Chapter I

Overview of the Self-Study Process

Turtle Mountain Community College engaged in a Self-Study process where the College assessed compliance with the General Institutional Requirements of the Higher Learning Commission of the North Central Association of Colleges and Schools and used the five evaluative criteria for continued accreditation and the assessment of student academic achievement and levels of implementation. This report represents the culmination of that effort representing our composite judgment of the degree to which Turtle Mountain Community College meets the published criteria and constitutes the College's formal application to the Commission for continued accreditation.

The Self-Study process was officially launched in January 2002. The President named the Vice President, Dr. Carol Davis, and Self-Study Coordinator. The President appointed Committee Chairs who also served as the Steering Committee. The remaining staff, some students, and Board members were assigned to the various Self-Study Committees. The Committees were given their charges, timelines, and meeting schedules. An in-service was provided to everyone involved in the process. At the in-service, the Committees were given their charges, timelines, and meeting schedules. Dr. Karen Keitzman, Higher Learning Commission Liaison, visited the campus to offer assistance.

The Self-Study process allowed the entire staff to review aspects of the college that may have been outside of their daily assignments. It was also an opportunity for all to reflect upon their personal role in carrying out the mission of the institution. The evaluation of institutional activities reaffirmed the staff commitment to the mission and

the clientele served. The process was also an opportunity to survey and design activities that will meet future needs. The most remarkable change was probably the realization on the part of the faculty that the assessment plan needed to be updated. Their efforts are documented in the new assessment plan in this document. It is an impressive effort.

The Self-Study Committees evaluated the college based on the General Institutional Requirements and the Evaluative Criteria. On the basis of their analysis, they submitted reports to the Steering Committee who wrote several drafts of the Self-Study document over the year and a half that the process was in place. This document represents the results of that activity.

Chapter I documents the history of the Turtle Mountain Band of Chippewa. The history is intended to affirm that there is a rationale for the College's commitment to preserve and promote the culture, language, and heritage of the Turtle Mountain Band of Chippewa.

Chapter II revisits the 1993 Self-Study and Higher Learning Commission site visit; it addresses the Focus Visit of March 1996; and, includes information from the Focus Visit in November 2000 when Turtle Mountain Community College requested a Change of Status by adding a Bachelor of Science degree in Elementary Education.   The visiting team's reports produced recommendations that are addressed in this section.

Chapter III reviews Criterion One: The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Chapter IV presents Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Chapter V reviews Criterion Three: The institution is accomplishing its educational and other purposes.

Chapter VI examines Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Chapter VII presents Criterion Five: The institution demonstrates integrity in its practices and relationships.

Chapter VIII reviews Assessment of student academic achievement: Levels of Implementation.

Chapter IX is a summary of the data presented in the self-study and a request for continued accreditation.

History of the Turtle Mountain Band of Chippewa

Turtle Mountain Community College is an independently governed tribal two-year college, serving the Turtle Mountain Chippewa Reservation of north central North Dakota. The College is located at the tribal government capital of Belcourt, North Dakota. The Turtle Mountain Chippewa population is approximately 26,000 with about 14,000 enrolled members residing on or adjacent to the Reservation. The Reservation is located near the geographical center of North America in north central North Dakota, its northern boundary less than ten miles from the Unites States-Canada boundary. More importantly, the Plains Ojibway consider Turtle Mountain the original beginning place.

> Sky woman looked down upon the waters that covered the earth after the great melting of the ice. She saw a Giant Turtle (who was call Mekinok) in the water and came down to stand upon his strong back. Then, she summoned Muskrat whom we all know as far as he could—to find a part of the earth. Three times he dived, but came up empty. The fourth time, Muskrat was gone a very long time. Sky Woman grew weary, but she waited patiently and prayed. Finally, she saw a gleam of bubbles far down in the depths. Soon, Muskrat broke the surface of the water gasping for breath, but he had a piece of mud in his paws. Sky Woman thanked Muskrat and told him that he would always have a home on the land and in the water as well. She then took the wet dirt into the palm of her hand, dried and blew it gently, to the north, to the east, the south and the west. Wherever the dust from the dirt went, land came up around the Giant Turtle. Soon the land completely encircled Mekinok. And Mekinok became Turtle Island, the center of the world and the birthplace of the Anishinabaug, the original people. As the land grew, even Mekinok became covered with topsoil and the Anishinabaug called him Mekinok Wajiw (the mound of earth that is a turtle). Today, it is called Turtle Mountain.

Chippewa people belong to the Algonquin speaking group of North American Indians. The Algonquin family of Indians is the largest group in North America. Once inhabiting the northeastern part of the continent stretching as far westward as the Rocky Mountains, treaties and executive orders reduced the tribe to small segments of land

located in North Dakota, Minnesota, Wisconsin and Michigan and parts of Canada.

Most tribes in North America have a legend handed down from generation to generation that tells of their creation. The Chippewa are no different. Oral traditions tell us that the Chippewa have always lived in North America. Indeed, they proudly call themselves Anishinabe, or "the original people." The Chippewa legend, handed down by word of mouth and recorded on scrolls of birch bark, tells the story of the creation of the earth and of Kitchi Manitou, the Great Spirit.

The following was excerpted from the Mishomis book by Edward Benton-Banai.

> When Ah-ki' (the Earth) was young, it was said that the Earth had a family. Nee-bagee'sis (the Moon) is called Grandmother, and Gee'sis (the Sun) is called Grandfather. The creator of this family is Kitchi Manitou (Great Mystery or Creator).
> The earth is said to be a woman. In this way it is understood that woman preceded man on the earth.
> Long ago, Kitchi Manitou had a dream. He saw the sky filled with the sun, earth, moon and stars. He saw the Earth covered with mountains and valleys, lakes, and islands, prairies and forests. He saw trees, flowers, grass and fruit. He saw all manner of being, walking, flying, crawling and swimming. He saw birth, growth, and death. And he saw some things that lived forever. Kitchi Manitou heard songs and stories, he touched wind and rain, and he experienced every emotion.
> After his dream Kitchi Manitou made rock, water, fire, and wind. Into each he breathed life, and to each he gave a different essence and nature. From these four elements Kitchi Manitou created the stars, sun, moon, and earth. Kitchi Manitou gave special powers to all of his creations. To the sun, he gave the power to heat. To the Earth, he gave growth and healing. To the water, he gave the power to purify and renew. And to the wind, he gave the voice of music and the breath of life.
> On the new Earth, Kitchi Manitou made mountains, valleys, plains, lakes, islands, and rivers. Everything had its place on the new Earth. Kitchi Manitou sent his singers in the form of birds to the Earth to carry the seeds of life to all of the four directions. In this way life was spread across the Earth. The Creator made the plants. There were four kinds: flowers, grass, trees, and vegetables. To each plant he gave the spirit of life, growth, healing, and beauty. And he placed each one where it would be most beneficial. Kitchi Manitou then created the animals and gave each of them special powers. All of these parts of life lived in harmony with each other.

On the surface of the Earth, all is given Four Sacred Directions – North, South, East, and West. Each of these directions contributes a vital part of the wholeness of the Earth. Each as physical powers as well as spiritual powers, as do all things.

When she was young, the Earth was filled with beauty. Kitchi Manitou had finally created a world that was nearly perfect. Then he put into effect the great laws of nature to ensure the well being and harmony of all things. All things were to live and work according to these laws.

Kitchi Manitou than took four parts of Mother Earth and blew into them using a Sacred Shell from the union of the Four Sacred Elements and his breath, man was created.

It is said that the Kitchi Manitou then lowered man to the earth. Thus, man was the last form of life to be placed on the Earth. From this Original Man came the A-nish-i-na'-be people. In the Chippewa language if you break down the word Anishinabe, this is what it means:

ANI – from whence;

NISHINA – lowered;

ABE – the male of the species;

Kitchi Manitou created us in his image. We are natural people; we are a part of Mother Earth. We live in brotherhood with all that is around us. Although last and weakest of his creations, we were given the greatest gift of all – the power to dream. Thus, Kitchi Manitou has brought his dream to life.

Migration

The Chippewa people undertook a migration process, which began on the northeast coast around 900 AD and was not complete for more than 500 years. This migration took the Chippewa nations from the eastern shores of Turtle Island (North America) into the Continent's midlands.

Ancestors of the Turtle Mountain Band of Chippewa originated from the vicinity of Michigan's Upper Peninsula and southern Ontario. Around the dawning of the 17th Century, or shortly thereafter, this band of Chippewa moved westward to the shores of Lake Superior. This migration took place on both the north and the south shores of the lake. The tribes that lived to the north the lake are now referred to as the Northern Chippewa. Those to the south of the lake became commonly referred to as Southern

Chippewa. Some Chippewa people began to interact more with their neighbors and friends, the Cree, when they settled in the location that is present-day Northern Minnesota.

FROM: THE LAND OF THE OJIBWE; MINNESOTA HISTORICAL SOCIETY
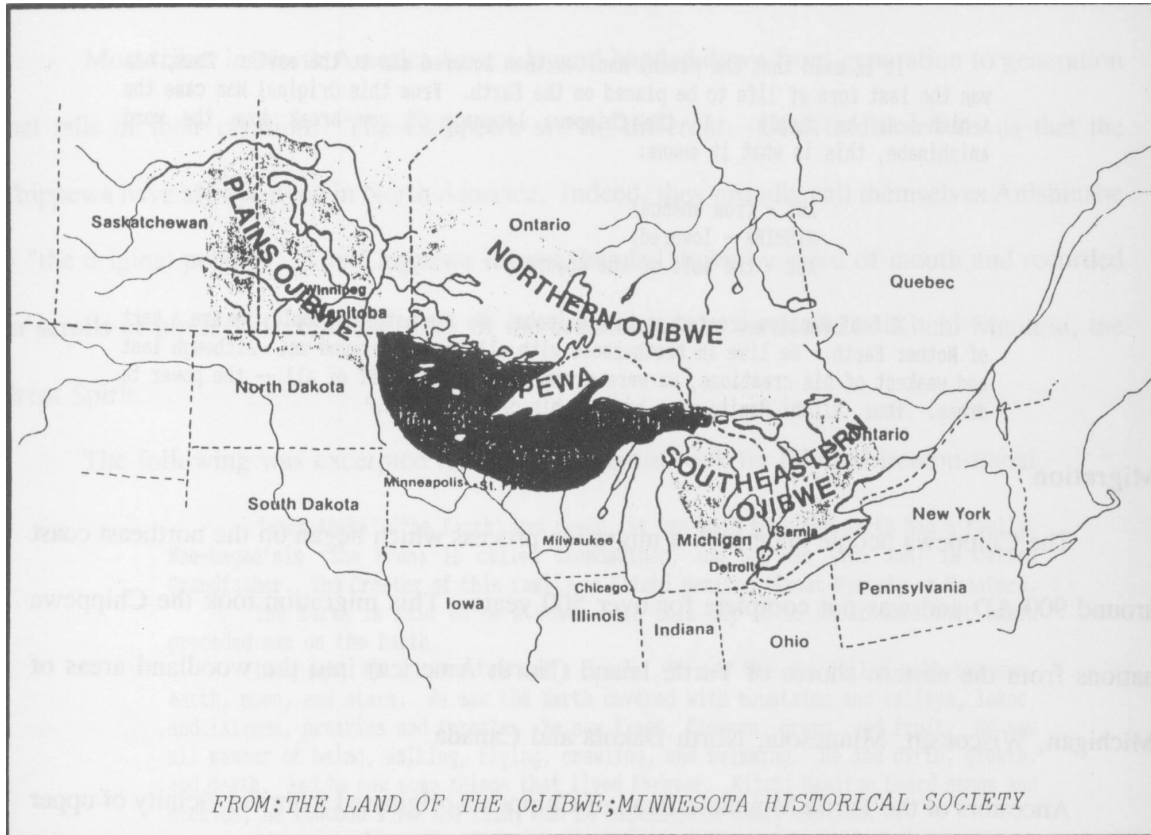
When contact with the first French fur trades was recorded in 1618 by missionaries, the shores of Lake Superior were populated by large numbers of Chippewa who gathered in large groups to fish, hunt eggs from wild ducks and pick early berries. They also planted corn and other vegetables and socialized. They also built individual family summer homes (wigwams), as well as larger, ceremonial structures (wakiigans). At this time, they performed naming ceremonies for children born during the winter, the first of many important customs in which the children would participate throughout their lives. Adolescents would go on vision quests and adult men and women perform ceremonies in such groups as the Grand Medicine Society (Midewiwin), a group of

healers. As the summer wore on, family groups would leave the lake areas, some to make forays onto the Plains to hunt buffalo and other so to seek out other game. In the fall, families returned to harvest their gardens, pick cranberries (pembinas) to mix with dried meat for pemmican, and do fall hunting. At this time, they constructed (oftern re-constructing from the remnants of that previous year) winter lodges or wigwams. These would serve them through the long winter. This was the storytelling and fur trapping time. This lifestyle continued into the time of European contact in the late 16th century. On-going contact with the French during the 17th and 18th Centuries had several effects on altering the lifestyle of the Chippewa. For example, the articles received in return for pelts were essentially implements to continue a trapping livelihood. These items consisted of steel knives, traps, copper kettles, and blankets. These implements proved to be more efficient for conducting their daily activities and were easily adapted by the Chippewa. The previously used stone and bark tools were no longer needed. Prior to contact, the Chippewa had always hunted and trapped for survival. This being so, the transition to commercial hunting and trapping for the fur trade industry was easily accomplished.

The fur trade industry also created the era of the <u>voyageurs</u>. The voyageurs, in search of furs, portaged canoes through the vast wilderness of rivers, lakes, and seaways in the Northwest Territory. Close association between the French voyageurs and Chippewa developed through sharing of common economic, social, and physical survival activities. Young voyageur men married Chippewa women and thus created a new distinct culture. Children of the French voyageurs and their Chippewa wives became known as metis (locally pronounced "Mitchif") meaning "mixed-blood" (a more

acceptable alternative to the pejorative, "half-breed"). Some distinct features among the Mitchif were their embracing of Catholicism and French musical traditions, especially the fiddle, the jig and like entertainments. However, the Mitchif also retained some of the traditions of their maternal Indian forebears including a nomadic, hunting lifestyle, use of buckskin clothing, association in extended families, and use of Indian medicinal herbs. Interaction over time among the Chippewa, the French, and their Mitchif children created many profitable alliances during the fur-trading era.

Ultimately however, the coming of more Europeans and the exploitation of the fur bearing animals made it difficult for woodland tribes to live in balance with nature as they had in the past. New technology placed greater stress on the land. Game became scarce and the land less fruitful.

As a result of the depletion of these natural resources, the Chippewa were forced to migrate westward. Around 1780, a small band of Chippewa who had formerly lived in small Minnesota villages, relocated to the Red River Valley of North Dakota. They camped in forests to the east of the Red River in order to avoid confrontation with their enemies. They felt more secure in the wooded forest of the Red River Valley where the Cree and the Assiniboine joined them. The Assiniboine had their numbers depleted by smallpox and other diseases.

The Chippewa continued westward until they entered the north section of the Great Plains where they became known as the "Plains Chippewa." Their transition from woodlands to plains is associated with a new source of livelihood, namely the buffalo. Having adopted the horse and the gun from the French, the Chippewa now forged west to hunt buffalo. As did other plains tribes, they used buffalo hides to make tipis. Pemmican

became a source of food. They included the ceremonial Sundance of the plains tribes as part of their spiritual traditions. They did not abandon all of the "woodland" lifestyle, but added the newly adopted "plains" life. Near the end of the 18th Century (or early in the 19th Century, as the oral history is unclear on this point), the Plains Chippewa made a treaty with the Dakota (Sioux), which divided what is now present-day North Dakota into two segments. The northern portion, retained by the Chippewa, include the land north of the Goose River from where it joins the Red River, just north of present-day Fargo, North Dakota. It extended west and northwest along the Cheyenne River to just north of Devils Lake. The boundary then extended southwest to near what is present-day Harvey, North Dakota. It shifted northwest to Dog Den Butte near Velva, North Dakota and westward to the confluence of the Yellowstone and Missouri Rivers, which is near the Montana/North Dakota border. This agreement, called the Sweet Corn Treaty, only involved Indians. Wa-na-tin represented the Dakota and Little Shell (Es-sence) spoke on behalf of the Chippewa. As a sign of commitment, Wa-na-tin married a Chippewa woman.

Around the same time, specifically in 1797, the fur traders the Northwest Fur Company of Montreal, building on their long association with the Chippewa, established a major trading post where the Pembina and Red Rivers join. Prior to this time, small posts had been opened in Minnesota on the Red Lake River and at Red Lake, Minnesota. Now, however, many Chippewa had moved to permanent Chippewa settlements in the Red River Valley.

At Pembina the French traded furs and buffalo. In making this migration toward Pembina, the people became known as the "Pembina Band of Chippewa." Cultural and

language similarities and intermarriage between the Plains Cree and Plains Chippewa resulted in the development of strong alliances between the two tribes. Some tribal groups became dependent upon the buffalo; others took up farming along the Red and Assininboine Rivers. Not only did the food sources change as they moved into the plains, but the language changed as well. Languages spoken often differed from family to family. Depending upon family background, either Chippewa or Cree, the tribal language was combined with French. The mixture of Chippewa, Cree and French dialects resulted in a blended language call "Cree" by those who spoke it.

By 1863, white squatters were moving into the Red River Valley demanding legal title to the lands they occupied. On October 2, 1863, the Red Lake and other Pembina Chippewa Bands ceded to the United States government a strip of land thirty-five miles on both sides of the Red River reaching from the Canadian border south to present day Fargo, North Dakota. Thereafter, most of the Pembina Band of Chippewa moved westward, with the majority settling in the area known as Turtle Mountain, later Anglicized to "Mountains". Over time, the Mitchif, who were Christianized segment of the Band, came to dominate the Tribe, both numerically and in terms of political influence. However, the traditionals, or "full-bloods", remained as the center of tribal legitimacy and shouldered the burden of retaining the age-old spiritual traditions that had under girded the Tribe's survival as a people over the millennia.

Tribal/Government Relations

By 1864, white settlers were demanding the United States government move the Turtle Mountain Chippewa further west. The buffalo and other fur bearing animals were fast disappearing as a result of European settlement. Because this was the source of their

livelihood, the Turtle Mountain Tribe sent a delegation to Washington, D C to protest the intrusion of the white people and the impending removal of their people. The protest delegation was not successful in stopping the expansion of the white settlement, nor could they forestall the pushing of the Chippewa to lands further west. In 1882, the United States government, by executive order, set aside a twenty-township area designated as the official Turtle Mountain Chippewa reservation. By 1884, the government chose to reduce the size of the reservation to two townships. The government commissioners justified this blatant land seizure on the premise that many of the Turtle Mountain Chippewa people were not "full-bloods," and thus not entitle to reservation lands. As a result, less land would be needed to accommodate a smaller population. Chief Red Thunder made an appeal to the government to recognize those Indians not listed as "full-blood" and was successful in including them in the tribal enrollment. The following is an excerpt from the history of the Turtle Mountain Reservation, Turtle Mountain Band of Chippewa's Tribal Government Curriculum.

> Then came Red Thunder, who said after shaking hands, "When you (the white man) first put your foot upon this land of ours you found no one but the red men, and the Indian women, by whom you have begotten a large family," and pointing to the half-breeds present, he said, "These are the children and descendants of that woman. They must be recognized as members of this tribe."

> He went on to say that they had been waiting for a settlement for their lands a great many years, and in all that time they had gone hungry and many had died from starvation, and many others had dispersed themselves over the land and across the line into Canada in quest of something to live upon pending the settlements of their lands; and when the settlement is made they would all be back here again.

> "Those of us who are assembled to meet you are starving. We are glad that our Great Father sent you here and we hope that you will relieve us from starvation, for we have nothing to eat." (45-46)

Red Thunder also succeeded in securing allotments in unoccupied lands in western North Dakota, Montana, and on Graham' Island, a peninsula on the northwest portion of Devils Lake for those whose lands had already been allotted to white settlers.

The Turtle Mountain Chippewa suffered many hardships from the severe reduction of wild game. The marginal nature of reservation farmland provided only the barest type of subsistence farming. They were neglected by the federal government, and in 1888, over one hundred fifty Turtle Mountain Chippewa starved to death. The College erected a memorial to this event in 1993 and placed in front of the College Archives building on the south campus. When the Chippewa attempted to cut and sell wood and raise livestock on the lands fringing the reservation, the government officials tried to impose taxes on those activities, despite the fact Indians were legal wards of the government and not subject to taxation. This provoked several instances of open rebellion by Indians against government officials. At one point, police officers arrested and jailed the then eighty-year-old Chief Red Thunder at the Ramsey County jail in Devils Lake because he headed a group who refused outright to pay the government fees for woodcutting and raising livestock.

Forced assimilation became an obsession with the United States government in the late 1880's as attested below in an excerpt from the Turtle Mountain Band of Chippewa's Tribal Government Curriculum. It quotes Merril E. Gates, a member of the Board of Indian Commissioners:

> We have, to begin with, the absolute need of awakening in the savage Indian broader desires and ampler wants. To bring him out of savagery into citizenship we must make the Indian more intelligently selfish before we can make him unselfishly intelligent. We need to awaken in him wants. In his dull savagery the wings of the divine angel of discontentment must touch him. Then he begins to look forward, to reach

out. The desire for his own property may become an educating force. The wish for a home of his own awakens him to new efforts. Discontent with tipi and the starving rations of the Indian camp in winter is needed to get the Indian out of the blanket and into trousers, and trousers with pockets in them, and with a pocket that aches to be filled with dollars. (71)

This concern was translated to separating children from their families and sending them away to distant boarding schools. The schools, through government mandate, ruled that Indian languages and traditional culture was to be discouraged in the interest of "civilizing" the "lowly savages." White educators believed that an Indian child removed from all traces of their heritage would grow up to be models of "Euro-American" culture. The idea that one might develop a greater sense of self-worth and pride through knowing one's self and heritage was unknown to United States officials, many of whom themselves were minimally educated.

By 1921, a more sympathetic administration controlled the federal government and they sought to improve living conditions on the Turtle Mountain reservation. At that time, the Bureau of Indian Affairs (BIA) built a school and hospital and initiated housing improvements. In addition, the Bureau of Indian Affairs furnished a model constitution and by-laws to set up the structure for new tribal government. Although, as then constituted, the Tribal Council was advisory. All of it decisions were subject to approval by the Bureau of Indian Affairs. It was a starting point for some tribal input and provided a measure of limited influence on decisions.

Today, one hundred ten years after reservation status became a reality for the Turtle Mountain Chippewa, the Indian Self-Determination and Education Assistance Act (1975) affirmed Indian sovereignty, allowing Indians a measure of autonomy in managing their own affairs. Through Indian preference, Chippewa Indians now hold many of the staff positions in the local Bureau of Indian Affairs and Indian Health

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Service. The Tribal Council is now charged with accepting responsibility and administration for government programs. Members of the Tribe are making an effort to salvage what they can of their traditional Indian heritage. Tribal members are making an effort to preserve the language, which is spoken little in the current generation. However, it has been recorded in books and tapes and is being taught within our educational system. Native religious practices are now being revived. The music, songs, dances, sweat lodge healing, and arts and crafts have again become a part of life with the Turtle Mountain Chippewa, and, hopefully, will endure for generations. Turtle Mountain Community College, Traditional leaders, Nimiwiwin Pow-wow Committee, Anishinabaug Cultural Development Project, and tribal members who live a traditional lifestyle are all sharing their knowledge with other tribal members. By these means the Turtle Mountain Chippewa are perpetuating and preserving their cultural heritage.

General Institutional Requirements

Mission

Turtle Mountain Community College has a clearly worded mission statement that was formally adopted by the Board of Directors in 1972. In 1980 the Board amended the mission by adding *vocational education*; in 1993 they changed the word Indian to *Chippewa* and added *scholarly research;* in 2000 the board amended the mission by adding *undergraduate education*; and in 2003, they made the most recent amendment by adding *continuous improvement of student learning.*

Mission Statement:

> Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education[3], vocational education[1], scholarly[2] research, and continuous improvement of student learning[8]. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college has established an administration, faculty, and student body exerting leadership within the community and providing service to it.

The mission is published in the policy manual, catalog, student handbook, web site, and all major publications of the college. The institutional long-range plan resonates from the mission and goals of the college. The assessment of student learning is directly linked to the institutional mission through learning objectives. Important reports, proposals, events, activities and functions of the college express in writing the connection

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Mission Statement 1972,
[3] Amended June 24, 2000
[1] Added February 10, 1980
[2] Added July 17, 1993
[8] Added July 28, 2003

to the mission. The mission statement guides the functions of Turtle Mountain Community College.

The mission statement specifically addresses the institutional role as an Indian-controlled college. It makes reference to general studies, undergraduate education, research, and continuous improvement of student learning. The responsibility of the college to preserve and promote the cultural heritage of the Turtle Mountain Band of Chippewa throughout the curriculum is clearly stated. Responsibility is placed upon the college for exerting leadership within the community and providing community service.

Turtle Mountain Community College is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools to confer a Bachelor's Degree in Elementary Education, Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates. The college catalog explains the program of study and other requirements associated with each degree or certificate.

The College has been awarded Gold and Silver ratings by the North Dakota University System for our General Education Program. The ratings have facilitated the transfer process for graduates from our College as they seek bachelor's degrees from other colleges. As a result, students who transfer to any North Dakota University System college and have fulfilled the General Education Requirements at Turtle Mountain Community College will not have to repeat the General Education Requirements at the transfer institution.

In addition, the College offers shorter-term certificates in specific vocational curricula as well as customized training for employers who desire specific job development skills for their employees. The General Education Program (GED) offers

high school equivalency certificates for students who fulfill requirements and pass the certifying tests. When appropriate, students fulfill course and test requirements for national certification. Finally, the Board of Directors has formally authorized the certificates and degrees offered by the institution.

The purpose of the college is to provide access to higher education for tribal members. In addition, Turtle Mountain Community College is formally incorporated in the State of North Dakota with Articles of Incorporation essentially identical to those comprising the tribal charter. Thus, the college has legal authority to operate on the Turtle Mountain Chippewa Reservation and in the State of North Dakota.

The Higher Learning Commission of the North Central Association of Colleges and Schools approved the college to offer a Bachelor's Degree in Elementary Education in April 2000. The North Dakota Education Standards and Practices Board approved TMCC's Elementary Education Program to recommend students for a state teaching license. The Higher Learning Commission has also approved the college to offer Associate of Arts, Associate of Science, Associate of Applied Science, and certificate programs.

Authorization

Turtle Mountain Community College has authorization through tribal resolution to operate on the Turtle Mountain Chippewa Reservation. The College has authority through a state charter to operate within the State of North Dakota. The Higher Learning Commission of the North Central Association of Colleges and Schools has authorized the college to confer degrees and certificates.

Turtle Mountain Community College was granted 501 I (3) not-for-profit status of the Internal Revenue Code in November 1972. The College has maintained that status. In the process, the College was assigned an employer identification number.

Governance

The Turtle Mountain Band of Chippewa passed Resolution Number 678-11-72 on the November 9, 1972 issuing a tribal charter to Turtle Mountain Community College to operate a college on the Turtle Mountain Reservation. In 1976 the College incorporated in the State of North Dakota. The articles of incorporation identify the managers of the College as the Board of Directors with responsibility for making and amending bylaws that provide for the regulation of the internal affairs of the Corporation.

The Board of Directors has a set of policies that spells out its relationship to the institution and its authority as a Board of Directors. Section 1.6.0020.02 of these policies identifies the Board of Directors as the policy-making body of the institution with legislative authority over operations.

Turtle Mountain Community College has a two-tiered board structure, a Board of Trustees and a Board of Directors. The Board of Trustees has ten members. Six of the members are appointed by the tribal council and serve as lifetime members. Two are tribal council members who are appointed after each general election. Two are students, one of which is the President of the Student Senate. The other is elected "at large" by the students to serve on the Board of Trustees. The Board of Trustees meets quarterly

The Board of Directors consists of five members appointed by the Board of Trustees who serve five-year staggered terms. Each Board of Directors member is a member of the Turtle Mountain Band of Chippewa. The Board of Directors adopted

policies that outline the authority and role of the Board of Trustees in the governance of the institution. The Board President is Lance Azure who works for the Indian Health Service as a social worker. Joan Alvord is the site manager for a University of New Mexico research project. Francis Davis is a Drug and Alcohol Counselor on the Turtle Mountain Reservation, Les LaFountain is an elected tribal official who serves on the tribal council, and John Trottier is a consultant who works with tribal programs.

In accordance with policy, the Board of Directors holds monthly meetings on the fourth Monday of each month. A quorum must be present in order to conduct the business of the Board. The Board hires a secretary who maintains the records for the Board and takes minutes at each meeting.

The Chief Executive Officer of the College is Dr. Gerald "Carty" Monette, who serves as President. Dr. Monette has been at the institution since 1973. He carries out his responsibilities as described in policies adopted by the Board of Directors. Section 1.6.0020.03 of their policy manual states that the President implements policies decided by the Board of Directors and are responsible for coordinating practices consonant with policy. It further identifies the President as the representative of the staff, students and other administrative officers.

Section 1.2.0020 of the Policy Manual authorizes and describes Turtle Mountain Community College's relationship to the Higher Learning Commission of the North Central Association of Colleges and Schools.

Faculty
Full-Time Faculty
There are 22 full-time faculty at Turtle Mountain Community College. One position, the music instructor, is vacant. The faculty teaches in all programs of study on

campus. Turtle Mountain Community College offers one bachelor's degree program in Elementary Education. There are three full-time faculty in that department, two of which hold Doctor of Education Degrees. One has a bachelor's degree with 54 graduate credits. The member with the bachelor's degree is retiring at the end of the semester. We will seek a faculty replacement that holds a minimum of a Masters Degree.

Of the other faculty; one holds a PhD in Science; nine hold masters degrees; six hold bachelor's degrees; one holds an Associate of Applied Science Degree; one holds a Tribal language certification from the State of North Dakota; and one position is vacant. The following information pertains to the faculty without advanced degree:

◊ Of the six faculty who hold bachelor's degrees, four teach in the vocational programs and are certified to teach in vocational education programs by the State of North Dakota; one teaches art and is enrolled in a master's degree program; one teaches math, has completed his course work for a master's degree, and is currently working on his thesis. Both will have earned master's degrees in three to five years.

◊ The faculty with the Associate of Applied Science degree teaches building trades courses. This member of the faculty does not teach general education courses.

◊ The faculty member with the North Dakota tribal language-teaching certificate is a Turtle Mountain Chippewa tribal member and is a fluent speaker and writer of the Chippewa language.

Sixty-five percent of the full-time faculty holds advanced degrees.

Part-Time Faculty

There are 28 part-time faculty. Five hold PhD degrees; ten hold masters degrees; eleven hold bachelor's degrees; one holds an associate of applied science degrees; and one holds a tribal language certificate.

The following information pertains to the faculty without advanced degrees:

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◊ Of the eleven who hold bachelors degrees: two teach mathematics; one is a tribal member who teaches job preparation for vocational education students; one is a tribal member who has a bachelor's degree in nursing and teaches first-aide and CPR; one is a tribal member who is a registered nurse and teaches health and human services courses; one is an American Indian woman who teaches beadwork; one is a tribal member who teaches early childhood classes using West Ed materials (she was given special training); one teaches social science; one is a tribal member who teaches social science courses; two are tribal members who teach physical education classes.

◊ The faculty who holds an associate of applied science degree teaches computer-aided design in the building trades program.

◊ The faculty member with the North Dakota tribal language-teaching certificate is a Turtle Mountain Chippewa tribal member and is a fluent speaker and writer of the Chippewa-Cree language.

There is twenty-two full-time faculty compared to 29 part-time faculty at Turtle Mountain Community College. Full-time faculty responsibilities at the institution have as its primary commitment academic guidance of the educational programs provided by the college. There is at least one full-time faculty member for each degree or certificate program offered.

The faculty at Turtle Mountain Community College provides instruction, advises students, and is involved in institutional governance and operations through their work on committees and other institutional processes. Each year the college offers a one-day orientation session for incoming freshmen, a half-day session devoted to pre-testing incoming freshmen for assessment purposes, and a day for advising and registration. At Turtle Mountain Community College advising is a faculty function. One exception is for special programs when a staff person may advise targeted students. Section VI of the policy manual is devoted to the faculty and contains information that pertains to their roles and privileges as academic leaders. Section VI.5 is devoted to instructional policies and procedures. Section I.7 lists the Institutional Committees. Structurally, several

standing committees represent the faculty's role. Each full-time faculty member is normally asked to serve on at least two committees, although several serve on more. By scheduling classes Monday through Thursday and reserving Friday for meetings, the College assures a continuing and deep involvement of the faculty in development and review of educational programs. The Academic Standards Committee, which has the responsibility for academic programs, is the approval body for changes in the instructional program. Faculty members serve on this committee along with staff members. In addition, the College amended Section I.7 and created an assessment committee, a new committee, that

> …*Directs and organizes assessment of student learning, reviews and evaluates all assessment instruments and results, ensures that the results of assessment are used to improve student learning and continually improves and updates the assessment process.*

The institution strives to employ faculty members who hold the appropriate credentials and experience to meet the standards of the educational programs in which they teach. The institution provides generous support for faculty development activities that are designed to strengthen the professional credentials of the faculty while strengthening the solution to instructional needs. An example is the support for e-learning that is currently underway. The faculty has been granted time to participate in training to provide or improve the skills needed to offer electronic courses.

In Academic Year 2002-03, the faculty designed a new assessment plan for the College that measures student-learning outcomes in the academic disciplines through multiple assessments strategies. The plan is designed to have faculty review the assessment data and develop instructional improvement strategies based upon the results. The faculty takes the lead in designing learning outcomes strategy.

Educational Programs

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits all the educational programs at Turtle Mountain Community College. In May 2001, the College was approved by the Higher Learning Commission to confer one Bachelor's Degree in Elementary Education. The college is approved by the Higher Learning Commission to confer Associate of Arts, Associate of Science, Associate of Applied Science and Certificate Programs.

The College is accredited to offer one bachelors degree program. There are eighteen students enrolled in Cohort Two. This group holds senior status at the present time. Enrollment in these programs for the Fall 2003 is as follows:

Program	Enrollment
Overall Institution Enrollment	926
Bachelors of Science Elementary Education	18
Associate of Arts	365
Associate of Science	173
Occupational Orientated	266
CEU/Special	104

At the time of initial application for admission and at the start of each term, each student is required to declare or reaffirm a major. However, a student is able to transfer into other programs. At enrollment each student is assigned an advisor based upon his/her career choice. If a student changes majors, the advisor usually changes as well. The College offers career counseling through the Student Support Services Office for target students. It provides all students' access to "Choices", a software program, which guides the students through a career and interest inventory. The student works with the advisor to select courses and receives guidance as the student pursues a career goal.

The Mission statement directs the College to focus on general studies, undergraduate education, vocational education, and continuous improvement of student learning in an environment where the culture is brought to bear throughout the curriculum. The college's degree and certificate programs meet those requirements by incorporating general education and Chippewa culture courses into programs of study and assessing the learning outcomes of the program.

In May 2001, Turtle Mountain Community College received a *Record of Status and Scope* from the Higher Learning Commission after the College requested a change of status and added one bachelor degree. That document gave the following Statement of Affiliation Status:

◊ Status: Accredited since 1984

◊ Highest degree awarded: Bachelor's

◊ Most recent action: April 2001

◊ Stipulations on affiliation status: Accreditation at the Bachelor's degree level is limited to the Bachelor of Elementary Education.

◊ New degree sites: No prior Commission approval required for offering existing degree programs at new sites within Rolette County, ND

◊ Last comprehensive evaluation: 1993-94

◊ Next comprehensive evaluation: 2003-04

Statement of Institutional Scope and Activities:

◊ Legal Status: Private, not for profit institution

◊ Affiliation: Tribally Controlled

◊ H/99 undergraduate enrollment: 514

◊ Number of degree programs: Associate's (13); Bachelor's (1)

◊   Distance education: Courses are offered through Interactive TV

The College follows the Carnegie Unit recommendations. Each semester credit hour requires approximately 15 hours of instruction. Each term is 15 weeks in length with one week for final examinations.

