Turtle Mountain Community College

**Report to the
Higher Learning Commission
of North Central Association of Colleges and Schools**

Focus Visit

October 2008

Table of Contents

President's Message

Boozhoo and welcome to Turtle Mountain Community College (TMCC). I hope that your visit here will be both enjoyable and enlightening. I am very proud of the hard work done by the students, faculty, and staff of TMCC. As Hillary Clinton stated in one of her speeches, It takes a whole community to raise a child. We at TMCC believe that it takes the whole college community to educate our students. The integration of the Seven Teachings of the Ojibwa continue to be a guiding force at TMCC. The teachings coupled with our founding principle of preserving the sovereignty, culture, and language of the Tribe make us uniquely well suited for the task of empowering our student to succeed in life.

The Higher Learning Commission visiting team, in its most recent comprehensive evaluation of TMCC conducted October 20th to 22nd, 2003, identified concerns in the following areas: Assessment of Student Learning, Institutional Effectiveness, Shared Governance, and Strategic planning. The report you are about to review will address these concerns in a manner that demonstrates that meeting or exceeding standards of accreditation are important aspects of TMCC and its programs of study. We believe these standards challenge us to bring quality of instruction, learning, and curricula to all our students as they pursue the opportunities of post-secondary education.

Involvement and empowerment of our students, faculty, and staff in decision-making, problem-solving, and bringing about change and prosperity is also very important. As a tribally-controlled community college serving the Turtle Mountain Band of Chippewa Indians and its community members, we owe it to everyone to live up to the challenge of being "their choice for a college" education. We believe in providing a world of opportunity one student at a time at Turtle Mountain Community College.

Thank you for believing in us and again let me welcome you to our campus!!

Jim Davis, President
Turtle Mountain Community College

Executive Summary

The following report describes Turtle Mountain Community Colleges actions in response to the Higher Learning Commission's most recent comprehensive evaluation in October of 2003. The evaluation team identified concerns in the areas of shared governance, institutional effectiveness, assessment of student learning, and strategic planning. The commission required TMCC to submit two progress reports. The first report due in July of 2005 was to include a plan of assessing institutional effectiveness that addressed the assessment of student learning and broader institutional assessment. The next report submitted in January of 2007 was to include an institution-wide strategic plan that included a technology plan that addressed the institutions use, implementation, and replacement of technology. In addition to the two progress reports, the evaluators found a need for a focus visit that addressed implementing a system of shared governance; progress on the assessment of student learning, institutional effectiveness, and the implementation of a strategic planning process linked to assessment.

Since the commission's visit in 2003, Turtle Mountain Community College has undergone considerable changes in the areas identified as concerns by the evaluation team. This focus visit report describes these changes along with identified opportunities for growth in each of the areas of concern. Included in the report as appendices are supporting documents that provide an account of the additional progress made by the institution to fulfill the commission's concerns. The college website contains further resource materials that are referenced throughout the document.

Introduction

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

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.

Organization of the Report

The report is organized into six sections. Section one provides a brief explanation of the processes taken by TMCC staff, faculty and administration in addressing the concerns of the HLC. This section also includes a brief description of TMCC history, philosophy, mission, purpose, and governance.

Section two addresses the commission's concerns with shared governance. This section demonstrates the steps TMCC has taken to develop a formalized system of shared governance.

Section three explains faculty and institutional progress in the area of assessment of student learning. Section three documents faculty efforts to measure General Education Degree Programs (A.A., A.S.); reports on the assessment committee's ongoing efforts to ensure faculty ownership; identifies approved developments made to the assessment process and the faculty handbook for assessment.

Section four addresses the commission's concerns that TMCC lacked an institutional effectiveness plan. This section explains how we generated an institutional effectiveness plan that is linked to strategic planning and assessment of student learning.

Section five addresses the commission's concerns that TMCC lacked a strategic plan that is driven by data. In addition, this section includes a report on technology use and replacement along with the link to strategic planning.

Section six summarizes the activities that have occurred since the reaffirmation of accreditation by the commission. This section shows that TMCC has resolved the concerns and recognizes opportunities for further development.

Process

Throughout the past five 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 remains vacant.

Throughout the changes in leadership, the administration, staff, and faculty of the college continued their focus on addressing the Higher Learning Commission's concerns. In July 2005, TMCC submitted a report on Institutional Effectiveness. The institutional effectiveness report addressed the commission's concerns on shared governance, assessment, and strategic planning. The commission accepted this report. Commission staff agreed the college staff and faculty have accepted the challenge of implementing an assessment plan that is institutional specific and targeted to the unique needs of the TMCC community. The assessment committee was commended on their leadership and guidance.

In January 2007, TMCC submitted a newly developed strategic plan. This plan included a technology plan. The commission accepted the strategic plan stating that the plan was very detailed, innovative, and excellent.

History

Turtle Mountain Community College (Turtle Mountain Community College) 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 BIA 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, and an auditorium with seating capacity for 1000. The former main campus in Belcourt has twelve buildings that provide 66,000 square feet of space. 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 Degree in Secondary Science, Associate of Arts, Associate of Science, Associate of Applied Science in nine areas of study, and six certificate programs. In addition, the College has developed articulation agreements with Minot State University for a Bachelor of Science Degree in Criminal Justice; and the University of North Dakota for a Bachelor of Science Degree in Social Work. The majority of the coursework for

these degrees are offered at TMCC. Turtle Mountain Community College has demonstrated success in enrolling and graduating students.

The college also serves the tribal community in other ways. Its many 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.

The majority of the students we serve are not typical college students. The student population is older than average, in the 2007 academic year the average age was 33 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.

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. The Board President is Lance Azure who works for the Indian Health Service as a social worker, John Trottier is a consultant with the Turtle Mountain Tribe, Emil LaRocque is the Director of the Turtle Mountain Tribal Scholarship Program on the Turtle Mountain Reservation, Ron Peltier is the Executive Director of the Turtle Mountain Housing Authority on the Turtle Mountain Reservation, and one position is currently vacant. The Board of Directors holds meetings on the fourth Monday of each month. A quorum must be present in order to conduct the business of the Board. The Board hires a secretary who maintains the records for the Board and takes minutes at each meeting.

The Chief Executive Officer of the College is Dr. James L. Davis, who serves as President. Dr. Davis has been at the institution since November of 2005. He carries out his responsibilities as described in policies adopted by the Board of Directors. Section 1.6.0020.03 of the policy manual states that the President implements policy decided by the Board of Directors and is responsible for coordinating practices consonant with the policy. It further identifies the President as the representative of the staff, students, and other administrative officers.

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

Organizational Chart
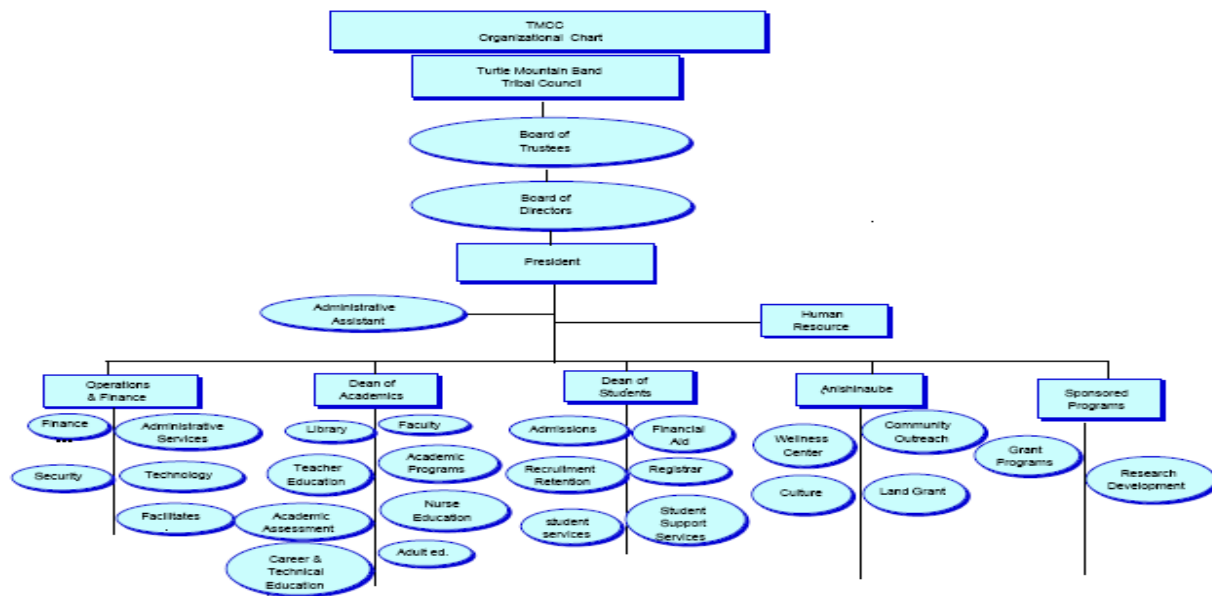
Shared Governance

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, but is currently under review by the faculty and administration.

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. Currently under review by proposal to the Board of Directors is the adoption of a formalized shared governance document. This document outlines several of the processes discussed and includes new initiatives under construction or awaiting approval. Some of the new initiatives include the creation of faculty department heads, and the development of a staff committee similar to the faculty committee. The Board of Directors have accepted the proposed policy and forwarded to TMCC personnel for 30-day comment.

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.

Assessment

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

At the time of the report in 2005, an assessment process had been established for course level assessment and degree program assessment of seven General Education goals. Each faculty member was (and still is) responsible for conducting a pre and post assessment of student learning in each of their classes. At the end of each semester, faculty then completes the approved Student Learning Outcomes forms on a single course. These forms are meant to provide both qualitative and quantitative data for both the course level and program assessment. This data continues to be utilized in structuring the bi-annual strategic plans for institutional effectiveness. These forms (a.k.a. Student Learning Matrix) have been revised August 2008, and all full-time faculty will receive training November 14, 2008.

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.

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 and Project Directors now serve on the assessment committee.

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 has 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.

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).

By following these procedures, faculty established a paper trail of assessment documents. These documents are gathered on the WebCT site. Utilizing credible data based on faculty-driven assessment has enabled TMCC to develop institutional effectiveness and strategic planning.

In the General Education objective of Communication, for instance, faculty have reviewed statistical data on the reading skills of entering students with approximately 67% testing below age appropriate reading levels (see ACT scores and AYP from Belcourt School District). Faculty has integrated more reading skills into their classes, and has repeatedly requested a Student Learning Center/Language Lab. As a result, the Sponsored Programs Office sought a DOE grant in 2007, working with English faculty. Although we did not receive the grant this year, we will be resubmitting and should receive the grant next year. Then we will be able to chart the improvement that the Learning Center provides to students and their learning outcomes. In 2008, TMCC also sought and has received a Big Read literacy grant. We plan to use it to increase literacy among adolescent males. These efforts show how the assessment process functions through the collaboration of administration, staff, and faculty, all seeking to develop student learning.

Social Sciences faculty has been especially challenged by some of our students' difficulty with critical thinking and lack of college preparedness. Faculty began teaching college study skills as a class. All instructors embed study skills into their coursework in order to help develop these under-prepared students. These were also recommendations to help improve retention numbers. As we have followed through with our recommendations to improve these areas, TMCC has also sought and received a U.S. Department of Education grant as the Sponsored Programs Office worked with Social Science and English faculty. TMCC is currently hiring to fill the required positions.

In the core areas of Science and Math, TMCC has responded according to student learning as determined by faculty. One of the goals of our previous TCUP grants was to improve the success of TMCC students in the Basic Mathematics courses. After investigation of various forms of teaching and learning styles, we focused our attention on a computer based learning program from Hawkes Learning Systems. With support from the TCUP program, we purchased the program to pilot in our Basic Mathematics courses.

As of the fall 2008 term, we have been using the Hawkes System in our Basic Mathematics and University Algebra courses for 4 semesters. Following is a comparison of student success prior to using the Hawkes System with student success after using the Hawkes System.

- For the year's fall 2004 to Spring 2006, the Hawkes System **was not used**. During this period, 34% of the students initially registered in TMCC Basic Mathematics and University Algebra courses passed with a C or better grade.

- For the years fall 2006 to spring 2008 (4 semesters) the Hawkes System **was used.** During this period, 54% of the students initially registered in TMCC Basic Mathematics and University Algebra courses passed with a C or better grade.

During these 2 periods, the percent of students who actually dropped the courses were very comparable -- 23% vs. 26%. The Hawkes System is a benefit to student success in two ways. First, the amount of students who are successfully completing the courses has drastically improved; secondly, the Hawkes System seems to be benefiting the students who typically fall through the cracks.

Regular Meetings/Resource Library

It was apparent that some faculty was 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.

Website

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.

Devise and implement a strategic plan for assessment

As part of the 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. 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.

We are currently working on the strategic plan for assessment that will take us through the 2009-2010 school years, in conjunction with the strategic plan for Institutional Effectiveness. Academically, faculty is 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.

Revise assessment manual

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 (See Appendix C-Assessment of Student Learning Manual). 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.

Review student learning outcomes forms

In 2005, Dr. Ann Brummel devised the first Student Learning Outcomes forms that were meant to generate data collection. Unfortunately, these particular forms were tailored for the faculty and Elementary Ed. goals in the Teacher Ed Dept. Full-time faculty needed a matrix on the General Education and course goals that this committee is responsible for measuring. Furthermore, it was unclear how the forms were to be used by TMCC in the assessment process. The forms did not allow for a simple, valid, and reliable means of data collection. Typically, general education faculty did not complete these forms regularly, or if they did, the forms were not utilized by either faculty or administration to provide input to the budget or strategic plan. That is, most faculty completed them in 2004-05, but in 2005-06, few completed.

In 2006-07, faculty revised the forms based on best practices assessment research, and emphasizing the qualitative analysis that faculty believed to be significant indicators of student learning. After piloting these forms for a year (07-08), they were revised again (Summer 08) at the request of the Institutional Effectiveness Director. Revision was needed because faculty were not providing enough quantitative data on student learning, nor were faculty always identifying changes to their teaching styles or course content. In fall 2008, we voted to approve the revised Student Learning Assessment Matrix. This matrix can be found in the current manual, and faculty will receive training on how to complete these forms in November 2008. We intend to use this matrix and process for the next five years until the next NCA accreditation visit. We are

confident that if completed accurately, it will allow for the appropriate and continuous collection of student learning outcomes data.

Most importantly, to connect data collection with strategic planning and thus close the assessment loop, faculty devised the semi-annual department meetings, chaired by department heads. These meetings are held to evaluate the Student Learning Outcomes forms as completed by faculty; to make targeted recommendations about their teaching platforms, syllabus, etc.; and to improve student learning in the areas in which a need is evident. From these meetings, department chairs report to the assessment coordinator regarding syllabus or curriculum changes, budget, and strategic planning, or assessment instruments or process. The assessment coordinator compiles these reports and submits them as part of the annual report to TMCC. It is furthermore, the committee's responsibility to follow up on the status of these recommendations annually to chart progress.

Review Associate of Arts and Associate of Science Degree Program Assessment

In 2005, TMCC tracked student learning at the degree level using nationally recognized pre and post assessment exams. The ACT was required of all admitted students, and served as a pre-assessment of their general education skill base. A review of these numbers, and their aggregate scores for entering classes has historically shown that our tribal students on average perform below the dominant and other minority groups.

CBASE was employed as the post-assessment instrument. This test was administered by faculty in the years 2004-2005 and 2005-2006. In May 2005, 6 students completed the CBASE. In May 2006, 3 students completed CBASE. Recognizing the need to encourage voluntary completion of the CBASE, faculty offered incentives to students completing the exams, such as computers, $100 gift certificates, etc. The sampling was not representative, nor could definitive recommendations be made based on such a sampling.

In 2005-06, the assessment committee recognized that the degree level assessment needed the most focused attention. As work and minutes indicate, the committee evaluated various methods for a capstone course, (as well as more direct communication with the faculty including part-time adjunct). The committee ultimately decided that faculty would not be able to develop or implement a course without significant impediments. No formal report was submitted to the committee or faculty by the coordinator.

