

TOHONO O'ODHAM KEKEL HA-MAŞCAMAKUĐ
(TOHONO O'ODHAM COMMUNITY COLLEGE)



SELF-STUDY REPORT
for
The Higher Learning Commission
November 2010

Self-Study Report

Acknowledgements

The Self-Study Committee members deserve respect and gratitude for their dedication and commitment to completing the research and writing required to produce this document. The self-study process, including research and writing this report, were a true reflection of *T-So:son* (Our Core). Many TOCC faculty and staff members who did not formally serve on a committee contributed in other ways throughout the two year process and the College is indebted to all participants for work, patience and insight. Tohono O’odham Community College (TOCC) is well-served by its many stakeholders.

Self-Study Co-Chairs: Jane Latané, M.Ed. and Victoria Hobbs, M.Ed.

Criterion One: Mission and Integrity

Subcommittee Chair: Teresa Newberry, Ph.D.
Robert Ledman, Ph.D.

Criterion Two: Preparing for the Future

Subcommittee Chair: Joann Miguel
Al Rivera, M.Ed.
Sylvia Hendricks, M.A.

Criterion Three: Student Learning and Effective Teaching

Subcommittee Chair: Sophia Hronopolous, M.A.
Juana Jose, M.A.
Marcela Parra, Ph.D.
Damascus Francisco, B.A.

Criterion Four: Acquisition, Discovery and Application of Knowledge

Subcommittee Chair: Edison Cassadore, Ph.D.
Catherine Sun, M.Ed.
Gabriella Cazares-Kelly, B.A.

Criterion Five: Engagement and Service

Subcommittee Chair: Tomas Sepulveda, Ph.D.
George Miguel, M.S.
Samuel Orozco, B.S.
Kathleen Miguel, A.A.

The individuals listed below are also recognized for their contributions to the Self-study.

Former Self-study co-chair: Karen Wyndham

TOCC staff and former staff who served on a committee: Andrea Ahmed, Paul Buseck, Elaine Cubbins, Gloria Pancho, and Regina Siquieros.

All TOCC faculty, staff and administrators for their support in the process.

Susan Murphy, Ph.D. for training and technical assistance in the development and completion of the report.

Susan Hatfield, Ph.D., Rebecca Hill, Ph.D., and Kenneth Mowbray, Ph.D. for assistance in editing the report.

President Olivia Vanegas-Funcheon for her ten years of service to the college.

Self-Study Report

TABLE OF CONTENTS

Acknowledgements	2
TOCC Vision, Mission and Goals Statements	6
T-Şo:şon ---Our Core	7
Chapter One	8
Organizational Profile Changes since the last Comprehensive visit Summary of the college’s accreditation history Overview of the Self-Study process Response to previous team’s concerns Purpose and audience for the report Organization of the Report	
Chapter Two	21
Criterion One: Mission and Integrity 1a. College-wide Mission Documents 1b. Diversity and Tribal Colleges 1c. Pervasive Mission Commitments 1d. Shared Governance and Collaboration 1e. Integrity at all Levels	
Chapter Three	36
Criterion Two: Preparing for the Future 2a. Realistic Preparation 2b. Resource Base and Plans 2c. Ongoing Evaluation, Assessment and Institutional Effectiveness 2d. Planning Aligns with Organization’s Mission	
Chapter Four	61
Criterion Three: Student Learning and Effective Teaching 3a. Organization Goals for Student Learning 3b. Valuing and Supporting Effective Teaching 3c. Creating Effective Learning Environments 3d. Supportive Learning Resources	

Self-Study Report

Chapter Five	83
Criterion Four: Acquisition, Discovery, and Application of Knowledge	
4a. Valuing a Life of Learning	
4b. Acquisition of Broad Skills and Intellectual Inquiry	
4c. Curriculum Reflects Global, Diverse, and Technological Society	
4d. Responsible Use of Knowledge	
Chapter Six	102
Criterion Five: Engagement and Service	
5a. Serving Local Needs	
5b. Capacity to Engage	
5c. Responsiveness	
5d. Worth and Value of TOCC Collaboration	
References	115
Chapter Seven	117
Summary and Conclusion	
Appendix One: Table of Organization	118
Appendix Two: Strategic Plan	125
Appendix Three: Assessment Plan	130
Appendix Four: Assessment Report 2010	155

Self-Study Report

TABLES AND FIGURES

Chapter One: Introduction

Tohono O’odham Basket with Man in the Maze. p. 5.

Figure 0.1. Map of Southwestern Arizona and the Tohono O’odham Nation, Tohono O’odham Planning Department, p. 9.

Chapter Two: Criterion One

Triple Leaf Morning Glory, TOCC Plant Atlas, (2009), p. 21.

Table 1.1. Staff Diversity. TOCC Board Report, July 2010, p. 26.

Table 1.2. Student Demographics. Annual Report 2009, p. 27.

Figure 1.3. Fulfilling Mission of the College. Assessment Report, 2010, p. 29.

Figure 1.4. Academic Learning at TOCC Reinforces Competitive Spirit, p. 30.

Figure 1.5. TOCC Has Highly Qualified Faculty, p. 30.

Figure 1.6. Technology on Campus is Current, p. 31.

Chapter Three: Criterion Two

Tohono O’odham Nation flag, p. 36.

Figure 2.1. Tohono O’odham Nation with Districts, p. 37.

Figure 2.2. Operating Revenues 2001 – 2009, p. 49.

Table 2.3. Audited Financial Data 2006-2009, p. 50.

Figure 2.4. TOCC Assets 1999-2009, p. 51.

Table 2.5. Personnel Profile, p. 52.

Chapter Four: Criterion Three

TOCC Instructor and students, p. 61.

Figure 3.1. Review of 80 TOCC Syllabi, p. 63.

Figure 3.2. Fall 2005 Conceptual Assessment, p. 64.

Figure 3.3. Spring 2010 Conceptual Assessment, p. 64.

Table 3.4. 2005 Student Challenges, p. 65.

Table 3.5. 2010 Student Challenges, p. 65.

Table 3.6. Use of Standard English, p. 66.

Table 3.7. Program and Course Level Outcomes, p. 69.

Figure 3.8. Outreach and recruitment activities, p. 75.

Figure 3.9. Counseling Services, p. 76.

Table 3.10. Assessment Components Completed, p. 78.

Chapter Five: Criterion Four

Photograph of Sitting Woman, p. 83.

Figure 4.1. Man in the Maze, p.84.

Figure 4.2. New Campus Design, p. 85.

Figure 4.3. New Campus Administration and Classroom Buildings, p. 86.

Figure 4.4. Housing Units, p. 86.

Table 4.5. Curricular and Co-curricular Linkages, pp. 93-94.

Chapter Six: Criterion Five

Occupational Programs Building, p. 102.

Table 5.1. Degrees granted 2000 and 2009, p. 106.

Figure 5.2. GED Graduates and Current Enrollment, p. 107.

Self-Study Report



**Tohono O’odham Basket
Man in the Maze Design**

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.

Self-Study Report

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.)

Self-Study Report

CHAPTER ONE

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 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 were sovereign in all aspects of political, social, cultural, and religious structure with a subsistence life in what is now the area of the Gulf of California, to east of present day Tucson, north to the Gila River and south into Mexico. 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.

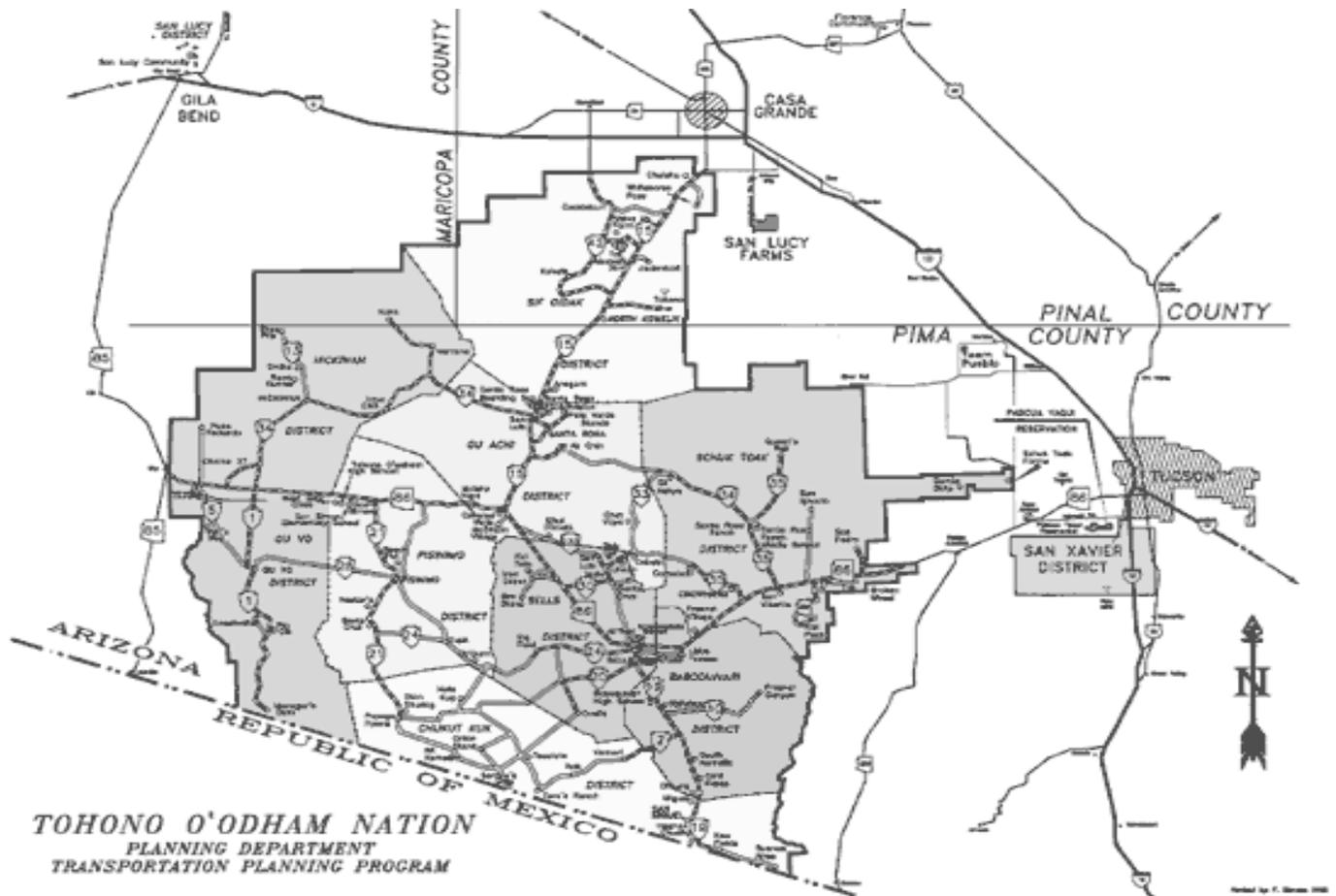
Today, the Tohono O’odham Nation is located along the U.S.-Mexico border in Southern Arizona. The Nation consists of 2.8 million acres of three non-contiguous trust lands and is home to approximately 15,000 members with a total tribal population of 30,400 members including those not living on the Nation (Tribal Enrollment Office, 2010). 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 the sovereignty once held by the Nation. *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 passage of Tohono O’odham Legislative Council Resolution (TOLC) No. 96-422 which authorized the establishment of a community college on the Tohono O’odham Nation. TOLC Resolution No. 98-006 approved Ordinance No. 98-01 which enacted the TOCC charter. Establishment of TOCC, one of 37 tribally controlled community colleges, enhances the Nation’s central goal of continued existence, sovereignty and self-determination of 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.”

Self-Study Report

Map 0.1

Map: Ancestral O'odham lived in what is today Mexico and the United States. In the state of Arizona, the native sovereign Tohono O'odham Nation shares a 75-mile border with Mexico, and many families have relatives on both sides. The Tohono O'odham Nation has districts in three counties in Arizona: San Lucy is in Pinal County; Gila Bend is in Maricopa County, and San Xavier District in Pima County. The Main Reservation also is split by all three county lines. Source: TON Planning Dept.



In the initial stages of development, TOCC operated under the auspices of an intergovernmental agreement with Pima Community College, where students were enrolled in both institution's 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 institutions and as a minority serving institution, 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 our most recent mission statement. Also in 2004, TOCC developed a curriculum for an O'odham Agriculture and Natural Resources program. The college also established its own Agriculture Extension program, focusing on youth programs. By

Self-Study Report

2006, the college had established an Agricultural Advisory Board and a full Agricultural Extension outreach program. The college has worked with the tribe and the Boys and Girls Club to host Junior Rodeo competitions and a month-long horse care training program. In collaboration with the University of Arizona's College of Agriculture and Life Sciences and a grant from the USDA's Animal and Plant Health Inspection Services Plant Protection Quarantine Partnership Program TOCC has organized the two-week "Tohono Land Connections" program that introduces Tohono O'odham teenagers to natural resource careers. Over the past three years, some forty high school students have learned about agriculture and science education from university researchers, Tohono O'odham elders, local ranchers, and federal lands managers.

Between 2004 and 2008, the college worked with two of the Nation's district councils on agreements to lease land for new campus sites. Agreements were finalized in 2008 with the Schuk Toak District for the main permanent campus site and with the Pisinemo District for a satellite campus. The college has worked with Tohono O'odham offices, 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. In March 2009, the college successfully drilled for water at the Schuk Toak site and engaged an architectural firm. As of July 2010 infrastructure development is scheduled to begin in September 2010.

Changes since the last Comprehensive Visit

2005---TOCC receives initial accreditation from the Higher Learning Commission

President Vanegas-Funcheon becomes the college's second 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.

The O'odham Nation provides \$6,000,000 in funding for the future campus.

2007---August: Foundations of Excellence Steering Committee begins 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.

July: American Indian College Fund awards *Woksape Oyate* grant to build intellectual capital and institutional capacity building.

September: Progress report on Student Learning Outcomes Assessment submitted

October: TOCC is awarded a U. S Department of Education Title III grant for student retention and instruction.

2008--- October: TOCC is 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.

2009---June: 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"

December: Request to HLC to postpone scheduled April 2010 visit.

2010---May: Assessment Workshop for faculty and staff hosted by the Woksape Grant.

June: President Vanegas-Funcheon retires.

July: Interim President, Ms. Jane Latané, appointed; Board of Trustees decides to engage a search firm to assist in identifying a new president.

Self-Study Report

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 November 2010 approved.
November: Comprehensive Evaluation Visit scheduled.

Self-Study Report

Overview of the Self-Study process and Timeline

TOCC initiated the Self-Study process in September 2008 with the expectation of a team visit in April of 2010. A great deal of committee work, discussion and work in identifying documents that would serve as evidence was accomplished between September 2008 and fall 2009. After a visit from the HLC staff liaison and a “mock” visit from a team of colleagues in December 2009, President Vanegas-Funcheon requested and received a postponement of the comprehensive visit from April 2010 to November 2010. The request for postponement related to the college’s concern with attrition in the employee ranks that frustrated continuity in adequately completing necessary Self-Study documentation.

Committees were organized by Criterion and worked with the assistance of the co-chairs to find relevant evidence and materials to support the college’s position that it fulfills the five Criteria. In sum, the Self-Study process extended over a two-year period with committee members researching and documenting the extent to which the institution continues to accomplish its mission and goals. Stakeholders, both internal and external, have been able to discuss issues and contribute to findings during this process.

Below is a timeline of the major events since TOCC’s initial accreditation.

Spring 2005	TOCC Initial Accreditation granted.
December 2007	Deadline for NCA/HLC continued accreditation application.
April 2008	President meets with NCA/HLC Liaison, Mary Breslin.
September 2008	TOCC President sends out e-mail appointing the Self-Study/Accreditation Committee. The committee consists of faculty, staff, and administrators.
October 2008	The deaths of two faculty members, Erik Anderson, Reading Instructor and Danny Lopez, Tohono O’odham Language Instructor, had an enormous impact on the college resulting in the delay of work. The impact was deeply experienced by the Self-Study/Accreditation Committee; Erik Anderson was the Chair.
November 2008	Self-Study/Accreditation Committee membership changes and the new chair, Dr. Karen Wyndham, is appointed.
January 2009	Self-Study/Accreditation Committee invites new members; Co-chair, Victoria Hobbs, is appointed.
February 2009	Criterion Sub-committees research all criteria concurrently.
April 2009	Working draft/outline of Self-Study is completed. Board of Trustees, President, and Co-Chairs attend NCA/HLC Annual Meeting.

Self-Study Report

July 2009	TOCC faculty members work with the Self-Study/Accreditation Committee to document progress on assessment, curriculum, and planning. TOCC Cabinet provides feedback on working draft
August 2009	Draft of the Self-Study Report shared through a college-wide Accreditation Training Event, "TOCC Meet Yourself." This event provides opportunity to discuss key goals and secure feedback on current draft.
September 2009	Self-Study/Accreditation Committee meets with Cabinet and Board of Trustees for discussion of draft content and self-study process.
October 2009:	Additional material compiled; Steering Committee and Cabinet review draft and present to Board of Trustees.
November 2009	Visit by NCA/HLC Liaison Mary Breslin Jane Latané, new Vice President for Research and Development, appointed co-chair of the Self-Study/Accreditation Committee
December 2009	Mock visit by three member team for feedback
Jan.-April 2010	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 2010	Self-Study document and construction of website completed. Document is shared with college stakeholders.

Response to Previous Team's concerns

TOCC received feedback from the visiting team in October 2004 citing issues of concern in Criteria 2, 3, and 4. Below are the comments from the team (in italics) and the college's response.

(former) Criterion 2 concern from 2004 visit

The previous team identified communication as a concern. While communication has improved, the current team found some evidence of continuing communication problems, particularly between the faculty and administration. There are also some communication problems between the two campuses. The college is aware of these problems and will be addressing them promptly.

TOCC responded to this concern shortly after the team visit concluded and the college continues to visit the topic of continually improving communication among all college constituents. Between 2005 and 2010 the College has formed and re-formed campus committees in order to create the best possible flow of information and communication between units and employees. Although this may seem like a very small step, on a campus the size of TOCC the organizational structure is very important and is an integral feature of good communication. In general, campus

Self-Study Report

stakeholders agree (anecdotally) that communication has been improved over the past few years although a metric has not been applied to measure the level of improvement. Interviews with stakeholder groups (faculty and staff) should confirm incremental positive change. In addition to new organizational structures, the President holds monthly meetings with all College staff for briefings, Q&A and discussion of college issues. This regular meeting with staff follows the college's monthly meeting of the Board and the timing of this open forum allows the President to share the most current Board actions and discussions.

Other communication features that have been adopted in the past few years to address improved communication include:

- *Campus Newsletter*: This information bulletin is published quarterly and is distributed to the college community and is available to the Nation offices to inform them of developments or issues of interest on campus.
- Regular e-mails from the president: Informational e-mails and announcements are sent from the President's office as needed to the TOCC distribution list. Many items are of general interest and this contact is an efficient way to "talk" to the college community between monthly meetings.
- Attending Board meetings: Though it has been the college's practice that Board meetings are attended only by the college's Cabinet, the current President has planned to have the college's standing committees attend meetings on a rotating basis. Additionally, Board minutes will be shared through posting on the TOCC website.
- VP's and managers hold regular monthly meetings with their staff to provide updates and discuss pending issues.

The College's Interim President has a communication style that invites open healthy dialogue that is expected to be expressed through the O'odham values of respect and working together. The Faculty Senate and other committees have vice-presidents attend as ad hoc members. This approach is designed to provide executive insight and open helpful communication to committees as they consider recommendations on academic, student services and other college issues.

As it relates to communication between campuses, again, communication has improved but needs to continue to improve. The West Campus, approximately three miles from the administrative, academic and student services buildings, functioned for 25 years as a skills and career training center for Building Trades programs before the college was formally created and funded by the tribe in 2000. Since the last team visit in 2004 college staff and faculty continue to work together toward the common mission and with collegial spirit. The West Campus was a mature and successful site for apprenticeship training before the college was created and many of the college's approaches and policies are an imperfect fit for a clock-hour based training center with many hundreds of hours performed off campus. The president is seeking to support the West Campus by tackling an issue that for years has been an ongoing barrier for students in apprenticeship programs and that is securing Pell support, if possible. This issue has been at the heart of a perception that students at the West Campus are not the same as students enrolled in other types of certificates and degree programs. This one issue has caused concern for West Campus students and faculty alike. However, faculty and staff from both sites serve on the same college committees and serve the same college mission. Some faculty members commute

Self-Study Report

together (in a shuttle service provided by the college) from the Tucson area to the campus daily which in itself helps communication and collegiality. The President visits the West campus at least weekly and committee meetings often rotate between the two campus sites. The President meets with the West Campus Advisory Committee for Building Trades programs at least annually and listens to their recommendations for program changes and improvement.

In conclusion, the college continues to work on improved communication approaches both internally and externally with the express purpose of continually improving our support of the college mission and goals within O'odham values.

Criterion 3 concern from 2004 visit

The college has not demonstrated an adequate understanding of, or commitment to, the assessment of student learning outcomes.

- 1. The team found little evidence of substantive institution-wide assessment activity since the visit of the last team, which identified assessment as its number one concern. For example, the faculty only recently approved an assessment plan.*
- 2. Faculty understanding of the assessment of student learning is at best rudimentary. Moreover, they do not articulate an appreciation of the need for such assessment. Current assessment practices generally do not extend beyond the ad hoc use of surveys, course grades, and individual pre- and post-tests.*
- 3. There is no formal plan for training faculty and staff on assessment.*
- 4. The team found very little evidence of systematic assessment being used to improve student learning. Faculty found it difficult to describe any significant changes that have been implemented as a result of assessment activities and data gathered.*
- 5. The college does not demonstrate a culture of data-based decision-making.*
- 6. The college does not demonstrate an understanding of the distinction between the assessment of student learning and institutional effectiveness.*
- 7. No college official is explicitly charged with responsibility for overseeing the assessment of student learning. The Vice President of Education apparently handles assessment issues on an ad-hoc basis.*

The College took very seriously the team's findings that many activities related to the measurement and improvement of student academic achievement were not being adequately handled. The *Assessment Monitoring Report* submitted in September 2007, available in the Resource Room, was the College's comprehensive response and commitment to continued improvement in this area. This report described how the college was approaching the measurement of the College's general knowledge skills areas: communication, conceptualization, interpersonal skills and *Gewdag* (strength), the apprenticeship programs and the reading program. Administration of assessment measures for conceptualization and communication took place in early 2007 and results and recommendations from these measures

Self-Study Report

are included in the report. For apprenticeship programs, faculty approved a second administration of the TABE (the first administration takes place when students enter the program) to measure improvement in skills valuable to these programs---math, writing, reading comprehension and problem solving. The TABE was seen as an additional assessment measure since these students also must complete performance requirements related to their trade/craft after as many as 8000 hours of training.

The report identifies initial findings related to student performance in the area of Reading and the faculty recommendations for change. Many certificates and degree programs allow for a Service Learning component and future assessment activity is likely to include measures of the role that Service Learning plays in the fulfillment of both the college mission and program goals. With curricular changes and recommendations submitted and some subsequently approved by appropriate college committees, the 2007 report on assessment represents a full cycle of measurement, review, change and implementation---the complete assessment cycle and feedback loop. In the intervening years, college faculty and staff have been engaged chiefly in conducting classroom assessment measures, analyzing results and improving their individual instruction.

The faculty leader in assessment passed away in 2008 and the college experienced a faculty leadership void for over a year. However, faculty training in assessment methods did continue and in the summer of 2009, 13 faculty members took 6 graduate credit hours in Education at the University of Arizona designed specifically for TOCC, supported by the Woksape grant and focused on measuring and documenting improvements in teaching and student learning. This summer coursework led the college to invest in Weave Online as a part of its assessment strategy. Since the submission of the 2007 report to the HLC and experimentation with Weave Online, TOCC has very recently completed a new planning approach in assessment; the *Assessment Plan* was adopted this past spring 2010. Training in this area has been as recent as May 2010 when all faculty and invited student services staff and administrators attended a two day workshop on course and program assessment as well as a review of metrics for institutional effectiveness. The new plan incorporates elements from the previous document that the college continues to value and measure and adds some new features---chiefly an approach to program level assessment that had been missing. Leadership in assessment is shared among members of the Assessment Committee and is essentially faculty driven.

Criterion Three offers more detail and insight on the college's current work and planned work in the assessment of student learning and makes a clear distinction between measuring academic achievement and measuring institutional effectiveness which seeks to understand how to improve on the areas outside of academic affairs and primarily focuses on student support services.

(former) Criterion 4 concern from 2004 visit

The previous team noted that some programs had very few students and others had none. That situation continues, and the current team is of the opinion that effective and disciplined planning represents the best way to alleviate this situation and exercise better stewardship of the college's resources. The team notes that the construction of new facilities, coupled with an effective marketing plan, will likely boost enrollments significantly.

Self-Study Report

Although the college is engaged in a number of planning activities, the team did not discern a central focus for these activities. Indeed, the college seems to have trouble differentiating between responding and reacting. Planning functions are occurring at different places within the organization, and these planning functions lack central coordination, discipline, clarity, and consistency. The team finds that the current Education Master Plan is overly optimistic, it is not grounded in sound data, it lacks a methodology for prioritizing new programs and it does not specify realistic enrollment targets for new programs. Some planning documents have enrollment targets that vary widely from actual enrollments.

Most planning data collected to date appear to be qualitative, and although quantitative data are available, they have not been incorporated and subjected to rigorous analysis. The team finds a planning effort that focuses on collection of information without adequate and careful analysis of the data. This lack of a data-driven planning effort makes it difficult to link planning with the budgeting process and to determine whether the college is using its resources effectively. The college lacks the quantitative data and feedback loops necessary for any effective continuous improvement effort.

After the team visit in 2004 the College recognized the need to re-consider its approach to planning and accordingly, the College prepared the required Monitoring Report on Strategic Planning that was submitted to the HLC in 2006. That document was designed to serve the College through 2009 and is available on the TOCC website, and in the Resource Room. This document describes how the College approaches planning, the stakeholders, the College's values and how strategic planning translates to operational planning for the College units. Since that time TOCC has been engaged in supporting units in their operational plans and working with them to see more local operational plans through to completion. One particularly exciting feature of the plan that will be fulfilled this fall is staff ownership and training in the Jenzabar student data system; this change will allow TOCC to release a consultant from a multi-year contract but more importantly will build capacity at the College to manage data. Faculty and staff have been frustrated by this software but training scheduled to take place this year will remedy this longstanding issue.

Excerpts from the 2007-2009 Strategic Planning document are provided to inform the reader of college planning in the recent past;

In June 2006, the President charged the Strategic Planning Committee with the following tasks: (1) Develop a set of College goals and strategies, and a framework for planning by units across campus; (2) Explicate a set of informed assumptions about the external and internal environments; (3) Create a College-level plan that draws in part on the plans submitted to the committee by units within the College, such as the Education Master Plan; (4) Address specific issues of importance raised by the College community; (5) Develop indicators or measures for assessing progress toward the goals and objectives of the plan; and (6) Propose a structure and procedure for ongoing planning following the completion of this particular planning cycle.

Role: The role of the committee is to facilitate and assist the planning efforts of units across campus, evaluate and suggest changes in the plans developed by individual units, and decide what is to be in the Comprehensive College plan to be submitted to President

Self-Study Report

Vanegas-Funcheon in September 2006. The primary role of the committee is to develop a College-level plan, rather than implement it, and to propose an ongoing process of strategic planning.

Product: The committee will produce an action-oriented plan for the period January 2007 to December 2009. This process began in June 2006 and the initial planning phase and organization of committees will be completed in December 2006. Unit plans of departments, administrative units, and a few special committees (such as the Himgag Committee) constitute satellite documents for the College-wide plan.

The Strategic Planning Committee

Interim President Jane Latané will charge the College Strategic Planning Committee with the following tasks: (1) ensure that the College's Strategic Plan is revised and updated on a periodic basis; (2) revise the plan's "environmental scan" to take into account emerging internal and external conditions and forces; (3) meet periodically with the Strategic Planning Committee, Vice Presidents, and Directors of other first-level planning units to learn what is being accomplished in implementing their plans; and (4) communicate frequently with the College community and solicit its advice in this process. Committee members will be appointed, and will include faculty, staff, administrators, and a Student Senate representative for terms of two years. The committee's activities are to extend beyond the preparation of the revised College Strategic Plan to ensure a continuous strategic planning process. Anticipated future activities include commenting on first-level plans and their consistency with the College Strategic Plan, considering changes in the process of future planning, reporting on changes in environmental conditions or other factors that may affect strategic planning, and consulting with the appropriate committee on implementation. The Strategic Planning Steering Group, chaired by the College President, currently has implementation responsibility.

The Planning Structure

Given that strategic planning is designed to provide a foundation for budgetary and program decisions, the planning structure is organized around the administrative units that make such decisions. Exceptions have been made in some highly important areas that cut across administrative lines, where we would like to receive both collegiate and non-collegiate perspectives. Planning units with overlapping jurisdictions should collaborate as much as feasible with each other but, in the end, each planning unit should develop its own independent unit plan.

The Planning Process

The planning effort is an iterative, back-and-forth process that combines top-down and bottom-up features. For strategic planning to be successful, it is critical that frequent, if not continuous, dialogue and exchange occur across all levels of the College. This dialogue must involve faculty, students, staff and, insofar as possible, alumni and members of the public. Thus, the College Strategic Planning Committee develops and shapes a College-wide plan in the context of substantial dialogue with first-level planning units and liaison units (e.g., Faculty Senate, Staff Council, Student Senate, and Himgag Committee) and frequent contact with members of the College community through open meetings and written statements. The plans of first-level planning units will become satellite documents for the College-wide plan.

Self-Study Report

There are several ways for members of the College community to contribute to the planning process. First, participate in the planning efforts of your own first- and second-level units. It is in these units that the general College goals will be given specific meaning and content. Second, watch for communications that regularly will appear in issues of the College newsletter *S-ke:g Ha'icu A:gidag* (Good News), and also for a periodic strategic planning supplement in the newsletter. Third, attend College-wide meetings; Fourth, forward ideas to the Strategic Planning Committee, in writing or by e-mail.

The college's recent work on strategic planning culminated in the document, *Strategic Planning 2010-2012*, available in the Resource Room and online. This document restates the vision, mission and goals of the college while identifying the need for a comprehensive environmental scan, identification of short and long term objectives and action plans for the different units of the college. In the spring of 2010 the Board was led through an update of this document during a Board retreat. In addition to Board input, all eleven districts of the Nation were visited by college staff seeking ideas and feedback from members of the Nation on their expectations and hopes for the College. This effort through the summer of 2010 will position the college with the most current information, perceptions and attitudes of stakeholders the College is seeking to serve. The current planning document, enclosed with the Self-Study, is much briefer than earlier planning documents, essentially outlining the major initiatives the college will address while leaving unit planning to the vice-presidents and directors to determine how best to fulfill the stated goals. The current plan takes into account the College and the Nation's political and economic environment as well as cultural context and a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis from other internal stakeholders.

Lastly, an important organizational change took place in the fall of 2009 when the college filled a long vacant position, the Vice-President for Institutional Development and Research. Filling this position for the first time in two years allowed the college to centralize planning, grant work and assessment measures. This position was filled for approximately 8 months before the President retired and this Vice President was moved to the interim presidency. This change will mean that some planning and research efforts may lag as the Board conducts a presidential search but the Interim President will manage and direct work in this area as time permits. Before being re-assigned as interim president, the Vice President for Institutional Development and Research hired a staff researcher so it is clear that the mission of research and development will continue though understaffed in the short term. Additional information on the college's activities in this area is more fully addressed in Criterion 2 of this Self-Study.

Purpose and Audience for the Report

The purpose of the self-study is 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. 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.

Self-Study 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 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 communication about the College's work and role in the Nation.

Organization of the Report

The TOCC Self-Study is the result of two years of inquiry and investigation in response to the HLC accreditation criteria. The report is divided into eight chapters. Chapter One is an introduction defining TOCC in the context of the Tohono O'odham Nation and providing background information on the self-study process, the history of the college and includes specific responses and material required by the Higher Learning Commission. Chapters Two through Six respond to the five Criteria for Accreditation, including narrative and presentation of patterns of evidence, strengths and challenges based on the College's reflections and self-evaluation. Chapter Seven is a summary of major points---strengths and challenges---presented throughout the self-study report and confirms the college's substantial fulfillment of the Criteria for Accreditation. Appendices include specific examples of evidence as referenced throughout the report. References not included as appendices will be available in the Resource Room.

Self-Study Report



Tripleleaf Morning Glory
Native to Tohono O'odham lands

CHAPTER TWO

CRITERION ONE

MISSION AND INTEGRITY

Criterion Statement: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion Overview:

This Chapter describes the long-held dream of the Tohono O'odham Nation to build a tribal college to serve its uniquely diverse people through higher education and to facilitate preservation of their rich cultural traditions. As TOCC enters its second decade, honoring the Nation's commitment to higher education remains the foundation of the College mission. In 1998 the Tohono O'odham Nation provided the original Mission Statement for the College, appearing in the "Charter of the Tohono O'odham Community College," Ordinance No. 98-01 (Tohono O'odham Nation, 1998).

Since 2005, TOCC has steadily enriched its understanding of this mission and how to function as both a tribal college characterized by and rooted in the Tohono O'odham Himdag, or way of life, and a community college in the state of Arizona. Hence, the mission documents have been revised over time to adequately reflect the changing times, address the needs of the community, and ensure institutional integrity.

Throughout the past five years TOCC has taken significant steps toward achieving mission priorities. The Board's February 2008 adoption of TOCC T-Şo:Şon (Core Values) reflects a renewed commitment to implementing indigenous values across the institution. The implementation of these values throughout the structures and processes that involve board, administration, faculty, staff, and students requires that the college operates with integrity because the values promote the Tohono O'odham principles of belief, well-being, respect, and teamwork. The following evidence supports and clearly demonstrates that TOCC is a mission-centered institution whose integrity is enhanced through its structures, systems, and processes.

Self-Study Report

Core Component 1A: The organization's mission documents are clear and articulate publicly the organization's commitment.

TOCC mission statement clearly articulates its purpose to internal and external constituencies the organization intends to serve while providing an operational structure that is integrated with the Himdag.

The current Vision, Mission, and Goal statements have evolved from the initial purpose statement included in the Tohono O'odham Nation 1998 authorizing Resolution 98-006:

...Whereas, the history, culture and tradition of Tohono O'odham is central to the continued existence, sovereignty and self-determination of all Tohono O'odham as O'odham and as a Nation; and

Whereas, a college of learning, managed 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; and

Whereas, the Chairman of the Nation has put forward a Charter for a Tohono O'odham Community College for consideration by the Tohono O'odham Legislative Council.

Now, therefore, be it resolved that the Tohono O'odham Legislative Council supports the establishment of a successful institution, a Tohono O'odham Community college, one that will serve as the Tohono O'odham Nation's center for higher education, research, culture, and tradition...

(Tohono O'odham Legislative Council, 1998)

The Vision and Mission statements adopted by the TOCC Board of Trustees in November 2001 were:

TOCC 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.

TOCC Mission

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 provide research opportunities and programs that address academic, life, and development skills.

TOCC Goals

To provide a variety of academic, life, and development skills that will reinforce a strong competitive spirit to participate in an ever-changing society.

To include 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 specifically to the Tohono O'odham community.

Self-Study Report

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 are relevant to the needs of individuals and communities in fundamental skills i.e., general reading, writing, and math skills.

To establish a technology core that will enable the community and individuals to meet the challenges of the future.
(TOCC, 2001).

In 2006, after the College received Land Grant status the Mission Statement was revised by the Board of Trustees to read:

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.
(TOCC, 2006)

The Vision Statement has remained unchanged since passage of the authorizing resolution. There have been no changes to the Mission and Goals since 2006 except for minor rewording.

TOCC's mission documents illuminate the college's sense of itself to the public at large. In essence, the vision, mission, and goals statements serve as the foundation for the promotion of the college as an institution with a unique character and orientation to the world. The college has worked diligently to produce clearly expressed mission documents that are the product of genuine collaboration and are essential to defining how the college will operate within its local and global communities. The internal and external constituencies (local and global) are aware of this articulation and continue to unite behind a common vision and move forward with the mission of TOCC. In order to maintain this awareness, TOCC publicly broadcasts its statements of vision, mission, and goals through a variety of media. All publications, grants, reports, catalogs, schedules of classes, websites, recruitment presentations and materials, and annual reports reproduce the statements. A poster of the vision, mission, and goals statements is posted in all classrooms at TOCC. T-Şo:Şon (Core Values) will be added to an updated poster and will also be integrated into all reports and publications beginning fall 2010.

TOCC's Vision statement proclaims the College's intention to serve the Tohono O'odham Nation and establish the College's purview, and the Mission outlines its specific role in the Tohono O'odham community. The Vision statement establishes a goal to maintain an active, informed citizenry through higher education. The agenda of expanding horizons is not only academic but cultural and political. TOCC students are expected to become leaders in the "local, state, national, and global communities." The College will play a key role in sustaining tribal sovereignty and self-determination.

Self-Study Report

TOCC's Mission statement maintains that the College was established to strengthen "individuals, families, and communities" throughout the Tohono O'odham Nation. The vision has the potential to transform every single member of the Tohono O'odham Nation.

TOCC's Goals focus on the varied internal and external constituencies TOCC intends to serve, which includes students, elders, staff, faculty, administrators, the broader community and Nation.

While T-Şo:Şon does not identify specific constituencies, the core values outline ways TOCC's constituencies conduct themselves and respond in a manner that is respectful and reflective of the Himdag. Consequently, discussions in the Himdag Committee about the meaning and significance of mission documents and how they can support Tohono O'odham culture have led to the adoption of the T-Şo:Şon (Core Values) (February 2008). T-Şo:Şon provides guidance for staff and students utilizing the four core values which act as a code of conduct. As a group of values, they complement the mission, vision, and goals statements and address how the college conducts business and practices the Himdag in its daily operations. The four values are:

T-Wohocudadag – Our Beliefs: We, at Tohono O'odham Kekel Ha-Maşcamakuđ believe that T-Wohocudadag provides balance, strengthens us and helps us respect ourselves, other people and cultures.

T-Apedag – Our Well-Being: We, at Tohono O'odham Kekel Ha-Maşcamakuđ, believe that T-Apedag is inclusive of what is healthy and good for us (physically, spiritually, emotionally and mentally), and for the things around us.

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, your surroundings, the people, things upon the land, and also for your own self and your life.

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. (Board adoption February 2008)

The adoption of T-Şo:Şon in the Tohono O'odham language demonstrates a commitment to sustaining the Tohono O'odham language. The TOCC motto is also in the Tohono O'odham language; *Ñia, Oya G T-Taccui Am Hab E-ju:* Our Dream Fulfilled. Literally, "See, what we wanted has happened." The motto reflects the intergenerational goal of building a college. The President's welcome letter in the TOCC 2008-2010 Catalog explained, "From the late 1960s through the late 1990s, Tohono O'odham elders and leaders dreamed of having a college located within the Tohono O'odham Nation to make higher education accessible to the people of the Nation" (TOCC, 2008).

The mission documents serve the TOCC community by providing a unifying focus across the campus. While following through on the College's commitment to "enhance the Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services," the campus comes to reflect the goals, aspirations, and future of the Tohono O'odham Nation.

Self-Study Report

Core Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The diversity of TOCC staff, faculty, and students along with its mission documents stand as evidence of its recognition and commitment to diversity.

Cultural diversity at TOCC is a goal supported by the Tohono O’odham Nation and facilitated by a commitment to the *Himdag*. Establishing the core values throughout TOCC creates a campus environment that allows diverse individuals, be they elders, faculty, staff, students, or the broader community or Nation, to flourish. Because the college seeks to prepare its students to walk in two worlds or lead in both the Tohono O’odham Community and local, state, national, and global communities, accommodating diversity is essential to the success of all constituents.

Diversity within the Tohono O’odham community extends in many different ways. Linguistic diversity on the Nation includes many different dialects, which speaks to the linguistic diversity found in the heritage of faculty, students, and staff at TOCC. Students come to the college with varying levels of fluency in English as well as Tohono O’odham and are accommodated through courses and programs designed to meet the student learners at current performance levels. Developmental and advanced courses allow students at varying levels to meet their academic and educational goals. In addition, the Tohono O’odham history, culture, and language courses encourage students to retain and further develop their native language skills in order to flourish as bilingual, educated Tohono O’odham.

Another form of diversity represented by TOCC is the College’s involvement with the Tohono O’odham community in Mexico. TOCC hosted a Fulbright Scholar from Mexico who taught the Tohono O’odham language and who hosted a TOCC student visit to Mexico. There have been yearly visits to a Tohono O’odham primary school in the community of Quitovac, Sonora, Mexico by TOCC students. Students with different experiences living off the Tohono O’odham reservation bring with them diverse values and approaches to school and life. TOCC students, faculty, and staff represent the diverse Native and non-Native communities throughout America. TOCC students, faculty and staff of every race, ethnicity, nationality, religious belief, gender, and sexual orientation are welcome. Tables 1.1 and 1.2 following outline the diversity of TOCC faculty, staff members, and students.

Self-Study Report

Table 1.1 TOCC Staff and Faculty Diversity

	Frequency	Percent
Full-time positions:	70	
Filled Positions	64	91%
Vacant Positions	6	9%
Female	39	61%
Male	25	39%
Ethnicity—All Staff		
Tohono O'odham	32	50%
Native American Other	5	8%
Hispanic	9	14%
White	15	23%
Black	2	3%
Asian	1	2%
Regular Staff	48	
Tohono O'odham Administrators And staff		
Filled	48	100%
Vacant	0	0%
Instructor Positions	22	
Filled	16	73%
Vacant	6	27%
Ethnicity		
Tohono O'odham	2	13%
Native American Other	1	6%
Hispanic	2	13%
White	10	63%
Black	0	0%
Asian	1	6%
Commuters	43	67%
Local	21	33%
Part-time positions:	8	
Filled Positions	4	73%
Vacant Positions	4	27%
Female	2	50%
Male	2	50%
Ethnicity		
Tohono O'odham	4	100%
Native American Other	0	0%
Hispanic	0	0%
White	0	0%
Black	0	0%
Asian	0	0%
Commuters	0	0%
Local	4	100%

July 8, 2010 Board Report (TOCC, 2010c)

Self-Study Report

Table 1.2 Student Demographics

Tohono O’odham	89%
Other Ancestry	11%
Average Age	35
Female	62%
Male	38%
Students receiving Pell grants	47%
First generation, full time students receiving grants	100%
Retention rate of full time students	33%
Retention rate for part time students	21%

TOCC Annual Report 2009 (TOCC, 2010a)

In order to publicly promote TOCC’s commitment to diversity to students and faculty, the 2010-2011 *Catalog* states,

... The search for an integrated understanding requires a general desire to learn, an energetic interest in the world, and a willingness to put ourselves in the place of those whose beliefs and outlooks are different from our own. A General Education program, pursued by curious and empathetic faculty and students, provides a structure in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into comprehensive understanding and reasoned value (TOCC, 2010d).

To facilitate this growth, TOCC has developed programs specifically designed to support a diversity of unique learners. The Junior Rodeo Series sponsored by the Agriculture Extension Program works with community members who may or may not have attended college and brings them into a college environment to organize and implement several large rodeo events that showcase the talents of Tohono O’odham and other Native youth from ages three to seventeen years. In addition, TOCC’s Climate Change Lecture Series and Forum funded by NASA-AIHEC (American Indian Higher Education Consortium) Climate Change Enrichment Grant has brought together diverse groups of stakeholders to share information and dialogue about adaptation strategies to impacts of climate change on the Nation. This Lecture Series and Forum has been fruitful and includes constituents and stakeholders, which included TOCC students, high school students, community members, elders, TOCC faculty and staff, media representation, scientists who act as Tohono O’odham environmental professionals, scientists from the University of Arizona, (U of A) and scientists from the U.S. Geological Survey scientists.

The NASA-AIHEC Climate Change Enrichment grant supported and mentored four student interns to develop projects that could help determine climate change impacts on the Tohono O’odham Nation, and propose solutions to these impacts. As part of this project, TOCC students collaborated with U of A scientists and presented a poster at a national meeting on Climate Change. Another result of this collaboration was a Climate Change panel and poster presentation at the 2010 AIHEC conference. The panel and poster presentation was a collaborative effort among AIHEC, four Tribal colleges, the National Research Energy Laboratories, and several not-for-profit agencies.

TOCC responds to community project requests by providing a diverse programs such as the Apprenticeship Program (West Campus), Culinary arts classes, Writing classes for Behavioral

Self-Study Report

Health Services, Reading for the Tohono O’odham Police Department, the Youth Suicide Prevention Program that facilitated community development, and more. This breadth of diverse programs caters to a variety of learners with specific needs as identified throughout the Nation.

The Himdag Committee initiated two tours of the Tohono O’odham Nation for all TOCC faculty and staff members to introduce them to the communities, services, and community members in the districts. Whether members of the Tohono O’odham Nation or not, all those who have taken the tours to date have found them invaluable.

The College’s mission is to provide educational opportunities for Tohono O’odham learners that will prepare them to participate fully in a diverse community. Learners on the Tohono O’odham Nation include tribal members raised in traditional remote villages, villages closer to urban areas, and cities around the state of Arizona and the country. The College embodies this diversity through its staff, faculty, and student body. The open admission policy applies to all potential students and employees regardless of race, ethnicity, gender, nationality, sexual orientation, or belief system, which is well documented and publicized throughout the Nation.

Core Component 1C: Understanding and support for the mission pervade the organization.

Understanding and support for the mission, vision and goals of the college span TOCC’s constituents.

