REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

TURTLE MOUNTAIN COMMUNITY COLLEGE
Belcourt, ND

March 24-26, 2014

FOR

The Higher Learning Commission
A Commission of the North Central Association

EVALUATION TEAM

Dr. Jeanne K. Swarthout, President, Northland Pioneer College,
Holbrook, AZ 86025-0610

Dr. Robert E. Ledman, Business Program Director, South University Austin Campus,
Austin, TX 78729

Dr. Linda T. Chapman, Vice President of Academic Affairs,
Lewis and Clark Community College, Godfrey, IL 62035

Mr. Ronald Jurgens, Director of Institutional Research/Accreditation Liaison,
College of Menominee Nation, Keshena, WI 54125-1179

Dr. Benjamin F. Young, Vice President for Diversity, Equity, and Inclusion,
Ivy Tech Community College of Indiana, Indianapolis, IN 46208-7918 (Team Chair)

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the March 24-26, 2014 site visit was to conduct a comprehensive evaluation for reaffirmation.

B. Institutional Context

Turtle Mountain Community College (TMCC or College) is a non-residential, tribal community college chartered by the Turtle Mountain Band of Chippewa Indians. The College maintains accreditation relationship with the American Indian Higher Education Consortium and North Dakota Association of Tribal Colleges, among others. The College is located near the town of Belcourt, North Dakota. It was established in 1972 and now serves about 600 credit students mostly from the Turtle Mountain Band of Chippewa Reservation and surrounding Rolette County.   TMCC's service region takes in approximately 30 percent of the North Dakota Native American population with 36 percent of its residents living below the poverty line.   The region's unemployment rate is nearly 60 percent; the College is viewed as a primary source of employment and educational opportunity for local residents.

TMCC is governed by a two-tier board structure: a ten member Board of Trustees and a five member Board of Directors. Directors are appointed to five year, staggered terms and must be members of the Turtle Mountain Band of Chippewa Indians. They act primarily in a policy-making role including enforcement of by-laws and oversight for College operations in consultation with the College President. The Board of Trustees is responsible for promoting the mission of the College and appointing members to the Board of Directors. There are 10 members on the Board of Trustees: Six appointed by the Tribal Council with lifetime membership; two appointed by the Tribal Council after each general election; and two students, one being the elected President of the Student Senate and one elected at-large by the student body.

The College offers the following educational 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 degrees in 16 areas of study; Associate of Applied Science in 8 areas of study; and nine certificate programs.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited

None

E. Distance Delivery Reviewed

Yes. TMCC has not been approved to offer its degree programs or more than four of its certificate programs through distance education.   The team interviewed faculty, students, and Information Technology staff and found consistency was evidenced in terms of course expectations, course numbering, services available, and faculty credentials between land-based and online courses. In addition, the team noted that 27

percent and 29 percent of total College offerings were taught via distance education (Hybrid, Online, Interactive Video Network) for the Fall 2013 and Spring 2014 semesters, respectively. These percentages were discussed with College leadership as a potential area of concern given the College's lack of authority to offer degrees (associate or bachelor) online. Further, the College was advised to contact the Commission to discuss notification of its slate of course offerings.

Last, the team had extended discussions with College officials regarding the Bismarck State College and Turtle Mountain Community College Consortial Agreement to Offer Online Energy Technology Courses, which began in 2006 prior to enhanced HLC mandates regarding online delivery of instruction. The team, in consultation with the Commission, determined that TMCC needs to receive formal Commission approval to offer the Associate of Applied Science degree in Process Plant Technology. Bismarck State College provides 48 or the 68 credit hours required for the degree; all Bismarck courses are offered online to TMCC students. At question is the Commission mandate that if a student can access 50 percent or more of the credits in a degree program from consortium members, the consortial agreement must have prior approval from the Commission. The College has been advised by the team to seek Commission approval, which has done by completing and uploading the change application to the Commission's website on May 9, 2014. In the case the College does not submit an application, then the College must provide the Commission information about how it will operate the consortial agreement without Bismarck State College. Both Bismarck State College and TMCC are accredited by the Commission and approved by the United States Department of Education.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The College commenced the most recent self-study process in July 2011. Initial steps included crafting of the structure and identifying key stakeholders, reviewing the recent College experience with Commission mandated focused visits and progress reports. The two College deans (Dean of Academic Programs and Dean of Student Services) were named co-chairs of the self-study process; the President's leadership team assumed the role of steering committee. In addition, the College appointed two co-chairs for each of the five criteria and a committee chair for the editing, information resource, and assumed practices and compliance functions. TMCC indicated that 100 percent of faculty and staff were placed on various committees, a fact verified by the team through numerous interviews with faculty and staff. The timeline developed for the self-study process was outlined in great detail and appropriate for the College and its academic calendar. The actual self-study report was well organized with links placed strategically to allow team members convenient access to relevant materials.

B. Integrity of the Self-Study Report

The team concluded that the self-study report provided an accurate and candid assessment of the College, presenting strengths and challenges and offering aspirational goals that would improve student success metrics and drive economic and workforce advancements. The team's judgment stemmed from conversations held with faculty, staff, students, and governance board members that attested to the evidence

presented in the self-study report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and student complaint information. The Federal Compliance Worksheet and accompanying information are attached.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

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

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

1. **Subcomponent 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.
2. **Subcomponent 2.** The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. **Subcomponent 3.** The institution's planning and budgeting priorities align with and support the mission.

Team Determination: _X Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- Through the widely circulated mission and goals, the College establishes its educational commitment to the reservation community and the Turtle Mountain Band of Chippewa Indian people. The Board of Trustees is appointed by the Tribal Council of the Turtle Mountain Band of Chippewa and the overall purpose of the Board of Trustees is to advance and promote the mission of the college. 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 (Policy Manual Section 2, Subsection 2.10000).

- The College is a mission-driven college as evidenced through discussions with the students, faculty, administrative staff, Board of Trustees, Tribal Council members, and Board of Directors. Individuals are well-aware of the mission and able to articulate how the mission directs the work they perform.

- The College's mission documents (Philosophy, The Seven Teachings, Mission, Goals, and Logo) were developed many years ago and reflect the College's identity as an autonomous Indian-controlled college on the Turtle Mountain Band of Chippewa Indian Reservation. The Mission Statement appears to evolve through the Administrative Committee as members interact with constituents of the college. The mission statement is rather loosely developed as is consistent with the culture of the college. These documents continue to be revisited periodically and as needed. The College Administrative Committee gathers input data prior to the Board of Directors' annual, all-day review of the institution's mission and policies. In general, the team believes the College efforts are grounded in its mission and teachings.

- The minutes of the Board of Directors (website, 2011-2013) indicate that the entity adopts the Mission Statement, Vision and Values as articulated by the institution. The Board of Directors meets annually for a full day session to review the mission statement and policies. The Board of Trustees and the Tribal Council are familiar with the mission statement but do not act on it.

- The student profile is very consistent with the mission of the College. Approximately 60% of students are single, the majority head of household. As anticipated in a tribal college, 95% of students are of Native ethnicity, most from the Turtle Mountain Band of Chippewa Indians. The mission statement and student demographics are appropriately in alignment. Recently TMCC made the decision to enhance its efforts aimed at serving non-Native students to secure state funds made available for overhead expenses for non-Native students attending North Dakota tribal colleges. The team noted that the College had increased its recruitment efforts aimed at its traditional student base.

- TMCC takes a mission-driven approach to budget development. Meetings with the Administrative Committee, the Budget Committee, and the President confirmed that budget practices align with the mission statement. The team also concluded that the budget development process is an area of potential growth and development for the College at the same time acknowledging much has been done.

- In the team's judgment, the College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the faculty, staff, administration, Board of Directors and Board of Trustees. There was overwhelming evidence of this judgment throughout the visit.

Core Component 1.B. The mission is articulated publicly.

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

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

Team Determination: _X Core Component is met
                              _ Core Component is met with concerns
                              _ Core Component is not met

Evidence:

- There is considerable evidence that the mission and institutional goals are clearly articulated in its public documents, through hard copy or posting on its website. Whether those documents are directed at students or any other of its constituents, the readers of those documents are continually reminded of the presence and importance of the mission and goals.

- The mission document provides evidence that the college emphasizes general studies, undergraduate education, Career and Technical Education, scholarly research, and continuous improvement of student learning. It also highlights the unique relationship with its primary community 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 mission also highlights the role the administration, faculty, and student body exerts in leadership of and service to the community.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

> **Subcomponent 1.** The institution addresses its role in a multicultural society.
> **Subcomponent 2.** The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: _X Core Component is met
                              _ Core Component is met with concerns
                              _ Core Component is not met

Evidence:

- TMCC demonstrates a strong commitment to its slate of culturally enriched educational and community activities and a responsiveness to recruiting non-native students, faculty, and staff.   The team found evidence of a large number of services designed and rendered by the College aimed at benefitting the community—from employment in a service area with 60 percent unemployment to athletic events to housing and displaying cultural treasures and artifacts. A select group of community partners who met with the team expressed appreciation because the College has enriched the lives of the very people it was founded to serve.   Community partners went out of their way to emphasize the importance of the activities planned, hosted, and delivered by the Anishinabe Learning, Cultural and Wellness Center.