In 2006-07, when faculty as a whole reviewed the efficacy of this instrument we discovered it to be both an incomplete sample of students, and an unsatisfactory means of measuring our unique goals and student body. After reviewing various competitor's instruments, we voted to use the CAAP national test in the short term, and strongly consider an e-portfolio for a post-assessment instrument for the long-term strategic plan. In March 2007, we administered the CAAP to 21 students, 16 who completed all five modules. A further breakdown of statistical data can be found in assessment coordinator's report and ACT reports to TMCC (resource room).

In fall, 2007, TMCC Board of Directors voted to abolish the ACT policy as a requirement for incoming students to accommodate financial aid policy. As a result, TMCC does not have a pre-

assessment instrument, nor was the CAAP administered as a pre-assessment in 2008-09. In April 2008, Dr. Carpenter sent letters to inform students of the upcoming CAAP test as a degree requirement, and faculty agreed to release students in order to complete the tests. However, only 10 different students partially completed with only 4 completing all five modules. This is not a representative sample, but a further breakdown of numbers can be found in the ACT reports to TMCC (resource room).

In April 2008, NCA Chicago HLC conference, Dr. Carpenter met with representatives from ACT to discuss their various instruments, purposes, diagnostic abilities, and TMCC institutional and degree goals. This is documented in the assessment coordinator's Chicago 2008 report. ACT representatives recommended that we employ COMPASS as a pre and post assessment due to the nature of our general education and institutional goals, its diagnostic abilities in core areas of communication, math, and critical thinking. Leech Lake Tribal College currently uses this instrument successfully. These representatives offered to write a letter on our behalf to NCA, if we determine this to be the best instrument. MAPP, designed by Educational Testing Services to test two year General Education skills, also remains an option because it is shorter, and computer-based.

It is clear that in order for this pre and post assessment to be administered to enough students to establish the data sample as reliable that TMCC needs a policy change in the course catalog that requires student to complete a pre and post assessment measurement (test or electronic portfolio), to be determined and reviewed by the assessment committee, in order to receive their 2 year and 4 year degrees. It should not be tied to financial aid. TMCC assessment committee should bear any cost as part of their budget and the assessment coordinator has received an increase in the budget in order to compensate for this cost. Without the **mandatory** requirement, students will not complete such an instrument. In other words, we will not have a representative sample from which any fundamental decisions about strategic plan could be made judiciously. Due to the serious nature of such a policy change, however, faculty and administration need to proceed very cautiously.

Provide for peer and student evaluation of faculty.

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.

In addition, according to this stage in the strategic plan, during the 2007-08 school year, Audrey LaVallie assumed the responsibilities of this sub-committee, and following her visit to NCA as paid for by assessment funds, developed and proposed a plan, which after faculty revision, was

approved at the end of the 2007-08 school year. A full account of this evaluation platform was adopted at the same time as department chairs and can be found in appendix.

Opportunities for growth

- More established protocols between the assessment committee and the various administrative agencies which act on recognized student learning needs as determined by our assessment platform.
- Establish a central electronic data storage system/program to keep track of all students, and all statistics of student learning. CTE already has and TED is securing software for electronic data storage.
- Hire a full-time assessment coordinator position with statistical experience.
- Mandate a pre and post assessment instrument measuring General Education competencies for the 2 year and 4 year degrees.
- Provide incentives for faculty to complete Student Learning Matrix.
- Hire a statistician, faculty assistant who reports to faculty to enter and process data related to student learning.
- Align budget to assessment of student learning.

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. We recognize that we are still striving for an appropriate national instrument and delivery system to measure student learning at the degree program level.

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 coordinates 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.

Opportunities for growth

TMCC staff, faculty, and administration feel that they have made substantial gains in the area of institutional effectiveness. They also realize that there is a need and opportunity for growth. Several areas under consideration include the following:

- Develop an Office of Institutional Research which will enhance the collection, storage, and dissemination of all student and institutional data as it pertains to institutional effectiveness at TMCC.
- Develop a procedure that will standardize the Institutional Effectiveness cycle.
- Develop a plan for effective flow of communication.
- The development of a long-range plan for facilities is currently being developed.
- The formal evaluation plan for all faculty and staff needs additional refining and will be presented to the board of directors for approval.

- Ensure the budget reflects the needs of TMCC as identified in the assessment and institutional effectiveness plans.

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.

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.

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.

Opportunities for Growth

President Davis and the administration realized that for some departments the goals were ambitions. At the end of the plan, reports from each area were submitted to President. Some of the areas within the strategic plan were able to meet all of the stated goals where others were unable to meet all of their stated goals. Although some departments were unable to meet their goals, the process for evaluation is in place and an updated plan is established and will extend for four years.

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.

Concluding Statements

Shared Governance

The TMCC faculty, staff, and administration feel that we have made great improvements in the area of shared governance. 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. Staff also has the primary role in interviewing and recommending candidates for hire in all areas that pertain to staff. All faculty and staff have a leading role on institutional committees, task forces, and decision-making committees that affect their work and are within their areas of expertise. Although there have been gains in this area, the administration, staff, and faculty realizes that improvement is still needed.

Assessment

TMCC faculty has worked diligently the past several years to ensure that assessment of student learning remains an institutional commitment. We have monitored and improved student learning by maintaining regular meetings that involve faculty. Faculty has re-evaluated nearly every component of the assessment process, from course-level procedures and data collection, to General Education goals, its measurement instruments and rubrics. As faculty and administration have collaborated on assessment efforts, we recognized the areas that required immediate or long-term attention; we have sought to act in a manner that had faculty consensus and administrative support. It is quite clear that significant progress has been made to the assessment of student learning since the previous HLC visit, but faculty realizes that the nature of assessment demands continuing data collection, implementing changes, and thereby, improving student learning. Faculty continues to identify areas in which the assessment of student learning could be improved. Our forthcoming strategic plan for assessment will address these areas so that TMCC students are best served according to their academic and career needs.

Institutional Effectiveness

As stated previously, TMCC has taken several steps to address the commissions concerns on institutional effectiveness. They begin by developing and implementing an institutional effectiveness plan that clearly outlines the processes at TMCC. The institution has taken a proactive stance on program effectiveness by seeking and securing funds to employ a full time director to implement the plan.

Strategic Planning

The Turtle Mountain Community College understands that strategic planning is critical to any organization, and the plan must include the environmental trends of the organization and the community which it serves; and the mission, values and strengths of TMCC.
TMCC must assess and refine on a continuing basis its priorities, goals and plans for both the short-term and long-term.   Measurable outcomes, both qualitative and quantitative, will be specified, reviewed and revised as the college focuses on the important issues that need to be accomplished in the next ten years.

Appendix A-TMCC Hiring Policy

TURTLE MOUNTAIN COMMUNITY COLLEGE
HIRING PROCEDURES

SECTION I: GENERAL PROVISIONS

Scope: These procedures apply to the recruitment, hiring and promotion process for all TMCC employees, with the exception of summer youth programs and part-time employees. The President, Vice-President(s), Comptroller and Human Resource Director are also exempt and will be hired by the Board of Directors. The Board of Trustees will assist in the process.

Equal Opportunity and Non-Discrimination Policy: The Turtle Mountain Community College is committed to policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, age, or handicap. In adhering to this policy the college abides by the requirements with Title IX.

Ethics Policy and Confidentiality and Conflict of Interest Statement: The Turtle Mountain Community College Ethics Policy and Confidentiality and Conflict of Interest Statement apply to this process.

Compliance – These procedures are intended to comply fully with all applicable tribal, state, and federal laws, regulations and TMCC policies. These procedures are to be interpreted so as to comply with an existing law or law subsequently passed.

Oversight: The President is responsible to ensure the integrity of the procedures established by this Policy. To assure that the process is clear and understood, the President will be responsible for training the key administrators of this policy. If the process has been substantially violated or abused, the President may order that an error be corrected, that a portion of the process be redone, that a member of the Committee be excluded from further deliberations, that the process be terminated, or that some other remedial action be taken to assure the integrity of the process. If the recommendation of the committee is not agreeable to the President, the position will be re-advertised or eliminated.

Amendment: This policy may be amended as necessary by the Board of Directors.

Section II: Recruitment

Vacant/New Position: The supervisor or director shall submit a request to fill a new and/or vacant position to the President. The supervisor or director is responsible for completing all necessary forms for obtaining required authorizations. After proper authorization and final approval by the President, supervisor or director shall submit the necessary documentation to the Human Resource Director who will advertise the position.

Position Classification: Positions are classified on the basis of duties and responsibilities. Class specifications indicate the title, duties, scope of work, and recommended qualifications.

Position Announcement Content: The Job Announcements shall contain as applicable:

Position Title
Opening and Closing dates
Range of Salary
Qualifications
Duties and Responsibilities
Proficiency Requirements
References
Two professional
One character
Conditions of Employment
Travel may be required
Valid State Drivers License
Physical Examination
Background security investigation
Drug testing
Indian Preference
Veterans Preference
How to apply
Equal Opportunity Employer

Advertising: Job Announcements will be posted on WEB site, local and/or national media, and with North Dakota Job Service. All high level or positions that are difficult to fill shall be advertised at the national level.

5. Minimum Posting: All positions will be advertised for a minimum   of ten (10) work days.

SECTION III: APPLICANT PROCESS:

Application Packet/Submission: Applications must include a letter of application, curriculum vitae, resume, work experience, college transcripts, three letters of reference, and, if applicable, proof of Indian blood and/or veteran preference. The packet will be determined to be incomplete if any required documents are missing and application will not be considered.

Application Period: Applications may be submitted for a set period of time and to include "or until filled."

Search Extension: The recruitment period may be extended where the applicant pool has only one qualified applicant.

Search Reopened: The application process may be reopened should the Committee decide not to recommend a candidate to the President. The President has the authority to reopen a search with notification to The Board of Directors.

SECTION IV: RATING/INTERVIEW COMMITTEE

The Head of the Department and Human Resource Director will oversee the hiring process.

Membership: The rating/interview committee shall consist of five (5) members to include the Head of the Department. The rating/interview committee members <u>must</u> remain the same throughout the process.

Committee Selection: The Head of the Department shall be on the selection committee and shall also select two (2) members from that department and two (2) at large.

Orientation: The Human Resource Director will conduct an orientation meeting to explain roles, duties, expectations, timelines and the board-approved hiring process to the committee members. All members must sign a statement verifying that they will adhere to the TMCC Code of Ethics Policy, Confidentially Statement, and Conflict of Interest Statement.

SECTION V: APPLICANT SCREENING PROCESS

Minimum Qualifications: The Human Resource Director will present qualified applicants and complete applications for the rating/interview process to the rating/interview committee. (The Committee may ask for all the application packets for further determination of qualifications.)

Timing: The rating/interview process will begin within ten working days after the closure of a vacancy announcement.

Scoring: Rating/interview Committee members shall rate each applicant on the Applicant Screening Process Hiring Matrix.

Recommendation: The Rating/interview Committee shall evaluate the applications and submit scores and recommendations to the Human Resource Director. If recommendation is to interview, Human Resource Director and Department Head will set up appropriate interviews. If no interview is required the final recommendation will be forwarded to the president for hire with board approval.

Time Frame: If applicable, candidates selected for interviews shall be given at least five days notice.

SECTION VI: INTERVIEW PROCESS

Materials: Prior to the interview, the rating/interview committee will receive from the Human Resource Director, the following materials on each candidate: Application packet, schedule of interviews, interview questions and individual rating sheet.

Site: The Human Resource Director will make the arrangements for the interview location.

Questions: The committee, with consultation from the Department Head and Human Resource Director, will draft interview questions (a minimum of 5) prior to the interview. The committee will submit draft of interview questions to the Human Resource Director for final approval.

Set Time: Each applicant shall be afforded the opportunity to have an interview of approximately equal length and same questions. Specific questions pertaining to salary, benefits, policy, etc., must be referred to the Business Office.

Score: At the conclusion of each interview, the committee shall score the candidate. The committee may discuss as a group each candidate immediately after the interview. All committee members will sign each Interview Rating Sheet and submit the form to the Human Resource Director.

Ranked List: The Human Resource Director shall receive, from the Department Head, the interview scores. The top interview score candidate and alternate candidate will be forwarded for reference checks. The Human Resource Director will perform reference checks. NOTE: the interview score is the final score to be used for the final recommendation for hire.

The Interview Rating sheet will be added as an addendum.

SECTION VII: REFERENCE CHECKS

Timing: Reference and background checks will begin immediately by the Human Resource Director prior to the submission of the recommendation of candidates to the President.

SECTION VIII: CONFIRMATION PROCESS

Recommendation: The Human Resource Director will forward the committee's recommendation and an alternate, if applicable, to the President.

Hiring: The President will approve or deny the recommendation. If President concurs, hiring memo will be presented to the Board of Directors for final approval.

Requirements for Employment: Selected candidates as required by policy must submit to a drug test and physical exam. Any required physical exams will be paid for by the college. If a finalist fails to satisfy the position requirements, the President may revoke the offer of employment.

SECTION X: EMERGENCY APPOINTMENT

Vacancy: Any vacancy, which arises due to retirement, resignation, death, injury, illness, reassignment or other reason may be filled by the President as a temporary appointment not to exceed 120 days. Emergency hires must be with the concurrence of the Board of Directors.

CONFIDENTIALITY, ETHICS, AND CONFLICTS OF INTEREST IN HIRING FORM: (signed by committee members)

ANTI-NEPOTISM RULES
By law (section 458 of Title 28 of the United States Code) no head of any executive or administrative department, either elective or appointive, of this reservation shall appoint his wife

or husband, as case may be, son, daughter, brother, or sister to any position under the control or direction of said head of such department. TMCC policy supplements this as follows:

Relationship by marriage or immediate family shall not prevent appointment of any individual by any of the department chairpersons under the Board of Directors, except that no individual shall be assigned work under the supervision of a relative who might have responsibility for the individual's performance, promotion and/or salary, except by the Board of Directors.

ETHICS
Board of Directors and employees of the Turtle Mountain Community College may not have a direct or indirect interest, financial or otherwise, of any nature that is in conflict with the proper discharge of the employee's duties, Board of Directors and employees shall timely furnish such written disclosures as required by state and federal or the College's requirement.

CONFIDENTIALITY
Confidential hiring information includes all applications for employment, as well as applicant's and finalists' names and rankings, information and materials obtained in the hiring process, and the deliberations of the Committee.

Committee members may only disclose confidential hiring information to another member of the Committee, to a employee authorized by the College to possess such information, or to an individual acting as an agent of the College, or when required to do so by court order.

CONFLICTS OF INTEREST
It is the personal obligation of each evaluator in the employment process to judge each candidate fully, impartially, and only in terms of the qualifications established for the position. No person may participate in a specific selection process when such participation would involve him or her in decisions or actions that affect their own interests or the interests of a related party or parties. No person may serve as an evaluator for a position if he or she has an association with any candidate for that position, when that association is based on past or present financial or real property interests, family relationships, or similar close personal connections that would compromise the impartiality of the evaluator.

Each person must disclose past or present financial or real property interests, family relationships, or similar close person connections that would compromise the impartiality of the evaluator. Irrespective of the existence or nonexistence of any such interest or relationship, a member of a hiring committee must disclose to the Human Resource Officer any interest of the relationship, or issue which limits or may reasonably create the appearance of limiting the ability of the member to act in a strictly impartial manner toward any candidate.

COMPLIANCE
All rating/interview committee members are required to comply strictly with this Policy. Employees who violate this policy may be subject to appropriate discipline according to policy.

No person may serve on a rating/interview committee who has not first signed the following statement:

I have received and read a copy of the Confidentiality and Conflicts of Interest in Hiring Policy. I agree to maintain confidentiality as described above, and I affirm that, to the best of my knowledge, I am free of any conflicts of interest with respect to applicants for the position to be filled, and that I am capable of rendering an impartial judgment with regard to each candidate.

I will be asked to be excused from the committee should this condition change during the course of the hiring process.

Committee Member Signature   Date

RATING/INTERVIEW MATRIX

There will be a rating/interview matrix set up to be used for all applicants included in this document. Matrix may change from time to time but the Standard portion of the matrix will remain the same for all scorings. Example is attached but is not a permanent part of this policy.

