

United Tribes Technical College - ND

HLC ID 1962

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 4/24/2017

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Context and Nature of Review

Visit Date

4/24/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

United Tribes Technical College is designated as a tribal college. A 501(c)(3) nonprofit corporation, UTTC is governed by five federally recognized tribes, the Three Affiliated Tribes of the Mandan, Hidatsa, and Arikara Nation, the Spirit Lake Tribe, the Sisseton Wahpeton Oyate, the Standing Rock Sioux Tribe, and the Turtle Mountain Band of Chippewa Indians. Established as United Tribes Employment Training Center, UTTC was the first intertribally-controlled postsecondary school in the United States. The College continues to offer training for vocations currently offering 19 bachelor degrees, associate degrees, and diplomas or certificates of completion.

The College is located in Bismarck, North Dakota, on the grounds of Fort Abraham Lincoln with many of the campus buildings built for the fort between 1900 and 1910. The campus consists of 269 acres with 106 buildings for instruction, student services, wellness, student housing, and offices. There are child care services and also an elementary school on the campus that serves Native American students K-7.

Students are primarily Native American, representing approximately 87% of the total. The Native American students represent over 40 federally recognized nations/tribes. Total enrollment for fall 2016 was 483, with spring enrollment at 381.

Interactions with Constituencies

Board of Directors -- 01

- President
- Vice President of Academics
- Vice President of Student Services
- Vice President of Campus Services
- Finance Director
- Director of Institutional Resources
- Director of Human Services
- General Education Chair
- IT Director
- Administrative Council -- 03
- Strategic Planning Group -- 27
- Student Services Staff -- 24
- Students -- 13
- Assessment of Student Learning Committee -- 08
- Institutional Effectiveness Committee -- 09
- Extended Learning Committee -- 10
- Institutional Review Board -- 05
- Land Grant/Extension Staff -- 06
- Faculty -- 36
- Staff -- 55
- Curriculum Committee -- 10
- Program Advisory Committee(s) -- 10

Additional Documents

- Tour of campus

Accreditation/Certification Agency Websites

- America Welding Society (AWS) -- <http://www.aws.org/library/doclib/atf-domestic-listing.pdf>
- Accreditation Commission for Education in Nursing (ACEN) -- <http://www.acenursing.us/accreditedprograms/programsearch.asp>
- National Automotive Technicians Automotive Foundation -- <http://www.natef.org/NATEF-and-You/Students-Parents/Find-Accredited-Schools.aspx?State=ND&t=0&e=2>
- North Dakota Board of Nursing (NDBON) -- <https://www.ndbon.org/Education/Academic/Programs.asp>
- North Dakota Education Standards and Practices Board -- <http://www.nd.gov/espb/links/nd.html>
- National Restaurant Association's ServSafe credential -- <https://www.servsafe.com/home>
- National Junior College Athletic Association website: http://njcaa.org/member_colleges/college-directory

Other Websites

- North Dakota University System Transfer and Articulation website: <https://www.ndus.edu/employees/articulation-transfer/gerta-guides-request-form/>
- IPEDS website for UTTC: <https://nces.ed.gov/collegenavigator/?q=united+tribes+technical+college&s=all&id=200554>
- U.S. Department of Education School Default Rates website for UTTC: https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=022429

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

1.A.1. The mission statement is "United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations." The most recent amendment and adoption of the mission by the United Tribes Technical College Board of Directors was August 13, 2015 (United Tribes Technical College Board of Directors Meeting Minutes, August 13, 2015). Core values include the following:

- Diversity -- Valuing diversity in the student body and organization
- Education -- Valuing education to enrich knowledge and visualize opportunity
- Leadership -- Exercising leadership to guide the mission and achieve the vision
- Integrity -- Demonstrating integrity in instruction and organizational practices
- Valor -- Honoring valor in accomplishments, events, and ceremonies
- Empowerment -- Empowering individuals to reach their potential
- Respect -- Respecting the campus, the community, and tribal governance

According to the Assurance Argument, the board reviews the mission on a regular basis. This was affirmed through board agendas/minutes and discussion with administration and the board member who could travel to the campus to meet with the team.

1.A.1. A new motto was also approved at the August 13, 2015 board meeting. The motto approved is "Leadership begins here" (United Tribes Technical College Board of Directors Meeting Minutes, August 13, 2015). These recent revisions do evidence that the board addresses and approves the mission and accompanying mission related statements.

1.A.2. Academic programs are appropriate both for the constituencies served and the mission of the

College. There are currently 16 associate and 4 baccalaureate degree programs including such programs as:

- AAS in Automotive Technology
- AAS and BS in Criminal Justice
- Certificate in Heavy Equipment Operations (HEO)
- AAS in Practical Nursing
- AAS and BS in Elementary Education

1.A.2. Student support services such as Admissions and Recruitment, Financial Aid, and Registrar follow traditional models for higher education but also mirror services provided at Tribal Colleges, including more specialized programs and activities such as the a Student Health Center with such services as Chemical Health and a Domestic Violence Advocate. Child care centers and an elementary school that provides educational services for area Native American students Grades K - 7 with preferential placement for children of UTTC students. Student services, such as counseling and advising, at the College are designed and staffed to provide individual support for students; most students are first generation college students.

1.A.2. Student enrollment reflects typical percentages in Tribal Colleges. Approximately 87% of the students are Native American. UTTC's Native American population is more diverse than most Tribal Colleges with students representing over 40 federally recognized tribes/nations.

1.A.3. Planning and budgeting is addressed more fully in Criterion 5.C.1. Review of the strategic plan and the budget, as well as examples of recent funded activities on campus, indicate that planning and budgeting support the mission.

Interim Monitoring (if applicable)

None recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

1.B.1. Review of the website and the United Technical Tribal College 2016-2017 College Catalog (p. 4) indicated that the mission is articulated through those public documents. The strategic plan is also available to the public on the website.

1.B.1. A tour of the campus evidenced the influence of Native American cultures on the buildings even though many of the structures are those original to the fort. The facilities integrate the mission and culture through the architecture of the buildings, the colors, the designs, and the artwork in the buildings.

1.B.1. The College's strategic plan is made available to the public through UTTC's website. The plan includes the UTTC mission, goals, and strategic areas with performance measures, responsible party, timeline, and measurable outcomes for each area (<http://sp2.uttc.edu/ie/home/Strategic%20Plan%2020102020/2015-2020%20UTTC%20Strategic%20Plan.pdf>). It is also available as a summarized version through a published copy *United Tribes Technical College Strategic Plan 2015-2010*. Review of the published document indicated that the UTTC mission, core values, strategic areas, and strategies for each area are included in a visually attractive publication. The plan is also included in the catalog and presented during student orientation.

1.B.2. As stated in Core Component 1, the mission and the motto were reviewed and revised with approval by the board in 2015 (United Tribes Technical College Board of Directors Meeting Minutes August 13, 2015).

1.B.2. The Assurance Argument presents multiple examples of areas of emphasis within the mission. Examples include the following:

- Education -- Academic programs at the certificate, associate, and baccalaureate degree levels are offered.

- Training -- Academic programs, such as Automotive Technology provide training for employment. The College also provides short- and long-term training certificates, both for credit and non-credit. A list of adult trainings was provided as evidence. Trainings included such areas as culinary and environmental offerings.
- Enhancing knowledge -- The academic programs provide opportunities for developing and enhancing knowledge. Research is also conducted by faculty, staff, and students. The UTTC Internal Review Board List of Active Projects & Tracking of Progress (updated December 2015) included numerous research projects focusing upon such areas as health, leadership, and the environment.
- Enhancing diversity -- The College is an open admissions, open enrollment institution; approximately 13% of students are not Native American. Within the Native American population 41 federally-recognized tribes are represented thus reflecting the diversity within tribes. The Assurance Argument also states that the location in Bismarck, the state capital, offers opportunities to interact with a diverse population.
- Enhancing leadership -- Leadership development is integrated into academic and co-curricular activities, as well as in other activities on campus, such as the international pow-wow.
- Access for all indigenous nations -- As stated previously 41 federally-recognized tribes are represented in the Native American student population. The international pow-wow provides another opportunity for access.

The focus upon the mission was evident throughout the site visit through our conversations with students, the board member, community members, staff, and faculty. It is clear that mission of the College is deeply tied to the values and commitment of the five (05) tribes served.

1.B.3. The mission includes focus upon "all indigenous nations," an appropriate focus for Tribal Colleges. UTTC does serve more nations than many tribal institutions, particularly the five (05) tribes that own and govern the College. The College also serves non-tribal students, approximately 13% of the student enrollment.

Interim Monitoring (if applicable)

None recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

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

Rating

Met

Evidence

1.C.1. The College is a Tribal College but offers open admissions and admits/enrolls students from a variety of backgrounds indicating that the College is aware of its role in a multicultural society.

1.C.1. The United Tribes Technical College Faculty Handbook includes a statement on diversity emphasizing the value of integrating diversity into the curriculum (p. 4). The statement focuses upon the various tribal cultures represented by the students and encourages faculty to encourage students to share their cultures. Activities, such as the Martin Luther King Jr. Day program and the International Powwow, also evidence attention to recognizing that the society is multicultural. Examples of curriculum that addresses diversity were presented by members of the Curriculum Committee. They included the following:

- Nursing -- Units which address being respectful of patient diversity in areas such as religion and ethnicity
- Graphic Design -- Marketing projects that address international markets
- Criminal Justice -- Curriculum addressing the changing demographics in North Dakota
- Business -- Projects that address the international business place

1.C.2. United Tribes Technical College has served diverse constituencies by offering a variety of activities to internal and external constituencies, such as the following:

- Career fairs
- Annual health fairs
- A tribal leaders' summit
- Space camp for youth
- Workforce development programs

1.C.2. The Lunch and Learn Skills for Workplace Success (SWS) Series, provided by the UTTC Career Development and the North West Area Foundation, provided training in the following areas:

- Self-management
- Workplace basic
- Relationships
- Career planning

1.C.2. An elementary school, Theodore Jamerson Elementary School, is located on the campus serving Kindergarten through 7th grade Native American students. These students include children of UTTC students and of other Native American area families.

1.C.2. Policies have been developed to address non-discrimination and ADA (United Tribes Technical College Student Handbook 2016-2017, pp. 43-44 and p. 53; United Tribes Technical College Faculty Handbook, p. 21). This expands the definition of addressing a multicultural society, as well as actually providing services, such as to students with special learning needs.

1.C.2. The general education curriculum matches the North Dakota transfer curriculum (GERTA) to assist students in transfer to North Dakota colleges and universities, as well as consistency with standards in North Dakota. Utilizing program requirements generally seen in higher education and adopted by a state system can assist students and graduates to transition to other institutions and to employment.

Interim Monitoring (if applicable)

None recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

1.D.1. and 2. The College is a non-profit 501(c)(3) organization for educational and charitable purposes. This was confirmed through review of the Articles of Incorporation with approval from the State of North Dakota August 24, 1988.

1.D.2. Review of the current and FY18 proposed budgets did not indicate that funding was directed to purposes other than UTTC's educational responsibilities.

1.D.3. Access for free of charge services to the public include the wellness center and the library. Special events such as parades, relays, athletic events and pow-wows are also often offered free of charge. The UTTC campus is also a designated voting center.

1.D.3. Review of a list of professional workshops offered over the past two years indicated that UTTC engages with identified external constituencies. Most are free and open to the public, with funding provided by the institution and/or partners.

- 16 hour Hazwoper Training
- 24 hour Hazwoper Training
- 24 hour Hazwoper Training
- CEDAR Workshop
- Certified Drug & Alcohol Awareness Training
- Childcare Professional Development Training
- Coalition of Indian Housing in ND (CIHAND) Managing Occupancy Training
- Commercial Driver's License (CDL) Training
- Communicating Science to Public Workshop
- Conservation Storytelling workshop
- Construction contracting for Administration Training
- Defensive Driving Course
- Domestic Violence Workshops
- First Aid CPR/AED Training

- GMAW-Bobcat Training
- Human Trafficking Workshop
- Mother Earth Food Sovereignty and Health Workshop
- National Indian Gaming Commission Trainings Level I-III
- National Indian Gaming Commission-Masters Level IV Training
- National Tribal Childcare Workshops
- Native Artist and Professional Development Training
- Practice to Enhance Water Quality Training

1.D.3. As stated in 1.C.2., an elementary school, Theodore Jamerson Elementary School, is located on the campus serving Kindergarten through 7th grade Native American students. These students include children of UTTC students and of other Native American area families. Locating the elementary school on the campus provides evidence of serving both internal and external constituencies through providing a physical location for the school.

