



UNITED TRIBES[®] TECHNICAL COLLEGE

Strategic Plan Annual Report

2018

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The Office of Institutional Research

EXECUTIVE SUMMARY

UTTC has completed Year 3 of its Five-Year Strategic Plan. The United Tribes Technical College strategic plan was developed as a tool to ensure that “UTTC continues to operate at the highest level possible in the provision of programs of study that prepare the student for the ever changing workforce.”¹

The UTTC Strategic Plan is aligned to the institutional mission to provide a quality post-secondary education and supports the institution’s core values. The major institutional accomplishments highlighted in this report include:

- Student learning is monitored and continually assessed.
- All faculty meet or exceed the qualifications required by the Higher Learning Commission for accreditation.
- UTTC implemented programs that help students be successful in college.
- United Tribes Technical College uses technology to promote student retention.
- United Tribes Technical College provides emergency and other aid for its students.
- United Tribes Technical College provides professional development to faculty and staff about how to help students with historical and other trauma.
- The North Dakota State Longitudinal Data System helps UTTC monitor aggregated employment rates and wage data of its graduates.
- Many of UTTC’s students experience food security concerns according to SENSE survey.
- The College renovates its Pow Wow arena and dedicates it to Veterans.
- UTTC renovates and modernizes aging and historic buildings.
- UTTC is awarded over \$6.6M for sustainability, planning, and growth.
- UTTC Land Grant is awarded almost \$1.4M to address Food Sovereignty and Security.

Following, is a more detailed narrative of the progress made toward achieving the strategic goals.

Mission and Values

UTTC Mission

United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.

UTTC Core Values

Diversity
Education
Leadership
Integrity
Valor
Empowerment
Respect

¹ UTTC President Leander “Russ” McDonald, PhD (Dakota/Sahnish/Hidatsa), President’s Message; UTTC Strategic Plan 2015-2020

THE UTTC STRATEGIC PLAN ADDRESSES SIX STRATEGIC AREAS

<p>1 Commitment to Student Learning</p>	<p><i>1a: Improve and sustain instruction through the assessment of student learning outcomes</i> <i>1b: Employ highly qualified faculty</i></p>
<p>2 Student Success and Completion</p>	<p><i>2a: Improve quality and integration of services throughout the learner experience</i> <i>2b: Increase degree completion rate</i> <i>2c: Increase internship and job-shadowing opportunities and job placement rates</i> <i>2d: Deliver comprehensive alumni services</i></p>
<p>3 Recruitment and Retention of Students and Employees</p>	<p><i>3a: Develop and implement student recruitment and retention plans</i> <i>3b: Offer student academic and athletic scholarships</i> <i>3c: Develop and implement a marketing plan</i> <i>3d: Develop a competitive salary schedule for the college – collective bargaining</i> <i>3e: Staff professional development</i></p>
<p>4 Institutional Research, Culture & Effectiveness</p>	<p><i>4a: Be proactive in maintaining accreditation and exploring trending opportunities</i> <i>4b: Develop and implement a concise, sustainable institutional assessment system for continuous improvement</i> <i>4c: Develop an institutional research agenda</i> <i>4d: Institutionalize and sustain American Indian culture</i></p>
<p>5 Infrastructure Improvement, Renovation and New Construction</p>	<p><i>5a: New construction</i> <i>5b: Renovation of existing structures</i> <i>5c: Improve and update technology</i></p>
<p>6 Expanded Funding for Self-Sustainability</p>	<p><i>6a: Search for additional funding sources (federal, state, private, etc.) to provide for self-sustainable campus</i> <i>6b: Increase external and internal funding opportunities</i></p>

STRATEGIC AREA #1: COMMITMENT TO STUDENT LEARNING

Student learning is monitored and continually assessed.