Applicant Screening Process
Rating/Interview Matrix
The following matrix is the paper screening process used by the rating/interview committee **(This is just a sample!)**

1. Standard	
Indian Preference (CIB)	Preference =5
Veteran's Preference (DD FORM 214)	Preference =5 =10

Other: Example
      a.   License
      b.   Lift 50 pounds
	Preference =5
	Preference =5

Total Points	=
II. Qualifications	
1.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
2.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
3.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
4.	Rating Score (check one) Does not meet =0 Minimally met =1

	Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
5.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
Total Points	
III. Duties and Responsibilities	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
1.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
2.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
3.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
4.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
5.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
Total Points	

IV. INTERVIEW	
1.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
2.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
3.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
4.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
5.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
V. REFERENCE	
1.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
2.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2 More than satisfactory =3 Excellent =4 Outstanding =5
3.	Rating Score (check one) Does not meet =0 Minimally met =1 Satisfactory =2

	More than satisfactory =3
	Excellent =4
	Outstanding =5
4.	Rating Score (check one)
	Does not meet =0
	Minimally met =1
	Satisfactory =2
	More than satisfactory =3
	Excellent =4
	Outstanding =5
5.	Rating Score (check one)
	Does not meet =0
	Minimally met =1
	Satisfactory =2
	More than satisfactory =3
	Excellent =4
	Outstanding =5

Appendix B-Assessment Coordinator Spring 2008 Report

TMCC Assessment Committee
Spring 2008
Semi-Annual Report

This report contains an update on the progress made on the 2007-08 annual assessment agenda, recommendations made by department chairs based on data collected from fall semester 2007, and an appendix of faculty completed course related assessment data and materials: Student Learning Outcomes, General Education outcomes, retention, and pre/post-assessment results. It was prepared by the assessment coordinator, and faculty for the entire TMCC community and Turtle Mountain Band of Chippewa Indians to demonstrate our assessment efforts to monitor and improve student learning.

Annual Agenda

1. Prepare for NCA visit.

We are currently meeting in sub-committees and are getting ready under the leadership of Anita for the focused visit. People have volunteered and will be assigned when necessary to serve of these sub-committees. I, Larry and Anita will be completing the three areas we need to focus on: shared governance, institutional effectiveness, and assessment during the summer and in the fall.

2. Conduct semi-annual departmental meetings.

We have fulfilled these responsibilities very well. During the fall, these were held in September and I submitted a report based on these meetings in November 2007. In the spring, these were held in February and this report constitutes the information and recommendations based on meeting. The department examines and evaluates the assessment data provided from their courses and the CAAP. These have been quite helpful in closing the loop of assessment practices, and in indicating the areas where improvement is still required.

3. Administer CAAP in March.

This has been done. I sent out approximately 30 letters to prospective graduates in the A.A. and A.S. degree programs on March 15, 2007. We administered the test the week of March 31 to April 4, 2008. Only 10 students participated: 4 completed; 6 partially completed the CAAP test. This is not a representative nor valid sample.

Recommendation: The CAAP test may be reduced in scope to those areas not already covered by placement/pre-post assessment exams delivered locally, and to align with our Gen Ed goals and objectives. I spoke with ACT representatives at NCA, and they have suggested that we use the COMPASS instrument because it provides a further diagnostic tool that faculty could use to target specific areas of instruction. They will talk with our NCA rep. Karen Solomon if we want to make the change now.

Regardless, any test if it is to be continued and employed effectively and consistently, it should be MANDATORY as both a pre- and post-assessment instrument for these degree programs, and should be so indicated to students in the college course catalog. We might also award the 4 completers a $25 gift certificate to Wal-Mart, or other local business.

4. Address Shared Governance.

We had a single issue meeting in February on this issue and the assessment coordinator submitted the faculty expectations to the Academic Dean and Administrative Council. As a result of this, a document that provides an overview of Shared governance and the organization of department chairs has been proposed by Academic Dean. We negotiated this document, and plan to approve the revised structure sometime in early May. This organizational policy will be voted on by Admin Council and the Board of Directors in the summer.

5. Devise Graduate Cultural Assessment and related academic standards/policies.

This sub-committee, chaired by Leslie Peltier and comprised of community and faculty members has met several times and is planning on recommending several changes to the instrument to make it more tribal specific to the Chippewa heritage, in keeping with the TMCC mission statement. They also have recommended that it be used as both a pre and post-assessment instrument in order to have a baseline of data to gauge the knowledge acquisition. We will vote to approve the new instrument in August, 2008.

6. Devise Strategic Plan for Assessment.

I completed this plan in the fall, and it was inclusive of the 2006-2008 school years. We have completed the goals and objectives listed on this document, pending faculty agreement on peer evaluation methods, and the Graduate Cultural Assessment.

We hired a couple of consultants and are awaiting their reports before developing the strategic plan for the 2008-2010 school years, beneath the direction of the Institutional Effectiveness Director. In fall 2008, we will determine the strategic plan for the next two years.

7. Devise platform for faculty assessment including: student and peer evaluation.

Faculty has agreed generally to have three methods of evaluation: IPDP; student survey; peer evaluation. The IPDP (2005) and student survey (2007) have been approved and established in form and content.

This past fall, Anita piloted a Student Survey that was administered to all students of all faculty, full and part-time. The results were given to individual instructors, and administration; the results can also be found generically in her Institutional Effectiveness Report of February, 2008. Faculty have made suggestions and approved this form in the January 2008 meeting, and it shall be administered at the end of each semester in every class.

We have agreed to the peer evaluation method as proposed by Audrey's sub-committee at April 25 meeting. This form is also stored on the assessment website and webpage.

TMCC, i.e. the Academic Dean, will also be performing an employee evaluation sponsored by the HR department. This is independent of faculty driven assessment of student learning and so is not directly subject to the review of this committee.

8. Secure funding for a full-time assessment coordinator.

We have been unable to discover a funding source for this position. Ron C. has been elected to serve as the Assessment Coordinator for next year.

9. Work to include part-time faculty in assessment efforts.

Part-time faculty will be assessed using the Student Survey and administered by Institutional Effectiveness Director.

Departmental Recommendations
Math and Sciences
1. Jenzabar should be programmed to prevent students from registering for any course that they have not been placed according to the placement exams.

2. Open an on-site daycare facility and implement a bus service.

3. Divide the financial aid money into 8 equal portions and disburse it every couple of weeks throughout the semester.

Teacher Education
1. Create a central electronic databank to store and retrieve student assessment information that any faculty can access.

2. Create a Vice President position that would be responsible for Institutional Effectiveness and Assessment.

3. Utilize assessment data to develop the institutional strategic plan.

Art, Humanities and Social Sciences
1. A committee of three (Ron, Peggy, Andy) should determine individual student advancement from Writing Basics 2 to Comp I at the end of each semester, based on their post-assessment scores. This information would be then entered into Jenzabar by Student Services. If a student receives a D in Writing Basics, they should work on a tutorial program, and re-test to be advanced to Comp I.

2. A policy should be implemented that states that there shall not be more than a two year span between taking Comp I and Comp II; a similar policy has been suggested by math department for its sequential courses.

3. Part-time students are not taking the placement exams.

4. Instructors would like to see the use of multiple approaches towards content transference such as WEBCT, textbook with CD-ROM; researching ways to improve knowledge retention; more resources for learning disability students (Zhaabwii Learning Center!); hiring a credentialed reading instructor; design assessment for deeper learning.

5. More collaboration with grant writers that proceeds from assessment data in order to correlate programs with funds. There is little discussion on major grant proposals, and faculty members are expected to find and write their own grants.

6. Retention could be improved if TMCC provided daycare and busing.

7. Improve Student orientation with online registration, focused advising, and functioning computers. Students also need to be oriented to computer technology if taking online courses.

Career & Technical Education
1. Require all students to take the COMPASS test as part of the Admissions Requirements – The COMPASS Placement Exam is a computerized adaptive placement testing system that measures skills in math, reading and English. Each CTE program will develop minimum COMPASS scores based on Industry Standards. All program specific core courses will continue to be assesses based on pre & post test course assessment or industry recognized certifications.

2. A Disabilities Officer is needed. If the COMPASS placement Exam is implemented, this will aid in identifying student with disabilities and provide appropriate placement of students.

3. Advisement policies and procedures need to be strengthened. This needs to be a vital part of orientation and student admissions.

4. Financial aid concerns need to be addressed.

5. A strong reading program needs to be implemented.

6. Faculty need to work closer with the area High School Teachers for effective transition from secondary to postsecondary.

Appendix C-TMCC Assessment Manual

TURTLE MOUNTAIN COMMUNITY COLLEGE'S

FACULTY ASSESSMENT MANUAL

Mission Statement

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, 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 establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.

Belcourt, ND
June, 2008

TABLE OF CONTENTS

Table of Contents

SECTION 1: Introduction

A. Purpose

The purposes of this manual are to provide TMCC faculty with a clear understanding of their roles and responsibilities in the assessment process; to outline the program and departmental guidelines for student assessment; to document the formation, the functions, and the policies of the Assessment Committee; to serve as both an informational and a research resource for faculty that enables their efforts to perform student assessment.

B. Definition

Simply put, *assessment* is the process of measuring something to determine its value. There are several general areas that TMCC must assess in order to maintain NCA accreditation, to ensure the institution's mission and overall effectiveness, and to contribute to the strategic improvement of: student learning and the following degrees -- General Education; Associate of Arts; Associate of Science; Bachelor of Science in Elementary Education and Secondary Science; Associate of Applied Sciences and Certificate Programs.

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. Student learning and the assessment of learning at TMCC are closely aligned with institutional mission and goals.

C. Institutional Goals
1. A learning environment stressing the application of academic concepts to concrete problems.
2. Academic preparation for learning as a life-long process for 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 development.
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. To establish Degrees in Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science, and certificate programs of study.
7. Cooperation with locally Indian-owned businesses and stimulation of economic development for the service area.
8. Continued independent accreditation.

9. Community service and leadership.

D. THE ASSESSMENT COMMITTEE

1. Purpose

An Assessment Committee oversees the faculty-driven assessment of student learning at the institutional level. The Committee receives student assessment data that has been analyzed by other faculty groups relative to programmatic and course goals and objectives. The Committee aggregates these data and interprets them relative to the nine institutional goals. Subsequently, the committee reports its findings to TMCC stakeholders.

2. Composition

The college has a permanent Assessment Committee chaired by an Assessment Coordinator and consisting of at least one instructor from the Associate of Science Program, the Associate of Arts Program, the Department of Elementary Education, and the Career and Technical Education Program. Currently, faculty as a whole serves on the committee. The Academic Dean, a staff member from the Student Affairs office and the Student Senate Representative also serve as *ad hoc* members on the committee.

3. Functions

The Assessment Committee conducts an open public meeting at least once each month, and maintains an electronic WebCT site for the purposes of ongoing discussions and record-keeping. The Assessment Coordinator will publicize, in a timely manner, the date, time, place, and agenda of each meeting. One committee member takes minutes at each meeting, and ensures that a copy is available on the WebCT bulletin board. The minutes of each meeting contain a list of all members present and absent, a synopsis of each major topic discussed, and a record of each decision made by the Assessment Committee.

The Assessment Committee will write a yearly assessment report presenting a summary of faculty, department, and program assessment activities at TMCC that year; and an analysis and an evaluation of all programmatic and course assessment activities reviewed, including recommendations for modifications of assessment methods and/or educational practices. The report will be sent to each TMCC employee, added to the college's web page, and submitted to NCA.

The Assessment Coordinator, with the assistance of the committee, organizes and directs the faculty assessment effort. As compensation for this effort, the Assessment Coordinator has the option of taking 1) a reduction in teaching load to 8 credits or 2) a $7,500.00 salary increase for the academic year of the appointment. The Assessment Coordinator is appointed by the Administrative Council, upon consideration of recommendations from the Assessment Committee and Dean of Academic Services, no

later than the last day of March during the academic year prior to the year of the appointment. If the Assessment Coordinator opts for a reduced teaching load, the Dean of Academic Services locates an instructor to teach the Assessment Coordinator's reduced courses.

Assessment committee members for the year will be given a reduced teaching load not to exceed twelve contact hours on request of the committee member. The members of the committee should be appointed by the new coordinator within thirty days of his/her appointment. Past coordinators will automatically continue to serve on the assessment committee for at least three years following their service as coordinator. Committee members may elect to continue service on the committee at the discretion of the coordinator.

4. Activities

A. Provide Support
1. Compile an assessment calendar listing a date by which, or on which assessment procedures and instruments will be evaluated.
   a. Instructors and programs should submit assessment data and analyses
   b. The Assessment Committee will review these data and analyses
2. Compile all assessment data and analyses submitted by instructors and programs.
3. Improve this assessment plan.

B. Evaluation
1. Evaluate course-level assessment instruments and procedures using the following criteria:
   a. how well they fit the course objectives
   b. how well they assess the course objectives
2. Evaluate program-level assessment instruments and procedures using the following criteria:
   a. how well they fit the program objectives
   b. how well they assess the program objectives
3. Summarize and critique the results and conclusions of all of the assessment reports it receives.

C. *Request Resources*
1. Identify and prioritize requests for resources necessary to improve or maintain the assessment process.
2. Send a prioritized list of requests for resources to the Dean of Academic Services and Faculty Representative, who will submit to Administrative Council.
3. Review Administrative Council decisions regarding request for resources in order to enable the continuous, successful, and necessary evaluation of student learning.

E. Assessment Instruments

An assessment instrument is defined as any device by which student knowledge, skill, or course objective can be measured. Examples include tests, portfolios, papers, recitals, presentations, exercises, or product.

F. Organization of this Assessment Manual

This manual is divided into several parts. Section 2 is a how-to assess guide for faculty devising coursework and submitting relevant documentation. Section 3 addresses the assessment procedures for programs of study and the 2 and 4 year degrees offered at TMCC. Section 4 explains the formation and duties of the Assessment Committee. Appendix A lists electronic and print resources for further research on assessment methods and instruments. Appendix B contains the Student Learning Outcomes Assessment Forms used for course and program assessment. Appendix C displays the organizational structure of the assessment process and committee.

ASSESSMENT CALENDAR 2004-2009

Assessment Cycle for General Education, A.A., A.S, A.A.S.

	General Education Goals	Assoc. of Arts & Assoc. of Science Goals	Assoc. of Applied Science Goals
Fall, 2004	CBASE: Pretest at fall orientation.		
Spring, 2005			
Fall, 2005	CBASE: Pretest at fall orientation.		
Spring, 2006	CBASE: Post test at end of academic year.		
Fall, 2006	Evaluate CBASE.	Determine internal and external instruments.	
Spring, 2007	Assess in CAAP and GCA.	Assess in CAAP and GCA.	
Fall, 2007			
Spring, 2008	Assess in CAAP and GCA.	Assess in CAAP and GCA.	
Fall, 2008			
Spring, 2009	Assess in CAAP and GCA.	Assess in CAAP and GCA.	

SECTION 2: FACULTY ASSESSMENT OF STUDENT LEARNING

A. FACULTY RESPONSIBILITIES:

1. Pre and Post-Assessment

Faculty is responsible for providing a pre- and post-assessment of their students in every course they teach. Pre-assessment is meant to determine at what learning level students enter the course; in other words, a base from which to assess how much and what students learn during and as a result of completing the course. Pre-assessment can also be used to measure student learning objectives when designing course syllabi and materials. Pre-assessment devices should be offered during the first week of the course, or as soon as the student attends the course.

Post-assessment is meant to measure student learning, i.e. how students met the course learning objectives as established in the syllabus and elicited throughout your instruction of the course. Post-assessment should occur after the bulk of course instruction and materials have been complete, such as during finals week. Post-assessment should match the course objectives and be tailored to student outcomes. These instruments should be used when determining final grades to evaluate student learning.

Faculty is responsible for gathering electronic and written copies of students' performance on pre- and post-assessment instruments. These confidential records are to be stored in the Academic Dean's office. They will only be used for TMCC progress reports to NCA.

2. Course Assessment

A. Routine Course Assessment is defined as those assessment instruments employed by the
   instructor to measure student learning during the course, and not necessarily covered by the pre and post- assessment methods. Individual instructors develop course-level assessment procedures. These include the daily assignments, exercises, mid-term examinations, quizzes, etc. that faculty utilize to determine student learning and participation. Faculty should regularly administer such instruments to ensure that students are acquiring the course materials.