1.D.3. UTTC manages and provides facilities for the offices of several intertribal organizations and programs, including the following:

- The National Science Foundation's Tribal College REU program
- The Northern Plains Tribal Technical Assistance Program (NPTTAP)
- The Workforce Innovation and Opportunities Act (WIOA) program
- The Minority Business Development Agency (MBDA) Bismarck Business Center

This is additional evidence that the College engages and responds to needs of external constituencies.

Interim Monitoring (if applicable)

None recommended.

1.S - Criterion 1 - Summary

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

Evidence

Criterion One is "Met."

The mission statement is "United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations." The most recent amendment and adoption of the mission by the United Tribes Technical College Board of Directors was August 13, 2015. A new motto was also approved at the August 13, 2015 board meeting. The motto approved is "Leadership begins here" (United Tribes Technical College Board of Directors Meeting Minutes, August 13, 2015). These recent revisions do evidence that the board addresses and approves the mission and accompanying mission related statements.

The institution's mission is clear and articulated publicly, with focus upon the educational role. Both internal and external constituents are clearly knowledgeable of and dedicated to the mission.

The mission guides the institution's operations. From review of the curriculum, academic services, student services, policies, and activities of United Tribes Technical College it is apparent that the mission documents provide the basis for development and implementation of programs and activities as well as the recognition and integration of diversity. The mission also guides the services, such as training or facility use, offered to external constituents.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

2.A.

United Tribes Technical College operates ethically and with integrity in its financial, academic, personnel, and auxiliary functions.

UTTC is under the governance of the Board of Directors (Board) that is comprised of the chairman and one delegate from each of the five (05) North Dakota Tribal Nations. Board bylaws are maintained and serve as guidelines to ensure that the board operates in an ethical manner. Annually, the board conducts a daylong orientation for members where the board bylaws, UTTC policies, and college procedural information is reviewed and discussed. Meetings with a board member and the president confirmed that the orientations do occur and that the board is informed and operates with integrity.

The board reviews and approves the College's annual budget and requires Board approval where the budget as a whole is adjusted plus/minus 10%. The board bylaws presented in the Assurance Argument and discussion with a board member affirmed that the description and actual activities accurately described the budgeting process.

A Comprehensive Annual Financial Report, prepared by the College, is presented to the board and undergoes a final review by an independent third-party auditor. Financial audits for the past three (03) fiscal years were presented as evidence in the Assurance Argument. In each audit, UTTC received a finding of unqualified, indicating sound financial management. The institution also recently completed a Financial Management Policies and Procedures manual to provide employees with consistent guidelines related to financial management activities and compliance with applicable federal, state and local laws, and grant provisions. The financial manual was just approved in February 2017; it is recommended that UTTC conduct outreach to faculty and staff throughout the organization to educate the College community on this resource.

The institution has a wide variety of policies and procedures that are related to integrity and ethical

behaviors. With the arrival of a new president in 2014, the College has reviewed and revised most of its policies and instituted a new policy development process. Employees and faculty receive handbooks that outline and describe ethical practice expectations at UTTC. Evidence that UTTC complies with the Family Educational Rights and Privacy Act (FERPA) were found in the United Tribes Technical College Faculty Handbook (p. 16). FERPA information is also included in the United Tribes Technical College Catalog 2016-2017 (p. 5.). Discussions with faculty and staff confirmed awareness and receipt of policies. In meetings with staff, comments were shared that the revised policies safeguarded that all employees are treated equally and equitably and that this has led to improved morale. Conversations with faculty confirmed that through shared governance the faculty participate in the establishment of policies related to fair practice and ethical behavior.

Discussions with the Administrative Council found that UTTC has developed new processes to track non-academic and academic grievances. Most grievances appeared to be resolved before getting to a formal resolution, so the new system has not logged any complaints since the system was initiated. Both the academic and student services provided logs of complaints that were made prior to the system implementation.

Curriculum Committee members provided examples of incorporating ethics into academic programs. They included the following:

- Criminal Justice -- Ethics courses 231 and 431. Many of the ethics activities are scenario based.
- Business -- Organizational Leadership includes case studies, scenarios, reflections and policy analysis that address ethics in business.
- Nursing -- Throughout the curriculum, students are expected to be knowledgeable of ethical practices and display ethical practices in clinicals.

This incorporation of ethics into the curriculum also evidences that UTTC operates with integrity.

Interim Monitoring (if applicable)

None recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

2.B.

The College provided adequate documentation that it presents itself clearly to students about its programs, requirements, faculty qualifications, costs, control, and accreditation relationships. The Assurance Argument, Federal Compliance Report, website, and documents were reviewed during the visit.

Information on academic program descriptions and requirements are clear and provided on the UTTC website and in the catalog. Information is consistent across all formats. UTTC also requires incoming students to go through a new student orientation where pertinent and required information, including the United Tribes Technical College Student Handbook, are shared. Information found available on the website included:

- College Catalog
- Student Handbook
- Net Price Calculator
- FAFSA and Information on Paying for College
- Program and Course Offerings
- Diploma/Certificate/Degree Plans
- Student Success Information
- Annual Fire and Security Report

During a student meeting, participants confirmed that faculty, advisors, and the institution's mandatory orientation were able to provide accurate information regarding programs and college requirements.

UTTC posts accreditation information including the Higher Learning Commission (HLC) and third-party accreditation for its Automotive Technology, Nutrition and Food Service, ServSafe National Restaurant Association, Practical Nursing, and Elementary Education programs on its website.

Meetings with faculty, program directors, and administrators confirmed that UTTC collects detailed information on student success including program specific graduation and employment rates. The College could also include the following information in its student handbook and on its website:

- Student Completion/Graduation Rates by Gender, Race/Ethnicity, and Athletics
- Gainful Employment for Diploma/Certificate Programs (using Federal template)

- Licensure and examination pass rates

These are commonly posted on higher education websites.

Interim Monitoring (if applicable)

None recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

2.C.1. The United Tribes of North Dakota Development Corporation, a nonprofit corporation operated by five (05) North Dakota tribes founded UTTC to address the higher education needs of the region. The tribes are the three (03) affiliated tribes, the Spirit Lake Tribe, the Sisseton-Wahpeton Oyate Tribe, the Standing Rock Sioux Tribe and the Turtle Mountain Band of Chippewa Indians. A 10-member board made up of the chairperson, and one (01) delegate from each of the tribes governs UTTC. The Assurance Argument, as well as board agendas/minutes, provided evidence indicate that the board's deliberations focus on preserving and advancing the institution. Examples of engagement revealed during campus meetings included board involvement in the College's strategic planning process, mission and vision document revisions, and review and approval of revised institutional policies.

2.C.2. The United Tribes Technical College Board of Directors meets monthly. UTTC administration and executive leadership regularly provide reports to the board. The team reviewed board bylaws and meeting minutes that confirmed oversight and fulfillment of its legal and fiduciary responsibilities as well as the interests of internal and external constituencies during its decision-making deliberations.

2.C.3. The board has an information process for onboarding new members and conducts an annual retreat to conduct training and discuss the strategic direction of the College. Board members operate under bylaws that ensure independence from undue influence from external parties. Discussions with a board member, faculty, staff, and executive leadership corroborated Assurance Argument evidence that the board preserves its independence from undue influence.

2.C.4. The board delegates day-to-day management of the institution to the president and expects the faculty to oversee academic matters. Evidence of this process is stated in the UTTC Board Bylaws, Article III, Section 1.3, "The BOD shall select a chief executive officer of the corporation, who will be known as the President of the college operated by the corporation, and who will have day-to-day

management and control of the corporation.” Representatives in numerous meetings confirmed that the president directs day-to-day management of UTTC. The UTTC administration has qualified leadership with appropriate academic credentials and professional experience. A review of academic credentials confirmed that faculty are appropriately qualified to oversee UTTC’s academic matters.

Interim Monitoring (if applicable)

None recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

2.D.

UTTC's Assurance Argument stated the College is committed to the freedom of expression for faculty and that the College has adopted the American Association of University Professors (AAUP) definition of academic freedom. Review of the United Tribes Technical College Faculty Handbook (p. 6) verified the adoption of the AAUP academic freedom statement. Conversations with faculty confirmed the institution's commitment to the freedom of expression in teaching and learning. Discussions with faculty members also indicated that the policy was followed.

The United Tribes Technical College Student Handbook 2016-2017 addresses student related issues of academic and personal integrity, including freedom of expression. Evidence provided in the Assurance Argument revealed that students have the freedom to select topics for their speeches and research projects. Procedures outlining student rights and responsibilities, code of conduct, and an explanation of the grievance process were verified in discussions with students, faculty, and student services personnel.

Interim Monitoring (if applicable)

None recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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

Rating

Met

Evidence

2.E.1. The UTTC Institutional Review Board (IRB) approves all research conducted at the college. The IRB committee consists of 12 members representing UTTC staff and faculty, a community representative, two (02) other tribal college members, and one (01) university member. Discussions with the IRB committee documented that all UTTC IRB members have completed CITI program certification, a best practice for human subject research. The IRB meets monthly to review new and ongoing projects. The IRB maintains a web page on the UTTC website to inform and educate researchers on the requirements for research conducted by internal and external constituencies.

2.E.2. The integrity of research and scholarly practice for students is addressed through multiple channels. The student handbook and college catalog address academic integrity and honesty expectations for students. Also, all students receive guidance in proper research practice, information on plagiarism, and appropriate techniques for citing information in English composition courses. A tour of the science building highlighted student research posters that are displayed inside and outside classrooms. Conversations with faculty indicated that proper research practice is integrated and reinforced throughout much of the UTTC curriculum. A review of syllabi showed consistency in addressing plagiarism and academic integrity, along with learning outcomes addressing scholarly practice for research papers and projects. Syllabi included the following:

- CJU 201 Introduction to Criminal Justice
- EDU 232 Fundamental Elements of Reading Instruction
- EDU 330 Teaching Reading in the Elementary Classroom
- SOC 110 Introduction to Sociology
- BIO 150 General Biology I (online and offered on campus, both fall 2016)
- BIO 460 Advanced Cell Biology
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
- PSY 230 Educational Psychology
- BIO 316 Advanced Genetics
- WLD 154 Welding Lab II
- NUT 220 Culinary Fundamentals

- CHM 121 General Chemistry I

2.E.3. Academic dishonesty is considered a violation of the student code of conduct and is described in the United Tribes Technical College Student Handbook 2016-2017 (pp. 59-65) and is available on the UTTC website. Students who engage in academic dishonesty are subject to both the academic consequences as determined by the faculty member who retains authority over the course grade and disciplinary process outlined in the UTTC student code of conduct. Discussions with faculty and the vice president of academic affairs indicated that most cases of alleged academic integrity violations are resolved informally. Where required, the UTTC Integrity Committee hears and rules on formal cases of academic dishonesty.

Interim Monitoring (if applicable)

None recommended.

2.S - Criterion 2 - Summary

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

Evidence

Criterion 2 is "Met."

UTTC's resources, structures, and processes are sufficient to confirm that the College is ethical and responsible and acts with integrity. The evidence presented in the Assurance Argument and corroborated during meetings and on-site document review evidence that UTTC meets Criterion 2.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

3.A.1. United Tribes Technical College's 19 degree and certificate programs are appropriate to higher education and to the institution's mission. Programs and courses are developed and revised by qualified faculty to ensure quality. In addition, all program courses are reviewed by the Curriculum Committee as part of a five-year curriculum review process or when there are major changes in curriculum. The College offers 19 bachelor degrees, associate degrees, and diplomas or certificates of completion.