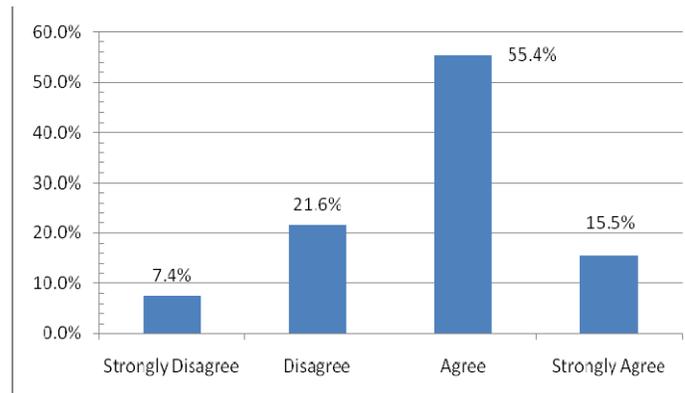
The employees of Tohono O’odham Community College universally support the mission and goals of the college. The rural setting of the college means that approximately 60% of the staff commutes from Tucson, which is approximately 60 miles east of the campus. The employees make that commute because they believe in the mission of TOCC and want to contribute their skills and expertise to seeing the vision fulfilled. In order to enhance understanding of the Himdag and TOCC’s unique mission, all new employees are required to take one Tohono O’odham Language class and one Tohono O’odham History class within one year of employment. This understanding and support is further exemplified by a recent exercise in which the staff and faculty worked in teams to write the College Vision and Mission statements from memory. While the wording that the teams arrived at was not always exactly the same as the actual Mission and Vision statements, the essences of both statements were clearly present in all the documents produced.

Support for those statements is universal in the college community and throughout the Nation. Community members regularly participate in college forums and activities. They are also active in the governance and support of the College, which includes actively determining and supporting the Mission, Vision, and Goals. TOCC students are also actively engaged in the fulfillment of the vision, mission, and goals of the college. Students are regularly exposed to the Vision, Mission, and Goals as they are posted in all TOCC classrooms and public areas. As presented in Graph 2.3 below, a recent survey administered to all TOCC students indicates that 70.9% agreed or strongly agreed that TOCC does a good job fulfilling its mission (TOCC, 2010b).

Graph 1.3:

Self-Study Report

TOCC Does a Good Job Fulfilling Its Mission



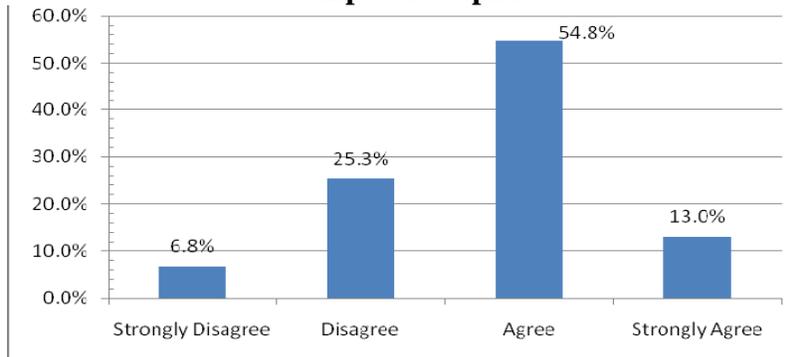
The goals of the administrative and academic subunits of TOCC are reflective of and demonstrate commitment to the organization's Mission. The Goals statement is the third prominent aspect of TOCC's Mission, Vision, and Goals. More than any other mission document, the Goals statement explains how TOCC seeks to turn the values underlying the Tohono O'odham *Himdag* and the tribal college movement into concrete policies and programs. Such specific, public statements of the College Goals define funding priorities, policy initiatives, and the daily operations of the College. Each Goal is presented below with examples of policies and programs developed by TOCC to fulfill these expectations.

Goal 1: *To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.*

Programs offered at the college are routinely assessed for relevance to the community and beyond, using ongoing communication with the Nation's employers to assess the career and academic training needed for the Nation to continue to thrive and succeed. Faculty and instructors are required to present course material and learning in a fashion that is relevant on Nation and in the larger global community so that the students are adequately prepared to compete in any arena. When queried during the spring semester 2010, two-thirds of the students agreed or strongly agreed that the learning environment at TOCC fosters a competitive spirit, as outlined in the following Graph 1.4. Thirty-two percent did disagree.

Self-Study Report

**Graph 1.4:
Academic Learning at TOCC Reinforces
Competitive Spirit**



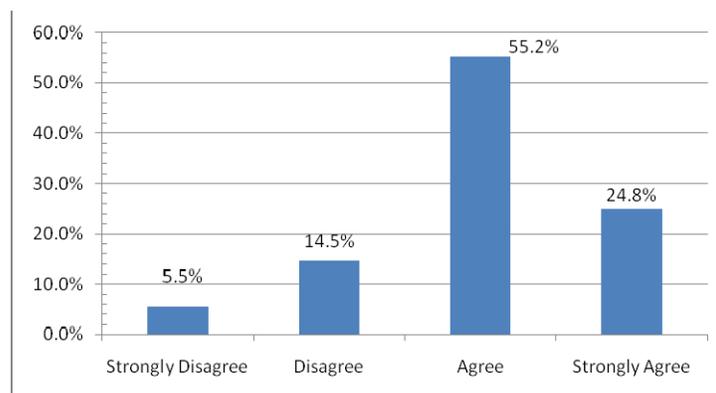
Goal 2: *To include Elders as primary resources, instructors, advisors, and counselors as a means of reinforcing Tohono O’odham Himdag.*

A key element that ensures elder participation is the two mandated seats for elders on the Board of Trustees. In previous years, the position of Cultural Liaison existed in part to facilitate communication between TOCC staff and communities, with a focus on elders. Although one of the challenges that TOCC faces is to recruit Tohono O’odham faculty, 80% of the students agree or strongly agree that TOCC is using elders as primary resources, instructors, advisors and counselors to reinforce the Himdag

Goal 3: *To recruit highly qualified faculty and staff who are dedicated to the art of teaching, advising, and service specifically to the Tohono O’odham Community.*

TOCC faculty and staff are all qualified in their fields, and provide high levels of education and service to TOCC students. There is cause for concern due to the high rate of turnover in the recent past. During the last two years the college recently designed strategies to fill vacant positions, including the completion of a wage study that resulted in better alignment of salaries with surrounding urban areas and providing a daily shuttle service for TOCC employees from Tucson to Sells. Eighty percent of TOCC students are satisfied with the quality of TOCC instructors, as illustrated in the following Graphs 1.5 and 1.6. (TOCC, 2010b).

Graph 1.5: TOCC Has Highly Qualified Faculty



Self-Study Report

Goal 4: *To ensure integration of appropriate Tohono O'odham Himdag in the physical environment, curriculum, and processes of the college.*

There are examples at all levels and areas of TOCC where the *Himdag* informs how students and staff interact with one other and their environment. From songs and blessings offered before and after meetings, to student driven public activities that teach Tohono O'odham culture, and the Elder Seminar Series, the *Himdag* is becoming prevalent. In a recent survey administered by the TOCC Assessment Committee, 74.8% of the students agreed or strongly agreed *Himdag* is being successfully integrated into their classrooms.

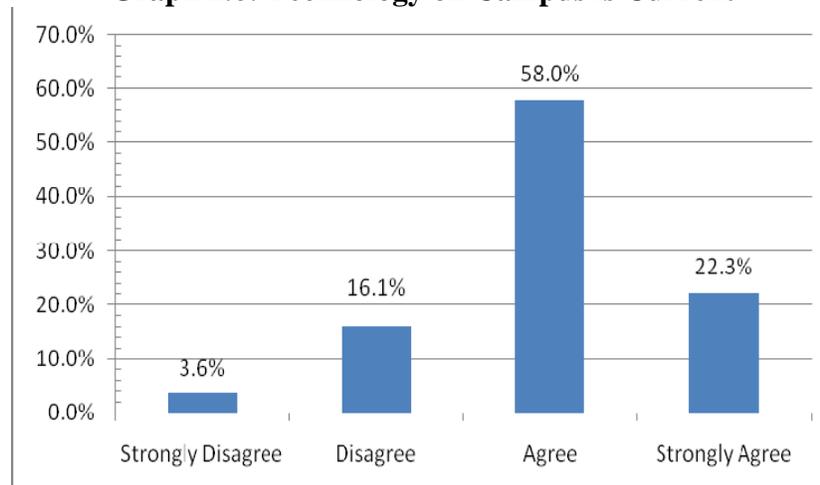
Goal 5: *To ensure that curricular offerings are relevant to the needs of communities and individuals in fundamental skills; i.e., general reading, writing and math skills.*

TOCC responds to community needs by offering courses that assist the Nation to increase skills and educational levels, such as the Childhood Development Associate Certificate and A.A.S. degree programs. In the past two years reading and writing classes have been provided for Tohono O'odham Police Department cohorts, for the Child Welfare Division, and are planned for spring 2011 for the Judicial Branch. Substance Abuse courses have been provided for department cohorts as well as for the general College population. Current collaborative plans include GIS mapping classes, and conversational Tohono O'odham for the KiKi Association (the Nation's Public Housing Authority).

Goal 6: *To establish a technology core that will enable the students and the broader community to meet the challenges of the future.*

TOCC has had to balance the need to keep current with technological advances with the lack of technology in rural areas on the Nation. TOCC has taken opportunities to offer online classes in Writing and Business communication, as well as a hybrid course in emergency Preparedness Training. In addition, TOCC offered on-line courses in Diabetes from 2005 to 2007. As outlined in the following chart, most of the students (80.3%) agreed or strongly agreed that technology on campus is current and facilitates learning for students and the broader community (TOCC, 2010b). The TOCC administration has identified the need to upgrade all campus computers, including for faculty, staff, and students, to MS2007. The FY 2011 budget includes funding to meet this need.

Graph 1.6: Technology on Campus is Current



Self-Study Report

The planning and daily operations of the College are congruent with the Mission, Vision and Goals. The 2005 Strategic Plan has a section titled “Fundamental Commitments” that state the vision, mission, and goals of the college. In 2006, an updated strategic plan was sent to the Higher Learning Commission and a new Strategic Plan was adopted by the TOCC Board in June, 2010, which includes the Vision, Mission and Goals in the document (TOCC, 2010g). In addition, the strategic planning process includes visioning sessions with constituent groups consisting of districts, community members, students, faculty, staff, administration, employers, and the legislative council.

Finally, the structure of Curriculum Council and the curriculum approval process reflect integration of college policies and curriculum into Himdag and understanding of mission. The Curriculum Council is TOCC’s curriculum entity that reviews new and/or revised courses and programs. The Council is composed of full-time faculty members who are part of the Curriculum Committee and representatives from the Himdag Committee. The Chair of the Curriculum Committee is a full-time faculty member. The council reviews courses and programs to ensure that they meet “curricular standards, academic standards, and performance objectives (and for) . . . how well (they) enhance the unique Tohono O’odham Himdag” (Curriculum Approval Protocol, 2008). All new and/or revised programs, such as the Tohono O’odham Studies and Associate of Science Programs, are required to include program outcomes, measures, and curriculum maps. A thoughtful, disciplined review process supports the college’s mission to provide quality higher education services to individuals in the Tohono O’odham Community and beyond.

Core Component 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The governance structures, administration, processes, and activities facilitate the fulfillment of the TOCC mission and foster a commitment to the constituents the institution intends to serve.

There are five standing committees in the College that develop policies and procedures and make recommendations to the Cabinet. Each of the four divisions (Administrative Services and Finance; Education; Institutional Research and Development; and Student Services) has a standing committee with the Himdag Committee as the fifth. All standing committees are charged with reviewing, analyzing, and providing policy and procedural recommendations to the Vice President of each division and to the President in the case of the Himdag committee. The five standing committees can designate subcommittees as necessary. The committees meet at least monthly and are made up of representatives from across the campus to ensure that concerns and opinions are considered from all areas of the college. In addition, the subcommittees review and recommend relevant matters to the standing committee, which makes recommendations to the President’s Cabinet. If accepted by the Cabinet, the recommendations are forwarded to the Board for final approval. The committees are very active in the development and revision of appropriate policies and procedures at the college. They have proposed seven new or revised policies in the past year that the Board has approved (TOCC, 2010c). The Board meets monthly

Self-Study Report

to assess the financial status of the College, review new policies, procedures, and personnel actions and to hear reports from the President and Vice Presidents.

The Faculty Senate (T-Ba'itk) operates under its own constitution. According to that constitution, the voting members include “faculty members appointed as full-time instructors, temporary full-time instructors, the head librarian, and two adjunct faculty (TOCC non-administrators) who are nominated and elected by their peers” (TOCC Faculty Senate Constitution). The goal of the Faculty Senate is to promote the optimum conditions for instructors and students in correlation with TOCC’s Vision and Mission statements as it pertains to community, Tohono O’odham Himdag and exceptional educational standards and expectations. The Faculty Senate addresses all affairs that affect the faculty. It advises, recommends and formulates rules and regulations in areas that affect the faculty. The Faculty Senate has three committees, the Assessment Committee, Curriculum Committee, and Faculty Development Committee. These are all faculty-driven bodies that make recommendations to the President’s Cabinet or the Education Division Vice President. The faculty also has responsibility for determining how curriculum development will be integrated into the Himdag.

These standing committees and the Faculty Senate work independently and in conjunction with one another to ensure that the Mission is being fulfilled and that a commitment to the constituents TOCC intends to serve remains strong. The Himdag Committee is responsible for ensuring that the integrity of the Tohono O’odham Himdag is maintained in the policies and procedures of the college, while institutional research provides evaluation of the structures, processes, activities, curriculum, etc. on a regular basis to measure whether or not TOCC is moving in the direction of its Mission and meeting its Goals. The committee structure is regularly reviewed for effectiveness and appropriateness. The curriculum approval process, for example, recently underwent a review by the President’s cabinet to assess its operational effectiveness.

The Mission is further fulfilled through College programs including those funded through competitive grants that are designed to meet priority needs not met through base funding. All grants have project directors who are responsible for grant activities and make operational decisions related to the grants they manage and with the mission in mind. The governance and administrative structures promote collaborations with outside entities as well thus expanding the mission beyond the campus. Collaboration with schools, universities, tribal colleges and universities (TCU), communities, the Nation’s government, and other external entities continues to develop.

As one example, a project funded by the American Indian College Fund with a large grant from the Lilly Foundation is a five-year project (2007-2012) designed to build intellectual capital and institutional capacity for tribal colleges. TOCC has focused on providing pre-college courses for high school students, training on assessment for faculty and staff, increasing knowledge to increase Tohono O’odham language usage in the College and eventually in communities; and for professional development for staff including funding for tuition and books to for TOCC staff to obtain associate’s, bachelor’s, and master’s degrees. This grant is a key factor for TOCC to fulfill its Vision, Mission, and Goals through increasing knowledge and capacity for student, staff, and faculty.

Core Component 1E: The organization upholds and protects its integrity.

Self-Study Report

TOCC demonstrates and maintains its integrity in its processes and systems and through its interaction with the community.

Protecting TOCC integrity while it pursues its mission is embedded in adopted policies and procedures and guided by the Tohono O’odham *T-So:Son*. These systems and processes engender consistency and integrity in finance, evaluating and hiring employees, disbursement of wages, salaries, stipends and grant monies, dealing with grievances, conflicts of interest, discrimination, equal employment opportunity, affirmative action, sexual harassment and all other TOCC operations. These policies and procedures are available to the public and to employees and students on the web site. Another example of integrity in processes can be seen in TOCC’s business operations. The college’s financial records are audited annually by an independent auditor. Every audit the college has been through had the same result—no material issues have ever been identified in the way the college manages its funds and its financial processes. The Purchasing Policies and Procedures Manual clearly identifies the financial practices of the college and those policies are followed uniformly for the entire campus. As part of the annual audit, grants are examined for compliance. In addition, the college has an Office of Grants and Sponsored Projects that oversees all grant activities and approves all grant-related purchasing to ensure all programs are in compliance with the grant requirements.

The *Personnel Policies and Procedures Handbook* provides comprehensive guidelines for all personnel-related practices. The Human Resources office serves as the monitor to ensure the policies are uniformly applied and practiced. An example of how fairness and integrity are practiced is the interview process. All interviews are conducted by three-person panels that ask a standard set of questions of all interviewees for a given position. Each panel member tabulates his or her score independently of the others and the combined scores are tabulated by a human resources representative who was present throughout the interview process to monitor the proceedings and insure its integrity and fairness.

Transparency of operations is maintained through the keeping of minutes at the following meetings: standing committees, faculty senate, faculty committees, and Board, and Cabinet meetings. These minutes, except for Cabinet meetings, are maintained in a master file in the College library and are available for viewing by the public. Monthly College All Staff meetings provide a forum for the President to report on Board actions and for Vice Presidents to report on their divisional activities. Tohono O’odham Community College complies with all Federal, State, and Tribal laws. The college is an incorporated not-for-profit entity and complies with all reporting requirements including filing IRS form 990 every year.

CONCLUSION

Strengths:

- Mission statement is widely disseminated and understood throughout the college.
- Recent adoption of Core Values added to the Vision, Mission, and Goals strengthen the unique identity of Tohono O’odham Community College.
- Mission, vision and values are vital to the College and drive committee work and adoption of policies, procedures, and plans as evidenced in the updated Board Policy Manual,

Self-Study Report

- The organizational structure supports collaboration between TOCC and Tribal programs, other TCUs, the University of Arizona and Arizona State University, federal agencies and non-profit organizations.
- There is a well-defined committee structure.
- Financial statements are audited yearly and found to have no material issues.

Challenges:

- The commitment to sustaining the language should be strengthened.
- Programs adopted from Pima Community College are not all appropriate for TOCC and review needs to be completed to ensure that all TOCC programs reflect T-Ṣo:Ṣon and Goal statements, and practicality of retention by TOCC.
- There is a lack of technological infrastructure in rural areas of the Tohono O’odham Nation. There is a need to enhance or create partnerships with tribal districts that focus on obtaining funding and resources for technological infrastructure improvements.
- There is a limited number of O’odham instructors and other Native American instructors at TOCC. There is a need to support increased professional development for TOCC staff and community members to promote advanced degrees and careers in higher education.
- There are difficulties recruiting and hiring senior level administrators.

Opportunities for Improvement:

- The Self-study process brought to our attention the need to more regularly schedule review and conversation about the mission statement with the Board and other stakeholders.
- Language revitalization is currently being addressed by attendees at the Summer 2010 AILDI program who are working on enhancing use of Tohono O’odham throughout the College.
- The Hímdag and Curriculum committees are currently conducting course and curriculum reviews to determine appropriateness for TOCC.
- TOCC will continue to develop collaborations with other entities of the Nation to increase online course availability.
- Funding has been made available and TOCC employees are being provided with scholarships for associate’s, bachelor’s, and master’s degrees.

Self-Study Report



Tohono O'odham Nation Flag

CHAPTER THREE CRITERION TWO PREPARING FOR THE FUTURE

Criterion Statement: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Overview

TOCC has a strong financial system including an annual budget of \$2.7 million from the Tohono O'odham Nation and over \$3 million in formula and competitive grants. Since its inception the College has linked budgeting to strategic planning, increasing its operational reserves while spending unrestricted funds with caution. This chapter provides evidence that TOCC's allocation of financial, human, and physical resources demonstrates its capacity to fulfill its mission, improves the quality of its education, and responds to future challenges and opportunities. There have been some gaps in yearly, formal strategic planning processes that have been addressed with the reduction of upper administration vacancies and staff turnover.

The current Strategic Plan is based on a comprehensive visioning process that included wide representation from TOCC, executive agencies, and the 11 districts of the Tohono O'odham Nation. The process also captured data on employment needs that are the basis for planned and implemented curriculum design. Full staffing, including specialists in several areas, commitment by TOCC administration to increase internal capacity to manage fiscal and operating systems, and expanded collaboration with agencies and organizations demonstrate the capacity to fulfill the mission, improve the quality of education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

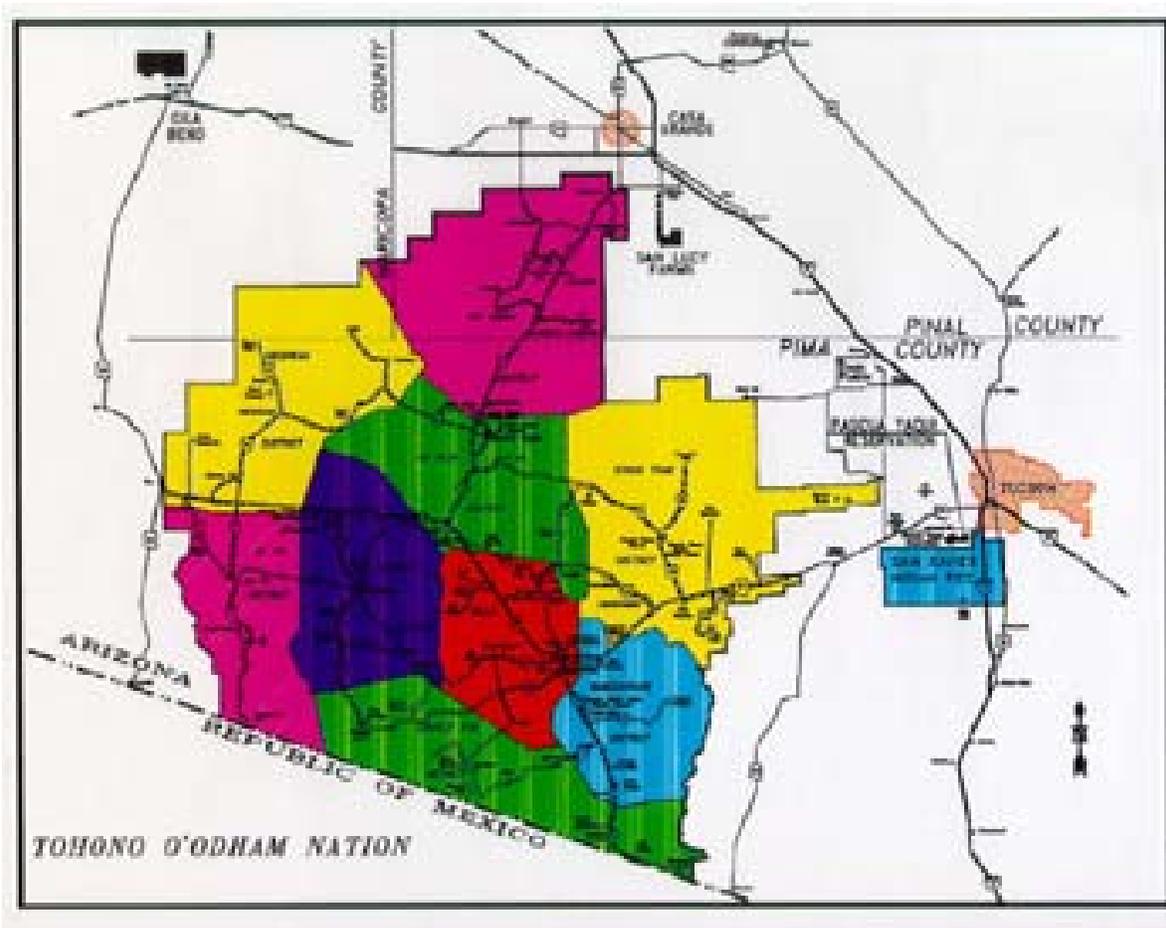
TOCC prepares for its future recognizing two major factors: 1) the needs of the current and future target student populations; and 2) current and future societal and economic trends primarily on the Tohono O'odham Nation.

1) The College was founded by the Tohono O'odham Nation to make higher education accessible initially for its members due to its extremely rural and remote environment. The nearest community colleges off the reservation are at least an hour and one half travel time each way for most of the 15,000 members living on the Nation. While the college is open to all, most

Self-Study Report

of its students are members who live on the Nation in its capital Sells and in the rural and remote villages farthest from urban areas. The following map shows the Nation and its 11 districts, and the size relative to Tucson, the nearest urban area. The 2.8 million acre reservation, approximately the size of the State of Connecticut, has no public transportation and the 63 small communities are scattered throughout the entire area. TOCC enrollment is limited in part due to the lack of public transportation and the low economic status of many students in addition to the sheer distance from the College. Transportation is a major issue for the Nation and TOCC is participating in strategic planning with the Nation's Planning Department to develop a public transportation system. Transportation issues are increased by the fact that many roads are unpaved and crisscrossed with washes that halt traffic when filled with water during the summer monsoon season.

Figure 2.1
Tohono O'odham Nation



Tan area = Tucson

Colored areas = the 11 districts of the Nation

Current students are primarily part-time, primarily employees of an entity of the Nation, and primarily living in villages that require less than a two-hour drive to the College. The unduplicated head count for fall 2009 was 236, with total full time student equivalency of 116.

Self-Study Report

Students were 61% female and 39% males, and 89% Native American. The average age was 36 (TOCC *Annual Report*, 2009).

TOCC has addressed these demographics by structuring class offerings to include many courses that meet once or twice each week, scheduling some in late afternoon and Saturday so that employees lose as little work time as possible. The initial Strategic Plan for the College included construction of a satellite campus in the Pisinemo District on the western side of the Nation, 45 miles west of Sells on Route 86, the main highway through the Nation. Financial constraints preclude construction of this campus for at least five years, but there is ongoing discussion with the Recreation Center in Pisinemo to establish online classes to increase access to TOCC for residents in this area. Online classes are held on a limited basis, but centered in Sells and the most eastern district, San Xavier. Significant expansion of online classes is planned for the next academic year.

The plan for the new permanent main campus site ten miles east of Sells includes construction of facilities for the administration, faculty, library, and general education classrooms, and the occupational programs that are currently housed about five miles west of the current main campus. Funding limitations require that only Phase I can be completed in the next two years. Phase I includes infrastructure development paid with part of the Nation's allocation of \$6 million, and construction of one four-room classroom building and three housing units to house 12 students with USDA and HUD grant funds respectively. Planning is underway to leverage funding to construct housing for at least 48 students within two years.

The classroom and housing units will be used immediately on completion for immersion classes, which will include Tohono O'odham language and history, and specialized cohort classes as developed with the Nation's employers. These will include certification courses for firefighters and safety forces, for which planning is underway.

2) TOCC has planned its curricula from its inception based on societal and economic trends on the Nation. During the past five years the College has focused on development and provision of courses designed to meet both.

Societal Trends.

TOCC was established to preserve Tohono O'odham Himdag (language, culture, and history) and to provide members of the Tohono O'odham Nation with higher education and the knowledge and ability to assist in that endeavor. The charter stated this concept clearly:

Article 2: Mission

The mission of the College will be to establish and operate an institution that will serve as the Tohono O'odham Nation's center for higher education, research, ***culture and tradition***, granting post-secondary degrees and certificates; especially that of the Associate Degree, and/or enter into agreements with public or private agencies to offer higher education on the lands of the Tohono O'odham Nation, and to generally coordinate and regulate all higher education on the lands of the Tohono O'odham Nation (Ordinance No. 98-01, adopted pursuant to Resolution No. 98-006 on January 13, 1998).

Self-Study Report

Since its inception TOCC has incorporated Himdag into the framework of the College, and as described in Criterion 1, the Mission Statement includes enhancing Himdag through its educational services. TOCC has focused on provision of specific coursework related to societal trends, and incorporation of Himdag into other classes. Familiarity with Tohono O’odham Himdag is recognized as essential for all employees of the College as well as for all students. Introductory language and history classes are required for all students pursuing a degree, and for all staff and faculty of the College, in recognition of the need for all on the campus to have at least basic knowledge to fulfill the mission of the College. Other O’odham tribes have requested access to the courses, and planning includes development of methods to provide them. A Tohono O’odham studies curriculum is nearing completion.

Other societal trends, including increasing needs for courses to meet the needs of the Nation’s government employers, include:

- increasing numbers of employees educated to address substance abuse;
- employees needing infant and toddler, and early childhood education certificates;
- providing reading and writing classes to increase employee skills.

These trends are interrelated with Economic Trends.

Economic Trends.

During the past five years the College provided coursework to meet the needs of students who seek associate degrees (transfer), certificates, trade journeyman certificates, and terminal associate degrees. While some graduates will seek employment off the Nation, most remain on the Nation. (This information is anecdotal, but well known, as virtually all students are known personally by the Tohono O’odham staff members.) TOCC recognizes its unique status as providing higher education in an O’odham environment that prepares its students to fill positions on the Nation. During its second five years TOCC has developed strong ongoing relationships with the Nation’s employers, planning and implementing curricula to meet specific employment trends.

The Nation’s Executive Branch is the largest employer on the Nation, housing the Departments of Education, Health and Human Services, Natural Resources, Planning, and Public Safety. The Legislative and Judicial branches have many fewer employees than the Executive Departments but also have employees who can benefit from higher education. Each of the departments includes numerous divisions, as follows:

Executive

Executive Offices of the Chairman and Vice Chairman:

Attorney General	Advocate
Prosecutor	Treasurer
Radio Station KOHN	Veterans Office

Education:

Early Childhood Development	Employment and Training/One Stop Center
Higher Education/Scholarship Office	Venito Garcia Library and Archives
Recreation Centers	Vocational Rehabilitation Program
Youth Services	

Self-Study Report

Health and Human Services:

Adult Protective Services	Behavioral Health
Community Health	Family Assistance
Health Promotion Program	Health Transportation Services
Management of Health	Prevention Services
Senior Services	Special Needs

Natural Resources:

Agricultural Extension	Cultural Affairs
Cultural Center and Museum	Livestock Facilities and Inspector
Mining	Range Conservation and Management
Rodeo and Fair Office	Soil and Water Conservation District

Planning and Economic Development:

Economic Development/Credit and Finance	San Simon Health Center Staff Housing
Realty Management Program	Housing Rehabilitation Program

Public Safety:

Fire Department	Emergency Preparedness
Environmental Protection Agency	Police Department
Tribal Employment Rights	

Tohono O'odham Gaming Office:

Provides oversight for the three Tohono O'odham Casinos

Judicial Branch includes the Tribal Judges Offices, and youth and adult probation departments.

Legislative Branch includes the 22 elected representatives from the 11 districts of the Nation, a representative and an alternative, plus approximately 10 staff members including attorneys and administrative assistants.

Ongoing discussion with the Executive Department Directors and Judicial senior administration indicates that there is a great need for higher education for their employees. These agencies have steadily grown in employment over the last ten years. While virtually all employees must have at least a high school diploma or GED, most administrative assistants and clerical staff, and entry level positions in many areas do not have specific higher education certificates or degrees. TOCC has engaged in extensive outreach and information sharing with many of the Nation's agencies, resulting in highly successful enrollment in cohorts, which is reflected in acceptable enrollment levels in classes. The most successful include:

- Early Childhood certificates and degrees, that resulted in many TOCC graduates who went on to four-year degrees. There are now at least five graduates who are teaching in schools on the Nation.
- Infant Toddler Certificate program that was started in Fall 2009, and is providing certificates for home care and Head start providers.

Self-Study Report

- Substance Abuse classes that have been provided in one cohort and two general enrollment sequences beginning in Fall 2009. Over 45 employees in the Prevention Division, other divisions of Health and Human Services, and in the Judicial system have taken the courses.

Discussions are ongoing with the Department Directors to encourage the students to enroll as regular part-time students, and to complete certificates and eventually associate's degrees. With only 5% of the Nation's members having bachelor's degrees or higher (Scholarship Office, 2010), and increasing need for educated employees, TOCC is well positioned to increase the number of Tohono O'odham college graduates by providing an introduction to higher education in a local, culturally comfortable, supportive environment.

Strategic Planning

Strategic planning has been a work in progress since the last accreditation process and the 2006 Response to the HLC (TOCC, 2006). Staffing changes, long-term gaps in key administration positions, and in part the overly ambitious Educational Master Plan (noted in the HLC Team Report in 2004) resulted in planning being conducted by divisions and committees with cabinet review and approval with some reference to the Plan included in the 2006 Response. The Vice President for Administration and Finance position was filled after a one and one-half year vacancy in April 2009. A Vice President for Institutional Research and Development (IR&D) Division was employed in October 2009 after a vacancy of almost two years. Strategic planning is one of the responsibilities of that position, and the planning process resumed as a priority. A Research Assistant was added to the IR&D staff and a consultant was retained in February to guide the process. Intensive visioning was conducted with TOCC faculty, staff, Board and Cabinet, then with one Executive department and community members. The TOCC Board reviewed the draft Plan, and accepted it with one revision, keeping the current Mission and Vision statements, at the July 8, 2010 Board meeting (*TOCC Strategic Plan, 2010g*).

Strategic planning is continuing, with visioning sessions now completed with all divisions of the Department of Public Safety, all 11 districts of the Nation, and several communities including the one that will house the permanent TOCC campus.

The approved Plan is based on seven major themes:

- Access to TOCC;
- Faculty/staff turnover;
- Integration of Himdag into curriculum, facilities, and activities;
- Meeting workforce needs of the Nation;
- Facilities and technology infrastructure;
- Public image and marketing;
- Communication among students, faculty, and administration.

The Strategic Goals are as follows:

1. Improve the visibility and public image of the College;
2. Increase enrollment by effective enrollment management;
3. Construction of the main campus and faculty housing;
4. Develop information technology capacity; and

Self-Study Report

5. Strengthen communication among students, faculty, and administration.

It must be noted that several of the goals are identical to those included in the Response to the HLC Team Assurance Section of initial accreditation, namely a) construction of the main campus; b) information technology capacity; and c) strengthen communication among students, faculty, and administration. The other two were derived from community input that the college's programs are not well known to many constituents, and the major issue of flat enrollment over the last five years. TOCC recognizes that these goals *must* be met, and intensive planning with short timelines for implementation is underway.

Implementing the Strategic Plan

The Administration is addressing the major themes and goals with the following actions:

1. Development of a marketing plan that is being implemented for fall semester.
2. Production of the Fall Class schedule was completed four weeks before the deadline for Fall enrollment – a first in at least four semesters, and a great need for timely enrollment by students.
3. Construction of main campus infrastructure within four months, then construction of a four-room classroom building and housing units so that language immersion and other short term classes can be held prior to completion of the full campus.
4. The Interim President has directed that a vacant “model home” on the West campus be renovated and available for instructors teaching evening classes, visitors, and staff attending late meetings by November, 2010.
5. Administration has committed to maximize usage of its Jenzabar data management system by all appropriate staff, increasing internal capacity. .

The Tohono O’odham Community College Strategic Planning Committee was re-established in May 2010, having been inoperative with the vacancy in the Vice President for Institutional Research and Development position for almost two years. The Committee is working on developing work plans based on the Strategic Plan using the input from the internal and external visioning sessions. Committee tasks include:

1. Ensuring that the College Strategic Plan is revised and updated on a periodic basis.
2. Revising the College initial Environmental Scan to obtain data on emerging external employment conditions and needs.
3. Meeting periodically with the Vice Presidents and Directors of other first level planning units to learn what is being accomplished in implementing their plans.
4. Communicating frequently with the College community and soliciting advice in this process.

Given that strategic planning is designed to provide a foundation for budgetary and program decisions, the planning structure is organized around the administrative units that make such decisions. Exceptions have been made in some important areas that cut across administrative lines, where both collegiate and non-collegiate perspectives are important. The process is an interactive, back and forth process that combines top-down, bottom-up features. The Strategic Planning Committee shapes a college-wide plan with substantial dialogue with first level planning units and liaison units and with frequent contact with members of the College community through open meetings and written statements. Strategic planning and implementation have been ongoing through the following structures:

Self-Study Report

Board of Trustees: The seven member TOCC Board of Trustees engages in the strategic planning process, and approves the College Strategic Plans that are developed with input from a wide spectrum of internal and external stakeholders.

President and Cabinet: The Cabinet appoints the Strategic Planning Committee, retains external consultants as required, plans directly for general administration objectives, and approves all plans at committee and division levels, recommending to the Board those that require approval at that level.

Divisions: In 2003 a committee structure was established and approved by the TOCC Board of Trustees to provide input from all divisions in decisions for the programs, policies and procedures. The committee structure outlines three types of committees; college standing committees, ad hoc committees, and special committees that assist the college in developing operational rules and regulations, procedures for action, and give input to the college leadership. There are five TOCC Standing Committees:

- Himdag Committee
- Education Standing Committee
- Institutional Research and Development Standing Committee
- Student Services Standing Committee
- Administrative Services Standing Committee

The division committees develop work plans based on specific division objectives under the Strategic Plan, develop policies and procedures, implement the work plan, and provide recommendations for the Cabinet. The division committees include representation from all other divisions, so that holistic planning is maximized. All committees meet on at least a monthly basis and minutes are recorded and filed in the library. Under the Standing Committees, Ad Hoc Committees and Special Committees are created.

The Himdag Committee has representation across all divisions to guide inclusion of all aspects of college life into the Tohono O’odham culture and traditions. Established by the College in 2003-2004, it plays an important role in planning for those aspects of Tohono O’odham history and heritage that it wishes to preserve and continue. Its formal role is to review and approve the cultural content of all courses and all activities and events held by the college.

Institutional Assessment

Adequate institutional assessment was another issue identified as needing improvement in the HLC report, and addressed in the 2006 and 2007 responses. During the past five years data have been gathered to assess and improve institutional capacity, primarily at division levels, with Cabinet level approval. Data include:

- Students: basic demographics, i.e. age, first time college enrollment, income level, ethnicity, community of residence, COMPASS test scores, retention rates of students receiving financial aid. What has not been collected is information on disability if any, high school data (attended high school on or off the Nation, GED or high school graduate); first generation attending college if not receiving financial aid.

Self-Study Report

- Staff: education levels, length of employment, ethnicity, living on or off the Nation, attrition rates and length of position vacancy, salary.
- Faculty: Same data as for staff, with added information including publications, professional development, conferences attended.

Data not collected, but now planned to collect include post-graduate information including maintaining contact information and higher education and employment.

Data have been summarized formally in the TOCC Institutional Profiles, in IPEDS reports, and for other reports including the American Indian Higher Education Consortium (AIHEC) AIMS reports. It should be noted that most of the gaps in information will be addressed by greatly expanded use of the Jenzabar system, mentioned earlier. The data indicate great need for strategies to address a number of institutional issues facing TOCC as follows:

Enrollment. Enrollment has remained flat during the past five years, averaging around 250 total student enrollment, contrasted to ambitious projections included in earlier strategic planning documents. Analysis indicates several causes: a) fewer local high school graduates (100 total in 2010 for the two high schools on the Nation; b) top students in the Nation's high schools recruited by other colleges offering scholarships and sports programs; c) delays in production of class schedules until several weeks prior to classes starting in 2007-2008 and 2009-2010 had a direct impact on enrollment; d) lack of day care; and e) transportation and distance are great barriers to student enrollment.

Low class enrollment. Many classes have enrollment lower than five students per class. This has been a consistent issue during the last five years. With some students needing to take a class to meet graduation requirements, the class has usually been held even with only two or three students to ensure that students can graduate within the Pell grant time frame, or to enable transfer to a four-year degree program without having to wait for an additional semester or academic year.

Staff turnover. As of fall 2009 TOCC was stabilized in administration, with all four Vice President positions filled as well as the Director of Sponsored Projects position, and the two Human Resource positions. The Vice President for Administration and Finance position had been vacant numerous times in the last five years, but was filled in April 2009 after a vacancy of one and one-half years. The Vice President for Institutional Research and Development position was vacant for one year and nine months until October 2009, and there was no research position in place to continue any division activities. The Director of Sponsored Projects position was vacant for over six months in the beginning of 2009. The lengthy time to fill vacancies seems to be primarily due to the extremely rural location of TOCC coupled with no local housing for non-O'odham (there is no rental housing available) and the relatively low wage scale compared especially with that for the Nation's executive branch employees.

These vacancies, with no existing staff to assume any of the responsibilities, caused major setbacks including reducing the ability to collect more institutional assessment data than legally required. There was little analysis or recommendation for improvement during this time.

Self-Study Report

Inefficient admissions and student data management methods. All initial application forms are manual, with data entered later; grades are compiled manually by instructors and delivered in paper format, then entered by the Student Services staff. Instructors have limited access to student data. This issue is being addressed as part of the increase in usage of the Jenzabar data components that are available but not yet implemented by TOCC.

Institutional data management. TOCC bought the Jenzabar system, one of the major college data management systems, in 2003. This system has numerous components, allowing coordinated management of admissions/advising, finances, payments, payroll, fund development, class schedules, and transcripts, among others. To date few of the many modules, and none of the web-based modules, are in use at TOCC. After initial training by Jenzabar for key staff the College relied on a consultant to manage the system and train the staff, which was not adequate for the staff to achieve the competency required.

Implementation of Institutional Assessment Results

The issues described in the preceding paragraphs require immediate solutions. To date the following strategies are being implemented with highest priority.

Enrollment: Extensive marketing, including development of a marketing plan by the Student Services Division; working with the Nation's employers to provide their desired classes and curricula, including at employer worksites; publishing class schedules at least eight weeks prior to the start of each semester; discussions with the school districts and Nation's district leaders to assist with transportation.

Low class enrollment: Implementation of an existing policy to cancel classes with fewer than five students on date of start of the class, with student advising to assist students who need the class for graduation to take the class on-line or at another community college. The Education Standing Committee is assessing numbers of students in programs and class sizes and recommending deactivating those with minimal to no students (See Criterion Three for more detail).

Staff turnover: The staffing levels are the highest in over five years. To prevent future attrition a wage study will be conducted during this fiscal year to ensure parity with comparable institutions. The Board approved the 3% step increase for this fiscal year, and a Cost of Living Adjustment will be provided half-way into the fiscal year if funding permits.

Inefficient admissions and student data management methods and Institutional data management: both issues will be solved in large part by maximizing use of the College data management system, Jenzabar. The Cabinet met with Jenzabar staff in July 2010 and determined that online and in-person training by Jenzabar staff, identification and training of an internal Systems Administrator, Jenzabar setup of the Advising Tree and training for its usage would take place within three months. This will build internal capacity, streamline and improve institutional data collection, and reduce dependence on an external consultant who is not Jenzabar-certified. ***Full usage of Jenzabar modules will greatly improve the capacity to collect institutional data and facilitate institutional assessment.***

Environmental Scan/Employment Needs

Self-Study Report

The last formal Environmental Scan was conducted for TOCC in 2001; however, determination of curricula needed to meet emerging and current employment needs on the Nation has been ongoing. During the last five years TOCC has been part of collaborative committees and projects that have provided relevant data. The 2010 Visioning sessions for strategic planning have also yielded rich data from agencies and community members on curricula and course needs. Development of cohorts, provision of classes and curricula identified by Nation's employers, and increased enrollment are a result of increased communication and collaboration with many entities.

Collaborations

The following are several collaborations that assist TOCC in planning for future education and employment needs.

Elder Care Consortium. TOCC has been part of the Nation's Elder Care Consortium (ECC) since its founding by directive of the Nation's then Chairwoman in 2006. The ECC mission was to identify and implement greatly expanded, coordinated services for the Nation's elders. The consortium also includes the Nation's Archie Hendricks Nursing Home Board, the Department of Health and Human Services and its Senior Services, Community Health, Behavioral Health, and Special Needs divisions, and the Indian Health Service. The ECC was awarded a federal Health Resource Services Administration (HRSA) Network Planning grant in 2008 that assessed needs of the Nation's elderly, and made recommendations for improved health care. There is need for a Certified Nursing Assistant (CNA) associate's degree curriculum at TOCC, which has been in the planning stage, but lack of funding and known availability of qualified instructors remains a barrier. TOCC continues to collaborate, searches for appropriate funding sources, and has offered grant writing assistance as opportunities become available.

Prevention Coalition. TOCC became a member of the Nation's Prevention Coalition in 2009. The coalition was founded in 2005 to address a number of youth suicides on the Nation. It has grown to include gang prevention, substance abuse, domestic violence, community cleanup, and crime prevention in general. The coalition provides a regular forum for discussion of the many facets of prevention, including agency and community needs for specific college level programs. TOCC participation has resulted in efficient outreach and information sharing to market TOCC classes including Introduction to Substance Abuse and Substance Abuse Prevention, Tribal Law, and basic skill classes. These classes have had good enrollment, averaging ten students in the Substance Abuse classes and currently 20 in the Tribal Law class. Other benefits are that TOCC Student Senate leadership is now included on the Community Restoration Committee, resulting in increased opportunities for student participation in collaborative community clean-up projects.

Tohono O'odham Nation Planning Committee: The Tohono O'odham Nation expanded the role of its Planning Department in 2008. The Department developed a Nation-wide Strategic Plan that includes a significant role for TOCC, which serves on its Advisory Committee. Priorities include comprehensive GIS training and mapping, with TOCC providing classes. TOCC has up-to-date GIS software and equipment, and faculty who are prepared to provide the classes. Discussion is ongoing to initiate classes for Executive departments' staff, as there are increasing needs within the departments for thorough data. TOCC is also providing technical

Self-Study Report

assistance in the design of a major consumer survey to determine utility usage and costs, and will provide students to assist with conducting the survey.

As demonstrated, TOCC is preparing for the future with innovative strategies to address the significant resource gaps and to continue to build on its strengths.

Core Component 2B – The organization’s resource base supports its education programs and its plans for maintaining and strengthening their quality in the future.

TOCC has demonstrated strategic financial management that has resulted in building its reserves, increased grant funding, and is committed to comprehensive strategic planning to obtain the needed resources to build a new campus.

TOCC has carefully managed its financial resources since its inception, and during the last four and one-half years paid special attention to financial management in order to provide adequate funds for basic operations and instruction while building capital for construction of the permanent campus. The core financial base is \$2.7 million per year which is provided under a five-year agreement with the Tohono O’odham Nation, from 2007 through 2012. This agreement was achieved through extensive negotiations between TOCC and the Nation’s Executive Office, with final approval by the Tohono O’odham Legislative Council. This agreement provided base funding, and the five-year agreement eliminated the need for lengthy yearly budget processes. Beginning in this fiscal year TOCC will begin the process of strategizing how to best make its case for ongoing funding in 2011, as a new agreement will be needed for future funding beginning in 2012.

TOCC has been highly successful in applications for competitive federal grants. During the last five years a Title III grant was awarded in the amount of \$1,878,916 over five years. Beginning in fiscal year 2010 the Title III grants will be formula funding, with TOCC having received information that base funding for tribal colleges will be at least \$500,000 per year, with additional funding based on student enrollment. This grant provides funds for student services; library materials; and for Science, Math, and GED instructors; as well as for a Project Director, Outreach Coordinator, and several paid Interns. This grant is the largest source of grant funding for the College.

Other grants provide non-classroom resources that enhance student education at pre-college and college levels. The Mother Daughter College Preparation Program is funded by a \$335,213, three-year grant from the U.S. Department of Education that ends in September 2010. With a focus on science, technology, engineering, and mathematics (STEM) education and careers, the project serves 30 high school age young women and their mothers or guardians. The TOCC grant includes some mothers who are both employees and students at TOCC and their daughters and has provided a unique opportunity to prepare the high school students and their student parents with rich opportunities to learn about career opportunities in science while at the same time increasing their knowledge about the relationship of Western science to O’odham culture.