- Upon reviewing marketing materials, and in conversations with College faculty-staff and students, the team concluded that TMCC publishes the Notice of Non-Discrimination statement on its key documents (including College Catalog) and website alerting external constituencies that they are welcomed, are respected, and will be treated without discrimination. Further, the College is audited for ADA compliance by audits of federal and state grants.

- In discussions with governing board members and students, the team was able to confirm the College's stated practice of open door admissions. While the College's primary constituents are Native American, members of the Turtle Mountain Band of Chippewa Indians, other indigenous members of Indian tribes and ethnic groups are enrolled.   One of the two student members of the Board of Trustees is Native American, Navajo. Further evidence of this desire for inclusiveness is shown in the College's leadership role leading to the passage of North Dakota House Bill 1395. This law provides funds to pay the overhead costs of non-Native American students enrolled in state tribal colleges.

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

> **Subcomponent 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.

> **Subcomponent 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.

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

Team Determination: _X Core Component is met
                                 _ Core Component is met with concerns
                                 _ Core Component is not met

Evidence:
- The College's curricula are targeted to the needs of the Turtle Mountain Band of Chippewa Indians with a focus on education, healthcare, skilled trades. The team took note that the College has an appointed Native American Culture Coordinator who encourages others to experience their cultural background and to work toward preserving their local native languages (Chippewa-Cree and Ojibwa) and traditions.

- TMCC facilities open to the public include classrooms, the gymnasium, the Cultural and Wellness Center, and the auditorium. Additionally the College hosts numerous community events ranging from language immersion, to a women's wellness conference to leadership and supervision training to CPR classes. The team commends the College for its willingness to share the use of its facilities and for its decision to maintain several career programs in downtown Belcourt, allowing greater accessibility to residents residing in neighboring communities.

Team Determination on Criterion One:

_X Criterion is met
__Criterion is met with concerns
__Criterion is not met

Summary Statement on Criterion One:
The team concluded that TMCC met the four core components for Criterion One. The College provided a clearly stated academic mission statement with relevant supporting documents, such as vision and teachings statements. It is a chartered Tribal College with no obligations to financial investors or debts. The mission is evident through meaningful academic programs, strong student support functions, and extensive community and cultural events appropriate to its demographics. The institution's expression of its mission and commitment throughout these services is a real strength of the college. The College might consider making the link between the mission statement, the strategic plan, and the budget development process more explicit for the general public.

CRITERION TWO: ETHICAL AND RESPONSIBLE CONDUCT. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A. 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.

Team Determination: _X Core Component is met
                                  _ Core Component is met with concerns
                                  _ Core Component is not met

Evidence:
- The College's financial records are audited each year by an independent certified public accountant. The audit report serves as a final report to the College's funding agencies and as a management tool for the Board and its committees. The College has a record of consistently clean audits and quickly addresses any issues of concern or suggestions from the audits. Based on these reports, and in conversations with the President and Comptroller, the team confirms that the College is in sound financial condition and has sufficient funds to carry out its mission.

- College policies address a wide range of ethical standards, codes of conduct, and acceptable practices, including academic, personnel/hiring, accounting, and auxiliary functions. These define rules for ethical conduct affecting the Board of Trustees, Board of Directors, administration, faculty and staff, and students. The College's hiring practices are consistent with current best practices and are designed to ensure the best candidates are hired for all positions. The College employs a team approach to policy review, with the Supervisors' Committee conducting the initial review which ultimately leads to Presidential approval and then referral to the Board of Directors for final approval. These policies and procedures are articulated in a number of documents such as the Policy Manual, the Student Handbook, the College website and College Catalog.

- Policy Manual Section 6 Faculty, 2.0090.02 states that faculty members "must make clear…that their actions, statements and memberships do not necessarily represent the views of the academic community." If there are controls to be exercised over the instructor,

they are the controls of personal integrity and the judgment of their colleagues. Violations of academic integrity warrant collegial censure. In meetings with faculty members, they affirmed that they have freedom of expression and are welcomed by College administrators to share their own views on a wide range of topics as long as they clarify to attendees or readers that the views expressed are their own personal views, not those of TMCC. The team concluded that faculty members are comfortable both in and outside the classroom expressing their points of view.

- The College expects that each individual performing any activities on behalf of the College will adhere to the standards expressed in the Code of Conduct (Policy Manual Section 5, 4.0080 Code of Conduct). Moreover, it is the responsibility of each individual faculty, staff member, or student employee acting on behalf of the College to report known or suspected violations relative to the business of the College. Violations may include applicable federal, state and tribal laws; regulations; government contract and grant requirements; College policies and procedures, or the Code of Conduct.

- TMCC demonstrated repeatedly that it operates according to The Seven Teachings of the Anishinabe people. One of those principles, Bravery, requires them to act with integrity in all things. From meetings with the Tribal Council to Board of Trustees to Board of Directors to student, faculty, and staff, the team witnessed repeated demonstrations of how TMCC practices its teachings and adheres to its tenets.

Core Component 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.

Team Determination: _X_ Core Component is met
                                 __ Core Component is met with concerns
                                 __ Core Component is not met

Evidence:
- Based on the team's review of the College's documents pertaining to admissions, academic programs, governance, educational costs, and accreditation relationships, TMCC adheres to its stated policies and procedures. These documents are placed on the College's website and readily available for internal and external inspection. A review of minutes from Board of Directors' meetings reflects approval of key operational requirements. With respect to the College's catalog, the team noted that it was updated annually and not considered a barrier to students looking for specific and timely information. In discussion with the College's senior staff, the website is updated continuously to reflect changes in policies and procedures.

- TMCC enjoys a number of accreditation relationships which are clearly and publicly communicated. Of particular note is the linkage to the Higher Learning Commission, the American Indiana Higher Education Consortium, and the North Dakota Tribal College Association. The team spoke with program chairs who attested to institutional compliance with accreditation requirements for North Dakota Education Standards and Practices Board (Bachelor of Science in Education Programs), North Dakota State Board of Nursing (Associate of Applied Science Degree in Practical Nursing), National Accrediting   Agency for Clinical Laboratory Sciences (Phlebotomy and Medical

Laboratory Technician Programs), and American Society of Health-Systems Pharmacists (Pharmacy Technician Program).

Core Component 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.

> **Subcomponent 1.** The governing board's deliberations reflect priorities to preserve and enhance the institution.
> **Subcomponent 2.** The governing board reviews and considers the reasonable and relevant interests of institution's internal and external constituencies during its decision-making deliberations.
> **Subcomponent 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.
> **Subcomponent 4**. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: _X Core Component is met
                             _ Core Component is met with concerns
                             _ Core Component is not met

Evidence:

- TMCC's Policy Manual articulates a clear line of governance originating with the Turtle Mountain Tribal Council who passed a resolution in 1972 to establish the college. The Tribal Council appoints a ten-member Board of Trustees. In turn, the Board of Trustees oversees the five-member elected Board of Directors which is designated to interact directly with the institution. The Board of Trustees appoints two members as liaisons to the Board of Directors to ensure communication from the president through the Tribal Council where necessary. While the governance structure, with two tiers, is unusual, it seems to serve the college quite well by maintaining lines of communication but keeping each governing entity at the proper distance from the affairs of the College. Interviews with the Tribal Council, Board of Trustees and Board of Directors indicate that all three entities are familiar with and adhere to the particular by-laws appropriate to their structures

- Interviews with the Tribal Council, Board of Trustees and Board of Directors as well as the College President indicate that the two-tiered governance structure is not only policy but is followed regularly. To subcomponent 3, the governance structure acts to ensure that inappropriate pressure is not brought to bear on the College.

- A thorough review of Board of Directors minutes (2011-2013) indicates that the Board focuses on the best interests of the College and pays close attention to fiscal matters. In the last three years, the Board assisted the College in addressing a pending $1.4 million deficit that resulted in a balanced budget through monitoring, directing the President and then assessing actions. Annually, the Board of Directors conducts a full-day retreat to review the mission statement and policies. The team considers the working relationship with the Board of Directors, in particular, to be of great importance moving forward. In particular, the Board's advocacy for increased economic development initiatives is deemed critical for the long-term financial stability of the College and bringing down the high unemployment rate

(approximately 60 percent) for residents on the Reservation and throughout Rolette County.

- The Board of Directors reviews the President's performance on an annual basis which includes assessment of the President's self-evaluation. An in-person evaluation of the President by the Board of Directors is conducted in the presence of the Board of Trustees. Further, the Board of Directors conducts an annual self-assessment and shares that document with the Board of Trustees. The team deems the College President's position to be stable and administrated with competence and a sense of loyalty and respect for the College's mission. Given the current President's long standing relationship with the College, the Board of Directors is advised to consider succession planning at the earliest possible time.

- A complete review of the committee structure indicates that curriculum, assessment, instruction and other purely academic matters reside with the faculty. Interviews with faculty and staff representatives to the Administrative Committee confirm that faculty is charged with all instructional matters.

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

Team Determination: _X Core Component is met
                                   _ Core Component is met with concerns
                                   _ Core Component is not met

Evidence:
- The TMCC Faculty Policy Manual, Section 6.2.0070.01 states: The instructor is entitled to full freedom in lecturing or conducting demonstrations in their subject or field of competence. In discussions with the Academic Standards Committee and with faculty members, it was clear faculty members are expected to use the official course syllabus course description and course learning objectives, yet faculty members in conversations with team members did admit to a practice of tailoring the official course syllabi for the instruction of their particular course sections. These customized syllabi are not reviewed for approval by the Academic Dean, Department Chair, or the Academic Standards Committee.

