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Turtle Mountain Community College's Self-Study for HLC Visit.

Third Draft

Chapter One

Executive Summary

Introduction

Turtle Mountain Community College (TMCC) is a tribal community college chartered under the Turtle Mountain Band of Chippewa Indians. TMCC is one of the current 37 tribal colleges in the United States and is one of the original six tribal colleges that were established by various Indian Tribes in the early 1970s. TMCC offers to the Turtle Mountain Band of Chippewa Reservation Community higher education degrees that range from Certificate programs to Bachelor degrees. The Turtle Mountain Community College is located in north central North Dakota in the historical wooded, hilly, and lake-filled area known as the Turtle Mountains. This area is one of North Dakota's few all-service and all-seasons recreational areas. In addition to being the home of the Turtle Mountain Band of Chippewa, the area is the home of the world-renowned International Peace Garden.

This self-study report and the documents provided in the electronic resource room (ERR) serve as evidence in support of TMCC's request for reaffirmation of regional accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The institutional wide self-study process spanned more than 24 months and involved all employees of TMCC. We submit this document as part of the preparation for our scheduled Comprehensive Site Visit on March 24-26, 2014.

History of Turtle Mountain Community College

Turtle Mountain Community College (TMCC) is one of the original six tribal colleges that were established by various Indian Tribes in the early 1970s. The Turtle Mountain Chippewa Tribe chartered the college in 1972. The Turtle Mountain Community College is located in north central North Dakota in the historical wooded, hilly, and lake-filled area known as the Turtle Mountains. This area is one of North Dakota's few all-service and all-seasons recreational areas. In addition to being the home of the Turtle Mountain Chippewa, the area is the home of the world-renowned International Peace Garden.

In its brief history, the college has emerged as a leader among this nation's 36 tribal colleges. Its origin was humble. For the first few years, the college operated out of two offices on the third floor of a former Catholic Convent. For a short period, the college operated out of the basement of an abandoned IHS facility. In 1977, the college moved into an abandoned tribal building and a Bureau of Indian Affairs facility that had been moved to Belcourt's main street by a tribal

member. It was on Belcourt's main street that the college later purchased and renovated several old buildings. As funding became available, the college built a series of metal buildings.

In May of 1999, the college moved to a new campus and a new facility. The new facility is located 2 1/2 miles north of Belcourt. Trees and vegetation surround the new site that overlooks Belcourt Lake. Turtle Mountain Community College's new main campus includes a 105,000-sq/ft building located on an approximately 123-acre site. The new facility includes state of the art technology, a fiscal area, general classrooms, science, math and engineering classrooms and labs, library and archives, learning resource centers, faculty area, student services area, gymnasium and mechanical systems, student union, and an auditorium with seating capacity for 1000.

In 2001, the Anishinaube Culture and Wellness was purchased from the Lutheran Church of North Dakota. The Anishinaube Culture and Wellness Center is set on 102 wooded acres. The complex includes a cemetery, riding arena, beach front, playground area, natural trails, fitness course, medicine wheel, and a total of 15 buildings: five cabins, a wellness center, roundhouse, church, straw bale structure, tack shop and maintenance garage, boat house, Equine science building, A frame building, the trading post, and a small barn. Turtle Mountain Community College is a commuter campus therefore contains no residence halls. The three campuses house all college functions with the exception of some off-campus community responsive training programs. Turtle Mountain Community College is a commuter campus and maintains no residence halls.

Since its beginning, the college has grown from a fledgling institution serving less than sixty students per year, to its current status of serving over 650 full time equivalents and approximately 250 pre-college adults. Currently the College offers a Bachelor of Science Degree in Elementary Education, Bachelor of Science in Early Childhood, Bachelor of Science Degree in Secondary Science, Associate of Arts, Associate of Science, Associate of Applied Science in thirteen areas of study, and eight certificate programs.

The majority of the students we serve are not typical college students. The student population is older than average, in the 20012 academic year the average age was 24 years old. Ninety-two percent of the students are Native American and are primarily enrolled with the Turtle Mountain Band of Chippewa. Seventy-percent are female; more than half are single with dependents. According to the Department of Education's definition, seventy-two percent of our students are first generation college students.

The college serves the tribal community in many ways. Its educational programs are helping to build local capacity to effect positive systemic change by improving all levels of educational achievement of tribal members and public and private economic sustainability of Turtle Mountain Chippewa. TMCC's relationship with community partnerships allow them to work together to provide many programs to the members of the Turtle Mountain Band of Chippewa and surrounding communities. These partnerships provide an array of service learning

experiences and other activities that bring people from all backgrounds together and remind our students of the College's commitment to its purpose.

The College also provides facilities that are open to the public, for use of classrooms and the gymnasium with its walking track. The College assists in sponsoring 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, 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.

Philosophy

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

The Seven Teachings of the Anishinabe People

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

1. To cherish knowledge is to know **WISDOM**.
2. To know love is to know **PEACE**.
3. To honor Creation is to have **RESPECT**.

4. **BRAVERY** is to face the foe with integrity.
5. **HONESTY** in facing a situation is to be honorable.
6. **HUMILITY** is to know yourself as a sacred part of the Creation.
7. **TRUTH** is to know all of these things.

Mission

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

Purpose

Turtle Mountain Community College hereby establishes the following as the stated purpose:

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

Governance

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. 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 Band of Chippewa Indian Reservation. In 1976, the College was 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 formalizes its relationship to the institution and its authority. 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 whom 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.

Significant Changes since the last HLC visit

TMCC is ever changing to deliver its services to the TMCC community.

INSTITUTIONAL

- **Administration**
  Throughout the past 10 years, TMCC has experienced a significant change in the senior executive branch of administration. In 2004, Dr. Gerald Monette took a sabbatical to work for the National Science Foundation. Dr. Carol Davis, TMCC Vice President was appointed Acting President during Dr. Monette's absence. In May, 2005, Dr. Gerald Monette resigned his position with TMCC; Dr. Carol Davis remained acting President. In July of 2005, the TMCC Board of Trustees, and Board of Directors began a search for a new president. In November, 2005, Dr. James Davis was selected as our new president. Dr. Carol Davis then re-assumed her position as Vice President; however, she resigned in January of 2006. The Vice President position was vacant until 2012, when Kellie Hall was hired.

  A Dean of Student Services and a Dean of Academic Programs were hire in the 2004-5 academic years.

  A Coordinator for Student Assessment was created in 2005.

  A retention coordinator was added in 2006.

  Academic and CTE department chairs were instituted in 2008.

  An Information Technology (IT) director was hired in 2009.

  Vice-President in 2012.

  New Comptroller in 2012.

- **Educational Programs**
  TMCC has three bachelor programs in Elementary Education, Early Childhood Education and Secondary Science.

  TMCC's Career and Technical Education programs of study have added programs in the Allied Health Areas (Licensed Practical Nurse, Medical Lab Technician, Pharmacy Technician, and Phlebotomy), A 9 month certificate in Welding, Accounting, and a 16 week (semester) in CDL, Applied Science degrees in Process Plant, HVAC, and Residential Electrical.

FISCAL

- Management program (Jenzabar), Change in Fiscal year (July 1-June 30), Budget Committee.
- New Comptroller in 2012.

FACILITIES

- Career and Technical Education Building added in 2006.
- Allied health building added in 2009.
- Student Union added in 2010.
- Renovation of library area for Zhaabwii learning center, and renovation of IT area in 2011.
- Renovation of rooms 124-126 for Financial Aid department in 2012.

Accreditation

The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) accredits the College. Turtle Mountain Community College volunteers to seek accreditation. Accreditation is not a requirement but is important to the college. According to the NCA Handbook of Accreditation "Accreditation is both a process and a result." As a process, it is a form of peer review in which educational institutions establish a set of criteria and procedures by which they and their fellows are judged. As a result, it is a form of certification by which the quality of an educational institution, as defined by the accreditation body's criteria, is affirmed."

The college received initial candidacy for accreditation in 1978. In April of 1980, the college received its first biennial visit to review progress and development. As a result of this visit, Turtle Mountain Community College was granted continued Candidate Status for an additional two years. The College received a team of North Central Association evaluators for a second biennial visit in April of 1982. The team's report a gain recommended the college be continued in Candidate Status at the Associate Degree granting level.

In April of 1984, a team of evaluators visited Turtle Mountain Community College and in August of that year the North Central Executive Board granted the college Accreditation. In April of 1989, a team of evaluators visited Turtle Mountain Community College to determine if continued accreditation criteria and made this recommendation to the full NCA commission. On August 25, 1989, the commission voted to continue the accreditation of Turtle Mountain Community College. In October of 1993, NCA sent a team of evaluators to review the college's request for continued accreditation. As a result, the College was granted ten years of accreditation with a focus visit to occur in the spring of 1996. The focus visit resulted in the college receiving full accreditation. In April 2001, The Higher Learning Commission granted full accreditation for the first baccalaureate degree, a Bachelor of Elementary Education. The Higher Learning Commission of NCA granted TMCC its second ten years of accreditation in 2003.

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

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

- Assessment of Student Learning
- Institutional Effectiveness
- Shared Governance
- Strategic planning
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After receiving the final report, the faculty, staff, administration, and college boards began to address the concerns of the Higher Learning Commission. This report reviews the commission's concerns, and details how TMCC has resolved them.

Assessment of Student Learning

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

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

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

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

TMCC Response

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

Ensure Faculty Ownership

Because administration was seen to be over-involved in the assessment process, following the 2003 visit, faculty assumed control over all assessment efforts of student learning. Following Dr. Scott Hanson's work as Assessment Coordinator, Andy Johnson served in this capacity during 2003-04. Dr. Ann Brummel served in 2004-05. Dr. Penny Parzyjagla served in 2005-06. Dr. Carpenter has served since. This committee is comprised nearly exclusively faculty and reports to Administrative Council, Institutional Effectiveness Office, TMCC President, and Board of Directors. This committee evaluates data to make recommendations regarding teaching, curriculum, and related academic areas, budgeting, and relevant strategic and massive action plans. The assessment coordinator submits at least one report a year (usually twice) to the college (See Appendix B-Assessment Coordinators 2007-08 Final Report).

Providing continuity to Assessment Coordinator position

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

As we begin this process it became apparent that some faculty were confused about the purpose of assessment inside or beyond the classroom. Furthermore, the assessment committee seemed isolated from the faculty and its instructional efforts to improve student learning (and retention). As a result, using funds from the assessment committee budget, the assessment coordinator

created a faculty library with assessment resources. Faculty and the committee have continued to add to these resources. Further, the entire faculty began meeting bi-weekly (06-07), and then monthly (07-08) to discuss a range of issues pertaining to assessment. Throughout the last couple of years, each faculty member, including those from CTE and TED, has had the opportunity to ask questions, vote, and participate in committee tasks. This inclusion was meant to ensure that faculty understands the various assessment components. Agendas and minutes are recorded. We regularly invite the Academic Dean, Institutional Effectiveness Director, Comptroller, and Student Services Dean to keep clear and open lines of communication between administration and faculty.

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

In addition, in 2005, faculty created an electronic website devoted to faculty assessment that includes the assessment manual, annual reports, testing resources, records, and links to other materials that any faculty may access. Currently we are in the process of transferring this data to the TMCC web page that will allow anyone to have access. There can be no doubt that assessment of student learning at TMCC is faculty owned and driven. Faculty is aware of their assessment responsibilities, and how these efforts fit into the overall institutional effectiveness plan.

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

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

and four-year degrees. That solution is a more likely scenario and the recommendation likely to be proposed by the assessment committee. Each class, furthermore, does include a cultural component as defined by syllabus policy, institutional mission, and faculty recognition.

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

As faculty have evaluated the assessment process, discarded old instruments, updated policy and forms, the assessment committee has revised the assessment manual to reflect these changes. (assessment manual last revised in 2011). A current hard copy is being printed this fall for distribution to each full-time faculty member, and an electronic copy is available on the TMCC webpage. It contains all the information relating to faculty driven assessment. This document outlines faculty control of assessment of student learning.

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

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

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

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

TMCC has remained focused on the stated objectives located in the Institutional Effectiveness report submitted to the commission in 2005. The objectives are as follows:

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

To meet objective one, TMCC held a series of meetings to review the mission and goals of the institution. Through these meetings, the committee decided that the mission and goals of the institution were satisfactory. The committee determined that changes were needed to connect these goals to institutional planning and student learning. In 2006, Dr. Davis and the strategic planning committee designed a strategic plan that integrated the goals of the institutional effectiveness plan.

To meet objective number two, TMCC developed a strategic plan that fostered student learning outcomes, shared governance, and inter-campus communication strategies (See Appendix D-TMCC Strategic Plan, Submitted January 2007). In January of 2007, the TMCC strategic plan was submitted to the HLC and accepted. The administration, faculty, and staff continue to update and report on the plan, making it a viable and useful tool for our campus.

TMCC faculty and administration revisited, revised and applied a quality process of assessment across the campus. The faculty has taken a leadership role in developing a systemic assessment process that fosters student learning and quality improvement. The administration and staff have taken a leadership role in designing and monitoring a program of assessment that fosters institutional effectiveness.

To achieve our efforts, administration realized that they would need to support a full-time position overseeing the institutional effectiveness initiatives. The first step was to review the

annual budget to support the position. After careful consideration, administration decided that TMCC would seek funding through a Title III development grant. This would allow TMCC additional time to budget through its general fund for a full-time position. This grant was funded in October of 2006: it supported one full-time position that would supervise efforts in the area of institutional effectiveness. In addition, the grant supported one half-time administrative assistant to assist the director in data collection and records' maintenance. Recruitment efforts failed to identify a qualified applicant; as a result the President detailed a knowledgeable member of the administrative staff to this position.

The Institutional Effectiveness Director coordinated activities pertaining to the objectives stated in the institutional effectiveness plan. Several minor changes have been made to improve institutional effectiveness initiatives. Changes to the plan included utilizing a Plan-Do-Check-Act cycle that provides continuous improvement to the institution. External program reviewers were hired to review TMCC programs and their link to student learning, mission, and purpose. To date there have been six areas reviewed with two more scheduled in 2008, and the remaining areas in 2009. The findings from the reviews are then incorporated within the strategic plan.

In addition to the program reviews, there is considerable amount of data that is collected. In 2007, the institutional effectiveness director circulated and analyzed several surveys across campus constituents. These surveys include a student satisfaction survey, faculty development survey, withdrawing student survey, new student orientation survey, graduating student survey, organizational excellence survey, and a student evaluation of teaching. This data collection has served to be very informative to the campus administration, staff, faculty, and consultants hired to do the program reviews.

The TMCC Administrative Council designed a process to address the annual budgeting of operational funds. In 2005 a budget committee was developed to design and implement a budgeting process. The TMCC Comptroller chaired this effort. Through this committee a process for yearly submission of budget was developed and approved by the Board of Directors in 2007. The Comptroller with assistance from the committee develops the annual budget which is then reviewed by the President and adopted by the Board of Directors.

TMCC has developed a technology plan that addresses the budget, replacement, and involvement with student learning. This plan is explained under the strategic planning section.

In 2007, the President and Human Resource director designed an evaluation process that was presented to the Administrative Council and was approved by the Board of Directors in March of 2008. After review of the evaluations it was found that additional revisions may be necessary.

The President has held several staff meetings that open the lines of communication. The intent of these meetings is to inform staff and faculty on the progress of TMCC. In addition to the staff meetings, the report developed by the Institutional Effectiveness Director is distributed to all campus constituents.

Summary

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

Shared Governance

Commission Concerns

A lack of faculty and staff involvement in decision-making through a formal shared governance process needs to be addressed by the college. This concern was addressed by a prior visiting team, but has not been adequately addressed by the college. No formal structures are in place to involve faculty and staff in decision-making. Consequently, the institution is missing many opportunities to utilize the knowledge skills, and talents of its employees. (Assurance Section, p. 7, b.3.a.)

Faculty appear to play little, if any role, in hiring new faculty—even in their own department. (Assurance Section, p. 8, b.3.b.)

Meetings with faculty and staff indicated that they are seldom involved in decision-making processes at the college. (Assurance Section, p. 8, b.3.c.)

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

TMCC Response

Prior to the commission visit in 2003, TMCC believed that the decision-making processes in place satisfied shared governance. This process was quasi formal, meaning that the decision making process fluctuated between informal and formal. However, the commission cited this as a concern. As a result, the TMCC president, administration, and personnel began exploring a formalized process that further included staff and faculty in shared governance.

The administration, faculty, and staff have taken multiple steps to improve shared governance at TMCC. Following the commission's visit, the administration reviewed the current processes in place for faculty and staff inclusion in shared governances. They found several actions that TMCC could take to improve itself. The first step was to reinstate the Dean of Student Services and Dean of Academic Programs positions. The administration felt that assessment, institutional effectiveness, and strategic planning activities would be more closely collaborated amongst college constituents and monitored more effectively.

The next step was to review the structure of the administrative council, which serves as an advisory board to the president. The President felt this was the appropriate committee to begin addressing shared governance concerns. After numerous meetings between the faculty and

administration, it was decided that one way to address the faculty inclusion in the planning, policy development, and decision-making at TMCC was for the faculty to appoint a representative to serve on the administrative council. The administration and faculty both felt that this change would make a significant difference in faculty involvement of shared governance at TMCC. The administration felt that the current members of the administrative council already represented the staff so no additional representation from staff was needed.

The commission's concern that TMCC had an assessment plan that was more administratively driven was another challenge for TMCC. In response, TMCC faculty and administration developed an assessment of student learning committee and faculty coordinator. The coordinator has the option either to receive $7500 dollars in additional salary or to have a reduced teaching load of eight to nine credits. The coordinator oversees all aspects of assessment of student learning such as scheduling assessment committee meetings, maintaining all assessment material, and submitting semi-annual and annual reports on assessment to the Dean of Academic Programs, Administrative Council and President.

The next step TMCC took in addressing shared governance concerns was for the faculty to develop policy that addressed faculty salaries and evaluation. In 2004, the faculty devised new faculty salary scales (see pages A-V-40 to A-V-44 & A-V-45 to A-V-45 of the TMCC personnel policy at http://www.tm.edu/pdf/PolicyManual.pdf). The scales were approved by the Board of Directors and implemented in early 2005. In addition to the adoption of the salary scales, faculty attached a process for individual faculty development (see page A-V-44 of the TMCC personnel policy at http://www.tm.edu/pdf/PolicyManual.pdf). This process has been implemented.

The commission stated concerns with faculty's lack of involvement in appointing positions within their discipline. Because of this concern, the TMCC Board of Directors requested that the administration, faculty, and staff develop a new hiring policy. The new policy addressed the commissions concern of faculty involvement in the hiring within their discipline. The board adopted the new hiring policy in 2006 with revisions made in 2007 (See Appendix A-TMCC Hiring Policy). A key component of this policy is that at least one person from the respective department with the position to be filled is on the hiring committee.

Opportunities for growth
Shared governance has become an institutional objective. TMCC is constantly reviewing ways it can improve shared governance. In 2008, a proposal to the Board of Directors for the adoption of a formalized shared governance document was presented by the Dean of Students and the Academic Dean. This document outlines several of the processes discussed and includes new initiatives; the creation of faculty department heads, and the development of a staff committee similar to the faculty committee. The Board of Directors accepted the proposed policy and formalized it in the fall of 2008.

To improve shared governance across the campus personnel, TMCC administration is continuously reviewing ways to increase communication amongst institutional constituents. TMCC realizes that there is a need to improve communication amongst faculty, staff, and administration. This concern will be a major focus for the next year. In addition, TMCC administration is constantly researching shared governance so that they can develop additional knowledge in this area.

Summary

Turtle Mountain Community College has taken several positive steps to ensure faculty and staff inclusion in the decision making and planning at TMCC. A major step is to reaffirm the institutional committees that have been enacted by the Board of Directors and stated in policy. These committees serve as a basis for shared governance within the institution. It has been the duty of the college administration, faculty, and staff to serve on these institutional committees. Each fall the committee appointments are reviewed and new committee members assigned. In 2004, President Monette reviewed the committees and their structures and additional focus committees were developed. In 2008, President Jim Davis reviewed these committee structures and proposed changes were submitted to the Board of Directors for approval.

Strategic planning

Commission Concerns

There do not appear to be structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students (Assurance Section, p. 10, D.3.a.)

There do not appear to be plans as well as on-going effective planning processes necessary to the institution's continuance. (Assurance Section, p. 10, D.3.b.)

There is no institutional technology plan which addresses future technology issues and also includes dates, timelines, and budgetary detail. (Assurance Section, p. 10, D.3.c.)

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

TMCC Response

Immediately after the Higher Learning Commission visit in 2003, TMCC administration began reviewing different strategic planning strategies. The administration realized at this time that outside expertise was needed to design an effective plan for TMCC. Two consultants were hired to train the administration in strategic planning. The consultants held several meetings with the administration, faculty, and staff. At this time two administrators were assigned to overseeing the development of the strategic plan. TMCC then began to see the change in Executive Administration with a new president hired in 2005.

Dr. Davis came to TMCC with extensive experience in strategic planning. Upon appointment as President, Dr. Davis immediately engaged the TMCC administration in the development of the strategic plan. A two year strategic plan (See Appendix D-TMCC Strategic Plan submitted January 2007) was developed and adopted by the Administration and Board of Directors in the spring of 2007. This plan was submitted to the Higher Learning Commission in January of 2007. The HLC accepted this plan and stated that it was a "very detailed, innovative, excellent strategic plan" (Staff Analysis of Institutional Report, March 13, 2007).

The strategic plan addressed the following ten areas.

- Finance,
- Facilities,
- Professional Development,
- Academics,
- Career and Technical Education,
- Student Services,
- Administration
- Accreditation
- Technology,
- Anishinabe Culture and Wellness Center,

Through a series of Administrative Council Meetings the process for brainstorming, chunking, and desired outcomes was performed. As a result, each area developed strategic planning goals. These goals were then used as a guide for the planning at TMCC until December of 2008 and beyond. A strategic plan was developed during the fall semester of 2008, and was implemented from 2009-2011. The current strategic plan was developed in 2011-12 and is currently being implemented (2012-2015).