Assessment of student learning is guided by the Assessment of Student Learning Committee (ASL). The ASL Committee is responsible for coordinating institutional assessment of student learning outcomes, informing departmental action plans, and guiding assessment reporting for the purpose of academic decision-making. There are four institutional learning outcomes that are assessed by the ASL:

1. Exhibit effective oral and written communication (Communication)
2. Analyze information from diverse sources (Critical Thinking)
3. Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)
4. Demonstrate skills necessary for living and working in a global society (Personal & Social Responsibility)

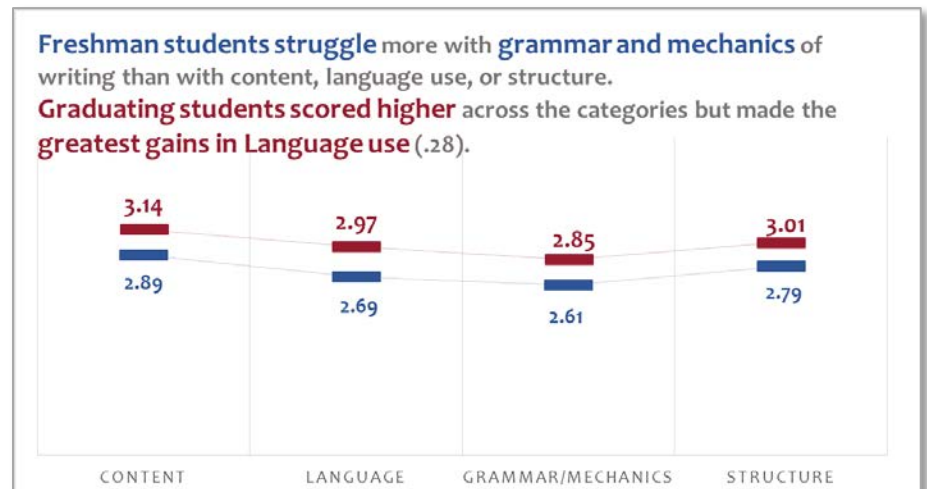
The focus for the 2017-18 academic year was on the Communication outcome.

Students improve Written Communication skills while at UTTC.

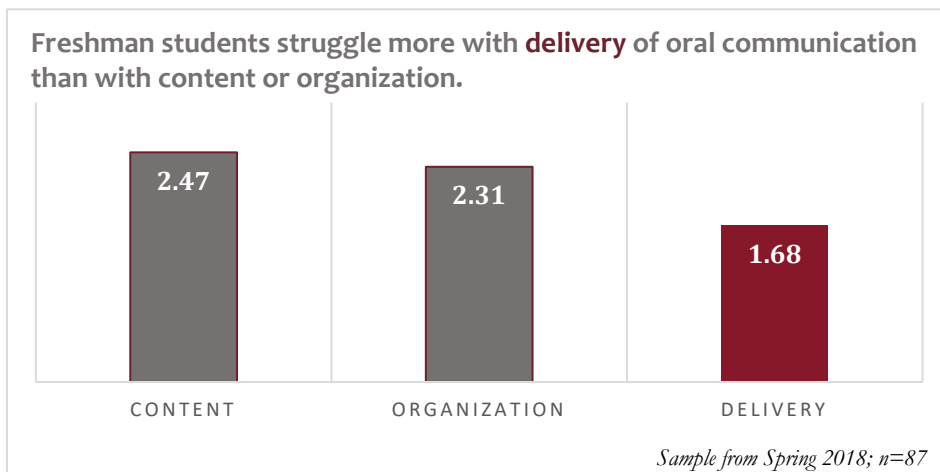
The writing samples of 46 freshman students in their first year experience course and of 49 students in their final semester of study were analyzed. The writing samples were assessed using a 4-point scale rubric that delineates four dimensions of writing: 1) content, 2) language, 3) grammar and mechanics, and 4) structure.

As expected, graduating students performed better with written communication than freshman students. The greatest gains (.28) were in language use, which includes the use of vocabulary and using a clear tone appropriate to the audience.

However, both freshman and graduating students scored lowest in the use of grammar and mechanics, which includes appropriate sentence structure, verb usage, and punctuation. This will be a focus area for the college.

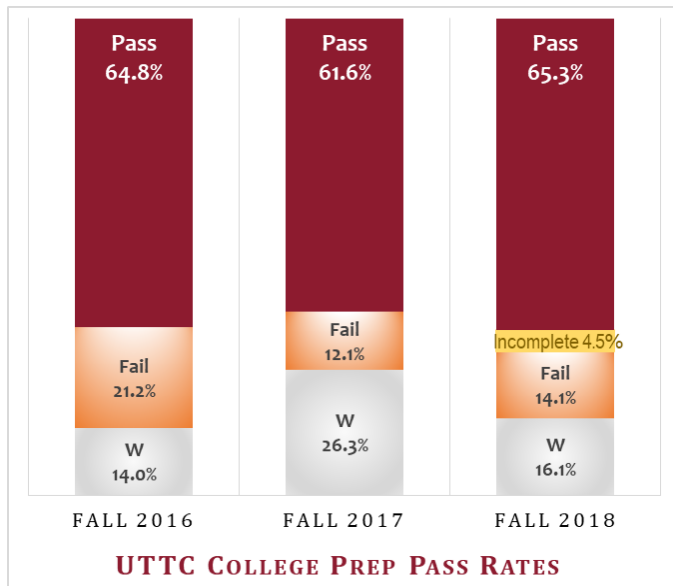


Students do well with content and organization of speeches but struggle with delivery.



