable part of the SCTC learning community.



Volunteerism

In 2018/2019, Nina Knight, English Faculty, led 33 SCTC staff and students in volunteering 201 hours in the local community. The time was spent at Andahwod constructing toys for animals, Habitat for Humanity, Run the Rez, Color Run, and Friends of the Library Book Sale.



7th-Annual Golf Outing

The 2019 Golf Outing was a successful event. Graff Buick GMC Cadillac of Mt. Pleasant was the major sponsor and provided a Cadillac for a hole-in-one shot. Sadly, no one made the shot, but it was fun!



The outing hosted 29 teams and a total payout of \$3,254 in prize money.

The winners for this year's event:

Flight 1:

1st place: to Chase Owl and Erik Rodriguez

2nd place: Larry Faber and Foster Faber

Flight 2:

1st place: Matt Newport and Scott Beeckman

2nd place: Stan Sineway and Chris Sineway

Chief Ekdahl and his wife enjoyed a day on the greens.

The support of the community in this event is always appreciated.



General Education Diploma (GED)

Amanda Flaucher, Dean of Students & Jackie Graveratte, Registrar

SCTC's GED Testing Center continues to move forward and make great strides.

The Saginaw Chippewa Tribal College is an organization devoted to quality learning and has an interest in convenient and accessible learning options suitable for students. SCTC began planning the implementation of the GED prep program in August of 2016. The planning began with identifying current students in need of earning their GED certification in order to complete their Associate-level degree through the College.

To begin the implementation process, SCTC hired one part-time GED tutor and purchased Odysseyware software that assisted the students with meeting their educational goals. At that time, once students completed their prep work through SCTC's program, they were sent to a local testing center to complete their GED testing. SCTC provided practice and official test vouchers for all students choosing to participate in the program.

As the program grew and the needs of our students were identified, SCTC purchased an online GED prep program, Aztec, which focused on the specific levels that addressed the needs of our students. Aztec is an online program that allows students to work at their own pace through a variety of lessons that focus specifically on the area that is identified by the student's placement score. The three academic levels in Aztec's program include: Foundations, Pre-HSE Series, and GED Prep Solution. Students must earn an 80% satisfactory score to advance from one level to the next. Once a student reaches an 80% score on the practice tests within the Aztec software, the student is given an official GED Ready practice test. If the student passes



the official GED Ready practice test with a score of a 145 or better, the student is then eligible to receive a voucher that waives the student's fee to take the official test. In January of 2019, SCTC received certification to be an official testing center and has the ability to proctor the official test to students on our very own campus. As a testing center, the program has earned \$477 in testing fees.

As of August of 2019, SCTC has had 30 students complete the GED prep program and receive their High School Equivalency Certificate. Currently, SCTC is assisting 46 additional students through our prep program with four scheduled for additional testing in the coming weeks. This is an exciting opportunity for the community, and SCTC looks forward to assisting many more students in completing this educational goal.

The Learning Environment

Cheryl Swarthout, Dean of Academics

SCTC's outstanding Faculty Team passionately believes that education positively shapes a student's life and career forever. The most important part of the "college experience" is the quality of learning that takes place both inside and outside the classroom. In 2019, faculty took purposeful steps to enhance particular instructional methods to prepare our students for further educational and career readiness. One such strategy was to heighten "experiential learning" – an approach where students reach conclusions themselves by practicing skills in real-world situations, rather than just hearing a lecture or reading a textbook. You might say they "do to learn" rather than "learn to do". Experiential learning has existed on the SCTC campus for many years; however, during this past academic year, the focus was expanded and attached to our formal learning outcomes established in 2017. These outcomes specify what students will know, be able to do, or value when they complete their program of study.

One such example of learning from experiencing something is the College's use of the Carnegie Math Pathways/West Ed programs in our Mathematics Department. Academic Specialist in math, Earle Crosswait,



*"Students sign a cohort contract that is based on the **Seven Grandfather Teachings**, which has had a profound impact on student-to-student engagement and increased a sense of belonging."* – Earle Crosswait, Mathematics Academic Specialist

and Dr. Wesley Rich have been instrumental in implementing this research-based pedagogy, which is focused on fostering deeper learning by collaboration in problem solving: introducing more contextual mathematic concepts that are relevant to students' lives and can be immediately applied help students retain and draw on what they have learned for future uses. To date, the success rates in these courses have at least doubled when compared to the success rates in previous developmental math courses.

Another initiative the college is currently undertaking to increase student success is the implementation of a Student Writing Center. Project coordinator and English Academic Specialist Lindsay Drumm explains that the goal of the Center is to work closely with students to help them become better writers and more successful in completing their writing projects. In addition, the Center will provide students with a place to learn how to conduct research. This area was a point of pride for the College this past year, as student Mikayla Cyphert was accepted into the National Council of Undergraduate Research (NCUR), an organization of members from around

"Our approach will be to assist students in improving their writing – rather than fixing their papers." – Lindsay Drumm, English Academic Specialist



the world who share a focus on providing high-quality and collaborative undergraduate research as well as scholarly and creative activity opportunities for faculty and students. Mikayla's mentor, SCTC English Professor Nina Knight, celebrated not only her induction into this highly competitive association, but also the fact that Mikayla is the first student ever admitted from a tribal college. Professor Knight was also delighted that three of her students received "honorable mentions" in this year's American Indian Higher Education Consortium's

(AIHEC) annual writing competition. Both English Professors, Knight and Drumm, continue to champion their vision of employing strategies (especially related to the English discipline) that overcome barriers to increasing overall student completion rates.