The *Woksape Oyate Wisdom from the People: Wisdom from the Desert* project focuses on building TOCC’s intellectual capital and institutional capacity. *Wisdom from the Desert* is funded by a five-year grant of \$700,000 awarded by the Lilly Endowment and the American

Self-Study Report

Indian College Fund in 2007. This grant is providing funds for five Tohono O'odham staff members to pursue their master's degrees in Educational Leadership, and at least eight other staff to work on associate and bachelor's degrees with full tuition, books, and fees paid by the grant. A major benefit will be an increase in the number of staff with qualifications for promotion to high-level administrative positions in the College.

Financial Capability

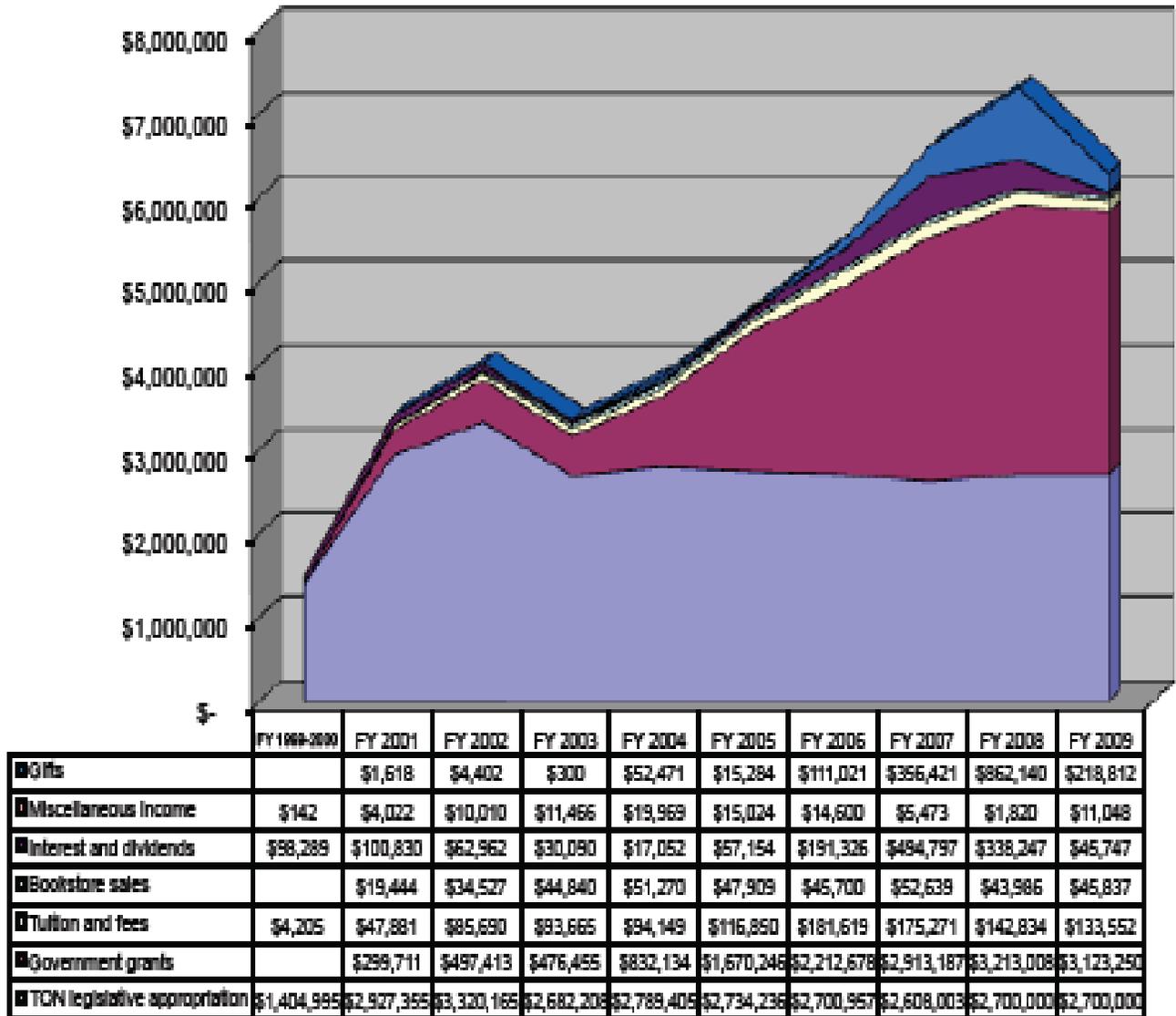
Tohono O'odham Community College is financially stable. The legislative appropriation of \$2.7 million, 43% of total 2009 revenue, is assured through academic year 2012. Additionally the college has operating reserves of approximately \$1.3 million and capital reserves of approximately \$1.1 million. The Nation provided \$6,000,000 for matching funds for construction of the permanent campus, with the expectation that TOCC will raise \$18,000,000. To date approximately \$1.5 million has been obtained primarily through HUD and USDA construction grant. The Interim President and TOCC Board representatives are meeting with the eleven districts of the Nation to present the last Annual Report, updates on programs and construction, and to seek support in the form of Resolutions from each district to support an increase in the annual appropriation. As this support is obtained, meetings will also be requested with the Nation's Executive Office and the Legislative Oversight Committee to request support for an increase during the budget preparations for FY 2012. It has been suggested by the first District visited to request tribal funding for construction rather than requiring the College to raise matching funds.

Government grants increased from 41% of revenues in 2006 to 50% in 2009, and gifts increased from 2% in 2006 to 11.8% in 2008 and a decrease in 2009 due primarily to economic conditions. Total revenues increased from \$5.4 million in 2006 to \$6.2 million in 2009, a reduction from the peak year, 2008, with revenues of \$7.3 million. Expenses during the same time were \$4.9 million in 2006 and \$6.2 million in 2009 with consistently increasing assets, and expenditures well under revenues. Even with a decline in revenues in 2009, due in large part to the adverse economic climate, TOCC continued to operate in the black, without having to draw on operating reserves. ***The college continues to add to the reserves mentioned above, and has had unqualified audits for ten consecutive years.*** The following Graph 2.2 demonstrates careful financial planning during the ten-year period since the College opened its doors.

Over the years TOCC has analyzed its sources and uses of funds to ensure that its resource base is adequate and that financial resources are being used appropriately to support educational programs. An analysis at the end of fiscal 2009 showed that the annual legislative appropriation for the College provided a solid base and that other sources of funds, such as government grants and gifts, were growing. At the same time, an analysis of operating expenses showed that funds were being spent appropriately. Educational programs were the largest user of funds during each of the last four years with supporting services remaining under 50%. See the Tohono O'odham Audited Financial Data from TOCC Annual Reports, FY 2006-2009 Table 2.3.

Self-Study Report

Graph 2.2
Tohono O'odham Community College
Operating Revenue



Self-Study Report

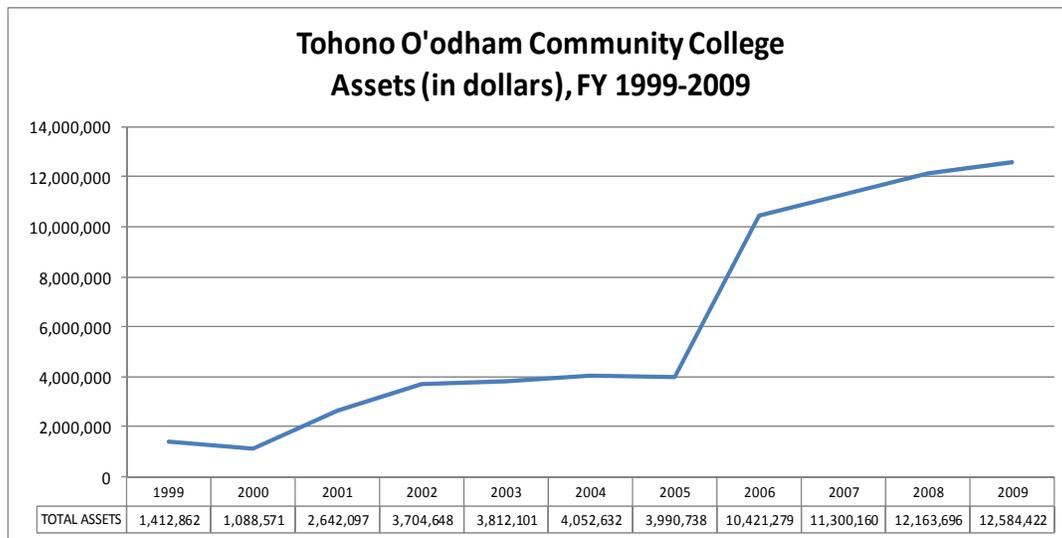
Table 2.3
Audited Financial Data 2006-2009
Fiscal Years July 1, 2006 – June 30, 2009

Audited Financial Data from TOCC Annual Reports								
	2006		2007		2008		2009	
		%		%		%		%
REVENUES								
Legislative Appropriation	\$2,700,957	50	\$2,608,003	39	\$2,700,000	37	2,700,000	43
Government and Foundation grants	\$2,212,678	41	\$2,913,187	45	\$3,213,008	44	\$3,123,250	50
Tuition and Fees	\$181,619	3	\$175,271	3	\$142,834	2	\$133,552	2
Interest and Dividends (Investment Income in 2009)	\$191,326	4	\$494,797	7	\$338,247	5	\$45,747	1
Bookstore Sales	\$45,700	1	\$52,639	1	\$43,986	1	\$45,837	1
Gifts	\$111,021	2	\$356,421	5	\$862,140	12	218,812	3
Miscellaneous Income (.5 rounds to 0%)	\$14,600	0	\$5,473	0	\$1,820	0	\$11,048	0
Total	\$5,457,901	100	\$6,605,791	100	\$7,302,035	100	\$6,278,246	
OPERATING EXPENSES								
Sponsored Projects	\$1,126,004	24	\$1,681,521	29	\$2,236,384	35	\$2,106,791	34
Institutional Support	\$981,663	20	\$1,122,559	20	\$1,159,548	18	\$1,210,623	20
Instruction	\$751,208	15	\$687,425	12	\$631,846	10	\$633,120	10
Student Services	\$472,781	10	\$426,239	8	\$429,140	7	\$434,802	7
Academic Support	\$406,858	8	\$364,144	6	\$400,502	6	\$395,799	6
Operations and Maintenance	\$267,518	5	\$340,264	6	\$375,625	6	\$384,101	6
Student Aid	\$331,343	7	\$262,059	5	\$262,830	4	\$272,086	4
Capital Campaign			\$270,905	5	\$352,386	6	\$267,999	4
Depreciation	\$257,490	5	\$281,219	5			\$217,466	4
Other Supporting Services					\$272,237	4		
Research	\$141,953	3	\$116,285	2	\$144,661	2	\$62,546	
Auxiliary Enterprises	\$120,149	2	\$94,211	2	\$127,018	2	\$119,026	1
Strategic Development	\$35,307	1						
New Campus Development							\$71,558	1
Total	\$4,892,274	100	\$5,646,831	100	\$6,392,177	100	\$6,175,917	99

Self-Study Report

Another important measure of the College's resource base is its assets. Since 2005, TOCC's assets have grown significantly. While many of the assets are reserved for specific purposes, including construction of a new main campus and a satellite campus, the strong asset base demonstrates that the College is in a position to support high-quality educational programs. See the following graph.

Graph 2.4
TOCC Assets 1999 - 2009



TOCC assets include the \$6,000,000 gift from the Tohono O'odham Nation for construction of the permanent campus awarded in 2006. The funds have been allocated to TOCC and are invested.

As illustrated by the audited financial data, TOCC has engaged in highly strategic use of funding, supporting the infrastructure of the College adequately, obtaining competitive and formula-funded grants to support both essential services including student retention and full time faculty (U.S. Department of Education Title III); projects to educate potential students and their families (U.S. Department of Education STEM grant); and to promote intellectual capital and institutional capacity (American Indian College Fund/Lilly Endowment).

Organizational Structure

Under its Charter the College has a Board of Trustees that is appointed by the Nation's Executive Office and confirmed by Legislative Council. The Board selects the TOCC President and confirms appointments of the Vice Presidents. See the Table of Organization in Appendix 1 for the detailed organizational structure.

Human Resources

The Human Resources Division supports TOCC with policies, procedures, and processes. The *Personnel Policies and Procedures Handbook* (attachment accompanying the Report) is followed consistently to ensure equitable treatment for all employees. Supervisory training is

Self-Study Report

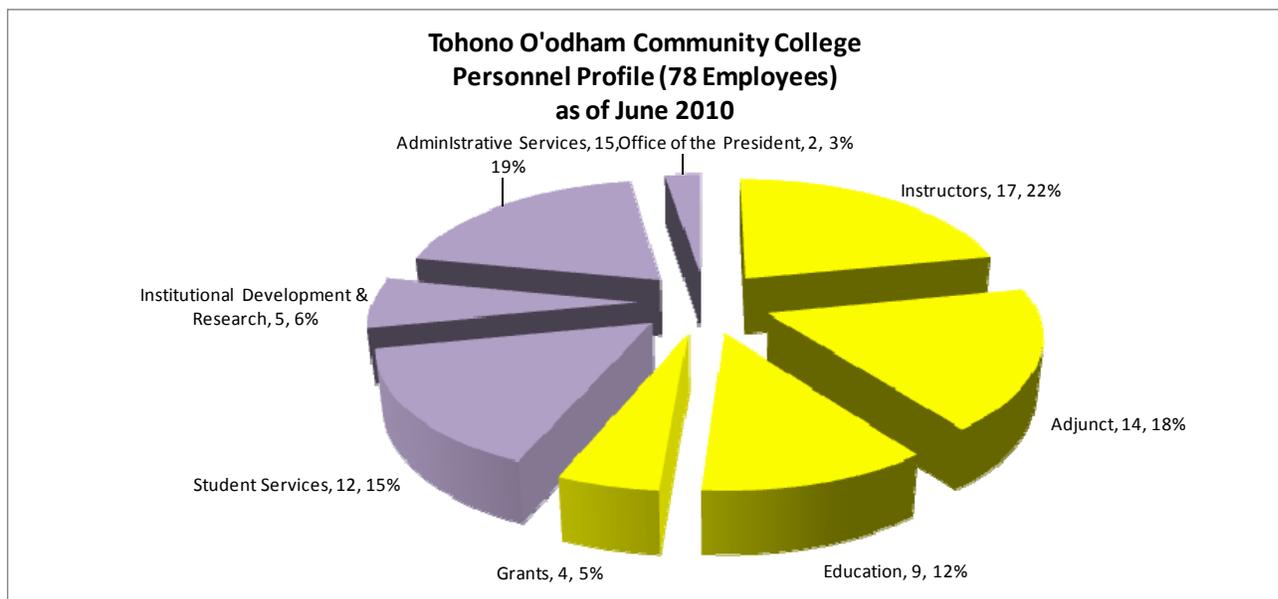
offered on a regular basis to assist supervisors with their responsibilities and duties. Employee appraisal training is conducted annually and evaluations are conducted for all employees.

Employees receive an excellent benefits package (medical, dental, vision, life insurance, 401k), with basic medical benefits provided at some cost to the employee, and upgraded plans and family coverage included with the employee covering those add-ons.

TOCC has tracked employee attrition rates and has made consistent, but not always fulfilled, efforts to maintain full employment. The rural setting of the College, with a 65- to 75-mile one-way distance from Tucson, and a 40-mile one-way distance from the nearest off-Nation village has made it difficult to attract and maintain full staffing. TOCC does provide a free shuttle service for employees living in Tucson, and provides a travel allowance for those who commute over 40 miles. These benefits seem to have helped to stabilize retention levels.

For the past five years, the total number of full-time employees has grown steadily except for 2008, the year that included the highest number of vacancies including key administrative personnel. The range was 52 in 2006 to 64 in 2010, 56 and 78 respectively, including adjunct instructors. In June 2010, counting 14 Adjunct Instructors (who all work part-time), the College had 78 employees, with minimal vacancies and adequate numbers of adjuncts to provide instruction for needed courses. A majority (57%) worked on instruction or education, while 43% worked in administration, operations, or roles supporting instruction. See Criterion One for employee demographics.

Chart 2.5
TOCC Personnel Profile



Human Resource Development

The College has worked diligently to develop its staff in several ways. For three years, the college has sent cohorts to the American Indian Language Development Institute (AILDI) for

Self-Study Report

intensive study. Graduate or undergraduate credits were earned by both the 2009 and 2010 AILDI cohorts. In 2009, faculty attended the four-week program focused on Tohono O'odham Himdag, curriculum development, and assessment. The faculty cohort worked on integrating student learning assessment into the processes of the College and on developing a multi-disciplinary curriculum for a Tohono O'odham Studies Program (TOSP) at TOCC. This work resulted in a university-transferable TOSP certificate that will be offered for the first time in fall 2010. In 2010 the Student Services staff, two faculty members, and a project director attended the two-and-a-half week program exploring how the indigenous Maori peoples of New Zealand have developed their own language immersion university system. The cohort focused on strategies for encouraging the widespread use of the Tohono O'odham language, both on the college campus and throughout the Tohono O'odham community.

The *Wisdom from the Desert* project, funded by the American Indian College Fund with a generous grant from the Lilly Endowment, has provided the means for intensive development of intellectual capital and institutional capacity for TOCC. After analysis of current degree levels of employees the Interim President obtained approval to modify the budget to provide full tuition, fees, and books for employees with bachelor's degrees to attend Northern Arizona University's Masters in Educational Leadership program beginning with the fall 2010 semester. Six Tohono O'odham employees have completed their applications. The Educational Leadership degree can be completed in two years, and this program will provide the College with future senior administration leaders. This degree is designed for working students, and classes are offered in weekly five-hour evening classes so that students taking one class earn 12 credits per year and earn the degree in two academic years and one summer session. The staff, all of whom are Tohono O'odham with bachelor's degrees and who are in mid-level professional positions, will maintain full time employment. They will be in an excellent position for advancement at the College with these degrees. The grant is also providing funding for other employees to work on associate and bachelor's degrees while maintaining full time employment.

The College has provided the opportunity for administrators and managers to attend the Harvard Institutes of Higher Education to develop leadership abilities in senior managers. From 2004-2009 TOCC sent eight individuals to the Institutes.

Financial Development and Infrastructure Development

Financial planning has been in conjunction with strategic planning for development of all aspects of the College including for information technology infrastructure, data systems, and the permanent campus, all critical to maximize the ability of the College to deliver quality educational services. While the College is in excellent financial condition due to strategic financial development, there are two major areas that have had challenges during the last five years, both of which were included in the Assurance section of the HLC 2004 report.

Campus Construction

The first area, development of funding to complete the construction of the new permanent campus, continues to be a significant issue. The Tohono O'odham Nation provided TOCC with a \$6 million grant with the understanding that the College would raise at least an additional \$18 million. The College made significant efforts during the last five years by dedicating reserve funds for both staff and a consultant. The consulting firm unfortunately did not assist with raising even its contract amount, and the skilled fundraising staff member resigned over two

Self-Study Report

years ago. The Capital Campaign staff of three has been trained on the use of a software system purchased through the Foundation Center and is receiving training on proposal writing from one of the TOCC grant writing consultants. Their objective is to raise at least 20% more than the cost of operating the Development Office during this fiscal year. Options to raise the significant amounts of money are being explored including low-interest loans and requesting additional funding from the Nation.

The Interim President and Cabinet have developed strategies to complete and use the campus on completion of the first phase, i.e., completing infrastructure development and construction of housing funded through a HUD TCU grant for \$750,000 in 2008, and a four-unit classroom building funded through a USDA grant. The plan is to design studios rather than one-bedroom units in what were to be four buildings with duplexes, thereby having 16 units rather than eight. TOCC is applying for a second HUD TCU grant that if funded would provide another 16 units. The goal is housing for 48 students, and providing immersion classes at the new site that will include courses to attract both local students and students from other areas. Curricula ranging from the Tohono O'odham language and history classes to certification courses for fire and police personnel will attract significant numbers of students.

Information Technology

TOCC has had challenges in enhancing its technology infrastructure and also in maximizing use of available resources, particularly the College data management system Jenzabar. Part of the challenge is related to staff vacancies rather than finances, including a two-year vacancy in the position of IT Director (2005-2007), and a position for a webmaster in 2005 which was eventually not funded and closed. The current Associate Director position was filled in 2007 and has remained filled. The website is managed in part by consultants and in part by in-house staff. The current plan is full internal management within the current fiscal year.

Another issue that prevented maximizing use of Information Technology was that TOCC was limited in full use of IT equipment for distance learning as well as for day-to-day operations until installation of a second T-1 line in 2009. The College is now well placed to increase the number of online classes, and there is ongoing discussion with the Recreation Centers in the remote areas of the Nation to provide access to their well-equipped computer labs for students. Most students living in remote areas do not have on-line access, or only to very slow dial-up access, so that online and interactive classes are not available except at an agency location.

The final major issue related to Information Technology is that the College purchased a comprehensive data management system, Jenzabar, that is used by many tribal colleges, but has made limited use of its many components, as described earlier. The Administration perception for the last five years was that it was more effective and less expensive to pay a consultant to manage the system than to train TOCC staff. With the amount of staff turnover during part of this time the rationale was understandable.

In July 2010 senior administrators met with Jenzabar representatives to determine how to maximize use of the system. The result was a commitment by the Interim President and Cabinet to maximize usage of all relevant components, train an internal Systems Manager, install the Advising Tree component, and retain Jenzabar for at least 200 hours of training in this academic

Self-Study Report

year. This strategy will significantly increase the efficiency of TOCC operations, build internal capacity, and reduce costs significantly within one year.

TOCC is now maximizing its internal capacity through staff development, maximizing use of existing resources such as the Jenzabar system, and developing strategies to complete the permanent campus in stages.

Core Component 2C: The Organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement.

After unavoidable gaps in time TOCC is implementing ongoing, comprehensive evaluation and assessment processes to build a thorough framework for continuous improvement.

During its second five years TOCC has had numerous challenges in attempting to reach the level measurement of institutional effectiveness stated as a critical need in the HLC Team Assurance Section in the Report of a Comprehensive Evaluation Visit on September 27-29, 2004. To quote the relevant findings related to institutional assessment:

- The team found little evidence of substantive institution-wide assessment activity since the visit of the last team, which identified assessment as its number one concern....
- The college does not demonstrate a culture of data-based decision-making....
- The college does not demonstrate an understanding of the distinction between the assessment of student learning and institutional effectiveness....

There have been numerous attempts at planning that include institutional assessment, including draft strategic plans and educational master plans, but lack of a Cabinet and Board approved Plan that includes college-wide institutional assessment has resulted in institutional assessment data collected only as required for the Annual Report, the Institutional Profile, and for IPEDS and AIMS reports. Responding to the data has also been limited, due not only to lack of a Plan to guide strategies to address the issues identified, but also to lack of staff dedicated to strategic planning and to overseeing planning implementation.

Staff members have been provided with several in-depth trainings and internal planning workshops, including the Foundations of Excellence in 2007; a Business Assessment Dale Carnegie Training in 2007, and a College-wide planning session in 2006. All led to identification of needs and development of ambitious plans, none were fully implemented. The guide for planning until adoption of the *Strategic Plan for 2010-2012* in July 2010 by the Board of Trustees was the Response to the HLC Team Visit in 2006 that addressed the items in the Advancement and Assurance sections identified by the HLC Team.

After her appointment in October 2009 the Vice President for Research and Development obtained approval for a Research Assistant, identified several consultants with expertise in Strategic Planning, and with Cabinet approval retained a consultant with a long history of work with the Tohono O'odham Nation to conduct Strategic Planning. The data collected from visioning sessions conducted with TOCC staff, faculty, and students, and with all 11 districts of

Self-Study Report

the Nation and to date two government departments, are providing invaluable data to assist with institutional assessment.

Efficient institutional assessment has been hampered not only by lack of staff dedicated to planning and assessment, but also by the difficulties in obtaining data from the Jenzabar system, and from divisions not using the system. All requests for data have gone to three individuals, all of whom have other job functions. With the commitment to maximizing use of the Jenzabar system, installing the Advising Tree, and appointment and training of an internal Systems Administrator, effective institutional assessment will become a reality within this fiscal year.

Strategic Planning and Institutional Effectiveness

As described in Criterion 2A the Strategic Goals developed as a result of the strategic planning process are all related to institutional effectiveness. Following are the goals and objectives adopted by the TOCC Board to accomplish in the next two years.

- 1. Improve the visibility and public image of the College**
 - a. Building a permanent main campus with occupancy within two years
 - b. Running monthly PSAs on radio station KOHN
 - c. Publishing monthly articles in The Runner
 - d. Appearing semi-annually in the Tucson or Phoenix media
 - e. Securing an electronic sign board through possible sponsorship
 - f. Having articles in the news media of other tribes
- 2. Increase enrollment by effective enrollment management**
 - a. Increase full-time equivalent enrollment of 112 by 20%
 - b. Offer programs and courses in the workplace, and evenings and weekends
 - c. Issue the Schedule of Classes within 8 weeks of each semester
 - d. Outreach to O'odham Nation managers
 - e. Increase use of Jenzabar
- 3. Construction of the main campus and faculty housing**
 - a. Install utilities at the San Isidro site
 - b. Complete site building design
 - c. Construct faculty housing
 - d. Construct initial phase of campus
- 4. Develop information technology capacity**
 - a. Establish a task force among Tohono O'odham agencies and school districts to address common needs in communication and transportation
 - b. Seek grant funding to increase bandwidth within the Nation
 - c. Obtain high-speed internet DSL access for the College campuses, the Nation's agencies, and District satellite locations
- 5. Strengthen communication among students, faculty, and administration**
 - a. Administration will offer a TOCC course on effective communication, and require participation by students, faculty, and administration
 - b. Administration will model open discussion, seeking input from all levels of faculty and staff, and resolving issues through mediating solutions when possible.

Some of the goals and objectives to continue effective strategies for continuous improvement are ongoing, while others are to design and implement new strategies required to complete objectives that have been continuing challenges. Those that are challenges are:

Self-Study Report

Issues

Enrollment

Enrollment has remained constant during the last five years. Although the small temporary campus limits the maximum enrollment to some extent other factors (some not within the control of TOCC) have also affected increases. The main external factor is the limited number of students graduating from the high schools on the Nation, the main source of new high school graduates for the College. This year there were 98 graduates and those in the top 10 to 20% were recruited with full scholarships and sports programs by the Arizona universities.

Internal solutions that are being implemented include extensive outreach not only to the high schools but to communities and Nation's employers and employees as many TOCC students are older, female, and single heads of households (IPEDS, 2009). Outreach includes Public Service Announcements, information tables at district and community events, working with employers to hold classes at worksites, and the production of three videos that will be used to promote the College. Other internal solutions include production of class schedules at least eight weeks before the beginning of a term, hosting parents' night at the College, and tours of the Nation for faculty and staff to inform them about the Nation and to inform the communities being visited about the College.

Class Size and Student Retention

Small class sizes and few students with declared majors are other areas identified not only in the initial accreditation but as ongoing concerns. The number of classes with fewer than five students remains an issue even with a TOCC policy that classes with fewer than five students enrolled prior to the beginning of a semester would be cancelled. The need for the student to complete the class as a graduation requirement leads to keeping the class with only two to four students. Strategies to increase class sizes include in addition to general marketing, advertising the classes to targeted employers (reading and writing skill development; Tribal Law, Substance Abuse) which has resulted in cohort and general class sizes of 8 to 15 students. Being discussed are combining classes as feasible (two levels of mathematics, writing) and facilitating students to take classes online to complete their requirements on schedule if the class is not available at TOCC due to too small enrollment or not being scheduled.

Class sizes and small numbers of declared majors have resulted in analysis and recommendations to reduce the number of programs offered and to offer a liberal arts degree with transfer or associate's level completion. Several programs have been deactivated and others are under review. By the end of the Fall semester 2010 the process will be completed.

Admissions and Advisement

Applications for admission are entered into the Jenzabar system only after completion of a paper application. COMPASS score tests are maintained manually. Faculty members provide grades manually and they are entered later into the Jenzabar system. These barriers to effective systems management are being addressed by installation of the Jenzabar Advising Tree and intensive training for Student Services and faculty. This step will greatly improve the ability for institutional assessment.

Construction of the Permanent Campus

Self-Study Report

Obtaining sufficient funding of at least \$18 million to match the \$6 million provided by the Nation has been an issue for the last four years. Because of the difficult economic times the Cabinet is developing strategies to use the available funds to complete the infrastructure and build one classroom building and housing for at least 24 students within 18 months. This is a critical timeline as the classroom building and housing units are grant-funded and have deadlines for completion. TOCC is exploring all options for additional funding, including submission of a HUD TCUP proposal this August, possible low interest loans, and use of some of the tribal funds to purchase modular housing. This limited construction will enable provision of short-term cohort classes on the new campus prior to completion of the larger structures to house the entire College.

Now that there is full staffing TOCC has made provisions for adequate support for ongoing evaluation and institutional assessment processes. Assessment of educational programs, part of total institutional assessment is described in Criterion Three. Systems are in place to preserve data on the TOCC servers with access by all relevant personnel, which was not the case prior to the beginning of the current strategic planning process. If personnel leave data management systems will be place so that replacements or consultants can access files and continue the processes.

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Division work plans, community relations and presentations, professional development, committee work, and college routine work with constituencies all align their efforts with the mission of the College.

As described in Criterion One the mission is designed to enhance Tohono O’odham culture through quality, higher education services provided to individuals, families, and communities. Planning is conducted at all levels, as described earlier.

The TOCC Board engages in strategic planning through a visioning process with the Cabinet, then approves the final Strategic Plan developed with input from all constituencies. It reviews and approves recommendations for implementation of Cabinet and division level plans, ensuring that they are in line with the College mission.

The Cabinet implements or supervises the Strategic Plan objectives that require college-wide, or multi-division collaboration, for example integrated data management, student advising/mentoring, new campus construction, and increased enrollment.

As described in section 2a, the division committees develop work plans based on specific division objectives under the Strategic Plan, develop policies and procedures, implement the work plan, and provide recommendations for the Cabinet.

Himdag and Planning

As a primary element of the TOCC Mission is to enhance the Tohono O’odham Himdag, the Himdag Committee was established to design strategies to ensure that all planning incorporates

Self-Study Report

the Himdag. This has been accomplished through extensive planning with the Curriculum Committee to incorporate Tohono O'odham culture into course content, resulting in innovative course content such as using O'odham concepts of mathematics such as those in basket design in math courses.

Another important example of incorporation of Himdag into the mission of holistic education incorporates a Tohono O'odham life story into TOCC coursework. In 2009 the autobiography of noted O'odham artist Leonard Chana was published. He related his story of growing up in a traditional O'odham community, and his experiences in the White world also. The book is one of a very few that relates life in the words of a Tohono O'odham individual. It is being used in several classes from Social Work to Literature and Introduction to Substance Abuse. It was also one of the books selected by the American Indian Higher Education Consortium (AIHEC) Student Conference in 2010 for the Knowledge Bowl on the recommendation of TOCC. Mr. Chana's widow Barbara Chana has recently agreed to discuss the book publicly, and will be part of the fall 2010 Brown Bag lunch series on campus.

Himdag is also incorporated into non-instructional campus life through workshops and presentations including on the traditional arts of basket weaving, wire basket making, spiritual running, and doll making. These workshops were provided for the last three years as part of the Brown Bag lunch series or as afternoon sessions sponsored by one of the federal grants.

Planning Processes link with budgeting processes.

The budgets for each division are developed by the division to be consistent with the department's operational work plan developed as part of the Strategic Plan. Financial projections are made based on priority needs identified in the Plan, and budgeted as funding is projected to be available.

Implementation of the organization's planning is evident in its operations.

Each division develops annual work plans to coincide with the organization's strategic plan. The divisional work plans define how the division will implement its responsibilities under the strategic plan. Daily operations and priorities are guided by the division work plans. Due to lack of IR&D staff in 2008 and 2009 several divisions' operations were guided by the general Strategic Plan of 2006, with input from committees, Cabinet, and with final Board approval of policies.

Planning processes involve internal constituencies and, where appropriate, external constituencies.

During the current, ongoing strategic planning process numerous constituents, internal and external, were involved in the visioning that resulted in the current Strategic Plan, and are involved in the continuation of planning. Focus groups were held within the College; with the Board of Trustees; with the eleven districts of the Tohono O'odham Nation; and have been completed with two of the Executive Branch departments – Health and Human Services and Public Safety. Planning is now an ongoing process. Feedback is being provided to constituencies, confirming TOCC commitment to ongoing communication.

CONCLUSION

Self-Study Report

TOCC has demonstrated excellence in financial planning during the last five years, resulting in a strong resource base for current and future needs except for construction funding. Staffing levels are stabilized.

Strengths:

- TOCC has had unqualified audits since independent financial audits were implemented.
- Staffing levels are stabilized and at adequate levels to accomplish all functions of the College.
- Implementation of plan to maximize usage of the Jenzabar data management system is progressing.
- TOCC continues to integrate its curricula and programs into Tohono O'odham Himdag.

Challenges:

- Financial constraints for construction are ongoing.
- Construction of the new campus is behind schedule and affected by financial constraints.
- Low student enrollment continues to be an issue.
- Completion of Strategic Planning process and ensuring ongoing review and updating needs to be embedded into the TOCC structure.

Recommendations/Solutions:

- Exploration of additional funding sources needs to be creative and strategic.
- Design construction to accommodate use of new campus with limited classes prior to completion of full roll out.
- Planning is in progress to increase number of high school students interested in TOCC through dual enrollment, and to enroll more Nation's employees by providing courses tailored to employer needs.
- Establishment of Research Assistant position with hard money, putting all planning documents into central server file has increased data management capacity, access to data, and knowledge of the strategic planning process is shared by more staff.

Self-Study Report



TOCC students Krista Manuel and Brendon Narcho with Instructor Casey Kahn-Thornbrugh taking a weather reading

CHAPTER FOUR CRITERION THREE STUDENT LEARNING AND EFFECTIVE TEACHING

Criterion Statement: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion Overview

After TOCC was initially accredited by the North Central Association Higher Learning Commission, the team of consultant-evaluators recommended that a progress report be completed by fall 2007 that would address several key concerns based on deficiencies in documenting evidence on student learning and teaching effectiveness. The Assessment Committee addressed these issues in an *Assessment Report* in 2007 to which the Higher Learning Commission responded, “although the issue of the integration of assessment into planning and budgeting processes is not addressed in great depth, *it is clear that assessment has indeed been a strong priority at the institution since the initial accreditation visit.*” (The report will be available in the Resource Room.) In the years since that report, the college has worked toward the development of its processes for assessment of student learning and teaching improvement. As TOCC moves closer to making assessment a more proactive process and experience on the course, program, and institutional levels, efforts are being made to foster a “culture of assessment” on campus that will greatly enhance student, faculty, and administrative success. TOCC recognizes the necessity of a prolonged and systematic approach to assessment that will enable faculty and administration to make informed evidence-based decisions, which will help to improve student learning and foster effective teaching.

Core Component 3A: The organization’s goals for student learning outcomes are clearly stated for educational programs and make effective assessment possible.

TOCC’s assessment practices are mission-based and offer evidence of student learning and effective teaching that motivate improvements in curriculum, instructional resources and methodologies, and student resources.

TOCC’s mission-based educational programs provide a dedicated structure where student learning and effective teaching can be effectively assessed. In 2004, the TOCC Board of Trustees

Self-Study Report

approved four General Knowledge Goals (GKG) developed by the Faculty Senate, the Himdag Committee, administration, students, and invested stakeholders. The GKG convey what graduates from TOCC should know from the time they begin their educational journey at the College to the time they graduate and move on to fulfill broader academic dreams or begin new careers. The GKG are:

- Gewkdag* (strength)
- Interpersonal Skills
- Conceptualization
- Communication

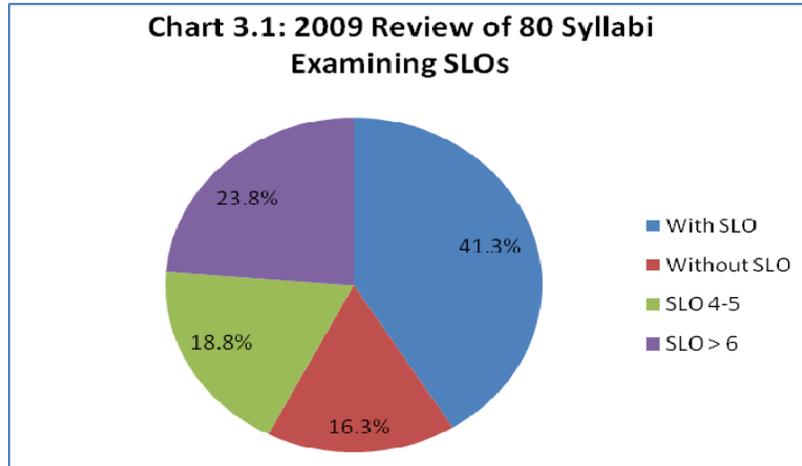
The Assessment Committee acknowledges that the GKG have to be integrated into the existing programs and courses of the College in order for assessment efforts to be valid and meaningful. The Assessment Committee determined that since the GKG were specific to TOCC for all degree, certificate, apprenticeship and occupational programs, they presented opportunities to collect rich data from all educational perspectives. To facilitate the assessment process the Assessment Committee is working to develop concise and measurable student learning outcomes (SLOs) for the GKG at the course and program levels to clarify expectations of student learning.

The concise Student Learning Outcomes and General Knowledge Goals will be incorporated into program-level assessments in the fall 2010. The initial roll-out of the new assessments will be conducted with the Liberal Arts/Arizona General Education Curriculum Certificate in Liberal Arts (AGEC-A) program, which claims the most majors at the college. The other programs will be tackled by lead faculty with the assistance of the Assessment Committee at future assessment workshops. The Assessment Committee has taken steps to familiarize all faculty, adjuncts, and staff with the GKG and SLOs by providing assessment training workshops to faculty and administrators, distributing information on the SLOs and GKGs, and ensuring that orientation packets for new faculty and adjuncts include detailed information of the GKG and SLOs.

The Assessment Committee has also taken additional steps to ensure that all assessments are embedded into the courses. Research indicates that assessments that are *embedded* into the course work can provide information on student achievement related not only to course goals, but also to program goals, general education goals, and institutional goals (Suskie, 2009). The Assessment Committee will continue to provide direction to fulltime and adjunct faculty as TOCC moves towards its goal of embedding all GKG assessments into courses and programs. The completion of the Course Fulfillment Matrix (CFM) enabled the Assessment Committee to determine which courses/programs address which GKG and are embedded into the appropriate course. Assessment will be conducted only with those courses/programs that indicate a particular GKG is a part of instruction.

After a thorough review of 80 available syllabi was conducted by the Assessment Committee in fall 2009, inconsistency in the information provided by instructors regarding their courses was discovered. It was also noted that there was considerable confusion regarding the difference between outcomes and objectives, and that some syllabi did not include measurable SLOs, or included an abundance of SLOs, as indicated in the pie chart below.

Self-Study Report



Since a syllabus is an important contract between the student and the instructor that impacts student learning and effective teaching, the Assessment Committee produced a standard syllabus template for each instructor to utilize starting in the summer semester of 2010. The syllabus template requires that all instructors include a suitable number of measurable outcomes (3-6), objectives to achieve those outcomes, measures, assessments or evaluations, and details regarding how the course was being integrated into *Himdag/ T-Şo:şon* (if applicable). These efforts have been made in conjunction with the compilation of Course Content Forms to facilitate the development of a course bank that is accessible to all TOCC stakeholders.

The Assessment Committee also noted that there was a great need for all programs to include capstone courses, or honors classes, in order for program-level assessment at TOCC to be meaningful. Currently, the Arizona General Education Curriculum Certificate in Science (AGEC-S) offers a capstone course, but it will be some time before any data can be gathered due to the low enrollment in this general education program.

Assessment Methods:

Learning is most effectively assessed using a variety of measures. In order to maximize the effectiveness of assessment at TOCC, direct and indirect measures are employed. Direct assessments include projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral and written exams. Indirect assessments include self-report measures such as surveys on the course, program, and institutional levels. These can include employer, student, and graduate satisfaction surveys.

Quantitative and qualitative measures are also utilized at TOCC to assess learning. Qualitative assessments use flexible, naturalistic methods and are usually analyzed by looking for recurring patterns and themes. Reflective writing, online class discussion threads, and notes from interviews, focus groups, and observations are examples. On the other hand, quantitative assessments use structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically. Test scores, rubric scores, survey ratings, and performance indicators are all examples of quantitative evidence employed at TOCC.

Self-Study Report

In 2004, faculty identified Conceptualization modalities as the primary skill students had the most problems with at TOCC. It was decided that this GKG would be assessed so that changes to curriculum could be implemented. The Prep 101 course was designed and implemented into the curriculum to address problem areas identified by the conceptualization and communication assessments. Ultimately, faculty and administration recognized that every course needs to address conceptualization and communication skill level issues, instead of just addressing these issues in a single comprehensive course. Information used to design Prep 101 was adapted and implemented in all basic skills courses (Math, Reading, and Writing), as well as the further development of the Study Skills (STU) courses to help students master being in college, dealing with college level discussion topics, and succeeding in advanced college-level courses.

Results from the Fall 2005 Conceptualization Assessment in the area of *demonstrating steps to a problem solving process* are outlined in Table 3.2 below (Conceptualization Summary, 2005).

Table 3.2: Fall 2005 Conceptualization Assessment

Score	Frequency	Percent
Developing	9	11.7
Competent	42	54.5
Exemplary	26	33.8
Total	77	100.0

Results for the academic students from the Spring 2010 Conceptualization Assessment in the area of *demonstrating steps to a problem solving process* are presented in the following Table 3.3 (Conceptualization Summary, 2010).

Table 3.3: Spring 2010 Conceptualization Assessment

Score	Frequency	Percent
Developing	5	4.6
Competent	58	53.7
Exemplary	45	41.7
Total	108	100.0

The results presented when combined with the assessment of student challenges outlines in the following two tables indicate that promising advances in addressing conceptualization challenges are evident and progress is being made in promoting student learning and advancement.

Table 3.4: 2005 Student Challenges

Didn't address bulleted items.

Self-Study Report

Grammatical errors, incomplete sentences, misspellings.
Grammatical errors, run-ons, incomplete sentences, lack of organization.
Grammatical errors, run-ons, punctuation errors
Hard time reading handwriting.
Incomplete sentences.
Inconsistent control of sentence structure and conventions.
Informal writing, run-ons.
Lacked organization.
Minimal control of sentence structure and conventions.
Outline format, did not describe O'odham values identified loss of values.
Punctuation, verb tense, incomplete sentences.
Punctuation and grammatical errors.
Run-ons, incomplete sentences.
Spelling and grammar issues. No compare and contrast.
Trouble with complex sentences, fact vs. opinion.
Writing needs development.

In 2005, numerous problem areas were identified by those who scored the assessments, such as the use of incomplete sentences and minimal control of sentence structure and conventions (Conceptualization Summary, 2005).

Table 3.5: 2010 Student Challenges

Did not develop ideas fully.
Grammatical errors, incomplete sentences.
Grammatical errors, incomplete sentences, misspellings.
Needs development in all areas.
Outline format.
Spelling errors, outline format.

Far fewer problem areas were identified in 2010, with grammatical errors and incomplete sentence issues as the most frequently mentioned by the 2010 assessment scorers (Conceptualization Assessment Summary, 2010).

Results from the 2010 Communications Assessment in the area of *Use of Standard Written English Free of Grammatical Errors* provided additional evidence of the need for ongoing, effective assessment as a tool to evaluate student learning and institutional advancement. For this area of concentration, a *developing* score was assigned if the assessment included two or more grammatical errors, a *competent* score indicated one grammatical error was included in the assessment, and an *exemplary* score was assigned to assessments in which all grammar was correct (Communication Assessment Summary, 2010).

Self-Study Report

Table 3.6: Use of Standard English (2010 Communication Assessment)

Score		<u>Group</u>			Total
		GED Students	Apprenticeship Students	Academic Students	
Developing	Frequency	15	29	178	222
	% within Group	100.0%	100.0%	90.8%	92.5%
Competent	Frequency	0	0	17	17
	% within Group	.0%	.0%	8.7%	7.1%
Exemplary	Frequency	0	0	1	1
	% within Group	.0%	.0%	.5%	.4%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

As presented above, over 90% of the students across areas of study were rated as *Developing*, which suggests a poor grasp of grammar usage. To address this issue, TOCC is re-evaluating its COMPASS placement instruments and cut-off scores. COMPASS (ACT) representatives will provide a teaching workshop during Fall 2010, which will focus on effective teaching and utilization of the COMPASS instrument in assessing student learning. Furthermore, all students are now required to complete REA 112, TOCC's highest-level reading class, in an attempt to further develop and perfect the skills of TOCC's students.

Classroom assessment methods can be formative or summative (Angelo & Cross, 1993). Formative assessments are employed during the course of a learning experience as a source of immediate feedback to improve teaching and learning. Examples include Classroom Assessment Techniques (CATs), chapter/ unit assignments or quizzes, discussion forums, and teacher feedback on work in progress. Summative Assessments measure what students have learned at the end of some set of learning activities. An example would be a final comprehensive exam or project given at the end of a course. The learning process occurs when the planning and design of classroom activities result in desired student outcomes.

At TOCC, all faculty members are expected to use CATs to gather feedback on a regular basis about a lecture/discussion/activity, or to examine the grasp of key concepts and issues of a topic in order to assess learner reactions to instructional activities. The Assessment Committee requires all instructors to maintain a CATs portfolio on each class taught and the portfolios become part of the annual evaluation of faculty. At the end of each academic year, the instructors are also required to submit a Continuous Improvement Report (classroom level assessment report). Other available assessment tactics at TOCC include: Embedded Assessments, Community Service, National licensure, certification or professional examinations, Portfolio and Journaling, Pre/Post Testing, Standardized Examinations, and Surveys and Interviews. All of these tactics are discussed in greater detail in the *2010 Assessment Plan: A Strategy of Continuous Improvement* (Appendix 3).

