



The Spirit Within Us!!



WISDOM * LOVE * RESPECT * BRAVERY * HONESTY * HUMILITY * TRUTH

Turtle Mountain Community College
2014 SELF STUDY

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Chapter 1: Introduction

Turtle Mountain Community College, hereafter referred to as TMCC or the College, is a tribal community college chartered under the Turtle Mountain Band of Chippewa Indians. TMCC is one of the original six tribal colleges that were established by various Indian Tribes in the early 1970s, and is one of the current 37 tribal colleges in the United States. The College is located near the town of Belcourt in the hilly lake-filled region of north central North Dakota known as the Turtle Mountains. One of the state's few all-service, all-seasons recreational areas, the Turtle Mountains are home to a state park, ski resorts, and the world-renowned International Peace Garden, which straddles the U.S.-Canadian border.

Institutional Profile

Established in 1972, TMCC has emerged as a leader among the nation's tribal colleges, growing from a fledgling institution serving fewer than 60 students per year to a community college serving approximately 600 full-time equivalent students and 250 pre-college adults. TMCC's primary service area or community is the Turtle Mountain Band of Chippewa reservation and surrounding Rolette County. In the 2010 census, Rolette County had a population of 14,382 with 10,902 being Native American. Thirty percent of the North Dakota Native American population lives within Rolette County. In 2012, 36% were below the poverty level compared with 12.1% for North Dakota. The Census reports Rolette County's per capita income is at \$15,285 compared to \$28,700 for North Dakota state-wide.

TMCC has had an average fall enrollment of 572 students over the past three years, with 95% being enrolled members of the Turtle Mountain Band of Chippewa Indian Reservation; with 90% of all students being termed low-income. Forty percent (40%) are over 24 years of age,

and nearly half have dependent children. The average TMCC student is single (88%) and female (63%).

By improving all levels of post-secondary educational achievement of tribal members, our programs build local capacity to effect positive systemic change. TMCC's programs work toward public and private economic sustainability for Turtle Mountain Band of Chippewa Indians.

TMCC offers the community the following education programs: Bachelor of Science degrees in Elementary Education, Early Childhood, and Secondary Science; Associate of Arts degree in 13 areas of study; Associate of Science degree in 16 areas of study; Associate of Applied Science degree in 8 areas of study and nine certificate programs.

Facilities

The College's origins were humble, delivering classes to its first students out of a former Catholic convent. TMCC later moved into the basement of a former Indian Health Service facility. In 1977, TMCC moved into an abandoned tribal/Bureau of Indian Affairs building in downtown Belcourt. Over time, the College purchased and renovated several downtown buildings and – as funding became available – built a series of metal buildings. Today the College's downtown presence includes 12 buildings, offering 66,000-square feet of space for college functions and community training programs.

As enrollment grew, the College expanded and in May 1999 moved into a brand new 124,000-square-foot facility on 123 wooded acres overlooking Fish Lake. Located two-and-half miles north of Belcourt, the main campus building is equipped with state of the art technology, general and subject-specific classrooms and labs, a library and archives, learning resource centers, business offices, student services, faculty areas, gymnasium, student union, and an auditorium with seating for 800. Since TMCC is a commuter college, there are no residence halls.

In 2002, the College purchased Anishinabe Learning, Cultural and Wellness Center from the Evangelical Lutheran Church in America Eastern North Dakota Synod. Set on 102 acres adjacent to the main campus, in addition to a wellness center, the center complex includes an equine science building, tack shop, a small barn, five cabins, roundhouse, church, straw-bale structure; an A-frame building, trading post, boat house, and maintenance garage. The grounds offer a variety of recreational features including a riding arena, ice rink, beach, playground, nature trails, and a fitness course. A small cemetery and a medicine wheel are also located on the property.

In 2008, a Career and Technical Education (CTE) building was completed to house the building construction technology and residential electrical CTE programs. The building has 14,000 square feet of space, a large area for building home(s), two classrooms, and two shop/lab areas.

Community

TMCC serves the tribal community by bringing together tribal members and residents of surrounding communities through classes, programs, service-learning experiences, and other activities. The College sponsors a Community Wellness Conference, Day of the Young Child, Ojibwa Language Immersion Camp, job fairs and pow-wows. TMCC collaborates with community partners such as the schools in Rolette County, Tribal Government, the local Indian Health Service, Bureau of Indian Affairs, and local businesses. TMCC co-sponsors events such as the Turtle Mountain Community Family Week, political forums, community education programs, and faculty and student leadership projects. These partnerships reinforce TMCC's commitment to the mission, providing service and leadership to the Turtle Mountain community. TMCC faculty members assist with research on behalf of the tribe and the state. The College strives to keep the public informed of its institutional and educational goals through public presentations and documents such as the College catalog and program brochures. TMCC facilities including classrooms, gymnasium and walking track are open for public use.

Philosophy

Turtle Mountain Community College is a tribal community college with obligations of direct community service to the Turtle Mountain Band of Chippewa Indians. Under this unifying principle, the College seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

The Seven Teachings of the Anishinabe People

The philosophical foundation of the College is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and expressed in the Seven Teachings of the Tribe.

1. To cherish knowledge is to know **WISDOM**.
2. To know **LOVE** is to know peace.
3. To honor Creation is to have **RESPECT**.
4. **BRAVERY** is to face the foe with integrity.
5. **HONESTY** in facing a situation is to be honorable.
6. **HUMILITY** is to know yourself as a sacred part of the Creation.
7. **TRUTH** is to know all of these things.

Mission

Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Band of Chippewa Indian Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the College establishes an administration, faculty, and

student body exerting leadership in the community and providing service to it.

Institutional Goals

Turtle Mountain Community College goals:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

As noted in the President's Welcome on the College website, ["The Spirit Within Us"](#) defines our approach to interactions with students, faculty, staff, and the community. We are extremely proud of what we've accomplished as a tribally-controlled and regionally accredited college. Over the last 41 years we have primarily served the educational needs of the Turtle Mountain Band of Chippewa Indians; however, at this point in our history we are open to any person with a desire to pursue higher education.

Turtle Mountain Community College Logo

"Adopted in 1974, the Turtle Mountain Community College logo combines two Clan symbols that are imbedded in the Grand Medicine Society of the Chippewa/Ojibwa (Medewiwin). The symbols are the Thunderbird (Megisis) who symbolizes power, and the Turtle (Mekinok or Misquadace) who represents long life. These symbols represent the spiritual essence from which the College draws its energy. The vital spiritual energy that is required daily to offer and to extend the quality of life of the Turtle Mountain Chippewa/Ojibwa People, by empowering them through education."

-As told by Tribal Elder Elma Wilkie



During the 2012-13 Academic Year, TMCC began a branding process, which included adopting a new logo. Through this process the original interpretation of the TMCC logo was revisited and studied and as a result, the new logo did not change. Rather it was redesigned to enhance and compliment the spiritual essence of the College.

The Thunderbird and Turtle are at the center of the four sacred directions of the universe which are aligned with the spiritual ways of the Medewiwin. Mis-skwa (red) stands for the South. Muk-a-day (black) stands for the West. Wabish-ka' (white) stands for the North. Oza-wahn' (yellow) stands for the East. These colors represent the four races of man that the Creator placed on the earth.

Governance

TMCC was granted 501(c) (3) nonprofit status of the Internal Revenue Code in November 1972 and has maintained that status. The Turtle Mountain Band of Chippewa Indians passed Resolution Number [678-11-72](#) on November 9, 1972, chartering TMCC to operate on the Turtle Mountain Band of Chippewa Indian Reservation. In 1976, TMCC was incorporated in the State of North Dakota.

TMCC has a two-tiered board structure: a ten member Board of Trustees and a five-member Board of Directors. Appointed by the Board of Trustees, directors are members of the Turtle Mountain Band of Chippewa Indians. The Board of Directors' authority and relationship to the institution is formalized in a set of policies. [Section 1 Subsection 6.0020](#) of TMCC Policy Manual identifies the Board of Directors as the policy-making body of the institution, with legislative authority over operations. As managers of the College, the Board of Directors is responsible for making and amending bylaws and providing regulation of internal affairs. Directors serve five-year, staggered terms.

The purpose of the Board of Trustees is to advance and promote the mission of the College. They provide guidance to, and appoint the members of, Turtle Mountain Community College's Board of Directors. Six of the trustees are appointed by the tribal council and serve as lifetime members; two trustees are tribal council members appointed after each general election; and two trustees are students, one the elected President of the Student Senate and one elected at-large by the student body.

Significant Changes since the last HLC visit 2003

Changes in administration

- TMCC President Gerald Monette, PhD., took a sabbatical to work for the National Science Foundation in 2004. In his absence, Vice President Carol Davis, PhD., served as acting President. Doctor Monette resigned his position in May 2005. Dr. Carol Davis continued as acting President until November 2005, when the TMCC Board of Trustees and Board of Directors selected Dr. James Davis as President. Dr. Carol Davis resumed her duties as Vice President until January of 2006, when she resigned.
- New Vice President hired in 2012
- New Dean of Student Services and Dean of Academic Programs hired in 2004-2005
- New Comptroller hired in 2012
- Coordinator for Student Assessment position created in 2005
- Retention Technician added to staff in 2006
- Academic and CTE department chairs instituted in 2008
- New Information Technology Director hired in 2010

Educational programs added since 2003

- Bachelor's degrees: early childhood education and secondary science
- Applied science degrees: process plant technology; heating, ventilation, and air conditioning (HVAC); and residential electrical
- Allied Health programs: licensed practical nurse, medical lab technician, pharmacy technician, and phlebotomy
- Nine-month certificates: welding, electrical, and accounting
- Commercial Driver's License (CDL) certificate program (one semester)

Changes in fiscal management since 2003

- Purchased Jenzabar Budget Module 2012
- Budgeting process and employment contracts aligned to fiscal year

Changes to facilities since 2003

- Main Campus
 - Career and Technical Education Building 2008
 - Wind Turbine 2008
 - Student Union 2009
 - Allied Health expansion 2010
 - Library renovation to house Zhaabwii Learning Center 2012
 - IT renovation 2012
 - Rooms 124-125 renovation to house Financial Aid Department 2012
- Anishinabe Learning, Cultural and Wellness Center Campus
 - Straw Bale Building 2005
 - Equine Building 2005
 - Tack Shop 2006
 - Warming House/Ice Rink 2007
 - Sewer system 2008
 - Trading Post 2011
 - Kitchen Expansion 2012

- South Campus
 - Arrowhead Print Shop remodel 2004
 - Welding Shop remodel 2008
 - HVAC Shop remodel 2012

Changes to Technology on campus

- Moved from Web CT to Jenzabar LMS 2008
- Network/server upgrade 2010
- Purchased wireless system 2011
- Upgraded internet speed 2011
- Purchased Jenzabar capture module 2012
- Remote backup server added 2012
- New website 2012
- Migrated to Google Apps 2013

Accreditation History

TMCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The College first became a candidate for accreditation in 1978.

April 1980	NCA made first biennial visit resulting in two years of candidate status.
April 1982	NCA made second biennial visit resulting in continued candidate status at the associate degree level.
April 1984	NCA made third biennial visit
August 1984	NCA executive board granted full accreditation to TMCC
April 1989	NCA visit to determine continued accreditation status.
August 1989	NCA commission voted to continue TMCC's accreditation.
October 1993	NCA visit and review for continued accreditation request resulting in 10 years of continued accreditation with a focus visit to occur in 1996.
March 1996	NCA focus visit resulting in continued full accreditation.
November 2000	NCA focus visit requesting accreditation for first baccalaureate degree (Bachelor of Science in elementary education).
April 2001	Higher Learning Commission granted TMCC full accreditation for its first baccalaureate degree (Bachelor of Science in elementary education).
October 2003	NCA visit and review or continued accreditation request resulting in 10 years of continued accreditation with a focus visit to occur in 2008.
September 2007	Higher Learning Commission granted TMCC full accreditation for a baccalaureate degree in secondary science.
September 2008	NCA focus visit resulting in continued full accreditation.
August 2012	Higher Learning Commission granted TMCC full accreditation for a baccalaureate degree in early childhood.

Current strengths & challenges

In the chapters that follow, TMCC will demonstrate the College meets all HLC accreditation criteria and core components for reaffirmation of accreditation in 2014. Following are overall strengths and challenges revealed through the current self-study process:

Overall strengths

- “*Organizing for Success*” via a comprehensive strategic plan;
- Ensuring integrity and ethical practices through effective policies, oversight and support services;
- Supporting faculty oversight and control of curriculum and student assessment;
- Monitoring hiring, employee credentials and performance to assure quality faculty and staff;
- Reviewing programs systematically and thoroughly;
- Maintaining policies and practices related to transfer of credit and other academic matters; (refers to federal compliances of HLC).
- Instituting and preserving disciplinary accreditations which comply with state accreditation and/or approval.
- Sharing significant levels of institutional governance with faculty and staff;

Overall challenges

- Growing and diversifying our revenue streams;
- Maintaining affordability for our students in the presence of shrinking federal funding;
- Strengthening our process of integrated planning and budgeting;
- Developing a more consistent program for assessing student learning in all phases and outcomes;
- Improving retention, persistence, and graduation rates;
- Developing our marketability for recruitment of students.

“Organizing for Success”

For the past 40 years, TMCC has worked to fulfill its mission of bringing the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians to bear by providing a high quality academic education rooted in the rich traditions and teachings of their ancestors, the Anishinabe people. As a part of this mission, TMCC entrusts board members, college faculty, students, and staff with providing leadership and service to the Turtle Mountain Community in its entirety. TMCC believes that leadership means taking charge of our history, our identity, and our culture as a People by developing and improving the skills of existing and emerging leaders within TMCC.

In September 2012, TMCC embarked on an effort to enhance strategic positioning to improve its instructional effectiveness and responsiveness. The driving force for this initiative was to analyze the organizational strategy, organizational evaluation, and organizational design to aid the College’s administrative team in its strategic stance to improve its instructional effectiveness and responsiveness. The goal of TMCC was to organize not only for future success but to also take a proactive and holistic approach to strategic planning, organizational structure, and pay practices. TMCC’s administrative committee and Board of Directors wanted an internal and external assessment of their organizational capabilities and viable opportunities to better position the College in response to the dynamic environmental and economic forces emanating from the Bakken and Three Forks oil development in northwestern North Dakota. This activity was critical in order to successfully plan for and manage through the rapid changes in student learning demands and demographics, and

community economic opportunities effected by the huge spike in oil related business within North Dakota.

Through services provided by a consultant, the College conducted a self-assessment of its internal competencies and functional capabilities, as well as, assessing its ability to respond to external threats and opportunities, as an educational institution. The project team was formed and comprised of members of the administrative committee, which is TMCC's leadership team. This project team led the charge for the internal and external assessments. Critical outcomes of the internal and external analyses were the driver for the development of new strategic direction, key goals, and action plans for goal achievement.

The College analyzed and modified the organization's structural design to ensure optimal organization for success and sustainability in strategic direction. The organizational structuring impacted the compensable factors of some key jobs' evaluations. Consultative services were also utilized to ensure job analysis and job evaluations were conducted recommending pay scale adjustments to ensure objectivity and with no resultant internal inequities from the structural change.

As an underlying objective throughout the initiative, the College leveraged its consultant services to assist in building internal capacity for sustaining organizational improvements. This internal capacity building will allow TMCC to fully manage its strategic processes moving forward with limited need for further consulting services. To do this, TMCC personnel and key stakeholders directly participated in the development of all deliverables.

The process was divided into phases, with the first phase having the theme of "*Organizing for Success*", where TMCC endeavoured to establish long term goals that provide sustainable future growth and stay responsive to dynamic student learning demands. The theme of "*Organizing for Success*" was used not only to brand the College's strategic repositioning initiative, but also to facilitate the focus of communications to all employees and stakeholders, as the initiative progressed. The second phase of the initiative was the *Targeted Job Analysis and Pay Scale Adjustment*, which involved an initial review of jobs.

TMCC began the initiative in September 2012, completing the first phase in May 2013. The second phase was completed in December 2013, with recommendations for adjustments. As we worked through the initial execution of the "Organizing for Success" strategic goals, we realized the need to develop the personal and collective capacity of the administrative committee members who are tasked with the responsibility of ensuring goal attainment. A plan is in place and a grant has been secured through the American Indian Higher Education Consortium, with a series of leadership training sessions scheduled for spring 2014.

Self-Study Process

TMCC's self-study process has been an on-going activity since the last accreditation visit in 2003. In the 2003 accreditation commission report, the commission required TMCC to submit two progress reports. The first report due in July of 2005 was to include a plan of assessing institutional effectiveness that addressed the assessment of student learning and broader institutional assessment. The next report submitted in January of 2007 was to include an institution-wide strategic plan that included a technology plan that addressed the

institution's use, implementation, and replacement of technology. In addition to the two progress reports, the evaluators found a need for a focus visit in 2008 that addressed implementing a system of shared governance; progress on the assessment of student learning, institutional effectiveness, and the implementation of a strategic planning process linked to assessment.

TMCC has had a committee structure in place for the two progress reports and the focus visit. For the focus visit as well as the current self-study process, the Dean of Academic Programs and the Dean of Student Services serve as co-chairs.

Steering Committee Structure

In July of 2011, the TMCC President and the President's administrative committee, developed the structure for the 2013 self-study. The deans were designated as co-chairs for the process. The council discussed the steering committee chair structure and decided that various members of the council would serve as co-chairs for each criterion.

- Criterion One (Mission) is chaired by Sandi LaRocque (Adult Ed. Director) and Les LaFountain (Social Science Faculty Member).
- Criterion Two (Integrity: Ethical and Responsible Conduct) is chaired by Sheila Trottier (CTE Director), and Wanda Laducer (Financial Aid Director).
- Criterion Three (Teaching and Learning: Quality Resources, and Support) is chaired by Dr. Carmelita Lamb (Teacher Education Director) and Miles Pfahl (Mathematics Faculty Member).
- Criterion Four (Teaching and Learning: Evaluation and Improvement) is chaired by Dr. Scott Hanson (Science & Math department chair) and Andy Johnson (English Faculty Member and Student Assessment Coordinator).
- Criterion Five (Resources, Planning, and Institutional Effectiveness) is chaired by Tracy Azure (Comptroller) and Chad Davis (Information Technology Director).
- The editing committee is chaired by Larry Henry (Dean of Academic Programs and Co-Chair for Accreditation), and consists of one co-chair from each criterion.
- The information resource committee is chaired by Chad Davis (IT Director).
- Anita Frederick (Dean of Student Services) chaired the assumed practices and compliance committees.

One hundred percent of the TMCC faculty and staff were placed on the various committees according to their positions and strengths.

Self-Study Timeline

FALL 2011

September 23, 2011

- Presentation of self-study process to faculty and staff,
- Announce steering committee members,
- Share the outline of the self-study
- Share the goals of the self-study
- Share the timeline of the self-study

October

- Committees began work-first meeting October 21, 2011 @ 9:00 a.m.
- Committee Chairs complete chapter plans of self-study sections by Nov. 18, 2011.

November

- Steering committee meets –Wednesday November 30, @ 1:30 p.m.

December

- Committees meet December 2, @9:00 a.m.-Complete outline of chapter(s) contents, timetable for completion of chapter, persons responsible for each task due!! By Friday January 27, 2012.

SPRING 2012

January

- Steering committee meets January 20, @ 9:00 a.m., Chapter outlines, timelines, and assigned tasks due to self-study chairs by January 27, 2012.

February

- February 10, @ 9:00 a.m., to review progress, answer questions-handout final version of criteria for self-study.

March

- Committee meetings – March 9 @ 9:00 a.m.
- Steering committee meets @ 1:15 p.m.

April

- Campus visit from HLS liaison-Dr. Karen Solomon-agenda will be provide prior to visit.
- Final committee meeting for academic year, April 20, @ 9:00 a.m.

May

- Final steering committee meeting for 2011-2012 academic year May 4, @ 9:00 a.m., all assigned tasks and documents due to self-study chairs on May 11, 2012.

FALL 2012

August

- All faculty/staff meeting –August 24, @ to introduce new staff, quick overview of process, and handout timeline schedule for year, questions and concerns.

September

- Steering committee meeting – September 21, @ 10:00 a.m.
- Committee meetings –September 28, @ 9:00 a.m.
- Revision committee formed.

October

- Steering committee meeting – October 11@ 9:00 a.m.
- Committee meetings – October 19, @ 9:00 a.m.
- October 19, first draft of criteria for self-study due to self-study chairs.
- Self-study chairs and review committee review draft.

November

- Steering committee meeting – November 27, @ 9:00 a.m.
- Committee meetings –November 30, @ 9:00 a.m.

- 1st draft reviewed and returned to steering committee to rework as necessary.

December

- Subcommittees meet

SPRING 2013

January

- January 25, all faculty/staff meeting in auditorium to discuss self-study process and updates. Criterion committees did presentations of their work.

February

- February 8, committee meetings @ 9:00 a.m. – steering committee meeting at 1:15, work on 2nd draft of self-study, due on March 8.

March

- Committee meetings @ 9:00 a.m., steering committee meeting @ 1:15.

April

- Final committee meetings, @ 9:00 a.m.
- Comments due to editing committee from each criterion.
- Review for 3rd draft.

May

- Final steering committee meeting for academic year.
- Third draft due to chairs by May 17, 2013.

SUMMER 2013

- All sub-committees (editing, ERR, and assumed practice, compliance) work on editing and revision.

FALL 2013

- Work on final self-study document (sub-committees & steering committee).

SPRING 2014

- Send final document to HLC (January 17, 2014, prepare for HLC visit in March 24-26, 2014).

Self-Study Goals

Through its Self-Study, Turtle Mountain Community College will accomplish the following goals:

1. Reaffirm accreditation of TMCC by the North Central Association of Colleges of the Higher Learning Commission with no follow-up requested;
2. Assess institutional growth and progress since the last TMCC self-study process in 2000-2003 and visit of 2003;
3. Assess the extent to how TMCC achieves its Mission;
4. Assess the institutional integrity at all levels;
5. Assess our academic programs to document that educational goals have been soundly conceived and fully implemented in compliance with accreditation criteria;
6. Assess student learning in the classroom as well as at the program and degree level;

7. Assess the efficiency of the use of resources throughout TMCC systems, both in fiscal and human terms and to engage the TMCC community in an assessment of institutional climate, goals, planning and operations;
8. Provide a comprehensive and analytical portrait of TMCC, define unmet challenges, clarify and illuminate opportunities, and make focused and constructive recommendations.

This self-study report and documents provided in the electronic resource room support TMCC's request for reaffirmation of regional accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The institution-wide self-study process spanned more than 24 months and involved all TMCC faculty and staff. We submit this document as part of the preparation for the comprehensive site visit scheduled for March 24-26, 2014.

Chapter 2: Concerns from Prior Visits

Response to major issues identified in the last visits of HLC teams (2003, 2008).



The Higher Learning Commission's most recent comprehensive evaluation of TMCC was conducted October 20th to 22nd, 2003. The Higher Learning Commission visiting team identified concerns in the following areas:

- Assessment of Student Learning
- Institutional Effectiveness
- Shared Governance
- Strategic planning

After receiving the 2003 report, the faculty, staff, administration, and college boards began to address the concerns of the Higher Learning Commission. This report reviews the commission's concerns, and details how TMCC has resolved them.

Assessment of Student Learning Commission Concern

The current assessment plan is in such an infancy stage that it is difficult to determine its effectiveness. (Assurance Section, p. 9, C.3.b.)

There appears to be confusion as to the ownership of assessment of student learning. This is compounded by having both a faculty co-chair and an administrative co-chair with unclear roles and responsibilities. Faculty must have the authority and responsibility for assessment of student learning. (Assurance Section, p. 9, C.3.c.)

Outcomes of the assessment of student learning and assessment of institutional effectiveness should drive the budget and the strategic plan. Substantial data and measures are essential. However, at present there is little evidence that the budget and strategic plan are driven by data collected from assessment processes. (Assurance Section, p. 9, C.3.d.)

The team believes further consideration is needed to verify that the assessment instruments are measuring fulfillment of the stated learning outcomes. (Assurance Section, p. 9, C.3.e.)

TMCC Response

Prior to the 2003 visit, faculty had developed an assessment manual that established the committee, its policies, and procedures. Each department elected a representative who served on the committee, advocated for departmental needs, and reported back to the department. The Assessment Coordinator served annually and was rotated each year. This committee continuously reviews the entire assessment process, instruments, or test items as needed. For instance during 2005, the committee spent the year investigating the capstone course as a means for program assessment. We discussed teaching models, course content, measurements, and assessment techniques before ultimately determining that the capstone course would not be a simple, valid, and feasible approach at TMCC.

Ensure Faculty Ownership

Because administration was seen to be over-involved in the assessment process, following the 2003 visit, faculty assumed control over all assessment efforts of student learning. Following Dr. Scott Hanson's work as Assessment Coordinator, Andy Johnson served in this capacity during 2003-04. Dr. Ann Brummel served in 2004-05. Dr. Penny Parzyjagla served in 2005-06. Dr. Ron Carpenter has served since. This committee is comprised nearly exclusively faculty and reports to administrative committee, Institutional Effectiveness Office, TMCC President, and Board of Directors. This committee evaluates data to make recommendations regarding teaching, curriculum, and related academic areas, budgeting, and relevant strategic and massive action plans. The assessment coordinator submits at least one report a year (usually twice) to the College ([See Assessment Coordinators 2012-13 Final Report](#)).

Providing continuity to Assessment Coordinator position

Because every year ushered a new faculty member to the role who had to learn "on the job", the assessment plan did not always receive the introspection required to reveal inefficient efforts, instruments, or data collection. This leadership situation contributed to the lack of sustained development according to the plan, especially the minimal data gathered "episodically", or rarely used by faculty to improve student learning, or by the institution to drive the budget and strategic plan. Beginning in 2005-06, Dr. Ron Carpenter assumed the Assessment Coordinator duties. He served for three years, providing continuity to the position, and ensuring faculty ownership of assessment. Dr. Ron Carpenter began to review all assessment efforts, create a culture of assessment, and devise a strategic plan for assessment that advanced faculty efforts to monitor and improve student learning. Andy Johnson, is the current assessment coordinator and has been since 2009 ([See Focus Visit 2008](#)).

As we began this process it became apparent that some faculty were confused about the purpose of assessment inside or outside of the classroom. Furthermore, the assessment committee seemed isolated from the faculty and its instructional efforts to improve student learning (and retention). As a result, using funds from the assessment committee budget, the assessment coordinator created a faculty library with assessment resources. Faculty and the committee have continued to add to these resources. Further, the entire faculty began meeting bi-weekly (06-07), and then monthly (07-08) to discuss a range of issues pertaining to assessment. Throughout the last couple of years, each faculty member, including those from CTE and TED, has had the opportunity to ask questions, vote, and participate in committee tasks. This inclusion was meant to ensure that faculty understands the various assessment components. Agendas and minutes are recorded. We regularly invite the Dean of Academic Programs, Institutional Development Officer, Comptroller, and Dean of Student Services to maintain clear and open lines of communication between administration and faculty ([See Focus Visit 2008](#)).

As a result of our ongoing assessment efforts, TMCC has implemented a number of notable changes to the assessment cycle and procedures, not merely to address NCA concerns, but more significantly to close the loop on data collection, and crystallize the relationship between faculty assessment of student learning, and other institutional agencies. Notably, all TMCC faculty now serve on the assessment committee.

In addition, in 2005, faculty created an electronic website devoted to faculty assessment that includes the assessment manual, annual reports, testing resources, records, and links to other materials that any faculty member may access. Currently we are in the process of transferring this data to the TMCC web page that will allow anyone to have access. Undoubtedly, assessment of student learning at TMCC is faculty owned and driven. Faculty members are aware of their assessment responsibilities, and how these efforts fit into the overall institutional effectiveness plan ([See Focus Visit 2008](#)).

As part of the TMCC institutional effectiveness plan that was accepted by NCA in 2005, TMCC has constantly been striving to determine the best plan to implement, monitor and evaluate assessment. In 2006, shortly after being appointed the new President of TMCC, Dr. Jim Davis provided training to faculty and staff on strategic planning, chunking, and desired outcomes and their alignment with the Institutional Mission. In 2006, faculty created a strategic plan for assessment to address the areas Dr. Ron Carpenter, administration, and NCA wanted resolved. This strategic plan was implemented, followed, and completed by faculty according to the timeline described ([See Focus Visit 2008](#)).

The two areas that faculty perceived a need for delay in the strategic plan timeline has been in the change from CBASE to CAAP as post-assessment instrument and revising the cultural instrument. This latter delay is due to the institutional efforts by a newly formed (fall 2007) language and culture committee that seeks to infuse the Chippewa culture throughout the institution. Culturally-speaking, we celebrate our culture regularly; for instance, each fall elders conduct a ceremony welcoming students back to school; each spring, TMCC hosts a Pow-Wow for graduates. Faculty were reluctant to try to measure students' understanding of their culture with a test; other tribal colleges tend to embed language and culture courses as

required for two-year and four-year degrees. Adding a required language and culture course would be a more likely scenario and the recommendation likely to be proposed by the assessment committee. Each class, furthermore, includes a cultural component as defined by syllabus policy, institutional mission, and faculty recognition. In the spring of 2011, a cultural pre-test was developed for incoming freshman, and was implemented in the fall of 2012. The pre-test gives the faculty a basic idea of what our incoming freshman know and feel about their tribal culture(s). The results assist in faculty integration of culture into their perspective syllabi.

Faculty, the Assessment Coordinator, and the Dean of Academic Programs developed a strategic plan for assessment that was implemented through the 2009-2011 school years, in conjunction with the strategic plan for Institutional Effectiveness. Academically, faculty have reviewing the General Education programs of study and their alignment with Career and Technical Education and Teacher Education degrees. Cementing the pre and post assessment of the Associate of Arts and Associate of Science degree programs as well as data collection, storage, and utilization remain core areas the strategic plan will resolve.