- Faculty is encouraged to conduct research projects. Most of the research listed as examples in the Self-Study related to disciplinary research in faculty fields of preparation, but one faculty member conducted research on teaching and student learning in his discipline. Faculty expresses confidence that research efforts are supported and are able to describe how to guide a project through the Human Subjects Research process.

- The Student Handbook lists twelve rights afforded students. These rights represent the College's commitment to freedom of expression and the pursuit of truth in learning. Considering that there were no student complaints about violations of these rights, it is fair to assume that students experience the freedom of expression and pursuit of truth in learning pledged by the College. The team, in discussions with students at-large and members of the Student Senate, affirmed that student rights are respected and

observed. Students also offered that they consider the rights appropriate for citizenship development and that they feel equally responsible for monitoring and governing their own conduct to ensure a pleasant teaching-learning environment.

- Faculty academic freedom protections are described in Section 5. Personnel, Policy 6.0040 Nonrenewal of Faculty and Section 6. Faculty, Policy 2.0070 Academic Freedom. Faculty ease in discussing their research and teaching efforts, their requests for instructional materials not yet afforded under the budget, and their observations of their students learning, support the contention that TMCC is committed to freedom of expression and the pursuit of truth in teaching and learning.

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

> **Subcomponent 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.
> **Subcomponent 2.** Students are offered guidance in the ethical use of information resources.
> **Subcomponent 3.** The institution has and enforces policies on academic honesty and integrity.

Team Determination: _X Core Component is met
                                 _ Core Component is met with concerns
                                 _ Core Component is not met

Evidence:
- The Tribal Council of the Turtle Mountain Band of Chippewa Indians (TMBCI) approves all research studies on the reservation. Although the self-study references the DHHS guidelines for protection of human subjects during research, there is currently no Institutional Review Board registered with DHHS in the community. There is an approved Federal Wide Assurance (FWA) for the Turtle Mountain Tobacco Prevention Program.

- The Research 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 conducting research. Upon review and discussion with both faculty and committee members, the team concluded the College was operating in accordance with its principles and guidelines.

- In open discussions with students, they acknowledged that the College has and enforces policies on academic integrity and honesty and that all community members, including faculty and staff, abide by those policies.   Students voiced approval of the College's policies and practices and noted that integrity and honesty are core values for the Anishinabe people.   The team concluded that student rights and responsibilities, as contained in the Student handbook and available on the website, are clearly understood and practiced.

Team Determination on Criterion Two:

        _X Criterion is met

        __ Criterion is met with concerns

        __ Criterion is not met

Summary Statement on Criterion:

The team determined from resource documents and conversations before, during, and after the visit that the College has met the five core components for Criterion Two. TMCC has worked steadily to update policy documents to accommodate external directives from higher authorities (state, federal, HLC, etc.). The Board of Directors describes a regular cycle of reviewing policies. The College has presented relevant policies and procedures to constituencies, both internal (students, faculty and staff) and external (potential students, parents, citizens), in ways that are convenient and easily accessible (website and electronic documents). To the individual who is not familiar with College, the governance structure with its two tiers is unique. A clear line of governance exists, originating with the Turtle Mountain Tribal Council who passed a resolution in 1972 to establish the College. The Tribal Council appoints a ten-member Board of Trustees. In turn, the Board of Trustees oversees the five-member elected Board of Directors which is designated to interact directly with the institution. While unusual, it seems to serve the College quite well by maintaining lines of communication while keeping each governing entity at the proper distance from the day-to-day management of the College. The President and Vice President have agreed to undertake several targeted actions under this strategic initiative. These include, but are not limited to, the following: establishing an internally equitable compensation program, ensuring organizational transparency for the budgeting process, holding functional unit heads accountable, and developing a human resources performance management system with annual review cycles. In summary, the College has a workable governance structure and does a credible job of providing accurate information to the public.

CRITERION THREE: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT. The institution provides high quality education, wherever and however its offerings are delivered.

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

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree awarded.

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

Subcomponent 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 consortial arrangements, or any other modality).

Team Determination: _X Core Component is met

                    __ Core Component is met with concerns

_ Core Component is not met

Evidence:

- The College offers three Bachelor of Science degree programs in Elementary Education, Early Childhood, and Secondary Science; thirteen Associate of Arts degree programs; sixteen Associate of Science degree programs; eight Associate of Applied Science degree programs, and nine certificate programs. The College seeks input from the Tribal Council before developing and offering new educational programs. The department chair originates and sends the proposal to the Academic Dean. Ultimately, the Dean presents new courses and programs to the Academic Standards Committee. This committee has the responsibility for maintaining the rigor of all academic programs, approval of new courses, approval of curriculum changes, maintenance of academic standards, and decisions regarding "academic bankruptcy," an academic forgiveness status. The final step in the approval of new programs is a review by the President and concurrence and notification to the Board of Directors.

- The North Dakota Department of Career and Technical Education conducts cyclical five-year program reviews of the College's CTE programs. The State reviews all certificate and Associate in Applied Science degree programs. TMCC program coordinators conduct graduate and employer follow-up surveys as a part of the program review process. In February 2012 the College hosted external peer reviewers to review fifteen programs. The report from the external evaluators includes commendations, concerns, and/or recommendations that should result in a plan of action.

- The College delivers courses face-to-face, online, hybrid, Interactive Video Network, and through dual credit/high school. The College uses a standard syllabus format in accordance with HLC guidelines to standardize course descriptions and learning objectives. Faculty customizes the official syllabus to their individual course sections, but the course objectives and course description may not be altered. Students are expected to complete coursework at the same level of academic rigor across all delivery modalities and instructional locations. The syllabi are not standardized on learning assessments.

- A manual on Online Standards for Faculty is under development. The Academic Standards Committee and the Assessment Committee report that a draft document has been circulated. Faculty has some disagreements with the draft document and the College is taking time to resolve any differences. It is anticipated that this manual will include a policy on the award of credit for distance education and measurable definitions for minimal online communication frequency by instructor. The draft version (August 2013) states under Standard 4: "instructor presence and frequent student interaction" will require a measurable definition.

- The College specifies seven general education learning outcomes which all students are expected to learn. The general education learning outcomes are primarily aligned with the general education distribution requirements. The general education assessment process, as described in the Self-Study, has changed and continues to change as one of the ongoing strategic initiatives underway at the College. The Self-Study describes how the seven general education learning outcomes are assessed with the College Basic Academic Subjects Examination (CBASE). The members of the Assessment Committee said that this standardized test never worked for them. They no longer administer CBASE.

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

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 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.

Subcomponent 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.

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

Subcomponent 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.

Team Determination: _X Core Component is met
                              _ Core Component is met with concerns
                              _ Core Component is not met

Evidence:

- Turtle Mountain Community College has a General Education Program Philosophy and seven general education student learning outcomes. The Philosophy states: *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.* The seven outcomes are Communication, Mathematics, Science, Humanities and Social Science, Culture/Diversity, Critical Thinking and Technology. These general education learning outcomes are associated with the liberal arts and sciences general education distribution requirements: Communication, Mathematics, Science, Humanities and Social Science.

- In March 1994, the North Dakota State Board of Higher Education adopted the "General Education Requirement Transfer Agreement" (GERTA). This agreement was created to help students when they transfer between the institutions comprising the North Dakota University System. TMCC implemented GERTA in May, 2002. GERTA, also known as the Gold and Silver Guide, begins with gold pages that list the general education requirements for each college, followed by the silver pages that describe the specific courses and credits at each institution which fall within the ten general education categories of English, Speech, Fine Arts Activities, Humanities, History, Social Science, Laboratory Science, Mathematics, Computer Science and Science and Technology.

- TMCC is challenged to develop a process for collecting general education assessment outcomes data and to track those data over time. Common rubrics for assessing these

seven general education outcomes used by faculty across the curriculum would result in standardized data which could be analyzed to assure the College that they are meeting the stated philosophy of "producing 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."

- In 2004-2005 TMCC faculty adopted a list of learning outcomes associated with each general education learning outcome and assessment methods for each. At that time, TMCC administered CBASE to a cohort of students annually to collect data on the success of the general education program and to develop actions to improve outcomes. The Assessment Committee said that CBASE, a standardized test that was not aligned with their curriculum, made it difficult to determine what curricular and pedagogical elements should be changed to improve outcomes. As a result, they dropped the use of CBASE.

- In keeping with the College Mission and Institutional Goal Four, TMCC provides a curriculum wherein Indian tribal studies and the cultural and social heritage of the Turtle Mountain Band of Chippewa Indians are taught across the curriculum (Culture/Diversity). The team adjudged this mission appropriate.

- Research conducted at, or sponsored by TMCC, must be appropriate to the programs and mission of the College, present a well-designed protocol, and define steps for proper execution of the research project.   Researchers must follow the guidelines and procedures for protection of human subjects outlined by TMCC and the Turtle Mountain Band of Chippewa Indians. At one time there were five research projects underway at the College: Genetics of Pre-Eclampsia, Secondary Succession in a Tornado-damaged Woodlot, Leech Biology, Effects of Climate Change on Bloom Times of Plants, and Development of a Solar Mosquito Trap. All were deemed successful based on research objectives. At present there are two on-going research studies. At least one TMCC faculty member is associated with each study and, where possible, TMCC students are engaged as co-researchers.