GKG Assessment Cycle and Timeline:

Self-Study Report

The GKG assessment process is based on a rotating three semester/three year cycle. It is a data-driven process that guides documenting and improving student learning at the course and program level, as well as reviewing and revising the assessment plan. In order to ease annual assessment cycles but maintain the mission of TOCC, course-embedded measuring of student-learning outcomes for *Gewkdag* commence fall 2010 and will take place every semester going forward. Each fall and spring semester, along with *Gewkdag*, one of the remaining three GKG will be assessed. Interpersonal Skills will start off the initial phase of course-embedded assessment with *Gewkdag* in fall 2010. This GKG will be reassessed in the spring of 2012. However, it will not be reassessed in a *fall semester* until 2013. This year and a half same semester phase cycle will come to completion in the third year; hence, the GKG Assessment Cycle is often referred to as a “3-Semester/3-Year Cycle.” Spring semester 2011 will be devoted to the assessment of Communication and *Gewkdag* along with surveys, and fall semester 2011 will assess Conceptualization and *Gewkdag*. Summer semesters serve as the time when data gathered in the previous fall and spring semesters can be considered and recommendations made by the Assessment Committee in response to data analysis. It is also the time a report based on the year’s cycle is produced and disseminated to all TOCC stakeholders.

The timeline delineates all phases of the assessment process: plan/ implement/assess and report/revise/recommend. It establishes accountability for the various constituents involved in the assessment process. While all phases are critical to any sound assessment plan, the report/revise/recommend phase is integral since this is the stage that presents opportunities to create continuous improvement in student learning and teaching effectiveness. This has been the weakest link in assessment thus far, and the Assessment Committee was determined to set up a plan that stressed its importance (TOCC, 2010b).

The urgency of educating all faculty members regarding assessment resulted in twelve full-time faculty and two department chairs took part in two summer graduate-level courses at the American Indian Language Development Institute (AILDI) at the University of Arizona in the summer of 2009. The courses taken by the participants were “Assessment for Tribal College Educators,” and “Curriculum Development”. Faculty representing the Apprenticeship program, General Education, and GED developed Student Learning Outcomes (SLO) for courses and began to document their efforts on the online assessment tool, WEAVE. In 2010 extensive training on assessment was provided including monthly sessions, a two-day workshop in May, and technical assistance to analyze prior assessments, and to conduct assessment during the spring 2010 semester. One result was to discontinue use of WEAVE as it is more appropriate for program level assessment which TOCC has not yet conducted.

The *Woksape Oyate* grant funded by the Lilly Fund through the American Indian College Fund (AICF) is providing funds for technical assistance and training on assessment.

The Assessment Committee compiles and analyzes all course- and program-level data collected from students and instructors at the college, along with any other data deemed to bring insight into TOCC curricula, and makes recommendations accordingly, which can include curricula changes if appropriate. The Assessment Committee findings and recommendations are assembled into a brief annual report at the end of each summer session. This report makes recommendations for continuous improvement in student learning. The report is sent to the Education Standing Committee which reviews and forwards to the Vice President for Education

Self-Study Report

to recommend to the TOCC Cabinet. After approval the Education Standing Committee revises and recommends changes to curricula, which again go to the Cabinet for approval. This process helps to promote change at the college.

The TOCC Assessment Plan (Appendix 3) dictates that surveys are to be administered annually at the end of each spring semester. The surveys include questions related to how well the institution is fulfilling its mission, the GKGs, and the Himdag: T-Şo:Şon , while also focusing on satisfaction with a variety of services and experiences, including self-perceived learning.

At the end of the 2010 spring semester, a survey was administered to TOCC students addressing cultural responsiveness at the course level. Most of the students surveyed (70.7%) agreed that the Tohono O'odham Himdag was integrated into the courses, and over three-fourths (78.5%) contended that the integration was *almost always* or *usually effective*. In addition, the majority of the responding students (88.2%) suggested that the courses offered at TOCC were *usually* or *almost always* culturally responsive and appropriate. Most of the students across the courses and programs of study felt they were treated with respect. Over 95% of the students *strongly agreed* (73.7%) or *agreed* (21.6%) they were treated with respect in their classes (TOCC, 2010b). (This Report is included as Appendix 4.)

These results show that TOCC is fulfilling its mission of enhancing the unique Tohono O'odham Himdag in its educational services. Once these results are reviewed by the Assessment Committee, the goal of having all classes address culturally relevant material will be addressed and recommendations will be submitted to the TOCC Cabinet. The recommendations are then communicated to all faculty members at orientations, training seminars, assessment workshops, and outlined in performance evaluations by Administrators.

Institutional Assessment:

The TOCC Research and Development (IR&D) Division is responsible for institutional effectiveness and implementing a synergistic climate of assessment revolving around student learning. The Division purpose is to address accountability issues focusing on TOCC's vision, mission, and goals. For the past five years TOCC identified an individual from the Assessment Committee as the person in charge of coordinating education assessment activities as part of institutional assessment. Recognition of the failure to implement adequate assessment with dependence on internal resources has resulted in allocation of funding for a full-time Assessment Coordinator in 2010. In the short term, the Assessment Committee has taken on the responsibility of ensuring that a culture of assessment is embedded at TOCC. It is recognized that course and program level assessments are one aspect of institutional assessment, which is discussed in depth in Angelo & Cross (1993). One collaborative assessment at TOCC is the Graduating Student Survey. This survey was administered to all graduating seniors in 2010 at the commencement services. Analyses of the results is underway. A review of key indicators of institutional effectiveness such as graduation and persistence rates will become common practice at TOCC now that there are staff members in the IR&D Division. Data gathered from such basic measures of institutional effectiveness will help shape the college's strategic plan initiatives and shed light on student retention and persistence to graduation.

Self-Study Report

Table 3.7
Program and Course Level Outcomes

1. GEWKDAG (STRENGTH)	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Articulate Himdag: T-Şo:Şon	Promote knowledge and values that enhance the concept of the O’odham way of life.	Promote knowledge and values that enhance the concept of the Tohono O’odham way of life.
Define one’s identity in relation to T-Wohocudadag—Our Beliefs and the Himdag: T- o: on	Articulate how the O’odham way of life contributes to the development of identity.	Articulate how the Tohono O’odham way of life contributes to the development of identity.
2. INTERPERSONAL SKILLS	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
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.	Work successfully as a team member.
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	Recognize the rights and responsibilities of participating in a democracy.	Embrace civil rights and responsibilities.
3. CONCEPTUALIZATION	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Think Critically	Construct well-supported, clearly articulated, and sustained arguments.	Critique concepts and issues.
Develop Problem Solving Skills	Apply problem solving skills to real-life situations.	Prescribe solutions to real-life problems.
Comprehend	Examine and integrate new information.	Interpret and assess information.
Analyze and Interpret	Separate ideas, texts, artistic expression, or data into parts to study interrelationships and articulate an informed response.	Generate original data and devise hypotheses.
4. COMMUNICATION	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Write	Express ideas in written format for a variety of audiences.	Create an original thesis.
Speak	Discuss information using one’s own voice.	Assess audience for effective communication.
Listen/Receive	Follow verbal and non-verbal instructions.	Respond appropriately to a variety of communication modalities.
Present	Deliver a presentation to an intended audience.	Design a presentation that incorporates original research.

Self-Study Report

Core Component 3b—The organization values and supports effective teaching.

TOCC supports quality instruction through procedures, policies, and practices that facilitate effective teaching.

TOCC's commitment to fostering effective teaching can be seen through the following evidence:

- TOCC recognizes that instruction and academic performance are the primary responsibilities of the instructors through *curriculum development*.
- TOCC supports instructors' commitments to instruction by offering *professional development* support that improves pedagogy and fosters innovative teaching methods.
- TOCC utilizes additional practices and programs to ensure faculty progress and the *pursuit of teaching excellence*.
- TOCC *recognizes and rewards faculty members* and programs for their commitment to excellence.

Curriculum Development:

Because effective curricula enhance student academic performance, instructors at TOCC are fully immersed in overseeing curricular content and other issues related to effective teaching (TOCC Faculty Handbook, 2010). With the support of the Faculty Senate or T-Ba'itk, the Curriculum Committee is responsible for review of the curricula. This includes new and modified courses and programs and curricular evaluation of pre-existing programs. The policies and procedures for determining and revising curricular content are set forth in detail within the bylaws of the Curriculum Committee and the Education Standing Committee. The Faculty Handbook (2010e) provides further guidance on the matter of faculty governance of Faculty Senate-based committees. Initiation of curricular revisions normally begins at the school level and curricular review is funneled to either the Curriculum Committee or the Education Standing Committee depending upon the nature of the review. The Curriculum Committee tenures the greatest responsibility towards course and program review, as well as new course/program initiation. The Education Standing Committee reviews course and program curricular content only as an avenue of submission to the Curriculum Committee, but its main responsibility for curriculum development is to review policy issues related to curricular content. The Curriculum Committee and Education Standing Committee ultimately serve as advisory committees to make recommendations to the Vice President of Education who then submit these recommendations to the TOCC Cabinet. All new courses and programs must also receive approval from the Board of Trustees, while minor curricular content changes need only the approval of the Vice President of Education and the Cabinet.

Professional Development:

The Faculty Development Committee (FDC) is designed to promote and encourage faculty professional development to fulfill the TOCC mission and to keep faculty current with discipline specific pedagogies. The FDC responsibilities include:

- Supporting faculty professional development and improvement of teaching through workshops and symposia.

Self-Study Report

- Providing symposia by Tohono O’odham Elders as lead discussants on the unique Tohono O’odham Himdag.
- Orienting full-time and adjunct new faculty members to the College.
- Integrating adjunct faculty into professional development opportunities.
- Promoting faculty use of best practices in pedagogy and assessment.
- Reflecting its multi-faceted approach, TOCC, with the help of the FDC, regularly sponsors workshops, webinars (polycoms), symposia, and service learning events to help faculty members provide appropriate and effective instruction for the particular needs and situations they face.

TOCC administration has supported faculty professional development in areas that have been identified as critical to the unique character of the College and its students. Since many of the faculty are not Tohono O’odham and/or know little of the Tohono O’odham history and culture it has been necessary to focus on educating faculty members in these areas. As part of professional development to teach in the reservation environment, all new faculty and staff members are required to complete two courses in the Tohono O’odham language, history, and culture during their first year of employment at TOCC. By becoming more knowledgeable about the students they teach, faculty members can respond more appropriately to the educational needs that arise and cultural connections that present themselves during instruction. In the summer of 2010 the Himdag Committee organized tours of the Tohono O’odham Nation for all faculty and staff to become more knowledgeable about the physical characteristics (remote, small villages widely spaced, some dirt roads, inadequate housing conditions) and cultural characteristics (the tours are led by Tohono O’odham senior administrators). The tours include discussions with officials from at least one of the districts visited.

Another way the College supports faculty members in improving their teaching is through the use of grant funds. Grant funds have made it possible for faculty to participate in professional development in the following areas: curriculum development, the integration of Native American perspectives into the curriculum, promoting student learning, and assessment of student learning. One grant funded project provided faculty members with training and resources to build their capacity to relate instruction to the Tohono O’odham culture, another project facilitates the Agriculture and Natural Resources and Science (ANRS) Program faculty members to enrich their curricula by building on historical local practices in water use and conservation, as well as farming of traditional crops using traditional practices. Grant funding facilitated presentations of projects and curricula at national conferences and provided opportunities for faculty members, administrators, and TOCC staff members to attend the Harvard University College of Higher Education Management and Leadership Education Program, American Indian Language Development Institute (AILDI), Higher Learning Commission, Foundations of Excellence trainings, and numerous other discipline-specific opportunities.

The College devotes a portion of the annual budget to professional development opportunities for faculty and staff. Faculty members teaching in the GED program, which serves students at distance sites throughout the reservation, receive training and support to teach at these distant and isolated sites. Other faculty members have been trained to use distance education technology to be able to offer courses at distant reservation sites. Instructors in the Apprenticeship program attend conferences conducted by state and federal vocational program

Self-Study Report

agencies to learn about effective approaches to apprenticeship programs in remote tribal settings. Faculty members receive training on effective team teaching practices.

A survey assessing professional development needs of the instructors, administrators, and staff members is administered annually during the spring semester, beginning in Spring 2009. This survey provides insight into the numbers and types of professional development activities engaged in by TOCC staff members, while monitoring ongoing professional development needs, barriers to completion of professional development activities, implementation of knowledge gained from professional development, and impacts that result from participation.

Pursuit of Teaching Excellence:

Teaching excellence is a crucial component to achieving the mission at TOCC. In order to maintain and promote teaching excellence, several measures have been enacted at TOCC. The Chair of General Education conducts annual evaluations of all faculty members. Faculty evaluations are focused on effective teaching. Evaluations are conducted toward the end of the spring semester. The General Education Chair meets with each faculty member to identify strengths and areas for improvement in their teaching. Even though course evaluations conducted at the end of each course focus on the course, information is shared that can provide feedback on the effectiveness of the instructor. Recently the General Education Chair included in the evaluation discussion ways that the Chair can assist in addressing areas for improvement. This will make it clear that improvement is the purpose of the evaluation. The Chair of Occupational Programs conducts similar evaluations of the Apprenticeship Program and Certificate program instructors.

Faculty members are also evaluated by students at the semester's end. These student-based evaluations are reviewed by the Assessment Committee for recommendations on curricular changes and for personal/professional development recommendations by the Education Chair during a faculty member's annual evaluation.

The Curriculum Council, composed of faculty and staff members from the Curriculum Committee and Himdag Committee, plays a significant role in setting the direction of educational programs at the College. Through their work on these committees, faculty members play a major role in determining curricular content and instruction and assessing the College's success in providing effective teaching. The Curriculum Committee also provides faculty members with opportunities to determine curricular content and pedagogy. This committee is made up of faculty members and a representative from the Himdag Committee. The members of the Himdag Committee review and approve new programs, course proposals, and changes to existing courses. Any faculty member can initiate a new course or change proposal. The proposal is sent by the Education Chair to the Curriculum Committee for its approval. After the Committee approves the proposal, it must then be approved by the TOCC Cabinet and the Board of Trustees. The Curriculum Approval Protocol establishes the process by which curriculum initiation, modification, and deactivation is conducted. This protocol was developed by faculty members and they play a pivotal role in every step of the protocol.

Self-Study Report

The Himdag Committee includes Tohono O’odham staff and faculty members who can provide faculty members with guidance and direction for integrating the curriculum with the Himdag. In addition to reviewing program and course proposals to ensure that the curriculum is integrated with the Himdag, the committee also provides assistance to accomplish this integration and recognizes those who have done this effectively. The Himdag and Curriculum Committees have been successful in promoting the Himdag in the curriculum. They convey the message to all faculty and staff members that the Himdag is about the process of teaching and learning and not about subject content. Faculty members learn that they can provide opportunities to practice the values of the Himdag while teaching their courses, rather than attempting to teach the Himdag.

Rewards and Recognition:

TOCC recognizes quality teaching by annually selecting a *Faculty Member of the Year*. This public recognition presents all College constituents with a model of what constitutes quality teaching. Since 2006, the College has also awarded the *Common Good Award* to faculty and staff members who have demonstrated quality teaching and leadership in improving the quality of the College as a whole.

The College also recognizes innovative work of individual faculty members striving to incorporate service learning with needs of the community, a clear connection to the Himdag. The content of courses has been enriched by the inclusion of service learning as a means of teaching subject content. In the TOCC science courses, students collaborate with the Department of Natural Resources, the Nation’s Fire Department, and Waste Management to study environmental impacts on the Nation. The Apprenticeship program has students apply the skills they are learning to assist the Nation’s people in improving their life by refurbishing and building facilities for individuals and organizations. This program has received national recognition for its work in providing solar powered sanitation facilities to families living on the reservation who are off the power grid. Faculty who have excelled in the integration of service learning into their courses are providing training for other faculty on how to do the same in their courses.

Core Component 3C: The organization creates effective learning environments.

TOCC provides an environment that supports all learners.

TOCC is committed to establishing dynamic learning environments that demonstrate a commitment to its mission, students, and the diversity they bring. These dynamic environments will support diverse learners across the campus so that students can learn effectively and instructors can pursue excellence. TOCC enhances student learning environments through programs that build upon the vision, mission, and goals of the college. Programs such as the CDA Program, Infant/Toddler CDA Program, GED, Apprenticeship Programs, and Dual Enrollment courses for High School Students provide professional development and education opportunities for all community members.

In addition to relevant learning programs, TOCC students have three areas on the main campus they can use as study and resource areas, as well as a variety of student support services provided through student services. The TOCC library, computer lab, and Student Success Center are areas

Self-Study Report

where students go to prepare for class, study for assignments, engage in active research, type papers, prepare presentations, and more. The following resources are evidence that TOCC provides supportive learning environments for all students.

Student Success Center:

The Student Success Center was established to provide students a quiet area for studying, utilizing computers for research or compose papers, or a quiet place to relax while on study break. The Student Success Center employs student interns that provide tutoring, computer assistance, or answers to general student questions. Students have utilized the Center and its offerings as evident by constant occupancy throughout the academic years. The Student Services Center is located near the instructors' offices to facilitate meeting opportunities with faculty members and instructors. Approximately 15-20 students utilize the Student Services Center each day.

Library:

The centerpiece of TOCC's resources that support teaching and learning is the library. Its size allows TOCC staff and faculty members to provide a personal touch to the service they provide to students, instructors, and community members. The library uses its small 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 free 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 and color printer, and a poster presentation board.

The TOCC Library Reference page on its website www.youseemore.com/tocc/readyref.asp has links organized into categories that support the curriculum and are of particular interest to students and community members. TOCC currently subscribes to six databases, which are included in the Library research skills classes the Librarian teaches by invitation for TOCC faculty members. Anyone wanting to learn to use the databases also receives individual instruction. Library staff assists 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 library will be opening its West Campus branch in fall 2010. The branch library will have internet access, WiFi access to all electronic resources and a collection developed specifically for GED, apprenticeship, and Natural Resources/Agriculture students.

Computer Lab:

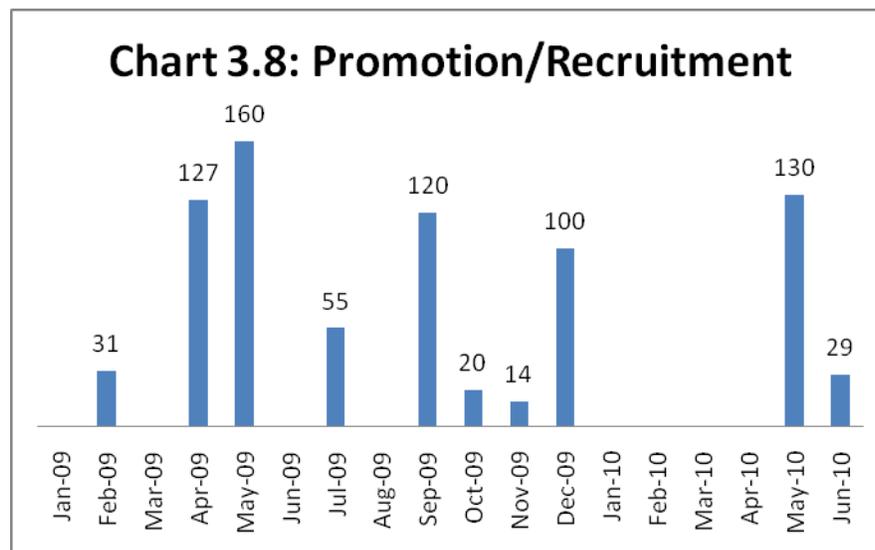
The TOCC Student Computer Lab has 15 desktop computers equipped with updated operating systems and software that fully support learning at TOCC. Faculty members can request that software be loaded onto the computers to support specific course curriculum. The Computer Lab has Wi-Fi, which also provides Wi-Fi access in the library. It is typically open Monday-Friday, 8:00 a.m. to 5:00 p.m. The Computer Lab is used as a classroom and as a support facility and is not always available to students. Due to limited staffing and a continued lack of security, the

Self-Study Report

Computer Lab is not open for student use on weekends or during the evening hours. A funding priority is for additional Information Technology staff to meet this need.

Student Services:

Through various student promotions, recruitment presentations, orientations and other critical services, Student Services provides resources to assist students in becoming successful learners and achieving their goals. Student Services encourages all students to utilize academic advisors, attend classes regularly, and remain in contact with student support specialists, counselors, and instructors. These outreach opportunities occur on and off the Tohono O’odham Nation during college, public/Bureau of Indian Education (BIE) schools, and tribal events. The following Chart 3.8 illustrates the number of students and community members reached through outreach and recruitment activities. Due to the lack of consistent outreach activities a Marketing Plan is being developed to ensure that there is ongoing strategic promotion of the College.



Student orientations conducted by Student Services supplement the information provided to students and increase their chances of success. The orientation program was recently expanded to include a college-wide effort to have staff members in all TOCC departments provide information for students. This includes information provided by departments that focus on college finances, library, education, faculty and administration introductions, apprenticeship programs, GED program, student senate, Himdag committee, and other pertinent information for students. The orientation also includes a campus tour. Despite the small size of the current campus, guided walks through the campus and offices provide opportunities for potential students and community members to interact with current students, faculty, staff members, and administrators.

A Career Service Specialist was employed by Student Services in 2008 to provide students with information on career opportunities in their areas of interest. Career Services provides students with a career assessment program if undecided on what program to pursue or what opportunities

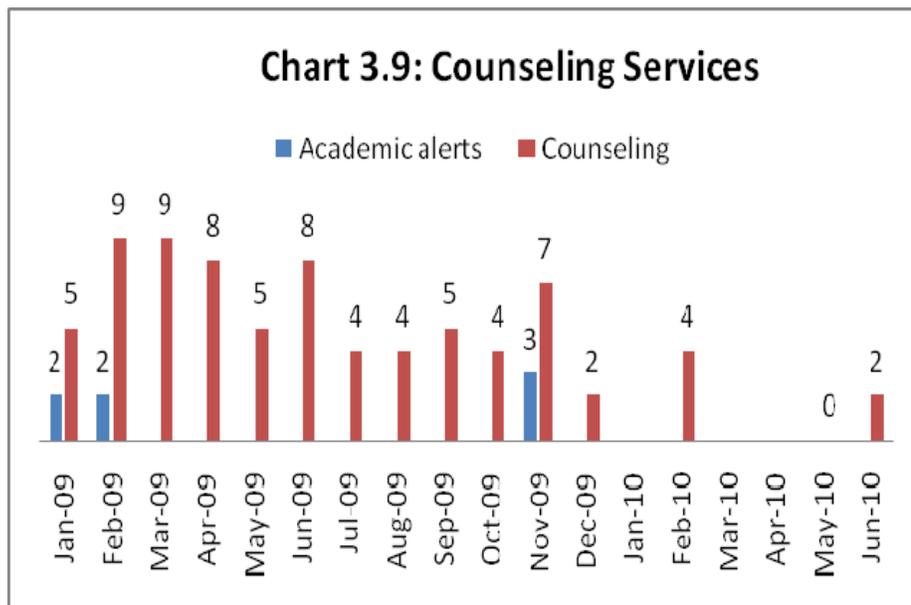
Self-Study Report

exist within a chosen program. With this tool, it is planned to increase retention, graduations, and transfers to four year colleges for TOCC students. The Arizona Career Information System (AZ-CIS) is another tool utilized by the Career Services Specialist to provide students with information in their areas of interest. This is provided for all levels from elementary school, middle school, high school, college students, and adults. It also offers real-life information on budgeting and cost estimates on living expenses at the college of choice.

Counseling:

The Counseling Office at TOCC provides short-term individual counseling for personal and psychological issues. If long-term counseling is necessary, students may be referred to Indian Health Service or Tohono O’odham Nation Behavioral Health Department for additional services. Counseling services provided at TOCC may focus on anxiety, depression, domestic violence, academics, employment, spirituality, etc. TOCC also offers counseling to students for academic issues. The student is referred by an instructor or staff member for a number of issues, which could include poor class attendance, not turning in assignments, or other academic issues. The counselor also receives academic alerts from instructors regarding students who have not been in class or students who may be having difficulty in a particular area. Following notification, the counselor will set up a number of meetings with the student or monitor his/her progress for a time. At the request of an instructor, the counselor may visit classrooms during the semester to observe or give a short orientation to students regarding academic expectations.

Following is a chart of the number of counseling services and academic alerts offered since January, 2009. Counseling services were not recorded for the months of January, March and April 2010.



Self-Study Report

The Counseling Office also offers self-help workshops at different times during the semesters aimed at students and TOCC staff members. Some of the workshops that have been offered include single-parent student issues, test-taking tips, dealing with test-taking anxiety, how to be a successful student and get good grades, and drug prevention. The Counseling Office is also responsible for organizing workshops that relate to the Tohono O’odham Himdag which include basket weaving, rattle making, spiritual running, traditional singing and dancing, and storytelling. The counselor also is available to perform traditional prayers and cleansing for students and staff as requested. This is done for work areas upon request. The counselor is able to contact O’odham medicine men or women upon request. All counseling services are also offered on the West campus where the counselor will visit as often as necessary to meet with apprenticeship students and GED students.

Brown Bag Presentations:

Brown Bag Presentations are another way of providing a supportive learning environment that is informal, interesting, and informative. Brown Bag presenters are faculty, staff, and community members who share their diverse knowledge and experience with students. Some of the topics Brown Bags have covered are the following (some have been provided in collaboration with the Counseling Office) :

- Tohono O’odham Culture and Running
- Voices of Leadership
- “How to get good grades and be successful in college”
- Tohono O’odham Story Telling
- Tohono O’odham Traditional Singing
- Arizona State University – School of Social Work
- Resources for Single Parent Students
- Drug Prevention “Marijuana”
- Study Tips and Test Taking Tips
- The History of All Soul’s Day
- Suicide Prevention
- Note Taking Skills and Strategies
- Flower Making Workshop
- Waila! “Making the People Happy”
- Wire Basket Making
- Tohono O’odham Student Association at the University of Arizona

Placement Testing:

All new students are required to take the COMPASS Test which includes three sections— mathematics, reading and writing. This placement test assists the students and their advisors in selecting the appropriate courses. Since many students struggle with basic skills (mathematics, reading and writing), TOCC will benefit by tracking the progress of students as regards their basic skills, and using the data collected to better improve student learning and teaching.

Self-Study Report

Course Assessment:

TOCC conducted full assessments of General Knowledge Goals learning outcomes twice for the “conceptualization” and “communication” components outlined in the TOCC assessment plan:

Table 3.10: Assessment Components Completed

General Knowledge Goals	2005-2006	2006-2007	2009-2010
Conceptualization	X		X
Communication		X	X
Interpersonal Skills*			
Gewkdag (Strength)*			

*Not assessed

The conceptualization assessment component was first conducted in 2005, and the communication assessment component was conducted in 2007. Due to staff turnover, no assessments were conducted in academic years 2008 and 2009. Both the conceptualization and communication components were again administered in academic year 2010. Following are the results and recommendations for the assessments in 2005 and 2007:

Conceptualization – 2005

Results

- Students had difficulty distinguishing fact from opinion.
- Students struggled with “brainstorming and finding solutions.”
- Only half of students could identify courses with “real world problem-solving,” although most respondents thought it was important.
- Students had difficulty with written expression of their ideas.
- Students had difficulty “knowing what to write about,” and “not having the facts.”

Recommendations

- All syllabi include a real-world problem-solving component.
- All syllabi include a content vocabulary outcome.
- Expand the one-credit STU 100 course to four credits to include library research, and problem-solving from both a Tohono O’odham and Western point-of-view.
- Satellite TV and wireless internet on both campuses for current events.

Communication (Written Language) – 2007

Results

- Students struggled with mechanics (especially punctuation).
- Students had difficulties with Standard Written English (grammar).
- Students found it difficult to write coherent paragraphs (using details to support the main idea).
- Students’ written language performance often varied depending on the course.
- The writing program had a beneficial effect on student writing.

Self-Study Report

Recommendations

- Identify two courses in each program of study as writing courses within the discipline to implement “writing across the curriculum.”
- Mandatory placement for developmental writing courses based on Compass scores, except when the permission of the writing instructor is obtained.
- Dictionaries and thesauri made available to students in reading courses.
- Implement the teaching of vocabulary across the curriculum.

The 2010 assessments on communication and conceptualization have been analyzed and we are currently waiting official results and recommendations from the Assessment Committee. Initial review of these results reflects similar findings. These concerns and the results from the recent assessment will provide a more comprehensive improvement in curriculum, pedagogy, instructional resources, and student services.

Core Component 3D: The organization’s learning resources support student learning and effective teaching.

TOCC uses its resources to support and promote student learning and effective teaching by promoting the use of technology and vital learning resources on campus.

Key TOCC programs that promote student learning and effective teaching through the use of technology and learning resources include:

Title III Grant:

Everything in the Desert Connects (TOCC’s Title III Project) embraces the basis of the Tohono O’odham Himdag. The Tohono O’odham Himdag is a lifelong journey that includes the total person physically, mentally, emotionally, and spiritually. Everything comes full circle and everything connects. Our goal as a tribal community college is to strengthen individuals, families, and communities through higher education. Tohono O’odham Community College was awarded a five-year Title III Strengthening Institutions Grant in 2005. The four major goals of the project are:

- To increase student enrollment to a sustained FTE level that is sufficient to ensure the long-term viability of the institution;
- To integrate science and mathematics curriculum into the Tohono O’odham Himdag, thus meeting the need of Tohono O’odham students to learn these fields in a culturally-relevant manner;
- To provide high-quality developmental skills programs in reading, writing, and mathematics, for the purposes of graduating more GED students who can then enroll in college courses, and for the purpose of supporting existing students who need remediation so that they persist in their college studies; and
- To develop a Sponsored Projects Office, which will cultivate in TOCC the skills and processes needed to implement, evaluate, and institutionalize academic and support programs and services.

The grant is ending its fifth year with the following major accomplishments:

Self-Study Report

- Student Success Center established through the grant has conducted on-going outreach to the Nation's high schools to inform and interest students about TOCC. The Success Center has collaborated with TOCC Education to support the Summer Bridge Program that introduces high school students to TOCC.
- The grant supports one science and one math instructor, both of whom have introduced units integrating their courses into the Himdag.
- The grant supports one GED instructor who has had increasing numbers of GED students, up to 60 in academic year 2009-2010.
- The Sponsored Projects Office was established and is being funded from TOCC unrestricted funds effective with fiscal year 2010-2011.

Title III funds for tribal colleges are being allocated through formula funding effective October 1, 2010 with baseline funding of \$500,000 per year, and additional funding depending on total student hours. This funding will be a significant increase in TOCC's stable sources of funding, projected to be approximately 8% of operating fund income.

Library:

As described earlier in this section the TOCC Library is the centerpiece of technology resources that support teaching and learning.

Student Success Center:

The Student Success Center provides students with a quiet place to study and receive tutoring. The Center has four up-to-date computers with internet access, a color printer, and a Smart Board. A bookshelf contains reference materials and study aids for student use. The Student Senate office is also housed inside the Student Success Center. Tables with comfortable chairs and a relaxed atmosphere draw students to the Center. As mentioned above, tutors are available in the center daily and provide tutoring in all subject areas. The Student Success Center hires interns for tutoring and is fully staffed. The Student Success Center provides training to equip interns with necessary skills to offer tutoring services. The work of the Center is evaluated in response to grant requirements which ask for documentation of success in meeting grant goals.

Science Lab:

The Science Lab was designed under the direction of the science faculty members and responds to the instructional needs of the faculty members who teach science courses, for majors and non-majors. The Lab is a secured, multi-use classroom that includes a center for delivery of lectures, acts as a mini-computer center for science students, an art room for the art teacher, and a laboratory. The lab has an LCD projector, which projects onto a Smart Board. The instructor's computer is connected to the internet, and images can be projected directly onto the Smart Board. The science lab also provides students with science lab kits, models, microscope slides, and field and lab equipment. The science lab has Wi-Fi, which allows students to use lab computers and their own laptops. The lab has an instructor computer, four desktop computers, and six laptops, which all have internet and printer access. Laptops can be used in the field and for laboratory experiments. Students are able to check out field equipment to conduct research for class projects.

Self-Study Report

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. The science lab has eight wet lab stations, and each is supplied with glassware, a hot plate, an analytical balance, and miscellaneous lab equipment. There are eight light microscopes and eight dissecting scopes, one for each station. One of the eight stations is ADA-compliant. The laboratory area of the science lab is designed for either wet labs or microscope use.

Student Farm

The Tohono O'odham Agriculture and Natural Resources (TOANR) program offers an AAS degree for direct employment, an AS degree, and an agriculture extension program. To support the TOANR program, TOCC has developed a student-learning farm that is used for academic and extension education. Equipment to support the extension program and Equine Youth Development is stored there. An extension truck, utility trailer, and a stock trailer facilitate community outreach and programming. The student learning farm has a walking tractor with five detachable implements, assorted hand tools, irrigation supplies and equipment, basic soil and plant-testing equipment and supplies, lab equipment and materials, seeds, and materials used for demonstrations of pest management, weed control, composting, plant propagation, and other field management activities. The farm is also used for community demonstrations, blessings, traditional activities, education about traditional farming, and is a source of healthy food for the community and TOCC students and employees.

CONCLUSION

Strengths:

- A new, invigorated assessment plan was developed that is clear, concise, comprehensible, and accessible to anyone who consults it.
- The Assessment Committee is composed of a dedicated group of individuals who are committed to ensuring all stages of the assessment plan are observed so that a culture of assessment pervades the TOCC campus, leading to continuous improvement in learning and teaching.
- The Assessment Committee and other entities are willing to learn from the past and turn challenges into opportunities.
- TOCC recognizes that effective teaching is essential to the success of its students and provides support that fosters effective teaching.
- TOCC recognizes and rewards teaching excellence and innovative instruction.
- The College has instituted enhanced efforts in retention and recruitment.
- A high-quality skills program in reading, writing, and mathematics exists for TOCC students who need assistance in these areas.
- The science and mathematics curriculum are integrated into the Himdag.
- The College has acquired the hardware and technical support to provide distance education and is offering some online courses.
- The West Campus library will open in fall 2010 to serve students in GED, apprenticeship, Agricultural and Natural Resources, and certificate programs.

Self-Study Report

Challenges:

- The College must develop creative approaches that facilitate hiring and support of faculty so that the faculty retention rate is higher which will result in consistent participation in promoting and providing quality teaching.
- The College Administration needs to find resources, with faculty participation, to provide more opportunities for faculty professional development, especially in specific disciplines.
- The College must devise strategies to create accountability at all levels of the institution to ensure that assessment becomes a natural and proactive part of the campus environment rather than a reactive response to external factors.
- The College must create student learning outcomes for all courses and programs of study.

Opportunities for Improvement

- Leverage the value of staffing in Institutional Research and Development to conduct surveys and gather data that serve the College Vision, Mission, and Goals.
- Regularly survey faculty for input on best faculty development opportunities and strategies to facilitate faculty retention.
- Explore American Indian Higher Education Consortium (AIHEC) resources in assessment and institutional effectiveness.
- Fill the Assessment Coordinator position and identify adequate operational or grant funding to support faculty efforts.
- Complete catalog and program review processes in a timely fashion to feed into curriculum approval processes.

Self-Study Report



Sitting Woman: An O’odham Landmark

CHAPTER FIVE CRITERION FOUR ACQUISITION, DISCOVERY, AND APPLICATION of KNOWLEDGE

Criterion Statement: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion Overview

TOCC promotes a life of learning for all stakeholders expressed in its Vision and Mission statements; its Goals, and its T-*Ṣo:ṣon* , or Core Values; and in its methods for designing and implementing its educational, collaborative, research, service learning, and related practices. During the last five years TOCC has greatly enhanced its ability to promote a life of learning as a result of Congressional action that provided TOCC with Land Grant status; by obtaining numerous competitive grants; through increased external collaborative relationships; and through internal program development. These accomplishments have made it possible to provide a life of learning for students, faculty, staff, and community members as described in this section, and to enhance the supports for inquiry, creativity, practice, and social responsibility in ways consistent with the TOCC mission. These supports were also enhanced through development of internal processes as described in the following sections.

Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

*The TOCC Vision, Mission, and T-*Ṣo:ṣon* – Core Values reflect commitment to providing a life of learning on the campus and with external stakeholders.*

Vision, Mission, Goals, and T-*Ṣo:ṣon* – Core Values

The Mission Statement, with its inclusion of Himdag, O’odham culture and history as essential to the development of holistic education implies life time learning. The Himdag is often described using the O’odham Man in the Maze story, the journey of life that values learning through all four stages of life. The graphic is the symbol of the Man in the Maze and the journey. Life’s journey is in four stages, infancy/childhood; youth; middle age; and old age, with each stage involving learning and maturing. The man in the middle of the Maze is I’itoi, the Creator, and also represents all Tohono O’odham (Desert People). The Maze represents the journey through life with the turns representing to the changes and challenges faced on the journey, lessons learned, and the knowledge, strength, and understanding gained on the journey. The circle in the middle represents reaching life’s end. The Man in the Maze design is used

Self-Study Report

throughout the Tohono O’odham Nation including by TOCC on publications, art work of all kinds, posters, T-shirts, pens, as a logo understood by virtually all Tohon O’odham as a reminder of who they are. It serves as a reminder that learning is ongoing through life, and takes place in many forms.

Illustration 4.1



Commitment to a life of learning has been demonstrated by the Tohono O’odham Nation in its support of TOCC, by TOCC in the funding it seeks and programs it implements, by its collaborators, and through the funding organizations, as follows.

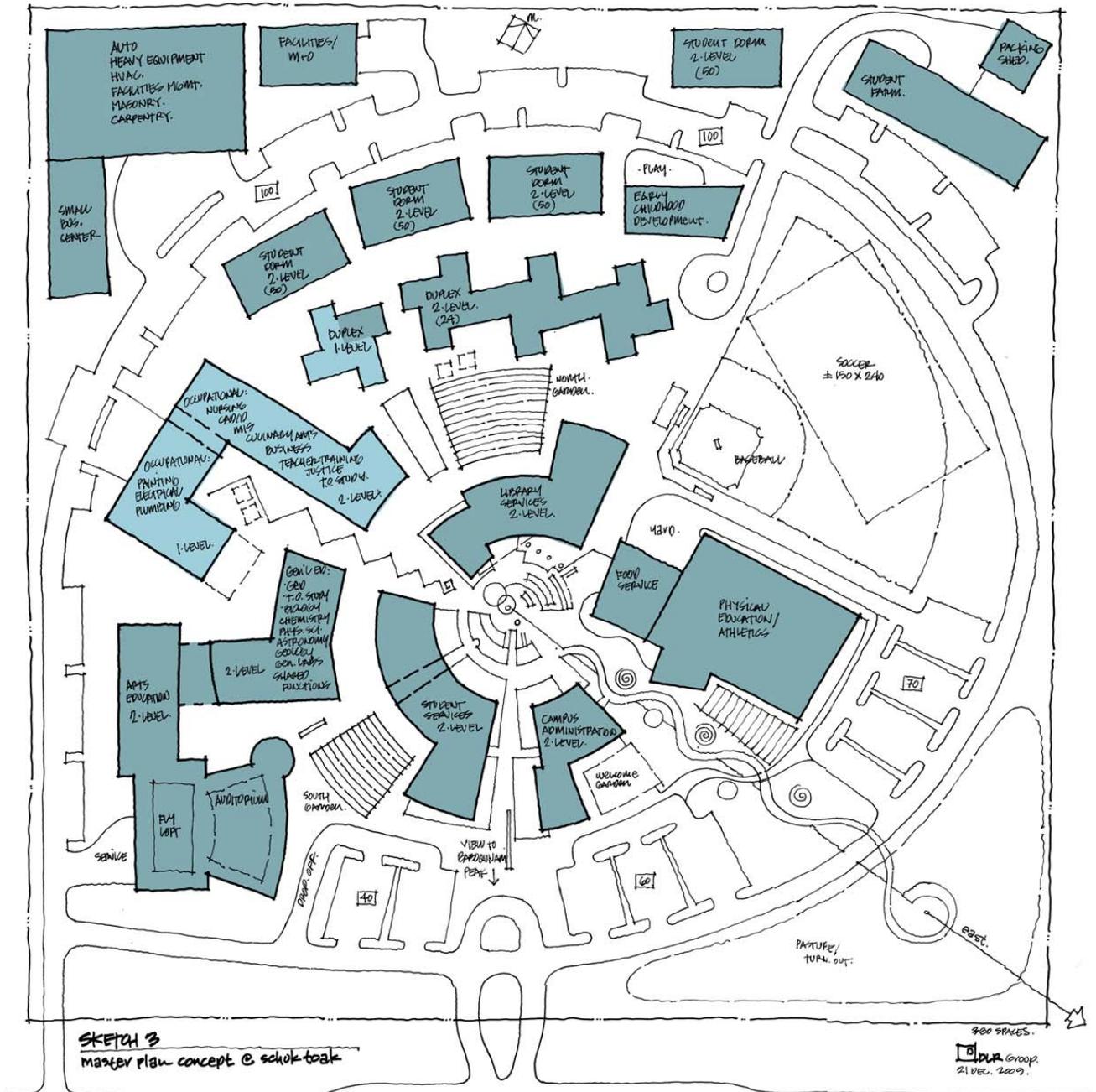
Tohono O’odham Nation commitment to TOCC

The Tohono O’odham Nation Executive Office of the Chairman and Vice Chairman and the Legislative Council supported and appropriated funding in the amount of \$2.7 million per year for a five year period beginning in Fiscal Year 2007. This five-year agreement was a significant accomplishment and demonstration of the commitment of the Nation to support the College. Typically Nation’s entities must propose tribal budget requests on a yearly basis. TOCC is preparing groundwork to justify continuing tribal support.

The Nation has also provided funding in the amount of \$6 million in matching funds toward the construction of the permanent campus, with the understanding that TOCC would raise an additional \$18 million needed to complete the building of the campus. Raising the full amount has not been achieved but the design work has been completed, and infrastructure development is beginning in the Summer of 2010. The design of the campus is to place the buildings in traditional directions, and in a circular plan, also traditional. The design of the campus on full build out follows:

Self-Study Report

Figure 4.2
New Campus Design



The current funding will provide for construction of a four-classroom building and four housing units that will have 12 studio apartments. The plan is to find funding for at least 12 more studios, and to provide short-term classes with student housing immediately on completion of the first phase of construction on the East campus. The initial buildings are as follows:

Self-Study Report

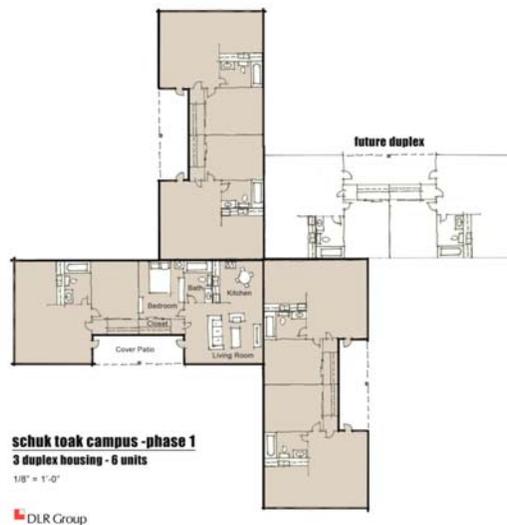
Figure 4.3
New Campus Administration Building and Four-room Classroom Building



The four classrooms at the bottom of the map are in the first classroom building that will be constructed. The plan will be modified to include rooms that can open up to be one large conference room. This will be useful for all-college meetings and hosting conferences of up to 300 individuals which is not possible on the Tohono O’odham Nation now except in the school gymnasiums and the Nation’s Recreation Centers.

The housing units design is as follows. The original concept was for two one-bedroom units in each building, but it will be more economical to build studios, allowing four to one building.

Figure 4.4
Housing Units



Self-Study Report

Land Grant Programs

Designation of TOCC as a tribal 1994 land grant institution of higher education enabled the College to obtain significant funding from the USDA including Equity, Endowment, and Extension grants since 2006, and in 2010 the first USDA Research grant was awarded to TOCC. These grants provided the means to significantly expand TOCC programs to include a wide range of lifelong learners.

USDA Extension Program. The Extension Program opened with grant funding from the USDA in the amount of \$143,000 per year and the employment of an agricultural Extension Agent in 2006. The Extension Program conducts four programs in Tohono O’odham communities, all of which involve participation of youth and families. The focus of all is personal development and teaching leadership skills with traditional Tohono O’odham values.

The grant has funded the following activities each year of the program:

- Wild Ride Youth Development Program - The Wild Ride is a month long after-school-program for youth to learn about how to care for and ride horses.
- Horse Camps - Horse camps are shorter versions of the Wild Ride, in that they take place over the course of a single weekend.
- Junior Rodeo Series - The Junior Rodeo Series is guided by a Junior Rodeo Committee of Tohono O’odham elders and community members. The committee’s goals and a goal of the Junior Rodeo Series is to create an “arena” for Tohono O’odham and Indian youth to participate competitively in a traditional Tohono O’odham activity within a supportive, friendly environment of family, friends, and elders.
- Gardens & Garden Clubs - Farming and gardening have sustained Tohono O’odham for centuries, yet today very few people remember how to plant any traditional crops. Extension has been working in collaboration with local non-profits and the Tohono O’odham Nation’s programs to create gardens and gardening activities.

The Extension programs make connections between youth and continuing education. Currently, many youth do not continue their education after high school graduation, if they graduate at all. A major challenge facing educators is to engage youth so they are excited about education, and can see real benefits to staying in school. With our youth programs, we engage youth as young as seven years old, so they become accustomed to the idea of meaningful life-long learning.

Results from these initial programs are encouraging. Participation in each successive activity has increased. Tohono O’odham Nation political districts and individual communities have requested that the Extension Program sponsor activities in their area. The Extension programs have worked with local communities supporting the idea that to be successful, extension programs need to be community-driven.