3.A.1. Currency, as well as required levels of performance, in courses and programs is further strengthened through programmatic accreditation for the Automotive Technology, Elementary Education, and Practical Nursing programs. The programmatic accreditation provides routine reviews of programs and sets expectations for quality.

3.A.1. Utilization of advisory committees for technical and education programs also assists in ensuring program currency and quality. The committees are composed of area business and industry officials, educators from peer or transfer institutions, alumni, and students. A review of the committees' membership indicated that the members came from appropriate businesses/industries to provide guidance to programs. The committees meet at least once per semester. Advisory committee members reported that they provide information about trends in industry practices and the knowledge and skills students need to be job-ready.

3.A.2. Program descriptions published in the college catalog and on the website show that the programs have differentiated learning goals and meet the North Dakota University System and U.S. Department of Education recommendations and credit requirements specifications. Review of the

curriculum for the AAS and the BS in Business Administration, Criminal Justice, and Elementary Education programs evidenced that courses were appropriate to the level of the program.

3.A.3. UTTC has offered online courses since 2005. The majority of programs are offered in the traditional face-to-face modes but the College offers three (03) associate of applied science degrees and one (01) certificate program offered totally online. They include Business Management, Criminal Justice, and General Studies. The certificate program is Medical Billing and Coding. Courses and programs are offered for on-campus and off-campus students. The number of online courses offered for 2015-2016 through 2016-2017 (UTTC Listing of Online Courses) included the following:

- Fall 2015 -- 31, including the Success Strategies for Online
- Spring 2016 -- 27, including the Success Strategies for Online
- Fall 2016 -- 29, including the Success Strategies for Online
- Spring 2017 -- 27, including the Success Strategies for Online and counting General Chemistry I and General Chemistry Lab 1 as one course

Enrollment of students taking at least one online course was (UTTC Listing of Student Enrollments, 2015-16 through 2016-17):

- Fall 2015 -- 52
- Spring 2016 -- 63
- Fall 2016 -- 82
- Spring 2017 -- 69

3.A.3. UTTC also delivers courses online as concurrent enrollment at area high schools, with typical enrollment of 25 students per year. A staff member from UTTC works with the high schools. In addition, the high schools are required to have a staff/faculty person who dedicates time to work with the online students in a computer lab setting. According to discussion with Extended Learning Committee members, the retention/success rate for high school students is 89.25%. The overall retention/success rate is 83% (dated from 2012), according to comments made by members of the Extended Learning Committee.

3.A.3. Faculty qualification requirements include not only those required for teaching certain courses, but also instruction or experience in online instruction. Requirements include at least one of the following:

- An official certification issued by industry-recognized discipline (e.g. Microsoft)
- An official certification issued by a regionally-accredited institution of higher education specific to teaching and learning online
- Completion of an e-learning training course
- At least twelve (12) credits of experience teaching online at UTTC or another accredited institution within the past three (03) years (United Tribes Technical College Faculty Handbook, p. 11)

3.A.3. Team members accessed three (03) online classes through the my.uttc.edu website. The courses, offered in the spring 2017 semester included the following:

- CJU 201 Introduction to Criminal Justice
- EDU 232 Fundamental Elements of Reading Instruction
- SOC 110 Introduction to Sociology

Also reviewed were the three (03) syllabi from the online courses accessed and four (04) syllabi of two (02) courses offered on campus and online. They included the following:

- CJU 201 Introduction to Criminal Justice, spring 2017
- EDU 232 Fundamental Elements of Reading Instruction, spring 2017
- SOC 110 Introduction to Sociology, spring 2017
- BIO 150 General Biology I (online and offered on campus, both fall 2016)
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)

Quality and learning goals appear to be consistent across online and face-to-face modes of delivery. Expected coursework demonstrates expected rigor.

3.A.3. The College has a well-defined program review process to ensure currency of its offerings and specified practices to assist in providing consistency of quality and learning goals across modes of delivery. These practices address textbooks, a common format for syllabi, instructor credentials and professional development, and assessment of outcomes. The Extended Learning Committee also reviews online offerings and creates policies and procedures to streamline processes and provide a good student experience. Discussion with committee members indicated that they were both knowledgeable and active in continuous improvement. Student course evaluations are also consistent across modes of delivery. Currently course evaluations do not include specific questions regarding the technology or the online delivery system. The College may wish to consider addition of questions to address the online modality. Access to the online programs indicated that coursework is appropriate and consistent with face-to-face sections and that students engage in lively and thoughtful on-line discussions.

Interim Monitoring (if applicable)

None recommended.

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

3.B.1. The appropriateness of United Tribes Technical College's general education requirements is evidenced in the program descriptions in the college catalog and on the website. A review of the requirements and descriptions indicated that they follow common practices.

3.B.1. The general education required courses also meet the specifications of the North Dakota University System's General Education Requirement Transfer Agreement (GERTA) and support a clearly articulated philosophy of general education. The alignment of courses also assists students with transfer within the State of North Dakota.

3.B.1. The UTTC general education department chair participates in the North Dakota General Education Council to ensure that UTTC's general education curriculum remains current and in alignment with GERTA.

3.B.1. The number of required credits in general education for the various program levels reflects common practices in higher education. The requirements are as follows:

- Certificate -- 6 to 9 credits of general education
- Diploma -- UTTC currently offers only one diploma program, a 56-credit diploma in automotive technology, which requires 15 general education credits
- Associate of Applied Science -- 24 to 28 credits of general education
- Associate of Science -- UTTC offers Associate of Science degrees in general studies with 42 of

60 required credits classified as general education and engineering technology with 45 of 63 required credits classified as general education. These are transfer degrees.

- Bachelor's -- Typically 60 credits of general education

3.B.2. General education learning outcomes incorporate collecting, analyzing (ILO 2 and 3) and communicating information (ILO 1), modes of inquiry, (ILO 3) and skills adaptable to changing environment (ILO 4), are clearly stated, and identified with general education courses, as shown in the general education curriculum map.

3.B.3. The general education learning outcomes include emphasis upon communication, critical thinking, and developing skills adaptable to changing environments. Examples include the following:

- Simulations are utilized to provide students opportunities to apply skills to changing environments. Such activities are offered in welding technology, heavy equipment operator, criminal justice, and nursing programs.
- Case studies, scenarios, reflection-writing, and problem analysis are widely used. Specific examples cited in discussion with the faculty included use of ethical decision-making scenarios in criminal justice and writing reflections based on either readings or practical experiences in the business curriculum.
- During the visit, faculty provided numerous examples of assignments requiring secondary research, such as annotated bibliographies, literature reviews, and research requirements for papers and speeches.
- Use of up-to-date technology is emphasized throughout the College by faculty, students, and advisory board members.
- Teamwork and collaboration skills are built into the instructional practices of the college, both as reported by faculty and students and shown in syllabi and viewing of on-line courses.

3.B.4. The College also incorporates recognition of human and cultural diversity into its institutional learning outcomes and further supports diversity in its extra- and co-curricular activities. The institutional learning outcome 4 (ILO 4) includes "Exhibit knowledge of diverse cultures, identities and societies." Courses that emphasize diversity include Multicultural Education and Native American Studies.

3.B.4. The student population is also tribally diverse with over 40 different federally-recognized American Indian tribes and First Nations from Canada.

3.B.4. The College's Diversity Committee hosts events on campus to incorporate recognition of human and cultural diversity. Events have included powwows, Martin Luther King, Jr. programs, and Native American Month activities.

3.B.4. The UTTC Disabilities Services Office provide professional development in diverse learning styles and Americans with Disabilities provisions. The office supports students who require special accommodations.

3.B.5. Faculty and students have participated in a number of scholarly research activities as demonstrated by the UTTC Land Grants Projects History. This body of research has focused on health, with studies on health needs of students and healthy lifestyles, and nutrition, with research on gardening, phytochemicals and other nutrients in traditional foods, and specific traditional foods and herbs, such as bison, Juneberry, potatoes, and squash. Studies of dragonfly gardens and little brown bats have also been conducted as land grant research.

3.B.5. Students in science courses, as well as science majors, participate in conducting and presenting empirical research as demonstrated by the displays of student research poster and reports of presentations at the AIHEC student conference.

3.B.5. Examples of artistic work by faculty and students were on display throughout the College and evident in the city of Bismarck, where UTTC-created statues are featured in a riverside park.

Interim Monitoring (if applicable)

None recommended.

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

3.C.1. United Tribes Technical College has the faculty and staff needed to maintain high-quality academic programs and student services. The College has a faculty-to-student ratio of 1:10 with an impressive percentage of 86% full-time instructors. There are currently 38 full-time and 6 adjunct instructors. As shown by the length of employment of the faculty and staff who participated in meetings with the team, UTTC has a healthy mix of longstanding and newer employees. Longer-standing staff and administrators reported having several positions at UTTC, demonstrating that the College maintains continuity while supporting professional growth of its employees.

3.C.1. Faculty responsibilities are clearly defined, realistic, and include all appropriate functions. Faculty participate in all committees. Records of committee membership and activities document faculty involvement in academic governance and supervision of curriculum. Faculty described integral involvement in strategic planning, budgeting, and policy-making. Their descriptions of processes in curriculum oversight and assessment of student learning demonstrate faculty authority and effectiveness.

3.C.2. Faculty qualifications are clearly specified, consistent across types of programs and modes of instruction, and follow established academic practices. Review of the policies indicated that they were appropriate for higher education and for a Tribal College.

3.C.3. Formal college policies clearly define annual faculty evaluation processes and professional

development opportunities. The description of faculty evaluation is described in the United Tribes Technical College Faculty Handbook (p. 13). Faculty members are evaluated annually utilizing a performance evaluation form that was implemented in 2015. Review of the form indicated that the evaluation was thorough.

3.C.3. Faculty are also evaluated through student course evaluations. The evaluations are conducted twice per semester, at midterm and at the end of the course. Review of the 2016-2017 summary report indicated positive student satisfaction with curriculum and instructional components.

3.C.4. Faculty and staff participation in professional development is documented. Funding is provided annually for both faculty and staff. Professional development is also offered on campus with two days of professional development at the beginning of the fall and spring semesters. These days are included in the academic calendar. Recent agendas were provided to document what types of training were offered.

3.C.5. Both policy requirements and student feedback show that instructors are available to students. All faculty act as student advisors. Faculty maintain scheduled office hours as well as access through online venues. A fall 2016 semester-end survey of 488 students included the measure "The instructor was available for assistance to the students throughout the semester." Percentages of 61.9 strongly agreed and 29.3 agreed with the statement indicating that instructors are available to students. This was also evidenced through discussions with students.

3.C.6. Staff qualifications listed show that of the staff in tutoring or counseling roles, seven (07) have master's degrees and two (02) have bachelor's degrees with professional licenses or certifications. Health Center and coaching staff also have appropriate credentials.

Interim Monitoring (if applicable)

None recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

3.D.1. United Tribes Technical College provides an extensive array of student services comprehensively addressing student life needs. As described in the United Tribes Technical College Student Handbook and College website, these are:

Academic Support Services

- The learning center: developmental courses, individualized study plans, and study skill instruction.
- Tutoring
- Disability Services
- Library services
- Admissions & Recruitment
- Financial Aid
- Financial Literacy training
- Career Development
- New Student Orientation
- Student Code of Conduct administration

Also offered are the following:

- Student email access
- IT services
- Student housing
- Dining service -- Two (02) locations on campus - Cozy Creek in the Jack Barden Student Life and Technology Center and the UTTC Dining Room

- Center for Academic and Personal Counseling
- Student Health services
- Chemical Health Center
- Health Promotion Center
- Student Services Computer Lab
- Child Development Center
- Theodore Jamerson Elementary School for Native American student grades K-7
- Sweat Lodge
- UTTC Chapel

Based on conversations with student services staff, the College has adapted its student services to meet the specific needs of its student populations through efforts to encourage students whose lives to this point have been surrounded by family and peers they have known as long as they can remember. Another significant adaptation is meeting needs of student families living away from their home communities, particularly housing, which is scarce and costly in the Bismarck area.