Program	Credit hours required for completion
Bachelors of Elementary Education	128
Associate of Arts	63
Associate of Science	63
Associate of Applied Science	63-83 Depending on the Program
Certificate	31-42 Depending on the Program

Defining General Education

In the Spring 2003, the Turtle Mountain Community College faculty adopted a new General Education Program Philosophy:

> Turtle Mountain Community College's philosophy of General Education is grounded in the belief that a multi-faceted array of concepts and experiences enhances and broadens students' abilities to contribute to a more vibrant, ethical, progressive and responsible society. General Education at TMCC should 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 philosophy for general education adopted by the faculty articulates the purpose and content of general education. All degree programs include a component of general education, 30% at a minimum. The College requires the Associate of Arts and the Associate of Science graduates to earn at least 36 credits of general education. The Careers programs require all of the Associate of Applied Science graduates to earn at least 18 general education credits. Using the 2002 definition of "certificate programs of

substantial length", adopted by the Higher Learning Commission of the North Central Association of Colleges and Schools, the college does not offer certificate programs of substantial length. However, because the college wants to ensure that a breadth of knowledge is included in the certificate programs, the faculty elected to require at least one general education course in each certificate program of study, with one exception in the building construction certificate program. In this program, the faculty worked with the State Career and Technical Education Department and adopted the NCCR standards curriculum, which is a recommended national criterion for the building construction certificate program.

The mission statement makes a direct reference to general education and articulates social and academic purposes as well as the commitment to supporting the culture of the Turtle Mountain Band of Chippewa. The institution's commitment to general education is further evident in the adoption of sound general education program goals and objectives and the inclusion of general education courses in all but one of the programs of study. The general education goals and objectives clearly promote intellectual inquiry by focusing on problem solving, critical thinking, technological literacy, cultural literacy, and contribution to community.

In reviewing the assessment plan for academic programs at Turtle Mountain Community College, it is evident that the faculty was serious about general education when they designed the College's assessment process. They identified learning outcomes, established direct links to the general education program, connected them to capstone courses, and designed multiple assessments to measure student-learning outcomes.

All faculty teaching general education courses hold graduate degrees or special credentials that include substantial study appropriate to the academic field in which they are teaching. The exception is the faculty teaching the introduction to computers course. They are technology experts who are tribal members and hold bachelors degrees in computer science.

The faculty has the responsibility for review of the general education program. For example, the faculty worked with the Dean of Academic Programs and the Registrar to design and articulate the general education program with the North Dakota University System Common Course Number system. The faculty aligned their courses with those curriculums of the state and where appropriate adjusted their syllabi. The end result was the acceptance of Turtle Mountain Community College into the Common Course Number process by the North Dakota University System in the Spring 2002. As a result, Turtle Mountain Community College graduates transfer all of their general education credits to any college or university in the state. In the Spring 2003, the faculty reaffirmed their general education commitment, made course adjustments, and designed the general education assessment plan. In the Fall 2003, the faculty began to implement the general education assessment plan.

The admissions policy is recorded on page 13 of the college catalog. TMCC maintains an open admission policy. Two practices illustrate the relationship of admissions to the institution's mission and educational program. First, the College recruits from the Turtle Mountain Reservation. This is consistent with the College's status as a tribally chartered institution specifically charged with responsibility for developing the human resources of the local Chippewa people. Second, the College

requires a high school diploma or GED certificate for admission into its educational program. This is appropriate since Turtle Mountain Community College specifically serves the postsecondary needs of the Tribe. For tribal members who don't have a high school equivalency, the College provides a GED program. For those with low academic skills the college offers developmental courses, tutoring, and appropriate personalized assistance. The college is oriented toward inclusion and retention rather than exclusion and rejection.

The demography of the student body reflects adherence to the admissions policies. The typical Turtle Mountain Community College student is an enrolled Turtle Mountain Chippewa and has experienced some academic difficulty in the past. Low grades/test scores are not uncommon. The average ACT-composite score of entering Turtle Mountain Community College freshmen is 15.72. The College pretests all incoming freshmen for advisement purposes and offers developmental courses in mathematics, language skills, and study skills.

The design of the physical plant was influenced by the culture of the Turtle Mountain Band of Chippewa. Turtle Mountain Community College has provided a beautiful new facility for its students. At the entrance, on seven pillars, are written the Seven Teachings of the Chippewa, a reminder to all who enter, of the cultural connection to the College's mission. The facility incorporates Chippewa designs and includes state of the art technology, spacious classrooms, science labs, a 7000 square foot library with 20,000 cataloged items and access to multiple web resources such as online journals, and online books. The library also allows students to use the interlibrary loan program to check out items. The Student Services area handles admission, financial aid, and support

services such as tutoring and help when personal assistance is needed. There is a section of the facility devoted to the faculty. Several computer labs are used for instruction and for online tutoring. We also supply a help desk, and instructional support. The facility offers a 12,000 square foot gymnasium with a walking/running track that circles the gymnasium above the bleachers. The new auditorium, complete in 2003, provides space for art and music along with a stage area for lecture, conference and performance.

Finances

The outside auditing firm of Eide Helmke audits annually the business affairs of the College. They employ a number of CPA's who are accepted by all funding agencies. The overall results of the audits have been good, with no findings and questioned costs. The Comptroller makes the annual audit report available to those who request a copy. Copies are shared with the Boards of Directors and Trustees.

While the revenues of the College are modest, the school has managed resources with ingenuity. The base funding is derived from monies generated by student enrollment through the Tribally Controlled College Assistance Act; an Act the institution was instrumental in setting up in 1978. The College has obtained additional revenues for special programs to serve better the members of the Turtle Mountain Band of Chippewa, who are predominantly low-income. More revenue is generated from tuition, Department of Education (Title III), Department of Agriculture (Land Grant) and the Bureau of Indian Affairs (support for infrastructure) funding.

Criterion Four of this Self-Study document, reports that the revenue for Turtle Mountain Community College for fiscal year 2001 was $10,649,019. The chapter further explains why Turtle Mountain Community College's resources are stable and

explains the policies and procedures that are in place to assure accountability in the expenditure of funds. Institutional audits support the claim of financial solidity. The College has demonstrated considerable stability in its financial resources since the last full accreditation visit. A $15 million campus has been built that improves the net worth of the institution. The endowment has increased. The number of revenue producing initiatives has increased. Overall, service has expanded and improved along with the revenue needed to support these initiatives. While the new campus has given us stability, it also requires revenue to support the financial obligations that accompany it. The College is financially stable and able to meet all obligations.

The College catalog and other official documents includes the mission statement along with descriptions of educational programs and degree requirements; learning resources; admissions policies and practices; academic and non-academic policies and procedures directly affecting students; charge and refund policies; and the academic credentials of its faculty and administrators.

The mission statement is published on page 11 of the College catalog and on page one of the student handbook. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the College. This information is published in the College catalog on page 10, on back of the front cover of the student handbook, as well as the college web site www.tm.edu, and on many other print items. All College stationery contains the accreditation information. The College holds accreditation with the North Dakota Education Standards and Practices Board for accreditation of the Elementary Education Bachelors Degree Progra

Chapter II

1993, 1996, and 2000
Higher Learning Commission Reports Revisited

In this Chapter Turtle Mountain Community College briefly reviews the key information on the various concerns identified in the Reports of three previous visits. Additional information on the various concerns is provided within the text of this Self-Study.

Concerns: 1993 Report of Visit

There were nine concerns expressed in the 1993 Report of Visit. They are addressed in this section of the report. The visiting team addressed each of the concerns in the focus visit in 2000. Their comments are included in the report.

1. **The comprehensive changes proposed in the reorganization of the college administration pose significant challenges to assuring continued institutional stability and program development.**

   When the focus visiting team reviewed this concern in 2000, they concluded that this concern "…has been substantially resolved and should have no adverse impact upon development of the proposed bachelor's degree program."

   During the 1993 visit, the college had restructured the administrative supervision of the college and created three new positions the Vice President, Dean of Academic Programs and Dean of Student Services. The team's concern over the reorganization of the College's administrative structure led to the scheduling of a focused evaluation to review "the administrative restructuring."

When the focus visit occurred in 1996, the college administrative structure had reverted back to the previous structure with the Vice President re-assuming the supervision of the faculty and academic programs as well as Student Services. The reason was that the two Deans, who were husband and wife, both of whom had just earned a doctorate from Stanford University left the college to work in the Southwest. The college requested a focus visit in 2000 to add a Bachelor's degree in Elementary Education. The visiting team recommended approval of the college's administrative structure.

2. **The physical plant, while clean, well maintained, and inviting, is a diverse collection of buildings, which inadequately meet current and immediate growth needs. Plans to develop a new campus and building should proceed as soon as financing is secured.**

This is no longer a concern. Turtle Mountain Community College has built a new campus since this was written. When the focus visiting team reviewed this concern in 2000, they concluded that this concern "…has been resolved and should have no adverse impact upon the development of the proposed bachelor's degree program."

3. **The Board of Directors involve themselves in some decisions that exceed their policy setting role, and transgress into management, e.g., A.)Syllabi approval, B.)Faculty and staff hiring, and C.)Approval of evaluation forms.**

When the Focus Visiting Team reviewed this concern in 2000, they concluded that this concern "…has been resolved and should have no adverse impact upon development or administration of the proposed bachelor's degree program."(A) The Board of Directors has continued to approve the syllabi format. (B) The Board of Directors approved a new hiring policy that addressed this concern. The President now has hiring authority using a process that has been

approved by the Board of Directors. The policy requires the President to report

all hiring to the Board and assure that the approved policy was used. The policy

does require the President to get Board of Directors approval to hire the Vice

President, Comptroller, and the Dean of Instruction. To fill these three positions,

the President takes a recommendation to the Board of Directors. If they do not

agree with the President's recommendation, the President may restart the hiring

process. According to their policy, the Board does not have the authority to fill

these three vacancies without the President's recommendation. (C) The college

does not do evaluation reports.

4. **Efforts have been made to link assessment to the mission** goals **and objectives of the college, but an institution-wide comprehensive assessment plan that follows the student throughout their educational process needs to be developed.**

The new assessment plan implements a process where students are pre-tested and

the same students are post-tested. This should help to fulfill this recommendation.

"The 2000 Focus Visit Team concluded that while progress has been made in the

resolution of this concern, Turtle Mountain Community College must continue to

be cognizant of the requirement to assess its students' academic achievement; to

generally make known these requirements to faculty, staff and students; and to

develop and use a verifiable feedback loop for assessment data it generates. The

NCA Team for the Comprehensive Evaluation for the Re-accreditation of TMCC

in 2003-04 will want to pay particular attention to development in the area of

assessment of student academic achievement."

5. **Increased and more stable funding is needed to provide an adequate, current core collection of library resources.**

The college has hired a librarian who holds a Masters Degree since the last visit. He has brought many improvements to the department through his technology background. The college is in the process of establishing an endowment for the library. As the endowment grows, this will help to stabilize the funding base for the library in coming years. A visit to the library will reveal that the library has greatly improved over the past ten years. There are many Internet resources available today that were not there during the last comprehensive visit. There are also many more volumes in the library as college departments and programs proposed specific acquisitions. In 2000 the Focus Visit Team stated, "The NCA Team for the Comprehensive Evaluation for the Re-accreditation of TMCC in 2003-04 will want to pay particular attention to the development of the TMCC library."

6. **There may be overlap among services and a loss of special needs students during the transition into a college program if GED basic skill instruction, tutoring services, and bridge courses are not carefully coordinated.**

When the Focus Visiting Team reviewed this concern in 2000, they concluded that this concern "…has been substantially resolved and that it should have no adverse impact upon development of the proposed bachelor's degree program." The college has installed more student support and has coordinated more efforts toward the students making the transition into college. The GED-program students are allowed to take the basic English and basic mathematics courses. One of the mathematics instructors supervises the math tutoring lab where many of the students needing help go for services. New pre-tests have been implemented to allow for early detection of students who need special help.

Both of these areas continue to be a concern as all of the high schools on the reservation have been sited in the "No Child Left Behind" process based on student testing. When those students enter Turtle Mountain Community College, it is a difficult task trying to help them catch up.

7. **It appears that the college may not be aware of the full requirements for reasonable accommodations for students with disabilities, as specified in the Americans with Disabilities Act (ADA).**

   This is another area that has been addressed since the last visit. The new facility has accommodations for the disabled as well as a program that provide direct assistance to individuals with disabilities. When the Focus Visiting Team reviewed this concern in 2000, they concluded that this concern "…has been substantially resolved and should have no adverse impact upon development of the proposed bachelor's degree program."

8. **The lack of faculty involvement in top-level decisions is a concern, especially in the areas of faculty hiring and evaluation processes.**

   Since the last visit, the President has appointed a faculty representative to sit on the administrative council. In regard to hiring, the new hiring process provides an opportunity for faculty to participate, including the hiring of faculty. The college does not have a formal evaluation process. When the Focus Visiting Team reviewed this concern in 2000, they concluded that this concern "…should have no adverse impact upon development of the proposed bachelor's degree program."

9. **Faculty teaching loads should be clearly stated and equitably applied. They should address the equivalence of lab/recitation, contact hours, and any other assignments that meet the total load requirements.**

The faculty teaching loads are in the new enumerated policy manual. For the elementary education faculty, the maximum teaching load is twelve credits. This is mandated by the State Education Standards and Practices Board. Other faculty has a maximum teaching load of 18 credits. The Online Faculty Coordinator teaches a reduced load because she has additional administrative duties. The faculty who teach English have a maximum number of 20 students in each class so that the faculty can give more attention to students. The college compensates faculty who teach more than the maximum teaching load. When the Focus Visiting Team reviewed this concern in 2000, they concluded that this concern "…should have no adverse impact upon development of the proposed bachelor's degree program."

Concerns: 1996 Report of Visit

There was one concern expressed in the 1996 Report of Visit. It is addressed in this section of the report.

1. **The college should implement additional direct measures to assess student learning in the general education component, developmental education and Associate of Arts and Associate of Science Programs.**

   The faculty has designed a new assessment process that addresses these concerns. The new assessment plan is in Criterion Three in this document.

Concerns: 2000 Report of Visit

There were five Institutional Challenges identified in the 2000 Report of Visit. The following represents those findings, action taken, and the progress made by Turtle Mountain Community College to improve in the sited areas:

1. **Care must be taken to maintain a reasonable balance between the Tribal expectations of the Bachelor of Science in Elementary Education and the expectations of teacher education programs in general.**

   Since the last visit, Turtle Mountain Community College has recommended twelve graduates of the Cohort One Elementary Education Bachelor's Degree Program for state licensure. These graduates completed all of the course requirements, completed their portfolio assessment with satisfactory or better rating, and passed the PPST national examination for K-12 teachers with the TMCC required score. There are four other students who have completed the course work from Cohort One that still must pass the PPST. The faculty from the Elementary Education Program continues to work with the Cohort One students who have not passed the exam. We have purchased special software recommended by PRAXIS, the test developers, and have made this software available to the students from their homes, on campus, or their places of work. We have also sought monetary support for them to take the exam.

   Because so many of the schools serving American Indian children in Rolette County are sanctioned by the "No Child Left Behind" laws, we continue to require our students to reach for higher standards. If the teachers cannot do basic skills, they will not be able to teach tribal children in their classrooms these subject areas. At least one of the schools in the area is beginning to ask teacher candidates who seek employment at their schools to produce PPST results. Again, TMCC has raised the bar and others are following the college's lead. It is the right thing to do for the tribal children.

The college Elementary Education program has adopted a constructivist teaching philosophy, which means that the students in this program will teach from the children's knowledge base. This includes tribal traditions. If the department is going to train teachers to teach tribal children, the college will teach them to build from the child's perspective and that means including the culture and heritage of the children served. It should not be any other way. This is one of the most important programs we have on campus because we are training future students and in turn, future tribal leaders. In a couple of years, the program will come full circle when the children who are in the classrooms of teachers who graduated from TMCC are students at the college.

2. **In 1993, the NCA Comprehensive Review for Re-accreditation identified the library core collection to be in particular need of attention. This concern has not been resolved; indeed, with the demands for collegiate-level research implicit in a bachelor's degree program, the library problem is more in need of solution now that it was in 1993.**

The self-study has addressed the library situation. The library is staffed by a full-time Librarian who holds a Masters Degree in Library Science. There is also a full-time Library Assistant. The college has recently started to work on an endowment for the library. It appears that the endowment will be established when the final sale of a building on the South Campus is complete. The funds from that purchase have been pledged to the library. A review of the library reveals that there has been a considerable increase in the number of volumes in the library. The elementary education program spent $30,000 on library resources since the last visit. When the college was reviewed by the North Dakota Education Standards and Practices Board in the fall 2000 for Accreditation, the

library passed with several recommendations for improvement. The college has maintained its relationship with the State Library and has protected the agreement to participate in the inter-library loan program. When several volumes were lost last year, the college paid for the books. There has also been an increase in the number of online journals and resources such as books online, web sites of resources, and support by college programs.

3. **In its implementation of its program of assessment of student academic achievement, TMCC may be seen to be predominantly at Level II on the NCA Patterns of Implementation Matrix. The College still has considerable work to do in involving its students in the process of assessment, bringing its entire faculty into synch in the development and implementation of assessment, and in using a feedback loop for assessment data. In addition, the College is largely using the indirect methods of assessment at present, and it needs to make more use of the direct means of assessment.**

The new assessment plan included in Criterion III addresses assessment. It is designed to implement multiple assessment processes including direct measures of assessment. In the unit of the self-study titled *Assessment of Student Academic Achievement: Levels of Implementation*, the committee determined that the College has moved to Level Three in many aspects of assessment. The document explains that there has been Board of Directors action supporting assessment; the Mission and Goals statements have incorporation student learning outcomes; the Administration has set aside financial resources to support assessment; the faculty has taken charge of assessment, they designed a new plan that includes direct measures; they designed the assessment plan to measure student learning outcomes as they pertain to the General Education Program, Bachelor's Degree in Elementary Education, Associate of Arts, Associate of Science, and Career and Technical Education Programs; the plan assures that the

assessment loops include faculty development when student learning outcomes data indicates a need; and, has assured that the assessment loops include adjustment of course content when student learning outcomes data indicates a need.

4. **Since so much of the Turtle Mountain Community College operational budget consists of "soft" external funding, the College must be particularly active in seeking and receiving such finding to be able to continue to achieve its purpose.**

   Criterion Four in this Self-Study document has devoted the chapter to assurance that in reference to finances, Turtle Mountain Community College can continue to achieve its purposes.

5. **Turtle Mountain Community College must be attentive to not publicizing its new programs until it has received final approval from the NCA to add such programs to its Status Affiliation Sheet.**

   Turtle Mountain Community College had erred on this prior to receiving the letter of approval on the Elementary Education Bachelors Degree Program. It has not happened since.

| **Criterion One:** |
| **The Institution Has Clear and Publicly Stated Purposes Consistent With its Mission and Appropriate to an Institution of Higher Education** |

Institutional Philosophy

Turtle Mountain Community College is a tribal college with obligations of direct community service to the Turtle Mountain Chippewa Tribe. Under this unifying mandate, the college intends to seek, provide and improve comprehensive higher education in fields needed for true Indian self-determination.

The Seven Teachings of the Chippewa People

The philosophical foundation of the college reflects the population that it serves and is embedded in the system of values that stem from the culture of the Chippewa people. This is expressed in the Seven Teachings of the Tribe, which are:

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

This new initiative is implemented in all areas of instruction and is intended to challenge the student to live a life seeking truth.

Institutional Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation

focusing on general studies, undergraduate education[3], vocational education[1], scholarly[2] research, and continuous improvement of student learning[8]. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, faculty, and student body exerting leadership within the community and providing service to it.

Institutional Goals

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

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[3] Mission and Goals Amended June 24, 2000
[1] Added February 10, 1980
[2] Added July 17, 1993
[8] Added July 28, 2003
[4] Added August 23, 1993
[7] Amended June 24, 2000
[5] Amended July 17, 1993
[6] Added July 17, 1993
[9] Added July 28, 2003

Long – and Short –Institutional and Educational Goals

The current institutional Long Range Plan was initially developed in 1993 and amended in 1999 for the period 1999 to 2005. Each year the Administrative Council reviews the Long Range plan with the purpose of updating and evaluating the progress of each objective.   Most changes are made to accommodate institutional growth, institutional assessment results, new designations (i.e. Land Grant status and Renewal Community) and new technology. As objectives are met, they are eliminated and in its place, new objectives formulated. In the 1998-1999 academic year, the college involved it's entire staff, College Board members, and students in a yearlong initiative to review and revise the existing long-range plan and consider additional goals and objectives. This group started with the recommendation made by the last NCA visiting team. The group reviewed the goals and objectives in place at that time, combined them with current concerns and added new goals and objectives. The most current Institutional Long Range

Many programs have their own long-range plans. These program plans have Plan outlines objectives for the period from 1999 to 2005. strategies that tie to the objectives of the institutional long-range plan. Turtle Mountain Community College's Center for New Growth and Economic Development spearheads the development strategies for college and area economic planning. The Center facilitated the tribe's designation as a Champion Community with US Department of Agriculture. The Center also coordinated with the Renewal Community and Housing Urban Development. This Center continually assists the tribe in investigating new economic development planning initiatives. Examples of other long range plans include; a five year plan for Land Grant activities; five-year plan for Elementary Education; Long Range plan for the TMCC library; Long

Range Plan for Technology; Long Range Plan for Facilities; Long Range Plan for Improving Services to Students; and the Comprehensive Development Plan for institutional development under Title III. Each long-range plan is a living document whose intent is to strengthen the institution's ability to serve its constituency. The College provides a review committee that eliminates or reaffirms objectives as they are accomplished and then formulates new visions.

Processes, involving its constituencies, through which the institution evaluates its purposes

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

Each year TMCC staff produces an institutional evaluation report based upon the institutional assessment plan. TMCC faculty uses this report to address areas in need of academic improvement. For example: 1) TMCC faculty over the past year evaluated the institution's purpose through the determination and implementation of a definition for 'service learning'; 2) they have over the years wrestled with different processes that would better integrate the Chippewa culture into the curricula; 3) the graduates assess the institutions performance of its purpose by way of the annual Graduate Assessment Instrument; 4) an Employee Survey form is administered to employers of TMCC
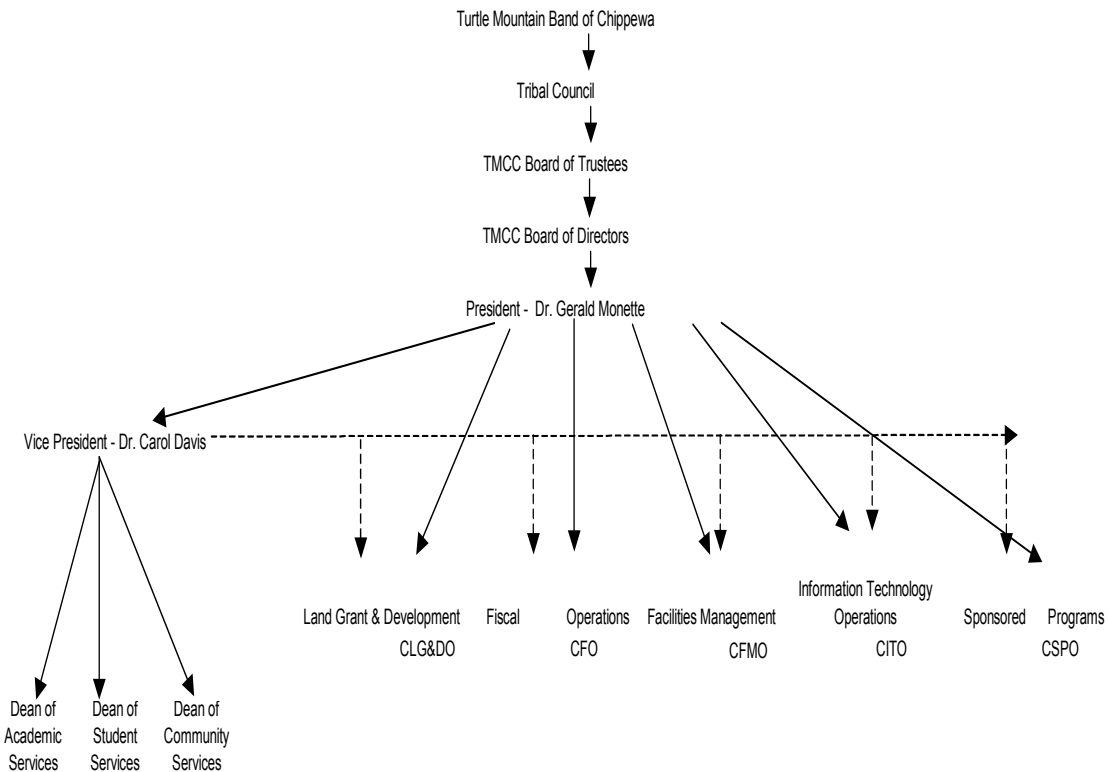
graduates within the vocational department. Primary employers include Turtle Mountain Manufacturing, Turtle Mountain Corporation, UNIBAND, Turtle Mountain Hotel and Casino, Turtle Mountain Band of Chippewa Tribe, Turtle Mountain Housing Authority, Indian Health Service Hospital (HIS), and the local school systems; 5) to measure student perceptions of faculty instruction, TMCC uses the Small Group Instructions Diagnosis plan; 6) developmental courses are reviewed to evaluate the effectiveness of instruction and determine need for services; 7) assessment is designed to evaluate instructional objectives and improve student learning; 8) by networking within the community, TMCC addresses desires of it's constituents; and 9) A high school equivalency program (GED) is offered for tribal member's lacking a high school diploma.

Decision-making processes appropriate to its stated mission and purposes.

In November of 1972, the Turtle Mountain Band of Chippewa chartered the Turtle Mountain Community College with the expressed purpose of developing a comprehensive higher education service for the reservation. As a result, the need for establishing a tribally controlled community college on the Turtle Mountain Chippewa reservation clearly rests with the decision of the Chippewa people acting through their tribal government.   Through the mission and goals, the College explicitly outlines its educational commitment to the reservation community and the Turtle Mountain Chippewa people.

Within the College, the institutional organization chart outlines the leadership and decision-making process for the college boards, president, administration, staff and faculty. See following organization chart

TMCC Organization Chart

Turtle Mountain Band of Chippewa

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Tribal Council

↓

TMCC Board of Trustees

↓

TMCC Board of Directors

↓

President - Dr. Gerald Monette

Vice President - Dr. Carol Davis

Land Grant & Development
CLG&DO

Fiscal

Operations
CFO

Facilities Management
CFMO

Information Technology
Operations
CITO

Sponsored

Programs
CSPO

Dean of Academic Services

Dean of Student Services

Dean of Community Services

This structure is based foremost on the college mission to establish an administration, faculty and student body involved with exerting leadership within the community and providing service to it. Leadership within the college emanates directly from the college president who is responsible for guiding the institutional operations and development. In turn, the president is responsible to two institutional boards– the Board of Trustees and Board of Directors.

This two-tier governance structure shares the legal responsibility for protecting the integrity of the institution. Turtle Mountain Community College's governing boards include volunteers representing the public interest of the tribe. As such, its charter requires all-Indian boards. The Board of Trustees perform a legitimating function insuring that the overall mission of the institution remains in alignment with the charter

and buffering the College from tribal politics. Trustee membership incorporates representation from The Tribal Council, employees of tribal programs, business and industry, students, and representatives of non-tribal service agencies. The Tribal Council appoints the Board of Trustee membership. In turn, the Board of Trustees selects five Directors based upon submittal of petitions signed by at least fifteen tribal members who favor the prospective Directors' service on the Board.

The Board of Directors is charged with hiring the college president and the establishment of policies for the governance of the college with the Trustees serving as advisors to the Directors. With the TMCC Mission and Goals as the guiding principle, all institutional decision-making processes are expressed. Managerial decision-making processes involving faculty, students and/or college operations are detailed within the policy manual. This structure allows the College to hire and support a college faculty and administration, while keeping tribal politics on campus at a minimum.

Understanding of the stated purposes by institutional constituencies

In accordance with the Mission and Goals, the TMCC constituencies consist of the college students, staff and tribal members. The students' understanding of the Mission and Goals is best reflected within the documentation of the graduate assessment of the college mission and goals. This can be found in the annual *TMCC Assessing Institutional Effectiveness* results. Particular areas of interest within this document include: Graduate Assessment Instrument, Graduate Assessment Results, Community Service, and Community Education.

The staff understanding of the mission and goals is evident in the publication of the mission and goals in all documents used in carrying out the roles of staff members.

The activities undertaken by the staff are narrated in college documents such as the Policy Manual, College Catalog, Student and Staff Handbooks. Reminders of these relationships of the mission and goals are reinforced through college newsletters, Carty-Yak, the college web site, staff reports, department procedure manuals as well as other documents created by the staff. These publications are evidence of the staffs understanding of their responsibility for carrying out the mission and goals of the College.

The Turtle Mountain Band of Chippewa is reminded of the College's commitment to its purpose through the many community services and programs it provides. These services and programs include but are not limited to: Renewal Community Designation, Champion Community Designation, Rural Systemic Initiative (RSI), Vocational Education, Vocational Rehabilitation Project, Jobs for Low Income (JOLI) Program, Fresh-start, Entrepreneur Program, Customized Training, Project Peace Maker, GED Services, Woodlands Wisdom Nutrition Project, Extension Special Emphasis Chippewa Food Production Project, Healthy People-Healthy Community Extension Project, Anishinabe Culture and Wellness Center, Native American Gardening (Elders Gardening Project), Certified Master Gardener Program, Food Preservation Program, Tree and Shrub workshop, US Department of Agriculture Equity Project, ACT testing, College Awareness Day, Turtle Mountain Chippewa Small Business Expo, Agricultural Awareness Day, Diabetes Awareness Day, Agricultural related Conservation Resources Environmental Special Studies (ACRES) (High School & Elementary), a public library with internet access, an interactive video network where state-wide meetings are open to the community,   a GIS/GPS training lab, financial support to the

local tribal radio station, and an annual Red Road workshop for community sobriety. The College also provides facilities that are open to the public, for use of classrooms, the gymnasium with its walking track. The College sponsors the Community Wellness Conference, Day of the Young Child, Ojibwa Language Immersion Camp, and Annual Pow-wows. The College cooperates with other community entities to co-sponsor events such as Family Week, political forums, K-12 initiatives, community education programs, faculty, and student leadership projects. We have faculty who assist with research for the tribe and state,

Efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures

TMCC continually seeks out avenues to inform the public of its institutional mission and educational goals. The college has accomplished this through publication of the mission and goals in the college catalog and numerous brochures pertinent to present programs of study and special projects. In addition, program promotion uses the local newspapers, mass mailing to box holders in the community, KEYA the local radio station and, with interviews and Public Service Announcements. The college website www.tm.edu is staffed by a fulltime Webmaster. The college also informs the public during the Annual College Awareness Day/Turtle Mountain Chippewa Small Business Exposition as well as Career Days at local schools. Upon entering the college medicine wheel area, all visitors are immediately greeted by the TMCC Mission and Goals.

Students are initially informed of the college mission and goals during orientation and registration. The annual publicized *Students Right to Know* includes a section on mission and goals. Posters are displayed throughout both college campuses and in all classrooms.

Support for Freedom of Inquiry for Faculty and Students

In 1992 the TMCC faculty defined academic freedom as the search for truth and knowledge. Academic freedom today is characterized by the following criteria: freedom of instruction, freedom to research, freedom from outside utterance and association, and freedom of academic due process. Turtle Mountain Community College faculty is challenged to provide a rich intellectual experience, serve the community, and integrate the Chippewa culture within the classroom environment. The weaving of Chippewa culture is interlocked in the academic process. The faculty accepts the challenge of providing for the expression of diverse points of view, and encourages classroom discussion. Academic freedom provides individual faculty members with freedom to lecture or conduct demonstrations in their fields of competence. The faculty not only recognizes their obligation to allow others to express their opinion without fear of reprisal, but also to constrain their personal view from interfering with the unrestricted search for truth by students and colleagues.

As part of its ongoing effort to create a teaching and learning environment of the highest quality, TMCC continues to strengthen its support for freedom of inquiry by all faculty and students. The establishment of research capacity building programs over the past year has further helped to foster and support freedom of inquiry. Some programs are: Mosquito Research – Ah' jo gun (National Institute of Health); Black Mold study for the tribal housing program; The Fish Grant – National Science Foundation (NSF); Wind Energy; Water Quality – United States Department of Agriculture (USDA); Chippewa language Research – Administration for Native Americans (ANA); Tribal research on radon gas prevalence on the Turtle Mountain Reservation and a research study on the

social aspects desired in the design of a nursing home – National Health Institute (NHI). All of these programs listed require the active participation of students.

The College also provides travel to support faculty and students to attend scholarly conferences and meetings. One example is the annual American Indian Higher Education Consortium (AIHEC) Conference.   Students from all tribal college academically compete in a variety of areas. The institution's Academic Affairs Committee offers another venue for student inquiry concerning academic issues. Policies and procedures directly affecting students and faculty are clearly set forth in the student handbooks, college catalog and the TMCC policy and procedure manual. Besides being given a catalog and student handbook at orientation, students can access the policy manual in the library or online at www.tm.edu.

Institutional Commitment to Excellence in Both the Teaching Provided by Faculty and the Learning Expected of Students

The college's commitment to excellence based on student learning outcomes has been longstanding. Since it's beginning, TMCC dedicated itself to developing academic excellence. The college bases this dedication upon the cultural pride and social heritage of the Chippewa people. In 1993, the college quantified this commitment by incorporating formal assessment of student learning into the goals of TMCC. In 2003 the college strengthened this initiative by adding student learning outcomes to the mission statement. The goal formalizes the continuous improvement process and student learning outcomes of the college.   Working in coordination with surrounding state and tribal colleges, TMCC is further strengthening its program of study through articulation agreements and the adoption of the common course numbering process.

The College has witnessed the fulfillment of its commitment to excellence through the success of the graduates. Many become gainfully employed. Other students continue the achievement of their educational aspirations by receiving baccalaureate, masters and doctoral degrees, and by returning to the Turtle Mountain Chippewa reservation ready to provide leadership. The sustained review and monitoring of student outcomes assessment provides evidence of the commitment of the college to student learning and its continuous improvement.

Turtle Mountain Community College aspires to keep students knowledgeable and technologically competitive through the use of state-of-the-art technology. For example, students have access to the Internet, distance education courses, software applications, LCD projectors, the virtual library, digital cameras and graphing calculators.

Turtle Mountain Community College has increased its number of course offerings over the past eight years. In 1994 the college offered approximately 250 courses; the 2002/2004 school year TMCC catalog lists 416 that are offered. TMCC has increased the number of Associate Applied Science degrees, along with adding one four-year degree in Elementary Education.

With the institution's commitment to excellence the faculty has developed and revised goals and objectives on both the curriculum and course levels. In academic year 2002-03 the faculty redesigned the student assessment process to include a more direct measure of academic achievement based on the new department objectives. However, a number of the indirect measures in place since 1995-96 were retained.

Another example of commitment to excellence is offering students the broad opportunity to experience and participate in work-study programs, tutoring, internships,

summer programs, student government, and committees. The can also become a part of the annual American Indian Higher Education Consortium (AIHEC) conference. This is an opportunity for TMCC students to share their experiences with other tribal colleges around the country

At TMCC, each student receives individual attention by being assigned a faculty advisor in his/her major area. The advisor guides the student through their major and assists the student in accomplishing his/her educational goals. The advisor monitors the student's progress through the completion of their field of study.

The Student Support Service area staff provides an important help mechanism to enable students to achieve excellence. The college Career Counselor advises the student in relation to the best options for achieving their educational goals in the field of their choice. Student Support Services is an additional location in the college where the student is able to ask questions about admissions, financial aid, scholarships, courses offered and more. In order to coordinate this effort, a monthly newsletter is published to inform the students of coming events and items of interest.

Turtle Mountain Community College has strived to continue the commitment to excellence by encouraging faculty to gain more knowledge through attending conferences, additional education and specialty workshops. Many faculties receive specific training in an effort to develop a higher educational standard for their department. Examples are presented in the *TMCC Assessing Institutional Effectiveness* document.

The TMCC Mission and Goals specifically address the typical higher educational responsibilities; advanced study, intellectual inquiry, appropriate research and

development, continuous improvement of student learning, and social responsibility. In addition, the mission and goals appropriately commits the college to offering undergraduate degrees and vocational certificates. The statement reflects the college's commitment to the Chippewa Indian reservation community within which it operates, and is cognizant of its role among other institutions of higher education.