The commission also stated a concern that there was no technology plan that addressed the future technology issues at TMCC. The TMCC strategic plan submitted to the commission included the Technology Department as one of the major areas of strategic focus. The major result of the Technology Department strategic focus is to design a technology plan that strongly influences superior teaching and learning through effective use of technology. The Technology Department designed a technology plan (See Appendix E-TMCC Technology Plan) that addresses the following:

1. Improving academic achievement through the use of technology;
2. Provide a broad range of learning-centered technology services to students, faculty, and staff with an emphasis on quality, convenience, efficiency, and retention
3. Enhance and improve an appropriate infrastructure that is crucial for faculty, staff, and students to properly use technology;
4. Develop an appropriate training and support program outside of teaching which is necessary for faculty, staff, and students to properly use technology.
5. Provide continuous leadership, guidance, and resources to community, schools, and businesses to meet the demand of technology;

6. Develop a technology replacement plan as well as secure adequate funding to ensure that all technology on campus is kept up-to-date to allow staff, faculty, and students to properly use technology;
7. Support the goals and objectives of distant education by providing assistance through the means of technology.
8. Provide access to professional development for all users that prepare them to effectively use and integrate technology within their respective role in the college environment.
9. Initiate processes to conserve and improve the utilization and consumption of all resources to promote efficient and effective operations.

The technology department has developed strategies that address each of these goals. In addition to the technology plan, the department has developed a policy for student use of technology and a policy for staff use of technology.

The overall management of the strategic plan is under the responsibility of the President. The President is ultimately responsible to ensure that all departments are working toward meeting their strategic goals.

Summary

TMCC's current strategic plan defines a process of commitment to continuous fulfillment of the college's mission. This plan is authored by Dr. Jim Davis, who came on board as President of TMCC in November of 2005. Dr. Davis's leadership team is the college's administrative council, which includes the Dean of Academics, Dean of Student Services, Comptroller, Career and Technical Education Director, Human Resource Director, Sponsored Program officer, Anishinaube Director, Chief Information Officer, Facility Manager, Institutional Effectiveness Director, and Faculty Representative. TMCC's strategic plan process involved a series of administrative council meetings, a review of the draft with the Board of Directors and Board of Trustees and sharing of the goals with the Staff and Faculty on a monthly basis.

All of this information and more are in the 2008 HLC focus visit self-study which is part of the overall material in the reviewer packets.

Our overall strengths revealed through this self-study process include:

- Organizing for Success – our new strategic plan;
- Effective policies, oversight and support services to ensure integrity and ethical practices in all that we do;
- Faculty oversight and control of our curriculum and student assessment;
- Monitoring of faculty and staff hiring, credentials and performance;
- Systematic program review;
- Policies and practices related to transfer of credit and other academic matters;
- Disciplinary accreditations;
- Significant levels of shared governance with faculty and staff;
- Open sharing and use of comprehensive data and analysis to inform decision making and

- A relatively new integrated approach to planning and budgeting (Organizing for Success).

Our overall challenges revealed through this self-study process include:

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

TMCC believes that it has provided sufficient evidence to ensure that it meets all of the new HLC accreditation Criteria and Core components for reaffirmation of accreditation in 2014.

Chapter 2

Self-Study Process

Chapter 2 **Self Study Process**
- o Steering Committee Structure
- o Self-Study Subcommittees
- o Self-Study Goals
- o Self-Study Process
- o Self-Study Report-overview

(Do we need this chapter?)

Chapter 3

Criterion One

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

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

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

In 1972, a tribal charter from "**The Turtle Mountain Band of Chippewa Indians**", established Turtle Mountain Community College as an educational institution to develop the most valuable resource of the tribe – its people.

TMCC's Mission states: "**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, vocational education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa 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 governing structure of TMCC consists of the Board of Trustees and the Board of Directors. The Board of Trustees is comprised of ten (10) members appointed by the Turtle Mountain Band of Chippewa's governing tribal council and is as follows: six (6) at large members appointed for life by the Tribal Council; two (2) members who are members of the Tribal Council and appointed by the Tribal Council, and two (2) members who are students attending the College selected as provided in the student Constitution; all of whose qualifications are set forth in the restated Charter of the College. (See TMCC Policy Manual, page 2.) The purpose of the Board of Trustees is to advance and promote the mission of the College. They provide oversight to, and select the members of, Turtle Mountain Community College's Board of Directors.

The Board of Directors consists of five members appointed by the Board of Trustees who serve five-year staggered terms. Each Board Member is also an enrolled member of the Turtle Mountain Band of Chippewa. The Board of Directors in agreement with the Board of Trustees, adopts and periodically reviews a statement of philosophy, mission and goals, which clarifies basic educational responsibilities of the College. (See TMCC Policy Manual, Section 3. Board of

Directors, number 2.04.) The Directors also appoint TMCC's President, who is responsible for the day to day operations of the college. The President subsequently appoints staff members to the President's Administrative Council, who function as advisors to the President in college wide decision making.

TMCC's Board of Directors is responsible for the management and operation of the College, and has custody of, responsibility for, and control of the property, real and personal, and other tangible assets of the College. The Board of Directors ensures that the institutional objectives are met and they are responsible for formulating public policy with regard to areas served by the College. (See Article III, Board of Director Bylaws, number 1.)

The Turtle Mountain Community College (TMCC) mission statement was 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, TMCC's Board of Directors approved an amendment to the mission by adding undergraduate education; and in 2003, they made the most recent amendment by adding continuous improvement of student learning.

TMCC's mission guides all functions of Turtle Mountain Community College. (See page 17 in the TMCC Policy Manual.) The mission statement is clearly articulated in all major publications of the college which include all TMCC policy manuals, college catalog, student handbook, and TMCC's website at www.tm.edu .

1.A.2. Academic programs, student support services and enrollment profile as related to mission

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, Secondary Science, Early Childhood, Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates. The college catalog outlines the over forty programs of study and the requirements associated with each degree or certificate. The North Dakota Education Standards and Practices Board approved TMCC's Elementary Education Program.

TMCC has been awarded Gold and Silver ratings by the North Dakota University System for their General Education Program. 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 a transfer institution.

The primary 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.

(Student support section?)

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

TMCC's budget process promotes greater fiscal responsibility by developing individual department plans and priorities that are rolled up to the overall organizational budget. The Budget Committee, is appointed by the President for a three year basis and is comprised of the college comptroller and program supervisors (4), and it oversees and monitors expenditures for the College.

TMCC's organizational chart outlines the leadership and decision-making process for the College boards, president, administration, staff and faculty (Refer to TMCC's Organizational Chart). This two-tier governance structure shares the responsibility for protecting the integrity of, and advancing the institutional goals and objectives.

TMCC is currently in the process of completing Phase 1 of a long-range institution strategic planning process: *Organizing for Success*. The purpose of *Organizing for Success* is to set priorities and determine outcomes. As a part of Phase 1, TMCC conducted a baseline mapping of current capacity and common services and harmonized business practices, an assessment of the needs and priorities in TMCC's service area and an analysis of the competitive advantages TMCC. Within Phase 1, TMCC identified and prioritized six strategic goals and action plans. TMCC has also established a process for implementing and monitoring action plans to ensure desired outcomes. The execution of Organizing for Success action plans will help to create collective clarity and define how TMCC boards and employees will build capacity to more effectively serve the needs of TMCC current and future students. (See TMCC Organizing for Success action plans.)

As a part of Phase 2 of Organizing for Success, TMCC will conduct a job analysis of each position at TMCC and a market analysis of tribal colleges and community colleges in the state of North Dakota in order to build a hierarchy of job positions aligned to execute Turtle Mountain Community College's institutional goals.

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

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

The Turtle Mountain Community College (TMCC) mission is articulated publicly through various activities including numerous college documents such as the Policy Manual, College Catalog, Student and Staff handbooks. Reminders of the mission and goals are reinforced

through college newsletters and brochures, for all users, the college www.tm.edu, staff reports, as well as other documents created by staff and faculty. These publications are evidence of the staff and faculty understanding of their responsibility to carry out the mission.

TMCC continually seeks out opportunities to inform the public of its mission and goals. The college has accomplished this through various electronic and written publications which clearly articulate the mission and goals of the institution. In addition, individual program directors use the local radio station (KEYA) to inform the public of the mission and to seek community input and involvement in its educational endeavors.

Students are initially informed of the college mission and goals during orientation and registration. The annual publicized "Students Right to Know" policy includes section on the mission and goals. Posters are displayed throughout campus and in all classrooms. The seven teachings are located on pillars at the main campus entrance.

TMCC has a public library with internet access, and interactive video network (IVN) where state wide meetings are open to the community. Our local radio station (KEYA) provides public service announcements to the community. The college also provides facilities that are open to the public, for use of classrooms, auditorium, gymnasium and it beautiful walking track. The college sponsors the Ojibwa Language Immersion Camp, Day of the Young Child, Women's Wellness Conference, Annual Red Road Workshop for community sobriety, and Annual Pow-wows. The college cooperates with other community entities to co-sponsor events such as Family Week, K-12 initiatives, community education programs, faculty, and student leadership projects.

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

The purpose of faculty at TMCC articulates the commitment that the college has to ensure student success. The functions of a full-time faculty member (Faculty Policy Manual) are divided into the four categories: teaching, advising, scholarship and service to the college and the community.

TEACHING: Faculty provide classroom instruction, preparation and supervision of students; community instruction such as preparation and presentation of college course work off-campus, workshop, seminars, and in service for professionals and others; laboratory design, preparation, instruction, supervision, and other associated responsibilities; measurement of student performance including the preparation, administration, grading and evaluation of tests, papers, and examinations and the reporting of grades; conferences with academic advisement of students outside of their registration needs; coordination, supervision and evaluation of student research

and supervision of academic programs; coordination and supervision of student activities directly related to the academic program such as supervision of a journalism club, debate team or intramural athletic team experimentation in developing more effective teaching methods and teaching-orientated research; writing letters of recommendation for students, and selection and procurement of books, films, and other materials for classroom or laboratory use; development of new courses and programs of study; and student records must be maintained for one year.

ADVISING: Next to instruction, advising students is the most important faculty role. Beyond the basic procedures of posting schedules and maintaining office hours, faculty are obliged to provide timely, accurate and sensitive advice to students. While academic faculty do not function formally as counselors, they bear a responsibility to listen attentively, to advise carefully and to refer students for professional counseling and services.

SCHOLARSHIP: Faculty are in engaged in ongoing research which leads to the discovery of new knowledge or new applications of existing knowledge intended to lead to publications in scholarly journals or books; to maintain proficiency and growth in one's field of professional specialization; and to maintain and develop professional skills. Research intended to lead to the preparation and presentation of a scholarly paper to a professional society or a paper in one's field of specialization to any group.

SERVICE: Faculty provide service on departmental, self-study or institutional committees. They participate in College sponsored activities such as recruiting students, graduation activities and other planned student activities. They are involved in the coordination, advisement and supervision of student organizations or student activities not directly related but supplemental to academic programs. They participate in college sponsored tribal community service or community projects.

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:

Project Choice-Provides financial advisory and tutoring assistance to TANF and other lower income students with the opportunity to obtain education and training in a healthcare field.

Financial Aid Literacy Workshops-Provides counseling in budgeting, money management, credit reports, insurance and identity theft. It also provides tips on prioritizing bills, coupons and opening a savings account.

Guidance Counseling Services- Provides educational guidance, group services, brief assessments, and couple and family services to students.

Vocational Rehabilitation-Provides services to individuals with disabilities so they can become employed and remain employed.

GED Services-The Adult Basic and Secondary/GED program provides services to help qualified individuals increase knowledge and improve skills essential in today's world.

Zhaabwii-Provides critical academic and tutorial support to students transitioning to and completing college.

Small Business Expo-Brings together local business leaders, aspiring entrepreneurs, artists, craftsmen, various tribal service entities, state & federal to showcase resources of the Turtle Mountain Band of Chippewa.

- **Vocational Ed/Career Technical Education**-Provides work skill training to students in specific vocational fields of interest.
- **Anishinaube Learning, Cultural and Wellness Center**-a "One Stop Wellness Center" which will include cultural healing, holistic health, fitness and health education in an outdoor classroom setting. These include the following activities: Native American Gardening, Food Preservation, Ojibwa Immersion Camp, Certified Master Gardener, and Maximizing Family Resources through Gardening, Agricultural Awareness Day, Tree Shrub Workshops, and US Department of Agriculture Equity Project.
- **TMCC Foundation**- Ensures that every individual can attain the high quality degrees and work force credentials that will empower them to live successful lives.
- **Academic Readiness**- Provides tutoring services and weekend academies to increase academic achievement by offering math, language arts, science and cultural infusion.
- **Arrowhead Printing-** Is an enterprise owned by TMCC. Arrowhead Printing is a for-profit business and serves the needs of the Turtle Mountain Community College and surrounding communities.

1.B.3 The document or documents identify the nature and scope of the higher education programs and services the institution provides and whom these activities serve.

While the main educational emphasis at TMCC is on traditional undergraduate student academic success, TMCC also focuses on adult and part-time students with their different academic and service needs. In addition, the College offers short-term certificates in vocational curricula as well as customized training for employers who desire specialized job development skills for their employees. The General Education Program (GED) offers 17 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 in programs such as Teacher Education, Nursing, Medical Lab Tech, Pharmacy Lab Tech, and Welding.

Our academic programs are clearly outlined in our college catalog and on the TMCC website, www.tm.edu. Our rules on admissions identify the students that we serve.

Component 1-C: The Institution understands the relationship between its Mission and society's diversity.

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

The Turtle Mountain Community College (TMCC) understands the relationship between its Mission and society's diversity. **TMCC recognizes the basic rights and responsibilities of the constituents of the college and accepts its obligations to preserve and to protect these rights and responsibilities. TMCC is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, sexual orientation, national origin, or disability. In adhering to this policy, the college abides by the requirements of Title IV and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, by sections 503 and 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity. (College Cataloge).**

TMCC is an Equal Opportunity Employer, the institution abides by the policy of providing equal employment opportunities without discrimination to all applicants and employees regardless of race, religion, color, national origin, age, gender, disabilities, sexual orientation or marital status, except as allowed by the Indian Preference provision of the Indian Civil Rights Act of 1964, as amended. In adhering to this, policy, the college abides by the Title IX requirements (Personnel Policy Section 5.0.0020).

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

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

This is exemplified on a daily basis throughout the college. In the spirit of multiculturalism and good conscience the college implemented the following initiatives over the past forty (40) years.

The preliminary focus of diversity began with -- our own Turtle Mountain Band of Chippewa multiculturalism – the schism of our own rich Ojibwa and Mitchif cultures and languages. *Initiative one* – **Active Language Preservation** has been maintained in light of the fact that the Turtle Mountain Chippewa Reservation has a complex and diverse language background. The College has maintained both the Ojibwa and Mitchif (Chippewa-Cree) languages through curricula developed and cultural archival. For example, Mr. Charles White Weasel wrote a tribute to his relatives within a compendium of writings in 'Old Wild Rice" that depicted the life of one of our great Chiefs. It was Turtle Mountain Community College that originally recruited community elders who speak Chippewa-Cree for the purpose of developing a dictionary, a Chippewa-Cree curriculum as well as a community outreach program. (See the College course catalog descriptions, history of dictionary development and the dictionary itself). Through the efforts of the TMCC administration, faculty and staff, the college has kept the curricula for the Chippewa-Cree language to pass down to generation to come. Thousands of Community members have taken the college Chippewa-Cree language courses.

Since the beginning of the Turtle Mountain Indian Reservation its occupants have been recognized by the United States Government as the Turtle Mountain Band of Chippewa. The language spoken is Turtle Mountain dialect of the Ojibwa language. Although the language is spoken by a minority of the population, this minority has been tenacious in the maintenance of the language and culture. As a result of the number of fluent speakers decreasing, Turtle Mountain Community College began the development of a curriculum for Ojibwa language in 1996. Today the curriculum is taught by the instructor/developer for annually for both the first and second year student learners.

In 2006, a five year Lilly grant was awarded to the college to strengthen both of the two local native languages (Chippewa-Cree and Objiwa) and culture for TMCC faculty and staff. The college's commitment to preserving our languages was implemented by establishing weekly language preservation classes for the faculty, staff, and boards. The college created a new spirit of active language curriculum using new and fresh instructional technology. Through the Lilly grant and an Administration for Native Americans (ANA) (2009 – 2011) grant. Community elders who were fluent in either Chippewa-Cree or Ojibwa languages were hired to assist with the instruction. Since then many of these elders have proudly proclaimed how impressed they were to be involved in the beginning development of this initiative and the college's current full, vibrant language immersion efforts. (A copy of the ANA grant, resumes' of staff/faculty, curricula, teaching materials and photos of the weekly classes are available.) As a result, many faculty, staff students and visitors can be heard greeting and using one of the languages in the college hallways and in the community. This college initiative has also created responsibility demonstrated by workshops/training held for community members and TMCC academic credit.

Initiative Two – **Active Cultural Preservation** – It was TMCC who actively created and implemented ongoing sensitivity and respect for both the traditional Ojibwa and Mitchif cultures by creating academic courses. (See course description of the development of the two cultures in the college catalog.) This curriculum was borne out of the development of courses spanning the past forty (40) years. Although there were a lot of trial and errors, tweaking and excitement during the initial curriculum development stages, the result were the following courses: The History of the Turtle Mountain Band of Chippewa; Mitchif History, Traditional Dance; Pow-wow Development; Traditional Drumming of the Plains Ojibwa; Brain Hide Tanning: Maple Camp; Ojibwa Language I & II; Chippewa-Cree Language I and II; Turtle Mountain Jigging/Red River Jigging; the Red Road to Sobriety workshop, etc. (See TMCC Catalog). As a result of developing and teaching these courses, the TMCC Mission and our own diversity are addressed. TMCC has kept alive both traditions through eight generations of TMCC students. They in-turn have taken their knowledge back to the community for their children, grandchildren and great grandchildren. Accordingly, the essence of our existence as a diverse population on the Turtle Mountain Chippewa Reservation is celebrated generationally. In short, by TMCC acknowledging ITS OWN DIVERSITY, it has lent credence to an open-mind for other non-native cultures.

The current college Native American Studies program continues this legacy on a daily basis as demonstrated on the www.tm.edu website; today's Native Wisdom and events.

The on-line cultural classes, showing our own twin diversity, reaches out to tribal members and other interested parties who are away from the Turtle Mountain Reservation on relocations for work, military service, etc. Under the goals of a Title III Strengthening Institution grant the college developed its distant education capabilities. The first courses delivered were to a group of enrolled Tribal members who established an early settlement approximately two hundred fifty miles away from the main reservation boundaries. Courses most requested and delivered surrounded the instruction of the Native Language and culture. We continue to develop more cultural courses on-line and re-establish Chippewa culture home connections. Our website is easily assessable to all and on-line instruction will continue to become more important.

Initiative Three – **Our Seven Teachings** are openly and magnificently display throughout the TMCC campuses. The front circular entrance display at the main campus proudly announces to all visitors who we are through the Seven Teachings. We honor all other Indian tribes as our brothers and sisters and have a proud long-standing association with American Indian Higher Education Consortium (AIHEC) – being one of the original five grassroots Indian Community Colleges. Getting the Indian Community College Act (ICCA) passed by Congress was accomplished only by our founders working jointly with other tribes with the same educational vision (See attachment). We also honor and respect all other cultures by having events that celebrate Black History Month, Cinco Di Mayo and the Holocaust experience (See attachment). We have accepted and honored all non-Indians since the day the college first opened its doors. TMCC was one of the North Dakota Indian Community Colleges' that initiated the passage of H.B. 1395. The law pays for overhead costs of non-Indian students enrolled at TMCC. It took decades of hard work, negotiation, politicizing and many trips to Bismarck, the capital of North Dakota, in order for this bill to become law.

Initiative Four – **Starvation Memorial** recognizes one of the major trials the Turtle Mountain people suffered through and endured. (Tell the story of our people's winter starvation and the many deaths that was a result of government policy.) This was first studied and followed through by concerned TMCC staff and administration. In our 40th Anniversary theme "Honoring our Past, Preparing our Future" it is especially important to know that we as a people may have all starved to death during that era in history. That we are here is a miracle within itself. The TMCC has proudly taken ownership of the responsibility to memorialize those tragic days. Today, the 'Starvation Memorial" is respectfully placed in the front of the main campus entrance; this is most appropriate and humbling.

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

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

TMCC's primary mission is to meet the needs of the community and of the individuals who make up the community. Public opinions may be easily formulated as a result of the actions of any single individual.   With this in mind, it is expected that each student and staff member will do his or her part to represent the college and to project its name in a positive manner, thereby enabling it to fulfill its mission of service in the tradition of excellence (college catalog page 50).

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 assessment of academic achievement. This can be found on the TMCC website under the NCA Accreditation tab. Particular areas of interest within this document include programs of study at TMCC.

The mission and goals are published in various documents used by staff members, and acceptance and acknowledgement is evident by the employee's signature on the Employee Receipt Acknowledgement, signed when they begin employment. This document states where the Policy Manual can be accessed; the Policy Manual clearly states the college's mission and goals.

The activities undertaken by the staff are narrated in college documents such as the Policy Manual, College Catalog, and TMCC website. Reminders of these relationships of the mission and goals are reinforced through the college web site and staff reports, 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. Evidence of the mission and goals are also documented throughout the college as evidenced by the various postings of the 7 Teachings – posters throughout the building and on the pillars outside the entrance of the college, along with the postings of the college's Mission and Goals throughout the campuses.

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

The primary mission of TMCC is to ensure student success.   In fact TMCC institutional goals reflect this:

1. A learning environment stressing the application of academic concepts to concrete problems;

2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;

3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs, and to serve as a contributing member toward its maintenance and betterment;

4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;

5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning ;

6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;

7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;

8. Continued independent accreditation; and

9. Community service and leadership.

TMCC's educational responsibilities are founded in these goals and its commitment to the success of each student as evidenced by the quality of programs offered by faculty and staff to prepare students to be critical thinkers as they move through their programs of study and transition from academia to the workforce or continuation of their academic goals.

Strategies to foster student success are multifaceted and include early interventional strategies, support services via advising, financial assistance, scholarships, academic and social support. All new students are required to take placement tests in the following areas: English, math, Science and Culture.   Students who lack basic skills, based upon the results of these tests, will be required to register in appropriate courses. Students have a one-time opportunity to challenge the test results.

TMCC's Student Support Services provides career counseling to first generation and low-income students, which are usually freshman. Three counselors work with students to provide a transition to TMCC's programs of study, facilities, faculty and staff.   The program is housed in the student union, which provides study areas, computers, and sofas to allow students to relax, socialize and study.