As faculty have evaluated the assessment process, discarded old instruments, and updated policy and forms, the assessment committee has revised the assessment manual to reflect these changes. An electronic copy of the [2011-12 Assessment Manual](#) was sent to all faculty in the fall (2013), and is available on the TMCC webpage. Information relating to faculty driven assessment is contained in the manual. This document outlines faculty control of assessment of student learning.

TMCC was deeply concerned with providing meaningful evaluation of faculty and allowing them to develop their teaching platform. Faculty recognize that their courses require several rubrics and professional perspectives to ensure that the assessment instruments at the course level are measuring the fulfillment of the stated learning outcomes. With the cooperation and guidance of the faculty, the Institutional Development Officer developed a Student Evaluation of Faculty/Courses during the 2007-08 school year. This evaluation is administered to at least one class per full and part-time instructor each semester. These records are maintained by the Dean of Academic Programs and respective individual faculty receive a copy of their aggregate evaluation scores.

Summary

Today, faculty control student assessment efforts and a culture of assessment is present in faculty meetings and conversations throughout the campus. We not only addressed each of the Higher Learning Commission's concerns, but we have also responded to the recognized weaknesses in our collection process by connecting data collection to the strategic plan. Faculty implemented significant improvements to the assessment process in their classes, and have been documenting appropriately since the focus visit in 2008. We have established a more collaborative process for responding to faculty recommendations to improve student learning.

Institutional Effectiveness

Commission Concern

There is no institutional effectiveness plan (Assurance Section, p. 9, C.3.a.)

TMCC Response

In July of 2005, a report on institutional effectiveness was submitted to the Higher Learning Commission. This report was accepted as showing progress on institutional effectiveness. The commission commended TMCC in their efforts to establish a systemic process for institutional effectiveness.

TMCC has remained focused on the stated objectives located in the [Institutional Effectiveness Report 2005](#) submitted to the commission in 2005. The objectives are as follows:

1. Evaluate the mission, goals, values, and purpose of the institution.
2. Create a viable strategic plan that will foster student learning outcomes, shared governance, and communication within the College.
3. Develop a meaningful application of assessment to achieve quality student learning.
4. Sustain areas with effective outcomes and improve areas with ineffective outcomes.
5. Develop a yearly budget.
6. Design an institution-wide technology plan.
7. Develop and implement a formal evaluation process for administration, faculty and staff.
8. Report to all constituents on the progress toward achieving the goals and objectives of the College.

Objective One: Evaluate the mission, goals, values, and purpose of the institution.

In 2005, TMCC held a series of meetings to review the mission and goals of the institution. Through these meetings, the committees decided that the mission and goals of the institution were satisfactory. In 2006, 2009, and 2012, Dr. Davis and the strategic planning committee designed and updated strategic plans that integrated the goals of TMCC into the institutional effectiveness plan.

Objective Two: Create a viable strategic plan that will foster student learning outcomes, shared governance, and communication within the College.

TMCC developed a strategic plan that fostered student learning outcomes, shared governance, and inter-campus communication strategies (See Appendix D-TMCC Strategic Plan, Submitted January 2007). In January of 2007, the TMCC strategic plan was submitted to the HLC and accepted. The administration, faculty, and staff continue to update and report on the plan, making it a viable and useful tool for our campus. Strategic plans were completed for the years 2006-2007, 2008-2011 and 2013-2018.

Objective Three: Develop a meaningful application of assessment to achieve quality student learning.

TMCC faculty and administration revisited, revised and applied a quality process of assessment across the campus. Faculty continue to lead the process in maintaining a systemic assessment process that fosters student learning and quality improvement. The administration

and staff have taken leadership roles in designing and monitoring a program of assessment that fosters institutional effectiveness.

Objective Four: Sustain areas with effective outcomes and improve areas with ineffective outcomes.

TMCC administration realized a need to support a full-time position overseeing the institutional effectiveness initiatives. The first step was to review the annual budget to secure support for the position. After careful consideration, administration decided that TMCC would seek funding through a Title III development grant. This grant was funded in October of 2006: it supported one full-time position (Institutional Development Coordinator) that would supervise efforts in the area of institutional effectiveness. In addition, the grant supported one half-time administrative assistant to assist the coordinator in data collection and records' maintenance. Recruitment efforts failed to identify a qualified applicant; as a result the President detailed a knowledgeable member of the administrative staff to this position.

The Institutional Development Coordinator, facilitated activities relating to the objectives stated in the institutional effectiveness plan. Several minor changes were made to improve institutional effectiveness initiatives. Changes to the plan included utilizing a Plan-Do-Check-Act cycle that provides continuous improvement to the institution. External program reviewers were hired to review TMCC programs and their link to student learning, mission, and purpose. Reviews were conducted in all major departments by 2009. The findings from the reviews were then incorporated within the strategic plan.

In addition to the program reviews, a considerable amount of data was collected. In 2007, the institutional development coordinator circulated and analyzed several surveys across campus constituents. These surveys include a student satisfaction survey, faculty and staff development survey, withdrawing student survey, new student orientation survey, graduating student survey, organizational excellence survey, and a student evaluation of teaching. This data collection has served to be very informative to the campus administration, staff, faculty, and consultants hired to do the program reviews. Institutional data collection is currently maintained by the Dean of Student Services with assistance from the Dean of Academic Programs.

Objective Five: Develop a yearly budget.

TMCC administrative committee designed a process to address the annual budgeting of operational funds. In 2005 a budget committee was developed to design and implement a budgeting process. The TMCC Comptroller chaired this effort. This process was further developed and refined in 2010. The Comptroller with the assistance of the committee develops the budget which is then reviewed by the President and adopted by the Board of Directors annually.

Objective Six: Design an institution-wide technology plan.

TMCC's Information Technology Director and a technology committee comprised of individuals of various departments, developed a technology plan that addresses the budget, replacement of technology hardware and software throughout the campus, and involvement with student learning. This plan is explained under the strategic planning section.

Objective Seven: Develop and implement a formal evaluation process for administration, faculty and staff.

In 2007, under the leadership of the College President, the human resource director established an ad hoc committee to develop a formal evaluation process. To ensure shared governance, the process was presented at an all staff and faculty meeting for feedback and input, and final approval was given by the Board of Directors in March 2008. Formal evaluations were conducted on all administration, faculty and staff using this process, with the understanding that further development and refining of the tool would continue.

In 2009, TMCC engaged in an initiative to strengthen and institutionalize the evaluation process further and give ownership to the staff and faculty. A formal committee was established and became part of policy. The evaluation development committee was comprised of staff and faculty members and was established to collect suggestions for improvement and research best practices in developing an improved tool that addressed the entire scope of those being evaluated. This committee produced a revised final document in 2011, which was presented to the administrative committee and approved by Board of Directors. Supervisors were trained by the Human Resource Director and key administrators on the use and implementation of this tool. This committee remained in policy until December 2013, after the process had been fully developed, refined, and implemented.

This annual process continues today with one hundred percent of all full time faculty and staff members evaluated. The Human Resource Manager continues to update information and leads the process. All formal evaluations are kept in secured personnel files. The Human Resource Manager conducts refresher meetings and individual trainings for new supervisors and those requesting additional training. The process of evaluation, as outlined in [Section 5 Personnel Policy 5.5.0030](#), is essential for the continuous and measurable improvement of the employee. The purpose is to provide a fair and equitable means for employees to be assessed on quality and quantity of work performance; and to improve performance standards and goals. The objectives are to:

- Provide a formal annual review of employees' work performance based on their job description.
- Document work performance of each employee.
- Identify requirements for training and development of individual employees.
- Provide professional development as a result of the evaluation.

Supervisors and leaders use the tool to identify individual and staff-wide professional development opportunities. In addition, use of this tool allows the employee to self-reflect and identify goals for personal improvement. The process is designed to improve employee performance in working toward the goals of the TMCC Mission, and creating a staff that provides leadership and service to the Turtle Mountain Community.

Objective Eight: Report to all constituents on the progress toward achieving the goals and objectives of the College.

The President and administrative committee worked on implementing a communication plan which involved the President holding quarterly staff meetings that open the lines of communication. The intent of these meetings is to inform staff and faculty on the progress of TMCC. In addition to the meetings the President writes a [weekly edition](#) to all TMCC users, and all administrative committee meeting's minutes are presented to all faculty and staff. The President publishes an annual report for external constituents with an overview of the College functions, programs, and other pertinent information (ex. [2010-11 Annual Report](#)).

Summary

In summary an institutional effectiveness plan was submitted to the HLC in July of 2005. In November of 2005 changes in executive leadership led to minor changes to the institutional effectiveness plan. Financial support provided a much needed position which enabled the institution to move forward in the implementation of the institutional effectiveness plan. Although significant progress has been made toward completion of the objectives stated in the plan, TMCC realizes continuous efforts are necessary to institutionalize this process.

Shared Governance

Commission Concern

A lack of faculty and staff involvement in decision-making through a formal shared governance process needs to be addressed by the College. This concern was addressed by a prior visiting team, but has not been adequately addressed by the College. No formal structures are in place to involve faculty and staff in decision-making. Consequently, the institution is missing many opportunities to utilize the knowledge skills, and talents of its employees.

Faculty appear to play little, if any role, in hiring new faculty—even in their own departments.

Meetings with faculty and staff indicated that they are seldom involved in decision-making processes at the College.

At present, assessment of student learning outcomes appears more administratively driven, rather than faculty-owned and driven. (Assurance Section, p. 7 & 8, b.3.a-d)

Response:

Prior to the HLC visit in 2003, TMCC believed its decision-making process, which fluctuated between informal and formal, satisfied the goal of shared governance. When the HLC cited concerns about TMCC's quasi-formal governing process, the College President, administration, and personnel began to review current processes and develop a formalized approach to staff and faculty inclusion in institutional governance.

The first step was to reinstate the Dean of Student Services and Dean of Academic Programs positions to facilitate collaboration between college constituents and help monitor assessment, institutional effectiveness, and strategic planning activities. The next step was to appoint a faculty representative to serve on the President's administrative committee. The administration felt this was an appropriate and effective way to include faculty in institutional

planning, policy development, and decision-making. Staff already were represented on the council.

Shared governance was formalized as policy at TMCC Board of Directors meeting in August 2008 ([BOD Minutes August 2008](#)), when the Board of Directors reviewed and accepted the policy presented by the Dean of Student Services and the Dean of Academic Programs. TMCC's shared governance policy ([Policy Manual Section 1 Subsection 7.0020](#)) outlines processes for faculty and staff engagement. It provided for the creation of faculty department heads and for the development of a staff committee and representative on the administrative committee, similar to the existing faculty committee and representative.

To address HLC concerns regarding faculty involvement in assessing student learning, TMCC faculty and administration formed an assessment of student learning committee and created the position of Coordinator for Student Assessment. A member of the faculty, the coordinator has the option of receiving \$7,500 dollars in additional annual salary or having his/her teaching load reduced to eight or nine credits. The assessment coordinator oversees all aspects of assessment of student learning, schedules assessment committee meetings, maintains all assessment materials, and submits semi-annual and annual assessment reports to the Dean of Academic Programs, administrative committee, and to the President.

In 2004, TMCC faculty helped devise new faculty salary scales attaching salary to individual faculty development, which were approved and implemented by the Board of Directors in 2005. To involve faculty in hiring, TMCC administrators, faculty, and staff worked together to develop a new [hiring policy](#). Adopted by the Board of Directors in 2006, the policy ([Section 5.1.00](#)) stipulates each hiring committee for faculty positions must include at least one faculty member from the department or discipline for which an instructor is being hired.

Summary

Today, TMCC faculty and staff are included in all levels of decision making and planning via institutional committees, which include hiring committees, assessment of student learning committee, administrative committee, budget committee, academic standards committee, financial aid committee, and facilities usage committee. Stipulated by policy and enacted by the Board of Directors, these committees serve as the basis for shared governance within the institution. Committee appointments are reviewed and new committee members assigned each fall. The College President and Vice President regularly evaluate committee structure, committee focus, and the need for new committees to carry out the College's work, with the most recent changes approved by Board of Directors in 2013. Shared governance is always at the forefront in the operations and decision-making processes for TMCC administrators. We consistently research and employ best practices in this arena.

Strategic Planning

Commission Concern

There do not appear to be structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students.

There do not appear to be plans, as well as on-going effective planning processes, necessary to the institution's continuance.

There is no institutional technology plan that addresses future technology issues and includes dates, timelines, and budgetary detail.

The purported technology plan is not a plan, but rather an inventory of technology on campus and does not discuss future needs and replacement of existing technology. (Assurance Section, p. 10, D.3.a-d)

Response: Immediately following the 2003 HLC visit, TMCC administrators reviewed various strategic planning strategies and decided outside expertise was needed to design an effective plan for TMCC. Two consultants were hired. They conducted strategic planning training and held several meetings with administrators, faculty, and staff. The College then assigned two TMCC administrators to oversee development of a strategic plan.

When Dr. Jim Davis was named TMCC President in November of 2005 he brought with him extensive experience in strategic planning. Under his leadership, the administration and Board of Directors developed a two-year strategic plan, which was submitted to the HLC in January 2007 ([Strategic Plan 2006-2007](#)). The HLC accepted the “very detailed, innovative, excellent strategic plan” and the TMCC Board of Directors adopted the plan in January 2006 ([January 2006 BOD minutes](#)).

TMCC's strategic plan addressed the following areas: finance, facilities, professional development, academics, career and technical education, student services, administration, accreditation, technology, and Anishinabe Learning, Cultural and Wellness Center. The administrative committee updated the 2008-11 strategic plan during fall semester of 2008. The current strategic plan, designed for 2013-2018, was developed during the 2011-12 academic year.

TMCC's strategic planning process involves a series of administrative committee meetings, a review of the draft with the Board of Directors and Board of Trustees, and sharing of goals with the staff and faculty on a monthly basis. Led by President Jim Davis, the strategic planning leadership team is the administrative committee, which includes the Dean of Academic Programs, Dean of Student Services, Comptroller, Career and Technical Education Director, Human Resource Director, Sponsored Program Officer, Anishinabe Director, Chief Information Officer, Facility Manager, Institutional Development Officer, and Faculty Representative. The President is responsible for overall management of the strategic plan and for making sure all departments are working toward meeting their strategic goals.

To address HLC's specific concerns about TMCC's lack of technology plan, the College made technology a major focus area in its first strategic plan. With an overarching goal of strongly influencing superior teaching and learning through effective use of technology, technology planning remains a key part of TMCC's overall strategic plan. Goals outlined in TMCC's [Information Technology Strategic Plan 2014-2016](#) include:

1. Strengthen student academic achievement through the use of technology;
2. Provide a broad range of technology services with an emphasis on superior customer service;

3. Maintain an efficient, reliable, and secure infrastructure that is crucial for faculty, staff, and students to properly use technology;
4. Enhance the distance education environment through the use of innovative technology;

The technology department has developed strategies that address each of these goals. In addition to the technology plan, the department has developed an [Appropriate Use policy](#) for student use of technology and a policy for staff use of technology.

Summary

Presently, TMCC's strategic planning defines a process of commitment to continuous fulfillment of the College's mission. Dr. Jim Davis authors all strategic planning and has a leadership team (administrative committee) which includes the vice-President, Dean of Academic Programs, Dean of Student Services, Information Technology Director, Facilities Director, Career and Technical Education Director, Comptroller, Human Resource Officer, Anishinabe Director, Adult Education Director, Faculty and Staff Representatives, and Financial Aid Director. Dr. Jim Davis and the administrative committee understand that strategic planning is critical to any organization, and the plan must include the environmental trends of the organization and the community which it serves.

Chapter 3: Criterion One - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.



INSTITUTIONAL MISSION STATEMENT

Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.

INSTITUTIONAL GOALS

Turtle Mountain Community College hereby establishes the following goals:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

1 Added February 10, 1980
2 Added July 17, 1993
3 Amended July 24, 2000
4 Added August 23, 1993
5 Amended July 17, 1993

6 Added July 17, 1993
7 Amended June 24, 2000
8 Added July 28, 2003
9 Added July 28, 2003

TURTLE MOUNTAIN
Community College

Mission Statement:

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Band of Chippewa Indian Reservation focusing on general studies, undergraduate education, vocational education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians is brought to bear throughout the curriculum, the College has established an administration, faculty, and student body exerting leadership within the community and providing service to it.

Institutional Goals

Turtle Mountain Community College goals:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

1.A The institution's mission is broadly understood within the institution and guides its operations.

TMCC's population consists of all administration, staff, faculty, students and boards. TMCC ensures that its population clearly understands its mission as it relates to the institutional operations. The mission statement is clearly articulated in all major college publications, including policy manuals, the College catalog, student and staff handbooks, newsletters, brochures, and on TMCC's website (<http://www.tm.edu/>). Staff and faculty are informed of the College's mission and goals during orientation. New employees are required to acknowledge their acceptance of TMCC's mission and goals by signing an [Employee Receipt](#)

[Acknowledgement form](#). Staff and faculty frequently express their understanding of and their responsibility for carrying out the mission by referencing it in their reports.

New students are informed of the College's mission and goals during orientation and registration. The annual policy publication, [Student Right to Know](#), includes a section on the mission and goals. Posters stating the mission are displayed throughout campus. The values expressed in the Seven Teachings of the Tribe are on pillars at the main campus entrance.

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

TMCC uses several different instruments to evaluate the College's mission. The TMCC Board of Directors conducts an annual all-day review of the institution's mission and policies with the charge of making additions, revisions, and deletions. Prior to this meeting, the College administrative committee meets in special session(s) to gather input data for the board's review process. In addition to evaluating the College policies, the board periodically reviews the College mission and goals to determine any necessary updating resulting from the normal growth of the College. Amendments and additions are footnoted on the TMCC Mission and Goals.

The Turtle Mountain Band of Chippewa Indians passed Resolution Number [678-11-72](#) on November 9, 1972, chartering the Turtle Mountain Community College to operate on the Turtle Mountain Band of Chippewa Indian Reservation with the expressed purpose of developing a comprehensive higher education service for the reservation. As a result, the need for establishing a tribally controlled community college on the Turtle Mountain Band of Chippewa Indian Reservation clearly rests with the decision of the Chippewa people acting through their tribal government. Through the [mission and goals](#), the College explicitly outlines its educational commitment to the reservation community and the Turtle Mountain Band of Chippewa Indian people. This structure is based foremost on the College mission to establish an administration, faculty and student body involved with exerting leadership within the community and providing service to it. Leadership within the College emanates directly from the College President who is responsible for guiding the institutional operations and development. The President is responsible to the Board of Directors. The Board of Directors are guided by the Board of Trustees ([Organizational Chart](#)).

This two-tier governance structure shares the legal responsibility for protecting the integrity of the institution ([Policy Manual Section 2 Subsection 2.1.0000](#)). TMCC's governing boards include appointed volunteers representing the public interest of the tribe. These boards perform a legitimating function insuring that the overall mission of the institution remains in alignment with the charter.

1.A.2 Academic programs, student support services and enrollment profile are consistent with its stated mission.

Academic Programs

The stated mission of the College is to provide access to higher education for the Turtle Mountain Band of Chippewa Indians. TMCC offers more than forty programs of study including three [Bachelor of Science degrees](#) (Elementary Education, Early Childhood, Secondary Science); three Associate Degrees ([Associate of Arts](#), [Associate of Science](#), and [Associate of Applied Science](#)), and nine certificates of completion, as listed in the TMCC College Catalog. Additionally, TMCC provides dual credit, continuing education units, as well as online courses. TMCC's general requirements are fully transferable to all institutions within the North Dakota University System as noted in the [Guide to Transfer Gold and Silver Pages](#).

Student Support Services

TMCC supports student success through multifaceted early-intervention strategies and support services including advising, financial assistance, scholarships, counseling, and academic and social support. Examples of those strategies and services include:

Admission and Registration: the enrollment process begins with the Admissions office. TMCC has an open admission policy for most of its programs and students can apply online or in person. New students are required to take placement tests in English, math, science, and culture. Based on test results, students who lack basic skills are required to register in appropriate courses. [Admissions requirements](#) for new, transfer, and non-degree students are outlined on the College website and in the [TMCC College Catalog](#). The Registrar, Dean of Student Services, and Dean of Academic Programs facilitate the advisement process, working with faculty to ensure appropriate advisement of students into coursework and programs of study. This admission and registration office is also responsible for transcript and grade process and procedures.

Recruitment/Retention: a full time technician works to identifies target populations, develops visitation schedules with target schools, agencies or conferences to meet with prospective students, counselors and administrators; discusses TMCC program offerings and answers questions concerning curriculum, enrollment procedures and/or student life. In addition, the Recruitment and Retention Technician works to improve student retention rates by tracking student progress; counsels students regarding personal and/or academic issues; and refers to other sources of counseling as needed.

Counseling: The College Counselor provides counseling, career guidance and advisement services for students to help them determine their educational, vocational and personal objectives. The College Counselor works with students to identify, mitigate and/or remove whatever factors exist as impediments to possible student success in the areas of academic, vocational and personal achievement.

Financial Aid: The Financial Aid Office offers financial support through the informational and processing services it performs to help students apply for educational funding and receive dollars through a variety of sources. The goal of the Financial Aid Office is to utilize all available resources (Federal, State, Institutional and private) to satisfy the unmet need up to the maximum amount for all students that demonstrate legitimate financial need and meet the academic and/or other requirements of the aid provided.

Library: the library on campus serves as the academic and public library. Our collection of materials supports the needs of the students, faculty, staff, and the community, providing a variety of physical and on-line resources to assist student learning. The library is furnished with a children's reading area, a news print reading area, a quiet lounging area for group study or large organizational meetings, tutoring rooms, and twelve computers with internet access.

Campus Security: Students at TMCC are ensured a safe and secure environment with the presence of security personnel twelve hours per day and at all college sponsored events. In addition, TMCC has an [Emergency and Crisis Management Procedures Manual](#) located on the website and available to the public.

Career Counseling: Student Support Services staff provide career counseling to first-generation, low-income, and disabled students and help them transition into the College academic and social experience.

Bridge Programs: Project Gaining Opportunities through Academic Leadership (GOAL) and Project Nature are the College's K-12 initiatives. These programs help high school student's transition into higher education through weekend academies and summer sessions and by providing information to high school counselors, students and parents on the transition programs and TMCC's programs of study.

Tutoring Services: Math tutors and instructors offer students math tutorial sessions in TMCC's math lab. The Zhaabwii ("survival" in Ojibwe) Learning Center is an initiative that provides all students with tutorial services in English and reading. The program provides students with an English instructor, tutors, computers and software for students to utilize during the day and after hours.

Academic Support: Project Choosing Health Opportunities for Indian Career Enhancement (CHOICE), is a program for low-income students and students receiving Temporary Assistance for Needy Families (TANF) who are interested in TMCC's allied health programs. The program is funded by a five-year Health Profession Opportunity Grant (HPOG) from the U.S. Department of Health and Human Services.

Auxiliary Support Services: The Adult Basic and Secondary/GED Program provides classes at various locations and times throughout the reservation area for

those who are in need of completing the high school diploma via GED. Turtle Mountain Tribal Vocational Rehabilitation Project, housed at TMCC, provides services to students and community members who have cognitive and physical disabilities.

Placement Services: TMCC Placement Center offers students and graduates assistance and guidance in resume writing, mock interviewing, job searches, and job relocation information. The center works with students to address and remove any barriers to job relocation.

Cafeteria: TMCC is a commuter campus located several miles from the mainstream business area and thus provides affordable and convenient meals to students, staff, and faculty, without expending resources and time driving for meal options.

Bookstore: provides many services to students, staff, and faculty including the ordering and distribution of college text and materials, faxing services, Arrowhead Printing, concessions, clothing, office supplies, and many other amenities that are easily accessible and affordable to students. In an effort to maintain affordability for students, books are loaned to students for a minimal usage fee.

Enrollment Profile

In fulfillment of the TMCC mission the majority (95%) of students are enrolled members or descendants of the Turtle Mountain Band of Chippewa Indians. TMCC has operated as an open enrollment institution since its inception allowing both Natives and non-natives to attend. In the 2012-13 award year, TMCC had 76% of all students receiving some type of financial aid. As a means of ensuring that TMCC continues to fulfill its mission, offering an affordable quality education is essential. With that in mind, TMCC continues to keep its tuition costs low. TMCC currently has the lowest cost tuition in the state. With the convenience of our textbook loan process, students also have minimal costs for textbooks. The cost can be as little as \$25.00 for part-time students and up to \$100.00 for full-time students. Students check books out at the beginning of the semester and return them at the end of the semester.

TMCC has had an average fall enrollment of 572 students over that past three years, 95% are enrolled members of the Turtle Mountain Band of Chippewa Indian Reservation; 90% of all students termed low-income. Forty percent (40%) are over 24 years of age, and nearly half have dependent children. The average TMCC student is single (88%) and female (63%).

1.A.3 The institution's planning and budgeting priorities align with and support the mission.

The mission of the College is the driving force of TMCC's planning and budget process. Each academic department within the institution is required to submit an annual budget based on yearly goals and needs as they relate to the institution's overall mission. TMCC's budget process promotes greater fiscal responsibility by developing individual department plans and priorities that are rolled into the overall organizational budget. The budget committee is

appointed by the President to serve a three year term and is comprised of the Comptroller, who serves as chair, along with the Vice President and three program supervisors. This committee is responsible for timely preparation of all program budgets including indirect cost funding for presentation to the Board of Directors. The committee works to plan, develop, and implement an institutional budget based on collected data and strategic planning goals.

TMCC enacts regulations to ensure faculty and staff the right to participate effectively in shared governance, and to ensure the right of TMCC faculty/staff committees to assume primary responsibility for making recommendations in the areas of curriculum, academic standards, services provided for students, and in their primary professional duties.

TMCC's Shared Governance Constitution ([Policy Manual Section 1 Subsection 7.0020](#)) is based on the core values of:

1. Informed decision-making;
2. Clarity of operations and decision making;
3. Open lines of communication between all components and members of the TMCC community;
4. Accountability,
5. Mutual respect and trust; and
6. Seven Teachings of the Anishinabe people

This shared involvement in the decision-making process does not necessarily imply total agreement nor does it abrogate the ultimate decision making responsibility of TMCC's President and the Board of Directors.

TMCC has developed a committee approach to addressing areas of concern, developing needed policies and acting as a review board for various areas of the College. Committee membership has proven to be beneficial to the staff and faculty of TMCC. In many cases, this process has provided the setting for the staff and faculty to learn about different facets of the College. In addition, this process provides the opportunity for the staff and faculty to have input into the total operation of the College. The committees that are currently functioning are the following: President's Administrative Committee, Retention Committee, Recruitment Committee, Academic Standards Committee, Supervisor's Committee, Admissions and Financial Aid Committee, Faculty Committee, Staff Committee, Scholarship Committee, and Assessment Committee.

1. **PRESIDENT'S ADMINISTRATIVE COMMITTEE** - This committee's charge is to provide input to the President on a number of topics and issues as they pertain to the College. These include such issues as programs to be designed and implemented; funding of programs; communicating program status and progress to members and departments represented on the committee; to accept, review and make recommendations for proposals to be submitted to federal, foundation, tribal, or state funding agencies; budgetary decisions and recommendations; policy development as this pertains to staff, faculty, and students; accept information from the Academic Standards Committee, evaluate the information, and make recommendations regarding action to the President who will subsequently make

recommendations to the Board; and to provide a means of effective communication throughout the College. In most instances, the input from this committee will be through recommendations, but in some instances, and at the discretion of the President. This committee may have a vote in deciding an issue.

2. **RETENTION COMMITTEE** – This committee has the responsibility of fostering and assisting in the development of student retention initiatives. These initiatives include but are not limited to the following: (1) Develop and implement a retention plan, (2) prepare and present retention budget, and (3) work closely with the recruitment committee in planning recruitment initiatives. The retention committee will meet with the recruitment committee at least twice each year, once in the fall semester and once in the spring semester.
3. **RECRUITMENT COMMITTEE:** This committee has the responsibility of fostering and assisting in the development of student recruitment initiatives. These initiatives include but are not limited to the following: (1) Develop a recruitment plan, (2) review all recruitment publications, (3) develop a visitation calendar, (4) plan on/off-campus recruiting initiatives, and (5) prepare and present recruitment budget. The recruitment committee will meet with the retention committee at least twice each year, once in the fall semester and once in the spring semester.
4. **ACADEMIC STANDARDS COMMITTEE** - This committee has the responsibility for the following areas: (1) academic programs, (2) approval of new courses, course changes, and approval of curriculum changes, (3) academic standards, (4) academic bankruptcy, and (5) guidance for Dean of Academic Programs when requested.
5. **SUPERVISOR'S COMMITTEE** - This committee is to provide the setting for members to share ideas and seek guidance in problem solving in their areas of supervision. This committee will make program and personnel recommendations to the President's Administrative Committee.
6. **ADMISSIONS AND FINANCIAL AID COMMITTEE** - This committee will be responsible for the following areas: (1) Admissions Appeal Panel, and (2) Financial Aid Appeal Panel. The committee members will approve admission policies and financial aid policies and procedures.
7. **FACULTY COMMITTEE** - This committee is made up of all full-time college faculty. Its purpose is to discuss matters that deal strictly with instruction. The committee works to strengthen camaraderie among faculty and shares new ideas and methods. During the first month of the academic year, a coordinator for the Faculty Committee will be selected by the faculty.
8. **STAFF COMMITTEE** – This committee is made up of full-time staff (non-faculty college employees). Its purpose is to discuss matters that deal strictly with staff. The committee works to strengthen camaraderie among staff and shares new ideas and methods. During the first month of the academic year, a coordinator for the

Staff Committee will be selected by majority vote of all full-time staff. The coordinator will serve on the President's Administrative Committee as a staff representative.