3.D.2. UTTC has clearly defined processes for course placement and provides developmental courses in math and English. The College has been revising its developmental course curriculum and sequencing to support student success.

3.D.3. UTTC has a well-developed advising system, including an Advising Handbook and technological support through the Learning Management / student data system. The College has mandatory advising for registration, and more frequent advising for at-risk students.

3.D.4. The College lists of learning resources including computer labs and IT support, applied technology labs, science labs, UTTC-specific and collaborative library resources, clinical and practical placement sites and health and performance spaces. On-site observations support that the labs, classrooms, technology, and equipment are well-maintained and offer excellent learning environments. Examples of instructional technology/equipment include the following:

Criminal Justice

- Classrooms with Smart Board and projector
- Vitra Systems Simulator -- a 320 degree active shooter simulator with over 40 scenarios and simulator shotguns, rifles, handguns, taser, and flashlights
- Handguns, rifles, shotguns,
- Padded "Redman" suits and handguns
- Padded training shields and batons
- Speed radar
- Finger printing kits
- Evidence collection materials

Practical Nursing

- Two classrooms with SmartBoards, projectors, and laptops
- Two laboratories with current hospital beds, skills equipment, exam table, and other equipment
- Observational room for running simulations
- One adult Laerdal/Sim Man 3G and one pediatric (Gaumard/Hal)

STEM Programs

- Computer lab
- Student group-study areas
- Teaching and research labs
- Illumina MiSeq Sequencer
- Centrifuges
- BioRad CFX96 Real-time PCR
- BioRad SubCell 96
- BioRadT100 Thermal CyclerAgilent High Performance Liquid Chromatograph and Gas Chromatograph
- Microplate Reader
- Fischer Scientific AccuSkan Go
- ASD FieldSpec 3 Spectroradiometer Backpack Unit

3.D.5. UTTC provides library seminars and individual assistance to help students locate the information they need. Courses which develop students' abilities to use information resources include First-Year Experience, Composition I, Composition II, and Fundamentals of Public Speaking. In addition, courses in science, social science, and core course in most majors have assignments which feature practice in using information resources.

Interim Monitoring (if applicable)

None recommended.

3.E - Core Component 3.E

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

3.E.1. United Tribes Technical College provides numerous activities and organizations that are suited to the mission and that can contribute to the students' educational experience. Examples include the following:

- American Indian Higher Education Consortium (AIHEC) Student Conference -- Annually over 1,000 students, faculty, and staff participate. Academic, cultural, and athletics competitions are held and students have opportunities to be elected to the AIHEC Student Congress.
- American Indian Business Leaders (AIBL) -- An organization for business majors that emphasizes leadership, professionalism, poise, dependability, volunteerism, and competency.
- UTTC Student Government -- The group serves as a liaison between the student body and the administration as well as sponsoring various events.
- UTTC Diversity Club -- The club, open to any interested students, sponsors various activities, such as Martin Luther King Jr. Day.
- Student North Dakota Education Association -- An organization for teacher education candidates focused upon personal and professional development.
- UTTC Intercollegiate Athletics -- The basketball programs are members of the National Junior College Athletic Association (NJCAA).

3.E.1. Review of the co-curricular assessment report yielded little information or data linked directly to specific activities or programs. The report was comprehensive, including both one-time and continuing activities, rather than segregated into the specific activities or program. The Assurance Argument in 4.B. notes that "the Office of Institutional Assessment will begin working with the departments hosting co-curricular activities to develop assessment instruments that will provide this important activity information." The information from the co-curricular assessment report does not yet provide sufficient information to improve student learning. This will be addressed with further detail in 4.B.

3.E.2, The Assurance Argument lists numerous research projects, including collaborations such as the *Urban Coyote Study* conducted with the United States Department of Agriculture and APHIS/Wildlife Services. The project *Understanding Gene Expression for Epilepsy Research* is

conducted jointly with the University of North Dakota Medical School. There is also a National Science Foundation (NSF) funded summer research experience program that is administered by UTTC. The research locations include the College, Oglala Lakota College, Nueta Hidatsa Sahnish College, and Sitting Bull College.

Interim Monitoring (if applicable)

None recommended.

3.S - Criterion 3 - Summary

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

Evidence

Criterion 3 is "Met."

United Tribes Technical College is a small and well organized institution with a dedicated faculty and a caring staff. The College provides technical programming as well as professional degrees in a historic setting that has been well maintained and expanded/renovated to ensure that programs meet current employment demands.

Review of the curriculum, courses, syllabi, support structures, facilities, instructional equipment, and faculty qualifications confirm that the institution provides high quality education and has the processes in place to continue to do so. UTTC has a high proportion of full-time faculty and supports faculty in attaining advanced degrees as well as ongoing professional development. The College requires specific professional development for faculty teaching on-line courses as part of its efforts to ensure quality instruction in its on-line offerings. The participation in the North Dakota General Education Requirement Transfer Agreement (GERTA) also assists in quality assurance for general education courses and transfer of UTTC students to North Dakota institutions.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

4.A.1. The College has developed formal policies and procedures for academic program review as evidenced by program review documents including the form for reporting. A schedule for program reviews was also established with annual review for certificate and diploma programs (to ensure currency to meet business/industry demands) and four (04) year cycles for associate and baccalaureate programs. The infrastructure for academic program review is evident. Examples of technical program reviews completed in 2005 and 2015 indicate that the College has historically conducted program reviews and has implemented improvements in the process.

4.A.1. United Tribes Technical College has also examined program review. A new method for

analyzing the reviews was developed and piloted in 2016. This indicates that the institution analyzes current practices for potential improvements. According to the Assurance Argument, the revision included the following steps:

1. The former process was analyzed for strengths and weaknesses. This process included consultation with those who were not involved in the original program review process in order to gain a fresh perspective on the process.
2. Time was spent analyzing what data the college currently has concerning students and programs and what additional data were needed. It was discovered the former process did not provide the information needed to make informed decisions about programs. Where possible, numbers are now being used instead of narrative, and then the numbers are analyzed, with recommendations arising from the analysis.
3. Since the revised program review process is new, it was piloted during summer 2016 with the Business Administration program. Some areas of the review process were identified that needed to be revised or added. The process was revised and during the spring 2017, the refined program review process is being used to review the General Education program.

4.A.1. The program review includes focus upon the following criteria:

- Relevance of program curriculum, equipment, and materials.
- Professional development and qualifications of program faculty/staff.
- Assessment of student success/placement/retention.
- Student evaluations of instruction.
- Review of program financial reports, expenses and revenue.
- Review of program enrollment over the last three (03) academic years.
- Review of auxiliary services provided by the program and/or staff.

These criteria are those commonly utilized in higher education.

4.A.2. and 3. Formal policies have been established to guide evaluation of credit. These policies follow commonly accepted practices in higher education. When transferring in credits from other North Dakota colleges and universities, statewide common course numbering has streamlined the process. When credit is transferred in from an out-of-state college, or for courses that do not have common course numbers, the Registrar's Office reviews the official transcript, makes sure the sending institution is regionally accredited, may check the course descriptions in that college's catalog and might also contact an instructor at that college for more information. International transcripts are outsourced to a third party, World Education Services. Examples of evaluating transfer credit (transfer student transcripts that have been evaluated) are included as evidence that processes for evaluation have been defined and followed.

4.A.4. Authority over course prerequisites, rigor of courses, and expectations for student learning are the responsibility of faculty members. Review of documents indicated that responsibilities are formally defined in the United Tribes Technical College Faculty Handbook with policies also defined for curriculum development (pp. 22 - 23). A meeting with faculty also confirmed that they have authority over these areas.

4.A.4. According to the Assurance Argument and discussions with faculty and admissions/registrar staff, dual credit students are enrolled in the same online courses along with traditional UTTC students. This practice ensures that the dual credit students have the same qualified instructors and curriculum as the College's students.

4.A.5. The College maintains specialized accreditation for the following programs:

- Automotive Technology
- Elementary Education
- Practical Nursing

Documents evidencing the current accreditation status of the programs were provided such as the correspondence October 22, 2015 from the National Automotive Technicians Education Foundation (NATEF) stating that the program continues to meet NATEF standards and is accredited through April 11, 2018, the North Dakota Board of Nursing December 2, 2016 letter of conditional approval through September 2017, and the North Dakota Education Standards and Practices Board June 20, 2014 letter stating that the Elementary Education program has continuing state approval with the next review in spring 2021.

The American Welding Society (AWS) certificate designating the College as a testing site was provided and the site was also verified on the AWS website America Welding Society (AWS) <http://www.aws.org/library/doclib/atf-domestic-listing.pdf>.

Websites of the various accreditation/certification organizations were also accessed to verify the status of the programs. Websites included the following:

- National Automotive Technicians Automotive Foundation -- <http://www.natef.org/NATEF-and-You/Students-Parents/Find-Accredited-Schools.aspx?State=ND&t=0&e=2>
- Accreditation Commission for Education in Nursing (ACEN) -- <http://www.acenursing.us/accreditedprograms/programsearch.asp>
- North Dakota Board of Nursing (NDBON) -- <https://www.ndbon.org/Education/Academic/Programs.asp>
- North Dakota Education Standards and Practices Board -- <http://www.nd.gov/espb/links/nd.html>

In addition, the College's Culinary Arts/Food Services certificate and degree are designed to allow students to take the National Restaurant Association's ServSafe credential (<https://www.servsafe.com/home>).

These accreditations, certification, and association assist in ensuring currency, quality, and graduate success in these programs.

4.A.5. The program with issues related to accreditation is the Practical Nursing Program. The ACEN visit in 2016 resulted in a "Continued Accreditation" recommendation with a finding of "Non-Compliance in Standard 6: Outcomes". The decision was based on lack of trend data (three years); data collected did not relate to the student learning outcomes; lack of data from advisory board meetings; and no data collected from employer satisfaction surveys and job placement rates. Since the visit, according to the Assurance Argument and discussions with the new department chair and the vice president for academics, the findings have been addressed, or are in the process of being addressed. For example, advisory board meeting minutes are reported, employer surveys and placement rates are tracked, and learning outcomes have been revised and specific artifacts identified for each one.

The NDBON conducted a site visit during fall 2016. The NDBON scheduled a special visit in April 2017 to review areas not being met. According to the Assurance Argument and a discussion with the vice president for academics, the department chair was just employed in August 2016 and the

NDBON team felt the processes were in place but were simply not reflected in the self-study document. In preparation for the April visit, UTTC hired a consultant from the North Dakota State University Nursing Department. The visit occurred the week prior to the HLC visit; the NDBON decision is expected in June.

4.A.6. Placement rates, by institution and by program area, are provided to the public on the website. In addition, the results of a graduate survey were provided as an evidentiary document; 33 graduates completed the survey. Results indicated that graduates were generally satisfied with the College. However, there is no information regarding Automotive Technology, Culinary Arts/Food Service, Practical Nursing (AASPN), Elementary Education, or Welding Technology certification/licensure pass rates presented on the website. The team requested information on licensure pass rates. Pass rates for the AASPN Program for the last three (03) years indicated that graduates surpassed the national average with the following results (www.ncsbn.org/)

- 2014-2015 -- UTTC pass rate of 94% compared to national 82.14%
- 2013-2014 -- UTTC pass rate of 100% compared to national 82.16%
- 2012-2013 -- UTTC pass rate of 100% compared to national 84.63%

For Elementary Education, the following information was provided from ETS Title II Reporting Services:

- 2015-2016 -- UTTC pass rates of 100% (2 graduates) compared to statewide 92%
- 2014-2015 -- No UTTC graduates taking assessment
- 2013-2014 -- UTTC pass rate of 100% (4 graduates) compared to statewide 94%
- 2012-2013 -- UTTC pass rate of 100% (4 graduates) -- no statewide data provided

According to the Assurance Argument, Automotive Technology students who complete the associate's degree can take the Approved Automotive Service Excellence (ASE) certification exams but no data on participation or pass rates are provided on the website. The team asked about the lack of information during the visit. No information was provided for the automotive program because no graduates have been reported to complete the ASE certification. According to a discussion with the department chair, the State of North Dakota will start paying the fee to take the certification measure so he anticipates that more UTTC graduates will participate.