Zhaabwii (survival in Ojibwe) program is a new initiative that provides tutorial services in the areas of English and reading for all students.   The program provides an English instructor, tutors, and computers for students to utilize during the day and afterhours. Zhaabwii also provides software for tutorial aids for the students in reading and English learning.

TMCC's math lab is centered by the Math instructors and math rooms, for students to utilize for tutorial sessions in math.   Tutors are available as well as the math instructors.

The Turtle Mountain Tribal Vocational Rehabilitation Project is housed at TMCC and provides services to students and community members who have learning and physical disabilities.

Project CHOICE, is a program for TANF and low income students who are interested in the allied health programs at TMCC.   The program is funded thru a five year grant from the HPOG , educational department.

TMCC has K-12 initiatives (Project GOAL and Project Nature), these programs work with high school students to provide a transition to higher education thru weekend academies, summer sessions, and providing information to high school counselors, students and parents on the programs and TMCC programs of study.

Students are initially informed of the college mission and goals, programs of study and introduced to faculty and staff 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. Staff and faculty are also informed of the mission and goals during orientation.

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

TMCC's relationship with community partnerships allow them to work together to provide many programs to the members of the Turtle Mountain Band of Chippewa and surrounding communities. These partnerships provide an array of service learning experiences and other activities that bring people from all backgrounds together and remind our students of the College's commitment to its purpose. These services and programs include but are not limited to: Customized Training, GED Services, Regional Substance Abuse Prevention (RSAP) Project, Anishinabe Culture and Wellness Center, Native American Gardening (Elders Gardening Project), Certified Master Gardener Program, Maximizing Family Resources through Gardening, Food Preservation Program, Tree and Shrub workshop, US Department of Agriculture Equity Project, ACT testing, Turtle Mountain Chippewa Small Business Expo, Agricultural Awareness Day, Diabetes Awareness Day, Arrowhead Printing, a public library with internet access, which also includes access to the virtual library, 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 and the gymnasium with its walking track. The College assists in sponsoring 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, 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 also sees the need to plan for the future as a priority and has taken the initiative to partner with MasterKey to begin the **Organizing for Success** project, which helped the college to outline a three year strategic plan. They also partnered with In10sity to update the current college logo, as well as develop logos for athletics, alumni and the foundation, and updating the TMCC website.

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 KEYA, the local radio station, for interviews and Public Service Announcements. The college website, www.tm.edu, is maintained by a full time Webmaster. The college also informs the public during the Annual College Awareness Day, 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.

Criterion 1 Summary

The Turtle Mountain Community College (TMCC) is committed to Component 1-C: "the institution understands the relationship between its Mission and society's diversity." It is exemplified on a daily basis throughout the college. This unified expression guides the institution and further qualifies CRITERION ONE; MISSION by affirming that "The institution's mission is clear and articulated publically".

Strengths in this area are: TMCC's role in the community and innovation in providing a higher education institution to the Turtle Mountain Band of Chippewa, substantial student support services, community involvement, and community wellbeing.

Chapter 4
Criterion Two

Criterion Two: Integrity: Ethical and Responsible Conduct

The institution act with integrity; its conduct it ethical and responsible.

Core Component 2.A.

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

The polices for all TMCC constituencies are on the college website, www.tm.edu. The polices which include an Introduction, the Board of Trustees policy, the Board of Directors policy, the Fiscal policy, the Personnel policy and the Faculty policy are constantly monitored by specific administrators, who are assigned by the President. The Introduction is monitored by the Dean of Student Services, both Boards have their assigned personnel who updated as instructed by the boards, the Fiscal policy is monitored by the TMCC comptroller, the Personnel policy is monitored by the Human Resource Manager, and the Faculty Policy is monitored by the Dean of Academic Programs. The overall monitoring of all policies are done by the President and all changes must be ratified by the Board of Directors.

The financial management of TMCC has evolved immensely over the last several years. TMCC has made every stride to ensure that we are following best practices when it comes to the financial management of our institution. TMCC has strong fiscal policies in place, a fact which is ratified by Board of Director approved, clean audits year after year. We have very educated and dedicated individuals managing and operating our financial affairs. Furthermore, our fiscal office staff is well trained and continues to be trained in today best practices. We are currently undergoing training in a new budget module which will be run through the Jenzebar system. This change will give us weekly updates and statuses of all our programs and moneys. This will enable us to keep abreast of your current financial situation. This will enable us to maintain integrity in our financial affairs.

In the Personnel policy, we have addressed a number of areas that has assisted with inclusion of faculty and staff in the decisions and planning at TMCC. Faculty is directly involved in teaching and conducting research, and they determine the content of curriculum, degree and certificate requirements, standards of instruction, student achievement standards, grading and assessment of student learning. Faculty has the primary role in interviewing and selecting candidates for academic hires in all academic areas. (page 25 of Focus Visit of 2008)

Staff are directly involved in shared governance, by the establishment of a staff committee, and the selection of a staff representative on the Administrative Council (advisory to the President).

Turtle Mountain Community College (TMCC) has taken several positive steps to ensure faculty and staff inclusion in the decision making and planning at TMCC. A major step is to reaffirm the institutional committees that have been enacted by the Board of Directors and stated in policy. These committees serve as a basis for shared governance within the institution. It has been the duty of the college administration, faculty, and staff to serve on these institutional

The Turtle Mountain Community College implores teamwork in personnel policy creation and modification to ensure the integrity of the institution. It is essential that the rights and responsibilities of our staff and faculty are clear and understood. We invoke a transparent and inclusive system when personnel policies are being created or modified, as TMCC strives to stay ahead of an ever evolving world.

Turtle Mountain Community College utilizes a detailed process for policy creation and modification. This process consists of a team effort including Human Resource Manager and our Administrative Council which includes college staff and faculty whom are assigned as representatives to assist within the process.   The Turtle Mountain Community College arranges times to meet to speak specifically to policy. These meetings and their resolve are documented by the Administrative Council through meeting minutes. Students are also involved in the process as a representative from the Student Senate attends all Board of Directors and Trustees meetings. This allows them the opportunity to have a voice during in all TMCC matters. When policy is proposed at a meeting, then follows a thirty day comment period and at that time everyone, including the public, has the opportunity to voice any comments and or concerns.

Core Component   2.B. ***The institution presents itself clearly and completely to the public with regard to its programs, requirements, cost to students, faculty and staff, control, and accreditation relationships.***
Information relevant to this core component is included in the TMCC 2012-2014 catalog (pp. 16-17, 19, 34-35, and 62-168) and on the TMCC website www.tm.edu in sections:
> Faculty & Staff-Campus Directories
> Faculty & Staff- Governance

TMCC's website is an ever changing site that includes the daily activities and all relevant information on TMCC to the public and our students.

Information regarding current programs, requirements, and cost to students are also shared with the public through local radio broadcasts, newspaper, recruitment events, brochures, and posters. Institutional Governance is also addressed in the TMCC Policy Manual section 1.1.000, 2.0.000, and 3.0.000. Accreditation is addressed in section 1.2.0020 of the policy manual.

Core Component 2.C.

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

1. *The governing board's deliberations reflect priorities to preserve and enhance the institution.*
2. *The governing board reviews and considers the reasonable and relevant interests of institution's internal and external constituencies during its decision-making deliberations.*
3. *The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*
4. *The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

TMCC Governance

The Turtle Mountain Band of Chippewa Indians chartered the Turtle Mountain Community College (TMCC) in November of 1972. The tribal charter established a two tier governance structure; the Board of Trustees and the Board of Directors. This unique governance structure provides an assurance of continuity in the operation of the institution. While there have been instances of fluctuation in the membership of the Board of Directors (due to term expiration and/or resignation as a result of employment within the institution) the Board of Trustee Members in the six (6) lifetime positions has remained extremely constant, with over 139 cumulative years of service.

Over the past three (3) years, 2009-2012, there were some significant disruptions in the performance of the Board of Directors. As a result, the Board of Directors and Board of Trustees analyzed, studied, and made changes, including a major review/revision of the by-laws and policies. These changes provided an environment of positive change and re-establishment of cooperation and effectiveness.

The governance structure is outlined below, and is taken directly from the Turtle Mountain Community College Policy Manual (TMCC Policy Manual).

1.1.0 INSTITUTIONAL GOVERNANCE

1.0010 BOARD OF TRUSTEES

This is a ten-member board appointed by the Tribal Council. The purpose of the Turtle Mountain Community College Board of Trustees shall be to advance and promote educational, economic and other opportunities on the Turtle Mountain Band of Chippewa Indian Reservation by seeking out and appointing competent Tribal members to serve as Director of the College and thereafter to serve as a resource for advice to the aforementioned Board.

2.0030 COMPOSITION

The Board of Trustees shall be composed of ten (10) members appointed as follows: six (6) at large members appointed for life by the Tribal Council; two (2)

members who are members of the Tribal Council appointed by the Tribal Council, and two (2) members who are students attending the College selected as provided in the student Constitution; all of whose qualifications are set forth in the restated Charter of the College.

1.0020 BOARD OF DIRECTORS

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

A quorum of the Turtle Mountain Band of Chippewa Indians Tribal Government Body adopted Tribal Resolution 678-11-72 on November 09, 1972. The purpose of the resolution was to provide record of support for the Turtle Mountain Band of Chippewa and to allow the Turtle Mountain Community College to operate under the authorization of a Tribal Charter.
On September 8, 1976 Turtle Mountain Community College, INC. filed the Articles of Incorporation with the state of North Dakota. The Articles of Incorporation determined the legal structure of the college.

The Boards of Trustees and Directors created and adopted bylaws which allowed for the governing and internal management of the college. For the purpose of this report the adopted bylaws of 2007 were reviewed.

The bylaws of 2007 Section One Introduction addressed the following: Institutional Governance, History and Accreditation, Philosophy, Mission Objectives, Institutional Goals, Government and Organizational Structure and Committees.

Section I.1.0010 Board of Trustees describes the makeup and purpose of the Board of Trustees. In summary this section states that the Board of Trustees would be a ten member board appointed by the Tribal Council. This board would consist of two representatives from each of the following: Tribal Council, tribal programs, business and industry, students and local service agencies. The purpose of this board is to advance and promote educational, economic and other opportunities on the TM Reservation by seeking out and appointing competent tribal members to serve as directors of the college and to serve as a resource for advice to the Board of Trustees.

 Section I.1.0020 states that the Board of Directors is a five member board which is elected to serve as the policy making body of TMCC. This board is charged with oversight and control of the college as well as having the legislative responsibility of formulating public policy. Also within these bylaws there were sections for the Board of Trustees and the Board of Directors. Each section defined the roles of the individual boards; however, there were sections in which shared governance was identified. For example, Section II.8.0030.08 Power of the Board states that the "Board of Trustees shall share the power with the Board of Directors to appoint and release the Turtle Mountain Community College President."   Another example of shared governance can be found in Section II.9.0010 Standing Committees and II.9.0020 Special

Committees. Within these sections it describes the allowable composition of the committees, tasks that the committees could undertake and the governance boards to which they would report their findings and/or recommendations.

Within Section III.2.0080 shared governance can also be inferred in that it states "The Board, responsible to the Board of Trustees who in turn are responsible to the Turtle Mountain Band of Chippewa Indians, and sensitive to their hopes, ambitions and needs shall have the legislative responsibility of formulating broad public policy for community college education in the service area. As the policy making body of the Turtle Mountain Community College, the Board shall be charged with the oversight and control of the college. The formulation and adoption of written policies shall constitute the basic method by which the Board exercises this leadership in the operation of the college." Further Section II.8.0030.08 states one of the duties of the Board of Directors is to "Appoint or release the President of the College after consultation with the Board of Directors." Note: Documents referenced in this section can be found on TMCC's NCA Integrity site.

It is known based upon review minutes of Special Meetings of the Boards held on August 30, 2010 and September 7, 2010 that the bylaws were amended and adopted and these documents were submitted to the HLC for review. The amended Bylaws and Policies were officially adopted by the board of directors on February 27, 2012. This document can be found on TMCC's website.

Additionally, there was a period during 2009 that the school community voiced concerns regarding governance issues. Board minutes of 2009 were reviewed and meetings from March through August seemed to indicate there was friction between the Board of Trustees and Board of Directors and that the Tribal Government was asked to assist. Minutes referenced executive sessions of the board as well as pertinent documents such as tribal resolutions. These documents were not accessible for review on the college web page.   Note: Board Minutes from March 2009 through August 2009 can be found on TMCC's NCA Integrity site.

In conclusion, based upon contents of the Articles of Incorporation and Bylaws, it is evident that the governing boards consider the need to preserve and enhance the institution for the longer term and that there is consideration regarding the reasonable and relevant interest of the internal and external constituencies.   However insufficient or inaccessible information and/or documentation made it difficult to thoroughly ascertain the cause of friction that occurred in 2009.

Core Component 2.D.

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

Turtle Mountain Community College's commitment to freedom of expression and the pursuit of truth in teaching is evidenced in the TMCC Faculty Policy Manual, which can be found on TMCC's website. Section 6.2.0070 states *"Essential to the realization of these ideals is a free and open academic community, which takes no ideological, or policy position."* Adding further

to this commitment, in section 6.2.0070.01 the college takes the position that *"The instructor is entitled to full freedom in lecturing or conducting demonstrations in their subject or field of competence."*

Turtle Mountain Community College's commitment to freedom of expression and the pursuit of truth in <u>learning</u> is evidenced in the TMCC Catalog and the TMCC Student Handbook – both of which can be found on TMCC's website. Statements supporting this position are listed under the heading of Right to Higher Education in the Student Rights and Responsibilities section, which can be found on page 50 of the TMCC Catalog and page 7 of the TMCC Student Handbook.

The TMCC Catalog states the students have the *"Right to freedom of speech and expression"* along with the *"Right of academic freedom."* The TMCC Student Handbook includes the *"Right to speech and assembly"* along with the *"right of academic freedom."*

Core Component 2.E.

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

1. ***The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.***
2. ***Students are offered guidance in the ethical use of information resources.***
3. ***The institution has and enforces policies on academic honesty and integrity.***

In a relationship of student to instructor and staff member of TMCC, misunderstandings can develop. Therefore, it is imperative that a formalization of procedures be developed to disarm any situation that can develop and also give the student an avenue for correction of a problem. It is the intent of this policy to alleviate any feelings of retribution or prejudice that can arise from problem situations. To assist the student, instructor, staff member, and the College in arriving at a fair and unbiased decision, this procedure will strive to assist in resolving disputes and conditions.

TMCC is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, sexual orientation, national origin, or disability. In adhering to this policy, the College abides by the requirements of Title IV and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, by sections 503 and 504 of the Rehabilitation Act of 1973, and by other applicable statutes and regulations relating to equality of opportunity.

A student has the responsibility to abide by the rules, acceptable student conduct, regulations, and policies of TMCC. A student has the responsibility to treat TMCC employees, facilities, equipment, and other students with courtesy and respect. A student has the responsibility to uphold the school's standard of student conduct relating to academic honesty. A student has the responsibility to assume full responsibility for the content and integrity of the academic

work they submit. A student has the responsibility for submitting accurate information. A student has the responsibility for discharging all legal obligations. A student has the responsibility for completing all class assignments.

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

Student conduct regulations apply to actions on college premises and at college sponsored activities off campus. In addition, students must also abide by tribal, state and federal laws. Failure to meet the following standards of conduct may result in disciplinary action. However, the regulations do not define misconduct in every circumstance.

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

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

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

Individuals should understand that the College encourages reporting of violations and makes available numerous options for reporting. Individuals are encouraged to report violations to their immediate supervisor, but may also report to the administration. College policy states that all reports will be investigated.

Reports of suspected violations may be made confidentially or anonymously. However, the more information given, the easier it is to investigate the suspected violation. The College will take all appropriate steps to ensure the level of confidentiality desired; however, sometimes the College's legal obligations to investigate or address a violation will override the individual's wish for confidentiality.

Academic honesty and how it is communicated to students is addressed in two sections of the TMCC Policy Manual under the Faculty Section and in the TMCC Student Handbook. Faculty

procedures for informing students of academic honesty are cited in sections 6.5.0020, 6.5.0040, and 6.8.

Academic Misconduct is addressed in the TMCC Student Handbook, pg. 9, where academic honesty and expectations are defined to students.
These can all be found on the TMCC website (www.tm.edu) under section Faculty & Staff, TMCC Policy Manual. However, section 6.8 which identifies specific syllabi requirements has not been included on the website. The Academic Dean is addressing this issue and will be updated accordingly.

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Criterion 2 Summary

The Turtle Mountain Community College (TMCC) is committed to Criterion Two: "The institution acts with integrity; its conduct is ethical and responsible." It is exemplified on a daily basis throughout the college. The Turtle Mountain Community College (TMCC) is committed to ethical and professional conduct. The College's leadership expects that each individual performing any activities on behalf of the College will adhere to those standards in the performance of their duties.

Chapter 5

Criterion Three

CRITERION THREE
Teaching and Learning:
Quality, Resources, and Support

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

Core Components
3.A. The institutions degree programs are appropriate to higher education.

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

For the past forty year, TMCC has been providing high quality higher education degree programs that support the community of the Turtle Mountain Band of Chippewa Indians. The TMCC catalog serves as the main source of data for this particular criterion. Programs of study for the Associates, Bachelor's and Certificate degrees as well as course requirements and student academic expectations are clearly defined in this document.

TMCC degree programs target three primary markets: job preparation, 2 plus 2 transfer, and professional careers in education. Each program of study offered at TMCC includes Student learning goals in communication, mathematics, science, humanities/social science, culture/diversity, critical thinking, and technology. A matrix of general education courses is presented within the TMCC catalog that clearly defines each of these seven general education learning outcomes. As new programming is added to the overall college offerings, this matrix is used as a reference in order to ensure compliance with the college's general education program philosophy as well as specialized program requirements for degree attainment or transfer to a four year institution. Each program area while consistent in the approach to TMCC's Mission and Institutional Goals, offers robust diversity within individual departments in an effort to meet the multiple educational needs and goals of the student population.

 Academic programs are reviewed each academic year by department chairs (evidenced by meeting minutes), the Academic Dean and participating faculty (Academic Standards meeting minutes), the assessment coordinator (annual assessment report) for content relevance and pedagogical soundness. Data is collected regarding student satisfaction (student survey), academic progress (student GPA and persistence data), and degree completion (Title II and IPEDs report for student completion rate). Based upon these data program revisions and/or modifications are made to better suit the overreaching goals of the program. In some cases state or federal mandates alter the degree plan which affects those students who are admitted to the program after the mandate becomes a legally binding part of the degree needed for state or federal licensure.

The TMCC catalog clearly defines the number of required credits necessary to complete the Associates of Applied Science, Associate of Arts, Associate of Science, and the Bachelor of Science degree in Early Childhood, Elementary and Secondary Science.

Residency Requirements:
Transfer students must earn a minimum of fifteen (15) credits at TMCC prior to graduation for an Associate degree and (30) credits for a Bachelor's degree and must be enrolled at TMCC during the final semester of anticipated graduation.

GPA Requirement:
Student must have achieved a cumulative grade point average of 2.00. Note: Some programs may require a higher GPA.
*HLC/NCA has specific requirements we meet in our graduation requirements.
*Early Childhood, Elementary and Secondary Science Teacher Education majors must meet the requirements of the Education Department.
*Nursing students must meet the requirements of the Nursing Department.

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

Regardless of the program selected, each student is expected to complete a unique core of general education courses that broadens the individual's skills to engage as an active contributor to society at large and the community specifically. The general education curriculum strives to produce students who are able to think critically, use technology effectively, problem solve, and most importantly gain a better understanding of the cultural heritage of the Turtle Mountain Band of Chippewa Indians.

The **Matrix of General Education Courses** (TMCC catalog pgs. 62-65) indicates which class offerings meet the General Education Requirement (GER) for the Bachelors of Science Degree, Associate in Arts Degree, Associate in Science Degree, and associate in Applied Science Degree, Certificate Program, and Diploma Program. Courses included in the GERTA column are approved by the NDSU institutions as meeting the requirements of GERTA.

Each program of study clearly states the goals and mission in the institution's catalog for the Associate, Bachelor and Certificate programs.

Each degree and/or certificate program is reviewed through multiple venues, each with a specific purpose in the overall decision making process that reflects those areas of program weakness or strength or relevance to the current job market. The primary source of data for the further refinement of a program is student feedback (survey, pre-post tests) and instructor assessment (FARM report, faculty evaluation by students, faculty evaluation by supervisor, faculty evaluation by institutional effectiveness coordinator). Based on the findings of these data, the overall program is evaluated by the department chair and those findings are brought forward to the Academic Dean for study. Each program is independently evaluated on a rotating schedule

that can be evidenced in the TMCC Assessment Manual (TMCC Assessment Manual, 2011 pg. 11).

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

TMCC offers courses on various instructional platforms (face to face, online, IVN, and hybrid) which allows greater opportunity for non-traditional as well as traditional students to engage in higher education. In cases where the same course is offered in multiple applications, the syllabus and textbook must be the same and in most cases student course artifacts should also be the same. Prior to being offered on the academic schedule the course must be presented to the Academic Dean and further the Academic Standards Committee. The faculty member offering the alternative instruction method of the course has an opportunity to answer questions from the Dean and Academic Standards committee members regarding course content and delivery. A document in progress is an On-line/Technology Delivery Assessment Manual which will provide even greater consistency in the design and development of complimentary alternative courses.

Dual credit college courses allow students to receive both high school and college credit and are authorized according to the provisions of North Dakota Century Code 28-32-01.
High school students can enroll in college courses and earn credits that count toward high school graduation as well as toward a college certification or degree. It is expected that those students who enroll in dual credit coursework will engage in the same academic rigor as college level students in the course on campus. Again the same text and similar artifacts are required for the completion of the course for dual credit.

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

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

The Turtle Mountain Community College Institutional Mission Statement declares that TMCC will focus "on general studies, undergraduate education, Career and Technical Education, scholarly research, and continuous improvement of student learning" (Turtle Mountain Community College Catalog 2011-2012, p.15). The Turtle Mountain Community College Institutional Goals includes an "academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe.