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

Subcomponent 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.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

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

Subcomponent 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.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 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.

Team Determination: _X_ Core Component is met
                                                  __ Core Component is met with concerns
                                                  __ Core Component is not met

Evidence:

- The team, upon examination of faculty credentials and teaching loads, determined that the College has onboard faculty and staff required to deliver high-quality instruction and meaningful student support services.   Using 2011-12 figures, the College employed 36 full-time faculty members and 30 adjunct faculty members for 218 course sections (Fall 2011) and 230 (Spring 2012).   Faculty members are expected to hold eight to ten hours of office hours per week, serve as academic advisors, and advise student organizations.

- Interviews and files audited during the visit verified that faculty credentials met College, state, and Commission requirements. Students, in particular, voiced appreciation to team members for the extra effort and attention provided by faculty members who are interested in them personally and committed to their academic and career success.

- An examination of a random selection of approximately 120 staff and 36 faculty files indicates that staff and faculty members meet the education and experience descriptions for their respective positions. TMCC relies primarily on its full-time faculty for instruction (36 full-time faculty members, 20 adjunct faculty members). Faculty files for full-time, adjunct and dual enrollment were reviewed. In one instance, a dual enrollment faculty member did not meet credential requirements; the academic dean indicated that individual is retiring and would be replaced by an appropriately credentialed individual in the near future.

- With regard to the array of student and academic development services available to students, staff members in the tutoring center are credentialed instructors licensed by the state Standards and Practices Board and the Financial Aid and Registrar's offices are covered regularly with posted service hours. In addition, the College provides a number of co-curricular activities that enhance out-of-classroom experiences.

- The team affirmed through review of personnel records that academic and student support staff possessed the necessary educational credentials for the area of work and that each full-time staff member has access to professional development funds and training opportunities to hone their skills.

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

Subcomponent 1. The institution provides student support services suited to the needs of

its student populations.

Subcomponent 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.

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

Subcomponent 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).

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

Team Determination: _X Core Component is met

                                                    _ Core Component is met with concerns

                                                    _ Core Component is not met

Evidence:

- Located two-and-half miles north of Belcourt, the main campus building constructed in 1999 is equipped with state of the art technology, general and subject-specific classrooms and labs, a library and archives, and learning resource centers necessary to support effective teaching and learning. Adjacent to the main campus building is the Career and Technical Education Building which houses the Construction Technology and Electrical Programs. There are also well-designed offices for business support functions, student services, faculty areas, gymnasium, student union, and an auditorium with seating for 800.

- The College provides a full array of no-cost services to support students and learning. These include admissions, registration and financial aid; orientation, academic advising, post-graduation planning, profession-specific student organizations, and career counseling. Nonacademic counseling services include health and wellness; services to students with disabilities; recreation; and social and cultural programs.

- The traditional student services programs work in unison with the Anishinabe Learning, Cultural and Wellness Center, and Zhaabwii Learning Center to provide a comprehensive menu of services that support personal growth and learning. In addition to the tutoring center and faculty advising the College offers services in health and wellness, nonacademic advising, recreation activities and social/cultural programming to support the whole student.

- 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 is professionally credentialed and is also supported by the Turtle Mountain Band of Chippewa Indians to provide these services.

- TMCC described its various facilities in the self-study report. While onsite, the team toured the main campus including and the Anishinabe Learning, Cultural and Wellness Center and Allied Health Building on land adjacent to the main campus. In addition, a team member visited, in downtown Belcourt, the HVAC, welding, and

sheet metal labs and the vocational rehabilitation and adult basic education offices. These facilities are well maintained and appropriate for enhancing student learning.

- Before each term, all new incoming students are required to take placement tests designed by the individual departments within the institution (English, Math, and Science). 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.

- Preparation for student research 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.

- The TMCC Referral Guide & Resource Manual provides a comprehensive list of services available to students. These include allied health program that offers tutoring, availability of student advocates to assist students frame and present their issues, financial support to students to help defray the costs of scrubs, special fees and mileage reimbursements for travel to clinical sites, and child support. Students spoke favorably of the support they received from TMCC faculty-staff members that led to their continued enrollment

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

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

    Subcomponent 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.

Team Determination: _X Core Component is met

                                      _ Core Component is met with concerns

                                      _ Core Component is not met

Evidence:

- The College encourages the development of co-curricular programs that benefit students by offering seed money to the club treasury of new student organizations. The team applauded this approach, which was spoken of highly by students during the visit. Examples include the Native Voice Initiative, Day of the Young Child, TMCC Expo, and Turtle Mountain Family Week. Students learn valuable networking and budgeting skills while performing a service to fellow students and often residents of the Reservation.

- The team took note of the College's athletic teams and the sense of pride it brought to the institution. While athletic teams are limited in number, the value of these

teams and the recognition garnered through national participation was cited by many external partners as a positive in terms of building the image of the College.

Team Determination on Criterion Three:
> _X Criterion is met
> __Criterion is met with concerns
> __Criterion is not met

Summary Statement on Criterion:
> The team concluded that TMCC met the five core components for Criterion Three. The College identified three strengths that it wanted to bring to the team's attention and three challenges which it plans to address. With respect to its challenges, the team adds assessment to the list. Specifically, the Assessment Committee is tasked to develop assessment rubrics for each of the seven general education learning outcomes and to work on embedding general education assessment across the curriculum. Standard measures of these outcomes can be collected and tracked with the assistance of Information Technology (IT), a highly capable department as based on the team's judgment. These data can be analyzed by the Committee, working with IT, to determine if general education learning is occurring at the level set by the College as satisfactory.

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 it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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

> **Subcomponent 1.** The institution maintains a practice of regular program reviews.
> **Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
> **Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.
> **Subcomponent 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.
> **Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
> **Subcomponent 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).

Team Determination: _X Core Component is met
                                 _ Core Component is met with concerns
                                 _ Core Component is not met

Evidence:

- The North Dakota Department of Career and Technical Education conducts cyclical five-year program reviews of the College's CTE programs. In February 2012 the College hosted external peer reviewers to review fifteen programs. The report cited Commendations, Suggestions and Recommendations for each program evaluated. CTE programs follow the North Dakota "Standards of Quality" program requirements. The report concluded with seven pages of recommendations and columns for Action to be Taken (Be Specific), Date Action is to be Completed, and Individuals Responsible for the Action. These columns were blank on the documentation reviewed by the team while onsite. Subsequently, the College produced an updated report that contained responses for the set of recommendations. The team accepts the updated report as sufficient documentation to the College's fulfillment of the external peer reviewers' expectations.

- The *2012 Assessment Manual* includes the 2011-2015 Assessment Schedule for Degrees and Programs. A change was made to this schedule to include the Associate of Science degree program. When asked, the Assessment Committee could not explain how they decided which transfer degree programs would be incorporated in the five-year cycle for CTE program review or when they would be included. The assessment reports are highly narrative, suggesting that the College does not yet have a system in place for compiling, aggregating, or analyzing the data it collects on program improvement and student success and retention. Student services do not appear on the five-year review schedule.

- TMCC does not award credit for prior learning such as CLEP testing. The practice does not extend to Advanced Placement (AP) exams, the American Council on Education's (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services, information from the Defense Activity for Non-Traditional Educational Support (DANTES), industry specific certifications and credentials, or proficiency exams. The team voiced concern about the exclusion of CLEP, an industry standard tool for adult learners. The College may wish to revisit the practice of not accepting CLEP credits. Credit is evaluated for general education according to the North Dakota General Education Requirement Transfer Agreement (GERTA).

- TMCC employs a common syllabus for each course. Adjunct and full-time faculty are expected to use the common syllabus to address the same learning objectives with the same level of rigor. However, the common syllabi do not include standard, required evaluation measures.

- For dual credit courses, TMCC follows the North Dakota Department of Public Instruction policy on dual credit. The College's Dual Credit Handbook, posted on the website, describes dual credit to high school partners, parents, and high school students. Qualified dual credit high school students enroll in TMCC courses.

- The College seeks the validation of outside accrediting agencies for professional programs. The team reviewed the following relationships and concluded that the College is in good position with faculty expertise and financial resources to address cited concerns from outside accrediting agencies: NCATE for the three Bachelor of Science

in education programs (Focused Visit Report, March 2010 noted that Teacher Education "does not have a system in place for compiling, aggregating, or analyzing the data it collects on candidate performance or program improvement" and the Secondary Science and Early Childhood programs met NCATE standards "with weakness"); AASPN for the Associate of Applied Science in Practical Nursing (TMCC placed on conditional approval status until January 30, 2014, at which time the North Dakota Board of Nursing will determine whether stated deficiencies have been sufficiently corrected); NAACLS for the Associate of Applied Science in Medical Laboratory Technician (initial accreditation 2013-2015 with focused report on Standard 22D in October 2014, and Standards 15-18 in October 2015); NAACLS for the Certificate in Phlebotomy; and ASHP for the Pharmacy Technician training program. Students in affected programs must complete national licensure exams for successful program completion.

- Human Resources files confirm that faculty position postings follow the accepted HLC practice of seeking appropriate education and career benchmarks in accordance to the credential requirements. HLC requires that instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except when equivalent experience is established. When faculty members are employed based on equivalent experience, the College defines a minimum threshold of experience.