UTTC is a designated test site for the American Welding Society (AWS). This was confirmed through the certificate included as an evidentiary document. It was also confirmed by accessing the AWS website (<http://www.aws.org/library/doclib/atf-domestic-listing.pdf>). According to a welding instructor, five (05) UTTC students took and passed the certification test in December 2016. Copies of the students' "Welder and Welding Operator Performance Qualification Record" indicating that the students' passed the test.

The pass rates for the Practical Nursing and Elementary Education have surpassed state or national standards. The recent welding certification pass rate is also an indicator of graduate success. Data is available, and the College is encouraged to provide this information to the public.

4.A.6. For graduates in programs that could provide opportunities for additional education, there is no data regarding transition to undergraduate or graduate programs. Although most programs offered are technical, it could be informative to determine if graduates pursued additional study, such as if nursing graduates pursued RN licensure or teacher education graduates enrolled in graduate programs.

Interim Monitoring (if applicable)

None recommended.

4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

4.B.1., 2., and 4. The Assurance Argument states that the new administration (president, vice president of academic, vice president of student services, and vice president of campus services) has focused the past two (02) years on assessment of student learning, providing resources for developing an infrastructure for institutional assessment. In the review of documents and discussions with administration, faculty, and staff it was evident that there was commitment, both in terms of finances and actions. There have been a variety of efforts to improve assessment including the following:

- Measureable objectives have been developed for academic programs as the result of a review. The objectives are listed on the website and in the catalog.
- United Tribes Technical College, recognizing the importance of assessment, began participation in the HLC 2015 Assessment Academy. Through this participation and with assistance from a consultant, the College refined existing Institutional Learning Outcomes (ILOs), reducing the original seven (07) to four (04) while revising the ILOs into more clearly stated, measureable outcomes.
- A common writing rubric has been developed for assessing the ILO in writing.
- A consultant was hired to assist with assessment, providing training and individual assistance.
- The director of institutional assessment created and implemented an Assessment of Learning Outcomes Tracking Tool using Qualtrics, an online survey tool.
- Curriculum maps were developed that outlined course sequences and identified where both the program outcomes and ILOs were incorporated and assessed for each program.
- An "Assessment Plan Template" was developed with all academic programs completing a plan. Assessment efforts, based upon the plan, will be piloted during spring 2017.

However, as noted in the Assurance Argument, assessment of student learning is not fully developed. Academic programs are just beginning to develop assessment activities that link to their assessment plans so there is limited data to guide instruction/curriculum improvement, planning, and budgeting. The general education Institutional Learning Objectives have not yet fully integrated into

courses/programs and assessment is just beginning. Review of a variety of online and face-to-face syllabi indicated that the majority of syllabi do list measureable objectives but that some still include terms such as "understand" or "explore." Syllabi reviewed included:

- CJU 201 Introduction to Criminal Justice
- EDU 232 Fundamental Elements of Reading Instruction
- EDU 330 Teaching Reading in the Elementary Classroom
- SOC 110 Introduction to Sociology
- BIO 150 General Biology I (online and offered on campus, both fall 2016)
- BIO 460 Advanced Cell Biology
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
- PSY 230 Educational Psychology
- BIO 316 Advanced Genetics
- WLD 154 Welding Lab II
- NUT 220 Culinary Fundamentals
- CHM 121 General Chemistry I

4.B.1. The Assurance Argument lists numerous student clubs, activities, and research projects in 3.E. and including collaborations such as the *Urban Coyote Study* conducted with the United States Department of Agriculture and APHIS/Wildlife Services. However, as stated in the Assurance Argument 4.B., learning outcomes have not been formally developed for co-curricular programs. The College has developed a "Co-curricular Activity List" that includes such activities as the following:

- Student government
- Membership in a professional organization
- Professional conferences or workshops
- College committees
- Documented off-campus volunteer work
- Intercollegiate athletics
- Native American singing sessions

A report on a survey of co-curricular activities was completed but the survey included additional activities, such as a one-time presentation. In further data collection the existing survey may provide information for the overall student activity experience. For collection of co-curricular assessment data, measures focused upon the defined co-curricular activities and the learning objectives for each activity may yield data that would direct further programming.

4.B.2. and 3. As stated in the review in 3.E., examination of the co-curricular assessment report yielded little information or data linked directly to specific activities or programs. The report was comprehensive rather than segregated into the specific activities or program. Also, there was no evaluative information, just identification of activities offered, time length, expected types of institutional learning outcomes, and number of participants. The Assurance Argument in 4.B. notes that "the Office of Institutional Assessment will begin working with the departments hosting co-curricular activities to develop assessment instruments that will provide this important activity information." In this effort, the College may find that a definition of co-curricular activities which more clearly distinguishes them from extracurricular and student support activities is helpful. The information from the co-curricular assessment report does not yet provide sufficient information to improve student learning.

4.B.4. The Assessment of Student Learning (ASL) committee consists of faculty and staff with the

director of institutional assessment and vice president of academic affairs identified as ex-officio members. A meeting with the committee indicated that members were active participants in developing policies and procedures for the assessment of student learning. Discussion also evidenced that members were knowledgeable of what actions were necessary to develop an infrastructure for assessment.

4.B.4. As noted previously, UTTC is participating in the Higher Learning Commission Assessment Academy, focusing upon institutional learning outcomes (ILOs). The College has also hired a consultant, an experienced peer reviewer, to provide professional development and assistance with assessment. These activities reflect accessing good practices to improve assessment of student learning at the College.

Interim Monitoring (if applicable)

Criterion 4 is "Met with Concerns," specifically Criterion 4.B.

The team concludes this Core Component is met, although with concerns that will require continued Commission monitoring regarding the assessment of student learning. Based upon the actions taken by United Tribes Technical College in developing an infrastructure for the assessment of student learning, the team recommends that a monitoring report be submitted in April 2019. Two (02) years can provide the College adequate time to implement assessment, collect and analyze data, present evidence of improvements based upon data, and show links to planning and budgeting.

Areas to include in the monitoring report include the following:

- Evidence of the implementation of assessment measures for all academic programs and the general education core, the institutional learning outcomes (ILOs)
- Evidence of the collection and analysis of data from the implementation of assessment measures
- Evidence of making curricular or instructional changes due to collection and analysis of data on student learning in academic programs and the ILOs
- Evidence of the development and implementation of all assessment measures for defined co-curricular programs
- Evidence of making improvements due to collection and analysis of data on student learning in co-curricular programs
- Evidence of linking analysis of data from assessment of student learning to planning and budgeting.

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

4.C.1. United Tribes Technical College has defined goals for retention and completion. The goal for retention is 60% by the AY2020-21, moving from a retention rate of 33% reported by IPEDS in 2016. The College compared the rate to the average for Tribal Colleges of 33%. The graduation rate reported by IPEDS in 2016 was 44%, compared to the average at Tribal Colleges of 22%. The goal for graduation is 50%.

4.C.1. An existing retention plan was recently revised (in 2017) to address current information available to make improvements. Seven objectives are included in the plan:

1. Address academic under-preparedness

- Revitalize and strengthen the availability of academic support services on campus
- Standardize the use of Accuplacer scores for placement

2. Enhance advising services

- Increase emphasis on advising to improve retention
- Strengthen UTTC Early Alert System to better identify at-risk students

3. Improve the quality of student services

- Provide training linking retention and customer service across campus
- Cross-train and co-locate front line enrollment management staff in a convenient, prominent

location

- Integrate student satisfaction data into a continuous quality improvement cycle

4. Increase financial aid performance

- Integrate financial literacy education into relevant classes
- Early financial aid awareness initiative
- Increase monitoring and accountability of financial aid for student aid recipients

5. Improve the new student experience

- Integrate peer mentor program into orientation
- Improve new student orientation
- Increase communication with the students

6. Support retention efforts with reliable data, assessment and research

- Develop consistently maintained data set
- Increase emphasis on data sharing

7. Improve quality of institutional data for retention purposes

- Improve utilization of student data

The Assurance Argument, as well as discussions with staff, faculty, and students, indicated that many of these goals were in process or fully implemented. For example, a web-based Early Alert System was implemented in fall 2016. Faculty indicated that the process was much better. Another example is the hiring of a director of institutional assessment to improve collection and analysis of data for improving services.

4.C.2. Data is collected on a systematic basis with defined processes for collection. The College hired a director of institutional assessment to manage the collection of data. In addition to collecting information on retention, persistence, and completion, the director has begun conducting analysis of course completions and returning students for the 2015-2016 academic year. Another analysis is planned for the 2016-2017 academic year.

4.C.3. Examples of improvements made based upon collection and analysis of data include the following:

- All student services-related functions, such as admissions and financial aid, were housed in a single area. The student payment function was originally housed there but has moved to another building. The College may wish to analyze how the move impacted students and services.
- The Early Alert System was improved.
- A Jenzabar retention module was purchased to improve advising services for students.
- The College subscribed to Pearson Smarthinking tutoring services for many years but had little student participation. Recent efforts in orientation and in classes have increased student usage which may increase retention, persistence, and completion.
- Total credits in all programs were reduced to make average time to completion a more reasonable possibility for students. The new program totals are reflective of expected practices in higher education as well.

4.C.4. Data collection processes utilize common models as well as utilizing internal definitions. The College utilizes IPEDS and American Measures of Success reporting requirements.. The College also collects data based upon Carl Perkins and Tribal College reporting requirements. Raw data is also used to calculate retention, persistence, and completion based on the established formulas within the College's KPIs data collection processes as models as well as utilizing internal definitions.

Interim Monitoring (if applicable)

None recommended.

4.S - Criterion 4 - Summary

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

Evidence

United Tribes Technical College continues to maintain a practice of regular program reviews that provide to guide program/curriculum improvements. Components of the review process reflect common models in higher education.

Evaluation of credit and acceptance of transfer credits are guided by formal institutional policies and procedures and are based upon accepted practices.

Authority for course prerequisites, course rigor, student learning expectations, access to learning resources, and faculty qualifications are consistent across the curriculum.

The College maintains specialized accreditations and other forms of approvals. These are current with no identified follow-up except for the Practical Nursing program which had a visit the week prior to the HLC visit. When the accreditation status decisions are made by the state and national agencies, United Tribes Technical College should convey that information to the Higher Learning Commission.

Data on graduate success is available and the College is encouraged to provide additional information, such as licensure pass rates, on the website.

There is an updated retention plan and goals for improving retention and graduation. Numerous activities have been planned and/or implemented to improve the rates.

The team concludes this Core Component is met, although with concerns that will require continued Commission monitoring regarding the assessment of student learning. Specifically, because the updated assessment system had been in place for less than a full assessment cycle at the time of the visit, the team could not evaluate its effectiveness in practice. Based upon the actions taken by United Tribes Technical College in developing an infrastructure for the assessment of student learning, the team recommends that a monitoring report be submitted in April 2019. Two (02) years can provide the College adequate time to implement assessment, collect and analyze data, present evidence of improvements based upon data, and show links to planning and budgeting.

Areas to include in the monitoring report include the following:

- Evidence of the implementation of assessment measures for all academic programs and the general education core, the institutional learning outcomes (ILOs)
- Evidence of the collection and analysis of data from the implementation of assessment measures
- Evidence of making curricular or instructional changes due to collection and analysis of data on student learning in academic programs and the ILOs
- Evidence of the development and implementation of all assessment measures for defined co-curricular programs

- Evidence of making improvements due to collection and analysis of data on student learning in co-curricular programs
- Evidence of linking analysis of data from assessment of student learning to planning and budgeting.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

5.A.1. Funding comes primarily from Prime, Carl Perkins, Indirect Costs, Title III, and the General Fund. The funding decreased in years 2014 and 2015 (Annual Revenue Table years 2011 - 2015). There appears to be no negative aspects impacted by the funding although the number of staff decreased from 273 full-time employees in 2012 to 223 full-time employees currently. The College has no long-term debt. According to the Assurance Section and campus interviews the budgeting process begins six (06) months in advance of the fiscal year Beginning July 1. The outcome from this process facilitates UTTC to allocate funds ensuring that the critical functions of the college are not adversely affected. The current budget indicates that finances are adequate to sustain the college. Discussions with the board member, administrators, faculty, and staff during the visit affirmed that the defined budgeting process was followed. When it becomes necessary to adjust the annual budget plus/minus 10%, allocations for academics allocations remain consistent.