B. Faculty will complete a Student Learning Outcomes Assessment form for at least 1
   course taught, each semester (see Appendix B) and submit to the Department Chair. These forms will be used as part of the assessment platform to evaluate individual courses, general education goals and the 2 year degree programs (A.A.,

A.S.). This 2-part form is designed to provoke discussion as part of the semi-annual departmental reviews of courses and programs. They may also be used in professional development committee reviews.

3. Program Assessment

Program assessment is defined as those assessment instruments designed to measure student learning of the core knowledge deemed requisite for a two or four year degree, specifically those goals stated in the TMCC mission statement and listed explicitly in each degree program. Currently, TMCC employs an institutionally-developed device (Graduate Cultural Assessment) to assess the cultural components of our mission statement, and national instruments (ACT and CAAP) to assess the general education components of the degrees and the college's mission. Prior to the school year, departments will meet and discuss assessment data relevant to their department, program, and their stakes in the institution. Departments must review CAAP/ACT data, Faculty Assessment Forms, Graduate Cultural Assessment, and Student Assessment of Faculty/Course. Each department will then submit a 1 page report on assessment activities, changes, recommendations, and budget considerations as part of the ongoing assessment process at TMCC.

SECTION 3: PROGRAM RESPONSIBILITIES

A. General Education: Associate of Arts; Associate of Science

1. Philosophy

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

2. General Education Student Learning Outcomes

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

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

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

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

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

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

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

3: Assessment:

The two programs of study will be assessed using both institutional and national instruments.

 a) Institutional - The Graduate Cultural Assessment and the Student Learning Outcomes Form are local instruments that are completed annually by students and faculty respectively. These devices specifically address evaluating students' learning of the Turtle Mountain Band of Chippewa culture, and faculty estimation of student learning.

 b) National - Currently, the ACT/CAAP serve as a pre and post-assessment instrument; the instruments are administered both in the fall semester, year 1 of the program's assessment cycle, and in the spring semester, year 2 of the program's assessment cycle.

 All entering students under 24 must take the ACT, and all graduating students will take the CAAP and complete the Graduate Cultural Assessment. Advisors and administrators are responsible for informing students of the CAAP requirement as a requisite to graduation. All students, even those not enrolling in the A.A. or A.S. programs, will be assessed, because a number of students change programs during the course of their college education, and it would be beneficial to have pretest data for all students who do not start out in either the A.A. or A.S. program, but change to the A.A. or A.S. program later. Designated instructors from A.A./A.S. committees will assess students at the end of their 2-year program. Of the students who are still enrolled at the end of their second year, only students who have accumulated between 30 and 36 college credits at TMCC and have not taken more than 12 credits at another institution will be eligible for post-program assessments. Students who take 3 or 4 years to complete an A.A. or A.S. program will be assessed whenever they have accumulated between 30 and 36 college credits at TMCC, assuming they have not accrued more than 12 credits at another institution. Students who have not completed a program after 4 years will not be assessed, because all of the data should be analyzed and evaluated within a reasonable time span.

 c) Semi-annual Review – Twice during the school year, the faculty in each department will meet and evaluate the assessment results. The primary purpose will be to determine how faculty should, collectively and individually, modify educational practices to increase the students' mastery of the specific goal that their assessment instrument addresses, especially those areas that proved particularly difficult for the students to grasp. After the assessment data have been collected, tabulated, and submitted by the AA/AS committees, the Assessment Committee will evaluate the reports. Instructors will modify educational practices according to the recommendations of the AA/AS committees and the Assessment Committee. For example, program faculty may decide to alter, add, or delete specific teaching methods, course content, instructional materials, course scheduling, student activities, instructional resources or a curriculum. The Assessment Committee will then distribute reports to the appropriate program faculty groups, students, and community stakeholders. Statistical data will be collected from

these scores by the Assessment Committee, and submitted to NCA as a component of the TMCC annual report.

B. The Department of Teacher Education

Bachelor of Science in Elementary Education and Secondary Science

Philosophy:

The Department of Teacher Education offers two Bachelor of Science Degrees: Elementary Education and Secondary Science. Upon graduation, the elementary graduates will be licensed to teach grades 1-8 as a generalist. The Secondary Science degree graduates will be licensed to teach physics, biology, earth science, and chemistry. In fall 2007, both degree programs will be evaluated for accreditation.

The academic programs are rigorous academically in order to prepare outstanding candidates for the teaching profession. Integral to this academic excellence is an understanding of the Native culture, which will be woven throughout the curriculum. It is expected that the values and principles of the Native culture will be embraced and modeled through dispositions reflective of the seven teachings. In addition, dedication, scholarship, and commitment to the ideals of a constructivist teaching philosophy are the trademark of this department. It's our conviction that preparing teachers for our future generations is an exciting and wonderful journey to undertake collaboratively. Both degree programs are designed around a cohort model, highlighting the importance of collaboration and teamwork as necessary preludes to being change agents who will gradually transform the educational systems on Turtle Mountain Reservation.

Assessment:

North Dakota licensure requires successful completion of Praxis One and Praxis Two exams. Successful passage of Praxis One is required after the first semester of admittance to the programs and successful passage of Praxis Two is required before student teaching.

Elementary Education

1. Bachelor of Science (B.S.) in Elementary Education

The elementary teacher education program is committed to helping all students learn. The teacher candidates will get the opportunity to apply and adapt a multitude of teaching principles to meet the needs of diverse student populations. Multicultural education is taken to heart wherein inclusiveness is seen as an essential component of this program. In addition, technology is explored in its many formats in order to provide the teacher candidate with as many tools as possible in the pursuit of teaching excellence.

Most of the courses will be on campus during late afternoons and weekends to accommodate the diverse schedules of our candidates. Teacher candidates will also have the option to take extra courses if their schedules permit. Two practicum experiences are

required, each lasting one continuous week. Candidates will be expected to teach different lessons during these field experiences.

The elementary teacher education program prepares the candidates for licensure to teach grades one to eight.

Admittance to this program of study requires completion of all general education requirements with a GPA of 2.5. After successful admittance to the program, the candidates begin their course of study as juniors in college.

Assessment:

After successful completion of the first semester of courses, the teacher candidates are required to take and pass the Praxis One exam. If this exam is successfully completed, the candidate continues his/her course of study completing all methods course requirements. Prior to the final semester, when student teaching is scheduled, the candidates must successfully pass the Praxis Two exam.

B. Native Ways of Knowing

1. Bachelor of Science (B.S.) in Science Secondary Education Program Description

The main objective of the Native Ways of Knowing teacher education program is to define and implement a significant change in how science is understood and how science is taught in high schools on the Turtle Mountain Reservation. What has to unfold in the process of unraveling this new "way of knowing" (or epistemology) is the heart of the indigenous (original) cultures as they exist today.

The Native Ways of Knowing curriculum takes to heart this epistemology that requires us to embrace our identity as Native Peoples, and to also explore the full meaning of this identity in contemporary times. Consequently, there is dedication to pursue this vision by adopting and fully implementing best teaching practices that encompass the latest models of inquiry-based instruction and brain-based instructional strategies.

Integral to these best teaching practices is the exploratory and hands-on methodologies which emphasizes engagement, learning as a process, the need to begin with students' own ideas and concrete experiences in creating new and deepened understandings of scientific concepts. Subsequently, students are provided with laboratory and other "hands-on" experiences, more opportunity to pursue their own questions, and more focus on understanding larger scientific concepts rather than disconnected facts.

The Native Ways teacher education program prepares the candidates for licensure to teach grades 7-12 in physics, biology, chemistry or earth science. Admittance to this program of study requires completion of all general education requirements with a GPA of 2.5. After successful admittance to the program, the candidates begin their course of study as juniors in college.

2. Assessment:

After successful completion of the first semester of courses, the teacher candidates are required to take and pass the Praxis One exam. If this exam is successfully completed, the candidate continues his/her course of study completing all methods course requirements. Prior to the final semester, when student teaching is scheduled, the candidates must successfully pass the Praxis Two exam.

Two practicum experiences are required, each lasting one continuous week. Candidates will be expected to teach different lessons during these field experiences.

Faculty Responsibilities:

In addition to the assessment data that Ed. Dept. programs must gather for their accreditation, Ed. Dept. Faculty complete the Student Learning Outcomes Matrix as part of TMCC's ongoing assessment of General Education skills. They also attend assessment meetings, vote, and make recommendations to the committee

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

Philosophy

Turtle Mountain Community College's Career and Technical Education Department was established in 1976 as a culturally based local program to address the Career training needs of the tribal membership. Turtle Mountain Community College's Career and Technical Education program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is certified by the North Dakota Board for Career and Technical Education.

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

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

GENERAL EDUCATION REQUIREMENTS
A student who is seeking a degree or certificate from Turtle Mountain Community College Career and Technical Education Department must satisfy the general education requirements.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)
Associate of Applied Science Degrees combine Career-technical courses with general education curses. This degree prepares students for employment in the career-technical specialty area of their choice.

DIPLOMA PROGRAM
A diploma program represents completion of a prescribed program of two years or less in a career-technical field with some general education course work.

CERTIFICATE PROGRAM
A certificate program represents completion of a one-year curriculum in a prescribed career-technical program.

Assessment

Turtle Mountain Community College's Career and Technical Education Department (CTE) is committed to developing standards to ensure that each program area offers courses in which students acquire essential knowledge and skills. CTE provides not only technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, and research. CTE courses provide the context in which traditional educational goals and academic skills are enhanced.

The assessment process involves the CTE Director, content instructor, and state content supervisor. Initially, a program establishes its standards and goals that accord with the TMCC mission statement. These standards are then aligned with national and industry standards.

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area are juxtaposed with those in Culture, English, Technology Literacy, Mathematics, and Science. When appropriate, standards are juxtaposed with academic areas. Students enrolled in the two-year programs are required to take the CAAP and GCA.

A common core of the North Dakota Career and Technical Education Standards will be addressed by CTE faculty to analyze student learning and teaching effectiveness. The Career and Technical Instructor(s) will assess program effectiveness by addressing the following 12 Career and Technical Standards:

Standard One – Instructional Planning and Organization
Standard Two – Instructional Materials Utilization
Standard Three – Instructional Personnel
Standard Four – Enrollment and Student-Teacher Ratio
Standard Five – Equipment and Supplies
Standard Six – Instructional Facilities
Standard Seven – Safety and Sanitation Training and Practices
Standard Eight – Program Advisory Committee and Community Relations
Standard Nine – Leadership Development Opportunities/ CTE Student Organization
Standard Eleven – Special Populations
Standard Twelve – Educational Equity

Faculty Responsibilities

In addition to the assessment data that CTE programs must gather for their accreditation, CTE Faculty complete the Student Learning Outcomes Matrix as part of TMCC's ongoing assessment of General Education skills. They also attend assessment meetings, vote, and make recommendations to the committee.

APPENDIX A – Print and Electronic Resources

Angelo, Thomas and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for*

   College Teachers, 2nd Edition. Jossey-Bass, 1993.

Banta, Trudy and Catherine A. Plomba. *Assessment Essentials: Planning, Implementing, and*

   Improving Assessment in Higher Education. Jossey-Bass, 1999.

Banta, Trudy W. et al. *Assessment in Practice: Putting Principles to Work on College Campuses*.

   Jossey-Bass, 1996.

Paulson, Michael B.. *Handbook of Accreditation, 2nd Edition*. ASHE Reader Series: Ginn Press.

   1994.

Rea, Lous M. and Richard A Parker. *Designing and Conducting Survey Research: A*

   Comprehensive Guide. Jossey-Bass, 1997.

Wiggins, Grant. *Educative Assessment: Designing Assessments to Inform and Improve Student*

   Performance. Jossey-Bass, 1998.

http://www.ncahlc.org/

http://www.k-state.edu/assessment/manual/readings.htm

APPENDIX B:

Student Learning Outcomes Assessment Matrix- I (08)

Instructor's Name_____

Course Number/Title_____ Semester/Year_____

Faculty Assessment Reporting Matrix

General Education/ State Goal	Course Goals	Course Objectives	Assessment Instrument	Date Instrument Implemented	Results (i.e. Statistical Analysis)	Student successes/nonsuccesses	Possible strategies for improvement if needed or **Instructional** changes made based on results

Recommendations for *institutional* changes based findings:

Attach copies of your course syllabus, pre- and post-assessment instruments, rubrics, and the scored results.

Appendix D-TMCC Strategic Plan 2006-2007

Turtle Mountain Community College
Strategic Plan

INTRODUCTION

The Turtle Mountain Community College (TMCC), a tribally controlled institution of higher learning, has made tremendous strides since its inception in 1972.   TMCC is a tribally-charted institution of the Turtle Mountain Band of Chippewa Indians and primarily serves the reservation and surrounding area populations.

The Turtle Mountain Community College understands that strategic planning is critical to any organization, and the plan must include the environmental trends of the organization and the community which it serves; and the mission, values and strengths of TMCC. TMCC must assess and refine on a continuing basis its priorities, goals and plans for both the short-term and long-term.   Measurable outcomes, both qualitative and quantitative, will be specified, reviewed and revised as the college focuses on the important issues that need to be accomplished in the next ten years.

TMCC's current strategic planning 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 2006.   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, 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. Upon completion of what was termed the final draft, the Board of Directors completed a final review and gave their approval.

This process or system of planning answered the following three questions: (1)What specifically do we want to accomplish – the results; (2) what compelling reasons do we have to want to achieve the results – the Purpose statements; and (3) what are we willing to do or must we do to accomplish our results – the MAP or the Massive Action Plan. To effectively respond to these three questions, we used the five master steps to planning. These include (1) Capture, (2) Create, (3) Commit, (4) Schedule, and (5) Implement, Measure, and Celebrate.   Steps one and two were used to actually develop the strategic plan; steps three through five are the methodologies and tools that are used to successfully implement the strategic plan.

As this strategic planning process developed, the administrative council assessed the environment in which TMCC exists both internal and external.   TMCC understands that successful implementation of the strategic plan depends as much on the external environment as well as its own initiatives.   TMCC's primary obligation is to serve the community of the Turtle Mountain Chippewa Reservation, which includes Rolette

County as well as serving enrolled members in other areas of the state of North Dakota and Montana.

The Turtle Mountain Community College has developed, over the past thirty years a number of positive attributes that ensure its success as a Tribal College.   TMCC is currently in its second ten year accreditation cycle, and has a solid curriculum foundation in its general education classes, associate of arts and science programs, certificate programs, applied science degrees and its four-year bachelor of science degree in elementary education.   TMCC's faculty is highly qualified with all academic faculty having master degrees in their teaching areas, and four having doctoral degrees. Administration and staff have years of experience in the areas that they work, and all are bonded together with a strong commitment to the academic needs of the community.

MISSION STATEMENT
Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career and 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.

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

VALUES

What are the values that TMCC must retain as it moves into the future?   The Turtle Mountain Community College was established as a tribal community college with obligations of direct community service to the Turtle Mountain Chippewa Tribe. 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 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.

THE STRATEGIC PLAN

The strategic plan focuses goals (results) in the following ten areas: (1) Finance, (2) Facilities; (3) Professional Development; (4) Academics; (5) Career and Technical Education; (6) Student Services; (7) Administration; (8) Accreditation; (9) Technology; and (10) TMCC's Anishinabe Wellness Center.

The Strategic Plan

I. <u>**RESULT – FINANCE:**</u>
>
> Beginning January 1, 2006 and ending December 31, 2007, TMCC will review current overall funding, and develop and implement new funding and investment strategies that will demonstrate our ability to increase our non-federal funding from the current 11% to 18% (without decreasing federal funding) which will allow us to increase quality of services to our students.
>
> <u>**Quarter I Results:**</u>
>
> By no later than June 30, 2006, TMCC will have finalized at least five investment strategies (i.e. endowment) and began their implementation; and will have reviewed and decided on at least five new non-federal funding strategies that will increase our non-federal resources (i.e. tuition)
>
> <u>**Quarter II Results:**</u>
>
> By no later than December 31, 2006, TMCC have fully implemented the five investment strategies and five new funding strategies which will show an increase of non-federal funding from 11% to 14%.
>
> <u>**Quarter III Results:**</u>
>
> By no later than June 30, 2007, TMCC will increase non-federal funding from 11% to 16%.