USDA Equity Grant. The first TOCC Equity grant was funded in 2006. The purpose was to provide students with a solid foundation in the natural sciences, agriculture, and appreciation for O’odham traditions in these areas. Objectives included design and approval of an Agriculture and Natural Resources (ANR) curriculum that would incorporate Western and Tohono O’odham ways of learning, to be facilitated by consultation with an advisory board that included College employees, ranchers, farmers, high school educators, community members, and TOCC students and staff. The curriculum was approved, and ANR courses taught. As a result the program established a small farm, worked with the Tohono O’odham Community Action (TOCA)

Self-Study Report

organization to grow and prepare traditional foods, and participated in exploring uses of alternative energy sources for agricultural needs.

USDA Research Grant. TOCC was awarded its first grant for FY 2010, providing \$100,000 per year for two years. The grant focus is Community Development for Alternative Energy Solutions. The project is housed in the Apprenticeship Programs, with project partners including The University of Massachusetts Lowell (U Mass) and the Tohono O'odham Pisinemo Development Authority. The initiative required tribal colleges to partner with another land grant university and TOCC has a close working relationship with U Mass Lowell involving solar energy projects, described later in this chapter. The Pisinemo Development Authority (PDA) is an authorized entity for the Pisinemo District of the Nation to act on its behalf in the development of business opportunities for the District.

The TOCC Apprenticeship program will design and build a travelling demonstration model of solar, wind, and geothermal energy on a flatbed trailer that will be placed in each of the seven communities of the District. The PDA Coordinator and the Apprentices will hold workshops in each of the communities, demonstrating how the alternative energy sources work. Under the guidance of the grant's Principal Investigator, the TOCC Science Instructor, data will be collected from community members on their home appliances, heat and water sources, and their current energy costs. Homes and/or community buildings will be identified and alternative energy equipment will be installed and comparisons made on pre- and post-installation energy costs.

This project provides an excellent opportunity for community-based research, service learning and community development for TOCC and the project collaborators. It will serve as a model for implementation in other districts on the Tohono O'odham Nation.

Grants and Collaborations

Collaboration with University of Massachusetts Lowell

The Community College National Center for Community Engagement (CCNCCE) recognized Tohono O'odham Community College as the 2009 recipient of the Service Learning Collaboration and Civic Engagement Award in the Category of: Collaboration with Universities. This award is the result of an innovative collaboration that is resulting in TOCC receiving technical assistance, materials, and hands-on collaborative development of alternative energy solutions for the Nation.

This award cited the collaboration between Tohono O'odham Community College and University of Massachusetts-Lowell in addressing indoor plumbing for the elderly and indigent on the Tohono O'odham Nation. There are still hundreds of homes on the Nation that do not have indoor plumbing, or the existing plumbing is not working properly. To address this problem, TOCC students in the Apprenticeship Program are building modular bathrooms as a part of their service-learning initiatives. On an average, there are ten to twelve apprentices working thirty hours per week, with a journeyman carpenter and plumber that mentor the apprentices, including the instructors from the college.

The lead faculty member from U Mass and his engineering students designed the bathroom units and "green" components in Massachusetts and traveled to the Tohono O'odham Nation for one

Self-Study Report

week each semester to provide training and technical assistance to the TOCC students, faculty, and journeymen on building the solar units. U Mass facilitated the contribution of 57 solar panels from a business that makes the current solar energy projects highly cost effective. The apprentices and faculty continue to build solar and non-solar bathroom units (which are then given to the identified families on the reservation). One prototype unit is maintained on campus as a demonstration model.

The building of each bathroom unit provides each apprentice an opportunity to gain hands-on experience in the areas of construction math, layout of a building, electrical, plumbing, painting, texturing, floor covering, learning how to use different tools of the trades, and learning the building codes needed for this project and most importantly, building green.

Faculty and students from Tohono O'odham Community College Apprenticeship Program and the various partners present at national conferences to ensure the work being done at TOCC is available on a global level and available for replication by other communities throughout the world. This project is made possible through collaborative funding by the Arizona Community Foundation and the Learn & Serve America ASSETS grant. (CCNCCE Conferences Website, 2009).

U.S. Department of Education Title III Funding. TOCC received a five-year award for Title III funding in 2005, in the amount of \$1.7 million. The purpose of the grant was to develop infrastructure and staffing for student outreach and retention, and for instructional salaries in the sciences. TOCC expertise in grant development and management for this competitive grant resulted in substantial funding for the initial five-year grant, and put TOCC in the position to obtain the formula funding for this grant effective in FY 2010. The grant funded the Student Success Center, providing a comfortable setting for students to use the Center computers for research and study, to receive tutoring, and to obtain a variety of materials to assist them. The Student Senate is housed in the Center so that students are exposed to the student leadership on a regular basis. The grant funds a Project Director and Coordinator and three Interns. There was a long term vacancy of almost two years in the Project Director position due to a lack of response to fill the job position. The position was filled in February 2010, resulting in an immediate increase in project activities, recruitment and training of the interns; production of professional outreach and information materials including a marketing video; focused outreach activities to schools and communities; and research on ways to maximize use of the College data management system.

U.S. Department of Education STEM grant. This grant is designed to include female students from grades 8-12 and their mothers, grandmothers, or other guardians in educational activities to prepare the students for higher education in Science, Technology, Engineering, and Mathematics (STEM). The grant provides workshops in traditional activities such as plant identification and traditional use of plants as medicines and for basket making. Field trips to museums and other institutions of higher education are arranged for educational purposes. An unexpected result was that the adult women became interested in completing their degrees, primarily at TOCC, a practical demonstration of the benefits of providing opportunities for life-long learning.

U. S. Department of Education OPSE grants. Beginning in 2005 TOCC was awarded three Office of Post Secondary Education grants in partnership with the University of Arizona College

Self-Study Report

of Education. The purpose was to provide upper-level undergraduate or graduate education for Native American students to enter the teaching or K-12 school administration fields. The goal was for graduating students to return to the reservation to teach in local school systems. To date 35 students have graduated, of whom 12 are Tohono O'odham and five of whom are now teaching in schools on the Tohono O'odham Nation. As most of the Tohono O'odham graduates were completing the degrees after working as paraprofessionals (teacher's aides) in education, or in careers with bachelor's degrees, the grants provided very practical engagement in life-long learning.

American Indian College Fund/Lilly Endowment Wisdom of the People project. In 2007 TOCC was awarded a five-year \$700,000 grant to build intellectual capital and institutional capacity. During the first three years the grant provided funding for numerous professional development activities for Board, Administration, faculty, and staff members including:

- Board, Cabinet, and Co-chairs of the Self-study to attend the annual HLC conference in 2009;
- Cabinet, Co-chairs, and Criterion Chairs of the Self-study Committee to attend the HLC Conference in 2010;
- Three staff members to attend Harvard Summer Institutes in 2008 and 2009;
- Faculty to attend the University of Arizona American Indian Language Development Institute (AILDI) in 2009 to receive training on how to analyze and assess integration of *T-Şo:Şon* – Core values into TOCC curricula. This training was also integral to the development of the Tohono O'odham Studies program;
- Student Services and Institutional Research and Development staff, and Education staff and faculty attended the 2010 AILDI Summer Institute and received training on the Maori Community Development Model that facilitates community interest in language preservation and in higher education through involving small groups in “nests” to learn their language and advocate for indigenous education.

After the Year Three site visit TOCC developed focused strategies for the grant designed to address several critical challenges for TOCC. These were approved by the AICF and included:

- Funding consultants to provide extensive training on Assessment for faculty. Two consultants provided a two-day workshop in April 2010 and a local consultant provided ongoing training and technical assistance from April through June, 2010;
- Funding consultants to provide technical assistance and training for the 15 Self-study committee members to address the weaknesses in the November draft;
- Providing full tuition, fees, and books scholarships for TOCC staff with bachelor's degrees to obtain master's degrees in Educational Leadership; and for other staff to obtain bachelor and associate level degrees.

This grant is providing a unique opportunity for TOCC to enhance life-long learning for faculty that will result in more TOCC Tohono O'odham and other staff to have promotional opportunities; to embed the Himdag and *T-Şo:Şon* – Core Values into curricula; and to build competency in assessment for faculty.

Self-Study Report

Core Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its education programs.

TOCC has developed a strong network of collaborative relationships that have strengthened College programs and enhanced the breadth of knowledge for students, faculty, and staff.

General Knowledge

TOCC embraces the *Statewide Agreement on General Education*, which states the following:

Valuing General Education commits students and faculty to the pursuit of wholeness in learning—to seeing the relationship of our special interests to the larger academic and cultural contexts, which we share. The search for an integrated understanding requires a general desire to learn, an energetic interest in the world, and a willingness to put ourselves in the place of those whose beliefs and outlooks are different from our own. A General Education program, pursued by curious and empathetic faculty and students, provides a structure in which the accumulation of knowledge and the practice of disciplined, independent thinking can grow into comprehensive understanding and reasoned value.

TOCC 2010-2011 *Catalog* and the catalogs since 2006 include the Arizona General Education Curriculum (AGEC) requirement of colleges' participation with statewide agreements for courses to be articulated. TOCC adheres to the statewide agreements by offering a range of courses and programs in humanities, physical and biological sciences, mathematics, and social and behavioral sciences. All TOCC students are required to take a broad range of courses that stress intellectual inquiry in the Arizona General Education Curriculum (AGEC), and they must complete two Tohono O'odham language and culture courses. When 35 or more credits are completed, students are able to transfer either to another state community college or to one of the state's three major universities: The University of Arizona, Arizona State University, and Northern Arizona University.

These credits are blocked into three major categorical areas in transfer programs such as AGEC-A (Liberal Arts emphasis), AGEC-B (Business emphasis), and AGEC-S (Science emphasis).

The AGEC Categorical Requirements are the following:

- Arts and Humanities;
- English Composition;
- Physical and Biological Sciences;
- Mathematics;
- Social and Behavioral Sciences; and,
- AGEC Other requirements differ by program of study .

Students must also meet Statewide AGEC Special Requirements in “Intensive Writing and Critical Inquiry,” “Cultural Awareness,” and “Global Diversity.” TOCC students enrolled in “Intensive Writing and Critical Inquiry” courses “must demonstrate logical thinking through clear and organized writing by passing at least one course beyond WRT 102. An Intensive

Self-Study Report

Writing course must require the student to gather, interpret, analyze, and evaluate evidence” (TOCC College *Catalog*). Students must maintain a 2.5 average or better to be able to retain these credits for transfer to one of the three Arizona public universities.

In addition to ensuring compliance with AGEC Categorical Requirements, in the 2008-2009 academic year TOCC began to formalize the integration of Tohono O’odham cultural *T-Ṣo:Ṣon*—Our Core: *T-Wohocudadag*—Our Beliefs; *T-Apedag*—Our Well-Being; *T-Pi:k Elida*—Our Deepest Respect; and *I-We:mta*—Working Together into the general education curriculum. The Curriculum Committee has been meeting regularly with the Himdag Committee to accomplish this goal.

The integration of Core Values addresses the Vision Statement and one of the primary goals of TOCC, that the Nation’s members be able to participate “in the local, national, and global communities” and “To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.” By emphasizing core cultural values, TOCC students have a strong intellectual foundation through understanding their own culture as well as how other cultures comprehend ideas and phenomena. Specific workshops and training included:

Dr. Linda T. Smith (Maori) (*Decolonizing Methodologies: Research and Indigenous Peoples*, 1999) and Samia Helen Goudie (Aboriginal) (Fulbright Scholar) shared with the TOCC community the specific experiences contending with education and research and using narrative in healing within an Indigenous context.

Rafael Garcia (a Tohono O’odham from Mexico and Fulbright Scholar in Residence) spent a year at TOCC working closely with the Himdag Committee, team taught courses in Tohono O’odham language, culture, and history and presented at community health forums.

The inclusion of reference links on the TOCC Library website through these scholars helped to ensure an appreciation for life-long learning in diverse societies both in and out of Tohono O’odham communities.

As evidenced in the following Table TOCC offers courses and has available resources (i.e., co-curricular activities, the current “Brown Bag” speakers’ series, the formation of formally recognized student organizations, etc.) that allow students “to develop the attitudes and skills requisite for a life of learning in a diverse society. TOCC has greatly enhanced curricular and experiential offerings by numerous additional courses since the 2006-2008 academic year.

Self-Study Report

Table 4.5
Curricular and Co-curricular Linkages

Linkages between Curricular and Co-curricular Activities, T-Şo:Şon and General Education Outcomes					
Activities/ Start Year	T-Şo:Şon	Conceptualization	Communication	Interpersonal Skills	Himdag
AIHEC (2004-ongoing)	X	X	X	X	X
Apprentice. Community Service (1998-ongoing)	X		X	X	
Brown Bags (2001)	X	X	X	X	
Horse Camps (2006)	X	X		X	X
Horse Farming (2008)	X	X			X
Jr. Rodeo Series (2006-2009)	X			X	
Kitt Peak Field Trip (2008)		X	X	X	
Knowledge Bowl (2004)	X	X		X	
Math Club (2009)	X	X	X	X	X
MLK Day of Service (2008)	X		X	X	
Orientation (1998-ongoing)			X		
Pee Posh Project	X		X		X
Service Learning (2005-ongoing)	X	X	X	X	X
Student Learning Farm (2004)	X	X			
Student Senate (2003-ongoing)			X	X	
Student Tutors (2008)	X	X	X	X	
Student Success Center (2006-ongoing)	X		X	X	
Suicide Prevention Interns (2008)	X		X		

Self-Study Report

TLC Program (2007)	X	X		X	
UA Field Trips (2008)		X	X	X	
Wihog Project (2008)	X				X

Relationship between TOCC Mission and Values and General Education Effectiveness

The relationship between TOCC Mission and Values and General Education Effectiveness is clearly evident in that both incorporate acknowledgement and inclusion of the Himdag and T-Şo:Şon Core Values into the entire life of the College. The Himdag Committee has as a fundamental principle that the curricula must be integrated into the Himdag, not Himdag into the curriculum. The General Knowledge Goals reflect that principle. The following General Knowledge Goals are those identified in 2004, first measured in 2005, and continue as the goals to be measured:

- ***Gewkdag (Strength)***
This goal refers to the strength derived from knowing and practicing the Tohono O’odham Himdag (cultural philosophy), and defining one’s identity through participation in Tohono O’odham culture.
- ***Interpersonal Skills***
This goal refers to the ability to guide, involve others, and work cooperatively to accomplish tasks. It also refers to respecting the unique character and history of the world’s peoples, maintaining personal courage and integrity, and having the capacity to understand, value, and appreciate diverse perspectives, including how living things relate to one another, as well as spiritual, communal, traditional, and ceremonial dimensions.
- ***Conceptualization***
This goal refers to the ability to apply abstract, critical, and creative thinking to practical situations. It also refers to the capacity to envision larger relationships, orders or systems to solve problems. It involves comparing, contrasting, and evaluating statements using logic, intuition, different points of view, identifying assumptions and implications, leading to a synthesis of one’s own views.
- ***Communication***
This goal refers to effective reading, writing, speaking, listening, and using information technology to express ideas clearly and appropriately for different audiences. It includes artistic expression.

The Timeline for measurement is found in Criterion Three.

Self-Study Report

Core Component 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

TOCC recognizes the importance of providing students with curricula that will allow them to complete their studies at TOCC or continue them in four-year degree programs with knowledge and skill sets that will prepare them to live and work on or off the Tohono O’odham Nation.

TOCC was founded in partnership with Pima Community College and the first course offerings in 2000 were Pima Community College courses. Upon independent accreditation, TOCC offered courses under its name but virtually all were from the Pima course bank.

TOCC initially based the development of its programs on the Environmental Scan of 2001 that indicated great need for employees of the Early Education and Head start programs on the Nation; for School Aides to obtain Associate degrees as required by a change in State law; and for a Substance Abuse Certificate program for the many Department of Health and Human Services employees who work in the field. Other courses, including reading, writing, and mathematics courses were reviewed and adapted to be appropriate for the College while retaining content to meet State standards for transfer if over the 100 level.

The most important program developed in the last five years is Tohono O’odham Studies. Language and Culture courses have been taught beginning in 2001. The introductory courses are required for all associate degrees and all TOCC faculty and staff are required to take them as a means of increasing their knowledge of Tohono O’odham Himdag. The requirements are fulfilled by enrolling in HIS (History) 122, “Tohono O’odham History and Culture,” and THO (Tohono O’odham Language) 101, “Elementary Tohono O’odham I.” This requirement helps to ensure that faculty, staff, and students are cognizant of Tohono O’odham history, culture, and language.

In 2008 a Tohono O’odham Instructor position was created to teach and to develop the Tohono O’odham Studies program. The program courses will articulate with the Native Studies and Language curricula at the University of Arizona College of Education. The program curriculum is near completion, with a delay due to the position being vacated in March 2010 and not filled to date. The courses are being taught by adjunct instructors, and as of August 30, 2010 there are several applicants for the position and it is hoped that the position will be filled prior to the 2011 spring semester so that this key program will be fully implemented.

Most of the courses provided as a result of analysis of the early Environmental Scan have proven to be those with the highest enrollment and number of majors. Those that have had consistently highest enrollment are the certificate and associate’s degree programs in Child Development. The curriculum has been marketed with outreach to the Nation’s Education and Health and Human Services Departments, enrollment of cohorts, and with the employers’ strong support for the employees to complete the degrees and certificates. Several of the graduates have gone on to complete teaching certificates at the University of Arizona College of Education with funding provided by the U.S. Department of Education Office of Post Secondary Education grant for teacher preparation (see OPSE Project Native in Section 4a).

Self-Study Report

Programs and curricula are increasing in enrollment as a result of identified need by external constituents and outreach by the College to the constituents. The Substance Abuse Certificate had almost no students in the past three years until the scheduling of the Introduction to Substance Abuse and Substance Abuse Prevention courses for a cohort in the Fall 2009 semester. There has been excellent enrollment in the courses due to collaboration between the College and the Nation's Department of Health and Human Services, Department of Public Safety, and the Judicial Branch of the tribal government. It is recognized among the Executive and Judicial departments of the Nation that substance abuse is a major issue that requires increased education for many employees to provide services with increased levels of knowledge. Discussion is ongoing with the departments to identify funding for employee education.

TOCC Programs of Study

TOCC two-year associate degree and direct employment certificate programs with substantial enrollment are the following:

- Associate for Applied Science Degree in Agriculture and Natural Resources for Direct Employment (AAS-ANR);
- Associate of Applied Science Degree in Business Administration for Direct Employment (AAS-BUS);
- Certificate for Direct Employment—Child Development Associate (CRT-CDA);
- Associate of Applied Science for Direct Employment—Child Development Associate (AAS-CDA);
- Certificate for Direct Employment—Substance Abuse (CRT-SA);
- Associate of Applied Science Degree in General Studies (AAS-AGS);
- Certificate in Office and Administrative Professions for Direct Employment (CRT-OAP); and,
- Associate of Applied Science Degree in Office and Administrative Professions for Direct Employment (AAS-OAP).

For those TOCC students seeking to transfer to a four-year institution, the following transfer programs of study are available:

- General Education Transfer Certificate in Liberal Arts (AGEC-A);
- General Education Transfer Certificate in Business (AGEC-B);
- General Education Transfer Certificate in Science (AGEC-S);
- AA: Associate of Arts Degree for Transfer in the Liberal Arts (60 credits);
- ABUS: Associate of Business Administration Degree for Transfer (73 credits); and,
- AS: Associate of Science Degree for Transfer (62 credits).

During the last five years TOCC has reviewed courses and curricula to determine which of the Pima Community College courses that made up the original TOCC course bank should be retained and which deactivated, while designing its own programs to meet the needs of its students. Program reviews in 2009 and 2010 resulted in recommendations by the Education Standing Committee to deactivate seven programs that had very little or no enrollment within the last three years (Minutes, 4/13/2010; 4/22/2010). These include:

- Associate of Applied Science in Early Childhood Education for Direct Employment;
- Associate of Arts in Elementary Education for Transfer;
- Associate of Applied Science for Direct Employment – Administrative Assistant;

Self-Study Report

- Associate of Applied Science for Direct Employment – General Study and General Study Certificate;
- Associate of Applied Science for Direct Employment – Administrative Support – Computer Application Specialist;
- Associate of Applied Science for Direct Employment in Social Services.

The review of the number of students enrolled in each program and class sizes indicated the need to dramatically reduce the number of programs, and the recommendation being considered by the Cabinet is to have a general Liberal Arts degree. For Spring 2010, 27 classes had enrollment of six or more, and 32 had five or fewer. Discussion is ongoing on combining two classes if closely related as well as increased marketing for student recruitment to increase enrollment in general.

A consideration if classes with fewer than five students are cancelled is how to ensure that those students can complete their associate's degree for transfer with the required courses. The administration will ensure that the students receive advising and support to complete their courses while still graduating from TOCC. The other issue with cancelling courses is concern for adjunct faculty who will lose income at the last minute when a class is cancelled. Both of these issues are being addressed by the Education Standing Committee and the TOCC Cabinet.

To enhance learning opportunities for its students TOCC has collaborated with the University of Arizona to ensure that students have access to courses and programs that the College cannot provide including:

- In 2008 TOCC secured funding through the National Science Foundation (NSF) for “Science: The Strength of the Desert” to begin in Fall 2009 for a projected timeline of five years. (This is a NSF-TCUP STEM project.) Because of historic under-representation of American Indians in science fields, this ambitious, science-oriented project seeks to increase Tohono O’odham student participation in science and science-related disciplines such as science, information technology, engineering, and mathematics by establishing cohorts of students. This project also integrates its curriculum into the Tohono O’odham Himdag. To measure curriculum effectiveness, the project has periodic review using summative and formative evaluation methods, which are further detailed in its proposal report.
- TOCC has been awarded three U.S. Department of Education Office of Post Secondary Education grants for increasing the number of Native American educators teaching in schools with high percentages of Native American students. The grants were to complete undergraduate teaching degrees; to complete master’s degrees in Special Education; and to complete master’s degrees in K-12 Administration, as described earlier.

A key means of ensuring relevancy and relevance in course design is the participation of TOCC Curriculum Specialist and faculty members in state-wide, course articulation meetings with Arizona’s three major universities (i.e., The University of Arizona, Arizona State University, and Northern Arizona University) and the other Arizona community colleges. The meetings are an opportunity for TOCC faculty to keep abreast of programmatic changes proposed by the three major universities. Also, these meetings serve as arenas of discussion for curriculum

Self-Study Report

development and assessment concerns among the two-year colleges and between the colleges and the major universities.

Some faculty members attend discipline-specific, national conferences which provide them with national perspectives in their fields. These efforts help to ensure relevancy and currency and standards in curriculum both in relation to other institutions and in relation to TOCC's mission and vision statements. Most conferences attended are funded through small grants obtained by faculty for programmatic projects that include funding to present the project findings. These include the AIHEC-funded Climate Change grant and the Assets for Independence grant described earlier that is a collaboration between the Apprenticeship program and the University of Massachusetts Lowell.

The examples presented are among the most important demonstrations of TOCC assessing the currency and relevancy of its curricula, and either providing the curricula or facilitating access to courses that it cannot provide.

Core Component 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

TOCC students, faculty, and staff learn a responsible attitude and well-developed understanding about the generation and application of knowledge that is essential to the success of everyone's association with the College.

Two of the TOCC T-Şo:Şon are particularly applicable to the responsible use of knowledge: T-*Pi:k Elida* (Our Deepest Respect) and T-*Wohocudadag* (Our Beliefs). Respect is critical to using knowledge responsibly concerning someone else's intellectual work, including the appropriate and constructive use of local indigenous community cultural knowledge. At the same time, TOCC students are educated within the tribal college setting which blends Western and Indigenous knowledge into a holistic educational experience. Intellectual freedom is a component of their blended education.

The TOCC Student Handbook (TOCC, 2010h) includes a Student Code of Conduct that states an expectation for all students to behave as responsible adults and to comply with all Tohono O'odham Nation, Federal and State laws. Among requirements is Adhering to Copyright Law that is clearly stated under the Student Code of Conduct Violations. Faculty members include information on plagiarism in their course syllabi. Above the photocopier in the TOCC Library is a sign stating "Notice: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies of copyrighted material. The person using this equipment is liable for any infringement. For more information, please contact the TOCC Library staff." The Library circulation desk provides handouts to students explaining copyright and giving copyright guidelines. The online Reference page also links to information on academic freedom and plagiarism. The *TOCC Student Handbook* is available on the TOCC Website.

The *Faculty Handbook* (2010e) contains a statement on academic freedom that states that the College recognizes the rights of students, faculty and staff to express their opinions. "Students at

Self-Study Report

TOCC have the freedom to express and to defend their views, and freedom to differ, without authoritative repressions and without scholastic penalty by faculty of the College.”

The College *Catalog* (2010d) statement on Valuing General Education is:

General Education helps students to better understand themselves and their place in the world: their Tohono O’odham history and culture: the diverse cultures and histories of humanity: the principles and impact of mathematics, science and technology; and the principles of effective communication and artistic expression. Through general education coursework, students come to realize the interrelationships between their program of study and other areas of human endeavor. General Education is designed to develop the following thinking skills: comparing; interpreting; summarizing; suggesting and testing hypotheses; imagining and creating; criticizing and evaluating; designing projects and investigations; gathering and organizing data; as well as reasoning, problem solving, and decision-making.

Tohono O’odham Community College’s Mission Statement states its commitment to provide “research opportunities” in academic, life, and development areas. Along with the commitment is the recognition that the College holds a unique position as a tribal college to ensure that research activities and outcomes are handled ethically and responsibly by researchers, faculty, students, and staff. The Tohono O’odham Nation requires that all research on the reservation go through prescribed channels and be approved by first the Legislative Council, and then if conducted within its 11 districts, by the District Councils.

The Legislative Council attorney’s office has approached TOCC to discuss formation of an Institutional Review Board (IRB) for the Nation and the requirements for an IRB that meets federal standards were sent, but discussion have not yet begun. The Executive Office and Legislative Council requirement for Council and District approval of research projects has been interpreted by the former President as not applying to research conducted on TOCC Campus sites only, as conducting research is part of the current Mission statement.

TOCC has developed a tribal research policy and procedures *Manual* and a proposed Institutional Research Board (IRB), *not to be confused with the federal standards for an Institutional Review Board*. On April 9, 2007, the document *Tohono O’odham Community College Research Policy: Tohono O’odham Community College Findings and Policy* was distributed to all employees. This policy defines research guidelines for the College, establishes how the guidelines will be administered, and provides procedures for approval to conduct research at TOCC. Expectations of researchers are defined, a checklist is provided, and notice is given to other institutions whose researchers are applying for approval. Enforcement and consequences of not following the guidelines are also included.

Approved research is conducted only within the educational confines of the College. TOCC students, faculty and staff who plan to do research must submit research proposals prior to beginning any aspect of the research. Through the formal research review processes, the TOCC IRB examines all research proposals determining their quality, merit, adherence to established research policy; and whether the research directly applies to the College’s Mission, Vision, and Goals. In addition, the IRB evaluates the proposed research in relationship to Human Subjects and Animal Protection.

Self-Study Report

Ensuring the integrity of research and practice conducted by TOCC faculty and students goes beyond maintaining the College's good reputation on the Tohono O'odham Nation and in academia. Research and practice with integrity expresses *T-Pi:k Elida* on a most basic level of caring for people, plants, animals, and the environment, as well as ethics and best practices. Indigenous people have been "subjects" of research for hundreds of years, some of it disrespectful and even harmful, and some of the research has been done without knowledge or consent. Tohono O'odham Community College faculty and staff are familiar with unethical research that has occurred in the past, and strive to provide effective oversight and support services to ensure that the integrity research and practice by faculty and students remains high.

The "Code of Ethics of the Education Profession" in the *Faculty Handbook* provides standards for judging the conduct of all faculty members as teaching professionals. Instructors must commit to their students, to the profession, and to the college, and the Code provides guidelines for all three commitments. The Code's guides faculty in the responsible use of their knowledge as an instructor, as a peer, and as a college employee.

The *Faculty Handbook* Commitment to Students states that the instructor will "help each student realize...potential as a worthy and effective member of society," and to work to "stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals." Eight guidelines help the instructor to accomplish these goals, including supporting students to act independently; providing access to different points of view; protecting students' physical and mental health; keeping student information confidential; refraining from discrimination; and maintaining professional relationships with students. This guideline provides faculty with specifics in ethical conduct in how to treat students.

The *Faculty Handbook* Code of Ethics of the Education Profession's Commitment to the Profession stresses that teaching is a public trust that contributes to society. The instructor will "maintain the highest standards of the profession, including truthfully disclosing all of the instructor's competencies and qualifications; encourage only highly qualified people to teach; maintain confidentiality and a positive attitude toward other instructors; not accept inappropriate benefit (e.g., gifts, favors, etc.) for teaching; and contribute positively to the environment of higher education." Again, ethical conduct is spelled out, this time for treatment of colleagues and behavior within the profession. The Code of Ethics is useful for reminding faculty of their higher purpose at TOCC, and connects instructors to a holistic concept of their role in higher education.

The Code of Ethics of the Education Profession's Commitment to the College states that the instructors will actively support the College mission; provide service to the College community and the Tohono O'odham Nation; and contribute to the higher education environment in a multitude of roles, including "applied researcher." The Commitment to the College also charges faculty to provide rational dialogue and debate about the standards, strengths, achievements, opportunities, and challenges of the College; provide academic leadership and service to TOCC; respect and advocate to the needs of the College community; ethically exercise professional and individual integrity; pursue life-long learning in their discipline; assist with student support services; and be an active participant in the College environment.

Self-Study Report

“Individual intellectual property rights” can be clearly defined within the context of a college setting. Copyright and plagiarism are grounded in U.S. legislation, and are important for Tohono O’odham Community College students to understand. In the *Student Handbook* under the Student Code of Conduct, students are prohibited from violating copyright laws. The Librarian teaches about copyright in the library research skills class in different courses, by invitation of the faculty.

TOCC has had development and implementation of policies and practices to support responsible acquisition, discovery, and application of knowledge responsibly as demonstrated in this section.

CONCLUSION

Strengths

- TOCC has developed the Tohono O’odham Studies courses and the program is nearing completion, providing the basic educational framework to promote O’odham Himdag.
- The adoption of T-Şo:Şon – Core Values facilitated TOCC ensuring that all curriculum include the appropriate values.
- Tohono O’odham Community College research policy was developed, approved, and distributed to College employees in 2007.
- The *Student Handbook* includes a strong Code of Conduct.
- The *Faculty Handbook* contains a Code of Ethics for faculty, including ethical treatment of students and colleagues, and ethics in instruction and professional behavior.
- There are established linkages among curricular and co-curricular activities and T-Şo:Şon values and General Knowledge Goals, supporting inquiry, practice, creativity, and social responsibility.

Challenges

- Grant funding is becoming more competitive, and continuing grant funding will be required to meet specific staffing and program needs.
- Coordination among the entities interested in IRB is difficult to organize, and it is important to establish a federally-recognized Institutional Review Board and policies for conducting research on the Tohono O’odham Nation in collaboration with TOCC.

Opportunities for Improvement

- Define a review cycle for Board, Employee, and Student Handbooks in order to keep them current.
- Refine the new employee orientation to confirm that all appropriate cultural and policy matters receive sufficient attention.
- Posting all manuals on the TOCC website and providing all new employees with hard copies of those relevant to their positions and with information on how to access the online manuals.

Self-Study Report



**Occupational Programs Building
Painted by TOCC apprentices**

CHAPTER SIX CRITERION FIVE ENGAGEMENT AND SERVICE

Criterion Statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Criterion Overview

TOCC constituencies were identified in its initial and all succeeding Mission Statements as “individuals, families, and communities.” As the college evolved the constituencies grew more specific as relationships and collaborations increased, and constituencies include students; community members; districts; the Nation’s Executive government agencies; judicial and legislative branches of government; the Nation’s entities including the Archie Hendricks Nursing Home, the Desert Diamond Casinos, the public housing authority (Ki Ki Association); and the two secondary school districts located on the Nation.

The College’s primary service is providing curricula and programs of study that are valuable to constituencies by increasing their individual and organizational educational levels. Among internal constituents the current students are the first priority to serve with useful curricula and co-curricular activities. External constituents are valued as providing future students, as collaborators in identifying needed curricula, and as partners in initiatives that benefit specific constituents and the Nation in general.

TOCC learns from its constituencies through formal mechanisms including strategic planning, participation on Nation’s committees including the Elder Care Consortium, the Prevention Coalition, and the Planning Committee. TOCC presents its Annual Report to the Legislative Council and each of the eleven districts, which is an opportunity for the District government members and community members to provide input to the College.

TOCC has demonstrated the capacity and the commitment to engage with its identified constituencies and communities through consistent, ongoing outreach to the school districts to

Self-Study Report

engage the students in pre-college experiences that will interest them in attending college, through long-term participation on committees, and through providing public forums.

TOCC demonstrates its responsiveness to constituents by seeking input on what curricula and services are needed and desired, and then by providing classes that are requested, sometimes onsite, and at times that are convenient for the employee-students. While strategic planning had been conducted primarily with internal constituents in 2010 it has been conducted with extensive visioning sessions with all districts and several communities, with two department agencies to date, and with other agencies scheduled. The planning process includes reporting back to all constituents, and incorporating their input into work plans.

Assessment of the value of services provided includes analysis of student surveys, and of the extensive surveys conducted during the visioning sessions. Analysis of the 2010 strategic planning sessions and surveys, near completion as of this printing, will indicate areas of satisfaction, and of areas where improvement is needed. Improvement is a priority for the College in identified areas including student retention, increased access, and institutional assessment and assessment of general education knowledge.

Internal and external constituencies value the services the organization provides, as demonstrated by constituents' responses to the visioning surveys conducted in 2010 as part of the strategic planning process. In general, there is high value for the College's existence on the Nation, for providing O'odham language and history classes, and for its responsiveness to education needs as requested (TOCC, 2010g).

Evidence of the value placed on TOCC is demonstrated by ongoing requests for TOCC to participate on committees and consortiums to enhance programs and services on the Nation, and as indicated by increasing collaboration with the secondary school systems on the Nation.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

TOCC identified "individuals, families, and communities" as constituents in its initial and succeeding mission statements. As described in the Overview the constituents became defined in more specific terms as TOCC identified the internal and external organizational entities that it serves. The constituencies have a great number of overlapping members as most TOCC students are members of the Tohono O'odham Nation and live in its districts and communities. Most of the government agencies and collaborating organizations' employees and members are also Tohono O'odham and many live in communities on the Nation. With now ten years of service and experience, TOCC has identified the following constituencies and its capacity to serve them.

Students: TOCC students are 98% members of the Tohono O'odham Nation or of other Native American ethnicity. Most live on the Nation, and according to the 2009-2010 data are 62% female and 38% male; average age 35; are usually first generation college students; and low income. During the last five years TOCC has made financial aid awards that total almost \$800,000; with \$527,000 in Pell grants; \$26,000 in federal Student Equal Opportunity Grants; and \$25,000 in Federal Work Study awards (TOCC, 2010a). Because of this financial aid, and

Self-Study Report

the low tuition (\$44/credit until Academic year 2010) virtually no students have student loans as a result of attending TOCC.

There are several distinct student constituencies at TOCC; 1) general education; 2) occupational, including apprentices and students seeking certificates; and GED students. Each has very specific educational needs. General education student services are described in Criterion Three, as is the Apprenticeship program. The Nation's only GED program is housed at TOCC and has seen steady growth in enrollment since its inception in 2000. In the 2009-2010 academic year 60 students were studying for GEDs in three different geographic locations on the Nation. GED is an essential program on the Nation due to the disproportionate high school dropout rate.

Community members. The approximately 15,000 enrolled members of the Tohono O'odham Nation who live on the Nation's lands are the general primary constituency for which the College was founded. Community members live in 63 villages and small communities scattered over the 2.8 million rural and remote acres of the Nation. As it is not possible to obtain direct input easily from even representative samples of this constituency TOCC has ongoing direct contact with the leadership in the communities and with District leadership to gather data about members needs and wants from the College.

Districts: The Nation is divided into eleven districts, each with its own elected council and committees. The District Councils include representation from each of the communities within the District. The TOCC President presents the Annual Report to each district yearly, which serves as a forum for discussion between TOCC, district leadership, and the community members who attend the presentation during a regular district meeting.

Executive Branch: This branch includes the Office of the Chairman and Vice Chairman and the five departments that provide education, health and human services, natural resources, planning, and public safety services on the Nation. TOCC was founded as an initiative of the Executive Office with collaboration and approval by the Legislative Council. After approval of the TOCC Charter the College has operated with administrative independence, but with continuing financial assistance from the Nation. Current oversight is limited to identification of potential Board members and recommendation to the Legislative Council for approval.

Legislative Branch: The Legislative Council includes representation from the eleven districts that comprise the Tohono O'odham Nation. The Legislative Council has oversight committees that review and approve all budgets and recommend them to the full Council for final approval. TOCC presents its Annual Report to the Council, but obtained a five-year commitment of tribal funds in the amount of \$2.7 million per year in 2007, so does not have to appear annually as do the Executive departments. Council members consult with TOCC on issues of higher education, including recently a request to collaborate on development of one Institutional Review Board for the Nation.

Judicial Branch: This constituency includes the Tribal Court system and Juvenile and Adult Probation divisions. TOCC was asked by the Chief Judge in 2010 to develop a series of classes to increase skill sets for Court system employees. The request resulted in a cohort class taking Introduction to Substance Abuse in summer 2010; a second group, also including open student

Self-Study Report

enrollment taking Introduction to Tribal Law in fall 2010; and remedial reading and writing classes to be offered in the spring.

Authorities and Entities: TOCC is collaborating with numerous committees and with the Nation's entities.

- *Elder Care Consortium* – was formed in 2006 to improve services for the Nation's elderly. Membership includes TOCC, the Archie Hendricks Nursing Home Authority (AHNHA), the Nation's Department of Health and Human Services, and the Indian Health Service. The consortium has collaborated on several federal grant proposals, of which one was funded to date. The grant provided funding to conduct focus groups to assess needs for types of elder care, and preferences. With home health care a high priority, establishing a Certified Nursing Associate (CNA) certificate program to serve the employees of the other consortium members is a priority for TOCC. To date no grant funding has been awarded but discussion is ongoing to find the means to establish this certificate program at TOCC.
- *Prevention Coalition* – TOCC was asked to join this Nationwide effort to coordinate prevention programs, from suicide to substance abuse and crime prevention. TOCC collaborated with another coalition member, the Nation's Department of Health and Human Services, on a federally-funded youth suicide prevention grant, awarded in 2006 and ending September 30, 2010. TOCC provided interns during the first phase of the grant who were trained in community development skills, and who participated in training youth on life skills, built an award-winning "Life is a Gift" float for the annual O'odham Rodeo, and made and distributed shoe cards with crisis line information to youth. The second phase provided funding for an instructor and for tuition for Nation's employees to take two TOCC Substance Abuse courses, which have been provided for three semesters and will continue to fund the instructor for this Fall semester. TOCC is working with the Coalition members to encourage employees to seek degrees at TOCC rather than just enrolling for one or two courses required by their employer, or for personal interest.
- *Tohono O'odham Ki Ki Association (TOKA)* – TOCC is discussing the potential of providing Tohono O'odham Language courses for TOKA employees to increase their skills to be able to converse with community members in the Tohono O'odham language.

Secondary Schools: The Nation has a Bureau of Indian Education (BIE) school system and a State-funded system, both K-12. The BIE district serves students in the most remote areas of the Nation as opposed to the State system which has schools located in Sells, the capitol of the Nation and with the highest concentration of residents. The BIE system has steadily been losing students due to significant issues with attrition of administrators and teachers, and an aging physical plant. TOCC has conducted outreach to the schools to recruit students for the summer college preparation program, and for regular admission.

The State funded secondary school system, Indian Oasis Baboquivari Unified School District (IOB USD) has appointed a Superintendent who is dramatically improving the school system which is on the State list of non-performing schools. As with many rural and remote school districts, IOBUSD has had low retention of administrators and teachers, low performance rates of students, and a low graduation rate. According to the Arizona Department of Education

Self-Study Report

(2009) 20% of teachers in the IO/BUSD district had emergency or provisional certification in 2009. This year 69 students graduated from high school, the highest number in at least five years. The new Superintendent has made a strong commitment to work with TOCC to improve student preparation for college, and exploration of a viable dual enrollment program is in discussion. Regular meetings are scheduled to ensure progress on planning efforts. This collaboration is critical to build a strong educational foundation for the Nation. Of the total population of approximately 14,000 living on the Nation, only 5% have bachelor's degrees or higher. The following chart shows the total number of Tohono O'odham graduates in 2000 and 2009, not just graduating from TOCC. The increase in GEDs can be attributed to the TOCC program. The decrease in numbers obtaining associate and bachelor degrees is distressing and inexplicable. TOCC has increased its services for GED students, introducing them to computer training, to College activities, and encouraging them to enroll at TOCC.

Table 5.1
Tohono O'odham Nation
Total Degrees Awarded to Nation's Members 2000 and 2009

Degree	2000	2009
GED	18	35
Associate	35	24
Bachelor	39	36
Masters/Doctorate	4	8

(Tohono O'odham Nation Scholarship Office, 2009)

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

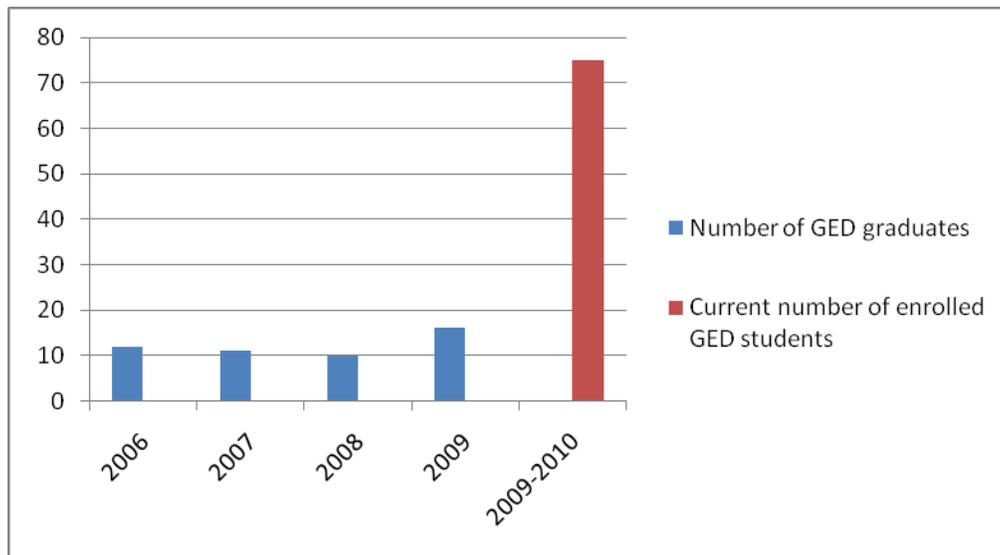
In the last five years TOCC has increased its capacity to serve its constituents through collaborative design of educational programs to meet specific constituent needs.

GED Program

The GED program is specifically for Nation's community members who have not completed high school, and has steadily increasing enrollment. It is expected that the number of GED graduates will continue to increase exponentially and that a high percentage of these students will enroll in a certificate or associate's degree program at TOCC. Currently TOCC Student Services offers a series of events that provide GED students with information on the programs TOCC offers. *Title III* efforts also include the (GED) program. If students are properly prepared in the developmental skills of math, reading, and writing, they can enroll in college courses as individuals or as members of a cohort. Since 2006, there has been a steady increase in the number of students enrolled in the GED program as well as in the number of students acquiring the certificate. In this current academic year there was a surge in the number of students interested in obtaining their GED certificate (see graph below).

Figure 5.2
GED Graduates and Current Enrollment

Self-Study Report



Child Development Program

A long-standing collaboration between local employers and TOCC is the Child Development Associate (CDA) program, set up in partnership with the Tohono O'odham Nation's Head Start Program in 2005. The CDA program provides the education and skills for Head Start staff to become certified and to meet their national credentialing standards. The No Child Left Behind mandate, requiring CDA training for Head Start teachers and teacher aides, created an immediate need for the CDA program. In order for the Nation's Head Start program to meet this mandate, arrangements were made to offer courses when Head Start employees could most easily attend. The Tohono O'odham Department of Education, which runs the Nation's Head Start program, paid for student registration, books, and fees. Initially, the CDA instructor offered customized training at Head Start centers. However, overtaxed teachers found they could not always break away from the work at hand. As a result, the CDA program was revised to meet the Head Start teachers' needs. Beginning the Spring semester of 2005, TOCC offered the program on Fridays, so that Head Start teachers could easily attend. The rescheduling also allowed TOCC to offer CDA courses to the community at large.

Library

In addition to educational capacity building TOCC has increased its capacity in the last five years in other service areas. The library has increased its collection, received funds to open a satellite library on the West campus, and teaches library research skills when requested by a faculty member.

High School Student Services

The Tohono O'odham Community College-Summer College Bridge Program (TOCC-SCBP) consists of a core course of study (Study Skills and STEM) that assists high school students and other eligible students to make a smooth and successful transition to college life. An emphasis on Tohono O'odham *T-Şo:Şon*; and cultural diversity produces confident students able to achieve the goals of their educational road map.

Self-Study Report

In summer of 2007, TOCC began to offer PREP 101, Preparation for College. This course included the subjects of reading, writing and mathematics. One year later, STEM 101 was offered, combining biology, chemistry and physics. Both of these courses have provided students with opportunities to strengthen science, technology, engineering and math (STEM) education by focusing on the fundamentals of each discipline. During the summer of 2009, the summer college bridge program was offered and included the following courses: physics, mathematics, computer literacy, and study skills. TOCC was awarded a mini-grant for \$10,000 by the Arizona Space Grant Consortium Initiative (AzSGC) from the University of Arizona. The grant allowed support for field trips, entrance fees, meals, and mileage reimbursement for guest speakers, and class supplies for the Bridge program.

Summer College Bridge Program students visiting the surgery room at University of Arizona, University Physicians Hospital.



Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Collaborative ventures exist with other higher learning organizations and education sectors.
Service Learning

An outstanding service learning program for TOCC that serves internal and external constituents is the alternative energy project housed at TOCC Occupational Programs. The TOCC



Apprenticeship Program is a national leader for innovative projects to meet rural needs. The *Dahiwakud* Demonstration Project, a collaboration among the Community College National Center for Community Engagement (CCNCCE), Tohono O'odham Community College (TOCC), and the University of Massachusetts-Lowell (U Mass), addresses a need for indoor plumbing and electrical service for Tohono O'odham members who live outside the electrical grid.