5.A.1. Title IV programs were recertified on 3/7/2016 by the U.S. Department of Education. High loan default rates had triggered review by the department. UTTC currently does not offer Federal Student Loans due to default rates over 40% (41.4, 44.6 and 40.8 respectively). The College replaced access to Federal Student Loans with a Native American Tuition Waiver program. UTTC reports that the institution entered into a contract with Ed Financial in 2016 to help students in repayment and

also to assist the institution with its loan default rate challenges and appeals.

5.A.1. Also, located on the campus is the Theodore Jamerson Elementary School which has a 12% or \$3,348,421.00 current budget allocation. The campus provides a community within a community; thus the school is a critical part of the campus services.

5.A.1. United Tribes Technical College has the faculty needed to maintain high-quality academic programs. The College has a faculty-to-student ratio of 1:10 with an impressive percentage of 86% full-time instructors.

5.A.1. The campus consists of 269 acres with 106 buildings for instruction, wellness, housing, and offices. There is also an elementary school on the campus. Many of the buildings are the original ones that were constructed as the Fort Lincoln Army Post (1890 to 1902) although others have been added through the years. To address needed renovations and to reduce costs, UTTC developed a model that utilizes UTTC staff making renovations, working from an architectural plan. An energy study was also conducted in 2014 with efforts made to replace lighting, windows, and doors. A tour of the campus indicated that facilities were well kept. Faculty and students indicated that the classrooms and instructional support areas were adequate and technology access was up-to-date. Additionally, students have access to a self-service support portal, support via email, and by telephone and these services are managed by the IT Director.

5.A.1. Technology has been upgraded with improvements to the wireless equipment, utilization of the OOHLALA smartphone app, replacement of computer equipment on a regular replacement cycle of 3-5 years, and addition of Smart classrooms. Faculty and students indicated that technology was easily accessible through out campus including dormitories and family housing. UTTC also supports IT services by contracting out special projects when necessary to do so. Online students have access to flexible technology. As noted in the Assurance Argument, all courses utilize the same LMS platform. Online campus-base learners have access to computer labs. Additionally, a pilot project was implement during the fall 2016 academic semester as all online faculty were required to successfully complete a seven-module course on instructional strategies. For the spring 2017 academic semester there were seven (07) faculty members taking the course.

According to the Assurance Argument and a conversation with student housing authority, in 2016 students who were enrolled students for the fall semester and resided in family housing, were allowed to remain in the units during the summer months. It is anticipated by this change in College policy, the retention of students would increase. It is too early to measure the impact outcome from this policy change at this time.

5.A.2. United Tribes Technical College does not make elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The College has developed a formal budgeting process that is an inclusive process including personnel across the institution. There is also a formal purchase requisition process which defines the levels of oversight for requested expenditures. The board recently approved (February 3, 2017) the Financial Management Policies and Procedures Manual. It was developed to provide uniform guidelines for the College's financial management activities and to provide compliance with all applicable federal, state, and local laws, regulations and all provisions in any grant or contract to which UTTC is a party, whether public or private.

5.A.3. The College continues to be driven by its mission, vision, and value statements as indicated through conversations with personnel, students, and faculty. Within the past three (03) years the board, president, and administration has developed and implemented strategies to strengthen the institution. Examples include, but are not limited to, formalizing the budgeting process, reallocation

of human resources, and development of a new five-year strategic plan.

5.A.4. The College provides educational opportunities for personnel. After one (01) year of employment an employee may receive a tuition waiver for up to six (06) credits during the year and three (03) credits in the summer if courses are related to the person's job. There are also some funds for tuition assistance for those who pursue an advanced degree.

5.A.4. Funding is also provided for professional development, such as attendance at conferences and memberships in professional associations. Two (02) days are reserved at the beginning of the fall and spring semesters for faculty and staff training. Assessment was a focus of the faculty development programs in 2016-2017 and spring 2017. A review of the College's calendar and professional development schedules indicated that the process has been formalized and provides good opportunities for faculty and staff.

5.A.5. The College has developed a formal budgeting process that is an inclusive process including personnel across the institution. There is also a formal purchase requisition process which defines the levels of oversight for requested expenditures. Discussion with faculty and staff indicated a restored faith in the institution's commitment to shared governance and a path for advancing the College into a secure future.

Interim Monitoring (if applicable)

None recommended.

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

5.B.1. United Tribes Technical College (UTTC) has a unique board composition as it is governed by the five (05) Indian tribes located wholly or in part in the state of North Dakota. Its board of directors is made up of the tribal chairperson, and one (01) representative from the Tribal Councils of each of the five reservations (Three Affiliated Tribes; Spirit Lake Tribe; Turtle Mountain Band of Chippewa; Sisseton-Wahpeton Oyate and the Standing Rock Sioux Tribe). The approved UTTC Organizational Chart, dated September 19, 2016, provides a pictorial overview of departmental personnel and communication patterns.

According to the UTTC Assurance Review, the Articles of Incorporation was established the 22nd day of January 1968. There was a corporate resolution name change on September 10, 1974 to United Tribe Technical Education Center. In the Restated Bylaws of United Tribes Technical College, Article 1 makes reference to the name of the corporation as United Tribes Technical College, hereinafter UTTC. Article III identifies that the board has delegated Powers and Eligibility, Section 1.

5.B.1. The board meets monthly. UTTC administration and executive leadership regularly provide reports to the board. The team reviewed UTTC Board Bylaws and meeting minutes that confirmed oversight and fulfillment of its legal and fiduciary responsibilities as well as the interests of internal and external constituencies during its decision-making deliberations.

5.B.2. The board has an information process for onboarding new members and conducts an annual retreat to conduct training and discuss the strategic direction of the College.

5.B.2. The board delegates day-to-day management of the institution to the president and expects the faculty to oversee academic matters. Evidence of this process is stated in the UTTC Board Bylaws, Article III, Section 1.3, "The BOD shall select a chief executive officer of the corporation, who will be known as the president of the College operated by the corporation, and who will have day-to-day

management and control of the corporation.” Representatives in numerous meetings confirmed that the president directs day-to-day management of UTTC.

5.B.2. One of the procedures utilized to engage and to inform internal constituencies is the "All Hands Meeting." Review of minutes indicated that 30 or more personnel typically attended the meetings which included reports from committees, such as curriculum and healthy community coalition. There were also reports from departments and information that was new or carried over from subsequent meetings, such as the open Jenzabar position. The following minutes were reviewed:

- February 23, 2017
- January 26, 2017
- November 17, 2016
- October 27, 2016
- September 29, 2016

Attendance documentation sheets were attached to meeting minutes.

5.B.3. The president, who took office in 2014, stated that he encouraged transparency and shared governance. On the UTTC website listing institutional committees the "Governance Process for Institutional Effectiveness" is described "The shared governance process is designed to facilitate communication among all entities across campus and to enhance institutional effectiveness." Standing committees are involved in setting academic requirements, policy, and processes (<http://www.uttc.edu/about/committees>). Discussions with faculty and staff confirmed that the committees were active and that the committees were operating based upon a shared governance concept.

According to the committee structure one member from each UTTC Committee serves as a liaison on the Institutional Effectiveness Committee (IEC). As a liaison, individuals are responsible for bringing information (for potential policies and procedures) forward from their respective groups and relaying information back to their groups from IEC

Interim Monitoring (if applicable)

None recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

5.C.1. Review of strategic plan projects that were completed or in process indicated that funding had been allocated to achieve the strategic areas of the plan. For example Strategy 1b: Employ highly qualified faculty (under Strategic Area #1 -- Commitment to Student Learning) included the development of a policy that defines faculty qualifications. This was completed and the team reviewed the policy which was appropriate for the College as well as following commonly accepted practices in higher education. This document (Determination by Credentials) provides evidence and demonstrates UTTC's commitment to adhere to HLC accreditation standards. Another example was the renovation of Building 61 Campus Services and various roofing projects that the team members saw during the visit. This was linked to Strategy 5b: Renovation of existing structures (under Strategic Area #5 -- Infrastructure Improvement, Renovation and New Construction). The College's "creative thinking" and the willingness of personnel campus wide to continue to move forward in the preservation of its history for future generations is remarkable.

5.C.2. Evaluation of operations has provided guidance for planning and budgeting. Academic program review continues to be a formal process, with recent revisions to improve the process and outcomes. Assessment of student learning is still in the process of development and implementation so limited assessment data has been available to guide planning and budgeting but data collection is beginning (This is addressed in Criterion 4.B.). Based upon progress in assessment, it appears that data will be available and utilized.

5.C.3. The planning process involved both internal and external constituent groups. The United Tribes Technical College Board of Directors represented the five (05) tribal nations in North Dakota. The strategic planning meeting included 27 participants, an indication of broad internal constituent involvement. Participants in the meeting stated that opportunities were made available for input from the areas/offices on campus. External constituents who provided input included USDA tribal

representatives and academic program advisory committees. A consultant was also employed to assist with the process and to provide advice.

5.C.4. UTTC is funded primarily from federal funds, which can fluctuate and cannot always be predicted. The budgeting process was developed on the basis of level funding with contingencies for reductions. For example, the FY18 budget was developed based upon an anticipated 10% reduction. The College is encouraged to further develop contingency scenarios that address different levels of funding reductions, such as 5%, 10%, and 15%. Contingency planning answers the "What if?" Through the implementation of a contingency plan the College will enhance its ability to identify contingency events and be prepared with plans, strategies and approaches for avoiding, coping or even exploiting them.

5.C.4. A review of campus staffing that resulted in eliminating/combining positions assisted with budget adjustments after the current president assumed office in 2014. A conservative approach to budgeting has assisted the College to maintained quality resources while avoiding major indebtedness. Funding has also been available to accomplish goals of the strategic plan demonstrating an understanding the value of long range planning.

5.C.5. UTTC developed a five-year, rather than a ten-year, strategic plan so that planning would be more likely to consider emerging factors. In addition, data is available from the tribal nations to assist in planning. UTTC also involves academic program advisory boards comprised of employees from business and industry to remain current with industry changes. The UTTC Strategic Plan FY 2015 - 2020, Area #5 for Infrastructure improvement, renovation, and new constructions also evidences implementation of strategic planning processes.

Interim Monitoring (if applicable)

None recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

5.D.1. Evidence of performance is documented by numerous methods, including the following:

- Annual external audits
- Academic program reviews
- Retention and completion data
- Graduate outcomes
- Program accreditation reports

In addition, the College will be reviewing the current strategic plan this summer, adding to the list of completed project and revising the plan as necessary.

5.D.1. and 2. An examples of learning from experience and applying the learning to improve effectiveness is the introduction of the Native American Tuition Waiver. After exceeding the United States Department of Education student loan default debt threshold rate of 30%, United Tribes Technical College removed student loans from financial aid offerings. Realizing that students would still need additional financial assistance, the College offered Native American Tuition Waivers beginning in fall 2015. Although there was a cost to the College, it was expected that the cost would be offset by increased revenue from increased enrollment and retention. Enrollment in fall 2016 increased by 22.78% and spring 2017 enrollment grew 5.83%. FAFSA applications for fall 2017 have increased by 189% compared to this time last year. Although these results may not be completely a result of the waiver, it appears that UTTC decision is serving students.

5.D.2. As a result of academic program review and a review of best practices, the College decreased total number of credits in degree plans to impact student completion. In addition program review resulted in ending academic programs (after teaching them out) and re-structuring existing programs (Computer Information Technology) and Culinary Arts/Foodservice).

5.D.2. The First Year Experience and Health Living class was revised and piloted fall 2016 as a result of low retention/completion rates as well as student dissatisfaction and faculty and staff recommendations. A meeting was held at the end of the 2016 semester to determine what had worked well, what should be continued, and suggestions for improvement to increase student retention/rate of completion, overall GPA, and student satisfaction. The revised course model was piloted again spring 2017. Results will be reported at the conclusion of this semester.