To further assist faculty in improving the learning environment, a Curriculum & Design Specialist, Mary Pelcher, was hired and tasked with developing new programs and improving existing curricula at SCTC. Mary brings with her many years of experience in education, particularly within the Tribe’s own educational system. Besides supporting faculty in delivering innovative learning strategies, Mary’s future goals for the College include expanding the Native American Studies program by adding an Anishinaabemowin language certificate and investigating additional programs, including: hospitality, gaming, and other related areas, which will help prepare students to work within the Tribe’s business entities.

Additionally, in 2019, the learning environment once again evolved at SCTC with the addition of a new General Science Program. This degree will provide students with the opportunity to take specific science courses as well as general studies that can be transferred towards a Bachelor’s degree in a variety of career options, including: healthcare, science, math, liberal arts, and engineering. Students who do not plan to pursue a higher degree or who want to join the workforce immediately with an Associate’s Degree in General Science may find work in areas such as business, agriculture, or the human services fields.



As one can see, the SCTC Faculty Team is dedicated to assisting students in connecting their coursework to their lives. They know that students learn and thrive best when they embrace hands-on experiential learning in a warm and welcoming environment. We in the Academic Department of the college are proud of the innovative approaches being taken to ensure that high-impact educational practices are being delivered and that the “student experience” is worthwhile and unique for all of our students.

USDA Equity/STEM

Kathleen Hart, STEM Recruiter/USDA Equity Grant Project Director

The USDA/NIFA Tribal College Education Equity Program enhances educational opportunities for American Indians. The Equity Program has given SCTC the ability to develop science courses, improve science-based curriculum, renovate for a classroom and science lab, create an awareness in the science areas, assist in recruitment and retention efforts, and support student experiential learning through SCTC courses.



The picture to the left is of a student hike in Illinois. Through the Equity Program, SCTC developed the current science courses, will have the ability to add new science-related courses, and started offering an Associate of Science degree. The STEM Recruiter position was created through the program as a part-time job, which developed into a full-time position to manage the grant.

The Environmental Science Research Scholarship (ESRS) was also developed through Equity to help students increase their knowledge, skills, and abilities through hands-on experience working with the Saginaw Chippewa Indian Tribe's (SCIT) Environmental Team, the SCTC Science Instructors, and the STEM Recruiter on campus coordinating events, fundraising, and working with youth. Students are able to apply for the ESRS every fall semester.

In addition to these accomplishments we started a student organization, "STEAM", which helps create an interest in Science, Technology, Engineering, Art, and Mathematics (STEAM). The organization, along with the STEM Recruiter, plans and organizes activities, events, and workshops, hosts speakers, holds a summer STEAM day camp on campus for fourth graders and up, and hosts a week-long Environment & Culture Camp for 12-17 years olds, which helps with recruitment. In Fall 2014, SCTC offered nine Science courses; since then, six more have been added, and we are currently working on adding more. In Spring 2019, the new Associate of Science Degree was added.

ESRS has helped 11+ students since 2014, most of them going onto a four-year university to further their education. The STEM Recruiter attends local and at-large events, open houses, college fairs, the Great Lakes Tribes, and coordinates campus visits throughout the year for recruitment purposes.

USDA-NIFA Extension

Guadalupe Gonzalez, Extension Coordinator

The Saginaw Chippewa Tribal College Extension Program is funded by the United States Department of Agriculture and the National Institute of Food and Agriculture. Programs and workshops are centered on Family & Consumer Science, Youth Development, and Community Outreach.

Extension programming focuses on nutrition, Anishinabe foods, gardening, physical fitness, health education, leadership learning opportunities for youth, learning about Anishinabe culture and language, and academic support. SCTC-E partners with key tribal departments to reach more people and to share resources. Programs and workshops are promoted with flyers and articles are published in the *Tribal Observer* and on SCTC's Facebook page.

Some highlights from 2018-2019:



Environmental and Culture Camp – Adventure Course in Mackinaw City



Black Ash Basket-Making Workshops w/ John Pigeon, Josh Homminga, and Sara Bedell

Applique skirt workshop with Faith Carmona-Pego.



Birch Bark Canoe Project:



The purpose of this project was for the community to re-establish a nearly lost skill set, which is very important to indigenous arts and food sovereignty revitalization, and for our community and to have a birch bark canoe to harvest wild rice the way our ancestors did. The community was invited to participate in all aspects of this project to learn as much as they wanted or just watch if they wanted.



2/20 Meal Prep Class

6/3-6/14 Community Strawberry Basket Build





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