 TMCC Catalogue 2011-2012 specifically outlines the General Education course requirements for all degree programs and certificates offered. The General Education curriculum is meant to provide all students with a foundation from which further academic pursuits may be pursued

with success in any number of degree plans. While the various programs of study range in General Education course requirements, each compliment of general education courses provide the necessary skills for continued success in the degree sought:

- 35 in the Clinical/Medical Lab Technician Program AAS degree (page 78)

- 26 in the Early Childhood Associate's degree (page 70)

- The Nursing Program differs in that **Prerequisites** are listed and total 42 credits required (page 79)

- Most Certificate Programs require less General Education credits ranging from 6 to 10 (pages 82-87)

- The Bachelor of Science in Teacher education requires approximately 60 credits dependent on the specific PreK-12 classroom discipline selected for a major.

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

TMCC's philosophy of General Education is grounded in the belief that a multi-faceted array of concepts and experiences enhances and broadens student's abilities to contribute to a more vibrant, ethical, progressive, and responsible society. General Education will produce students who can think critically, use technology effectively, understand the culture of the Turtle Mountain Band of Chippewa Indians, solve concrete problems, and apply their skills and competencies to benefit themselves and society, with an emphasis upon contributing to the success of the Turtle Mountain Band of Chippewa Indians". (Turtle Mountain Community College Community College Catalog 2011-2012, pp. 46 to 49).

TMCC understands the student population is diverse in learning proficiency therefore scaffolding is important in demonstrating how the acquisition and application of broad learning skills is important. In addition, the catalog clearly defines pre-requisites for numerous courses which helps to guide students through the process of academia. Curriculum design at TMCC is built upon an understanding of how one course builds upon another ultimately culminating in life long knowledge and skills applicable to active participation in the evolving workforce.

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

The general education plan of study includes study in technology, fine arts, communication, sociology, psychology, mathematics and reading/writing skills. The curriculum is designed to meet the needs of all students as they approach their future within the community and beyond. For many of the degree plans and programs of study at TMCC a set of technical exams must be passed in order to meet industry standards. Allied Health, Career and Technical Education and Teacher Education are all required to meet these criteria

In order for students to have the greatest opportunity for academic success, they are required to take placement test in the core content areas (Math, Language Arts, and Science). The scores from these test allow for students to have a better understanding of which courses they should enroll in in that first attempt at college level coursework. Education is essentially an exercise in skills building.

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

TMCC provides many Native American cultural and language courses above and beyond the one or fewer multicultural courses offered by other mainstream institutions of higher education within the state of North Dakota as evidenced by the GERTA Gold and Silver pages. The significance of the additional culturally-based course offerings is directly tied the tribal college's mission and community driven goals that are the basis of the cultural climate of TMCC.

In the Bachelor's degree plan students are expected to fully understand the mechanisms of the Bureau of Indian Education which may directly affect their daily work environment and a diverse sampling of school systems that include charter and full immersion schools as well as parochial learning environments. Within the Department of Arts and Humanities, and Social Science students are exposed to a broad perspective of the world in which they live historically, linguistically, and socially. The Department of Math and Science takes the diversity of Nature and frailty of the planet as a medium in which to discover the many cultural ways of humanity.

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

Although TMCC is not a tenure track institution, the faculty have shown great initiative in pursuing research-based scholarship. In the process many faculty members have invoked the assistance of students to cooperatively participate in scientific discovery. The outcome of this partnership has been an increased awareness of the importance of approaching inquiry from a perspective of a young scientist.

Faculty exchanges for the purposes of research have occurred between Turtle Mountain Community College and the University of North Dakota. During the time spent on the TMCC campus the visiting faculty member continued in his research, invited student participation, and also involved resident faculty in his study. These types of articulations are encouraged in the future and culminate in greater involvement of student in the academic process.

The following table lists current and recent TMCC research projects, the researcher(s) conducting the research, and any 4-year college or university faculty collaborators:

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

Online vs Face to Face success rates in TMCC Mathematics courses	Miles Pfahl	Dr. Bill Martin, NDSU	2012-13

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

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

Turtle Mountain Community College supports a conservative number of full time/adjunct faculty. Data describing the 2011-2012 school year (excluding the summer semester) is 35 full-time, 28 adjunct faculty. These faculty members were responsible for instruction in 229 courses in the Fall 2011 semester and 230 courses in the Spring 2012 semester. The total number of courses offered under the direction of these instructors for the 2011-2012 academic year was 259.

Data linking the number of classes that were seen as either at capacity (25 students) or near capacity (within two seats) were also evaluated in order to determine which courses fill or are most likely to have an overload of students. As reported by the TMCC registrar: Full classes (at capacity) for Fall 2011 equaled 41 (28 being marked as full); full classes (at capacity) for Spring 2012 equaled 42 (38 being marked as full from the registrar). The total number of courses affected by size for the 2011-2012 academic year was 83. Classes that appeared to fill up most often were core classes for the general education degree. Faculty involved in teaching these courses which are habitually full or within two seats of capacity express overt frustration with the rigor of academic load they were expected to maintain while holding true to other non-teaching responsibilities required by the institution.

Due to the institution's conservative approach to human resources it is unlikely that there will be changes in the near future with regard to filled classes and/or faculty workload. Suitable standards for the recruitment and hiring of new faculty at TMCC are directed through the HR director. Assistance with the technical details of a faculty position is facilitated by the department chair and other faculty within the same department. Through this partnership between HR and the Department Chair, suitable credentials are established for any faculty member newly hired to the institution.

Non-classroom roles of faculty are clearly outlined in the TMCC Faculty policy manual: "The functions of a full-time faculty member are divided into the four categories: teaching, advising, scholarship, and service to the College and the community." (Section 5-2.0050). At present, the bulk of faculty time is spent in course instruction. Student advising also requires much time and

effort by full-time faculty. While TMCC has shifted to on-line class registration and advising through Jenzabar, many students still prefer to discuss their plan of study face-to-face. With instruction and advising being such prominent faculty responsibilities, little time is left for service to College and community, and essentially no time for the pursuit of scholarship.

Faculty delineate their student expectations in the course description and syllabus. Some programs of study (teacher education, allied health, nursing) have specific student expectations that are profession standards-based and require high stakes tests to measure student competencies leading to a conferred degree. Thus faculty are responsible for providing supportive formative assessments of academic progress in order to prepare students for these national/state exams. Based upon student performance data, faculty

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

All faculty are appropriately credentialed adhering to HLC recommendations. All faculty are required to have a degree above the degree they are instructors for. Records involving specific credentials of each faculty member involved with course instruction in all areas outlined in this benchmark are securely held by the TMCC Human Resource Director. Public record of the faculty/staff credentials are listed on the TMCC website: www.tm.edu

With regard to the credentials of instructional staff, the Academic Dean utilizes a template from which to post each teaching position based upon the specific credentials required of the position. Only those fitting the requirements are considered viable candidates for the position. The North Dakota Department of Public Instruction has defined dual credit courses as regular college level courses and therefore should invoke the same rigor and pace. In a memorandum dated August 20, 2012 the Chancellor for the North Dakota University System and the North Dakota Superintendent of Public Instruction delineated the standards by which all dual credit courses are to be held accountable. Primarily with regard to the dual credit instructor the standard states: "Instructors teaching credit-bearing college level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus." In addition the memo specifies that "Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties."

Adjunct faculty (contractual) are hired on an as needed basis at the discretion of the Academic Dean. Adjunct are expected to meet the credentials as closely as possible with respect the course level and content material.

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

In accordance with the institutional effectiveness plan, all faculty members are evaluated by the students in their classes as well as their supervisor on a yearly basis. The institutional schedule for the evaluation process of all employees is outlined in the TMCC policy manual in section 5. 0010 EVALUATION PROCESS. The faculty evaluation schedule follows the prescribed time table with the added notations specific to faculty:

2.0100 EVALUATING FACULTY **The philosophy of evaluating faculty performance is in keeping with the objectives of the College. Evaluations can determine faculty strengths and weaknesses. Methods of evaluation to be employed shall be the following: student evaluation forms, self-evaluation methods, peer evaluation, and faculty contributions shall be given priority in planning and implementation. The [Academic] Dean will periodically perform class observations without prior notice.   Department chairs were instituted in 2008, and they assist the Academic Dean in the evaluation of faculty in their specific department (faculty Policy).**

Data from these evaluations are compiled and presented to the faculty member for study. After review of the data a meeting is held between the faculty member and his/her supervisor to discuss the results of the evaluations and discuss a future plan of action to address areas of weakness. TMCC policy states, "The Turtle Mountain Community College expects excellence from every employee in the daily performance of their duties and responsibilities. Their performance is measured through fair and equitable evaluations.

The process of evaluation is essential for the continuous and measureable improvement of the employee." Thus a supervisors meeting called by the Human Resources Director is held once during the academic year for the dispensation of the evaluation materials and instructions to all TMCC supervisors with regard to the timeline set for the collection of the data and reflection upon the results by all parties involved. In addition to student and institutional evaluations, TMCC personnel may be subject to departmental evaluations on criteria specific and unique to the discipline of their work performed at the college.

The evaluation process often provides support of faculty Individual Professional Development Plan (IPDP) narratives. The IPDP is drafted yearly and defines areas identified by the faculty member critical to continuous professional enrichment. Through participation in advanced course work, engaging in professional literature, attendance at professional conferences, independent research, active integration of Indian traditions, practices, and perspectives into course materials and procedures TMCC faculty strengthen their professional practice which ultimately leads to robust course offerings for all students at the college.

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

Faculty are recruited to the college through multiple public announcement venues which include newspaper, radio, TMCC webpage, and professional journals. Once applications are received the Human Resource (HR) Director reviews the materials to check for appropriate academic credentials for the position as well as completeness of the application packet. Those applications that do not meet the criteria are eliminated from the pool of viable candidates for the position. A hiring committee is selected by the HR Director once the position reaches the closing date or if there are sufficient applications from which to select from for the position.

The hiring committee is comprised of faculty, administration, and staff; with a minimum of two committee members from the department recruiting for the position. Each application presented by the HR Director is reviewed by all committee members and assigned a score. Theses scores are based upon a matrix provided by HR. The scores are then tallied by all members on the selection committee and a decision is made regarding interview opportunities for the candidates. The same committee members participate in the interview process should an interview be recommended. The decision to hire made by the committee is then forwarded to the President in the form of a memo. The President has the option of either concurring with the committee's recommendations or asking for the position to be reopened in order to review more candidates.

Once hired, faculty are expected to maintain their professional status through the most appropriate means for their unique discipline (licensure, continued credentials or endorsements) in order to comply with TMCC's institutional philosophy (www.tm.edu). TMCC policy provides guidelines for all faculty in the systematic planning for professional development to service both the institution's needs for high quality teaching professionals as well as the needs for those professionals to continue to grow in their area of expertise.

Therefore each faculty member is responsible for the development of a yearly Individual Professional Development Plan (IPDP) which strategically maps a plan toward fulfilling the professional development needs of the instructor. The IPDP is designed to be a long range plan of action, however each academic year it is updated to more accurately reflect the needs and goals of the faculty member and institutional vision, mission and strategic plan. The IPDP is then submitted to the Department Chair for review. A copy is kept with the Chair and another given to the Academic Dean. Generally these copies are held in a digital format for ease of access and revision.

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

According to the TMCC Policy, Section 6-Faculty, **The functions of a full-time faculty member are divided into the four categories: teaching, advising, scholarship, and service to the College and the community.** With respect to advising the expectations are clearly delineated in the following policy statement: **Next to instruction, advising students is the most important faculty role. Beyond the basic procedures of posting schedules and maintaining office hours, faculty are obliged to provide timely, accurate, and sensitive advice to students. While academic faculty do not function formally as counselors, they bear a responsibility to listen attentively, to advise carefully, and to refer students for professional counseling and services**.

Regardless of whether courses are offered online, IVN or in the traditional classroom setting, all faculty (adjunct and full-time) are expected to provide the student with reasonable office hours. Information is conveyed to students through the syllabus and postings at the office of the faculty member. In addition, students are able to access the TMCC academic calendar from the website as well as on their Jenzabar account. The calendar provides timely information regarding registration, add/drop, financial aid disbursement, and holidays when no classes are held.

Students are most successful in contacting faculty through email. Other methods include Jenzabar, and the iTechnology REMIND 101 which allows students to be contacted quickly via their cell phone texting feature.

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

TMCC Human resource capital dedicated to student support have multiple professional credentials that are specific to the service they provide. Zhaawbii is a tutoring service that assists students in language arts. Staff members in this department are credentialed instructors and administrators who have held a teaching license through the North Dakota Standards and Practices Board. The Zhawbii director has a Master's in Education. The Student Support Services Program (TRIO) is sponsored by the Department of Education and provides first generation college students with multiple services which include counseling, tutoring, and access to technology. Staff within this department hold upper level degrees in Counseling, Human Resources Business and Management. Each year the personnel in this department participate in regional professional development meetings and workshops that enable them to upgrade the level of TRIO services that are able to provide TMCC students.

The Financial Aid Department assists students in procuring support for their college education. The director is currently ABD in an Education Leadership program, while the support staff hold Bachelor's degrees in business and accounting. The scholarship technician holds an Associate of Science degree.   Each member of this department work one on one with students on a daily basis to assist with the completion of forms and applications that may lead to financial support of their education. Financial literacy workshops are offered to the student population twice yearly and are open to the general Turtle Mountain community. In order to stay abreast of the significant changes in federal and state regulations regarding student financial aid, the staff of this department attend state conferences twice yearly as well as the annual National Association of Student Financial Aid Administrators conference.

In addition to the services offered by TMCC's TRIO, Student Services Department and Financial Aid departments, are the cultural/traditional health and well-being services (Anishinabe Michif Abiwin-First Nations Room) offered on campus to any student who wishes to learn more about the Anishinabe ways and/or seek spiritual counsel. Students can learn about the drum, traditional songs, stories, language and medicines. Support in learning the traditional ways and stories of the Anishinabe people are offered not only to students but to faculty and staff at TMCC as well as the entire Turtle Mountain Community. Staff in this department hold a Master's degree and

seeks professional development enrichment through language and cultural immersion experiences on other Indian reservations and tribal colleges.

The Student Services Department serves as a central hub for the college. This office is most often the first one that is entered when a student initially seeks information regarding a college education. Within this department is the Dean of Student Services, the Registrar, Admissions Technician, and switchboard operator. The supervisor of the department is an ABD graduate student, while the Registrar holds a Master's and the Admissions Technician a Bachelor's degree. Due to the highly sensitive nature of the documents within this department regular attendance at specialized professional development conferences is vital. Collectively Jenzabar module training has occurred several time over the course of an academic year. In addition, these staff members attend the National Academic Advising Conference and the North Dakota chapter of the American Association of Collegiate Registrar and Admissions Officers meeting.

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

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

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

Together the department/offices of Financial Aid, Academic Records, Career, Personal, Financial and Behavioral Counseling, Job Placement, Traditional Ojibwa/Mitchif Health, Wellness and Spirituality, and Zhawbii Learning Center work in unison to provide the most comprehensive services that support personal growth and learning of every student at TMCC. Staff members within each discipline have professional credentials and ongoing training in their targeted support area. In the case of traditional health and well-being the staff are both professionally credentialed and supported by the Turtle Mountain Band of Ojibwa to provide these services for all students at the college.

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

The Student Support Services Program is sponsored by the Department of Education and is a part of the TRIO program. Student Support Services (SSS) assists students who are low income,

physically impaired, and first generation college students. The function of SSS is to help the student experience success in college. Student Support Services is an academic support program that assists students to initiate, continue, or resume their college education. All services are available to eligible students at no cost.

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

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

Students are encouraged to take advantage of this opportunity to better their chances for academic success. TMCC students may participate in the program as often as needed. The SSS department staff are poised to assist eligible students in overcoming a wide variety of difficulties that present obstacles such as an inadequate educational background and at home access to technology and the internet. The goals of the SSS/Trio program include: (a) increase student retention and academic capabilities culminating in higher graduation rates for TMCC, (b) increase the transfer rate of TMCC students from two year to four year institutions, and (c) foster an institutional climate supportive of the success of economically disadvantaged, first generation and physically handicapped students.

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

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

This process provides for checks and balances between student, advisor, and registrar in order to ensure that students only enroll in courses that they have sufficient background knowledge in (remedial or otherwise) for ultimate academic success. Students are not penalized for taking remediation courses through financial aid. Remedial courses are not included in the maximum number of credit hours attempted or successfully completed toward completion of the degree unless they are required in the program of study (TMCC Catalog 2012-2014 pg. 40).

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

All TMCC Faculty are student advisors and every faculty is assigned students who are declaring a program of study in their areas such as, Associate of Arts, Associate of Science, Certificate programs, and Bachelors. Faculty must sign off on student's registration each semester and meet with students for advisement of their programs of study. All of which is documented thru the Jenezabar enrollment services program.

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

High quality accurate student advising is crucial in order to meet the academic goals of each TMCC student. TMCC policy speaks directly to the role of faculty in addressing advising of students: 1.0030 ADVISING **Next to instruction, advising students is the most important faculty role.** Thus, advising responsibility lies primarily with faculty within each program department or degree option (ex. Career and Technical Education, Teacher Education, Allied Health, Associate of Science, Associate of Arts, Associate of Applied Science, etc.).

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

Students at a distance are offered all of these same advising services through the online application. Jenzabar affords greater flexibility in the manner in which the programs and services are offered to all students at TMCC. In the event of technical problems students can contact the IT department on campus via email or face to face to discuss problems with access to their Jenzabar account. Jenzabar training is offered to all students and faculty in order to provide a seamless articulation between students, faculty and staff in accessing registration, coursework, grades, and communications from the other college departments (financial aid, student records, business office) that will assist the student in successfully participating in higher education.

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

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

Advantages to this system are numerous for all parties involved as it provides transparency for students in the development of their schedules and future academic plans. Registration is streamlined as students are not required to have time slots with their advisors. They are instead able to register online, and then request approval for their schedule from their advisor. The advisor receives a notification in the form of an email to approve the schedule. Adjustments are made at this point to ensure that the student has enrolled in the correct courses to meet the requirements of their degree plan. If there are discrepancies the student or advisor can request a face to face meeting in order to resolve the problem and put forth a suitable schedule to meet the needs of the degree.

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

The most prominent change to TMCC's infrastructure is the wind turbine which can be seen from miles around. This cutting edge green technology serves as a strong indicator to all who come to the main campus of our commitment to conserving the vital resources of our fragile planet. The turbine was funded through a partnership between TMCC and the U.S. Department of Energy and helps to defray some of the electrical costs of the main campus. Since the last visit by the Higher Learning Commission TMCC has added/renovated multiple buildings and facilities on all three campus sites. A new Career and Technical Education building funded through a cooperative between HUD, EDI and Title III was constructed on the main campus acreage. This building houses the building trades curriculum, auto and process power plant instruction.

Also newly constructed on the main campus are the Student Union and the Zhaabwii Learning Center. The Student Union is a 6900 square foot facility that houses the TRIO program administration and staff for TMCC. Students are able to access a number of support services in this one centralized location such as tutoring, job placement and counseling. In addition, the Union serves as a place for student clubs and organizations to hold meetings, access computers and printing, and simply relax and socialize with other students in a comfortable welcoming environment. The TRIO Director sponsors a weekly meal for all students, faculty and staff. Support for this unifying activity is largely through donations from faculty and staff in the form of food and supplies.

The Zhaabwii Learning Center was constructed from existing space adjacent to the TMCC library. Over 40,000.00 was invested in computers, iPads, printers, video technology, furniture, and support materials (total inventory = 76K) in order to bring the highest quality student support services in the discipline of Language Arts. Tutors are available and students are tracked for positive academic outcomes by the Zhaabwii staff. Other departments within the college make referrals and develop Action Plans for students at risk that include guided services through the Zhaabwii Learning Center.

The Nursing Center is located along the shores of Fish Lake and houses all the technical materials and supplies, faculty and staff to support the Nursing and Allied Health degree plans. This 7000 square foot facility is equipped with the latest health career technologies which include Site on the south campus, renovations The nursing building houses Project CHOICE (Choosing Health Opportunities for Indian Career Enhancement) which is sponsored by a Health Professions Opportunity grant from the U.S. Dept. of Health & Human Services to provide TANF (Temporary Assistance for Needy Families) recipients and other low-income individuals with the opportunity to obtain education and training in the health care fields in response to the high need areas of health care. The goal of the TMCC Project CHOICE is to provide health career opportunities to 165 TANF and low-income students over the grant period of 5 years in one of the Allied Health programs or the gateway programs. TMCC is one of 36 six sites which have received this grant (5 tribal colleges: Alaska-Cook Inlet Tribal Council, College of Menominee Nation, at Keshena WI, Blackfeet Community College at Browning MT, TMCC & Cankdeska Cikana Community College, Spirit Lake Nation).

The five areas specifically targeted are:
  -Nursing (includes pre-nursing & CNA).
  -Medical Lab Tech (includes Phlebotomy).
  -Pharmacy Tech
  -Health Information management.
The Gateway program is for students who are pursuing a health career that is not offered at TMCC. These students meet all basic requirements at TMCC and then transfer to other institutions of higher education to complete their degree in curriculums which include radiology, physical therapy, occupational therapy, etc. Career Ladders within this department constitute short-term trainings that can lead into higher paying job markets. Among the services provided within the Allied Health program are:

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

Turtle Mountain Community College seeks to meet the diverse needs of all students and community members by providing a Fine Arts-Public Assembly venue—The Jack Fiddler

auditorium. This facility can seat over 700 patrons. The auditorium is equipped with audio/video technology, a 7 foot Yamaha grand piano, as well as a complete lighting and sound system which afford the best possible atmosphere for performances. The Jack Fiddler auditorium has been used for a wide array of activities which include graduation, public community forums, political programs featuring tribal, state, and national legislators, memorial services for tribal elders and dignitaries, faculty/staff leadership training and general meetings, music and drama performances, and cultural presentations which educate on the historical stories of the Turtle Mountain Band of Chippewa and Mitchif.

TMCC has a library which is staffed by two full time personnel one part time worker and students in the Work-Study program. The library has one central office with two separate work areas. The facility is used by TMCC students and the general Turtle Mountain Reservation community. There are 12 computers and public WiFi available. Patrons may also use the copy machine, scanner and FAX services. Materials may be accessed on the shelves or through Inter-Library Loan. The library also has tutoring rooms or study carels available for those individuals who require a level of privacy while working in the library. Research databases include resources with EBSCO and ERIC. Cultural resources not found anywhere else in Rolette County-especially those pertaining to Turtle Mountain Band can be accessed in the library.   The library houses tribal archives and precious objects of significance to the college and the Turtle Mountain Band of Chippewa.