9. SCHOLARSHIP COMMITTEE – This committee reviews scholarship applications, (other than Title IV PELL and College Work Study), to determine who will receive scholarships that are not specifically identified by the benefactor/grantor. If an individual is named and is not enrolled, the committee will select a new awardee, where allowed and appropriate.
10. ASSESSMENT COMMITTEE: - This committee directs and organizes assessment of student learning, reviews and evaluates all assessment instruments and results, ensures that the results of assessment are used to improve student learning, and continually improves and updates the assessment process.

In fulfillment of TMCC's mission, a strategic planning process was undertaken through the "Organizing for Success" initiative. The purpose of Phase I of "Organizing for Success" was to set priorities and determine outcomes. The institution's planning and budgeting priorities are aligned with and support "Organizing for Success". In Phase I, TMCC identified and prioritized six strategic goals and action plans. The six strategic goals identified in the [2013-2018 Strategic Plan](#) are closely connected with the Mission and Goals of TMCC. In this first phase TMCC endeavoured to establish long term goals that provide sustainable future growth and stay responsive to dynamic student learning demands. The theme of "Organizing for Success" was used not only to brand the College's strategic repositioning initiative, but also to facilitate the focus of communications to all employees and stakeholders, as progress with strategy execution.

As a result of the data collection, analysis, and implementation completed during "Organizing for Success" (Phase I), an initial review of jobs impacted was necessary upon final approval and implementation of the new structure. This was the heart of the second phase of the initiative, "Targeted Job Analysis and Pay Scale Adjustment", which was completed in December 2013.

Additional phases were added; Phase III which included the redesign of the logo, website, and marketing material and Phase IV leadership development. Progressing through the initial execution of the Organizing for Success strategic goals, administrators realized the need to develop the personal and collective capacity of the administrative committee members charged with the responsibility of ensuring goal attainment. TMCC has a present staffing of approximately 130, of which 20 serve in key leadership positions. Many in these key positions have been working at the institution since the early founding years, often working their way in to leadership roles. Through perseverance, dedication, and commitment to TMCC many have achieved leadership roles and play a critical role in the function and direction of the College. Through the above phases of this initiative, TMCC is striving to build capacity and leverage internal resources to develop sustainability, and enhance the knowledge, skills, and abilities of the leadership at the College.

1.B *The mission is articulated publicly.*

The mission statement is clearly articulated in all major college publications, including policy manuals, the College catalog, student and staff handbooks, the College President's [Weekly Edition](#), monthly [newsletters](#), [brochures](#), and on TMCC's website. Posters and other media stating the mission are displayed throughout campus and throughout the community.

1.B.1 *The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans or institutional priorities.*

TMCC continually seeks out avenues to inform the public of its institutional mission and educational goals. The College has accomplished this through publication of the mission and goals in the College catalog and numerous brochures pertinent to present programs of study and special projects. In addition, program promotion utilizes local media including: newspapers, mass mailing to box holders in the community, social media, and public service announcements, personal promotional interviews, and student testimonials on the local radio station, KEYA. The College also informs the public during the Annual College Awareness Day, CTE Awareness Month Activities, and Turtle Mountain Chippewa Small Business Exposition as well as career days at local schools.

Upon entering the College medicine wheel area, all visitors are immediately greeted by the TMCC Mission and Goals. Students are initially informed of the College mission and goals during orientation and registration. The [Students Right to Know](#) information is published annually and includes a section on mission and goals. Posters are displayed throughout all college campuses and in all classrooms.

1.B.2 *The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

TMCC's Mission Statement, Institutional Goals, Philosophy, and Strategic Plan are current. Emphasis areas stated in the mission are: Instruction (general studies, undergraduate education, career and technical education), improved student learning, scholarly research, teaching cultural and social heritage, developing community (tribal) leaders, and service to community (Turtle Mountain Band of Chippewa Indians).

The College's commitment to these areas of emphasis is reinforced in TMCC's [Institutional Goals](#), which include providing a learning environment that stresses "academic concepts" and "life-long" learning; making tribal studies integral to all courses; conducting frequent assessments to ensure "continuous improvement of student learning"; cooperating with Indian-owned businesses to stimulate the local economy.

The first of the [Seven Teachings of the Tribe](#) (philosophy/values) is, "To cherish knowledge is to know **WISDOM**." This teaching supports all of the College's emphasis areas.

1.B.3 *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

TMCC's mission statement identifies its scope of higher education programs as "general studies, undergraduate education, and career and technical education."

Degrees offered are named in TMCC's Institutional Goals: Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study. The mission describes TMCC as "an autonomous, Indian-controlled college" that offers an "academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians is brought to bear throughout the curriculum." Both mission and purpose documents state TMCC's commitment to serve the "community." And the College purpose includes preparing students to become "contributing member(s) ... of Indian society." By association, the mission and purpose imply TMCC's services are targeted at Native Americans, specifically the Turtle Mountain Band of Chippewa Indians.

TMCC's strategic plan clearly identifies the nature and scope of higher education programs and services. TMCC also focuses on adult and part-time students with their different academic and service needs. In addition, the College offers short-term certificates in vocational curricula as well as customized training for employers who desire specialized job development skills for their employees. When appropriate, students fulfill course and test requirements for national certification in programs such as Teacher Education, Practical Nursing, Medical Lab Tech, Pharmacy Lab Tech, CDL, CNA, and Welding.

TMCC also provides service to the reservation and its surrounding communities to individuals who are in need of pursuing their high school diploma via [GED](#). The program offers a flexible schedule of classes at various location and times throughout the county.

1.C *The institution understands the relationship between its mission and society's diversity.*

1.C.1 *The institution addresses its role in a multicultural society.*

TMCC understands the relationship between its mission and society's diversity. TMCC recognizes the basic rights and responsibilities of the constituents of the College and accepts its obligations to preserve and to protect these rights and responsibilities. TMCC is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, sexual orientation, national origin, or disability. In adhering to this policy, the College abides by the requirements of Title IV and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, by sections 503 and 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity. Evidence of this can be found on the TMCC Website [Non-Discrimination Disclosure](#) and in the [College catalog](#).

TMCC is an Equal Opportunity Employer. The institution abides by the policy of providing equal employment opportunities without discrimination to all applicants and employees regardless of race, religion, color, national origin, age, gender, disabilities, sexual orientation

or marital status, except as allowed by the Indian Preference provision of the Indian Civil Rights Act of 1964, as amended. In adhering to this policy, the College abides by the Title IX requirements ([Personnel Policy Section 5.0.0020](#)).

TMCC prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions. TMCC reviews and publishes harassment disclosures and policies annually, and they are prominent on the [website](#) and [policy manual](#).

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Processes

TMCC acknowledges the value of diversity and has structured its processes, activities and programs to embrace diversity that exists even among its primary constituents – the Turtle Mountain Band of Chippewa Indians. An example is the way in which the College has addressed the community's complex and diverse language background.

In 1996, in response to the decreasing number of fluent native language speakers on the reservation, the College began developing a curriculum and cultural archives that supported both Ojibwa and Chippewa-Cree languages. TMCC recruited community elders who speak Chippewa-Cree or Ojibwa for the purpose of developing a dictionary, curriculum, distance education classes, and a community outreach program.

TMCC honors indigenous members of all Indian tribes. Working with other tribes seeking tribal college status, TMCC founders secured funding from Congress through the Tribally Controlled Community College Assistance Act of 1978. As one of the six original Indian community colleges, TMCC is also proud of its long-standing association with American Indian Higher Education Consortium (AIHEC).

Since the day the College first opened its doors, it has instituted a policy of open enrollment. Working with the North Dakota Legislators, TMCC is one of the North Dakota Indian community colleges that initiated the passage of North Dakota H.B. 1395. The law pays for overhead costs of non-Indian students enrolled at TMCC. Decades of hard work and many trips to the state capitol influenced turning this bill into law. The College also honors and shows respect for other cultures by hosting events surrounding Black History Month, Martin Luther King Jr. Day, Cinco Di Mayo, Holocaust, etc.

Activities

TMCC's spirit of multiculturalism and good conscience is exemplified informally by student, faculty and staff interactions, and formally through initiatives implemented by the College over the past 40 years.

Initiative One

The College's first discussions of diversity began with our own Turtle Mountain Band of Chippewa Indians multicultural identity embodied within our own rich Ojibwa and Mitchif

cultures and languages. In 2006, a five-year Lilly grant was awarded to the College to strengthen both of the two local native languages (Chippewa-Cree and Ojibwa) and cultures for TMCC faculty and staff. Community elders fluent in either Chippewa-Cree or Ojibwa languages were hired to assist with instruction. Many of these elders have proudly proclaimed how impressed they were to be involved in the beginning development of this initiative and the College's current full, vibrant language immersion efforts.

The College's commitment to preserving our languages was further demonstrated by establishing weekly language preservation classes for the faculty, staff, and boards. The College created a new spirit of active language curriculum using new and fresh instructional technology. Through the Lilly grant and an [Administration for Native Americans \(ANA\) \(2009 – 2011\) grant](#), workshops and training have been held for community members for TMCC academic credit.

Initiative Two

Active Cultural Preservation at TMCC created and implemented sensitivity and respect for both cultures by creating academic language courses in both [Ojibwa and Mitchif](#). This curriculum was borne out of the development of courses spanning the past forty (40) years. There was much growth during the initial curriculum development stages, resulting in the development and implementation of the following workshops, resources, and courses:

- History of the Turtle Mountain Band of Chippewa
- Mitchif History
- Traditional Dance
- Pow-wow Development
- Traditional Singing & Drumming of the Plains Ojibwa
- Brain Hide Tanning
- Maple Camp
- Ojibwa Language I & II
- Chippewa-Cree Language I and II
- Turtle Mountain Jigging/Red River Jigging
- The Red Road to Sobriety Workshop
- Project Peacemaker – “[Who I am](#)”

As a result of these courses, the TMCC Mission and diversity of the people have been kept alive through eight generations of students. These generations have taken their knowledge back to the community for their children, grandchildren and great grandchildren. Accordingly, the essence of our existence as a diverse population on the Turtle Mountain Band of Chippewa Indian Reservation is celebrated generationally. By acknowledging the strength within its own diversity, TMCC has lent credence to an open-mind for other non-native cultures. The current college curricula continues this legacy. In addition, regular emails (*Native Greeting, Wisdom-N-News*) are sent to all faculty, staff, and students on a weekly basis from the Native American Culture Coordinator.

Initiative Three

The Starvation Memorial recognizes one of the major genocidal acts the Turtle Mountain Tribe suffered through and endured. Over 150 tribal members died of starvation during the winter 1887-1888 as a result of the U.S. Government policy confining the tribe's hunting to the reservation area only. This was first studied by concerned TMCC staff and administration. In our 40th Anniversary theme "Honoring our Past, Preparing our Future", TMCC honored these past acts of cultural preservation, recognizing the importance and realizing that all tribal members might have starved to death during that era in history. We proudly take ownership of the responsibility to memorialize those tragic days. Today, the "Starvation Memorial" is respectfully placed in the front of the main campus entrance and a memorial meal is held in remembrance of this event.

1.D The institution's mission demonstrates commitment to the public good.

TMCC is committed to its purpose through many community services and programs it provides. "...exerting leadership in the community and providing service to it," is part of TMCC's Mission statement. Additionally, TMCC's ninth goal is to provide "community service and leadership."

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution and thus entails a public obligation.

TMCC is obligated by its mission statement to "exert leadership in the community and provide service to it." TMCC has demonstrated by its actions and decisions that it is dedicated to serving the public good. The College was chartered by the Turtle Mountain Band of Chippewa Indians to provide opportunities for higher education on the reservation. Offerings at the College directly reflect the needs of the community for teachers, health care providers, and skilled labor. TMCC's extensive student support programs are designed to help first-generation and low-income college students succeed educationally, socially, and financially. The College has purposefully and intentionally incorporated the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians in every aspect of its operations, from curriculum, to graduation pow-wows, to architectural design of its buildings and facilities.

TMCC maintains facilities in several locations on the reservation to provide easier access to programming. Faculty, students and staff are expected to provide service to the community. The College works with community partners (see 1.D.3) to promote education, public safety, cultural awareness, and community engagement through numerous programs and activities.

College facilities that are open for public use include classrooms, auditorium and gymnasium, walking track, and Anishinabe Learning, Cultural and Wellness Center facilities. The College has sponsored and/or hosted a number of events such as the Ojibwa Language Immersion Camp, Day of the Young Child, Women's Wellness Conference, Annual Red Road Workshop, Wellness Conference, Mental Health Conference, Family Violence Conference, Sources of Strength-Suicide Prevention, Building Strategic Community Partnerships, Leadership and Supervision Training, CPR Training, Table Games Training, Entrepreneur or Small Business Training, Drug Education, Turtle Mountain Disabilities Conference, Teaching Strategies, Open Public Forums, Retirement Planning Seminars, annual Pow-wows, etc. The

College cooperates with other community entities to co-sponsor events such as Family Week, K-12 initiatives, tribal and community initiatives, community education programs, faculty, and student leadership projects.

Furthermore, students, staff, and faculty are representatives of TMCC in the public arena and as such have an obligation to do their part to represent the College and uphold its mission.

1.D.2 The institution's educational responsibilities take primacy over other purposes such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

TMCC's stated academic mission is to continuously improve student learning through the annual assessment process. The College's stated purpose is to create a quality learning environment, to continually improve programs and student learning, to create a curriculum with integral connections to Native Americans specifically Turtle Mountain Band of Chippewa Indian culture, and to provide service and leadership to the community. The College is an Indian-controlled tribal college. It has no obligations to financial investors nor to any parent organization or external interest.

TMCC currently owns two entities incorporated in the State of North Dakota, Arrowhead Printing Inc. and Turtle Mountain Community College Foundation. These corporations were developed with a primary purpose of generating and providing financial support for educational programming and services at TMCC.

Arrowhead Printing is a for-profit enterprise owned by TMCC and serves the printing needs of TMCC and the surrounding communities. However, since its inception, Arrowhead Printing has generated minimal revenue. The revenue that this for-profit business has generated basically covered staff, supplies, and equipment/maintenance (See [Arrowhead Profit and Loss Statement](#)).

The desire to create the [TMCC Foundation](#) has been building over a number of years. During 2012, TMCC made strides in accomplishing the goals needed to establish and develop the TMCC Foundation as a nonprofit, charitable 501 (c)(3) organization. In August 2013, TMCC received the IRS determination letter granting 501 (c) 3 status. TMCC invested the resources necessary, making the development of the Foundation a strategic priority. TMCC contracted with a Foundation Directory and an Alumni Association Coordinator to develop the legal infrastructure of the Foundation in accordance with state and federal laws. The Foundation is tasked with cultivating private, sustainable revenue streams unlimited by the restrictions often dictated by federal budgets. By June 30, 2012, the Foundation articulated its vision for the future, its mission, an 18-month strategic plan, and a timeline including benchmarks towards meeting established goals.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

TMCC works with community partners to provide many programs to members of the Turtle Mountain Band of Chippewa Indians and other residents of surrounding communities. These

partnerships have produced an array of service learning experiences and other activities that bring people from all backgrounds together and remind students of the College's commitment to its purpose. Periodic surveys are conducted to assess the educational and workforce training needs of the community.

These services and programs include but are not limited to:

- Customized training and community education
- GED services
- Regional Substance Abuse Prevention (RSAP)
- Anishinabe Learning, Cultural and Wellness Center services
- Native American Gardening (Elders Gardening Project)
- Certified Master Gardener Program
- Maximizing Family Resources through Gardening
- Food Preservation Program
- Tree and Shrub workshop
- US Department of Agriculture Equity Project
- ACT testing
- Turtle Mountain Chippewa Small Business Expo
- Agricultural Awareness Day
- Diabetes Awareness Day
- College Awareness Day
- Arrowhead Printing
- Public Library (internet, virtual library, interactive video network, GIS/GPS training lab)
- KEYA tribal radio station
- Red Road workshop for community sobriety
- Community Wellness Conference
- Day of the Young Child
- Ojibwa Language Immersion Camp
- Pow-wows
- Family Week
- Political forums
- Faculty and student leadership projects
- Faculty research on behalf of tribe and state
- Public use of TMCC facilities, including classrooms and walking track
- Community Farmers Market

Criterion 1 Summary

Areas of Strength

- TMCC continues to serve the higher education needs of the Turtle Mountain Band of Chippewa people under the basic principles of a Mission statement that is as relevant today as it was forty years ago.
- TMCC continues to infuse the culture of the Turtle Mountain Band of Chippewa Indians throughout its curriculum.
- TMCC has a large amount of people in close proximity of the College, especially the younger population of the Turtle Mountain Band of Chippewa Indians (TMBCI);

Opportunities for Improvement

- More consistency in surveying and assessing the future educational and workforce needs of the Turtle Mountain Community.
- More involvement of external constituents in the strategic planning process.
- Involving a more diverse representation of staff and faculty serving on various committees.

Chapter 4: Criterion Two - Ethical & Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.



2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

TMCC conducts itself with integrity in all aspects of its operations. The philosophical foundation of the College is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and expressed in the Seven Teachings of the Tribe ([Section 1-Subsection 3.0010 Policy Manual](#)). In fact, the fourth of the [Seven Teachings of the Anishinabe People](#), “**BRAVERY** is to face the foe with integrity” further demonstrates the emphasis we place on ethically responsible practices.

TMCC is committed to ethical and professional conduct. The College’s leadership expects that each individual performing any activities on behalf of the College will adhere to those standards in the performance of duties.

Each individual faculty, staff member, or student employee acting on behalf of the College is to comply with legal and regulatory requirements, policies, and procedures that apply in performance of particular duties. In addition, supervisors are responsible to adequately train individuals and monitor their compliance.

There may be instances when a policy or regulation appears difficult to interpret or to apply. In those cases, clarification should be sought through the normal supervisory channels. If necessary, further questions should be directed to the administrative office that has responsibility for the oversight of that policy.

Finance

During the past several years TMCC has made strides to ensure the institution is following best practices of financial management. Evidence of TMCC’s strong fiscal policies and procedures can be found in consistently clean fiscal audits reviewed and accepted by the Board of Directors. TMCC is considered a low-risk auditee. The sponsored programs office reviews and approves requisitions to ensure compliance with OMB regulations and grant requirements. Administrators in charge of the College’s financial affairs are highly qualified, dedicated individuals. Members of the fiscal office staff receive on-going training in best practices of accounting and financial management. The College is transitioning into a new budget module that will enhance TMCC’s financial integrity by allowing users to access budgetary information at any time.

The budgeting process and oversight has been a strength of TMCC within the past few years. A six-member budget committee, chaired by the Comptroller and overseen by the President, has been in place for the past five years. This committee has the responsibility to address all program budgets (including the annual TMCC budget) that are sent to the Board of Directors for approval. An average of two meetings per month are held by the budget committee that enables us to keep abreast of any budgeting issues or challenges.

To maintain the highest standards of business conduct, C adopted a [Conflict of Interest Policy](#) (Policy Manual Section 4 Subsection 4.9.0000), and a [Code of Conduct Policy](#) (Policy Manual Section 5 Subsection 4.0080). Under the conflict of interest policy, the College maintains uniform policies and standards for identifying and removing actual conflicts of interest. Policies and procedures have been adopted for managing situations that could give rise to potential or perceived conflicts of interest.

Within the code of conduct, the College depends on each individual to report known or suspected violations. Violations may include but are not limited to such subjects as: applicable federal, state, and tribal laws; regulations; government contract and grant requirements; college policies and procedures; or this Code of Conduct. Failure to report known or suspected violations is in itself a breach of college ethical standards and can lead to discipline, up to and including separation from the College. In addition, making an intentionally false report of a violation will result in disciplinary action.

The College adopts policies for its employees to follow. Individuals should understand that the College encourages reporting of violations as listed above, and makes available numerous options for reporting. Individuals are encouraged to report violations to their immediate supervisor, but may also report to the administration. College policy states that all reports will be investigated. Reports of suspected violations may be made confidentially or anonymously. ([Policy Manual Section 5 Subsection 4.0080](#)).

Academics

TMCC is committed to providing students of all races, creeds, and backgrounds equal access to its programs. TMCC provides students with numerous supplemental programs to support “continuous improvement” of learning. In keeping with its tribal charter, the College has incorporated the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians into every aspect of its curriculum. First accredited by the North Central Association of Colleges and Schools in 1984, the College has continued to pursue and has received accreditation for its programs to give students the best possible educational experience.

Faculty members are directly involved in teaching and conducting research, and they determine the content of curriculum, degree and certificate requirements, standards of instruction, student achievement standards, grading, and assessment of student learning. Faculty members play a primary role in interviewing and selecting candidates for all academic positions.

Personnel

Turtle Mountain Community College is committed to ethical and professional conduct, which is outlined in the Employee [Code of Conduct](#) (Policy Manual Section 5 Subsection 4.0080). TMCC treats employees with integrity by maintaining transparent and inclusive personnel policies which are reviewed on an annual basis. In the fall of 2013, a retreat for the supervisor committee, which is comprised of all employees who work in a supervisory capacity, was held. The purpose was an in-depth review of all personnel policies, with group discussion and research, and was facilitated by the Human Resource Manager. These recommendations were reviewed by the President and the administrative committee. After being posted for 30 days, allowing public comment, several were taken to the Board of Directors for approval into policy.

Turtle Mountain Community College is an Equal Opportunity Employer, which abides by the policy of providing equal opportunities without discrimination to all applicants and employees

regardless of race, religion, color, national origin, age, gender, disabilities, sexual orientation or marital status, except as allowed by the Indian Preference provision of the Indian Civil Rights Act of 1964, as amended.

TMCC outlines the hiring practices in [Section 5.1.0000 of the policy manual](#). These procedures apply to the recruitment, hiring and promotion process for all TMCC employees, with the exception of summer youth programs and part-time employees. As required by policy, requests for new employees are submitted to the President, and upon approval advertised. Those applications deemed to meet the minimum criteria as advertised are then reviewed by the rating/interview committee, a committee made up of five members including the Head of the department and two members from the department, along with two randomly selected members from outside the department. The Human Resource Manager oversees the hiring process. The Rating/Interview committee utilizes a hiring matrix to screen qualified applicants and makes a recommendation to the President based on the results. If interviewed, a series of interview questions and a rating scale are utilized.

TMCC has established a grievance policy which can be found at [5.25.0000 of the Policy Manual](#). This policy is to be used by faculty and staff. The policy manual also contains TMCC's harassment policy. TMCC will not tolerate harassment of its employees. Any form of harassment related to an employee's race, color, gender, religion, national origin, sexual orientation, age or disabilities is a violation of this policy and will be treated as a disciplinary matter. For this purpose, the term "harassment" includes, but is not necessarily limited to: slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, gender, religion, national origin, sexual orientation, age or disability. Harassment will also include unwelcome sexual advances, requests for sexual favor and other verbal, graphic or physical conduct of a sexual nature. This policy can be found at Section 5 Subsection 5.30.0000 of the [policy manual](#) for employees and in the [student handbook](#) for students and the [harassment disclosure tab](#) of the website for all.

In March 2006, the College adopted the Turtle Mountain Band of Chippewa Tribal Drug and Alcohol Policy. The Turtle Mountain Community College is a drug-free workplace, and in December 2013, all TMCC full time employees were drug tested.

[TMCC Drug and Alcohol Policy](#) states that any unlawful or unauthorized transfer, sale, distribution, manufacture, possession or use of a controlled substance (Schedule I thru V of Controlled Substance Act), or alcohol by a Turtle Mountain Community College employee on the job, in the workplace, or where the business of Turtle Mountain Community College is performed, will subject that employee to disciplinary action including termination.

The Turtle Mountain Community College has implemented a drug free awareness program that provides information on the dangers and effects of substance abuse in the workplace. Resources are available to employees. On November 15, 2013, TMCC sponsored a Drug Education Forum, "Taking Back Our Community" which was open to faculty, staff, students, and the general public.

Auxiliary Functions

TMCC was founded to provide opportunities for higher education and serve the people of the Turtle Mountain Band of Chippewa Indian Reservation. Through the years TMCC has responded to community-identified needs by delivering career/technical and academic programs; preserving local language and culture; promoting public health; and supporting economic development. Arrowhead Printing Inc. is a for-profit business owned by TMCC, which serves the printing needs of the College and surrounding communities. At TMCC's Zhaabwii Learning Center, the goal is to help high school graduates transition into college by providing assistance in English language acquisition, tutorial services, and by helping as they build supportive relationships with other students. All auxiliary functions are held to the same ethical standards and policies of the Turtle Mountain Community College.

Fair and Ethical Policies and Processes

Policies and processes created and enforced by the Board of Directors, Board of Trustees, administration, faculty, and staff are fair and ethical. When policy modification, clarification or creation is proposed by any campus entity, a 30-day comment period is required, during which everyone, including the public, has the opportunity to voice comments and concerns. The College employs a team approach to policy review; the team includes the human resource manager and faculty and staff who serve on the administrative committee. Meetings are held to specifically address proposed policy changes and all discussion and recommendations are documented in the administrative committee meeting minutes. Two members are students who are attending the College, selected as provided in the student body constitution. These student members have the opportunity to attend all Board of Director and Board of Trustee meetings, representing and providing a voice for students. All policy changes must be ratified by the Board of Directors.

The President has overall responsibility for monitoring college policies and procedures, however, responsibility for overseeing and enforcing those policies is shared by campus leaders and Presidential appointees:

- Fiscal policy is monitored by the Comptroller
- Personnel policy is monitored by the Human Resource Manager
- Faculty policy is monitored by the Dean of Academic Programs
- Introduction to TMCC policies is monitored by the Vice President
- Board of Trustees' and Board of Directors' policies are monitored by their respective secretaries

2.B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, cost to students, control, and accreditation relationships.

The College makes every effort to be transparent and comprehensive in communicating to the public its [programs](#), [admission](#) and [graduation requirements](#), [cost to students](#), [staff and faculty credentials](#) and [contact information](#), [accreditation status](#) and [Board of Trustees](#) and [Board of Directors](#) information and involvement. All information regarding this information can be found on the College's website (<http://www.tm.edu/home.aspx>) and the current [college](#)

[catalog \(2012-2014\)](#). The College catalog is updated every two years and the website is updated continually. The College has updated its new website which contains all updated information. This information is also shared with the public through local newspapers, local radio stations, recruitment events, newsletters, brochures, posters, and mailings.

Programs

The primary source of program information utilized by students is the College catalog. Each student can receive a copy during new student orientation upon request or immediate access to the electronic version through the College website. During the orientation process, the catalog policies, practices, and programs are reviewed in detail. The general public accesses college program information likely first through the College's website and can be provided a printed catalog upon request. As new programs are being implemented there is usually a period of concentrated advertising to introduce the new program to the local community. This is done by radio broadcast, newspaper articles, poster, and the website.

Requirements

College admission requirements include that all applicants complete the [online application](#) in addition to submitting other required documents, including official high school transcripts or official transcripts of the General Education Development (GED) examination, a completed [Family Educational Rights Privacy Act \(FERPA\) form](#), [Information Technology Appropriate Use form](#), and a certificate of Indian Blood if it applies. The College enlists an open admissions policy for most of its programs, but does reserve the right to institute a selective admissions policy for programs where limitations are necessary. Transfer students must provide regular admission documentation as well as official transcripts of all previous college courses attempted. In addition, there are regulations for how credits will transfer to the student's TMCC transcript. This information can be found in the [current catalog \(2013-2014\)](#).

Certain programs follow a [Selective Admission Policy](#) which are outlined in the catalog and website. The following programs of study have special admissions requirements:

- [Bachelor's Degree in Elementary Education, Early Childhood, and Secondary Science](#)
- [Associate of Applied Science in Practical Nursing](#)

Faculty and Staff

Faculty and staff information is provided in a directory located on the College's website, which allows students and the public access to contact information for all full-time, some part-time employees and adjunct faculty. This information contains the employees' name and provides a link to their email address, department, and telephone contact information. [Faculty credentials](#) can be found on the College website.

Costs to Students

The [College Catalog](#) contains information regarding all the costs associated with enrollment and cost of attendance. The website Financial Aid tab has hyperlinks where students can compare cost of attendance and anticipated financial aid at various institutions ([Net Price Calculator](#) and [College Navigator](#)). TMCC does not participate in federal student loans;

therefore the College Catalog and website list numerous scholarship opportunities for students. A full-time Scholarship Technician located in the Financial Aid Department is also available to students for assistance in locating and applying for scholarships.

Control

The Turtle Mountain Band of Chippewa Indians Tribe of North Dakota chartered the Turtle Mountain Community College as an official entity under the Tribe on November 9, 1972 under resolution number [678-11-72](#).

Institutional Governance is also addressed in the [TMCC Policy Manual Section 2.2.0030](#) and also stated on TMCC's website:

“TMCC's tribal charter established a two tier governance structure. The Tribal Council appoints six-member Board of Trustees selected to represent specific sectors of the community, including businesses, schools, health, etc. These six members of the Board of Trustees have lifetime appointments. The Board of Trustees has four ad hoc members, two from the Tribal Council and two from the Student Senate.

The Trustees select a five-member Board of Directors charged with setting institutional policy. The members of both boards are broadly representative of the community and are enrolled members of the Tribe. The Board establishes broad policy and direction.

The Board of Directors in consultation with the Board of Trustees appoints the President who is responsible for the day to day operations of the College. The President appoints staff members to the President's administrative committee, who function as advisors to the President in college wide decision making.”

Current board members include: Board of Directors- Duane Poitra (Chairperson), Glenn Longie (Vice-Chairperson), JoAnne DeCoteau, Dr. Leigh Jeanotte, and Carla Peltier; Board of Trustees- James Lindgren (Chairperson), Yvonne St. Claire (Vice-Chairperson), David Brien, Elmer Davis, Jr., John Frederick, Zelma Peltier, Theresa Rivard, and Dwight Trottier, and two student representatives.