- The College relies on the CTE programs to conduct Graduate Follow-up Surveys and Graduate Work Evaluation Surveys of employers hiring program graduates. The 2011 Institutional Effectiveness and Assessment report does not report on job placement rates, but does report on graduation rates. It would be appropriate to include these data on graduate follow-up and employer surveys in the Institutional Effectiveness and Assessment Report.

- Academic program reviews have been defined in the context of degree programs rather than major programs. Successful student learning is presented as an extended assessment of the course-level General Education Objectives across the degree programs. It is unclear that there are any specific program learning outcomes being assessed for each major.

- Academic program reviews for the non-CTE major programs could benefit from the structure and rigor inherent in the CTE program review processes as specified by the State of North Dakota.

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

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 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.

Team Determination: _ Core Component is met
                             _X Core Component is met with concerns
                             _ Core Component is not met

Evidence:

- As of fall 2005, 100% of full-time faculty conducts course level assessment of a course section of their choice every semester. The format for these reports is the Faculty Assessment Report Matrix (FARM). Most faculty employ a pre- and post-test developed by the faculty member or in some cases, the department. The FARM is a narrative reflection on student learning by that faculty member. Although the FARM template is an Excel spreadsheet, most faculty use Word to write their reflections.

- The College defines seven general education learning outcomes. The seven outcomes are Communication, Mathematics, Science, Humanities and Social Science, Culture/Diversity, Critical Thinking and Technology. A general education course matrix aligns each outcome to specific general education courses required by the certificate and/or degree. Because general education is aligned to liberal arts and sciences courses, faculty course level assessments in these courses also reflect on student learning of that general education assessment learning outcome.

- The Assessment Committee receives FARMs that have either been synthesized at the departmental level or simply collected and reported at the department level. The Assessment Committee identifies program needs from these FARM reports-i.e. instructional materials, equipment, and/or additional personnel. This consolidation of FARM reports leads to requests and recommendations for fiscal and personnel resources from department heads to the Administrative Council and the Budget Committee. The assessment coordinator, working with the committee, prepares a report of the assessment conducted, complete with findings and recommendations. During the visit, the Assessment Coordinator shared the Fall 2013 Assessment Report with the team.

- Near the close of each semester, faculty conducts post-testing and compares results with the pre-testing. The results of the two tests should reveal whether or not course modification of course content and/or teaching practice should be considered in the interest of improving student learning and course retention. This is reported in the Faculty Assessment Report Matrix (FARM) which is archived by the department chair. Later, in a department meeting, a discussion of assessment activities completed during the semester considers whether there is a need for materials expenditures and/or additional personnel to increase learning effectiveness.

- The Associate of Arts in Business plans to redefine itself as an Associate in Applied Science in Business and will follow the CTE program review process. This transition could be viewed as an opportunity to develop a five-year cycle of program review including liberals arts and sciences programs, student support services such as library, tutoring, and financial, etc. along with CTE programs. The College complies with the North Dakota Department of Career and Technical Education five-year Program

Evaluation for all CTE programs. The College could challenge itself to embed general education assessment in this cyclical process thereby streamlining student learning assessment as an integrated model of assessment.

- Faculty claim that one of the reasons that they experience FARM as an added-on job responsibility that does not support their instructional work is that they were never trained to use the Excel presented for their use. Over time it appears that faculty has moved to highly narrative reports that lack evidence to support their requests for additional instructional materials or personnel. These are not evidence-based recommendations, but anecdotally supported requests. Any data they use is course-level, and very occasionally program level, but never institutional level. Faculty needs training in learning assessment that relies on evidence of student learning, retention, persistence, transfer, and employment.

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

Subcomponent 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.

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

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

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: _X Core Component is met
                                 _ Core Component is met with concerns
                                 _ Core Component is not met

Evidence:
- Goal Four of the 2013-2018 Strategic Plan includes a Major Action to increase retention and graduation rates. Specifically, the Enrollment Management Plan is intended to support this goal by, first, increasing the enrollment to the pre-2010 level and, second, putting in place a strategy to improve the annual enrollment by 1.5% from the 2013 baseline and subsequent years.

- Specific objectives include an increase of retention rates of first-time, first-year students by 3% from 2013 baseline and subsequent years and to increase graduation rates by 3% from 2013 baseline and subsequent years. While these goals are noteworthy, the team was challenged to draw the same conclusions given the College's recent data. However, the team did acknowledge recent efforts by the College in hiring a retention technician with responsibility to monitor student grades

and attendance for at-risk students as well as contacting them to discuss their issue(s) and what assistance they might need. In addition, the College brought on two full-time staff members dedicated to counseling and advising students related to career choices.

- There are a number of bodies at the College addressing retention and degree completion. The team deems this an appropriate responsibility given the College's mission, its open door policy, and student success track record. The Recruitment & Retention Committee utilizes data from IPEDS as well as data from the American Indian Higher Education Consortium AIMS data collection process specific to Tribal Colleges. Plus, the CTE programs collect a comprehensive and innovative array of retention, persistence and student success variables outside of the typical data collected by the Jenzabar system. These data could serve as a model for all programs and inform the committee on program related differences. Overall, the team adjudges the efforts of the College to track student progress and to take prescriptive steps to improve such progress as admirable.

Team Determination on Criterion Four:
<div style="text-align:center">

__ Criterion is met
_X Criterion is met with concerns
__ Criterion is not met
</div>

Summary Statement on Criterion:

The team concluded that the College met, for Criterion Four, Core Components 4.A and 4.C, and met with concerns Core Component 4.B. Although 100 percent of faculty members participate in some form of student learning assessment, there is no clear model guiding their engagement. Originally an Excel spreadsheet was developed as a template for their annual assessment of student learning, but most faculty members resorted to a highly observational and subjective narrative. Moreover, because their efforts are fragmented, the College is stymied in their attempts to fully engage with assessment findings to improve student learning. Facing multiple and competing demands for evidence of student learning, TMCC has created separate, coexisting assessment practices, handling the assessment of programs and general education as isolated pieces rather than as interconnected components of the evaluation of students' knowledge and skills. This fragmentation has made it hard to translate assessment findings into meaningful recommendations for faculty members and students. There appears to be little recognition that the primary purpose for assessing student learning at the program level and for general education competencies is to improve student learning outcomes. The team found some evidence of action looping for continuous program improvement in the Teacher Education program assessments and several career programs. While there is a genuine commitment within the faculty and the College to conduct student learning assessment, data collection and management processes are disconnected, limiting the integration of data that cross references among assessment modes (program and general education). In meeting with the Assessment Committee, it was apparent to the team that in spite of considerable effort on the parts of all faculty members, assessment results are anecdotal at best and cannot be used to improve teaching or student learning outcomes.

CRITERION FIVE: RESOURCES, PLANNING, AND 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.

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

> **Subcomponent 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.
> **Subcomponent 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.
> **Subcomponent 3.**   The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
> **Subcomponent 4.**   The institution's staff in all areas is appropriately qualified and trained.
> **Subcomponent 5.** The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: _X_ Core Component is met
                                     __ Core Component is met with concerns
                                     __ Core Component is not met

Evidence:
- The College has a stable financial position and receives unqualified audits each year. There were no significant findings from the two years' of audits reviewed by the team, though the team stressed the need for continued adherence to stronger internal controls.

- While a very large portion of the operating budget comes from Federal grants, those grants are formula funded and not subject to periodic application reviews. Since the College has maintained a relatively stable Indian Student Count, those funds have also remained relatively reliable.

- The College clearly articulated awareness of potential economic environmental changes and impacts such as high unemployment on the Reservation and the expanding oil industry in the state.

- Physical inspections of facilities at TMCC and interviews with staff verify that the facilities at Main and South Campuses are in excellent condition, well maintained and supported. While there is no Master Facility Plan in place, there is clear attention to the condition of current facilities. Facilities include a library, spacious auditorium, gymnasium, and the Anishinabe Learning, Cultural and Wellness Center.

- Consistent with its strategic plan and budget priorities, TMCC makes every effort to be a Green College. The use of geothermal heating and wind power to mitigate the costs of energy also assist the campus in meeting its strategic goal of increasing its green commitment. During the team's tour of the Main Campus, it learned that the

installation of the wind turbine contributed to thousands of dollars in utility savings.

- The recent president's initiative, *Organizing for Success*, is supported by the Board of Directors (interview of Board members). Extracted from an interview with the president and confirmed by the self-study, Organizing for Success is directed at building institutional capacity in the area of human resources. Team observations led to the conclusion that the institution is currently adequately staffed. However, Organizing for Success, now in Phase II, is an institutional effort to examine all positions, descriptions and efforts to determine an alignment of staffing to allow for college growth.

- The College, its Board of Trustees and the Board of Directors, are aware of the limited financial resources available to the institution. Approximately 90% of TMCC funding is from the federal government, the remaining 10% from grants and gifts (self- study and interview with President). With the exception of BIA ICCA funds, most revenues are restricted. Recent BIA ICCA revenues, based on tribal student enrollment, have declined to $5840/FTE. Combined with the effects of sequester, the declines in revenue have been of concern to the College. The team is confident the College understands its budget issues and will take appropriate steps to remain stable.

- In 2007, TMCC was a participant in a successful tribal college effort to secure additional funding for non-tribal enrollment from the state of North Dakota. North Dakota passed HB1395 in that year to provide funding for non-tribally enrolled students enrolled in tribal colleges in the state. This new source of revenue has helped to offset federal declines in TMCC funding.