Oral communication was assessed by analyzing a speech given by 87 students in a 100 level speech course. Using a 3-point scale, the assessment found that students did fairly well with the content and organization of the speeches. Students struggled more with the delivery of the speeches with a mean score of 1.68. As a result, the institution will need to work toward providing more opportunities for students to practice public speaking delivery techniques.

Student outcomes in College Preparation courses are improving.



United Tribes Technical College recognizes the importance of helping students who are academically underprepared for college. Students who need math and reading skills development may be placed into Academic Success Center (ASC) courses. Pass rates for developmental courses nationally are abysmal with only about half successfully completing the developmental courses. Degree completion rates for these students is even worse with just a 12% associate degree completion rate for those who did not complete the recommended developmental courses.²

UTTC offers preparatory courses in math, reading, and writing. The college has implemented various strategies designed to improve student outcomes in developmental or college preparation courses. The strategies include improved advising and the use of self-directed learning tools, such as ALEKS. ALEKS is a web-based adaptive learning system that provides individualized math support.

**Data from UTTC Jenzabar Data System*

All faculty meet or exceed the qualifications required by the Higher Learning Commission for accreditation.

United Tribes Technical College is committed to supporting student learning. UTTC offers certificate, associate, and baccalaureate level degree programs. UTTC has a diverse faculty. In the 2017-2018 academic year, there were 44 full time and 7 part time faculty employed at UTTC. Just over half (57%) of the faculty were male. Approximately 20% of the faculty were Native American.

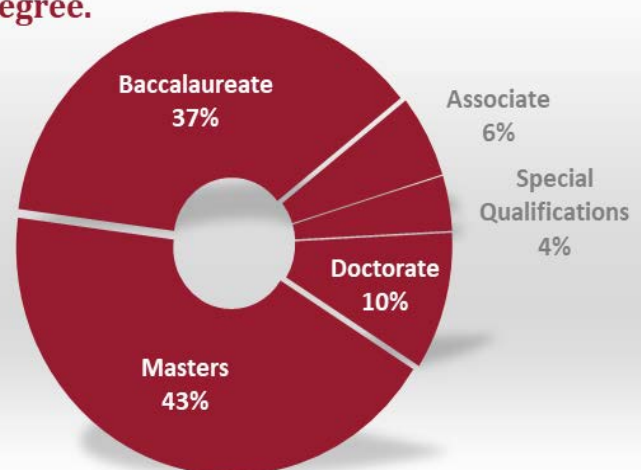
All faculty are highly qualified to teach in their fields of study. The college regularly offers onsite professional development on topics related to teaching and learning throughout the year. In addition, 15 faculty members attended workshops or seminars in their respective fields and 15 attended national conferences in the past year.

Faculty who teach in the Career and Technical Education fields (Welding Technology, Heavy Equipment Operations, Automotive Technology, Culinary Arts and Nutrition, Graphic Design, and Practical Nursing) have the education, industry experience, and specialized training required to help prepare their students for employment upon graduation.

Faculty who teach at the baccalaureate level have graduate degrees in their respective areas. There are 7 faculty members working on advanced or graduate level degrees.

**Data from UTTC Jenzabar Data System*

Over half of the faculty at UTTC hold a graduate degree.



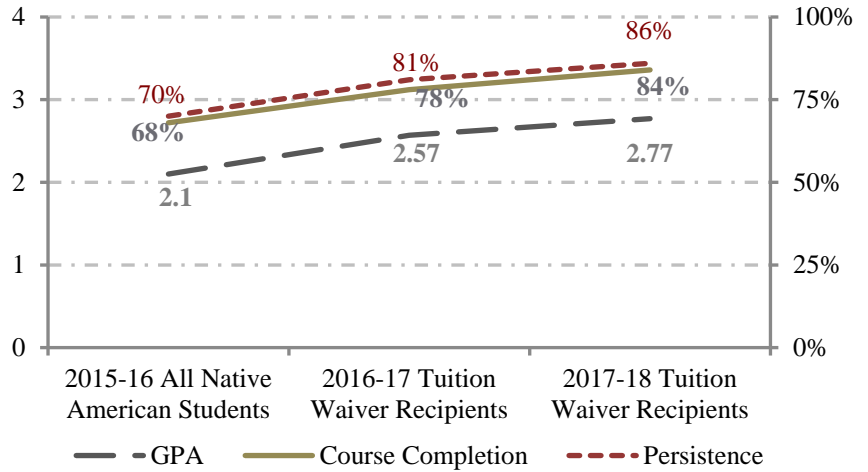
² Developmental Education Challenges and Strategies for Reform (January 2017) U.S. Department of Education. <https://www2.ed.gov/about/offices/list/opepd/education-strategies.pdf>

STRATEGIC AREA #2: STUDENT SUCCESS AND COMPLETION

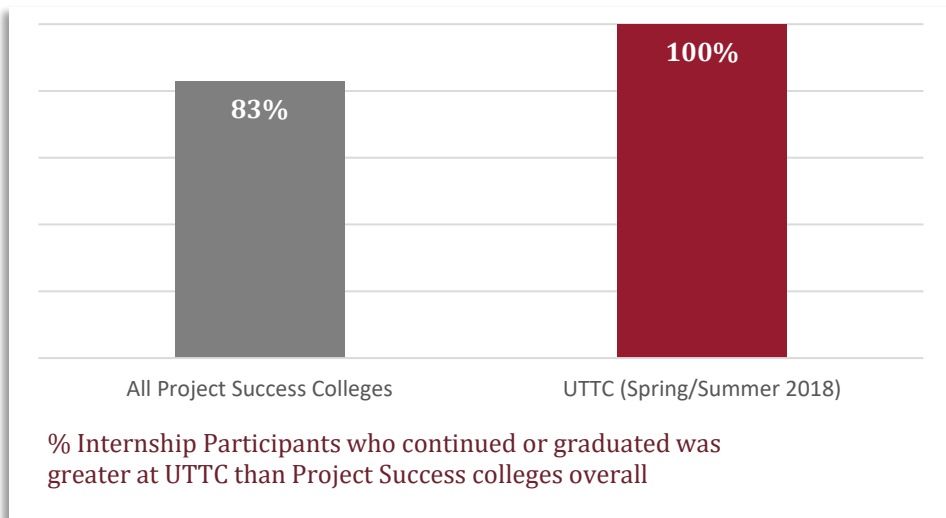
UTTC implemented programs that help students be successful in college.

Students who receive the **Native American Tuition Waiver** continue to have **significantly better outcomes** than students prior to the waiver program.

**Data from UTTC Jenzabar Data System.*



One of the newer financial aid options for students is the **Native American Tuition Waiver** program. In order to qualify for the waiver, students must meet certain eligibility requirements. First, students must be an enrolled member of a federally recognized American Indian Tribe. New students must have their Admissions application fully completed by an early due date, which is typically about two months prior to the semester start. Students who are prepared for college early are more likely to be more serious about it than those who don't. Early preparation helps to ensure students' financial aid and housing needs are arranged and it gives the college an opportunity to provide early career and academic advising. Students must be full-time, degree seeking at UTTC and maintain Satisfactory Academic Progress (SAP) in order to remain eligible for the tuition waiver. Students who experience SAP warning or suspension can become eligible for the waiver again after they regain SAP. Annual application to Free Applications for Federal Student Aid (FAFSA) must be made as the waiver program is a need based award. Returning students must pre-register for courses prior to the approved deadlines.



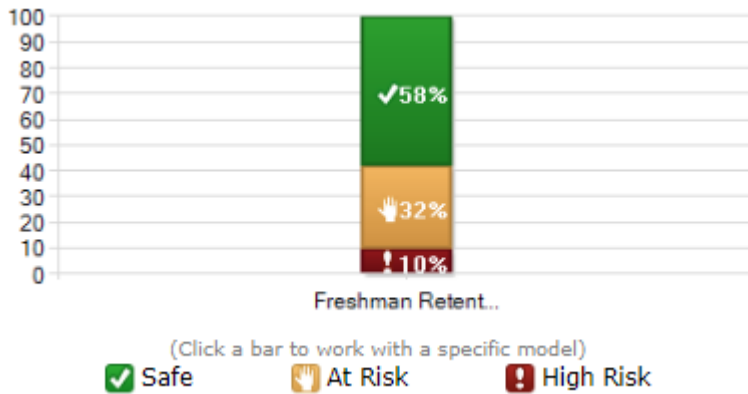
There were 6 students who participated in internships last year earning \$11 per hour; **100% graduated or returned the next semester to continue their studies.**

**Data from National Student Clearinghouse.*

United Tribes Technical College has engaged with the Achieve the Dream initiative. As part of that initiative, the college is able to offer a paid internship program. Six students participated in the first year. All of the students either graduated or returned the next semester to continue their studies. Although this was a small group, early indicators suggest that a paid internship program should be made available more widely to more students.

STRATEGIC AREA #3: RECRUITMENT AND RETENTION OF STUDENTS AND EMPLOYEES

United Tribes Technical College uses technology to promote student retention.



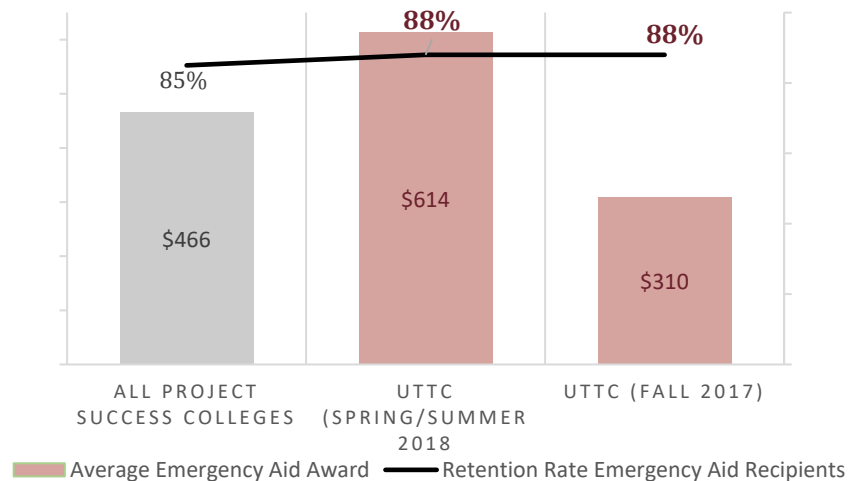
UTTC has implemented a Retention module through its Jenzarbar information management system. The system uses a predictive model to identify students who have characteristics that put them at risk of educational success. These characteristics include pre-college education, financial need, first generation status, and other factors.

The Retention system allows faculty to send early alerts regarding class attendance as well as other academic and social concerns to the appropriate support people at the college.

United Tribes Technical College provides emergency and other aid for its students.

There were 33 students who received Emergency Aid through Achieve the Dream last year; **88% stayed in school.**

UTTC also provides a “Band Aid Room” that offers students baby supplies, food, cleaning supplies and other general items when needed.



**Data from National Student Clearinghouse*



United Tribes Technical College provides professional development to faculty and staff about how to help students with historical and other trauma.

The college cares about its students and wants to make sure that faculty and others who work with students are informed about the effects of and how to deal with historical and other trauma. Dr. Tami DeCoteau is a clinical psychologist who specializes in trauma-focused care in Bismarck. She is an enrolled member of the enrolled member of Mandan, Hidatsa and Arikara Nation, on the Fort Berthold Indian Reservation.

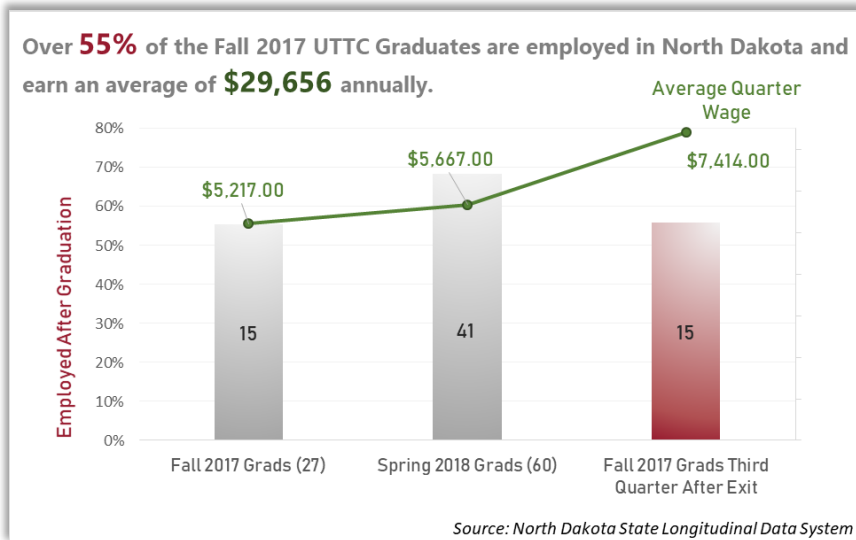
Dr. DeCoteau has provided three training sessions for staff and faculty at UTTC. The information she provided has helped people better understand how students who have experienced trauma can react to stressors. The strategies she has provided have given faculty and staff tools to help students who have been through trauma be more successful in college.

Photo Credit: Lisa Azure, VP Academic Affairs

STRATEGIC AREA #4: INSTITUTIONAL RESEARCH, CULTURE & EFFECTIVENESS

The North Dakota State Longitudinal Data System helps UTTC monitor aggregated employment rates and wage data of its graduates.

The North Dakota State Longitudinal Data System (SLDS) is a data warehouse comprised of both education and workforce data. It uses a multi-agency approach that supports, governs, and monitors data uses and provides quality control of its data.



UTTC has recently signed a data sharing agreement that allows the college access to state level education and workforce data. According to the most recent data requested, about 64% of our 2017-18 graduates have been employed in the state of ND since graduation. Three quarters after completion, fall 2017 graduates who are employed in North Dakota average \$7,414 per quarter or about \$2471 per month.

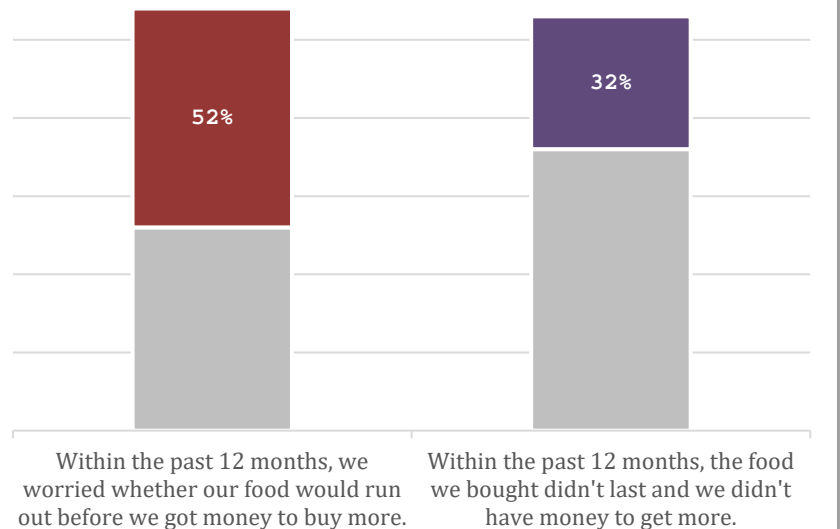
A limitation to SLDS is that it only provides data on students who gain employment in the state of North Dakota. Students who leave the state are not tracked. About 60% of the students at UTTC come from North Dakota. It is likely that students will return to their home communities upon graduation, and therefore would not be included in this data.

Many of UTTC's students experience food security concerns according to SENSE survey.

The SENSE (Survey of Entering Student Engagement) is administered by the Center for Community College Student Engagement. UTTC participated in the survey as part of its participation in the Achieve the Dream initiative. The survey was administered in the fall of 2017. A supplement to the survey asked students about food security. The survey results indicated that students at UTTC have worried about having enough food in the previous 12 months. It is important to meet basic needs, such as food, in order for students to be successful in school.

As a result, UTTC has intensified partnerships with and promotion of local food pantries. The college has increased its support for its internal Band Aid Room. In fact, the Band Aid Room is being expanded to include storage for frozen food items. The college is currently studying the efficacy of potentially offering a food scholarship in addition to the Emergency funds discussed previously.

Over **50%** of students **worried about running out of food** and over **30%** **ran out of food**.



STRATEGIC AREA #5: INFRASTRUCTURE IMPROVEMENT, RENOVATION CONSTRUCTION

The College renovates its Pow Wow arena and dedicates it to Veterans.



The United Tribes Technical College Pow Wow arena received a makeover in the summer months of 2018. The existing crow's nest was demolished and replaced with a new structure. The new crow's nest is designed to comfortably accommodate the Pow Wow announcers, live streaming equipment, tabulation technology, and the sound system. The infrastructure of the bowery was reinforced and refreshed with a bright coat of red paint. And a new roof was installed to shade spectators. The renovations were completed just in time for the college's 49th Annual International Pow Wow.

The newly renovated arena was dedicated to veterans and was officially renamed as the *Lone Star Veterans Arena*.



Photo Credits: United Tribes Technical College Facebook (<https://www.facebook.com/unitedtribestech>)

UTTC renovates and modernizes aging and historic buildings.

Many of the primary buildings on the UTTC campus are over 100 years old, dating back to 1902 when the campus was built to serve as a military troop mobilization point. While the buildings hold historical significance and national sentimental value, time has taken its toll on these sturdy brick structures. UTTC is working to renovate the buildings while keeping the external charm intact. UTTC secured Title III funding and reallocated cost savings in other areas to help modernize its buildings to better serve students, facilitate learning, more efficiently and accurately track student data, enhance campus safety, and improve working conditions.

Title III – Part A has helped UTTC put in new parking lots and sidewalks have been redone to be handicap accessible. Dormitories and other buildings are being renovated to current code and to support healthy living and working. The most recent renovation is happening with Building 5, into which the Administration and Finance offices will soon move.

Title III – Part F has helped UTTC to improve its campus technology and infrastructure. Three student computer labs have been updated and wireless access is now available campus-wide. A desktop management system has been installed and implemented to increase IT response time to computer users who need assistance, including in the student labs. The college has implemented a new learning management system and a retention system that seamlessly integrate with the student data management system. 18 new security cameras have been placed strategically across campus.



Sitting Bull Men's Dormitory

STRATEGIC AREA #6: EXPANDED FUNDING FOR SELF-SUSTAINABILITY

UTTC is awarded over \$6.6M for sustainability, planning, and growth.

The college continues to grow and enhance its science and research capacity in exciting and increasingly sustainable ways. Strong authentic partnerships, passionate faculty, and solid support from UTTC administration promote rapid and intentional growth in the sciences.



In fall 2018, UTTC opened the **Intertribal Research and Resource Center**, its first center devoted to providing science research for our tribal communities. The Center was funded by a substantial \$3.5M investment from the National Science Foundation (NSF). The focus of the Center is on food, energy, and water management, planning, and sustainability. These broad and interconnected pieces are essential for tribal sovereignty, resiliency in changing climates, and economic development. These themes also provide opportunities for marketable discoveries and services to be provided by the institution.

In addition to community outreach programs, a professional seminar series, and various workshops provided, the department has contributed more than \$235,000 to the institution in grant-related indirect costs over the past two years. The department is able to provide high-level science opportunities for students, thanks, in large part, to a NSF TCUP award of \$2.5M, a new USDA NIFA research award of \$300,000, and an NSF Small Grants for Research award of \$69,000. All of these grants acquired by Center faculty include a percentage of funding for indirect costs that support college operations and enhance the sustainability of the Center into the future.

UTTC Land Grant is awarded almost \$1.4M to address Food Sovereignty and Security.

The UTTC Land Grant program is working on addressing food sovereignty and food security. With the addition of generous funding from the Native American Fast Track Fund (\$821,255) and the USDA NIFA Beginning Farmer and Rancher Development Program (\$571,950), UTTC Land Grant is developing an interdisciplinary sustainable food systems program organized around principles of community food sovereignty. Achieving meaningful food sovereignty in the campus community serves as the context for learning and experimentation. Participants will explore potential pathways to address food sovereignty in their home communities.

The Beginning Farmer and Rancher program is not recreating a conventional agriculture program, partly because the conventional food system is not serving the needs of tribal communities. The two-year degree program emphasizes **food systems** focusing on **community nourishment**. The program is interdisciplinary in that it includes agriculture, culinary, culture, health, community engagement, and education. It includes Extension-style outreach that promotes community engagement solutions, including working with youth, more so than technological or capital-based solutions. The construction of a four-season teaching greenhouse and classroom, and two large high tunnel greenhouses is planned for 2019. Students in this program will gain a strong foundation of technical skills in intensive diversified agriculture on a campus farm. Fresh, nutrient-dense food will be produced and shared among UTTC community members and campus-based food programs.