<u>**Purpose:**</u> What are our profound reasons for wanting to achieve the above stated results?

1. To be the most outstanding student-centered college possible.
2. To be the Tribal College model of self-reliance in financial and long-term stability.
3. To know that TMCC has a planning and budgeting process in place that purposely meets or exceeds our needs.
4. To know that TMCC is financially capable of providing an outstanding education to its students and the unique reservation needs of our Indian population.
5. To know that TMCC is financially able to attract, hire, and retain high quality instructional faculty and staff.
6. To know that TMCC is financially able to increase course offerings thus attract more students, provide a service to the reservation community, and improve economic and social conditions.

<u>**Massive Action Plan (MAP):**</u> What must we do or are we willing to do to achieve our results as stated above?

1. Review our endowments and determine whether or not they are adequate to meet the college's growing needs.
2.* Identify alternative sources of funding that will reduce TMCC's reliance on federal funding without lessening TMCC's current federal funding level.

3.*   To add non-federal revenue to our budget, review our investment strategies and look for new investments or modify our current investments in ways that will not violate the federal guidelines applicable to TMCC.

4.   In collaboration with facilities, identify sources of funding for vehicle(s) and grounds equipment.

5.*   Develop strategies that will allow TMCC to forward fund itself so to have the equivalent of one-year of ICCA funding in reserve should the annual ICCA funding be significantly reduced.

6.   In collaboration with facilities and tribal entities, identify the costs associated with establishing and maintaining a student transportation system.

7.   Explore the possibilities of establishing and implementing more small businesses under s 501-C-3 (example: student employment).

8.   Explore TMCC's eligibility to receive and use tax credits as a source of revenue for student housing.

9.   Create, develop, and implement a plan that will allow revenues generated from ICCA and Tuition for credits to be returned to the program that generated them.

10.*   Complete Articles of Incorporation for establishing "for-profit" ventures under TMCC and implement for-profit ventures (ie: Arrowhead Printing, Construction Tech Program…).

11.   Investigate the possibility of TMCC receiving forgiveness on its loan for construction of Phase I for the college.

12.   Investigate whether or not TMCC is eligible for the No Child Left Behind supplemental funding.

.

II.   RESULT - FACILITIES:

Beginning January 1, 2006, and ending December 31, 2007, TMCC's main campus will be a 90 % "green campus"; a Career and Technical Education and Anishinabe Cultural & Wellness Center will be under construction; an overall campus "facility use plan" will have been implemented; all facilities are safe and secure (i.e., incident reports, fire drills); and a plan for student housing will have been written that includes the planning and design phases, and potential funding sources - all of which are focused on improving student retention and learning.

Quarter I Results:

By no later than June 30, 2006, TMCC will have a written first draft of the overall facilities needs; the planning and design for the Career and Technical Education facility will have been completed; Anishinabe Culture and Wellness Center will have completed an overall facility plan that accommodates their needs; will have determined the 90% "green campus" facilities; will have a policy implemented on safety, fire drills, etc.; and will have a first draft plan on student housing completed.

Quarter II Results:
By no later than December 31, 2006, a final plan for the overall facility needs will be written; the Career and Technical Education facility design will be completed and funding will be identified and secured; the Anishinabe Culture and Wellness Center will have completed the planning and design of a multi-purpose center; and a second draft plan for student housing will have been written.

Quarter III Results:
By the end of June 30, 2007 TMCC will begin preparation for Phase I construction of the Career and Technical Education facility; the Anishinabe Culture and Wellness Center will have identified at least 50% of the funds needed for construction of a multi-purpose center; and a third draft plan for student housing will have been written.

Purpose: What are our profound reasons for wanting to achieve the above stated results?
1. To know that TMCC is a model to other higher education institutions regarding a "green campus".
2. To know that the seven teachings are environmentally connected to improving our facilities and grounds.
3. To know that TMCC is fully committed to the building of facilities that accommodates the needs of students and community.
4. To know that TMCC facilities are providing a safe and secure work and learning environment for students, faculty, and staff.
5. To know that TMCC's outstanding facilities have a tremendous impact on the economic and social development of the reservation.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
1.* Develop and implement a safety manual for buildings and grounds.
2.* Initiate the planning process for student housing.
3. Involvement in planning and design for Career & Tech Education Facilities.
4. Develop and implement an inventory disposal plan.
5.* Develop and implement a plan for better building efficiency.
6. Develop an exterior and interior beautification plan which includes planting trees, shrubs, landscaping, flowers, cultural and art displays etc.
7.* Define what is meant by green campus and determine what will make the institution a 90% green campus.
8. Identify and acquire needed vehicles and grounds equipment.
9.* Be involved in the planning for Anishinabe Culture and Wellness Center building projects.
10. Coordinate planning and work among all campus sites.
11. Educate entire staff on toxic waste and disposal of materials and equipment.
12. Develop and implement an emergency procedures manual.
13. Develop a campus use plan.

III. RESULT - PROFESSIONAL DEVELOPMENT:

Beginning January 1, 2006 and ending December 31, 2007, TMCC, through our definition of leadership and wellness, will require that each full time employee specifically identify professional and wellness goals, and further, each employee will be required to engage in a minimum of 100 contact hours of activities/training based on the individual development plan all of which will lead to improved services to students.

Quarter I Results:

By no later than June 30, 2006, TMCC will have decided on a definition of leadership, professional development, and wellness; each employee, with review and approval by the individual's supervisor, will have specifically identified his/her individual professional and wellness goals.

Quarter II Results:

By no later than December 31, 2006, a minimum of 50 contact hours of activities/training will be completed by 100% of the employees.

Quarter III Results:

By no later than June 30, 2007, a minimum of 75 contact hours of activities/training will be completed by 100% of the employees.

Purpose: What are the profound reasons for wanting to achieve the above stated results?

1. To have the most highly professional employees who demonstrate holistic wellness.
2. So all employees will have strength in mind, body, and spirit.
3. To know that all employees are exemplary leaders in their respective communities.
4. To know that employees are the role models (i.e. leadership, wellness, attitude, communication) for students.
5. To develop and retain employees who utilize their special and unique skills for the benefit of students.
6. To know that TMCC has the financial capacity to provide training and development for its employees.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1. Create an environment of cooperation and teamwork among employees and students.
2. Focus on personnel issues that enhance one's ability to provide the best service to patrons of TMCC.
3. Provide in-depth training to all employees on the college's employee health plan.
4.* Define what is leadership and integrate the features of traditional leadership and the seven teachings into our leadership model.
5. Look at ways a healthy mind, body, spirit can contribute to effectiveness, efficiency, and all that we do at the college.
6.* Create at the college an atmosphere and an environment of health and wellness.

7. Develop some specific places/locations at the college where individuals can participate in mind, body and spirit type activities.
8. Provide all new TMCC employees with an orientation of the college including the history, mission, goals, policies, etc.
9. Include in the training the concepts of ethics in the workplace.
10. Provide training for the improvement of teaching styles, retention, classroom management, teaching methods, classroom environment, etc.
11. Share with students the definition of leadership, the features of traditional leadership and the seven teachings as they apply to present day leadership.
12. Assist employees in applying the seven teachings in their daily work.
13. Training in teamwork, communication, and attitude will be provided to employees.
14.* All employees will be given the opportunity to learn Ojibwa/Mitchif languages.
15.* Determine how we will document the training/activities received by each employee, and follow through each month for each employee.
16. Establish a budget for each department for training and development.
17. Identify and schedule inside personnel who can conduct the training of employees in certain areas of expertise.
18. Identify and schedule outside personnel who can conduct training for employees in specific areas.
19.* Develop a calendar of employee training that will occur during the year.
20. Schedule the classes/training sessions that will be offered for credit and/or CEU's from TMCC.
21.* Each program/department supervisor will meet with individual employees to determine specific training/staff development needs
22. Develop for use a common format to record training needs for employees.

IV. RESULT - ACADEMICS:

Beginning January 1, 2006 and ending December 31, 2007, TMCC will clarify in writing 100% of its academic program of studies (to include AA, AS, AAS, BS, course content and delivery of content, technology, etc.) by assessing, designing, developing, and implementing such studies that will generate an increase in student success through an absolute understanding of all course offerings by students and employees.

Quarter I Results:
By no later than June 30, 2006, TMCC will have completed a written assessment of all programs of study.

Quarter II Results:
By no later than December 31, 2006, TMCC will have completed the 1st and 2nd drafts of its academic programs of study.

Quarter III Results:
By no later than June 30, 2007, TMCC will have a board approved revision of the academic programs of study.

Purpose: What are our profound reasons for wanting to achieve the above stated results?

1. To know that TMCC's academic programs are clearly articulated to students, employees, and the general public.
2. Student advisors will have the tools, methodologies, strategies, and understanding for doing an outstanding job in advising students toward degree/program completion.
3. To know that our TMCC students are the most qualified to compete in the job market, and/or to pursue higher degrees.
4. To know that TMCC clearly differentiates its learning goals for AA, AS, AAS, and academic programs.
5. To know that TMCC continues to assess the community in offering new and revised two and four year programs of study.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* Review TMCC curriculum and identify areas for improvement.
2.* Collaborate with student services on developing an enrollment management plan.
3. Work with CTE on developing identified education and training to prepare students to go from TMCC to the workforce.
4. Work with student services on strategies to increase student enrollment.
5.* Initiate a formalized process for department heads.
6. Develop a schedule of activities aimed at increasing student involvement in class and TMCC functions.
7. Create an extended studies department.
8. Determine need and implement new courses in Ag related disciplines.
9.* Survey the community (i.e. employers) and use feedback to address community training needs.
10. Create relationship with the high schools to increase collaborative initiatives.
11. Develop more four year degree offerings based on feedback from community needs survey.
12. Redesign course schedules to offer degree programs in evenings and on weekends.
13.* Establish and implement a community outreach and education program to create awareness of courses, degrees, and services provided by TMCC.
14. Develop a formal Bridge Program for high school and GED graduates.
15.* Develop a plan to promote and market TMCC's on-line program to clients outside of local area.
16. Develop more course offerings in the allied health professions.
17. Review and revise the summer session structure.
18. Review/revise courses based on a feedback process of faculty evaluation by students at the conclusion of each semester.

19.*   Increase the number of full time faculty in each discipline.
20.   Re-open discussion with Trenton regarding on-line satellite programs.
21.   Increase hands-on learning by incorporating strategies and projects into each course offered.
22.   Develop and offer more classes in the Earth Sciences.
23.*   Develop program specific articulation agreements within the state and surrounding area.
24.   Seek funding (ie: grants) to expand course offerings and implement extended studies program.
25.   Develop a student leadership institute.
26.   Reinstitute and fund a student learning success center.
27.   Implement a full Ojibwa/Language program.
28.   Create an Indian Studies program.
29.   Work with the city of Dunseith to develop a satellite site in the community
30.*   Establish a comprehensive faculty development program to include assessment, leadership, mentoring, advising, teaching, and research.

V.   <u>RESULT - CAREER AND TECHNICAL EDUCATION:</u>

Beginning January 1, 2006 and ending December 31, 2007, TMCC will have Phase I construction for CTE completed, Phases II and III will have been planned and designed; and all CTE programs (with program and course level assessment) of study (AAS, Certificate, Diploma, Industry specific certification, etc.) will have been completed and approved.

Quarter I Results:
By no later than June 30, 2006, CTE will have a board approved plan of study and an architectural design based on data, statistics, surveys, economic input from faculty, etc. for Phases I, II, and III.

Quarter II Results:
By no later than December 31, 2006, CTE funding for Phase I construction will have been secured; and a general contractor for construction will have been hired and 20% if the facility will have been built.

Quarter III Results:
By the end of June 30, 2007, 75% of the CTE Phase I construction will have been built.

Purpose: What are the profound reasons for wanting to achieve the above stated results?

1. To know that our long term desired goal of a new CTE facility is becoming a reality.
2. To know that CTE students will have the best program plan of study that drives the local and reservation economy to greater prosperity.
3. To know that the architectural design of the new facility will provide a quality learning environment that is state of the art and offers adequate space for both theory and hands-on learning experiences.

4. To know that the program plan of study will graduate students who are tremendously marketable in the workforce, business, and industry.
5. To know that CTE provides training with current and future cutting edge technology.
6. To know that the designed Career and Technical Education center symbolizes the vision and mission of TMCC, students, employees; and, the economic needs of our community.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* Conduct community and business surveys to determine Career & Technical Education training needs.
2.* Search for current labor market information such as, state, local and national data to identify and prioritize what programs will be housed in the new CTE facility.
3.* Develop technology enhanced curriculum that meet national standards and certification requirements.
4.* Determine the equipment needed and cost for each vocation/trade.
5. Involve students in the planning and design of the Career & Technical Education facility.
6.* Complete design and construction of Phase I of the CTE facility.
7. Identify a location that would best be suited for the facility (i.e. along the lakeshore, future expansion, parking, storage, etc…) and take into consideration the use of Anishinabe Cultural and Wellness Center as a training facility.
8.* Based on the results of surveys and current labor market information, identified program and community needs will dictate the size and architectural design of the new CTE facility.
9. Get a tribal resolution to support the overall facility/program.
10. Visit other Career & Technical Education centers to visualize other institutional plans and designs for buildings and programs (prep team regarding questions, observations and pictures).
11.* Identify faculty and support staff needs.
12. Decide when and how we will bid out the work for planning and design.
13.* Advertise, interview, and hire the architectural firm to begin planning and the conceptual design for the building.
14.* Develop an approved Phase I, II, & III budget for planning, designing and implementation of the CTE facility.
15. Identify & seek out partners (ie. large businesses, industry, advisory boards, students, consultants, architects, funding agencies) in the overall planning process.
16. Comply with UCC building codes in the planning and design of facilities.
17. Decide/Determine heating and cooling systems for the building.
18. Look at environmental issues and review environmental studies.
19. Investigate for-profit ventures and coordinate with fiscal office.
20. Develop and implement career fair/job fairs.

21. Determine a philosophy of entrepreneurship that connects economic development across the curriculum.
22. Research state reimbursement rates based on student participation and type of programs.
23. Develop a student enrollment management plan that addresses recruitment, enrollment, advisement, registration and retention.
24. Increase student involvement in activities such as Career & Technical Education Student Organizations.
25. Increase high school involvement such as duel credit, articulation agreements & bridge programs.
26. Develop online programs to outside clients such as Trenton Indian Service Area, Dunseith, etc. (ie: online, IVN)
27. Provide students with more hands-on and work based learning experiences.
28. Develop program specific articulation agreements within the state and surrounding area.
29. Research possibilities whereby TMCC can become a "Student Leadership Institute"

VI. RESULT - STUDENT SERVICES:

Beginning January 1, 2006 and ending December 31, 2007, Student Support Services will develop and implement an effective student support management plan that will demonstrate outstanding service to students focusing on enhanced student learning; co-curricular opportunities that promote social responsibility; and demonstrates responsiveness to students and employees all of which will increase student recruitment resulting in a retention rate from the current 33% to 40%, a graduation rate from the current 13% to 20%, and a 12% increase in FTEs from the current count of 797 FTEs to 893 FTEs.

Quarter I Results:
By no later than June 30, 2006, the student services department retention plan will be finalized and the overall student support management plan will be completed.

Quarter II Results:
By no later than December 31, 2006, the student support management plan will show student retention of 36% based on the effective use of the MAP strategies.

Quarter III Results:
By no later than June 30, 2007, the student support management plan will show a student retention rate of 40% and a graduation increase from 13% to 20%.