Accreditation Relationships

The College's accreditation relationships are clearly and publicly communicated through the College website, the College catalog, and are addressed in section [1.2.0020 of the policy manual](#). The College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. A link to TMCC's accreditation page is provided on the website located in the “[About Us](#) – Accreditation” section. TMCC is also a member of the American Indian Higher Education Consortium and the North Dakota Tribal College Association. TMCC's Bachelor of Science programs in education are approved by the North Dakota Education Standards and Practices Board and NCA Higher Learning Commission; the College's Associate of [Applied Science Degree in Practical Nursing](#) is approved by the North Dakota State Board of Nursing; the [Phlebotomy](#) and [Medical Laboratory Technician](#) Programs are accredited by the National Accrediting Agency for

Clinical Laboratory Sciences; and the [Pharmacy Technician Program](#) is accredited by the American Society of Health-Systems Pharmacists.

2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

A quorum of the Turtle Mountain Band of Chippewa Indians Tribal Government Body adopted Tribal Resolution [678-11-72](#) on November 09, 1972. The purpose of the resolution was to provide record of support for the Turtle Mountain Band of Chippewa and to allow the Turtle Mountain Community College to operate under the authorization of a Tribal Charter.

The [TMCC Articles of Incorporation](#) established a two tier governance structure; the Board of Trustees and the Board of Directors. As a result of this unique governance structure, assurance of continuity in the operation of the institution is upheld.

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The overall purpose of the Board of Trustees shall be to advance and promote the mission of the College. Under the charter, as reauthorized by the Council of the Turtle Mountain Band of Chippewa Indians, the Board of Trustees was specifically created to appoint the members of the Board of Directors of the College and to provide guidance to the Board of Directors in carrying out the mission of the College as provided in the bylaws ([Policy Manual Section 2 Subsection 1.0000](#)).

The overall purpose of the Board of Directors shall be to advance and promote the mission of the College. Under the charter, as reauthorized by the Council of the Turtle Mountain Band of Chippewa Indians, the Board of Directors has been specifically charged by the tribe with responsibility of providing community college instruction for members of the tribe and residents within the area served by the College who are qualified for admission, according to the standards established by the College. The Board of Directors is responsible for the management and operation of the College, and has custody of, responsibility for, and control of the property, real and personal, and any intangible assets, of the College.

The Board of Directors is responsible to the Board of Trustees and ultimately to the Turtle Mountain Band of Chippewa Indians. The Board of Directors is responsible for ensuring that the Institutional Objectives of the College are met. It shall have responsibility for formulating broad public policy for community college education in the area served by the College ([Policy Manual Section 3 Subsection 1.0000](#)).

2.C.2 The governing board reviews and considers the reasonable and relevant interests of institution's internal and external constituencies during its decision-making deliberations.

Internal Constituencies

The Board of Directors is charged with the oversight and control of the College. The regulations enacted by the Board of Directors specific to curriculum, academic standards,

services provided for students and primary professional duties are greatly dependent upon the recommendations from committees formed of TMCC's faculty and staff. Through the allowance of this form of shared governance, the interests of the internal and external constituencies are at the forefront of all decisions.

The Board of Directors meet on a monthly basis to keep abreast of college functions and activities. The Student Senate representatives are present at the monthly board meetings as well as the College President, Vice President, and Comptroller. Quarterly written reports are provided to the Board members from program directors and department heads. Committees are carried over from previous years or developed as the need arises. These committees are developed for a purpose that will assist in operating a function of the College. Committee members are comprised of staff, faculty, and board members.

External Constituencies

The TMCC governing board holds all meetings open to the public ([Policy Manual Section 3 Subsection 6.0060](#)). The President serves as the representative for the Board of Directors at the Tribal, State, and National level, keeping the board abreast of external constituent needs.

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board of Directors are appointed officials from within the Turtle Mountain Band of Chippewa Indians and represent the community as such. In addition, the Board of Directors has an adopted [Code of Ethics policy \(3.7.0040\)](#) and [Conflict of Interest \(3.7.0000\)](#) requiring them to follow standards of conduct, providing accountability to both internal and external constituents.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

According to policy, ([BOD 3.4.0070](#)) the President of the College shall be the Executive Officer of the Board through which the Board carries out its program and exercises its policies. He may delegate to subordinate officers of the College such duties as he may deem advisable to be exercised under his supervision and direction.

The President oversees the day-to-day operation of the College and has the President's administrative committee to provide input on a number of topics and issues as they pertain to the College. These include such issues as programs to be designed and implemented; funding of programs; communicating program status and progress to members and departments represented on the committee; to accept, review and make recommendations for proposals to be submitted to federal, foundation, tribal, or state funding agencies; budgetary decisions and recommendations; policy development pertaining to staff, faculty, and students; accept information from the academic standards committee, evaluate the information and make recommendations regarding action to the President who will subsequently make recommendations to the Board; and to provide a means of effective communication

throughout the College. In most instances, the input from this committee will be through recommendations, but in some instances, and at the discretion of the President, this committee may have a vote in deciding an issue.

2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

TMCC's commitment to freedom of expression and the pursuit of truth in teaching is evidenced in the TMCC Faculty Policy Manual. [Section 6.2.0070](#) states, "Essential to the realization of these ideals is a free and open academic community, which takes no ideological, or policy position." Adding further to this commitment, in [Section 6.2.0070.01](#) the College takes the position, "The instructor is entitled to full freedom in lecturing or conducting demonstrations in their subject or field of competence."

TMCC's commitment to freedom of expression and the pursuit of truth in learning is evidenced in the TMCC Catalog and the [TMCC Student Handbook](#) – both of which can be found on TMCC's website. Statements supporting this position are listed under the heading of Right to Higher Education in the [Student Rights and Responsibilities](#) section, which can be found in TMCC Student Handbook.

The TMCC Handbook under the student [rights section](#) states:

- Right to a quality educational environment, that allows learning and growth to take place.
- Right to freedom of speech and expression.
- Right to freedom from unreasonable search and seizure.
- Right to freedom of religion and culture.
- Right of academic freedom.
- Right to make his or her own decisions when applicable.
- Right to a safe and secure environment.
- Right to a grievance procedure or due process as stated in this handbook.
- Right to a reasonable degree of privacy.
- Right to freedom from discrimination.
- Right to freedom of harassment based on gender.
- Right to respect and fair treatment from fellow students and TMCC faculty, staff and administration.

2.E The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Faculty and student support staff have been provided professional development opportunities including, but not limited to, writing across the curriculum, development of rubrics for student assessment, scoring assessment projects using a rubric, federal financial aid requirements, learning styles, [FERPA](#) requirements, and first year learning experiences for students. TMCC has utilized the Jenzabar records management system since the year 2000, training for which

is provided on an on-going basis as needed, to appropriate faculty, staff, and students. Faculty and staff are also allowed external opportunities to attend national and state-wide conferences and meetings as budgets permit.

At TMCC faculty members are responsible for the evaluation of student learning along with oversight of student work. They facilitate all research that involves TMCC students and subject matter. The Director of Library Services regularly assists students in their research data collection and visits classes upon request to provide information and library services.

TMCC, as an institution of higher education that intends to conduct and/or sponsor research, recognizes the importance of research in the generation of new knowledge. Such research is often sponsored by a federal department or agency. [Title 45 Code of Federal Regulations Part 46 \(45 CFR 46\)](#) Protection of Human Subjects specifies federal regulations for the conduct of research involving human subjects.

In addition, TMCC has a research committee that is chaired by the Science and Math department chair. This committee has in place a set of principles and guidelines that govern the institution, faculty, staff, and students, in the discharge of their responsibilities for protecting the rights and welfare of human subjects taking part in research conducted at, or sponsored by the institution, regardless of the source of funding.

Research conducted at, or sponsored by TMCC will be well designed and properly executed. All researchers will abide by ethical principles of respect in all matters. All researchers will respect the culture of the residents of the Turtle Mountain Band of Chippewa Indian Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by TMCC and the Turtle Mountain Band of Chippewa Indians (TMBCI). All research that includes human or animal subjects must be approved by TMCC administration and the TMBCI.

2.E.2 Students are offered guidance in the ethical use of information resources.

The TMCC Student Handbook outlines student conduct in the ethical use of information resources in the [Student Code of Conduct](#) as follows:

Academic Misconduct

TMCC students are expected to be honest in their endeavor to attain a college education. Academic misconduct includes:

- knowingly using, buying, selling, transporting, or soliciting the contents of an un-administered test;
- copying from another student's test;
- possessing unauthorized test material during a test; and getting help from another student during a test without permission;
- plagiarism- when a student steals and uses the ideas or writings of another as one's own;
- unauthorized alteration or use of any college documents is prohibited;
- Any violation will be reported to the Dean of Student Services.

This information is reviewed with students during new student orientation, and in all required general education courses. In addition, the Student Code of Conduct is printed in the Student Handbook which is distributed at new student orientation and available on the College website for student review, with a print copy available upon request.

Students are also held accountable for appropriate use of information technology. The [IT Appropriate Use form](#) is a required component of the admissions procedure. This form outlines standards for appropriate use of technology by all users at TMCC.

2.E.3 The institution has and enforces policies on academic honesty and integrity.

A student has the responsibility to abide by the rules, acceptable student conduct, regulations, and policies of TMCC. A student has the responsibility to treat TMCC employees, facilities, equipment, and other students with courtesy and respect. A student has the responsibility to uphold the school's standard of student conduct relating to academic honesty. A student assumes full responsibility for the content and integrity of academic work submitted. A student has the responsibility for submitting accurate information and discharging of all legal obligations. A student has the responsibility for completing all class assignments.

College students are expected to be mature individuals. Their conduct both in and out of college is expected to be that of any other responsible adult. Under these circumstances, it is expected that the student will at all times remember the reputation of this institution is affected by his or her conduct.

Student conduct regulations apply to actions on college premises and at college-sponsored activities off campus. In addition, students must also abide by tribal, state and federal laws. Failure to meet the following standards of conduct may result in disciplinary action.

Criterion 2 Summary

Turtle Mountain Community College is committed to conducting itself ethically, responsibly, and with integrity as an institution of higher learning and as an integral part of the Turtle Mountain Band of Chippewa Indian community. Ethical conduct and integrity are exemplified on a daily basis throughout the College, as outlined through set policies and procedures.

Areas of Strength

- There are policies and procedures in place to guide conduct.
- Policies are reviewed annually through a committee structure to ensure input from constituents.
- The policies and procedures are available to all employees, students and the public.
- Transparency has become the focus of the administration and the process of sharing information campus wide demonstrates this transparency, and a process of shared governance.

Opportunities for Improvement

- Involving a more diverse representation of staff and faculty serving on various committees.
- Limited resources make it difficult at times to realize the needs and expectations of all.

Chapter 5: Criterion Three - Teaching and Learning: Quality, Resources, & Support

The institution provides high quality education, wherever and however its offerings are delivered.



3.A The institution's degree programs are appropriate to higher education.

For the past 40 years, TMCC has provided higher education programs that support the community of the Turtle Mountain Band of Chippewa Indians. TMCC's degree programs fall into three categories: certificate programs; associate degree programs; and bachelor degree programs. Program offerings are evaluated and changed in response to community needs and job market demands. Examples of meeting the current workforce demands of the Turtle Mountain community are the addition of an Early Childhood bachelor's degree and the Commercial Driver's License (CDL) training program. Each of these programs serves a unique critical shortage area by providing highly trained individuals ready to enter the workforce. By contrast, the Career and Technical Education (CTE) Department discontinued the medical transcription and para-legal programs in response to decreasing demand in the community for these work skills.

As an institution chartered by the Turtle Mountain Band of Chippewa Indians, TMCC seeks input from the tribe and its programs to develop and offer appropriate education programs. This input may include meetings with the Tribal Council and/or tribal programs. In most cases, this input is provided during meetings without being formalized by a Tribal Council Resolution.

Only a few granting agencies require a formal resolution either for eligibility or to be awarded priority points. This includes the NACTEP which must document tribal input to obtain the 10 priority points for coordination with tribal economic development plans ([NACTEP rfp and resolution](#)). In some cases, TMCC is granted the authority to apply for a grant under tribal auspices but which will be wholly operated by the College like the Vocational Rehabilitation program. Tribes are the only eligible applicants, but this program has historically been operated by the College and the Tribe provides a resolution stating that the Tribe will enter into an agreement allowing the College to operate the grant.

3.1.A Courses and programs are current and require levels of performance by students appropriate to the degree awarded.

TMCC has a defined process by which courses and programs of study are designed and implemented to ensure a level of academic rigor aligned to acceptable standards in higher education. Proposals of new academic curricula are first submitted to the department chair. From that point the curricula or new course is submitted to the Dean of Academic Programs and ultimately the [academic standards committee](#). Once the curriculum or new course reaches the academic standards committee, the program/course designer may be present to answer questions or concerns regarding courses, sequencing of the curricula, assessment measures, and appropriate demand for the new program of study. The final step in this process is when the proposal is sent to the President for review and concurrence. The members of the Board of Directors are notified of new programs, however do not act in a capacity for approval. Having completed this process, the director of the new course or program may begin recruiting students and necessary faculty; courses are published in the TMCC catalog, web site, local media, and semester schedule.

Regardless of the program selected, students are required to complete a core of general education courses, which are appropriate to the area of study. TMCC has adopted the following philosophy which can be found in the College [catalog](#) or [website](#):

General Education Program Philosophy

Turtle Mountain Community College's philosophy of General Education is grounded in the belief that a multi-faceted array of concepts and experiences enhances and broadens student's abilities to contribute to a more vibrant, ethical, progressive and responsible society. General Education at TMCC will produce students who can think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa. All academic programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program (A.A., A.S., A.A.S, B.S., and certificates).

General Education Student Learning Outcomes

1. **Communication:** Students will have developed sufficient skills with the English language such that they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity, appropriate to their TMCC studies.

2. **Mathematics:** Students will be able to apply arithmetical, geometric, statistical and algebraic principles of mathematics and problem solving at a level of complexity appropriate to their TMCC studies.

3. **Science:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge are generated and accessed through the life, physical and earth sciences, and they will be able to select and apply the techniques and procedures of the sciences at a level of complexity appropriate to their TMCC studies.

4. **Humanities and Social Science:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences, and they will be able to select and apply the techniques and procedures of these two areas at a level of complexity appropriate to their TMCC studies.

5. **Culture/Diversity:** Students will be able to consider a variety of perspectives bases on differences such as those stemming from culture, culture heritage, class gender, ethnicity, historical development, community and leadership and they will apply this awareness at a level of complexity appropriate to their TMCC studies.

6. **Critical Thinking:** Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences and communicate effectively to find solutions at a level of complexity appropriate to their TMCC studies.

7. **Technology:** Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the use of technology, and they will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.

Learning outcomes are aligned in a degree specific manner in the [general education matrix](#) in the TMCC catalog. The matrix is used as a reference to ensure compliance with the College's general education philosophy and as a guide to specific requirements for Bachelor of Science degrees; Associate of Art, Associate of Science, and Associate of Applied Science degrees; and in certificate and diploma programs.

In May of 2002, TMCC implemented a general education core curriculum that qualifies for transfer to all 11 colleges and universities that make up the North Dakota University System, which means the coursework and content in a [General Education Requirement Transfer Agreement \(GERTA\)](#) course is as rigorous as at any university system institution and will transfer to all university system campuses.

External Program Review

As a validation of high quality education and a confirmation of high levels of performance, TMCC seeks external evaluation and accreditation in programs when appropriate or required.

TMCC's Department of Teacher Education offers Bachelor of Science degrees in Early Childhood Education, Elementary Education, and Secondary Science Education. Teacher candidates who successfully complete the first semester of courses are required to take the national Praxis I exam. Only those who pass the exam by the end of the second semester in

the curriculum are allowed to continue in the program. Aimed at preparing outstanding candidates for the teaching profession, TMCC's education programs are designed around a cohort model learning community, highlighting collaboration and teamwork as preludes to being change agents dedicated to culturally responsive teaching. Education graduates are prepared to complete all tests required for licensure by the State of North Dakota. The bachelor programs undergo a review from the North Dakota Education Standards and Practices Board, with the last [focused visit report](#) completed in 2010.

Another example of TMCC programming in which high standards of performance are required is the Career and Technical Education department. Turtle Mountain Community College's Career and Technical Education Department was established in 1976 as a culturally based local program to address the career training needs of the tribal membership. Turtle Mountain Community College's Career and Technical Education program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is certified by the North Dakota State Board for Career and Technical Education.

The program offers culturally based educational opportunities that include single skill/competency based programs, nine-month certificates, and two-year associate of applied science degrees.

Specific purposes and objectives of the Career and Technical Education Department are:

- To give a solid foundation of technical courses which provide the student with marketable employment skills;
- To provide general education courses that give balance to the student's education;
- To enhance/expand skills to attain promotions;
- To develop positive attitudes and practical applications in human relations as required in our socio-economic area; and
- To meet the employment, labor market and economic needs on the Reservation and in the surrounding communities.

All CTE programs undergo a 5 year review from the North Dakota Career and Technical Department. The state reviews all certificate and associate of applied science programs. In February 2012 the State Board for Career and Technical Education and external peer reviewers reviewed 15 programs, and received numerous commendations and minor recommendations, as mentioned in the [Department of Career and Technical Education Program Evaluation Report](#).

In the Associate of Applied Science in Practical Nursing (AASPN), upon successful completion of all course requirements, students must register to take the National Council Licensure Examination (NCLEX). Nursing program graduates must pass this exam in order to enter clinical practice in North Dakota. The nursing program undergoes review from the North Dakota Board of Nursing, with the last review completed in the spring of 2013 ([NDBON 2013 Report](#)).

The Clinical Laboratory Technician Program at TMCC holds an [Active Status by the National Accrediting Agency for Clinical Laboratory Sciences](http://www.naacls.org) (www.naacls.org). Approval by NAACLS assures students that they will be provided with a quality education in Laboratory Science. Upon successful completion of the Medical Laboratory Technician Program the graduate is eligible to sit for national certification exams.

TMCC Phlebotomy Program is [accredited by the National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](http://www.naacls.org). Upon successful completion of the Phlebotomy Program requirements, students will receive a certificate and will be eligible to sit for the National Registry Exam.

The Pharmacy Technician Program is accredited by the [American Society of Health-Systems Pharmacists \(ASHP\)](http://www.ashp.org). Upon successful completion of the Phlebotomy Program requirements, students will receive a certificate and will be eligible to sit for the National Registry Exam.

The Commercial Driver's License (CDL) program prepares individuals to enter high demand oil field jobs in western North Dakota. The CDL program curriculum is built upon stackable credentials. Students earn industry specific certifications that include OSHA 10-Hour General Safety Certification, skid loader certification and then the North Dakota CDL Class A driver's license. The commercial driver's license jobs available have specific licensure requirements, which include a ND Class A driver's license and a valid medical examination card. The OSHA and Skid Loader Certifications are industry specific certifications which provide assurances to the employer of the skills and training of our graduates. Students must successfully pass the North Dakota CDL permit exam and have behind the wheel instruction prior to taking the CDL driving exam.

3.A.2 The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

As stated in the 2013-14 TMCC Catalog, each program of study has clearly articulated learning goals which are common to all programs of study via the general education program philosophy. Completion of the general education requirements at TMCC prepares students to enter into a variety of academic/career opportunities that will afford them the knowledge and skills necessary to enter the workforce.

Each program builds upon the general education requirements in the development of a curriculum which meets the specific educational and industry standards for the degree or certificate. In the case of the bachelor's degree, students must complete all general education requirements for licensure in North Dakota prior to entering into the professional program. Upon admission, students matriculate across the content and pedagogical courses necessary to pass the national Praxis exams for licensure. Similar guidelines for associate degrees and Career and Technical Education certificate programs are in place.

As a way of assessing student learning, TMCC's trades programs participate in the National Center for Construction Education and Research (NCCER) program. TMCC is an approved NCCER training site where students can take NCCER knowledge and performance based test as modules occur during the course. NCCER develops standardized construction and maintenance curricula and assessments with portable credentials. These credentials are

tracked through NCCER's National Registry which allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires. The National Registry also assists craft professionals by maintaining their records in a secure database. Example: In the Core Curriculum there are eight modules incorporated into a course and students are required to take the Core Curriculum modules as a prerequisite to all other NCCER modules. Trainees are required to first pass the knowledge-based test with a minimum of 70% before taking the performance-based test. NCCER knowledge and performance-based testing exists in most courses.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consorial arrangements, or any other modality).

TMCC offers courses on various instructional platforms – face-to-face, online, Interactive Video Network (IVN), and hybrid which is a combination of face to face and online learning – giving non-traditional and traditional students more opportunities to engage in higher education. In cases where one course is offered in multiple applications, the syllabus and textbook are the same and in most cases student course artifacts are the same.

Any course being added to the academic schedule must be approved by the Dean of Academic Programs and the [academic standards committee](#) through the approval process. The College is in the process of completing an [Online Standards for Faculty Manual](#), which will provide even greater consistency in the design and development of alternative course delivery.

TMCC has developed a [syllabi format](#) according to HLC guidelines. Faculty are allowed to create a more detailed syllabus, but must have the components contained in the syllabi format. Every instructor is obligated to submit a syllabus for every course and every delivery format each semester. The syllabi are reviewed to ensure accuracy of course descriptions, prerequisites, and course objectives by the Dean of Academic Programs and Career and Technical Education Director.

Dual credit courses offered on campus, off campus, online and via IVN allow students to receive both high school and college credit and are authorized according to the provisions of North Dakota Century Code 28-32-01. High school students can enroll in college courses and earn credits that count toward high school graduation as well as toward a college certification or degree. Students who enroll in dual credit coursework are expected to engage in the same academic rigor as college level students in the course on campus. TMCC's Board of Director's approved [Dual Credit Manual](#) is posted on the TMCC website. Again, the same text and similar class artifacts are required for the completion of the course for dual credit.

TMCC has established partnerships with other institutions of higher education in a number of program areas (e.g., criminal justice, computer support specialist) which require courses from TMCC to be disseminated via the IVN platform. Our instructors may be responsible for as many as 30 students per class at 5 different sites across the state of North Dakota several times a week. Since IVN instruction is technology dependent, instructors utilize a variety of technological tools in order to ensure high quality instruction as well as consistency in course

content and student participation. Examples include Padlet™ for collaborative work, Drop Box™ for document storage, and Socrative™ for testing. In all cases faculty and students are held responsible to a common syllabus and textbook. Where TMCC is working with only one other IVN site in a particular course, the instructor rotates face-to-face instruction from TMCC to the off-site campus. This system provides dual benefits for each participating group of students. Some off-site locations offer full time technical support staff who serve as distance education coordinators and provide security and confidentiality in the handling of sensitive student documents.

Adjunct faculty are held to the same level of rigor in the design and development of their courses as those faculty who are employed full time at TMCC. Adjunct faculty syllabi and required textbook lists are reviewed by the Dean of Academic Programs and associated department chair for pedagogical quality and content each semester.



3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning skills are integral to its educational programs.

TMCC's general education curriculum satisfies the mission and institutional goals and provides all students with a foundation from which further academic studies may be successfully pursued in a number of degree areas and/or prepares students for employment in their chosen fields of study. TMCC's mission statement declares that the College will focus "on general studies, undergraduate education, Career and Technical Education, scholarly research, and continuous improvement of student learning." ([TMCC Catalog](#)).

3.B.1 The general education provided is appropriate to the mission, educational offerings, and degree levels of the institution.

TMCC's institutional goals include "academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe." The general education program is designed to provide a foundation of knowledge and skills from which further endeavors may be pursued either academically or vocationally. While each program of study at TMCC may be unique in the goals which drive the curriculum and student learning outcomes, all programs rely upon a solid foundation of courses which are common to all programs. From this foundation, students are taken to the next level of academic achievement either through transfer to a four year institution or admission to the TMCC teacher education BS degree program.

Associate and certificate degree completers enter industry ready to compete for skilled worker positions throughout the community and further. Culture and traditions of the Turtle Mountain Band of Chippewa Indians as well as all American Indian tribal groups are examined in a number of courses offered throughout the general education curriculum (ENGL 265-Native American Literature, LANG 126-Ojibwa Language, HUMM 190-Traditional Use of Plants, HIST 251-Chippewa History, POLS 285-Federal Indian Policy) as well as in the

Bachelor Degree program (EDUC 320-Native Issues in Education and EDUC 321-Multicultural Education & Human Diversity).

3.B.2 The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

TMCC's philosophy of general education is grounded in the belief that a multi-faceted array of concepts and experiences enhance and broaden students' abilities to contribute to a vibrant, ethical, progressive, and responsible society. TMCC's intended learning outcomes for its undergraduate general education requirements are designed "to produce students who can think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems, and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa Indians." ([TMCC Catalog](#))

Curriculum design at TMCC is developed upon an understanding of how one course builds upon another, ultimately culminating in lifelong knowledge and skills applicable to active participation in an evolving workforce. Many program curricula begin with a set of courses that are transferrable to all institutions of higher education in North Dakota via the General Education Requirements Transfer Agreement (GERTA); a system-wide plan which allows students to complete general education requirements at any North Dakota University System (NDUS) campus or North Dakota tribal college and then transfer to a general education program at another institution ([TMCC Catalog](#)).

Together TMCC's general education philosophy and the GERTA status of the tribal college ensures our graduates in the associate and bachelor degree programs, and the certificate programs have a foundation upon which to further their education or enter directly into the workforce.

General Education Mission Statement and Matrix

The General Education curriculum at Turtle Mountain Community College aims to empower individuals, liberate minds for learning, and cultivate social responsibilities. Through work in multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration, students develop their communication skills, critical thinking, and awareness of Anishinabe and other cultural values. By providing challenging encounters with important local and global issues, general education prepares graduates for socially valued work and civic leadership in their society.

In 2004-2005, the TMCC faculty adopted the list of learning outcomes in the chart that follows. The objectives and assessment methods are those the faculty reported using during the last two years. The faculty will continue to focus on the assessment matrix in 2005-2006 and beyond.

Student Learning Outcomes	Objectives	Assessment Methods	Timeline	Responsibilities
1. Communication:				
Students will have developed sufficient skills with the English language such that they can read, accurately interpret, critically analyze written material, express themselves effectively through narrative, explanatory, and investigative writing utilizing standard rhetorical techniques in the styles and formats, and at the level of complexity appropriate to their TMCC studies.	1a. Students will demonstrate the ability to formulate a thesis statement and use facts, statistics, anecdotes, and examples in written work.	1a. Pre-tests Post-Tests Course tests/quizzes	1a. Beginning of Semester End of Semester During courses	1a. Course Instructors
		1a. Written essays Evaluation of lab work.	1a. During semester courses	1a. Course Instructors
		1a. *CBASE Grad. Assess. Survey	1a. Fall/Spring Semester End of Spring Sem.	1a. assessment committee
	1b. Students will formulate a speech design with accuracy in writing mechanics and crediting supportive sources	1b. Evaluations of internet research & WebCT Assignments, Group work	1b. During semester	1b. Course Instructors
	1c. Students will complete at least one service learning and leadership project	1c. Evaluation of reports on service learning and leadership projects	1c. During all semesters	1c. Course Instructors
2. Mathematics				
Students will be able to apply arithmetical, geometric, statistical, and algebraic principles of mathematics and problem solving at a level of complexity appropriate to their TMCC studies.	2a. Students will simplify, factor, and perform operations on polynomials	2a. Pre-tests Post-Tests Course tests/quizzes	2a. Beginning of Semester End of Semester During courses	2a. Course Instructors
	2b. Students will solve equation and inequalities.	2b. Pre-tests Post-Tests Course tests/quizzes	2b. Beginning of Semester End of Semester During semester	2b. Course Instructors
	2c. Students will draw and communicate conclusions generated from applying mathematical concepts	2c. Pre-tests Post Tests	2c. Beginning/end of semester	2c. Course Instructors
		2c. CBASE Grad. Assess. Survey	2c. End of Spring Semester	2c. assessment committee
	2d. Students will complete at least one service learning & leadership	2d. Evaluation of reports on service learning and leadership	2d. During all semesters	2d. Course Instructors
3. Science				
Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the life, physical, and earth sciences, and they will be able to select and apply	3a. Students will use logic and mathematics in the scientific method	3a. Pre-tests Post-Tests Course tests/quizzes	3a. Beginning/end of semester	3a. Course Instructor
		3a. CBASE Grad. Assess. Survey	3a. End of Semesters Spring Semester	3a. assessment committee
	3b. Students will use lab skills such as measurement, safety, equipment use, and interpretation of data	3b. Pre-tests Post-Tests Course tests /quizzes Skills Tests - Lab work	3b. Beginning of semesters End of semesters during semesters	3b. Course Instructor
	3c. Students will complete at least one service learning and leadership project	3c. Evaluation of reports on service learning and leadership	3c. Fall & Spring End of Spring Semester	3c. Course Instructor
			3c. During all semesters	

4. Humanities and Social Science				
Students will be conversant with the general knowledge bases and the procedures by which knowledge and artistic expressions are generated and accessed in the two divisions of (1) the humanities and fine arts, and (2) the social and behavioral sciences, and they will be able to select and apply the techniques and procedures of these two areas at a level of complexity appropriate to their TMCC studies	4a. Students will describe the broad outlines of history and its connections to current personal, social, and political situations and developments at the community and global level	4a. CBASE Grad. Assessment Survey	4a. Fall & Spring Semester	4a. curriculum committee
		4a. Tests and quizzes	4a. During semester	4a. Course Instructors
		4a. Evaluation of research papers	4a. During semester	4a. Course Instructors
	4b. Students will describe aspects of traditional and contemporary culture of The Turtle Mountain Band of Chippewa	4b. Evaluation of forums on tribal and global issues	4b. Spring semesters	4b. Instructors participating in interdisciplinary projects
	4c. Students will demonstrate skills and knowledge related to the fine arts	4c. portfolios/projects Concerts & performances reflection/research papers	4c. End of semesters	4c. Course Instructors
	4d. Students will interpret the process of human behavior and social interaction using social and behavioral science perspectives	4d. Evaluation of group projects Evaluation of group discussions	4d. During semesters	4d. Course instructors
	4e. Students will analyze the basic structures, procedures, rights, and responsibilities of governance	4e. Evaluation of role-play and simulations	4e. During all semesters	4e. Course instructors
		4e. CBASE Grad. Assessment Survey	4e. Beginning of semesters End of semesters	4e. assessment committee
	4f. Students will complete at least one service learning and leadership project	4f. Evaluation of reports on service learning and leadership projects	4f. End of semesters During semester courses	4f. Course instructors
5. Culture/Diversity:				
Students will be able to consider a variety of perspectives based on differences such as those stemming from culture, class, gender, ethnicity, historical development, and community, and they will apply this awareness at a level of complexity appropriate to their TMCC studies	5a. Students will analyze the concepts of multiculturalism	5a. Pre-tests/Post-tests	5a. Fall and spring End of spring semester	5a. Course instructors
		5a. Evaluation of research	5a. During all semesters	5a. Course instructors
		5a. Reports; skills tests	5a. During all semesters	5a. Course instructors
	5b. Students will demonstrate an understanding of the Ojibwa culture in relation to the Seven Teachings	5b. Evaluation of group projects (pow-wows, etc.); lang. interviews		
	5c. Students will complete at least one service learning and leadership project	5c. CBASE Grad. Assessment Survey		5c. assessment committee
		5c. Evaluation of service learning and leadership projects		5c. Course instructors

6. Critical thinking:				
Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, and test those solutions against relevant criteria, think open-mindedly about their assumptions, consider the practical consequences, and communicate effectively to find solutions, at a level of complexity appropriate to their TMCC studies	6a. Students will solve problems in various content areas by applying an appropriate problem-solving model	6a. Pre-tests Post-tests	6a. Beginning of semester End of Semester	6a. Course instructors
	6b. Students will analyze data, assumptions, arguments, and inferences	6a. CBASE Grad. Assessment Survey	6a. Beginning/end of semester spring semester	6a. assessment committee
		6b. Pre/ Post-tests	6b. Beginning/end of semesters	6b. Course instructors
	6c. Students will participate in at least one service learning and leadership project	6b. Evaluation of interdisciplinary forums on tribal and global issues (pending)	6b. End of semester courses	6b. Instructors involved in interdisciplinary projects
		6c. Evaluation of reports on service learning and leadership projects.	6c. During all semesters	6c. Course instructors
7. Technology				
Students will be conversant with the general knowledge bases and the procedures and techniques by which knowledge is generated and accessed through the use of technology, and they will be able to select and apply the techniques and procedures of technology at a level of complexity appropriate to their TMCC studies.	7a. Students will operate computer systems to use windows, dialog boxes, files, and folders.	7a. Pre-tests/Post-tests	7a. Beginning /end of semesters	7a. Course instructors
		7a. Tests and quizzes	7a. During semesters	7a. Course instructors
		7a. Evaluation of lab work	7a. During semesters	7a. Course instructors
	7b. Students will use word processing, including formatting, creating, and storing text.	7b. Pre/Post-tests	7b. Beginning/ end of semesters	7b. Course instructors
		7b. Tests and quizzes	7b. During semesters	7b. Course instructors
		7b. Grad. Assess. Survey	7b. End of spring semester	7b. assessment committee
	7c. Students will use basic E-mail skills to set up E-mail accounts, create address folders, send attachments, and send and receive E-mail.	7c. Grad. Assess. Survey	7c. Beginning /end semesters	7c. assessment committee
		7c. Pre/Post-tests Evaluation of simulations, group work, internet research	7c. During semesters	7c. Course instructors
	7d. Students will participate in at least one service learning and leadership project	7d. Evaluation of reports on service learning and leadership projects	7d. During all semesters	7d. Course instructors

Program Level: The assessment committee gives a cohort of students the CBASE each year. They administer the Graduate Assessment Survey each spring to all college graduates. The assessment committee collects the data from these and other program level assessment instruments, analyzes them, and compiles a report for the faculty. At the end of the academic year, the faculty meet with the Dean of Academic Programs and the assessment committee to discuss the data and decide how to best improve the general education curriculum and their course work based on the data. The information is then used to plan and budget for future academic needs.