This project is a continuation of a collaborative project partnering TOCC Apprenticeship Program, Tohono O'odham Tribal Utility Authority, and the U.S. Indian Health Service. The difference with the current *Dahiwakud* project is that the design is for remote areas where there is no grid. The project involved building a complete 12-foot by 16-foot self-standing, solar powered bathroom made of lumber with a metal roof. Electrical provisions included an incandescent light, fan, electric water heater, receptacle, and a small panel box for its own circuitry. The apprentices built an evaporative cooler and a water heater collector to provide hot water. Solar panels furnish the DC power supply to run the cooler and provide lighting.

TOCC, U Mass and the Pisinemo Development Authority have been awarded TOCC's first USDA Research Grant, beginning October 1, 2010, which addressed the priority areas of sustainable energy and sustainable rural economies, and will focus on research on rural community strategies for meeting the changing needs of different population groups. The project will provide technical assistance to the Pisinemo Development Authority to explore options for

Self-Study Report

economic development and sustainability, including developing sustainable alternative energy sources to serve its highly rural/remote location.

Project Native

Project NATIVE was made possible through five grants totaling \$4.4 million covering a period spanning from 2002-2010. Funding from the U.S. Department of Education was provided to TOCC with the University of Arizona as the required university, to address the severe shortage of American Indian educators serving in schools with a high Native enrollment. TOCC and its university partner have been instrumental in preparing thirty teachers and administrators to serve in public education. Another fifty individuals are in the process of earning their degrees and certifications under this program. Through Project NATIVE I, TOCC successfully placed twelve new teachers on or near the Tohono O’odham Nation. During Project Native II, TOCC supported twenty members of the Tohono O’odham Nation and the nearby Pascua Yaqui Tribe as they earned their bachelor degrees in education and became certified teachers on the Tohono O’odham Nation or in Tucson schools with high American Indian enrollment. Project NATIVE III, supported by a \$3.4 million grant from the U.S. Department of Education, has extended the initiative into special education and educational leadership. A press release that appeared in the *UA News* highlighted the accomplishments of the program and addressed the needs it fills. As quoted in the article, Sandra Lucas, Director of Project Native III stated, "The partnership with Tohono O'odham Community College is helping the UA College of Education address the extreme shortage of American Indian teachers in Arizona" (www.uanews.org/node/23197).

American Indian Language Development Institute (AILDI)

TOCC partners with the University of Arizona College of Education to provide this institute for TOCC faculty and staff members. Because of this relationship TOCC is able to send faculty and staff to AILDI in cohorts. In cohorts they are able to collaboratively engage in programs of study that are tailored for TOCC. TOCC also determines the external instructors to lead the institute, thus making the experience more relevant for TOCC faculty and staff members. As described in Criterion Three the urgency of educating all faculty members regarding assessment resulted in 12 full-time faculty and two department chairs taking part in two summer graduate-level courses at AILDI in the summer of 2009. Nine staff and faculty members participated in the summer of 2010 and the participants were taught preservation of language through community development techniques and have continued planning for enhancing Tohono O’odham language use at TOCC and in the Nation’s communities. Participation in AILDI for both years at no cost to TOCC faculty and staff was made possible by the *Woksape Oyate* grant funded by the American Indian College fund to increase intellectual capital and institutional capacity.

Transfer Programs

Tohono O’odham Community College currently offers five certificates and degrees that transfer through the State articulation agreement to Arizona’s three public universities, Arizona State University, Northern Arizona University, and the University of Arizona; and to Arizona community colleges that provide four-year programs. TOCC currently offers AGEC-A, AGEC-B, and AGEC-S, corresponding to Liberal Arts, Business, and Science. The Associate degrees in these fields are composed of the transfer certificate and additional transfer-level coursework.

Self-Study Report

The Arizona General Education Curriculum (AGEC) is a block of 35 or more credits that upon completion can be transferred to another Arizona public community college or university without losing any credits. Arizona community college students with AGEC-A, AGEC-B, or AGEC-S certificates are guaranteed admission to Arizona public universities. Only TOCC transfer degrees, which include an AGEC block, can transfer to a four-year college and fulfill all the general education requirements at the chosen universities.

TOCC's General Studies degree is an Associate of Applied Science degree (the AAS-AGS), which is not designed to transfer. An AAS-AGS may transfer if the student also completes an AGEC-A, AGEC-B, or AGEC-S certificate. To maximize academic options, TOCC recommends that all students seek to complete an AGEC-A certificate alongside any direct employment degree or certificate.

In specific workforce programs, such as Early Childhood Education or the Apprenticeship Program, Arizona universities have developed a procedure for accepting AAS degrees for credit upon entrance into a Bachelor's of Applied Science program. This option is not available to AAS-AGS students. Students need to contact advisors at four-year colleges when attempting to transfer without an AGEC certificate as specific courses may transfer while others will not. Student Services is increasing its academic counseling skills to ensure that TOCC students are able to graduate into four-year programs with all coursework completed for the specific program of study.

Youth Extension Programs

TOCC extension programs make connections between youth and continuing education while forming meaningful partnerships with local communities. Many Tohono O'odham youth do not continue their education after high school, if they graduate at all. A major challenge facing educators is to engage youth so that they are excited about education and can see benefits to staying in school. With TOCC youth program partnerships, we engage youth as young as seven years old. The hope is that they excel and become accustomed to the idea of meaningful life-long learning. It is expected that the cumulative impact of these projects is that youth will become excited about learning and be encouraged to stay motivated in school and begin to think about going to college. The longer a child is engaged in learning and thinks that college is a realistic goal the more likely a child's life will improve.

Results from these initial programs are encouraging. Participation in each successive activity has increased. Multi-year data indicate high and increased participation over time in the Youth Extension Programs. Between 2005 and 2008, the number of participants in youth Extension Programs was 305. In 2007, 100 youth participated in the Junior Rodeo Series, and in 2008, 117 youth participated in the same series. Tohono O'odham Nation political districts and individual communities have requested that TOCC extension programs sponsor activities in their area. TOCC extension programs have created partnerships with local communities, which support the idea that to be successful, extension programs must be community driven. Following is a list of programs and their accomplishments:

- Participation in First Americans Land-grant College Organization & Network (FALCON) organization and conferences.
- Integrated Equine Youth Programming.

Self-Study Report

- Co-sponsoring Jr. Rodeo Series with the Boys & Girls Club of the Tohono O'odham Nation. Currently sponsoring the 3rd year of the series.
- Co-sponsoring Horse Camps with the Boys & Girls Club of the Tohono O'odham Nation. Horse Camps are offered four times per year with one camp for each season. To date, camps have been located in nine of the Nation's eleven districts.
- Sponsored "Wild Ride" youth camp, an expanded version of Horse Camp where youth learn more in-depth about animal care, and do service learning projects for the communities where the program is held.
- Sponsored educational workshops on leatherworking, rodeo judging, and rodeo secretarial work.
- Provided youth support and educational programming at the Nation's schools. Provide cultural education to the Nation's youth.
- Indian Country Extension Website hosted by the University of Arizona College of Agriculture and Life Sciences.

Safeguarding Natural Heritage: Tohono Land Connections Program (SNH:TLC)

The SNH:TLC program is a collaborative summer youth outreach program and is hosted by TOCC. TOCC is the only tribal college participating in this program according to the grant funder. The program is sponsored by the U.S. Department of Agriculture Animal and Plant Health Inspection Service-Plant Protection and Quarantine (USDA/APHIS-PPQ), in collaboration with the University of Arizona College of Agriculture and Life Sciences (UA-CALS). Thirteen students participated in the 2009 SNH:TLC program, up from the first year's enrollment of ten students, and fifteen participated in the summer 2010 program. Program areas included:

- Livestock and Animal Care
- Plants, Insects, and Agriculture
- Geographic Information Systems, Natural Resources & International Trade
- Tohono O'odham Cultural Experiences
- Higher Education Orientation

Agriculture-Livestock Production

Livestock production is the most common form of agricultural activity on the Nation today. There are, however, many important farming operations on the Nation, including the Tohono O'odham Farming Authority (TOFA), San-Xavier Cooperative Farms, and Tohono O'odham Community Action (TOCA) Farms. TOCC Extension is working with youth who learn traditional farming with their parents and grandparents. TOCC hopes to increase interest in farming among today's youth in order to combat diabetes, obesity, and other health and diet related issues. TOCC works with many of the Nation's programs, local non-profits, and schools to create gardens and garden clubs.

Core Component 5d: Internal and external constituencies value the services the organization provides.

The organization's economic and workforce development activities are sought after and valued by civic and business leaders.

Self-Study Report

TOCC has two advisory committees designed to develop relationships to engage the community in TOCC activities, keep the business and community members informed, and receive input. The Apprenticeship Program Committee is mandated by State policy provides regular input to the program, and assists apprentices to obtain employment. The Equity and Extension program has formed an advisory committee of local stakeholders, including ranchers, high school and college educators, administrators, farmers, University representatives, elders, local professionals, and community members. Meetings are conducted three times per year with representatives from all eleven districts. They evaluate and provide valuable input on the continuous development of the program. In order to maintain progress in this area, TOCC hired a Student Learning Farm Manager. This farm manager's key responsibility is to reach out to local farming communities and help with various activities in and around the communities such as gardening and tree planting. A second individual was hired on a part-time basis to assist in developing activities by providing support through hands-on experience.

Equity and Extension Services Program

The college serves the community and attracts civic and business leaders through the development of various activities designed to meet the needs of the constituents. Through the Equity and Extension Service Programs, funded by grants from the United States Department of Agriculture and the National Institute of Food and Agriculture, TOCC offers Public Workshops, Youth Leadership, Farm and Garden Outreach and Nutrition, and Community based Planning and Evaluation. Agriculture (farming and ranching) and natural resources have always been the foundations of the Tohono O'odham society and culture, and continue to be vital to the Nation's survival and persistence as a unique community. TOCC's Equity and Extension Programs are working within this cultural context to bridge Western and Indigenous scientific knowledge to create appropriate learning opportunities for the Nation's members.

The Tohono O'odham Agriculture and Natural Resources (TOANR) program offers an AAS degree for direct employment, an AS degree, and an agriculture extension program. To support the TOANR program, TOCC has developed a student-learning farm that is used for academic and extension education, as described in Criterion 4. .

The courses offered through this program are arranged to accommodate the needs of the rancher and/or the farmer. Consultants have been professionally selected to become involved in the creation of a seamless program that will yield better field and natural resources stewards. In addition to working on the development of the curriculum, the professionals also work with the college in the evaluation process of the program.

In order to apply appropriate technology to the TOANR program, the college designed a special course. The ANR 230 – GIS/GPS Applications for Agriculture, Rangeland and Natural Resources course is an integral part of the TOCC curriculum for the AAS-ANR program. GPS opens up important technology-rich opportunities for the students participating in TOCC programs. The latest computer technology is utilized in conjunction with the GPS systems to develop maps of rangelands and plants in the Sonoran Desert. TOCC is working on the continuation of the curriculum development that includes the creation of ANR 102 – Animal Science, ANR 110 – Farming with Horses, and SUS 101 – Topics in Sustainable Development. These courses help in reinforcing the curriculum based on the Himdag and bring a cohesive set of skills to the TOANR program. Instructor's training, the creation of a scholarship fund, a

Self-Study Report

certificate program in Horseshoeing, and the creation of a Plant Atlas will be provided through the USDA grants.

Pathways to Leadership

In May, 2007, the "Pathways to Leadership" collaboration between the tribe's casino employment training program and the college produced 14 graduates with Associates in Applied Science (AAS) degrees in Business Management. *Pathways to Leadership* has not to date been followed by subsequent degree programs with the casinos although in the fall of 2009 one writing class was offered at the casino.

Other customized training includes adjunct instruction by the college's IT director in computer classes for the tribal One Stop employment and training program and as described in earlier sections cohort classes for substance abuse, tribal law, writing classes for the Police Department, and Infant and Toddlers certificates are among recent collaborations.

Child Development Associate Program

The CDA program described earlier is valued highly because it provides a local means for Head Start staff to become certified and meet national credentialing standards. Without coursework available at TOCC provided at times when feasible for staff to attend they would have to take time off from work and travel long distances to take classes.

External constituents participate in the organization's activities and co-curricular programs open to the public.

Virtually all non-classroom College activities are open to the public, from Elder lectures to art demonstrations on campus and community-based events including the Junior Rodeos and Horse Camps, which are held in communities around the Nation. In addition, Brown Bag lunches have invited presentations and are advertised and open to the public. Some projects, including the collaboration with the Nation's Department of Health and Human Services on the Youth Suicide Prevention grant, involve services for specific populations (life skills for incarcerated youth) and for the public such as the "Life is a Gift" float and Public Service Announcements that were prepared by the project Interns.

CONCLUSION

Strengths:

- TOCC has achieved significant competitive grant funding. Since tribal colleges as an institutional category rely upon significantly higher percentages of grant and federal funding to maintain solvency, the College is to be commended for its success in difficult economic times.
- TOCC's programs in Agriculture and Natural Resources meet local rural, as well as cultural, needs.
- TOCC provides reliable services through the GED program in many areas of the Tohono O'odham Nation, so that transportation is not a barrier to learning.
- The College offers numerous opportunities for students of all ages and education levels to learn about academic and career opportunities in Science, Technology, Mathematics, and/or Engineering.

Self-Study Report

Challenges:

- The major issues facing the Nation are the low high school graduation rates, and high number of constituents without high school and college degrees.

Opportunities for Improvement:

- Explore the potential of electronic surveying of different constituents on the Nation to secure insight and feedback on a regular basis.
- Continue to collaborate with the IOBUSD senior administration to increase connection of pre-college students with TOCC.
- Market the Agriculture and Natural Resources program to increase enrollment.

Self-Study Report

References

- Angelo, T.A. and Cross, K.P. (1993). *A Handbook of Classroom Assessment Techniques for College Teachers*. Jossey-Bass: San Francisco, CA.
- IPEDS. (2010). *IPEDS Data Feedback Report, 2008-2009*. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. Nces.ed.gov/ipeds.
- North Central Association Higher Learning Commission. (2007). *Assessment Monitoring Report*. HLC: Chicago, IL.
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*. Jossey-Bass: San Francisco, CA.
- Tohono O’odham Community College. (2010a). *Annual Report, 2009*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010b) *Assessment Report*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010c) *Board Policy Manual*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010c). *Board Report*. Employee statistics. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010d). *TOCC Catalog 2010-2011*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010e). *Faculty Handbook*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010f). *Personnel Policies Handbook*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010g). *Strategic Plan 2010-2012*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010h). *Student Handbook*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010i) *Student Services Report on Class Sizes Spring 2010*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2010j). *Student Services Report on Class Sizes Fall 2010*. TOCC: Sells, AZ.
- Tohono O’odham Community College. (2009). *Annual Report 2009*. Student Demographics. TOCC: Sells, AZ.

Self-Study Report

Tohono O’odham Community College. (2008). *TOCC Catalog 2008-2010*. TOCC: Sells, AZ.

Tohono O’odham Community College. October 2006 . *Board of Trustees Minutes*. Vision, Mission, and Goals Statements. TOCC: Sells, AZ.

TOCC. (2007). *Communications Assessment Summary*. TOCC: Sells, AZ.

Tohono O’odham Community College. (2006). *Response to the Higher Learning Commission report detailing requirements in the Assurance Section*. TOCC: Sells, AZ.

TOCC. (2005). *Conceptualization Assessment Summary*. TOCC: Sells, AZ.

Tohono O’odham Community College. November 2001. *Board of Trustees Minutes*. Vision, Mission, and Goals Statements. TOCC: Sells, AZ.

Tohono O’odham Enrollment Office. (2010). *2010 Enrollment Report*.

Tohono O’odham Legislative Council. (1998). *Resolution of the Tohono O’odham Legislative Council (Approving Ordinance No. 98-01 enacting Charter of the Tohono O’odham Community College*.

Tohono O’odham Nation Scholarship Office. (2010). *Higher Education Statistics*. Tohono O’odham Department of Education: Sells, AZ

Tohono O’odham Nation Scholarship Office. (2009). *Higher Education Statistics*. Tohono O’odham Department of Education: Sells, AZ

Self-Study Report

CHAPTER SEVEN SUMMARY AND CONCLUSION

TOCC has spent two years engaging both internal and external stakeholders in the self-study process and evaluation. The College has responded to previous concerns and addressed the five Criteria with specific evidence. This process allowed the College to identify its strengths and challenges while confirming important plans and initiatives for the future. During the self-study process the College:

- Revisited the Mission, Vision and Goals statements
- Re-confirmed its core values
- Evaluated its effectiveness in planning and assessing
- Identified clear strengths
- Identified concerns and areas for improvement, and
- Involved college stakeholders

TOCC has presented evidence that it fulfills the expectations in the core components of the five Criteria for accreditation. The College recognizes that there is much work ahead required to maintain our accreditation and to continue to fulfill the Criteria. TOCC is fully committed to meeting these challenges.

Self-Study Report

APPENDIX ONE

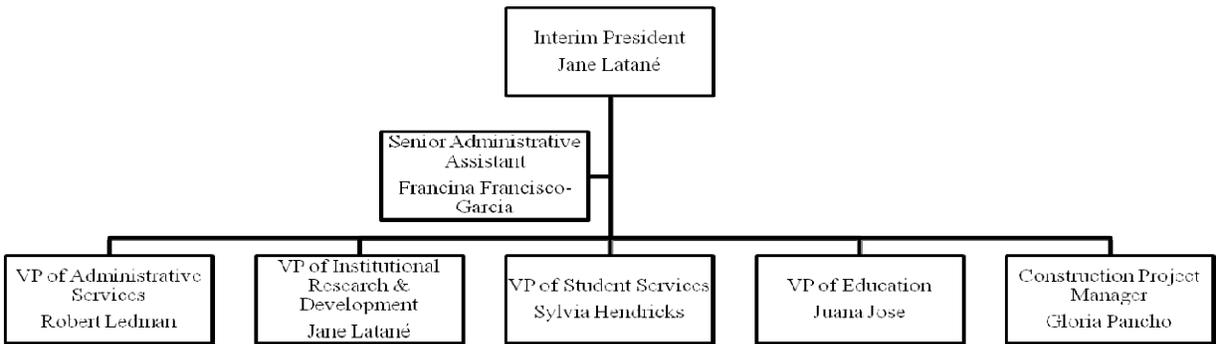


Tohono O'odham Community College

Table of Organization

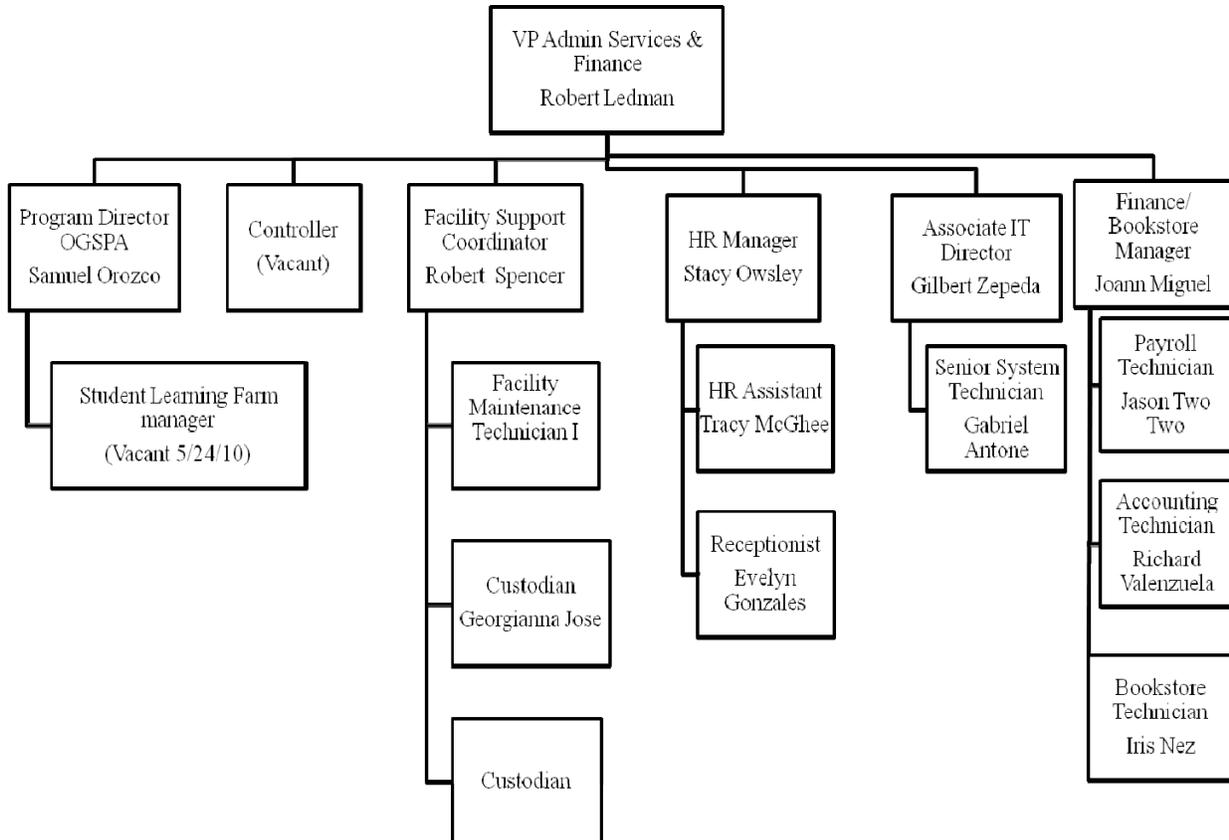
Self-Study Report

President's Office



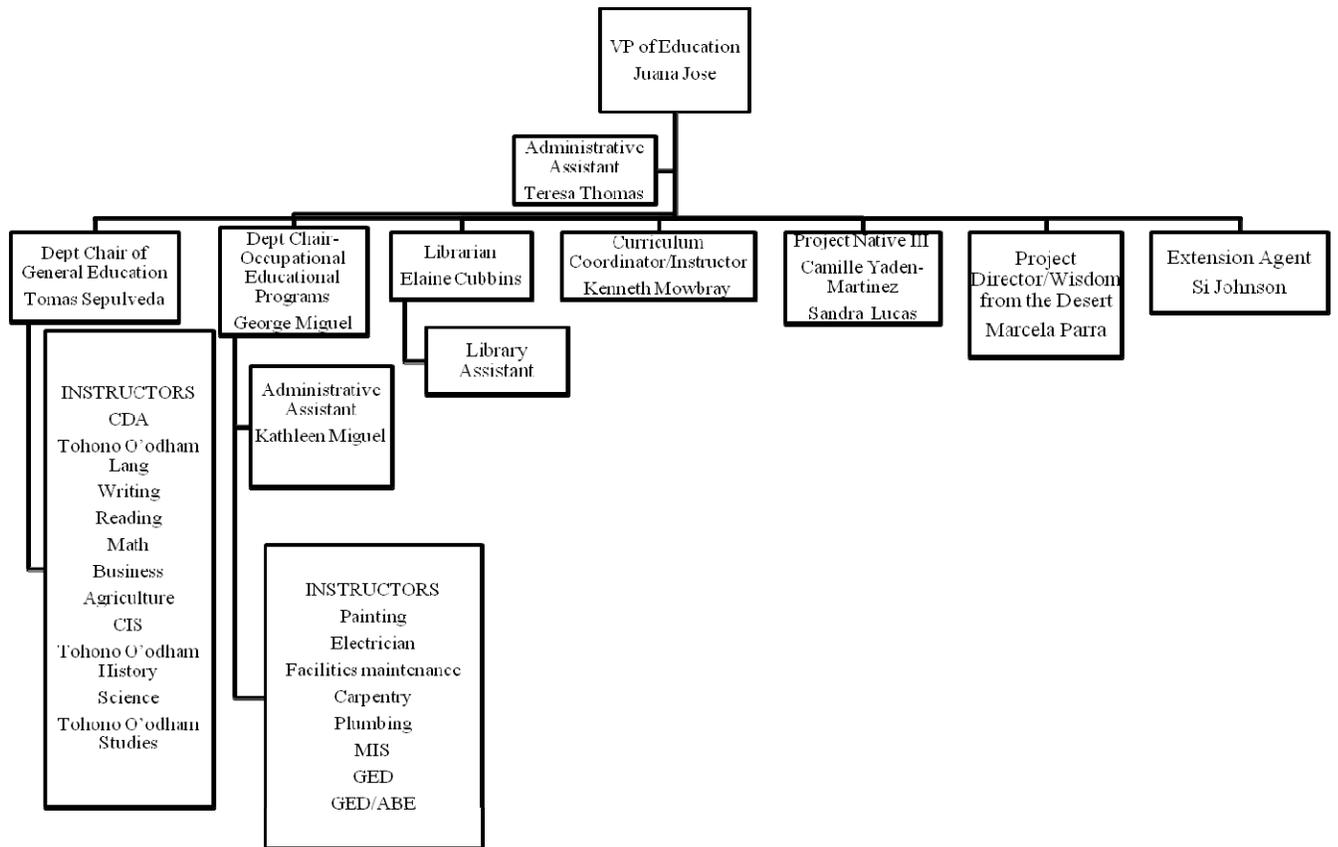
Self-Study Report

Administrative Services and Finance Division



Self-Study Report

Education Division



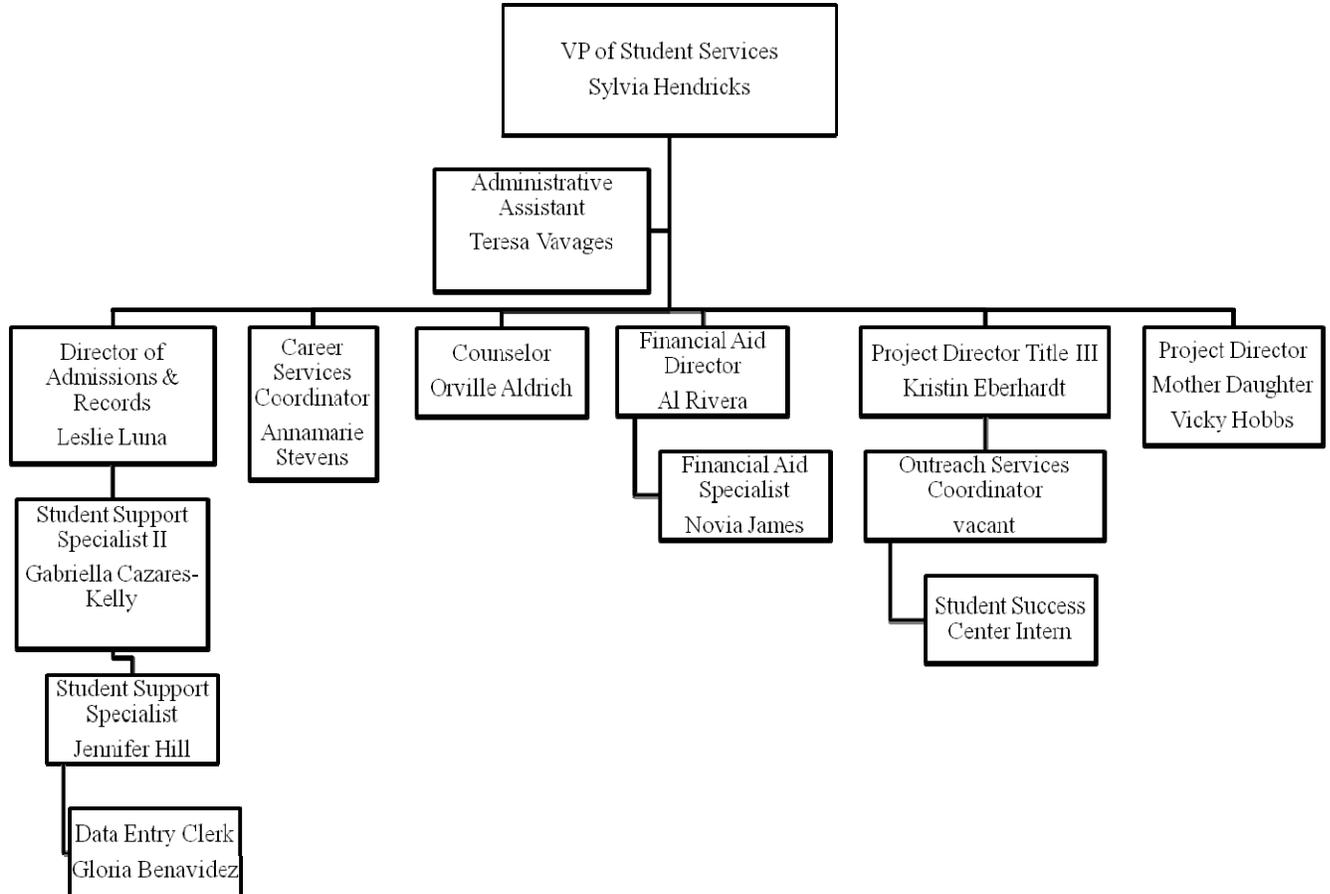
Self-Study Report

Instructors

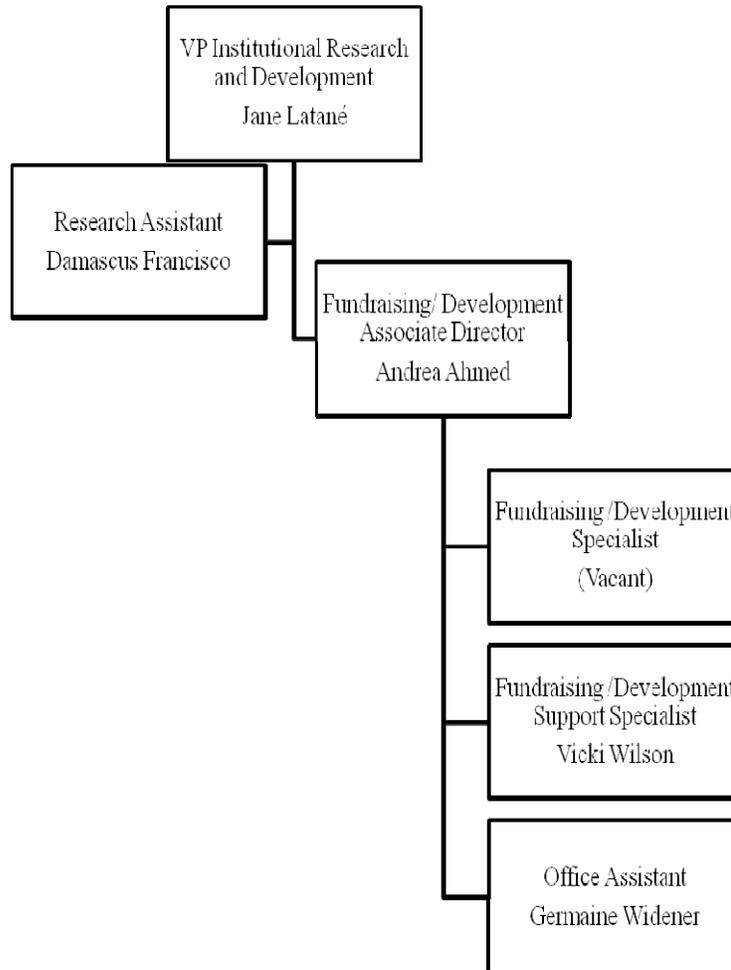
- John Bair: Facilities Maintenance Instructor
- Edison Cassadore, Ph.D.: Writing Instructor
- Elaine Cubbins, M.A.: Librarian
- Judith Daniel, M.A.: GED/ABE Instructor
- Gretchen Graef, Ph.D.: Mathematics Instructor
- Sophi Hronopoulos, M.A.: Reading Instructor
- Lucinda Hughes-Juan, M.B.A.: Business Instructor
- Barry Kozemko, M.A.: Electrical Instructor
- Carmen Juarez, M.Ed.: Social Work Instructor/Service Learning Coordinator
- Eltella Melendez, Journey person: Painting Instructor
- Teresa Newberry, Ph.D.: Science Instructor
- Armando Rubio, B.S.: Plumbing Instructor
- Catherine Sun, M.Ed.: Management Information Systems
- Robert Wambolt, B.A., Licensed: Carpentry Instructor

Self-Study Report

Student Services Division



Institutional Research and Development



APPENDIX TWO

Tohono O'odham Community College

Strategic Plan 2010-2013



July 2010

Tohono O'odham Community College
Strategic Plan 2010-2013

Self-Study Report

Vision

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

Mission

As an accredited and land-grant institution, TOCC’s 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.

Core Values (T-So:son)

T-Wohocudadag—Our Beliefs.

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 respect.

T-Apedag—Our Well-Being.

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

T-Pi:k Elida—Our Deepest Respect.

A deep sense of respect for the land, your surroundings, the people, things upon the land, and also for your own self and your life.

I-We:mpta—Working Together

This includes the concept of sharing, taking care of others, and giving back to the community. Tohono O’odham provide help when help is needed, particularly in times of loss and death.

Self-Study Report

TOCC Goals

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

Analysis of Current Issues

Visioning sessions were conducted in February and March 2010 with TOCC students, faculty, staff, and Board and Cabinet; with one community group, and with senior administration of the Nation's Department of Health and Human Services. Each of the constituent 'visioning' groups considered issues and challenges facing the College as well as emerging opportunities. Sessions continued through April, May, and June with nine of the Nation's eleven districts and most divisions of the Nation's Department of Public Safety. Visioning will continue throughout 2010 with the remaining districts and other executive departments.

The challenges identified coalesced on seven major themes, and the interrelationship is noted:

- Access to TOCC
- Faculty/Staff Turnover
- Integration of Himidag into curriculum, facilities, and activities
- Meeting Workforce Needs of the Nation
- Facilities and Technology Infrastructure
- Public Image and Marketing
- Communication among Students, Faculty, and Administration

Some of the issues have many facets, for example—

- **Access to TOCC** involves the availability of transportation from rural areas and between campuses; K-12 preparation in basic skills and the transition to TOCC; making courses available in the Districts, at the workplace, evenings and weekends; timely availability of the schedule of classes; electronic access for online registration and online courses; and the availability of child care.

Self-Study Report

- **Faculty/Staff Turnover** appears to be related to lack of week-day housing within the Nation, compensation, faculty's role in decision-making, faculty leadership, and perceived lack of opportunities for professional development.
- **Meeting Workforce Needs within the Nation** issues include: courses available in the workplace; courses on evenings and weekends, opportunities to develop clusters in health care, early childhood, public safety, tribal management, and 'green' technology.
- **Public Image and Marketing** involves the simple visibility of the College within the Nation, high-school interface, employer relations, elder relations, Legislative Council relations, and relations with other tribes.

Strategic Objectives and Indicators of Success

Over the next three years, the College will—

1. **Improve the Visibility and Public Image of the College** by—
 - a. Building a permanent main campus within two years
 - b. Running monthly PSAs on radio station KOHN
 - c. Publishing monthly articles in *The Runner*
 - d. Appearing semi-annually in the Tucson or Phoenix media
 - e. Securing an electronic sign board through possible sponsorship
 - f. Having articles in the news media of other tribes
2. **Increase Enrollment by Effective Enrollment Management**
 - a. Increase full-time equivalent enrollment of 112 by 20 percent
 - b. Offer programs and courses in the workplace, and evenings and weekends
 - c. Issue the Schedule of Classes within 8 weeks of each semester
 - d. Outreach to O'odham Nation managers
 - e. Increase use of Jenzabar
3. **Construction of the Main Campus and Faculty Housing**
 - a. Install utilities at the San Isidro site
 - b. Complete site building design
 - c. Construct faculty housing
 - d. Construct initial phase of campus
4. **Develop Information Technology Capacity**
 - a. Establish a task force among Tohono O'odham agencies and school districts to address common needs in communication and transportation
 - b. Seek grant funding to increase bandwidth within the Nation
 - c. Obtain high-speed internet DSL access for the College campuses, the Nation's agencies, and District satellite locations.

Self-Study Report

5. Strengthen Communication among Students, Faculty, and Administration

- a. Administration will offer TOCC course on effective communication, and require participation by students, faculty, and administration.

Self-Study Report



Tohono O'odham Community College

**Education Assessment Plan:
*A Strategy for Continuous Improvement***

June 2010

Self-Study Report

Table of Contents

I.	Introduction.....	132
	A. Purpose and Mission	
II.	Assessment Mission.....	132
	A. Five guiding questions of assessment.	
	B. TOCC Mission and Goals	
	C. Assessment Perspectives for Student Learning	
	1. Effectiveness of student learning in relation to the Himdag.	
	2. General Knowledge Goals.	
	3. Quality of learning in General Education programs.	
	4. Effectiveness of learning at the program level.	
	5. Student learning at the course level.	
	6. Impact of Support Services.	
III.	Administration of Assessment and Committee Structure.....	133
IV.	General Knowledge Goals (GKG) for Primary Assessment.....	134
V.	Assessment Cycle and Timeline.....	135
	A. Assessment Timeline	
	1. Detail breakdown of the following:	
	a. Plan	
	b. Implement	
	c. Assess	
	d. Report/Revise	
	e. Plan	
VI.	Assessment Methods.....	136
	A. Classroom	
	B. Courses, Programs, and Disciplines	
	C. Institution	
VII.	Responsibilities of Assessment.....	140
	A. Faculty	
	B. Staff	
	C. Students	
VIII.	Available Resources.....	142
IX.	Conclusion.....	142
X.	Appendices.....	143
	A. General Knowledge Goals Course Level & Program Level Outcomes	
	B. Himdag: T-So:son Assessment	
	C. Interpersonal Skills Assessment	
	D. Conceptualization Rubric	
	E. Interpersonal Skills Rubric	
	F. Listening Communication Rubric	
	G. Presentation Rubric	
	H. Speaking Rubric	
	I. Written Communication Rubric	

Self-Study Report

Tohono O'odham Kekel Hamascamakud

Assessment Plan

Purpose

The purpose of assessment at Tohono O'odham Community College (TOCC) is to generate transformation that enhances the quality of learning, instruction, curriculum, and institutional effectiveness. The process of assessment is achieved through a continuous cycle of evaluation and reflection. Since learning is the focus of any educational institution, understanding student objectives and outcomes are vital to the assessment process. What a student needs to achieve must be measured against what the student has achieved. The TOCC Assessment Plan provides a framework for continuous assessment efforts to benefit the student learning experience. By creating a culture of effective assessment, it is possible to determine how well TOCC is fulfilling its mission and goals. The assessment of student learning at TOCC is guided by the five questions listed below:

1. What does TOCC expect students to learn?
2. How does TOCC know if students have learned what is expected?
3. How does TOCC capture evidence of learning?
4. How does TOCC use evidence to affect decision-making that leads to transformation?
5. How does TOCC report this information to relevant stakeholders?

In order to effectively answer the first and most essential question, a clear articulation and integration of the TOCC mission and goals into curriculum and assessment are crucial. The mission and goals communicate the college's educational priority and should serve to create an effective learning environment for the student population it serves. The TOCC 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."* The six declared goals are:

- *To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.*
- *To include 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 specifically to the Tohono O'odham Community.*
- *To ensure that integration of appropriate Tohono O'odham Himdag in the physical environment, curriculum, and processes of the college.*
- *To ensure that curricular offerings are relevant to the needs of communities and individuals in fundamental skills; i.e., general reading, writing, and math skills.*
- *To establish a technology core that will enable the students and the broader community to meet the challenges of the future.*

Self-Study Report

Once the TOCC mission and goals are integrated with the five guiding questions of assessment, student learning at TOCC is examined from six broad perspectives or areas of assessment. Each perspective allows for a unique and rich set of assessments that will produce valuable data leading to improvement and transformation. The six perspectives are:

1. **Effectiveness of student learning in relation to the Himdag (Tohono O'odham Way of Life) and T-So:son (Core Values).** These values distinguish TOCC from other colleges.
2. **General Knowledge Goals (GKG).** The learning expectations particular to TOCC for all degree, certificate, apprenticeship and occupational programs.
3. **Quality of learning in General Education programs.** Arizona General Education Curriculum (AGEC): AGECA (Liberal Arts), AGECA-B (Business) and AGECA-S (Science).
4. **Effectiveness of learning at the program level.** This includes all degree, certificate, apprenticeship, and occupational programs.
5. **Student learning at the course level.**
6. **Impact of Support Services.**

Administration of Assessment and Committee Structure

The responsibility of the Assessment Committee is to determine how the assessment of student learning can offer TOCC an opportunity for strengthening the college and enhancing its accountability. In keeping with the idea of shared governance, the committee will provide the following:

- a. College-wide perspective on student assessment as carried out at the classroom, course and program level.
- b. Oversight, identify key issues, develop recommendations and policies with respect to institution-wide assessment of student learning.
- c. Identify gaps in assessment information; recommend changes in assessment processes; review the usefulness of assessment strategies, reporting strategies and feedback processes; and ensure that assessment data is used to inform decision making at TOCC.
- d. Maintain close communications with the Education Standing Committee, Education Division, and other appropriate TOCC committees, administrative bodies, and academic units.

The committee has developed a set of bylaws that address membership, and scope of responsibility:

- a. The committee is comprised of key faculty and staff from various academic and occupations divisions.
- b. Membership is voluntary.
- c. Only faculty can vote on issues. All other members are *ex officio*.
- d. The Chair is a full time faculty teaching member.

The committee objectives are as follows:

- a. To review, develop and recommend assessment procedures and policies.
- b. To develop mechanisms for using assessment data in decision-making.
- c. To review the usefulness of assessment strategies, reporting strategies, and feedback processes.

Self-Study Report

- d. To review the role of pre-assessment models at TOCC.

The committee also works in cooperation with the Education Division to assist in:

- a. Familiarizing TOCC faculty with the uses of assessment that strengthen student learning.
- b. Familiarizing TOCC faculty with issues and strategies of assessment.
- c. Interpreting assessment data for decision-makers.
- d. Facilitating periodic evaluation of the academic assessment efforts at TOCC.
- e. Soliciting proposals and awarding funding for assessment activities, initiatives, and professional development workshops.

General Knowledge Goals (GKGs) for Primary Assessment

Tohono O'odham Community College Board of Trustees approved four GKGs in 2004, which were developed by Faculty Senate, the *Himdag* Committee, administration, and other invested stakeholders. The GKGs convey what a graduate from TOCC should know from the time they begin their educational journey at TOCC to the time they graduate. The General Knowledge Goals are:

- **Gewkdag** – strength – refers to the strength derived from knowing and practicing the Tohono O'odham *Himdag*, and defining one's identity through participation in Tohono O'odham culture.
- **Interpersonal Skills** involves the ability to guide, involve others, and work cooperatively to accomplish tasks. It also refers to respecting the unique character and history of the world's peoples, maintaining personal courage and integrity, and having the capacity to understand critically, value and appreciate diverse perspectives, including how living things relate to one another, as well as spiritual, communal, traditional, and ceremonial dimensions.
- **Conceptualization** refers to skills in applying abstract, critical, and creative thinking to practical situations. It also refers to the capacity to envision larger relationships, orders, or systems when solving problems. It involves comparing, contrasting and evaluating statements using logic, intuition, different points of view, identifying assumptions and implications, leading to a synthesis of one's own views.
- **Communication** includes effective reading, writing, speaking, listening, and using information technology to express ideas clearly and appropriately for different audiences. It includes artistic expression.

To facilitate the assessment process, the Assessment Committee developed student learning outcomes for the above GKGs at the course and program levels to clarify expectations of student learning. (Refer to Appendix A)

Student learning is examined from various perspectives:

- General Knowledge Goals (GKGs), the learning expectations particular to TOCC for all degree, certificate, apprenticeship, and occupational programs allow for assessment opportunities and a rich collection of data from several perspectives:
- *Himdag* (Tohono O'odham Way of Life) and *T-So:son* (Core Values)

Self-Study Report

- General Education programs offered at the college— Arizona General Education Curriculum (AGEC): AGECA (Liberal Arts), AGECA (Business) and AGECA (Science).
 - Program level
 - Course level
 - Classroom level
 - Support services

Assessment Cycle and Timeline

Student Learning Outcomes Assessment

Student learning assessment and program/curricula improvement are ongoing processes that cycle annually with responsibilities to be met by multiple TOCC stakeholders. The Assessment Committee is responsible for assisting faculty and reviewing and compiling the GKG assessment results into an annual TOCC student learning assessment report. This report is distributed to all stakeholders including students, and the Board of Trustees, etc. Assessment provides the information necessary to make data-driven decisions by the TOCC Faculty, Department Chairs, Administration, Cabinet, Assessment Committee, President, and Board concerning curriculum and program changes, facilities allocations, and acquisition of additional resources to support student learning. The Board of Trustees are responsible for making final decisions based on assessment findings and to provide the support necessary to implement the data-driven decisions for change.

Parameters of Student Learning Outcomes Assessment

The COMPASS test, which assesses all incoming students’ foundational skills in reading, writing and mathematics, enriches the assessment efforts at TOCC. The test is administered to all incoming students who must complete all three COMPASS foundation skills tests. Data gathered during this diagnostic test indicates not only learning gaps for students ready to enroll in a course, but also provides useful indices of potential gaps in instruction in previous courses of study. The COMPASS test will be administered twice to all incoming TOCC students: at the entry point and at the exit point of their learning tenure at the college. The exit point is identified as ≥ 30 credit hours.

Assessment Timeline

Assessment Timeline		
Plan <ul style="list-style-type: none"> • Identify outcomes • Identify specific objectives for each outcome 	Week before Summer Semester	Continuous Improvement of Learning & Teaching Institutes/Workshops offered for faculty and staff.
	Pre-Fall & Pre-Spring Semesters	Faculty Orientation regarding upcoming assessment activities.