Purpose: What are the profound reasons for wanting to achieve the above stated results?
1. More students will experience a great sense of accomplishment through their higher education experiences and graduation.
2. The college will grow and be strengthened through increased student

enrollment, retention, and graduation.
3. Faculty will feel a greater sense of accomplishment through increases in student retention and graduation rates.
4. With a proven method of managing student services, TMCC will be exemplary in working with students to become successful.
5. The community will look to TMCC as a model of excellence in providing outstanding services to students.
6. The economy of the reservation will benefit from the achievement of this result/goal/outcome.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* Increase awareness and use of Student Support Services (non-TRIO students?).
2.* Enhance the early-alert and intervention program.
3. Complete and publish course offerings for 2006-2007 by March 1, 2006.
4. Implement a pre-registration process for every term.
5.* Require orientation COURSE for new FT students.
6. Require study skills for at-risk students.
7. Create weekly updates: What's happening?
8. Enhance orientation for adjunct faculty.
9. Redesign orientation to focus on bonding, rather than information dumping.
10. Organize a road map of college resources (print and post on Web).
11. Introduce Recovery Program for students on probation or suspension.
12.* Review/revise all aspects of developmental program (Reading course, placement, delivery, success in subsequent courses, study skills).
13.* Improve advising model for students.
14.* Enhance tutoring program such as faculty setting up group tutoring for students.
15. Change the course blocking to increase number of time slots and decrease course conflict issues.
16. Offer career planning and other workshops (increase use of CHOICES).
17. Offer service learning.
18. Increase Co-Curricular participation.
19. Initiate and implement a mentoring program.
20. Implement on-line registration.
21. Increase use of Web as a communication tool.
22. Offer evening services to students.
23. Work on developing a child care program.
24. Work on developing a student transportation system.
25. Develop Procedure Manuals for all departments within student services.
26.* Design and implement a student disabilities office.
27. Develop recruiting activities in the school systems.
28. Increase awareness of TMCC programs and services.
29. Design advertisements for TMCC recruitment activities.

VII. RESULT – ADMINISTRATION:

Beginning January 1, 2006 and ending December 31, 2007, TMCC will develop, design, and implement 1) a research and development initiative that, at minimum, focuses on information, statistical data, endowment, grant writing, reservation-wide board of review, and infrastructure development; 2) an institutional plan to market TMCC, and; 3) a plan for employee performance.

Quarter I Results:
By no later than June 30, 2006, TMCC will have defined what is research and development and will have a first rough draft plan for 1) research and development, 2) marketing, and 3) employee performance evaluation

Quarter II Results:
By no later than December 31, 2006, TMCC will have second, third, and final draft plans completed.

Quarter III Results:
By no later than June 30, 2007, TMCC will have implemented components one two and three of the overall result and will have assessed their individual effectiveness and made adjustments for future use.

Purpose: What are the profound reasons for wanting to achieve the above stated results?

1. To know TMCC uses its resources wisely.
2. To know administration is diligently planning for the future.
3. To know TMCC's decision makers are identifying and implementing marketing and management strategies that are in the best interest of its constituencies.
4. To know administration is vigilant in seeking opportunities for continual growth of the college.
5. To know TMCC values its students, employees, and other constituencies.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* TMCC will write a first rough draft, a second and final draft for marketing of the college.
2.* The planning for an Alumni Association will be completed.
3.* TMCC's Policy Manual will be reviewed, revised, approved, and implemented.
4. TMCC will investigate the benefits and barriers to developing "For Profit" Corporation.
5. TMCC will develop and implement a formalized process for the appointment of and duties of Department Heads.
6.* Create an office of Research and Development.
7. TMCC will begin concept planning for a student union.
8. An Institutional Technology plan will be developed and implemented.
9. TMCC will investigate the process of developing an Institutional Review Board.
10.* Review organizational structure, lines of authority, and make necessary changes.

11.* Develop and implement a system for employee performance evaluation.
12. Explore alternative funding efforts.
13. Develop and implement an institutional self sustaining plan.
14. TMCC will develop a plan to localize everyone's office.
15. Develop a department procedure manual (i.e. desk standard operating procedures)
16. Pursue additional land acquisition.
17. Develop an investment strategy for the college.
18. Develop and implement mechanisms to implement/enforce policies. (i.e./drug)
19. TMCC will develop and implement employee and department orientation processes.
20. Investigate the possibility and cost associated with initiating a college sports program.(develop sports programs)
21. Begin planning for a child day care center for students with children.
22. Investigate the feasibility of a student transportation system.
23. Explore resort possibilities to enhance campus and for revenue generation.
24. Develop our lake-front properties.
25. Evaluate the need for a full time assessment coordinator.
26. Seek ways to increase student financial aid packages.
27.* Continue with the development of the radio station.
28. Begin planning for student dorms/apts. (i.e. HUD funds)
29. Begin planning for a cultural museum.
30. Explore tax credits for student housing.
31. Pursue a student and/or faculty exchange program with other institutions.
32. Pursue the possibility of loan forgiveness on college building.
33. TMCC will pursue border patrol/homeland security funding partnerships.

VIII. RESULT – ACCREDITATION:

Beginning January 1, 2006 and ending December 31, 2007, TMCC will continue to implement its current plan on accreditation of the Higher Learning Commission of the North Central Association of Colleges and Schools; prepare for the 2006 progress report on the strategic plan that includes the IT plan; and prepare for the 2008 -2009 focus visit that includes, but is not limited to:

1) Implementation of shared governance
2) Assessment of student learning
3) Assessment of institutional effectiveness; and
4) Implementation of strategic plan linked to assessment

Quarter I Results:

By no later than June 30, 2006, TMCC will continue to successfully implement its current accreditation plan on a weekly basis, will have a first and second draft progress report for 2006, and will have addressed

and began implementation of the four recommendations made by the Commission as noted in the above overall result.

Quarter II Results:

By no later than December 31, 2006, TMCC will continue to successfully implement its accreditation plan, and will have completed and received Board approval on the 2006 progress report and will continue the implementation of the Commission's recommendations.

Quarter III Results:

By no later than June 30, 2007, TMCC will continue to implement its accreditation plan, continue to implement the Commission's four recommendations; and will have a first rough draft for the 2008 – 2009 focus visit.

Purpose: What are the profound reasons for wanting to achieve the above stated results?

1. To know that we continually address and excel at teaching and learning as stated in our Mission.
2. To know that students are receiving the highest level of accredited studies.
3. To know that technology is an integral component to teaching and learning.
4. To know that we have a formalized system for shared governance throughout the college.
5. To know that accreditation is institutionalized.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?

1.* Develop an accreditation steering committee.
2. Review the organization's mission documents to ensure they are clear and articulate publicly our commitments.
3. Make certain the organization respects the diversity of its learners, other constituents, and the greater society it serves.
4. Provide assurance that all understand and support the mission of TMCC.
5.* Review the organization's governance and develop an administrative structure, reflected in its organizational chart, which promotes effective leadership and supports collaborative processes that enable the organization to fulfill its mission.
6. Review policy and fiscal procedures to identify and rectify weaknesses as a means of upholding and protecting the integrity of TMCC.
7. Provide assurance, through our strategic planning, that we are prepared for a future shaped by multiple societal and economic trends.
8.* Review budget, human resources and strategic plan for flexibility to adjust for growth and downsizing as needed.
9. Review and implement TMCC's institutional effectiveness plan.
10.* Enhance the capacity to fulfill the mission through involvement of all employees in the planning process.
11. Provide effective assessment through clearly stated goals and continuous review of data for each educational program.

12   Provide support for and promote integration of effective teaching models.

13.   Review of educational strategies, quality of content, diversity, inclusiveness, and pedagogies for enhanced student learning.

14.*   Review budgets for support of student learning in every department (i.e.: library, technology, labs).

15.   Review professional development plans with Human Resources Director to insure that service learning is a part of the planning and an award process is included.

16.*   Review education goals and course syllabi to insure they demonstrate acquisition of breath of knowledge and skills and the exercise of intellectual inquiry.

17.   Review syllabi for currency and relevance of content to a global, diverse, and technological society, and curricular and co-curricular opportunities that promote social responsibility.

18.*   Review assessment model for provisions that demonstrate the responsible acquisition, discovery, and application of knowledge.

19.   Conduct surveys with constituencies to determine if TMCC is meeting their needs and expectations.

20.   Promote and encourage identified constituencies and communities to collaborate in programs and projects of TMCC.

21.   Develop a process for collecting data, reporting, and awarding responsiveness to the needs of the constituencies.

22.   Provide opportunities and a process for internal and external constituencies to express feedback on the services TMCC provides.

IX. RESULT - TECHNOLOGY:

Beginning January 1, 2006 and ending December 31, 2007, the Technology Department will develop and implement an effective technology plan that will strongly influence superior teaching and learning through effective use of technology; provide a broad range of learning-centered technology services by upgrading campus website for students with an emphasis on quality, convenience, efficiency, and retention; develop a secure and reliable infrastructure that will support learning and promote the use of technology.

Quarter I Results:
By no later than June 30, 2006, a technology strategic plan will be finalized that will strengthen existing curricula and support meaningful, engaged learning for all faculty, staff, and students.

Quarter II Results:
By no later than December 31, 2006, eLearning software will be researched and purchased to improve the effectiveness and consistency of the distant education department.

Quarter III Results:
By no later than June 30, 2007, the technology department will have developed a website infrastructure that supports effective communication, teaching, and learning through the use of technology.

Purpose: What are the profound reasons for wanting to achieve the above stated results?
   7. The institution will grow and be strengthened through the use of technology.
   8. The process of learning technology in the classroom will become significantly richer through the use of technology.
   9. Successfully implementing technology throughout the institution will give our students the upper-hand in a technological rich society.
   10. To be leader amongst all Tribal colleges in the area of technology.

Massive Action Plan (MAP): What must we do or are we willing to do to achieve our results as stated above?
   1. Implement a streaming media server for video and audio content to be used in and out of the classroom.
   2. Research and implement a technology tutor lab.
   3.* Develop and implement an online student portfolio system.
   4. Establish a reward /recognition system that acknowledges exemplary teaching using technology.
   5. Provide opportunities for collaboration and experimentation among faculty who have developed innovative instructional techniques.
   6. Create website devoted to communication and demonstration of "best practices".
   7.* Develop proficiency in technology through professional development Collegial support.
   8. Research how other institutions are using technology for instruction.
   9. Develop procedures and instruments for assessing impact of technology on teaching and learning.
   10.* Design a well organized user-friendly website that markets and promotes all aspects of the institution.
   11. Secure adequate personnel and/or consulting resources necessary to develop and maintain the college's web resources.
   12. Using Microsoft Outlook develop a calendar of activities, meetings, and events.
   13. Provide public access to technology and post and advertise college hours.
   14. Develop a security strategy for all technology and system software to protect college information. Considerations to include are; intrusion detection, authentication, and control of SPAM.
   15. Work directly with the state department on wireless standards and possible solution.
   16.* Increase the number of wireless access points throughout the campus.

17. Research and implement monitoring/management software for network and printers.
18.* Upgrade LAN (local area network) to gigabyte Ethernet.
19.* Expand Storage Area Network (SAN) environment by upgrading SAN fabric switches, and adding tape capability.
20.* Evaluate and expand the capabilities of the PBX system to support IP-based telephony.
21. Ensure that all students, faculty, and staff have username and password to gain access to resources on the network.
22. Develop policies, guidelines, and procedures concerning ethical use of technology.
23. Develop and implement a disaster recovery plan that encompasses fail-safe procedures and backup/restore to ensure safeguarding and security of college data.
24. Provide e-mail accounts and server storage for all students, faculty, and staff.
25. Document procedures and create technology access handbook.
26. Develop and implement appropriate plans for expanding access to resources 24X7.
27. Survey faculty and staff on technology training needs.
28. Fully staff help desk center with Computer Support Specialist students.
29. Develop an inventory of current technology and set target dates for replacement and rotation of equipment.
30. Expedite the recycling and disposal of old equipment.
31. Ensure that each faculty and staff member who computing resources in their position has a computer of sufficient capability to fulfill their responsibilities.
32. Provide e-mail accounts and server storage for all students, faculty, and staff.
33. Identify total cost in areas of technology that include; software, professional development, hardware, furniture, networking/internal connections, telecommunications, internet access, maintenance, support, replacement and upgrades.
34. Designate support staff for Distant Education.
35. Research funding opportunities for technology.
36.* Implement LearnLinc or Breeze as an enhancement to WebCT for the Distant Education Department.
37. Make available print and online subscriptions to help faculty, staff, and students keep.
38. Centralize and standardize printing centers for efficient use.
39.* Upgrade the current website to provide easier navigation and dissemination of information.
40.* Integrate appropriate technology into all curricular areas.

X. Anishinabe Learning, Cultural & Wellness Center Strategic Plan

Anishinabe Mission Statement:
The Anishinabe Learning and Cultural Wellness Center is established to provide vision, leadership and education through cultural traditions and practices of our ancestors to restore our health.

I). RESULT-EDUCATION:

Beginning January 1, 2006 and ending December 31, 2007, Anishinabe Wellness and Cultural Center (AWCC), will offer a minimum of 15 one to two day workshops/forums to community groups involving 300 adults & youth in agriculture, medicinal healing, culture, cottage industries, wellness and health, leadership, recreation, home economics, gardening, and other agricultural topics; develop, plan, and conduct two five week summer youth leadership development programs; and, at least six college students will have conducted research in areas such as diabetes, and other health & environmental related topics.

Quarter I Result: By no later than June 30, 2006, AWCC will have conducted at least four workshops; will have started the five-week youth leadership development program; and will have identified at least 3 research projects involving 3 TMCC students.

Quarter II Result: By no later than December 31, 2006, AWCC will have conducted at least seven workshops/forums; will have completed the summer 2006 five week youth leadership workshop; and, will have 3 TMCC students will have completed their research projects.

Quarter III Result: By no later than June 30, 2007, AWCC will have conducted at least 15 workshops/forums; will have started the summer youth leadership development program; and, will have identified three TMCC students and projects to conduct research in various activities.

> **Purpose:**
> 1. To be able to create a wealth of career opportunities to youth and adults.
> 2. To create outstanding leaders amongst our youth.
> 3. To expose our tribal members to ideas, activities, and knowledge that they would not have been exposed to if it were not for AWCC/TMCC.
> 4. To exercise minds on innovation approached to agriculture, health and wellness.
> 5. Results of research projects provide new and exciting insights to our health and environment.
> 6. Use our culture and heritage to strengthen ourselves individually, as families and as a tribal community, to live in balance with mother earth.

Massive Action Plan (MAP):

1. Offer educational opportunities at community gatherings. (Community gatherings)
2. Open Anishinabe to the faculty and students for educational purposes. (Faculty and student involvement)
3. Offer drug and alcohol awareness information and education to staff, faculty, students and community. (Drug and alcohol awareness)
4. Offer courses in outdoor recreational activities. (Outdoor recreation)
5. * Offer community outreach and education through Anishinabe Wellness Center. (Community outreach)
6. Develop an outdoor learning classroom environment for use by TMCC faculty/staff and community. (Outdoor learning classroom)
7. Offer coursework and workshops on culture/history. (Culture/history)
8. * Offer youth education through workshops, coursework, youth camps, research studies, etc. (Youth education)
9. * Offer educational opportunities to youth in the area of leadership. (Leadership)
10. Educate students and community about environmental stewardship while providing them with field experience. (Environmental stewardship)
11. Design and develop a certificate/degree program for nutrition. (Nutrition)
12. Design and develop a certificate/degree program for fish and wildlife. (Fish and wildlife)
13. Design and develop a certificate/degree program for forestry. (Forestry)
14. Design and develop a certificate/degree program for conservation. (Conservation)
15. * Offer research opportunities for TMCC students in agricultural areas of study. (Research Activities)
16. Offer workshops and demonstrations on cottage industries. (Cottage industries)
17. Offer workshops and demonstrations on medicinal healing. (Medicinal healing)
18. Offer workshops, demonstrations, coursework on health and wellness. (Health and wellness)
19. Design, develop, and/or acquire more facility to create classroom space. (Facility development)
20. Offer field experience in lake shore restoration to students of TMCC and community. (Lake shore restoration)
21. Develop the recreational area for the purpose of educating in the areas of physical fitness, sports education, etc. (Develop recreational area)
22. Develop the garden and nursery for the purpose of educating in the areas of healthy lifestyles, gardening, horticulture, food preservation, cottage industry, etc.(Development of gardening area)
23. Develop a plan for creating a working home economics classroom for teaching workshops and coursework. (Work on home economics area for classroom purposes)
24. * Offer youth camps for the purpose of educating youth about health and wellness issues. (Youth camps)
25. Offer field experience on habitat restoration to students of TMCC and community. (Habitat restoration)
26. Offer field experience on landscape design to students of TMCC and community. (Landscape design)
27. Develop a plan to acquire more land base for educational purposes such as horticulture, community gardening, demonstration sites, etc. (More land – Land lease)

II). RESULT-TOURISM:

Beginning January 1, 2006, and ending December 31, 2007, Anishinabe Wellness and Cultural Center (AWCC) will offer at least 5 tourism events for youth community members, students, staff, faculty and elders; will develop a recreational/tourism area for community members and youth which is safe, secure and environmentally friendly.