- Despite the vagaries of revenue flow, the College has managed its budget to provide strong institutional responses to student and instructional needs. In the last fiscal year, TMCC was able to move $70,000 to cash reserves, according to interviews with the President.

- TMCC has responded to fiscal constraints by careful monitoring of budgets and adding additional tuition and fees to registered students. In 2006, the institution increased tuition to $74/credit hour. The institution has also added a technology fee, a registration fee and a varying fee for textbook use, though it continues to subsidize a part of text book use for students.

- The TMCC Technology Plan, 2014-2016, was reviewed and extensive interviews held with the Institutional Technology Director. Both the plan and the interviews indicated that the college is well positioned currently to meet the instructional and operational needs of the college, students and employees. There is documented adequate band width, distance delivery technology, and learning platforms to serve the College now and into 2016. A regular replacement cycle for computers, servers, switches, etc. is in place and utilized. The Information Technology Director and staff are working to clear up issues of data integrity. There is ongoing installation of software to prevent data breaches.

- Recent Jenzabar purchases are already well-integrated into the institution ERP. Staff has been trained on new modules and most are using these new purchases

regularly. Budget managers are now able to view their budgets in real time, leading to better spending controls.

- While technology expansion and innovation are always on the mind of the Information Technology Director, a primary concern is reaching students who are affected by the digital divide. Students interviewed found the available technology on campus meets their expectations. The IT Support Center received high student praise for immediate responsiveness to all levels of student concerns.

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

Subcomponent 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.

Subcomponent 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.

Subcomponent 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.

Team Determination: _X Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

Evidence:

- TMCC has a unique governance structure with a Board of Trustees (BOT) appointed by the Tribal Council with 2 student representatives elected by the students. This Board appoints a Board of Directors (BOD) to serve as the policy making body. These two bodies, in separate meetings, clearly and consistently articulated the functions of each and their relative relationship(s) with the College administration and the Tribal Council. The team concluded that the governing bodies had demonstrated their knowledge of the workings of the College along with their ability to monitor and oversee the financial stability of the College. All bodies agreed that it fell to the President to administer day-today College functions without interference from the three bodies.

- Over the past two years the administration of the College has undergone a number of changes due to retirements, etc. The current leadership is highly qualified and demonstrates a high level of collaboration in ensuring the College is able to meet its mission. The team was apprised of the pending retirement of the College's Dean of Academic Programs and Commission liaison. The College was cautioned to take advantage of the Dean's knowledge of accrediting processes before departure.

- Since the 2003 Comprehensive Visit, TMCC has worked diligently and consistently to bring policies and procedures into a shared governance format. All policies and procedures are readily available to all constituents on TMCC's web site, catalog, student and faculty handbooks and other documents. The policy manual of TMCC is

a comprehensive document that effectively articulates the collaborative nature of operational decisions. Relevant policies are reviewed by the Board of Trustees annually. Interviews with the Board of Trustees, Board of Directors, staff, faculty and students indicate that the institution adheres to policies and procedures. Reviews of Board of Directors minutes, 2011-2013, also indicate adherence to Bylaws, policies and procedures on a consistent basis.

- Two student representatives are appointed to the Board of Trustees annually, ensuring that student viewpoints are accurately communicated to the Trustees. Further, the Tribal Council appoints two of its members as liaisons to the Board of Trustees. These appointments ensure a strong line of communication and opportunities for collaboration.

- Policies and procedures require that faculty and staff representatives are appointed to the Administrative Committee which serves as an advisory council to the institution's president. Both representatives were present when the Team met with the Administrative Committee and, in interviews, indicated they were regularly included in committee meetings. These representatives present an opportunity for consistent collaboration and communication.

- Review of the Board of Directors minutes indicates a sound knowledge and understanding of the functions of the college, its mission and conditions. The Board of Directors meets with the president monthly and reviews the financial condition of the college at that time as well. Through annual review of the president and Board self-evaluation, the Board of Trustees is also knowledgeable about the conditions of the college, at the appropriate level.

- Interviews with the Board of Directors confirm that the board takes it fiscal responsibility quite seriously and is familiar with the financial statements of the college. Within the last three years, the board has assisted the president in turning a $1.4 million pending deficit to a balanced budget. As a result of this effort and knowledge of decreasing revenues, the board is monitoring college finances carefully and assisting the college in exploring new revenue sources.

- The faculty has full charge of academic standards and quality through the Academic Standards Committee. The Student Senate is very active in interacting with the institution's administration.

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

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.
Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
Subcomponent 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.

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

Team Determination: _X Core Component is met
                              _ Core Component is met with concerns
                              _ Core Component is not met

Evidence:

- The end-of-semester Assessment Report that summarizes FARMs is a narrative, primarily anecdotal reflection on student learning. The requests that faculty propose through the FARMs are tied to the budget process through the Department Chairs to the Administrative Council and the Budget Committee.

- The Institutional Effectiveness Plan, initiated in 2011, and the Organizing for Success initiative (strategic plan), developed in Fall 2013, fully engaged all College constituencies in College operations by surveying community members, students, staff, and faculty. The feedback was used to link resources with high priority initiatives.

- 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, TMCC's Budget Committee has a better idea of how much revenue to anticipate and budget accordingly. 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.

- 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. This is a new effort that will require personnel and persistence.

- The College developed an Information Technology Strategic Plan, 2014-2016. This is an ambitious plan with 41 separate projects, although some of these projects overlap, this is a challenging two-year plan. The plan stipulates that no later than December 2015 the College will establish baseline infrastructure and learner metrics that can be used as criterion for determining success. The team did conclude that the College has capable Information Technology leadership and was on track to successful meet the deadline.

- The College anticipated the labor needs associated with the development of oil fields in North Dakota. At present, graduates of the Commercial Driver's License program and the Welding program find lucrative employment in the oil industry. The College is also watchful of a potential natural gas development nearer to Belcourt. Were this development to materialize, the College anticipates the need to develop more than the current 67 online courses and would conduct labor market needs analysis to assure that the College offered the programs needed in the new labor market sectors.

- TMCC has consistently had comprehensive strategic plans that are reviewed and revised as necessary. They have a comprehensive planning process in place that is

currently developing a plan for the next four years. The administration suggested it will be conducting an evaluation of its planning cycle as it relates to the academic/fiscal year versus a calendar year plan.

- The recent changes in the budgeting process have improved the linkage between planning and budgeting. All budget requests must be justified by making a direct link to one or more goals from the strategic plan. The planning process currently in place actively involves constituents throughout the college at all stages of the process. The budget process is also now significantly more inclusive than previously.

- College leaders are acutely aware of potential impacts and of emerging factors like the "oil boom" in their planning. They have identified several new programs they are considering to address the demand for workers in the oil industry. One example is the need to expand the CDL program to generate more certified commercial drivers. To meet this expansion need the College has recognized the need to acquire an additional "big rig" tractor trailer for the on road portion of that certificate training.

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

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

Team Determination: _X Core Component is met
                             _ Core Component is met with concerns
                             _ Core Component is not met

Evidence:
- TMCC uses survey research and practitioner reflection to gather data for student learning and retention improvement. The College website under Registrar – Graduation Application Assessment of Student Learning states: "All new, returning and graduating students are required to participate in TMCC's assessment program which consists of several pre- and post-tests, general department evaluations, satisfaction surveys, and college and community initiatives." A more sustained focus on outcomes data: student success, retention, completion, transfer, and employment would strengthen the focus on improving performance.

- Although the College's strategic plan will be rewritten as a three-year plan, the present 2013-2018 Strategic Plan lists as goals: Goal 1: Organizing for institutional success; Goal 2: Establish academic progress measures that provide students with personal progress indicators and guide the instructional process; Goal 3: Establish sustainable revenue streams; Goal 4: Increase student enrollment; Goal 5: Establish languages revitalization and preservation program; and Goal 6: Articulate TMCC's commitment to being Green. The College President anticipates no changes in the goals, but a change in how the plan will be implemented. He proposes using the Rapid Planning Method System which will tighten the plan to three years from five years.

- The College's Institutional Effectiveness and Assessment Report of 2010-2011 provides a baseline for selected institutional output and outcome measures. The future of a coordinated institutional effectiveness initiative is unclear with the loss of the key staff member responsible for the report. A lack of investment in an institutional research/effectiveness function could sub-optimize or reverse any gains realized from the revised strategic planning process.

- TMCC has an Institutional Effectiveness Plan designed to facilitate data based decision making. The College uses a variety of surveys to gather data and conducts regular employee evaluations that provide data on areas in need of performance improvement. It is in the process of developing more comprehensive and systematic processes for longitudinal collection and analysis of performance data and its use for continuous improvement.

Team Determination on Criterion Five:
> _X_ Criterion is met
> __ Criterion is met with concerns
> __ Criterion is not met

Summary Statement on Criterion:
> The team concluded that TMCC met the four components for Criterion Five. Even though the College is in its fifth decade of operations, the team is concerned that it is still unsettled on the strategic planning process. To the College's credit, plausible explanations were provided team members and assurances made to solidify the plan and move forward. Recent and upcoming personnel changes and retirements add new challenges and opportunities to developing an emerging corps of new College leaders. The College may benefit in evaluating program and student costs if it implemented a practice of evaluating program costs per student. The availability of these data would assist in evaluating student fees and identifying programs either with enrollment too low to sustain costs or those that may need additional financial resources to perform well. The College's Foundation , operating without a full-time director, appears to be dormant; revitalizing this non-profit resource could greatly assist the institution with the vagaries of revenue and shift some of the day-to-day away from the President who is handling this responsibility on an interim basis .