Strengths:

1. The Mission of the College reflects the Tribal needs at the post secondary level.

2. The Goals are appropriate in relation to the Mission.

3. The Long-Range plan reflects the initiatives of the College.

4. The organizational structure allows the administrator of the TMCC policy.

5. The faculty and staff have clear roles in the Mission of the institution.

Weaknesses:

1. There is tremendous pressure on the college to provide leadership in many areas on the reservation.

Chapter IV

> ### CRITERION TWO:
> ### *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

Overview

This Chapter describes how Turtle Mountain Community College has organized its resources by first reviewing the Board of Trustees and Board of Directors structure and responsibilities. Then, the chapter addresses the administration and staff structure, financial resources, education programs, institution-wide student support services, and other programs engaged in the accomplishment of its purpose.

The college is thirty years old. Throughout its history the institution has enjoyed a unique and effective form of government. Turtle Mountain Community College was created by Article V of the Tribal Charter and approved as Resolution Number 678-11-72 on November 9, 1972 by the Turtle Mountain Band of Chippewa. The name of this organization is the Turtle Mountain Community College and it is comprised of members of the Turtle Mountain Indian Reservation and adjacent areas.

Governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity.

The Turtle Mountain Community College has a two-tiered board structure, the Board of Trustees and the Board of Directors. The Board of Trustees provides broad oversight for the institution and is appointed by the Tribal Council. The Trustees select the Board of Directors. The Board of Directors establishes policy for the institution.

Turtle Mountain Community College is governed by its policies that are adopted by the Board of Directors.

Characteristics of the Boards

All members of both boards are broadly representative of the community and are enrolled members of the Turtle Mountain Band of Chippewa Indians.

Board of Trustees

The ten-member Board of Trustees is appointed by the Turtle Mountain Chippewa Tribal Government and serves as a liaison between the government and the Board of Directors. The purpose of the Board of Trustees is to advance and promote education on the Turtle Mountain Chippewa Indian Reservation by seeking and appointing competent Tribal members to serve as Directors of the College and to serve as a resource for advice to the Board of Directors.

The Chairperson serves one year as a full member of the Board of Trustees before becoming eligible to serve a term of two years as the chairperson. The Chairperson calls and presides over the meetings, removes and replaces non-functioning members, and serves as an ex-official member with voting privileges on all committees. The Vice-Chairperson serves as Chairperson if the position becomes vacant. The Secretary keeps attendance, all minutes, and records. The Trustees meet quarterly using Roberts Rules of order.

Members of the Board of Trustees

Jack Fiddler Member, Chairperson
Retired Vocational Rehabilitation Counselor

Theresa Davis Member, Vice Chairperson
Retired Postmaster and Retired part-time K-8 teacher

Jim Lindgren, Member
Contract Building Inspector

John Frederick, Member
Business Manager, Ojibwa Indian School

Dwight Trottier, Member
Personnel Director, Turtle Mountain Community School

Yvonne St. Claire, Member
Principal Dunseith Day school

Elmer Davis, Member
Tribal Council Representative

Troy DeCoteau, Member
Tribal Council Representative

Justin Peltier, Member
President, TMCC Student Government

Larry Baker, Member
Representative TMCC Student Government

Characteristics of the Board of Directors

Since 1972, the Board of Directors has been a five-member board, each serving a five-year term. The Board makes policy, is charged with the oversight of the College, and supervises the President who manages the college on a day-to-day basis. The Board of Directors meets on the fourth Monday of each month, except in September, December, March, and July when they meet in an all-day session. The Board members are active in organizations outside the College, and it sustains a knowledge base regarding the problems and issues confronting the College through participation in policy development, implementation, and review. The Board of Directors also represents the College at tribal, state, and national meetings.

Members of the Board of Directors

Lance Azure, Chairperson
Mental Health Counselor, Quentin N. Burdick Health Care Facility (IHS)
Term Expires 2003

Joan Alvord, Vice Chairperson
Fetal Alcohol Syndrome and Prevention Researcher Director
Term Expires 2005

Les Lafountain, Member
Tribal Counsel Representative
Term Expires 2004

John Trottier, Member
Part-time Instructor Turtle Mountain Community College
Term Expires 2007

Francis Davis, Member
Fifth Generation Alcohol Counselor
Term Expires 2006

Effective Administration through well-defined and understood organizational structures, polices and procedures.

The organizational structure of Turtle Mountain Community College allows for effective administration to support the Mission and Goals of the college. The college has an organizational chart in the resource room that describes the relationships among the Boards, the Administration, the Faculty, and the Staff.

The board of Directors has a policy manual on file in the library. In addition, the Department heads were given copies of the document in 2002 after the Board of Directors made revisions at a summer retreat.

Departments have procedures manuals that they use to carry out their daily tasks. In addition, there are manuals such as the catalog, student handbook and teacher education student handbook that are available to students in hard copy and on the TMCC website.

Qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.

Executive Officer of the Board/College President

The President of Turtle Mountain Community College is Dr. Gerald "Carty" Monette who is the Executive Officer through which the Board carries out its program and exercises its policies. Dr Monette is a tribal member who has been with the college for thirty years and has been president for twenty-nine of these years. The president monitors all programs administered by the college and heads the administrative structure. The President may delegate to subordinate officers of the College such of his powers, as he may deem desirable to be exercised under his supervision and direction.

College Vice-President

The Vice-President of Turtle Mountain Community College is Dr. Carol Davis. Dr. Davis is a tribal member who has been with the college for fourteen years. Dr. Davis came to the college as Academic Dean in 1989 and was promoted to Vice President in 1993. The Vice-President assists the President in carrying out institution policies and is responsible for supervising the academic programs and coordinating special projects and initiatives for the college.

College Comptroller

The Comptroller, Leonard Dauphinais, is a tribal member with a Masters Degree in Accounting, and fifteen years of experience at TMCC. He is the Chief Financial Officer of the Institution with responsibility for all fiscal policies as well as supervisory responsibility for business office staff. The Comptroller is under the direct supervision of the President.

Systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes.

Self-Study Committees

Turtle Mountain Community College Self-Study committees were organized around the Higher Learning Commission criteria. Each Committee was assigned a Chairperson, a Co-Chairperson and Secretary. The Co-Chairperson was selected from the team members to ensure stability during the self-study process.

CHAIRPERSON	CRITERION
David Ripley	**Criterion One** –The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
Sheila Trottier	**Criterion Two** – The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
Andy Johnson	**Criterion Three** – The institution is accomplishing its educational and other purposes.
Leonard Dauphinais	**Criterion Four** – The institution can continue to accomplish its purposes and strengthen its educational effectiveness.
Donna Thomas	**Criterion Five** – The institution demonstrates integrity in its practices and relationships.
Sandi LaRocque	Assessment of student academic achievement: Levels of Implementation

Institutional Committees

Turtle Mountain Community College has institutional committees that are derived from Board policy to address areas of concern. The committees develop procedures that derive from policies and act as a review board for various areas of the College. They assure that staff have input into the operation, and decision-making of the institution and provide staff the opportunity to learn about different areas and facets of the College. The President makes annual appointments to the committees. Each Committee meets according to the schedule deemed appropriate to the task. The committees are the Administrative Council, Assessment Committee, Recruitment Committee, Academic Affairs Committee, Supervisors Committee, Evaluation Development Committee, Financial Aid Committee, Faculty Committee, Special Review Committee, and Scholarship Committee.

Presidential Administrative Council

The Administrative Council serves at the direction of the President and assists with budgetary, financial and decision-making process encompassing the entire College. The committee meets weekly.

Members of the Presidents Administrative Council

Dr. Gerald "Carty" Monette
President

Dr. Carol Davis
Vice President, Chief Academic Officer

Leonard Dauphinais
Comptroller

Sandi LaRocque
Adult Education Director

David Ripley
Institutional Development

Dr. Karen Roberts
Faculty Representative

Todd Romero
Chief Information Officer

Sheila Trottier
Career & Technical Education Director

Assessment Committee

This committee directs and organizes assessment of student learning, reviews and

evaluates all assessment instruments and results, ensures that the results of assessment are

used to improve student learning and improves and updates the assessment process.

Recruitment Committee

The Recruitment Committee is chaired by the Registrar and has the responsibility

to develop and monitor all recruitment activities. The committee functions in accordance

with the college's mission by encouraging tribal members to enroll as students through

advertisements designed to inform tribal membership of the college and its place in their

educational future.

Academic Affairs Committee

The Academic Affairs Committee is responsible for curriculum development that

relates to approval of new programs, new courses and course changes. The committee

also addresses probation, suspension, and academic bankruptcy and reviews appropriate

policies and procedures to insure academic quality and an effective curriculum.

Supervisors Committee

The Supervisors committee allows supervisors the opportunity to review administrative direction, share ideas and seek guidance for problem solving in the area of supervision. The committee makes program and personnel recommendations to the Administrative Council where appropriate.

Evaluation Development Committee

The Evaluation Development Committee advises the College on appropriate evaluation instrument measures and procedures that will enhance present and future services.

Financial Aid Committee

The College Financial Aid Committee reviews financial aid appeals and other polices governing student financial aid services.

Faculty Committee

The Faculty Committee is made up of all full-time faculty. Its purpose is to discuss matters that relate to instruction, share new instructional ideas and methods, and discuss assessment, technology, express policy concerns, and other matters such as faculty development.

Special Review Committee

The Administrative Council serves as a special review committee. This committee accepts information from the Academic Standards Committee, evaluates the information, and makes recommendations to the President when necessary, who in turn will make the recommendations from the committee to the Board of Directors.

Scholarship Committee

The College Scholarship Committee reviews scholarship applications for every student that completes the institutional scholarship application. When there is a need to convene on scholarship awards, five committee members are selected at random.

Faculty with educational credentials that testify to appropriate preparation for the courses they teach.

Faculty Profile

During the school term 2002-2003, the Turtle Mountain Community College employed twenty-two full-time faculty. Of the full-time faculty, thirteen are of American Indian descent. There are eight male and fourteen female instructors. According to the policy manual the functions of a full-time instructor are divided into four categories teaching, advising, scholarship and service to the college and the community. The part-time faculty numbered twenty-eight. In the fall term 2003, one faculty position became vacant when the music instructor did not return.

The faculty operates within two divisions at Turtle Mountain Community College, academic and vocational. In areas outside of the vocational department, the minimum qualifications for teaching, with few exceptions, were a Masters degree. The faculty who were selected for appointment while holding a lesser degree usually had compensating characteristics such as special skills in the instruction of the Chippewa language or knowledge of the Chippewa culture, or special certification. Turtle Mountain Community College encourages faculty to seek advanced degrees. Of the full-time faculty, three have Doctorate degrees, and nine have Master's degrees, and two of seven faculty members with bachelors degrees are currently working toward their Master's

degree. Two hold special certificates. The following is a list of faculty from Turtle Mountain Community College. The list contains the degree granting institution and the degree earned by each faculty member.

ARTS, HUMANITIES, AND SOCIAL SCIENCES

FACULTY	YEARS AT TMCC	TRIBAL AFFILIATION
Jelleberg, Cynthia-Art Instructor	4.67	
B.S. University of North Dakota		
B.A. University of North Dakota		
Johnson, Andrew-Arts/Humanities Instructor	18.00	
B.A. University of North Dakota		
M.A.T . Portland State University		
Johnson,Margaret-Arts/Humanities Instructor	12.04	
B.A. University of North Dakota		
M.A.T. Portland State University		

SOCIAL SCIENCES

FACULTY	YEARS AT TMCC	TRIBAL AFFILIATION
Desjarlais,Julie-Business Instructor	12.57	X
B.S. Valley City State University		
M.A. Central Michigan University		
Kekahbah, Rollin-Social Science Instructor	13.24	X
B.A. Southeastern State College		
M.Ed. Oklahoma University		
Myerion, Cecelia-Ojibwa Language	1 .95	X
Certified Language Instructor of North Dakota		
Turtle Mountain Chippewa		
Peltier, Leslie-Social Science Instructor	13.78	X
B.S. University of North Dakota		
M.S. University of North Dakota		

SCIENCE, MATH AND ENGINEERING

FACULTY	YEARS AT TMCC	TRIBAL AFFILIATION
Disrud, Charmane-Mathematic/Science Instructor	18.04	
B.S. University of North Dakota		
M.S. University of North Dakota State University		
Hanson, Scott-Science Instructor	7.06	
B.S. Andrews University		
M.S. University of Notre Dame		
Ph.D. University of Notre Dame		

Olson, Luther-Math Science Instructor   2.06
  B.S.   Moorhead State University

Pfahl, Miles-Math Science Instructor   3.07
  B.S.   Valley City State University
  M.S.   University of Wyoming

CAREER AND TECHNICAL EDUCATION

Decoteau, Chad-Entrepreneurship Center Coordinator Inst.   .68   X
  B.S.   Minot State University
             Turtle Mountain Community College

Davis, Chad-Computer Specialist Instructor   3.33   X
  B.S.   Minot State University

Marcellais, Denise-Business Education Instructor   1.06   X
  B.S.   Minot State University
  M.S.   Central Michigan University

Parisien, Toni-Accounting Instructor   .68   X
  B.S.   Minot State University
  M.S.   Michigan State University

Parisien, Ronald-Building Trades Instructor   12.80   X
  A.A.   University of North Dakota-Lake Region

Romero,Teresa-Medical Billing and Coding Instructor .97   X
  B.S.   Arizona University

Zaste, Kathy-Commercial Art Instructor/Media Specialist 5.20   X

ELEMENTARY EDUCATION

Marsh, Linda-Education Specialist-Elementary Ed. Depart.
  B.S.   Minot State University
  M.S.   Minot State University

Peltier,Zelma-Elementary Education Instructor   3.88   X
  B.S.   St. Benedict College

Roberts, Karen Dr.-Elementary Education Chair   .74   X
  PhD   Robann

Since the last visit, several faculty members have changed positions caused by growth that added programs or expansion of old programs. The faculty employed by the institution since the last comprehensive accreditation visit numbers seven. The years of service are reflected in chart.

Faculty Development

Since the implementation of the assessment plan in 1996, the college has made an effort to offer training recommended through the assessment process. Each year the faculty set goals for their development based on the results of the graduate assessment. Also, there have been proposals written to help the college faculty improve their technology skills, cultural backgrounds, and online teaching skills.

Once such proposal is the Preparing Tomorrow's Teachers to use Technology (PT3) proposal. This project responds to the urgent need to prepare pre-service teachers to be technology-proficient and able to bring the power of the new technologies to teaching and learning in effective and creative ways. The PT3 Project focuses on education curriculum redesign using the National Educational Technology Standards (NETS) for teachers. This project fosters professional development for TMCC faculty in technology integration, and provides greater accessibility for American Indian students into teacher education programs. It results in an enhanced relationship with the K-12 system through the utilization of mentor teachers for pre-service students.

Through the PT3 program TMCC's faculty received training on the integration of technology into the curriculum. As a result of this training TMCC faculty have become role models in the use of technology in the classroom and this is reflected in course syllabi. The PT3 program has also assisted in the training of WebCT for faculty, which is used for online distance learning.

Instructional Load

The teaching load at Turtle Mountain Community College is outlined in the policy manual, section VI. A maximum load is considered eighteen semester hours and the minimum full-time load is twelve semester hours. The Elementary

Education Department has adopted a twelve-semester credit maximum teaching load in accordance with accreditation requirements of the North Dakota Education Standards and Practices Board as an accreditation requirement.

Faculty Salary

A faculty salary scale, which was approved by the TMCC Board of Directors, was adopted in 1994. The salary scale allows for increases in wages based on length of service and educational advancement. A copy of the salary scale is in section VI of Faculty Policy Manual.

A sufficient number of students enrolled to meet the institution's stated educational purposes.

Student Services

The Student Services Department provides direct service to students. The Department is staffed by a Dean of Student Services (currently vacant), Registrar, Financial Director, Admissions Technician, Financial Aid Officer, Retention Technician, Scholarship Technician and Switchboard Operator. This Department manages recruitment, student enrollment, admissions, orientations, advisement, registration, student records, and financial aid. There is currently a search underway to fill the Dean's position.

An advantage to individuals interested in enrolling in the college and applying for financial aid is the convenient location to the office that facilitates these processes. Student Services is located near the main entrance of the College. The natural flow of traffic brings visitors directly to the student services office where initial contact with potential students is made. To help meet student needs this office provides extended work hours.

Recruitment

It is the responsibility of all faculty (full-time and part-time) and staff to contribute to the recruitment efforts of the college. The college has formalized its recruitment process by selecting a group of 34 staff/faculty members who make up the college's Recruitment Committee. This committee coordinates activities and methods of advertising the college to the public. Recruitment strategies are geared towards our local schools and tribal members. Meetings are scheduled with the area schools throughout the year by representatives from the Admissions and Financial Aid Offices to assist potential students by sharing education, career materials, and assisting those who are interested by helping with application for Admissions and Financial Aid.

The college has been successful in recruitment for several reasons. First and foremost, the college has a positive image in the community. An important part of the recruitment effort is to keep the Tribal membership aware of its accreditation status. TMCC has taken accreditation seriously and has kept the college's accreditation status with the Higher Learning Commission in the forefront in the recruitment process. Students are inclined to enroll at TMCC when they know their credits are valid.

The committee has devised additional recruitment strategies. Each spring the College awards scholarships to selected American Indian high school seniors who have applied for admission at TMCC. Another activity is the annual College Awareness Day that is held in April to showcase the College and each department. In the last two years College Awareness Day was held in conjunction with the annual Turtle Mountain Chippewa Small Business Expo. The college advertises success stories through the media in an effort to provide exposure to the institution.

The TMCC Career & Technical Education Department has established Advisory Boards. They assist in making significant contributions and improve and enhance the Career and Technical Education program. The boards are composed of students, business, industry and civic representatives from the Turtle Mountain community.

 The boards have seven major functions:

◊ Assist in Recruitment Activities.
◊ Assist in Curriculum Activities.
◊ Provide Community Resources.
◊ Provide Cooperative Training Sites.
◊ Promote Support for Tribal, State and Legislative Entities and Activities.
◊ Increase Community Relations Activities.
◊ Assist in Program Review Activities.

The Career & Technical Education staff creates promotional materials disseminated at North Dakota Job Service, Rolette County Social Services, five county High Schools, and Adult Education centers. Recruitment ads are placed in the Turtle Mountain Times and Turtle Mountain Star. At the beginning of the fall and spring semesters, all career and technical education staff & faculty are interviewed on KEYA radio station. Each faculty gives a brief description of his or her program. Throughout the school year several staff participates and set-up exhibits at trade fairs and career days.

Brochures and program information are presented and disseminated at other state exhibits including the Annual Minority Small Business Conference, North Dakota Marketplace 2003, North Dakota Information Technology Summit, and the American Indian Higher Education Consortium Annual Conference.

The college employs indirect and direct methods of stimulating an interest in attending. Groups of high school and grade school students visit the College. The recruitment committee hosts the visits. Occasionally groups of students from other colleges also visit the campus. Introduction of the College also occurs through the K-12 health, math, science and environmental programs conducted during the summer and in yearlong programs such as Sunday Academies offered to grade school and high school students. TMCC also offers Dual credit college courses that allow students to receive both high school and college credit as authorized according to the provisions of <u>North Dakota Century Code 28-32-01</u>. High School students can enroll in college or in high school courses and earn credits that count toward high school graduation as well as toward a college certificate or degrees.

The College has a full-time position dedicated to establishing and maintaining an appealing, user-friendly website that posts up-to-date information about the college. Each semester course offerings are published in the two local newspapers and are faxed or mailed upon request to potential students. Requests for information about the college are received on a regular basis and the response is prompt.

The cultural aspect of our mission is reflected in our recruiting efforts. Each year our college sponsors an annual powwow and encourages cultural expression during ceremonies by including the American Indian traditional practices. Special recognition

of our elders is common practice. Local Chippewa artists' creations are on display throughout the college. Also, the college opens its facilities to tribal members for special tribal ceremonies.

Another attraction to attending can be attributed to the cost and convenience. Tuition at Turtle Mountain Community College is the lowest in the state. The college tends to draw an older than average student (2002-2003 student average age was 30) who either has roots to the area or has married into local families. These individuals have families and homes established here and would experience a greater financial burden by attending college elsewhere. The family and cultural support, a major focus of TMCC, also tends to have significant influence, as many students have attended other colleges and returned to complete degrees or returned to complete general education coursework. The Faculty is highly visible and accessible to students. The GED program, conducted by the college, also provides a natural pathway to TMCC. Graduates from the GED program don't have to relocate to begin college careers.

Student Enrollment

Turtle Mountain Community Colleges student enrollment has increased over the last ten years. Based on internal and external measures, TMCC predicts slight enrollment increases. This level of matriculation can be sustained into the future. Besides recruitment, other factors contributing to enrollment include government legislation (TANF), economic events, technology advancements, facility improvements, and program changes. Student demographic data such as gender, marital status, cultural heritage, high school graduation, or completion of a GED have remained relatively constant as shown in following enrollment chart.

Student Enrollment
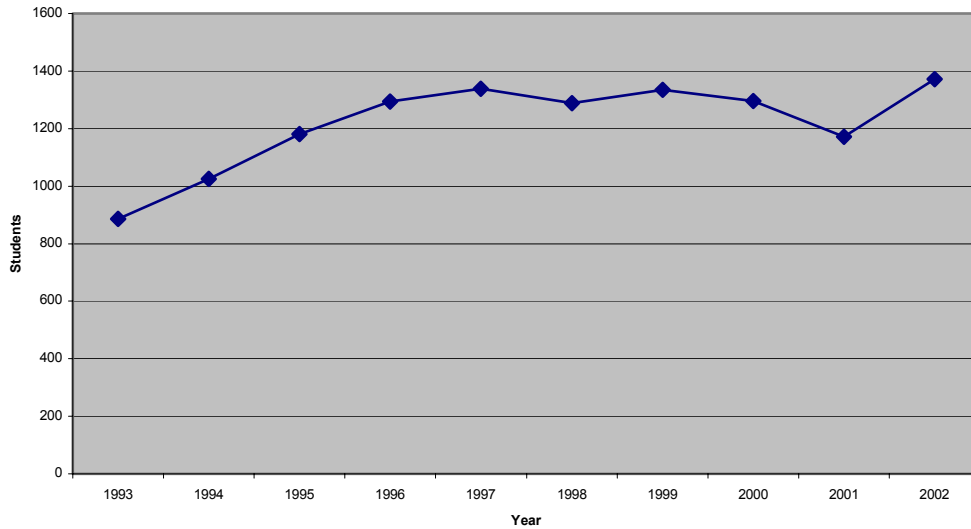
During 2002-2003, the college experienced a record high enrollment when nine hundred and eleven students enrolled for the fall semester. Seven hundred and fifty-two enrolled for the spring semester. A typical student attending TMCC is female, American Indian, single with dependents. The gender ratio for 2002-2003 was thirty-one percent male students to sixty-nine percent female students. The cultural heritage ratio was ninety percent American Indian to ten percent other. The marital status ratio was twenty-seven percent married to seventy-three percent single. Financial aid data shows that sixty-nine percent of our students have dependents.

Admissions

TMCC has an open-admission policy for most of its programs. However, the college does reserve the right to institute a selective admission policy in programs of study where limitations are necessary. The college offers equal educational opportunity to all persons without regard to race, color, sex, religion, cultural heritage, or disability.

Regarding disability, the new building is designed to accommodate students in wheel chairs and complies with the Americans with Disabilities Act.

Potential students can obtain enrollment information via a personal visit, phone call, web site or by mail correspondence in order to obtain the forms for admissions. They can also access online application through the College's web page. Individuals are required to provide proof of high school graduation or GED completion, college transcripts from other colleges, and tribal enrollment certification, if American Indian heritage is indicated. This office receives and processes all applications for admission, evaluates transcripts and other credentials for credit, and issues notices of acceptance to all applicants.

Orientation

The Registrar and Admissions Technician arrange a student orientation day for new students before the start of each fall and spring semester. This is planned to insure that each support service department is allotted ample time to inform new students of the services available to them. The Registrar assigns advisors at this time and explains the purpose of student advisors to the students. Each department covers college policies and regulations specific to its program. Many of our new students have roots in our local community and tend to be familiar with the college facility and staff. This provides a comfortable atmosphere that dispels the initial anxiety of new students. Tours of the campus are available and are conducted upon request.

Advisement and Registration

In Fall 2003 advisement and registration was scheduled in the gymnasium where the faculty were readily available to assist students. On registration day, students are

assigned advisors to help the students select classes that coincide with the coursework of their chosen program of study. Some of our students receive special assistance from the Fresh Start program counselors who are on hand to help them enroll and apply for support services.

Provision of services that afford all admitted students the opportunity to succeed.

Records

The Registrar's office handles student registration, class add/drops, production and distribution of all student grade-related records, degree audits, graduate certification, and the preparation and distribution of student transcripts.   This office maintains permanent records of all students and collects data for reporting and research purposes. This information is securely kept and maintained in accordance with the Family Education Rights and Privacy Act (FERPA). The Registrar also convenes the academic affairs committee meetings.

Financial Aid

With so many of the students living in poverty, financial aid is critical to their success.   The Financial Aid Director, Financial Aid Officer, and a Scholarship Technician work in a concerted effort to assist students in obtaining financial assistance from various sources. The majority of financial assistance provided to students comes from the Federal Pell Grant. Other sources include the Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, tuition waivers, Turtle Mountain Band of Chippewa Indians Scholarship, the American Indian College Fund (AICF), the Bureau of Indian Affairs (BIA) Vocational Education Program, the Vocational Rehabilitation

Program, the Indian Health Service, the North Dakota State Grant, the North Dakota Indian Scholarship, Workforce Investment Act (WIA), Workmen Compensation, Veterans Administration, scholarships from various grants secured by the college, and scholarships from a variety of private organizations.

The following table demonstrates a breakdown of financial aid money distributed to an average of 480 TMCC students each year.

Type of Financial Assistance	2000-2001	2001-2002
Federal Pell Grant	775,086	968,881
Federal SEOG	17,155	19,646
College Work Study	27,487	28,333
Tuition Waivers	23,779	32,856
AICF	76,752	143,405
TMBCI Scholarship	426,800	473,200
BIA Vocational Education	100,096	144,505
Vocational Rehabilitation	53,108	74,296
HIS	3,072	0
North Dakota State Grant	3,000	17,100
North Dakota Indian Scholarship	21,100	21,000
Workmen Compensation	1,792	3,108
WIA	768	2,886
Grants	115,180	214,528
Private Sources	106,050	89,148
Total	$2,092,228	$2,230,643

Until 1996 when the Financial Aid Officer position was created, the office functioned with only the Financial Aid Director. The need for the added position became evident when student enrollments and the volume of available scholarships increased.

The Scholarship Technician position was created in October of 2001. This position was developed to help students obtain needed financial assistance from outside sources. Particular attention was given to adding this service to the college based on a number of students indicating financial difficulties as a reason for withdrawing from

college. The Scholarship Technician searches for additional scholarship monies, maintains a supply of applications from organizations offering scholarships, and assists students in completing scholarship applications and getting the required supportive documents.

The financial aid and scholarship forms are readily accessible to individuals in a tiered stand located inside the doorway to the Student Services office. The Scholarship Technician and the Financial Aid Officer provide instructions on completing the Free Application for Federal Student Aid (FAFSA) and assist students in applying for scholarships.   In addition, the Student Support Services Office has computers dedicated for student use to apply in filing for financial aid. They also and provide individual attention to students requiring assistance to complete the FAFSA online.

Tuition waivers are granted to TMCC board members, staff, their spouses and children. The financial hardship experienced by students who do not have the resources to pay tuition at TMCC is minimized by the college's policy to write off the tuition costs or convert those costs into a scholarship at the end of the year.

Student Support Services

A Student Support Services Director, Student Support Services Counselor, and the Career Counselor are housed in the Student Support Services Department. Student Support Services is sponsored by the United States Department of Education and primarily assists the student who is low income, physically handicapped, a first generation college student or who is a member of an under-represented group. The function of Student Support Services is to help students experience success in college. This is done by providing tutoring, transfer counseling, and teaching developmental

courses, career counseling, assistance with application forms, and guidance in the transfer process. Students with mental health and addiction issues are referred to the Indian Health Services, Human Resource Department, or the Fifth Generation Counseling Center. All services are available to eligible students at no cost. Student Support Services provided program assistance to over 200 students in academic year (2001-2002).

The Career Counselor maintains a variety of information that includes career assessment, career internship, catalogs and admission forms from other in-state colleges for transferring students. A program called CHOICES is available to the students on publicly accessible college computers. This program contains a resource of education and employment information that includes an Interest Profiler, Skills Checklist, Occupational Information, Occupational Search, School Information and School Search utilities. The Career Counselor provides one-on-one support for students who need direction in setting career goals. The Career Counselor also publishes a student newsletter that gives students information on numerous websites to peruse for scholarships and internship opportunities. The career counselor also keeps tabs on tutor schedules, campus visits from other colleges for transferring students and an assortment of useful student information.

Bookstore

Textbooks are issued on a loan basis. Students are not required to purchase their books, but may do so if they wish. Recently major changes have been made to the bookstore. New equipment has been purchased to enhance the college's publication and reproduction capabilities. The bookstore has begun stocking the bookstore with saleable items such as CDs, computer disks, pencils, and pens, writing tablets, logo clothing,

candy and snack items. Plans are underway to move to a larger area on the south campus. Arrowhead printing will give TMCC the opportunity to provide badly needed local and graphic arts services to the business community, general public, and TMCC itself. The College proposes to expand the school's offering of graphic arts and printing technology courses and to establish a for-profit printing company using students as trained interns.

Food Services - College Campus Cafe

Private individuals contract with TMCC to operate the College Campus Café. A variety of menu items are provided for breakfast and lunch. A meal ticket program is offered to students, faculty and staff. Catering services are also available for special events and activities hosted by the College.

Student Senate

The Student Senate is the official representative of the student body at TMCC. The Student Senate processes all allocations of student activity funds. Student activities are for enrolled students only, unless otherwise noted. The Student Senate is also responsible for organizing and promoting activities for the student body including picnics, basketball tournaments, volleyball leagues, family week activities, recreational activities, and holiday meals.

Elections are held at the beginning of each school year. The student body President, Vice-President, Secretary, Treasurer, Delegates and Student Representative are elected at that time. The Student Handbook contains the Student Senate By-Laws. The Student Support Services Director is appointed by the administration to serve as advisor to the Student Senate.

Student participation in the annual American Indian Higher Education Consortium (AIHEC) competition presents our students with a challenge to test their learning skills and talents against students from other tribal colleges in the Consortium. Students compete in a spirited rivalry in cultural, vocational and the academic areas. Each year TMCC students garner places at these competitive events. This year the 2003 Student of the Year was awarded to a TMCC student for his academic achievements and community service. TMCC Critical Inquiry Team received 3rd place out of 12 teams, the Hand Games Team received 2nd place, and in the Art Competition, one student received a 1st place in ceramics, one student received a 3rd place in Drawing and Graphics and one student received a 3rd place in Painting.

In addition, each Spring one of the tribal colleges hosts an AIHEC men and women's basketball tournament. This event is reserved for informal tribal college teams who do not organize for seasonal competition. This year TMCC hosted the tournament and the TMCC men's basketball team took first place.

The following is a list of student activities sponsored by the Student Senate for 2002 and 2003.

◊ Student Halloween contest for pumpkin carving and best costume, October 2002.
◊ Turtle Mountain Community Annual Spook House, October 27, 2002.
◊ Annual Thanksgiving dinner for students and their families, faculty and staff, November 21, 2002.
◊ Annual student Christmas Feast and party, December 12, 2002.
◊ Financial aid night for students and community, February 4, 2003.
◊ Annual Turtle Mountain Community Family Week Activities for students and families, February 9-22, 2003.
◊ AIHEC Men's and Women's Basketball Tournament, March 21-23, 2003.
◊ Annual American Indian Higher Education Consortium Conference, March 29 – April 2, 2003.
◊ Annual Turtle Mountain Community College Pow-wow, April 26, 2003.
◊ Easter eggs hunt and picnic for students and their families, May 9, 2003.
◊ Graduation dinner for students, families and community, May 16, 2003

Cultural Activities

At the beginning of each year, a ceremony is held in the Medicine Wheel area where special prayers, songs and a tobacco tie are offered for the new academic year. In the spring, TMCC students and instructors work together to organize an annual powwow where hundreds of dancers and many drum group's come to participate. Many businesses and individuals donate foods of all sorts for this pinnacle of Indian tradition. No one goes away hungry. This year's powwow included several specials to honor TMCC staff. One staff member was recognized for her twenty-four years of dedicated service to TMCC. Another staff member was honored and in return exchanged honor for several of her fellow faculty.

For the thirtieth anniversary, TMCC was honored with its very own eagle staff. The eagle staff was brought in for the TMCC powwow for the first time and made every one attending very proud to be part of the culture of the Turtle Mountains.

Performances by a stringed quartet affiliated with the National Symphony Orchestra and the Grand Forks Outreach Symphony have taken place at the TMCC gymnasium for students and community members. The Grand Forks Outreach Symphony performance included a piece performed by Keith Bear, a North Dakota American Indian flute player. Students are also encouraged to perform in situations throughout the school year. A guest painter, Janet Sedlacek from Great Falls, Montana, was brought into the art class to offer insight into other techniques available. Local guest musicians are invited into the classroom to provide motivation. In a humanities course, students had been assigned creation of a project with an elder as their mentor. Some of these creations exhibited quilting, basket making, jelly making, and various other cultural

skills.   Students enter their art projects in the American Indian Higher Education Consortium, (AIHEC) annual art show and competition.

Each summer the college hosts an American Indian Writers Workshop. Louise Erdrich, nationally known author, who is a Turtle Mountain Chippewa supervised aspiring adult writers who shared their work with an audience of about 100 at the conclusion of the workshop.

Wellness has been important to tribal members on the Turtle Mountain Reservation. In the summer of 2003, more than 500 people, mostly tribal members, registered to attend the ninth annual two-day conference titled *"Walking in Harmony Toward Wellness."* Speakers from across the country and many local tribal members presented wellness issues from a native perspective. The Walk-Run, held as part of the conference, attracted an additional 200 people. Special ceremonies are held in the evenings where tribal members participate. This year the Walk-Run included a four-direction ceremony where five spiritual leaders coming from four directions said special prayers for the good health of the Turtle Mountain Band of Chippewa.

Retention

The number of individuals who have earned degrees from TMCC over the last ten years demonstrate our ability to help students reach academic success. Six hundred and thirty-six students graduated from our institution between 1993 and 2003. These students have either received degrees in Elementary Education, Associate of Arts, Associate of Science, Associate of Applied Science, or received a certificate from one of our various nine-month vocational programs.

Although our students experience interruptions in their college plans because of academic problems and personal or family issues, a number of our students eventually receive a degree in one or more of our programs of study. TMCC has recently hired a Retention Technician to track and refer students experiencing academic troubles. The Student Support Services program also helps lessen students' financial barriers.

Academic Success Center

Faculty, using a Bush Faculty Development grant, assessed a sample of students and determined that the students where lacking in reading, writing, and math skills. To address the student's needs they created the Academic Success Center in 2001. This program offers computer tutorials to those students who need special help to improve math, reading and writing skills. An instructor is provided by the Student Support Services Program. The college reserves a classroom of computers for use with the Lifetime Library, which includes Kurzweil 3000 and CoWriter 4000 applications. The center is open to students Monday through Friday. Students struggling with reading, writing and math are presented with a detailed set of instructions that allow them to work at their own pace. The Lifetime Library is a collection of CD's that contain Math 1, 2 and 3, Pre-Algebra and Algebra 1 and 2, Reading 1 and 2, and a Writing series of 10 different books. The Kurzweil 3000 is a PC-based reading system that assists students with reading (fluency and word attack skills), reading comprehension, vocabulary development, organization of information, writing, spelling, self-editing, and study skills (pre-reading, highlighting, note taking, note revision, summarizing).   The Co Writer 4000 provides support to learners by spelling and choosing words, recognizing word usage, sentence construction, sentence completion and revision, writing for meaning and

purpose, and writing and verbal expression. Additional features of this application include keystroke reduction, selection methods, automatic scanning of word choices, main dictionaries, personal words and topic dictionaries.