Course level: Faculty examines data collected relating to their courses. They determine how they alter course content to improve teaching methods for improved student learning. The Dean of Academic Programs and the Assessment Coordinator report these decisions to the strategic planning and institutional effectiveness committees. By the end of 2010, all students will have had opportunities to participate in service learning and leadership. Ten percent of the cohort students repeated the CBASE in 2005. The faculty recognized the need to increase the numbers of students who repeat the CBASE, and will address this issue in the fall semester 2005. Faculty complete the Student Learning Outcomes Assessment Report as they discern which courses need improvement.

3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The general education philosophy clearly states that the College is grounded in the belief that a multi-faceted array of concepts and experiences enhances and broadens students' abilities to contribute to a more vibrant, ethical, progressive and responsible society. All students, as previously stated, regardless of the particular degree program, are required to think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa.

All academic programs at TMCC adhere to the student learning outcomes as the basis of the learning goals of each program. The specific student learning outcomes for general education and program specific courses are outlined in the course syllabus.

Assessment data is collected and reported on student work from general education along with program specific outcomes annually. This information is combined into an annual Assessment Report. The assessment data has indicated that students are analyzing and communicating information; mastering modes of inquiry or creative work and developing skills adaptive to changing environments. The assessment data is collected through pre- and post-tests, research papers, oral presentations, PowerPoints, research projects, cooperative learning groups, embedded questions on exams, evaluations of lab work, evaluation of reports on service learning and leadership, internships, self-assessments, and other degree specific requirements. The past nine years of [assessment reports](#) can be found on the TMCC website.

The Career and Technical Education department essentially acts as the TMCC pulse of workforce awareness. Students in this department are encouraged to consider a wide range of career possibilities. In so doing, CTE students learn to analyze market trends, collect data with regard to materials and margins of profit, engage in communication exercises that provide potential for future promotion in their field, as well as develop positive attitudes in human relations necessary to be successful in their field of work.

3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The human and cultural diversity of the world in which students live and work can be seen in the mission of the institution *“By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the College establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.”* and Institutional Goal four *“A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society”*.

Additionally, human and cultural diversity are addressed through TMCC’s institutional student learning outcomes. Number five of the institutional learning outcomes is as follows: *“Cultural/Diversity: Students will be able to consider a variety of perspectives based on differences such as those stemming from culture, class, gender, ethnicity, historical development and community, and they will apply this awareness at a level of complexity appropriate to their TMCC studies.”* The institutional outcomes were revised in 2010 and are evident in the [2012 Assessment Manual](#).

TMCC provides more Native American cultural and language courses than mainstream institutions of higher education within the state of North Dakota. The number of culturally based course offerings are directly tied the tribal college’s mission and community-driven goals that are the basis of the cultural climate of TMCC.

In the Arts and Humanities department, students are exposed to a wide range of global perspectives which invoke a greater understanding of the politics and policy of our country with respect to the global nation as well as the implications for these sets of policies upon their own tribal sovereignty. Students enrolled in courses within this department understand the art of communication and the many forms in which to express themselves as individuals.

Teacher Education students are expected to fully understand the mechanisms of the Bureau of Indian Education and a diverse sampling of school systems (including charter and full immersion schools as well as parochial learning environments), which may directly affect their daily work environments. Department of Arts and Humanities and Social Science students are exposed to broad historical, linguistic and social perspectives of the world in which they live. In their studies the diversity of nature and frailty of the planet, Department of Math and Science students discover how environment influences the many cultural ways of humanity.

3.B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Scholarship

TMCC encourages and promotes [scholarship](#), creative work, and [research](#). Commitment to this is demonstrated in the adoption of policy within the faculty handbook. Faculty members have shown great initiative in pursuing research-based scholarship. In the process many faculty members have invoked the assistance of students to cooperatively participate in scientific discovery. The outcome of this partnership has been an increased awareness of the importance of approaching inquiry from the perspective of a young scientist. In many cases, knowledge acquired during the undergraduate research experience has contributed greatly to the future vocational aspirations of TMCC students in the fields of science, technology, engineering and mathematics.

Creative Work

There is an abundance of creative work throughout the programs of study and courses at TMCC, which require critical thinking and creative research. This is demonstrated through various student projects and learning settings. Student work provides a hands-on evaluation of levels of understanding and competency, including cultural relevance, subject matter or trade/industry specific competence, or a demonstration of service learning and leadership. A few examples are:

- Courses in: Regalia Making, Jingle Dress, Moccasin Making, Beadwork, Guitar and Fiddle, Quilt Making
- Concerts, Performances, and Cultural Gatherings
- House Project: Construction of a home from ground to finish product utilizing Building Trades, HVAC, and Electrical Programs.
- Welding Trailers: Engineering and construction of trailers.
- Teacher Education: Day of the Young Child, Planetarium, and Living History of Louis and Clark Expedition,
- Student displays of work and participation in student competitions at the Annual AIHEC Conference.
- Student Internships, Clinical Rotations, Supervised Occupational Work Experience
- Local Community Leadership and Engagement: Blood Drive, Medical Screenings etc.

Discovery of Knowledge

Research conducted at, or sponsored by TMCC must be appropriate to the programs and the institutional mission, and be well designed and properly executed. All researchers will abide by ethical principles of respect in all matters. All researchers will respect the culture of the residents of the Turtle Mountain Band of Chippewa Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by TMCC and the Turtle Mountain Band of Chippewa Indians (TMBCI). All research that includes human or animal subjects must be approved by TMCC administration and the TMBCI.

The following table provides evidence of current and recent TMCC research projects, the researcher(s) conducting the research, and collaborators from other institutions. In all cases, students have been active participants as co-researchers, have been involved in the presentation of research findings, and included as contributing authors in any published materials. Several examples of these research endeavors are displayed in the science wing of the main TMCC campus.

Project Title	TMCC researcher(s)	Collaborator, Institution	Year(s)
West Nile virus survey	S. Hanson	R. Lampman, University of Illinois	2003 – 2009
Genetics of Pre-Eclampsia	L. Best	Dr. Anderson, UND	2005 – present
Occurrence of Lead-based paint in residences on the TMCR	A. LaVallie	None	2006 – 2011
Occurrence of Radon in residences on the TMCR	A. LaVallie	None	2006 – 2011
Salamander biology in ND	S. Hanson	C. Beachy, MSU	2008 – 2010
Secondary succession in a tornado-damaged woodlot	S. Hanson, S. Blue	C. Lura, Dakota College at Bottineau	2009 – present
Stream water quality in the Turtle Mountains	S. Hanson, S. Blue, D. Hunter	L. Brooks, Dakota College at Bottineau	2009 – 2011
Leech biology	D. Hunter, S. Hanson	F. Govedich, Southern Utah University	2009 – present
Amphibian survey in the Turtle Mountains	R. Brenes	J. Frazier, San Diego State Univ.	2010
Bird survey in the Turtle Mountains	R. Brenes	None	2010
Bat survey in the Turtle Mountains	R. Brenes	None	2010
Fish survey in Belcourt Lake	R. Brenes	L. Brooks, Dakota College at Bottineau	2010
Effects of Climate Change on Bloom Times of Plants	S. Blue	None	2011– present
Development of a solar mosquito trap	S. Hanson	A. Johnson, M. Hellwig and Yong Hou, Univ. of North Dakota	2011– present
Does Mathematics Tutoring Effect Students' Success	Miles Pfahl	Dr. Fu-Chih Cheng, NDSU Statistics Dept.	2008-09
Online vs. Face-to-Face success rates in TMCC Mathematics courses	Miles Pfahl	Dr. Bill Martin, NDSU	2012-13

3.C The institution has the faculty and staff needed for effective, high-quality programs and student services.

TMCC ensures that the faculty and staff provide effective high quality programs and services. Faculty are appropriately credentialed and are supported by the College to stay current in their disciplines. The College also employs an adequate number of faculty to ensure that all classroom and non-classroom activities are maintained at an optimal level. Student Support Services staff are also appropriately credentialed and provide the same support to fulfill their duties.

3.C.1 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

TMCC supports an adequate number of full time/adjunct faculty to meet the instructional needs of the institution. In the 2011-2012 academic year (excluding the summer semester) TMCC employed 36 full-time and 30 adjunct faculty. These faculty members were responsible for instruction of 218 courses in the fall 2011 semester and 230 courses in the spring 2012 semester.

Data on the number and type of classes at capacity (25 students) or near capacity (within two seats) is evaluated each year by the Registrar and Dean of Academic Programs to determine which courses are mostly likely to ensure appropriate enrollment. Classes which reach capacity most often are core general education classes. In fall 2011, the Registrar reported 41 classes at capacity (28 being within two seats); in spring 2012 there were 42 classes at capacity (38 being within two seats). The total number of courses offered in the 2011-2012 academic schedule which were listed as either at capacity or within two seats was 83.

The Human Resources (HR) Manager, Dean of Academic Programs, and CTE Director with consultation of department chairs, determine suitable credentials for faculty members considered for hire by the institution. The HR Manager facilitates the hiring process, setting standards and candidate requirements based on technical details of the position description provided by the department chair and other faculty members within the department.

“The functions of a full-time faculty member are divided into the four categories: teaching, advising, scholarship, and service to the College and the community.” ([Policy Manual Section 6.0.0000](#)). The bulk of faculty time is spent in course instruction. TMCC has shifted to on-line class registration and advising through Jenzabar, but many students still prefer to discuss their plans of study face-to-face, which means full-time faculty members spend a great deal of time and effort advising students.

Faculty members delineate expectations for student learning in course descriptions and syllabi. Some programs of study (teacher education, allied health, and nursing) have specific student expectations based on professional standards and tests to measure student competencies leading to a conferred degree. Faculty members provide supportive formative and summative assessments of academic progress to help prepare students for these national/state exams. All faculty members are involved in the development and revision of courses to ensure that TMCC’s curriculum is current and meets the needs of the students and the community workforce.

3.C.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs.

All faculty are appropriately credentialed based on HLC recommendations. All faculty are required to have a degree above the degree level they are instructing and within the field in which they teach. In specialized trade and industry fields, TMCC faculty are required to have additional industry certifications, and must obtain ND State CTE teaching certification. When hiring faculty, the Dean of Academic Programs posts each teaching position based on the specific credentials required of the position. Only those individuals who fit the requirements are considered viable candidates. Records involving specific credentials of each faculty member are securely held by the TMCC Human Resource Manager. The public record of the [faculty credentials](#) is listed on the TMCC website. Adjunct faculty (contractual) are hired on an as-needed basis. Adjuncts are expected to meet required credentials as closely as possible with respect to the course level and content material.

The North Dakota Department of Public Instruction has defined dual credit courses as regular college level courses and therefore should invoke the same rigor and pace. In a memorandum dated August 20, 2012, the Chancellor for the North Dakota University System and the North Dakota Superintendent of Public Instruction delineated standards for dual credit courses, including instructor credentials: “Instructors teaching credit-bearing college level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus.” In addition, the memo specifies that dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication.

3.C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

TMCC expects excellence from all employees in the daily performance of their duties and responsibilities. In accordance with TMCC’s [faculty policy manual](#), all faculty members are evaluated each year by their students and by department supervisors. The student evaluation is a measure of student satisfaction with the course content and pedagogy. The evaluation ensures that the faculty member is able to convey the key concepts of the course and the unique teaching strategies to bring forth the greatest potential for deep understanding of the material. In some instances the evaluator is the Dean of Academic Programs, in others it may be the department chair. The Dean of Academic Programs may perform unannounced class observations.

The faculty institutional evaluation schedule follows a prescribed timetable outlined in the TMCC personnel policy manual ([Section 5 Subsection 5.0030](#)). This policy also provides for faculty self-evaluation, and departmental evaluations based on criteria specific and unique to particular fields of study.

The Human Resources Manager meets with TMCC supervisors once a year to dispense evaluation materials that are used to measure faculty dispositions and work ethic within the college system. The HR manager provides instruction on the timeline ([Policy Manual Section 5 Subsection 5.0030](#)) for conducting evaluations and for reflecting on the results. Data from these evaluations is compiled and presented to the faculty member for review. The faculty member then meets with his/her supervisor to discuss the results and formulate a plan of action to address areas where improvement may be needed.

The evaluation process supports annual faculty Individual Professional Development Plan narratives. In their [IPDP](#)'s, faculty members define areas critical to continuous professional enrichment and ways to strengthen their professional practices (e.g., participating in advanced course work; contributing to professional literature; attending professional conferences; conducting independent research; integrating Indian traditions, practices, and perspectives into course materials and procedures). All of these practices ultimately lead to robust course offerings for all students at the College.

3.C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The Human Resource Manager reviews and verifies all faculty application materials for appropriate academic credentials. Applicants who meet the criteria are added to a pool of viable candidates, which is presented to a hiring committee for review. Selected by the Human Resources Manager, the hiring committee is comprised of faculty, administration, and staff members, including a minimum of two representatives from the department hiring the position. Committee members review and score applicants according to a matrix provided by HR. Scores are tallied by members of the selection committee and used to decide which candidates should be interviewed. The same committee members participate in the interview process. Recommendations to hire are forwarded to the College President in the form of a memo. The President has the option of either concurring with the committee's recommendations or asking for the position to be reopened in order to review more candidates.

Once hired, faculty members are expected to maintain their professional status through means most appropriate for their discipline (licensure, continued credentials or endorsements). They also are responsible for developing Individual Professional Development Plans. IPDP's are designed to cover one academic year of professional development, updated annually to accurately reflect changing needs and goals. IPDP's are submitted to the department chair for review. Copies are kept with the department chair and another given to the Dean of Academic Programs. Generally these copies are held in a digital format for ease of access and revision.

TMCC policy provides guidelines for all faculty in the systematic planning for professional development to service both the institution's needs for high-quality teaching professionals as well as the needs for those professionals to continue to grow in their area of expertise. Areas of priority for these campus-wide professional development

experiences address leadership and customer service from [Kostas Voutsas](#), and educational technology with [John Kuglin](#).

3.C.5 Instructors are accessible for student inquiry.

Next to instruction, advising students is the most important faculty role. Beyond the basic procedures of posting schedules and maintaining office hours, faculty are obliged to provide timely, accurate, and sensitive advice to students. While academic faculty do not function formally as counselors, they bear a responsibility to listen attentively, to advise carefully, and to refer students for professional counseling and services. ([Policy Manual Section 6](#)) Students are most successful in contacting faculty through email. Other methods include Jenzabar, and the iTechnology REMIND 101, which allows students to be contacted quickly via cell phone text messages.

Regardless of whether courses are offered online, via Interactive Video Network or in the traditional classroom, all full-time faculty are expected to provide students with reasonable office hours (8-10 per week). Information on office hours is conveyed to students through syllabi and postings outside faculty offices. Students can access the TMCC academic calendar from the website as well as on their Jenzabar accounts. The calendar provides timely information regarding registration, add/drop date, financial aid disbursement, holidays, and other days when classes may not be held.

All students are assigned a faculty advisor. The faculty advisor ensures that each student is enrolled through the Jenzabar records management system and has received a copy of their schedule. Also, faculty serve as advisor for student organizations (e.g., Culture Club, Early Childhood Club).

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Tutoring

TMCC staff members dedicated to student support have multiple professional credentials specific to the services they provide. The Zhaabwii Learning Center is a tutoring service that assists students in language arts and math. Staff members in this department are credentialed instructors and administrators licensed by the North Dakota Standards and Practices Board. The Zhaabwii director has a master's degree in education. TRIO, the student support services program sponsored by the Department of Education, provides first-generation college students with multiple services, including counseling, tutoring, and access to technology. Staff within this department hold bachelor's or master's degrees in counseling, human resources, or business and management. Each year TRIO staff participate in regional professional development meetings and workshops enabling them to upgrade the level of services they provide TMCC students. TMCC maintains a math lab for students to utilize computerized tutoring as well as face to face tutoring.

Financial Aid

The Financial Aid Department assists students in procuring support for their college education. The director has completed all but her dissertation in an Education Leadership program, while the Financial Aid Officer and Financial Literacy Counselor hold bachelor's degrees in business and accounting. The Scholarship Technician possesses an Associate of Science degree. Members of this department work one-on-one with students on a daily basis, helping them complete forms and applications for financial support. Several times a year the department offers financial literacy workshops for students to cover areas such as budgeting, credit card debt pitfalls, and financial responsibility. Financial aid staff members attend bi-annual state conferences and the National Association of Student Financial Aid Administrators conference on a regular basis. TMCC offers a financial aid night for parents and student. The financial aid staff covers topics such as changes to federal aid, FAFSA application processes, scholarship information, and updated regulations.

Co-curricular activities

Cultural/traditional health and well-being services are offered to any student who wishes to learn more about the Anishinabe ways and/or seek spiritual counsel in the Anishinabe Mitchif Abiwin-First Nations Room. Students can learn about the drum, traditional songs, stories, language and medicines. Support in learning the traditional ways and stories of the Anishinabe people is available to TMCC faculty and staff and the entire Turtle Mountain Community. The leader of this department holds a master's degree in educational leadership and seeks professional development enrichment through language and cultural immersion experiences on other Indian reservations and tribal colleges.

TMCC has a men's and woman's basketball program. TMCC basketball teams are coached by highly trained coaches with many years of experience in coaching.

Student Services

The Student Services Department serves as a central hub for the College. This office is typically the first one to have contact with a student seeking information regarding TMCC. Within this department is the Dean of Student Services, the Registrar, Admissions Technician, Retention Technician, and Switchboard Operator. The supervisor of the department (Dean of Student Services) requires a master's degree in education or related field with preference given to a doctorate degree in education or related field. The Registrar holds a master's degree in business administration, the Admissions Technician has a bachelor's degree in business administration, and the Retention Technician holds a bachelor's degree in English.

Due to the highly sensitive nature of the documents within this department regular attendance at specialized professional development conferences is vital for the Registrar, Dean of Student Services, and Admissions Technician. Collectively, Jenzabar module training has occurred several times over the course of an academic year. In addition, these staff members attend the National Academic Advising Conference and the North Dakota Chapter of the American Association of Collegiate Registrar and Admissions Officers meeting.

Career and Technical Education

All CTE staff and/or faculty possess a bachelor's or master's degree appropriate to their field of work or a state career and technical education teaching certificate. CTE staff and faculty attend the annual fall CTE Professional Development Conference, sponsored by the ND State Board for Career & Technical Education.



All TMCC faculty submit a Professional Development Plan each fall addressing how they plan to professionally develop in the areas of advising, teaching, and personal development. Through professional development activities, CTE instructors and/or staff maintain industry recognized certifications and credentials that include:

- RUReadyND Job Readiness & Career Planning
- Microsoft User Certification
- NCCER Certification
- State Welding Certification
- EPA Certification
- OSHA Certification

The certifications provide for industry specific academic advising.

3.D The institution provides support for student learning and effective teaching.

TMCC is acutely aware of the challenges of meeting student needs in a diverse and challenging community. To this end, there are central offices and program-based offices devoted to ensuring that all students are provided with the services necessary for their academic and professional development. These services represent a significant investment by TMCC.

Because of the unique curricula and performance standards in professional education, certain student support services are provided exclusively by the College. These include admissions, orientation, academic advising, post-graduation planning, profession-specific student organizations, and career counseling. TMCC also offers the following services: registration and financial aid; health and wellness; nonacademic counseling; services to students with disabilities; recreation; and social and cultural programs. However, it is important to note that the academic and career and technical education programs meet regularly with the Dean of Student Services and student services personnel on-campus to ensure a coordinated effort to meet students' needs.

Students learn about the services available to them through the orientation process, campus web sites, and the [TMCC Referral Guide](#). The offerings are as dynamic and varied as the College's professional offerings and continue to develop to meet student needs. In addition, presentations are made to students by TMCC and school personnel throughout the year.

TMCC provides multiple targeted venues of student support services which reflect the institution's mission to meet the needs of the Turtle Mountain Band of Chippewa Indians in their pursuit of higher education. "*The Spirit Within Us* defines our approach to interactions with students ... and the community." ([Dr. Jim Davis, TMCC President 2012 TMCC Website "About Us"](#)). This central philosophy actively drives the entire student support service cooperative that seeks to resolve problems that may prevent students at TMCC from successful persistence in their academic goals and career.

3.D.1 The institution provides student support services suited to the needs of its student populations.

Turtle Mountain Community College offers a wide range of student support services directly linked to academics. However students are also encouraged to participate in a number of social, cultural, and co-curricular athletic events while engaging in their academic pursuits. The College supports a number of student organizations' (e.g., Pow-wow Club, Student Senate, Culture Club, Early Childhood Club, TMCC Student Chapter of the National Education Association) efforts in community service. Often students become involved in fund raising activities for other students who have experienced hardship. These efforts to reach out to the student community and become a 'family' of students is highly supported and encouraged by all faculty, staff, and administration at TMCC.

The department/programs of Financial Aid, Academic Records, Career, Personal, Financial and Behavioral Counseling, Job Placement Center, Anishinabe Learning, Cultural and Wellness Center, and Zhaabwii Learning Center work in unison to provide the most comprehensive services that support personal growth and learning of every student at TMCC. Staff members within each discipline have professional credentials and ongoing training in their targeted support area. In the case of traditional health and well-being, the staff are professionally credentialed and are also supported by the Turtle Mountain Band of Chippewa Indians to provide these services for all students at the College.

The Student Support Services Program is sponsored by the Department of Education and is a part of the TRIO program. Student Support Services (SSS) assists students who are low income, physically impaired, and first generation college students. The function of SSS is to help the student experience success in college. SSS is an academic support program that assists students to initiate, continue, or resume their college education. All services are available to eligible students at no cost.

In order to qualify for the free services, a student must meet at least one of the following criterion:

- Low income
- An individual with a disability
- First generation college student

Students are encouraged to take advantage of TRIO supported opportunities to enhance their chances of academic success. The TRIO SSS students may participate in the program as often as needed as funding allows. The SSS department staff are poised to assist eligible students in overcoming a wide variety of difficulties that present obstacles (e.g., inadequate educational background, lack of in-home access to technology and internet).

The goals of the SSS/Trio program include: (a) increase student retention and academic capabilities culminating in higher graduation rates for TMCC, (b) increase the transfer rate of TMCC students from two-year to four-year institutions, and (c) foster an institutional climate supportive of the success of economically disadvantaged, first generation, and physically handicapped students.

Financial aid is made available to those students who meet the requirements set by funding agencies. The financial aid consists of grants and scholarships, federal work-study, tuition waivers and any other financial resource available. Grants and scholarships are gifts of money that do not have to be paid back. Work-study allows the student to work on campus and earn money for educational purposes. A financial hardship tuition waiver is available to students who demonstrate a lack of funding. TMCC does not offer student loans to students. All financial aid policy and procedures are published in the catalog and on the [Financial Aid tab](#) on the College website.

The Career & Technical Education (CTE) department provides a wide range of programs to approximately 275 students annually. The CTE staff assists students with career planning and job searches. CTE programs are provided with academic advising. A dual-advisement program has been established and provided to every CTE student with both a faculty advisor and a department advisor.

The CTE department has two full-time career navigators, a retention/data collection technician, and two placement officers. The career navigators take the students from pre-admissions to completion of their graduation plan. The retention/data collection technician works with students and faculty on a daily basis. The faculty notify the technicians when students are not attending classes, need tutoring assistance or any other support services. The career navigators and the retention technician work directly with the students to connect them with the appropriate service provider.

Placement services are provided to all CTE students; services include a 16 week in-depth job readiness course that covers job readiness searches, creation of job portfolios, resumé development, interviewing techniques, and an etiquette dinner event is scheduled for student participation. The department offers a student internship program that provides students with experience related to major or career interests. In the spring of 2013 the department offered their first job fair and are planning to offer a second fair in the spring of 2014. This event is projected to become an annual event.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Before each term, all new incoming students are required to take placement tests in order to provide faculty advisors with the appropriate information needed to guide the student through this critical first semester in higher education. These tests are designed by the individual departments within the institution (English, Math, Science). TMCC does not require an ACT score to apply to the College. These placement tests are based on industry standards that have been found to be extremely reliable over the years in predicting positive student outcomes. Data from these placement exams are held in the office of the Registrar who then uploads the necessary prompts into the Jenzabar system to guide student advisement.

This process provides for checks and balances between student, advisor, and Registrar in order to ensure that students only enroll in courses for which they have sufficient background knowledge (remedial or otherwise) for ultimate academic success. Students are not penalized for taking remediation courses through financial aid when they are placed at the remedial level. Remedial courses are included in the maximum number of credit hours attempted or successfully completed toward completion of the degree ([TMCC Catalog 2012-2014 pg. 25](#)).

In order to provide every possible means for student success, the Zhaabwii Learning Center is equipped with the latest technology and proficient tutors in Language Arts. Students who require assistance in Mathematics may request tutoring through the TRIO program as well as in the Math Lab. At present TMCC does not provide science tutors due to lack of available support funding. Another option for students with deficits in science is to schedule time during office hours with their instructor for one-on-one assistance with specific science content.

All TMCC Faculty are student advisors and every faculty member is assigned students who are declaring a program of study in his/her area (e.g., Associate of Arts, Associate of Science, Certificate programs, and Bachelors). Faculty must sign off on students' registration each semester and meet with students for advisement of their programs of study. The process is documented thru the Jenzabar enrollment services program.

3.D.3 The institution provides academic advising suited to its programs and the needs of its students.

High quality accurate student advising is crucial in order to meet the academic goals of each TMCC student. TMCC policy speaks directly to the role of faculty in addressing advising of students: Policy Manual Section [6.1.0030](#) states "Next to instruction, advising students is the most important faculty role." Thus, advising responsibility lies primarily with faculty within each program department or degree option (e.g., Career and Technical Education, Teacher Education, Allied Health, Associate of Science, Associate of Arts, Associate of Applied Science, etc.).