> TMCC currently lacks data other than that required by compliance measures. The institution could benefit from a strong Institutional Effectiveness department in order to make data-driven decisions, particularly as it makes decisions regarding programmatic changes. Strong institutional planning can be hampered by insufficient data for decision making. Any task analysis for the design of an Institutional Effectiveness (IE) model begins with the selection of outcomes. Typically, the college will want to examine its mission and purposes, and define measurable outcomes which will answer the question "How well are we doing what we claim to be doing?"

> As the College pursues a data-driven decision-making model, it will also need to develop a culture of evidence. This is much more than the presentation of data which appear to support a particular decision or plan of action. It also involves regular monitoring of key variables (most colleges call them indicators) and the analysis of

trends in these variables. The goal to have quality data for decision making purposes must be maintained if future growth and quality assessments are to be realized.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation:** Reaffirmation of accreditation

2. **Timing for Next Reaffirmation Evaluation:** Academic Year 2023-2024

3. **Rationale:** The team concluded that Turtle Mountain Community College fulfills all of the Criteria for Accreditation based on evidence provided in the self-study report and accompanying materials found on the College's website, resource room, and interviews with external and internal constituents. The team was impressed with the College's facilities and academic and student support services. It was clear that the College is an integral part of the Reservation and Rolette County and considered the hub of educational, social, community, and cultural activities. The team witnessed a two-tier governance structure that works well for the College and its mission.   While in solid financial shape at the current time, the College is aware of the political and economic factors that could negatively impact funding and has taken measures to address them proactively.   Given the resources the College possesses—human, physical, and fiscal—it budgets and spends appropriately.   Efforts to get the College Foundation off the ground and perhaps negotiating a cash stipend from the Tribal Council from casino funds would aid in the area of student scholarships and support services.

4. **Criterion-related Monitoring Required (report, focused visit): 4.B**

   Monitoring: Report on Assessment of Student Learning by June 30, 2015

   Rationale: Although 100 percent of the full-time faculty writes an annual course-level narrative on student learning, these reports are highly variable; the majority of the narratives are reflective observations. They are simply snapshots of student learning at one point in time. Even in those courses employing pre-and post-testing, TMCC does not use a data management system for aggregating and displaying data over time.   As a result, it is not possible to analyze student success and completion trends at the course or program levels. The learning assessment process in place is primarily the work of people who have just retired from the College. The present College academic leadership has the ability, the energy and the potential to move TMCC to the next level. The Monitoring Report is viewed by the team as a way to help the College reach that goal. The team suggests that the College:

   1. Designate an academic administrator responsible for the learning assessment effort; provide the faculty assessment committee time and resources to address the effort, ensuring that the learning assessment plan is faculty owned and led.
   2. Identify a line-item budget for learning assessment that includes funds for professional development and data management software so that faculty,

academic staff and Information Technology staff learn how to develop an ongoing system of learning assessment that relies on evidence of student learning, retention, persistence, transfer, and employment.

3. Develop a multi-year plan.
4. Consider a five-year cycle of program review to align with the state requirement for Career ad Technical Education programs, but include all academic programs and services and integrates the assessment of general education learning.
5. Create a page on the College website dedicated to the promising practices that result from faculty learning assessment efforts.

5. **Federal Compliance Monitoring Required (report, focused visit):**

Monitoring: Report on Assignment of Academic Credit Policy by September 30, 2014

Rationale: At the time of the visit the team discovered that the College did not in place a policy for assigning credit for all delivery formats. The College is aware of the oversight and plans to have the policy drafted, reviewed, and approved by the Board of Directors prior to the printing of the next edition of the College Catalog (due to be released in July 2014).   The team is confident the College will address this matter given its proven track record of complying with Commission policies and procedures.

B. Commission Sanction or Adverse Action

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

       ( ) Yes   (X) No Legal Status

       ( ) Yes   (X) No Degree Level

       ( ) Yes   (X) No Program Change

       ( ) Yes   (X) No Distance or Correspondence Education

       ( ) Yes   (X) No Contractual or Consortial Arrangements

       ( ) Yes   (X) No Mission or Student Body

       ( ) Yes   (X) No Clock or Credit Hour

       ( ) Yes   (X) No Additional Locations or Campuses

       ( ) Yes   (X) No Access to Notification

       ( ) Yes   (X) No Access to Expedited Desk Review

       ( ) Yes   (X) No Teach-out Arrangement

       ( ) Yes   (X) No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

Appendix A
Interactions with Constituencies

Turtle Mountain Band of Chippewa Indians/Tribal Council (9)
Turtle Mountain Community College Board of Trustees (10)
Turtle Mountain Community College Board of Directors (7)
President and Interim Foundation Director
President's Administrative Committee
Vice President and Acting Dean of Students
Dean of Academic Programs
Comptroller
Chair, Social Studies Department
Career and Technical Education Director
Director of Library Services
Project CHOICE Director
Human Resources Manager
Information Technology Director
Adult and Continuing Education Director
Teacher Education Director
Facilities Manager
Director of Anishinabe Learning, Cultural, and Wellness Center
Financial Aid Director
Faculty Representative to Administrative Council
Staff Representative to Administrative Council
Registrar
Alumni Relations Director
Assessment Coordinator
Online Coordinator
Open Meeting with Faculty (34)
Open Meeting with Students (15)
Open Meeting with Staff
Meeting with Assessment Committee (6)
Meeting with Academic Standards Committee (6)
Meeting with Student Senate (6)
Meeting with College Community Partners (13)
Meeting with Members of Research, Recruitment, and Retention Committees (11)
Meeting on College Finances (4)
Meeting on Shared Governance (3)
Meeting on Strategic Planning Process (8)

Appendix B
Principal Documents, Materials, and Wed Pages Reviewed

Turtle Mountain Community College (TMCC) Website (http://www.tm.edu/)
Statement of Seven Teachings of the Tribe
TMCC 2014 Self-Study Report
TMCC Articles of Incorporation
TMCC 2014 Federal Compliance Institutional Filing
TMCC 2014 Federal Compliance Worksheet
TMCC Student Handbook Academic Year 2013-2014
Strategic Plan 2013-2018 (Organizing for Success) & Previous Versions
Information Technology Strategic Plan 2014-2016
Annual Presidential Reports
TMCC Audited Financial Statements Years Ended June 30, 2011 & June 30, 2012
TMCC 2013-2014 Catalog
TMCC 2013-2014 Policy Manual (Staff & Faculty)
TMCC Composite Financial Indices (FY2010, 2011, & 2012)
Materials from HLC, including:
         2003 Comprehensive Team Report
         2007 Commission-Mandated Focused Visit Report
         2008 Commission-Mandated Focused Visit Report
         Institutional Updates for 2011-2012 & 2012-2013
         TMCC Organizational Profile (as of May 7, 2013)
         Statement of Affiliation Status
         Commission Notifications of IAC, Staff, 7 Board Actions
Board of Trustees' Agendas & Minutes
Board of Directors' Agendas & Minutes
General Education Transfer Agreement
North Dakota Education Standards and Practices Board Website
Dual Credit Manual
Student Complaint Log
Jenzabar Contract
Institutional Effectiveness Strategic Plan
Institutional Effectiveness Reports: 2005, 2008 & 2011
Online Standards for Faculty Manual
2011-12 Assessment Manual
Enrollment Management Plan
Student Use of Technology Policy
Information Technology Appropriate Use Form
Student Right to Know Policy
Department of Career and Technical Education Program Evaluation Report (January 30-31,
      2012)
Assessment Coordinator Reports: 2012, 2013, & 2014 (Draft Version)
Random Sampling of Faculty Credentials: Full-time, Adjunct, & Dual Enrollment Instructors
A/R Aging Summary Report as of March 26, 2014
Student Enrollment Numbers: Retention, Graduation, by Program
TMCC Collaborative Agreement with Bismarck State College for AAS Process Plant
      Technology

Pamphlet from Anishinabe Learning, Cultural & Wellness Center
Sample of *TMCC News,* college newsletter
Bachelor of Science Degree Pamphlets
Sample of Faculty Development Plans
TMM Tribal Vocational Rehabilitation Project Pamphlet
HLC Draft Document: *Considerations of Readiness for Two-Year Institutions Seeking to Offer the Baccalaureate Degree*
HLC Document: *Distinctive and Connected Tribal Colleges and Universities and Higher Learning Commission Accreditation-Considerations for HLC Peer Reviewers*

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Appendix C
Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams

Effective September 1, 2013 – August 31, 2014

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement.

Institution under review: Turtle Mountain Community College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Turtle Mountain Community College (TMCC or the College) submitted a Credit Hour Worksheet for the Fall 2013 semester. In addition, the team requested and received a breakdown of courses, by type and credit hours, for the Spring 2014 semester. Commission Policy FDCR.A.10.020 specifies that colleges assign all of their credit hours according to a comprehensive institutional policy. Turtle Mountain Community College, although following acceptable practices, does not have an institutional policy, as required, on the calculation of credit hours under all delivery formats. The College needs to develop a policy on the assignment of credit hours for courses offered as distance education courses. The College has developed a draft version of an Online Manual. It has been widely circulated for comment and is scheduled to be completed soon. The policy on the assignment of credit for courses offered as distance education would logically be included in that manual.