Turtle Mountain Community College now has free unlimited access to more than 300 testing areas to help students reach school and career goals. The service is called Learning Express Library; it is the newest service for students. This interactive online databases features practice tests based on official school and career exams, including the ACT, SAT, GED, ASVAB, Firefighter, Police Officer, Paramedic, EMT Basic, U.S. Citizenship, Postal Worker, Cosmetology, And Real Estate Sales Agent & Broker Exams, among others.

Students log on to the computer to receive immediate scoring and detailed explanations of results. Every student has access to these services from school or from home. It is an online service located a click away on the Turtle Mountain Community College web page.

Cooperative Education

Cooperative Education is a working partnership among an educational institution, a student and an employer. The basic purpose is to provide students with the opportunity to utilize skills learned in the classroom in a real job situation. The student receives compensation from the employer, job coaching and job training all while earning as many as six (6) hours of college credit during one semester. Eighty hours of work experience is equivalent to one (1) credit hour.

Supervised Occupational Experience

Supervised Occupational Experience is a course that offers a career and technical education strategy. It integrates on-campus classroom study with off-campus work experience. It provides a balanced approach to learning and career development. The student will gain practical work experience at a local business closely related to a career interest and a major field of study. Upon completion of the program the student will be ready to take her place in the world of work, or have a good foundation for further study in a field of choice.

The benefits of this course are not confined to the student. Many local businesses and the college itself gain from this course. Students become members of the business organization's staff of employees on a part-time basis. They learn by doing. They are putting into practice the knowledge that they have gained through academic study, and they are gaining valuable experience in working with supervisors and co-workers. Local businesses benefit from housing an SOE student since classroom instruction gives the student a more thorough knowledge of the job-related theory, in turn a business has input into how future workers can be better prepared for the work world. Businesses are actually training their own possible future employees. The SOE program also allows the college to provide more balanced hands-on educational experience. It allows the college to include the community in education; it helps the college staff to keep up to date on local employer needs; and, college staff is kept aware of how students are progressing in a real work environment.

Continuing and Community Education

The Continuing and Community education program customizes employee training for business needs. This service is designed to improve the workforce of local

employers. The employer receives improved employee performance and the employee has an opportunity to continue his/her education, upgrade current skills, and learn new job skills. The college issues one unit of college credit for 10 hours of continuing education participation.

Vocational Rehabilitation Services

The Department of Education, through the Office of Special Education and Rehabilitation Services (OSERS) Rehabilitation Services Division (RSA) has awarded a 121 Vocational Rehabilitation grant to the Turtle Mountain Chippewa Tribe. It is administered through the Turtle Mountain Community College. The grant provides vocational rehabilitation services to *American Indians with Disabilities* living on reservations and/or their service areas to prepare them for suitable employment. This project has assisted an average of one hundred and fifty clients each year. Fifty-eight of these clients have been TMCC students 2002-2003 and thirty-six were students 2001-02. Diagnostic and assessment testing along with medical exams are done at no charge to the applicant.

The project works with eligible individuals with disabilities in four component areas: mental disorders, chemical dependency, physical disabilities, and learning disabilities. Any enrolled tribal member who is eligible develops an Individual Plan of Employment (IPE) with their Vocational Rehabilitation Counselor (VRC). The client and the VRC choose a vocational goal that is appropriate to the client's individual strengths, abilities, and needs. This vocational goal (job/employment) is named in the IPE. All costs for job training and assistance technology to reach the vocational goal are

clearly defined. The IPE is then signed by both parties, namely the client/legal guardian and Vocational Rehabilitation Counselor.

A physical plant that supports effective teaching and learning.

Physical Plant

TMCC is currently in the midst of Phase II of a multi-phased capital construction campaign. Phase II includes the addition of an auditorium and space for a Technology, Music and Visual Arts Department. The 40,000 sq ft. addition is ready for occupancy. The auditorium will have capacity seating for 1500.

In April of 2002, Turtle Mountain Community College purchased a camp facility, Anishinabe, from the Eastern Lutheran Synod of North Dakota. This acquisition was entered into with the intent of establishing a reservation-wide Wellness Center. The strength of the property is that it will draw on resources directly from the property's 100+ acres of natural wooded campground, log buildings/cabins, and recreational equipped waterfront. Its unaffected natural environment helps to promotes healthy outdoor activities and re-establish the traditional Chippewa value of stewardship for the land and one-ness with mother earth. The center will help the college promote a healthy lifestyle for the tribe

The Interpretive center concept was first considered as early as 1988. It was not until 1995 that the Turtle Mountain Community College was able to start construction. The square footage is now approximately 1,700 sq/ft. Included in this figure are the construction additions of 2001. Funding for the majority of the project cost was derived from a Congressional appropriation. The college added resources. A award from the American Indian Higher Education Consortium, helped to complete the project.

The Interpretive Center main structure is used by the tribal scholars, TMCC students, enrolled members and passing tourists. The center offers the community a venue to observe through a variety of mediums how our tribal people evolved. The center is open to ceremonies, story telling, artisans, collector photography and written interpretation. From an aerial view, the design structurally resembles the turtle. Each lodge provides an environment to learn specific aspects of the culturally rich Turtle Mountain Chippewa heritage.

Facilities

Turtle Mountain Community College's physical plant consists of two campuses located within 2 ½ miles of each other. Together they provide a comprehensive learning environment conducive to effective teaching and learning.

The new campus is the primary facility that supports effective teaching and learning. Located in an attractive wooded area two and one-half miles north of Belcourt, it provides a roomy environment set back nearly a quarter mile from the main highway. Going up the divided campus drive, one sees a two story modern building with two wings extending from a central commons area under a turtle shell-shaped skylight. Parking lots extend down both sides of the campus drive with ample parking for 1,000 or more people, although the facility was built for an enrollment of about 800. The site comprises 123 acres and the building itself has 144,350 squared feet. A unique building, the new facility has state-of-the-art technology for students, staff and faculty; science labs; classrooms equipped with video/audio/computer technology; the reservation's only library; an archival collection of valuable tribal items; a gymnasium, and a 1,000 person/capacity auditorium with a Fine Arts and Technology Center. It uses geothermal

energy as a basic part of its heating/cooling design and incorporates sophisticated computer-controlled systems. Altogether, the building provides 23 classrooms and four computer labs.

The library provides resources in addition to access to computerized databases (i.e. EBSCO, North Dakota Library System and so on). Internet access is readily available, not only in classrooms but also in computers located in lounge areas for easy student access. An additional IVN classroom is located at the new campus, as well as classrooms with satellite up-link and down link capabilities. A recent addition has been the installation of wireless technology in selected areas. The College has been successful in packaging finance for its facilities from a number of sources including the U.S. Department of Housing and Urban Development (HUD); Department of Education (Title III); the American Indian College Fund and an endowment made available by the Tribe from treaty revenues. In addition, the College is building a wind turbine to provide supplemental power   for the new facility.

With funding from ANA (Administration for Native Americans), TMCC will soon establish a printing operation at the former Business Office Building. The building is currently being renovated with financial assistance from HUD (Housing and Urban Development). This area of North Dakota has no commercial printing services available, yet there are several large printing costumers in the area, including the tribe, the tribal college, Casino, data entry and manufacturing companies, the local school districts, IHS, and several banks.   During the first year a basic printing company will be established with the capability of printing multi-color items up to an 11" x 17" format.   State-of-the-art equipment will be purchased and employees trained for operation. During the second

year the company will expand into larger-scale printing operations and may add silk-screening operations with potential profits.

The College continues to use some of the facilities of the old downtown campus. Vocational Rehabilitation, the GED preparation Adult Education program, Drug Awareness Program, and the Freshstart programs utilize the South Campus facilities. The remaining areas have been leased to various programs operated by the tribal government, the County and other public entities. For example, a University of New Mexico research project rents office space. Thus, the College generates income while reserving the space for possible future needs of the students. This aligns well with organizational research that indicates preserving "slack" resources contributes to organizational strength. On the whole, TMCC's physical plant provides a most attractive learning environment for Turtle Mountain students with total available space of over 200,000 squared feet.

Conscientious efforts to provide students with a safe and healthy environment

Turtle Mountain Community College's commitment to the safety and health of its students embodies the mission of the college and its board of directors. Along with the state-of-the-art facility , TMCC has many programs and policies created for the well being and health of its students.

The building is handicapped accessible and is within compliance with the code Americans with Disabilities Act (ADA). The building utilizes ramps, handicapped parking, elevators, and accessible countertops in classrooms, tables, wide hallways and doorways. The bathrooms are all handicapped accessible with wide hallways that allow accessibility of all countertops, sinks, showers, condiments, toiletries and commodes.

The building meets all codes and is within compliance for Uniform Building Code (UBC), North Central Accreditation Standards (NCA), American with Disabilities Act (ADA), American Standards for Testing Materials (ASTM), American Concrete Institution (ACI), American Institute of Steel Construction (AISC), American Society of Civil Engineering (ASCE), Occupational Safety and Health (OSHA), Uniform Mechanical Code (UMC), National Fire Protection Association (NFPA), American Society of Mechanical Engineering (ASME), National Electrical Code (NEC), North Dakota State Electrical Code (NDEC), and the Underwriters Laboratories Standard (UL).

The building has well-lit hallways, classrooms, bathrooms and storage compartments. Students have access to fire extinguishers and safety equipment at regular intervals within the building. Our science departments have access to first aid kits, fire extinguishers, protective clothing and eye wear. The building utilizes state of the art building materials, heating, lighting, and cooling systems. The building is smoke free. The building also utilizes a camera system to inspect and keep the college campus safe. The TMCC facilities staff keeps the building cleaned of debris in the hallways and ensures that wet floors are marked and cleaned for accessibility after spills.

The exterior of the building is well designed. TMCC has lighting at all of its exits as well as camera's to help with prevention of crimes. The ample parking lots are lighted and cleaned on a regular basis. Snow removal is contracted and immediate. The grounds and campus are continuously inspected, and well kept.

Building inspection is conducted on an on-going basis. In April of 2002, the State Board for Vocational and Technical Education conducted a program evaluation of all

Career and Technical Education programs. As part of the evaluation, safety and sanitation practices were evaluated.

TMCC has addressed the need for more healthy initiatives for the new campus. Classes have been developed specifically for health related issues. TMCC has trained professionals to provide instruction and ensure proper use of all equipment and exercise machines. TMCC has a weight room with exercise machines and nautilus equipment, a walking track of 100 meters in circumference, and a gymnasium complete with a college regulation basketball court, volleyball and seating for 500. We have just begun to develop the Physical Education program. Students can expect to utilize the gym, track, and weight room to its fullest capacities.

With the addition of the new campus gym, weight-room and track, TMCC can provide the resources necessary for constituents to build and maintain a healthy body. Through proper instruction, technique and motivation each student can count on TMCC to provide adequate training with its impressive multi-sport complex.

Along with the new gym, TMCC is dedicated to providing health and skill related courses at a level that all members of the Turtle Mountain Band of Chippewa Indians can use and understand. Such courses are: walking, skiing, health methods, first aid, nutrition, foundations of physical education, Tae Kwan Do, self-defense, Yoga, traditional dance, softball, golf, tennis, volleyball, and bowling, organization of recreational activities, basketball and creative dance.

For the health and safety aspect of all students at TMCC, the college has many policies prohibiting such behaviors as possession of firearms, assault, use of an illegal drug or alcoholic beverages, theft, use of tobacco, and disruptive behaviors to name a

few. All policies are covered in the Student Handbook under student conduct on pages 6-8. For the safety of all students, TMCC has implemented a smoke-free environment. The smoking policy is outlined on page 38 of the Student Handbook. The students also receive a copy of the Student Drug and Alcohol Abuse Policy (page 39 in the Handbook).

TMCC distributes the "**Student Right To Know**" brochure to students. It contains information on policies and procedures for violations of campus regulations. It also contains the campus policy on use of alcohol and other drugs. Students can find crime prevention tips, along with important emergency phone numbers and counseling service information. This information is also included in the TMCC Student Handbook Section XVIII - Student Right to Know and Section XIX - Crime Statistics. The TMCC Student Handbook is distributed to each student at orientation.

Academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purpose.

Library

The college is in the process of starting an endowment that will be used to provide resources for the library. A campaign is in the design stages with approximately $150,000 ready to be used for start-up. The Turtle Mountain Community College Library has 29,621 holdings of which 2,496 are in the Native American Collection. The Library has access to thousands of periodicals, many full-text, in the Gale Periodical Databases through the Online Dakota Information Network (ODIN). Books, videos, DVDs, software, recorded music are available as well as print books. The library uses Winnebago Spectrum cataloging system to organize the collection. The collection is subject classified using the Dewey Decimal Classification (DDC). Additional materials

are available via the Internet on the 14 patron-accessible library computers such as the Online Books page (http://digital.library.upenn.edu/books/) including a virtual library of Chippewa books, articles, projects, and reports. The library has a sound system that patrons may use to access audiocassettes, compact discs, and phonograph records. Six of the library computers can play DVDs and the library has TV/VCR units to view videos. There are also digital cameras and tape recorders available for check-out in the library. Materials not available in the library can be borrowed from other libraries in the State using ODIN. Materials not found in-state are requested from the North Dakota State Library.

The Career Ladder bilingual education project purchased $ 30,000.00 worth of books for the Elementary Education section of the library. All department areas order new books. These are Bilingual Education, Science, Mathematics, Physical Education, Fine Arts, Literacy, and Social Studies, including multi-cultural book titles. The list of these books purchased since 1998 are in five large binders in the TMCC Library. Those purchased earlier are listed in the Library Catalogue. All non reference are available for check out to members of the reservation as well as TMCC students.

Technology

The technology staff at Turtle Mountain Community College provides quality technical support to all students and employees. All computer clusters and staff personal computers are kept up-to-date with the latest hardware and software. Technical support staff also provides assistance to other staff and faculty members regarding hardware and software issues. This provides for an overall better knowledge of computers, which in turn gets passed on to the students.

Turtle Mountain Community College has emphasized the importance of student technology skills by including technology in the student assessment plan. To support student learning the college provides computers and Internet access. The college also provides students with needed access to technology based teaching methods. This includes an upgraded network, which originally ran a 10 Meg backbone with 24 - 12 port hubs. The college recently installed a Gigabit copper and fiber backbone connecting all locations throughout the campus that provides 100 Meg to the desktop via switches and a Cisco 4550 series switch. Access to the internet can also be accomplished via wireless access points in the commons area, cafeteria, library, gym, and technology center.

TMCC has recognized the need to improve education requirements in the information technology department. Our efforts to improve a sound program in this area strengthen every year. Technology personnel attend training in different areas to expand on new and existing skills. These include:

Todd Romero	Chief Information Officer	BS - Electronic Engineering A+, MCSE, CCNA
Ben Chromji	Computer Technician	N+, Microsoft Certified Professional, is attending training toward MCSE
Karla Patneaud	Information Systems Specialist, Web Designer & part-time instructor	BS - Management Info. Systems Dreamweaver and Flash training, currently attending training to be a MCSE
Tony Davis	Computer Technician	BS - Anthropology BA - Religious Studies
Susan Rush	Computer Technician	AAS - Computer Support
Corey Vallie stand ng tec TCUP Technician ttee fo staff,		AAS - Electronic Technology s been AAS - Computer Networking MCSE, CCNA, Microsoft Certified Professional
Chad Davis	Instructor	BS - Computer Science MCSE, MCSA, CCNA, N+

Microsoft Certified Systems Engineer (MCSE)
Microsoft Certified Systems Administrator (MCSA)
Cisco Certified Network Associate (CCNA)

TMCC has two wireless Internet access projects. First, the GIS project, developed by the technology department and Environmental Studies Director, allows for full wireless access to the GIS classroom and office area, the entire library, a student lounge area, the boardroom and gymnasium. Second, a community wireless project, funded through the AIHEC-EDUCAUSE ANMSI Project, allows for local businesses in downtown Belcourt full high speed Internet access. Some of these businesses include the Tribal Court building, KEYA radio station, the Vocational Rehabilitation and Freshstart programs.

A new smart board has been purchased for use at meetings and in classrooms. In keeping the equipment functional, eight overhead projectors have been replaced in classrooms. TMCC hosts online learning using WebCT software. The Online Program Coordinator administers accounts to all online instructors and makes changes to the site. Some of the online courses are hosted online through North Dakota Association of Tribal Colleges.

The NASA/North Dakota Connection program established a technology-based relationship with local area schools from the Turtle Mountain Indian Reservation, the Turtle Mountain Community College and the NASA program.   Turtle Mountain Community College served as the liaison between NASA and the tribal schools on the reservation. NASA provided funding for the acquisition and installation of Interactive Video Networking (IVN) conferencing systems at the following five schools:

◊   Dunseith Day School
◊   Ojibwa Indian School
◊   Turtle Mountain Elementary School
◊   Turtle Mountain Middle School
◊   Turtle Mountain High School

NASA utilizes the IVN rooms to connect with Turtle Mountain schools to conduct a series of teacher training sessions on the use of NASA distance learning programs, and for the schools to use their IVN to connect to NASA math and science educational programs for K-12 students. Culminating activities will involve the use of collaborative software so that tribal students can communicate with one another about their NASA CONNECT experiences. In May of 2003 local students and faculty from TMCC, Dunseith Day and Ojibwa Indian School participated in a 2-hour IVN special that involved Astronaut Harrington, who is an enrolled member of the Chickasaw Tribe. Astronaut Harrington talked to the students about his experience growing up in a Native American community and about his desire to become an Astronaut and how he was able to reach his goal. It is hoped this type of educational activity will become an every day part of the local schools educational programs, thanks to the NASA/North Dakota Connection grant.

Computer Labs

More than 160 computers are located throughout the college for use in areas accessible to students. A disbursed learning center provides computer access in strategic locations on the first and second floors of the college with a total of 15 workstations that provide free internet access along with office productivity software such as Microsoft office XP. Classrooms provide varying technology services. Room 200 has 23 computer workstations and is used to teach students the application software such as Microsoft Office, Keyboarding, Web Design, and computer automated drafting (CAD). Room 201 has 21 workstations equipped with various operating systems from windows 2000 to windows 2000 server. This classroom is used for hardware and technology training such

as CISCO, helpdesk support, and A+ certification preparation. The colleges' success center has 18 workstations providing application access and business software access, including photo publishing software and Microsoft office XP. There are also 12 public access workstations with an entire suite of business software available for use. A virtual library for Native American studies is housed at the library. A math lab is located in the library with 10 workstations allowing students to practice their math skills and meet with a tutor. The college provides a GIS/GPS computer lab with 10 workstations allowing students to access satellite imagery consisting of geographic and topographic. The commercial graphic arts lab consists of both Macintosh and PC based operating systems to provide the student with a learning experience close to an actual working environment. Software provided in the commercial arts lab includes Adobe and Microsoft applications. The college houses an interactive video network (IVN) that allows for the remote teaching and interaction with other tribal colleges. Students interact with the instructor and other students as though they were in the same teaching room. The new technology center houses a 50-computer workstation lab. The college's web site, www.tm.edu, is the center point for information dissemination.

TMCC sponsors a computer science club on campus. A group of students from the computer support specialist program at TMCC attend the AIHEC conference every year. In the school year 2001-2002, a web design team brought home third place in the Web Page competition.

The College has an Entrepreneur Work Center (EWC) designed to increase the number of business start-ups on the Turtle Mountain Indian Reservation. The EWC provides professional workspace for up to six entrepreneurs. Each EWC station has

computers, printers, with Internet access, file cabinet, general office supplies, and lockable storage compartment. The EWC station also has free access to a photocopier, long distance telephone access, and a variety of other resources related to entrepreneurs and small business. The center is open daily Monday through Friday and is available to the college students as well as community members.

Auditorium

Phase II of TMCC building construction was completed in July of 2003. Currently all visual art courses are being held in the facility. A variety of coursework is available to students such as drawing and design, sculpture, ceramics, painting, printmaking, music and a recording studio. These courses give the student the opportunity to work with a variety of equipment necessary for academic achievement in fine arts.

A pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning.

The laboratory facilities at TMCC allow for instruction of chemistry to include the 100 and 200 level classes. Life science and environmental science classes have separate laboratories dedicated to those disciplines. Advanced laboratory equipment is available including an atomic absorption spectrophotometer and a gas chromatograph.

Six rooms are used for science laboratory exercises. All are located on the first floor of the south wing of the building. Each science room has a teaching desk, plenty of cabinets and drawers, and data ports that provide access to the network and internet. Three of the rooms are equipped with lab islands, each of which has a faucet, sink, ample numerous drawers and a gas spigot. The special features of each of the rooms are:

Room 100 has six table units with two stations each, and can accommodate 24 people. Each unit has its own sink and gas hook-up, hot plates, and balances. Each of the twelve stations is also equipped with a MeasureNet data collection center, which feeds into one central computer, printer, and spectrophotometer. The data collection probes at each station include temperature, pressure, voltage, and pH. There are two caged Mettler balances with accuracy to one/tenth milligram. Each end of the room has a large fume hood, each equipped with light, fan, water, and gas. The lab also has two refrigerators, a dishwasher, a hot-water sink, and ample counter and cupboard space along three walls. One RotoEvaporator was purchased a year ago, and another has been ordered. Because microbiology is also taught in this lab, there are two incubators, an autoclave, and a hot water bath. The air in the lab room is continually circulated with several overhead central exhaust fans. There is a chemical stockroom connected to room 100. It has its own sink and is lined with counters and cupboards for separation of chemicals into safety groups. Two acid cabinets and two volatile flame cabinets are vented to the outside separately from the inside air. A fan runs continuously to assure fresh air in this room. There is room for about five different prep carts of chemicals for individual lab experiments, which can later be wheeled out into the lab as needed.

Room 101 is used for lectures and laboratory exercises. It has a seating capacity of 32 and is equipped with tables appropriate for both lecture and laboratory exercises. Electrical outlets on each table make them good work stations for microscopes and other equipment that requires 120V. The room also contains 40 compound light microscopes, a fume hood, 20 dissecting microscopes, over 1,200 prepared slides, and over 1,000 preserved plant, protest, fungus, and animal specimens. The microscopes are often used

in other science rooms as well. For lectures, there is a computer, a flex camera, and a VCR. All equipment can be connected to a ceiling-mounted LCD projector.

Room 102 is used for lectures and seats 25 to 30.   It is equipped with a computer, a flex camera, and a VCR. All equipment can be connected to a ceiling-mounted LCD projector. The small preparation room between the rooms 100 and 102 houses an atomic absorption spectrophotometer vented to the outside. The office between rooms 100 and 102 is equipped with a computer with Internet connection and a printer, as well as cupboards and counter space.

Room 103 is used for laboratory exercises/research, has a seating capacity of 24 and is equipped with 6 lab islands, a fume hood and IVN equipment. There is a small prep room between rooms 101 and 103 that has a gas chromatograph equipped with an electron capture detector. An office between rooms 101 and 103 has two phone jacks, two data ports and ample bookshelves and drawers.

Room 104 is used for GIS/GPS instruction and has a seating capacity of 20. It is equipped with 20 desktop computers networked to a large color plotter.

Room 110 is used for laboratory exercises. This room contains three lab islands, an overhead LCD projector connected to a computer, and a large materials testing machine that tests strength of materials by tension, compression and bending. A large storage room connected to room 110 has copious shelves and space for storage of all types of science equipment.

Management of Financial resources to maximize the institution's capability to meet its purposes to meet purpose.

The evidence provided in this chapter reveals that the management of financial resources has maximized the institution's capability to meet its purpose. The first section,

is a description of the College management structure and a description of the processes used to carry out the mission of the college. This is followed by a description of the organizational structure as it pertains to staff, and then a description of student services. The instructional program description contains evidence that the college has provided adequate physical plant resources and instructional support to assure student learning outcomes are carried out in an exemplary manner. The descriptions of technology, lab facilities, and other resources strengthen the declaration that Turtle Mountain Community College has managed its resources and maximized the College's capability to meet its purpose.

Strengths

- TMCC has a new facility located in a beautiful location next to a local lake.

- A new auditorium addition is completed and provides needed space to accommodate cultural events and office space.

- TMCC has maintained financial security and has a continued history of success.

- TMCC continues to meet the training needs of the reservation, agencies and businesses.

- 82% of the budget comes from federal sources, which is our major source of funding

- Since the last accreditation visit Congress has designated the Turtle Mountain Community College as one of the 1994 Land Institutions, which has opened the door to many other funding sources.

- An extensive local area network, supported by appropriate classroom presentation equipment, facilitates effective implementation of the notebook initiative.

- The college enjoys a well-maintained physical plant.

- The College's resources are allowed in a manner that supports the goals and strategies of the institution.

- Technology infrastructures are currently in place

- Faculty are highly visible and accessible.

Weakness
- Turtle Mountain Community College personnel will have to continue to seek other sources of supplemental funding to make up for any deficit they may face

- Diminishing number of programs for the male population.

Chapter V

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CRITERION THREE:
The Institution is accomplishing its educational and other purposes.

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Educational programs appropriate to an institution of higher learning

Courses of study in the academic programs that are clearly defined, coherent, and intellectually rigorous

In this section of the document, reflecting the self-study efforts of faculty and staff, we present an explanation of how courses are defined and a description of the assessment process. The College catalog, both in its hard copy and online version, along with the advisement process, constitute evidence of the extent to which these programs are clearly defined and coherent. The goals and objectives of our programs reflect academic rigor. Programs are related to department goals from the institutional mission and goals statement. The chapter concludes with a discussion of the faculty role in the academic process.

Clearly Defined Courses of Study in the Academic Programs

The Registrar presents and explains the College catalog during the orientation session at the beginning of each semester. The catalog is designed to be user friendly. The various academic and certificate programs are intuitively obvious to the casual user by the large font and bold headings listing the various programs of the College. Under these headings are sub-headings, all of which contain easy-to-follow page references.

The catalog is written in appropriate language. Each program in the catalog lists the coursework pertinent to the program, suggests the year in which courses ought to be

taken, and provides clear descriptions of each course within the program. The Science and Mathematics Program, beginning on page seventy-nine of the catalog, is illustrative of the comprehensive clarity of each program.

Easy access to Internet service is available in several areas of the College including even the hallways on both the lower and upper levels of the building. The present catalog in its dual form has evolved into one that clearly defines the academic programs of the College.

Common Course Numbering

To further this goal, faculty worked with the Registrar, Vice President, and the colleges and universities in North Dakota, to align courses with the rest of the state. In making this effort, courses were examined and compared for equivalency, thus adding immensely to the general coherence of the academic offerings.

Advisement

To strengthen further the coherence of these courses of study within the various programs, we have changed our approach to academic advising. In years past, non-instructional staff, along with faculty, advised students about the courses of study available at the College. In more recent years, teaching faculty are the principal academic advisors. Reasonable efforts are made to match students seeking a specific program with those faculty teaching courses of study within that program.

Syllabus

The coherence of courses of study extends down to the specific course level and is evident through the syllabi, which by consensus of faculty adheres to standardized format

including course objectives, a course description, a rationale, a section on course requirements and evaluation, and a section on cultural relevancy.

Courses of study in the academic programs that is intellectually rigorous

The best evidence that the courses at TMCC are intellectually rigorous is the fact that TMCC students are successful in their professional endeavors after graduating. Many students who obtain degrees from TMCC go on successfully to attain higher degrees and/or build successful careers. Also indicative of the quality training that students receive at TMCC is that employers think highly of them. In a survey of the employers of TMCC graduates, they were asked whether they would hire more TMCC graduates. Fifteen employers said they would hire more TMCC graduates and none of the employers said they would not. The Elementary Education Department goals are a good example of compliance with higher education standards because students must maintain a prescribed cumulative GPA of 2.5, meet all course requirements, meet portfolio assessment standards, and pass the PPST National Examination of Basic Skills before they are recommended to the Education Standards and Practices Board (ESPB) for licensure. To date, one cohort of elementary education students has completed the cycle since TMCC was approved by NCA and the ESPB to train elementary teachers. Of the sixteen who met the entire course requirements, twelve have met all of the other state standards and are certified teachers in North Dakota.

The assessment plan in this chapter contains the goals and objectives for General Education, Elementary Education, and Associate of Arts, Associate of Science and Career and Technical Education Programs. The courses of academic study are delineated within this section of the self-study. The clarity and coherence of the courses of study

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within the programs have evolved through the development of a more useful catalog, better and more rational academic advising, and the adoption of the statewide common course numbering system. Moreover, the intellectual rigor of the courses of study is evidenced by the goals and objectives of the listed programs in this section of the self-study. Furthermore, we have correlated these classes with institutional goals, so that they are not only evidenced as intellectually rigorous, but also are reflective of institutional purpose.

The Seven Teachings of the Turtle Mountain Chippewa people are an expression of their core values and beliefs. In recent times, the faculty, by general consensus, agreed to use the Seven Teachings as guiding principles in their courses. The Seven Teachings are included in the general education program assessment of the cultural literacy and student contribution to the community. Because the culture of the Chippewa people is to be taught in all of the classes, many instructors refer directly to these teachings in their instruction. As a symbol and permanent reminder of the College's firm commitment to Chippewa culture, the Seven Teachings are inscribed upon seven columns in front of the main entrance of the College. The Seven Teachings are **Bravery, Wisdom, Humility, Love, Honesty, Truth and Respect.**

There is agreement that an understanding of the culture will help Chippewa students achieve educational success because it will give them a sense of identity, a sense of self-worth, a sense of balance and a sense of their unlimited spiritual, physical, emotional and mental potential.

The mission statement and goals of the College indicate that an examination of cultural values is an important part of the TMCC experience. One statement in the

mission of TMCC is "…to create an environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa can be brought to bear throughout the curriculum." One of the TMCC goals is to provide "…opportunities to discover the nature of Indian society, its history, variation, current and future patterns, …". This goal strongly implies an examination of values. The fourth goal directly articulates that TMCC students throughout the curriculum should examine values. According to this goal, courses at TMCC should include an examination of Chippewa culture. The syllabus outline approved by the TMCC Board of Directors for all courses illustrates the commitment of the Board to the incorporation of culture into every class.

History courses are included in the General Education Program. The history of any civilization is one of the forces shaping the values of that civilization. The values cherished by a given civilization have great influence upon the direction of the flow of the history of that society. History courses at TMCC inspire students to explore civic and societal values. The Chippewa History course seeks to "explain the Chippewa traditions, value systems, and philosophy prior to European contact". The United States History to 1877 course deals with "….the studies of ideas, people, and policies in the history of the United States….".

The College sponsors activities that encourage examination of values on many levels. The College sponsors social events such as pow-wows and supports civic activities such as the Constitutional Convention Committee through Project Peacemaker. The Constitutional Convention Committee attempted to improve the constitution of the Turtle Mountain Band of Chippewa by adding amendments to the existing constitution. Nine recent, and many former, students of our college have learned civic values through

their work with this committee. Each program at TMCC has a connection to the mission and is designed to meet a community need.

In sum, Turtle Mountain Community College instructional programs have included in comprehensive fashion programs that include courses and activities whose purpose is to stimulate the examination and understanding of personal, social, and civic values.

Programs that require of the faculty and students (as appropriate to the level of the educational program) the use of scholarship and/or the participation in research as part of the programs;

In 1993, the college added the term "research" to the mission statement. Although we are primarily an institution that focuses on teaching, we also promote research. As such it utilizes research activities and projects as a part of the teaching and learning process.   Students are offered a variety of opportunities to participate in research and other scholarly activities in and out of class. Substantial numbers of students and their faculty mentors have participated in research and scholarly exercises through the years. These projects are not confined to fields that are traditionally considered research-oriented; students in history, sociology, language arts, science, commercial art, economics and education are presented with outstanding avenues for exploring the world of research and associated scholarly activities.

Dr. Scott Hanson engages students in a number of different biological research projects. One of these projects was funded by a subcontract of a Bridges grant from the National Institutes of Health to the University of North Dakota. Because it is funded by a Bridges grant, the program is called "Ah'Jo'Gun", which is the Chippewa word for "bridges". This grant commenced in 1995 and was renewed in 1999. One of the goals of

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this program is to provide students with opportunities to conduct individual biomedical research projects. Twenty-one students have conducted various research projects through this program. Most of their research has focused upon mosquito ecology, life history and physiology some of students have also researched dentistry and cephalic disorders. Through this program, students learn first-hand each part of the research process.

The goal of another project was to determine whether mosquitoes on our reservation are infected with Western equine encephalomyelitis virus. The recent outbreak of West Nile virus throughout our state and in our area has prompted Dr. Hanson to modify the research team's surveillance efforts to include West Nile virus. Dr. Gene Berry at the North Dakota State University Department of Veterinary and Microbiological Sciences is also collaborating on this project. Hanson and his team of students collect adult and larval mosquitoes, separate them into groups according to species and ship vector species to Dr. Berry for virus detection, since our college does not have the biohazard facilities for processing material containing live virus. Thus far, none of our mosquitoes have been positive. Six students during the summer of 2001, six students during the summer of 2002 and seven students during the summer of 2003 participated in this project. As Dr. Hanson trains the students to collect and identify mosquitoes; he teaches them about their life cycle, behavior, physiology and ecology. Some of the students also elect to attend the annual American Mosquito Control Association conference, where they can interact with scientists and students from around the world who are also researching mosquitoes.

Students and faculty researched fish ecology in four of the lakes on the reservation. From July 1998 to December 2001 the research was funded by a grant from

the National Science Foundation. A total of 31 students and four instructors took part in this project. They found that the perch and walleye had stunted growth. They also found that bullheads, an undesirable species, and a member of the catfish family, were the most abundant species in Belcourt Lake, the largest lake on the reservation. Fortunately, the other three lakes do not have bullheads.

Charmane Disrud, a science instructor at TMCC, is the Principal Investigator for a RISE grant funded by the National Institutes of Health. She is working on introductory organic and biochemistry experiments and lecture materials that will make this course more relevant to American Indian students. Instructors and students from each of the five tribal colleges in North Dakota, along with chemistry professors from North Dakota State University (NDSU) and Lake Region State College, worked collaboratively at the workshop to create and test the laboratory exercises and lecture materials based upon plants traditionally used by the northern plains tribes. The first workshop took place at NDSU in the summer of 2002. Another was held in the summer of 2003, and the final workshop is scheduled for the summer of 2004.   This project also funds an ethnobotannical tour in three different biomes in North Dakota, during which tribal college students, elders from the local tribe, and instructors from the North Dakota tribal colleges, and professors from NDSU search for culturally relevant flora on each reservation.   The grant also supports water quality experiments for an introductory inorganic chemistry course, CHEM121 General Chemistry I.

Miles Pfahl is the Principal Investigator for a research program funded by the Department of Navy. Each year, this program provides scholarships to students who

conduct scientific research projects. Since 1999, eleven students have performed research on subjects such as wind energy, DNA fingerprinting, and water quality.

Students and faculty at TMCC are engaged in a number of different scholarship/research activities.   Julie Desjarlais' Business Communications class requires students to interview and tape at least two tribal leaders who are known for their exceptional communication skills. In the Contemporary Indian Issues course, Leslie Peltier and Elma Wilkie require students to do "critical inquiry" research. Leslie Peltier also involved students in research activities pertaining to the adoption of a new tribal constitution to replace the one in place. She has also involved approximately fifty students in the allotment project, which explores issues involving the payment of entitlement monies to tribal enrollees and the factors that have threatened these payments to Indian enrollees. A part-time faculty member involved students in a research project to determine the social implications of building a nursing home on the reservation. Students were in direct contact with the elders in nursing homes and on the reservation. The findings were compiled in a report given to the tribal government to use as they develop a nursing home on the reservation. In the Introduction to Teaching and Learning course, Linda Marsh requires her students to conduct research on education reform. In one of her commercial art courses, Kathy Zaste requires her students to create a cover design, business cards, letterhead, and envelopes, for a company.

The Science Department secured grants to purchase a vehicle, a pontoon, and other equipment for research. The Science Department also secured special research equipment to use with students in the environmental studies area. To date the department has accumulated the following items: A.) a gas chromatograph, B.) An atomic absorption

spectrophotometer and C.) a GIS/GPS wireless lab. Students will gain experience using these in the various projects in the environmental studies areas.

Research has an impact on the teaching and learning at Turtle Mountain Community College. Research tends to be more palatable and practical when the issues are local and have relevance to the strength and health of the Chippewa culture.

Programs that require intellectual interaction between student and faculty and encourage it between student and student.

Many classes also include activities that require or encourage intellectual interactions between students. Dr. Linda Marsh requires students in her classes to work in groups to write critiques of case studies, vignettes, presentations, guest speakers and videos. The Ojibwa Language class includes many oral language practice sessions in which the students get together in groups to practice speaking Ojibwa to each other. The Ojibwa language class includes an introduction to the Ojibwa culture and therefore serves as a vital means of preserving and strengthening Ojibwa culture. Group activity is common in many other courses.

Portfolio development and assessment in the Education Department are good examples of intellectual interaction between students and between students and faculty. The faculty and students in the Education Department have professional development meetings each month. One activity is the review of portfolios and relating these portfolios to instructional improvement. Each student has the opportunity to examine and review the portfolios of other students in the Education Department. This system allows students to give and receive feedback and suggestions from other students. Each portfolio is unique, thus the opportunity for each student to examine the portfolios of other students allows each student to see a broad array of possible portfolio styles.

Another advantage of this student-to-student interaction is that it allows the more successful students to help students that may be struggling with certain aspects of the portfolio assessment process.

The tutoring program is another example of student-to-student interaction. Tutors meet with students, usually on a one-on-one basis. Some students need help because they have fallen behind in their assignments in a specific class for whatever reason; other students need help simply because they have trouble with a particular subject area.

The College also provides ample opportunity for student-to-student interaction through the student senate. Members plan events (holiday celebrations, pow wows, sporting events, participation in the annual meeting of the American Indian Higher Education Consortium, graduation, and special events), conduct events, and manage a budget generated by student activity fees.

Students interact with one another, and with faculty, as they take part in service learning/leadership projects in their classes. As part of a recent Bush faculty development grant, the faculty defined service learning and leadership for the college. Instructors have included these service learning/leadership projects in a number of their courses. These projects are designed to get students to do community service projects and exert leadership in the community.

Eight instructors initiated community projects. These projects have led to fruitful outcomes for students. An evaluation of the Bush grant project states that "students are displaying progress in the leadership and culture areas". Specific projects included reading stories to elementary students and Head Start children, reading stories to children at a cultural fair, facilitating parent activities at schools, tutoring elementary students,

conducting activities with the Boys and Girls Club at housing projects, serving on the committee that created a proposed new constitution, and monitoring fish populations in local lakes. More students will have opportunities to advance these types of activities as service learning becomes more fully implemented.

Leslie Peltier's Contemporary Indian Issues course is developed as a community service leadership course and gives students the opportunity to interact with one another. In this course, students research an issue that is significant to the local community. During their research activities, the students work in groups to coordinate their efforts to gather information about their topic, critique one another's work and give each other advice about research methods and how to present their work in written form. In 2001, a group of nine students in this course researched the black mold problem that affected three out of every four of the roughly four thousand houses on the Turtle Mountain Chippewa Reservation. Black mold had several different health problems and was implicated in the deaths of at least seven tribal members. The students presented the results of their research to the Turtle Mountain Chippewa Tribal Council, succeeding in convincing them to initiate their own investigation. The tribal government, upon becoming convinced that black mold was causing an egregious problem, garnered federal support and prompted a visit by US Senator Kent Conrad. Residents of some 320 houses had to be relocate because the houses were irreparably damaged by mold and dampness. Many of the houses were completely demolished. Congress approved $5 million to fund the demolition of the condemned housing and to build new housing for the displaced residents. The estimated cost of the whole project is projected $25 million.

The planning and implementation of TMCC Small Business Expo/College Awareness Day held in April of 2002 and 2003 are examples of student-to-student and student-to-faculty interaction. More than 40 students and all instructors were involved each year in the planning, organizing and conducting of the event. The planning and offering of workshops, presentation of over 50 booths, were all great experiences for the students.

Several instructors have taken advantage of the American Indian Higher Education Consortium as a means to interact with students in a national competition of tribal colleges. Leslie Peltier has for years worked with students in areas of critical inquiry and the competition that takes place at this consortium (AIHEC). Dr. Scott Hanson has also involved his students in science-oriented poster sessions in which student can graphically represent the research they did under his supervision.

In sum, faculty value and require intellectual interaction with students. Such interaction aligns itself with the institutional mission of exerting leadership in the community and providing services to it.

"The institution is accomplishing its educational and other purposes"

Introduction

According to the National Center for Fair and Open Testing,

> Assessment is a process of obtaining information about student learning that can be used to guide a variety of decisions and actions. The primary purpose of assessment is to improve student learning. Teachers assess to learn students' strengths and weaknesses, to understand their interests and how they learn, to figure out how to help each individual and the class as a whole, and to help students think about their own learning, as well as to measure what they have learned and how well they have learned it.

Another definition comes from an article written by Sandra Fox for *Next Steps: Research and Practice to Advance Indian Education*, a 1999 collection of essays by Indian educators edited by Karen Gayton and John Tippeconnic. Fox states, "Indian communities must decide what their children should know and be able to do and then assess student learning within that body of knowledge and skills." Toward that end, Dr. Cecilia Lopez states in *Assessing Student Learning: Using the Commission's Levels of Implementation*, a 2000 paper presented at the NCA Convention in Chicago, "The primary purpose of the assessment program is to ascertain whether students are learning what the institution and faculty intend." And further that

> The program to assess student learning should emerge from and be sustained by a faculty and administrative commitment to excellent teaching and effective learning; provide explicit and public statements regarding the institutions' expectations for student learning; and use the information gained from the systematic collection and examination of assessment data both to document and improve student learning.

Background of Assessment Process at TMCC

TMCC has engaged in a wide variety of assessment related activities with the involvement of administration, faculty and student body at many levels. Past assessment activities at TMCC have been well documented in the annual *Assessing Institutional Effectiveness* reports and in the NCA change request self-study submitted in 2000.

Chronology of Assessment at TMCC

◊ In 1993, the NCA Site visit team "Judged...that the College's plan for the Assessment of Student Academic Achievement was unacceptable and so required a focused review in 1995-96 to review...the development and successful implementation of a college-wide Assessment Plan for Student Achievement."

◊ In March 1996 TMCC was visited by a NCA Focused Review Team-that concluded that satisfactory progress had been achieved and approved the College's assessment plan.

◊ In 2000, the College requested a change visit by the Higher Learning Commission. The 2000 Report states (on pp 16, 17), [Faculty], "Education Department Faculty, Administration and Students demonstrated awareness of the necessity of extending the assessment of student academic achievement into the Bachelor's degree program."

Conclusions of the NCA

The Higher Learning Commission, granted, in May 2001 to TMCC to offer a Bachelor's Degree Program in Elementary Education. Additionally the Team concluded that "the NCA Comprehensive Review Team for the Re-accreditation of TMCC in 2003-04 would want to pay particular attention to the implementation, the data and the feedback loop of the TMCC student achievement assessment program". The College was specifically referred to the NCA publication *Assessment of Student Academic Achievement: Levels of Implementation.* The NCA Focused Review team made use of this NCA matrix in its analysis of the maturity of the assessment program at TMCC and concluded that TMCC would benefit from the deliberate application of this matrix over the next four years remaining before its next scheduled comprehensive review for accreditation. The Focused Review team was satisfied that TMCC had taken the necessary initial steps to assure the implementation and maintenance of the proposed change.

In utilizing the NCA matrix, the team found that "In its implementation of its program of assessment of student academic achievement, TMCC may be seen to be predominantly at Level II on the NCA Patterns of Implementation Matrix. The College still has considerable work to do in involving its students in the process of assessment,

bringing all faculty into synch in the development and implementation of assessment, and in using a feedback loop for assessment data. In addition, the College is largely using the indirect methods of assessment at present, it needs to make more use of the direct means of assessment" And finally, the team "did confirm departmental and general faculty commitment to extending student academic achievement assessment into this extension beyond the associate degree programs offered by TMCC". To address these recommendations, the faculty began a review of the assessment process, revised the goals and objectives, and designed a new assessment process that was implemented in the Fall 2003.

Proficiency in skills and competencies essential for all college educated adults.

The College's commitment to ensure that graduates are proficient in the skills and competencies necessary for all college educated adults is evident in the assessment plan. This assessment plan covers a variety of areas necessary to ensure a significantly advantageous outcome.

Turtle Mountain Community College's Assessment Plan
I. Turtle Mountain Community College's Assessment Philosophy:

Assessment of student learning at Turtle Mountain Community College is an ongoing process of measuring student learning to generate feedback that can be evaluated to determine the best way to modify educational practices. This enhances student learning and thus continually improve the college's ability to fulfill its mission of service to the Turtle Mountain Band of Chippewa. Philosophically and operationally, assessment of student learning is separate from evaluation of program and institutional effectiveness, although the information generated by assessment of student learning

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could be used for program evaluation. Furthermore, assessment of student achievement of learning objectives at TMCC is not a "gatekeeper" operation but rather a process of improvement of teaching and student learning.

II. Mapping Goals and Objectives:

Every institutional goal is supported by at least one of the programmatic goals, and every programmatic goal is supported by at least one course objective. Thus, each course objective is an expression of at least one program goal, and each program goal is an expression of at least one institutional goal. Consequently, every course is an expression of the college's mission, because the educational philosophy of the college flows from the institutional mission and goals to each programmatic goal and from there to each course objective.

III. Assessing Programmatic Objectives (Diagram 1):

A. Starting the Loop: The assessment process in each program is a cycle that consists of two separate phases: "starting the loop" and "finishing the loop". When starting the loop, student achievement of programmatic objectives will be assessed by instructors in order to establish baseline data, indicating how well the students are able to achieve programmatic objectives. The following are the successive steps of the basic assessment process.

1. **Objectives:** The objectives will be clear, concise and measurable statements. Each objective supports at least one of the programmatic goals.

2. **Educational Practices:** This is a description of how instructors will help the students achieve the objectives. A few examples are teaching methods, course content, instructional materials, course scheduling, student activities, instructional resources and curriculum.

3. **Data Collection:** Instructors will use assessment instruments to document how well the students have fulfilled each programmatic objective. Students will be

assessed during their fall orientation, at the end of their first year, when they take a capstone course and when they have completed their program. Assessment during fall orientation is a pre-test intended to assess the students at the beginning of their college experience. All students who have accrued 6 college credits or fewer will be considered eligible for pre-testing. Faculty will assess students with a post-test when they have completed their program. Students who have taken more than 12 credits at another institution will not be assessed at the program level, because a sizeable portion of their learning will not have occurred at TMCC. After the data have been collected, tabulated and put into a meaningful format, they will indicate how well the students have reached each programmatic objective.

4. **Evaluation:** The program's faculty will evaluate the assessment data and then decide how to modify the educational practices of the program to increase the students' mastery of the programmatic objectives, especially those objectives that proved particularly difficult for the students to grasp.

5. **Feedback:** The Assessment Committee will distribute a report containing the results and evaluation of the assessment and a description of, and rationale for, to all students, TMCC faculty and community stakeholders.

B. **Finishing the Loop:** In this phase, the program's instructors assess student learning after the programs educational practices have been modified as described in the "evaluation" section above.

1. **Objectives:** The objectives will be clear, concise and measurable statements. Each objective supports at least one of the programmatic goals.

2. **Educational Practices:** The program's instructors will have modified the educational practices according to their evaluation of the feedback generated during the "starting the loop" phase. These modifications should be in place before the "finishing the loop" phase begins.

3. **Data Collection:** Instructors will use assessment instruments to document how well the students have fulfilled each programmatic objective. During their first year, students will be assessed at the beginning of the year, in a capstone course, and at the end of the year. During their second year, they will be assessed during a second capstone course and at the end of the year, assuming they have accumulated 30 to 36 credit hours at TMCC by the end of the second year. Students that have taken more than 12 credits at another institution will not be given the post-test, because a sizeable portion of their learning will not have been done at TMCC.

In the 2003 version of the *Handbook of Accreditation*, the Higher Learning Commission has indicated that it would like member institutions to

require students "…to present verbal and written explanations of how work products they have selected demonstrate attainment of publicly stated goals and objectives for their learning." Thus, students will be required to make a presentation in the capstone course that will relate to publicly stated goals and objectives for learning.

  After the data have been collected, tabulated and put into a meaningful format, they will indicate how well the students have achieved each programmatic objective. These data will indicate whether or not the modifications actually improved student achievement of the programmatic objectives.

4. **Evaluation:** When an entire assessment cycle is complete, the program's faculty will evaluate the data and then, based upon their evaluation, decide whether the modified educational practices had successfully increased the students' learning. If the data indicate that the modified educational practices improve student learning, they will be continued. Faculty of each program will have time to do this evaluation at the end of the academic year after grades are submitted and before faculty contracts end.

5. **Feedback:** The Assessment Committee, co-chaired by the Vice President and a faculty representative, will distribute a report of the assessment results, and the evaluation thereof, to students, instructors and other stakeholders. In addition, the report will include a description of the accomplishments and challenges of the programmatic assessment. Data generated by assessment is kept in an assessment file managed by the Vice President.

C. General Education Program: The general education goals are Problem Solving, Technological Literacy, Cultural Literacy/Community Service, and Critical Thinking. For each of the four general education goals, the general education instructors have identified one or two capstone courses in which the specific goal is taught and will be assessed. The General Education goals will be assessed every third year (Diagram 2). During the fall orientation of the cohort of students to be assessed, students will be divided randomly into two groups; one group will be assessed for mastery of General Education goals 1 and 2, and the other group will be assessed for mastery of General Education goals 3 and 4. For the sake of consistency, the same group of students will always be assessed for mastery of the same General Education goals. For example,

students assessed for mastery of goals 1 and 2 during the pre-test will also be assessed for goals 1 and 2 during the capstone courses and during the post-test when they complete their TMCC program of study. The General Education assessment instruments are in Appendix B.

D. Elementary Education Department: Each student in the department assembles an electronic portfolio. Students and instructors evaluate the portfolios at regular intervals. The rubric that students and instructors use to evaluate the portfolios is based upon Bloom's Taxonomy. The basic steps in Diagram 1 are used in the process of assessing student learning in the Elementary Education Department.

E. Associate of Arts (AA) and Associate of Science (AS) Programs: For each of the four AA and AS goals, the faculty has identified one capstone course in which the specific goal is taught and assessed. Each of the goals of the programs should be assessed in these two capstone courses. Each of the AA and AS goals will be assessed every three years (Diagram 2). During fall orientation of the cohort of students that will be assessed for mastery of these goals, instructors will give the students a pre-test to assess the students' baseline level of achievement of AA and AS goals.

F. Career and Technical Programs: Each of the career and technical programs has an assessment instrument consisting of a survey sent to the employer of graduates of each particular career and technical program. The employer survey is distributed to employers annually. The basic steps in Diagram 1 are used in the process of assessing student learning in the career and technical programs.

IV. Assessment of Course Objectives:

Diagram 1 describes the basic approach for course assessment as well as programmatic assessment. When starting the loop during course assessment, students' achievement of course objectives in a given course will be assessed by the instructor of that course in order to establish baseline data indicating how well the students are able to master the objectives. The instructor will then evaluate the data rendered by the assessment activities in an effort to identify the specific objective or objectives that were the most difficult for the students to perform. When finishing the loop, the instructor will assess the students to determine whether the modified educational practices have indeed increased the students' ability to achieve the learning objectives of the particular course.

V. The Assessment Committee:

The Vice President will appoint a faculty co-chair and she will chair a permanent Assessment Committee consisting of at least one instructor from the Associate of Science Program, the Associate of Arts Program, the Department of Elementary Education and the Career and Technical Education Program. All full-time TMCC employees who teach at least one course per academic year are eligible to be appointed to the Assessment Committee. However, any such instructor who has not yet taught at TMCC for more than four semesters will not be appointed to the Assessment Committee. A staff member from the Student Services office and the Student Senate Representative will serve on the committee as well. Quorum is half of the members. The Vice President will be included in quorum. In the absence of quorum, the Assessment Committee will be able to discuss issues but not make decisions. The Assessment Committee will have an open public meeting at least once each month.

VI. Operation of the Assessment Committee:

The Vice President will appoint one assessment committee member to publicize, in an appropriate and timely manner, the date, time and place of each upcoming meeting. The Assessment Committee will have a meeting one Friday each month. It may meet more frequently if there are a large number of issues to address; this may be the case during the initial stages of implementing the assessment plan.

The Vice President will appoint another assessment committee member to take minutes at each meeting. That member will email the minutes to every college employee and will deliver a copy to the college's library. The Vice President will appoint a different committee member to take minutes at each meeting. The minutes of each meeting will contain a list of all members present, all members absent, a synopsis of each major topic discussed at the meeting and an accurate statement of each decision made by the Assessment Committee or members of the Assessment Committee. The Vice President will appoint instructors who are not Assessment Committee members to do each of the following:

1. One instructor will gather course assessment reports from individual instructors and share them with the other members of the Assessment Committee

2. One instructor will meet with new instructors to explain the TMCC assessment process and ensure that they understand assessment and their responsibilities.

3. A number of instructors will administer, score and analyze the results of assessment instruments for the General Education, Associate of Arts and Associate of Science programs.

4. One instructor will gather a number of faculty together at the end of each school year to hold a forum in which faculty and graduating students will discuss ways in which student learning could be enhanced.

The Vice President may have to assign instructors to additional tasks if other needs arise. In addition, each career and technical program will be assessed by the instructors of each respective program, and the Elementary Education Department objectives will be assessed by the faculty of that department.

The Vice President will write a yearly assessment report presenting a summary of all assessment activities at TMCC that year and an analysis and an evaluation of all programmatic and course assessment activities reviewed by the Assessment Committee that year, including the Assessment Committee's recommendations for modifications of assessment methods and/or educational practices. The report will be sent to each TMCC employee, added to the college's web page, and published in the local newspaper in summary form.

VII. Activities of the Assessment Committee (AC):

A. Provide Support

1. Compile a list that specifies the duties of each AC member, send it to each employee of the college by email and put it on the college's website to make it available to all stakeholders

2. Compile an assessment calendar listing a date by which, or on which assessment procedures and instruments will be evaluated

◊ Instructors and programs should submit assessment data and analyses

◊ The AC will review these data and analyses

3. Compile all assessment data and analyses submitted by instructors and programs

4. Improve this assessment plan.

B. Evaluation

    1. Evaluate course-level assessment instruments and procedures using the following criteria:

        ◊ how well they fit the course objectives

        ◊ how well they assess the course objectives

    2. Evaluate program-level assessment instruments and procedures using the following criteria:

        ◊ how well they fit the program objectives

        ◊ how well they assess the program objectives

    3. Summarize and critique the results and conclusions of all of the assessment reports it receives

C. Request Resources

Identify, prioritize, and request those resources necessary to improve or maintain the assessment process.
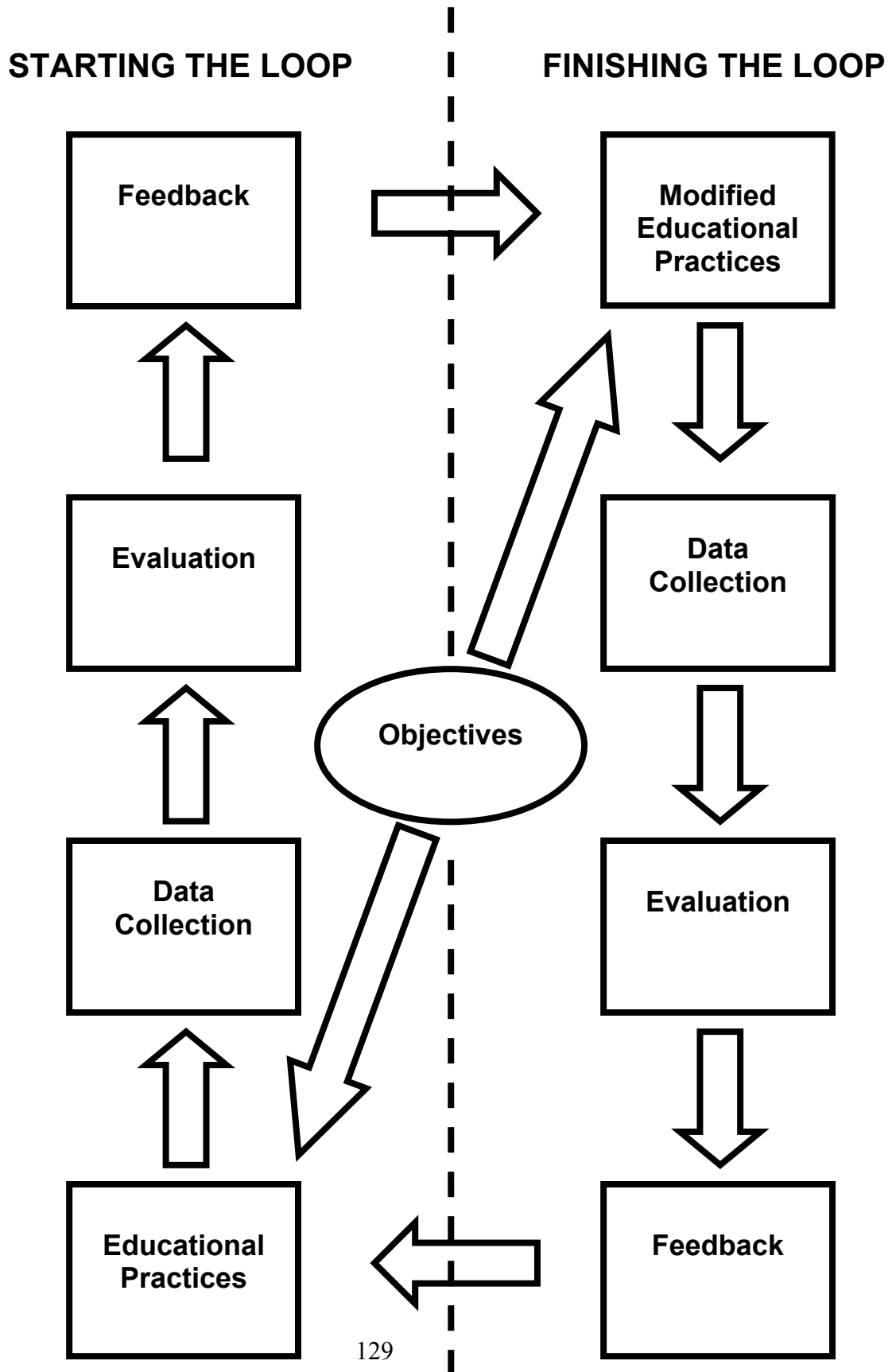
Diagram 1. The assessment process

STARTING THE LOOP

FINISHING THE LOOP

Feedback

Modified Educational Practices

Evaluation

Data Collection

Objectives

Data Collection

Evaluation

Educational Practices

Feedback

Diagram 2. Calendar of Assessment of General Education, Associate of

Arts, and Associate of Science Programs.

	General Education Goals	**Assoc. of Arts and Assoc. of Science Goals 1 & 2**	**Assoc. of Arts and Assoc. of Science Goals 3 & 4**
Fall, Year 1	Pre-Test at Fall Orientation. These students will also be assessed in capstone courses.		
Spring, Year 1	Interim Test at end of academic year		
Fall, Year 2		Pre-Test at Fall Orientation. These students will also be assessed in capstone courses.	
Spring, Year 2	Post-Test at end of academic year	Interim Test at end of academic year	
Fall, Year 3			Pre-Test at Fall Orientation. These students will also be assessed in capstone courses.
Spring, Year 3		Post-Test at end of academic year	Interim Test at end of academic year
Fall, Year 4 (beginning of another 3-yr. cycle of assessment of GE, AA & AS)	Pre-Test at Fall Orientation. These students will also be assessed in capstone courses.		
Spring, Year 4	Interim Test at end of academic year		Post-Test at end of academic year

PROGRAMMATIC GOALS AND OBJECTIVES

General Education Program:

Goal 1: Students will be able to solve problems.

Objective 1: Students will know one or more recognized problem-solving models and is able to apply a problem-solving model to situations in more than one content area.

Goal 2: Students will demonstrate technological literacy.

Objective 1:Students will demonstrate skills in using hardware, software and the web.

Goal 3: Students will demonstrate cultural literacy and contribute to the community.

Objective 1:Students will know and understand the seven Chippewa teachings, what stands behind them and how the seven teachings can be applied to their lives.

Objective 2: Students will do community service.

Goal 4: Students will cultivate critical thinking Skills:

Objective 1:Students will be able to raise vital questions and problems, gather and assess relevant information, come to well-reasoned conclusions and solutions, test those solutions against relevant criteria, think open-mindedly about their assumptions and consider the practical consequences, and communicate effectively to find solutions to complex problems.

Alignment of General Education Goals with Institutional Goals:

General Education Goals:	Institutional Goals:
1	1 and 2
2	1 and 2
3	1, 2, 3, and 4
4	1 and 2

Elementary Education Program:

The Elementary Education Program has accepted the standards of the Interstate New Teacher Assessment and support Consortium (INTASC) as goals.

Goals:

1. Knowledge of the Subject Matter

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Knowledge of Human Development and Learning

   The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. Adapting Instruction for Individual Needs

   The Teacher understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

   The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. Classroom Motivation and Management Skills

   The teacher uses and understands individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication Skills

   The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Instructional Planning Skills

   The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment of Students' Learning

   The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

9. Professional Commitment and Responsibility

   The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

10. Partnerships

   The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Alignment of Elementary Education Department Goals with Institutional Goals:

Institutional Goals:	Elementary Education Department Goals:
1	2
2	1 and 9
3	10

4	4 and 5
5	8
6	9
7	6 and 7
8	3

Associate of Arts Program:

Goal 1: Students will study and do research in the humanities and/or the social sciences, including the culture, traditions and government of the Turtle Mountain Band of Chippewa

    Objective 1:Students will describe aspects of the cultural heritage of the Turtle Mountain Band of Chippewa

    Objective 2:Students will describe aspects of the contemporary culture of the Turtle Mountain Band of Chippewa

    Objective 3: Students will apply the principles of sociological practices to issues of socialization at the community and global levels

Goal 2: Students will express themselves clearly and effectively through a variety of media

    Objective 1: Students will use the research paper process to formulate and defend a point of view

    Objective 2: Students will define the elements of the fine arts and will explain how they combine to express ideas, thoughts and feelings

    Objective 3:Students will use the fine arts as a means of expressing personal, social, and cultural experiences

Goal 3: Students will develop an understanding of science

    Objective 1: Students will apply basic scientific concepts and terminology in at least one of the following areas: Physical Science, Earth Science, and Life Science

    Objective2:Students will demonstrate basic science laboratory skills in at least one of the following areas: Physical Science, Earth Science, and Life Science

Goal 4: Students will gain knowledge of basic algebraic concepts

    Objective1:Students will simplify, factor, and perform operations on polynomials

    Objective 2:Students will solve equations and inequalities

    Objective 3:Students will use graphing techniques to solve problems involving the rectangular coordinate system, equations, inequalities, and applications of technology

Alignment of Associate of Arts Goals with Institutional Goals:

Associate of Arts Goals:	Institutional Goals:
1	2, 3 and 4
2	1 and 2
3	1 and 2
4	1 and 2

Associate of Science Program:

Goal 1: Students will study and do research in the humanities and/or the social sciences, including the culture, traditions and government of the Turtle Mountain Band of Chippewa

Objective 1:Students will describe aspects of the cultural heritage of the Turtle Mountain Band of Chippewa

Objective 2:Students will describe aspects of the contemporary culture of the Turtle Mountain Band of Chippewa

Objective 3: Students will apply the principles of sociological practices to issues of socialization at the community and global levels

Goal 2:   Students will express themselves clearly and effectively through a variety of media

Objective 1: Students will use the research paper process to formulate and defend a point of view

Objective 2: Students will define the elements of the fine arts and will explain how they combine to express ideas, thoughts and feelings

Objective 3: Students will use the fine arts as a means of expressing personal, social, and cultural experiences

Goal 3: Students will develop an understanding of science

Objective 1: Students will apply basic scientific concepts and terminology in at least two of the following areas: Physical Science, Earth Science, and Life Science

Objective 2:Students will demonstrate basic science laboratory skills in at least two of the following areas: Physical Science, Earth Science, and Life Science

Goal 4:Students will develop an understanding of advanced algebraic concepts

Objective 1:Students will use graphing techniques to solve problems involving the rectangular coordinate system, equations, inequalities, and applications of technology

Objective 2:Students will solve problems involving applications of functions that include graphs, transformations, and aspects of rational functions

Objective 3:Students will solve systems of equations and inequalities

Alignment of Associate of Science Goals with Institutional Goals:

Associate of Science Goals:	Institutional Goals:
1	2, 3 and 4
2	1 and 2
3	1 and 2
4	1 and 2

Administrative Finance Assistant Program:

Goal 1: To provide each student with working knowledge of the language of business (cycle of accounting). Knowledge of preparing, interpreting and discussing all accounting reports and financial statements in any business setting

Objective 1. Students will be able to prepare, interpret and discuss all types of accounting reports in any business setting

Objective 2. Students will be able to prepare, interpret and discuss all types of financial statements in any business setting

Goal 2: To provide the student with working knowledge of Microsoft Software and to portray their capabilities to perform the processes of the core Microsoft applications, such as Excel Spreadsheets, Access, Word Processing, Power Point, and Outlook

Goal 3: To provide the students with working knowledge of the differentiation of the administration of workplace situations and characteristics of workplace behaviors. To provide the student with knowledge of communication both verbal and written and the ability to identify technology used in business entities

Goal 4: To provide the students with working knowledge of the team/group based activity, coinciding with the capabilities of making sound analytical and critical decisions

Objective 1: The graduate will have the ability to prepare financial information in any business setting and will have the knowledge to interpret the accounting functions

Objective 2: The graduate will have the ability to implement the accounting information into a computerized, integrated accounting system

Objective 3: The graduate will have the option to acquire ICP3 Certification for the individual knowledge of the computer components and the processing factors of a computer

Objective 4: The graduate will be able to account for their gained knowledge in the information processing aspects of Microsoft Software in each of the applications, on an individual basis, or as a core process, on all software applications

Objective 5: The graduate has the option to acquire MOUS Certification for the individual knowledge based on independent software applications, at three different levels: Core level, Experienced level and Master level

Objective 6: The graduate will have the ability to differentiate and maintain an office setting and through the skills obtained, the graduate will have the skills to set up and identify an office automation system for various business office settings. Each office setting is identified as the following: Accounting/Finance/Business, Human Resource, and/or Administrative Offices

Administrative Office Assistant Program:

Goals:

1. To provide students with working knowledge of the computer through a certified process of ICP3 – Individual Computer Processing, information so as to know the basics of the computer – the hardware and the software.

2. To provide the students with working knowledge of Microsoft Software and to portray their capabilities to perform the processes of the core Microsoft applications, such as Excel Spreadsheets, Access, Word Processing, Power Point, and Outlook.

3. To provide the students with working knowledge of the differentiation of the administration of maintaining records of information for various business entities following standard rules.

4. To provide the students with working knowledge of the basic, advanced, speed and accuracy of the keyboarding functions with improved speed and accuracy as an overall goal for self-improvement.

Objectives/Outcomes:

1. The graduate will be able to account for their gained knowledge in the operation of a computer on an individual basis through hands on processes and through identifying on an individual basis the different components of a computer, from the hardware to specific software
2. The graduate will have the option to acquire ICP3 Certification for the individual knowledge of the computer components and the processing factors of a computer
3. The graduate will be able to account for their gained knowledge in the information processing aspects of the Microsoft Software in each of the applications, on an individual basis, or as a core process, on all software applications
4. The graduate has the option to acquire MOUS Certification for the individual knowledge based on independent software applications, at three different levels: Core level, Experienced level, and Master Level
5. The graduate will have the ability to differentiate and maintain an office setting and through the skills obtained, the graduate will have the skills to set up and identify an office automation system for various business office settings. Each office setting is identified as the following: Accounting/Finance/Business, Human Resource, and/or Administrative Offices

Building Construction Technology Program:

Goal:

1. Students will gain the skills, knowledge, and tools to be prepared for employment in the residential construction industry

Objectives:

1. Students will demonstrate a knowledge and understanding of the industry and its Health and Safety requirements
2. Students will demonstrate skills and knowledge of the proper usage of tools, materials, fasteners, and adhesives
3. Students will demonstrate skills and knowledge of residential construction processes

4. Students will demonstrate skills and knowledge of print reading, codes, and materials estimating
5. Students will successfully accomplish work-based learning objectives
6. Students will understand, and participate in service learning activities
7. Students will demonstrate knowledge of the operation of the computer, and skills to operate software used to perform construction related tasks

Commercial Art Program:

Goal 1. To prepare students for successful careers through imparting knowledge, teaching technical skills, and providing appropriate resources and experiences

Objective 1. Graduates will be able to demonstrate an understanding of the role of a Commercial Artist

Objective 2. Graduates will be able to work as a team to develop design solutions

Objective 3. Graduates will be able to explain the design process – both the stages of design and principles of design

Objective 4. Graduates will be able to demonstrate skills and knowledge for greater utilization of the leading software packages such as Adobe Illustrator, Adobe Photoshop, and Quark XPress, which will blend their artistic talents with technology

Objective 5. Graduates will be able to produce projects demonstrating knowledge of the design process, problem solving, software, and creative thinking

Objective 6. Graduates will be able to use design problem solving to produce effective visual communication

Objective 7. Graduates will be able to demonstrate the ability to organize and plan a design project through to completion

Objective 8. Graduates will be able to present their portfolio to potential employers

Objective 9. Graduates will be able to prepare all printed materials used to guide and control activities in both business and industry, education, government and society in general such as layouts for newspaper and magazine spreads, posters, brochures, corporate identity packages, illustrations, and computer graphics

Objective 10. Graduates will have an awareness of Chippewa and other Tribal Art via team or individual projects that involved

Goal 2. To develop community relationships with the goal of increasing enrollment

Objective 1. Graduates will have had exposure via Supervised Occupational Experience in the community professional organizations

Goal 3. To give each student exposure to the phases of the commercial art field

Objective 1. Graduates will have had a learning environment composed of courses needed to attain entry-level positions in the commercial art industry

Objective 2. Graduates will have had awareness of the career opportunities within the Commercial Art fields

Computer Support Specialist Program:

Goal 1. Successful students will acquire the up-to-date technical knowledge and develop the skills needed to start a career in the computing industry including:

Objective 1. Solve basic network design problems using knowledge of common network architectures.

Objective 2. Apply knowledge of computers, software, networking technologies, programming and information assurance to an organization's management, operations, and requirements.

Objective 3. Design and build a simple local area network, and implement appropriate network operating system client and server software in a Windows environment.

Objective 4. Integrate computer and network security into the installation of network software and hardware.

Objective 5. Provide appropriate user training and "help desk" assistance.

Objective 6. Develop a Web page.

Objective 7. Install and manage Windows NT/2000 Server systems.

Objective 8. Troubleshoot and repair basic computer and network hardware and software problems.

Objective 9. Effectively communicate computer- and network-related technical information verbally, in writing, and in presentations.

Objective 10. Use appropriate print and online resources to stay abreast of relevant trends within the industry and research technical issues.

Objective 11. Prepare students to be able create job opportunities for themselves using the Information Technology

Objective 12. Implement safety in all aspects of Information Technology.

Goal 2. Help students develop problem-solving skills, especially those required to analyze, design and implement solutions involving the use of a computer.

Objective 1. Successful students will be able to develop solutions to problems that are new to them, and implement these solutions efficiently.

Objective 2. Successful students will be able to implement solutions utilizing different computer platforms and programming languages.

Goal 3. Prepare students for continued learning in a rapidly changing discipline.

Objective 1. Successful students will be aware of the rapid rate of change of technology and methodologies in the computer support specialist field.

Objective 2. Successful students will be familiar with ways to gain knowledge and understanding of new developments in the technology field.

Early Childhood Education Program:

Goal 1. To provide students with the knowledge and experience needed to find employment in a program such as child care centers, family care centers, Head Start, nurseries, preschools, child welfare service agencies, and public schools

Goal 2. To prepare child care professionals to respond to the needs and uniqueness of children and their families

Goal 3. To address the needs of parents and professionals who desire to have a positive impact on young children within their career or personal life

Goal 4. Provide educational experiences to contribute to the competence of the caregiver

Objective 1. Apply child development theories into specific classroom activities

Objective 2. Develop lesson plans for the early childhood classroom

Objective 3. Apply the principles of educational theory to the use of computers in the early childhood classroom

Objective 4. Explain how children change as they grow physically, mentally, socially, and emotionally

Objective 5. Write journals of practicum experiences for students to enhance teaching competence

Objective 6. Evaluate young children in an early childhood setting (Head Start, Even Start and daycare)

Objective 7. Describe the field of special education, its history, definitions, and classification systems to include a special needs child in the regular classroom

Objective 8. Demonstrate the processes of curriculum planning and translating curriculum goals into early childhood program competencies

Objective 9. Construct strategies for developing appropriate lessons and activities for young children

Objective10. Differentiate the various laws relating to the education of exceptional children and define how these laws affect teachers, children and parents

Objective 11. Explain how to integrate Ojibwa culture into an early childhood curriculum

Objective 12. Apply the rules, methods, concepts, principles, laws and theories of early childhood education to the Head Start program, Even Start program and Day Care settings

Medical Billing and Coding Specialist Program:
    Objectives: The students will be able to:

1. Design and use audit tools to monitor the accuracy of clinical coding
2. Accurately abstract and analyze data reimbursement applications
3. Use medical law and ethics to comply with State and Federal agency regulations
4. Code accurately using industry manuals and encoder software
5. Perform medical office procedures including medical records
6. Be able to use a medical chart to retrieve information to finalize the coding process
7. Assign proper ICD-9, CPT, HCPCS codes, creating APC or DRG group assignments
8. Be able to keep abreast of coding guidelines and reimbursement reporting requirements

Summary of Assessment

The current assessment plan was designed during Academic Year 2002-2003. Implementation of the plan began in the Fall Semester 2003. The Assessment Plan uses multiple assessment strategies in the quest for data to determine the student learning outcomes based on the program goals and objectives. All of the indicators tie the learning outcomes to the mission and goals of the college.

Completion of an identifiable and coherent undergraduate level general education component;

At the end of Spring Semester 2003, the Faculty Assessment Committee developed the General Education Goals and Objectives and the TMCC Assessment Strategy, which addresses assessment for the General Education Program.

Mastery of the level of knowledge appropriate to the degree granted;

Standards have been established through the course requirements as stated in catalog descriptions, syllabi, testing instruments, and graduation requirements as established by the College and individual department and respective committees. Additionally, Goals A, B, C, D, E and F of the TMCC Long Range Plan 1996/2005 speak directly to the mastery of the level of knowledge appropriate to the degree granted referred to above.

Institutional Means To Determine Mastery of the Level of Knowledge

Persistence/Degree Completion: The Student Support Services department completes an annual student Persistence Report for the Department of Education. Students who complete a Career certificate program or continuing education program are calculated as having persisted along with students returning from the previous year and/or semester. Information found in The Student Right to Know pamphlet includes student graduation rates for 1998 through 2002 with the average time recorded for completion of certificate, diploma and degree programs.

Turtle Mountain Community College Graduation Rates

Average time for completion of two academic years

Degree Type	1999-2000	2000-2001	2001-2002	2002-2003
9 Month Certificate	2.50 YR (20)	3.56 YR (24)	2.70 YR (20)	2.99 YR (37)
18 Month Diploma	2.85 YR (17)	3.62 YR (24)	2.50 YR (05)	4.39 YR (23)
1 Associate Degree	3.53 YR (18)	3.20 YR (23)	3.47 YR (48)	4.09 YR (33)
2 Associate Degrees	3.79 YR (07)	3.29 YR (04)	3.71 YR (14)	3.78 YR (18)
Bachelor's Degree			6.57 YR (07)	6.00 YR (01)

* 1997 to Spring 2001. Other students who had other college transcripts prior to graduation were not counted

Articulation

The Registrar worked with the North Dakota University System (NDUS) to articulate a common course numbering system with the North Dakota University System and participating Tribal Colleges. Faculty reviewed the information posted on the NDUS website, adjusted courses and syllabi and, where necessary, made recommendations to move forward in this process. In the Fall 2000, the catalog was converted to common course numbers and the syllabi were adjusted in accordance with the change. In an annual meeting of the North Dakota Association of Collegiate Registrars June 2002, TMCC was approved as a participant in the Gold and Silver pages. The Common Course Numbering System was completed in 2002. An updated catalog was made available to all students in the Spring 2002 semester.

Performance After Transfer

The "Assessing Institutional Effectiveness" document contains a list of 171 TMCC graduates and transfer students who earned bachelors and advanced degrees. The

large number is evidence that TMCC is accomplishing its purpose, considering that there were only five or six tribal members working on the reservation who had earned bachelors degrees thirty years ago. This is a great improvement over the 1970s when the College was founded.

Cultural Content

Turtle Mountain Community College has gone to great lengths to ensure that the culture of the Turtle Mountain Band of Chippewa, is integrated into course curriculum. Beginning in the Academic Year 1995-96, the Academic Dean began arranging in-service cultural studies for the faculty on an on-going basis to provide them with the expertise to incorporate that information into the content area of each course. Cultural integration training is an on-going process throughout the institution. For example, a training designed to combine both technology and culture into the classroom was arranged. Faculty members were put into groups; each group was to design an activity using technology and culture. One group designed an Ojibway money game modeled on Monopoly. The game was eventually used in the classroom. In Academic Year 1998-99, the faculty participated in the planning of a systemic approach to incorporating the culture into curriculum.   In an effort to educate the faculty about Chippewa history and culture, the faculty read and discussed *Ojibway Heritage*, by Basil Johnston. During the review of this book, local elders and historians were brought in to elaborate on the information.   In the Fall 2002 semester, a ceremony was held to light and honor a Spirit Flame, signifying peace, hope and an ecologically safe world.   The flame was brought to TMCC by a Turtle Mountain Band Chippewa elder and Elma Wilkie. The flame had been part of a four-direction marathon for peace that crossed the country from coast to

coast and so on North from Haskell Indian Nations University College in Lawrence, Kansas.

During the summer, TMCC holds an immersion camp, covering the culture and ways of the Ojibwa people. Faculty members are encouraged to attend.

TMCC sponsors a powwow every year in April to honor the graduates. The committee of students and staff come together to organize and raise money for this event. The student senate donates money toward the event. The committee puts together a large feast where all are welcome. The College also supports the annual Labor Day pow-wow.

Career and Technical Education

The Career and Technical Education (CTE) Department is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is certified by the North Dakota Board of Career and Technical Education. Since its inception in 1976, the program has grown steadily and purposefully, meeting the changing educational and training needs of the Turtle Mountain Tribe and surrounding communities. The CTE department offers culturally based educational opportunities and addresses the training needs of the tribe including: single skill/competency based programs, Nine-Month Certificates, and two-year Associate of Applied Science degrees.

CTE offers students the opportunity to enhance their individual portfolio by certifying in their respective career areas. Certification is not a requirement of graduation, however, this is an opportunity for the student to confirm the knowledge they have gained at TMCC and in the CTE curricula.

Two of the CTE program which promote certification are the Emergency Medical Services program and the Medical Billing and Coding Program. The Emergency Medical

Services Program prepares students to become eligible for the National Registry test for EMT-Basic. Furthermore, the Medical Billing and Coding program prepares students to take the National Insurance and Coding Specialist Exam. In the Spring of 2003 fifteen students passed the national exam and became certified medical billing and coders.

A third program, the Computer Information Technology Program, offers students the opportunity to become certified as a Computer Support Specialist. Students are also encouraged and prepared for the MOUS (Microsoft Office User Specialist) Certification. This certification expresses fluency in software applications including: Excel, Power Point, Word, Access, and Outlook. Certification can be completed in all applications or in one of the student's choosing. CTE has also acquired an ICP3 (Individual Computer Processing) Certification, which will in turn enable the certification of the students, either by workshop setting or curriculum setting, in a new process of how the computer works. This certification will provide students with working knowledge of the computer, its hardware and software. The Computer Information Technology Program also prepares students for the Certified Cisco Network Associate (CCNA) Certification, A+ Hardware and Maintenance Certification. Some students take Microsoft Windows 2000 Server Certification. Students in the Administrative Finance Assistant are prepared, through their coursework, for the National Registered Bookkeeper Certifications through the National Center for Competency Testing in Overland Park, Kansas.

The Career and Technical Education Director, CTE Staff, Faculty and related committees were charged with designing a survey instrument for employers of TMCC CTE Graduates. Graduates from 1998 through 2002 were surveyed with this instrument. (For 2001 results See AIE, 2001-2002, page 46). The CTE Director annually reviews the

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survey with the CTE Faculty and Staff and responds to the survey results where necessary.

In reviewing the 2001-2002 graduate assessment and employer survey data, the CTE Faculty established the following goals for the academic year 2002-2003:

◊ The faculty will conduct a pre-, mid-, and post-test for all disciplines using standardized testing;

◊ Promote portfolio assessment; and

◊ Incorporate culture into each course.

The CTE Staff addresses the department objectives in their syllabi and informs students of the desired outcomes and methods of assessing whether objectives are being met. The CTE Director ascertains that assessment information is included in CTE Faculty syllabi. The CTE Department made major adjustments in 1999 through 2001 as a result of the process of departmental review of syllabi and data results from the graduate assessment and employer feedback.

Other Career and Technical Education Assessment Activities

Employer Survey data is collected by the CTE Department Director and is included in the Assessing Institutional Effectiveness documents. The most recent employment rate estimate shows that for the 43 Career graduates of the class of 2002, 12 are employed, 29 have continued on to additional education and 2 are unemployed.

The Director of CTE, department staff, faculty and program committees gather data about the performance of those who completed the CTE program on an annual basis.

Summary of Assessment Activities

As part of the effort to create the new assessment process, all full-time faculty, as well as a number of part-time faculty, participated in a series of faculty assessment meetings during which they formulated assessment instruments for each of the publicly stated programmatic goals and objectives. Faculty of each program collaborated when writing the measures for the goals and objectives for their respective programs. The faculty as a whole then reviewed, discussed, and made suggestions for the improvement of assessment instruments prepared by faculty of the different academic programs. This gave all instructors a chance to become familiar with the goals, objectives, assessment instruments and scoring rubrics of each academic program in the institution.

Faculty has and exercise responsibility for determining the institution's award of academic credit.

Through recognition of academic freedom and the vital role of instructors in the process of course selection, design, scope and sequence of the course work within the respective program, faculty claim and exercise responsibility for determining the institution's award of academic credit. Each instructor determines the content of the course, provides specific measurable objectives aligned with the goals and common course objectives for the course, and reports on grade sheets the final outcome of the students' progress. Such proprietorship is extremely stable and solid, but on occasion students do take an appeal of grade. It is referred to Academic Affairs for in-house judicial review in instances of alleged unfairness. Such a process does protect the rights of students to fair and impartial grading; happily the need for the process is indeed rare.

The Academic Standards Committee is comprised of faculty, administration, and staff members. Its function is to approve new courses and programs appropriate for

community education on the Turtle Mountain Reservation as set forth in the policy manual. The faculty participates in issues regarding students, academic and vocational programs, curriculum standards and approval, all of which are then presented to the Registrar or Vice President and the Academic Standards Committee.

Through the use of assessment, instructors guide the students towards reaching the goal before granting academic credit. Within the course syllabi, faculty outlines specific objectives along with a measure of assessment to determine if the objectives have been met. Using that information, faculty determine whether or not to award the student academic credit.

Faculty serves in the capacity of advisement to the students for guidance in course registration and curriculum direction to enhance individual academic and career goals. The Office of the Registrar provides registration packets for faculty to assist the student towards a program of study. Faculty is responsible in guiding the students with the appropriate course choices in their selected career field along with meeting deadlines for graduation application.

Effective teaching that characterizes its courses and academic programs.

Faculty also develops curriculum, which adheres to state and federal curriculum guidelines. Course syllabi as well as exams, are submitted to administration each semester, to be kept in files which can be accessed by other institutions for the use of determining transfer of credit. By updating course numbering using the North Dakota University System "Common Course Numbering", the faculty has provided an easy transition of class transfer for students who wish to continue other state institutions.

Review of the Assessing Institutional Effectiveness documents reveals an improvement in addressing the mission and goals of the college in the curriculum. The increased numbers of TMCC students who go on to universities to earn bachelors and advanced degrees is further testimony to the effectiveness of the academic program.

Ongoing support for professional development for faculty, staff, and administrators.

Faculty is encouraged to attend workshops and enroll in courses to update knowledge and academic skill in subject matter, teaching techniques, and innovative approaches. A Bush Faculty Grant was awarded to TMCC and represented a three-year, 1999-2002, $90 thousand commitment by faculty to collaborate with students and the community focusing on culture, leadership, reading, and technology. Also, faculty is invited to participate in educational seminars presented at the college as well as conferences at state and national venues.

The faculty has used the Graduate Assessment instrument to determine specific training needs. This Graduate Assessment survey is completed by students at the end of the spring semester and it equates their student learning with access to information, technology, and culture. From this compilation of information, faculty can determine their teaching effectiveness and students' access to learning and educational tools.

The institution provides "in-service" workshops for all staff members during the academic year. Through specific grant programming, faculty, staff, and administrators are given the opportunity to develop or enhance their professional skills and talents.

Workshops that helped the faculty to use technology in their courses, train faculty to teach online, and to incorporate culture into their courses were offered to all faculty on

Fridays. Every faculty member is equipped with computers and other technology they need along with the technology support needed to keep their systems operational.

The Bush Faculty Development Workshops, with conferences held in Minnesota each Fall and Spring, are attended by a number of faculty members. These conferences also serve as a network to develop specific Bush Faculty Grants.

Turtle Mountain Community College sponsors a "Wellness Conference" that encompasses a week in July. It is filled with events that celebrate the mind, body, and spirit in a cultural setting. It is a community event, which focuses on family, celebrating life from infant to elder. The Education Department provided free daycare services for all participants at the 2003 conference.

A Fall teacher's workshop is coordinated for community educators to continue their education and advance their teaching skill. Turtle Mountain Community College faculty is paid a small stipend to attend the workshop. The workshops are held at the Turtle Mountain Community College in August. Staff and faculty are encouraged to participate in the workshops. Also, a PT3 (Preparing Tomorrow's Teachers to use Technology) Grant has been utilized to prepare teachers to be technology-proficient and to develop creative ways to use technology. The Navy Project has offered standards-based training to the math and science faculty for two weeks during the summer. They take part in research and lesson plan writing and then share this knowledge through Sunday Academy Workshops with students.

Administration, faculty, and staff have attended "in-house" seminars dealing with subjects such as leadership, problem solving, and conflict resolution. The focus of these workshops is to strengthen the institution and our working environment.

The ongoing support for professional development for faculty, staff, and administrators is provided by the institution. Through various means such as in-service, workshop participation, travel to state and national seminars/conventions, and continuing education, employees has the opportunity to update their individual skills.

Student Services effectively support the institution's purpose.

Student Services provides assistance in the area of registration, career planning, and participation in student government, financial aid services, recruitment, and retention. Staff is available and work hard to serve the special needs of each student. The Financial Aid Program supports students with money to achieve their academic goals. Scholarship, and grant programs are available to students. Financial aid services provide guidance with the application process. Student Support Services provides support, counseling, tutoring, referral, and assessment and produces a newsletter that is available throughout the school year. A number of additional staff members have recently been hired within student services in the job titles of Retention Technician and Scholarship Technician.

Project Peacemaker, which runs under the Legal Studies Program, is a program that prepares students for employment with tribal governments and tribal court systems in such capacities as judge, advocate (prosecutor, defender, or civil advocate), paralegal, court administrator, court clerk, probation officer, social service personnel, law enforcement personnel, and other positions related to the administration of justice in Indian Country. The primary audience for the program is students who plan careers as paralegals, professionals working for tribal courts, or for students planning further careers in law. The program has been articulated with the university of North Dakota Law

School. The goal is to serve as a gateway for those students who become interested in law school or other higher education opportunities.

The Student Services department effectively supports the purpose of the institution.

Staff and faculty service that contributes to the institution's effectiveness.

The Turtle Mountain Community College adheres to its Mission Statement with respect to the culture and the community. Within the academic and vocational programs, the mission of the institution is at the forefront and guides these programs in their development to offer quality and effective learning for their students. Grant writing and proposal writing is directed by the mission and goals of the institution.

The College President helps to keep staff and students informed with day-to-day events relating to the institution. He creates a weekly newsletter, The Carty-Yak, with relevant information. It is distributed through e-mail and hard copies are placed throughout the college. The faculty have designed a "service learning" component and arrived at a definition for service learning at TMCC, which will be implemented in their teachings, striving to connect students with the community.

Each spring the College hosts a "College Awareness Day" to share with the community the variety of programs that we offer. Each department sets up a booth displaying brochures, curriculum listings, relevant books and materials, along with interesting facts and artifacts. Administration, faculty, and staff are involved in this event. Prizes are awarded for the best booths, making it a lively and creative competition.

Evidence of support for that stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research.

Turtle Mountain Community College is a teaching institution. However, academics require a certain amount of inquiry and the college supports this obligation. The library plays a major supporting role. It also serves as a learning resource center. Through the ODIN website, students can access a wide array of information for updated articles, journals, and other research sources. The Turtle Mountain Community College library also serves as a community library for the Reservation; therefore, it functions as a public library. The library has developed a booklet, "A User's Guide," which provides valuable information for the user.

Faculty have written math, science, and engineering grants, which allow students the opportunity to conduct research. Sunday Academies, a collaboration between North Dakota State University, Turtle Mountain Community College, and reservation high schools are held throughout the year to prepare high school students for the collegiate setting in the fields of technology, math, science, and engineering. The Rise Grant, through the National Institute of Health, provides for chemistry education, summer internship, and cultural plant tour for faculty and students. The Turtle Mountain Community College Extension Land Grant Program, implemented a GIS/GPS project with the purpose of locating the residence of approximately 1254 diagnosed diabetics on the Turtle Mountain Reservation. A map was then developed for emergency services for the nearby Indian Health Service. Staff produced a study a study on a Tribal nursing home and shared the results with the Tribal Government. The mosquito research is a collaboration involving students in the study of West Nile virus.

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Project Cristal is a collaboration between the University of North Dakota and Turtle Mountain Community College to train students in clinical laboratory science, occupational therapy, physical therapy, medicine, and social work. The goal of this program is to provide and improve health care services in rural and underserved areas.

Evidence of support for the stated commitment to the fine and creative arts through provision of sufficient human, financial, and physical resources to produce creative endeavors and activities.

Through grant funding from the United States Department of Agriculture, a groundbreaking ceremony took place for a new Fine Arts Center. The building is connected to the college campus with an estimated completion Fall 2003. The Fine Arts Center consists of an auditorium, music recording studio with music classrooms, visual art studios with classrooms, theater dressing rooms with classrooms, atrium with a view of Belcourt Lake, and technology classrooms. In the future, the auditorium will be used for a variety of events associated with the college and the community. It is primarily designed to be a performing arts venue.

A class titled "Fine Arts & Aesthetics" is now a required course for all degree-status students at the institution. This course was approved by the Academic Affairs Committee. The class encompasses creative writing-story telling, dance, drama, music, and visual arts with a cultural emphasis. Students have created a variety of projects such a *Gekinoo amaagew*, a mentor who taught them a Chippewa tradition, a theater performance of the "Seven Gifts from the Seven Grandfathers," designed "story boards" and "scrap books" from information gathered about traditional arts and crafts, music, dance, storytelling, food ways, and hand-built masks that depict each student's past and present, and their vision for the future.

The Humanities and Visual Arts Department, through a grant with the North Dakota Council on the Arts, invited the Rolling Plains Art Gallery from Fargo, North Dakota to the campus. This gallery on wheels consists of a semi truck that travels across the Midwest, bringing a gallery of artwork to rural communities. The theme for the art show was Lewis and Clark "A Story of Land and People". The show consisted of 18 pieces, both traditional and contemporary, addressing issues of environmental change, political struggle, preservation of culture and personal identity. One of the selected art works was created by a local Ojibwe-Metis Belcourt artist, Bennett Brien.

The Visual Arts department incorporated an art project for visitors to create centered around the four directions with the Seven Chippewa Teachings. The project was called "healing hands" . Each guest traced their hand on the four directions sheet and then created a design with crayons, paint, and pencil, including words of support. All the decorative hands were connected into a chain, which was later sent to the terrorist victims of September 11, 2001. More than 800 "hands" from the college and community, infant to elder, participated in this project.

The institution supports the fine and creative arts "visioning" the development of programs, curriculum, and providing logistics for the creation of such endeavors and activities. That "vision" came to fruition with a full Art and Music curriculum along with the construction of a new Fine Arts Center.

Evidence of effective delivery of educational and other services to its community.

The college offers a continuing education program to certify successful participation in specific workshops, courses, or training programs for resume or job application verification. Cultural, social, business, civic groups, agencies, and business and

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industrial organizations utilize this program when offering staff training or special workshops. The Career and Technical Education department provides a variety of courses and services to the community under the heading of outreach education. Faculty has provided training for employees working for different businesses/companies in the local area. Examples of classes and training that have been offered are, Introduction to Internet, Technology Tools, Medical Insurance and Coding, Data Entry, and Child Welfare, Family Services. Also, students, through cooperative education, can gain work experience in partnership between the college and an employer in the community.

The Early Childhood Education Program sponsors daycare training for the general public. The program also celebrates in April "Week of the Young Child" with a festival held in the gymnasium filled with children's activities and booths providing information for parents, grandparents, and educators. Each year, the festival is attended by approximately 400 to 500 people.

The College also provides facilities for community functions throughout the year. In February, the entire community honors "Family Week" with events occurring at all of the schools, along with the college sponsoring children and adult activities including basketball games. Each August, a public school teacher's workshop is held at the college that highlights new teaching skills. The workshop is usually attended by approximately 100 people who consist of mostly tribal members. A family conference titled "Walking in Harmony Toward Wellness" is held each July. The college provides these services at no cost for these events for the community. A forum and informational session focusing on violence against women occurred on campus as part of a Bush

Leadership activity. It was coordinated by the Turtle Mountain Community College faculty and students.

The college also sponsored "Supreme Court for a Day" in which a judicial case was conducted in the gymnasium. Staff, teachers, high school and college students were later invited to have lunch with the North Dakota Justices of the Supreme Court for a question and answer session.

The library has begun keeping a journal with articles and scrapbook pictures of events involving students and staff from the Turtle Mountain Community College. Along with this information, the faculty has created a "cultural suitcase" which is full of pictures, projects, and video capturing the many different events involving staff and students on campus, in the community, and across the state and nation. All this memorabilia is for students and community members interested in the previous events offered at the campus.

The mission of the institution is to establish an administration, faculty, and student body involved in exerting leadership within the community and providing service to it. The various degree programs and curricula are being assessed on an ongoing basis to determine the needs and desires of the reservation.

Evidence of development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.

The Mission Statement of the college emphasizes the Chippewa Culture and mandates setting goals and objectives that teach and preserve the Chippewa culture. An Ojibwa Language Camp has been created as a summer immersion session to serve the Turtle Mountain Band of Chippewa tribal members. The State of North Dakota has

passed a law allowing tribal language speakers to become certified in hopes that through teaching, the language will survive. After they complete the semester-long methods course at the Turtle Mountain Community College, the students must demonstrate proficiency in the language.

A Johnson Entrepreneurship Scholarship Program has enabled students to exercise their entrepreneurial spirit and design a business. The entrepreneurship and small business development courses are offered to tribal and community members, giving them the opportunity to acquire the basic tools to create and operate a new business, or strengthen and expand an existing business.

The Adult Basic Education Program and the Community Education Program are directed by the College. Through state and federal funding, these programs address the educational needs of the Turtle Mountain Reservation. A large number of individuals have accessed these programs and have reached success in attaining their GED. Others enroll in continuing self-enrichment through community education.

The Navy grant and the David and Lucile Packard grant have supported tribal colleges in their efforts to prepare students to enter the Science, Technology, Engineering, and Mathematics (STEM) fields of study. This grant has provided students the capacity to study on and off campus. High school students were invited to "Sunday Academies" to participate in mathematics, science and technology, integrating their weekday studies with weekend instruction.

The North Dakota Council on the Arts has helped with funding for artist performances and artist in residency programs. The wellness conference held during the summer of 1999 hosted a guest artist, Sam English, who presented a painting workshop

for children and adults. A recognition dinner was held at the college for Francis Cree, a Chippewa Elder from Dunseith, North Dakota, and Mary Louis Defender-Wilson for their voice recording of "The Elders Speak", which won a national award at the Native American Music Awards. Both of these events were supported by the North Dakota Council on the Arts.

The Gates Millennium Scholars Scholarship provides financial assistance for tribal students. Their mission is to build strong, healthy self-reliant American Indian communities. With assistance from the College Department of Financial Aid, students have the opportunity to apply for financial support, an impetus towards a successful academic future.

Summary

The curriculum at TMCC is directly related to the mission and goals of the institution. The assessment plan described in this chapter illustrated multiple assessments of program objectives that connect to the mission and goals . Descriptions of academic and other services illustrate that TMCC is accomplishing its education and other services to community responsibilities.

Among our strengths are

1.) Academic programs have clearly defined goals and objectives that resonate from the mission and goals of the College.

2.) A faculty that has developed an assessment plan that includes multiple assessment strategies and loops the curriculum to student learning outcomes for review and improvement.

3.) Programs that supply the community with useful ideas and that bring new thoughts to the Reservation.

4.) Documentation of success for college graduates.

One weakness is that

The assessment plan will not be implemented fully until the Fall semester of 2005.

Chapter VI

> ### Criterion Four:
> ### The Institution Can Continue to Accomplish its
> ### Purposes and strengthen its educational effectiveness

Introduction

As a result of treaty obligations and trust responsibility between the sovereign tribes and nations and the U.S. federal government, the federal government is committed to providing funding for Indians in a variety of programs, including higher education. Nearly every county in North Dakota is experiencing population out migration; Rolette County is an exception to this. It is experiencing an increase in population. The Turtle Mountain Indian Reservation, located in Rolette County continues to grow in population and as does the student population of Turtle Mountain Community College.

A current resource base-financial, physical, and human-that positions the institution for the future.

Tribal colleges rely a great deal on federal funds for their core operational funding. In particular, they depend on the funds that are distributed through the Tribally Controlled Community College or University Assistance Act of 1978 (ICCA). Turtle Mountain Community College, along with other reservation-based Tribal Colleges, receives funding through ICCA. Funding is decided using a formula based on the number of Indian students enrolled (Indian Student Count or ISC) and the amount of appropriations. However, no funds are distributed for non-Indian Students, such as students with less than one quarter Indian blood.

The primary funding sources continue to be federal which are augmented with a limited amount of non-federal sources. Total federal revenue for fiscal year 2002 was

$9,104,591 and non-federal revenue was $1,544,428. Total revenue for fiscal year 2002 is $10,649,019. Some of the major federal funding sources are the Departments of Education (DOE), Interior, Health and Human Services, and Agriculture. Funding from the Department of Interior, Bureau of Indian Affairs, through PL 95-471, Tribally Controlled Community College Act (ICCA) passed in 1978, provides the base funding for the college. For the fiscal year 2002, ICCA provided $3,915 per full time equivalent ISC. The college has enjoyed a steady increase in ICCA funding as demonstrated in Figure 1.
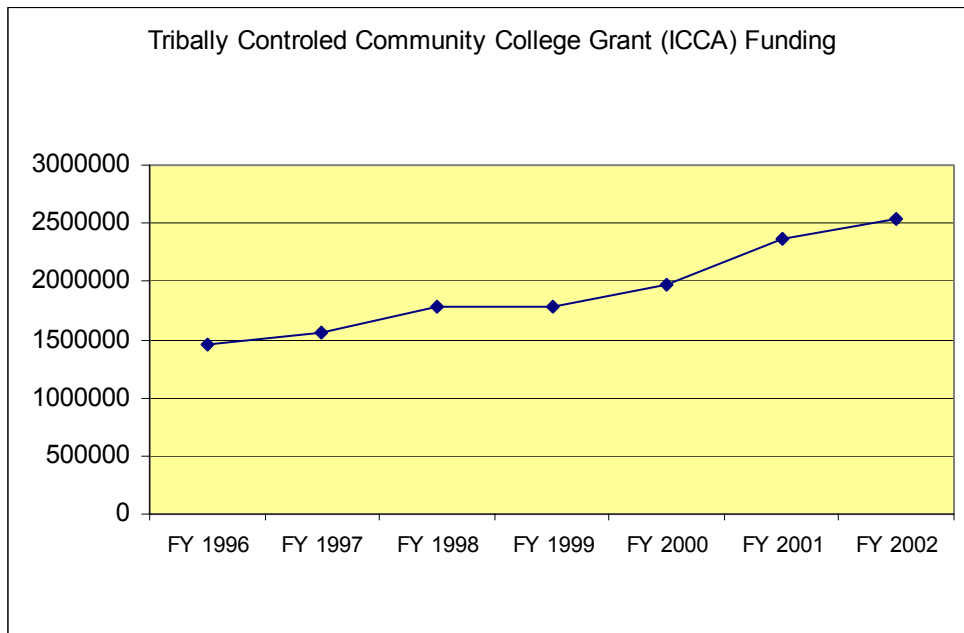

Figure 1: Tribally Controlled Community College Act Funding

In 1994, Congress granted Tribal Colleges Land Grant status. This act made Tribal Colleges eligible to access United States Department of Agriculture (USDA) resources and funding. Land grant status helps Tribal Colleges become more viable and connected to mainstream institutions by sharing projects, resources, and information with other land-grant colleges. Land grant status provides access to equity grants, research

grants, and interest from an endowment fund, and extension grants. These programs are competitive and require proposal submission annually, with the exception of the endowment. This is an interest bearing investment that pays an annual interest payment, (using a student count formula per college for payment amounts). The college also receives other USDA funding.

On October 19, 1996, President Clinton signed The White House Initiative on Tribal Colleges and Universities (No 13021) reaffirming the important role tribal colleges play in reservation development and directing all federal departments and agencies to increase their support to these colleges. The initiative not only expects to direct more attention to the colleges, but also to bring in more resources and create greater opportunities for the colleges. In 2002, President Bush continued the Presidential Order.

Because states have no obligation to fund them, Tribal Colleges receive little or no funding from state governments. Although attempts have been made for several years to get a Bill through the North Dakota legislature to at least fund the non-Indian students attending Tribal Colleges, to date there has been no success.

Non-Federal Funding Resources

Primary source of non-federal funding is tuition. Lesser sources come from foundation, corporations, and other donors. The college's tuition revenue has increased steadily as shown in figure 2.

TMCC Expense for Fiscal Year 2002

Total expenses for the fiscal year 2002 was $10,214,816 with salary and fringe totally $4,098,840, 40% of the total expenses. Awards to students are the next largest expense, $1,179,333 for the fiscal year. Other major expenses for the year were

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construction, subcontracts with other institutions, consulting fees, stipends, travel, supplies, non-capital equipment, bad debt expense, utilities, loan payments, and purchase of land and buildings (Anishinabe). For the fiscal year 2002 there was $434,203 revenue over expenses retained.

On the balance sheet side the college has investment assets of $3,526,573 with $1,064,683 in an endowment account. Turtle Mountain Community College has $16,242,829 of capitalized fixed assets. At the end of fiscal year 2002 the outstanding balance of the loan for our building is $5,369,000; our principal and interest payments are $615,000 for the year.
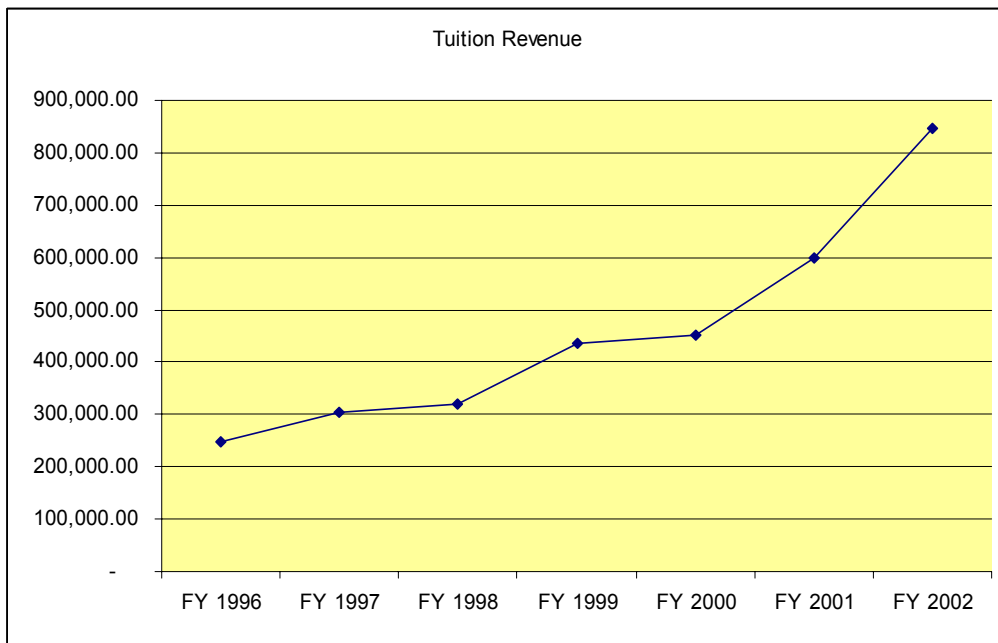

Figure 2: TMCC Tuition Revenues for Recent Years

Sponsored Programs Office

Because of the large number of funding sources, the college created a Sponsored Programs Office to oversee the compliance of discretionary funding programs with requirements of granting agencies. The Sponsored Programs Office identifies new

funding sources and helps to write and submit grants and assets in other institutional development activities. The office also insures that all proposals submitted are helping to fulfill the colleges' mission and goal.

The major funding sources for fiscal year 2002 are presenting in the following outline.