Interim Monitoring (if applicable)

None recommended.

5.S - Criterion 5 - Summary

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

Evidence

Criterion 5 is "Met."

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Policies and procedures that have been recently implemented have provided a basis for basic operations, planning, and budgeting. The institution plans for the future but is encouraged to conduct contingency planning since federal funding is the primary source of income.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date

4/30/2019

Report Focus

The team concludes Core Component 4 is met, although with concerns on Criterion 4.B. that will require continued Commission monitoring regarding the assessment of student learning. Based upon the actions taken by United Tribes Technical College in developing an infrastructure for the assessment of student learning, the team recommends that a monitoring report be submitted in April 2019. Two (02) years can provide the College adequate time to implement assessment, collect and analyze data, present evidence of improvements based upon data, and show links to planning and budgeting.

Areas to examine include the following:

- Evidence of the implementation of assessment measures for all academic programs and the general education core, the institutional learning outcomes (ILOs)
 - Evidence of the collection and analysis of data from the implementation of assessment measures
 - Evidence of making curricular or instructional changes due to collection and analysis of data on student learning in academic programs and the ILOs
 - Evidence of the development and implementation of all assessment measures for defined co-curricular programs
 - Evidence of making improvements due to collection and analysis of data on student learning in co-curricular programs
 - Evidence of linking analysis of data from assessment of student learning to planning and budgeting.
-

Conclusion

United Tribes Technical College meets Criteria 1, 2, 3, and 5. Criterion 4, specifically 4.B. is "Met with Concerns. Interim monitoring is recommended with a report on the assessment of student learning due in two (02) years. Report components are specified above.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: United Tribes Technical College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Jo Lynn Autry Digranes

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Review of UTTC's degree levels and number of credit hours required for degree completion evidences conformity to expected practice.
- A recent review of program credit hour requirements resulted in decreasing program required credit hours to commonly accepted practice of 120 for bachelor's degrees and 60 hours for associate's degrees. UTTC also made these changes to assist students in their progress toward completion of degrees.
- Term schedules and course requirements meet expected standards for face-to-face and online courses and programs. Team members accessed three (03) online classes through the my.uttc.edu website. The courses, offered in the spring 2017 semester included the following:

- CJU 201 Introduction to Criminal Justice
- EDU 232 Fundamental Elements of Reading Instruction
- SOC 110 Introduction to Sociology

Also reviewed were the three (03) syllabi from the online courses accessed and four (04) syllabi of two (02) courses offered on campus and online. They included the following:

- CJU 201 Introduction to Criminal Justice, spring 2017
- EDU 232 Fundamental Elements of Reading Instruction, spring 2017
- SOC 110 Introduction to Sociology, spring 2017
- BIO 150 General Biology I (online and offered on campus, both fall 2016)
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)

Quality and learning goals appear to be consistent across online and face-to-face modes of delivery.

- There were different tuition costs for programs and levels of instruction; these were listed in the United Tribes Technical College Catalog 2016-2017 (p. 17). Semester tuition and fees were \$115.00 for 100-200 level courses and \$200.00 for 300-400 level courses. There were also variations in fees such as \$2300.00 for Automotive Technology tools and \$170.00 for Elementary Education EDU 310 during the first term of enrollment. The cost differences are explained by the additional costs for teaching and instruction, and in some cases instructional equipment. These variations do not exceed common practices.

Additional monitoring, if any:

NA

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.

- Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- UTTC has formal processes in place for both academic and non-academic grievances and these are presented clearly to students in the United Tribes Technical College Student Handbook 2016-2017 (pp. 76-77). The processes include procedures for reporting the grievance, identifies the members of the Grievance Board and the procedures they use to address and to resolve the complaint.
- UTTC recently developed an online form available on the UTTC website for students to register complaints. It includes the appropriate contact information and a timeline for expected response. To date they have not received any complaints using this web based form. The new web based system is expected to capture the complaints in one location assisting in maintaining formal records.
- While on campus the team further explored the existence of complaint logs. Both the vice president of academic affairs and the vice president of student services were able to furnish logs that dated back to 2015; the logs were uploaded to the Addendum. It appeared that both vice presidents, who were not in their positions prior to 2015, had kept accurate, detailed records but were not able to locate earlier information.

Additional monitoring, if any:

NA

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The policy on transfer of credits is available in the United Tribes Technical College Catalog 2016-2017 (pp. 17-18) and on the college website. They are appropriately aligned with decision making processes.
- There is a general transfer agreement among North Dakota institutions called the General Education Requirement Transfer Agreement (GERTA); UTTC participates in

the agreement. The alignment of courses also assists students with transfer within the State of North Dakota.

- Articulation agreements were identified for Graphic Design with the Institute of American Indian Arts, Santa Fe, NM; four bachelor programs with UND (University of North Dakota) Community Nutrition, Dietetics, Nursing and Technology; two bachelor programs (BS and BA) with Mayville State University in Childhood Education and comprehensive charts in the areas of business, criminal justice and nursing with specific transfer of courses to other colleges in North Dakota. These agreements are listed on the college registrar's webpage.

Additional monitoring, if any:

NA

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The Federal Compliance document indicated that the National Student Clearinghouse Enrollment Report was utilized for verifying student identity. However, as the federal compliance reviewer noted, other documents indicated that the student ID, user ID, and password provided verification of identity. During the visit, team members discussed verification of identity with the IT Director and the Extended Learning Committee. The student ID, user ID, and password are utilized. Team members also had the opportunity to access three (03) online courses, which required a guest user ID and a guest password to access the general course information. The courses included the following:
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - SOC 110 Introduction to Sociology

- There are no additional costs to students for online courses.

Additional monitoring, if any:

NA

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years

leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about

the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Title IV programs were recertified on 3/7/2016 by the U.S. Department of Education. UTTC currently does not offer Federal Student Loans due to default rates over 40% (41.4, 44.6 and 40.8 respectively). The College replaced access to Federal Student Loans with a Native American Tuition Waiver program.
- UTTC reports that for the past three (03) years, the financial audits have been expressed as unqualified. UTTC's financial statements are fairly presented and conform to U.S. generally accepted accounting principles. The FY16 findings included: training in the tie-out procedures, policy updates such as Financial Management Policies and Procedures.
- UTTC reports that the institution entered into a contract with Ed Financial in 2016 to help students in repayment and also to assist the institution with its loan default rate challenges and appeals.
- The Campus Crime and Security Report is available on the College website and provides policy, contact information and data concerning campus safety and crime. UTTC athletic program offers men's and women's basketball and golf (13 male and 10 female participants); respective revenue and expenses were provided.
- Academic attendance and satisfactory attendance policies are available in the college catalog and institution website. Review of a sample of syllabi also included attendance policies. Syllabi included the following:

- CJU 201 Introduction to Criminal Justice
- EDU 232 Fundamental Elements of Reading Instruction
- EDU 330 Teaching Reading in the Elementary Classroom
- SOC 110 Introduction to Sociology
- BIO 150 General Biology I (online and offered on campus, both fall 2016)
- BIO 460 Advanced Cell Biology
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
- PSY 230 Educational Psychology
- BIO 316 Advanced Genetics
- WLD 154 Welding Lab II
- NUT 220 Culinary Fundamentals
- CHM 121 General Chemistry I

Additional monitoring, if any:

NA

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The panel and the team verified that the website provides easily accessible information on academic program admission requirements, program requirements, and tuition and fees. Federal disclosures are on the website at <http://www.uttc.edu/about/compliance>.
- The United Tribes Technical College Catalog 2016-2017 presents information on calendar, academic program requirements, and a full range of academic policies related to grades, etc.

Additional monitoring, if any:

NA

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- At the time of the review by the Federal Compliance reviewer, the HLC Mark of Affiliation was not found on UTTC's website or included on other published documents such as the United Tribes Technical College Catalog 2016-2017 or the United Tribes Technical College Student Handbook 2016-2017. By the end of the team visit the HLC Mark of Affiliation was operational. The team discussed with administration that publications also must have the HLC accreditation information. The response was that in the updates of print and web based publications would include the HLC accreditation information.
- A web link was provided in the Federal Compliance Document (question 31) that listed accreditation agencies, including HLC and program accreditations, but addresses and phone numbers were not provided except for nursing accreditation. By the end of the team visit, these issues were also addressed with the information provided on the website.
- The college website and college catalog provide thorough program and course information that is easy to use and clear. A plan for outreach and recruitment activities demonstrates a commitment to provide accurate and timely information about its programs and policies to the public it serves.

Additional monitoring, if any:

NA. Based upon the rapid responses to providing the required information on the website, it is evident that UTTC will follow up with including the HLC accreditation information in other documents.

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 4.B.

Rationale:

- Programs listed in the College Catalog included program outcomes and in some cases also learning outcomes. The program outcomes were measurable and clearly stated.
- As noted in the Assurance Argument and by the Federal Compliance reviewer, assessment of student learning is not fully developed. Academic programs are just beginning to develop assessment activities that link to their assessment plans so there is limited data to guide instruction/curriculum improvement, planning, and budgeting. The general education Institutional Learning Objectives have not yet fully integrated into courses/programs and assessment is just beginning. Review of a variety of online and face-to-face syllabi indicated that the majority of syllabi do list measurable objectives but that some still include terms such as "understand" or "explore." Syllabi reviewed included:
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - EDU 330 Teaching Reading in the Elementary Classroom
 - SOC 110 Introduction to Sociology
 - BIO 150 General Biology I (online and offered on campus, both fall 2016)
 - BIO 460 Advanced Cell Biology
 - PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
 - PSY 230 Educational Psychology
 - BIO 316 Advanced Genetics
 - WLD 154 Welding Lab II
 - NUT 220 Culinary Fundamentals
 - CHM 121 General Chemistry I

As noted in the Assurance Review, the team is recommending an interim monitoring report in 2019 to address the progress of assessment, data collection and analysis, and link of data analysis to instructional/curriculum improvement, planning, and budgeting.

- The UTTC website provided graduation, retention and placement rates, but no direct measures of student learning data. During the visit, the team requested additional data, receiving the following:
 - Licensure pass rates for the Practical Nursing program
 - Licensure pass rates for the Elementary Education program
 - Information that there were no Automotive Technology graduates who had participated in the national examination

- Information and documents indicating that five (05) Welding students had taken and passed an American Welding Society test

Additional monitoring, if any:

The interim monitoring recommendation is as follows for Criterion 4, specifically 4.B.

The team concludes that concerns that will require continued Commission monitoring regarding the assessment of student learning. Based upon the actions taken by United Tribes Technical College in developing an infrastructure for the assessment of student learning, the team recommends that a monitoring report be submitted in April 2019. Two (02) years can provide the College adequate time to implement assessment, collect and analyze data, present evidence of improvements based upon data, and show links to planning and budgeting.

Areas to include in the monitoring report include the following:

- Evidence of the implementation of assessment measures for all academic programs and the general education core, the institutional learning outcomes (ILOs)
- Evidence of the collection and analysis of data from the implementation of assessment measures
- Evidence of making curricular or instructional changes due to collection and analysis of data on student learning in academic programs and the ILOs
- Evidence of the development and implementation of all assessment measures for defined co-curricular programs
- Evidence of making improvements due to collection and analysis of data on student learning in co-curricular programs
- Evidence of linking analysis of data from assessment of student learning to planning and budgeting.

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The UTTC website provided graduation, retention and placement rates, but no direct measures of student learning data. The team requested licensure pass rates for programs that had those measures. Practical Nursing and Elementary Education data was provided and uploaded to the Addendum. In addition information on welding students' test pass rates was made available. Automotive Technology graduates have not participated in national assessments, but the program director indicated that the State of North Dakota was planning to assist graduates by paying for the examination so he expects graduates to begin taking the exams.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- UTTC reports three program accreditations:
 - Practical Nursing,
 - Elementary Education and
 - National Automotive Technician’s Education Foundation (NATEF).