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

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

Camp. Renovations are underway for the cultural roundhouse which is of cultural historical significance.

In 2011 the IT Department underwent major structural renovations that culminated with an increase in the workspace square footage for IT-staff and a more environmentally friendly location for the server and related equipment. The renovation also included the completion of a technology training room in which small group specialized training can occur for TMCC faculty/staff. This room is also equipped to handle webinars, Go To Meetings©, and Skype© sessions. The computer cluster specifically for students was relocated to Room 114 and houses a Promethean White Board, 32 computer terminals and a printer. Students are able to use this facility at all times with the exception of when classes are being held in the room. Large group technical trainings also occur in room 114. Funding for this project came from Title III.

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

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

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

Room 100 has six lab islands and can accommodate 20 students. Each of the lab islands is also equipped with a MeasureNet data system that feeds into one central computer, printer, and spectrophotometer. The data collection probes at each station include temperature, pressure, voltage, and pH. There are 4 caged Mettler balances with accuracy to a tenth of a milligram and 2 RotoEvaporators. There are two large fume hoods, each equipped with light, fan, water, and

gas. The lab also has ample counter and cabinet space along three walls. There is a chemical stockroom connected to room 100 with its own sink and is lined with counters and cupboards for separation of chemicals into safety groups. Two acid cabinets and 2 volatile flammable liquid cabinets are vented to the outside separately from the inside air. A fan runs continuously to provide a constant supply fresh air in this room.

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

Room 102 is used for lectures and seats 24 students. The small preparation room between the rooms 100 and 102 houses an atomic absorption spectrophotometer with graphite furnace vented to the outside, a UV spectrophotometer, an isocratic liquid chromatograph, a gas chromatograph with a mass spectrometer, and an IR spectrophotometer.

Room 103 is used for laboratory exercises and research, has a seating capacity of 24 and is equipped with 6 lab islands; a fume hood with water, light and gas; and 3 incubators that can be set for specific temperatures and photoperiods. A small prep room between rooms 101 and 103 has a gas chromatograph and an autoclave.

Room 108 is used for research and laboratory exercises and has a seating capacity of 10. It is equipped with a fume hood, 2 lab islands, a reasonable amount of counter space and a number of storage cabinets and cupboards. It is equipped with 3 computers, a nano drop spectrophotometer, a DNA sequencer, an endothelial function monitor and 3 thermocyclers.

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

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

Thus collectively across multiple disciplines, TMCC is working to provide the support, technical skills and mentoring necessary for students to engage in research.

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

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

The college supports the development of new student organizations by providing seed money to the club treasury which is meant to foster the growth of student co-curricular activities.   Thus, "Creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes a…student body exerting leadership in the community and providing service to it." (TMCC Mission Statement, 2013). Students engage in partnerships with community schools, businesses, and policy making boards in their efforts to bridge their academic learning with service to the reservation and surrounding communities.

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

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

Turtle Mountain Community College is keenly aware of the increasing risk of potentially dangerous situations within public education throughout K-16. In order to prepare in all ways possible for any number of untimely events that may lead to harm of students, faculty or staff a comprehensive Safety Plan has been drafted, approved by the Board of Directors and implemented. Details of this plan of action is available through the Human Resources office. The college will conduct drills periodically during the academic year in order to ensure that everyone follows the safety procedures prescribed in the plan. Other measures that have been undertaken to ensure a safe environment is the installation of security cameras inside and outside of the building. Surveillance of these cameras is overseen by security personnel who are on duty throughout the campus's operational hours. Security officers and their related equipment are housed in a separate office within the main campus building.

Students have access to multiple resources to ensure their safety and overall quality experience while attending TMCC. The ALERTNOW Notification Service allows us to send a telephone or e-mail message to students providing important information about school events or emergencies which may include cancellations due to inclement weather conditions. The brochure entitled Student Right to Know also has important information regarding their safety and the procedures necessary in the case of an emergency (http://www.tm.edu/pdf/StudentRightToKnow.pdf). Lastly, the TMCC Referral Guide for students (found at www.tm.edu) is a condensed listing of the many services and referral providers at their disposal for student needs ranging from day care to mental health. The referral guide addresses questions involving financial aid, vocational rehabilitation, career counseling and more. This brief document is designed to be a quick guide to all services and opportunities available to them through the college and community.

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

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

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

The overall impact of TMCC to the economy of the Turtle Mountain Reservation, Rolette County, and the state of North Dakota begins when a student enrolls in a class, a semester, a degree program, and ultimately enters into the workforce prepared for unlimited career possibilities. Opportunities exist for individuals who have not completed high school through the GED program directed by TMCC to first year first semester freshmen students looking to earn a Bachelor's degree in the teaching profession. The college has an older than average student demographic of mostly single females with dependents which is common to all tribal colleges. Across the spectrum of student preparedness, TMCC has and will continue to offer high quality academic programming that serves the students and the community. Addressing workforce needs in health care, building trades, information technology, PreK-12 education, business administration, entrepreneurship, heating, ventilation and air conditioning, process

power plant to name a few. This along with academic curricula that prepare students for transfer to four year universities fulfill the overall mission and goals of TMCC.

In order to make these directed efforts in higher education excellence a realization for TMCC students, a number of support programs, and funding sources have been utilized to support faculty professional development, begin new programming and degree plans, recruit continuing financial aid partners such as the American Indian College Fund, the Gates Scholars program, the North Dakota State Scholarship, the Turtle Mountain Band of Chippewa tribal scholarship and countless other contributors to student success.

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

Criterion 3 Summary

The Turtle Mountain Community College (TMCC) is committed to Teaching and Learning and, "The institution provides high quality education, wherever and however its offerings are delivered." It is exemplified on a daily basis throughout the college. Strengths in this area are: TMCC's substantive faculty's oversight and control of the curriculum, robust monitoring of faculty and staff hiring, credentials and performance, and co-curricular programming.

Chapter 6

Criterion Four

Criterion Four
Teaching and Learning: Evaluation and Improvement

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

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

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

A practice of regular program reviews is present throughout the programs offered by the institution. Reviews are conducted by faculty, academic standards committees, and state level education boards, as well as, NCA. The Associate of Arts, Associate of Science, Career and Technical Education, and Teacher Education programs all undergo regular program reviews as evidenced by the following:

- For the 2011-2012 term, a faculty review of the Associate of Arts degree program student learning was conducted.
- The Associate of Science degree program is scheduled for review of student learning during the 2012-2013 term.
- The State Board of Career and Technical Education conducts a five year program review and on-site visit of the institution's Career and Technical Education programs. The Career and Technical Education programs follow the "Standards of Quality" program requirements. The review and on-site visit is conducted by an individual team specific to each CTE program area of study. A report is prepared by the team and submitted within thirty (30) days of the on-site visit. The report findings include commendations, concerns, and/or recommendations that result in plan of action development.
- In addition to the program reviews and on-site visit, the CTE program meets with their Advisory Committee every Fall and Spring semester. The establishment of an Advisory Committee is mandated by the State Board of Career and Technical Education. The purpose of the advisory committee is to serve as an advisor to the CTE program. Each member of the advisory committee is assigned to a specific CTE program. Examples of advisory committee members include welders, business owners, contractors, local high school teachers, Indian Health Service representatives, etc. At the meetings, the institution's instructors provide advisory committee members with copies of their respective programs. Even though the advisory committee does not approve or certify any program curricula, they provide valuable information on community needs, resources, course competencies, etc. This information is used to make necessary adjustments to the respective programs to better prepare students for employment.
- The teacher education program is reviewed by two accrediting agencies: North Dakota Standards and Practices Board and the NCA Higher learning Commission. The institution is required to meet all standards under both of these organizations in order to become an accredited program. The accreditation provides students eligibility for federal funds (financial aid), as well as, transferability of credits from one institution to another. Once a program has met the accreditation standards, the unit is revisited on a schedule

that is in compliance with these agencies. Sometimes it will be two years as a focus visit, other times it could be as long as five years.

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

Credit that the institution transcripts is evaluated according to the institution's policies and procedures. This includes evaluations by the registrar, general education agreements, the institution's Academic Standards Committee, and if needed, course instructors (when the prior learning is in a discipline new to the institution, or is a specialized type of learning).

- In May of 2002, the institution implemented a General Education core curriculum that qualifies for transfer within the North Dakota University System, and North Dakota colleges. Students who transfer into the institution from an accredited North Dakota University or College receive credit for equivalent courses based on the General Education agreements, and vice versa.
- The institution's Academic Standards Committee is responsible for the following areas:
  - academic programs
  - curriculum development
  - new courses and course changes
  - academic standards
  - probation and suspension
  - academic bankruptcy
  - guidance for Dean of Academic Programs when requested
- Transfer students are advised on the institution's website as to the transfer requirements as well.
- Whenever a student is transferring into the criminal justice program at the institution, a transcript review is conducted by Registrar Angel Gladue, and criminal justice program instructor Tasha Morin. Course description(s) from the previous institution(s) are reviewed and compared to the institution's course descriptions for equivalency. If necessary, the institution the student is transferring from is contacted to clarify/explain coursework. This information is relayed back to the registrar for transfer determination.

4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.
Courses the institution accepts for transfer are examined according to policy. Transfer courses are examined for the following:

- Pre-requisites i.e. basic courses require HS diploma or equivalent and upper level courses require completion of introductory courses.
- All transfer courses are reviewed by the registrar and if needed, by the department the transfer credit relates to.
- Course syllabi and program expectations from transfer institution.
- Courses are also reviewed for student entrance date. This ensures students are following the course of study based on the current catalog at the time of entrance to the institution.

Transfer credits must meet standards established by the academic standards committee – Academic Dean, CTE Director, etc. Articulation agreements are also reviewed to identify courses that have been determined to meet transfer eligibility requirements. Sample Articulation Agreement List TMCC UND

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

The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources. This is done in the following ways:

- TMCC maintains an Academic Standards Committee. TMCC's Academic Standards committee is responsible for evaluating course prerequisites, course objectives, and broad course content when a new course is proposed as well as when substantive changes are made.
    - o Evidence: Policy Statement
- The Academic Standards committee is also responsible for approving program curricula, both when new programs are proposed or when program changes are requested.
    - o Faculty and Chairs are responsible for program development: Policy Statement
    - o Program changes are approved by the Dean of Academic Programs: Policy Statement, [NOTE: THERE IS NO SPECIFIC PROCEDURE DESCRIBED FOR PROGRAM APPROVAL OR CHANGES][Insert link to course/catalog change form NOTE: THERE IS NO OFFICIAL FORM, AND THE PROVISIONAL FORM CREATED LAST FALL IS NOT POSTED ANYWHERE.]
    - o Program changes are approved by the Academic Standards Committee:
- Expectations of student learning are communicated to students through comprehensive, uniform course syllabi, as specified in the TMCC policy manual
    - o Course syllabus guidelines are detailed in Section 6.8.0000 of the TMCC Policy Manual. [THIS SECTION IS MISSING FROM THE CURRENT POLICY MANUAL]
    - o Instructors follow these specifications within their individual syllabi. [Examples: ACCT 105 Syllabus, ASC 075 Syllabus, CJ 120 Syllabus, ENGL 120 Syllabus, MATH 102 Syllabus].
- Regularly updated course catalogs communicate learning expectations for programs. [TMCC Catalog 2010--2011; TMCC Catalog 2012--2014]
- Ensuring students have access to learning resources is evidenced by the Student Referral Guide, Zhaabwii Learning Center, and Student Union.

- Students at the institution enrolled in Health Professions may apply for tuition assistance, mileage, childcare assistance, and tutoring through Project Choice.

The institution assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

- Course rigor and quality is promoted by hiring faculty with appropriate qualifications. [Examples: current positions announcements], and providing opportunities for professional development [Example: Training for Education in a Digital World, jenzabar training, etc.]
- TMCC maintains policies assuring that its dual credit courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum. Dual credit courses are required to follow the same syllabus as their on-campus equivalent, and off-campus faculty qualifications are evaluated prior to course delivery. Dual Credit TMCC Catalog [Link to dual credit policies (Anita) question: where is this policy printed?]
-

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

The institution maintains specialized accreditation appropriate to its educational purposes for the following programs:

- Teacher Education
- Nursing
- Phlebotomy
- Pharmacy Tech
- CTE Programs

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

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

- Both academic and CTE programs conduct evaluation of graduates.
- The CTE program conducts follow-up surveys of its graduates.
- The CTE program researches employment rates, and qualifications to prepare its graduates.
  - Phlebotomy

- The Teacher Ed. Department conducts evaluations of its graduates, employment rates, and continuance to advanced programs.
- The criminal justice instructor/advisor/social work advisor tracks graduates for three years past graduation to identify those who obtain employment related to their degree, move on to an advanced degree, or participate in fellowships and internships.
  - Criminal Justice Tracking
- Social Work Tracking The institution also has a Placement Center, whose mission is to offer assistance to graduates in the form of job interview preparation, resume writing, job search, and relocation information.

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

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

TMCC supports the efforts of an assessment coordinator, chosen by faculty, through reduction of teaching load and/or a stipend to compensate for the coordinator's effort throughout the year. All full-time faculty and many adjunct professors participate in the assessment of at least one class per semester. The standard procedure is to conduct a pre- and post-measurement of the objectives for the course and to ascertain to what extent the objectives were learned by students.

Faculty use this information to modify their courses to improve the effectiveness of the class for students. Faculty also assume responsibility for the assessment of the effectiveness of programs, conducting the assessment at the classroom level in order to enhance the authenticity of the process. This assessment is reported to department chairs, analyzed and reported to faculty at large and to the assessment coordinator. A record of recommendations for improvement and/or modification is incorporated in the annual assessment report and released to administration and the general constituency of the college. The institution will lend support to change as recommended by faculty to the extent that available resources permit. In some cases, as with the Zhaabwii Project, grant money will be found to support needed change to programs.

TMCC monitors correlation between the institutional mission and goals, learning outcomes of the programs, and the goals and objectives of classes as reflected in class syllabi. This is standard procedure. All faculty establish goals and objectives for courses based on the learning outcomes for the programs in which they teach. The learning outcomes are natural, specific extensions of the institutional mission and goals statement, resulting in a high correlation extending from the institutional mission and goals down and through the goals and objectives of the courses taught here at TMCC.

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

TMCC faculty assesses achievement of the learning outcomes that it claims for its curriculum. TMCC has established learning outcomes for all programs which correlate to the institutional mission and goals statement. More specific information regarding these outcomes is published in the TMCC Assessment Manual. During the 2011–2012 year, those faculty teaching in the Associate of Arts area measured the effectiveness of their classes against the stated outcomes for the A.A. degree. The Teacher Education Program, likewise, measured their teaching against their outcomes for the department. Other programs will be reviewed as prescribed by the assessment calendar, shown earlier in this report.

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

Departmental discussion regarding the effectiveness of course offerings are discussed and included in the annual assessment report. Department chairs will make known the needs of the department as they are shown by assessment. These needs are recorded on purchase order requisitions and forwarded to administration for action. Often times this may result in the purchase of both hardware and software that can be used to extend the learning of students. Sometimes it results in the writing of specific purpose grant as was the case with the Zhaabwii Project, which resulted in a learning center project, staffed by people who could give personal assistance to those students in need of help. The Zhaabwii Project's mission "is to provide English Language remediation and academic support to entering, continuing and returning TMCC students." (ZLC synopsis) The Project has two goals, the first is *to increase student proficiency in English language* and the second goal is to *promote postsecondary retention and completion*. (ZLC synopsis) In 2011-2012, this program provided services to 29 students making up Cohort 1. In 2012-2013, the program served 81 students in Cohort 2. (ZLC synopsis) The program also has an inventory of current technology that allows onsite work and tutoring for those students who have either been referred for help or who have sought help of their own volition.

In the areas of Math and Science, software and equipment have been purchase based on need by the department. TMCC adopted the Hawkes Tutorial System in the Fall of 2008. This system is a computer based mathematics learning system that has improved the success of TMCC students. The student's success prior to using the Hawkes System as compared to now is remarkable. Before the introduction of the Hawkes System, 34% of the students registered in a math course passed with a C or better grade. (2008 focus visit document) Since then 94% of students completing a math course in 2011-2012 using the Hawkes System had a passing grade thus showing a 60% improvement. (2011-2012 assessment report)

Using recommendations from the annual assessment reports, roughly $50,000 was found and used to purchase laboratory support materials for the science labs in 2011 with the help the United States Department of Agriculture Educational Equity Grant. Much of the materials purchased are reusable and will benefit future students and instructors.

Through the years, assessment has shown low attendance rates by students. A good number of students had serious personal issues that were affecting their ability to attend class. Some faculty began to question what could be done to help these students have better attendance. Because of these concerns, Environmental Science Instructor Stacie Blue with the help of Indian Health Service Psychologist Dr. Shelly Peltier developed a Human Service Needs Assessment for students and employees to find out if there was a need for a college counselor. The results were sent to the Board of Directors, staff and faculty. From there the initiative was taken to the Board of Directors to find funding for a college counselor. A college counselor was hired (?). Since then (?) students have been served by this initiative.

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

Faculty and academic department chairs claim responsibility for the process and its implementation. Experienced faculty have had the advantage of time and practice to determine the effectiveness of various assessment methodologies. The focus has always been on empowering authentic assessment of both classes and programs. The most authentic assessment will be done by placing the measurement in the hands of teaching faculty who have designed courses with specifically designed goals and objectives for tribal students here in the Turtle Mountains. Using assessment at the classroom level insures that the uniqueness of our tribal college is at the core of our attempts to measure the effectiveness of our instructional efforts, as opposed to some commercial instruments developed somewhere on the East coast that would not have knowledge of the cultural milieu of the Turtle Mountain band of Chippewa Indian people.

The two assessment reports identified for supporting student learning are Assessment of Student Academic Achievement and Institutional Effectiveness. Assessment of Student Academic Achievement plan was approved by NCA Higher Learning Commission during the 1995-96 focus visit. This plan was implemented immediately. The first revised assessment plan developed by faculty was implemented Fall of 2003. TMCC has attempted many different measuring tools to complete an assessment report. During the 2008 fall semester, The Assessment Coordinator along with the Assessment Committee completed a student learning outcome matrix from courses being taught. This initiative developed the Faculty Assessment Reporting Matrix (FARM) in 2008 with a revision to the format in 2011. The FARM is completed at the end of each semester by all full-time faculty. The findings are published for the FARM report on TMCC Web page under NCA.

In August of 2010, TMCC launched the Foundations of Excellence (FOE) initiative. Evidence was collected and analyzed to evaluate first-year student experiences while attending TMCC.TMCC was then graded on how well it met performance indicators. Forty-four (44) recommendations were then made in a final report.

TMCC is now working on a new initiative that will provide an internal and external assessment of TMCC's organizational capabilities and viable opportunities to better position the college in response to the dynamic environmental and economic forces emanating from the Bakken and Three Forks oil development in northwest North Dakota. The goal of TMCC is to organize for future success and take a proactive and holistic approach to its strategic planning, organizational structure, and pay practices and to help build internal capacity for sustaining organizational improvements. (RFP- Organizational Strategy, Evaluation and Design: Organizing for Success)

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

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

Turtle Mountain Community college has done extensive institutional research on the issues of retention, persistence, and completion in the degree and certificate programs. Much of the research was done by Anita Frederic (Dean of Student Services) in a study of the institutional effectiveness of the college. These criteria were in integral part of her study, and the data can/will be used to improve success rates in these areas. Additionally, the college participated in the Foundations of Excellence program project, which made a study of the effectiveness of the educational experiences offered the first-time student. Institution wide committees gathered data and responded to the criteria framed by the foundation. A lot of valuable information was obtained about the first-year experience of the students who come to this college. Finally, advisors, who work with students throughout the year have a lot of information about retention, persistence, and completion. Here, there is a problem. That information is not really gathered and used by the college to gain knowledge about the nature of retention issues, persistence, and/or completion. More should be done to find ways to make of this knowledge. (Perhaps use Anita's strategic goal here)

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

TMCC Student Services division and administration are committed to improving student retention, persistence, and completion, while remaining cognizant of the institutional mission statement and the diversity of its student populations and its educational offerings. TMCC has hired an attendance officer who monitors attendance patterns of students. The attendance recording is computerized through the Jenzabar platform program and reported weekly to this officer. Although the college is a tribal college facility, people from other cultural backgrounds also take classes and graduate. Student services maintains extensive information on each student, accessible by advisors through the advisor module in Jenzabar. Most of this information can be accessed very quickly and used by advisors to provide the best information to their advisees.

As previously mentioned, the student services division continuously maintains comprehensive information on students that can be used to study matters of retention, persistence, and completion. Also, data collected during the study of our institutional effectiveness study has been archived and is accessible, as is the data associated with the Foundations of Excellence program.

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

All Career and Technical Education programs (CTE) are largely grant funded state and federal initiatives. The largest funding source to TMCC's CTE Department is the 5-year federal NACTEP grant (Native American Career and Technical Education Program). The grant requires annual reports of student retention, graduation rates, employment rates and nationally recognized industrial certifications earned by students.

An additional granted funded revenue source for CTE programs offered through TMCC, is North Dakota's State Career and Technical Education Office. The state initiative is part of the federal Carl Perkins Act. Annual reporting is required of student graduation rates in all state funded CTE programs of study. The Retention Technician, Jen Davis, in the department collects and reports student retention, and persistence. Theresa Marcellais, Placement Officer, in the CTE Department as part of her job tasks, tracks student employment upon completion of the students program of study.

The data set that is part of the annual report provided to the federal NACTEP (Native American Career and Technical Education Programs) in regard to student retention, graduation rates and employment rates of CTE graduates is used to justify budget line modifications in the grant to improve and strengthen CTE programs regarding the retention, graduation and employment rates of their students.

Zhaabwii Learning Center –Identified in the student placement tests, and in the unsuccessful completion in the writing courses, the Zimbabwa Learning Center was developed to address low writing and reading levels of students. This project is funded by the Native American and Alaska Native Children in Schools Program. The center's goal is to provide critical support to students who are transitioning to and completing college. The center provides computer assisted instruction in English Language acquisition; tutorial services; tracking to identify student needs at earlier stages; and the development of learning cohorts to build traditional support for students. New and current students have demonstrated a need for academic and/or tutorial support and a desire to complete a college education that consists of writing and reading. Also returning students that have dropped out of college due to poor or failing grades in English, and overall poor academic standing or other academically related issues are eligible to receive services from the center.