Federal Sources

1) **Department of Interior – Bureau of Indian Affairs**
   a) Tribally Controlled Community College Act (ICCA)
   b) Adult Education
   c) Employment Assistance
   d) Higher Education Management Support
   e) Woodlands Wisdom Holistic
   f) Tribal Tourism
2) **Department of Education**
   a) Student Support Services
   b) Carl D. Perkins Career and Technology Education Act
   c) Career Ladder
   d) Training for all Teachers- Bilingual
   e) Teacher Technology PT3
   f) American Indians with Disabilities
   g) Title III –Strengthening Programs
   h) Higher Education Act Title IV; Pell Grant, SEOG, CWS
   i) Minority Science Improvement Program
   j) Teacher Education Subcontract with University of North Dakota
   k) Adult Education and Secondary Education (ABSE) – passed though the State
   l) State Board Vocational Technical Education –passed though the State
   m) PT3 Sub-award -Think Quest for Tomorrows Teachers
3) **Department of Energy**
   a) Renewable Energy Curriculum Dev. And Wind Energy Feasibility Study
   b) Installation of Utility Scale Wind Turbine
4) **National Science Foundation**
   a) Rural Systemic Initiative Site
   b) RSI Technical Assistance
   c) Advanced Networking Project with Minority Serving Institutions (AN-MSI) Professional Services
   d) Rural Systemic Initiatives in Science, Mathematics and Technology Education – RSI: Leadership Development for Master Teachers.
   e) Tribal College and University Project (TCUP)
5) **Department of Agriculture (USDA)**
   a) Extension
   b) Education
   c) Food Production

 d) Woodlands Wisdom Project
 e) Healthy People
 f) Equity
 g) Endowment Interest
 h) IFAS Special Award – Woodlands Wisdom Project
 i) Mosquito research
 j) AIHEC – Forrest Service

6) Department of Health and Human Services
 a) Admin. For Children and Families
  i) Administration for Native Americans (ANA) Printing Company Project
 b) Division of Mental Health and Substance Abuse Services
  i) Substance Abuse
 c) Public health Service
  i) Agency for Toxic Substances and Disease Registry
   (1) Program to Build environmental Public Health Capacity within Tribal Colleges and Universities
  ii) Environmental Science
   (1) Planning Grant for Diabetes and Science education in Tribal Schools – Woodlands Wisdom Diabetes Planning Grant
  iii) National Institutes of Health
   (1) Biomedical research infrastructure network
   (2) Improvement of ND Tribal College Chemistry Instruction - RISE
  iv) Office of Minority Health, HRSA
   (1) Capacity Building Program
   (2) Indigenous Learning Modules
  v) Office of Community Services
   (1) Job Opportunities for Low Income Individuals (JOLI) Program
  vi) PHS Indian Health Service
   (1) Community Wellness
   (2) TMCC Research Education Training Proposal: Nursing Home Study
   (3) Domestic Violence
  vii) Health Resources & Services Administration
   (1) Project CRISTAL

7) Department of Defense
 a) NASA
 b) Navy
 c) Army Research Equipment

8) Institute of Museum and Library Service
 a) Title IV Basic

9) Department of Housing and Urban Development
 a) HUD Grant

10) National Endowment for the Humanities

11) Department of Justice
 a) Project Peacemaker

12) Environmental Protection Agency
 a) Browns fields

13) National Endowment for the Arts
   a) Positive Alternatives for Youths

Non Federal Sources

1) **Tuition**
2) **Fees**
3) **Investment income**
4) **Endowment**
5) **Interest Income**
6) **Private Sources**

In reviewing the above listing of funding sources, it becomes obvious that the college is operating predominately on federal funds. This is reinforced when we look at figure 3 below. The chart in Figure 3 shows funding sources and their percentage contribution to total revenues. These percentages are based on year 2002 audit figures.
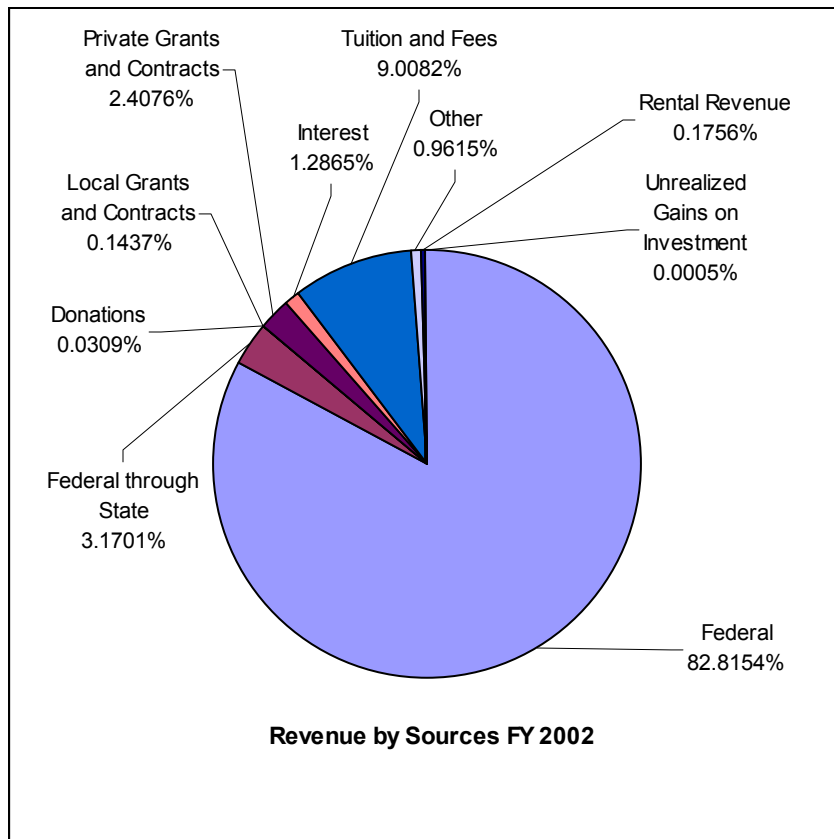

Private Grants and Contracts 2.4076%

Tuition and Fees 9.0082%

Interest 1.2865%

Other 0.9615%

Rental Revenue 0.1756%

Local Grants and Contracts 0.1437%

Unrealized Gains on Investment 0.0005%

Donations 0.0309%

Federal through State 3.1701%

Federal 82.8154%

Revenue by Sources FY 2002

Figure 3: Percentage of Total TMCC Revenue by Funding Source

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Expense Categories

The Chart in Figure 4 shows the percentage of the colleges total expenses as categorized by the Federal Governments Integrated Postsecondary Education Data System (IPEDS) reporting requirements. These percentages are based on Fiscal-Year 2002 Audit figures.
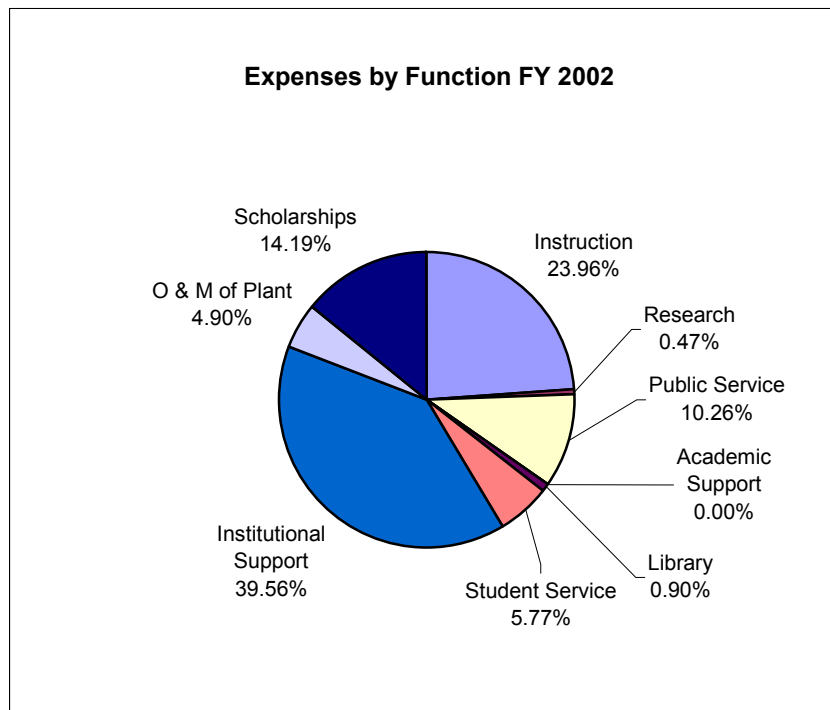

Expenses by Function FY 2002

Scholarships 14.19%
O & M of Plant 4.90%
Institutional Support 39.56%
Student Service 5.77%
Instruction 23.96%
Research 0.47%
Public Service 10.26%
Academic Support 0.00%
Library 0.90%

**Figure 4. Pie Chart Showing Percentage of Total
Expenses by IPEDS categories. These percentages
are based on fiscal year 2002 Audit figures.**

A large part of TMCC's funding comes from grants, each with its own budget as approved by the granting agency. No budget line items can be added without written permission of the granting agency. This must be kept in mind when looking at the chart and see small percentages spent in certain categories. If the college spent a small percentage in a certain category, it was because the college did not receive grant money

for this category and/or did not have institutional funds to set aside and expend on this category.

Physical Resources

Turtle Mountain Community College consists of two sites, a North campus and a South campus (see Figure 5).

TMCC has been in operation for 30 years. During this time it has experienced growth in all areas. In the first two years of operation, the college staff had to borrow classroom space from other entities. In 1975 the college moved into a building on main-street in Belcourt and gradually added rooms and buildings.   By the mid 1990's, the campus was a conglomeration of buildings, some new, some old.

In order to address continued growth, the college governing boards and staff began a planning process for the construction of a new campus. In May 1999 a new campus located three miles north of Belcourt was dedicated and opened. As a result of much hard work, Turtle Mountain Community College now has a beautiful modern facility to house its ever-expanding student population. In addition to the new north campus, Turtle Mountain Community College continues to house certain programs at the Belcourt site that is now termed the "South Campus". (See Map, Figure 2).   In September 2003 the most recent addition to the North campus, the auditorium and fine art center was completed. Turtle Mountain Community College has seen a significant increase in student count in the three years that classes have been held at the North campus
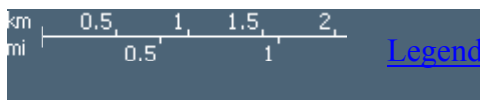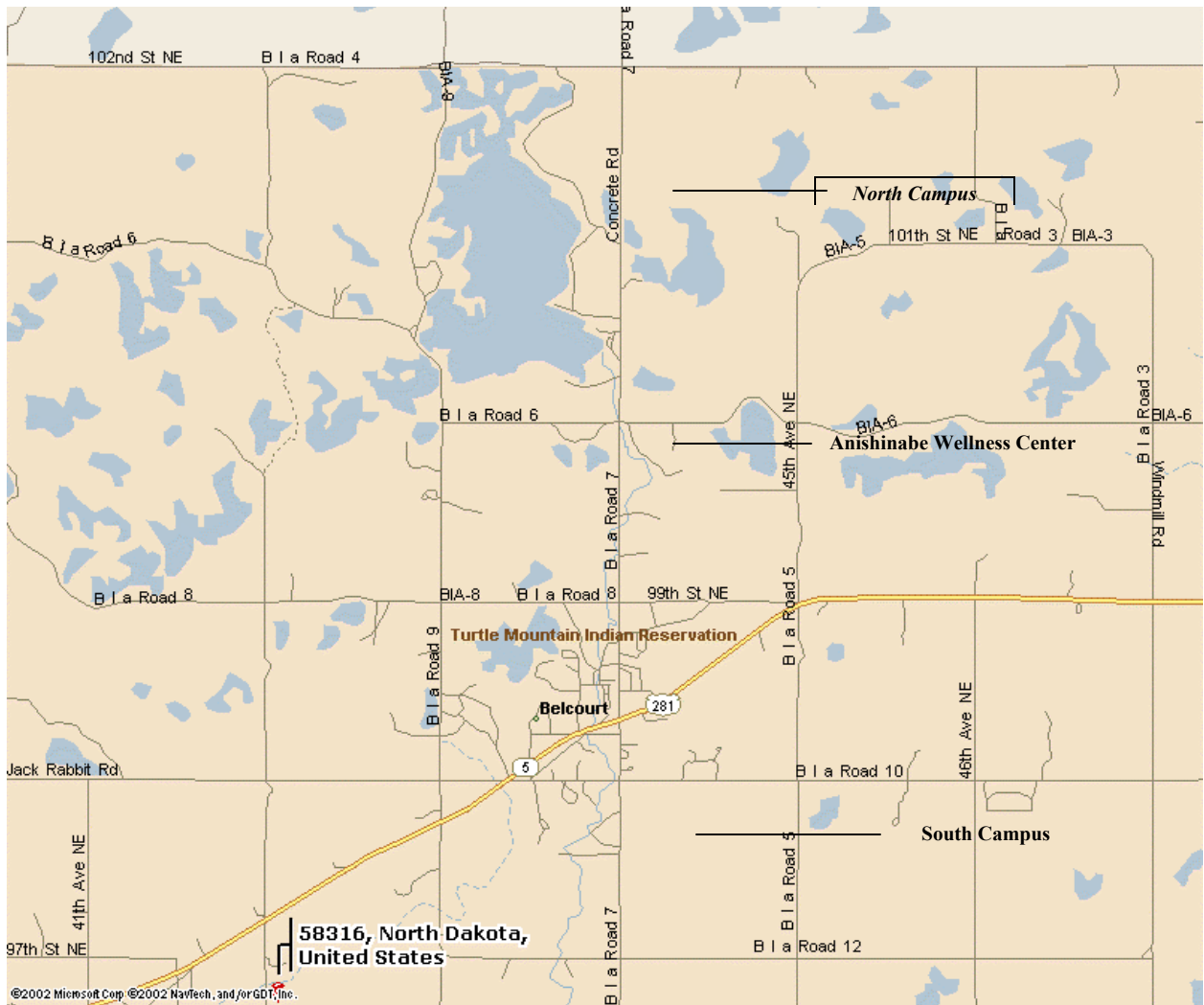
Figure 5: Map of area around Belcourt, ND

The North college campus has approximately 145,000 assignable square-feet. The new building has a cafeteria, book store, gymnasium, concession area, running track, weight training room, men's and women's locker rooms with saunas, student services department, student support services department, library, entrepreneurship center, Microsoft Office Users Specialist (MOUS) Test Center, technology help center, Auditorium, student lounge, and 21 classrooms- three science labs, three computer

classrooms, music lab, art room, GED classroom, and 12 lecture classrooms with Interactive Video Network (IVN) classroom, community/conference room that can be converted into three classrooms when needed. We have secured funding to equip one of the science classrooms with an IVN system. The lecture classrooms can seat an average of 25 students, the IVN room seat 26, the science lab seats 16 students, the computer classrooms seat 22 students, the art classrooms will each seats 5 students, the music classrooms will each seat 21 students, and the conference room can seat up to 30 people. The auditorium can seat approximately 950 people. The assignable square feet per student are 128.6 based on an average enrollment of 600. According to the Uniform Building Code (UBC), at least seventy-seven square feet is required per student.

The new auditorium was designed to serve multiple functions with a seating capacity of 950 and is handicap accessible. Two collapsible soundproof curtains can divide the auditorium into three lecture halls. The stage area offers all special accessories needed to host plays, concerts, etc. (curtain walls, light rigging equipment, sound system and control booth, dressing rooms, all hard wiring and technology required for distance learning, and camera projection screen.)

The South campus consists of approximately 42,200 square feet of space and is housed in several buildings. The South campus houses the Building Trades program, Vocational Rehabilitation program, GED program, NSF-Technical Assistance program, Project Peacemaker, and the Regional Substance Abuse Prevention program. The buildings that are not occupied by college programs are leased to various state and tribal organizations and local school programs.

The college owns and maintains a turtle shaped log structure on the grounds of the north campus between the main buildings and Belcourt Lake. The building, also known as the Interpretive Center, provides approximately 3,000 square feet of meeting space. The facility is well used and has served as area for classes, workshops, language camps, meetings, traditional Chippewa ceremonies, wakes, and funerals. The facility is equipped with uplink and downlink ability for satellite based conferencing.

Approximately 102.5 acres of wooded area and north lakeshore frontage.
30' x 55' two story house
3 small log cabins
1 large living-style log cabin
2 new log cabins (1 small, 1 large)
1 sauna cabin
1 log round house
1 garage
1 log cabin (trading post)
1 building with showers and bathrooms.
1 maintenance mud house
1 developed 200' x 200' demonstration site.
1 church building
1 rectory building
1 boat cabin
1 small bike shed

Figure 6: Anishinabe Inventory

In June 2002, Turtle Mountain Community College purchased from The Evangelical Lutheran Church In America Eastern North Dakota Synod an approximate 100-acre tract of land much of it along the shores of Belcourt Lake and buildings. This area houses developing Turtle Mountain Community College Anishinabe Cultural And Wellness Center. As mentioned early, the Turtle Mountain Community College's Anishinabe Cultural Wellness Center is approximate 100-acre site along the shores of Belcourt Lake. The Center will design and offer coordinated and integrated age- and culturally-appropriate health, educational, social, leadership, community service, and

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recreational activities and programs to strengthen and enhance the physical, mental, social, cultural and spiritual wellness of Tribal participants of all ages. The Center will serve college and tribal community needs focusing on youth and cultural traditions and wellness. Figure 6 shows the inventory of land and buildings purchased.

Human Resources

Turtle Mountain Community College employs 91 staff members, consisting of 21 full time faculty and one vacant position, 7 administrators, 56 general staff, and 7 custodial maintenance staff. In addition, the college uses numerous adjunct faculty members each term. All full-time staff members serve on institutional and NCA committees. Figure 7 shows the Educational breakdown of the college's staff by Tribal members, members of other Tribes, and non-Indians. Each of these categories is further broken down by whether they are on the Administrative Council, Teaching Staff, Custodial/Maintenance Staff, or Other Staff.

DEGREE	TURTLE MOUNTAIN CHIPPEWA				OTHER TRIBES				NON-INDIAN				Totals
	Admin Council	Teach Staff	Other Admin	Cust/ Maint	Admin Council	Teach Staff	Other Admin	Cust/ Maint	Admin Council	Teach Staff	Other Admin	Cust/ Maint	
Doctorate	2	0	0	0	0	1	0	0	0	2	0	0	5
Masters	2	4	8	0	1	1	0	0	0	4	3	0	23
Bachelors	1	3	27	0	1	1	2	0	0	3	0	0	38
2 Year	0	1	15	2	0	0	0	0	0	0	1	0	19
Certification	0	1	0	0	0	0	0	0	0	0	0	0	1
High School	0	0	0	4	0	0	0	0	0	0	0	0	4
Non-H S	0	0	0	1	0	0	0	0	0	0	0	0	1
Sub-Totals	5	9	50	7	2	3	2	0	0	9	4	0	91
Totals	71				7				13				

Figure 7: Educational Breakdown of FTE Staff

Decision-making processes with tested capability of responding effectively
to anticipated and unanticipated challenges to the institution.

Throughout Turtle Mountain Community College's 30-year history, the institution has enjoyed a unique and effective form of governance that has worked well for the college. Accrediting agencies and funding entities approve of this structure. The two-board governing structure ensures an appropriate level of autonomy for the college. The college's enabling authority is a 1972 resolution from the tribal government. Under this authority the college functions under by-laws, Articles of Incorporation, written policy and procedures. Figure 8 reflects the college's governing structure.

The Board of Trustees is a ten-member board appointed by the Tribal Council. They are not a policy making board, they guide the institution toward achieving its mission. They appoint the Board of Directors. They participate with the Board of Directors on employment of the president.

The Board of Directors is a five-member board. This board is the policy making body for the college. The board is charged with the oversight and control of the college.

The president implements policies established by the Board of Directors; is responsible for coordinating practices consonant with board policy decision; and is the representative of the staff, students, and other administrative officers. In the process of carrying out the policies of the board, the president has the overall responsibility for the college. The president has an administrative council to assist him.

According to the Fiscal Policy Manual, as trustee to tribal, state, and federal funds designated to educational support, the Board of Directors has the responsibility for protecting all funds and using them prudently. The Board also recognizes that the quality

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and quantity of learning programs are related to both the amount of funding provided and the effective and efficient management of those funds.

Turtle Mountain Community College's fiscal policy manual describes the administrative and fiscal processes and procedures that are to be followed. As a part of this process, the administrative council reviews each Purchase/Payment request weekly. When questions arise, the program director is asked for an explanation. Any request that is denied is returned to the requestor noted as such. Policies such as this one make Turtle Mountain Community College exemplary in fiscal management and responsibility. For more than the past 10 years TMCC have has no findings or questioned costs.

Since its inception, Turtle Mountain Community College has used the committee approach to addressing areas of concern, developing needed policies and acting as a review-board for various areas of the college. These committees are all making useful contributions to the college and it is recommended that these committees meet at least quarterly. In addition to the Long-Range Planning and Self-Study and Institutional committees outlined in the policy manual, on occasion the institution forms hiring committees. When a hiring committee is formed to fill a vacancy or a newly created position, names a drawn from a "HAT" that contains the name of every employee.

Structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty and administration.

There is evidence to indicate that TMCC as an institution is supportive of the assessment process. The Board of Directors amended the mission and goal statements to include continuous improvement of student learning; the Board also amended the institutional policy manual to include an assessment committee to help carry out the

student learning mission; the president designated the Vice President as the administrator of the assessment process; the institutional long-range plan includes assessment of student learning; the faculty developed an assessment plan and procedures manual that address the administration and implementation of assessment; and, the budgeting process includes a line item for assessment to assure that the human and physical resources are adequate to carry out the needs identified in the assessment process.

Planning

The long-range plan is thoroughly reviewed periodically by the administrative council and both boards to assess what items have been completed and if any new items need to be added to the plan to meet the scope of the college's mission and goals. The long-range plan is a continuous process and will never end.

Faculty and Staff Training

Turtle Mountain Community College places a high value on faculty improvement. Each year, faculty members are provided the opportunity for self-improvement. Financial support for faculty and staff training is available through various institutional based programs and from outside sources. Recent faculty and staff training included an introduction to information technology and application of technology to teaching and assessment. A specific example is training for online course development and instruction. There has also been training for "WEBCT" which is an online teaching program. WEBCT is a fully functional instructional site providing student-instructor interaction on assignments, lectures, and focused discussions.

The US Department of Education funded Preparing Tomorrows Teachers to use Technology Program (PT3) is an example of training in use of electronic portfolio and

integrating technology into the curriculum. The NSF/TCUP program and a Navy sponsored program are also supporting training for instructors. With all these efforts TMCC is looking to the future as it trains it's faculty in technology and classroom instruction.

Library

Turtle Mountain Community College has, with the addition of the new campus, had the opportunity to increase its libraries physical capacity tremendously. The college library has space to expand its resources as need arises. It is making every attempt to grow as its student population grows. In addition to hiring a full time Masters Degree librarian and library assistance, several computer labs are located in the library.

The Turtle Mountain Community College's library has a collection of approximately 30,092 books, periodicals and journals, and participates in interlibrary loans. The technology in the college's library has been upgraded. TMCC has a computerized index with which students can find books and other research materials quickly and efficiently. TMCC recognizes the need to expand its resources in its library, and has hopes of adding continually to its collection of books, periodicals, and journals so that it can best serve its student population. The library now has wireless capability and has new computers in the computer lab, thanks to a Gates grant.

Technology

Turtle Mountain Community College has seven full time technology staff. As well, other staff and faculty have participated in a myriad of technology training from web page design to server administration. The college has been continuously upgrading its technology resources to better serve its students. With help from the State of North

Dakota the college will shortly implement faster internet/IVN connections. Currently the college has two, T-1 connections used primarily for Internet connectivity and to broadcast IVN (Interactive Video Network) classes. As part of this process the college is currently in the process of upgrading existing technology, which utilized 10 base T (10 megabit) routers and switches. This technology no longer suits the need of the college. With upwards of 300 workstations at TMCC, 10 base T switches and routers create bottlenecks causing collisions and thus very slow network traffic. At the completion of this upgrade all workstation will be connecting to the network etc, at 100 megabits instead of 10 megabit or less. The college will implement two ATM T-1 circuits, and new routers and switches, greatly increasing the speed of delivery, providing students with a much better quality of video transmission, as well as more reliable and faster internet connections. The college is also implementing "wireless" connections to the Internet. This technology, when completed, will allow the college to serve not only its campus with fast, and reliable Internet connectivity, but also its surrounding community as well. The college hopes to be the "Hub" of technology for the entire Reservation community. The college is aware that, for it to best serve its student population it needs to continuously monitor, address, and implement changing technology requirements.

Wireless Technology

Turtle Mountain Community College in striving to be a leader in technology for the surrounding area, has implemented wireless internet in cooperation with some of area entities, such as the college's carpentry program, Tribal Court, Fresh Start, and KEYA Fm radio. This technology is "line-of-sight" which means that the access points and backhaul units must have a clear path or line if sight to each other. There are currently 3

towers in the community housing these units. It is hoped that when completed the wireless system will have 200 connections.

TMCC has also begun implementation of a wireless network within the college as well. The ultimate goal of this undertaking is to have a completely wireless network in place soon. Thus, the college is striving to be a leader in technology in the Turtle Mountain area.

Plans as well as ongoing, effective planning processes necessary to the institution's continuance. Along with resources organized and allocated to support its plans for strengthening both the institution and its programs

Currently Turtle Mountain Community College has five computer labs, identified rooms 200, 201, 202, and the library math lab. A fifth computer lab in the new addition will house a help desk, server room, workroom, and offices for all the technology staff. This room will be self-sufficient to identify the needs of all users' campus wide. The old server room will be turned into either a computer workroom or a classroom.

The college plans include computers in the hallways for student's access. The math lab will stay as part of the library.

The college's technology capabilities have been improved. The college now has three T-1 lines. There are no plans for T-2 lines in the near future. The T-1 lines have been secured through agreements with the state, which in turn have made agreements with the telephone companies. In addition the college has now moved to wireless. At this point, wireless is up and running but limited to a smaller area. Those that benefit from wireless (as of now) are: Fresh-Start, KEYA, and the Tribal Courts. TMCC plans on keeping the servers they have now and notes that all server equipment is completely

upgradeable and up to speed. The college has plans on installing the computers where applicable across campus.

Chapter VII

| Criterion Five: |
| The institution demonstrates integrity in its practices and relationships |

Student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures.

Because of their significance, the faculty adopted the Seven Teachings as the

guiding principals for their instructional philosophy. This implements the mission of the

college so the faculty brings the culture to bear throughout the curriculum. But, it is not

only the faculty through the instructional programs who have responsibility for

promoting the culture. The entire staff is directed to create an environment that will

facilitate the incorporation of culture and the social heritage of tribal membership.

To assure the college demonstrates integrity and ethical values in its practices and

relationships, we reviewed manuals and polices for two basic factors. First, a review of

manuals and policies was conducted to ensure that all staff and students had clearly

addressed rights. Secondly, the grievance polices were reviewed for consistency

throughout the institution.

1) The Personnel Policy Manual, Section V, defines the rights and responsibilities of employees at Turtle Mountain Community College. There is an equal employment opportunity statement, employee classification definitions, rights, responsibilities, salary schedule, benefits, work schedule, leave policy, disciplinary, dismissal, grievance, employee assistance, drug-free workplace requirements, copyright policy, and smoking policy. The faculty has additional policies in Section VI.

2) The faculty role and responsibility is clearly outlined in the Personnel Policy Manual, Section VI. It addresses purpose and responsibility, activities and responsibilities of full-time faculty and part-time faculty, college meeting assignments, instructional policies and procedures, salary, and course syllabus guidelines.

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3) The Personnel Policy Manual also defines the appeal process for all grievances. Any employee, including faculty, who finds it necessary to appeal a decision can utilize the institutional grievance procedure found in Section V.17 of the Personnel Policy Manual where the process as well as the roles of responsibility at each level is explained.

4) A student who determines that s/he has been subject to a negative decision can file a grievance. The institutional student appeal process is outlined in the Student Handbook, Section V. Also, Section III, Student Records and Information; sub-section F gives the process for an appeal under the Buckley Amendment if a student has a complaint concerning alleged failures by the TMCC to comply with the Family Educational Rights and Privacy Act of 1974.

5) The Policy Manual defines the By-Laws of the Board of Directors that are clear and consistent with the personnel manual, student handbook, and faculty manual. Meeting dates and times that are conducted by the Board of Directors are listed in the manual. The rights and responsibilities of the Board of Trustees are also defined. The public is allowed to attend regular and special meetings. Meetings not open to the public are clearly defined and stated. The minutes of Board meetings are signed and maintained by the secretary and released to any student, staff, employee or faculty who requests a copy.

6) The Carty-yak, student newsletter, Board reports, institutional reports, publications, TMCC web page, news articles in local papers, and other media provide information to staff, faculty, employees, students and the community. Current and back issues of many publications are available at the library. The following information is found in these documents:
   a. Status of staff, faculty and employees
   b. Catalog
   c. Manuals
   d. Academic schedules
   e. Campus events
   f. Policy
   g. Assessment
   h. Programs and initiatives
   i. Outside development projects
   j. Special guests and announcements
   k. Community events
   l. Policy changes
   m. Meetings
   n. Workshops

With the many forms of information available, all employees, staff, students and the public are well informed of functions as they occur at TMCC.

Policies and practices for the resolution of internal disputes within the institution's constituency.

Responsibility for administering institutional policies and developing operating procedures is entrusted to the College President. The lines of authority within the college are clearly outlined in the institution's organizational chart. The President has an Administrative Council that helps facilitate institutional operations. The President selects this group. The Comptroller, who was a member, reviews all purchase requisitions with this group once each week.

The Administrative Council helped develop a new hiring policy for the College that was approved by the Board of Directors in 2002. This new policy, in Section IV of the Policy Manual, represents a process for non-discriminatory hiring practices. It includes a process for randomly selecting staff members to serve on the hiring committee when vacancies occur. Any staff member has the potential to be on the committee.

Disgruntled employees have recourse under institutional policies. While they are not used often, there is record of one former employee who was given an opportunity to appeal her case to a College appeal committee prior to her dismissal. She came to the appeal hearing with a lawyer who made a statement and they did not follow through with the appeal hearing. She later filed charges in tribal court. That case is pending.

The Student Support Services Counselor administered the college's Employee Assistance Program. While not a certified counselor, she assisted employees to seek professional services when it was needed. Supervisors were able to make referrals of staff members to the Employee Assistance Program.

The Administrative Council also designed a fair and equitable procedure for administering institutional scholarships. The Financial Aid Officer is responsible for

randomly selecting a committee. Any staff member has the potential to be on the committee. This group convenes to award scholarships.

Student's rights and responsibilities are clearly stated in the Student Handbook. There is a rights and responsibilities section, conduct reference, and the appeals process in addition to other contents. Academic requirements and information pertinent to academic success are published in the college catalog and Student Handbook as well as a non-discrimination statement located in the front of the document.

Policies and practices consistent with its mission related to equity of treatment, non-discrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community

Turtle Mountain Community College was founded to provide access to higher education. This is evident in some of the early resolutions passed by the tribal government. For example, the founding resolution # 678-11-72 that established the college cited the Turtle Mountain Constitution in establishing the college "to undertake any program or project designed for the economic advancement of the people."

Another resolution dated November 7, 1974, resolved that "the stated policy of the Turtle Mountain Community College will be to hire qualified local residents as instructors." It was the same when the college founders established the College Mission and Goals. The founders made a conscious effort to incorporate tribal language and culture into the statements. While the style and format has changed, the content of the current Mission and Goals has changed very little since inception. For the past thirty years, the college leadership has embraced the Mission and Goals through many documented cultural initiatives and activities.

Until tribal members founded Turtle Mountain Community College, we did not have a systemic effort to promote the language, culture, and heritage of the Turtle Mountain Band of Chippewa. The reservation K-12 schools have sporadic initiatives and individual teachers who do more than others to teach about the culture, but their efforts are not standardized. As a result, most tribal members come to Turtle Mountain Community College and find it a pleasant surprise to have the opportunity to learn about their culture, draw parallels to other cultures, and find their place in society. Families who promote the Chippewa culture in their homes find a kinship with the curriculum at the college.

Ninety percent of the students at Turtle Mountain Community College are enrolled tribal members. Each semester there are an average of 40 non-Indian students on campus. While the numbers are small, it is an opportunity to educate the non-Indians to the Tribal way of life. This is also a good opportunity for tribal members to meet non-Indian people from this area. Until they get to Turtle Mountain Community College, neither group has had many opportunities to share or compete with the other.

Turtle Mountain Community College is a commuter campus. The college does not have dormitories. Students come primarily from Rolette County, the furthest about fifteen miles one-way.

Turtle Mountain Community College strives to provide a strong cultural background for students. For tribal members, it gives them the confidence they need to face future issues both on and off the reservations. For non-Indians it gives them knowledge about the tribe they would not get otherwise.

While the college was founded to serve the tribal membership of the Turtle Mountain Band of Chippewa, non-Indian students do attend. The college treats them fairly. In spite of the fact that the North Dakota Legislature repeatedly denies the College compensation for their attendance, the college does not charge the non-Indian students extra tuition and allows them to share all resources. The College publishes a statement of Equal Opportunity and Non-Discrimination in the college catalog and student handbook. This statement assures constituents that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, age or handicap. There are, however, some student scholarships that are earmarked for American Indian students that are not available to non-Indian students. The College honors that stipulation when disbursing scholarship aid.

Transcripts follow commonly accepted practices and accurately reflect a student's academic experience

Turtle Mountain Community College is committed to quality education. One of the results of this commitment is evident in the adaptation of Carnegie units. The semesters are fifteen weeks in length. Each credit requires 15 contact hours. Lab and physical education require 30 contact hours for each credit. Turtle Mountain Community College adopted the semester hour system in 1993. Prior to that time, the college was on the quarter system. The college changed to semester hours about three years after the North Dakota University System adopted semester hours. Turtle Mountain Community College hired a team of consultants from Minot State University who helped the staff and faculty for a year prior to the change. Turtle Mountain Community College utilized the consultants on an as-needed basis for the following year as well. This proved to be a good decision.

The college offers academic and vocational programs common to institutions of higher education. Turtle Mountain Community College offers an Associate of Arts, Associate of Science, Associate of Applied Science and Vocational Certificates. The college has a carefully planned General Education Program. All of these programs were reviewed during academic year 2002-03 when faculty recommended changes to the programs. Those changes are reflected in the 2002-04 catalogs in use for academic year 2003-04.

One of the strengths of the student services office is in the qualifications of the Registrar. She attends the annual meeting of the Association of Collegiate Registrars and Admissions Officers and has attended national conferences on FERPA. The registrar has also participated in the training of registrars from other Tribal colleges on topics such as policy and procedure manuals, self-auditing and FERPA. With a masters degree in Management Information Systems she has the computer knowledge that is so important in the registrar's office.

The Registrar has made a concerted effort to articulate the academic program with North Dakota colleges and universities. In the Spring of 2002, Turtle Mountain Community College was granted inclusion in the gold and silver pages in the Common Course numbering process with the North Dakota University System. This allows our graduates to transfer to four-year colleges and universities in North Dakota. They will not have to repeat any of the General Education courses that they took at Turtle Mountain Community College.

The faculty has full authority over student grades. Their role is carried out without interference from the Boards, administration, or other faculty. The college has in

place a grade-change policy for faculty use when they want to change a grade that has already been recorded in a student's record. Before any grade is changed, the grade-change procedures must apply and documentation of the change is placed in the student record. If a student does not agree with a grade recorded on a transcript, the College has a procedure to help the student receive fair treatment through the Academic Standards Committee. No one can change a grade on a transcript without following the procedures that are in place. This assures the integrity of the student transcripts. At least twice per year, an outside evaluator audits student records to assure their reliability.

In an attempt to assure academic honesty, the faculty included in their syllabi a statement on plagiarism, collusion and cheating. In doing so, it is indication that faculty expect students to observe the tenets of academic honesty. Faculty have worked with administration to deal with student infractions in the past.

Turtle Mountain Community College accepts credits from transfer students for equivalent courses. All courses included in the common course numbering agreement with the North Dakota University System are accepted. For transfer students, the Registrar requests and evaluates syllabi and other pertinent documents, when necessary. The process is consistent, efficient and fair. While transfer credits are accepted, grade-point averages do not transfer into the College. This information is published in the college catalog. Also, when Turtle Mountain Community College students transfer to other colleges, the Registrar cooperates with the transfer college to assure the accuracy and integrity of the process. This assures that the exercise accurately reflects a student's academic experience.

Institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs.

The college catalog is one of the primary documents extended to the public that shares information about the institution. To assure accuracy, it is internally reviewed by all of the departments before it is sent to the Board of Directors for approval. Also, the college has adopted one standard advertisement that is used for publication. This has helped to assure accuracy when advertising.

Relationships with other institutions of higher education conducted ethically and responsibly.

Over the years, Turtle Mountain Community College has forged many relationships with other colleges and universities. In the early years it was our relationship with the American Indians Higher Education Consortium (AIHEC) that helped the college to survive. Turtle Mountain Community College was one of the six founding institutions of the American Indian Higher Education Consortium, an organization that currently consists of 32 tribal colleges from across the United States and two in Canada. Membership in AIHEC continues.

Another large partnership with tribal colleges happened in a Department of Agriculture Program. The Woodlands Wisdom Health Project brought six eastern tribal colleges together with the University of Minnesota to address diabetes issues. The focus of this project was on nutrition and living a healthy lifestyle for the tribe.

The college also is a founding member of the North Dakota Association of Tribal Colleges embracing all of the North Dakota Tribal Colleges. The largest effort involves Turtle Mountain Community College e-learning, using the Internet for online instruction and Interactive Video Network (known as IVN).

The Interactive Video Network was obtained as a joint effort of the North Dakota Tribal Colleges with Turtle Mountain Community College in the lead role. The College wrote a proposal in 1994 that helped to establish the North Dakota Tribal Colleges Interactive Video Network. The system was upgraded in the 2002-03 academic year with a grant from the National Institute of Health to the NDSU and UND for biomedical research. The North Dakota Tribal Colleges were included as partners. In addition to upgrading to a number 323 system, each NDTC will receive another network connecting the science labs. This will enable tribal colleges to send and receive science courses from each other as well as NDSU.

Another project Turtle Mountain Community College has developed for the North Dakota Tribal Colleges is preparing tomorrow's teachers to use new technology initiatives. Three of the North Dakota tribal colleges participate; Fort Berthold Community College, Standing Rock College, and Cankdeska Cikana Community College. A major effort is to help students learn to use technology and to become aware of the International Standards for Technology Education. In turn, these students will be able to teach students to use technology when they become certified teachers.

When Turtle Mountain Community College implemented the elementary education teacher-training program, consultants helped with the design of the program. In the first year of implementation, consultants from the state colleges and universities came to Turtle Mountain Community College to facilitate the implementation process. Two consultants focused on the integration of curriculum using themes. One focused on the integration of culture. Two addressed fine arts (music and art); one addressed science; and one address mathematics. This greatly enhanced the program and helped

Turtle Mountain Community College faculty identify resources, refine strategies, and gain confidence as a new bachelor's degree program.

Research is part of the mission of Turtle Mountain Community College. While Turtle Mountain Community College has not had a major focus on research, there have been several research efforts to help the community address specific needs.