Advising data are housed in Jenzabar which is the institution's information management system. From Jenzabar, faculty advisors are able access unofficial transcripts, student schedules, and plan of study analysis. Students are able to register for classes as well as add and drop courses from their schedule through the Jenzabar platform. These changes are sent by email to faculty advisors for approval. Faculty may also send information through Jenzabar to the student with regard to course registration and appropriate selection of courses to meet the curriculum which they have declared as a major.

Students at a distance are offered all of these same advising services through the online application. Jenzabar affords greater flexibility in the manner in which the programs and services are offered to all students at TMCC. In the event of technical problems students can contact the IT department on campus via email or face to face to discuss problems with access to their Jenzabar account. Jenzabar training is offered to all students and faculty in order to provide a seamless articulation between students, faculty and staff in accessing registration, coursework, grades, and communications from student services.

The Dean of Academic Programs is responsible for placing faculty as advisors ([advisor list](#)) within degree plans offered by the College based upon expertise in the content area. The advisor list can be found under the student and faculty tabs of the College website. The degrees are partitioned as Associate of Arts, Associate of Science, Associate of Applied Science, CTE Programs, Allied Health, and Bachelor of Science in Teacher Education. Based on these assignments, the associate degree advisors are assigned students alphabetically. Students declaring unique concentrations in the associate degree are advised by instructors with knowledge in that area. For example, a student pursuing their Associate of Arts degree with an emphasis in Psychology would be advised by a Psychology instructor. The same is true for students pursuing a major in a CTE program, Teacher Education, Allied Health, etc. In this way students are mentored by instructors who have themselves been in a similar degree plan. This provides for a more connected relationship between the advisor and student. This bond of trust can serve as tool for both parties in meeting the rigor and unexpected challenges of higher education.

The advising list generated by the Dean of Academic Programs is forwarded to Student Services staff who then uploads the data into the Jenzabar system under the advising module. Once the student is placed with an advisor, all pertinent information regarding student academic record, transferred credits, and major plan of study become available to the advisor via Jenzabar in the faculty advising module. Thus assigned advisors have access to future course needs and degree completion for each student. The advising module makes it possible for the student, advisor, and student services to determine where the student stands at any point in time accurately and efficiently. The Student Services staff create groups for each degree or certificate with the proper advisor and also generate advising trees for all degrees or certificates offered. Within the trees, the programs of study are designed for each catalog year.

Advantages to this system are numerous for all parties involved as transparency is provided for students in the development of their schedules and future academic plans. Registration is streamlined as students are not required to have time slots with their advisors. They are instead able to register online and then request approval for their

schedule from their advisor. The advisor receives a notification in the form of an email to approve the schedule. Adjustments are made at this point to ensure that the student has enrolled in the correct courses to meet the requirements of his/her degree plan. If there are discrepancies, the student or advisor may request a face to face meeting in order to resolve the problem and put forth a suitable schedule to meet the requirements of the degree.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings)

In May 1999, the College moved into a new 124,000-square-foot facility on 123 wooded acres overlooking Fish Lake. Located two-and-half miles north of Belcourt, the main campus building is equipped with state of the art technology, general and subject-specific classrooms and labs, a library and archives, learning resource centers, business offices, student services, faculty areas, gymnasium, student union, and an auditorium with seating for 800. Since TMCC is a commuter college, there are no residence halls.

In 2002, the College purchased Anishinabe Learning, Cultural and Wellness Center from the Evangelical Lutheran Church in America Eastern North Dakota Synod. Set on 102 acres adjacent to the main campus, in addition to a wellness center, the center complex includes an equine science building, tack shop, a small barn, five cabins, roundhouse, church, straw-bale structure, an A-frame building, trading post, boat house, and maintenance garage. The grounds offer a variety of recreational features including a riding arena, ice rink, beach, playground, nature trails, and a fitness course. A small cemetery and a medicine wheel are also located on the property.

In 2008, a Career and Technical Education building was completed to house the Building Construction Technology and Residential Electrical CTE programs. The building has 14,000 square feet of space, a large area for building home(s), two classrooms, and two shop/lab areas.

Also newly constructed on the main campus are the Student Union and the Zhaabwii Learning Center. The Student Union is a 6,900 square foot facility that houses the TRIO program administration and staff for TMCC. Students are able to access a number of support services in this one centralized location such as tutoring, job placement and counseling. In addition, the Student Union serves as a place for student clubs and organizations to hold meetings, access computers and printing, and simply relax and socialize with other students in a comfortable welcoming environment. The TRIO Director sponsors a weekly meal for all students, faculty and staff. Support for this unifying activity is largely through donations from faculty and staff in the form of food and supplies.

The Zhaabwii Learning Center was constructed from existing space adjacent to the TMCC library. The center invested in computers, iPads, printers, video technology, furniture, and support materials in order to bring the highest quality student support services in the discipline of Language Arts. Tutors are available and students are tracked for positive academic outcomes by the Zhaabwii staff. Other departments within the College make referrals and develop Action Plans for students at risk that include guided services through the Zhaabwii Learning Center.

The Allied Health building is located along the shores of Fish Lake and houses all the technical materials and supplies, faculty, and staff to support the Nursing and Allied Health degree plans. This 7090 square foot facility is equipped with the latest health career technologies and educational materials.

TMCC's Project CHOICE (Choosing Health Opportunities for Indian Career Enhancement) which is sponsored by a Health Professions Opportunity grant from the U.S. Dept. of Health & Human Services to provide TANF (Temporary Assistance for Needy Families) recipients and other low-income individuals with the opportunity to obtain education and training in health care fields (which continue to be an area of high human resource need in North Dakota). The goal of TMCC Project CHOICE is to provide health career opportunities to 165 TANF and low-income students over the grant period of 5 years in one of the Allied Health programs or the gateway programs. The five areas specifically targeted by Project Choice are: 1) Pre-Nursing & CNA, 2) Nursing, 3) Medical Lab Tech (includes Phlebotomy), 4) Pharmacy Tech, and 5) Health Information management.

Services provided within the Project Choice program include:

- tutoring
- advocacy
- basic skills courses for those that need the extra assistance
- counseling/advising
- tuition & fees, books, scrubs,
- mileage to campus and clinicals
- childcare assistance (that is not paid by another source)

Turtle Mountain Community College seeks to meet the diverse needs of all students and community members by providing a Fine Arts-Public Assembly venue—The Jack Fiddler auditorium. This facility can seat up to 800 patrons. The auditorium includes Music and Art classrooms. The auditorium is equipped with audio/video technology, a 7-foot Yamaha grand piano, as well as a complete lighting and sound system which afford the best possible atmosphere for performances. The Jack Fiddler auditorium has been used for a wide array of activities including but not limited to graduation, public community forums, political programs featuring tribal, state, and national legislators, memorial services for tribal elders and dignitaries, faculty/staff leadership training and general meetings, music and drama performances, and cultural presentations which educate on the historical stories of the Turtle Mountain Band of Chippewa and Mitchif.

TMCC has a library which is staffed by two full time personnel, one part time worker, and students employed under the Work-Study program. The library has one central office with two separate work areas. The facility is used by TMCC students and the general Turtle Mountain Reservation community. The library has 12 computers and offers free public Wi-Fi. Patrons may also use the copy machine, scanner and FAX services. Materials may be accessed on the shelves or through Inter-Library Loan. The library also has tutoring rooms or study carrels available for individuals requiring or desiring a greater level of privacy while working in the library. Research databases include all resources within EBSCO and ERIC. Cultural resources not found anywhere else in Rolette County--especially those pertaining to Turtle Mountain Band of Chippewa Indians--can be accessed in the library. The library houses Tribal archives and precious objects of significance to the College and the Turtle Mountain Band of Chippewa. The library is open until 8:00 p.m. on week nights to accommodate both students and community members.

A recent addition to the services provided by the TMCC library is the digital lending program Library2Go. This service is offered at no charge to all patrons of the library. Traditional holdings include as non-fiction and fiction, children's literature, periodicals, audio books, DVD/VHS, large print section, oversize book section, teacher education section, reference section, and biography section. TMCC's library also provides the "Anish" section which offers books written by Native authors, thematically Native, or simply describe the Native perspective of Rolette County history. The TMCC library is the only public library on the Turtle Mountain Reservation. All services are available to the public with the exception of items in reserve and Library2go. The library is supported through institutional funds and a grant that supports one part-time position. Some holdings are supported by the Institute of Museum and Library Services.

The Anishinabe Learning, Cultural and Wellness Center is located south of the main campus on BIA # 7. This facility is supported largely by a Land Grant Equity and Endowment fund. The focus is agricultural and ecological conservation education. Anishinabe provides vital educational opportunities that emphasize sustainability, well-being and culture. The facility is comprised of multiple structures each with unique yet related purposes. The main building was recently (2012) renovated with a 975 square foot teaching kitchen which cost approximately \$170,000. Training on the preparation and preservation of food products harvested from gardens and small scale ranching operations are offered to all members of the community. Also on the Anishinabe campus are the following structural facilities and outdoor amenities: a small business incubator/trading post, a student garden with complimentary traditional gardening evening classes in the Straw Bale building, a Learning Trail with signs posted which identify areas of plant habitat that are associated with the Native culture and traditions, a Low Ropes Confidence trail to support physical fitness and agility, and the A-Frame lodge which is available to the public for events and is also the site of the summer Ojibwa Language Immersion Camp. Renovations are currently underway for the Roundhouse which is of cultural historical significance to the Turtle Mountain Band of Chippewa.

In 2011, the IT Department underwent major structural renovations culminating in an increase in the workspace square footage for IT-staff and a more environmentally appropriate location for the server and related equipment. The renovation also included a technology training room in which small group specialized training can occur for TMCC faculty/staff. The computer lab is for students and was relocated to Room 114 to allow for this expansion. The lab is equipped with a Promethean Board, 32 computers and a printer. Students are able to use this facility whenever classes are not being held in the room. Large group technical trainings also occur in room 114.

3.D.5 The institution provides to students guidance in the effective use of research and information resources.

A major component of the research process is effective communication of data to a target audience. While not all students enrolled at TMCC engage in scientific research, they do participate in developing communication skills in writing that are used in all research endeavors. English 120 course assessment data show 70% gain in understanding of the process of developing a framework for writing a research based paper. These data are directly tied to writing skills, use of research formatting (MLA), and the incorporation of multiple sources to support their thematic premise. These skills are easily transferable to other academic areas that further students in inquiry based learning. In the Contemporary Native American Issues course taught in the Social Science department, students are required to research a topic and provide an evidence-based presentation that is publicly shown to all TMCC students, faculty and staff. This presentation is later entered into competition at the annual American Indian Higher Education Consortium (AIHEC) Student Conference.

Within the realm of scientific research, TMCC has been a longstanding participant in research projects that involve students in the development of research proposals, data collection, data analysis, and ultimately presentations of these data in public forums such as the American Indian Higher Education Consortium student conference, *The Tribal College Journal*, American Indian Science and Engineering Society regional meetings, and the North Dakota Tribal College Research Symposium. Much of the success realized in research at TMCC stems from the equipment and lab facilities located on the North and Anishinabe campuses. There are seven rooms currently in use for science lecture and laboratory--six on the main campus and one located in the Strawbale building on the Anishinabe campus. The rooms (main campus) are all equipped with overhead projectors and wireless internet. The special features of the rooms are summarized in the following:

Room 100 has six lab islands and can accommodate 20 students. Each of the lab islands is also equipped with a MeasureNet data system that feeds into one central computer, printer, and spectrophotometer. The data collection probes at each station include temperature, pressure, voltage, and pH. There are four caged Mettler balances with accuracy to a tenth of a milligram and two RotoEvaporators. There are two large fume hoods, each equipped with light, fan, water, and gas. The lab also has ample counter and cabinet space along three walls. There is a chemical stockroom connected to Room 100 with its own sink and is lined with counters and cupboards for separation of chemicals

into safety groups. Two acid cabinets and two volatile flammable liquid cabinets are vented to the outside separately from the inside air. A fan runs continuously to provide a constant supply of fresh air in this room.

Room 101 has a seating capacity of 32 and is used for lectures and laboratory exercises. This room is equipped with 12 desktop computers, with electrical outlets on each table making them good work stations for microscopes and other equipment that requires 120VAC. The room also contains 40 compound light microscopes; 20 dissecting microscopes; a fume hood with water, light and gas; an ultra-low temperature freezer; over 1,200 prepared slides; and over 1,000 preserved plant, protist, fungus and animal specimens. The microscopes are often used in other science rooms as well.

Room 102 is used for lectures and seats 24 students. The small preparation room adjacent to Room 102 houses an atomic absorption spectrophotometer with graphite furnace vented to the outside, a UV spectrophotometer, an isocratic liquid chromatograph, a gas chromatograph with a mass spectrometer, and an IR spectrophotometer.

Room 103 is used for laboratory exercises and research, has a seating capacity of 24 and is equipped with six lab islands; a fume hood with water, light and gas; and three incubators that can be set for specific temperatures and photoperiods. A small prep room adjacent to Room 103 has a gas chromatograph and an autoclave.

Room 108 is used for research and laboratory exercises and has a seating capacity of 10. It is equipped with a fume hood, two lab islands, a reasonable amount of counter space and a number of storage cabinets and cupboards. This room is equipped with three computers, a nano drop spectrophotometer, a DNA sequencer, an endothelial function monitor and three thermocyclers.

Room 110 is used for both lectures and laboratory exercises. This room contains three lab islands, a thermocycler, IVN equipment, and a large materials testing machine. A large storage room connected to Room 110 has numerous shelves and space for storage of all types of science equipment.

The Strawbale building was constructed in 2005 at the Anishinabe campus and serves as a science classroom. It has a seating capacity of 40 but has no sink, gas, lab islands nor fume hoods. There is no wireless internet access in the Strawbale building, but there is hardwired internet access in the front of the classroom space.

TMCC students are provided guidance throughout their educational experience with the use of various educational resources. This begins with English I and II, speech and a variety of other courses. In the arts and humanities courses students are required to complete literature reviews, research papers, and presentations. In the life science courses, students are required to complete a research project, in which they learn the scientific method of research. Thus collectively across multiple disciplines, TMCC is

working to provide the support, technical skills and mentoring necessary for students to engage in research.

3.E The institution fulfills the claims it makes for an enriched educational environment.

3.E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

The College supports the development of new student organizations by providing seed money to the club treasury which is meant to foster the growth of student co-curricular activities. Thus, "Creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the College establishes a...student body exerting leadership in the community and providing service to it." ([TMCC Catalog](#)). Students engage in partnerships with community schools, businesses, and policy making boards in their efforts to bridge their academic learning with service to the reservation and surrounding communities.

Examples of these activities include the Native Vote initiative to encourage the members of the tribe to participate in the 2012 election process, Day of the Young Child hosted at TMCC and supported by the teacher education programs, TMCC Expo which was a community event showcasing entrepreneurship on the reservation, Science Fair, Turtle Mountain Family Week, and the Women's Wellness Conference (partnership with the Indian Health Service).

The Student Senate is a service oriented leadership organization that participates in all aspects of the College governance. A student representative and the Senate President are seated on the Board of Trustees and bring forward concerns from the general student body at the monthly Board of Directors meetings. In addition, the Senate engages in activities that acknowledge their appreciation for the entire administration, faculty and staff at TMCC by cooking a Thanksgiving meal. The student Senate also participates in the political discussions held each legislative session in Washington DC. They, along with the TMCC President, spend a week in the capital city meeting with senators and congressmen who represent North Dakota as well as other states with tribal colleges. The intent is to expose these young leaders to the political process directly associated with the tribal college system and its funding matrix. In addition, students are able to attend numerous venues where discussions are held by tribal college students from across Indian Country. Through these activities, TMCC Student Senate members are able to gain multiple perspectives on the history and future goals of the tribal college system.

Turtle Mountain Community College is keenly aware of the increasing risk of potentially dangerous situations within public education throughout K-16. In order to prepare in all ways possible for any number of untimely events that may lead to harm of students, faculty or staff, a comprehensive a guide of [Emergency and Crisis Management Procedures](#) was developed, approved by the Board of Directors and implemented.

Details of this plan of action available through the Human Resources office. The College conduct drills periodically during the academic year in order to ensure that everyone follows the safety procedures prescribed in the plan. Other measures that have been undertaken to ensure a safe environment is the installation of security cameras inside and outside of the building. Surveillance of these cameras is overseen by security personnel who are on duty throughout the campus's operational hours and non-curricular functions. Security officers and their related equipment are housed in a separate office within the main campus building.

Students have access to multiple resources to ensure their safety and overall quality experience while attending TMCC. The ALERTNOW Notification Service allows us to send a telephone, text and/or e-mail message to students providing important information about school events or emergencies which may include cancellations due to inclement weather conditions. The [Student Right to Know](#) disclosure and brochure also contain important information regarding student safety and campus crimes. Lastly, the TMCC [Referral Guide](#) for students is a condensed listing of the many services and referral providers at their disposal for student needs ranging from day care to mental health. The referral guide addresses questions involving financial aid, vocational rehabilitation, career counseling and more. This brief document is designed to be a quick guide to all services and opportunities available to students through the College and community.

3.E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The mission of TMCC is to continue in its self-determination efforts by way of providing exceptional opportunities through higher education to all individuals seeking to enter into a better future for themselves and their families. Whether the opportunity exists in the research lab or in the sweat lodge, the College maintains a steadfast commitment to all who enter the institution seeking knowledge and personal guidance/mentorship for a better future.

Scientific investigations undertaken at TMCC have a direct impact upon the community of the Turtle Mountain Reservation. Examples of definitive research –based evidence of TMCC's contribution to education, community and economic development include the radon gas study funded by the Center for Disease Control and National Science Foundation (NSF), the pre-Eclampsia in pregnant Native American women sponsored by the National Institute of Health, the investigation of mosquito population trends and associated implications for disease control and overall human health, sponsored by USDA & NSF, analysis of climate change linked to deforestation of the Turtle Mountains sponsored by the NASA, water quality, inventory of native flora and fauna in the Turtle Mountains sponsored by NSF, and discovery of new leech species within the fresh water estuaries (NSF).

The overall impact of TMCC to the economy of the Turtle Mountain Reservation, Rolette County, and the state of North Dakota begins when a student enrolls in a degree program, ultimately graduates, entering the workforce prepared for unlimited career possibilities. Opportunities exist for individuals who have not completed high school through the GED program directed by TMCC to first-year first-semester freshmen students pursuing a Bachelor's degree in the teaching profession.

The College has an older than average student demographic of mostly single females with dependents which is common to all tribal colleges. Across the spectrum of student preparedness, TMCC has and will continue to offer high quality academic programming that serves the students and the community (e.g., addressing workforce needs in health care, building trades, information technology, PreK-12 education, business administration, entrepreneurship, heating, ventilation and air conditioning, process power plant). This along with academic curricula that prepare students for transfer to four year universities fulfill the overall mission and goals of TMCC.

In order to make these directed efforts in higher education excellence a realization for TMCC students, a number of support programs, and funding sources have been utilized to support faculty professional development, begin new programming and degree plans, and recruit continuing financial aid partners (e.g., American Indian College Fund, the Gates Scholars program, the North Dakota State grants/scholarships, the Turtle Mountain Band of Chippewa tribal scholarship, etc.).

Improvements, renovations, and new construction have continued at TMCC in recent years which further demonstrates the commitment to the mission and goals originally chartered over 40 years ago. While future challenges may still be faced by the College in meeting the demands of such a daunting task, collectively the unit is strong in finding the means with which to approach problems and work through the obstacles to ultimately envision a stronger institution of higher education serving the Turtle Mountain Band of Chippewa.

Criterion 3 Summary

TMCC addresses Criterion Three-Teaching and Learning, Quality Resources, and Support in ways that have continued to add value to higher education opportunities on the Turtle Mountain Reservation and surrounding community.

Areas of Strength

- Degree programs which meet the rigor of higher education.
- Consistency in course delivery across multiple platforms (IVN, online, face to face & hybrid), using innovative technological applications to support instruction.
- Highly qualified faculty and staff who work in partnership to provide the best educational experiences to our students while they are enrolled at TMCC

Opportunities for Improvement

- A need to identify additional resources for the recruitment of faculty.
- A need to identify additional financial resources for targeted professional development for faculty.
- Faculty and staff are at times overwhelmed by the wide range of synergistic tasks they may be required to complete.

Chapter 6: Criterion Four - Teaching and Learning Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A The institution demonstrates responsibility for the quality of its educational programs.

4.A.1 The institution maintains a practice of regular program reviews.

TMCC program reviews are conducted by faculty, academic standards committee, state education boards, and the NCA on a regular basis, as evidenced by the following:

- During the 2011-2012 term, faculty reviewed student learning in the [Associate of Arts](#) degree program.
- The faculty reviewed student learning in the [Associate of Science](#) degree program in the 2012-2013 term.
- The State Board of Career and Technical Education conducts a [five year program review](#) and on-site visit of the TMCC's Career and Technical Education (CTE) programs. The CTE programs follow the ["Standards of Quality" program requirements](#). The review and on-site visit is conducted by a peer review team specific to each CTE program area of study. A report is prepared by the team and submitted within 30 days of the on-site visit. The report findings include commendations, concerns, and/or recommendations that result in plan of action development.



- In addition to the program reviews and on-site visit, the CTE program meets with its [advisory committee](#) every fall and spring semester. The establishment of an advisory committee is mandated by the State Board of Career and Technical Education. The purpose of the advisory committee is to serve as advisor to the CTE program. Each member of the advisory committee is assigned to a specific CTE program. Examples of advisory committee members include welders, business owners, contractors, local high school teachers, Indian Health Service representatives, etc. At the meetings, CTE instructors provide advisory committee members with copies of their respective programs. Even though the advisory committee does not approve or certify any program curricula, they provide valuable information on community needs, resources, course competencies, etc. This information is used to make improvements to the respective programs to better prepare students for employment.
- The teacher education department is reviewed by two accrediting agencies: [North Dakota Education Standards and Practices Board](#) and the NCA Higher learning Commission. TMCC is required to meet all standards under both of these organizations in order to become an [accredited program](#). The accreditation provides students eligibility for federal funds (financial aid), as well as transferability of credits from one institution to another. Once a program has met the accreditation standards, the unit is [revisited](#) on a schedule that is in compliance with these agencies. Sometimes the schedule will require a two year focus visit; other times no visit will be scheduled for up to five years.

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Credit that TMCC transcripts is evaluated according to the College's [transfer credit policy](#). This includes evaluations by the Registrar, general education agreements, TMCC's academic standards committee, and if needed, course instructors (when the credit is in a discipline new to TMCC, or is a specialized type of learning).

- In May of 2002, TMCC implemented a [General Education](#) core curriculum that qualifies for transfer within the North Dakota University System and North Dakota colleges. Students who transfer into TMCC from an accredited North Dakota university or college receive credit for equivalent courses based on the General Education [agreements](#); the same is true when they transfer out.
- TMCC's academic standards committee is responsible for the following areas:
 - academic programs
 - curriculum development
 - [new courses and course changes](#)
 - academic standards
 - [academic bankruptcy](#)
 - guidance for Dean of Academic Programs when requested
- Transfer students can find information on requirements on the [transfer student tab](#) on TMCC's website as well.
- TMCC does not award credit for prior learning, such as CLEP testing.

Credit recorded on transcripts by TMCC is evaluated according to written policies and procedures, standards set by national organizations, and by [North Dakota's General Education Requirement Transfer Agreement or GERTA](#).

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

Transfer students are required to complete an application for admissions and submit an official high school transcript of General Equivalency Diploma. In addition, transfer students must have an official copy of their transcripts from previously attended colleges sent directly to the Registrar's office.

All transfer courses are reviewed by the Registrar and, if needed, by the department to which the transfer credits relate. Course syllabi and program expectations from transfer institutions may be reviewed. Transcripts are checked to see if prerequisite courses have been completed (basic courses require completion of high school diploma or equivalent and upper-level courses require completion of introductory courses). Students' course entrance dates also are reviewed to ensure they were following courses of study based on the institution's current catalog. Articulation agreements with institutions like the University of North Dakota, or collaborative agreements with institutions like Bismarck State College, also may be used to identify courses that meet transfer eligibility requirements [Sample Articulation Agreement List TMCC UND](#).

Example of the transfer process: When students transfer into TMCC's criminal justice program, Registrar and criminal justice program instructor conduct a transcript review. Course description(s) from the previous institution(s) are reviewed and compared to TMCC's course descriptions for equivalency. If necessary, the institution from which the student is transferring is contacted to clarify/explain coursework and this information is relayed back to the Registrar for transfer determination.

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Faculty bear the principal authority for prerequisites for courses, course rigor, expectations for student learning, and access to learning resources at TMCC. The proposal and development of new courses and programs, as well as the modification of existing courses and programs, are processes that starts with the faculty. New programs are subject to the approval of the relevant department chair before going to the Dean of Academic Programs, the academic standards committee and the President. The Dean of Academic programs oversees these processes and offers guidance when requested.

The academic standards committee gives final approval to new courses and programs as well as modifications to existing courses and programs. When a proposed new or modified course or program is presented to the academic standards committee by faculty, the committee may choose to approve it without further modifications, suggest modifications, or reject it. If modifications are needed, the new course or program is presented again to the academic standards committee after suggested modifications are made. The committee again may choose to approve, suggest modifications, or reject.

Expectations for student learning are communicated to students in the course syllabi. TMCC has a standard [syllabi format](#) which can be found on the TMCC website faculty tab under forms. Examples of how learning objectives are made clear and available in syllabi are: ACCT 105 Syllabus, ASC 075 Syllabus, CJ 120 Syllabus, ENGL 120 Syllabus, MATH 102 Syllabus.

TMCC supports student access to learning resources through a number of programs:

- [Zhaabwii Learning Center](#) provides critical academic and tutorial support to students transitioning to, and completing, college. The word “Zhaabwii” means “survival” in Ojibwe.
- **Student Support Services** assists students who are low income, physically impaired, or first generation college students [Student Referral Guide and Student Union](#).
- [Project CHOICE](#) (Choosing Opportunities for Indian Career Enhancement) provides students enrolled in the Allied Health Programs with tuition assistance, mileage, childcare assistance, and tutoring.
- [Project GOAL](#) (Gaining Opportunities through Academic Leadership) helps prepare at-risk high school students at Turtle Mountain Community High School (Belcourt), Dunseith Public High School, and St. John Public High School by providing them with a variety of learning programs and strategies designed to increase academic achievement.
- **Tutoring and mentoring** are available to any students who request assistance through instructors, academic advisors, or counseling staff. These programs are monitored by faculty to assure meaningful services are being provided and desired outcomes are being achieved. A math lab is available for students needing assistance with math coursework.

Course rigor and quality are promoted by hiring faculty with appropriate qualifications and by providing instructors with opportunities for professional development ([Example: Training for Education in a Digital World](#)). TMCC follows the HLC guidelines for faculty qualifications. When hiring full-time faculty, the hiring committee includes the chair of the relevant department and one instructor. In addition, department chairs evaluate the teaching of each instructor in each department yearly to ensure that course rigor and quality are appropriate.

TMCC’s dual credit courses and programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum and follow the same syllabi as on-campus equivalents. Dual credit courses follow the North

Dakota Department of Public Instruction policy on dual credit. The [Dual Credit Handbook](#) contains information regarding processes and procedures and can be found under the [prospective students](#) tab of the TMCC website.

4.A.5 The institution maintains specialized accreditation for its programs, as appropriate to its educational purposes.

The College maintains specialized accreditation or provides specific curriculum to meet national standards in the following programs:

- [Teacher Education Program](#) is accredited by the North Dakota Standards and Practices Board and the NCA Higher Learning Commission.
- [Nursing Program](#) is designed to meet North Dakota State Board of Nursing Standards for nursing education programs. Graduates are eligible to write the NCLEX-PN, the national licensure examination for practical nurses administered by the National Council of State Boards of Nursing.
- [Phlebotomy Technician Program](#) follows requirements established by the National Accrediting Agency for Clinical Laboratory Sciences. Graduates are eligible to sit for the National Registry Exam.
- [Pharmacy Technician Program](#) is accredited by the American Society of Health-Systems Pharmacists. Students who complete the two-year program are prepared to take the national Pharmacy Technician Certification Examination administered by the Pharmacy Technician Certification Board.
- [Medical Laboratory Technician Program](#) is accredited by the NCA and holds an active status with the National Accrediting Agency for Clinical Laboratory Sciences. Graduates are prepared to sit for national certification exams.
- **CTE Programs:** Stand-alone [certificate programs](#) have to be approved by HLC and Title IV.

4.A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and Americorps).

The College assures that the degree and certificate programs prepare students for advanced study and/or employment.

- The Teacher Education Department (TED) and Career and Technical Education (CTE) programs conduct evaluation of graduates.
- The CTE program conducts [Graduate Follow Up Survey](#) and [Graduate Work Evaluation Survey](#) of its graduates.
- The CTE program researches employment rates and qualifications to prepare its graduates and lists them in the TMCC Catalog (Example: [Phlebotomy](#))
- The TED conducts evaluations of its graduates, employment rates, and continuance to advanced programs.
- The criminal justice instructor/advisor/social work advisor tracks graduates for three years past graduation to identify those who obtain employment related to

- their degree, move on to an advanced degree, or participate in fellowships and internships (Example: [Criminal Justice Tracking](#))
- TMCC also has a [Placement Center](#), whose mission is to offer assistance to graduates through job interview preparation, resume writing, job search, and relocation information.

TMCC is below the national average in its graduation rates. Low or slow graduation rates are not unusual for institutions serving minorities, especially those who serve Native American students ([2011TMCC Institutional Effectiveness and Assessment](#)). However, every TMCC student who does graduate reinforces TMCC's message that "academic preparation for learning is a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe" ([TMCC Institutional Goals](#)).

Success of TMCC graduates is measured through evaluations and surveys. Some individual departments gather information on student success. The TED conducts evaluations and gathers information on graduates' employment and their pursuit of advanced degrees. The criminal justice department tracks graduates for three years, identifying those who obtain employment in criminal justice, go on to pursue advanced degrees, and/or participate in fellowships and internships. The CTE department tracks the proportion of their graduates who find jobs and asks employers whether or not they are satisfied with the graduates' job performance.