The 2106 and 2017 ASN in Practical Nursing Self-Study was provided. Documents evidencing the current accreditation status of the programs were provided such as the correspondence October 22, 2015 from the National Automotive Technicians Education Foundation (NATEF) stating that the program continues to meet NATEF standards and is accredited through April 11, 2018, the North Dakota Board of Nursing (NDBON) December 2, 2016 letter of conditional approval through September 2017, and the North Dakota Education Standards and Practices Board June 20, 2014 letter stating that the Elementary Education program has continuing state approval with the next review in spring 2021.

The NDBON conducted a site visit during fall 2016. The NDBON scheduled a special visit in April 2017 to review areas not being met. According to the Assurance Argument and a discussion with the vice president for academics, the department chair was just employed in August 2016 and the NDBON team felt the processes were in place but were simply not reflected in the self-study document. In preparation for the April visit, UTTC hired a consultant from the North Dakota State University Nursing Department. The visit occurred the week prior to the HLC visit; the NDBON decision is expected in June. When the accreditation status decisions are made by the state and national agencies, United Tribes Technical College should convey that information to the Higher Learning Commission.

- In addition, the College's Culinary Arts/Food Services certificate and degree are designed to allow students to take the National Restaurant Association's ServSafe credential (<https://www.servsafe.com/home>).
- The American Welding Society (AWS) certificate designating the College as a testing site was also provided and the site verified on the AWS website America Welding Society (AWS) <http://www.aws.org/library/doclib/atf-domestic-listing.pdf>.
- The reviewer noted that “Address information was provided for the Practical Nursing Program in the College Catalog but not for Elementary Education or NATEF.” This information was posted by the conclusion of the team visit.
- Additional graduate outcome data, such as licensure pass rates, is available, and the College is encouraged to provide this information to the public.
- The team noted in the Assurance Review 4.A.6. “For graduates in programs that could provide opportunities for additional education, there is no data regarding transition to undergraduate or graduate programs. Although most programs offered are technical, it could be informative to determine if graduates pursued additional study, such as if nursing graduates pursued RN licensure or teacher education graduates enrolled in graduate programs.” This data could also be made available to the public.

Additional monitoring, if any:

NA

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Students were provided an opportunity to comment through a student survey available through the college portal, with seven (07) students responding. A request for third-party comments was posted on the UTTC website as well as Facebook. The information is re-posted every third day. To date (4/15/2017) there are 112 postings on Facebook with an overall star rating of 4.4 out of 5 stars.
- The College also posted the Third Party Comment request on the UTTC website. Team members verified that the request was included on the website. No comments were received.

Additional monitoring, if any:

NA

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NA. UTTC does not offer any competency based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

- UTTC Federal Compliance and all appendices
- UTTC Assurance Argument
- UTTC website: <http://www.uttc.edu/> (various links)
- UTTC College Catalog 2016-2017
- UTTC Faculty Handbook
- UTTC Student Handbook 2061-2017
- UTTC Strategic Plan 2015-2020
- UTTC Student Survey Results (from the Higher Learning Commission)
- UTTC Student Complaint Logs for Academic Affairs and Student Services
- UTTC Academic Program Curriculum for Identifying Appropriate Rigor for Levels Offered
 - Automotive Service Technology - AAS
 - Business Administration – AAS and BS

- Computer Information Technology – AAS
- Criminal Justice – AAS and BS
- Elementary Education – AAS and BS
- Human and Social Services – AAS
- Practical Nursing - AAS
- UTTC Online Courses
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - SOC 110 Introduction to Sociology
- UTTC Syllabi
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - EDU 330 Teaching Reading in the Elementary Classroom
 - SOC 110 Introduction to Sociology
 - BIO 150 General Biology I (online and offered on campus, both fall 2016)
 - BIO 460 Advanced Cell Biology
 - PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
 - PSY 230 Educational Psychology
 - BIO 316 Advanced Genetics
 - WLD 154 Welding Lab II
 - NUT 220 Culinary Fundamentals
 - CHM 121 General Chemistry I
- UTTC Co-Curricular Activity List

Accreditation/Certification Agency Websites

- America Welding Society (AWS) -- <http://www.aws.org/library/doclib/atf-domestic-listing.pdf>
- Accreditation Commission for Education in Nursing (ACEN) -- <http://www.acenursing.us/accreditedprograms/programsearch.asp>
- National Automotive Technicians Automotive Foundation -- <http://www.natef.org/NATEF-and-You/Students-Parents/Find-Accredited-Schools.aspx?State=ND&t=0&e=2>
- North Dakota Board of Nursing (NDBON) -- <https://www.ndbon.org/Education/Academic/Programs.asp>

- North Dakota Education Standards and Practices Board --
<http://www.nd.gov/espb/links/nd.html>
- National Restaurant Association's ServSafe credential -- <https://www.servsafe.com/home>
- National Junior College Athletic Association
website: http://njcaa.org/member_colleges/college-directory

Other Websites

- North Dakota University System Transfer and Articulation
website: <https://www.ndus.edu/employees/articulation-transfer/gerta-guides-request-form/>
- IPEDS website for
UTTC: <https://nces.ed.gov/collegenavigator/?q=united+tribes+technical+college&s=all&id=200554>
- U.S. Department of Education School Default Rates website for
UTTC: https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sn=0&ope_id=022429



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: United Tribes Technical College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

- United Tribes Technical College has standard fall, spring, and summer semesters. The fall and spring semesters are 16 weeks and the summer is 8 weeks. Review of the 2016-2017 and 2017-2018 academic calendars evidenced that calendar dates matched expected term lengths.
- Review of the spring 2016-2017, fall 2016-2017, and spring 2015-2016 course schedules also indicated that start/end dates and meeting times followed standard practices.

- For the technical and professional programs offered and the primarily Native American student population served, the term lengths are appropriate for a rigorous and thorough education.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

None recommended.

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm

for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
 4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
 6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

- UTTC Academic Programs

- Automotive Service Technology - AAS
- Business Administration – AAS and BS
- Computer Information Technology – AAS
- Criminal Justice – AAS and BS
- Elementary Education – AAS and BS
- Human and Social Services – AAS
- Practical Nursing - AAS
- UTTC Online Courses Accessed and Reviewed
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - SOC 110 Introduction to Sociology
- UTTC Courses/Syllabi
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - EDU 330 Teaching Reading in the Elementary Classroom
 - SOC 110 Introduction to Sociology
 - BIO 150 General Biology I (online and offered on campus, both fall 2016)
 - BIO 460 Advanced Cell Biology
 - PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)
 - PSY 230 Educational Psychology
 - BIO 316 Advanced Genetics
 - WLD 154 Welding Lab II
 - NUT 220 Culinary Fundamentals
 - CHM 121 General Chemistry I

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes

No

Comments:

- The College's credit hour policy follows the federal definition, stating that one (01) credit hour is one (01) hour of classroom or direct faculty instruction and a minimum of two (02) hours of out-of-class student work each week for a semester.
- The policy also provides credit hour definitions for the following categories and delivery formats:
 - Theory
 - Laboratory
 - Practical Application Laboratory/Studio
 - Internship
 - Online
 - Workshops

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

Yes No

Comments:

- The College's credit hour policy follows the federal definition, stating that one (01) credit hour is one (01) hour of classroom or direct faculty instruction and a minimum of two (02) hours of out-of-class student work each week for a semester.
- As noted in the previous comment, the credit hour policy also provides credit hour definitions for the following categories:
 - Theory
 - Laboratory
 - Practical Application Laboratory/Studio
 - Internship
 - Online
 - Workshops

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours

with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

- As noted in the Assurance Review, team members accessed three (03) online classes through the my.uttc.edu website. The courses, offered in the spring 2017 semester included the following:
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - SOC 110 Introduction to Sociology

Review of these online courses and the respective syllabi indicated that intended learning outcomes and student achievement could be reasonably achieved in the allocated time frame.

- Review of online and face-to-face course syllabi for the same courses also indicated that expectations were consistent across the delivery modes. Syllabi reviewed included the following:
 - BIO 150 General Biology I (online and offered on campus, both fall 2016)
 - PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)

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

Yes No

Comments:

- The policy basically follows the federal definition.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

- As noted in the Assurance Review, team members accessed three (03) online classes through the my.uttc.edu website. The courses, offered in the spring 2017 semester included the following:
 - CJU 201 Introduction to Criminal Justice
 - EDU 232 Fundamental Elements of Reading Instruction
 - SOC 110 Introduction to Sociology

Also reviewed were the three (03) syllabi from the online courses accessed and four (04) syllabi of two (02) courses offered on campus and online. They included the following:

- CJU 201 Introduction to Criminal Justice, spring 2017
- EDU 232 Fundamental Elements of Reading Instruction, spring 2017
- SOC 110 Introduction to Sociology, spring 2017
- PSY 252 Psychology of Child Development (online spring 2016 and offered on campus fall 2016)

Quality and learning goals appear to be consistent across online and face-to-face modes of delivery. Expected coursework demonstrates expected rigor.

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

Yes No

Comments:

- Review of the sample of course syllabi indicated that learning outcomes were aligned with the policy on the award of credit.
- Review of course syllabi and program outcomes evidenced that learning outcomes were also appropriately differentiated between the associate and baccalaureate programs levels.

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

Yes No

Comments:

- As noted in section 2.a., the course descriptions and syllabi reviewed for online courses were equivalent to face-to-face course expectations, and thus appropriate and reflective of the credit hour policy.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

- Review of three (03) online courses and syllabi for online courses evidenced that learning goals appear to be consistent across online and face-to-face modes of delivery

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

Yes No

Comments:

- As previously stated, review of online and face-to-face courses and syllabi indicated that actual assignment of credit based upon the policy on the award of credit was reasonable and appropriate. Review of academic program curriculum also evidenced that the award followed commonly accepted practice in higher education.
- Discussions with faculty also confirmed that the policy was followed.
- The College also participates in the North Dakota University System's General Education Requirement Transfer Agreement (GERTA). The general education required courses meet the specifications of the North Dakota University System's General Education Requirement Transfer Agreement (GERTA). This also provides a framework of commonly accepted practice for the assignment of credit to UTTC's general education courses.

C. Recommend HLC Follow-up, If Appropriate

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

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

Yes No

Rationale:

None recommended.

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

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

None identified.

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

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

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

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

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

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

- Yes No

Comments:

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

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

- Yes No

Comments:

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

Yes No

Comments:

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

Yes No

C. Recommend HLC Follow-up, If Appropriate

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

Yes No

Rationale:

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

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	United Tribes Technical College, ND
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation. Comprehensive Evaluation includes a Federal Compliance Reviewer.
DATES OF REVIEW:	4/24/2017 - 4/25/2017

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Tribal

Recommended Change: No Change

Degrees Awarded: Associates, Bachelors

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

Recommended Change: No Change

Accreditation Stipulations

General:

Bachelor's programs are limited to the Bachelor of Science in Elementary Education, in Criminal Justice, in Business Administration and in Environmental Science.

Recommended Change: No Change

Additional Location:

Prior HLC approval required.

Recommended Change: No Change



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No Change

Upcoming Events

Comprehensive Evaluation: 2020 - 2021

Recommended Change: No Change

Monitoring

Upcoming Events

None

Recommended Change: Interim report due 4/30/2019 on Assessment of Student Learning.

Institutional Data

Educational Programs

Undergraduate

Certificate	5	_____
Associate Degrees	18	_____
Baccalaureate Degrees	4	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: No Change

Additional Locations

None

Recommended Change: No Change

Distance Delivery

13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice

51.0000 - Health Services/Allied Health/Health Sciences, General, Associate, Health Information

51.0000 - Health Services/Allied Health/Health Sciences, General, Associate, Health Information Technology

51.3101 - Dietetics/Dietitian, Associate, Nutrition and Wellness

52.0701 - Entrepreneurship/Entrepreneurial Studies, Associate, Small Business Management

52.0901 - Hospitality Administration/Management, General, Associate, Business Administration

52.1801 - Sales, Distribution, and Marketing Operations, General, Associate, Tribal Management

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Contractual Arrangements

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change