Self-Study Report

	Mid- June	All Faculty submit <i>Continuous Improvement Reports</i> (classroom level reports) from previous Fall & Spring Semesters to the Assessment Committee. Faculty from selected programs submit individualized assessment instruments for GKG institutional assessment for approval by Assessment Committee.
	Early July	Assessment Committee reviews Course/Program Reports.
Implement <ul style="list-style-type: none"> • Select assessment methods/measures for each outcome • Develop performance criterion for each objective 	Early August	Assessment Committee returns approved Assessment Reports to lead faculty. Faculty submits relevant GKG Assessment Plan to Assessment Committee.
	Mid-August	Assessment Committee returns approved GKG Assessment Plan to Faculty. Department of Education faculty implements assessment plans.
Assessment <ul style="list-style-type: none"> • Collect, analyze and interpret data 	Fall Semester & Spring Semester	Data collection throughout academic year.
	Summer Semester	Analysis of assessment data by department chairs, Assessment Committee, and institutional research.
Report/Revise/Recommend <ul style="list-style-type: none"> • Close the feedback loop • Report findings to appropriate constituents • Initiate appropriate changes 	October	Annual Assessment Reports written and submitted to college stakeholders.
	October through December	Feedback to Department Vice Presidents, Chairs and faculty. This time period is critical for inclusion into the Strategic Planning process.
Plan	Summer Semester	New phase of the 3 year assessment cycle begins. Incorporate revisions/recommendations from last year.

Assessment Methods

Learning is assessed using both direct and indirect measures. Direct assessments (also called formal assessments) are tests, projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral and written exams. Indirect assessments are self-report measures such as surveys (course, program, and institutional levels). These can include employer,

Self-Study Report

student, and graduate satisfaction. Grades, questions on end-of-course student evaluation forms that ask about the course rather than the instructor, and retention and graduation rates are all indirect measures of assessment.

Quantitative and qualitative measures can also be utilized to assess learning. Quantitative assessments use structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically. Test scores, rubric scores (Refer to Appendices D-I), survey ratings, and performance indicators are all examples of quantitative evidence. Qualitative assessments use flexible, naturalistic methods and are usually analyzed by looking for recurring patterns and themes. Reflective writing, online class discussion threads, and notes from interviews, focus groups, and observations are examples.

Classroom

Classroom assessment methods can be formative or summative. Formative assessments are employed during the course of a learning experience, as a source of feedback to improve teaching and learning. Examples include Classroom Assessment Techniques (CATs), Chapter/ Unit assignments or quizzes, discussion forums, and teacher feedback on work in progress. Summative Assessments measure what students have learned at the end of some set of learning activities. An example would be a final comprehensive exam or project given at the end of a course. The learning process occurs when the planning and design of classroom activities result in desired student outcomes. Student learning activities can include:

- Study a textbook and other sources of information.
- Perform course and lab activities.
- Participate in distributed learning assignment.
- Demonstrate skills and techniques.
- Respond to a variety of other-directed activities or assignments.

A faculty member can use CATs to gather feedback about a single lecture/discussion, or to examine the grasp of key concepts and issues of a topic in order to assess learner reactions to instructional activities. CATs are formative assessments used to improve teaching and learning.

Courses, Programs, and Disciplines

Embedded Assessments- Course embedded assessments provide an efficacious measure of what, how, and why students are learning. The Assessment Committee provides direction to full-time and adjunct faculty members as we move towards our goal of embedding all GKG assessments into courses and programs. The completion of the Course Fulfillment Matrix (CFM) enabled the Assessment Committee to determine which courses/programs would address which GKGs.

- To ease annual assessment cycles – but to maintain the mission of TOCC - course-embedded measuring of student-learning outcomes for **Gewkdag** begins in Fall 2010 and will continuously take place every fall and spring semester from that point onward. Each fall and spring semester,

Self-Study Report

along with **Gewkdag**, one of the remaining three general knowledge goals will be assessed. **Interpersonal Skills** will start off the initial phase of course-embedded assessment with **Gewkdag** in Fall 2010. (Please refer to Appendix B for a detailed account of this assessment activity.) This GKG will be reassessed in the Spring of 2012. However, it will not be reassessed in a *Fall semester* until 2013. This year and a half same semester phase cycle will come to completion in the third year; hence, the GKG Assessment Cycle is often referred to as a “3-Semester/3-Year Cycle.”

- Future assessment practices embedded within courses will generate information about what and how students are learning within the programs/disciplines. This form of assessment takes advantage of existing curricular strategies. Common embedded assessments include student projects, performances, papers, and questions placed in course assignments. These projects, papers or questions are intended to assess student outcomes. Embedded assessments will be incorporated into all sections of the particular course or discipline whether taught by full-time faculty or adjunct faculty. The student work and/or responses are evaluated by faculty or outside reviewers to determine if students are achieving the academic goals established by programs. Programs identified as using embedded examinations in fall 2010 will include Writing, Art, Reading, Business, Science, and the CDA/ITC, Facility Maintenance and Plumbing.

Community Service

In 2006, the TOCC Apprenticeship Program was assessed by the state of Arizona and received the Rural Outstanding Apprenticeship Program of the Year Award. TOCC apprenticeship programs are unique due to the high level of community service in which the students engage. Some of these activities include: Refurbishing homes, remodeling homes, building America Disability Act compliant self-contained restrooms.

National licensure, certification, or professional examination

These standardized tests are developed by outside, professional organizations to assess proficiency and/or knowledge in a discipline. Examples include all of the Trades Construction Apprenticeships. TOCC is moving towards additional national licensure/professional examination preparation for the occupational program in Infant/Toddler Development, with the intention of future licensure and examination preparation for all apprenticeship and occupational programs.

Portfolio and Journaling assessment

Portfolios and Journals are collections of student work that exhibit the progress and achievement of a student in a program or discipline of study. A portfolio used for assessment purposes can include research papers and reports, examples of student work, projects, self-evaluations, journals, case studies, as well as others. Journaling will incorporate both written and audio formats to further meet the mission of TOCC. (Refer to Appendix B).

Self-Study Report

Pre/Post Testing

Course Level

This form of assessment is used to determine what a student has learned. A test or similar assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. This form of assessment is helpful in measuring both cognitive and attitudinal development. The foundational classes of Mathematics, Reading, and Writing have been identified to take the lead in this area of assessment.

Program Level

Newly matriculated students are required to take the COMPASS tests for placement purposes before registering for classes. Students are asked to retake the COMPASS tests towards the end of their program of study or at the point of transfer to a four-year learning institution to follow their progress and make necessary changes at the course/program level.

Standardized Examinations

There are two types of standardized tests: norm-referenced and criterion-referenced examinations. Norm-referenced exams describe performance in comparison to others, while criterion-referenced exams describe student performance directly and judge that performance by some pre-set standard. TOCC requires students take a standardized examination upon matriculation, called the COMPASS Diagnostic Test. The COMPASS test assesses basic skills and readiness for college education. This helps students begin course work at the appropriate level, which can improve student academic success. The COMPASS test assesses reading, writing, and math and/or algebra skills. Based on the student's performance, students are advised into classes most appropriate for them.

Surveys and Interviews

Data gathered by these measures are an indirect assessment of student learning since they measure satisfaction and impressions of educational experiences rather than knowledge and skills acquired. However, when combined with direct measures of learning, indirect assessments can provide a comprehensive view of means to enhance student academic achievement.

- Matriculated surveys –Surveys are conducted once a year (towards the end of Spring Semester) in classes as indicated by the Assessment Cycle.
- Graduate surveys– Graduate surveys assist in understanding the educational needs of our students. Students can provide us with important information about both our curriculum and co-curricular activities. Information can include student insights on educational experiences, what they like or dislike about different instructional approaches, impressions about the classroom environment, program equipment and technology levels, and perceived benefits from student and instructional support services. In addition, TOCC is moving towards a better management system to track graduate career and academia trajectories.
- Employer surveys - Employer surveys provide useful information about the curriculum, programs, and students that other forms of assessment cannot provide. Employers provide

Self-Study Report

information about skill levels of recent graduates, abilities to communicate effectively verbally and in writing, specific program competencies, and abilities to utilize current program-specific technology. Employer surveys help us determine the relevance of educational experiences and programs.

- Focus groups—Focus groups are in-person interviews of small, often homogeneous groups of people, and require participants to reflect on themselves and their experiences. They can provide information on participants' behavior. They are particularly useful in planning assessment by identifying goals/issues and in corroborating the results of quantitative assessments.

Institutional Assessment

The Institutional Research and Development Division (IR&D) is responsible for reporting on institutional effectiveness and implementing a synergistic climate of assessment revolving around student learning. IR&D addresses accountability issues of whether TOCC is fulfilling its mission by assessing institutional goals, such as community service, scholarship, productivity, diversity, and revenue generation.

- In addition, the Assessment Committee compiles data deemed to bring meaningful insight into curricular changes, which is distilled into a brief report at the end of each summer session of each annual assessment cycle. This report makes recommendations for continuous improvement in student learning. The Vice President of Research and Development then presents this report to the college community.

Responsibilities of Assessment

Faculty

An important characteristic of an effective assessment program is that it is "faculty-owned and driven." In essence, this means that there must be active and ongoing participation in all phases/stages of assessment by faculty. Assigning intended proximal course-level outcomes is the responsibility of all faculty (full-time and adjuncts) and the Assessment Committee; program-level outcomes are derived by Lead Faculty and the Assessment Committee. Faculty must also use the results of the assessment data to strengthen and improve the curriculum and to improve student learning. Faculty assessment activities include:

- Conducting classroom assessments in order to focus student learning and implement instructional strategies in support of improving student learning outcomes.
- Participating in planning and conducting discipline/program assessments and then collaborate with colleagues to improve discipline/program outcomes.
- Submitting assessment instrument to Assessment Committee when required.
- Cooperating with college-wide assessment activities, such as the COMPASS tests, graduate and employer surveys.
- Representation on the Assessment Committee, which leads the assessment efforts at the college.

Self-Study Report

- Preparing classroom assessment reports specific to course(s) taught after each assessment cycle.
- Attending Continuous Improvement of Learning & Teaching Institutes/Workshops

Administration

Responsibility for assessment is college-wide and is shared by faculty, staff, students, and administration. While the primary responsibility for assessment of student academic achievement rests with faculty, administrators play a crucial role in management and delivery of resources and in the provision of effective responses to challenges. Administrator responsibilities include:

- Encouraging and supporting outcomes assessment at all levels.
- Facilitating faculty, discipline and program changes as designed by faculty in response to assessment findings.
- Encouraging cross-division and institution-wide dialogues and activities supporting assessment efforts.
- Strengthening and supporting curriculum, discipline/program, and student support services where challenges have been identified through assessment activities.
- Expressing publicly personal and institutional commitment to assessment of student learning and use of its results by department chairs and other academic administrators.
- Using professional development grants and other incentives, recognition, and rewards for faculty involved in assessment activities at the departmental, divisional, and institutional level.
- Integrating the assessment process into the planning and budgeting processes of the institution so that academic approved plans for measuring student learning, costs associated with carrying them out, and subsequent changes to the academic units wish to test to determine if they would increase student academic achievement, are routinely incorporated into academic units' plans and budget requests.

Students

In order for assessment to work, students must be active participants. Assessment information that directly demonstrates student learning starts with the students themselves. The basic responsibilities of our students are to participate in both the direct assessment activities (tests, products, portfolios, etc.) and indirect assessment activities (interviews, surveys, focus groups, etc.). Other roles that students can assume in assessment are:

- Participating in assessment activities.
- Providing feedback and comments on activities.
- Facilitating assessment activities by acting as assessors themselves. (Critiquing class projects and presentations of others students, group work evaluation, conduct campus surveys, etc.).

Self-Study Report

Available Resources

Tohono O’odham Community College recognizes that the process of assessment is ongoing, in constant flux, and critical to the success of this institution. TOCC supports faculty and staff in the task of improving upon their assessment knowledge and skills. The resources at TOCC’s disposal include:

- **Assessment Committee:** In addition to coordinating assessment efforts, the members of the committee also function as resources to faculty, administration, staff and students to coordinate workshops and other assessment-related activities; assist with the analysis of assessment data, make recommendations for improvement to courses/programs, and are available as consultants to assist faculty with questions relevant to assessment.
 - TOCC is adding an Assessment Coordinator to assure that the College assessment program is of the highest possible quality. The Assessment Committee is responsible for overall planning, budgeting, organizing, faculty development, and coordination of activities required for campus-wide assessment.
- **Conferences/Institutes/Workshops:** Budgeted efforts are marshaled for financial resources to support the Assessment Committee, faculty, staff, and administration to attend professional development conferences and workshops on assessment, and to sponsor Continuous Improvement of Learning & Teaching Institutes on an annual basis for all faculty, so that a “culture of assessment” becomes the norm on the TOCC campus. This is dependent upon yearly budget approvals.
- By accessing the assessment web page, all TOCC stakeholders can remain informed of the assessment process, activities and outcomes.

Conclusion

Tohono O’odham Community College’s assessment activities are intended to produce an on-going culture of assessment that permeates the college at every level: a continual cycle of assessing student learning, reporting results of the assessment process, creating improvements, and evaluating the effects of improvements. While the external impetus for assessment may come from the Higher Learning Commission (HLC) and State criteria (AZ General Education Curriculum), the internal impetus stems from the desire to achieve the college’s purpose, mission, vision and goals. Improvements in student learning allow our graduates to reach their full potential and become both responsible citizens and tribal members able to contribute to their families, community, and professions.

Self-Study Report 2010

APPENDICES

Appendix A - General Knowledge Goals Course Level & Program Level Outcomes

1. GEWKDAG (STRENGTH)	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Articulate Himdag: T-So:son	Promote knowledge and values that enhance the concept of the O'odham way of life.	Promote knowledge and values that enhance the concept of the O'odham way of life.
Define one's identity in relation to T-Wohocudadag—Our Beliefs and the Himdag: T-Şo:şon	Articulate how the O'odham way of life contributes to the development of identity.	Articulate how the O'odham way of life contributes to the development of identity.
2. INTERPERSONAL SKILLS:	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
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	Recognize the rights and responsibilities of participating in a democracy.	Embrace civil rights and responsibilities.
3. CONCEPTUALIZATION	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Think Critically	Construct well-supported, clearly articulated, and sustained arguments.	Critique concepts and issues.
Develop Problem Solving Skills	Apply problem solving skills to real-life situations.	Prescribe solutions to real-life problems.
Comprehend	Examine and integrate new information.	Interpret and assess information.
Analyze and Interpret	Separate ideas, texts, artistic expression, or data into parts to study interrelationships and articulate an informed response.	Generate original data and devise hypotheses.
4. COMMUNICATION	COURSE LEVEL OUTCOMES	PROGRAM LEVEL OUTCOMES
Write	Express ideas in written format for a variety of audiences.	Create an original thesis.
Speak	Discuss information using one's own voice.	Assess audience for effective communication.
Listen/Receive	Follow verbal and non-verbal instructions.	Respond appropriately to a variety of communication modalities.
Present	Deliver a presentation to an intended audience.	Design a presentation that incorporates original research.

Appendix B - Himdag: T-Ṣo:Ṣon Assessment

Assessing Himdag: T-Ṣo:Ṣon through Journal Reflection, Audio and Video Reflection

The goal of this assessment is to evaluate student learning outcomes with qualitative data within and across disciplines. The Tohono O’odham language is often referred to by O’odham peoples as traditionally a spoken language, not a written or read dissemination of knowledge. In order to capture their traditional communication style and the western approach to communicating and learning, students will employ reflection as a learning tool using written and oral methodologies. The outcome to focus on is students will be required to use written and oral reflecting in order to synthesize their understanding of the Himdag: T-Ṣo:Ṣon in promoting their identity within the O’odham lifeways.

In order to do be consistent – allowing us to compare data within and across disciplines –the SLA committee recommends that each instructor use the following two questions for every course:

First:

How did today’s lecture in _____ help your understanding of the Himdag: T-Ṣo:Ṣon?

Second:

Why is this helpful to you at home, within your community, and the world outside of the Tohono O’odham Nation?

The first question prompts the student to think about the PROCESS of the lecture and whether or not there was a cerebral connection between the course they have just participated in and the Himdag: T-Ṣo:Ṣon. This helps the student reveal what he/she has learned and the processes in how they learned that material in the course. The question is an obvious starting point to help the student recall what their lecture taught them during that class period. In turn, this aids them to begin reflecting. The information they write or talk about will be a mixture of qualitative and quantitative narratives.

The second question should be the metacognition and synthesis connection. This is the “big picture” approach that prompts the student to connect the dots between a class lecture/lab with the “WHY” question of its overall influence in promoting their understanding of the Himdag: T-Ṣo:Ṣon, including their role at home and in their community. With hope, a much larger synthesis will soon develop that takes them off the Nation and apply their knowledge to a diversity of cultural and global issues.

Some more examples of applying these questions across disciplines:

How did today’s lecture in -----Reading 091 help your understanding of the Himdag: T-Ṣo:Ṣon?

can be asked in a number of ways that allows us to use it across disciplines:

1) How did today's lecture in Reading 091 that discussed EB White's Charlotte's Web help in your understanding of the Himdag: T-Şo:Şon?

2) Why is the story of farm animals in Charlotte's Web helpful to you at home, within your community, and the world outside of the Tohono O'odham Nation?

Similarly, we can ask the question in Math 212:

1) How did today's lecture in Calculus help your understanding of the Himdag: T-Şo:Şon?

This can be tweaked as necessary:

1a) How did today's lecture in Calculus - that applied mathematical formula to reach an optimal solution - help in your understanding of the Himdag: T-Şo:Şon?

(An example of the use of calculus in mechanics is Newton's second law of motion: historically stated it expressly uses the term "rate of change" which refers to the derivative saying The rate of change of momentum of a body is equal to the resultant force acting on the body and is in the same direction. Commonly expressed today as $\text{Force} = \text{Mass} \times \text{acceleration}$, it involves differential calculus because acceleration is the time derivative of velocity or second time derivative of trajectory or spatial position. Starting from knowing how an object is accelerating, we use calculus to derive its path.) taken from Wikipedia.

2) Why is the application of mathematical formula helpful to you at home, within your community, and the world outside of the Tohono O'odham Nation?

Appendix C - Interpersonal Skills Assessment

Fall 2010 Embedded Assessment for Interpersonal Skills and Gewkdag

During the summer of 2010, the Assessment Committee developed two foremost embedded assessment instruments to be implemented in the 2010-2011 fall and spring semesters; embedded assessments will continue according to the 1.5-year assessment cycle. Each instrument will assess student learning outcomes for the General Knowledge Goals within and across disciplines. The Assessment Committee identified several Programs that have courses from four academic disciplines that consistently draw student enrollments: science/agriculture, math, writing, and reading, as well as two popular occupational/apprenticeship certificate programs: social services and plumbing to implement this portion of general education assessment.

The first embedded instrument utilizes reflective journaling. Students are required to reflect in a either a written or an audio journal that enables each student to address two questions about their learning experiences in their class or classes once a week for the duration of the semester (Refer to Appendix B).

The second embedded assessment instrument is activity-based. Each instructor is required to implement into their course curriculum an activity that requires students to work in a group. Given the differences within and between academic and occupational disciplines, the activity generated for assessment is dependent on the particular course and the design of such activity is left to the instructor. However, each activity-based embedded assessment utilizes rubrics designed by the Assessment Committee (Refer to Appendices D - I) to insure consistency in assessment data collection; access to rubrics are provided to each instructor during pre-semester orientations. For instance, the instructor for the main reading course (REA 112) may choose to have in-class activities to assess student learning outcomes, while other instructors in other disciplines may choose service learning activities for assessment; service learning is an activity in which students engage the community to express a learning activity based on their class performance objectives. Previous service learning activities include students enrolled in the math for teachers course (MAT 142) going to the local middle school to teach math for a day.

Self-Study Report 2010

Appendix D - Conceptualization Rubric

Name: _____ Course: _____ Date: _____

	Lacking (1=D)	Fair (2=C)	Good (3=B)	Exemplary (4=A)	Total
Formulation of Problem/Issue	Unable to define problem/issue.	Makes a limited attempt to define problem/issue.	Makes a good attempt to define the problem/issue.	Clearly defines and articulates problem/issue.	
Analyses of Problem/Issue	Considers insufficient aspects and dimension of the problem/issue.	Considers some aspects and dimension of the problem/issue.	Considers most aspects and dimension of the problem/issue.	Considers all relevant aspects and dimension of the problem/issue.	
Frames Personal Responses & Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to consider other perspectives.	Formulates a vague and indecisive point of view, (or) considers weak, but not strong alternative perspectives.	Formulates a clear and precise personal point of view concerning the issue, and includes strong alternative perspectives.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival perspectives and provides convincing responses to these.	
Avoids Bias	Does not consider bias and/or does not make changes to avoid bias in personal response.	Makes a limited attempt to consider bias and/or makes limited changes to avoid bias in personal response.	Makes a good attempt to consider bias and makes some attempt to avoid bias in personal response.	Makes a conscientious effort to consider where bias occurs and and makes changes to avoid bias in personal response.	
Supports Conclusions	Conclusions are not supported or are supported with inappropriate/no evidence.	Conclusions are stated and supported by some level of reasoning and appropriate evidence.	Conclusions are stated and supported by appropriate reasoning and evidence most of the time.	Conclusions are clearly stated and supported by appropriate reasoning and evidence.	
				Total Points:	/20

Self-Study Report 2010

Appendix E - Interpersonal Skills Rubric

Name: _____ Course: _____ Date: _____

	Lacking (1=D)	Fair (2=C)	Good (3=B)	Exemplary (4=A)	Total
Leadership Skills	Unwilling to demonstrate any leadership at all.	Willing to assume a leadership role in a very limited capacity, but needs guidance.	Capable of exercising good leadership and can guide others.	Demonstrates natural leadership abilities beyond expectations by taking initiative and guiding others.	
Teamwork: I-We:mta	Even with guidance and support, does not work well or contribute to a group.	With help or prodding is able to work productively and cooperatively in a group.	Works productively and cooperatively in a group most of the time.	Exceeds expectations by working productively and cooperatively in a group at all times.	
Diverse Perspectives	Unwilling to consider opinions that differ from one's own.	Willing to entertain opinions that differ to one's own on a limited basis.	Open to consider other opinions that may clash with one's own.	Very willing to embrace and accept diverse points of view without judgment or prejudice.	
Responsibility	Often blames others and doesn't reflect on own behavior.	Occasionally does not assume responsibility for one's own behavior.	Accepts responsibility for personal behavior.	Accepts total responsibility for personal behavior and acts ethically.	
Intrinsic Motivation	Not motivated to complete tasks regardless of rewards and consequences.	Motivated to complete tasks only with rewards and consequences.	Values learning and completes tasks without the expectation of rewards or consequences.	Exceptionally goal driven and displays a passion for learning and accomplishing the task at hand.	
Respect: T-Pi:k Elida	Has difficulty showing respect for others, even with prodding and guidance.	Displays respect for others with some noteworthy exceptions.	Displays respect for others.	Is a positive role model for others and displays respect and empathy for everyone beyond expectations.	
				Total Points:	/24

Self-Study Report 2010

Appendix F - Listening Communication Rubric

Name: _____ Course: _____ Date: _____

COMPREHEN- SION	Lacking (1=D)	Fair (2=C)	Good (3=B)	Exemplary (4=A)	Total
Identify Speaker's Purpose & Point of View	Cannot identify speaker's purpose and point of view.	Can identify part of speaker's purpose and point of view.	Can identify most of speaker's purpose and point of view.	Can identify all of speaker's purpose and point of view.	
Infer Meaning from Context	Is unable to infer meaning from context.	Is able to infer the meaning from context some of the time.	Is able to infer meaning from context most of the time.	Is able to infer meaning from context all of the time.	
Summarizing Skills	Incapable of summarizing or restating the main ideas of the speaker.	Attempts to summarize or restate the main ideas of the speaker, but in a limited way.	Can summarize or restate the main ideas of the speaker, but missing some key points.	Can effectively and accurately summarize or restate the main ideas of the speaker.	
Note Taking	Does not take notes to assist task.	Takes some notes but not very detailed.	Takes good notes, but not always accurate.	In depth and accurate notes kept to assist with task.	
INTERPRETA-TION					
Distinguish Fact from Opinion	Cannot distinguish fact from opinion.	Can only give an example of a fact or an opinion, but not both.	Is able to determine the distinction between fact and opinion most of the time.	Clearly demonstrates the distinction between fact and opinion.	
Making Connections	Is unable to make any connections between what is heard and their	Attempts to make a connection between what is heard and their	Is able to make a connection between what is heard and their own experience	Is able to make direct and clear connections between what is heard and their own	

Self-Study Report 2010

	own experience.	own experience, but not logical.	for the most part.	experience.	
Supporting Opinion	Unable to make an opinion and support it with evidence.	Attempts to make an opinion, but not supported with evidence.	Able to make an opinion and support it with some evidence.	Able to make an opinion and support it with plenty of evidence.	
Generate Questions	Cannot ask any questions based on the speaker's presentation.	Attempts to ask questions based on the speaker's presentation, but not relevant.	Can generate some questions based on the speaker's presentation that are relevant.	Can generate plenty of appropriate questions based on the speaker's presentation.	
				Total Points:	/32

Self-Study Report 2010

Appendix G - Presentation Rubric

Name: _____ Course: _____ Date: _____

	Lacking (1=D)	Fair (2=C)	Good (3=B)	Exemplary (4=A)	Total
Preparedness	Student does not seem at all prepared to present and has not rehearsed.	Student is somewhat prepared, but it is clear that rehearsal was insufficient.	Student seems fairly well prepared, but could have benefitted with some more rehearsal time.	Student is completely prepared and has obviously invested time in rehearsal.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Posture & Audience Acknowledgment	Slouches and/or does not look at the audience at all, reading from notes throughout the whole presentation.	Occasionally stands up straight and establishes eye contact, but still relies heavily on notes.	Usually stands up straight and establishes eye contact most of the time but frequently returns to notes.	Consistently stands up straight and maintains frequent eye contact with audience, referring to notes on occasion.	
Use of Visuals/ Technology	Visuals used are superfluous or none are used. No use of technology is used.	Visuals rarely support the presentation. Technology is not used appropriately.	Visuals relate to the presentation/ Technology is used appropriately.	Visuals explain and reinforce the presentation/Creative use of technology.	
Timing & Pacing	Presentation is less than ____ minutes and not paced at all.	Presentation is ____ minutes in length and not well-paced.	Presentation is between ____ minutes in duration and fairly well paced.	Presentation is ____ minutes in duration and well-paced.	

Self-Study Report 2010

Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly to be heard.	Student's voice is low, incorrectly pronounces terms, and audience members have difficulty hearing the presentation.	Student's voice is clear, pronounces most words correctly, and most audience members can hear the presentation.	Student uses a clear voice and correct, precise pronunciation so that all audience members can hear the presentation.	
				Total Points:	

Self-Study Report 2010

H - Speaking Rubric

Name: _____ **Course:** _____ **Date:** _____

	Lacking (1=D)	Fair (2=C)	Good (3=B)	Exemplary (4=A)	Total
Task Completion	Minimal completion of task and/or responses frequently inappropriate.	Partial completion of the task; responses mostly appropriate yet undeveloped.	Completion of the task; responses appropriate and adequately developed.	Superior completion of task; responses appropriate and with elaboration.	
Comprehensibility	Responses barely comprehensible.	Responses mostly comprehensible, requiring interpretation on part of the listener.	Responses comprehensible, requiring minimal interpretation on part of the listener.	Responses readily comprehensible, requiring no interpretation on part of the listener.	
Fluency	Speech halting an uneven with long pauses and incomplete thoughts.	Speech sloppy and/or slow with frequent pauses, few or no incomplete thoughts.	Some hesitation but manages to continue and complete thoughts.	Speech continuous with few pauses or stumbling.	
Pronunciation	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.	
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Partially inadequate and/or inaccurate use of vocabulary; too basic for this level.	Adequate and accurate use of vocabulary for this level.	Rich use of vocabulary.	
Language Control	Inadequate or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.	
				Total Points:	/24

Self-Study Report 2010

Appendix I - Written Communication Rubric

Name: _____ **Course:** _____ **Date:** _____

Intended Outcome: The student will use clear and concise communication in the written form.

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Structure	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Organizational structure and paragraphing have serious and persistent errors.	
Content	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence.	Written work does not cover the assigned topic, and assertions are not supported by evidence.	
Mechanics	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
Overall Score =					/12



TOCC Annual Assessment Report

July 2010

The 2010 Assessment Report includes information collected from various sources throughout TOCC and aggregated for the purposes of examination and facilitation of progress toward obtainment of TOCC mission and goals. The information included in this report is designed to be used by all departments and units within TOCC to inform and guide services and activities provided by TOCC.

This Report includes analysis of the following surveys:

- Himdag: T-So:son Student Survey
- Mission and Goals Student Survey
- Communication Assessment 2007 and 2010
- Conceptualization Assessment 2005 and 2010
- GED Survey on GED Instruction
- GED Survey on Mission and Goals
- GED Survey on Himdag: T-So:son

Student Survey – Himdag: T-So:son
Spring, 2010

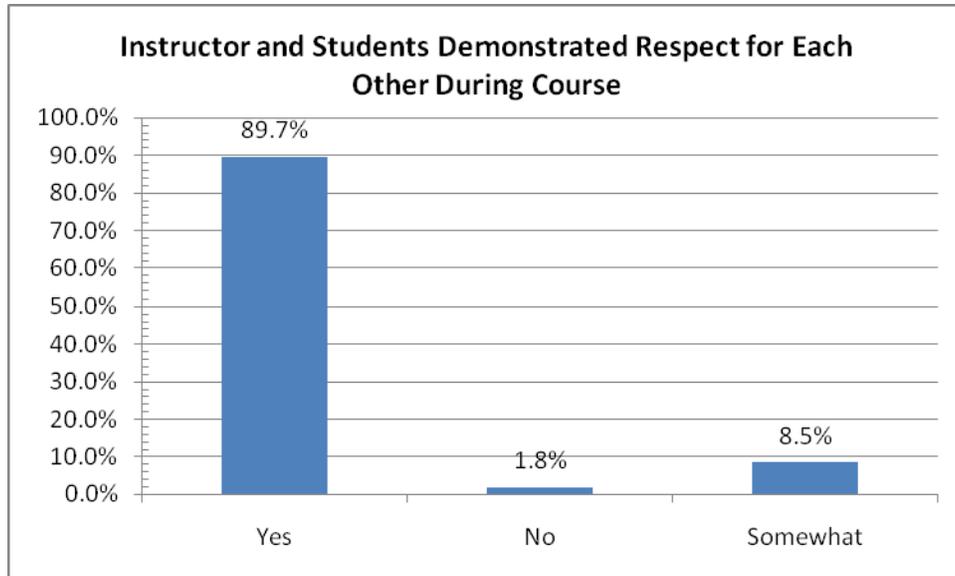
The Student Survey – Himdag: T-So:son was completed by 166 TOCC students from 32 courses of study. The table below outlines the number of students from each course of study who completed the survey.

Course	Frequency	Percent
ANR 186	2	1.2
APPRENTICESHIP	22	13.3
Art Appreciation 105	2	1.2
Basic Art 100	10	6.0
BIO 100	1	.6
CDA 5/7/10	8	4.8
CIS 100	1	.6
EDU 100	2	1.2
EDU 201	5	3.0
ELEC	3	1.8
GED	17	10.2
HIS 122	16	9.6
HIS 141	2	1.2
HIS 274	2	1.2
ITC 100	13	7.8
MAT 082	3	1.8

Self-Study Report 2010

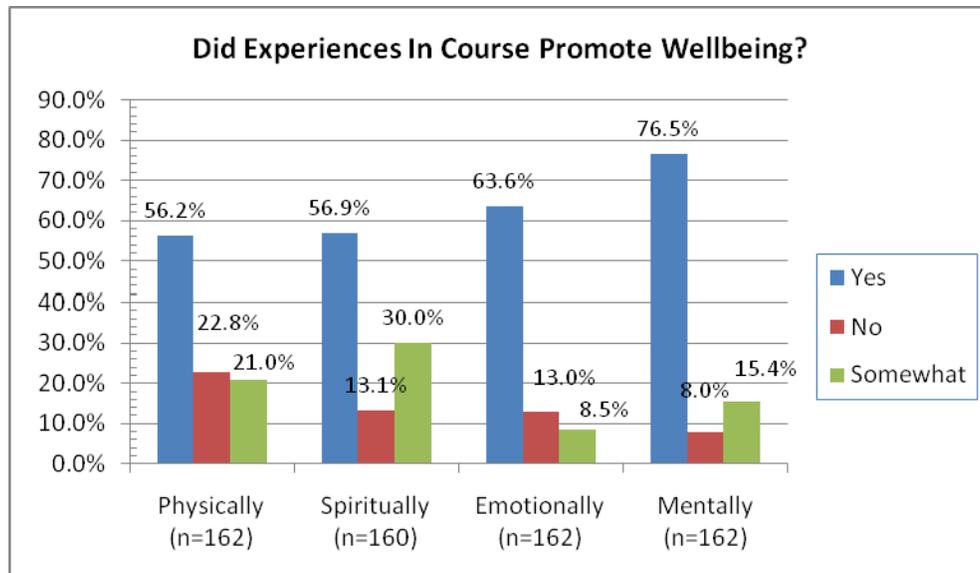
MAT 086	6	3.6
MAT 092	5	3.0
MAT 142	1	.6
PLUMBING	6	3.6
REA 081	1	.6
REA 091	1	.6
SPE 110	2	1.2
SSE 110	1	.6
SSE 121	2	1.2
SSE 123	2	1.2
SSE 146	8	4.8
SSE 212	8	4.8
THO 101	7	4.2
WRI 101	2	1.2
WRT 070	2	1.2
WRT 102	3	1.8
Total	166	100.0

Most of the students (89.7%) indicated that the students and instructors demonstrated respect for each other during the courses (n=165). The responses are provided below.



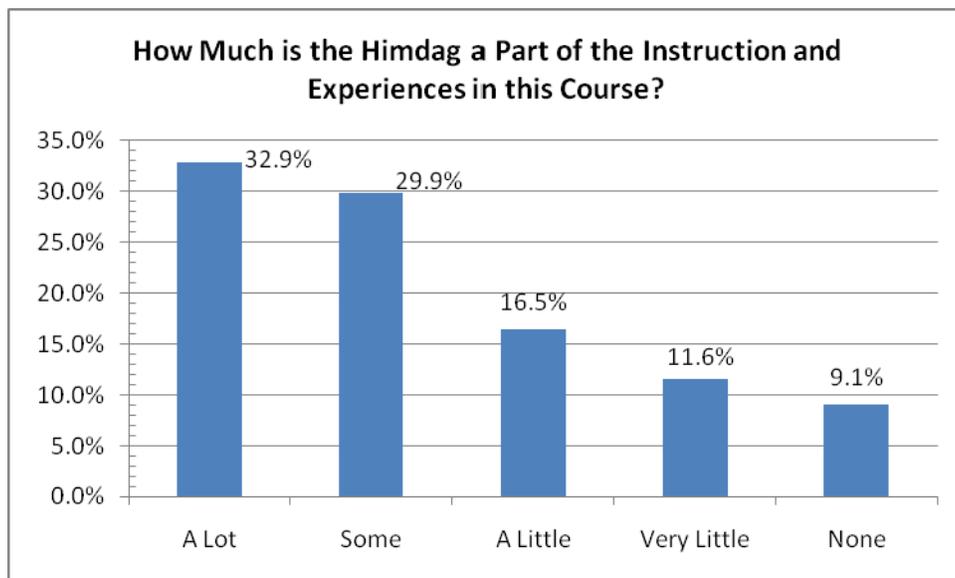
In addition, the 93.2% of the responding students indicated the courses included lessons or activities that strengthened the students individually and all students as a group, while a small percentage (6.8%) reported the courses did not include such lessons or activities (n=161).

As outlined in the following graph, most of the responding students indicated the experiences during class in the represented courses promoted physical, spiritual, emotional, and mental wellbeing.

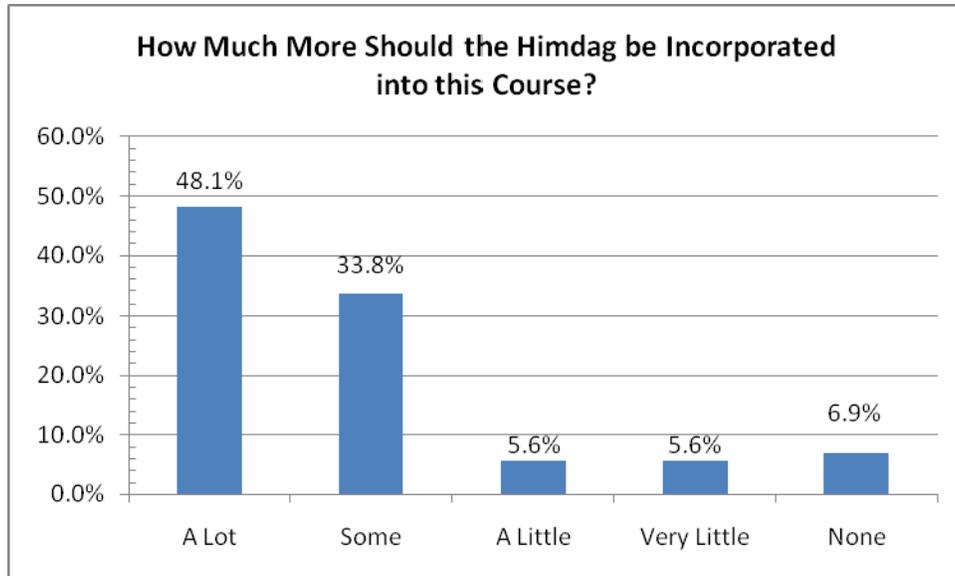


Moreover, 87.1% of the responding students reported lessons or activities during the represented courses that increased their respect for the land, people, things upon the land, or themselves (n=163). Similarly, 90.3% of the students contended they participated in activities during the represented courses that promoted working together and helping each other (n=165).

Nearly one-third (32.9%) of the responding students indicated the Himdag was included in a lot of the instruction and experiences they had in the represented courses, while 9.1% reported the Himdag was not included at all (n=164). The responses are detailed below.



As illustrated in the following chart, when asked how much more students would like to see the Himdag incorporated into the instruction and activities of the represented courses, 81.9% of the students suggested they would like some or a lot more incorporation (n=160).



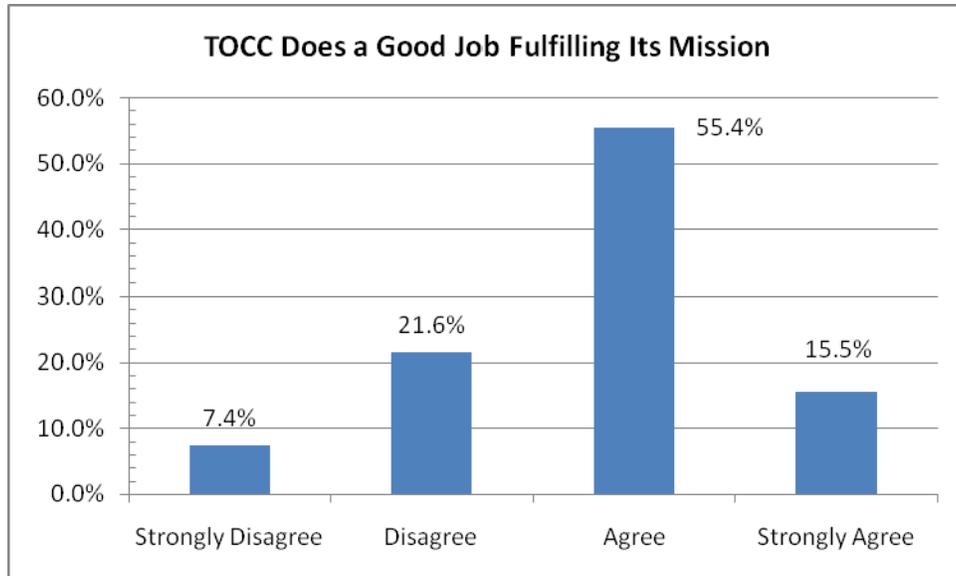
One student provided the additional comment, “Everything was going great until TOCC hired a non-native to teach Tohono O’odham History & Culture. After, I totally lost interest in the course. The instructor was a good guy, but still inappropriate.” Another student suggested, “The course was better when taught by a real O’odham man and respected person, Danny Lopez.” Yet another student offered, “The first line of the Himdag is not true in reality by my student experience.” Finally, another student indicated, “Himdag experience needs more work.”

Student Survey of TOCC Mission and Goals

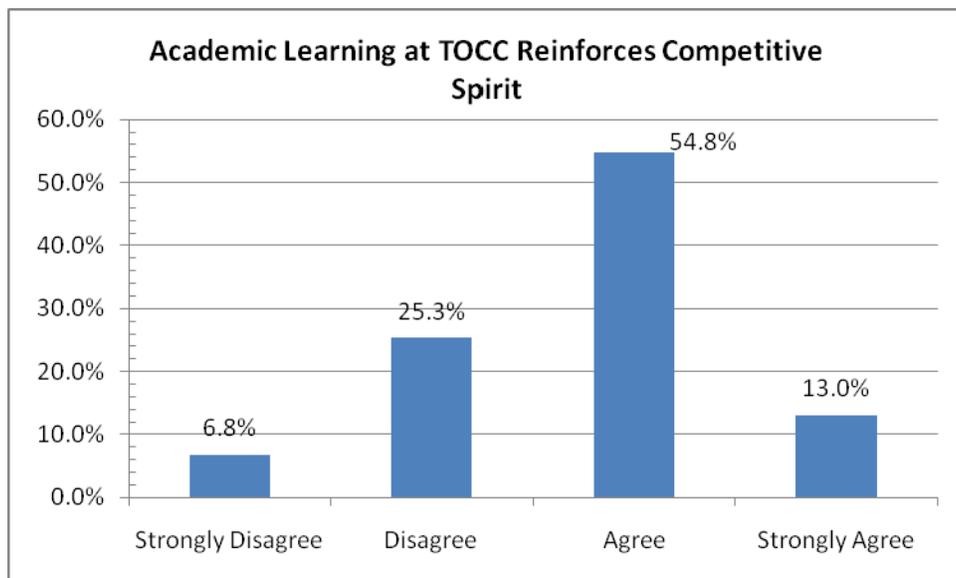
Spring, 2010

The Student Survey on Tohono O’odham Community College Mission and Goals was completed by 149 students.

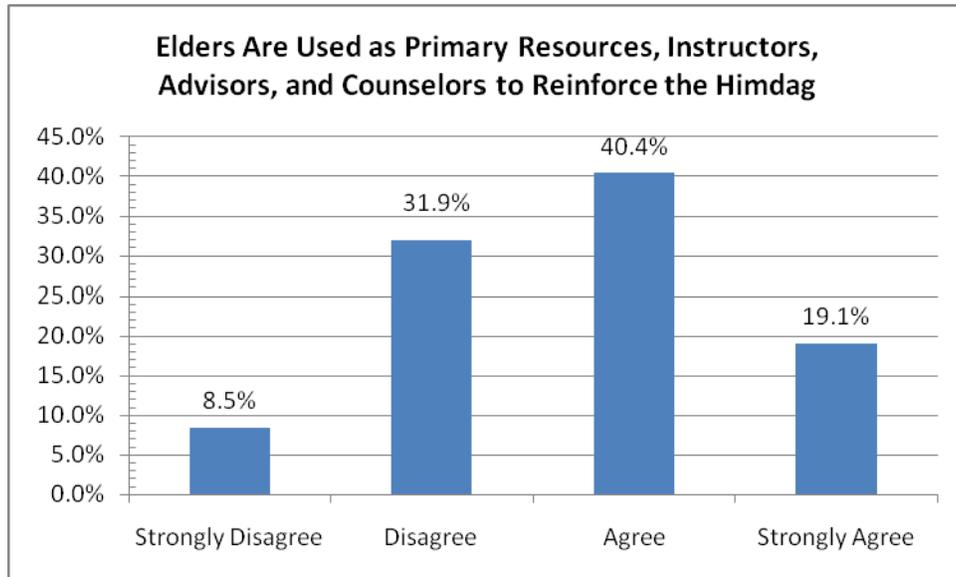
Nearly three-fourths of the responding students (70.9%) agreed or strongly agreed that TOCC does a good job fulfilling its mission (n=148). The responses provided to this question are outlined in the following chart.



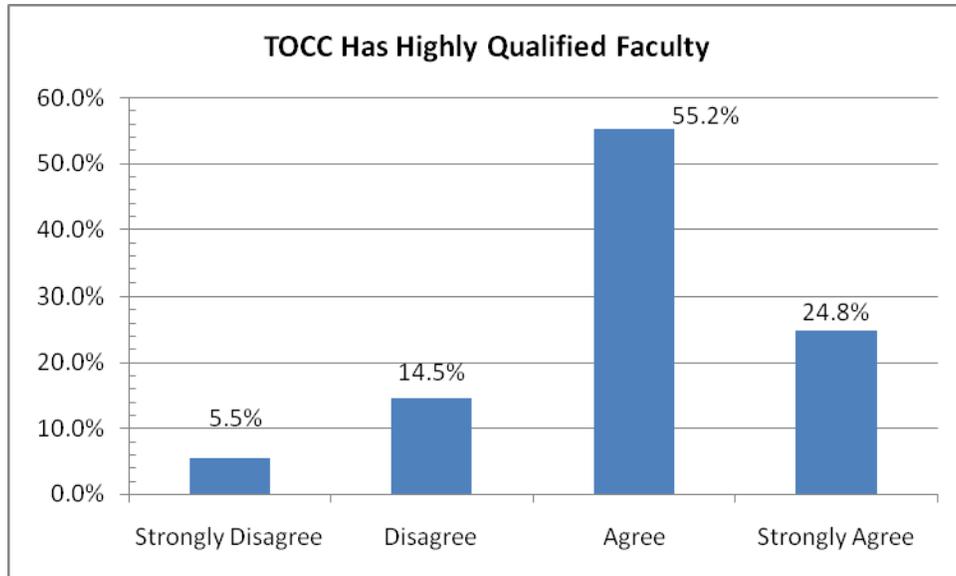
As outlined below, most students (67.8%) agreed or strongly agreed that academic learning at TOCC reinforces competitive spirit (n=146).