4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

TMCC monitors the correlation between institutional mission and goals, desired program learning outcomes, and goals and objectives of classes as reflected in class syllabi. Faculty establish goals and objectives for courses based on expected learning outcomes for their program areas. Learning outcomes are natural, specific extensions of the institutional mission and goal statements, which means there is a high correlation between institutional mission and goals and the goals and objectives of programs and courses taught at TMCC. The [general education student learning outcomes](#) (or goals) for each program are clearly stated on the TMCC webpage.

TMCC maintains and updates an [Assessment Manual](#) that contains all the information relating to faculty driven assessment. This document outlines faculty control of assessment of student learning and can be found on the TMCC website.

Through a reduction of teaching load or a stipend, TMCC supports an Assessment Coordinator – selected by fellow faculty members – who gathers and records assessment information and documents recommendations for improvements and/or modifications. Full-time faculty members and many adjunct instructors do course-level assessment of student learning each semester. The standard procedure is to measure how well students

meet course objectives during the semester. The course-level results are used to measure how well students meet program-level learning objectives as well. Faculty use this information to modify their courses to improve the effectiveness of the class for students. Each instructor submits written results and analysis of his/her course-level assessment to his/her department chair each semester. In turn, each semester, each department chair compiles the reports from instructors in his/her department, does an analysis of the overall department findings, and submits an all inclusive written report to the assessment coordinator. Reports from the department chairs are compiled and analyzed by the assessment coordinator each semester and reported to faculty at large both orally and in written form.

The Assessment Coordinator's annual assessment report is released to administrators and the general constituency of the College. This report is also posted on the [Accreditation tab](#) of the College website. To the extent that resources permit, TMCC supports faculty-recommended changes. In some cases, as with the Zhaabwii Project, grant money is sought to support changes recommended by the faculty.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

TMCC has established learning outcomes for all programs that correlate to the institutional mission and goals statement. In the 2010—2011 academic year, faculty teaching general education program courses assessed the extent to which students were achieving the general education learning outcomes. During the 2011–2012 year, faculty teaching in the Associate of Arts area measured the effectiveness of their classes against the stated outcomes for the A.A. degree. During that same year, the Teacher Education Program faculty likewise, measured their teaching against their expected outcomes for the department. During the 2012—2013 term, the faculty teaching courses in the Associate of Science Degree Program assessed how well students achieved the learning outcomes for that program. The General Education Program student learning outcomes are being assessed during the current academic year. The assessment manual has a calendar that shows when each program is scheduled to be assessed. The Assessment Coordinator ensures that faculty measure the appropriate program outcomes each year according to the calendar and thus ensures that all programs are reviewed on a regular basis.

4.B.3 The institution uses the information gained from assessment to improve student learning.

Annual assessment reports include department discussions regarding effectiveness of course offerings, department needs revealed by the assessment, and recommendations on how to meet those needs. Recommendations may include the purchase of equipment or technology, the establishment of new programs, and/or the hiring of additional staff. Recommendations of the department chairs regarding the purchase of items needed to increase student learning are forwarded to the administration in the form of purchase requisitions. Based on learning assessment recommendations, TMCC purchased and

implemented the Hawkes Learning System, a computer-based mathematics learning system. Before the Hawkes System was introduced, only 34 percent of students registered in math courses passed with grades of C or better. Since implementing the Hawkes System student grades have improved by 60 percent (2008 Focus Visit document).

In 2011, when assessments of student learning revealed a need for better equipped science labs, the College applied for and received a U.S. Department of Agriculture Educational Equity Grant to purchase laboratory support materials. To date \$50,000 has been used to purchase materials, many of which are reusable and will benefit students and instructors for years to come.

In response to an assessment-identified need to improve student proficiency in English language in order to increase TMCC student retention and completion rates, a grant was written to create the [Zhaabwii Learning Center](#)(ZLC). Through personal tutoring and technology, the center staff provides English language remediation and academic support to entering, continuing, and returning students. In 2011-2012 Zhaabwii provided services to 29 students. In 2012-2013 the program served 81 students. So far, the Zhaabwii Learning Center has served three cohorts of students. The year-to-year retention rate for the first cohort was 43%, and for the second cohort it was 45%. A retention rate for the third cohort has not yet been completed. The average retention rate for TMCC is 33%, showing the impact of the Zhaabwii Learning Center on retention.

Assessments indicated that low attendance was having a significant impact on student learning. Faculty members noted that a number of students seemed to have serious personal issues that were affecting their ability to attend classes and they discussed what could be done to help students address their problems and thus miss fewer classes. This led the environmental science instructor, with the help of the local Indian Health Human Services Director, to develop a Human Service Needs Assessment for students and employees. The results documented a need for a college counselor. Assessment responses were shared with TMCC staff, faculty, and the Board of Directors. The board approved the hiring of a college counselor in 2011.

Prior to 2010, the summer semester was six weeks in duration and each class met daily. In the summer of 2010, TMCC switched to an eight week summer semester so that classes could meet two days each week, saving students travel time and expense.

In 2005, the faculty and the Dean of Academic Programs agreed that the class schedule should be 9:00, 11:00, 1:00 and 3:00 whenever possible so that there would be fewer class scheduling conflicts. This scheduling practice has continued on to present.

4.B.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Faculty and academic department chairs claim responsibility for the process for assessment of student learning and its implementation. Experienced faculty have had the

advantage of time and practice to determine the effectiveness of various assessment methodologies. The focus has always been on empowering authentic assessment of both classes and programs. The most authentic assessment is done by placing the measurement in the hands of teaching faculty who have designed courses with specifically designed goals and objectives for all students here in the Turtle Mountains. Using assessment at the classroom level ensures that the uniqueness of our tribal college is at the core of our attempts to measure the effectiveness of our instructional efforts, as opposed to some commercial instruments developed somewhere on the East coast that would not have knowledge of the cultural milieu of the Turtle Mountain Band of Chippewa Indians.

Each year, at least one instructor and one administrator attend the HLC conference in Chicago. Attendees make it a point to participate in a number of assessment presentations to gather information on best practices for assessment. After returning from the conference, these individuals share the information and ideas with other faculty, staff, and the assessment coordinator, thus keeping faculty and staff aware of assessment concepts and methodologies that are currently considered best practices.

The two assessment reports identified for supporting student learning are Assessment of Student Academic Achievement and Institutional Effectiveness. An Assessment of Student Academic Achievement plan was approved by NCA Higher Learning Commission during the 1995-96 focus visit. This plan was implemented immediately. Faculty revised the assessment plan in the spring of 2003 and implemented it in the fall of 2003. An updated assessment plan, which was part of an updated institutional effectiveness plan, was approved by the NCA Higher Learning Commission in the summer of 2005. During the 2008 fall semester, the assessment coordinator along with the assessment committee designed a form called the [Faculty Assessment Reporting Matrix \(FARM\)](#), with a minor revision to the format in 2011. The FARM is an efficient way of reporting the results of course-level assessment and is completed at the end of each semester by each full-time faculty.

4.C The institution demonstrates a commitment to educational improvement through ongoing attention to its retention, persistence, and completion rates in the degree and certificate programs.

4.C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

TMCC has done extensive institutional research on the issues of retention, persistence, and completion in the degree and certificate programs. Much of the research was conducted by Dean of Student Services in a study of the institutional effectiveness of the College as reported in the [2011 Institutional Effectiveness Report](#). These criteria were an integral part of the study, and the data can/will be used to improve success rates in these areas.

Additionally, the College participated in the Foundations of Excellence project, which made a study of the effectiveness of the educational experiences offered the first-time student. Institution-wide committees gathered data and responded to the criteria framed by the foundation. A lot of valuable information was obtained about the first-year experience of the students who come to this college. This data was used in the [TMCC Strategic Plan 2013-2018](#), identifying one of the six strategic goals as a need to increase student enrollment. Under this goal, actions were identified including:

- Develop an enrollment management vision statement consistent with TMCC's mission statement.
- Increase Student Recruitment and enrollment.
- Review and update academic advising process to meet student needs.
- Promote access to TMCC through timely and accurate information regarding financial aid options.
- Enhance the infrastructure and services for students, faculty and staff.

4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of programs.

TMCC is committed to improving student retention, persistence, and completion, while remaining cognizant of the institutional mission statement and the diversity of its student populations and its educational offerings. Instructors use Jenzabar software to record attendance daily.

TMCC has hired a retention technician who monitors student grades and student attendance data submitted weekly by faculty on Jenzabar. The retention technician contacts by phone students who have not been to class in two or more weeks. The technician sends letters to students not able to be contacted by phone. Students with poor attendance are contacted to discuss absenteeism and to offer any assistance the College may be able to provide. During the semester, contact is made with students who have poor grades to offer support, such as tutoring or counseling, striving to assist the students with the improvement of their grades. These efforts are made to facilitate retention and completion, assisting in student success.

The student services department maintains information on each student, accessible by advisors through the advisor module in Jenzabar. Most of this information can be accessed easily and used by advisors to provide the best guidance to their advisees.

As previously mentioned, the student services department continuously maintains comprehensive information on students that can be used to study matters of retention, persistence, and completion. Data collected, including the [Student Dimensions Survey](#), for our institutional effectiveness study has been archived and is accessible, as is the data associated with the Foundations of Excellence initiative.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

TMCC strives to collect and analyze data on student retention, persistence, and completion in a way that reflects best practices and affirms the validity of its processes and measures. Although the data is of primary importance to academic advisors, the information likewise is useful in ascertaining trends of students (drop-outs and stop-outs) that may help the College in re-examining policies of financial assistance to students, probation, academic suspension, etc. in the hopes of helping the greatest number of students in the most cost-effective ways.

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Financial Literacy – Financial aid will always be identified as a means to student retention. Identifying that students struggle with personal financial management and the lack of understanding on budgeting financial aid throughout a semester, a financial aid literacy position was created in 2011. The objective of the position is to retain students by providing them workshops and one-on-one training to remove financial planning barriers that prevent student success and prepare the student for the world of work upon graduation.

Student Counseling – Confidential services are provided to students who have voiced their concerns regarding personal student counseling services as it is related to their ability to persist in college. Students have common issues factoring into their ability to continue attending (e.g., depression, anxiety, low self-esteem, grieving, trauma etc.). The College Counselor's primary role is to assist in student retention by identifying and removing barriers to student success.

Student retention is an important consideration in the life of students, the CTE department understands, and strives, to support and promote student success and to increase student retention and graduation rates. This can only be reached if administrators, faculty and staff share in the responsibility of identifying and meeting the needs of students, thereby enhancing the quality of instruction and services for all students. As such, the CTE department has worked to review data, identify issues, and to develop recommendations for action, with the ultimate goal of offering all of our incoming students every opportunity to succeed.

As a commitment to student success, TMCC has two full-time staff members dedicated to assist students with retention strategies. Retention Technicians are responsible to: provide retention and direct services to students which involve evaluation of students' progress; counseling and advisement of students in career and educational choices for the purpose of recruitment and retention; develop and manage a system to identify and intervene with at-risk students and students whose progress is not satisfactory; provide referral services to students who receive deficiencies in one or more subject areas to

appropriate individuals; and assist students with completing applications for financial aid and admissions.

TMCC has institution-wide retention efforts in addition to the above mentioned specific positions. A retention committee was identified and defined by policy. This is an internal committee made up of staff and faculty. Meetings are scheduled and coordinated by the Student Services staff. The goals of the retention committee are to design, develop or enhance current campus initiatives to improve student retention and persistence.

Using available data, (e.g., placement scores, GED scores, and high school GPAs), the committee identified what they call “first alert characteristics” of students that will be targeted for retention attention. The characteristics include: being a single parent, first generation in college, late registration, missing class, having a learning disability, and previous failing grades. Student feedback indicated that orientation needed modification. Overall, the feedback showed that orientation is too long to keep students interested and there needs to be more interaction. The committee also organized efforts to keep students in class, such as weekly drawings for \$25 cafeteria meal tickets and, at the end of the semester, a drawing for a laptop. Students with good attendance are entered into the drawing. Retention rates have slightly improved since fall 2005 but have improved by ten percent in 2011-2012.

Criterion 4 Summary

TMCC meets Criterion 4 and all of its core components. TMCC's policies, procedures and criteria for program reviews, credit evaluation, student learning assessment, and quality and rigor of courses are appropriate, adequate and congruent with currently accepted practices in higher education. The College is constantly re-evaluating, updating and improving its educational programs, learning environments and support services, and has often sought the advice of consultants who are recognized experts in their fields. One of TMCC's challenges is to manage enrollment so that retention, persistence and graduation data and overall academic profile of the student population improves over time. This concern is being addressed as part of TMCC's Strategic Plan, which includes revising and updating the [Enrollment Management Plan](#).

Areas of Strength

- TMCC has maintained systematic program processes, policies and practices related to transfer of credit and placement testing; student admission, withdrawal, probation, dismissal, disciplinary procedures; and assessment and curriculum review processes.
- TMCC possesses a culture of assessment that has been cultivated and refined over the last decade.
- The TMCC, through its retention committee, continuously seeks to improve retention, persistence and completion

Opportunities for Improvement

- Some of the available retention and persistence data are not compiled and analyzed and a formalized process is needed
- Adjunct faculty are not involved enough in student learning assessment
- More tracking of graduates is needed

Chapter 7: Criterion Five - Resources, Planning, & Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.



5.A The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

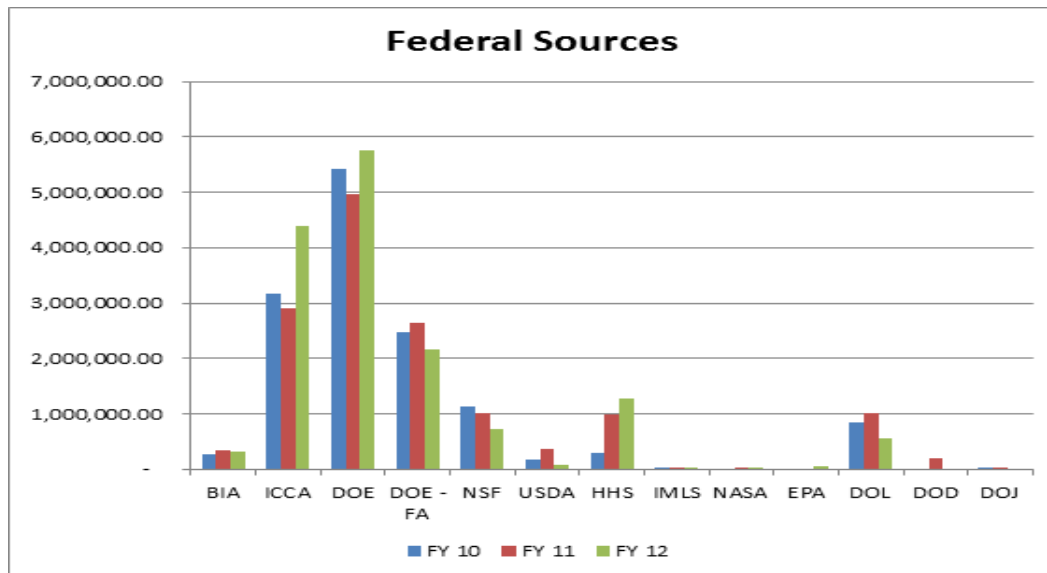
5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

Turtle Mountain Community College's financial condition is stable. Federal funds from various government agencies and programs account for an average of 90% of TMCC revenue. Additionally in 1994, TMCC gained land grant status which opened up funding through the USDA allowing access to equity grants, research grants, extension grants, and endowment fund interest. The remaining 10% of revenue comes from private foundation grants and donations. The use of these funds is nondiscretionary. The use of the money is restricted by the terms of the grant or donor specification.

The only federal discretionary funding TMCC receives is from the Bureau of Indian Affairs through the Tribally Controlled Community College Assistance Act of 1978 (Identified as ICCA for TMCC funding purposes). TMCC uses these funds for operations.

The graph below shows federal funding sources by agency over the past three years.



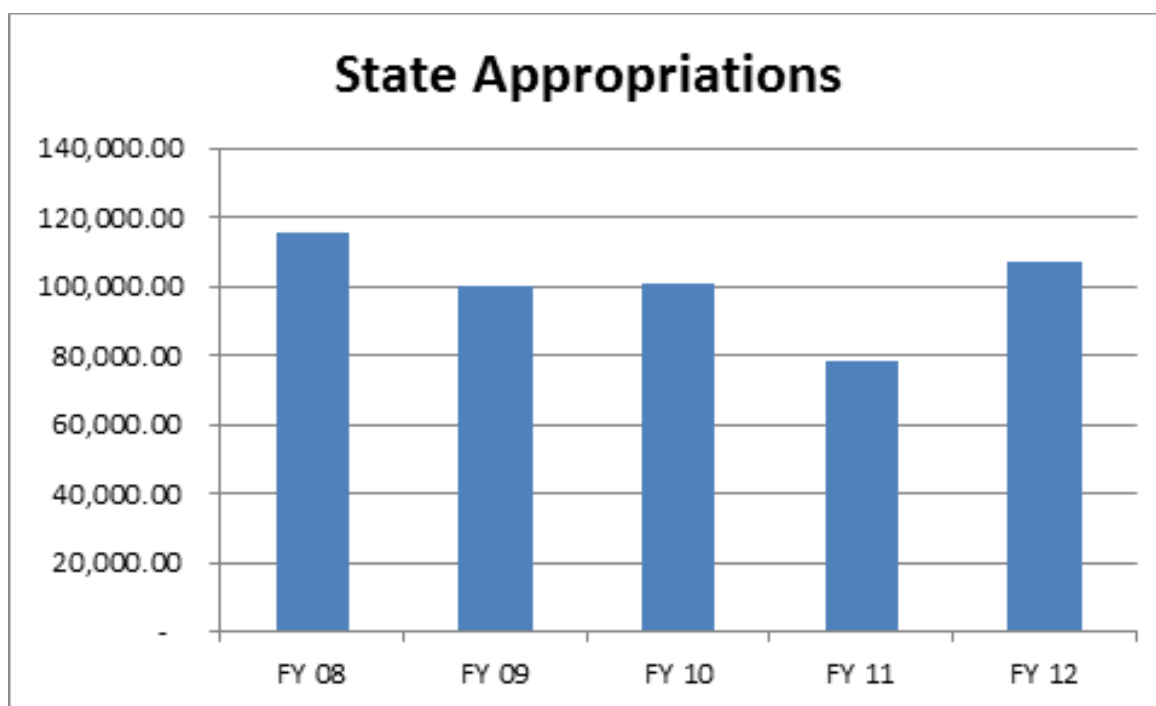
Federal Funding Sources 2010-2012

Bureau of Indian Affairs (BIA), Tribally Controlled Community College Assistance Act of 1978 (ICCA), Department of Education (DOE), DOE Financial Aid (FA); National Science Foundation (NSF), United States Department of Agriculture (USDA), Health and Human Services (HHS), Institute of Museum & Library Services (IMLS), National Aeronautics & Space Administration (NASA), Environmental Protection Agency (EPA), Department of Labor (DOL), Department of Defense (DOD), Department of Justice (DOJ)

In the previous chart, federal funding for student financial aid awards has been separated from other Department of Education grant program awards. The ICCA federal appropriation received for operations is shown separately from other Bureau grant program funding.

Annual ICCA funding is based on a formula that uses Indian Student Count Full Time Equivalent (ISC FTE) at tribal colleges in a given year. This formula applies to 27 of the 37 tribal colleges. Therefore, TMCC's allocation depends not only on its own count, but also the count of the tribal colleges included in this federal appropriation.

In 2007, North Dakota tribal colleges succeeded in getting [HB 1395](#) passed. The bill provides state funding for non-beneficiary students, also known as non-tribally enrolled students, attending North Dakota tribal colleges. This funding level varies based on the number of full time equivalent degree seeking non-beneficiary students submitted by the five North Dakota Tribal colleges and upon the amount of the state appropriation.



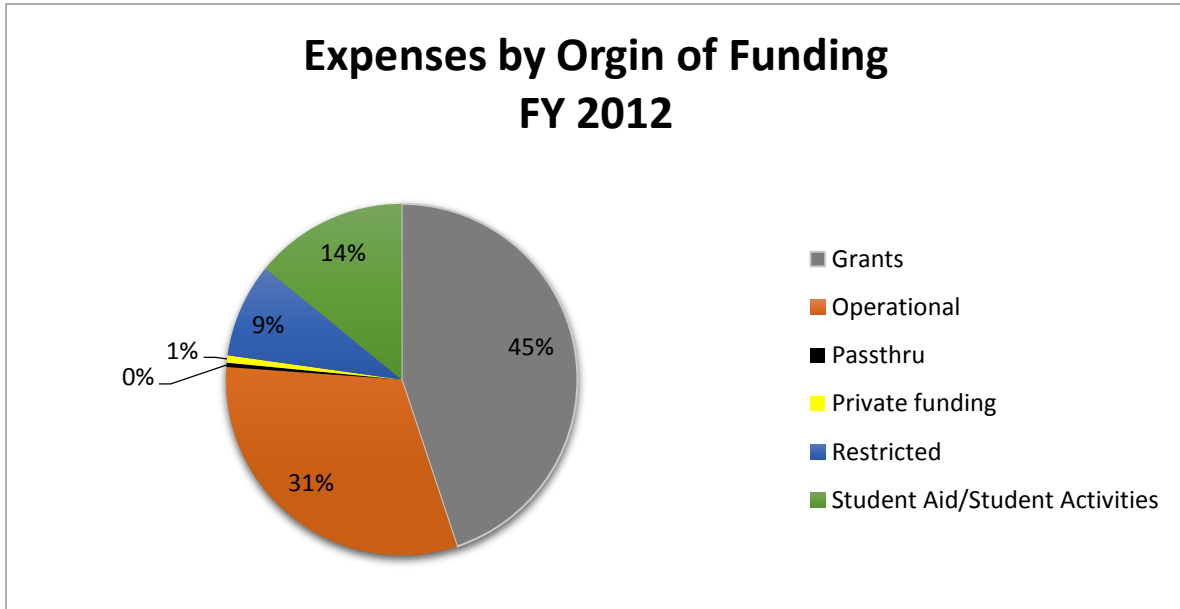
North Dakota State Appropriation for Non-Beneficiary Students

State appropriation revenue for non-beneficiary students is used for operations: 30% faculty compensation; 30% student services staff compensation; 10% classroom books and supplies; 25% utilities; and 5% repairs and maintenance.

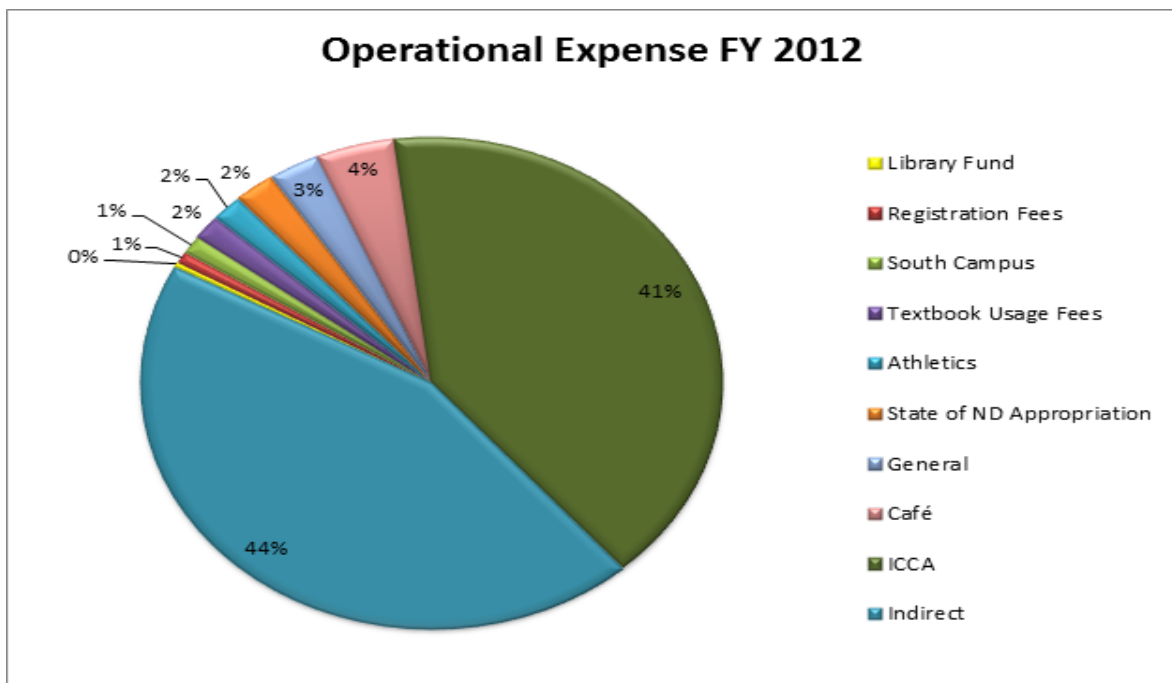
Despite heavy reliance on grant funding, TMCC has developed fiscal and operating practices to mitigate revenue fluctuations which are outside the institution's control.

- In the spring of 2006, TMCC increased its tuition from \$66 to \$74 per credit hour. In the fall of 2006, TMCC added a technology fee that varies from \$2 to \$4 per semester. The additional tuition revenue generated by the tuition increase is designated for building maintenance, the library, construction, and general operations. The technology fee is ear-marked for information technology expenses. The money will be invested for the future of TMCC. See table following for breakdown of tuition and fees.
- In fall 2010, TMCC made policy changes to collect unpaid tuition and fees. Prior to that all unpaid tuition and fees for all students were written off as bad debt at the end of the fiscal year (June 30). Transcripts and diplomas are held for all students with an outstanding balance. Policy outlines a process for students to apply for a [financial hardship tuition waiver](#) if they demonstrate they are not eligible for aid.
- In fall 2011, TMCC added two student fees: A non-refundable registration fee of \$25 per semester, and a textbook usage fee which ranges from \$25 to \$100 per semester based on the number of credits in which students are enrolled. These fees are used to replenish textbooks and partial payment of wages and benefits for the Registrar and bookstore technician.

The operational budget accounts for 28% to 30% of the total expenses incurred during a fiscal period. Fiscal year 2012 operational budget was \$5,027,478 of the \$16,088,147 or 31% of the total expenses for the institution. In the pie chart below, the total expenses by funding source are separated.



TMCC's total budget in 2012 was \$16,088,147.



Operational expenses broken out by major components.

Economic Challenges & Solutions

While North Dakota is experiencing a budget surplus due to a positive economy and the oil boom, reservations around the state continue to be economically depressed. Unemployment levels exceeding 60% on the Turtle Mountain Indian Reservation directly impact students' ability to attend college and pay for food, lodging, childcare, and transportation. TMCC also has been impacted by federal budget cuts.

TMCC has developed a strategic plan that includes a goal to obtain more sustainable revenue streams. TMCC has developed a recruitment and retention plan to help increase enrollment and keep students in school. In the late 1990's, in order to help carry out the College's mission, TMCC acquired a \$5.5 million loan to supplement construction costs of a new campus. As of July 2013, the loan balance was \$1,650,349. Payments are made from the tuition revenue account; final payment is due June 2016.

Human Resources

TMCC currently employs approximately 121 people. The teaching faculty includes 36 full-time instructors and 20 adjunct instructors. Their work is supported by college administrators, student services, financial aid, facilities, fiscal and information technology departments.

TMCC faculty members provide instruction, advisement, and are involved in institutional governance and operations through work on committees and other institutional processes.

- For each degree or certificate program TMCC offers, there is at least one full-time faculty member.
- TMCC strives to employ instructors who hold the appropriate credentials and experience to meet the standards of the educational programs they teach.
- One TMCC faculty member holds a doctoral degree; twenty-one hold master's degrees; five hold bachelor's degrees; four hold an associate of applied science degrees; and five hold specialized/exceptional expertise designations.
- TMCC provides faculty development activities designed to build professional credentials and meet TMCC's instructional needs. Currently, faculty members are being granted time to participate in e-learning training to help them acquire or improve skills needed to deliver courses online. TMCC employs a full-time on-line coordinator to assist and train faculty members. Additionally, the coordinator conducts student on line orientation and is available for assistance for both students and faculty. The online coordinator conducts group sessions for faculty as well as providing one-on-one assistance as needed.

Staffing Challenges & Solutions

TMCC is working on "Organizing for Success" initiative. Phase II of the "Organizing for Success" initiative is to identify staffing gaps and overlaps. Departments and areas that are under staffed will be identified and those areas with overlaps will be combined so that TMCC is using its personnel more efficiently.

Physical Resources

TMCC has three exceptional, easily accessible sites:

- TMCC's state-of-the-art Main Campus is located two and a half miles north of Belcourt, N.D.
- Anishinabe Learning, Cultural and Wellness Center, a collection of unique buildings and outdoor facilities, is located on land near the Main Campus.
- TMCC's South Campus is located in the town of Belcourt. The South Campus houses the GED Program, Vocational Rehabilitation Program, Welding Program, HVAC Program, Arrowhead Printing, Regional Substance Abuse Prevention Program, and rental space.

Since the last HLC visit, TMCC has significantly expanded and improved its facilities on the Main Campus and at the Anishinabe Learning, Cultural and Wellness Center. Those changes are described in detail in document in Chapter 5 under Criterion Three, Section 3.D.4. TMCC has invested in these facilities to better serve the higher education needs of the community and to strengthen the College's capacity to meet future student and community needs. In support of its mission to "provide service to the community," TMCC's facilities – such as the library, auditorium, gymnasium, walking path, and the Anishinabe Learning, Cultural and Wellness Center – are available for public use free of charge.