Quarter I Result: By no later than June 30, 2006, AWCC will have at least two tourism events completed and have a park area finished; write a proposal for a swimming, boating and fishing areas-which includes support facilities; and to rehabilitate nature trails; and develop a plan for future parking and sports/campground and playfield.

Quarter II Result: By no later than December 31, 2006, AWCC will have conducted at least three tourism event; will have submitted a proposal to at least 1 funding source for a swimming, boating, fishing area-which includes support facilities and rehabilitation of nature trails; and will have a plan in place for parking and a sports/campground and playfield and will have new playground equipment for the picnic area at AWCC.

Quarter III Result: By no later than June 30, 2007 AWCC will have completed all five tourism events; will have identified an additional funding source and have submitted a proposal in boating, fishing area & support facility to that source; rehabilitation of nature trails will be completed; and will have completed playfield and campground area.

Purpose:
1. To use Anishinabe culture and history as a major area when it comes to promoting holistic health, multicultural education and tourism.
2. To expose campers/community members to a natural holistic environment
3. To create a tourist area for community members, students, and youth that is safe, secure and environmentally friendly.
4. The recreational tourism area will promote activities for youth, community members, staff, faculty, students and elders which will include a parking area, new playground, habitat restoration site, renovation of sports playfield area and trails, to include the development of a swimming, boating and fishing area.

Map:

1. * The Wellness Center will provide planned outdoor recreation activities to community members, youth and students at TMCC as part of wellness activities, research projects and curriculum.
2. AWCC staff will provide community outreach education in areas that encompass the wellness center (Agriculture, environmental issues, health)
3. To establish Culture and History as a major role player within the Wellness Center and when it comes to holistic health and multicultural education.
4. * The Anishinabe Center will develop course work and curriculum in areas that are important to the mission of the wellness center.
5. Research projects will be conducted in areas of wellness which include agriculture, nutrition, health, environment, etc…
6. Anishinabe will provide training, for students and community members, on cottage industries. Cottage industries represent small, yet important businesses that provide goods and services to consumer

7. AWCC will provide community members, students and youth curricula or workshops revolving around medicinal healing. Through open forums, community gatherings, discussions and trainers, students, youth and community should discover the benefits of traditional medicinal healing techniques for holistic health and true feelings of wellness.
8. * AWCC will be used as a recruitment & marketing tool for prospective students. The wellness center, facility, healing gardens, trading post, fitness course, wilderness, and environmentally friendly acreage will be a very strong piece of recruitment.
9. The AWCC will develop a plan for a Lakeshore Restoration project to improve the existing lakeshore and increase the number of plants and animals within the shores, waters and land of Anishinabe.
10. * AWCC will develop a recreational area for community members, students and youth that is safe, secure and environmentally friendly. The recreational area will include activities for youth, students and older adults.
11. A home economics area and curriculum will be developed to help youth, students, and community members enjoy educational lessons in various cooking and household duties.
12. Youth Camps will be offered, through the wellness center, in various areas that include leadership, sports, career outlook, opportunity, and prevention.
13. AWCC will provide hands-on training, to prospective research students and students involved in certain curriculums, on habitat restoration. Projects to restore water, land and air for living things within the Anishinabe Habitat Area are future concerns for the wellness center.
14. Additional Land base is essential for Anishinabe to continue future projects that encompass the wellness center. Additional land base will be used for community gardens and possible greenhouse, equine science center or riding facility and ecologically man-made tree (forest), plant and animal habitat.

III). RESULT-FACILITIES EXPANSION AND DEVELOPMENT:

Beginning January 1, 2006 and ending December 31, 2007, AWCC will develop a plan for facility development and expansion to include a multifunctional sports facility, Trading Post, Day Care Center and land acquirement to include a multifunctional sports facility, green house, arboretum, landscape design and habitat restoration which will tie into the AWCC plan to use the facility as a tool to recruit, retain and educate the community, students, elders and youth.

Quarter I Result: By no later than June 30, 2006, AWCC will have identified a planning committee to develop an AWCC facility development plan which will include more land base.

Quarter II Result: By no later than December 31, 2006, AWCC will have had at least three planning committee meetings and as a result a first rough draft of the facility development and expansion plan will have been completed.

Quarter III Result: By no later than June 30, 2007, AWCC will have completed a second and third draft of the facility and expansion plan; and will have identified at least two funding sources for the facility development plan which includes a day care center, trading post and multifunctional sports complex; and have acquired land for expansion.

Purpose:
1. To continue to develop and enhance the AWCC grounds and facilities to meet the needs of student, staff, faculty, community, youth and elders which will ensure the continued growth and success of Anishinabe.
2. To provide a facility that is second to none in the surrounding areas.
3. To acquire land parcels for the purpose of expansion and project ventures.
4. To have a professional architectural landscape design for Anishinabe

Map:

1. To reintroduce cultural plants at Anishinabe as a cultural, educational, and possible business venture.
2. To utilize the natural beauty of Anishinabe to explore and recruit students vast fields of ag-related disciplines.
3. *To continue to develop the grounds and facility to meet the needs and ensure the continued grow of the Anishinabe Center.
4. To collaborate with Tribal, State and the BIA for the restoration and stabilization of the shoreline, lake and banks.
5. To develop and maintain the Center for safety, recreational and education purposes.
6. To develop a plan to establish a classroom setting for teaching and workshops.
7. To develop an outstanding grounds and ensure safety for youth camps and activities.
8. *To develop a long range strategic goal and working plan to address the needs and expansion of the natural grounds and water at the Anishinabe Center. To include assessment, restoration, and education.
9. To continue work and implementation of the Long Range Architectural Landscape Plan, to include courses and specialty workshops.
10. To pursue and acquire land parcels for the purpose of expansion and new project ventures.
11. To have facility development plans for Anishinabe which include a multifunctional sports facility, a greenhouse, habitat restoration project, and arboretum
12. The wellness center would like to develop a fitness course that can be used by students, community members and youth to provide a safe, secure and challenging exercise and fitness alternative to health related activities.
13. Obtain a ND Trails & Recreation Grant to develop and complete a 1.5 miles of new trails and exercise stations.
14. Submit a Grant to USDA Rural Development for New Constructed Trading Post Renovation and Expansion Project, which would include a student Entrepreneurship Program.
15. Developed a working plan of action and a layout of a Daycare Center "NIBI " for a new construction project and early childhood curriculum.
16. Phase I. has completed trips and working sessions on the Greenhouse Project. Scheduled meeting with NDSU and supplier of greenhouse structures, nutrient injectors, and other growing materials. Meeting will involve a plan of work and actual layout of ½ acre greenhouse.
17. Phase II. Of greenhouse Project will be the development of an intense training program on Greenhouse Operations and Management.
18. To complete Anishinabe Addition Project and submit final reports to USDA Rural Development and the Bremmer Foundation. This has been completed in December 2006.
19. To bring the Strawbale building up to proper functioning and codes. This is and on-going process.

20. Scheduled meeting with new Tribal Council for a presentation of Greenhouse Project . Also, meeting to include request a minimum of 5 acres to 60 acres of land for project and future program expansion.
21. To explore possibilities for Anishinabe taxable land to be returned to Indian Trust Land. Also, to explore the possibilities of a National Forest Designation for funding opportunities.

IV). RESULT-COTTAGE INDUSTRIES:

By no later than January 1, 2006, and ending December 31, 2007, AWCC will provide at least six workshops and demonstration projects in cottage industries which include areas in medicine, gardening, and food preservation, forestry assessment, cultural arts and crafts, animal science, greenhouse production, fish & wildlife production and a farmers market.

Quarter I Result- By no later than June 30, 2006, AWCC will have identified three workshops and presenters and have completed one workshop addressing cottage industries to community, students, staff, faculty, youth and elders.

Quarter II Result- By no later than December 31, 2006, AWCC will have completed five workshops in cottage industry and have identified at least one presenter and workshop/demonstration in 2007 for community members, youth, staff, faculty, students and elders.

Quarter III Result- By no later than June 30, 2007, AWCC will have completed all six workshops/demonstrations in cottage industries for community, students, staff, faculty, youth and elders.

Purpose:

1. To encourage new ventures and businesses in the Turtle Mountain area.
2. To develop a garden area as a demonstration site to promote cottage industry.
3. To offer top notch workshops and demonstrations in cottage industry to community and tribal entities.

Map: Cottage Industries

1. *To offer workshops and opportunities to the community in the areas of cottage industries.
2. To provide education in the environmental field in stewardship and care of the land.
3. To research forestry as a possible business or not.
4. To encourage new ventures and new business.
5. To present medicine plants as a possible revenue generating business.
6. To develop the garden area as a demonstration site to promote cottage industries.
7. To develop a home economics area for purposes of preservation, canning, health and cooking.
8. To develop and submit a grant for a trading post expansion project.
9. To work with the Greenhouse Project to develop cottage industries.
10. To work with the Gardening projects to develop cottage industries.
11. To continue work with developing various workshops to ensure cottage industries.

Implementation of Strategic Plan:

The implementation of the strategic plan includes Steps 3-5 of the Five Master Steps to Planning. These steps provide the tools, methodologies, and strategies for successful implementation of the strategic plan. TMCC fully commits (Step 3) itself to implementing this plan and will consistently schedule (Step 4) on a weekly basis the important tasks to be accomplished. Step 5 -- Implementation, Measure, and Celebrate -- will actualize our accomplishments.

Step 5 provides us with the means of measuring our progress on a weekly basis and holding ourselves accountable. By being able to successfully measure our progress on a consistent basis, we will be in a better position to manage our strategic plan and realize the achievement of our established results/goals.

Therefore, bi-monthly the Leadership Team for the strategic plan will: (1) Meet to discuss and determine the progress made and (2) to strategically plan for the long and short term results we desire to achieve. This concept is based on the premise of constant and never ending improvement.

The budgeting process for Turtle Mountain Community College will be tightly integrated with the strategic planning for the institution. Through the current strategic planning process, progress towards achieving strategic goals will be measured, the priorities will be established, new goals articulated, and indicators of success defined. Through an open, and inclusive, budget-review process, resources will continue to be focused on strategic priorities to support progress toward our goals. Strategic plan priorities will determine the allocation of current funds and support the pursuit of new funds from a wide variety of possible sources. This process does not preclude consideration of opportunities that fall outside of the specifics of the Strategic Plan. It does provide a framework for the consideration of such opportunities.

In order to determine our progress towards actively achieving our results, we must and will "keep score" on a weekly basis. Above all, by "keeping score" we will be in control and be better managers of our destiny which is to successfully and strategically serve the social, economic, cultural, and academic needs our students, faculty/staff, community, and other constituents.

Leadership Team members each have an important role to play in the successful implementation of this strategic plan. Fulfilling our commitments and time schedules each week will help guarantee our success. Leveraging others (faculty and staff) to become participants in the implementation of this plan will help in utilizing our combined expertise (communication and teamwork) throughout the Turtle Mountain Community College.

The President's Administrative Council (Leadership Team) continually assesses progress in implementing the Strategic Plan and, on a cycle of every two years, TMCC will engage in an extensive reconsideration of the plan and its underlying premises. TMCC"S Strategic Plan serves as a basis for all accreditation reviews, self-studies, and similar accountability and assessment activities undertaken by the college.

Approved: _____ Date: _____
             President, Turtle Mt. Community College

Approved: _____ Date: _____
             President, Board of Directors, TMCC

Leadership Team

Team Leader: <u>Lead Assignment</u>
    Dr. Jim Davis, President   Administration

Committee Members:
    Dr. Leonard Dauphainais, Comptroller   Finance
    Dr. William Gourneau, Human Resources   Professional Development
    Larry Henry, Academic Dean   Academics
    Anita Frederick, Dean of Student Services   Student Services
    Sheila Trottier, Career and Technical Education   CTE
    Wannetta Bennett, Sponsored Program Officer   Accreditation
    Shane Martin, Anishinabe Wellness Director   Anishinabe Wellness Center
    Wesley Davis, Facilities Manager   Facilities
    Chad Davis, Technology Instructor   Technology
    Miles Pfahl, Math Instructor   Academics

Appendix E-TMCC Technology Plan

TMCC Technology Plan
List of Goals:

Goal 1: Improve Learning
Improve student academic achievement through the use of technology.

Goal 2: Technology Services
Provide a broad range of learning-centered technology services to students, faculty, and staff with an emphasis on quality, convenience, efficiency, and retention.

Goal 3: Technology Infrastructure
Enhance and improve an appropriate infrastructure that is crucial for faculty, staff, and students to properly use technology.

Goal 4: Training and Support.
Develop an appropriate training and support program outside of teaching which is necessary for faculty, staff, and students to properly use technology.

Goal 5: Leadership
Provide continuous leadership, guidance, and resources to the community, schools, and businesses to meet the demand of technology.

Goal 6: Replacement and Recycle
Develop a Technology Replacement Plan to ensure that all technology on campus is kept up-to-date to allow staff, faculty, and students to properly use technology.

Goal 7: Distant Education
Support the goals and objectives of the distant education by providing assistance through the means of technology.

Goal 8: Knowledge
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.

Goal 9: Resource Management
Initiate processes to conserve and improve the utilization and consumption of all resources to promote efficient and effective operations.

Turtle Mountain Community College
Technology Plan
2006-2009

Introduction
Over the past five years, computer technology has greatly increased in both number and efficiency for all students, faculty, and staff of the Turtle Mountain Community College. Computer services, storages, server infrastructures and data networks have been upgraded and extended to all offices and classrooms college-wide.

TMCC 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, 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 an administration, faculty, and student body exerting leadership within the community and providing service to it.

Executive Summary
Turtle Mountain Community College, an independent, vibrant institution, strongly influences superior teaching and learning through effective use of technology. The world is filled with new technology, our faculty and students require the right information, from the right sources, immediately. Having immediate access to information gives the competitive advantage needed to succeed. Student performance can be improved when the enhancement of teaching and learning using technology is adopted as the norm.

Vision Statement
Turtle Mountain Community College understands that technology is a key component to the success of the institution. Our future will depend greatly on the success of technology and the role it plays in education. The implementation of this plan will move the college forward to a more cost-effective future and make it capable to serve even more students in better way.

Mission Statement
The mission of the Turtle Mountain Community College as it pertains to technology is to provide an environment in which students, faculty, and staff can enhance their educational experience through effective use of technology. Furthermore, students, faculty, and staff will understand and appreciate the role of technology as a tool for continual learning, problem solving, and communication.

Purpose

The purpose of this plan is to:

1. Provide a strong set of priorities for the use and implementation of academic technology as a tool for learning.
2. Provide support to the institution in maintaining leadership in academic technology system wide, on-campus, and in the community

Technology Committee

Members

Arjun KC – IT Director
Susan Rush – Web/IT Technician
Dr. Leonard Dauphinais—Comptroller
Larry Henry – Academic Dean
Wanda Laducer – Director of Student Services
Sheila Trottier – Career and Technical Education Director
Anita Frederick—Institutional Effectiveness Director
Lyle Poitra – Anashanaube Director
Wannetta Bennett—Sponsored Program Officer
Kerri Martell – Business Office Accountant
Peggy Johnson—Faculty Member

Purpose
The purpose of the Technology Committee is to provide direction and insight to improve and enhance the technology infrastructure and services at the college. The committee will assure that the plan is thorough, the findings and recommendation of the committee are consistent, that all persons associated with the college have the opportunity to review the entire document before the final draft is written and submitted, and that the plan is completed on time.