Turtle Mountain Community College has had the distinction of being included in a special publication of the Carnegie Foundation. It reported on leadership and service learning at Turtle Mountain Community College.

There were several major articles in the Tribal College Journal of American Indian Higher Education.

◊ Turtle Mountain Community College President wrote an article titled "Treating Indians like humans" in 1994.

◊ Biology, with a Chippewa component, was written in 1996.

◊ Turtle Mountain Community College was featured in an article about Tribal College endowments in 1996.

◊ There was a feature article about the new Turtle Mountain Community facility in 1997.

◊ An article written by one of our graduates, Dr. Loretta Delong, appeared in the Spring 1998 issue.

◊ Turtle Mountain Community College's learning assessment process was featured in the Winter 1998-99 issues.

◊ Turtle Mountain Community College involvement with the Woodlands Wisdom project was featured in 2001.

◊ A Spring 2002 article told about Turtle Mountain Community Colleges Center for New Growth and Development.

The National Science Foundation is currently highlighting Turtle Mountain Community College as one of four Tribal College's that has improved STEM programs through

involvement with the National Science Foundation. While it was not stated, the College's history of achievement was the reason the invitation was extended.

Policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises.

There are several student volunteer committees on campus who help prepare activities and events. The powwow committee helps to raise money for the Spring powwow. Students who raise money are required to deposit all funds in a designated account in the Business Office. Some departments utilize student volunteers to carry out activities.

At Turtle Mountain Community College students have opportunities to participate in extracurricular activities, however, they must maintain satisfactory academic progress. Policies and procedures are in place to support these practices.

The college also lives up to commitments made to the public. The construction of the new facility is an example of how the college strives to meet its equal opportunity commitment. The College was careful to assure fair and equal opportunity for all contractors when the new facility was built. An attorney was hired to assure that the college was in compliance with the bid and contract award process. There were no complaints of violation. Overall, the College practices non-discrimination and professes equal opportunity for all.

Appropriate support for resources shared with other institutions.

The College lacks resources but seeks funding for special initiatives through grants and subcontracts. Before the College gets involved in activities with other

institutions we perform a budget review that is used to assure there are adequate resources to carry out prescribed initiatives.

Oversight processes for monitoring contractual arrangements with government, industry, and other organizations

In academic year 2002-03, Turtle Mountain Community College created a compliance position to monitor progress toward goals and objectives of programs as well as budgets. The institutional compliance officer has initiated a quarterly report process that allows review of all contractual arrangement with government, industry, and other organizations. Where there is a problem in a grant, the compliance officer can detect it based on the reports.

In addition to the compliance officer, each grant or contract has a principal investigator (PI) or program director that is directly responsible for carrying out the activities of the program by writing reports and maintaining inventory. When problems arise with the grants, supervisors give assistance or advice.

Conclusion

Based on the information presented in this section, Turtle Mountain Community College demonstrates integrity in its practices and relationships.

Strengths and Weaknesses

With regard to institutional integrity in its practices and relationships, the college has identified the following strengths and weaknesses:

Strengths

- Turtle Mountain Community College has established policy and procedures that support integrity in its practices and relationships.
- There are policies in place that protect the college constituents.

- There are appeal policies in place.

- The college has not had any serious financial irregularities or statutory non-compliance problems.

Weaknesses

The new CMDS Student Data System is not fully implemented.

Chapter VIII

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Assessment of Student Academic Achievement
Levels of Implementation

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Institution Culture: Collective/Shared Values

Based on the criteria outline in the Institutional Culture, under Collective/Shared Values, Turtle Mountain Community College has determined that we are at Level Three: Maturing states of Continuous Improvement suggested by the Higher Learning Commission. In the 1995-96-focus visit, NCA approved the assessment of student learning plan presented by TMCC. The college implemented the plan immediately. The data collection produced an annual report titled "*TMCC: Assessing Institutional Effectiveness*". The process involved the faculty, who reviewed the data on an annual basis, and made recommendations for instructional improvement and student learning based upon the results. This exercise helped to instill the importance of assessment on all stakeholders in the assessment loop. As a result of this process over the past two years, the faculty has taken a leadership role in the design of a new assessment plan first implemented in the Fall 2003. To support the assessment initiative, the Board of Directors adopted several policies. This includes the creation of an instructional assessment committee within the governance structure. The Board also added, "…Continuous improvement of student learning," to the institutional mission statement; and, it reaffirmed that same statement in the institutional goals.

The staff and students realize that assessment is an integral part of all classes and programs. Through published documents of the college faculty, staff and students realize assessment is a college-wide effort embedded within the college's culture.

A number of faculty, staff and administrators from our college have taken the opportunity to learn about assessment by attending the annual NCA meetings in Chicago. Beginning in October of 2002, the faculty gathered for a series of meetings. They formulated goals and objectives for each academic program and assembled an assessment plan for all academic programs and courses. Next, the faculty crafted an assessment process of multiple assessment instruments to measure how well students were meeting the goals and objectives of the academic program. All faculty were willing to participate in this broad-based, time-consuming, and frequently frustrating effort. This illustrates that all academic programs regard assessment as a resource, tool and source of knowledge for improving student learning, instruction and program offerings. Implementation of this assessment process demonstrates to all faculty, staff and students that assessment of student learning at Turtle Mountain Community College is fundamental to the educational operations of each academic program.

The previous assessment plan evaluated the mission and goals of the college using a variety of assessment strategies. Over the years since the beginning of assessment at TMCC, in 19995-96 the faculty developed assessment strategies that included the identification of target areas for instructional improvement. They wrote proposals to fund faculty development initiatives directly tied to assessment.

In the analysis of data reported in "TMCC Assessing Institutional Effectiveness," the faculty set faculty development goals, planed events, conducted workshops, and wrote procedures to facilitate student learning. For example, when it was apparent that students did not understand how to use problem-solving models, the campus faculty conducted a workshop to help other faculty identify appropriate models for their courses.

The plan took the problem solving one step further by identifying capstone courses within the general education courses including a problem-solving model.

Another example is the definition of community service and service learning/leadership. The apparent need for a common definition lead the faculty to hold a retreat to define leadership and service learning for the college. They also identified capstone courses where service learning and leadership was included.

On an administrative and board level, assessment has been included in the mission and goals, policy manual and budget process. While there is always room for improvement, Turtle Mountain Community College has made many decisions emerging from assessment data. Collective and shared values are clearly connected to assessment.

Institutional Culture: Mission

A high value on student learning is clearly identified within the College Mission. Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation requiring general studies, undergraduate and vocational education core courses, scholarly research, and continuous improvement of student learning. The institutional goals include a continuous assessment of institutional programs and student academic achievement for the purpose of a continuous improvement of student learning. The college goals define student learning as providing: A.) An environment that stresses the application of academic concepts to concrete problems, B.) Academic preparation that leads to a life-long learning process of discovery, C.) Programs of study leading to professional degrees both AA and AS and one BA plus certificates. The college has developed a strong general education program, demonstrating its credibility through articulation with

surrounding North Dakota colleges and tribal colleges. To this end, the college is committed to developing an institution of higher education with the advancement of the cultural and social heritage of the Turtle Mountain Band of Chippewa. Thirty years of higher education service to the Turtle Mountain Chippewa Reservation has demonstrated an impact of student learning -evident through its graduates and the leadership they provide.

Shared Responsibility: Faculty

After the College's focus visit in 1995-96, an assessment plan was developed and implemented. Since that time, the plan has been revised and each faculty member has become knowledgeable about the assessment plan, its structure, components, and timetable through a series of meetings. This will continue to be an on going and continuous learning process. Faculty members are familiar with the new assessment program. They designed a specific process for each program during a series of meetings between January 2002 and May 2003. They created its structures, philosophy, goals, objectives, assessment instruments, timetable, analysis strategies, and looped the data back to the teaching and learning process.

In accordance with the former assessment plan, faculty gathered at the end of each year to review the results of the graduate assessment. Faculty met initially as departments to ascertain strengths and weaknesses revealed by the graduate assessment process. Faculty discussed concerns and suggestions for modification of programs of instruction at the departmental level. Following departmental meetings, the faculty met as a whole to consider implications for the entire curriculum and to set goals for improving student learning for the next school year. There is a pattern of evidence that

the faculty is committed to the assessment process. The following is a summary of that activity:

Years	Student Learning Improvement Goal
1996-1999	Incorporate Chippewa culture into each course
1999-2000	Improve the Ojibwa cultural content of courses and provide students more opportunities to do leadership projects
2000-2001	Address students' understanding of Ojibwa culture, reading skills, online course development, leadership and problem-solving
2002-2003	Enhance Ojibwa culture, reading, leadership, e learning, technology, and problem-solving skills of students

In the ensuing academic year following the establishment of a goal, the faculty participated in training specifically addressing this goal. The TMCC Assessing Institutional Effectiveness report provided a thorough overview of the training. The faculty utilized the opportunity to address weaknesses through faculty training.

The Turtle Mountain Community College catalog notes the various departmental goals and objectives at the beginning of each curriculum area. The faculty for their respective departments developed these goals and objectives. Since 2001, the faculty has redefined the assessment plan, goals and objectives, and refined them for the general education program, bachelors' degree in elementary education, associate degree and certificate programs.

The crafting of these goals and objectives as well as the refinement of all assessment instruments is the sole responsibility of the faculty. They also fulfilled their mission of aligning assessment instruments with the corresponding goals and objectives. All full-time faculty as wells as a few part-time faculty participated in a series of faculty assessment meetings, formulating direct and indirect assessment instruments.

Faculty members have learned about many different types of assessment methods. For example in 2000, many faculty members learned about reading assessment methods in a workshop conducted by a reading specialist from Minot State University. Dr. Clarise Baker Big Back, from Fort Berthold Community College in North Dakota, conducted a curriculum seminar, entitled "Research and Practice to Advance Indian Education," for the faculty in the Spring of 2002. During the seminar, the faculty read and discussed the book *Next Steps*, edited by Karen Swisher and John Tippicannoc III. One of the chapters in the book discussed current assessment techniques. Dr. Linda Marsh, an instructor in the Elementary Education Department, did considerable research on assessment when she searched for the right assessment instrument for incoming freshmen and decided to use the Accuplacer basic skills diagnostic software program. All full-time, and several part-time, faculty members held meetings in which they discussed many aspects of assessment. They used "Opportunities for Improvement: Advice from Consultant-Evaluators on Programs to Assess Student Learning" by Cecilia Lopez as their main resource. An assessment expert, Dr. Patricia Campbell from the Packard Foundation, also trained the faculty on many aspects of assessment.

According to the new assessment process, A.) Faculty will assess learning in each course, B.) Faculty have added a process, called "finishing the loop", of testing whether or not modifications to educational practices have actually increased student learning, and C.) Most assessment will be direct and usually involve pre-tests in addition to other assessment instruments.

The new assessment process describes the formation of an Assessment Committee that evaluates program and course assessment instruments and procedures to determine

suitable objectives. The committee also receives assessment data reports from all programmatic and course-level assessment activities and evaluates them. The committee summarizes and critiques the results and conclusions of all data collected. The assessment committee will present an annual report summarizing all of the activities including any recommendations for improvement of assessment methods and practices. The assessment committee report will be presented to every TMCC employee, board member and student, as well as the community as a whole, to keep all possible stakeholders informed and included.

The new assessment plan will sustain all characteristics in level II. Additionally, the faculty has refined the goals and objectives of every academic program, with the exception of the Elementary Education Program, which already had an impressive set of goals and objectives that had been accepted by the state. Because all faculty were involved in the process of creating refining the new assessment process, they have increased and updated their understanding of assessment of student learning.

The former assessment process measured many aspects of student learning and included a feedback loop that indicates broad areas and issues that require additional attention by the faculty. This former plan afforded the faculty many opportunities to enhance the curriculum institution-wide and make many positive contributions to teaching and learning at TMCC. It also provided students with a constructive and formal venue in which to reflect upon the teaching and learning processes at our institution and to make positive contributions to educational practices at TMCC.

The new assessment process is even more effective than the former approach because: A.) Faculty will assess learning in each course, as well as each program, B.)

Faculty have added a process, called "finishing the loop", of testing improvement modifications to educational practices have actually increased student learning, and C.) Most assessment will be direct and usually involve pre-tests in addition to other assessment instruments.

In the Fall of 2003, eighty incoming freshman participated in the pre-test designed for the assessment of the TMCC General Education Program. Tabulated results will be used to guide instruction in capstone courses and as a comparison to data that will be gathered in post-test when the students graduate from TMCC. The post-test data will be implemented to improve instruction in the capstone courses.

Dr. Scott Hanson spoke about assessment of student learning during an oral presentation on mosquito research delivered at a NASA meeting on the Spirit Lake Reservation in North Dakota on, April 4, 2002. He made another presentation at the AIHEC meeting on April 2, 2003 in Fargo, North Dakota. Dr. Hanson talked to students in his General Biology and Human Anatomy and Physiology classes about the TMCC graduate assessment program in the April of 2001, 2002 and 2003. Dr. Hanson supported the assessment of incoming students during the Fall Semester 2003 Orientation. Julie Desjarlais and Teresa Romero, TMCC faculty, traveled to Tohono O'Odham Tribal College in Arizona in May 2003 to share the new TMCC assessment plan with their faculty.

In most cases, TMCC faculty members most unfamiliar with our assessment process have been those who have just recently joined our institution. There have been no organized efforts to educate new instructors about assessment at TMCC, although, before the new assessment process was crafted, assessment at TMCC was fairly

uncomplicated and easy for new faculty to grasp quickly. With the advent of the more structured, information-rich and comprehensive assessment plan, our college has initiated a definite plan for fostering an understanding of assessment amongst those new to our institution. To that end, one faculty member, the co-chair is assigned to meet with all incoming instructors to orient them in regards to the fine points of assessment operations at TMCC.

The faculty demonstrated their use of assessment in the context of constructing versus acquiring knowledge and active learning strategies when they designed the pre-test administered in Fall 2003. In the culture and community service focus group, the faculty chose to ask students to use information to solve a problem, rather than to recall knowledge. In the technology group, students sat at computers and demonstrated technology skills rather than answer questions such as multiple-choice or fill in the blank.

Administration and Board Responsibility

At the recommendation of the President, the Board of Directors amended the mission statement to include assessment of student learning and created an institutional assessment committee to address assessment issues. The annual budget includes a line item for assessment. Turtle Mountain Community Colleges Board of Trustees and Directors, President, Administrative Council, Faculty and all staff members are involved directly or indirectly in the assessment process. All of these members serve with the exception of the President on at least one NCA self-study committee. To demonstrate further the College's commitment, a committee was formed of members from the five self-study committees to address the assessment of academic achievement and levels of implementation. This committee met two hours each month. The president oversaw this

entire process. While serving on various NCA self-study committees all members become knowledgeable and gained insight of the meaning, goals, characteristics, and value of the assessment program. TMCC also produces a yearly assessment report that provides information regarding every aspect of institutional departments, programs, and assessment results. This report is shared at all levels of the institution.

The college Vice President, who serves as the Chief Academic Officer, oversees the assessment plan, including the implementation, evaluation and the report. This includes assurance that pre- and post-tests are developed, administered and multiple assessment instruments effectively gather data. The Vice President will also ensure that the faculty close the loop with the information and implement strategies for improvement. The Vice President will assure that the data will appear in a written annual assessment report that recognizes departments and individuals who are making noteworthy progress toward assessment goals including those who are having an impact on student learning.

Turtle Mountain Community College has a small staff. Their academic leaders involved in assessment consist mainly of the faculty who serve on the assessment committee. The leaders will coordinate the assessment process with the entire faculty and assure that instructional improvement goals will be met and appropriate, that faculty development training is offered in weak areas and that improvement of student learning is further monitored.

In the TMCC policy manual – board of trustee's section it states "the purpose of the Board of Trustees is to advance and promote educational opportunities on the Turtle Mountain Indian Reservation by seeking out and appointing competent tribal members to

serve as resources to the board." In a later section, "the Board of Trustees serves on a publicity committee which conducts an annual publicity and educational program under the direction of the Board of Directors." "One of the duties of the board of directors is to adopt and periodically review a statement of philosophy, mission and goals which clarifies basic educational responsibilities of the college." The Board of Directors has created policy that directs the president and his staff continually to improve student learning.

Based on the College's policy through the annual budget process, the college provides resources for the assessment program. The design of the facility and the infrastructure has made it possible for the faculty to include higher level of student learning outcomes. The technology capabilities included technology skills as a student-learning outcome. The incorporation of the seven teachings of the Chippewa has facilitated their value, which is addressed in the assessment plan.

Shared Responsibility: Students

The new assessment plan has student learning in the forefront with student performance as the indicator. The process clearly identifies the multiple assessment strategies involving student-learning outcomes. According to the new assessment plan, students will be given formal occasion to reflect verbally upon the levels of success they know they have experienced in achieving the learning outcomes identified and expected by the faculty. Graduates will be scheduled for a "Graduate Forum" in the auditorium before an assessment panel team. A panel of faculty and staff using portable microphones will facilitate this process. The new assessment plan results in an annual report.

Students will be required to make a presentation in the capstone course that will relate to publicly stated goals and objectives for learning. Information about the assessment plan is also published in the college catalog and the student handbook. Assessment is a high priority with all.

Institutional Support: Resources

Turtle Mountain Community College is in the maturing stages of continuous improvement in providing resources to carry out the assessment plan and process. Last year the Board of Directors adopted a policy that directed the college staff to prepare an annual budget.   The budget was presented to the Board of Directors this past summer. The budget contained a line item for assessment.   The resources will be expended to support the learning outcome goals the faculty establish when they begin to implement the assessment plan. This will include faculty development.

The institution does not have an Office of Institutional Research. However, the Vice President will assist the faculty with the assessment plan. Because the faculty is small, and because there is a huge demand on their time by teaching and advising, the faculty will rely upon administration to provide assistance in the carrying out of the assessment plan.

The Vice President will not supplant the faculty. Instead, the Vice President will work with a faculty assessment coordinator and assist in the organization of assessment activities, consult with the administrative council and boards, and the assessment committee, when compiling the annual assessment report. While the administration of the assessment process is shared with the Vice President, the assessment process will remain a faculty activity.

As previously stated, the College has provided resources to support assessment. The President and Vice President have both attended assessment workshops. In fact, the Vice President and two faculty attended a workshop in the Spring 2003 on assessment sponsored by the American Association on Higher Education and the Higher Learning Commission. In addition, the College staff has been present at each annual conference of the Higher Learning Commission for the past ten years. In April 2003, the college sent nine staff members to the annual conference in Chicago. One of the primary focuses was to gain knowledge about assessment so the College could improve their plan. Also, in the Summer 2002, TMCC helped to organize and host a Higher Learning Commission workshop on assessment for tribal colleges at the Prairie Knights Lodge in Fort Yates, ND. In the Summer 2002, TMCC hosted a visit by Dr. Karen Keitzman, Higher Learning Commission Liaison. The focus of the visit was to help design a new assessment strategy focusing on student learning outcomes. In addition, the College employed a consultant, Dr. Patricia Campbell, who assisted the faculty in the development of the new assessment plan. With the exception of Dr. Kietzman's visit, the College provided the financial support to meet the staff's professional development.

Each year the Vice President has assisted the faculty with the report on institutional effectiveness based on the assessment plan. The new assessment plan will have a similar assessment report. The College does not have classes on Fridays. These days are reserved for meetings and are workdays for everyone. All assessment meetings will occur on Fridays along with student assessment activities.

The College provides resources to support the assessment process by providing faculty with two paid weeks of time at the end of each academic year after final exams

are graded. During these two weeks faculty take the opportunity to evaluate the results of their assessments and suggest modifications to educational practices.   Individual instructors have time to evaluate their course assessments.   The faculty has an opportunity to meet as a group to discuss the results of program assessments. When an entire assessment cycle is complete, the faculty involved will submit an appropriate report to the Assessment Committee on a regular basis for it's due consideration, evaluation and dissemination.

The College allows release time for faculty and staff to provide services and opportunities for professional development in the area of assessment as well as assessment conferences, as stated in the 2001-2002 TMCC Assessing Institutional Effectiveness.   Annually, each faculty member as part of the assessment committee reviews each report and provides analysis and suggestions for improvement.   Each faculty member receives an assessment manual and an annual copy of Assessing Institutional Effectiveness.

Turtle Mountain Community College allocates sufficient resources in its annual budget to sustain fully the college's comprehensive assessment program in its effort to improve student learning. In addition to funding, the College provides sufficient technical support as stated in the TMCC organization chart. The College also allocated sufficient space required to sustain a workable assessment program. Rooms 124, 125, 126 and the interpretive center are reserved for workshop use and are not used for regular scheduled classes.   Rooms 200, 201 and 202 are computer labs used during orientation for assessment testing. They are available throughout the school year during various times for other forms of assessment. Student Support Services also has a room and computers

with various software packages such as Choices for student use to analyze their own educational needs. The student academic success center is open during regular school hours. The student can use the academic success center to assess their needs in areas such as math, reading, and writing. The math lab hours are 8:00am to 4:30pm Monday through Friday. The math lab helps students assess their math skills, and provides tutoring for those in need. There is a commitment to student learning as demonstrated by the strong support programs in place.

Institutional Support: Structures

The faculty and staff established an assessment plan in preparation for the 1996 focus visit. This was an institutional wide plan with strategies and activities stated. Each department within the institution was part of this assessment plan. Each year the faculty, along with the Vice President, prepared the Assessing Institutional Effectiveness report. In this report, new faculty development goals were created for the next year. This practice will continue within the new assessment plan. TMCC does have an organizational chart that allows the Vice President the authority to supervise the faculty and the responsibility to oversee instruction and student learning. This includes the responsibility for initiating action as needed to improve and/or implement the annual assessment plan.

The new assessment plan provides for the Vice President to be involved with a faculty coordinator to administer the assessment plan. The Vice President is responsible for assurance that assessment-plan is fully implemented. The faculty coordinator is responsible for the design and execution of the plan. The Board of Directors created a permanent Assessment Committee co-chaired by the Vice President and a Faculty

Coordinator, with an instructor from the Associate of Science Program, the Associate of Arts Program, the Department of Elementary Education and the Vocational Education Program. A representative from the Student Services office and the Student Senate will also serve on the committee.

The former assessment plan did not provide a mechanism by which the effectiveness of modifications to educational practices were quantitatively demonstrated and analyzed. However, the new assessment plan provides for such documentation of modifications of educational practices. The process is called "finishing the loop" in the new assessment process.

The board and administration added an assessment component to the institution's long-range plan five years ago. In the old plan, the faculty addressed training needs based on the outcomes of the assessment process. This will continue as an outcome of the new assessment process.

The institution provides the annual Assessing Institutional Effectiveness reports to the public by posting them on the TMCC Web page. Data such as the IPEDS reports are also posted yearly at www.http//survey.nces.ed.gov-ipeds. The math lab and academic success center provides data that is available for faculty review. The college, in coordination with the TCUP program, is currently compiling evaluation data that can be used in the assessment of science, technology, engineering and mathematic initiatives. The Elementary Education Program assessment criteria are online. Students preparing for the PPST exam are provided with paid assess to a diagnostic tutorial program that prepares students for the national exam.

The Institution through its organizational structure continually fosters accountability by facilitating the integration of planning and budgeting processes with the results of assessment. Money is set aside to provide training and facilities for assessment.

The College provides the infrastructure and resources that enable students to receive a high quality, well-rounded and comprehensive education. The curriculum has been aligned with State common course numbers, and where necessary the courses were upgraded to meet these standards. The North Dakota State Association of Collegiate Registrars convened in their annual meeting, and assessed all general education syllabi and approved inclusion of TMCC in the State Gold and Silver pages. Articulation agreements have been created to ensure a smooth transition from TMCC to the University.

The new assessment plan describes the formation of an Assessment Committee that will evaluate program and course assessment instruments including procedures to determine suitable objectives and appropriate assessment of their objectives. The committee also will receive reports of all program assessment activities, recommended and implemented changes, and evaluate them. Each report will include a description of the accomplishments and challenges of the program assessment. The committee will summarize and critique the results and conclusions of all of the assessment reports it receives. The assessment committee will produce an annual report summarizing all of the above activities, including any recommendations for modifications of assessment methods and/or educational practices.

Efficacy of Assessment

Under the former assessment process, copies of a report summarizing the data of assessment were made available to all TMCC employees. The new assessment plan also provides for the dissemination of all assessment reports to every TMCC employee. The former assessment plan included a process for improving the quality of students' educational experiences. The new assessment plan includes a method of enhancing student academic achievement through feedback generated by effective assessment instruments.

The new assessment plan has rigorous and effective methods for using faculty conclusions and evaluation of student assessment data as a catalyst for college-wide enhancements in student performance. A detailed process of evaluating feedback from data is gained by assessing student learning at course and program levels. The next step is to modify educational practices and to increase student learning through the feedback challenge. Finally, the "finishing the loop" phase is where faculty measures the need for modifications of educational practices were for more effective teaching. Once the determination is made that changes are needed, modification could happen at the course level, or, it could impact the whole institution.

One past example of the use of data generated by Assessment was the instructional decisions that indicated students needed additional instruction in Chippewa culture. The college provided faculty development resources for these changes. In addition, the college identified resources that were used in teaching Chippewa culture.

A body of evidence has been presented to prove that faculty modified educational practices based upon assessment results when following the former assessment practices.

The results of assessment of student learning at the College have always been an essential part of reviews of academic programs and self-studies of institutional effectiveness. The current self-study bears ample evidence of this also.

Using the TMCC Student Assessment Report, the faculty was instrumental in developing a math lab for remediation of students who did not have the math skills to enter college level mathematics. Several grants were written and tutors were found to staff the lab most of the day, every day of the week. For instance, one mathematic instructor Luther Olson has moved his office to the math lab area to supervise the activity of the lab. The daily log shows that the mathematics lab is widely used.

Using the assessment data, another computer lab was developed by the faculty to address reading, writing, language, and other disciplines. This lab was named the Student Academic Success Center. Using institutional resources and funds from Student Support Services, the center was staffed most of the day when classes were not being offered in the lab. The daily log shows that the success center is also widely used by many students.

Turtle Mountain Community College's Elementary Education Program requires all students to pass the PPST national proficiency exam in the basic skills. To assist the students, the college purchased a license to offer the PRAXIS test online for tutorial purposes. Students are able to practice for the test in the lab, or they can access it from home. The test is diagnostic and students are able to determine when they are ready for the exam based on their participation in the PRAXIS program. Through a professional development grant, the College is able to hire a coordinator who assists the elementary

education students with financial aid, tutoring, and any other issues in order to assure success.

The Elementary Education Program requires all students to produce an electronic portfolio that is aligned with the State standards for elementary teachers. The College, using institutional resources, has offered technology training twice during Academic Year 2002-03 for the elementary education students.

Each year, the TMCC Vice President collects data from the faculty to produce the TMCC Assessment Report. The Annual Assessment Reports identifies the annual professional development goals adopted by the faculty. In addition, the report provides an overview of the training that was offered by the institution to address instructional improvement.

◊ The College seeks many grants that are used to improve instruction. We have science, technology, engineering and mathematics projects that have been used to purchase instructional materials for the faculty and students. When training is required prior to implementation, it has been provided.

◊ Many graduates indicated to us that they wished they had learned more about the Turtle Mountain Band of Chippewa when they were enrolled at TMCC. Many responses indicated that graduates were interested in tribal government. The Turtle Mountain social science curriculum lacked a great deal of pertinent information. Project Peacemaker developed five new tribal justice courses and has written five social science textbooks that will be used in the courses in order to make the courses relevant and to have the instructional materials in one text.

◊ All of the vocational training courses at TMCC have specific outcomes that are aligned with the state standards. All of these standards have been adopted and the faculty and students are held accountable for meeting the standards. The college has obtained additional funding for additional programs and these programs, too, are aligned with standards.

◊ A part of the assessment process at TMCC includes student perceptions of faculty teaching, called Small Group Instructional Diagnosis (SGID). At mid-term each semester, each faculty member participates in SGID. The faculty discusses the results at an annual meeting and set an SGID goal each year. The college has

provided SGID training on three occasions for the faculty. In addition, the faculty has established training goals based on student perceptions.

◊ When graduates were struggling to answer the question on the graduate assessment instrument about service learning, the faculty determined that they needed to define service learning and leadership in order for the faculty to help students meet those objectives. In the Fall 2002, the faculty attended a retreat where the first draft was written. In February 2003, the faculty voted to approve a service learning/leadership definition for TMCC. This definition will guide the faculty as they work with students to meet the institutional goal of service to the Turtle Mountain Reservation.

◊ Each year the graduates respond to a scenario in which they are asked to solve the problem using a problem-solving model. After reviewing the responses of the graduates several years in a row, the faculty determined that the students did not know how to approach problem solving using a problem-solving model. To facilitate the process, the faculty called upon the TMCC Business Department to conduct a problem-solving workshop for the faculty so they could all become familiar with problem solving models. It was successful and the Business Department repeated the workshop for the entire staff.

◊ Each year the vocational department does a survey of employers who have hired their graduates. They ask the employers about their graduate's performance and what they could have been done better to prepare them for their job. To address weaknesses the department uses this information.

TMCC makes every effort to publicize college information regarding expectations for student learning. For example, our website, www.tm.edu, includes our most current course catalog and other information regarding curricula offered at TMCC, and TMCC events. In the College catalog, information regarding assessment, G.P.A. requirements for each program, course prerequisites, and admission requirements, standards of satisfactory academic progress, and policy and procedures for admission are included. These are just a few examples of the college's expectations for student learning.

The College also advertises information in the local newspapers, and on KEYA Radio Station. Before every semester begins, Student Services advertises the semester's course offerings, important dates to remember: orientation, registration, etc., in both the

<u>Turtle Mountain Times</u> and <u>Turtle Mountain Star</u>. College staff frequently utilizes KEYA 88.5 FM radio station to advertise information regarding TMCC academic programs and current events.

The college has standards of academic performance that all students are expected to reach. These standards are used to determine when students are eligible for scholarship aide and student privileges.

Students must maintain a 2.5 GPA to serve on the Student Senate. Students holding office are recognized as academic leaders because they must maintain a GPA higher than the minimum.

TMCC publishes the honor student list each semester. The exception was the semesters when the CMDS was new and the staff was not trained to write reports. This has been rectified.

Each year the College selects a student with high academic performance to be recognized as the American Indian Higher Education Consortium Student of the Year. The selected student receives a one thousand dollar scholarship.

At graduation, all students who have earned a cumulative grade point average of 3.5 or better are designation an honor graduate. These graduates are called to the stage for special recognition and given an honor stole.

Student learning is central to this culture. We have programs that provide learning to all categories of students. An example of these programs includes the Fresh Start Program. This is a transition program for individuals who may have a difficult time transitioning to a school atmosphere. This programs provides a special kind of educational opportunity that will assist students in addressing educational and personal

barriers, making it more feasible for them to attend regular TMCC courses. The Adult and Continuing Education Program provide four avenues of advancing one's education: Continuing Education, Customized Training, Cooperative Education, and the Adult Basic and Secondary/GED Program. The Adult Basic and Secondary/GED classes are offered in six different locations to reach students who may not have the resources to travel great distances for classes.

More evidence that learning is central to this institution is the number of programs we offer that go beyond the regular classroom/coursework. TMCC maintains a wireless lab for the Environmental Studies Program, that which advances earth science courses by providing students with the opportunity to utilize up to date technology during their learning processes. These technologies include: GIS (Geographical Information System) and GRS (Global Positioning System). Both of these programs will be integrated in current courses with the help of a consultant. More programs available for student advancement are: Luther Olson's math lab and an Academic Learning Center maintained by Frances Allard-Abbott.

Other evidence includes special recognition projects. Students attending AIHEC Conferences are encouraged to practice their presentations in the student commons area or other designated areas. In addition, many music and art students display their talents in the student commons area, conferences held at TMCC, College Awareness Day, the Small Business EXPO, and many other events taking place at the college and in the community. Biology students also have had their research on mosquitoes displayed in the hallways for the past year.

Our Interactive Video Network (IVN) allows TMCC students and other North Dakota Tribal Colleges to participate in courses which provide more access to other opportunities not directly offered on our campus. On occasion, the IVN has been used in interstate course offerings. In addition, online courses are included in each semester schedule. For Spring 2003 term, we had 200 students enrolled in our online courses.

Strengths

◊ For seven year's the college has successfully implemented an assessment program that was approved by the Higher Learning Commission.

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◊ The institutional mission statement contains a reference to continuous student learning.

◊ The assessment process is embedded in the mission statement, goals, policies and budget processes of the college.

◊ A newly revised assessment plan was developed with participation of all full time faculty.

Weaknesses

◊ The current student assessment process is a revision of the old plan.

Chapter IX

Summary and Request for Continued Accreditation

Turtle Mountain Community College has continued the strong record of growth characteristic of the previous years. The College and has enhanced the academic environment with the addition of a new facility that has many well-planned features that positively impact academic programs. The Higher Learning Commission self-study process has highlighted the progress made since our last comprehensive visit in 1993, underscored our strengths, revealed weaknesses, and provided direction for the future.

In this Chapter, we present an abstract of each of the criteria for accreditation and a formal request for continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Criterion One: **Turtle Mountain Community College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.**

The college has reflected on its identity, reexamined and restated its mission, explained additions, and identified the themes that flow from it. Strategic goals evolved from this planning process and supply direction to coordinated planning and implementation in all areas of the College.

The mission and goals of Turtle Mountain Community College appear in numerous publications, particularly in the college catalog, the student handbook, and online. They are also posted in the administration and office areas as well as classrooms. More important, however, is their embodiment within the members of the college community.

Criterion Two: **Turtle Mountain Community College has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.**

The college has organized its resources to support the attainment of our educational mission and goals. This self-study report reveals that the students, faculty, staff, physical and fiscal resources are much stronger today than they were at the last comprehensive visit. While there are issues that have come to the forefront that are still unresolved such as the absence of a Dean of Students the College possesses the essential resources required to provide students with a high quality education and staff with a good working environment.

Criterion Three: **Turtle Mountain Community College is accomplishing its educational and other purposes.**

This self-study delineates in detail the College's comprehensive academic program, the goals and objectives as well as the multiple assessments used to judge academic quality and student learning outcomes. Various indicators, both behavioral and perceptual, from a variety of constituencies, substantiate that the college is, indeed, accomplishing its purposes. Furthermore, our assessment program, based on our philosophy of assessment, provides a framework for continuous program evaluation. Assessment is an ongoing process at the college.

Criterion Four: **Turtle Mountain Community College can continue to accomplish its purposes and strengthen its educational effectiveness.**

The college has documented the stability of its resources and given an overview of its planning processes in this self-study. Long-range plans are in place and reviewed in a timely manner. Expenditures, which are budgeted and audited on an annual basis,

reveal that the college's resources are managed appropriately. The new facility is testimony to the college's ability to respond to its needs and compile the resources necessary to meet the institutions fiscal needs. Indeed, Turtle Mountain Community College can continue to achieve its goals as an academic institution.

Criterion Five: **Turtle Mountain Community College demonstrates integrity in its practices and relationships.**

Turtle Mountain Community College has in place the policies and procedures that assure that the constituents of the college receive fair and equitable treatment. Throughout its publications and practices, the college makes known to all constituents that programs offered at TMCC are delivered with integrity. There have not been any adverse actions to dispel that claim. The faculty adopted the Seven Teachings of the Chippewa, the cornerstone of tribal ethical values, as the guiding principals for their instructional philosophy. In doing so, they are implementing the mission of the College that is to bring the culture to bear throughout the curriculum. In this self-study, Turtle Mountain Community College provided evidence that we carry out our mission with integrity.

Turtle Mountain Community College conducts an assessment of student academic achievement and has evaluated the levels of implementation in accordance with the Higher Learning Commission criteria.

In this section of the self-study, Turtle Mountain Community College describes the assessment program now in place to determine outcomes of student learning as described in the levels of implementation. In most cases, the College has determined that we are at Level III in the process.

Request for Continued Accreditation

Based on the evidence presented in this self-study, Turtle Mountain Community College requests of the Higher Learning Commission of the North Central Association of Colleges and Schools continued accreditation for programs leading to a Bachelors Degree in Elementary Education, Associates Degrees (Arts and Science and Applied Science), and accreditation for programs leading to certificates as expressed in its current Statement of Affiliation Status. In all cases, the College agrees to meet all institutional obligations of affiliation with the Higher Learning Commission.