Math Lab – result of identification of low retention and completion of math coursework
Hawk Math System

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

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

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

Student Counseling Services – Free and confidential services are provided to students who have voiced their concerns over time regarding personal student counseling services as it is related to their ability to persist in college. Students have common issues that will factor into their ability to continue attending, issues that include depression, anxiety, low self-esteem, grieving and traumas. As all Title III initiatives, the Student Service Counselor position is to assist in student retention.

Retention Staff – Two people on campus have retention as part of their job description. Jen Davis for the CTE students and Jaclyn De Los Santos service the entire institution. They are responsible for calling students and tracking students when they have been identified by instructors that they are having attendance issues.

Retention Committee - The Retention Committee is an internal committee made up of staff and faculty. Annual meeting are conducted or scheduled meetings are scheduled that are coordinated by the Student Services staff. The goals of the Retention Committee are to design, develop or enhance current campus initiatives to improve student retention and persistence. Using data available through the institution that includes placement scores, ACT and GED scores, and high school GPA's, the committee was able to identify what they are terming "first alert characteristics" of students that will be targeted for retention. The characteristics included single parent, first generation students, late registration, missing class, learning disability status, and previous failing grades. Through student input, it has been determined that Orientation needs to be looked at again. Overall the feedback shows that Orientation is too long to keep students interested and there needs to be more interaction. The committee also has organized initiatives to keep students in-class such as weekly drawings and the final drawing for a laptop computer. Students are entered into the drawing based on attendance. Retention rates for TMCC have had a slight improvement since fall 2005; but has taken a 10 percent leap in 2011-2012. (have evidence for the evidence file) (also have graduation rates for the evidence file) (have retention committee minutes for evidence file)
(use Anita's strategic goal #4)

Criterion 4 Summary

TMCC believes that it has provided sufficient evidence that it meets Criterion 4 and all of its core components for reaffirmation of accreditation.   Our strengths are in our systematic program processes, policies and practices related to transfer of credit and prior learning assessment, student admission, withdrawal, probation, dismissal, disciplinary, accreditation and curriculum review and processes. TMCC's challenge is to manage our enrollment so that our retention, persistence and graduation data and overall academic profile of our student population improves over time.

Chapter 7
Criterion Five

Criterion Five:
Resources, planning, and
Institutional Effectiveness

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

Core Components

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

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

Fiscal

Turtle Mountain Community College (TMCC) financial condition is stable despite the heavy reliance on grant funding. TMCC has developed fiscal and operating practices to address fluctuating revenues attributable to factors outside the institutions control. TMCC's fiscal period is from July 1 through June 30. TMCC used the modified cash basis of accounting until fiscal period 2010. Under the Modified cash basis of accounting TMCC recorded revenues when received and expenses when incurred. The only receivables recorded were student account receivables and the note payable and lease payables were the only account payable recorded. In fiscal period 2010 the Department of Education required TMCC to change to the full accrual accounting method. In accrual accounting, revenues are recorded when earned, expenses are recorded when incurred.

Economic challenges currently are a one of greatest threats externally because of the budget cuts and the high unemployment rate we have on the reservation today. Students who decide on college must deal with everyday issues like: babysitting, gas to and from class, poor running vehicles, having enough money to eat while at the College. While North Dakota itself is experiencing a budget surplus due to a positive economy and the oil boom; the reservations in the state continue to be economically depressed with unemployment at levels exceeding 60%.

Due to limited resources, a loan was acquired to fund a new campus to help carry out the institution's mission. Turtle Mountain Community College's 5.5 million dollar loan to fund the new campus had a balance of $2,160,188 as of July 2012. The final payment for the note will be June 2016. The payments are made from the tuition revenue account.

Each year TMCC undergoes an A-133 audit. Federal grants account for an average of 90% of TMCC revenue sources. TMCC's operational funding is primarily from the Bureau of Indian Affairs through the Tribally Controlled Community College and University Act of 1978 (ICCA).   Below is a graph showing the federal sources of funding by federal agency for the past three years. Federal financial aid has been separated out from other Department of Education awards to better separate the grant program awards from student financial aid awards. In

addition, the federal appropriation funding, ICCA, has been separated out from the other Bureau grant program funding to show the amount awarded for operations.

Federal Sources
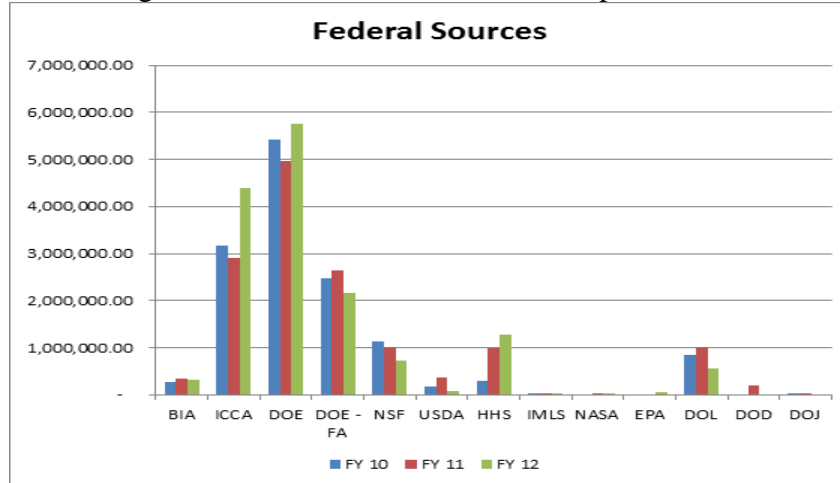
The ICCA funding is based on a formula which computes the Indian Student Full Time Equivalent count (ISC FTE) submitted by all tribal colleges in a given year. So, TMCC's allocation is not only dependent on its own count, but also the count of all tribal colleges.

TMCC made policy changes in the fiscal period 2011 to collect unpaid tuition and fees starting fall semester 2010. Prior to fall 2010 all unpaid tuition and fees were written off as bad debt on June 30 of each year.

The North Dakota Tribal Colleges were successful in getting HB 1395 funded in 2008. This Bill provided funding from the State for non-beneficiary students or non-tribally enrolled students attending Tribal colleges in the state of North Dakota. The funding level is based on the total number of non-beneficiary students who are seeking a degree submitted to the state. Much like the ICCA funding, this level varies based on the numbers submitted by other colleges and the amount of the State appropriations.

State Appropriations
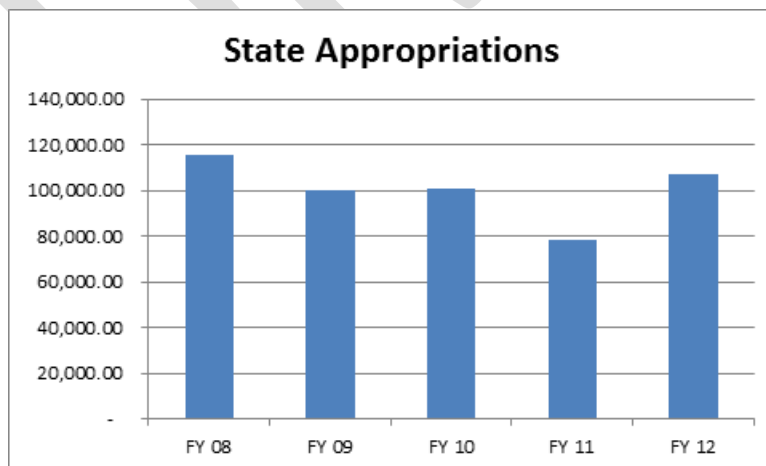
The state appropriation revenue for non-beneficiary students is used for operations in the following way: 30% of the funding is allocated for a general education faculty members salary

and fringe, 30% allocated to a student services staff member salary and fringe, 10% allocated to classroom books and supplies, 25% is allocated to utilities expenses, and 5% allocated to repairs and maintenance.

In fall of 2011, TMCC added two fees to the student accounts. Each semester students are charged a non-refundable registration fee of $25. In addition, students are charged a textbook usage fee based on the number of credits enrolled. The amount ranges from $25 to $100 each semester. These fees are a part of the operational budget. The fees are used to pay textbooks not paid for from other sources of funding and for some salary and fringe for the registrar and one of the bookstore personnel.

Beginning fall of 2002, TMCC increased its tuition from $768 for full time semester load to $888 and added a technology fee. The additional tuition revenue is designated for building maintenance, the library, construction, and operation. The money will be invested for the future of TMCC. These fees are on a sliding scale based on the number of semester credits the student is enrolled in. See table below for breakdown of tuition and fees.

Credit Hour	Basic Tuition	Building Maintain	Library	Construct	Operation	total per Credit hour	Technology Fee	Student Activity	Registration fee	Textbook Usage Fee	Total Tuition & Fees
1	66	1	1	4	2	74		9	25	25	133
2	132	2	2	8	4	148		18	25	25	216
3	198	3	3	12	6	222		27	25	25	299
4	264	4	4	16	8	296		36	25	50	407
5	330	5	5	20	10	370		45	25	50	490
6	396	6	6	24	12	444	2	54	25	50	575
7	462	7	7	28	14	518	2	63	25	75	683
8	528	8	8	32	16	592	2	72	25	75	766
9	594	9	9	36	18	666	2	81	25	75	849
10	660	10	10	40	20	740	4	90	25	75	934
11	726	11	11	44	22	814	4	99	25	75	1017
12	792	12	12	48	24	888	4	108	25	100	1125

TMCC operational budget accounts for 28% to 30% of the total expenses incurred during a fiscal period. Fiscal year 2012 operation budget was $5,027,478 of the $16,088,147 or 31% of the total expenses for the institution. The ICCA fund supported operational expenses and the non-beneficiary appropriations from the State of North Dakota are included in with the operational expenses since that is how the money is used.

Although the budget reflects cost for TMCC operations, there will be a continued need for more instructors thus more dollars. As it is now Career and Technical Education instructors carry a teaching load of 16-18 credits per semester since we only have (2) full time instructors. Some of the classes have an enrollment of 34 at times making it difficult to properly provide instruction. More instructors are likely needed in order to gain a better ratio of student to teacher in the future.

Expenses FY 2012
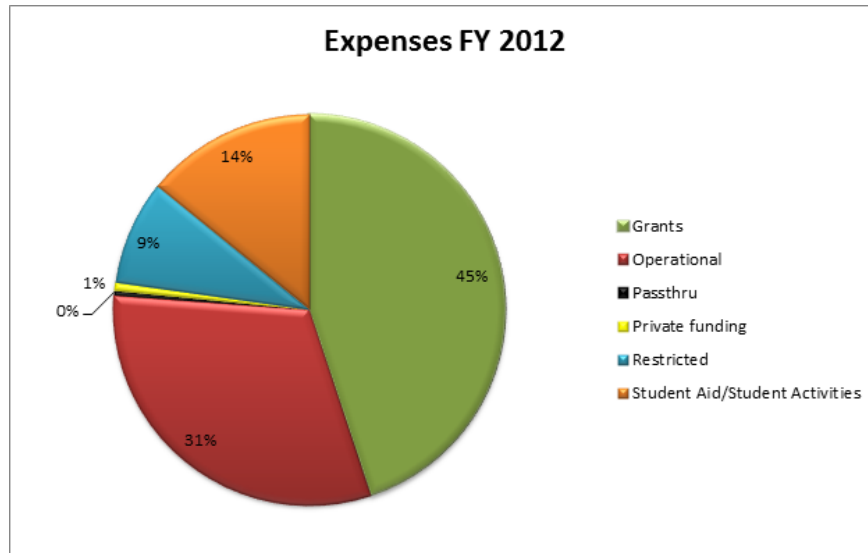
As indicated in the chart above, ICCA and Indirect accounts are the largest categories of expenses in TMCC's operational budget. The ICCA fund and the non-beneficiary appropriations from the State of North Dakota are included in with the operational expenses. Indirect costs are also known as overhead costs or facilities and administration (F & A) costs. In the chart below, operational expenses are broken down by major categories.

Operational Expense FY 2012
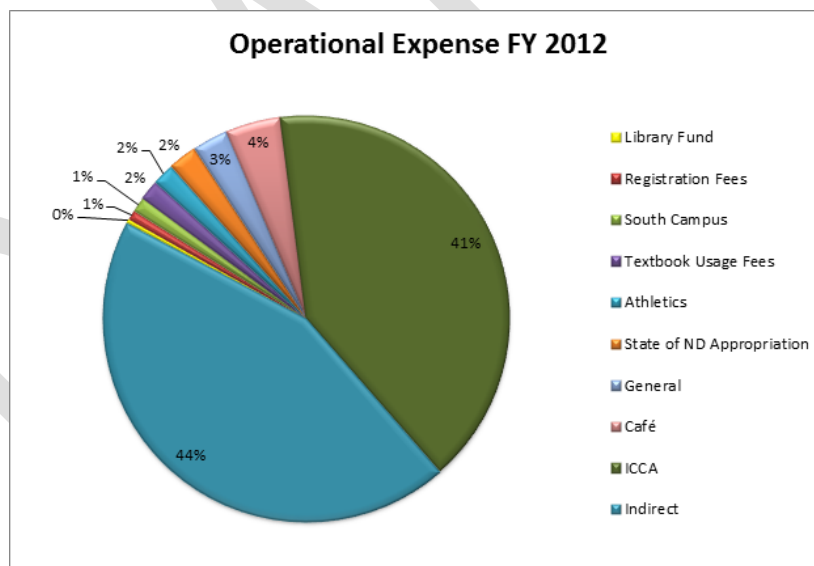
Human Resources

The hiring policies and procedures for new employees are based on duties and responsibilities. Class specifications indicate the title, duties, scope of work and recommended qualifications. Applicants are screened by the Human Resource manager and forwarded to the Hiring Committee. Applicants then go through the Screening Process and are scored by a Matrix. For the complete Hiring Policy and Procedure see Appendix A5-1.

Staffing information spans a period of around 10 years from 2003 to 2012 for teaching faculty beginning in 2003 when there were 28 part-time faculties. 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. With 22 full-time faculties employed at Turtle Mountain Community College who hold various credentials.

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.

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.

Currently we have 34 fulltime instructors and 20 part time instructors that teach in all programs of study here at TMCC. Over the span of 10 years we can see that these numbers are similar which leaves us with concerns that we need to plan for additional growth in student enrollment and the need for more instructors as well as space such as dorms.

Physical
In 1994, Congress granted Tribal Colleges Land Grant status. This act made it possible for Tribal Colleges to access United States Department of Agriculture (USDA) funding. Land grant status helps TMCC become more connected to the mainstream institution by sharing projects, resources, and information with other land grant colleges. The land grant status gives TMCC access to equity grants, research grants, extension grants, and interest from an endowment fund. Most of these programs are competitive based but the endowment interest funding is paid annually based on the student count formula per college. The Anishinabe campus houses the USDA Land Grant programs.

Turtle Mountain Community College has three sites, the main campus located north of Belcourt, Anishinabe, and the south campus located in Belcourt. TMCC has been in operation for 40 years. It has grown from a few borrowed classrooms from other entities to what it is today. In 1975, the College moved into a building on Main Street in Belcourt and gradually added

buildings. By the mid 1990's the campus was a conglomeration of buildings. In May 1999, the main campus building opened for operation three miles north of Belcourt. The South Campus currently houses the GED Program, Vocational Rehabilitation Program, Welding program, HVAC Program, Arrowhead Printing, Alcohol and Tobacco Prevention, and rental space. In September 2003 the auditorium and fine art addition was completed, and in December 2011, the Student Union addition was complete. The main campus building is now 176,000 square feet.   According to the Uniform Building Code (UBC), at least 77 square feet is required per student based on an average enrollment of _____. . (Insert number here: data collection committee).

The main campus building has a cafeteria, bookstore, gymnasium, concession area, running track, weight room, men's and women's locker rooms equipped with saunas, Financial Aid Department, Student Services Department, Library, Entrepreneurship Center, Auditorium, Student Union, Student Support Services Department, Business Office, Fiscal Office, Administrative Offices, Zhaabwii learning Center, Anishinaube Michif Room, Math tutoring lab, IT Department, Faculty Offices, three science labs with one equipped with Interactive Video Network (IVN) equipment, two computer classrooms, one computer lab, music and, art classrooms, 18 lecture classrooms, and a designated IVN classroom. The auditorium can be used for multiple functions with a seating capacity of 900 and is fully accessible. Two collapsible soundproof curtains can divide the auditorium into three lecture halls. The main campus site has a 60 meter 660 kw wind turbine that helps supply general use electricity to the main building and coupled with geothermal heating and cooling system helps make TMCC main campus building ecofriendly.

The Career and Technical Education building is a 16,960 square foot building on the main campus which houses Building Construction Technology and Residential Electrical programs. The building is designed so that students can build a house entirely indoors in one academic year, and during the second academic year, the interior is finished outside the building while a new house is started indoors.

The former Interpretive Center was remodeled and expanded in 2010 to house the Allied Health Programs. The new Allied Health Building located west of the main campus building is 7,090 square feet. The facility has faculty offices, a separate lab for each the Nursing, Pharmacy and Phlebotomy/Medical Lab Tech Programs and one common lecture classroom.

Anishinabe campus is located between the north main campus and the south campus. It was purchased in 2002 and consists of 102.5 acres of land along the shores of Belcourt Lake. Anishinabe Cultural and Wellness Center is the home of the 1994 Land Grant programs. The center hosts many culturally appropriate health, educational, social, leadership, research, and community service programs. There is a 2.5 mile long hiking trail and confidence course that weaves throughout the wooded acreage. Anishinabe also has a Straw Bale building equipped with solar panels built in 2004. In 2012, a demonstration kitchen classroom was added to the main building at the Anishinabe campus, which also includes a root cellar below the kitchen. TMCC renovated the Trading Post building on this campus to provide space for entrepreneurial incubation activities. A new small biomass greenhouse is projected to be completed in 2013 to support land grant activities.

Technology
When the main campus was built, it incorporated the most current IT infrastructure available. However, as a result of advancing technology considerable improvements are necessary to keep up with the need to provide adequate access to computer resources to college staff, faculty, and students.

The College is very dependent on the network infrastructure that operates across the campus. TMCC's core campus network is the foundation upon which all technology services are delivered. Technology related services such as; internet traffic (wired and wireless); video security equipment; email; and distant education tools (LMS, Jenzabar, etc.) utilize an immense amount of bandwidth. Thus, emphasizing the importance of a robust infrastructure.

TMCC supplies computing, networking, email, video conference services and development. In the last 3 years the IT has made improvements in the classrooms by providing new computers and installing big screen televisions for ease of instruction within the classroom. IT support is provided and available at all times. TMCC has a well-organized IT department.

While TMCC has faced and continues to face many challenges in developing a strong information technology infrastructure, the institution has ***many strengths*** in this area:
- Internet – TMCC currently provides a 100MB of Internet bandwidth for its campus users.
- Wireless – TMCC has successfully deployed wireless throughout the main campus and Allied Health building.
- Power/UPS - The Data Center power source is protected by a generator that provides approximately 48 hours of power protection, before it needs to be refueled.
- HVAC – The room is appropriately cooled. Two new cooling units were just recently upgraded in October 2011. This investment solved a major reliability problem within our data center.
- Fire Suppression System – A new fire suppression system has been recently upgraded to replace the legacy water based system within our data center.
- Servers – TMCC currently has eight servers within its data center. These servers are configured with virtualization to provide basic disaster recovery services.
- Storage – TMCC's staff, faculty, and students have access to storage on the network where information is backed up on a daily basis.   TMCC purchased and installed a separate server to support for online course work.

TMCC faces many challenges from internal and external forces in achieving our IT goals, including an increased demand for online education, fluctuating economic conditions, rapid technology advancement. These are a few of the areas in ***need of improvement*** to help TMCC ensure quality of service:
- Disaster Recovery (DR) – TMCC's data center is a single point of failure. All of TMCC's critical data is contained with the one room (email, online course, and institutional data). It is essential that the institution develop and implement a disaster recovery plan and begin to backup critical data off site.

- Fiber Backbone – Most of TMCC's campus is connected via a fiber backbone. However, not all buildings are connected in the same fashion. It is the recommendation that all buildings are connected in the same manner.
- Storage - With the demand for online education and streaming media, TMCC continues to push for more storage. It's important to continually improve on the amount of storage offered by the institution and find ways outside of the institution for staff, faculty and students to save information i.e. cloud.

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

It is the purpose of this report to examine monies and funding used on a yearly basis for expenses at the college and to affirm that the resources (monies and funding) are expended in a fair and equitable manner which supports the educational delivery system of the college. To this end, only sources of expendable income allowable for operational expenditures will be looked at. The only programs which can support discretionary spending are the main ICCA funding, and to a lesser degree State of North Dakota funding and indirect funding (management support). Total ICCA, State of ND and indirect funding for 2009, 2011, and 2012, along with total expenditures for each of these years were:

2009: Revenue: $4,892,104; expenditures: $5,169,199.
2011: Revenue: $4,309,605; expenditures: $5,711,658.
2012: Revenue: $5,847,550; expenditures: $4,923,737.

Shortfalls in past years have been made up by funds taken out the reserves; overspending is a concern in terms of elective resource allocation in general. Also, future cuts to balance spending may impact college programs unevenly.

The table below shows respective spending patterns for community colleges in general, tribal colleges, and Turtle Mountain Community College through an educational database (IPEDS: Integrated Education Data System, U.S. Dept. of Education, National Center for Education Statistics): http://nces.ed.gov/datalab/tableslibrary/searchresults/; http://www.deltacostproject.org/resources/pdf/Delta-Spending-Trends-Production.pdf

Expense Category	Public Community College Sector 2008	TCUs 2010	TMCC 2010
Instruction	53.2%	24%	22%
Research	0.5%	1%	1%
Student Services	9.9%	9%	6%
Public Service	3.3%	3%	4%

Academic Support	8.3%	6%	3%
Institutional Support	15.1%	21%	41%
Operations and Maintenance (Or Other Core Expenses)	9.7%	18%	23%

Although other IPEDS data show faculty salaries at TMCC are similar to faculty salaries at other TCUs, and that a high proportion of revenue comes from government grants and contracts at about the same percentage as other TCUs, there are also several prominent differences; there does appear to be a higher student-to-instructor ratio at 17:1 at TMCC as compared to an average 11:1 at other TCUs.