Technology Resources

TMCC has the robust infrastructure and expansive bandwidth required to deliver all technology services vital to a modern college campus. Over the years TMCC has made continuous upgrades to provide essential technology services such as Internet (wired and wireless), video security, video conferencing, email, and distance education tools (Learning Management System, Jenzabar, etc.).

Strengths of and recent improvements to TMCC's information technology network include:

- **Internet** – 100MB of Internet bandwidth available for campus users
- **Wireless** – Wireless available on Main Campus and in Allied Health building
- **Power/UPS** – Data center equipped generator that provides approximately 48 hours of power protection, before refueling
- **HVAC** – Data center cooling units upgraded to improve reliability
- **Fire Suppression System** – Data center fire suppression system upgraded
- **Servers** – IT demands met by eight servers, configured with virtualization to provide basic disaster recovery services
- **Storage** – Network storage used by staff, faculty, and students is backed up daily
- **Online services** – Separate server supports online coursework
- **Classrooms** – New computers and big screen TV monitors installed
- **IT Support** – Well-organized IT department provides IT support at all times

Increased demands for online education, fluctuating economic conditions, and rapid advancements in technology challenge TMCC's ability to provide IT resources that meet current needs and support future growth. To help ensure quality service, the IT Department has identified these areas as in need improvement:

- **Disaster recovery plan needed** – TMCC's data center is a single point of failure. All equipment housing critical data is housed in one room. It is essential that TMCC develop and implement a disaster recovery plan and backup critical data off site.
- **Fiber Backbone needs expanding** – Most of the campus is connected via a fiber backbone, but not all buildings are connected in the same fashion. The recommendation is that all buildings be connected in the same manner.
- **More storage required** - With the demand for online education and streaming media, TMCC needs to increase available storage on campus and explore other ways – such as cloud technology – for staff, faculty and students to save information outside the College system.

In response to these needs, TMCC has addressed these in the 2014-2016 [IT Strategic Plan](#).

5.A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

With limited federal spending and highly competitive grant programs, TMCC has accomplished quite a feat in offering a quality education to the local community. Over the past 40 years, sometimes working on a shoestring budget with personnel laboring at late hours to find the limited funding, TMCC expends its financial resources in a fair and equitable manner. (Note: Financial information presented here is limited to sources of expendable income allowable for operational expenditures. Operating funds provided by ICCA and the State of North Dakota can be used for discretionary spending.) With its imaginative and noteworthy architecture, the College is a shining example of well-maintained facilities. Its halls are populated by personable and dedicated employees and students. Every administrator, staff and faculty member takes great professional interest in doing what is best for the College and is prepared to sacrifice time and effort to ensure its future.

TMCC Discretionary Funds: ICCA, State of North Dakota, Indirect		
Year	Revenue	Expenditures
2009	4,892,104	5,169,199
2010	5,227,294	4,588,504
2011	4,309,605	4,826,743
2012	5,690,750	4,126,101

In 2012, TMCC allocated 60% of its discretionary budget for salaries and fringe. The remaining 40% was allotted for operating expenses: 1% for supplies, 7% for utilities, 3% for maintenance, 2% for security, 3% for direct educational costs (books), 1% for board activities, 1% for travel and 3% for sports, cafe and various additional costs and 19% for indirect expenses.

The College is fiscally responsible. Direct educational costs and costs of utilities, supplies and maintenance materials are largely nonnegotiable. Spending for board activities, travel and sports could be reduced or ceased, but they constitute a small percentage of the total costs of the College. TMCC has found that it is more fiscally prudent to contract certain services than to employ a full time position. This includes fees for legal counsel, insurance, garbage removal, architectural services, vehicle repair, advertising, and a number of maintenance contracts for information technology, copying machine repairs, wind turbine maintenance and other high-tech procedures for which college personnel are not trained.

The College cafeteria and the Arrowhead Printing shop are partially supported through ICCA funding. In 2012 these entities accounted for 1.8% of TMCC's total expenditures. In 2013 Arrowhead Printing is no longer supported by TMCC's operational budget. Since the nearest commercial food service is 2.5 miles from main campus and the nearest printing facilities are 45 miles away in Rugby, N.D., most TMCC personnel and students would agree these expenditures are necessary.

	TMCC	Public	Tribal
Instruction	26.14%	26.36%	31.24%
Research	1.52%	1.54%	2.89%
Public Service	7.11%	1.65%	5.17%
Academic Support	3.53%	9.39%	9.26%
Institution Support	51.88%	30.79%	29.58%
Student Services	7.64%	18.26%	13.66%
Other core expenses	2.18%	12.02%	8.21%
2012 IPEDS Data: http://nces.ed.gov/ipeds/datacenter			

Notable differences exist between TMCC and other tribal colleges. Methods used by colleges to determine the categories of expenses for the IPEDS report is discretionary, and not all colleges do it the same way. Therefore, the comparison of expenses between tribal colleges may not be valuable or reliable.

IPEDS data shows TMCC faculty salary levels are about the same as other tribal colleges. The fact that TMCC devotes 52% of its funding to institutional support

compared to 30% at other tribal colleges may appear to be a problem, but in reality it may not be. Based on information learned at the 2013 American Indian Higher Education Consortium annual IPED workshop, student data can be verified while coding of expenses cannot be. The coding of expenses is at the discretion of the institution; therefore data is subjective to the institution and accounting department. Many colleges use the instructional category for expenses that are not clearly defined while TMCC categorizes those expenses as institutional support. For example, copy machine costs are coded to institutional support while other colleges may interpret copying as an instructional cost.

5.A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

TMCC is obligated to serve the Turtle Mountain Band of Chippewa Indians and to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination. TMCC has the organizational structure, resources, and opportunities to serve its mission and meet its goals.

The College pursues grants to improve instruction and student learning. Project funds have been used to purchase instructional materials for faculty and students in science, technology, engineering, English, teacher education, mathematics and career and technical education. Additional grants support programs designed to preserve culture and social heritage. In 2013, TMCC budgeted \$86,050 (over and above salaries and benefits) for general education and \$96,591 for Career and Technical Education, including \$30,000 for the Process Plant Technology program, which prepares students for all aspects of operating refineries, ethanol plants, process plants and related industrial facilities. TMCC has federal grants that paid for the teacher education department's budget and general education textbooks and supplies.

TMCC Expenses by Function - Fiscal Years 2010 - 2012						
	FY 2010	%	FY 2011	%	FY 2012	%
Instruction	3,120,307	19.78%	3,532,734	20.00%	3,369,011	19.99%
Research	120,292	0.76%	158,753	0.90%	195,670	1.16%
Public Service	495,113	3.14%	752,069	4.26%	915,871	5.43%
Academic Support	307,079	1.95%	378,038	2.14%	353,689	2.10%
Library	114,102	0.72%	98,748	0.56%	101,837	0.60%
Student Services	814,621	5.16%	900,424	5.10%	985,022	5.84%
Institutional Support	6,224,423	39.46%	6,891,699	39.01%	6,685,036	39.66%
Operation and Maintenance of Plant	1,587,166	10.06%	1,933,427	10.94%	1,883,863	11.18%
Scholarships	2,991,394	18.96%	3,019,611	17.09%	2,366,958	14.04%
Total Expenses	15,774,496	100%	17,665,502	100%	16,856,959	100%

TMCC pursues and has received funding from a variety of sources in support of its mission and goals. Examples follow.

5.A.4 The institution's staff members in all areas are appropriately qualified and trained.

TMCC has a core of highly qualified administrative and educational staff. This staff provide supervision and assistance to programs to ensure quality of services.

Dr. James Davis, the President – He has a Masters and Doctorate degree from Pennsylvania State University, University Park, PA and post-doctoral course work from UCLA, Los Angeles, CA. He has worked as a teacher; school principal; school superintendent; Director of Indian Education Programs for the ND Department of Public Instruction; Dean of Education, United Tribes Technical College; and served as an adjunct professor at North Dakota State University, University of North Dakota, University of Mary, Trinity Bible College, and Turtle Mountain Community College. He has served as a consultant to various tribal, state, federal, educational institutions, and health care facilities in over thirty states. Doctor Davis is an enrolled member of the Turtle Mountain Band of Chippewa Indians.

Kellie Hall, the Vice President – She has a Bachelor of Science Degree from Minot State University in Education with a major in Psychology and a Minor in History, as well as a Master of Education in Educational Leadership from the University of North Dakota. She is a credentialed Career and Technical Education Director through the ND State Department for Career and Technical Education and holds a Level I Principal Credential from the State of North Dakota. She has worked as a teacher and administrator at the high school level for 18 years; and an Education Specialist for School Improvement for the Bureau of Indian Education for 3 years. She is an enrolled member of the Turtle Mountain Band of Chippewa Indians.

Currently Turtle Mountain Community College employs 121 people including: 36 fulltime faculty, 11 administrative staff, 64 other staff, and 10 custodial and maintenance personnel. As shown in the graph below, all faculty and staff meet or exceed educational requirements for their positions.

	Native American							Non Native						
Degree	Native American							Non Native						
Doctorate	1	0	0	1	0	0	2	0	1	0	1		2	4
Masters	5	11	0	8	0	0	24	1	10	0			11	35
Bachelors	2	5	2	23	11	0	43	1	0	0	0		1	44
Associates	1	3	12		3	3	22		1	0			1	23
Certification		5	1			2	8					1	1	9
High School			1			5	6						0	6
Non- H-S							0						0	0
Totals	9	24	16	32	14	10	105	2	12	0	1	1	16	121

Staff and faculty have opportunities to attend conferences and workshops. TMCC also brings in experts to train faculty in new technology, and other areas of need.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expenses.

In the past two years, TMCC has made the budget process more transparent and inclusive. Prior to fiscal year 2011, the President and the Comptroller prepared budgets based on past spending and future goals; staff input was inconsistently requested and considered. To rectify this problem, in 2011 the President appointed a committee to represent the major budget areas. Today TMCC's budget committee includes the Dean of Academic Programs, CTE director, Vice President, Financial Aid Director, Comptroller, and the President.

Each member of the budget committee compiles a budget based on the goals and needs in their area and the Comptroller compiles all these budgets into one overall institutional budget. The budget committee meets, discusses, and modifies the budget as needed. As needed other department heads are invited to attend to address their particular budget component. A draft budget is presented to the Board of Directors prior to its June board meeting and the final budget is presented to the Board of Directors for adoption at the June meeting.

Monitoring department budgets had been a challenge for the College, so in December 2012 TMCC purchased the Jenzabar budget module. Fiscal staff continue to develop and maximize the budget module, which enables department heads to prepare their budgets in the Jenzabar system and to access approved budgets and monitor authorized spending via the Jenzabar web portal. The Comptroller will be training the applicable staff to monitor budgets using the budget module in the spring 2014.

5.B The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

5.B.1 The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff, and students – in the institution's governance.

TMCC operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

TMCC has a two-tiered board structure: a ten member Board of Trustees and a five-member Board of Directors. Appointed by the Board of Trustees, directors are members of the Turtle Mountain Band of Chippewa Indians. The Board of Directors' authority and relationship to the institution is formalized in a set of policies. [Section 1 Subsection 6.0020](#) of the TMCC Policy Manual identifies the Board of Directors as the policy-making body of the institution, with legislative authority over operations. As managers of the College, the Board of Directors is responsible for making and amending bylaws and providing regulation of internal affairs. Directors serve five-year, staggered terms.

Board of Trustees

The purpose of the Board of Trustees is to advance and promote the mission of the College. They provide guidance to, and appoint the members of, Turtle Mountain Community College's Board of Directors. Six of the trustees are appointed by the tribal council and serve as lifetime members; two trustees are tribal council members appointed after each general election; and two trustees are students (one the elected President of the Student Senate and one elected at-large by the student body).

- Jim Lindgren, Chairperson-Retired Facility Manager-Bureau of Indian Affairs
- Yvonne St. Claire, Vice Chairperson-Principal at Dunseith Day School
- Theresa Davis Rivard-Retired Postmaster and retired part-time K-8 teacher
- John Frederick-Retired Business Manager - Ojibwa Indian School
- Dwight Trottier-Former Human Resources Director-Turtle Mountain Community Schools
- David Brien-Development Director - St. Ann's Church
- Elmer Davis-Tribal Council Representative
- Zelma Peltier-Tribal Council Representative
- President-TMCC Student Senate
- Student Representative-TMCC Student Senate

Board of Directors

This is a five-member selected board which is the policy making body of the Turtle Mountain Community College. The Board is charged by the Tribe with the responsibility for providing community college instruction for residents within the Corporation who are qualified for admission, according to the standards prescribed by the Corporation establishment and operation of the College campus within the corporation; and the custody of and responsibility for the property of the Corporation and the management and control of said Corporation. ([TMCC Policy Manual 1.6.0020](#))

- Duane Poitra, Chairperson-Business Manager - Turtle Mountain Community Schools
- Glenn Longie, Vice Chairperson-Addiction Therapist - Lake Region Outreach
- Carla Peltier-Elementary Instructor-Turtle Mountain Elementary School
- Dr. Leigh Jeanotte-Director of American Indian Student Services-University of North Dakota
- Joanne DeCoteau-Diversified Occupations Instructor-Turtle Mountain Community High School

Administration

The administration of Turtle Mountain Community College consists of the President, Vice President, Dean of Academic Programs, Dean of Student Services, Comptroller, Information Technology Director, Career and Technical Education Director, Human Resource Manager, Facilities Director, and Financial Aid Director ([Organizational Chart 2013](#)). There is also as an administrative committee who provide input to the President, as explained under the committee section that follows.

Committees

Committees, established by institutional policy, address areas of concern, develop policy, and act as review boards for various areas of the College. Committee membership has proven to be beneficial to TMCC staff and faculty. Committees give staff and faculty opportunities for input into the total operation of the College. In many cases, committees provide a setting for staff and faculty to learn about the different facets and big picture of the College. Institutional committees are defined throughout the [Introduction](#) to the TMCC Policy Manual, Chapter One, and the fiscal committees ([budget](#) and [investment](#)) are defined in the [Fiscal Policy](#), Chapter Four of the policy manual.

Faculty & Students

In addition to the various committees, department chairs have authority to address departmental needs and concerns. Student interests are represented on the Student Senate and on the Board of Trustees. TMCC policies concerning students can be found in the student handbook and college catalog. All policies adopted by TMCC follow a specific procedure outlined in the policy manual ([Policy Manual Section 3 Subsection 6.0170](#)).

5.B.2 The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Under the charter as reauthorized by the Tribal Council of the Turtle Mountain Band of Chippewa Indians, the Board of Directors is responsible for providing college instruction for members of the Tribe and residents within the area qualified for admission. The overall purpose of the board is to advance and promote TMCC's mission. The board is responsible for management and operation of the College, and has custody of, responsibility for, and control of the property, real and personal, and other intangible assets of the College.

TMCC's Board of Directors and Board of Trustees represent the best interest of the community and have backgrounds in education, tribal government, and other relevant areas – including fiscal policy and procedure, policy making, and policy implementation. Appointed by and responsible to the Board of Trustees, the Board of Directors is ultimately responsible to the Turtle Mountain Band of Chippewa Indians.

TMCC operates according to policies established by the Board of Directors. The board develops those policies in accordance with federal regulations, and with sensitivity to the hopes, ambitions and needs of the Tribe. TMCC administrators implement the policies through specific regulations and procedures. The Board periodically appraises effects of its policies and makes revisions as necessary ([Policy Manual Section 3](#)).

The board meets every fourth Monday of the month and has quarterly all day meetings. The board is kept apprised of administrative, financial, academic activities and concerns through monthly reports. Proceedings of regular and special board meetings are documented in the meeting minutes. The minutes are permanent, official records of board actions and are open to inspection by any citizen of the Turtle Mountain Band of Chippewa Indians. All board meetings are open to the public.

5.B.3 The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Guaranteed by policy, shared governance at TMCC is a delicate balance between faculty, staff, and student participation in planning and decision-making. *Shared* means everyone has a voice. Various committees solicit input during decision-making processes. Absent the advice of key constituents, no one person arbitrarily makes important decisions, nor is decision-making simply a function of a group vote.

Stakeholders participate in various aspects of a well-defined process. For instance, administration, faculty, staff, and students all play a role in determining academic requirements, policy and procedures ([Policy Manual 6.5.0000](#)). Requirements for developing new courses and programs of study are summarized in TMCC's policy manual. The Dean of Academic Programs has first approval of course design, and presents the proposal to the academic standards committee. The committee evaluates the proposed course description and outline based on prescribed criteria: compatibility with college objectives, demonstrated need or interest, verifiable projections of course results, and availability of instructors. If all criteria are met, the committee may approve the course.

5.C The institution engages in systematic and integrated planning.

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

TMCC allocates its resources in alignment with its mission and priorities. The planning process is linked directly to the budgeting process, through the budget committee and the development committee. These committees were established to assist the President with the budget process and development of new proposals. The institution evaluates its operations through the budget committee, department reports, program reports, and program funding.

TMCC's priority for its unrestricted funds is to sustain the quality of services provided by the institution and its academic programs. This is accomplished by: (1) hiring the most qualified faculty and staff; (2) providing adequate facilities for educational success; (3) providing resources such as books, computers, and other technologies used in the classroom; and (4) exposing students, faculty, and staff to Native language and culture on a daily basis.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Assessment of student learning at Turtle Mountain Community College is an ongoing process of measuring student learning to generate feedback that is evaluated to determine the best way to modify educational practices. This review process enhances student learning, thus continually improving the College's ability to fulfill its mission of service to the Turtle Mountain Band of Chippewa Indians. The educational philosophy of the College flows from the institutional mission and goals to each programmatic goal and from there to each course objective. In this way, student learning and the assessment of learning at TMCC are closely aligned with institutional mission and goals.

Under the institutional effectiveness plan, highly qualified external evaluators were contracted to evaluate the major departments in the College. When TMCC's budget process was determined to be too closed, a budget committee was created with various department heads to allow for a more transparent and shared process. College operations were recently assessed as part of TMCC's "Organizing for Success" initiative. Internal and external factors that influence the College were examined, and a strategic plan was created based on data collected. One result of the study was the creation and implementation of a new organizational chart. This change organized the College by functional units making more efficient operations. However, budgetary concerns frequently influence planning and operations.

During the budgeting process, the budget committee took note of the high utility costs. In response to this, the Facility manager investigated and conducted an assessment of the College's energy use. This led to the implementation of several energy-saving strategies. TMCC moved to a four-day work week during summer months with all electronic devices shut down and blinds closed over the three-day non-operational period, allowing the HVAC system to be shut down to a minimum. The Facility Manager discovered by reviewing monthly electricity invoices and making inquiries to the electric company that TMCC experienced a spike in energy usage that caused the rates to go up. Through his investigation, he discovered a few problems with some of the heat pumps in the

geothermal system. He had them repaired and as a result our electricity rates were been lowered. In addition, the Facility Manager added a meter to the wind turbine and worked with the electric company to learn more about the energy produced by the turbine. As a result, TMCC discovered we were under-recovering the amount of energy sold back to the electric company. The electric company compensated TMCC what was owed and has corrected the problem. All these efforts have brought our electric costs from approximately \$380,000 to \$240,000, resulting in a savings of \$140,000 annually.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

TMCC involves the entirety of the institution and the Turtle Mountain Community in its planning processes. The College's planning and information gathering processes are well documented in its [2011 Institutional Effectiveness Plan](#) and "Organizing for Success" initiative. It gathers information on all aspects of the College by surveying community members, students, staff, and faculty. Numerous TMCC committees, such as the administrative committee and the budget committee, are involved in planning that impacts the entire institution. Following are detailed descriptions of the programs and entities that contribute to the planning process.

- **Institutional Effectiveness Plan:** A number of internal surveys were administered to students, faculty, and staff in 2009 to 2010 and used to analyze activities, instruction, services, and facilities as they related to student learning. Those survey results continue to shape planning at the institution.
- **Student Senate:** The Student Senate, officially representing the TMCC student body, plans and promotes student activities including extracurricular cultural and sports events, Family Week activities, and graduation celebrations. All student activity funds are processed through the Student Senate. The Student Senate President and one other senate member represent students on the Board of Trustees ([TMCC Student Hand Book](#)).
- **Committees:** TMCC's many committees are involved with every aspect of planning at TMCC. They fall into two categories: institutional committees (see section 5.A.4.) and long-range plan and self-study committees: Mission; Integrity; Academic Programs: Quality, Resources, and Support; Academic Programs: Evaluation and Improvement; and Resources and Planning ([Policy Manual Section 1.7.0020](#)). In addition, TMCC utilizes ad hoc committees as need arises.
- **CTE curriculum & advisory committee:** TMCC's career and technical programs track graduates and send surveys to graduates' employers. Data is used to assess student success and employer satisfaction and make adjustments to CTE programs as needed. Industry representatives serve on these committees in an effort to keep abreast of current issues and trends in the working community.
- **Teacher Education Department:** Findings of 2008 surveys and interviews with Teacher Education Department alumni, faculty, and community school administrators regarding program satisfaction, current employment status, self-evaluation of teaching skills, and native perspectives were used to grow and improve programs ([Teacher Education Accreditation Report](#)).

5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy and state support.

TMCC bases its plans on current capacity and anticipated fluctuations in enrollment (TMCC's as well as applicable other Tribal colleges); Bureau of Indian Affairs funding, which is connected to enrollment; and the local economy, which impacts demands for academic, career and technical programs and graduates' job placement.

Fluctuating Funding

Fluctuations in ICCA Indian student count (ISC) and dollars allocated per ISC have made it difficult to budget based on enrollment. Since the Bureau of Indian Affairs has switched to forward funding, however, TMCC's budget committee has a better idea of how much revenue to anticipate and budget accordingly. The College has been building a reserve fund for several years, so when student count dropped in Fall 2011 and Fall 2012 there was enough money to make up for the shortfall. TMCC has concentrated efforts to accumulate enough reserves to run the College for a year or more if ICCA funding were to be substantially reduced.

In addition to the reserves, TMCC holds 10 investment accounts, two of which can be used for operations if needed. Four are permanently restricted accounts, with four corresponding spendable interest accounts. The College adopted an [investment policy](#) in 2012 that outlines how unrestricted investments could be invested. As of today, all TMCC's investments are low-risk, low- return conservative investments.

The TMCC Foundation, incorporated in the state of North Dakota in 2008 as a nonprofit entity, received 501(c) (3) nonprofit status under the Internal Revenue Code in August 2013. Individuals are being invited to contribute private funds to the TMCC Foundation in support of TMCC programs, services and activities not adequately funded through traditional public resources. The TMCC Foundation believes empowering individuals through higher education is the first step toward creating vibrant, resilient communities and hopes to mobilize a broad base of volunteers to advance and support TMCC's mission throughout the Turtle Mountain region and beyond.

Fluctuating enrollment

To bolster enrollment, TMCC has undertaken efforts to recruit new students and retain current students.

- Recruiting efforts are focused on Rolette County. TMCC staff connect with juniors and seniors at local high schools. They set up booths during parent-teacher conferences, and man an information booth at local venues. TMCC class schedules are placed in local newspapers each semester, and TMCC advertises on the local radio stations and businesses. Social media, such as Facebook, are also used as recruiting tools.

Changing job market

When developing new academic programs, TMCC considers community, state and national employment needs.

- As part of the Organizing for Success initiative, an in-depth external economic factors study was conducted. The data collected was used to identify economic factors that impact present and future educational programming and implementation of new programs. Data collection methods are also used to inform and make projections for many purposes such as institutional decision-making and budget allocation; grant writing; new program planning and implementation; and job market growth trends and analysis.
- Working with local and state economic development programs, TMCC's Placement Center assists students with resume writing, interviewing skills, job searches and job relocation.
- The College's Career and Technology Education department consults with Job Service, TERO and the BIA regarding the creation of new training programs or changes to existing programs.
- Due to state and local teacher shortages in some subject areas, TMCC is considering offering additional bachelor's degree programs.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

TMCC strives to keep abreast of the constant upgrades of technology. A [technology plan](#) was developed in 2011 to provide staff and faculty the opportunity to be involved in the training process, which enhances each department's technological abilities. The TMCC information technology committee (ITC) ensures the College's technology requirements are met within budget constraints.

TMCC is anticipating a significant demographic shift as North Dakota's oil boom reaches the Turtle Mountains. If oil exploration and extraction expands to the region, it will bring more people to the reservation. This expansion has the potential to increase enrollment in many of TMCC's degree and certificate programs, many of which have been designed to address the workforce training needs of the Turtle Mountain Community.

TMCC understands that online education is in high demand as a delivery method for coursework. During the 2012-2013 academic year TMCC offered 67 courses online. An online coordinator, hired with a Title III grant, has helped faculty members become competent in the use of online instructional delivery systems, and is presently working with a group of faculty members and administrators to develop a guide outlining procedures for development of online coursework. This draft form of the [online manual](#) is 90% complete and will be presented to the Board of Director approval before the 2014-15 academic year. The Online Coordinator and TMCC's Educational Technology Specialist collaborate on short and long-range strategies for developing the College's online delivery capabilities. The coordinator is responsible for implementing online training, establishing competencies and evaluation instruments, and staying current with educational online trends and technological developments.

TMCC stays on top of career trends and employer needs through its Community Outreach Coordinator. Using a combination of interviews and surveys, the Outreach Coordinator works with employers to identify needs for customized education and training programs and services to meet workforce challenges. The coordinator's written statistical reports are used by TMCC administrators to develop new academic and CTE programs/degrees. Presently, this position is vacant.

5.D The institution works systematically to improve its performance.

5.D.1 The institution develops and documents evidence of performance in its operations.

Since its inception, TMCC has systematically gathered information to document, evaluate and improve its performance. Performance data is gathered in reports prepared for other entities including Higher Learning Commission, North Dakota University System, Integrated Postsecondary Education Data System (IPEDS), American Indian Higher Education Consortium (AHIEC) American Indian Measures of Success (AIMS) Key Indicator systems (AKIS), Bureau of Indian Affairs Tribally Controlled Colleges Assistance Act (ICCA), State Board of Career and Technical Education (SBCTE), and State of North Dakota Non Beneficiary Appropriation funding.

Other key reports include TMCC's audit, student assessment, graduation and completion reports, and national test scores. The types of information gathered for the various entities and for internal use are enrollment statistics, completion rates, student demographics, graduation rates, financial aid information, and tuition rate history, how the institution spends its operational/discretionary funding, budgets, and audited financial statements.

5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

In 2008, TMCC's Office of Institutional Effectiveness identified a need for a valid data assessment process and developed an institutional effectiveness plan for TMCC. The plan is designed to assist TMCC in maximizing its resources and make statistical decisions regarding growth and existing programs. TMCC believes assessment is a continuous process that allows for continued improvement. Assessment results are shared with college stakeholders involved in the improvement process.

TMCC frequently uses surveys to gather data for improvement. Student surveys conducted and utilized in 2009-2010 include: Student Satisfaction Survey, Withdrawing Student Survey, New Student Orientation Survey, Student Evaluation of Teaching, and the Organizational Excellence Survey. Survey data has been used to make a number of improvements (e.g., more training in online and instructional technology, implementation of a math lab, creation of the Zhaabwii Learning Center, increased emphasis on cultural

integration, additional parking, increased computer availability etc.). ([2011 Institutional Effectiveness Report](#)).

In the institutional research done prior to 2011 as reported in the 2011 TMCC Institutional Effectiveness Plan, an organizational excellence survey was conducted which revealed TMCC staff members' positive views on the College's physical environment, benefits package, strategic orientation, culture of quality, availability of information, external communications, job satisfaction, time and stress, burnout, and empowerment. Employees registered negative views regarding supervisor effectiveness, fairness, team effectiveness, diversity, fair pay, employment development, change-oriented organization, goal-oriented organization, perception of consistency of decision-making, and internal communication. The "Organizing for Success" initiative used this data as part of the strategic planning process and visioning for the institution. As a result, many of the above concerns are components in the six strategic goals outlined in [TMCC's 2013-2018 Strategic Plan](#).

Personnel assessment data gathered through annual employee evaluations is used to identify specific areas for individual improvement ([Policy Manual Section 5 Subsection 5.0030](#)). The evaluation process includes a review of the employee's job description, self-evaluation by the employee, written evaluation by the supervisor ([Policy Manual Appendix A5-10 thru A5-13](#)), and an evaluation review meeting between supervisor and employee. If the employee's rating is competent or higher, the review is complete. If the employee is ranked less than competent, follow up is required including possible improvement plan steps.

Academic assessment is an ongoing process designed to measure learning and create feedback for the modification of education. Faculty members are responsible for pre- and post-course assessments for each course they teach. These assessments provide a statistical basis for student learning and document that students have met learning objectives established in the curriculum ([Section 4.A.1 of the Faculty Assessment Manual](#)). Other measures of student learning include assignments, exercises, tests, mid-term and final grades. Each semester, all faculty members complete a Faculty Assessment Report Matrix (FARM) for at least one course ([Appendix B of the Faculty Assessment Manual](#)). Responsibility for reviewing and compiling assessment information is charged to the assessment committee, which is comprised of the faculty chairs and led by TMCC's Assessment Coordinator (see Section 1.D.2. of this report).

Criterion 5 Summary

Turtle Mountain Community College's financial condition is stable, has good budgeting practices, pursues awards to support its educational offerings and expand on emerging needs in the community and it has a new strategic plan that is a result of Phase I of the "Organizing for Success" initiative. Phase II addresses staffing and equitable pay scale. Phase III is near completion with a new web site design, new logo and branding. Phase IV is projected to take place in early spring, with a Leadership Development Training planned for April 2014.

Areas of Strength

- TMCC implements transparent budgeting practices.
- TMCC employs highly qualified faculty and staff.
- TMCC maintains exceptional facilities and information technology infrastructure.

Opportunities for Improvement

- TMCC needs to have a central office and a continuous plan for all institutional research and data, such as an institutional effectiveness and research office due to inconsistently follow up on institutional survey data.
- TMCC needs a consistent planning process, well communicated to all constituents, with follow through and assessment of that process.