Responsibilities
- Creation of the technology plan, assessing progress made, and establishing the benchmarks for changes to the technology plan
- Providing input to the creation of a new technology plan for the institution to follow in developing strategies for integrating technology into all phases of the institutional environment
- Overseeing the implementation of the technology plan
- Evaluating the progress of the plan, including annual review of the action plan, and revisions as needed

Target Date:
The Target Date for the planning process was set as follows:

	Initial Meeting
05/08/2006	Creation of Mission and Vision
	Review of Plan
	Input on Creation of Plan
	Evaluation of Plan Progress
	Finishing Touches and Planning for Implementation
Future meetings	Overseeing Implementation, Assessment and Review

12/30/2006   Completion of the Plan

Technology Plan Elements
1. Establish clear goals and a realistic strategy for using technology in the institution;
2. Have a professional development strategy to ensure that students, faculty, and staff know how to use these technologies to improve learning, communication, and productivity;
3. Include activities that support the goals and strategies.

Plan Preparations
- Goals—should say specifically what you plan to accomplish;
- Strategies—how you plan to achieve the goals you have stated; state goals in measurable terms;
- Activities—Specific tasks that are used to accomplish the strategies;
- Target Date—states the period of time in which the plan or goals are to be completed; states approximate date(s) for completion of each phase.

Goals / Strategies
Goal 1: Improve Learning
Improve student academic achievement through the use of technology.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Expand the availability of digital learning resources to the classroom that enable students to become active and experimental learners;	▪ Implement **streaming media** server for video and audio content to be used in and out of the classroom. ▪ Provide a **technology tutor** in technology lab. ▪ Implement **course e-packs** for classroom instruction	IT Department/Faculty	06/07

Require faculty to design learning activities and projects that require students to apply the skills or concepts they have learned, and use technology as a tool in the process;	▪ Each classroom will have the capability to integrate (at a minimum 70% of) the learning outcomes with the use of technology.	Academic Dean/IT Director	12/07
Provide support for faculty to develop learning activities that integrate technology;	▪ Establish a reward/recognition system that acknowledges exemplary teaching using technology. ▪ Provide opportunities for collaboration and experimentation among faculty who have developed innovative instructional techniques. ▪ Include adjunct faculty in professional development activities. ▪ Research how other institutions are using technology for instruction.	Academic Dean/IT Director	06/07
Implement assessment of technology planning.	▪ Develop procedures and instruments for assessing impact of technology on teaching and learning.	Academic Dean/IT Director	12/08

Goal 2: Technology Services

Provide a broad range of learning-centered technology services to students, faculty, and staff with an emphasis on quality, convenience, efficiency, and retention.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Provide and develop flexible, efficient, expandable, and supportable Internet resources that support instruction, student services, marketing and other college functions;	▪ Design a well organized user-friendly website that markets and promotes all aspects of the institution. ▪ Secure adequate personnel and/or consulting resources necessary to develop and maintain the college's web resources.	Web Master/Student Services	12/07

100

	▪ Identify departments that are currently not being represented (CTE, Student Services, Human Resource, etc.). ▪ Design website based on ADA requirements.		
Enhance communication services across the institution through the use of technology;	▪ Facilities planning, a calendar of activities, meetings, and events to be posted using Microsoft Outlook, Jenzabar or through college website.	IT Department /Student Services	06/07
Ensure that faculty, staff, and students have equitable and appropriate access to technology, to meet their teaching and learning needs.	▪ Provide public access to technology resources ▪ Research and implement student software licensing program.	Technology Department, Student Services & Bookstore	06/07

Goal 3: Technology Infrastructure

Enhance and improve an appropriate infrastructure that is crucial for faculty, staff, and students to properly use technology.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Protect the campus against IT security threats on our systems and infrastructure by implementing the appropriate monitoring tools;	▪ Develop a security strategy for all technology and system software to protect college information and critical data. Considerations include; intrusion detection, authentication, and control of SPAM.	IT Department	12/09
Secured access of information within the departments and institution	▪ Research and develop an IP segmentation plan and strategy to segment the existing flat network and create logical boundary of information access	IT Department	06/09
Provide students, faculty, and staff with expanded wireless networking capabilities that are compliant with local, state, and federal standards;	▪ Work directly with the state department on wireless standards and possible solution. ▪ Increase the number of wireless access points throughout the campus for full coverage.	IT Department	06/08
Research, implement, and improve	▪ Research and implement monitoring software	IT Department	12/07

101

	that measures **throughput rates** and latency.		
access to resources by upgrading existing voice, data, video, and Internet infrastructure;	■ **Standardize the LAN switches** for better performance ■ **Expand Storage Area Network (SAN)** environment by upgrading SAN fabric switches, and adding controllers and disks. ■ Evaluate and expand the capabilities of the PBX system to support IP-based telephony.		
Provide safe and reliable access to technology	■ Ensure that all students, faculty, and staff have an account to gain access to resources. ■ Ensure that all staff, faculty, and students have the ability to store information on campus servers. ■ Develop policies, guidelines, and procedures concerning the ethical use of technology. ■ Develop and implement a Disaster Recovery Plan that encompasses fail-safe procedures and backup/restore to ensure the safeguarding and security of college mission critical data.	IT Department	12/09
Ensure that faculty, staff, and students have appropriate access to technology.	■ Provide electronic mail accounts and server storage for all students, faculty, and staff. ■ Develop and implement appropriate plans for expanding access to resources and technical support 24X7. ■ Develop users' manual and policy manual to for computer access	Technology Department	06/07

Goal 4: Training and Support.
Develop an appropriate training and support program outside of teaching which is necessary for faculty, staff, and students to properly use technology.

To accomplish this goal:

Strategies	**Activities**	**Responsibility**	**Target Date**
Develop an orientation of technology for new students,	■ Document procedures and create technology access handbooks.	Human Resource Officer/CIO/IT	12/08

		Department/Student Support Service	
Provide training and support to students, faculty, and staff on the use of web-based systems (i.e. WebCT and Jenzabar/JICS);	▪ Create directory of current systems.	Distant Education Coordinator/Academic Dean/IT Department/Dean of Student Services	01/07
Implement a monthly faculty and staff skill development training program that will enhance their technological skills;	▪ Survey faculty and staff on technology training needs. ▪ Prioritize and develop training schedule.	IT Department	06/07
Make available on-site resources such as virtual learning library for purposes of training and technical support;	▪ Create training videos and document procedures.	Web Master	12/09
Expand the type of help desk services available and develop a phased approach to providing help desk support to meet the needs of students, faculty, and staff.	▪ Fully staff help desk center with Computer Support Specialist Students. ▪ Design the Help Desk around the curriculum of the CSS program. ▪ Establish and implement a feedback process for communicating to users about status of work orders/trouble calls and progress.	Help Desk Technician	06/08

Goal 5: Leadership
Provide continuous leadership, guidance, and resources to the community, schools, and businesses to meet the demand of technology.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Retool education programs to provide training in technology to local schools, community, and organizations;	▪ Enter into collaborative efforts and partnerships with the public schools, business and industry, and government agencies to further enhance the quality of education.	Community Outreach Officer & Computer Support Specialist Program	12/09
Provide vision, leadership, and quality technical support.	▪ Fully implement an organization chart for the Information Technology Department.	President and IT Director	12/09

Goal 6: Replacement and Recycle

Develop a Technology Replacement Plan as well as adequate funding to ensure that all technology on campus is kept up-to-date to allow staff, faculty, and students to properly use technology.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
A replacement plan will be developed to ensure that students, faculty, and staff have the current technology resources available to be productive;	▪ Develop an inventory of current technology. ▪ A calendar and Target Date will be developed for the rotation and replacement of equipment. ▪ Expedite the recycling and disposal of old equipment.	Computer Technician / Maintenance Department	12/08
Implement minimum standards for computing equipment on campus (Reviewed annually by the Technology Committee) and promote uniformity of technology levels within an area;	▪ Ensure that each faculty and staff member who uses computing resources in their position has a computer of sufficient capability to fulfill their responsibilities. ▪ Ensure that the appropriate computing resources are available in shared and departmental computing facilities, classrooms, and college offices to support the mission of the institution.	Computer Technician	06/08
Determine the total costs for technology as a percentage of total spending by developing funding formula;	▪ Identify total cost in areas of technology that include; software, professional development, hardware, furniture, networking/Internal connections, telecommunications, internet access, maintenance, support, replacement costs and upgrade costs. ▪ To ensure that college and departmental purchasing and budgetary cycles take into account the rate of change within the IT field and the need to renew and upgrade both hardware and software to remain current with students, courses, workplace, and teaching environments. ▪ Develop a charge back system for technology services and support.	IT Director/Development Committee	12/08

Goal 7: Distant Education
Support the goals and objectives of the distant education by providing assistance through the means of technology.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Provide support to every student who requires access to distance learning;	▪ Designated support staff for Distance Education. ▪ Develop a distance learning training program for users in all distant education programs.	IT Department	03/07
Research and implement technology tools that will enhance the online learning environment and promote asynchronous learning;	▪ Research funding opportunities for additional online tools. ▪ Implement LearnLinc as an enhancement tool to WebCT.	IT/Academic Dean	06/07
Explore creative ways to fund e-learning opportunities and the technology needed to succeed;	▪ To ensure that grants/programs needing an environment not currently within the colleges standard IT environment have associated with them budget line items to cover technology issues.	Development Committee	06/08

Goal 8: Knowledge
Provide access to professional development programs that prepares faculty and staff to effectively use and integrate technology within their respective role in the college environment.

To accomplish this goal:

Strategies	Activities	Responsibility	Target Date
Develop and implement a plan for institution-wide technology training.	▪ Faculty will engage in professional development activities that demonstrate how to integrate digital content into their educational objectives and how to develop appropriate assessment measures to evaluate this benchmark. ▪ Provide all employees with appropriate and timely training in technology that relates to their job	IT Director	12/08

105

	function.		
Create opportunities to discuss and explore innovations in technology for faculty and staff.	• Make available print and online subscriptions to help faculty and staff keep abreast of the changing education technology.	IT Director	12/08

Goal 9: Resource Management
Initiate processes to conserve and improve the utilization and consumption of all resources to promote efficient and effective operations.

Strategies	Activities	Responsibility	Target Date
Establish partnerships with higher education institutions to bundle purchases from preferred technology providers to obtain the lowest possible pricing for standard desktops, peripherals, and software.	• Maintain partnership with NDATC and AIHEC for reduced cost in technology. • Establish partnership with State Board of Higher Education and ND CTE. • Establish partnerships with business and industry (Cisco, Microsoft, and HP).	IT Director	12/07
Initiate a printing reduction campaign to achieve 30% reduction by 2008.	• Centralize and standardize printing centers for efficient use.	IT Director	06/09
Promote the web applications usage to 90% by the end of year 2009	• Develop users manuals and training on major web applications like Jenzabar, Outlook Web Access, etc.	IT Director	12/09

Current Environment

Network Infrastructure

TMCC has DS3 connectivity from state network with fiber optics cables through local carrier. The overall network can be categorized into three parts, viz. outside, inside and DMZ (demilitarized zone) area.

All the web application servers including email front-end server, WebCT and JICS are located in the DMZ area. These servers also host the TMCC website and FTP server. VPN (virtual private network) has been configured in the PIX firewall for system monitoring and maintenance purpose from remote location.

The inside network is connected with high capacity Cisco 4500 core switch where most of the computers have been connected directly through the Ethernet ports. This core switch gives the connection to the layer 2 switches located in north and south closet of the building. Core switch also connects to the south campus through Cisco switches that handles both voice and data traffic in a T1-line.

Inside network has been configured to receive IP address from DHCP server except few servers and network printers that has been configured with static IP address. Inside network consists of servers with domain controllers and workgroup servers running Windows 2003 server operating system. Major storage infrastructure has been build through HP Storage Area Network system (HP EVA 3000) which stores all the mission critical information including Jenzabar Database, emails, faculty, staff and student storage, etc. Current storage capacity of the SAN is 2 TB with fiber channel disks. College has its DNS servers integrated with Active Directory. All the educational e-packs and help desk software has been hosted in separate server.

Help Desk

The computerized IT Help Desk was established during the spring of 2006. The test operation was done for a couple of semesters successfully. Helpdesk application is live again from the fall of 2008. The Help Desk is intended to be the central contact point for technology related problems on the campus. Staff, faculty, and students are encouraged to call the Help Desk and report problems or ask functional questions about their computer or application software. The Help Desk will be available Monday through Friday from 8:00am to 4:30pm by sending an email of the problem to help@tm.edu.

When a Help Desk email is received, a ticket is created into the Track-It system. The Help Desk coordinator is then responsible for assigning the problem to the appropriate technician.

The goal of the Help Desk is to be able to effectively support and resolve the problems of the institution in a timely manner.

Virus Protection

TMCC has purchased licenses from Symantec for Norton Antivirus Corporate Edition. This product enables centralized management of campus-wide virus protection from servers. Users retain control of their computer's virus protection, but the antivirus administrator continually ensures that all college owned computers have the latest antivirus software and virus definition files. Other features of this software include the forwarding of quarantined viruses to a central server, scheduled scanning and email protection at the client and the server level.

Interactive Video Network

Turtle Mountain Community College currently uses interactive video network technology to connect the main campus to other campuses around the state.

There are currently two classrooms on the main campus that provide this capability. One is for the general courses and the other for the biology lab.

Institution Information System
(Jenzabar ERP (Enterprise Resource Planning) System and JICS (Jenzabar Internet Campus Solution))

Turtle Mountain Community College is using Jenzabar ERP (Enterprise Resource Planning) system for day to day operation of business office, human resource and student support service. This application runs in Microsoft SQL Server with the client software build on Dot Net Technology and Power Builder. Major applications in business office are Account Payables, Purchasing, Account Receivables, General Ledger, Payrolls, etc.

Student information system is another major component of this software. It handles student admission, course registrations and student advising.

JICS is the campus web portal that allows all the functionality to be available through internet. TMCC tested the online-course registration functionality in the summer registration and the result was satisfactory. JICS has a lot of features and functionality, called port-lets, which can be used by faculty and students for wide varieties of academic activities. Few examples are student attendance, calendars, announcements, schedules, unofficial transcripts, course history, degree requirements, advising sheets, etc.

TMCC is currently running JICS 6.4 service pack 2.

Learning Management System (LMS)
TMCC was using Blackboard LMS, formerly known as WebCT, until the summer of 2008. From fall of 2008, all the online and hybrid courses are being taught through Jenzabar LMS which is directly integrated to the SIS (Student Information System). As the Jenzabar LMS is more efficient and cost effective for the size of our college, TMCC plans to discontinue Blackboard system after the current license agreement ends.

Computer Laboratories and Workstation Configuration

Turtle Mountain Community College currently has approximately three hundred and fifty desktop computers and one hundred laptops. These computers are configured with Windows XP Professional, Symantec Antivirus 10, Office 2003, and a variety of web enhancing programs like; Flash, Shockwave, Java, QuickTime and Real player. These computers are registered on the tm.edu domain and have only two administrator accounts. The laptops are on a workgroup called workgroup and have two administrator accounts and one restricted account for the general user.

All of the computers and laptops are running between a Pentium IV 1.2 MHz Processor and Pentium IV 3.6 GHz Processor. They all have between 256 MB of RAM and 1GB of Random Access Memory.

There are approximately six classrooms with computers, one lab with thirty two computers, one student lounge with eleven computers and the library, which has seventeen computers including thirteen public access computers. The rest of the classrooms have one computer for presentations and instructor use. All most every classroom is equipped with multi-media projectors for instructor use.

Throughout the campus the Technology department has implemented what is called a distributed HP Thin Clients and ten IBM Thin Clients which have access to internet and educational software hosted in one of the server.

Streaming Media Server

The college has a streaming media server allowing for the efficient streaming of both live and archived audio and video to on-campus as well as off-campus users. This system resides on a Windows 2003 HP Server that participates in the TM.EDU domain. Currently, IT department has tested few audio and videos for streaming over the net. Future usage is planned to include:

- Integration with e-learning software like JICS to enhance student learning
- Human Resources online orientation
- Live Internet broadcasts of local events
- Campus tours
- Archived media shows (for art, music, etc)