Another concern which can be seen directly from the chart above is the large "institutional support" portion of expenses at 41% at TMCC, compared to an average 21% at other tribal colleges and 15% at community colleges in general. This expense is described in IPEDS documents as "day-to-day operational support, including general administrative services, executive direction and planning, legal and fiscal operations, administrative computing support, and public relations/development." Tribal colleges, including TMCC, are also spending low on instruction at about 24% compared to U.S. community colleges at 53%.

"Operations and maintenance," is also high for TCUs (18%) and TMCC (23%) in comparison to the average community college (9.7%).

In 2012, TMCC spent the majority of its discretionary budget on salaries and indirect costs at 72%. This left 28% on operating and infrastructure expenses. These operating and infrastructure costs included 4.2% on supplies, 7% on utilities, 5.6% on maintenance, 1.7% on direct educational costs (books), 6.4% on outside entities, 1% on board activities, 1% on travel and 1% on sports, and various small additional costs.

Utilities, supplies and maintenance materials, as well as direct educational costs, are largely nonnegotiable; the streamlining of spending could reduce overall costs, but probably not to any major extent. On the other hand, board activities, travel and sports could be reduced or ceased, although they constitute a small percentage of the total costs of the college.

Spending on outside entities constitutes a fair portion of the operational spending at 6.4%; this breaks down into various subcategories which include legal fees, insurance fees, garbage removal, architect fees, vehicle repair, advertising costs, and a number of maintenance contracts for information technology, copying machine repairs, wind turbine maintenance and other high-tech procedures for which college personnel are not trained. The college cafeteria and the Arrowhead Printing shop are partially supported through ICCA funding- these entities together accounted for 1.8% of the total expenditures in 2012. Most college personnel and students would consider these expenditures as completely necessary since commercial food service is otherwise located 2.5 miles

from the college and the nearest limited printing facilities are located in Rugby, ND. Retention projects, including one recently conducted by an outside corporation (FOE), which cost the college discretionary money $42,515, have not been touted as successful ventures- there has been no public statement of retention "return" for the dollar spent, although some of the survey results can be used for self-assessment purposes.

The vast majority of the outside entities receiving funding have been subjected to competitive comparison by college fiscal personnel and can probably not be hired at any cheaper rates. Thus allocation of funding to superordinate entities is not generally an area of concern.

Strengths: The Turtle Mountain Community College team has accomplished quite a feat in offering a quality education to the local community in the past 40 years, sometimes working on a shoestring budget, with personnel toiling at late hours to find the limited funding needed to meet the steep prices of modern educational facilities. The college itself is a shining example of well-maintained facilities with imaginative and noteworthy architecture; populated by personable and dedicated employees and students. It is obvious when visiting with the employees that every administrative, staff and faculty member takes a great professional interest in doing what is best for the future of the college and all are prepared to sacrifice time and effort to do so. There are no glaring problems when it comes to budgetary allocation; if anything, it is amazing to see what is turned out at the college on very limited federal spending or hard-won grant programs.

Weaknesses: Although the college is to be praised for the impressive output at the institution in every way possible, in review there are some concerns that should probably be addressed. The large percentage of spending on institutional support should be reviewed. Since the majority of college funding is spent on salaries, there is the argument that some administrative personnel or staff are not totally necessary for the operation of the college, particularly when there may be fiscal balancing problems. There may also be a number of small programs which should be discontinued if not totally necessary to the operation of the college.

Comparison of TMCC to other tribal colleges is probably more meaningful than comparison to larger community colleges and large universities in terms of spending patterns. Typically TCUs have full-time enrolled student counts of only about 300- 1300 students, small research programs, and high dependence on "soft" money (grants and short-term contracts). Maintaining equitable infrastructure and programs, but for fewer students, may make the overall operational cost per student higher, which in turn would negatively affect cost per instruction.

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

The mission statement and goals of Turtle Mountain Community College are realistic in light of the institution's organization, resources, and opportunities. The college seeks grants to improve instruction and student learning. We have science, technology, engineering, English, teacher education, mathematics and career and technical education projects that have been used to purchase instructional materials for the faculty and students. Additional grants are sought out to assist in preserving our culture and social heritage.

The FY 13 Budget for General Education not including salary & fringe is $86,050. The following was spent on salary and fringe for instruction out of all sources of funding, FY2012 $2,680,355.15; FY2011 $2,839,198.54; FY2010 $2,670,587.57. The FY 13 budget for Career and Technical Education not including salary & fringe is $96,591 which includes $30,000 that is allocated to the Process Plant program. In prior fiscal years, the Career and Technical Education budget was combined with the General Education budget. FY 13 is the first year the two budgets will be separate.

Science Faculty involves students in grant-sponsored research. The various funding agencies that have supported research at TMCC are the United States Department of Agriculture (USDA), Health & Human Services (HHS), Centers for Disease Control (CDC). USDA Mosquito grant was a collaboration involving students in the study of the West Nile virus. The total amount spent on this project over a period of time was approximately $279,148. The Department of Health and Human Services through a subcontract from the University of North Dakota sponsors a grant called INBRE Genetics Research project. This project has been at TMCC for approximately the past seven years. It involves genetic research. The research is being done to find if there is a genetic connection with Native American women and preeclampsia. The study has been expanded to include Native American women and diabetes. The total amount spent on this project over the life of the grant is approximately $822,000. -, CDC, Leeching, Water quality   Students travel to various conferences to present their findings.

The following is a list of expenses for the past three fiscal years.   It a list of total expenses by each major category.

TMCC Expenses by Function
Fiscal Years 2010 through 2012

	FY 2010	%	FY 2011	%	FY 2012	%
Instruction	3,120,307.42	19.78%	3,532,734.74	20.00%	3,369,011.28	19.99%
Research	120,291.58	0.76%	158,752.79	0.90%	195,670.18	1.16%
Public Service	495,112.91	3.14%	752,068.75	4.26%	915,871.27	5.43%
Academic Support	307,078.73	1.95%	378,037.57	2.14%	353,689.38	2.10%
Library	114,102.17	0.72%	98,747.81	0.56%	101,837.35	0.60%
Student Services	814,621.28	5.16%	900,423.56	5.10%	985,022.45	5.84%
Institutional Support	6,224,422.94	39.46%	6,891,699.21	39.01%	6,685,036.04	39.66%
Operation and Maintenance of Plant	1,587,165.66	10.06%	1,933,426.67	10.94%	1,883,863.09	11.18%
Scholarships	2,991,393.70	18.96%	3,019,611.29	17.09%	2,366,957.90	14.04%
Total Expenses	15,774,496.39	100.00%	17,665,502.39	100.00%	16,856,958.94	100.00%

TMCC provides a variety of resources that support student learning. IT is continuously striving to upgrade technology to give students access to the most up to date software and hardware available. In the past few years, TMCC has received grants to assist in the upgrade of various facets of the IT Department. The Department of Education Title III grant assisted in the renovation of the IT Department. Approximately $165,250 was spent on this renovation. The IT department offices were remodeled, the server room was enlarged, and a new IT conference

room was added.   The grant also financed a portion of the college's updated IT system. The Department of Education Minority Science Improvement grant purchased several servers during the duration of the grant. It also helped to purchase laptops, promethean boards and IPADS. It also helped to upgraded wireless devices, added additional storage space and added deepfreeze software. All of the items purchased or upgraded with this grant are used by students, faculty and staff.

The IT department has expanded by adding two new positions, On-line coordinator and Education technology specialist. The on-line coordinators main responsibilities are to train students to use the online platform and train faculty on how to create and administer courses online. This position also develops policy and procedures that pertain to online courses. The education technology specialist main responsibility is to research new technologies for instruction and to train faculty members to use it.

TMCC Library provides a variety of physical and on-line resources to assist student learning. The table above showing TMCCs expenses by function and illustrates the amount expensed to the library for the last three fiscal periods. The college also receives a small grant from IMLS (Institute of Museum and Library Service to help fund the public library section. The library received the following amount over the past years- FY2013-$7000; FY2012-$7,000; FY2011-$6,000; FY2009-$6,000; FY 2006-$6,000; FY2005-$4,000. The expenses above not covered by this small grant are included as part of the TMCC annual budget.   (See Library Brochure for services provided)

The College helps sponsor the annual Turtle Mountain Community College Pow Wow honoring the graduates. Each year, student senate makes a contribution of $2,500. Grants also contribute to the pow wow if cultural activities are part of that grant. Two grants that have contributed are Project Lilly and Cultural Preservation. The Native American club also does fundraising activities to supplement the annual pow wow.

The College also sponsors an Annual Language Immersion camp for students, staff/faculty and the community. Various grants such as the Cultural Preservation Grant, Lilly grant along with some fundraising pay for it each year.

Project Lilley was a grant funded through the American Indian College Fund. The main goals of the program were to provide native language classes and cultural activities (Culturefest, etc.) to faculty and staff at Turtle Mountain Community College. The grant funded $_____ over a period of ___ years.

ANA Language was another grant aimed at preserving the Chippewa native languages. It was funded through the Department of Health and Human Services. The grant received $_____ over a period of _____years. See criterion 1-C for description of program

The College provides travel to support faculty, staff and students to attend scholarly conferences, meetings and various training. One example the students participate in annually is the AIHEC (American Indian Higher Education Consortium) conference. Each year approximately $_____-_____ is spent.

Turtle Mountain Community College promotes its activities through the local newspapers, mass mailings, KEYA our local radio station, other local radio stations, and public service announcements. TMCC also utilizes the college website www.tm.edu and Facebook to promote various activities.   TMCC is currently investing $_____ from a Title III grant to revamp our current website and update the logo and branding.

The following was allocated to assessment in the following budget years-- FY2008 $20,000; FY2009 $17,000; FY2010 (no approved budget); FY2011 $18,000; FY2012 $9,900; FY 2013 $10,500. (List some of the expenses to date- and the past few years).

Turtle Mountain Community College has had grants to help establish the programs Elementary Education, Secondary Science, Early Childhood. ICCA monies also help to sustain these four-year programs of study. The Teacher Education Department has been funded by multiple sponsored programs since its beginning in 2000. The Professional Development for Elementary Education (PDEE) through the Department of Indian Education supported students in their basic needs, tuition costs, books, fees, laptop computers, licensure fees, Praxis exam fees, professional membership fees and supervising teacher fees during the student teaching field experience. In addition the PDEE grant provided first year induction services and material support for graduates in Elementary Education in their first year of teaching.

The National Science Foundation provided support for the design and development of a secondary science teacher education program at TMCC. This program provided a stipend for students to meet their basic needs along with tuition, books, laptop, licensure, Praxis exams, professional membership fees, student travel to and from the partner institution (Ft. Berthold Community College), supervising mentor teachers and travel to science conferences for professional development. In addition, this grant supported three science faculty and an administrative assistant.

The U.S. Department of Indian Education also sponsored a Title III-Cooperative grant that supported the partnership between Candeska Cikina Community College (Ft. Totten), and TMCC in the development of an Early Childhood BS program. In addition, this program supports the development of Middle School endorsements in Math, Science, Social Studies, and English. Participants in the program receive support for supervising mentor teachers during the student teacher semester, assistance with Praxis exams and licensure.

TMCC receives funds from the Theodore/Vivian Johnson Scholarship program for Scholarships for students in the entrepreneur program. TMCC received the following amounts- FY2012 $20,000; FY2011 $35,000; FY2010 35,000. In addition the Theodore Vivian Scholarship foundation matched dollar for dollar up to $100,000 a year for four years. The money is invested in a permanently restricted investment account and the spendable interest money is placed into a separate account to be used as scholarships for entrepreneur students. 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. TMCC renovated the Trading Post at Anishinabe to provide space for entrepreneurial incubator and other activities.

A few new positions were created recently and funded under Title III. These two positions are Placement Center Director and Community Outreach Coordinator. The Placement Center Director works with TMCC graduates or soon-to-be graduates to find placement in their graduating fields. This position assists in job searching, resume-building, interview preparation, and any other needs to secure a job offer. Additionally, the position works to help remove barriers that might prohibit such successes (i.e.: relocating resources – housing info, daycare info, etc.) The second position, Community Outreach Coordinator, focuses on workforce training. The primary goal is to identify workforce education needs and establish training to meet these needs. The position utilizes surveys and questionnaires to attain this information, among other forms of communication and contact methods.

TMCC strives to provide community service and leadership by sponsoring CEU credit and non-credit community education classes and activities. Some of the various activities the college sponsors or co-sponsors are the annual Wellness conference; Dr. Best's conference; a tribal expo; Gary Farmer presentation; Day of the Young Child; Family Week; Starvation Memorial; science fair; Non-credit community education classes and workshops are held through funding from various grants. For example   USDA grants have offered the following workshops/activities: USDA Land Grant Summit; 3rd Annual Conservation Day; Language Immersion Camp; All Day Board Meetings; NYSP Day; Medicine Walk; Academic Readiness Day; Tribal Colleges/NDSU Horticultural Tour; Entrepreneurial Training; Gardening and Canning workshops; tree and forestry workshops; and agri-business workshops. The majority of activities held at TMCC and Anishinabe are open to the public.

5.A.4 The institution's staff members in all areas are appropriately qualified and trained.
In 2011, Turtle Mountain Community College employed 116 staff members consisting of 37 fulltime faculty, 9 administrative staff, 54 other staff and 10 custodial and maintenance personnel.

| | **Native American** | | | | | | | **Non Native** | | | | | | | |
Degree	Admin	Faculty	Clerical	Other Professional	Tech & Paraprof	Service & Maint	Sub Total	Admin	Faculty	Clerical	Other Professional	Tech & Paraprof	Service & Maint	Sub Total	Totals
Doctorate	1	0	0	0	0	0	1	0	1	0	1	0	0	2	3
Masters	6	14	0	6	1	0	27	1	11	0	0	0	0	12	39
Bachelors	2	5	1	20	15	0	43	1	1	0	1	0	0	3	46
Associates	1	4	3	0	12	2	22	0	0	0	0	0	0	0	22
Certification	0	2	1	0	0	2	5	0	0	0	0	1	0	1	6
High School	0	0	0	0	0	6	6	0	0	0	0	0	0	0	6
Non- H-S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	10	25	5	26	28	10	104	2	13	0	2	1	0	18	122

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

Prior to fiscal year 2011, the budgets were prepared by the President and the Comptroller based on past spending and future goals. Staff input was inconsistently requested and considered. Recognizing TMCC had a problem in this area it implemented a new budget process in 2011. The institutional budget follows the fiscal period, July 1 to June 30. The President appointed a committee of employees that represented the major areas of the College. The budget areas for the institution are the following: President, General Education, Academic Support/Dean, Library, Athletics, Student Services, Human Resources, Fiscal, Boards of Directors and Trustees, IT Department, and Facilities. The members consist of the Dean of Instruction, CTE Director, Comptroller, President, and Human Resource Director and the acting Dean of Students at that time. At that time, the Comptroller supervised the IT Director and the Facilities Manager. The acting Dean of Students was also the Financial Aid Director. The Dean of Instruction supervises all instruction, library, and academic support areas. The President supervises the Athletics so he worked with the athletic director for that budget and he budgeted for his staff not covered in other departments' budget or in a grant budget.   The draft budget is presented to the Board of Directors before the June meeting and the final budget is presented to the Board of Directors for adoption at the June meeting.

Each member was asked to compile a budget based on their needs for their area. Career and Technical Education needs were a part of the Academic Dean's overall educational budget. The IT director and the Facilities Manager were asked to compile a budget for each of their departments. The library director prepared the library budget. The Comptroller compiled all these budgets into one overall institutional budget. The budget committee met and discussed the budget and where it could be cut. When it came time to discuss the IT and Facilities budgets, the directors were asked to attend the meeting.

Since then the make-up of the committee has remained consistent with one exception. When the Human Resource Director position was changed to manager and with the hiring of the Vice President, the HR manager was not put on the committee and the Vice President was. The acting Dean of Students is no longer acting and has returned to strictly the Financial Aid director and remains on the committee. The Dean of Students prepares the budget for that department and is invited to the meeting when the department's budget is being discussed.

Monitoring the individual institutional budgets has been a problem. The Fiscal Office had to implement project codes for each department. Spreadsheets have to be created for each individual budget, a report ran from Jenzabar and InfoMaker exported to excel, then the exported excel spreadsheet had to be sorted by project code and any missing project codes investigated, or any project codes that appeared to wrong had to be investigated. Once that was complete, each line item with in the different project codes that represent individual budgets must be summed. Then when that is complete, the summed line item data is entered into the other budget spreadsheet so that a budget vs. actual can be performed. This ties up the one to two staff persons in the fiscal office for some time. Therefore the feedback to the departments has been slow and inconsistent.

To help resolve this issue in December 2012, TMCC purchased the budget module from Jenzabar and the Fiscal Staff development is currently underway to maximize the budget module. The budget module will enable institutional department heads to be responsible for preparing the budget directly in the Jenzabar system. Then when it is approved, as they spend the authorized line items, they can monitor the budget on their own without having to get information from the Fiscal Office. The department manager/director can log in through the web portal and access their budget information and expenses any time.

CHALLENGES
- TMCC's major challenge in allocating the institution's organization, resources, and opportunities to fulfill its mission statement and goals is unpredictable.
- High dependency on external funding.

STRENGTHS
- We have improved the budget process to be more transparent and include more input of staff.

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

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

GOVERNANCE
(TMCC Policy Manual 1.0010) TMCC's tribal charter established a two tier governance structure. The first tier consists of a ten member group designated as the Board of Trustees. The Tribal Council appoints six members on Board of Trustees selected to represent specific sectors of the community, including businesses, schools, health, etc. These six members of the Board of Trustee have lifetime appointments. In addition, the remaining members are as follows: Two members are from the Tribal Council appointed by the Tribal Council and the remaining two members are students attending the College.

The members of the Board of Trustees are:
- Jim Lindgren, Chairperson; (Retired Vocational Rehabilitation Counselor)
- Yvonne St. Claire, Vice Chairperson; (Principal Dunseith Day School)
- Theresa Davis Rivard, Member; (Retired Postmaster and Retired part-time K-8 Teacher)
- John Frederick, Member; (Retired Business Manager, Ojibwa Indian School)
- Dwight Trottier, Member; (Retired Human Resources, Turtle Mountain Community Schools)
………………………
- Elmer Davis, Member; (Tribal Council Representative)
- Zelma Peltier, Member; (Tribal Council Representative)
- President, TMCC Student Senate

- Representative, TMCC Student Senate

(TMCC Policy Manual 1.0020) The second tier of governance is the Board of Directors. The Trustees select a five-member Board of Directors charged with setting institutional policy. The members of both boards are broadly representative of the community and are enrolled members of the Tribe. The Board establishes broad policy and direction. Each term for these five members lasts up to five years.

The members of the Board of Directors are:
- Carla Peltier, Chairperson; (First Grade Teacher, Turtle Mountain Elementary School)
- Dr. Leigh Jeanotte, Vice Chairmen; (Director of American Indian Student Services, UND)
- Glenn Longie, Member; (Addiction Therapist, Lake Region Outreach)
- Duane Poitra, Member; (Business Manager, Turtle Mountain Community Schools)
- Joanne DeCoteau, Member; (Diversified Occupations Instructor, Turtle Mountain Community High School)

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

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

TMCC has developed a committee approach to addressing areas of concern, developing needed policies and acting as a review board for various areas of the College. (This can be found in the policy manual, Section 1.7.0000-7.0020 Institutional Committees pg. 20.) The committees that are currently functioning are the following: President's Administrative Committee, Retention Committee, Recruitment Committee, Academic Standards Committee, Supervisor's Committee, Evaluation Development, Admissions and Financial Aid Committee, Faculty Committee, Staff Committee Scholarship Committee, Curriculum Committee, and Assessment Committee. Also, the Budget Committee, Travel Committee, and the Investment Committee are described in the Fiscal Policy, Section

In addition to the various committees, TMCC has in place Department Chair Positions to act as representative to address departmental needs and concerns. TMCC also addresses policies concerning students which can be found in the student handbook and college catalog. All policies adopted by TMCC follow a specific procedure outlined in the policy manual (**6.0170 ADOPTION OF POLICY pg. 47**).

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

The Policy manual contains the fiscal policies of the Turtle Mountain Community College Board of Directors, hereafter referred to as the Board. New situations and issues give rise to the continuing need to develop new policies or revise existing ones. This is why the Board employs the loose leaf format for this manual.

The College operates according to policies established by the Board of Directors. The Board, which represents the best interest of the community, develops policies in accordance with federal regulations and the College administration implements them through specific regulations and procedures. The Board periodically appraises the effects of its policies and makes revisions as necessary.

In the interest of harmony, efficiency, uniformity of interpretation, coordination of effect, and in fairness to all concerned, the Board makes this manual available to all who are affected by its policies. One copy shall remain on file in the administrative offices at all times.

Copies of this manual will be made available to the Board of Trustees and the Board of Directors. The manual can be viewed on-line at www.tm.edu. Each employee or department is responsible for downloading the most up-to-date version of the policy manual. (As referred to in Section 4 Fiscal Policy).

The documentation and the utilization of board minutes are essential in determining the amount of information and involvement in the TMCC finance, academic, and business operations. The minutes of regular and special meetings are public records. The Minute Book, a permanent record of all actions of the Board of Directors, shall be open to inspection by any citizen of the Turtle Mountain Band of Chippewa community and shall be kept on file at the College administrative offices as a permanent official record of all transactions of the Board.

The minutes shall record the name of the director making a motion, the name of the director seconding it, and the vote attributing each 'yea' and 'nay' vote, or abstinence if not voting, to the individual director. The voting shall be by voice except that a roll call may be required for resolutions and all other questions whenever requested by a Board member. A Board member may also have the reasons for his or her vote recorded in the minutes if so requested at the time of voting. (As referred to 6.0160 section 3-11 of the Directors Bylaws).

Board of Trustees members will meet periodically and not less than once each year, apart from official meetings help pursuant to these bylaws, to review institutional direction and discuss policy. (As referred to 6.0200 section 3-11 of the Directors By Laws).

Turtle Mountain Community College functions with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. The organization operates with integrity to ensure the fulfillment of its mission

through structures and processes that involve the board, administration, faculty, staff, and students

As the strategic planning and institutional effectiveness planning moves forward with participation from all segments of the college community, it appears likely that there will be a proposal to the College's board of directors to adopt a revised list of goals.

Changes are included in department documents and the department's handbook, as approved by the College Board of Directors every two years or as needed.

The Faculty Committee working through its standing committees, serves as the legislative body for academic issues: Approves new courses and academic degree programs (follows approval by participating academic departments and precedes approval by the Academic Dean, President, and Board of Directors;

- Faculty and Staff Committee President (or designee) is invited to attend all TMCC Board of Directors meetings.
- **Article:** *Within the framework established by statutes and the Board of Directors, the Faculty Senate shall be deliberative and legislative body for academic matters and for college policies pertaining to promotion and leave. In regard to other issues affecting the faculty and academic community, the Faculty Senate shall be an advisory body to the Administration and Board of Directors, through channels established by the Board.* Budgetary matters shall be advisory issues. The Senate shall be granted authority to: (As referred to in the 2004-2005 assessment report)

The oversight and control of the College is exercised in the policy making body of TMCC, the Board shall be charged with oversight and control of the College. The formulation and adoption of written policies that govern the College shall constitute the basic method by which the Board exercises its authority over the operation of the College. (As referred to 3.0010 section 3-2 of the Board of Directors Bylaws).

The overall purpose of the Board of Directors shall be to advance and promote the mission of the College, which is to: "function as an autonomous Indian controlled college on the Turtle Mountain Indian Reservation focusing on general studies, undergraduate educations, vocational education, direct scholarly research and continuous improvement of student learning, By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the College establishes and administration, faculty and student body exerting leadership within the community and provides service to it."

Under the Charter as reauthorized by the Tribal Council of the Turtle Mountain Band of Chippewa, the Board of Directors has been specifically charged by the Tribe with the responsibility of providing community college instruction for members of the Tribe and residents within the area served by the College who are qualified for admissions, according to the standards established by the College. The Board of Directors is responsible for the management and operation of the College, and has custody of, responsibility for, and control of the property, real and personal, and other intangible assets, of the College.

The Board is responsible to the Board of Trustees and ultimately to the Turtle Mountain Band of Chippewa Indians. The Board is responsible for ensuring that the Institutional Objectives of the College are met. In doing so, the Board should be sensitive to the hopes, ambitions and needs of the members of the Tribe. It shall have responsibility for formulating broad public policy for community college education in the area served by the College. (As referred to in 3.1.0000 Section 3-1 of the Board of Directors Bylaws)

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

Shared governance at TMCC uses a variety of processes that is a delicate balance between faculty, staff, and student participation in the planning and decision making processes. Shared means that everyone has a role; the various committees solicitate input during decision making process. No one person is arbitrarily making important decisions absent the advice of key constituents; nor is decision making simply a function of a group vote. The various stakeholders participate in well-defined parts of the process.

TMCC incorporates cooperation amongst its administration, faculty, staff, and students in determining the set academic requirements, policy and procedures. **6.5.0000 Instructional Policies and Procedures (pg. 7)**, in the policy manual, summarizes the requirements in developing new courses and/or programs of study at TMCC. The Dean of Academics has final approval of the course design, once that approval is granted, a copy is then sent to the Academic Committee for approval. The Academic Committee considers the following criteria in the evaluation of the course:

Objectives:
- The course is compatible with the objectives of the College.
- There is a demonstrated need or interest for the course.
- The expected results of the course and how these projections were developed must be stated.
- There is a qualified instructor available.

Procedures:
- The course outline and a description of how the course will be presented.
- The assessment procedure of obtaining the above information was gathered through the use of the TMCC Policies and Procedures, TMCC Board Meetings and Minutes and the viewing of the TMCC Website page located at: **www.tm.edu** .

Strengths**:**
- We have a set policy for new academic curriculum in order to add programs of study
- Committee membership has been proven to be beneficial to TMCC staff and faculty in many cases it has provided the setting for staff and faculty to learn about the different facets and big picture of the College in addition this process provides the opportunity for staff and faculty to have input into the total operation of the College.

- Staff committee has been reinstated after lack of participation, and now is in full effect after recommendation from previous self-study.
- The Board of Directors and Board of Trustees members have a back ground in education, including fiscal, policy making, and policy implementation.
- The Board of Directors and Board of Trustees are charged with the oversight and control of the College.

Weaknesses:
- Lack of policy regarding 30-day comment period when implementing new policy
- Lack of student governance, recognition, and their role in policy manual and procedures.
- Policy adoption and approval is not well defined in policy manual, and policy procedures of approval are not found. Such as orientation of new employees, procedures
- Although the institution incorporates and encourages shared governance, most entities do not have a final vote.
- There is a discrepancy between the policy manual and the organization of the college as it pertains to academic development and job performance.

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

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

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

The institution ensures that the priority for its unrestricted revenues is enhanced through continued ability to sustain the quality of the institution and its academic programs. This is accomplished by hiring the most qualified faculty and staff, providing adequate facilities for educational success and by providing resources such as books, computers, and other technologies used in the classroom. The institution provides students, faculty, and staff with opportunities to participate in cultural activities throughout the campus on a daily basis.

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

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

Under the institutional effectiveness plan, external evaluators were contracted to evaluate the major departments in the College. Another way that the College operations are assessed is through the strategic planning process and most recently through the Organizing for Success initiative. The internal and external factors that influenced the College were examined and a strategic plan was created based on data collected. As an outcome of this study, a new functional organizational chart was created and implemented.   The College performed an assessment of its energy use, and as a result has implemented strategies for energy savings.
The budget process was evaluated, and it was determined to be ineffective. As a result, a committee was created with various department heads to allow for more transparent and shared process.

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

Turtle Mountain Community College takes into consideration the entirety of the institution in its planning process by utilizing community, student, staff, and faculty surveys. TMCC looks at this information and comes up with ideas such as providing curriculum that students are interested in. TMCC has numerous committees that help in the planning process. The administrative council has employees that represent most departments, so that they have a voice in the planning process. They look at issues occurring throughout the college. TMCC has a budget committee that addresses the financial planning for the whole institution.

The planning process is best documented in the institutional effectiveness plan and the Organizing for Success initiative. Through the discovery process of each of these initiatives, the administration utilized data that was collected from various constituents in which the college serves.

Community Surveys: TMCC and the CTE department conduct a survey for their graduates.

Student Government: The Student Senate is the official representative of the Student Body of the TMCC. The Student Senate processes all allocations of student activity funds. The Student Senate is also responsible for organizing and promoting activities for the Student Body including picnics, basketball tournaments, volleyball leagues, family week activities, cultural events, AIHEC and Graduation. They will work closely with TMCC employees in the planning of those events and activities. The student government plan activities, but take into consideration ideas of the students. The student government meets once a week, usually every Friday. The Student Government President and the Representative represent the students on the Board of Trustees. See TMCC Student Hand Book page 39-40.

Committees: TMCC has 2 major groups of committees. They include the Long-range plan and Self-study Committee and the Institutional committees. The Long-range plan committees include Mission Committee; Integrity Committee; Academic Programs-Quality, Resources, and Support Committee; Academic Programs-Evaluation and Improvement Committee; and Resources and Planning Committee. The Institutional committees are the Administrative Council, Assessment Committee, Recruitment Committee, Retention Committee, Academic Standards Committee,

Supervisors Committee, Evaluation Development Committee, Admissions and Financial Aid Committee, Faculty Committee, Staff Committee, Curriculum Committee, and Scholarship Committee. See Policy Manual 1.7.0000 Committees page 19-21.

CTE curriculum & advisory committee: CTE track their students after graduation. 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. They are used in the process of assessing student learning in the career and technical programs.

Teacher Education Dept: In 2008, the Teacher Education Department surveyed and interviewed the alumni, faculty, and School Administrators targeting the program satisfaction, current employment status, self-evaluation of teaching skills, and Native perspectives. They took those finding into consideration when planning for the future years of the program. See Teacher Education Accreditation Report.

Institutional Effectiveness Plan: This report provided data for the analysis of TMCC activities, instruction, services, and facilities as it relates to student learning. They had a number of internal surveys administered to students, faculty, and staff. See TMCC Institutional Effectiveness and Assessment located at www.turtle-mountain.cc.nd.us/randd/instres/index.asp

FOE: Dead issue at this time

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

New business coming in
At TMCC, a new position placement center director position was created for career placement of our graduates working with economic development locally and state wide. The center offers TMCC students and graduates assistance to secure a job after graduation. Assistance in resume writing, interviewing skills, job searching and job relocating is offered at the TMCC placement center.

Low student count
Student count was down fall 2011 and 2012. One contributing factor to the enrollment is TMCC billing students for tuition. No plan was in place for the drop in enrollment. According to the Comptroller, we do have some reserves that will carry us through a low enrollment year, such as this year.

Train for new industry
Employment needs of the community, the job market and state trends are looked at when developing new programs campus wide at TMCC. Funding is an issue when planning these programs. Because the programs are dependent on soft monies, sustainability of programs is sometimes difficult. The CTE works with job service, TERO and the BIA when planning training programs. Teacher Education currently offers a BS in three areas, Elementary

Education, Early Childhood and Secondary Science. Additional BS degrees offerings are being considered due to state and local teacher shortage areas in some subject areas. TMCC recently received the US Department of Labor TREND grant which consists of five colleges in ND forming a consortium. TREND consortium goals include: Develop new and enhanced curriculum and credentials to help students find jobs in oil and gas, transportation, and building and construction trades in ND; Redesign the program development and delivery systems provided by the colleges to support more flexible and technology-enabled learning; Offer enhanced student support services and career navigation to increase retention and placement. TMCC will enhance our welding and building construction technology programs and will be CDL and cement laying classes. In the fall of 2012 a Community Outreach Coordinator position was added through Title III. The responsibility of this position is to assess needs and arrange trainings to outside sources, building relationships in the community.

Investments

Turtle Mountain Community College has ten investment accounts. There are four permanently restricted accounts along with four corresponding spendable interest accounts. The last two are unrestricted. The College adopted an investment policy in 2012 that outlines how unrestricted investments could be invested. As of today all the investments are conservative investments – low risk, low return. The investment committee that was established with the adoption of the policy is working on changing the investments portfolio for a portion of the amounts in the two unrestricted investment accounts. All the investment were created and maintained for the future of TMCC.

Foundation

The Foundation is seeking a 501(c)3 status, established as a separate nonprofit in support of the Turtle Mountain Community College and the individuals TMCC serves. The Foundation is incorporated in the state of North Dakota as a non-profit entity and is currently seeking an IRS determination as a foundation.

The TMCC Foundation has one purpose: to ensure that every individual can attain the high quality degrees and workforce credentials that will empower them to live a full, successful life. The TMCC Foundation believes that empowering each individual through higher education opportunities is the first step in creating vibrant, resilient communities. This will improve economics at all levels, strengthen community engagement, and reduce crime and poverty.

The TMCC Foundation's mission is to:
- Invite and contribute private funds to support TMCC's programs, services and activities, the majority of which are not adequately funded through traditional public resources.
- Mobilize a broad-base of volunteers to advance and support TMCC's mission throughout the Turtle Mountain region and beyond.
- Create relationships and communications that invite and open the space for deeper conversation, collaboration, and community engagement for all ages.
- Catalyze change by engaging across sectors to strengthen the fragmented systems and services that support our population. By engaging and uniting our efforts, we will impact

not only the prosperity of TMCC and those we serve directly, but the Turtle Mountain region in its entirety. (TMCC Website)

Budget Process
The Budget committee meets regularly. TMCC is continuously working on the budget and trying not to use the reserves. Through the budget process, money is allocated to departments.

Recruitment Process
There is not a specific plan in place for recruitment. TMCC staff visit the local high schools in Rolette County to recruit juniors and seniors to attend TMCC. A booth is set up at the local mall and at high schools in Rolette County during parent teacher conferences. The class schedules are placed in the local papers each semester. Also advertising is done on the local radio stations. It was suggested by the committee to enhance our recruitment through the use of social media, such a Face Book. Through social media, TMCC could advertise and recruit new students in various academic and athletic programs.

Retention Plan
Consultant Barry Karow and Teresa Farnum visited TMCC campus in May of 2006 and led the finalization of Retention Action Plans with chairs and their committee members having responsibilities for the implementation of action plans for 14 separate retention strategies. The consultation was designed to assist each coordinator and committee members in bringing to closure and using the action plans with an official implementation date of the start of the fall semester 2006, and closing the current retention plans at the end of the fall semester 2007. The goals of the retention plan are to increase learning, increase student success, and to increase student satisfaction. Currently, the committee meets as needed.

ICCA FTE
As this time TMCC does not have a formal policy or procedure that plans for the fluctuation of the ICCA Indian student count (ISC) and the fluctuation in the dollar per ISC each year.   Now that the Bureau of Indian Affairs has switched to forward funding, the budget committee has a better idea of how much revenue to anticipate and budget accordingly. The College has been building a reserve for several years. The plan is to accumulate enough reserves to run the College for a year or more if the ICCA funding were to discontinue. TMCC has been able to put money in the reserves with the exception of five or six years. The Board of Directors mandated a balance budget starting the fiscal period 2011 ending a string of years of deficit spending. In addition to the reserves, the College holds several investment accounts of which two can be used for operations if it was absolutely necessary. Even though the College doesn't have a formal plan they do plan by accumulating a reserve and maintaining investments.

Strengths
- TMCC has numerous committees that help in the planning process

Need for improvement
- We don't do enough community surveys to see the needs of the community and also the surrounding areas

- FOE (Foundations of Excellence): We did some work with this, but didn't follow through with the results
- Institutional Effectiveness Plan –No longer effective or available in the same as the Institutional process of planning. Once vacancy opened, it was not refilled.
- Initiatives are started and a lot of work done, then they are dropped which causes low morale and frustration of the staff/faculty.
- Retention plan was discontinued for FOE, at this point neither are followed through with.
- It's a waste of human and fiscal resources to start initiatives and not utilize the information or continue the action plan process.
- Evidence that the institution needs to develop a planning process and stick to it.
- The Colleges planning process is not currently being assessed.

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

TMCC strives to keep abreast of the constant upgrades of technology. A technology plan was developed in 2011 to provide staff and faculty the opportunity to be involved in the training process which will enhance each department and its technology abilities. There is also a technology committee in place to ensure that TMCC is up to date with all technology needs and requirements. Some of the demographic shifts that TMCC is anticipating are that the Turtle Mountains will soon be oil land. This will mean that there will be more and more population that will be part of the reservation. This may also mean that there will be more individuals that will be interested in earning degrees of certificates in the area of studies that will benefit them in the oil field.

TMCC is planning for anticipated globalization for an emerging factor. As of now TMCC has a Placement Center Director as well as a Community Outreach Specialist. The Placement Center Director helps bridges the gap between our graduates who would be are a potential employee to potential employers. At the same time, help them prepare to enter the work place. The Community Outreach Position works with employers and agencies in the community and region to identify customized education and training programs and services that meet workforce challenges. Using a combination of interviews and surveys, this individual will compile data related to education/training needs. The person will prepare written statistical reports for the TMCC Administration. These reports will provide the basis for future development of new academic and CTE programs/degrees. TMCC also offers online education which will allow students to earn college credit hours without having to take place in the classroom. During the 2012-2013 academic year, TMCC has offered 67 online courses. Using the Title III grant, an Online Coordinator was hired. The Online Coordinator helps all faculty members become competent with the delivery of instruction using online delivery systems. The Online Coordinator collaborates closely with the Educational Technology Specialist to plan (short and long range) and determine training strategies for developing the college's online delivery capabilities. The coordinator is directly responsible for implementing the online training, establishing competencies and evaluation. He/she keeps current with the newest educational online trends and technological developments.

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

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

TMCC has developed processes to systematically improve its performance. Data forms the basis for improvement in education and human resource functions. Institutional reporting is a major source of performance and recording includes the IPEDS report, AKIS report, HLC report, ICCA Annual report, Audit, Institutional Data updated for HLC, State Count report for non-beneficiary students, Graduation and Completion report, North Dakota University Systems report.
(Expand on reports)

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

Instructional improvement is based on assessment as covered in the Turtle Mountain Community College's Faculty Assessment Manual (June, 2011). This manual provides faculty with an understanding of their roles and responsibilities. Assessment is an ongoing process designed to measure learning and create feedback for the modification of education. Primary responsibility is charged to the Assessment Committee comprised of the faculty chairs and led by an Assessment Coordinator (currently Mr. Andy Johnson). Composition of the committee is spelled out in Section 1.D.2. on page 4.

Assessment includes multiple levels. Each faculty member is responsible for pre and post assessment for each course taught. These assessments provide a statistical basis for student learning and documentation students met the learning objectives established in the curriculum. (reference Section 2.A.1 of the manual). Other measures of student learning include assignments, exercises, tests, mid-term and final grades.

Each semester all faculty members complete a Student Learning Outcomes Assessment for at least one course. The assessment form may be found in Appendix B of the Faculty Assessment Manual.

Staff Evaluations
In personnel, assessment provides data to identify specific areas for improvement. TMCC has a set of procedures developed and lined out in the TMCC Policy manual, located in section 5.0030. (page 95,96) The annual evaluations begin each year in March and are completed in April. The process begins with employee and supervisor reviewing the job description. The employee is then required to complete a self-evaluation, then returned to the supervisor. The supervisor then in turn, prepares a written evaluation of the employee using at Rating Factor Guide to assist in providing an accurate assessment of performance. The final step in the process is for the supervisor and employee to meet for the evaluation review. If the employees' ratings are competent or higher, the review is completed. If they were below competent the employee is required to proceed to the follow up (see section 8). Once the evaluation process is completed, the appropriate signatures are written, copies are made, and then they are submitted to the Human Resource Department.

In 2008, The Office of Institutional Effectiveness (OIE) began an Institutional Effectiveness Plan tor TMCC. Through this process it identified a need for valid data assessment process. This will assist TMCC in maximizing its resources and make statistical decisions regarding growth and existing programs. Assessment needs to be a continuous process which allows for continued improvement. All assessment needs to be shared with all stakeholders, so that all are actively involved in the improvement process.

TMCC uses a variety of surveys to gather data for improvement. Some of the surveys conducted and utilize in 2009-2010 were Student Satisfaction Survey, Withdrawing Student Survey, New Student Orientation Survey, Student Evaluation of teaching and the Organizational Excellence Survey. The data collected from these surveys can be found in the Turtle Mountain Community College Institutional Effectiveness and Assessment Report.
Results of these surveys have assisted TMCC in making improvements. Survey data has led to changes, for example training in online and instructional technology, HAWKES software, Zhaabwii Learning Center, Cultural integration across the curriculum, more parking area, and more computer availability.

Staff survey, the Organizational Excellence Survey, indicates the positive and negative items of the survey. Staff had positive views of: physical environment; benefits package; strategic orientation; culture of quality; availability of information; external communications; job satisfaction; time and stress; burnout; and empowerment.
Employees had negative views of supervisor effectiveness; fairness; team effectiveness; diversity; fair pay; employment development; change oriented organization; goal oriented organization; holographic and internal communication.

STREGTHS
- We have determined how to do a comprehensive assessment on improvement

WEAKNESSES
- No follow through on survey data

Chapter 8
Federal Compliance
This section needs a lot more work….

Chapter 8 **Federal Compliance**
- o Credits, Program Length, and Tuition
  - o Credits
    - Page 26 of TMCC catalog---The College functions on the semester plan. All academic work is completed in terms of semester credit hours. The semester hour is the unit of credit and represents one hour of class instruction or two hours of directed laboratory work per week for a term of sixteen weeks (some Career and Technical Education programs have exceptions to this policy). A class period usually involves 50 minutes, except for directed laboratory work. Exact distribution of time may vary with the type of course, so students are encouraged to check the class schedule.
    - (Probably need to change to something like this----The College functions on the semester plan. All academic work is completed in terms of semester credit hours. One credit is equivalent to 15 hours of instruction. In some areas such as laboratory and field experience more than 15 hours is required for one credit.
  - o CEU/Non Credit
    - Page 27 of TMCC 2012 catalog-- The CEU will appear with a "P" for pass, or "N" for no credit on the student transcript. CEU's cannot be used to satisfy graduation or financial aid requirements. CEU's may not transfer to another institution (See Continuing Education Division). They are issued to certify successful participation in specific workshops, courses, or training programs for your resume or job application verification. Cultural, social, civic groups, agencies, and business and industrial organizations are encouraged to make their training needs known to the TMCC Academic Dean. Fifteen (15) hours of classroom training is equivalent to one (1) CEU credit.
    - (to make more clear)—Continuing Education Units (CEU) are defined as 15 hours of participation in a non-credit activity offered for continuing education, professional development, and outreach and community services. Continuing Education Units do not qualify for financial aid and do not fulfill the graduation requirements of a degree and/or certificate

programs. Continuing Education Units are one of the most frequently used systems to measure non-credit activities. The purpose for which they are offered is to provide continuing education opportunities that are significant to our community.

- o Distance Learning-(statement from Federal Compliance Section)- However, institutions that provide instruction through on-line, alternative, compressed, or other formats should have policies that expressly address how that learning is determined, organized, and evaluated and how the institution goes about determining instructional equivalencies. Such institutions should consider incorporating learning objectives and actual student outcomes in allocating credit hour values. (We need to develop a policy)
- o Program Length
  - ▪ The required minimum number of credits for baccalaureate degrees at Turtle Mountain Community College is (need to figure this out with Larry and Carmelita). The required minimum number of credits for an associate of arts or science degree is 63-76, depending upon the program. The required minimum number of credits for a nine month certificate is 33-40. (For additional information on credits and program length, see….)
- o Tuition
  - ▪ Tuition rates are approved by the Turtle Mountain Community College Board of Directors and are published under Student Cost of Attendance on page 34 and 35 of the 2012 college catalog.
  - ▪ Tuition rates are based upon a student's academic career
- o Organization Records of Student Complaints
  - o
- o Transfer Information
- o Organizational Compliance with the Higher Education Reauthorization Act
- o Institutional Compliance and Program Reviews
- o Consumer Information and Availability of Information
- o Financial Responsibility Requirements
- o Campus Crime Information and Related Disclosure of Consumer Information
- o Satisfactory Academic Progress and Attendance Policies
- o Verification of Student Identity in Online Courses
- o Advertising and Recruitment Materials
- o Professional Accreditation

Chapter 9
Future

Chapter 9 What's in the future and request for continued accreditation

Appendices