It must be noted that the Assignment of Credit Hours appendix indicates the College offers 36 distance courses but the number of meetings and meeting length are indicated as zero (0). The College has a draft policy for distance education (identified as "on hold") that does not yet specify any requirements for student participation in online discussions or chats; nor does it specify a minimum number of time students must log in and participate in those discussions. TMCC needs to give completion of this policy a high priority to fully complete the requirements for the appendix.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: TMCC's log of student complaints was reviewed by the team and found to be consistent with the institution's procedures (located in the TMCC Student Handbook) regarding the filing and resolution of student complaints. However, it is also noted that the log of student complaints also contained incidents relevant to campus security. Clearly the institution uses a single form for logging and resolving both student complaints and security incidents and it is recommended that the forms, and thus the logs, be separated into two different processes. The office of the Dean of Student Affairs has responsibility for initially addressing any written complaints.

   Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The publication of transfer policies was reviewed by the visiting team and found to be compliant with federal requirements. Transfer policies are clearly described both on the TMCC web site and in the catalog. The publication of transfer policies includes an articulation of general education credits within the North Dakota University System, member institutions and the North Dakota Tribal Colleges (GERTA).
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   Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: All TMCC students are given a unique user login and password and are prohibited by the Information Technology Appropriate Use Policy from using other students' identities for any purpose. Teaching assistants at each IVN site monitor the identity of students enrolled in each IVN course. Faculty typically require that tests are proctored, thereby enabling positive identification of students. As part of a current review and selection of a new Learning Management System (LMS), consideration is being given to an add-on technology to assist in positive student identification.

   Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- ***General Program Requirements.*** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- ***Financial Responsibility Requirements.*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- ***Default Rates****. The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize*

default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- ▪ ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ▪ ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- ▪ ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

- ▪ ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- ▪ ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

    _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: All required information for Title IV compliance is provided in the Student Right to Know document. That document specifically addresses information regarding each of the components as listed: Campus Crime Information, Student Right to Know, Contractual Relationships - N/A, Consortial Relationships - N/A, and Default Rate - N/A. Other required information is provided in the College Catalog. TMCC believed that it did not have any consortial relationships with other schools or organizations. The team discovered that the College has, in the team's judgment, an academic consortial agreement with Bismarck State College leading to a degree offered through distance education. Currently, TMCC is not approved to offer degrees online. TMCC is advised to submit the required applications so that it can be approved and the Commission assigning the appropriate stipulation. If the College does not submit an application, then the College must provide the Commission information about how it will operate the consortial agreement without Bismarck State College. Last, the team is confident TMCC has the expertise onsite and will follow-through as advised.

    Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

    _X__The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: TMCC publishes the appropriate academic calendar, grading guidelines, admissions standards, tuition and fees, and refund policies in its catalog. The information is also available on the website.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The team reviewed TMCC's documents on the website and in marketing materials and concluded that these materials accurately represented the College's academic, student, governance, and financial status to the general public. The College provides evidence that it follows all requirements for providing clear and accurate information in its advertising and recruiting materials, including information about its relationship with the Commission and other accrediting agencies. In any place where TMCC discloses its relationship with the Commission, it also provides contact

information for the Commission. The College uses the Commission's Mark of Affiliation on its web site.

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

    _X__The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: TMCC's assessment program provides student information at the course, program, and institutional level. The document the College referenced in response to the Commission Policy FDCR.A.10.080, specifically, the *Turtle Mountain Community College Institutional Effectiveness and Assessment 2010-2011* report, demonstrates that the College has access to such student outcome data as job placement, graduation rates, and retention. However the College does not yet report on successful course completion rates, transfer rates, or persistence rates, three data elements routinely used in evaluating the success of college students and programs.

    Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

    _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: TMCC was originally chartered under the Turtle Mountain Band of Chippewa Indians (Resolution #678-11-72). The College appears to be in good standing with all its external accrediting agencies including NCATE, the North Dakota State Board of Nursing, the North Dakota Association of Career and Technical Education, and accreditation specific to clinical laboratory and pharmacy education. The College's Bachelor of Science in Education has been approved by the North Dakota Education Standards and Practices Board. TMCC is also a member of the American Indian Higher Education consortium. Information regarding TMCC's status with state and other accrediting agencies is not available on the web page but contained in the self-study report. Student success in licensing through external agencies is not available to the public.

    Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

_X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team reviewed evidence that the comprehensive visit was broadly communicated to external and internal constituents via website, email blasts, and announcements in local papers. The team received no public comments.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:
- TMCC 2014 Federal Compliance Filing
- TMCC 2014 Federal Compliance Worksheet
- TMCC Breakdown of Fall 2013 & Spring 2014 Courses
- Bismarck State College & TMCC Consortial Agreement to Offer Online Energy Technology Courses
- TMCC website
- Academic Calendar 2013-14
- TMCC Catalog
- Selected TMCC Course Syllabi
- IPEDS Data
- HLC Information on Contractual & Consortial Arrangements

Appendix

Team Worksheet for Evaluating an
Institution's Program Length and Tuition,
Assignment of Credit Hours and on Clock Hours

Institution under review: Turtle Mountain Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

_X_ Yes   ____ No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X__ Yes   ____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

____ Yes   __X_ No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

   - Associate's degrees = 60 hours

   - Bachelor's degrees = 120 hours

   - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

   - Note that one quarter hour = .67 semester hour

   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

    The team found appropriate class scheduling across the College's programs of study. TMCC follows the Department of Education, Commission, and North Dakota system requirements as to the amount of time allotted for one semester credit hour. Regardless of online or in-person delivery of coursework, the team found the same number of credit hours is required to complete diploma, certificate or degree requirements. Laboratory components for courses follow prescribed College guidelines.   The team sampled syllabi in the bachelor of science and associate degree programs for the following courses: ENGL 110, ENGL 265, HUMM 101, LANG 125, HISR 103, BOTE 108, CSCI 101, CHEM 380,NUTR 240, and PSYC 100.   All courses are three hours, except CHEM 380 (which is an online, upper division through collaboration with Bismarck State College and four credit hours) and PSYC 100 (which is two credit hours and not accepted in transfer at North Dakota system institutions). In addition to CHEM 380, NUTR 240 and PYSC 100 are offered online.   The team's review of these courses indicates appropriate credit allocations. Overall, it is the judgment of the team that TMCC has credit hour assignments and degree program lengths that fall within the range of good practice in higher education.   The team also noted the consistency across degree programs as to tuition with the exception of the Process Plant Technology tuition of $137 per credit hour, higher than any other program.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

    __ Yes   __X_ No

Comments: The College does not have a specific policy dealing with the assignment of credit for all course delivery methods. The College Catalog (pages 34-35) provides information on the assignment of credit for lecture and laboratory courses. Absent are specific instructional time for Distance Learning (Interactive Video Network and Internet courses), Hybrid, Independent Study, and Shortened Format methods. The team noted that faculty and students were able to verbalize their expectations for instructional time to attend classes, regardless of delivery method. The practice lacks policy.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

____ Yes   __X__ No

   Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

____ Yes   __X__ No

   Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education?

____ Yes   __X__ No

   Comments:

2) **Application of Policies**

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit?

__X__Yes   ____ No

   Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

__X__ Yes   ____ No

   Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

__X__ Yes   ____ No

   Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes   ____ No

   Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes   ____ No

   Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

__X__ Yes   ____ No

Rationale: At the time of the visit the team discovered that the College did not in place a policy for assigning credit for all delivery formats. The College is aware of the oversight and plans to have the policy drafted, reviewed, and approved by the Board of Directors prior to the printing of the next edition of the College Catalog (due to be released in July 2014).   The team is confident the College will address this matter given its proven track record of complying with Commission policies and procedures.

Identify the type of Commission monitoring required and the due date: Report on Assignment of Credit Policy by September 30, 2014

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes   __X__ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes   __X__ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

_____ Yes   _____ No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

_____ Yes   _____ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_____ Yes   _____ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

_____ Yes   _____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

_____ Yes   _____ No

Rationale:

Identify the type of Commission monitoring required and the due date:

STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Turtle Mountain Community College ND

TYPE OF REVIEW*:* Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 03/24/2014 - 03/26/2014

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Tribal

RECOMMENDATION: nc

DEGREES AWARDED: Certificate, Associates, Bachelors

RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Accreditation at the Bachelor's degree level is limited to the Bachelor degree in Elementary Education, Bachelor of Science in Early Childhood Education, and the Bachelor degree in Science Education.

RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES:

The institution has not been approved for distance education. The institution has not been approved for correspondence education.

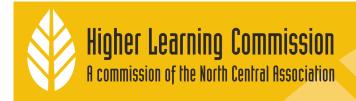**RECOMMENDATION:** nc

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ACCREDITATION ACTIVITIES:

RECOMMENDATION: Monitoring Report on Assessment of Student Learning due by June 30, 2015; Monitoring Report on Assignment of Academic Credit Policy due by September 30, 2014

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2003 - 2004

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2013 - 2014

RECOMMENDATION: 2023-24

Higher Learning Commission
A commission of the North Central Association

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1963 Turtle Mountain Community College ND

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

xx   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	15
Bachelors	3

Programs leading to Graduate	
Masters	0
Specialist	0
Doctors	0

Certificate programs	
Certificate	9

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - Present Activity

ORGANIZATIONAL PROFILE WORKSHEET

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:
Present Offerings:
None.

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Contractual Relationships:
Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: