

# TOHONO O'ODHAM KEKEL HA-MASCAMAKUD

Tohono O'odham Community College

REPORT FOR REACCREDITATION



Tohono O'odham Community College  
P.O. Box 3129  
Sells, Arizona 85634  
520-383-8401  
[www.tocc.edu](http://www.tocc.edu)

## **INTRODUCTION**

Tohono O’odham Community College (TOCC) was established in 1998 by the Tohono O’odham Nation (Nation). After an extensive study, and recommended by the Nation’s Chairman, the Nation’s Legislative Council approved Resolution 98-006, approving Ordinance 98-01 enacting a Charter. The Resolution authorizing establishment of the College and approving the Charter was the result of assessment of the Nation’s members and strategic planning to determine the programmatic and financial feasibility of this significant addition to the Nation’s infrastructure.

The Tohono O’odham Education Department, Indian Oasis Baboquivari Unified School District # 40, and the federal Office of Indian Education Programs-Papago Agency collaborated in conducting a reservation-wide survey of the Nation’s membership that indicated strong support for a local institution of higher education. The resulting Charter proposed to the Legislative Council by the Chairman reflected the desire of the Nation’s membership that the College would serve as a means to preserve the culture and history of the Tohono O’odham people as well as providing access to higher education on the Nation. The concept of a College was strongly supported by the Council, with a unanimous vote, excepting for several Council members who were not present.

In the year following the approval of the TOCC Charter Resolution 99- XXX was approved, providing a budget of \$1.4 million to establish the College, temporary space was located in the existing Career Center, a Board of Trustees was appointed, a President was appointed, and classes began in 2000. A Memorandum of Agreement was implemented with Pima Community College (PCC) in Tucson, Arizona that enabled students to obtain certificates and degrees from PCC while TOCC sought accreditation.

The Mission statement, Vision, and Goals were adopted by the TOCC Board of Trustees in November 2001. The Mission statement was:

*“Our mission is to enhance the unique Tohono O’odham Himidag by strengthening individuals, families, and communities through holistic, quality higher education services, These services will provide research opportunities and programs that address academic, life, and development skills.”*

The Vision, Mission, and Goals were reviewed in 2006, 2010 and again in 2015 by College faculty, staff, and the Board of Trustees and found to still reflect the priorities and values for the College. The only change was to reflect the College status as a Land Grant Institution in 2004 that was approved by the Board of Trustees.

## **TOCC VISION, MISSION, AND GOALS**

### **Vision**

Our vision is to become the Tohono O’odham Nation’s center for higher education, and to enhance the Nation’s participation in the local, state, national and global communities.

### **Mission**

*As an accredited and land-grant institution, our mission is to enhance the unique Tohono O’odham Himdag by strengthening individuals, families and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.*

## **Goals**

The Tohono O’odham Community College’s goals are:

- To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.
- To include O’odham Elders as primary resources, instructors, advisors, and counselors as a means of reinforcing Tohono O’odham Himdag.
- To recruit highly qualified faculty and staff who are dedicated to the art of teaching, advising, and service to the Tohono O’odham Community.
- To ensure the integration of appropriate Tohono O’odham Himdag in the physical environment, curriculum, and processes of the College.
- To ensure that curricular offerings in fundamental skills, i.e., general reading, writing and math skills are relevant to the needs of individuals and communities.
- To establish a technology core that will enable students and broader communities to meet the challenges of the future.

In 2007 The College conducted strategic planning and identified the need to adopt a statement that would reflect the Himdag, the cultural values of the Tohono O’odham people as guiding principles for the College. These four core values are central to the mission of the College, and are a constant reference point to measure how well the Himdag is practiced. The T-Şo:şon (Our Core) were reviewed in 2010 and 2015 and found to be still fully applicable.

### **T-Şo:şon (Our Core)**

*T-Wohocudadag* – Our Beliefs

*T-Apedag* – Our Well-Being

*T-Pi:k Elida* – Our Deepest Respect

*I-We:mta* – Working Together

### ***T-Wohocudadag* – Our Beliefs**

At Tohono O’odham Kekel Ha-Maşcamakuđ we believe that T-Wohocudadag provides balance, strengthens, and helps us respect ourselves, other people, and cultures.

Things in our lives (e.g. nature, people, the environment, animals) keep us in balance. Everything is here for a reason, to learn from, to care for, and to respect.

### ***T-Apedag* – Our Well-Being**

We, at Tohono O’odham Kekel Ha-Maşcamakuđ, believe that T-Apedag includes what is healthy and good for us (physically, spiritually, emotionally and mentally) and all that is around us.

How we interact with the world and our relationships influences our health. Well-being is how you give, how others give to you, and how to take care of yourself and others – (mentally, spiritually, emotionally and physically). Self-reflection provides understanding of one’s place in the world, one’s effect on others, and vice versa.

### ***T-Pi:k Elida – Our Deepest Respect***

We, at Tohono O’odham Kekel Ha-Maşcamakuđ, believe that T-Pi:k Elida is a deep sense of respect for the land, the people, and the things upon the land, yourself, and your life. This includes valuing the people and the culture.

### ***I-We:mta – Working Together***

We, at Tohono O’odham Kekel Ha-Maşcamakuđ believe that I-We:mta is crucial for the success of the College.

In years past, when someone shot a deer they shared it with the people. This was also true when planting and harvesting the fields where everyone helped one another. Providing food was not just for oneself; it included the concept of sharing, taking care of others, and giving back to the community. Tohono O’odham provided help when help was needed, particularly in times of loss and death.

**College Motto** “Nia, oya g t-taccui am hab e-ju.” (See, our dream fulfilled.)

## **Organizational Profile**

The historical and cultural context of Tohono O’odham Community College (TOCC) is defined by the Tohono O’odham Nation’s history and culture. This history and culture predates European contact and has evolved over centuries. The Tohono O’odham Himdag, the O’odham way of life, has survived over 500 years of European contact and is the strong motivating factor for gaining tribal sovereignty, self-sufficiency, and self-determination.

Prior to European contact the Tohono O’odham political, social, cultural, and religious structures were defined by an agricultural subsistence life, living in what is now the area from the Gulf of California, to east of present day Tucson, north to the Gila River and in present day Mexico south to Caborca. After European contact throughout the 1500’s and 1600’s Spanish missionaries moved into O’odham lands, resulting in significant impact to traditional ways of life. In 1848, the Treaty of Guadalupe Hidalgo ended the U.S.–Mexico war and established the international boundary north of the present day Gila River. In 1854, the Gadsden Purchase defined the current international boundary that divided the aboriginal lands of the O’odham. United States federal recognition occurred in 1874 with the establishment of the first of three reservations for the Papago, the former name for the Tohono O’odham.

Today, the Tohono O’odham Nation is located along the U.S.-Mexico border in southern Arizona. The Nation consists of 2.8 million acres of four non-contiguous trust lands and is home to approximately 15,000 members with a total tribal population of 32,400 members including those not living on the Nation, according to the Tribal Enrollment Office in 2014.

In 1937, the O’odham formally adopted a constitutional form of government and became one of over 500 federally recognized tribes in the United States. The Nation consists of a tri-partite form of government: executive, judicial and legislative, and is divided into eleven political districts. In 1986, the Nation changed the tribal name to its sovereign name, Tohono O’odham (Desert People). The commitment to self-determination and self-sufficiency included the establishment of the Tohono O’odham Community College on the Tohono O’odham Nation.

As with the Tohono O’odham Nation, Tohono O’odham educational institutions have historically been under the control of European missionaries, the United States government or the Arizona State government. Until recently, education was determined by non-O’odham and pedagogy was established using the Western educational philosophy. With internal infrastructure development on the Tohono O’odham Nation, the people began to exert sovereignty over their educational institutions. *Nia, oya g t-taccui am hab e-ju* (Our Dream Fulfilled), the dream of the O’odham elders and educators, became a reality with the establishment of the College.

TOCC, one of 37 tribally controlled community colleges in the United States, enhances the Nation’s central goal of continued existence, sovereignty and self-determination for all Tohono O’odham as O’odham and as a Nation, and ensured that “the college of learning manned by and for Tohono O’odham can best serve as a center for training and research in those disciplines that may define our past, present and future while preserving and teaching our history, language, culture and tradition” as stated in the authorizing Resolution.

In the initial stages of development, TOCC operated under the auspices of an Inter-Governmental Agreement with Pima Community College, where students were enrolled in both institutions’ courses and programs. In 2003, the Office for Civil Rights, U.S. Department of Education determined that TOCC met the statutory requirements to be considered a tribal college or minority serving institution and as a minority serving institution, and TOCC became eligible for grants under the Tribally Controlled Community College Assistance Act.

The United States Department of Agriculture awarded TOCC status as a land-grant institution in 2004 and this identity is now included in the most recent mission statement. With this recognition TOCC became eligible for three USDA National Institute of Food and Agriculture (NIFA) grants for TCUs: Equity, Extension, and Endowment funding. The funding provided for staffing to develop its Agricultural Extension program, youth enrichment activities, and in 2012 the Land Grant Office for Sustainability (LGOS) was established. A Director position was created and filled to coordinate the Land Grant Office, and expand activities to include a strong agricultural sustainability program in collaboration with other entities on the Nation.

In 2005 the College received full accreditation from the North Central Higher Learning Commission and in 2005 awarded the students the first TOCC degrees and certificates in its name. Accreditation enabled TOCC to strengthen its financial infrastructure with eligibility for formula and competitive funding for Tribal Colleges and Universities (TCUs).

Tribal funding for TOCC was allocated from 1999 through 2012 averaging \$2.7 million yearly after the initial year allocation in 1999 of \$1.4 million. In 2011 TOCC requested a continuation

of its base funding through the Nation's Executive Office, the 11 governmental districts, and Legislative Council for a new five-year allocation of tribal funds. For the first time since the founding of the College, a five-year budget with a significant increase for the first year, from \$2.7 to \$3.973 million was requested, with modest increases of approximately 3% for the remaining four years, to \$4,856,600 for FY 2017. The budget was approved with support from ten districts, with a supporting resolution from at least six required for Council consideration. The budget was then approved by the Nation's Legislative Council Resolution 12-287, ensuring a stable financial base for TOCC for another five years.

While TOCC could not function effectively without the strong tribal financial support, other funding sources have decreased reliance as other funding has increased. A primary resource is through U.S. Department of Education Title III funding, that was approximately \$500,000 per year until 2011 when Title III funding for TCUs was increased with the addition of Part F funding, increasing the base for TOCC by another \$500,000. This increase allowed TOCC to increase student supports as will be described in the criteria, and to allocate funds toward construction.

Accreditation also provided funding from Bureau of Indian Education (BIE) formula funding, based on student count. Other formula funding included State of Arizona allocation of funds that provided partial support for the Apprenticeship program. USDA NIFA funding for the Land Grant Office for Sustainability (LGOS) is formula funding based on student enrollment. The TOCC Annual Reports 2009, 2010, 2011, 2012, 2013, and 2014 include the sources and amounts of TOCC funding.

The Nation included seed money of \$6 million toward construction on the permanent campus in the budget approved in XXX, with the commitment from the College to raise at least \$18 million for the first phase of construction at the Main Campus site. The challenges in construction fund development are included in the chapter on Improvement.

Between 2004 and 2008, the College worked with two of the Nation's district councils on agreements to lease land for permanent campus sites. Agreements were finalized in 2008 with the Schuk Toak District Lease for the main campus site and with the Pisinemo District Lease for a satellite campus

The College worked with Tohono O'odham departments, including the Solid Waste Regulatory Office, the Tohono O'odham Utility Authority, as well as the tribe's own ecologists and archaeologists, to prepare for construction on the Main Campus site. In March 2009, the College successfully drilled for water at the Schuk Toak site and engaged an architectural firm.

Grants were awarded in 2008 from U.S. Housing and Urban Development for a Tribal College and Universities Program (TCUP) grant for a classroom building, and from the USDA Rural Development Office for residences for the new campus. By summer 2012 residential studio apartments that could house up to 36 students and the first four-room classroom building were completed on the Main Campus. The campus opened with the residences filled, and with developmental classes in reading, writing, and math taught at the new campus. In 2013 a steel

building housing Education and Student Services and four classrooms was completed. By the fall of 2013 most classes were held on the Main Campus.

Funding for additional buildings remains a priority, and several major proposals were submitted but not awarded. In 2014 a proposal for an Education building was awarded by the USDA Rural Development Office and with Title III funding, the building is under construction as of October 2015.

The College continues to operate in three locations, the Main Campus, Central Campus housing the President's Office and Administration and Finance, and with the urgent need for more classroom space. The West Campus, home of the Career Center since the mid-1970s houses the Apprenticeship program; the TOCC- D (TOCC Development), an LLC construction company that provides employment for the TOCC apprentices; the Land Grant Office; a satellite library; and several programs. These include the Development Director, Institutional Research, and the Communities of Practice grant. The goal is to house all programs at the Main Campus within the next five years, as it is inefficient to operate on three campuses 15 miles apart.

### **History of College since Initial Accreditation**

Following is a summary of major milestones since accreditation.

#### **2005**

- TOCC received initial accreditation from the Higher Learning Commission.
- President Olivia Vanegas-Funcheon became the College's fourth president and the first Tohono O'odham president.

#### **2006**

- The Building Trades Apprenticeship programs received the Exemplary Program Award for a Rural Community College Training Program from the Arizona Department of Commerce.
- Three U.S. Department of Education *Project Native* five-year grants awarded in partnership with the University of Arizona College of Education to provide bachelors and master's degrees for Tohono O'odham and other Native American students for teaching, special education, and education administration.
- The Tohono O'odham Nation provided \$6,000,000 in funding for the future campus.

**2007** Foundations of Excellence Steering Committee began its evaluation of the First-year experience of TOCC students after receiving a \$30,000 grant from the Policy Center on the First Year of College.

- American Indian College Fund awarded a five-year *Woksape Oyate* grant to build intellectual capital and institutional capacity building.

- Progress report on Student Learning Outcomes Assessment submitted to HLC and accepted
- TOCC awarded a U. S Department of Education Title III grant for student retention and instruction.

## 2008

- TOCC awarded a HUD Tribal Colleges and Universities Program construction grant to build housing, and a USDA grant to build a classroom building on the new permanent campus site.
- TOCC awarded a three-year Department of Education grant, Mother Daughter College Preparation Program (MDCPP) to provide mothers and daughters education in culturally-relevant science projects to encourage young women to enter higher education in science, technology, engineering, and math.

## 2009

- TOCC faculty members attend a customized training program at the University of Arizona offered through the American Indian Language Development Institute (AILDI) on "Curriculum Development and Assessment for Tribal College Educators"
- Request to HLC approved to postpone scheduled April 2010 visit until October 2010.

## 2010

- Assessment Workshop for faculty and staff hosted by the *Woksape* Grant.
- President Vanegas-Funcheon retires.
- Interim President, Ms. Jane Latané, appointed; Board of Trustees decides to engage a search firm to assist in identifying a new president.
- USDA Rural Development grant awarded for technology for the classroom building on the main campus.
- TOCC faculty members and Student Services staff attend a customized training program at the University of Arizona offered through the American Indian Language Development Institute (AILDI).
- First inter-mural sport, men's basketball established.
- *Woksape Oyate* grant provided funds for four TOCC staff to enroll at Northern Arizona University for Master's degrees in Educational Leadership and six staff to enroll at TOCC for Associate degrees.
- HLC Site Visit.

## 2011

- Dual enrollment classes established with Baboquivari High School.

- Continued accreditation approved with Focused Visit required in 2012. Issues to be addressed included delays in construction of permanent campus, academic and institutional assessment, need for enhanced Information Technology, and communication.
- Dual enrollment classes established with Tohono O’odham High School.
- USDA Rural Development grant awarded toward infrastructure development of the new campus.
- TOCC received first Eco-Ambassador grant from U.S. Environmental Protection Agency through AIHEC. Grant to recycle large amounts of glass littering the Nation, and make carbon-neutral concrete replacement material, ferrock, with addition of steel shavings.
- TOCC awarded a three-year grant, Circles of Care, from the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA), to design a comprehensive mental health system of care for children and youth on the Tohono O’odham Nation, in collaboration with the Nation’s Department of Health and Human Services and other entities on the Nation.
- President James Vander Hooven began three-year appointment as fourth TOCC president.

## 2012

- *Woksape Oyate* grant funded collaborative academic assessment workshop in Tucson with five tribal colleges participating.
- A Limited Liability Corporation (LLC), Tohono O’odham Community College Development, was formed to provide employment for TOCC apprentices to earn On the Job Training (OJT) hours.
- Construction was completed on student housing and first classroom building on permanent campus. Developmental classes held in the four-room classroom building.
- Women’s inter-mural basketball team established.
- Focused Visit conducted and TOCC found to meet the improvement issues noted, including construction, assessment, communication, and strategic planning.
- The Land Grant Office of Sustainability (LGOS) was established to coordinate USDA grant programs.
- TOCC joined the *Kiksapa* project to provide summer internships for TOCC students to participate in intensive ten-week education in a GIS mapping program, including conducting a research project after three weeks in classes at Haskell Indian Nations University.

## 2013

- Construction completed on steel building and modification to house Education, Student Services, and additional classrooms at Main Campus. All classes except Art and those at worksites held at Main Campus beginning fall 2013.

- First health care training provided, a Direct Care Worker/Caregiver certificate developed as a result of TOCC community engagement in the Nation's Elder Care Consortium.
- Communities of Practice grant awarded to provide workshops on best practices for Early Childhood Education for educators and community members.
- TOCC received second EPA-funded Eco-Ambassador grant.
- Now former U.S. Environmental Protection Agency Director Lisa Jackson visited TOCC to acknowledge the Eco-Ambassador glass recycling project.

## 2014

- The Tohono O'odham Studies program of studies design was completed after a Director position for the program was budgeted to implement a key element of the Mission of the College.
- Fine arts classes evolved from two classes per semester to a full program within Liberal Arts, as increased operational funding enabled a full-time art instructor position.
- A provision for ten-month faculty contracts was included in the 2013-14 budget, relieving full-time faculty of a 36 credits per year teaching requirement.
- A Casino Gaming Certificate was designed in collaboration with the Nation's Casino Gaming Enterprise office, adding a direct employment certificate that will lead to gainful employment for many Nation's members.

## 2015

- A class in Program Evaluation was provided for Nation's managers at the request of the Nation's directors of Education and of Health and Human Services. The class meets the critical need for Nation's programs to provide documentation of results of service provision. The class is a first step in designing an Organizational Leadership associate degree that will articulate with the Arizona State University on-line bachelor's degree.
- The Visioning process to assess community perceptions of TOCC, and to identify educational and service needs was conducted with the 11 Districts of the Nation, TOCC faculty and staff, the TOCC Board of Trustees and with high school students.
- Director for the Tohono O'odham Studies Program was hired.
- An Indigenous Borderlands Studies degree program was designed to provide a focus on the unique issues of the people living on the Tohono O'odham, U.S., and Mexico borders, and approved by the Board.
- TOCC received a two-year USDA NIFA Research Grant to continue application of the use of carbon-neutral ferrock as a building material, using locally recycled glass and steel shavings.
- President James Vander Hooven resigned, Interim President Mario Montes-Helu appointed.

## 2016

- President Paul Robertson appointed as TOCC fifth President on January 18, 2016

## Summary of the College's Accreditation History

The Tohono O'odham Nation's dream of establishing a higher education institution to serve its members became a reality when it began serving students in 2000. It was determined that obtaining accreditation with the Higher Learning Commission would enhance TOCC's credibility and offer its students additional benefits. Accreditation would also serve the purpose of ensuring constituents that TOCC offered quality higher education services

2000 -2002 Tohono O'odham Community College entered into an Intergovernmental Agreement with Pima Community College, an accredited community college, and operated under joint educational programs and student services.

2000 The Tohono O'odham Nation approved the merger of the Tohono O'odham Career Center and the newly chartered Tohono O'odham Community College.

2001 Tohono O'odham Community College Board of Trustees voted to seek accreditation with The North Central Association Higher Learning Commission (HLC).

2002 The HLC approved the College Preliminary Information Form (PIF) and a site visit was conducted.

2003 Initial Candidacy granted.

2004 HLC Team conducted a Comprehensive Evaluation Visit for Initial Accreditation. The team recommended that TOCC submit a progress report on planning by September 30, 2006 and a progress report on the assessment of student learning outcomes by September 30, 2007.

2005 Initial Accreditation granted.

2006 September: Progress Report on planning submitted.

2007 September: Progress Report on Student Learning Outcomes Assessment submitted.

2008 Self-study process for continued accreditation began with the appointment of the Self-Study Committee.

2009 November: New co-chair, the new Vice President for Research and Development, appointed.

HLC Liaison visited TOCC.

December: Mock HLC visit conducted.

2010 January: Request to postpone HLC Team Visit from April to October 2010 approved.

2010

Jan-May: Training conducted for Criteria Committee members in HLC expectations and Self-Study documentation; continued work writing and preparing Self-Study document,

surveys conducted, exhibits of evidence identified, website started and Appendices prepared.

May-August: Self-Study document and construction of website for the documents completed. Document shared with college stakeholders.

**2010**

September: Report completed and submitted to Review Team.

October: Team visit, recommended continuation of accreditation.

**2011**

Jan-April: Report draft received, comments on statements of fact submitted, final report completed.

May: Interim President Jane Latané, TOCC Board of Trustees member Darrell Rumley, and TOCC graduate and Research Assistant Damascus Francisco attend HLC Final Review in Chicago. HLC approved Team Report with recommendation for a Focused Visit in 2012.

**2012**

Focused Visit conducted and TOCC approved without reservation for continued accreditation.

**2014** Self-study co-chairs and committee members selected for next accreditation cycle. Chairs and research assistants attend HLC workshop on Standard Pathway.

**2015**

TOCC informed of date for HLC Team site visit under the Standard Pathway timeline for re-accreditation. Original dates of February 2 and 3 extended to March 28 and 29 due to resignation of President Vander Hooven.

**Purpose and Audience for the Report** The purpose of the Self-Study to provide a comprehensive examination of TOCC's programs, services and operations along with a review of its effectiveness as an institution in fulfilling the College mission, and to identify areas of growth and improvement for the future. The report strives to identify both strengths and weaknesses and to critically examine the college's overall effectiveness in fulfilling the Higher Learning Commission's Criteria for Accreditation through the filter of TOCC's own unique Vision, Mission and Goals. The self-study experience was also an attempt at critical self-evaluation with a focus on potential for change and improvement. The result is included in the Improvement section of this report.

The Self-Study has purpose beyond the HLC expectations. In preparing the report, TOCC considered its internal and external audiences including faculty and staff, employees of the Nation's government offices, the Nation's eleven Districts and the Nation's members and their families. The College exists to serve and improve the lives of all of these stakeholders. It was the earnest desire of all committee members to use the results of the Self-Study to develop and implement new processes that would improve the institution's performance, to incorporate findings from the reflections and research into ongoing strategic and operational planning activities and to use the Self-Study experience as a means for improving internal and external communication about the College's work and role in the Nation.

**Organization of the Report** The TOCC Self-Study is the result of the College's inquiry and investigation in response to the HLC accreditation criteria following the Standard Pathway. The report is organized on the HLC website for TOCC as follows:

- Introduction
- Assurance Section: includes the five Criteria in separate documents and Room for Improvement in each Summary
- Evidence files include documents providing supporting evidence
- Links to the TOCC urls provide supporting evidence
- Federal Compliance Section

**Assurance Argument**  
Tohono O'odham Community  
College - AZ

2/29/2016

# 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.)

### Argument

---

*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.*

The operation of Tohono O'odham Community College (TOCC) is guided by its Vision, Mission, Goals and *T-Şo:şon* (Core Values). These documents were framed by the members of the Tohono O'odham Nation from the inception of the College. The Vision, Mission and Goals were included in the Tohono O'odham Nation Legislative Council [Authorizing Resolution 98-06](#) for the College and in the founding Charter, [Ordinance 98-01](#). The Core Values were added to the operating principles as a result of a College planning process in 2006 and affirmed by the Board of Trustees. The Core Values reflected the need to define in writing the cultural identity of the College.

The [Vision, Mission, Goals, and Core Values](#) were reviewed and confirmed by the TOCC community as part of the visioning that took place in 2010 that also included assessment of how well the College was meeting its mission. Faculty and staff were invited to participate in facilitated discussions that asked a series of questions on the College responded to fulfilling its educational, student, and community needs. They were then asked to rank the importance of its roles. Visioning also took place in each of the Tohono O'odham Nation 11 government districts and in several of the Nation's program departments. Visioning was conducted with the TOCC Board of Trustees that also reviewed the data from the College and external meetings. It was determined by the Board that the Vision, Mission, and Goals remained appropriate and were formally confirmed without change. The Report is summarized in a PowerPoint, [Results of 2010 Visioning](#).

The visioning process was repeated in 2015 and completed in the Nation's districts, a high school, and at the College. The district presentations were presented in part in the Tohono

O’odham language and that element was greatly appreciated and enjoyed by the district representatives. The results for all but one district were presented to the Cabinet and Board of Trustees during a retreat in July 2015. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was engaged in by 67 members of TOCC including staff, students, and faculty on February 12, 2016. The results included in [Visioning 2015](#) and [Strategic Planning BOT 2 19 2016](#) were discussed at length with the Board of Trustees, Cabinet, and IR staff at a second retreat on February 19 and 20, 2016. The four [Initiatives](#) and related goals adopted during the retreat were geared to fulfilling the Vision, Mission, and Goals of TOCC.

## ***2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission***

TOCC administration included until June 30, 2015 the President and four Vice Presidents for the four College divisions: Administration and Finance; Education; Institutional Research and Development; and Student Services. Strategic planning by the Cabinet in 2014 and 2015 resulted in a change in the organizational structure to three Vice Presidents, with Institutional Research and Development divided into Institutional Research housed under Education and Development housed under the President ([Organizational Chart 2016](#)). .

Each division assesses its Strategic Plan yearly, including review of the Mission Statement and ensuring that its planned objectives fit the Mission. The division strategic plans align with the College Mission, Vision, Core Values, and Goals. Input for division strategic planning is from all employees.

### **Academic Programs.**

The long-held dream of the Tohono O’odham Nation was to build a tribal college to serve its uniquely diverse people through higher education and to facilitate preservation of its rich cultural traditions. Honoring the Nation’s commitment to higher education remains the foundation of the College Mission as TOCC completes its 16<sup>th</sup> year of classes. A primary element of the TOCC Mission is to enhance the Tohono O’odham Himdag (culture). The Himdag Committee was established to design strategies to ensure that all planning, operations, programs, and academic content incorporate the Himdag. Ensuring that academic program and course content include the O’odham culture as foundational elements has been accomplished through coordination with the Curriculum Council that includes representation from the Himdag Committee as well as faculty. The result is that TOCC curricula include elements related to the unique Tohono O’odham culture, fulfilling one of the primary elements of the Mission of the College. The [Syllabus Template](#) reflects this priority, and syllabi, accessible on the TOCC website, [www.tocc.edu](http://www.tocc.edu), demonstrate this commitment.

A primary goal for TOCC was to establish a Tohono O’odham Studies program that would provide students with comprehensive knowledge of their history, language, culture, government, and arts while also meeting education requirements for transfer to four-year institutions if desired. While classes in Tohono O’odham language and history were offered since the inception of the College, and tribal law and government classes were added, the Tohono O’odham Studies degree was not fully developed and adopted by the Board until 2015. A Director position was

created, as combining program management with a full teaching load was not allowing the time required for development of the program. The position was filled in early 2015.

**Student Support Services.** The Student Services Division added staff members to better meet student needs during the last five years. These include the following.

**Academic Advisor.** An Academic Advisor position was created in July 2012, providing a much needed staff member dedicated to student advising. The Academic Advisor guides students to fulfill required classes and prerequisites. She participates in the State of Arizona higher education transfer partnership, [AZTransfer](#), meetings to ensure acquiring current information for transfer requirements to the public four-year institutions of higher education in Arizona.

The Title III program includes staff of a Director, a **Retention Coordinator**, and an **Outreach Coordinator**. A single position for both outreach and retention was eliminated, and the Retention and Outreach Coordinator positions established in 2013. The Retention Coordinator provides greatly increased support for student retention through implementation of the Early Alert Retention System (EARS).

**Title III funding** supports the Student Success Center and six interns who provide community services for the College and external constituents.

**Recruitment Coordinator.** Strategic planning in 2014 indicated the need for a position dedicated to recruitment, as the Outreach Coordinator's role under Title III funding is limited to providing information, and recruiting is not permitted. TOCC needed to greatly enhance its visibility and provide information for local high school students who are frequently lured away to four-year universities but then drop out. The Recruitment Coordinator position was filled in the fall of 2015.

The TOCC Mission, Vision, Core Values and Goals are focused on enrolling and supporting students particularly those who are members of the Tohono O'odham Nation, although there is open enrollment. Enrollment activities have been focused on recruiting students from the high schools serving primarily Tohono O'odham students, employees of the Nation's government and other entities, and community members. The move to the Main Campus ten miles east of the village of Sells, in an area without public transportation, shopping, restaurants, or housing other than that available on campus for 42 students appears to be a major factor in the lack of increased enrollment during the last five years. Plans for increasing enrollment are outlined in the Room for Improvement section in the Summary at the end of this Criterion.

**Environmental Scan and Community Input.** In 2010 TOCC conducted visioning sessions internally, with Nation's departments, and with all 11 governmental districts. The results were presented to the stakeholders, including re-visiting the districts to discuss their input compared with other districts and the Nation as a whole. TOCC applied the information in its strategic planning. Some of the issues identified by the visioning sessions concerning enrollment and retention are:

- 1) *Transportation.* The Tohono O'odham Nation is 2.8 million acres, approximately the size of Connecticut, but with almost no public transportation. Most students live below the federal poverty level guidelines, and have no reliable transportation.
- 2) *[Class schedules.](#)* It was requested that classes be held in the evening for students who work. The schedules have been constructed with increased numbers of core classes, with at least one section scheduled in the late afternoon. Interviews with Nation's employers resulted in specific course offerings being provided; in some cases taught at the employer's location; and always at the end of the workday. A Tribal Law class requested by the Chief Judge was held at the Judicial Building and had enrollments of 15, rather than the five when it was held on campus. For the last five semesters at least one evening class is offered at the Main Campus every semester.
- 3) *Meeting Community Education Needs.* New classes were developed during the past five years that meet community needs and have increased enrollment. Since the founding of the College there have been formal and informal requests for health care classes, including for a Certified Nursing Assistant (C.N.A) program. The College is a member of the Elder Care Consortium (ECC) that in 2011 the ECC identified a high need for the certification of home health care workers, a new requirement for the workers to be paid under the State of Arizona Medicaid system. TOCC established the certificate program, Direct Care Worker, as a Continuing Education Unit (CEU) program through a contract with an approved nonprofit agency in Tucson. Under this program over 45 students have received their certificates.

***Transportation.*** Transportation for students is an issue as some live more than an hour and a half from the campus. Beginning in 2012 several staff members volunteered to drive College vans and bring students from their areas to school. This service has been proven helpful, and a third staff member is adding transportation from the village of Ajo, 15 miles west of the Nation. With the move of the main Campus ten miles east of the village of Sells a shuttle service was established with two vans circulating hourly among the three campuses and with a stop in Sells. Two drivers were hired for the shuttle service.

***Timely Schedules.*** With staffing gaps in 2010 and 2011, including the Curriculum Coordinator and the Academic Chair, class schedules were frequently published only a few weeks before the start of classes until the schedule for fall 2013. With full staffing and coordination between Education and Student Services class schedules are published with more advanced notice, giving students the ability to enroll with specific class information, needed for scholarships applications as well as for planning their schedules to complete all classes required for graduation. [Class schedules](#) and the [Catalog](#) are posted at [www.tocc.edu](http://www.tocc.edu).

***Dual Enrollment.*** At the request of the Baboquivari High School (BHS) Guidance Counselor *STU101, Becoming a Master Student*, a class on preparing students for college was provided at the high school beginning in Spring 2011. With funding from an American Indian College Fund (AICF) grant, the *Woksape Oyate* program, tuition was provided that covered BHS students and students from the Tohono O'odham High School for that semester, summer session, and the following academic year. Classes were taught by the TOCC Business Instructor and one Tohono O'odham Language instructors, with high interest and success. Forty-five high school students

participated in the classes in the first year. Dual enrollment continued sporadically after the end of this grant, but was refunded through a grant to the Baboquivari School District.

***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.)***

The College budget priorities are developed from the division strategic plans, with the proposed budget ([2016 Budget](#)) developed by the Cabinet and approved by the College Board of Trustees. The strategic plans and budgets are guided by the Mission, Vision, Goals and Core Values. This alignment is addressed in detail in Criterion 5.C.1.

## **Sources**

---

- 2016OverallBudget
- AZTransfer \_ About AZTransfer
- Organization Chart 2016
- Strategic Planning BOT 2 19 2016
- Strategic Planning Initiatives February 2016
- TOCC authorizing resolution
- TOCC Charter
- TOCC Strategic Plan 2010-2015
- TOCC Syllabus Template
- TOCC TOLC visioning Presentation 2 16 2011
- TOCC Vision, Mission, Goals, and Core Values
- Visioning 2015

## 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.

### Argument

---

***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.***

The TOCC Mission Statement, Vision, Goals and Core Values are widely disseminated and understood throughout the college. They are posted in all classrooms and on the TOCC website, [www.tocc.edu](http://www.tocc.edu); in the [Catalog](#); the [Personnel Policies and Procedures Handbook](#); the [Student Handbook](#); the [Faculty Handbook](#); and on the [TOCC Facebook page](#).

***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.***

The Mission Statement reads:

*“As an accredited and land grant institution, TOCC’s mission is to enhance our unique Tohono O’odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.”*

The Mission statement is manifested in the focus of the College to provide excellent education services based on the cultural values of the Tohono O’odham. The Vision and Mission statements define the main purpose of TOCC and the emphases on what TOCC must provide, regularly revisiting the priorities to ensure that the focus remains on its purpose. The highest priority is and must continue to be appropriately designed highest quality instruction to prepare students for associate degrees and the workforce or for transfer to four-year institutions of higher education. Within its academic and occupational programs there is ongoing progress in the College in implementing specific areas of identified need and/or of interest to students.

The priority on quality instruction is being addressed as low retention rates, length of time to complete certificates and degrees ([IPEDS 2014](#), [AIMS 2015](#)), and numbers of students repeating developmental classes in reading, writing, and mathematics ([Grade Distribution and Repeats](#)) indicate the dual needs for increased student supports and methods of instruction tailored to meet the needs of students in developmental classes. Analysis of Reports of Grades by Instructor revealed disproportionate numbers of Ds and Fs in developmental classes in reading; writing; and math, indicating a bottleneck for student progress. TOCC is addressing the needs for both increased student supports and skilled methods of instruction in developmental classes, detailed in Criterion 1.A.2 and Criterion 3 for increased student supports, and in Criterion 4 for academic assessment and retention.

Community service within the College is an important component of the TOCC purpose, and is provided through the Division of Student Services Student Success Center that provides training for its interns who help faculty and staff with designing and printing flyers, manuals, and other materials, help with tutoring, and work with external organizations such as the One Stop Center with training its participants in how to become work ready. External community service is equally important and examples are provided in 1.D.1.

***3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.***

The historical and cultural context of TOCC is defined by the Tohono O’odham Nation’s history and culture. It was the long-held dream of the Nation to build a tribal college to serve its uniquely diverse people through higher education and to facilitate preservation of its rich cultural traditions.

The nature and scope of the programs are to provide the academic core courses required of an accredited, tribal community college to provide certificates and associate degrees for completion for employment, or for transfer to a four-year institution of higher education to complete a bachelor’s degree. The Vision, Mission, Goals, and Core Values specify that the College will provide programs that also will include the history, language and culture of the Tohono O’odham as essential for a college dedicated to preservation of the Nation’s way of life, the Himdag. The relationship of an accredited community college with its tribal heritage is clearly stated.

The intended constituents are the members of the Tohono O’odham Nation, although the College is open to any individual with a high school diploma or GED certificate. Diversity is encouraged, and as expressed in the Vision statement will enhance the ability of all students to participate fully in chosen communities: *Our vision is to become the Tohono O’odham Nation’s center for higher education, and to enhance the Nation’s participation in the local, state, national and global communities.*

The six [Goals](#) define the nature, scope, and intended constituents for the College programs and services, in that they focus on providing students and community members with access to higher education that includes the O’odham Himdag as the underlying foundation of the College programs and services. The Goals reinforce that the purpose of the College is to provide the

means to serve students and the Tohono O’odham community with highly qualified faculty and staff. They further acknowledge that serving students and community must include providing classes on basic skills as a critical need, and that instruction in technology is fundamental to fit into the local, State, and global communities.

In 2007 the College conducted strategic planning and identified the need to adopt statements that would reflect the Himdag, the cultural values of the Tohono O’odham as guiding principles for the College. The four T-Şo:şon, or Core Values are central to the mission of the College, and are a constant reference point to measure how well the Himdag is practiced. The T-Şo:şon (Our Core) were reviewed in 2010 and 2015 and found to be fully applicable. The inclusion of Core Values stresses that adherence to the Tohono O’odham Himdag is of critical importance to TOCC achieving its Mission in culturally appropriate ways. They are listed here, and defined in the Vision, Mission, Goals, and Core Values statements.

### **T-Şo:şon (Our Core)**

*T-Wohocudadag* – Our Beliefs

*T-Apedag* – Our Well-Being

*T-Pi:k Elida* – Our Deepest Respect

*I-We:mta* – Working Together

## **Sources**

---

- AIMS Final 2015
- Facebook Tohono O'odham Community College
- IPEDS Report 2014
- TOCC grade distribution and repeats 2014
- TOCC Personnel Policies and Procedures 2015
- TOCC Vision, Mission, Goals, and Core Values

## 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.

### Argument

---

#### *1. The institution addresses its role in a multicultural society*

The Mission, Vision, and Values statements make it clear that students need preparation to participate in communities both within and outside the Tohono O'odham Nation. While the Nation is a cohesive society with an ancient, complex tribal culture, "*participation in local, State, national, and global communities and strengthening individuals, families, and communities through holistic, quality higher education services*" will enable students and graduates to participate fully in the societies in which they are engaged.

The curricula are designed to provide students with knowledge of Tohono O'odham language, culture, history, and government structure; and those of the State, United States, and the world. Course offerings that demonstrate fulfillment of the commitment to diversity, including in Language, History including global awareness are detailed in Criterion 3.C, and listed in the [TOCC Catalog 2014-2016](#), Chapter 6.

The College collaborates with external entities to provide staff and faculty with education and enrichment, including the [American Indian Language Development Institute](#) at the University of Arizona (AILDI). The relationship with AILDI has included the following participation in month-long summer institutes that have enhanced staff and faculty understanding of diversity:

- Summer Institute on Language Immersion 2011 that included 10 staff members learning how to embed the Tohono O'odham Language within the College and within local communities. The staff worked with two Maori educators who also visited TOCC and presented a workshop for the whole College. College staff and faculty learned about the Maori education system that teaches children from pre-school through university solely in the Maori language, a potential long term goal for the Tohono O'odham Nation.
- TOCC faculty members taught at AILDI Summer Institutes, where they have provided the University of Arizona students with increased knowledge of the Tohono O'odham world, and learned from students from widely diverse backgrounds.

TOCC developed an Associate of Arts degree in Indigenous Borderlands Studies in 2015 in recognition of the cultural and environmental relationships between the Tohono O'odham Nation members living with the United States border and those members living in Mexico, who have a different experience due to living in a different country. The degree will provide students with a

unique educational experience in understanding tribal, State, and international relationships of the Tohono O’odham.

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

The purpose of founding TOCC was to provide an excellent higher education opportunity locally for members of the Tohono O’odham Nation. There was recognition that there would be diversity in the readiness of the Nation’s members for college, and in age, disabling conditions, income levels, and factors that made a local, culturally relevant institution of higher education a necessity.

Cultural and human diversity at TOCC is incorporated throughout its processes and activities, adhering to the Vision, Mission, and Core Values of the College. The diversity of the College population is reflected in composition of the student body, staff, and faculty. Students come from all districts of the Tohono O’odham Nation, and increasingly there is non-Native membership in the student body

As with many community colleges, students are diverse in age, ranging from 18 to over 65; are primarily first generation to attend college; two-thirds female, and 88% Tohono O’odham ([IPEDS Report 2014](#); [AIMS Report 2015](#)). There are families with two generations simultaneously attending TOCC. The older students teach traditional ways to the younger students, and the younger students assist older students to learn the complexities of computers, iPads, and cell phones.

## **Sources**

---

- AIMS Final 2015
- IPEDS Report 2014
- Welcome to AILDI \_ AILDI - American Indian Language Development Institute

## 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.

### Argument

---

*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.*

TOCC has significantly expanded its services to the Tohono O'odham community during the last five years. Examples that are described in detail in later criteria include:

- A USDA Research grant provided education on solar energy in partnership with the Pisinemo District;
- Membership in the Nation's Elder Care Consortium (ECC) led to the establishment of Caregiver training programs as community education, and in diabetes information provided in the Tohono O'odham language;
- The Community of Practice grant provides education of parents, teachers, community members as community education;
- A four-hour workshop on basic computer skills was provided as community education for the Nation's Elders;
- A U.S. Substance Abuse and Mental Health Services (SAMHSA) Circles of Care grant held by TOCC in collaboration with Nation's entities, developed a plan for comprehensive mental health services for children and youth on the Tohono O'odham Nation;
- The TOCC Land Grant Office for Sustainability hosts and participates in the Farm and Work Group Committee that provides community and school education on traditional foods and agricultural practices;
- The TOCC Development, a limited liability corporation (LLC) provides no-cost repairs for elderly and disabled on the Nation;
- TOCC has established a Community Education/CEU program and position to expand its services to the community;
- A GED program is provided by TOCC, with classes offered in four areas on the Nation and in the Detention Center. In response to a strong need for local testing TOCC has established a GED testing center at TOCC.

- The Library works with the Tohono O’odham Nation’s public libraries to help with cataloging and policy questions, as well as providing the server on which the public libraries’ circulation systems and catalogs are housed (Library Online Public Access Catalog-OPAC).

***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.***

TOCC is a self-standing institution of higher education, and does not generate financial returns for investors. Its educational responsibilities are its sole purpose, and these include preparation for certificates, associate degrees, classes for interest only, community education, and participation in community committees and projects.

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

TOCC external constituencies include those on and off the Nation as follows:

***On the Nation:***

- American Indian Science and Engineering Society (AISES): The TOCC AISES club collaborates with schools on the Nation with Science Fairs.
- Communities of Practice: A TOCC grant to provide workshops and classes on Early Childhood Education hosts the workshops in community around the Nation for community members and educators.
- Community members, elderly and disabled: Provision of home repairs at no cost by the TOCC Development LLC provided repairs by the Apprentices for low-income community members
- Desert Diamond Enterprises: Developed Casino Gaming Certificate and provision on worksite to respond to need stated by DDE, the largest employer on the Tohono O’odham Nation.
- Eco-Ambassador Project: TOCC obtained funding from the Environmental Protection Agency to establish an innovative glass recycling program on the Nation, using the crushed glass to make ferrock, a carbon neutral composition used with glass, steel shavings, and adobe if desired to replace concrete.
- Elder Care Consortium: implemented the Direct Care Worker Certificate and development of Diabetes information in O’odham.

These programs are described in detail in Criterion 3.

**Executive Departments of the Nation:**

- Department of Natural Resources: TOCC provided classes for employees requested by the department Executive Director.

- Planning Department: TOCC student interns with the Kiksapa GIS mapping program were housed at the Planning Department to conduct research for their projects, providing the Planning Department with needed data.
- Department of Education: Collaborates with the Head Start program to provide classes for Early Childhood Education degrees, and collaboration for Bachelor's through Prescott College, responded to request for a class of Program Evaluation that is greatly needed for Nation's Manager to justify their programs.
- The Library provides support to the Nation's public libraries through education; hardware and software; and materials donations.
- Department of Health and Human Services: Collaborated on the Circles of Care Planning grant, provided classes on Substance Abuse Prevention, Motivational Interviewing, Direct Care Worker certificates, and development of a Public Health program is being discussed.
- Treasurer's Office: Provided Accounting classes on site.
- Judiciary: Provided Tribal Law classes on site.

### **Farm and Food Working Group:**

- TOCC Land Grant Office for Sustainability facilitates the meetings and collaborates in school and community workshops and fairs.

### ***Off the Nation:***

- Arizona State University (ASU): ASU and TOCC are engaging in ongoing discussion and implementation of TOCC courses and degrees tailored to provide seamless transition to ASU four-year degree programs. There is a TOCC site on the ASU website that provides course requirements for students desiring to transfer.
- Northern Arizona University (NAU): TOCC is collaborating on an NSF grant to provide place-based learning for Science and Math courses, with cultural components. A Tribal Elder who is teaching Tohono O'odham History is providing significant input on traditional knowledge for the classes.
- University of Arizona (UA): The TOCC President sits on the UA President's Native American Advisory Council, that provides access to needed resources for TOCC.

## **Sources**

---

*There are no sources.*

## 1.S - Criterion 1 - Summary

---

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

### Summary

---

TOCC is adhering to the Vision, Mission, Goals, and Core Values defined in the authorizing Charter, and reviewed and amended as needed by the TOCC Board of Trustees after input from the College constituencies. TOCC provides relevant, needed classes as determined by needs assessment.

Courses determined as relevant for the needs of Tohono O'odham members, government and school employers, and to meet student interests include Tohono O'odham language, history and culture, early childhood education, art, social services, and science among others.

Developmental classes in mathematics were redesigned since 2011, and higher level math classes added to the curriculum as students gained proficiency in lower level classes.

During the past five years TOCC has greatly expanded its programs and services while providing basic educational programs. Operational funding from the Tohono O'odham Nation increased beginning in 2012, enabling adding much needed positions for student support, including the Academic Advisor, a Retention Coordinator position, and six student Interns.

### *Room for Improvement*

Enrollment is a critical issue for TOCC. The move to the new, rural campus appears to be one of the factors leading to flat enrollment during the last five years. Ongoing efforts to increase enrollment include:

1. Designing programs to meet community and employer needs including the Casino Gaming Certificate;
2. Providing classes near to students who are employees, including a Program Evaluation class in a classroom provided by the Nation's Department of Education.
3. Providing a Tohono O'odham History class in a village in the northwest part of the Nation;
4. Increasing the number of vehicles, and providing regular, frequent shuttle services among the three campuses and the village of Sells;
5. Advancing the printing of class schedules in time for students to provide a schedule to the Nation's Scholarship Office in time to be considered for a scholarship; and
6. Publishing the semester schedules in the Nation's newspaper, the *Runner*.
7. Transportation is still an issue for many students who depend on rides, as most do not have their own vehicles. Planning is ongoing on how to increase the availability of transportation for students as the distance to the College, primarily for the low income student population, and costs for vehicles and drivers are continuing problems.

These and other efforts to increase enrollment are detailed in Criterion 4.

## **Sources**

---

*There are no sources.*

## 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.

#### Argument

---

Tohono O'odham Community College operates with integrity in all aspects of its operations. The legal requirements of federal law, tribal codes, mandates for an accredited institution of higher education and academic ethics are adhered to by the College. As a Tribally Controlled College (TCU), TOCC operates with additional guidelines assuring inclusion of cultural norms in its treatment of students, staff, and faculty. The fair and ethical policies and procedures for its Board, administration, employees, and students reflect best practices for academia, and are published in the College Charter and policies manuals.

The TOCC Board of Trustees is the ultimate authority for the College, as defined in the [College Charter](#). The Board's mission (defined in the TOCC Charter) is to "...generally coordinate and regulate all higher education with the lands of the Tohono O'odham Nation." Board members are qualified tribal members who are nominated by the Nation's Chairperson and confirmed by the Nation's Legislative Council. To avoid any conflict of interest no elected official of the Nation or of its 11 districts may serve on the Board of Trustees. A Board member may not be a full or part time employee of the College.

The *Charter* describes the Board's authorities and fiduciary responsibilities for the College consistent with oversight of the College's finances, academics, human resources, and facilities. During the first year of operations, the Board established a structure to ensure that all financial operations complied with federal regulations for its status as a 501(c)(3) institution. The transparent budgeting process is described in detail in Criterion Five. The College financial operations are audited yearly by an independent certified public accounting firm to ensure compliance with general accounting principles, and each year TOCC has received a clean [audit](#).

Members of the Board of Trustees are tribal members who are nominated by the Nation's Chairperson and confirmed by the Tohono O'odham Legislative branch. Their authority and responsibilities are outlined in the *College Charter*. The [TOCC Personnel and Policy Procedures Handbook](#) ensures that all employees are treated fairly and equitably, as guaranteed by law, through the College's internal processes. The [2016 Organizational Chart](#) shows the institution's structure and its chain of command for supervision. All regular employees have access to grievance procedures, and input into many College functions, including the budget, policies and

procedures, academic program development, and auxiliary functions through several avenues. TOCC acknowledges that its greatest resource is its diverse personnel, and supports intellectual freedom expressed by employees and students.

Employees may access College educational assistance, according to scholarship requirements administered through Human Resources, which provide funding for coursework at TOCC to earn an AA degree, or at another academic institution to earn a Bachelor's degree or above.

The College is an Equal Opportunity Employment employer, with authority to employ Indian Preference under federal law. The *Personnel Policies and Procedures Handbook*, along with other manuals specific to [emergency response](#) management, [information technology](#), [purchasing](#), [travel](#), [whistleblower](#), and [vehicle use policy](#) inform employees of their rights, responsibilities and expectations for working at TOCC. The *2015 Faculty Handbook* is specific to the unique needs of TOCC faculty, and is reviewed every five years and updated by a [Faculty Senate](#) appointed committee that submits the draft to the Senate membership for input, prior to submission of the document to Cabinet for review and approval. The Human Resources department provides training on harassment, sexual harassment, and bullying.

The College's grievance policy is in the *Personnel Policies and Procedures Handbook*. Issues between employees are first attempted to be resolved informally including with a mediation process facilitated by the Director of Human Resources. A written grievance by an employee may first go through mediation if the employee agrees and if not resolved, then is resolved through the formal hearing process. The process involves several steps, is time-limited, and may go up through the chain-of-command to the President and, potentially, the Board. If the grievance goes as far as to legal action, it must be decided in the tribal courts.

The Education Division is responsible for selection of qualified faculty, including input from appropriate faculty in the hiring process. The *College Catalog* is the contract between the College and the student, and its creation is led by the Education Division with input from all other divisions. TOCC participates in reciprocal transfer of courses and programs among Arizona state colleges and universities, and participates in [Arizona Articulation Task Force \(ATF\)](#) meetings with the state's academic institutions to ensure compatibility across its curriculum. All new programs are approved by the Board.

The [T-So:son \(Core Values\)](#) infuse the College culture and its policies with culturally appropriate fairness and ethics for the institution's functions, and guide employee and student behavior in addition to what is normally expected in an institution of higher learning; integrity and ethics for TOCC are culturally-based and originate within the [Tohono O'odham Himdag](#). The Core Values are posted throughout the College, and appear on the TOCC website with the Vision, Mission, and Goals; in the Catalog; the [Annual Reports](#); and manuals and documents distributed college-wide. Human Resources gives each new employee an orientation for benefits, policies, and includes discussion about the [Vision, Mission, Goals, and T-So:son \(Core Values\)](#). The Core Values have been used as writing prompts for assessment and as elements of assignments, and are brought up regularly in discussions as reminders and examples of desired outcomes.

Three of TOCC's Core Values: I-We:mta (Working Together), Pik Elida (Our Deepest Respect) and T-Apedag (Good Health), are considered to be accessible and achievable by all TOCC employees and students. The fourth Core Value is T-Wohocudadag (Our Beliefs), which is grounded in Tohono O'odham Himdag, and pertains to the culture and lifeways of the Tohono O'odham. T-Wohocudadag may be learned by taking the Tohono O'odham Culture and History and the Tohono O'odham language courses, which are required courses for all employees and students. These seven credits introduce non-O'odham to the beliefs of the fourth Core Value, and strengthen them for Tohono O'odham members. An expectation for all students and College employees is to comprehend and apply the T-So:son (Core Values) in their daily lives at the College.

TOCC complies with the [Family Educational Rights and Privacy Act \(FERPA\)](#) that protects the privacy of students and guarantees their right to inspect and review their educational records. The student data in the Jenzabar data maintenance system is accessible only by those employees who need access for administrative purposes, and the student directory is never released to the public. [Written authorization by the student](#) is required for release of information. The right to privacy is stated in the [TOCC Catalog, p.11](#).

TOCC continues to develop its shared governance capacity. The *All Staff* meetings provide opportunities for employees to give input into any topic they wish and in a public forum. The Faculty Senate is the voice of faculty, and meets monthly, sometimes forwarding formal memos, letters, and on occasion, resolutions to the VP of Education for her to share at monthly Cabinet meetings. Faculty members drive the student learning assessment and curriculum committees, and serve on various other committees across the College. The [Student Senate](#) represents students and gives input into various aspects of the College. Each division holds meetings to provide information to its employees and to solicit input in the issue of the day. The Library holds a half-day retreat every semester to gather input from Library staff for potential policies and for the general improvement of the Library environment.

## Sources

---

- AZTransfer \_ About AZTransfer
- Faculty Senate T-Ba'itk Constitution(Revised May 2009)
- FERPA Form\_4\_15\_2014
- Himdag doc 2008
- IT Polices Final Review 2005
- Organization Chart 2016
- Purchase Policies 2010
- TOCC Annual Report 2014
- TOCC Charter
- TOCC Emergency Response Plan 2009
- TOCC FERPA online statement
- TOCC FY 2015 Audited Financial Statements
- TOCC Personnel Policies and Procedures 2015
- TOCC Student Senate By-Laws 2010

- TOCC Vision, Mission, Goals, and Core Values
- Travel Policies and Procedures 2012
- Vehicle Policies Approved 2014
- Whistleblower Policy 2009

## 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.

### Argument

---

Tohono O'odham Community College (TOCC) is committed to providing clear and accurate information to students and the public concerning its programs, requirements, faculty, costs, and accreditation relationships. The documents include the College website, the [College Catalog](#), the [Student Handbook](#), the quarterly newsletter [S-ke:g Ha'icu A:gidag Good News!](#), marketing materials from faculty and other College employees, accreditation documents, and admissions materials. These documents are created with the College's [Mission, Vision, Goals, and T-So:son](#) (Core Values) in mind so that they are integrated as fully as possible into the [Tohono O'odham Himdag](#).

### College Catalog

The [College Catalog](#) is the primary document that relates information to students concerning TOCC's programs, requirements, costs, course descriptions, and other information. The bi-annual Catalog is posted on the College website as a PDF and is available in print. Every two years the Catalog is reviewed and edited by a Catalog Committee composed of employees from the Education and Student Services divisions. After the Committee reviews the previous Catalog and drafts a new one, relevant portions are distributed to appropriate employees for their review and input, primarily those who actively use the Catalog in their work, or who are responsible for some aspect of the College that is included in the Catalog. The final draft is reviewed by Administration and submitted to the Board for its review and approval.

### TOCC Online Presence

The TOCC website is the main information distribution tool that offers links to the Mission, Vision, Goals and T-So:son; College history; [academic calendar](#); [schedules of classes](#); information for faculty and [faculty profiles](#); residential life and information for students; College publications; athletics; [Institutional Profile](#); employment opportunities; shuttle schedule; College Catalog; accreditation status; announcements; and, the [Library website](#). Other information includes information about the Board of Trustees and the administration, and employees. The URL for the website is [www.tocc.edu](http://www.tocc.edu).

The TOCC website has been managed by an external company but with adequate personnel in place in the Information Technology (IT) Department the website will be hosted by the College in the near future. This will enable daily management as well as some cost savings. The website has been enhanced during the last five years, including enabling online job applications; and,

posting of syllabi and class schedules. In-house management will initiate a counter; a link for donations to the College; and regularly updated documents such as the Institutional Profile.

[TOCC's Facebook page](#), administered by Student Services, provides timely information, such as College closures due to inclement weather, Jegos men and women's basketball information, announcements, acknowledgement of students and events, motivational quotes, and other useful College community information.

## **Student Handbook**

The [Student Handbook](#) (2016) provides information on student rights, responsibilities, and disciplinary processes for TOCC students. The Handbook informs students of procedures related to filing complaints concerning academic policy on grades, disputes, or complaints against TOCC employees. Information on federal protection and rights for students concerning the American Disability Act, sexual harassment and FERPA are clearly defined for the student. The Student Code of Conduct presents the expectations of the College for the student's academic and social behavior on campus. Students are informed that they are expected to follow scholastic ethics in relation to their work, specifically as it pertains to plagiarism and cheating. The Handbook is a publication of Student Services, and includes input from other appropriate departments. The *Student Handbook* is found on the TOCC website.

## **Promotion of the College**

Some College faculty members promote their upcoming semester's classes by creating flyers for courses and submitting them electronically to the Education Division's Vice President (VP) Administrative Assistant (AA), and the Academic Advisor in Student Services. The flyers are uploaded onto Facebook and are posted at different locations throughout the College. Some faculty distribute flyers at the Tohono O'odham Nation's Executive branch into directors' in-boxes, put them up at the Sells' post office bulletin board, and post them at other locations throughout the Nation.

## **Class Schedules**

[Class schedules](#) are uploaded onto the College's website and on the Facebook page. Schedule booklets are printed, and made available to the public at each campus, with schedule addenda emailed out to all College students and employees. The College struggled in the past with creating a timely schedule of classes, but this has been resolved so that schedules are available with enough time for students to apply for scholarship funds through the Nation, and to apply to their home districts for financial assistance. As soon as the schedule comes out for the next semester, a copy of it is placed in [The Runner](#), the local biweekly newspaper for the Nation. The College is looking into the potential of the local radio station as a communication and marketing resource for the College.

## **Tuition and Fees**

The College Catalog contains tuition and fee costs for students as do the class schedules. Tuition and fees are provided on the TOCC website [tocc.edu](http://tocc.edu) with a link to the Cost of Attendance Calculator. The cost to attend TOCC includes processing fees, class fees, and tuition; a table of tuition costs for every credit hour is in the Catalog and the class schedules. In 2015 the Board of Trustees voted to end out-of-state tuition for all students, making an academic education at TOCC an excellent value for all students, including nonresident students. The Catalog provides information on course fees for lectures, laboratories, hybrid courses, and course-related field trips. Residential students who stay at the on-campus dormitories are responsible for housing fees for each semester. No fees except for those listed in the Catalog and in the residence fee schedule are assessed.

## Annual Reports

Annual reports ([Annual Report 2014](#); [Annual Report 2013](#); [Annual Report 2012](#); [Annual Report 2011](#)) provide information to the stakeholders of the Tohono O'odham Nation. The annual reports provide the public evidence of yearly accomplishments at TOCC. The College updates the public on its graduating class for each year, as well as the personnel roster. Financial information for the fiscal year is reported with a summary of income and expenses and the financial position. A count of the student body and demographic information about students, faculty and staff are included. Annual reports are shared each year with each of the Nation's 11 districts which make up the Nation at the same time as the Audit Report and A-133 Report. The TOCC President, members of the Board of Trustees and the Cabinet then present the Annual Report to the Nation's Legislative Council. Copies of the Annual Report are available in the Library's College archives, and are distributed during their presentation to the districts and Council. The presentations are critical for the College's relationship with tribal government and with members of the community, and to inform the Nation of the value they receive for the funding they provide to support the College's Mission.

## Sources

---

- 2015-2016 Academic Calendar
- Facebook Tohono O'odham Community College
- Himdag doc 2008
- Institutional Profile December 2015
- Student Handbook 2016
- The Runner
- TOCC Annual Report 2011
- TOCC Annual Report 2012
- TOCC Annual Report 2013
- TOCC Annual Report 2014
- TOCC Good News! Newsletter - October 2015
- TOCC Vision, Mission, Goals, and Core Values
- Tohono O'odham Community College Library

## 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.

### Argument

---

The [College Charter](#) presents the process for members of the Board of Trustees to be nominated, selected and approved by the Tohono O'odham Nation's Executive and Legislative branches. Once joining the Board, members have the autonomy to make decisions in the best interest of the College and to ensure its integrity. Their authority exists solely within the parameters of the Board's meeting as a whole; no Board member may independently represent the Board, or make unilateral decisions. The Board's responsibilities are outlined in the College Charter, along with the authority to carry them out.

Board members receive the Board packets before the monthly meetings. The packet contains division and department reports; budget updates; proposals for grants and policies; personnel updates and requests; and other information. Board meetings are attended by the President and Vice Presidents, and by students and employees who are giving presentations or are making a request during the designated time period that is open for public comment. Decisions are reported to the College community during the monthly *All Staff* meetings, usually the following day.

The College *Charter* delegates the day-to-day activities to the President and executive administration called the Cabinet. Each Vice President oversees a division, and the President leads the College. The Cabinet, with input from Faculty, staff and students, is responsible for developing policies; annual budgets; strategic plans; personnel; facilities; community outreach; and other duties, which are Board approved. The Board does not participate in the daily operations but rather remains informed by the President on any matters of concern.

The [Faculty Handbook](#) and [T-Ba'itk \(Faculty Senate\) Constitution](#) (Board approved in 2002) empower Faculty with responsibilities, such as developing curriculum; collecting and interpreting student learning assessment data and recommending improvements; instruction; grading students; maintaining academic rigor; conducting research with students; selecting

textbooks; participating in articulation discussions with other academic institutions; student mentoring; and, faculty self-governance. T-Ba'itk minutes document monthly meetings to advocate for faculty issues and student learning. In 2014 Faculty Senate updated the attendance policy, which is found in the Faculty and Student Handbooks. The Board-approved a faculty hiring policy (2014) that authorizes faculty review of candidacy materials for faculty positions to verify the candidate is qualified to teach at TOCC. The Board approves new programs and new faculty hires, once they have gone through the respective development and approval processes.

## Sources

---

- Faculty Senate T-Ba'itk Constitution(Revised May 2009)
- TOCC Charter

## 2.D - Core Component 2.D

---

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

### Argument

---

The [Faculty Handbook](#) contains the "Code of Ethics of the Education Profession" (p.28) professing a general philosophy for academic professionals of "the worth and dignity of each human being, [that] recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all." Faculty members demonstrate these commitments by participating in Faculty Senate; bringing [T-So:son \(Core Values\)](#) into their classrooms; maintaining currency in their disciplines through education and publication; and serving on College-wide and Faculty Senate committees.

The academic freedom statement (p. 5) in the Faculty Handbook affirms faculty members' freedom of speech for educational purposes and First Amendment rights; however, faculty may not represent themselves speaking for the College. Faculty members have autonomy to conduct research and publish, as long as they carry out their primary responsibilities and follow the [College's Research Policy](#).

Faculty members collaborate to approve textbooks to ensure consistency and continuity in a program's courses. The Academic Chair and Vice President of Education review faculty requests for expensive materials or equipment to assure the division's budgeted funds are used appropriately; the Librarian works with Faculty to provide resources in support of instruction, assessment, curriculum, and other academic-related materials. Faculty's decision for student iPad usage supports the College goal of using 21<sup>st</sup> century technology.

The [Student Handbook](#)'s academic freedom statement recognizes the right of students to express and defend their views and beliefs, without repression or retaliation, even if they differ from instructors and course curriculum.

TOCC supports the freedom of expression by its faculty, staff and students throughout institutional operations, service, committee participation, and in classroom environments. One reality specific to this institution has to do with cultural expression of thoughts and ideas. For some Tohono O'odham expressing ideas openly that might be in conflict with another person's ideas risks being interpreted as rude or aggressive which is contrary to and inconsistent with the T-So:son (Core Values) of Pik Elida (deepest respect) and I-We:mta (working together).

In this vein, one of the College's four [General Education Goals \(GEG\)](#), Critical Thinking, seeks to instill both strength and experience for students in freely expressing ideas. Critical thinking encourages students to express opinions, thoughts and feelings in a safe academic environment that fosters discourse and respects the diversity of ideas and personal experiences. TOCC

students are supported and taught to retain their own cultural values even while they develop academically into critical thinkers.

## Sources

---

- CISLC GEG from website
- TOCC Research Policy\_Aproved 9 14 2007
- TOCC Vision, Mission, Goals, and Core Values

## 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.

### Argument

---

#### *The Institution Provides Effective Oversight of Research and Scholarly Practices*

Tohono O'odham Community College's [Mission](#) mandates enhancement of "our unique [Tohono O'odham Himdag](#) by strengthening individuals, families, and communities through holistic, quality higher education services..." and to "include research opportunities and programs that address academic, life, and development skills." As an academic institution, TOCC is mandated to ensure the integrity of scholarly research practices for faculty, staff, and students, including its research on the Nation.

[The Tohono O'odham Nation Research Code](#) was passed in 2013 that included establishing an Institutional Review Board (IRB). The IRB has not been established to date. The Research Code was to replace the non-codified process for external researchers seeking to do research on the Nation and to codify that the Nation's Executive Departments could conduct ordinary research and data collection without the need for IRB approval. The draft Code did not exempt TOCC as it is not an Executive Department. TOCC requested exemption in a Comment during the open period for comments, but no changes were made. TOCC Administration discussed the issue with the Chairman of the Nation in October 2015 who agreed that the College should be exempt. It is not known when a proposal to amend the Research Code will be entertained.

As the TOCC Mission statement includes research, the President and Cabinet have directed that TOCC has the authority to determine what research may take place on the College campuses without having to seek permission from the Nation. The [TOCC Research Policy](#) was modeled after an IRB and was approved by the Board of Trustees in 2007. The policy states, "There is hereby established an Institutional Review Board (IRB) to approve research subsequent to this policy." The steps to complete the process for the Committee to become an IRB complying with the U.S. Code of Federal Regulations 45 CFR 46 subpart A for the U.S. Department of Health and Human services were not completed.

The position of TOCC Administration is that regular classroom research does not require approval from the Research Committee if the research takes place on the College campuses.

The Division of Institutional Research and Development compiled information in 2013 about how other tribal colleges supervised research, including with their tribes or self-standing with the idea of collaborating with the Nation's Executive Office for approval of external research requests and to ensure that TOCC could conduct research outside of the campuses. With the passage of the Nation's Research Code, there is interest in ensuring that collaboration occurs.

There is increasing interest for TOCC to complete the process to establish an IRB that meets the 45 CFR 46 requirements. The process would include adding IRB members representing the community, and having membership of experts in the research areas to be approved. One of the TOCC science faculty members has a fellowship from the U.S. Department of Agriculture National Institutes for Food and Agriculture (USDA NIFA) on developing research policies. It is expected that TOCC will complete the process for a formal IRB within the next academic year.

### **Guiding Students' Ethical Use of Information**

Students at TOCC are required to read the [Student Handbook](#), and are expected to know the ethical guidelines on plagiarism and cheating. Each course distributes a syllabus to students that cautions about plagiarism and cheating. The Librarian offers a research skills session when requested by Faculty and provides guidance/training on written products, time management, building one's personal academic library, verbal and electronic information on plagiarism, copyright, proofreading, and citing print, film and electronic resources. Plagiarism, intentional and through error, by outright copying and lack of citation for direct quotes and paraphrasing, are covered in depth. The severity and consequences of plagiarism are reinforced in individual classes/courses and on [syllabi](#). Students are informed that, as scholars, their academic reputations are one of their most valuable possessions, and the maintenance of an honest reputation is critical for their success during their academic careers. Inherent in the Library presentation is the ethical use of information, and how it can benefit or harm the student and others; the need to do ethical research for papers and presentations is stressed. This session is also available as a one-to-one session with students.

*Turnitin* is an electronic tool provided to the faculty at TOCC. The program requires a student to electronically submit a paper, and then the software detects for potential plagiarism. Many faculty use the software, particularly anyone who requests that students write research papers. At TOCC faculty work with students to assure a high standard of ethical and moral responsibility when conducting research

### ***Institution Enforces Policies on Academic Honesty and Integrity***

The *Student Handbook* provides information on academic honesty and integrity. This includes a students' responsibility to do their own work according to the "Scholastics Ethics Violations" section of the *Student Handbook*. A violation involving plagiarism or cheating is taken seriously by the College. The College has a process for charges and defenses for potential cheating or plagiarism, outlined in the *Student Handbook*. Administration supports faculty who are faced with potential plagiarism by a student, and provide resources and personal support through the process for both parties. TOCC has used the process within the last couple of years,

## Sources

---

- Himdag doc 2008
- TOCC Research Policy\_Aproved 9 14 2007
- TOCC Syllabus Template
- TOCC Vision, Mission, Goals, and Core Values
- TON Research Code - Title17Ch8 2013

## 2.S - Criterion 2 - Summary

---

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

### Summary

---

TOCC strives to act with integrity, and to conduct all its internal and external operations in a responsible manner. The College [Charter](#) directs the Board in its authority and responsibilities, and provides a strong foundation to carry out the multi-dimensional work of a tribal academic institution. Board-approved policies and procedures are in place for personnel, financial, academic, and support services. Faculty participate in shared governance through [Faculty Senate](#), instruction, driving curricula and student learning assessment, leading research activities, and advocating for faculty and students. TOCC Board members have the final authority over all decisions at the College.

The Board of Trustees are tribal members, committed to enhancing the [Himdag](#), as stated in TOCC's [Mission, Vision, Goals, and T-So:son \(Core Values\)](#), through furthering and maintaining the quality higher education offerings at TOCC. The Board charges the President and administration to carry out the daily work of the College, and the Faculty to oversee academic matters. T-So:son (Core Values) reinforce cultural ethical comportment for employees, students and the Board.

Faculty and students are held to high academic standards, as prescribed in the [Faculty Handbook](#) and [Student Handbook](#). The [College's Research Policy](#) provides guidance to faculty and students for doing research within the College, and collaboration between the Tohono O'odham Nation and the College is expected to create an IRB in the near future.

TOCC protects and employs its integrity through its [Personnel Policies and Procedures Handbook](#) due process and accountability for all staff, faculty and students, even as it grows into own as the Tohono O'odham Nation's foremost academic institution.

### Sources

---

- Faculty Senate T-Ba'itk Constitution(Revised May 2009)
- Himdag doc 2008
- Student Handbook 2016
- TOCC Charter
- TOCC Personnel Policies and Procedures 2015
- TOCC Research Policy\_Approved 9 14 2007
- TOCC Vision, Mission, Goals, and Core Values

## 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).

### Argument

---

#### ***3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.***

Several linked processes ensure that TOCC's courses and programs are current, appropriately rigorous, and focused on meeting student needs. Internal reviews and approval processes, conducted by TOCC committees in conjunction with the Curriculum Coordinator, and external reviews, including those conducted through articulations with the Arizona Transfer System ([AZTransfer](#)) provide for a curriculum development and review process that is thorough and subject to multiple checks and balances. The internal and external processes complement each other and reinforce an organizational culture that prizes excellence in the development and review of curricular offerings. All new courses and programs must be submitted on specific forms that are designed to ensure quality of the submissions. Proposed courses and programs are assessed for alignment with the mission and the budget, and for the availability of sufficient and qualified instructors and facilities ([Course Development Form](#) and [Program Development form](#), 2016).

Curriculum requests are generally initiated by faculty, though anyone can submit requests. Submissions are coordinated with the Curriculum Coordinator, and requests are considered by the Curriculum Council, a joint committee including members of the Curriculum and Himdag committees. The Curriculum Committee is one of the three standing committees under the Faculty Senate. The Himdag Committee is the voice of the College that ensures cultural

integrity across all College programs and activities. The Curriculum Council reviews all requests for changes to current curriculum and for new curriculum. The Vice President of Education and the Academic Chair are *ex-officio* members of the Curriculum Committee and the Council. Requests for new programs are submitted through the Curriculum Council to the TOCC Cabinet and then to the Board of Trustees for consideration. Once a new program is approved it is sent to the Curriculum Coordinator for disposition and if required, for submission to the Higher Learning Commission (HLC) for approval or information. If the new program is for direct employment, the Financial Aid Director submits it to the U.S. Department of Education for review.

One indicator of the importance that TOCC places on curricular excellence is its employment of a full-time Curriculum Coordinator. The Coordinator works with individual faculty members and with TOCC's Curriculum Council on the development and review of courses and programs, and works closely with *AZTransfer* to ensure that individual courses transfer and that Associate of Arts programs provide a clear path for students seeking to transfer to institutions within the Arizona university system that includes Arizona State University; Northern Arizona University; and the University of Arizona.

An intensive process of internal curriculum review, addressing every AA and AAS degree and Certificate offered by TOCC, was undertaken in early 2014. That process involved all full-time faculty, several Adjunct Instructors, the Academic Chair, the VP of Education, and the Curriculum Coordinator in a full-fledged review. The reviews were aimed at determining whether programs were current, whether the number of credit hours required by programs were appropriate, whether TOCC had the necessary faculty and physical resources to deliver them, and whether course offerings were transferrable to the Arizona public universities. The reviews included ensuring that programs include [Curriculum Maps](#) that demonstrate that the programs include appropriate content and outcomes. The reviews are still in process for several programs that lacked full time faculty. Those reviews including curriculum maps will be completed June 30, 2016. .

The process culminated in meetings with the Curriculum Council in May 2014. As a result of the review, several programs were updated and streamlined (i.e., hours required for graduation were reduced in accord with HLC recommendations). It was also determined that additional faculty were needed to teach courses in those degree areas; highly qualified adjuncts were identified and hired. An important overall outcome of the process was the creation of degree plans and improved worksheets (checklists) clarifying pathways for students and advisors, thereby helping to demystify the path to graduation ([TOCC Catalog](#), p. 60-100).

The process described above was akin to program review, and will be repeated on a bi-annual basis, with the next iteration scheduled for spring and fall semesters in 2016. The process will be made more formal and will be institutionalized through the preparation and adoption of policies and procedures for regular program review; those will guide the process in spring 2016 and thereafter, and are described in Criterion 4.A.1 of this document.

External processes of curriculum review complement TOCC's internal processes, and provide clear evidence that TOCC courses are appropriately rigorous and suited to their programs of

study. The Curriculum Coordinator ensures that all of TOCC's college-level courses are articulated at the Arizona state level. Changes in existing curricula and new course and program offerings are submitted to AZTransfer for consideration, and that has resulted in near 100% transferability, illustrating that TOCC course offerings are on a par with those of other colleges and universities in Arizona.

In order to ensure that currency is maintained, the Curriculum Coordinator attends statewide articulation meetings regularly, and full-time faculty attend the annual Arizona Task Force meetings in their discipline area so that they can have input into the process and to be sure that they can recommend changes in TOCC courses that will help keep those courses current and transferrable.

TOCC's participation in the Statewide common core structure, the Arizona General Education Curriculum (AGEC), is yet another indicator of the quality, rigor, and currency of TOCC's courses and programs. "Students who complete an AGEC certificate with a grade point average of 2.5 or higher at TOCC are guaranteed that all the credits they earn for their AGEC certificates will be accepted by institutions within the University of Arizona system. If the AGEC certificate is earned as part of an Associate degree, up to 64 of the credits for that degree will automatically transfer if the student has an overall GPA of 2.5" ([TOCC Catalog](#), p. 60).

The quality and appropriateness of some Associate of Applied Science, Certificate, and non-transferrable TOCC programs and certificates are attested to in a variety of ways, besides the fact that most of the core courses for those offerings are fully transferrable.

The 34 credit Casino Gaming Certificate that was offered for the first time in spring semester 2015 was developed through close and extended collaboration with directors and employees working for the Tohono O'odham Nation's Desert Diamond Casino, thereby ensuring that the course content matched the needs identified by prospective employers ([TOCC Catalog](#), p. 80). The courses and content were developed to provide students with casino management credentials, and were reviewed by the Casino senior staff members as the Certificate classes were developed.

The AA in Early Childhood Education is matched with national standards and TOCC hired a consultant to ensure that those offerings met the needs of students, many of whom were or are working in the field of early childhood within the Tohono O'odham Nation. Federal standards for Head Start programs require all classroom teachers to have at least an Associate degree, and at least one teacher to have a Bachelor's degree. TOCC works closely with the Nation's Head Start Director to provide classes at times to maximize current teachers' ability to attend, and to provide the classes in sequence to ensure that all students can obtain all classes needed for the degree within a reasonable timeframe. TOCC collaborates with the Head Start program and with Prescott College, providing space for the Prescott Bachelor's classes, and for mentoring students.

TOCC's Building Construction and Technology (BCT) Certificates and Associate of Applied Science degrees are aligned with professional standards of organizations that are recognized across the United States. TOCC Standards of Apprenticeship are approved by the U.S. Department of Labor, and BCT classes use the National Center for Construction Education and

Research (NCCER) curriculum content. Each certificate and degree includes an on-the-job learning (OJL) component that enables the student to earn Journeyworker status as nationally recognized through the U.S. Department of Labor ([TOCC Standards of Apprenticeship](#)).

In 2011, TOCC formed a Limited Liability Corporation (LLC), TOCC Development, a business created to employ TOCC Apprentices and refer them to employment opportunities so that they can earn paid hours to obtain Journeyworker status. The Apprenticeship program was established in the 1970s by the Tohono O’odham Nation, housed in the former Career Center under the Nation’s Department of Education. At that time the Nation had a construction business that provided paid employment for the Apprentices. When TOCC was established, the Career Center and Apprenticeship program were transferred to the College by Legislative Council Resolution.

The Apprenticeship Program continued to operate with paid employment primarily from the Nation’s schools and programs, and with some labor provided as a community service. In 2010, during a routine site visit by the Regional Department of Labor Director it was determined that there must be a Sponsor employer to provide paid employment On the Job Learning (OJL) hours for Apprentices. The College consulted with the Nation’s Executive Office that determined it could not serve as the Sponsor employer. After exploring several options, including a Pima County contractors association, the TOCC Board approved forming the TOCC D LLC in 2011 ([Operating Agreement LLC](#)). TOCC D provides the OJL paid employment hours through contracts with TOCC, with districts to provide home repairs for individuals, with the Nation’s Housing Authority, schools, and recently with the new Tohono O’odham casino.

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

TOCC offers 31 programs of study, including eight Associate of Arts degrees, eight Associate of Applied Science degrees, one Associate of Science degree, one Associate of Fine Arts degree, and 13 Certificates. Program learning outcomes (PLOs) were updated and reviewed in 2014. The assessment plan, [A Strategy for Continuous Improvement](#), describes the process for assessing program learning outcomes.

Full descriptions of each program, accompanied by worksheets, or checklists, that specify courses needed for degree or certificate completion, and list total credit hour requirements for each, are published in Chapter 5, p. 59-60, of *TOCC’s 2014-2016 Catalog* and in *Addendum 2* to that Catalog available on the TOCC website and in hard copy as requested.

Certificate programs require a minimum of 15 credits, Associate and Associate of Applied Science degrees require a minimum of 60 credits. The Associate of Science and Associate of Fine Arts programs require additional credits and that is a function of the need to make those programs transferrable to four-year colleges and universities.

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

TOCC has no contractual or consortial arrangements.

As of spring semester 2016 all of TOCC's courses are delivered face-to-face, although the College does have the capability of providing online offerings. Faculty are introducing students to electronic communication by informing them that they must use their TOCC emails regularly, and having homework assignments delivered electronically. TOCC is preparing for distance education courses, and will be requesting permission from HLC to begin offering several courses in the fall 2016 semester.

Both full-time and adjunct faculty deliver the majority of courses at the three campus sites in and around Sells, with about 2,500 persons the largest community in far-flung Tohono O'odham Nation. The majority of courses are held on the Main Campus, ten miles east of Sells. Art courses are held in modulars that have been remodeled for the purpose, on the Central Campus, located in Sells. Building Construction Trade (BCT) courses and some general education courses that meet the needs of BCT students, are offered on the West Campus, about two miles west of Sells. Casino Gaming Certificate courses are taught on-site at the Desert Diamond Casino in Tucson, primarily by Adjunct Instructors. A few general education and Himdag courses are taught at sites in San Xavier District adjacent to Tucson, again by adjuncts. A number of Early Childhood courses have been delivered at early childhood facilities located in various sites on the Tohono O'odham Nation. Dual enrollment courses are offered at high schools on the Nation, and those are delivered by high school teachers who must go through the same process to be certified, and who are evaluated by the same standards, as adjuncts and full-time instructors at TOCC.

The TOCC GED program offers classes at the TOCC West Campus, in one of the districts on the west side of the Tohono O'odham Nation, in the San Xavier District on the far east side (a district not contiguous with the main part of the reservation and adjacent to Tucson), and at the Tohono O'odham Nation's Correction facility in Sells. A Continuing Education Direct Care Worker Certificate is offered at the Archie Hendricks Skilled Nursing Facility (AHSNF) located on the Tohono O'odham Nation northwest of Sells.

All of TOCC's courses and programs conform to clearly defined standards that are laid out in TOCC's 2014-2016 [Catalog](#), especially in chapters 5 and 6. TOCC uses a standard syllabus template that helps ensure that a consistent standard of quality is maintained and that course learning outcomes for each specific course remain the same regardless of the faculty member delivering the course. TOCC awards college credit hours according to 34 CFR 600.2, according to its [Credit Hours Policy](#).

Use of the [Syllabus Template](#) is required for all faculty, including those teaching dual-credit courses. The syllabus template includes a section describing how the course is being integrated into the T-So:son, which ensures that each course is aligned with TOCC's educational mission to enhance the Tohono O'odham Himdag. Instructors submit a copy of their course syllabus to the Academic Chair each semester; those are reviewed to ensure that required elements are included; and they are uploaded to the TOCC website at <http://tocc.edu/syllabi.htm>

## Sources

---

- A Strategy for Continuous Improvement
- AZTransfer \_ About AZTransfer
- Course Development Form
- CreditHourPolicy
- Curriculum Maps
- Operating Agreement for TOCCD, LLC 4-26-12
- Program Development Form
- TOCC D Standards of Apprenticeship 2015
- TOCC Syllabus Template

## 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.

### Argument

---

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

TOCC's general education program is designed to address the dual mission of the College, which includes providing students with the preparation they need to succeed in the broader society and at the same time to arrive at a deeper appreciation and understanding of Tohono O'odham language, culture, and history. Those basic requirements have led the College to adopt a program of general education that prepares students to think critically, to communicate effectively, to appreciate culture and diversity, and to have a sufficient background in mathematics to succeed in life and in future courses of study at other colleges and universities should they choose to pursue further education once they have earned their associate degrees. To that end, TOCC has adopted a general education program of study that introduces students to a range of subjects in the arts and sciences, gives them the opportunity to achieve basic computer literacy, to learn about and appreciate the Tohono O'odham *Himdag*, to enhance their written and oral communication skills, and to engage them in basic understanding of behavioral and social sciences (*TOCC Catalog 2014-2016*, p. 52).

Evidence for the breadth and depth of TOCC's commitment to general education is incorporated into the College *Catalog*. Every Certificate, Associate, and Associate in Applied Science degree that TOCC offers requires a minimum of seven credits in Tohono O'odham *Himdag*: four credits in Tohono O'odham language, and three credits in Tohono O'odham History and Culture. Every

Associate and Associate in Applied Science degree also requires a minimum of seven credits in Tohono O’odham Himdag.

Building Construction Trade (BCT) Associate of Applied Science degrees require 19 general education credits including seven credits in Himdag, six credits in composition, three credits in math, and three credits in computer literacy (example: Associate of Applied Science in Electrical, [TOCC Catalog 2014-2016](#): p. 69). Associate degrees for transfer require 36-37 general education credits, including six credits in composition, three to five credits in college-level math, six credits in arts and humanities, six credits in social and behavioral science, eight credits in the physical and biological sciences that include two courses with labs, and seven credits in the Tohono O’odham Himdag ([TOCC Catalog 2014-2016](#), p. 98).

The validity of the general education program at TOCC is attested to in a variety of ways. The *Himdag* requirement for basic understanding of Tohono O’odham language, culture, and history aligns directly with that part of the mission statement, which reads: the “mission is to enhance our unique Tohono O’odham *Himdag* by strengthening individuals, families, and communities through holistic, quality higher education services,” and the other general education requirements align with that part of the mission that proclaims that “These services will include research opportunities and programs that address academic, life, and development skills ([TOCC Catalog 2014-2016](#): p. 1).” Tohono O’odham elders and members of the Board of Trustees, who are themselves O’odham, attest to the continuing importance of studies in language and culture. Another line of evidence that supports the validity of TOCC’s general education program comes from its relationship with the [Arizona Transfer System \(AZT\)](#) and its acceptance of TOCC’s general education program as meeting the Arizona General Education Curriculum (AGEC) standards for the transfer of credits. Finally, the requirement of 36 general education credits (and 24 electives) for an Associate degree is comparable to general practices in higher education for two-year degrees.

***3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.***

The 2014-2016 TOCC [Catalog](#) clearly describes the purposes of its general education program, noting that “The overall aim of general education at TOCC is to prepare students to think critically, communicate effectively, appreciate culture and diversity, and to have a sufficient background in mathematics to succeed in life and in future courses of study in colleges and universities. (p. 52).”

The content of TOCC’s general education program includes a robust mix of arts and sciences, computer literacy, mathematics, communication skills, understandings of the world that can be gained from behavioral and social sciences, and the Tohono O’odham *Himdag*, all of which is discussed in greater detail in 3.B.1 above.

Course level outcomes for courses in the general education program are in the syllabi for those classes, and the measures are embedded. All syllabi for the academic years 2014-15, and 2015-2016 are on the TOCC website.

TOCC has identified four General Education outcomes at the program level; those are measured separately. They are 1) Gewkdag (a Tohono O’odham value, “strength”); 2) interpersonal skills; 3) critical thinking; and 4) communication. Those four general education outcomes, or General Knowledge Goals (GKG), are codified in TOCC’s [General Knowledge Goals](#).

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

Both TOCC’s degree programs and, in fact, virtually every course the college offers, presents students with the opportunity and the requirement to address the basic requirements of a higher education identified in this section, namely, to learn how to collect, analyze, and communicate information. Similarly, students in every class are introduced to various methods of inquiry and are asked to produce their own work as they develop skills they need to cope with an increasingly difficult range of choices and challenges that they face in today’s world.

Course syllabi are instructive with regard to this core component. Course learning outcomes specifically address the need for learning how to analyze data, for learning about modes of inquiry and their application, and for developing skills that will be useful in everyday life. Evidence for this claim, laid out in the table following, draws from learning outcomes listed in the syllabi for TOCC’s Practical Accounting and Biology Concepts classes, available on the TOCC website.

**Course Learning Outcomes (embedded measures in syllabi)**

<b>Basic requirement – 3.B.3</b>	<b>ACC 100 Practical Accounting (CLOs)</b>	<b>BIO 100N Biology Concepts</b>
Collect, analyze, and communicate information	Organize financial data into financial reports using computer software	Utilize scientific methods to formulate and answer questions
Master modes of inquiry, creative work	Apply accounting concepts in a work environment and to their personal financial life.	Explain how the flow of energy through an ecosystem influences its structure
Develop skills adaptable to changing environments	Prepare financial information into reports as a basis for decision making	Describe potential impacts of genetic technologies on society

Other evidence that illustrates TOCC’s embrace of the concepts comes from direct measures of student learning gained through the Collegiate Assessment of Academic Proficiency (CAAP),

which was administered in fall semester 2014, and is discussed in detail in Criterion 4 of this report. Other direct measures include those done with in-house instruments measuring the four general education outcomes, or General Knowledge Goals, and assessment of program learning outcomes, which began in fall semester 2015. Indirect measures, including the Noel-Levitz surveys, results of which are discussed in Criterion 4, attest to the fact that TOCC courses and programs do address the requirements of this section.

Approaches to the elements of this section vary by discipline. TOCC's science programs place a strong emphasis on inquiries guided by the scientific method, and on communicating results and applying those to real world scenarios. Concepts are introduced in the lecture part of the course and applied in labs, thus reinforcing and deepening understanding of the concepts.

Capstone courses in the sciences engage students in service learning projects and research projects. Projects are typically related to problems specific to Tohono O'odham Nation, the Sonoran Desert, and the Southwest.

Programs in the humanities take a different tack, but still incorporate recognizably similar pedagogy. The literature option in the Liberal Arts Associate program prizes critical thinking skills, proficiency in information literacy, and delivery of creative and useful products that include cogent argumentation, persuasion, and description, all aimed at deepening understanding of the human endeavor (see *TOCC Catalog 2014-2016*, p. 87-89).

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

TOCC's educational programs provide students with multiple and rich opportunities to learn about and reflect on the world's human and cultural diversity. The Tohono O'odham Himdag and the T-So:son - the culture and the core values of TOCC- are a basis and a guide for recognizing and celebrating diversity and for incorporating the principles of diversity into the college curriculum, at both the course and program levels.

The following chart illustrates how one of the four general education outcomes, "Interpersonal Skills," links those core values to diversity and living and working in a diverse world. *T-Wohocudadag* (our beliefs, including balance and respect) is linked to the concept of embracing equality for all peoples at the program level; *T-Apedag* (our well-being, tied to physical, spiritual, emotional, and mental health; *T-Pi:k Elida* (our deepest respect) is specifically tied to the recognition of diversity and the global community at the course level and to comparing diverse perspectives at the program level; and *I-We:mta* (working together) emphasizes the value of teamwork at the course and program levels. Assessment of general education outcomes is thereby linked to the recognition, respect for, and reality of diversity as it manifests itself in daily life.

**General Education Outcomes Linked to Core Values**

**Demonstrate Universality of our Goals**

<b>Interpersonal Skills</b>	<b>Course Level Outcomes</b>	<b>Program Level Outcomes</b>
Develop leadership skills	Understand the principles of effective leadership	Display effective leadership skills
Collaborate: I-We:mta – working together	Engage as a member of a team to accomplish a goal in a timely manner	Organize a team to successfully attain goals
Be aware of diverse perspectives and opinions: T-Pi:k Elida – Our deepest respect	Recognize diversity related to personal, family, academic, professional, community, and global issues	Compare diverse points of view.
Be responsible citizens and tribal members	Engage as an active member in society through T-Wohocudadag	Demonstrate what it means to embrace equality for all peoples.

Evidence for TOCC’s recognition of human and cultural diversity through its educational offerings is also described in the requirements for the Arizona General Education Curriculum (AGEC) that is an embedded requirement for TOCC’s Associate of Arts, Science, and Fine Arts degrees. Students are required to take one course that emphasizes cultural awareness, defined as ethnic, race, and gender awareness, and one course emphasizing global awareness, which addresses contemporary global, international, or historical awareness. TOCC [Catalog 2014-2016](#), p. 99.

TOCC’s course offerings include a very sizeable number that engage students in serious consideration of the human and cultural richness of the world. Those include courses in Cultural Geography, Understanding Terrorism, The Holocaust, Tohono O’odham History and Culture, Introduction to Native American Writings, World Literature and Global Film, Philosophy, Spanish Language, International Business, Macroeconomics, Human Relations in Business and Industry, Family, Culture, and Community, Global Change Biology, and Introduction to Sociology [TOCC Catalog 2014-2016](#), Chapter 6.

A 74-mile stretch of the U.S.-Mexico border divides the Tohono O’odham Nation’s traditional territory. Linguistic, cultural, and familial bonds transcend the border between the O’odham in Mexico and those on the U.S. side, and many O’odham make the trip on a regular basis and annually for spiritual pilgrimages. In 2015, TOCC faculty developed an Associate of Arts in Studies in Indigenous Borderlands to address that reality and related phenomena, thereby providing a distinctive focus designed to interrogate that local reality, and the nature of borders that increasingly divide the human community globally.

TOCC’s faculty bring the reality of the world’s diversity into the classroom. The mix includes a Greek woman from Australia who teaches communication, a Colombian man who teaches mathematics, two O’odham men who teach culture, history, and language, an Apache scholar who teaches literature, a Chinese-American man who teaches mathematics, a Navajo woman who teaches foundations courses, and a scholar from Mexico who teaches environmental

science. Another faculty member, a science instructor with a Ph.D., is a sought-after scholar who engages students in in-depth consideration of the environmental knowledge that Tohono O’odham have of the Sonoran Desert. Thus the reservoir of knowledge that TOCC faculty have is made available to students on a daily basis.

TOCC students are an increasingly diverse group, particularly with the advent of the Jegos basketball team in 2011. Both men’s and women’s teams include African American players, non-Native players, and some players from other tribal nations. Those students are all full-time and, judging from anecdotal evidence from faculty members, their participation in the classroom has contributed a good deal to bringing diverse perspectives to bear on course subject matter.

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

TOCC’s overarching purpose is to provide excellent teaching and learning experiences. Standard research, like that associated with larger research universities is not a top priority. Unlike larger four-year colleges and universities that have the resources to embrace research in the traditionally understood sense, TOCC’s emphasis is, and must be, on teaching. Nevertheless, TOCC faculty and students are engaged in intellectual production and the discovery of new knowledge.

Faculty members are encouraged to pursue research that that focuses on increasing student education and engagement in research. In 2014, the TOCC Board of Trustees changed the faculty contract from 12 months to ten months effective with the 2015-16 academic year and adjusted the annual requirement for teaching 36 semester hour credits to 30 semester hours, with no corresponding reduction in pay. That step was undertaken partially to provide faculty with additional time to pursue scholarly pursuits.

Faculty have increasingly engaged in research appropriate for a community college with a focus primarily on teaching, but with the need to support faculty engagement in research to support the College [Vision and Mission](#). The Director of Tohono O’odham Studies worked with the University of Arizona on the translation of Tohono O’odham materials into English in 2014-2015. A Tohono O’odham Studies instructor worked with a community member to put together the story of O’odham white pottery, and developed that into a video presentation for use in culture and history classes. Ten faculty members published a piece in the *Tribal College Journal* in February 2015. The concept for the article titled [“For a Sustainable Future: Indigenous Trans border Higher Education,”](#) grew out of discussions about the need for an indigenous borderlands degree for TOCC.

A mathematics instructor has presented on the use of technology in the classroom as he was the first instructor to use iPads to facilitate interactive instruction. One faculty member received a National Endowment for the Humanities (NEH) fellowship to study at the Library of Congress during the summer of 2015; another received a fellowship from the USDA on tribal college research in the summer of 2015. One of the science instructors was an invited scholar at the University of Arizona’s [American Indian Language Development Institute](#) (AILDI) from 2013-2015, presenting on indigenous educational methodologies.

TOCC is proud of its record of student-faculty collaboration that has resulted in useful research projects. In the summers of 2013-2015, twelve TOCC students participated in such internships at Haskell Indian Nations University in Kansas. That work was made possible through TOCC's partnership with the non-profit *Kiksapa* organization. The eight-week summer sessions focus on GIS mapping.

TOCC was the recipient of three EcoAmbassador grants from 2013-2015 for work on a project that turned discarded glass bottles that littered Tohono O'odham Nation lands into useable building materials. The Project Director and student Interns made a number of presentations on that project, including at the National Museum of the American Indian in Washington, D.C. in 2014. Former U.S. Environmental Protection Agency (EPA) Director Lisa Jackson visited the College in 2014, and noted that the project represented ideal use of recycled materials as the glass was recycled locally rather than fuel and other costs having to be used to transport the material to be recycled. The Nation's Vice Chairwoman requested that several examples of student research be presented to Director Jackson. Four TOCC students who participated in a summer internship program through the University of Arizona that involved projects related to climate change presented the results to Director Jackson.

## Sources

---

- AZTransfer \_ About AZTransfer
- For a Sustainable Future
- General Education Goals
- TOCC Vision, Mission, Goals, and Core Values
- Welcome to AILDI \_ AILDI - American Indian Language Development Institute

## 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.

### Argument

---

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

As of fall semester 2015, TOCC employed 17 full-time and 14 adjunct faculty. The faculty to student ratio is 1 to 8 (with 240 students), an unusually low ratio that speaks to the intimacy of TOCC's small student body and to the availability of faculty to students, a topic discussed further under 3.C.4 below. TOCC's administration and staff support personnel are likewise well-represented in relation to student numbers. The management team, the TOCC Cabinet, includes four administrators in addition to the President. Fifty-five other highly qualified staff provide a range of student services and educational support. The following table lists the degrees and qualifications of TOCC faculty.

#### Full Time faculty roles and degrees

Number	Degree	Role
4	Ph.D.	Full-time academic instructors

6	Master's (M.A., M.S.)	Full-time academic instructors
1	M.A.	GED Instructor
2	Bachelor's (B.S. and B.A.)	GED Instructor
1	vacant	Plumbing Instructor
3	Journeypersons	Carpentry, Painting and Electrical Instructors

[Faculty names and qualifications](http://www.tocc.edu) are at [www.tocc.edu](http://www.tocc.edu).

With the exception of a few instances, classes do not meet on Fridays; that time is available for both faculty and staff to participate in non-classroom activities. Staff participate in division meetings on Fridays and other days as do faculty but Fridays in particular are set aside for other College business. That includes meetings of the [Faculty Senate](#) and its three standing committees, the Curriculum Committee, the Faculty Development Committee, and the Continuous Improvement of Student Learning Committee (CISLC), which is charged with the responsibility for leading assessment of student learning. All full-time faculty members are required to serve on at least one of the standing committees.

Monthly *All Staff* meetings help inform College employees about ongoing College business, and are also held on Fridays. An important addition to those meetings, initiated by the Himdag Committee in 2014, sets aside from 30 minutes to an hour during each of those meetings to educate staff and faculty on Tohono O'odham culture, language, history, and other matters of current interest.

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

TOCC follows current HLC guidelines that set forth requisite academic credentials and experience required of faculty who teach all TOCC courses, including those who teach dual-credit courses in local high schools. That is, TOCC requires that instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, with provisions made for specific circumstances including employment of instructors with recognized expertise in Tohono O'odham language and culture. Instructors teaching liberal arts transfer courses require a Master's degree. Instructors teaching developmental courses (i.e., pre-college math, writing, and reading) can teach with a Bachelor's degree.

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

Student evaluations of faculty are conducted each semester. The results are summarized and provided back to instructors by the Academic Chair and VP of Education. In fall semester 2014, student evaluations of faculty were summarized and the findings were shared with the Faculty Senate. Students ranked faculty very high in terms of the respect they showed for students. The biggest challenges noted were rapid feedback to students on papers submitted and on the use of the Tohono O'odham Himdag in college courses ([Summary Report on Student Evaluations](#)).

Faculty are asked to submit annual portfolios that form the basis of their evaluations but that process has not been followed closely in recent years. The matter is being addressed in spring semester 2016.

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

TOCC strongly supports faculty by encouraging ongoing consideration of varied pedagogical approaches and practices and by supporting faculty in the critical task of remaining current in their disciplines. In 2014 and 2015, TOCC hosted a series of onsite workshops that addressed subjects including pedagogy suitable for adult learners, introduction of indigenous culture into the curriculum, and assessment of student learning.

TOCC also supports faculty development through the provision of funds for conference attendance and presentations. Faculty members regularly take advantage of the opportunities and have recently (2013-2015) attended conferences including the Higher Learning Commission's Annual Meeting in Chicago, the Salish-Kootenai College annual gathering featuring Department of Education speakers, the annual First Americans Land Grant Consortium (FALCON) conference, and other conferences relevant to their professions.

The Faculty Development Committee, a standing committee of the Faculty Senate, is currently developing avenues for faculty development and is considering whether to recommend a process of peer review that would help faculty gauge their currency and continued competency within their disciplines and subfields.

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

Full-time faculty members are accessible to students and they are required to be. They must post and maintain five office hours per week for student inquiry and advising and they are required to be on campus a minimum of 30 hours per week [Faculty Handbook, 2016](#), p. 8-9. During posted hours, students can seek assistance on assignments, get advising for future semesters, or get assistance on special projects. Faculty are expected to be available to students at other times as well, especially for purposes of advising, and in practice they are in conversation and discussion with students more than the five hours per week that are posted as office hours. The Noel-Levitz survey, conducted in 2014, found that the availability of faculty to students was viewed as a strength, both by students and staff ([Noel-Levitz Satisfaction Survey summary](#), 2015, p. 26).

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

TOCC has well-qualified staff in all student support areas. Importantly, turnover of staff in student services is low, owing in part to the competitive wages and benefits that TOCC provides. In the event of openings, the merit hiring system the College employs ensures that candidates for positions are screened by qualified staff in the Human Resources Department, and by search and

screen teams that review applications and interview applicants ([\*Personnel Policies and Procedures Handbook\*](#)), p. 29.

Many candidates are enrolled members of the Tohono O’odham Nation and other tribal nations. It is a significant fact that a large proportion of them work in the student services division, including the Master's level Vice President of Student Services, the Director of Admissions, Financial Aid assistant, Retention Coordinator, a Master’s degree level Director of Student Life (dorms and activities), another Master’s degree level Academic Advisor, and some of the tutors. Their high levels of education and their relative predominance in student services is an important factor that underlies the success of the student services effort at TOCC. (See section 3.C.1 for details on academic qualifications of Student Services personnel.)

Student support staff, like other TOCC staff, are encouraged to take advantage of a six hour per week paid release time to take college classes for which tuition and fees are waived, with permission of their supervisor ([\*Personnel Policies and Procedures Manual 2015\*](#), p. 34). In addition, every College employee is required by policy to take a three credit Tohono O’odham Culture class and a four credit Tohono O’odham Language course within the first year of employment. No fees are charged.

One of the most technical aspects of student services is Financial Aid. Both the Director and the Assistant maintain currency in their fields through webinars, liaison with financial aid personnel at several other colleges, frequent attendance at the student services annual meetings at Salish-Kootenai College in Montana, and at other workshops including those sponsored by the U.S. Department of Education.

Professional development for all student services personnel has been in place since the inception of the College. Personnel in all ranks within the Division are encouraged to participate in professional development activities and TOCC supports that need with release time and funding.

## Sources

---

- Faculty Senate T-Ba'itk Constitution(Revised May 2009)
- Student Evaluation of Faculty summary
- TOCC NoelLevitzSummary

## 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.

### Argument

---

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

TOCC provides an array of student services that effectively provides for the academic, cultural, spiritual, economic, and social needs of students. Services are centralized in the Main Building of the Main Campus, ten miles east of Sells, thereby providing a “one-stop shop.” Qualified and caring staff provide regular academic advising, financial aid, retention counseling, personal counseling, registration, testing, library and research assistance, residence life or “dorm” assistance, transportation, veteran’s services, and tutoring in math, writing, science, and other subjects. Food service, for lunch, is available at minimal cost, on most days, and is provided by various vendors that are vetted by the VP of Student Services. The lack of a regular food delivery service on campus is, however, a need that must be addressed and it will be considered during the strategic planning initiative that is underway in spring semester 2016.

Student satisfaction with TOCC’s support services is high, though there are areas where significant challenges are apparent. Strengths identified by students in the [Noel-Levitz Survey](#), administered to 109 students in 2014, included that: that they feel welcome on campus, are satisfied with registration processes, with availability of faculty, with computer labs, with online access, and with other aspects of student services. Thirty-five of 39 TOCC students responding to a May 2015 satisfaction survey reported overall satisfaction levels ranging from moderately satisfied to extremely satisfied ([TOCC Student Survey](#), p. 52).

Challenges that students identified included course scheduling and financial aid counseling ([Noel-Levitz Report Summary](#)). The Noel-Levitz findings were presented to faculty and

staff. Supervisors discussed challenges and strengths with their divisions. A scheduling plan is in process. Improved methods for financial aid counseling are also being addressed.

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

TOCC's application process includes placement examinations. From 2011 through spring semester 2016, COMPASS was used to place students in math, writing, and reading courses, and because it is being phased out, TOCC will replace it with ACCUPLACER in the next academic year. TOCC's cut score protocol places about 90% of incoming students into developmental (pre-college) courses with the intent of developing skills needed to succeed in college-level courses (*TOCC [Catalog 2014-2016](#), p. 52-54*).

In 2014, in an effort to improve its approach to improving the basic skills of entering students, TOCC initiated integrated reading and writing courses ([IRW 70 Syllabus](#) and [IRW 90 Syllabus](#)). Integrating the courses coincides with trends in many parts of the United States and the efficacy is supported by research. Combining the courses shortens student's paths to required gateway courses and cuts the cost of attendance. Instruction in basic skills is supported with the availability of *MySkillsLab*, which provides students with opportunities for individualized, self-paced practice.

The Student Services Division provides a variety of other resources directly aimed at helping students achieve success in their studies. Academic tutoring and technical support, provided by six student interns funded under Title III, and available in the Student Success Center on Main Campus, are available Monday through Friday. Every semester the Student Success Center sponsors student success workshops with emphasis on improving study skills and other activities to increase student success, and a Student Relaxation week once classes are over and finals preparation is underway.

Library staff provide help to students in library research skills, computer use, writing and math, and reference assistance. One Library staff member is a fluent Tohono O'odham speaker who works with students who are also native speakers to help them to understand faculty instructions and math problems in O'odham; this service allows students to think in their first language when working on assignments.

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

In May 2012, TOCC hired a full-time Academic Advisor, and she provides students with ample opportunity for work on scheduling classes, discussion of difficulties students may have, with referrals to tutoring, and assisting students in communicating with faculty. Participation in advising is mandatory for all students, from entry and throughout their TOCC college career. The Advisor meets with students for 30 minutes to an hour or more and schedules meetings throughout the duration of classes. Students, the majority of whom are first-generation college attendees, are guided through the process of selecting a major and choosing courses of study that

will lead them toward graduation. Although advising is mandated, not all students take advantage of the opportunity.

Faculty mentors can complement the work of the Academic Advisor and that avenue has been discussed but protocols and implementation have been slow to eventuate. Faculty visit with students frequently and opportunities to do so are frequent, particularly because of small class sizes. More work on this is indicated and it will be visited during the strategic planning process in 2016.

The Jenzabar data management system provides an “advising tree” module that could be very helpful in student advising. Input of the data that will make the advising tree module an important adjunct to the advising process at TOCC is underway and is being led by the Admissions and Registration Director and the Curriculum Coordinator. Implementation for this module will be completed in fall semester 2016.

***3.D.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).***

TOCC provides adequate technology, lab space, and classroom environments in support of its main mission of teaching and learning. Modern classrooms on the main campus, where most classes are taught, have supplanted older facilities for the most part during the past four years. Lab space for the popular science program is minimal but is well provisioned; the space issue will be remedied in 2016. A wireless environment across TOCC supports good connectivity for all students in all TOCC buildings. A four-person IT staff provides needed support for computers, printers, and the Jenzabar data management system. The following paragraphs detail some of the resources that students, staff, faculty, and community members can access.

### **Library facilities**

TOCC libraries on the West Campus and the Main Campus provide educational resources to faculty, students, and community members. The library efficiently uses its admittedly small physical space to house computers, special collections, technical services, circulation, reference, multimedia, serials, maps, and student study areas. Electronic resources include access to online subscriptions and a selection of electronic databases, Internet, software to support student assignments and projects, an online reference webpage, [online public access catalog](#) (OPAC), software, videos, and DVDs. Library hardware includes desktop computers, laptops, LCD projectors, digital recorders, CD players, televisions equipped with VHS/DVD players, microfilm readers, printer and photocopier access, digital still and movie cameras, a scanner, color printer, and a poster presentation board. The TOCC [Library Ready Reference](#) page on its website has links organized into categories that support the curriculum and that are of particular interest to students and community members.

The TOCC Librarian teaches research skills in the classroom by invitation for TOCC faculty members. Anyone wanting to learn to use the databases also receives individual instruction.

Library staff assist students and community members with support for any of the technologies that are available through the Library, including setting up laptops and LCD projectors. The West Campus branch of the library has Internet access, Wi-Fi access to all electronic resources, and a collection developed specifically for GED, apprenticeship, and Natural Resources/Agriculture students.

A strong Native American collection supports student research, faculty teaching, and community members. Special Collections focus on all materials in all media that pertain to the O'odham, including the Tohono O'odham, the Akimel O'odham and the Hiaced O'odham. Special Collections materials, as well as videos and DVDs, must be viewed in the Library and are not available for checkout. The College archives are housed in Special Collections and are available to the public. The Library is promptly responsive to requests by faculty and students for library materials, including electronic databases. The Library participates in interlibrary loan (ILL) with other AIHEC tribal colleges and universities.

Orientation to the Library takes place during student orientation sessions at the beginning of each semester. Because those sessions are attended by only about 25% of TOCC students, the Librarian also hosts sessions for students at the behest of faculty. Nevertheless, more attention to Library use and to orientation to that use is warranted.

### **Student Success Center**

The Student Success Center is a multi-purpose gathering place sought out by students for tutoring, studying, visiting, and enjoying snacks. The Computer Lab is in an adjoining room. Like the rest of the campus, the Center is wired. Copying, scanning, and computers are available for students at the Center, which is maintained by Title III staff. Tutors are available to work with students in math, reading, writing, and other subjects throughout the week.

### **Science Laboratory**

The Science Laboratory was designed to support the Associate of Science in Life Sciences program. It is a multi-use classroom that includes a center for delivery of lectures and a laboratory. It has eight wet lab stations, and each is supplied with glassware, a hot plate, an analytical balance, and miscellaneous lab equipment. The Science Laboratory is fully equipped with light microscopes, dissecting microscopes, science lab kits, models, microscope slides, and field and lab equipment. It also has a laptop cart with eight laptops, which can be used in the field and for laboratory experiments. Students are able to check out field equipment to conduct research for class projects. The lab is equipped with a full range of educational software, including computer-based labs, visualizing software, and electronic science encyclopedias for use in laboratory studies.

### **Student Farm and Greenhouse**

In order to support the Tohono O'odham Agriculture and Natural Resources (TOANR) program, TOCC has developed a student-learning farm that is used for academic and extension education. The farm is also used for community demonstrations, blessings, traditional activities, and

education about traditional farming. In addition to the farm, the program is equipped with a variety of trucks, trailers and tractors, lab equipment, seeds, assorted hand tools, irrigation supplies and basic soil and plant-testing equipment, and materials used for demonstrations of pest management, weed control, composting, plant propagation, and other field management activities. The TOANR also has a greenhouse which is used for science labs, plant starts, and growing out seeds.

### **Building Construction Trades (BCT) Shop**

TOCC's Building Construction and Trades certificate and degree programs include requirements for hands-on instruction and in order to support that need, TOCC provides fully-equipped workshops for each of the programs on its West Campus. The shops address the needs of faculty and students pursuing certificate, associate degrees, and apprenticeships in the fields of carpentry, plumbing, electrical, and painting.

### **Field Resources**

Due to its location in the heart of the Sonoran desert and near the base of Kitt Peak (*I'ogliam*), TOCC has access to natural outdoor laboratories that are frequently used for field-based science and culture courses. TOCC has taken advantage of this natural setting by creating a Walking Path on the main campus, featuring signage with information on native plants and important geographic features.

### **Art Studio**

In early 2014, TOCC developed an Associate of Fine Arts degree in Visual Art and Design and in order to support it, a modular classroom in the Central Campus was completely renovated, resulting in a brand new Art Studio with excellent natural and artificial light, custom-built tables and other needed supports.

### **Technological infrastructure**

TOCC has state-of-the-art technological infrastructure that supports teaching and learning in multiple ways. TOCC has Wi-Fi across all of its campuses that gives students access to the Internet on their own computer devices. Each student has a College email and can receive course and college-wide announcements. A Geographic Information Systems (GIS) lab, with the latest software, is in the main building on the main campus. *TurnItIn*, a course software management system that has been in use for approximately two years, allows students to submit their work electronically, and for faculty to grade and check for plagiarism electronically.

### **Counseling Services**

TOCC's Counseling Center provides culturally-sensitive support for students who need assistance with personal and psychological issues. Until December 2015 when he retired, the counselor had been a long-time resident of the Tohono O'odham Nation, and he was available to meet with students five days a week on the main campus. The position is being advertised and a

certified Counselor will be hired in spring semester 2016. If long-term counseling is necessary, students are referred to Indian Health Service or the Tohono O’odham Nation Behavioral Health Division for additional services.

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

From foundational studies courses forward, students are provided instruction and guidance in the effective and ethical use of primary and secondary sources, including finding and using Internet resources, avoiding plagiarism, and proper source citation. While these matters are reinforced in most courses, they are introduced thoroughly in Writing 101 and 102, both required core courses. In addition to providing students with pointers and support in locating materials for papers and research, the need and reasons for avoiding plagiarism are explained and methods that students can use to avoid it are covered as well.

Introductions to the proper use of research tools and information are also provided through the mandatory orientation for incoming students, through sessions provided by the Library for students in various classes, and through the Student Success Center and its interns and tutors. The library addresses copyright, plagiarism, citation in multiple styles, and the ethical use of information

## **Sources**

---

- IRW 070 Syllabus Integrated Reading and Writing I
- IRW 090 Syllabus Integrated Reading and Writing II
- Student survey May 2015 summary data
- TOCC NoelLevitzSummary
- Tohono O'odham Community College Library
- Tohono O'odham Community College Library Ready Reference

## 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.

### Argument

---

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

The Himdag Committee, which meets nearly every week to help ensure that TOCC's mission of strengthening Tohono O'odham culture, language and history is carried out, provides regular instruction in those areas at *All Staff* meetings, reviews curricular offerings for compliance with the mission, and organizes and carries out a range of cultural activities throughout the year. Those include the development of a walking path that winds around the main campus and helps educate students, staff, and community members about the local flora and their role in O'odham tradition. That project, initiated in 2014, included the erection of several traditional shaded areas on the main campus, and involved students, staff, faculty, and community members.

In recent years, the Himdag Committee has organized a traditional gathering of saguaro fruit affording students, staff, faculty, and community members and families an opportunity to come together for that important cultural activity.

The *Gewkdag Son Ki* classroom building on main campus is in frequent use by community groups, local officials, and Tohono O'odham Nation programs for presentations on subjects ranging from culture to land use to mental health. Since its opening in the fall of 2012 all students, staff and faculty can meet on the College campus; this was not possible prior to that time. When the final building design was completed it was modified from the original concept to allow the four classrooms to be opened up to one room that can seat 200 persons. There are very few large meeting rooms on the Tohono O'odham Nation so this building provides a community service as well as filling a critical need for TOCC classroom and meeting space.

The College has supports student organizations including the American Indian Science and Engineering Society (AISES); facilitating Knowledge Bowl and Science teams for the American Indian Higher Education (AIHEC) Student Conference; and supporting emerging groups including an Archery Club and a Chess Club. There is a [Student Senate](#) that with more full time students has been taking a more visible role. The Student Senate has facilitated establishment of

the Tohono O'odham Singers who are performing regularly at TOCC events. Two intermural sports teams, men's and women's basketball, have been established within the last five years.

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

TOCC impacts on the local and regional economy include 1) contributions to local job and income opportunities; 2) increased earnings for graduates of our degree programs; and 3) increased numbers of O'odham who fill positions on and off the Tohono O'odham Nation. Early Childhood Education (ECE) graduates, for example, play key roles in local Head Start programs on the Nation.

Several faculty and staff members serve on local, state, tribal, regional and national boards, governance councils, and committees that are appropriate to the mission of TOCC, thereby contributing significant community service for the Tohono O'odham Nation.

TOCC's General Education Development (GED) arm provides tutoring and testing for community members, leading many to earn their General Education Diplomas. Services are provided on the west side of the Nation, in the eastern San Xavier District, on campus, and in the corrections facility in Sells. The GED graduates from the corrections facility have expressed appreciation for the opportunity. TOCC established a library in the corrections facility so that inmates have access to reading material. In 2015 a class in Sells was added in the late afternoon at the request of several Districts who are now requiring that all employees have at least a GED. Provision of the GED service is essential in a community where 27% of the population does not have a high school diploma ([Tohono O'odham Nation Statistical Profile](#), 2014).

GED graduates frequently go on to take college courses at TOCC and other regional institutions. In 2014 TOCC became a GED testing center, an important service, as candidates formerly had to travel at least 50 and sometimes 75 miles to an urban center to take the exams. With GED testing changed to on-line only, TOCC is also able to ensure adequate preparation for its GED students, who are now being taught basic computer skills in addition to academic preparation.

TOCC engages in the spiritual life of the Tohono O'odham community through its participation and support for important ceremonies, including the blessing of future construction sites and yearly cleansings of its facilities, activities that are led by recognized spiritual practitioners. TOCC events include students, community, staff members and faculty. Local people who have the requisite expertise and cultural knowledge periodically provide entertainment and education through music, dance, local foods, and traditional games. TOCC employees are allowed one week of cultural leave each year, and students who participate in religious and cultural activities are excused from class for these special occasions, although not from completing their work.

---

## **Sources**

- TOCC Student Senate By-Laws 2010
- Tohono O'odham Nation Statistical Profile 2014

## **3.S - Criterion 3 - Summary**

---

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

### **Summary**

---

TOCC's degree programs meet the rigorous standards for Associate degrees and certificates for direct employment. The programs help fulfill the mission of the College to provide higher education programs that are culturally appropriate and relevant for the Nation's members. Participation by faculty and administrators in AZTransfer meetings ensures that TOCC's course content meets the standards for public community colleges and universities in Arizona.

During the last five years TOCC has received grants that have increased its capacity for faculty and staff to engage students in a wide variety of programs. The new Studies in Indigenous Borderlands program is the result of faculty collaborating in design of a program highly relevant for the College and its students as it focuses on the local environment and culture.

TOCC has consistently engaged highly qualified faculty including those teaching in the high school dual enrollment courses. Two years ago TOCC engaged its first Tohono O'odham Elder to teach a History and Culture class and he serves as a resource for other faculty to add culturally relevant components for their courses.

TOCC has been able to hire and retain qualified staff in key positions to maintain stability.

The Student Success Center provides a range of services for TOCC students, beginning with the opportunity for students to serve as one of the six Student Interns employed by the Center. The Interns are taught many skills from peer tutoring to teaching One Stop participants on how to effective job interviews. The Center houses paid tutors who are frequently adjunct faculty members who are available by appointment and on a drop in basis.

### **Room for Improvement**

In 2014 a modified process of program review was carried out. Regular programs are now scheduled and need to be carried out on a regular basis to ensure that curricula are current, viable, and reflective of the needs of the community. TOCC has illustrated that it knows how to collect data and use it for decision making but much more needs to be done.

TOCC has carried out a community needs assessment and now will collect data from the Nation's employers.

## Sources

---

*There are no sources.*

## 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).

### Argument

---

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

##### *1. The institution maintains a practice of regular program reviews*

TOCC made significant changes to its degree and certificate offerings during the past five years, but those changes were not tied to a formal process of program review. Formal guidelines for program review were adopted in February 2016. Those [Guidelines](#) schedule reviews for all of TOCC's 18 Associate degrees and 13 Certificates. Initial reviews of all programs adopted prior to 2014 are scheduled for completion during 2016-2017, with reviews of all programs scheduled in four-year cycles thereafter.

TOCC's program review guidelines prescribe an eight-step process that takes into consideration factors including assessment of student learning, numbers of students in programs, qualifications of faculty, and alignment with the Mission and purposes of the College. Faculty within the various disciplines are charged with conducting the reviews; the Faculty Senate is charged with reviewing the results, making recommendations, and forwarding to TOCC Cabinet for consideration. Recommendations of the Cabinet for needed changes will be presented to the Board of Trustees.

In the absence of a formal review process, TOCC evaluated certain dimensions of its program offerings and carried out a number of needed changes in recent years. From February to May of 2014, TOCC faculty reviewed each of TOCC's Associate and Associate of Applied Science degrees, and recommended changes were considered and acted upon during a day-long session of the Curriculum Council in May 2014. The explicit purpose of the review was to update courses, bring degrees with excessive numbers of credit into line with recognized practice (i.e., 60-64 credits), to ascertain whether there were sufficient qualified full-time faculty to deliver the degrees, and to specify program level outcomes where those were lacking.

When federal requirements for Head Start teachers changed to require Associate degrees for all Head Start teachers and teacher Aides, and a Bachelor's degree for at least one teacher in every classroom, TOCC took steps that benefited personnel working in Head Start on the Tohono O'odham Nation. The Early Childhood Education AA was reviewed and updated and TOCC collaborated with Prescott College. That partnership afforded students a degree pathway that included Prescott's acceptance of CDA certificates toward Bachelor degrees. Eight TOCC students were able to take advantage of that agreement and transferred to Prescott to work on their Bachelor degrees.

The Associate of Arts in Office and Administrative Professions (OAP) program was reviewed in 2015, and was updated to reflect the significant developments in computer and software technology since the program was established. Course content is now current.

After a full-time business instructor was hired in September 2015, he initiated a review of TOCC's Associate of Arts in Business Administration. Both the 2010 and 2015 *Environmental Scans* ([Environmental Scan 2010](#); [Visioning 2015](#) and [BOT Strategic Planning](#)) suggested a high level of interest in the program, but student participation rates were low. One difficulty was that the associate degree required more than 60 credits. Another had to do with scheduling of courses and the lack of a rotation that would allow students to complete the degree within a two-year timeframe. Both of those matters have been corrected and the program content has been updated. The program review will be completed in August 2016 in accord with the plan adopted in February, and the expectation is that the changes will lead to a stronger program with increased student participation.

Two new programs were developed in 2014-2015 and made available to students in spring semester 2016. The Studies in Indigenous Borderlands and the Tohono O'odham Studies programs were developed and approved by the TOCC Board of Trustees in 2015. The Tohono O'odham Studies program had long been under consideration as a necessary part of the College Mission. The Indigenous Borderlands initiative, which includes two new degrees and a

modification of another, was initiated by faculty and their assessment that a cross-disciplinary program was needed that addressed the unique cross border relationships that the Tohono O'odham share with their relatives across the Mexican border.

TOCC's Building and Construction Technologies (BCT) programs for carpentry were updated in 2012 to meet the *Standards of Apprenticeship* on file with the US Department of Labor. The Carpentry; Electrical; Painting; and Plumbing degrees and apprenticeships continued to use the National Center for Construction Education and Research (NCCER) approved curricula. Those changes were designed to allow participating students access to financial aid to support their education in trades areas.

In sum, TOCC has made some needed changes to programs, and recognizes that a systematic process of program review, per the guidelines adopted in February 2016, is needed.

***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.***

TOCC awards semester hour credits in accord with Department of Education guidelines that prescribe 15 hours of classroom time plus 30 hours of outside work for each credit. TOCC accepts credits from institutions that are accredited by the six US regional accrediting bodies, CLEP (College Level Examination Program) credits, and AP (Advanced Placement) credits up to 30 semester hours.

TOCC ensures that the quality of credits it accepts in transfer through its process of evaluating transfer requests. Official transcripts from each college attended is the basis for consideration of transfer credits; only those college-level courses that have an earned grade of "C" or higher grade are eligible for transfer; coursework for transfer consideration must have been earned within the last eight years, depending on the field; and a maximum of 75% of credits can be accepted toward a TOCC certificate or degree (*Addendum 1 to [TOCC Catalog 2014-2016](#)*.)

***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.***

TOCC ensures the quality of its academic offerings through a combination of administrative oversight and faculty driven practices. The Curriculum Committee, a standing committee of the Faculty Senate, meets monthly or more often as needed, reviews all proposed course and program offerings, and all change requests for courses and programs. Besides faculty members, the Curriculum Council includes members of the Himdag Committee who assess cultural appropriateness. The Curriculum Coordinator, who is ex-officio, reviews submissions to ensure they are complete, correctly numbered, and compatible with the course bank. Standard templates

are used for all submissions. The Course Development Form and Program Development Form address issues including need for the course or program, cultural appropriateness, resources needed to deliver a course or program, prerequisites, and student learning outcomes. They are reviewed by the Curriculum Council and then by administration.

New courses are submitted to the President's Cabinet for consideration; new programs are submitted through the President's Cabinet and then to the Board of Trustees for review and consideration.

The standardized [Syllabus Template](#) helps to ensure that each course includes SLOs (student learning outcomes), proper number of credit hours, prerequisites, and course descriptions. The template serves to standardize expectations across all courses. Course syllabi are at [www.tocc.edu/syllabi.htm](http://www.tocc.edu/syllabi.htm).

TOCC's course bank provides a complete listing of current, inactive, and deleted courses, helping to ensure that course numbering conflicts are avoided and that course equivalency issues are considered as new courses and programs go through the review process.

TOCC's curriculum coordinator liaises with the [Arizona Transfer System](#) to ensure that courses articulate with the three Arizona public universities and Arizona community colleges, further helping to ensure that TOCC's courses are equivalent in rigor and subject matter to courses offered by the three Arizona universities (<http://www.aztransfer.com> and [TOCC Catalog 2014-2016, p. 52](#)). Currently, 187 TOCC courses are accepted for transfer through that system. TOCC students earning AA degrees for transfer automatically earn AGECEC (Arizona General Education Curriculum) Certificates, enabling them to transfer all college level credits from their TOCC degree programs to the three Arizona universities (University of Arizona, Arizona State University, Northern Arizona University).

TOCC's General Education Goals emphasize the importance of learning along the dimensions of communication, Gewkdag (strength), critical thinking, and interpersonal skills. General education at TOCC overall envisions students who can "think critically, communicate effectively, appreciate culture and diversity, and have a sufficient background in mathematics to succeed in life and in future courses of study in colleges and universities" ([TOCC Catalog 2014-2016, p. 52](#)).

The grading policy in TOCC's 2015 [Faculty Handbook](#), p. 17 provides guidance for the level of performance required for each letter grade. The Handbook emphasizes the importance of the syllabus template and narrative stipulating the areas of student performance to be measured, [Faculty Handbook, p. 27](#).

*Access to Learning Resources.* TOCC has consistently increased access to learning resources during the last five years. Learning resources available to students include:

- The four-room classroom building and four classrooms in the Main Building on the permanent Main Campus, all of which are equipped with state-of-the-art technology

including large wall mounted screens, built in LCD projectors, online capability, and Smart Boards;

- All students, degree seeking or not, are provided with TOCC email addresses, and instructors are increasingly requiring students to submit at least some assignments through email;
- More students are provided with iPads, increasing from a limited number taking selected mathematics classes in 2013 to virtually all full and part-time students enrolled in degree programs in 2015-2016;
- There is a fully equipped computer lab on the Main Campus, with desk-top computers and printer capability;
- TOCC's Title III grant's primary focus is student support and it funds the Student Success Center on the Main Campus, including six slots for tutors. As of February 2016, four of those slots are filled. Two tutors have Bachelor degrees, one has an Associate of Science degree from TOCC, and the other is a High School graduate.
- Carrels in the library equipped with computers with on-line capability, and computers in the Student Success Center also with on-line and printing access. The computers are of critical importance for TOCC students as many do not have personal computers, and many do not have Internet service at home;
- The library has limited space for adding books, but has increased subscriptions to on-line materials through its O'ohana Ki online Ready Reference that now includes a subscription to JSTOR. The Librarian regularly provides classes on the use of the on-line and print library resources.
- The College became a GED Testing Center in 2014, enabling GED students to test at less cost and travel time. Prior to that, the closest testing centers were a minimum of 60 miles one way for Tohono O'odham Nation residents. TOCC is covering student costs for testing for tribal members.

Faculty qualifications meet HLC guidelines. Faculty members have an academic degree in the area they are teaching, at least one level above the degree they teach. TOCC requires Master's degrees for college-level courses, courses labeled 100 or above in the TOCC Catalog.

Developmental courses, numbered below 100, for which no college credit is awarded can be taught by instructors with a Bachelor's degree. Tribal Elders with expertise in areas relevant to the Tohono O'odham language, culture, and/or history are not required to have degrees if they qualify as having "known expertise." TOCC already meets the enhanced guidelines for credentials described in HLC guidelines that take effect September 1, 2017.

Dual credit classes offered in local high schools are taught by certified teachers with Master's degrees who work at those schools. TOCC's syllabus template is used for dual-credit courses and the student learning outcomes are identical to those for TOCC courses. TOCC does not currently provide any of its own instructors for dual-credit courses, though it has done so in the past.

***5. The institution maintains specialized accreditation for its programs as appropriate to its education purposes.***

TOCC does not have programs that require specialized accreditation.

**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)**

TOCC has not adopted a formal and systematic way of gathering information about the success of its graduates, though there is good information about what recent graduates have gone on to do, especially since 2012. That information is summarized in the table below.

**Tracking TOCC Graduates (Track Grads TOCC)**

<b>Earned AA, AS, or AAS</b>	<b>After graduation</b>
2012 (4, tracked 2)	1 enrolled at University of Arizona and on track for Bachelor degree in Science, spring 2016; 1 working as student intern at TOCC
2013 (4, tracked 3)	1 is full-time TOCC employee; 2 are enrolled in universities in Arizona
2014 (9, tracked 8)	3 are full time TOCC employees; 4 were admitted to U. of AZ, 1 continued in previous job. (Note: 2 attended U of A one semester only)
2015 (11, tracked 10)	2 are full time TOCC employees; 8 transferred to colleges and universities

Recent TOCC graduates and students who transferred to the University of Arizona (UA) and Arizona State University (ASU), and who dropped out during or following the first semester there, indicated that financial stress, a feeling of being out of place in a large urban university setting, and being underprepared in other ways, including lack of familiarity with an online environment, contributed to their leaving. The data was gathered in December 2015 by TOCC’s Recruiter/Transition Coordinator, who joined TOCC in this new position in November 2015. Since that time, and as a result of the reports of students, she has initiated regular liaison with the three Arizona universities (University of Arizona (UA); Arizona State University (ASU); and Northern Arizona University (NAU)). Her work is aimed at ensuring that students receive adequate orientation prior to beginning their classes, that they receive needed support thereafter. This area needs further attention and is being incorporated into TOCC’s spring 2016 strategic planning initiative.

The data in the tracking TOCC Graduates table above show that TOCC is starting to keep better track of graduates than it has in the past, but more attention to this important task is warranted. TOCC is bolstering the effort by adding personnel and by its initiative to join the National Student Clearing House (NSC).

In fall semester 2015, TOCC created a full-time Director of Institutional Research position, evidence of its intent to improve its data collection and analysis, including tracking of graduates. Starting in spring semester 2016, the Director of Institutional Research and two research assistants will conduct interviews with past and future graduates. Once TOCC joins the NSC in fall semester 2016, the College will have access to solid information about past and future graduates who have gone on to other colleges and universities.

TOCC has joined a joint project with the NSC initiative with Jenzabar (Jenzabar is both the company and the data management software TOCC has used since 2000) and the American Indian College Fund (AICF). The purpose is to work with tribal colleges that use Jenzabar to provide student data to the NSC. AICF is funding the effort as it recognizes the importance for tribal colleges to track their graduates and transfer students who did not graduate. A series of webinars plus in person technical assistance is being provided to coordinate the effort among the tribal colleges.

## Sources

---

- AZTransfer \_ About AZTransfer
- ProgRevPlanTOCCFeb2016
- Strategic Planning BOT 2 19 2016
- TOCC D Standards of Apprenticeship 2015
- TOCC Syllabus Template
- TOCC TOLC visioning Presentation 2 16 2011
- Visioning 2015

## 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.

### Argument

---

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

TOCC's Assessment Plan [A Strategy for Continuous Improvement](#) describes the processes the College uses to assess general education outcomes, course learning outcomes, and program learning outcomes. Three of TOCC's four general education goals have been periodically evaluated during the past five years using a variety of rubrics that faculty on the Continuous Improvement of Student Learning Committee (CISLC) have developed (*Strategy for Continuous Improvement* p. 15, 16-30). The General Education Goals: Communication; Interpersonal Skills; and Critical thinking have been assessed, though the Gewkdag goal (an O'odham word that means "strength") has not. A rubric for that purpose was adopted in February 2016, and data collection is set to begin ([Gewkdag Rubric](#)). The Himdag Committee has worked on this rubric to make sure that it is culturally valid and culturally appropriate because the initial rubric was reviewed by the Committee several years ago and found to not accurately reflect the Himdag.

Program Level Outcomes and [Curriculum Maps](#) have been completed for most degree and certificate programs. The remaining six will be completed in spring 2016 semester. There has been some delay in completing them because of vacancies in several faculty positions.

An indicator of the importance that TOCC places on ensuring that learning outcomes are identified, mapped, and assessed is the fact that an Assessment Coordinator position was created and filled in January 2013. Responsibilities include preparing and presenting assessment reports to inform continuous improvement efforts and strategic planning, and collaborating with CISLC on the planning and implementation of academic assessment goals, objectives, and activities.

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

TOCC has made important progress toward assessing learning goals during the past two academic years 2014-2016. Data from assessment of general education goals has been analyzed and some indicated changes are being addressed. Program outcomes were identified and assessment protocols delineated in 2012-2015. [Program level assessment](#) has been slow to take hold, but program level assessment of the Associate of Science in Life Science degree was initiated in fall semester 2015. Other programs are scheduled for assessment per the schedule in the assessment plan.

Three of the four general education goals (except for the Gewkdag) discussed in section 4.B.1 have been assessed by faculty using rubrics and targeting students in various classes. Assessment of the written component of the “Communication” goal, for example, involved faculty application of rubrics to essays students wrote based on prompts they were provided with. A comparison of results showed little change over time, and indicated that students were performing at an acceptable level, as far as writing mechanics were concerned ([Written Communication Rubric](#), p. 3). Assessment of other dimensions of the “communication” goal, including preparation, subject knowledge, and the organization also showed little change over time and indicated students were performing at an acceptable level ([Communication Presentation Rubric](#), p. 2-3).

Analysis of the relative uniformity of results for assessment of the Communication goal suggests that: 1) little has changed in the delivery of writing instruction to TOCC students during the past few years; 2) students are performing at an adequate level as shown by their average score of 3 on a four-point scale with 4 being the highest score; 3) the rubric used and the faculty who apply it produce similar results even though personnel administering the rubric change; 4) the impact of writing courses on student achievement needs to be assessed in a more concerted way. Consideration of the last point has resulted in a requirement that commencing in spring semester 2016 developmental integrated reading and writing courses will be assessed using a pre- and post-test protocol in order to determine whether specific courses are making a difference in student learning.

In fall semester 2014, in order to determine how students would fare on a standard exam that is widely administered in the United States, TOCC administered the Collegiate Assessment of Academic Proficiency (CAAP) exam for the first time. Students (14 male and 14 female) who had earned 25 or more college credits at TOCC completed the CAAP reading, critical thinking, and math exams. CAAP results were decidedly mixed. Students scored well on social science reading, with 50% placing in the third and fourth quartiles of a national sample, but just 7% (two students) placed above the second quartile in the arts and literature reading component. Only two students (7%) placed above the second quartile in critical thinking. The results for math were bimodal, with 11 students each (39%) placing in the first and the third quartiles ([CAAP presentation](#), 2015).

Program level assessment of the Associate of Science degree was conducted in fall semester 2015. Two of four program outcomes were measured. Three students in Science capstone courses were assessed on their ability to “display a sense of place” through a service learning project, and to design and conduct a research project. The assessment process for the three students enrolled in the two capstone courses (ANR 298 Capstone/Service Learning and BIO

298 Capstone/Service Learning) was well documented and indicated areas of strength and areas needing improvement. Actions that will be taken to address the areas of weakness were identified in the reports ([Rubric for Research Paper](#), [Rubric for Sense of Place](#), Assessment Results and Improvement Plan).

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

TOCC’s process for analysis of assessment results has relied on an annual [Assessment Roundup](#) that engages faculty and administrators in day-long sessions where they review assessment of student learning results and make recommended changes. Summaries of recent gatherings are presented in the following table.

**TOCC Assessment Roundup summary (2013-2015)**

<b>Assessment Findings/Analyses</b>	<b>Actions</b>	<b>Results</b>
Many students were not making it through to gateway courses (Writing 101) without numerous tries at developmental reading and writing courses that were offered separately.	Integrated Reading and Writing 070 and 090 courses were adopted in spring semester 2015. This step was supported by research indicating that combining the two was efficacious	The new courses have not, to date, made a significant difference in student success. Instruction in teaching methods occurring in spring semester 2016 aims to address this issue.
Program level assessment of the Associate of Science program indicate students need to be better prepared to identify problems, to construct abstracts, and to write conclusions about their research	Learning Outcomes will be reinforced in BIO 105N the Desert Ecology Project and BIO 181N (A.S. Life Science Assessment Plan).	Reinforcement of learning outcomes will be carried out in spring 2016 and ongoing
CAAP mathematics results indicate that 11 of 28 students, or 39%, scored in the first quartile, and that the same number scored in the third quartile. Results further showed that though students were generally performing well in college-level math, the lower scoring students lacked skills in basic math.	More integration of iPads into the math classrooms at basic and advanced levels was recommended.	iPads were introduced – assessment results are pending

**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.**

Assessment of student learning at TOCC is informed by best practices. Faculty charged with driving the process, primarily members of CISLC (Continuous Improvement of Student Learning

Committee) are up to date on current assessment methods and have participated in several conferences and workshops on assessment of student learning (bulleted list below). TOCC's Assessment Plan, updated in 2016, was originally developed by CISLC in conjunction with the Assessment Coordinator in 2012, evidence that faculty are major players in the process.

During the last five years, members of CISLC have participated in several training sessions and workshops to learn best practices for academic assessment. Assessment workshops attended by faculty over the past five years include:

- May 2010: three day workshop on assessment at TOCC
- January 2011: three day workshop on assessing student learning in Tucson, AZ that was organized by TOCC and included participation from Little Priest Tribal College, Salish Kootenai Tribal College and Menominee Nation Tribal College
- 2011: Four-day workshop at Southwest Indian Polytechnic Institute (SIPI) with participation of TOCC and Little Priest tribal colleges;
- A variety of presentations and workshops on assessment as part of the Higher Learning Commission meetings;
- A half-day session on using assessment data to effect changes in academic practice, organized by TOCC in 2014;
- Annual Assessment Roundups at TOCC.

TOCC's assessment strategy has become increasingly institutionalized and coordinated during the past four semesters. Rubrics designed to measure the general education goals are reviewed on an as-needed basis; curriculum maps link program level outcomes to specific courses; and general education goals are mapped to general education course offerings. Program level assessment was conducted for the Science program by fall semester 2015, and at least one program will be assessed each semester from spring semester 2016 forward.

## Sources

---

- A Strategy for Continuous Improvement
- Assessment Roundup 2015 Recommendations
- CAAP TOCC Summary
- Curriculum Maps
- GEG Gewkdag 2 2016
- GEG Presentation Communication Rubric (SEPT2014)
- GEG Written Communication Rubric (FEB2014)
- Rubric for Research Paper BIO 299
- Rubric for Sense of Place Service Learning Project\_2015
- TOCC Syllabus Template

## 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.)

### Argument

---

***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.***

TOCC's [Retention Plan](#) outlines and describes ten goals designed to improve student retention, persistence, and completion (*Retention Plan*, p. 2-4, and following). Those goals are actually a series of strategies that engage student services personnel, faculty, social media, and technology in an overall approach that is informed by recognized best practices and by the needs of TOCC students. The plan itself takes its inspiration from the [Family Education Model](#) elaborated in 2002 by Iris Heavy Runner and Richard DeCelles. They concluded that "A close examination of the retention factors for Indian students reveals that replicating the extended family structure within the college culture enhances the student's sense of belonging and leads to higher retention rates."

The *Retention Plan* goals are listed here as a summary of the strategies that are critical for implementation to support TOCC students and increase their ability to succeed at TOCC. The objectives to achieve the goals are detailed in the *Retention Plan*.

Goal 1 – Identify students' goals and objectives when they first enter TOCC

Goal 2 – Improvement of Early Alert Retention System

Goal 3 – Progress letters

Goal 4 – Outreach to all students through the Student Success Center

Goal 5 – Increase advising to all students

Goal 6 – Dual enrollment, CEU, and Community Education students

Goal 7 – Pre-College (GED)

Goal 8 – Social media, sports, clubs, organizations, and transportation

Goal 9 – Technology

Goal 10 – Faculty Support

TOCC administration has set benchmarks that aim for 7% per annum increase in retention, effective in fall semester 2016 and thereafter. Cabinet maintains that this modest goal is achievable and that it depends on increasing and maintaining strong administrative support for the ten goals.

***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 data.***

TOCC regularly collects data on retention, persistence, and graduation rates and reports those to the Integrated Post-secondary Education Data System (IPEDS) and the American Indian Higher Education Consortium (AIHEC) American Indian Measures of Success (AIMS) data management systems. TOCC administration reviews and analyzes the data as they are reported; faculty and administration review and analyze the data during the annual Assessment Roundup (TOCC Assessment Roundup, Cabinet notes, February 17, 2016, [IPEDS Report 2013](#), [IPEDS 2014](#), [AIMS Report 2014](#), [AIMS Report 2015](#)). .

Concern about retention data led TOCC to take several steps to improve retention since 2011 and thereafter. Those include establishment of an Early Alert Retention System (EARS) program linking faculty notification concerning at-risk students to a full-time retention coordinator who contacts students in an attempt to arrange needed interventions, a tutoring initiative, and development of a comprehensive retention plan. Those steps appear to have made a significant difference in retention of full-time students.

### **Retention Rates – Full and Part Time Students - IPEDS**

	<b>2012</b>	<b>2013</b>	<b>2014</b>
--	-------------	-------------	-------------

<b>Full time students</b>	<b>30%</b>	<b>41%</b>	<b>50%</b>
<b>Part time students</b>	<b>71%</b>	<b>15%</b>	<b>35%</b>

The Table shows that there has been a steady, and significant, improvement in the retention of full-time students since the advent of EARS and TOCC’s enhanced tutoring program. The decline in retention of part-time students from a peak in 2012 is due to the numbers of individuals that TOCC had engaged in special topics courses over the years – courses that non-majors enrolled in as part of their professional development.

A third approach that TOCC adopted in an effort to improve student retention, and that was prompted by the data, was to hire a full-time academic advisor in 2012. That position continues to be filled and plans to collaborate with faculty mentors are being considered in spring semester 2016.

Besides the retention data itself, another factor that moved TOCC to make needed changes in its retention approach was the 2012 Focused Visit by HLC. It targeted retention and graduation rates among the critical issues facing TOCC. The initial *Retention Plan* provided in that report was accepted by the HLC as an effective means to increase retention.

Another important source of data that bears on retention and student success is that generated by EARS reports by faculty to the Retention Coordinator. Those data speak to the percentage of students who are at-risk (i.e., in danger of failing) at the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> weeks of each semester and they identify the primary risk factors as well. The data on percentages of students reported to be at risk and the major issues are presented in the [Retention Report](#) of August 2015. In summary, across the three semesters of fall 2013, spring 2014, and fall 2015, the rates of at-risk students reported by faculty remained fairly constant (students who dropped prior to the reporting dates are not included). Roughly 15% of TOCC students were reported to be at risk of failing.

The two major issues reported for both “at-risk” and other students who do not meet the criteria for “at-risk” (i.e., are not failing) but who are experiencing difficulty in their studies are missing or late assignments and poor attendance. For the two academic years 2013-2014 and 2014-2015 the faculty EARS reports indicated that poor attendance averaged approximately 10% and missing or late assignments 22% for all students reported (*Retention Report August 2015*).

The percentage of students reported at risk spiked at week 12 in fall semester 2014, with 50% of students being reported at risk. Adjustments to the transportation services TOCC provides were made to address the lack of transportation for many low income TOCC students and included adding a second van and a second full time driver in December 2014.

TOCC has an Attendance Policy that is included in the [Faculty Handbook 2015](#), p. 25-26 and [Student Handbook 2016](#), p 38-39.

Missing and late assignments, an issue for more than 20% of students overall, has not been specifically addressed, except on an individual level as part of the follow-up by the Retention Coordinator upon receipt of notification that students are in need of assistance. TOCC does have

the resources that should assist students with completing those assignments and the [Retention Plan](#) provides a guide for what to do, namely Goal 4, which specifies outreach through the Student Success Center and includes the use of available tutors. TOCC's tutors have and continue to tutor a significant number of students, particularly in math and writing ([Tutor Totals](#)). Administration needs to ensure that that Goal is being implemented and is conducting meetings that bring divisions together around that issue in spring semester 2016.

Assessment of grades and repeats in developmental reading and writing courses prompted the design of two developmental Integrated Reading and Writing classes, IRW 70 and IRW 90 ([Grades and Repeats for TOCC 2010-2013](#)). The pass rate for students in the reading and writing courses below 100 level was below 50%. The integrated reading and writing courses replaced separate developmental tracks for reading and writing, thereby ideally reducing the numbers of credits students needed to take to reach college level courses by half. The Assessment Coordinator conducted research on best practices for teaching reading and writing and found that combining them into integrated courses is well recognized. Relevant research includes:

- 2003 Sugie Goen and Helen Gillotte-Tropp "[Integrating Reading and Writing: A Response to the Basic Writing 'Crisis.'](#)"
- 2012 Jodi Patrick Holschuh, Eric J. Paulson "[The Terrain of College Developmental Reading.](#)"
- 2014 Nikki Edgecombe, Shanna Smith Jaggars, Di Xu, and Melissa Barragan "[Accelerating the Integrated Instruction of Developmental Reading and Writing at Chabot College,](#)" CCRC Working Paper No. 71).

The classes are now in the second year of implementation and the effectiveness of the strategy will be apparent by the end of spring semester 2016.

Pass rates for developmental mathematics classes were somewhat better than for reading and writing during the same period, but they still constituted a bottleneck. There was already recognition of the problem prior to collecting the data in the *Grades and Repeats Report*, and a key response was to integrate iPad use into those classes. The math instructors tracked students at-risk from the beginning of EARS reporting, and worked with the students, tutors, and the Retention Coordinator to ensure that students were provided with needed resources.

***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.)***

Information on student retention, persistence, and graduation rates are tracked using TOCC's Jenzabar data management system. Data on those variables is pulled from the database with Infomaker, a third-party client. TOCC staff input the data and extract it for usable and accurate reports. The data are input annually into the IPEDS and into the AIHEC AIMS reports and are made available for administrators and other staff and faculty to analyze. TOCC does use the IPEDS definition for retention.

The processes and methodologies for collecting and analyzing information relating to student retention, persistence, and completion have evolved during the last four years to increase the amount of information collected, and to facilitate the process of analyzing retention trends, low rates of persistence, and fluctuations in graduation rates.

Research shows that the “most successful retention strategies often use an early alert, assessment, and monitoring system” akin to TOCC’s EARS program ([Lotkowski et al.](#)). TOCC has found that that model provides both information on individual high-risk student for whom responses by student services, faculty, and other resources may be needed, and information that can provide a guide for institutional action (4.C.3 above).

Making the EARS system work depends on cooperation across divisional lines. Faculty need to provide feedback and the Retention Coordinator needs to engage that feedback. The response rate has been good, but improvement is needed. The table below shows that on average, faculty submit progress reports for around two-thirds of students at the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> weeks of each semester. Faculty Senate and administration are working together to effect higher participation rates.

### **Percentage of TOCC Students for Whom Faculty Submitted Progress Reports**

<b>TERM</b>	<b>F2014</b>	<b>SP 2015</b>	<b>F 2015</b>
Week 4	69%	70%	76%
Week 8	70%	72%	72%
Week 12	65%	22%	67%
Average Frequency	68%	55%	72%

## **Sources**

---

- AIMS Final 2015
- AIMS report June 2014
- Edgecombe Accelerating
- Family Education Model Heavyrunner and DeCelles
- GoenIntegReadWrit
- HolschuhTerrain
- IPEDS Report 2013
- IPEDS Report 2014
- Lotkowski, V. et al
- Retention Plan 2 23 2016
- Retention, Persistence and Completion 8 2015
- TOCC grade distribution and repeats 2014

- Tutor totals for Yr 5

## **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.

### **Summary**

---

TOCC has made significant progress in enhancing the infrastructure and sustaining a supportive learning environment during the last five years. The first-time increased tribal funding beginning in FY 2012 enabled TOCC to add key staff, based on analysis of data indicating that students needed supports including academic advising and guidance for increased retention and completion.

The College engaged in comprehensive review of its academic programs for the first time during the 2014-15 year, updating content, and assessing the need for new programs based on external requests and analysis of student interest and enrollment.

TOCC tracks graduates primarily informally, with one survey just prior to graduation on student satisfaction and plans for the future. The College will join the National Student Clearinghouse in spring or fall semester 2016, depending on how soon the needed interface with NSC and TOCC's data management system (Jenzabar) is in place.

In the past five years TOCC has made important strides in the assessment of student learning. SLOs are codified in syllabi, General Education Goals have been identified and assessed, except for Gewkdag. Program level outcomes have been identified for associate programs and some certificates, curriculum maps have been created, and program level assessment is underway. In addition, TOCC has demonstrated that it can use data from assessment to make decisions. TOCC's handling of assessment of student learning is maturing but there is much more to be done. .

The Student Success Center increased its services to include six student interns, computers for student use, providing both peer and professional tutors, and connections with external constituents. The Interns provide basic office supports including copying and creating manuals, brochures, and other documents for faculty and staff, and they learn presentation and tutoring skills.

The Early Alert Retention System (EARS), instituted in fall semester 2011, connects faculty with the Retention Coordinator. The EARS system has been consistently improved since its inception, and most faculty provide the requested four, eight, and twelve week data on students at risk.

### **Room for Improvement**

TOCC recognizes that ongoing program reviews are essential to ensure that programs are current in curriculum content, are viable in having enough students to maintain the program, and that programs are meeting the needs of the TOCC community. A Program Review Plan has been created and will be followed. The College has begun implementing a survey of the Nation's Executive Departments and the Judiciary to determine the need for new programs and/or curricula. Program review will include reducing programs that are not viable and adding new that are demonstrated as needed by internal and external assessment.

The Gewkdag Rubric has been developed and will be used for assessment in fall 2016. It was completed after input from the Himdag Committee and CISLC over a period of time. Program level assessment has taken significant time to establish. It is now in place and being implemented as in the example provided in this Criterion.

Retention continues to be an issue, and is being addressed with Administration commitment to ongoing implementation of new policies to address issues that lead to students' dropping out permanently or for one or more semesters. The Attendance Policy is one effort to assist students, and the Education Vice President and the Academic and Occupational Chairs are providing ongoing support for faculty to implement the Policy consistently.

The EARS program provides an excellent framework to address student issues that affect retention and is being supported cooperatively by Student Services, Education, and the President for all faculty to provide the data, and for follow-up by the Retention Coordinator, faculty, and referrals to tutoring, counseling, and/or other appropriate services.

The Retention Plan includes ten Goals that are being addressed by the entire TOCC College as critical to ensure student success. There is full commitment to implement the Plan objectives, and objectives and Timeline will be revisited and updated regularly to ensure that full implementation of the Plan is being accomplished.

## **Sources**

---

*There are no sources.*

## 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.

### Argument

---

*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.*

Tohono O'odham Community College has adequate resources to both fulfill its mission and increase its capacity to serve students. To fulfill its mission of providing a quality education to the Tohono O'odham Nation and surrounding areas, the College employs qualified faculty and staff. The faculty and staff use a growing technology base and expanding campus to perform their duties effectively and efficiently. The College enjoys a collaborative relationship with its primary funding agency, the Tohono O'odham Nation's Tribal Government. The multiyear support ensures funding levels are adequate for the College to serve as the center for higher education on the Nation.

### Fiscal Resources

TOCC was founded in 1998 with funds from the Tohono O'odham Nation's Tribal Government in the amount of \$2.7 million annually until FY 2013. Increased stability was achieved that year as the Tribal government agreed to a new five-year cycle with an initial annual commitment of

\$3.9 million with increases allotted each year to provide for raises and program growth. The allocations are detailed below and [Legislative Resolution 12-287](#) is the authority for the increase. The five year budget provided in yearly increments is:

2013:	\$3,973,500
2014:	\$4,215,000
2015:	\$4,444,300
2016:	\$4,571,400
2017:	\$4,856,600
<b>Total</b>	<b>\$22,060,800</b>

The Nation’s base amount of funding has been essential in providing the College the means to leverage the funding into additional federal, State and private funding. TOCC’s status as a Tribal College or University (TCU) provides federally-funded, semi-competitive grants from the U.S. Department of Education, Title III; the Bureau of Indian Education (BIE); and the State of Arizona. The status as a 1996 Land Grant TCU entitles TOCC eligibility to receive three grants from the U.S. Department of Agriculture National Institute of Food and Agriculture (USDA NIFA) with the amounts based on enrollment: endowment, equity, and extension grants. The grant awards for FY 2015 were

- Title III: \$1,000,000
- BIE: \$840,710

***USDA NIFA:***

- Equity: \$101,147
- Endowment: \$87,559
- Extension: \$98,619
- Arizona Workforce Development: \$213,833

TOCC has applied successfully during the last five years for competitive grants including:

1. Three EcoAmbassador grants from the U.S. Environmental Protection Agency to develop a carbon-neutral concrete replacement, ferrock, made from recycled crushed glass collected on the Nation and waste steel shavings;
2. Two Research grants from the USDA NIFA: one for solar energy education in the Pisinemo District, and one to continue development of the carbon-neutral concrete replacement ferrock.
3. A planning grant from the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (DHHS/SAMHSA) to develop a plan

for comprehensive mental health services for children and youth on the Tohono O’odham Nation; and

4. A subrecipient award from a Native American Research Centers for Health (NARCH) grant awarded by the National Institutes of Health (NIH) to AIHEC to examine behavioral health issues affecting student retention.

The grants’ programs are described in Criterion 4 as they have involved collaboration with other Nation’s entities, and all have provided or will provide significant community services.

The revenue for 2014-2015 is summarized as follows (Annual Report 2014), and the [2015-2016](#) budget is attached for more detail:

Tohono O’odham Tribal allocation:	\$4,215,000	53%
Government grants:	\$2,784,372	35%
Tuition and fees:	\$291,924	4%
Other income, bookstore, gifts, investments:	\$596,809	8%
<b>Total Revenues:</b>	<b>\$7,888,105</b>	<b>100%</b>

Expenses for FY 2014-2015 were:

Sponsored Projects (grants):	\$1,854,891	21%
Institutional Support:	\$1,588,966	18%
Instruction:	\$1,214,137	14%
Student Services/Student Life:	\$1,040,586	12%
Operations and Maintenance:	\$794,043	9%
Student Financial Aid:	\$617,407	7%
Research:	\$257,720	3%
Other:	\$685,291	9%
Depreciation:	\$615,875	7%
<b>Total:</b>	<b>\$8,668,916</b>	<b>100%</b>

As illustrated the total revenue for FY 2014-15 was \$7,888,105 and total expenses were \$8,668,916, with a deficit of \$780,811. The increased expense was initiation of depreciation on the Main Building on the Main Campus. The difference was made up by cash on hand. Financial summaries are found in the Annual Reports, in the TOCC [Annual Report 2011](#); [Annual Report 2012](#); [Annual Report 2013](#); and [Annual Report 2014](#).

TOCC has operated with fiscally conservative practices since its initial funding in 2000. It has maintained healthy savings accounts, and had consistently clean annual audits. ( [Audit Report 2012](#); [A-133 Report 2012](#); [Audit Report 2013](#); [A-133 Report 2013](#); [Audit Report 2014](#); [A-133 Report 2014](#); [Audit Report 2015](#); [A-133 Report 2015](#)).

## **Human Resources**

The TOCC [Personnel Policies and Procedures Handbook](#) provides the framework for faculty and staff responsibilities, rights, and expectations. The policies cover the full range of legal requirements including compliance with all federal laws regarding discrimination: hiring, removal, grievance, supervision, Indian preference in hiring; and benefits covering full, part-time, and student workers.

Tohono O’odham Community College employed 78 full time employees and 31 part time employees, primarily adjunct instructors during the 2014-2015 academic year. Of the full time employees, in the 2014-15 fiscal year, 17 were instructors and 61 were administrators and staff. The positions are assessed regularly to ensure that they are adequate to support fiscal integrity, adequate instruction, and effective student supports; and institutional effectiveness ([Organizational chart 2016](#)).

There has been stability for most administrative and managerial employees during the last five years with some turnover. The President position has had turnover with an Interim President from July 2010 through October 2011 followed by a President serving from November 2011 through July 2015. Another Interim President served for five months until the appointment of the current President in January 2016. The appointment of the President with over 30 years’ experience in tribal colleges from instructor to president positions has created confidence among employees that experienced leadership will greatly benefit the College.

Other positions that require specialized knowledge and that have had turnover in the last five years include the Academic Chair, the Assessment Coordinator, the Curriculum Coordinator, and one of the Admissions Counselors. A long vacancy in the Academic Chair position and three individuals filling each of the other positions in the last five years has led to some delay in implementing needed expansion of technology for teaching; fulfilling needed academic assessment measures; ensuring that schedules were released on time; and maintenance of an up-to-date course bank.

Stability has been provided with two of the four Vice President positions held by the same individuals for almost ten years; one for six years; and the fourth for three years. The Finance and Bookstore Manager; the Admissions Director; and the Librarian have been at TOCC for 15

years, and the Financial Aid Director for over ten years. With the relatively small staff this stability has been critical to the functioning of the College.

## **Physical Resources**

The College currently holds classes at three different locations, roughly 15 miles apart. The **Main Campus**, opened in fall 2012, is located 45 miles west of Tucson and 10 miles east of the Capitol of the Tohono O'odham Nation, Sells. This campus houses the Education and Student Services divisions and the campus residences for students. Due to limited construction funding the campus opened in fall 2012 with four classrooms with retractable walls and state-of-the-art technology. The first phase of student housing also opened in 2012 with 12 studios, each housing up to three students, with one common area including a fully equipped kitchen, washer and dryer, and living room per four studios.

By fall 2013 a steel building was redesigned to house the Education and Student Services Divisions, the Library, Bookstore, the Student Success Center, and four added classrooms for the Campus including the Science and Computer labs. The College is currently building a fifth building that will house the faculty and the Education Division staff. Once completed by spring of 2016, more of the staff will move from the Central Campus to the Main Campus.

The **Central Campus** continues to house the President's Office and Administration and Finance Division including Finance, Human Resources, Payroll, and Sponsored Projects. The Art classes occupy several classrooms on the Central Campus, and several are being used for developmental reading and writing classes.

The Business, Trades and Construction (BCT) classes and the Apprenticeship Program sponsored by the College TOCC-Development Limited Liability Company (TOCC-D LLC) the Directors of Development and Institutional Research personnel, the Community of Practice grant, the Land Grant Office, and the GED program are housed at the **West Campus**.

The physical resources for instruction are a high priority. The six classrooms, Computer Lab and Science Lab at Main Campus are equipped with state-of-the-art technology. The three classrooms at Central Campus are equipped with computers and online capability for instruction for the developmental classes being held there. The rooms for Art instruction at Central Campus are well equipped. The GED classroom and Computer Lab at West Campus have been provided with computers for the GED classroom and the Computer Lab upgraded.

## **Technology**

In 2011, TOCC had only three megabits of internet bandwidth. When the Tohono O'odham Utility Authority (TOUA) received a grant from the federal government to provide fiber optic connectivity, TOCC volunteered to be one of the first customers for the new technology. This simple change opened up new avenues for technological improvements at the College. The increased bandwidth allowed the College to do business electronically.

The Jenzabar system used at TOCC is an integrated electronic data management system that allows tracing of most functions of TOCC, including finance, human resources, student and academic services. Its maintenance was through a contractor who had not had Jenzabar-sponsored training and who was extremely expensive. A greatly need improvement was contracting with Jenzabar to maintain the system electronically, eliminating the need for ever increasing server capacity.

During the last four years the College made significant improvements in financial and administrative efficiency by moving to an electronic payroll system and use of *SchoolDude*, a facilities and information technology maintenance and ticketing software system.

***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.***

The College has no superordinate entity, and all resources are used to support educational and supporting purposes.

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

The Tohono O'odham Community College's [Goals](#) are realistic in that they focus on the structure of TOCC as a two-year community college focused on meeting the higher education needs of the people of the Tohono O'odham Nation while providing an environment that includes dedication to the tribal [Himdag](#), or culture. The goals reflect the need to fulfill the Vision and Mission by ensuring that students will learn how to study and work in the local environment but also in external State and global worlds.

The T-Şo:şon, or [Core Values](#) reinforce that the College must always reflect Tohono O'odham beliefs, well-being, respect, and working together as fundamental principles. Despite administrative transitions over the years TOCC has kept focus on attaining the goals and supporting the values that declare commitment to educational opportunity and achievement. Even with changes in leadership the Cabinet otherwise has been stable and able to execute strategic planning goals as demonstrated in earlier sections.

***4. The institution's staff in all areas is appropriately qualified and trained.***

Each employee at the College must meet the education and experiential qualifications required by the position he or she holds. A Wage Study in 2011 included redefining all job descriptions, including assessment of appropriate classifications, comparable positions, and adequate wages. All position descriptions include minimum and frequently preferred qualifications, and employees selected for interviews must meet at least the minimum qualifications. Current employees are provided with ongoing training as needed to meet new competencies required to maintain their qualifications.

TOCC includes a provision per HLC policy that Tribal Elders with or without degrees are honored instructors as they are frequently the most knowledgeable about tribal language, culture, and history. Other faculty teaching transfer courses must hold an approved graduate degree from an accredited institution with 30 hours of relevant substantial study, including at least 18 semester hours of graduate credits in the discipline they are teaching. Fulltime faculty members teach core classes and electives and adjunct instructors teach developmental, core, and specialized classes. Adjunct instructors often teach remedial courses for which there is high demand because a large percentage of students need developmental classes.

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

The annual budgeting process begins in the Divisions' departments with requests made to the Vice Presidents. The requests are coordinated with updating each Division's Strategic Plan and identifying additional costs to achieve objectives. The Cabinet reviews all Strategic Plans and requested budget increases to the current budgets, and reaches agreement on priorities that should be funded. The Cabinet also identifies areas for reduced funding.

The TOCC Board of Trustees approves the annual budget after extensive review. The proposed budget is based on conservative projections of income, based on the known tribal allocations, the Title III funding that has been awarded in five year allocations, the USDA NIFA Land Grant three grant based on three-year allocations, and the BIE funding that is fairly constant. Each Vice President and Director is provided a monthly expense statement so that monitoring of expenditures is ongoing. Vice Presidents and Directors may request budget modifications as long as they stay within the total budget allocation.

**Fiscal Responsibility**

The Vice President of Administration and Finance supervises the Finance staff members that include a Controller, Finance and Bookstore Manager; Manager of Sponsored Projects, and Purchasing Specialist. Financial transactions are maintained in the Jenzabar system, protected so that access is only by Finance personnel. There are well-defined processes for purchasing, with limits for unbid purchases. Within the last two years an electronic system for submitting and approving requisitions and creating purchase orders was added to Jenzabar, making the purchasing process more efficient, less likely to have lost paperwork, and saving on paper costs.

The College financial system is transparent. The Finance Department generates monthly financial statements for presentation to the Board of Trustees. In addition to the monthly Board review, the College is audited annually by an outside accounting firm. The audits consistently include an unmodified opinion. The just-completed [Audit for FY 2014-2015](#) states that TOCC financials are "low risk", an important qualification confirming TOCC's financial accountability.

**Sources**

---

- 2016AcademicSupportBudget
- 2016AuxilliaryBudget
- 2016GrantsBudgetsBasedonCollegeYear
- 2016InstitutionalSupportBudget
- 2016InstructionBudget
- 2016OperationsandMaintenanceBudget
- 2016OverallBudget
- 2016ScholarshipBudgets
- 2016StudentServicesBudget
- Himdag doc 2008
- Organization Chart 2016
- TOCC Annual Report 2010
- TOCC Annual Report 2011
- TOCC Annual Report 2012
- TOCC Annual Report 2013
- TOCC Annual Report 2014
- TOCC FY 2012 A-133 Report
- TOCC FY 2012 Audited Financial Statement
- TOCC FY 2013 A-133 Report
- TOCC FY 2013 Audited Financial Statement
- TOCC FY 2014 A 133 Audit Report
- TOCC FY 2014 Audited Financial Statement
- TOCC FY 2015 A-133 Report
- TOCC FY 2015 Audited Financial Statements
- TOCC Resolution funding 12-287
- TOCC Vision, Mission, Goals, and Core Values

## 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.

### Argument

---

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

The Tohono O'odham Community College fosters an atmosphere of inclusion. The T-So:son ([Our Core](#)) includes the concept of T-Pi:k Elida (Our Deepest Respect) and I-We:mpta (Working Together). These two beliefs highlight the value of each person and the contribution that he or she makes to the College. All constituents, faculty, staff, students, Board Members and the community in general are encouraged to give input and feedback which is taken into consideration as decisions are made at the College. Input ranges from community input into the Environmental Scans and annual district presentations of the annual reports and financial audits to staff and faculty active participation in the monthly *All Staff* meetings; and staff and faculty input into the strategic planning and budgeting processes.

### Board of Trustees

The authority and responsibilities of the TOCC Board of Trustees are delineated in the authorizing [Charter](#) that was proposed by the Nation's Executive Office and approved by the Nation's Legislative Council. The *Charter* authorizes the Board to have sole authority over the College budget, hiring and removal of the President, and to determine policies for administration of the College. Members are recommended by the Nation's Chairman and approved by the Legislative Council.

The membership of the Board reflects that the College was founded by the Tohono O'odham Nation to provide local higher education primarily for its members, although enrollment is open to any individual with a high school degree or GED. The Board members must be enrolled members of the Tohono O'odham and all but two Elders must have at least a Bachelor's degree.

The two Elders may serve regardless of level of education, providing traditional wisdom and knowledge of the Himdag, a critical need to fulfill the College [Vision, Mission, Goals, and Core Values](#).

The College conducts its governance in a manner that is transparent and inclusive. Board meetings are public meetings and regularly attended by the President, Cabinet members, Human Resources, Directors, faculty, and/or staff members who frequently present on various topics of institutional and community interest. The monthly Board meetings include a time for announcements and comments from all present. The Board President makes a report, as does the President and each Division Vice President.

Board governance includes participating with the President and Vice Presidents in meetings with the Nation's Chairman; the Legislative Oversight Committee (the Human Resources Development Committee [HRDC]) and the full Council; and the annual meetings with the 11 governmental districts of the Nation to present the Financial Audit Reports and the TOCC Annual Report. The TOCC Board maintains the appropriate level of governance, overseeing the President and approving major policy decisions while leaving the administration of the College to the President and the Cabinet.

### **Administration**

The College has a formal organization ([Organizational Chart 2016](#)) with clearly defined lines of authority and accountability. The President and Vice President constitute the Cabinet that has oversight for the College and develops policies and procedures for Board approval to facilitate effective operations and service delivery. In addition to specific job roles, the College has formal committees structured under the Charter and the Board of Trustees. Each Division has a Policy Committee; there is a Faculty Senate with three committees, Curriculum, Assessment (the Continuous Improvement for Student Learning Committee (CISLC)), and Faculty Development; and the Himdag Committee that provides the core cultural foundation for the College.

An *All Staff* meeting is held monthly, the day following the Board of Trustees meeting. This meeting allows for employees from all three campuses to be in one place to hear reports regarding the Board, various committees and/or faculty and student presentations. In addition to celebrating achievements, and sharing challenges, this is an open forum to allow feedback and questions from the campus community while sharing a meal. The All Staff meetings are a core component in the building and maintaining of the TOCC community.

### **Faculty Involvement**

The [Faculty Handbook](#) outlines the expectations and rights of being a member of the TOCC faculty. *T-Ba'itk* (Our Voice) [Faculty Senate](#) actively represents faculty interests as they pertain to student learning and academic development of the College. The [T-Ba'itk Constitution](#) was approved by the TOCC Board of Trustees in 2002 to authorize faculty participation in shared governance pertaining to issues affecting faculty and students. One example of shared governance is exemplified by the action of the Board when it authorized the change to ten-month contracts for academic faculty beginning with the 2015-2016 academic year. The increased

funding from the Tohono O’odham Nation enabled the Cabinet to offer the 12 month salary for ten month contracts, and after discussion with the T-Ba’itk and all faculty members the 10 month contract was presented to and approved by the Board of Trustees in 2014. Another example of shared governance was the Education Administration and Faculty Senate jointly supported request to Human Resources to change faculty certification from HR to the Education Division. The proposal was supported by Cabinet and approved by the Board of Trustees.

### **Staff Involvement**

Staff members who are not administrators participate widely in College governance. Regular ongoing participation is through the monthly *All Staff* meetings that are interactive. The Himdag Committee includes Tohono O’odham members at all levels in the College, and is the key entity to ensure that the Himdag is embedded in all aspects of College life. Staff members at all levels volunteer to plan events from Commencement; to Veterans’ Day ceremonies; to the annual Nation’s Rodeo Parade and the booth at the three-day Rodeo. A sad part of College involvement includes assisting families who have lost someone, an all-too-frequent occurrence with TOCC staff and faculty members. Staff members volunteer to go to a home to help prepare for the traditional all-night wake, collecting donations for the much needed contributions toward food and burial costs. Staff members participate in College life both in western traditions, such as Commencement, and in Tohono O’odham Traditions such as helping families who have suffered loss of a family member.

### **Student Involvement**

The Student Senate has had periods of activity and inactivity and is experiencing a renaissance with increased full time students and an active Student Success Center where students have a gathering place. The [\*Student Senate Bylaws\*](#) authorizes the Student Senate as an official entity, with officers and annual elections, and participation in College activities. A member of the Student Senate served on the recently completed Presidential Search Committee.

Other student organizations whose members are active participants in College activities include: American Indian Science and Engineering Society (AISES); the Archery Club; and the newly established Business Club. The clubs provide students with opportunities to present at conferences, to host events on campus, and to have many avenues to contribute to College governance.

The Student Success Center employs up to six student Interns every semester who contribute significantly to the College. They provide services for faculty and staff from designing flyers, to general office duties, and serving students as peer tutors. They have received training on how to do presentations and assisted One Stop participants by mentoring them in how to prepare for job interviews. They are provided with the means to increase their skills and in turn share their knowledge with other students and at times with external community members. The Library has employed student workers since 2001, who learn library procedures; computer and library research skills; and customer service. They have an active voice in running the Library.

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

The TOCC Board of Trustees members are well informed about TOCC; when appointed they receive thorough orientations. The Board holds annual retreats on selected topics such as strategic planning that engage them in learning in depth about the College and its planning needs. The retreats provide the opportunity for time thorough analysis to prioritize the needs of the College. The Board has final authority to approve the TOCC annual budgets.

The Charter mandates the Board authority over academic policies through providing a Vice President of Education to directly oversee the faculty and academic policies. The Vice President reports to the President, who in turn reports to the Board. Major academic policies are approved by the Board on recommendation from the Cabinet, following input and recommendation by faculty and the Academic Chair or Occupational Chair to the VP of Education. More routine academic policies are approved by the President and Cabinet and presented to the Board as needed.

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

The organizational structures of the College promote involvement of all internal College stakeholders in setting academic requirements, policies, and processes. The students have had an increasing voice through their participation as student interns, members of clubs and the Student Senate. Staff members participate on key committees including the important Himdag Committee as well as the Division Policy Standing committees, and as volunteers for events hosted by and participated in by the College. Faculty members are authorized through the Faculty Senate and its three committees to design and approve the curricula, new programs, guide academic assessment, and design professional development activities. The Vice Presidents conduct division meetings and make recommendations to the President and Cabinet which reviews and determines the academic requirements, policies, and processes to best meet the needs of the students.

## **Sources**

---

- Faculty Senate T-Ba'itk Constitution(Revised May 2009)
- Organization Chart 2016
- TOCC Charter
- TOCC Student Senate By-Laws 2010
- TOCC Vision, Mission, Goals, and Core Values

## 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.

### Argument

---

#### *1. The institution allocates its resources in alignment with its mission and priorities.*

All revenues generated by its operations remain within the College and are allocated with input from all sections of the College. The allocation of resources aligns with the TOCC Mission and priorities through an integrated data-driven process that considers increased costs, additional space and other resource needs, and increased staffing needs identified at division, department, and program levels. The [Mission, Vision, Core Values, Goals, and T-So:son](#) guide the College in determining priorities. The institution's plans anticipate the possible impact of fluctuations in revenue sources, particularly from the Tohono O'odham Nation, shifts in technology, student demographic shifts, and external economic conditions that may impact the College and its population.

Revenues are allocated in a well-established process that begins with the [Strategic Plan](#). Each year, each of the four College Divisions (reduced to three on July 1, 2015) analyzes the items on the Strategic Plan specific to its area of operation. The divisions assess the objectives met within each of the six College Goals, and determine priorities for the next fiscal year. Based upon these goals, each Vice President, then each program Director meets with his or her staff to formulate a budget request, including requests for increased staffing. The budget request is approved by the department Vice President and forwarded on to the Vice President for Administrative Services and Finance. The combined budgets are analyzed by the Cabinet to discuss the merits of the proposed budgets from each area, and the budget created based on agreed upon priority needs.

As stated earlier the proposed budget with justification based on strategic planning is given to the Board of Trustees for review and final approval. The [2015-16 budget](#) is a result of that process.

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

The processes for assessment of student learning, evaluation of operations, planning, and budgeting are linked through the strategic planning and budgeting processes described earlier. The implementation of academic assessment including slow progress toward program level assessment led to identification during strategic planning and budgeting in 2011 of the need for an Assessment Coordinator. This position has improved the assessment process. Evaluation of the College operations has been addressed annually through strategic planning leading to annual plans conducted within each of the four Divisions. The plans are reviewed by Cabinet, and priorities identified, then assessed in the budget planning process that follows.

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

The strategic planning and budgeting processes include the planning and budgeting for the entire College and are conducted within the divisions as first steps. They progress through Cabinet level and finally to the TOCC Board of Trustees. The internal constituents in the planning process include the four divisions and their departments; the formal entities including the Faculty Senate and its committees; the Student Senate; all of which include wide representation of faculty, staff, and students.

The needs of the primary external stakeholders: the Nation's districts, the Executive, Judicial, and Legislative branches of Nation's government, and the K-12 schools on the Nation, are considered through environmental scans ([Visioning Report 2015](#)) and participation in external committees including the Farm Working Group, the Elder Care Consortium, and the Prevention Coalition.

TOCC engaged in a new planning process for the Strategic Plan beginning in July 2015. The Visioning results from the districts and TOCC were presented to the Board of Trustees and the Cabinet to obtain input. Then in February 2016 TOCC staff, students, and faculty engaged in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) process for the first time in over ten years. This engaged 67 participants in the process at the same time. The results were presented to the Board of Trustees and Cabinet during a retreat and that engaged Board members, Cabinet, and Institutional Research staff in a spirited deliberation that included review of the Visioning information as well as the SWOT results, summarized in the [SWOT Summary 2 16 2016](#).

The result was elements of a new Strategic Plan that included four [Initiatives](#) with specific goals and benchmarks. The initiatives focus on the critical needs for higher education that TOCC must provide for students, internal and external stakeholders, and the Tohono O'odham Nation. They are:

1. **T-So:son:** incorporating the Core Values in the College community;
2. **Curriculum:** a plan for the curriculum TOCC will offer in the future;
3. **Partnerships:** establish true collaborative partnerships with the Nation and particularly with the schools on the Nation;

**4. Infrastructure:** planned and supportive of the Mission.

The Cabinet will lead the development of specific objectives with the divisions of the College and bring to the Board of Trustees, then to the College as a whole for final input. The result will be a Strategic Plan focused on serving the needs of TOCC constituents.

***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.***

TOCC plans its future budgets based on known sources of income. Prior to FY 2012 when the tribal allocation was increased substantially ([Tribal Resolution Authorizing TOCC Budget](#)) the College allocated funding to areas with the most immediate needs, and had to operate without some greatly needed positions, as well as technology infrastructure improvements. The tribal allocation is the largest source of unrestricted revenue as detailed in 5.A.

TOCC manages the current increased five-year allocation with prudence as indicated earlier, and has begun preparation for the next five-year budget request. The tribal allocation must be approved by the Tribal Council and allocated from Casino Gaming Savings managed by the Nation's Chairman. In March 2016 the College will present a draft five year budget to the Chairman's Office for discussion as to feasibility to request an increase. The Cabinet has been informed that the Nation's governmental departments had to submit budgets for the Nation's FY 2015-2016 with 10% cuts across the board and that TOCC should consider that possibility.

TOCC is assessing where savings in the tribal allocation can be found during the remainder of this fiscal year, and will look at significant savings for the next fiscal year. Prudent investment of balances in various accounts has resulted in an increased Endowment Fund with the Southern Arizona Community Foundation, and in positive end of the year balances in the last several years ([Audit Report 2015](#); [Audit Report 2014](#); [Audit Report 2013](#); [Audit Report 2012](#)).

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

Institutional planning during the last five years has included a major focus on technology as that was a weakness in the College infrastructure until 2011. As described in 5.C.1 the fifth Goal in the College five-year [Strategic Plan](#) was to improve IT capacity. This goal has been worked on extensively as it is recognized that the College cannot meet student needs without an adequate technological infrastructure. The increased tribal allocation beginning in FY 2012 has enabled purchase of enhanced technology needed for on-line access to emails and internet resources; up-to-date classroom instruction; and regular replacement of computers and printers/copiers.

The new *Strategic Plan* under development has as its fourth Initiative development of the Infrastructure that includes updating the Technology Plan annually to ensure that the College can provide state-of-the-art methods of instruction, including online courses within one year. Technology must be adequate to enable consistent internet access for students, faculty, and staff with projected increased enrollment.

## Sources

---

- 2016AcademicSupportBudget
- 2016AuxilliaryBudget
- 2016GrantsBudgetsBasedonCollegeYear
- 2016InstitutionalSupportBudget
- 2016InstructionBudget
- 2016OperationsandMaintenanceBudget
- 2016OverallBudget
- 2016ScholarshipBudgets
- 2016StudentServicesBudget
- Strategic Planning Initiatives February 2016
- SWOT summary 2 12 2016
- TOCC FY 2012 Audited Financial Statement
- TOCC FY 2013 Audited Financial Statement
- TOCC FY 2014 Audited Financial Statement
- TOCC FY 2015 Audited Financial Statements
- TOCC Resolution funding 12-287
- TOCC Strategic Plan 2010-2015
- TOCC Vision, Mission, Goals, and Core Values
- Visioning 2015

## 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.

### Argument

---

#### *1. The institution develops and documents evidence of performance in its operations.*

TOCC continuously gathers information to document the quality of its performance in all areas with the primary focus to improve services for its students. Significant evidence gathered and assessed includes:

- Establishing the EARS program in 2011 to gather information about students at risk so that appropriate supports could be identified and provided. The program described in Criterion 4.C has increased the information collected from a small pilot sample manually to electronic reporting for students in all classes ([Retention Presentation August 2015](#)).
- Combining the individual student evaluations for each class into combined data for each faculty member so that the instructor could have documentation of the quality of instructional content. The weakest area was the level of Himdag, or cultural content, and a workshop was provided on how to address the issue.
- Documentation of the disproportionate number of Ds and Fs in the developmental Reading and Writing classes, and the number of students repeating them ([TOCC Grades and Repeats Report 2014](#)) contributed to the development of two developmental level Integrated Reading and Writing classes IRW 70 and 90 in 2015.
- Formal and informal documentation of why students were not attending classes, and low enrollment of students living in the far west and north areas of the Nation led to first providing a no cost van service driven by TOCC staff members who live in the areas.

#### *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.*

Important data gathered, lessons learned and solutions implemented during the last five years include:

- Developing budgets based on results of strategic planning that led to allocating funds for priority needs for student supports and effective operations. These include the Academic Advisor, Retention Coordinator, Recruiter, additional IT staff, IR Director and Development Director ([Organizational Chart 2016](#)).

- Designing semester schedules and releasing them at least early in the previous semester so that students can plan earlier and register well before the start of the semester. The schedule release dates are now planned so that students can provide their schedules in time to meet the Nation's deadlines to apply for scholarships.
- Beginning the budget planning process at least six months prior to the new fiscal year so that the Board can review and approve well before the start of the fiscal year. The earlier start allows time for extensive analysis of priority needs and budget allocations to meet them.
- Maintaining regular communication with the Nation's leadership and obtaining information on needed educational programs and classes.
- Establishing a Community Education Coordinator to identify further community education/CEU needs on the Nation.
- Developing a pilot course for the Nation's department directors and managers on Program Evaluation in response to a request from Nation's Executive Directors that had the largest TOCC course enrollment, 25, for spring 2015 and has a similar enrollment for spring 2016.
- Beginning with provision of iPads in mathematics classes and with positive results documented TOCC is providing iPads on loan for all students in classes where the instructor uses them as a means of interactive instruction.
- Identification of the need for significantly increased data collecting and reporting to document institutional effectiveness during the last five years led to increasing the Institutional Research and Development Division from no research assistants to three full time positions by 2014-2015. Analysis of organizational needs led to creating an IR department with a Director and two research assistants beginning with FY 2015-2016.
- The identified need for a position focused on fund development, especially for construction, led to creation of Director of Development and elimination of the VP for Institutional Research and Development.

## Sources

---

- Organization Chart 2016
- Retention, Persistence and Completion 8 2015
- TOCC grade distribution and repeats 2014

## 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.

### Summary

---

TOCC has a solid and predictable financial base to support its operations with current enrollment and up to an increased enrollment of 400 unduplicated students, if all existing space were to be used for added classrooms and if classes are held off campus. The College manages its financial resources with integrity and with comprehensive planning and budgeting, as demonstrated by consistent clean audit reports that include a "low risk" status.

The Board of Trustees is a volunteer board of qualified tribal members, all of whom have served for at least ten years. The members are dedicated to ensuring that the College has adequate physical, financial and human resources to be the Nation's center for higher education. The Administration, staff, and faculty are well qualified and with the Board dedicated to providing students with all needed resources to achieve their educational goals.

### Room for Improvement

An area for ongoing improvement at TOCC is a new plan for fund development with a focus on funding for construction. The Main Campus lacks buildings critical to meet student needs and to support increased enrollment with all classes held on the Main Campus. In addition to more classroom and office space the Library needs additional space for collection development of Special Collections and the College archives, quiet study space for students, and more student computers.

The *Construction Plan of 2010* included moving all functions located at the now Central Campus and the West Campus to the Main Campus. The piecemeal construction of buildings due to funding constraints has resulted in the Administration and Finance Division and some classes being held on the Central Campus with the Apprenticeship, BCT programs, the Land Grant Office for Sustainability and several other programs located on the West Campus.

The change in organizational structure effective July 1, 2015 to establish a Director of Development to focus on fund development was a result of Cabinet recognition of the need to separate the functions of institutional research and development. This change responded to increased needs for institutional research and to have a position dedicated to fund development. The new position is held by the former Vice President of Institutional Research and Development who is also the HLC Accreditation Liaison (ALO). It is intended that at the end of this fiscal year, and completion of the reaccreditation process this year that the ALO position will be delegated to another individual, leaving the Director of Development with the sole responsibility of leading the design and implementation of a new development plan.

## Sources

---

*There are no sources.*