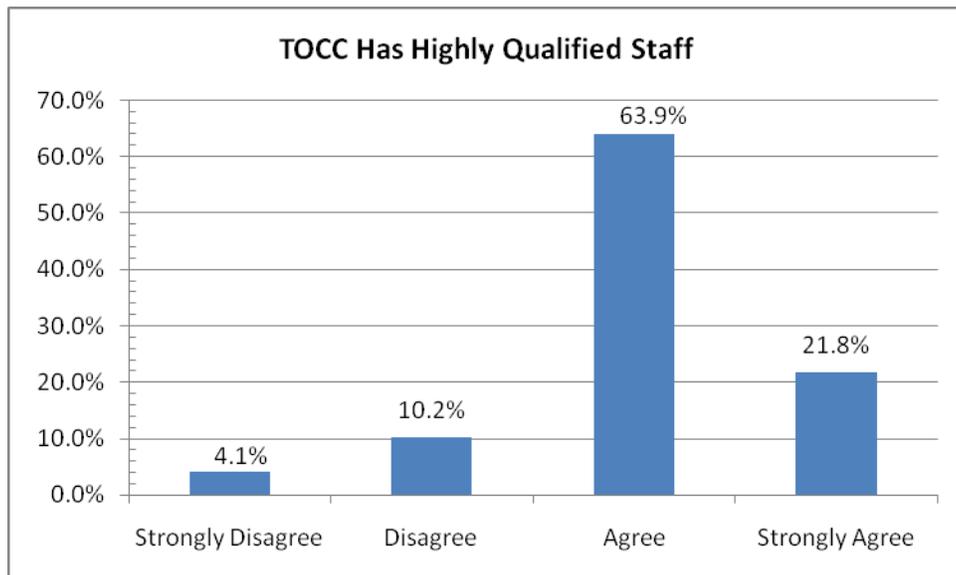
In addition, over half the responding students (59.5%) agreed or strongly agreed that elders are used as primary resources, instructors, advisors, and counselors to reinforce the Himdag (n=141). The responses are presented in the following chart.



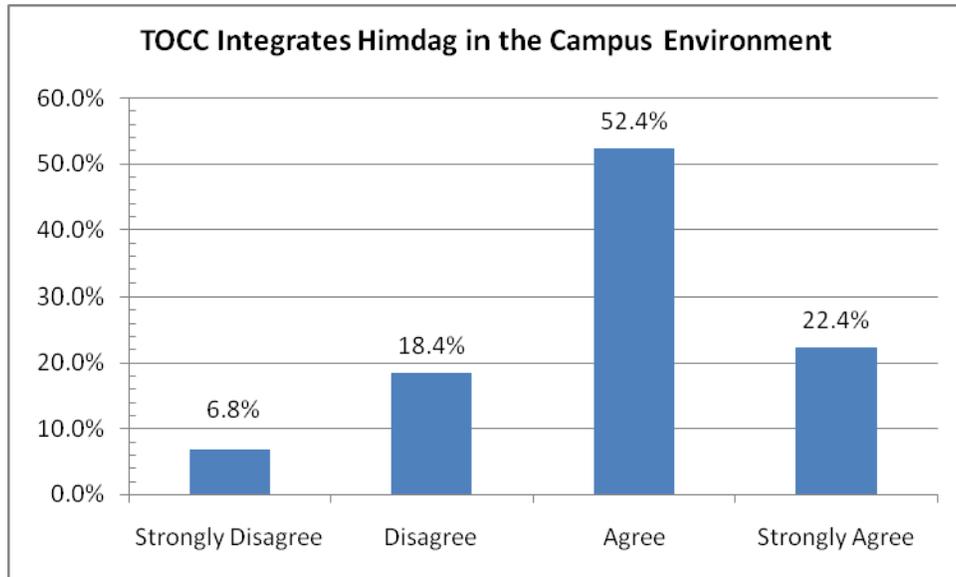
Similarly, as presented in the chart below, over three-fourths of the responding students (77.0%) agreed or strongly agreed that TOCC has highly qualified faculty (n=145).



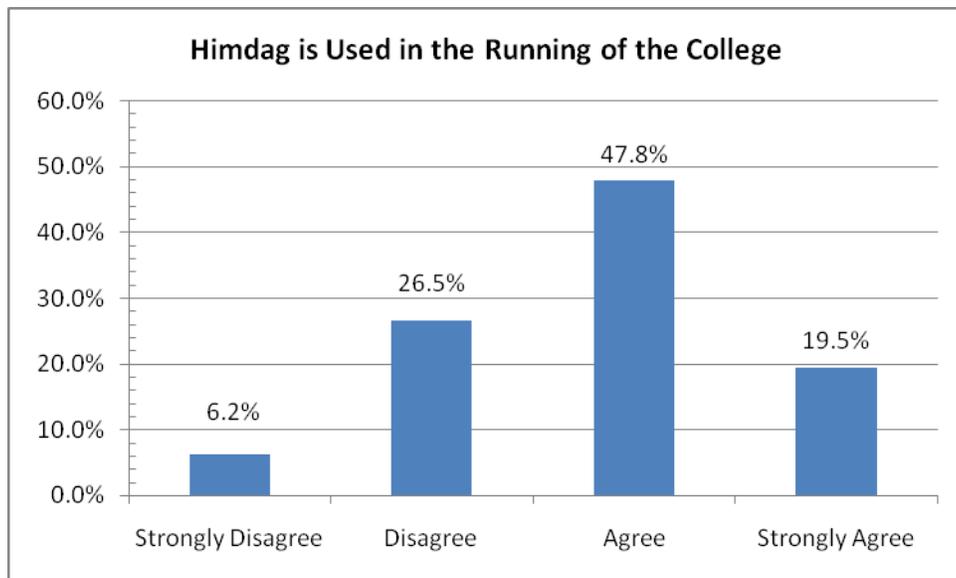
Moreover, most of the students (85.7%) agreed or strongly agreed that TOCC has highly qualified staff, as outlined in the following chart (n=147).



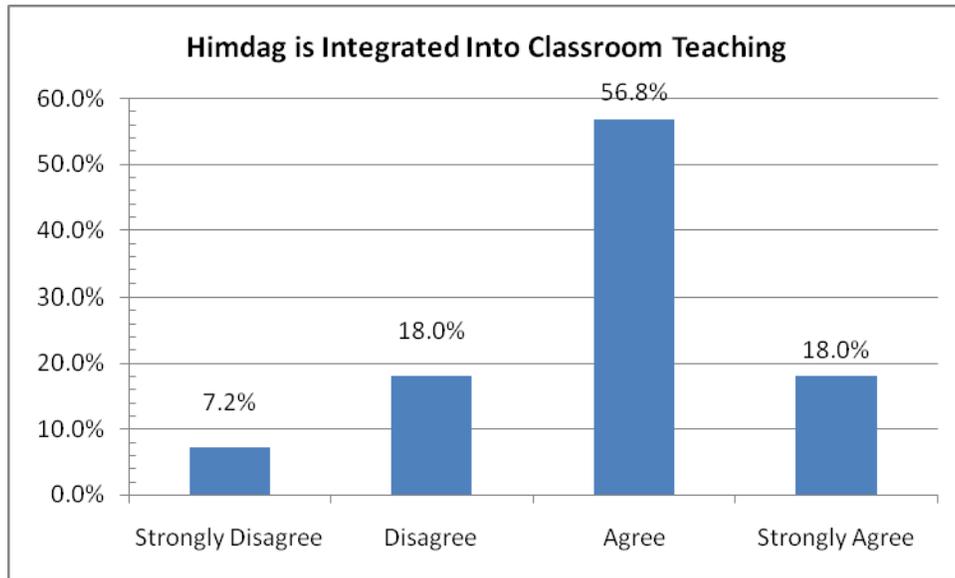
When asked if TOCC integrated Himdag in the campus environment (i.e., classrooms, social areas, etc.), nearly three-fourths of the students (74.8%) agreed or strongly agreed (n=147). The responses are illustrated below.



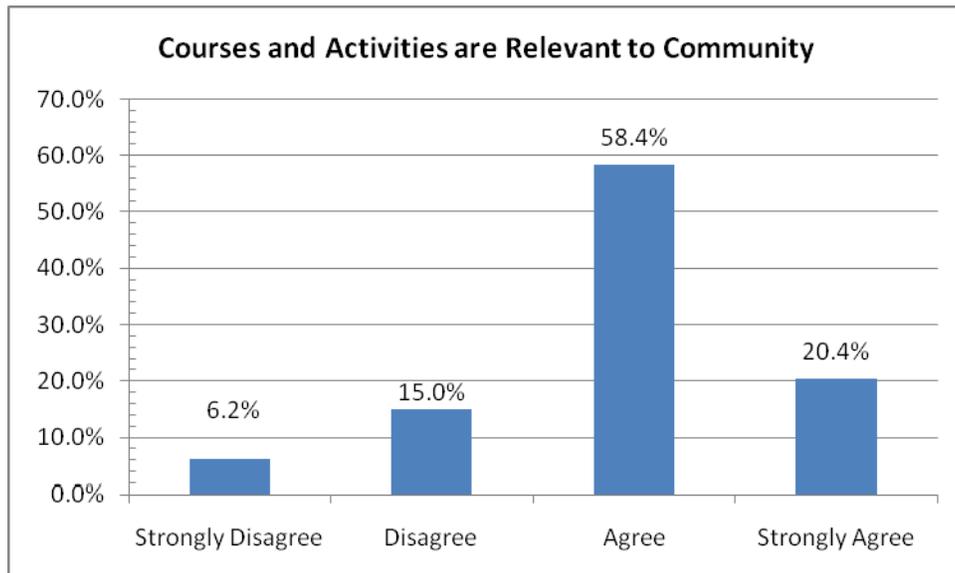
As presented in the following chart, over half the respondents (66.3%) agreed or strongly agreed that the Himdag is used in the running of the college (n=113).



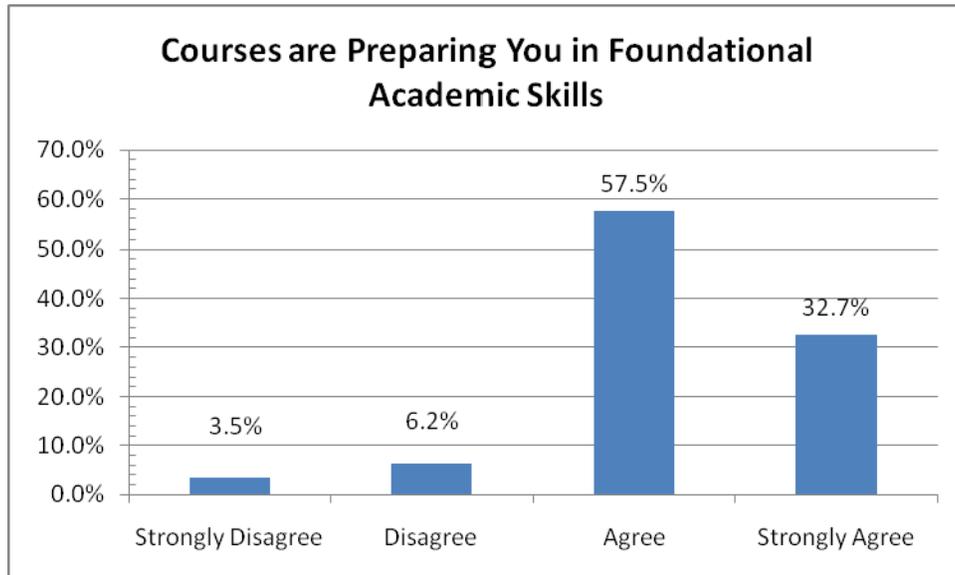
Similarly, nearly three-fourths of the students (74.8%) agreed or strongly agreed that the Himdag is integrated into classroom teaching (n=111). The responses are outlined in the chart below.



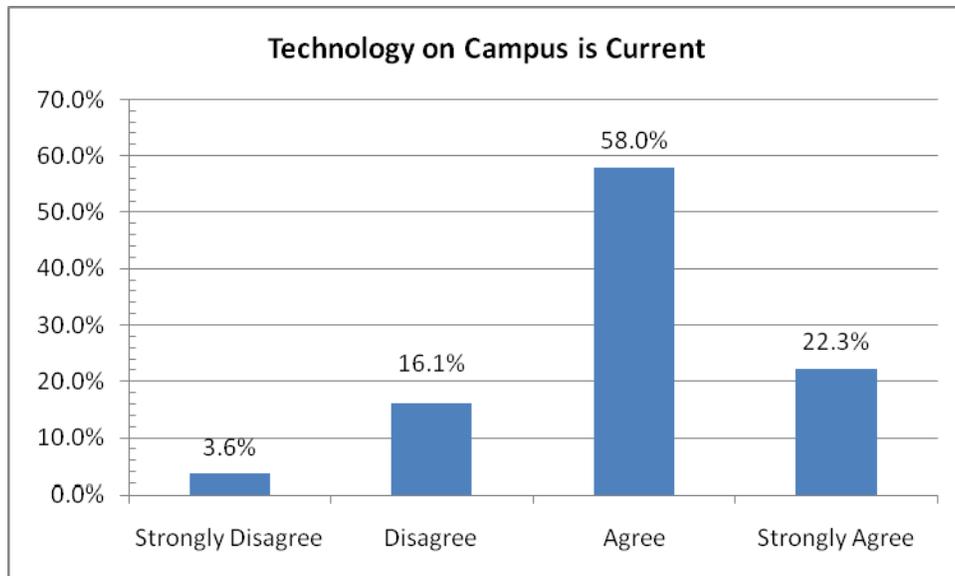
As illustrated in the following chart, most of the students (78.8%) agreed or strongly agreed that courses and activities are relevant to the TO community (n=113).



The majority of students (90.2%) agreed or strongly agreed that TOCC courses are preparing them in foundational academic skills (n=113). The responses are detailed below.



As outlined in the following chart, most of the students (80.3%) agreed or strongly agreed that technology on campus is current and facilitates learning for students and the broader community (n=112).



Additional suggestions about how TOCC can better fulfill its mission that were offered by students follow:

Self-Study Report 2010

1. Be Tohono O'odham not other Races. 2. Acknowledge yourselves as O'odham people not the educated white people 3. Be your self not some one your not.

1. Astrology - would like to do some astrology. 2. Drafting - interested in drafting.

1. Concentrate on classes that can help the locals. i.e. nursing, automotive, etc..

1. Have a few presentations in class or out in communities. 2. More community engagement.

1. Have faculty that are going to be here to stay and not an individual that will be here a short time. 2. More activity(s) and events. 3. Staff need to be more involved with students.

1. Hire better administrators - whom want out people to succeed. 2. Fire certain administrators who take advantage of their position for personal gain. 3. Funding, funding. MAKE THE COLLEGE FOR STUDENTS not for Administrators. The schools for us & what we

1. In need of a new campus with a dormitory. 2. Need GED instructors out in districts/communities Monday-Fridays.

1. Just keep on teaching! 2. The Nation's employees should be encouraged to take more TOCC classes. How do you encourage them? Can the Nation get educational/training money for reimbursements? 3. Outreach programs like the "Climate Change" one help spread

1. Provide students with good instruction by having good instructors. 2. Elders involvement, they have the knowledge to keep the Himdag alive. 3. Continue to provide a stepping stone for student starting and leading on to a college/university education.

Actually include the communities in the college by pulling resources of actual O'odham as teachers, resources, instructors, speakers etc. The staff & administration must be able to live T-So:son and truly understand what it is before they can share, teach it.

Already doing well except to invite an Elderly individual for more understanding of the tradition cultures if needed.

Better building & location with DayCare for students at anytime they have class. More challenging courses that do transfer or get you a solid degree - no certificates. Extend its hours!

Better communication of teachers, some make assignments not clear.

Build school a little bigger or in a different location.

Change the sign outside periodically. It's had the same thing written on there all semester.

classes at west end of Nation

computers in classrooms, O'odham/English dictionaries

Get more info from students and staff.

Have the instructors teach some math reading or writing in the evening due to students working during the day and can't leave until a certain time.

Having the mission statements posted all around campus would help and have all staff/faculty be more involved in all college events (traditional and non-traditional).

Hire faculty & staff & administration that knows & understands T-so-son's our Himdag. We will know this by the way they conduct themselves here at work & with the students & community.

Hire O'odham staff & open up to all teachers that are interested in coming to teach on the reservation.

I believe TOCC (administrators) need to focus on communication. Listening to the students and finding out what we are lacking as a college. Administrators need to communicate with faculty and backing the faculty. Avoiding the issues won't make it go away.

Immersion language classes. Outside class rooms. Culture room.

Increase use Elders. Increase Himdag in classrooms.

It can be better by offering more classes on the Himdag. And offer more classes to go towards a nursing carer because so many students want to be nurses here.

Keep hope alive. Get more teachers.

Less admin micro-management. Provide instructors with office support. Let instructors teach instead of hold responsibilities that are Admin's responsibilities.

More classes

More elderly involvement. More school spirit. More community involvement.

More involvement w/staff to students

more involvement with schools on Nation, more booths & presentations

More O'odham teachers, and some of our himadag used in classes.

More O'odham teachers. More classes on himadag.

Night classes & weekend classes

night classes. Satellite classes in other districts.

offer math in evening or late afternoon (job issues)

Openness between administration & students to misunderstandings that surrounded teachers who left. Continue with lunch seminars that integrate Himdag. Encourage student input.

provide assistance for parents (childcare, different class hours). Incorporate more cultural activities and student interaction events.

Some of the required classes need to have more time.

Support for instructors to stay around community to do service learning. Double adjunct pay. Get list of Elders and assist instructors in connecting with them - counter the "outsider" being ignored. \$ to elders. Need O'odham language classes from Beginn

The college (TOCC) should have more math teachers. It should also have more agriculture classes.

The technology is current on campus but there is no WIFI. Sometimes all the computers are being used in the Success Center & it would be really convenient if we could use the wireless internet. Most of the time the IT guys are reluctant to set up the wire

They could go out into the community more. Have more class & community involvement.

To provide more student advisors. For the opportunity to have frequent one-on-one visits and advising.

TOCC should be more for the students - what they think, what they feel. TOCC provide more activities for families with children. I'm a single parent. Don't really spend time with my children at home as much as I need to while being a full time student.

transportation

Upgrade all computers to Microsoft 2010 version

Use technology already in place. Help students learn to be scholars - study skills, researching topics, organizing. Have O'odham role models talk with students about the importance of doing assignment and submitting them on time!

West and east campus need to work together more better.

Work together. Help out students that need it.

Communication Assessment Summary

2007 & 2010

The communication assessment was scored across seven domains or outcomes, which included writing a cohesive paragraph that is of sufficient length, consisted of complete sentences, contained a main idea or topic sentence, and included supporting detail sentences, as well as using standard written English that was free of spelling errors, free of punctuation errors, and free of grammatical errors. Scores of *exemplary*, *competent*, or *developing* were assigned to each outcome or domain for all assessments. A scoring rubric with clear guidelines for what encompasses exemplary, competent, or developing assessments was utilized, which provided objective criteria for determining scores across the domains or outcomes.

Spring, 2007

In the spring semester of 2007, the communication exercise was completed by 119 academic students. No communication assessments were provided for GED or Apprenticeship students; therefore, all assessment summaries will be provided across all 119 students.

Write a Cohesive Paragraph that is of Sufficient Length

The scoring rubric indicated that a *developing* score be assigned to assessments that were comprised of less than five sentences. A *competent* score was assigned to assessments that included five sentences. An assessment that was comprised of more than five sentences was assigned an *exemplary* score.

The 2007 scores assigned to this domain or outcome are outlined in the following table. As provided below, over 40% of the assessments received a developing, while another 40% were rated as competent, and nearly 20% were assigned an *exemplary* score.

Score	Frequency	Percent
Developing	49	41.2
Competent	48	40.3
Exemplary	22	18.5
Total	119	100.0

Write a Cohesive Paragraph that Consists of Complete Sentences

For this domain or outcome, a *developing* score was assigned if the assessment included two or more incomplete sentences. A *competent* score indicated no more than one incomplete sentence was

Self-Study Report 2010

included in the assessment. An *exemplary* score was assigned to assessments that utilized complete sentences (subject, verb, and complete thought).

In 2007, 21.8% of the assessments were assigned a *developing* score, 36.1% received a *competent* score, and 42.0% were rated as *exemplary*. The scores are presented below.

Score	Frequency	Percent
Developing	26	21.8
Competent	43	36.1
Exemplary	50	42.0
Total	119	100.0

Write a Cohesive Paragraph that Contains a Main Idea or Topic Sentence

A *developing* score indicated the assessment lacked a main idea or topic sentence. A *competent* score was assigned if the assessment included a topic or main idea but lacked a topic sentence. An *exemplary* score was assigned to assessments that included a clearly defined topic sentence.

In 2007, 84.8% of the assessments received a *developing* or *competent* score, while a small number earned a score of *exemplary*. The scores are provided in the following chart.

Score	Frequency	Percent
Developing	38	31.9
Competent	63	52.9
Exemplary	18	15.1
Total	119	100.0

Write a Cohesive paragraph that Includes Supporting Detail Sentences

A *developing* score indicated less than three sentences supported the main idea. A *competent* score was assigned if the assessment included three or more sentences that supported the topic sentence. An *exemplary* score was assigned to assessments in which all sentences supported the topic sentence.

As presented in the following table, over half the 2007 assessments were assigned a *developing* score for this domain, over one-third were *competent*, and 9.3% were *exemplary*.

Score	Frequency	Percent
Developing	64	54.2
Competent	43	36.4
Exemplary	11	9.3
Total	118	100.0

Use Standard Written English Free of Spelling Errors

For this domain or outcome, a *developing* score was assigned if the assessment included two or more spelling errors. A *competent* score that indicated the assessment included one spelling error. An *exemplary* score was assigned to assessments in which all spelling was correct.

The scores for this domain or outcome are outlined below.

Score	Frequency	Percent
Developing	22	18.6
Competent	36	30.5
Exemplary	60	50.8
Total	118	100.0

Use Standard Written English Free of Punctuation Errors

The scoring rubric indicated that a *developing* score be assigned to assessments that included three or more punctuation errors. A *competent* score was assigned to assessments that included one to two punctuation errors. Assessments that were free of punctuation errors were assigned an *exemplary* score.

As outlined below, 39.5% of the assessments were assigned a score of *developing*, 40.3% were *competent*, and 20.2% were rated as *exemplary*.

Score	Frequency	Percent
Developing	47	39.5
Competent	48	40.3
Exemplary	24	20.2
Total	119	100.0

Use Standard Written English Free of Grammatical Errors

For this domain or outcome, a *developing* score was assigned if the assessment included two or more grammatical errors. A *competent* score indicated one grammatical error was included in the assessment. An *exemplary* score was assigned to assessments in which all grammar was correct.

As presented in the following table, nearly half the assessments were scored as developing, another 40% were competent, and over one-tenth were exemplary.

Score	Frequency	Percent
Developing	57	47.9
Competent	48	40.3
Exemplary	14	11.8
Total	119	100.0

Self-Study Report 2010

Additional Comments Provided by Scorers

Comments about the weaknesses or challenges observed in the 2007 communication assessments are outlined in the table below.

2007 Communication Assessment Challenges
Hasty writing.
Needs to understand punctuation. Thoughts were scattered.
Student needs to think further about use of this class.

Spring, 2010

In the spring semester of 2010, the communication exercise was completed by 240 students. Assessments for GED, Apprenticeship, and Academic students were provided for the 2010 cohort so it was possible to break out the responses into those three groups. Therefore, summary scores for the assessments will be provided for each domain or outcome across the three categories of students.

The breakdown of students who completed the communication assessment is provided in the table below.

Student Category	Frequency	Percent
GED student	15	6.3
Apprenticeship student	29	12.1
Academic student	196	81.7
Total	240	100.0

Write a Cohesive Paragraph that is of Sufficient Length

The scoring rubric indicated that a *developing* score be assigned to assessments that were comprised of less than five sentences. A *competent* score was assigned to assessments that included five sentences. An assessment that was comprised of more than five sentences was assigned an *exemplary* score.

The 2010 scores assigned to this domain or outcome are outlined in the following table. As reflected below, the majority of the GED and Apprenticeship student assessments were scored as *developing*, while most of the Academic student assessments were *competent*.

Self-Study Report 2010

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	13	15	66	94
	% within Group	86.7%	51.7%	33.7%	39.2%
Competent	Frequency	1	11	84	96
	% within Group	6.7%	37.9%	42.9%	40.0%
Exemplary	Frequency	1	3	46	50
	% within Group	6.7%	10.3%	23.5%	20.8%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Write a Cohesive Paragraph that Consists of Complete Sentences

For this domain or outcome, a *developing* score was assigned if the assessment included two or more incomplete sentences. A *competent* score indicated no more than one incomplete sentence was included in the assessment. An *exemplary* score was assigned to assessments that utilized complete sentences (subject, verb, and complete thought).

Across the three groups of student assessments, 69.6% of the assessments were scored as *developing*, and 26.3% were *competent*. The 2010 scores for all students are presented below.

Score		Group			Total
		GED student	Apprenticeship student	Academic student	
Developing	Frequency	15	26	126	167
	% within Group	100.0%	89.7%	64.3%	69.6%
Competent	Frequency	0	2	61	63
	% within Group	.0%	6.9%	31.1%	26.3%
Exemplary	Frequency	0	1	9	10
	% within Group	.0%	3.4%	4.6%	4.2%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Write a Cohesive Paragraph that Contains a Main Idea or Topic Sentence

A *developing* score indicated the assessment lacked a main idea or topic sentence. A *competent* score was assigned if the assessment included a topic or main ideal but lacked a topic sentence. An *exemplary* score was assigned to assessments that included a clearly defined topic sentence.

In 2010, 90.4% of the assessments across the three groups of students received a *developing* or *competent* score, while 9.6% earned a score of *exemplary*. The scores are provided in the following chart.

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	11	13	80	104
	% within Group	73.3%	44.8%	40.8%	43.3%
Competent	Frequency	4	15	94	113
	% within Group	26.7%	51.7%	48.0%	47.1%
Exemplary	Frequency	0	1	22	23
	% within Group	.0%	3.4%	11.2%	9.6%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Write a Cohesive Paragraph that Includes Supporting Detail Sentences

A *developing* score indicated less than three sentences supported the main idea. A *competent* score was assigned if the assessment included three or more sentences that supported the topic sentence. An *exemplary* score was assigned to assessments in which all sentences supported the topic sentence.

As presented in the following table, most of the students across the three groups received a *developing* score, while 42.9% of the Academic student assessments were scored as *competent* or *exemplary*.

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	13	17	107	137
	% within Group	86.7%	58.6%	54.6%	57.1%
Competent	Frequency	2	11	82	95
	% within Group	13.3%	37.9%	41.8%	39.6%
Exemplary	Frequency	0	1	7	8
	% within Group	.0%	3.4%	3.6%	3.3%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Use Standard Written English Free of Spelling Errors

For this domain or outcome, a *developing* score was assigned if the assessment included two or more spelling errors. A *competent* score that indicated the assessment included one spelling error. An *exemplary* score was assigned to assessments in which all spelling was correct.

As outlined below, nearly half the assessments across the three groups earned a *competent* score.

Self-Study Report 2010

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	7	21	52	80
	% within Group	46.7%	72.4%	26.5%	33.3%
Competent	Frequency	7	5	99	111
	% within Group	46.7%	17.2%	50.5%	46.3%
Exemplary	Frequency	1	3	45	49
	% within Group	6.7%	10.3%	23.0%	20.4%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Use Standard Written English Free of Punctuation Errors

The scoring rubric indicated that a *developing* score be assigned to assessments that included three or more punctuation errors. A *competent* score was assigned to assessments that included one to two punctuation errors. Assessments that were free of punctuation errors were assigned an *exemplary* score. As outlined below, most of the Academic student assessments were scored as *competent*, while the majority of the GED and Apprenticeship student assessments were *developing*.

Score	Group			Total	
	GED Student	Apprenticeship student	Academic student		
Developing	Frequency	12	19	64	95
	% within Group	80.0%	65.5%	32.7%	39.6%
Competent	Frequency	3	10	124	137
	% within Group	20.0%	34.5%	63.3%	57.1%

Self-Study Report 2010

Exemplary	Frequency	0	0	8	8
	% within Group	.0%	.0%	4.1%	3.3%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Use Standard Written English Free of Grammatical Errors

For this domain or outcome, a *developing* score was assigned if the assessment included two or more grammatical errors. A *competent* score indicated one grammatical error was included in the assessment. An *exemplary* score was assigned to assessments in which all grammar was correct.

The 2010 scores are presented in the following table.

Score		Group			Total
		GED student	Apprenticeship student	Academic student	
Developing	Frequency	15	29	178	222
	% within Group	100.0%	100.0%	90.8%	92.5%
Competent	Frequency	0	0	17	17
	% within Group	.0%	.0%	8.7%	7.1%
Exemplary	Frequency	0	0	1	1
	% within Group	.0%	.0%	.5%	.4%
Total	Frequency	15	29	196	240
	% within Group	100.0%	100.0%	100.0%	100.0%

Additional Comments Provided by Scorers

Comments about the weaknesses or challenges observed in the 2010 communication assessments are outlined in the following table.

2010 Communication Assessment Weaknesses

Incomplete Essay

Redundant

Conceptualization Assessment Summary

2005 & 2010

The conceptualization assessment was scored across six domains or outcomes, which included demonstrating steps to a problem-solving process, identifying the appropriate relationship between cause and effect, utilizing Tohono O’odham values to predict solutions, distinguishing fact-based statements from statements of opinion, brainstorming and prioritizing solutions to given problems, and predicting implications of policy changes. Scores of *exemplary*, *competent*, or *developing* were assigned to each outcome or domain for all assessments. A scoring rubric with clear guidelines for what encompasses exemplary, competent, or developing assessments was utilized, which provided objective criteria for determining scores across the domains or outcomes.

Spring, 2005

In the spring semester of 2005, the conceptualization exercise was completed by 77 students. The course names and student identification information was not provided for the 2005 cohort so it was not possible to break out the responses into GED, Apprenticeship, and Academic students. Therefore, all responses will be provided across all 77 students.

Demonstrated Steps to a Problem-Solving Process

The scoring rubric indicated that a *developing* score be assigned to assessments in which the student wrote no statement, question, or solution. A *competent* score was assigned to assessments in which one statement, question, or solution was provided that followed from the question. An assessment was assigned an *exemplary* score when the issue was described in a complete statement, statement was written as a question, and solutions were provided that address the question.

The 2005 scores assigned to this domain or outcome are outlined in the following table. As provided below, over half the students received a score of *competent*, while another one-third were rated as *exemplary*, and over one-tenth were assigned a *developing* score.

Score	Frequency	Percent
Developing	9	11.7

Self-Study Report 2010

Competent	42	54.5
Exemplary	26	33.8
Total	77	100.0

Identified the Appropriate Relationship Between Cause and Effect

For this domain or outcome, a *developing* score was assigned if the student did not identify a cause and effect relationship. A *competent* score indicated at least one cause and effect relationship relating to the issue was included in the assessments. An *exemplary* score was assigned to assessments in which two cause and effect relationships relating to the issue were included.

In 2005, 15.6% of the assessments were assigned a developing score, 46.8% received a competent score, and 37.7% were rated as exemplary. The scores are presented below.

Score	Frequency	Percent
Developing	12	15.6
Competent	36	46.8
Exemplary	29	37.7
Total	77	100.0

Guided by Tohono O'odham Values to Find Solution

A *developing* score indicated no Tohono O'odham values were included in the solution. A *competent* score was assigned if the assessment included one Tohono O'odham Value. An *exemplary* score was assigned to assessments in which two or more Tohono O'odham values were included.

In 2005, 92.2% of the assessments received a *developing* or *competent* score, while a small number earned a score of *exemplary*. The scores are provided in the following chart.

Score	Frequency	Percent
Developing	36	46.8
Competent	35	45.5

Self-Study Report 2010

Exemplary	6	7.8
Total	77	100.0

Distinguished Fact-based Statements from Statements of Opinion

A *developing* score indicated no correct definitions or examples of cause and effect were included in the solution. A *competent* score was assigned if the assessment included at least one correct definition or example of fact and/or opinion. An *exemplary* score was assigned to assessments in which fact and opinion were defined and an example of each was included.

As presented in the following table, nearly half the assessments were assigned a *developing* score for this domain and 15.6% were *exemplary*.

Score	Frequency	Percent
Developing	33	42.9
Competent	32	41.6
Exemplary	12	15.6
Total	77	100.0

Brainstormed and Prioritized Solutions

For this domain or outcome, a *developing* score was assigned if the student did not compare or contrast possible solutions. A *competent* score that indicated a comparison or contrast of possible solutions, but not both, was included in the assessments. An *exemplary* score was assigned to assessments in which possible solutions were compared and contrasted.

The scores for this domain or outcome are outlined below.

Score	Frequency	Percent
Developing	27	35.1
Competent	29	37.7

Self-Study Report 2010

Exemplary	21	27.3
Total	77	100.0

Predicted Implications of Policy Changes

The scoring rubric indicated that a *developing* score be assigned to assessments in which the student did not describe implications of a given solution. A *competent* score was assigned to assessments in which at least one possible implication of a solution was included. Assessments in which at least two possible implications of a solution were described were assigned an *exemplary* score.

As outlined below, 22.1% of the assessments were assigned a score of *developing*, 42.9% were *competent*, and 35.1% were rated as *exemplary*.

Score	Frequency	Percent
Developing	17	22.1
Competent	33	42.9
Exemplary	27	35.1
Total	77	100.0

Additional Comments Provided by Scorers

Some comments about the students' strengths as observed through the 2005 conceptualization assessments are outlined in the following table.

Student Strengths
Addresses prompt directly
Complex thinker, good writer.
Critical thinking is obvious.
Demonstrates guidance by TO values.

Self-Study Report 2010

Demonstrates focused development with specific and relevant details.

Followed directions well

Full of enthusiasm, interest.

Good comparison of west east parts of reservation.

Good spelling, good sentence construction, interesting

Has focused development

Included both a positive and negative implication.

Incorporates TO values well

Nice intro and description of problem.

Nicely written

Organized ideas

Sentence structure reflects circular thinking.

Shows in-depth knowledge of the issue, well written

Solutions are realistic, care for children is expressed well

Solutions relate back to question

Specific details in discussion

Strong concept of sovereignty.

Comments about the weaknesses or challenges observed in the 2005 conceptualization assessments are outlined in the table below.

Student Challenges

Didn't address bulleted items.

Grammatical errors, incomplete sentences, lacks organization

Grammatical errors, incomplete sentences, misspellings.

Self-Study Report 2010

Grammatical errors, run-ons

Grammatical errors, run-ons, punctuation errors

Hard time reading handwriting.

Incomplete sentences.

Inconsistent control of sentence structure

Inconsistent control of sentence structure and conventions.

Informal writing, run-ons.

Lacked organization.

Minimal control of sentence structure and conventions.

Outline format, did not describe O'odham values identified loss of values.

Punctuation, verb tense, incomplete sentences.

Punctuation and grammatical errors.

Run-ons, incomplete sentences

Spelling and grammar issues. No compare and contrast.

Trouble with complex sentences, fact vs. opinion.

Writing needs development.

Spring, 2010

In the spring semester of 2010, the conceptualization exercise was completed by 150 students. The course names and student identification information were provided for the 2010 cohort so it was possible to break out the responses into GED, Apprenticeship, and Academic students. Therefore, summary scores for the assessments will be provided for each domain or outcome across the three categories of students.

The breakdown of students who completed the conceptualization assessment is provided in the table below.

Self-Study Report 2010

Student	Frequency	Percent
GED student	15	10.0
Apprenticeship student	27	18.0
Academic student	108	72.0
Total	150	100.0

Demonstrated Steps to a Problem-Solving Process

The scoring rubric indicated that a *developing* score be assigned to assessments in which the student wrote no statement, question, or solution. A *competent* score was assigned to assessments in which one statement, question, or solution was provided that followed from the question. An assessment was assigned an *exemplary* score when the issue was described in a complete statement, the statement was written as a question, and solutions were provided that address the question.

The 2010 scores assigned to this domain or outcome are outlined in the following table. As reflected below, the majority of the GED and Apprenticeship p student assessments were scored as *developing*, while most of the Academic student assessments were *competent*.

Score		Group			Total
		GED student	Apprenticeship student	Academic student	
Developing	Frequency	10	16	5	31
	% within Group	66.7%	59.3%	4.6%	20.7%
Competent	Frequency	3	10	58	71
	% within Group	20.0%	37.0%	53.7%	47.3%
Exemplary	Frequency	2	1	45	48
	% within Group	13.3%	3.7%	41.7%	32.0%
Total	Frequency	15	27	108	150
	% within Group	100.0%	100.0%	100.0%	100.0%

Identified the Appropriate Relationship Between Cause and Effect

For this domain or outcome, a *developing* score was assigned if the student did not identify a cause and effect relationship. A *competent* score indicated at least one cause and effect relationship relating to the issue was included in the assessments. An *exemplary* score was assigned to assessments in which two cause and effect relationships relating to the issue were included.

Although differences were noted between the groups in 2010, 66.7% of the assessments across the three groups were scored as *competent*. The 2010 scores for all students are presented below.

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	7	19	9	35
	% within Group	46.7%	70.4%	8.3%	23.3%
Competent	Frequency	8	8	84	100
	% within Group	53.3%	29.6%	77.8%	66.7%
Exemplary	Frequency	0	0	15	15
	% within Group	.0%	.0%	13.9%	10.0%
Total	Frequency	15	27	108	150
	% within Group	100.0%	100.0%	100.0%	100.0%

Guided by Tohono O’odham Values to Find Solution

A *developing* score indicated no Tohono O’odham values were included in the solution. A *competent* score was assigned if the assessment included one Tohono O’odham Value. An *exemplary* score was assigned to assessments in which two or more Tohono O’odham values were included.

Self-Study Report 2010

In 2010, 87.2% of the assessments across the three groups of students received a *developing* or *competent* score, while a small number earned a score of *exemplary*. The scores are provided in the following chart.

Score		Group			Total
		GED student	Apprenticeship student	Academic student	
Developing	Frequency	14	25	61	100
	% within Group	100.0%	92.6%	56.5%	67.1%
Competent	Frequency	0	1	29	30
	% within Group	.0%	3.7%	26.9%	20.1%
Exemplary	Frequency	0	1	18	19
	% within Group	.0%	3.7%	16.7%	12.8%
Total	Frequency	14	27	108	149
	% within Group	100.0%	100.0%	100.0%	100.0%

Distinguished Fact-based Statements from Statements of Opinion

A *developing* score indicated no correct definitions or examples of cause and effect were included in the solution. A *competent* score was assigned if the assessment included at least one correct definition or example of fact and/or opinion. An *exemplary* score was assigned to assessments in which fact and opinion were defined and an example of each was included.

As presented in the following table, most of the students across the three groups received a *developing* score, while 41.7% of the Academic student assessments were scored as *competent* or *exemplary*.

Self-Study Report 2010

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	13	25	63	101
	% within Group	86.7%	92.6%	58.3%	67.3%
Competent	Frequency	2	1	22	25
	% within Group	13.3%	3.7%	20.4%	16.7%
Exemplary	Frequency	0	1	23	24
	% within Group	.0%	3.7%	21.3%	16.0%
Total	Frequency	15	27	108	150
	% within Group	100.0%	100.0%	100.0%	100.0%

Brainstormed and Prioritized Solutions

For this domain or outcome, a *developing* score was assigned if the student did not compare or contrast possible solutions. A *competent* score that indicated a comparison or contrast of possible solutions, but not both, was included in the assessments. An *exemplary* score was assigned to assessments in which possible solutions were compared and contrasted.

The scores for this domain or outcome are outlined below.

Score	Group			Total	
	GED student	Apprenticeship student	Academic student		
Developing	Frequency	11	22	47	80
	% within Group	73.3%	81.5%	43.5%	53.3%
Competent	Frequency	4	5	52	61

Self-Study Report 2010

	% within Group	26.7%	18.5%	48.1%	40.7%
Exemplary	Frequency	0	0	9	9
	% within Group	.0%	.0%	8.3%	6.0%
Total	Frequency	15	27	108	150
	% within Group	100.0%	100.0%	100.0%	100.0%

Predicted Implications of Policy Changes

The scoring rubric indicated that a *developing* score be assigned to assessments in which the student did not describe an implications of a given solution. A *competent* score was assigned to assessments in which at least one possible implication of a solution was included. Assessments in which the at least two possible implications of a solution were described were assigned an *exemplary* score.

As outlined below, most of the Academic student assessments were scored as *competent*, while the majority of the GED and Apprenticeship student assessments were *developing*.

Score		Group			Total
		GED student	Apprenticeship student	Academic student	
Developing	Frequency	13	23	36	72
	% within Group	86.7%	85.2%	33.3%	48.0%
Competent	Frequency	2	4	60	66
	% within Group	13.3%	14.8%	55.6%	44.0%
Exemplary	Frequency	0	0	12	12
	% within Group	.0%	.0%	11.1%	8.0%
Total	Frequency	15	27	108	150
	% within Group	100.0%	100.0%	100.0%	100.0%

Additional Comments Provided by Scorers

Self-Study Report 2010

Some comments about the students' strengths as observed through the 2010 conceptualization assessments are outlined in the following table.

Student Strengths
Good fact vs. opinion
Great job all areas.
Incorporates TO values well
Well done.

Comments about the weaknesses or challenges observed in the 2010 conceptualization assessments are outlined in the table below.

Student Challenges
Did not develop ideas fully
Grammatical errors
Grammatical errors, incomplete sentences
Grammatical errors, incomplete sentences, misspellings.
Needs development in all areas.
Outline format.
Spelling errors, outline format.

Conceptualization Exercise Student Opinion Survey

Spring, 2010

The Conceptualization Exercise Student Opinion Survey was completed by 119 students in 35 courses or areas of study. The courses, areas of study represented, and number of completed surveys per class are outlined in the following table.

Self-Study Report 2010

Course/Area of Study	Completed Surveys	Percent
ANR 111	2	1.7
ART 100 Basic design	1	.8
BIO 100N	4	3.4
BIO 109N Natural History of the SW	1	.8
Carpentry	2	1.7
CDA 112	3	2.5
CIS 100	2	1.7
EDU 100	2	1.7
Electrical	5	4.2
GED	14	11.8
HIS 122-1	7	5.9
HIS 122-2 TO History and Culture	7	5.9
ITC 100 Stages Of Human Development	11	9.2
ITC 100-2 Stages of Human Development	3	2.5
MAT 086 Pre Algebra	5	4.2
MAT 092	7	5.9
MAT 122 Intermediate Algebra	2	1.7
MAT 142	1	.8
MAT 147 Mathematics for Elementary Teachers II	2	1.7
MAT 151	1	.8
MGT 124	1	.8
OAP 171 Office Procedures	2	1.7

Self-Study Report 2010

Painting	7	5.9
Plumbing	6	5.0
SPE 102 Intro to Speech	2	1.7
SSE 110 Intro to Social Welfare	2	1.7
SSE 123	2	1.7
SSE 212	3	2.5
THO 101 Elementary TO I	1	.8
THO 102 Elementary TO II	1	.8
WRT 070 Developmental Writing	1	.8
WRT 100 Writing Fundamentals	2	1.7
WRT 101 Writing I	2	1.7
WRT 102 Writing II	5	4.2
Total	119	100.0

Many responses were provided by students when queried about the most difficult part of the conceptualization exercise. The numerous and varied responses are outlined below.

What did you find most difficult about the conceptualization exercise?

About how to put it in writing.

All of it.

All the A-G questions, too many to fit in the paragraph.

Choosing an issue.

Comparing and contrasting the solutions.

Everything.

Explaining everything in a paragraph.

Expressing my thoughts in a short amount of time.

Figuring out what to say

Giving the main issue

Having to talk about something without information.

How to solve the issue.

How your five sentences turned into a whole Book.

I cannot express what I really want to say because my language skills are not that good.

I had to think and then put into sentences.

I had to think quickly.

I just got blank minded that's all.

I know that I am always going to need help with my writing.

I think there were too many questions asked.

I think we can explain our education goals with less sentences.

I understand the task well and I did my best to submit answers.

It was a waste of time for me.

Relating my own experience to the subject I choose.

Spelling, not good in spelling.

The most difficult thing was the TO values because even though I am TO I do not know the traditional ways.

The compare and contrasting part of the paragraph

The exercise was difficult because I didn't know much about the topics.

The fact and opinion because I have a lot of opinions.

The part about TO values because I'm not TO.

The second part was too much to do in two minutes

The topics are serious issues, issues that need attention in everyday life.

The topics because they are random.

The topics should have had more options.

The topics were so narrow, not complex. Diabetes, border, all are issues that are over done.

The way it is run by TOCC.

The way we had to write it out.

The writing.

There is so much to say about each topic it is hard to say.

There weren't any issues that affect me and that we couldn't say the class name.

To make sure they passed out the proper sequence of color coordinated papers

Too many directions

Too many issues

Try to answer all the questions in one paragraph.

Trying to find the words to explain what I meant.

Which topic to choose.

Writing prompt is too general and does not specify my role, my audience, my format.

Writing, because it is hard to think about what to write.

Interestingly, most of the students (92.2%) found the directions to be clear (n=116). However, a small percentage (7.8% or nine students) found the directions to be unclear. Comments offered by five of those who found the directions to be unclear are detailed in the following table.

Explanations Provided By Students Who Found Directions Unclear

It didn't define the letter D question.

Needed more information.

The A-G questions make you want to answer them one by one and not in a paragraph.

Too Vague.

What's the purpose?

In addition, three-fourths of the responding students (75.0%) suggested the conceptualization exercise was a good way to evaluate students' problem-solving skills, while nearly one-fourth (24.1%) did not concur, and one student (0.9%) was unsure if exercise was a good way to evaluate students' problem-solving skills (n=108).

**Explanations Provided by Students Who Thought Exercise
Was Not Good Evaluation of Problem Solving**

Because some students are not good at writing.

Different ideas or added questions may have helped.

Doing right off hand I am not sure everyone would understand.

Don't think exercise fully captured students' skills because they all work differently.

Giving a limited choice in only one class gives us one voice and not more.

Had nothing to do with what I do in my job.

I have no idea what that had to do with problem solving.

I was under the impression that they were answering the writing levels.

It doesn't have anything to do with problem solving, I thought. I would rather it be a math problem.

It needs more time.

Most of it will be their own knowledge and opinions.

Not really because it didn't help with the opinion.

There was nothing to do with problem solving involved.

Too many questions.

Too vague.

What other problem solving skills are there for students?

Many TOCC courses were listed by students as courses at TOCC in which problem-solving skills are learned, as detailed in the following table.

TOCC Classes in Which Problem-Solving Skills Are Learned

All. There is always problem solving at TOCC,

BIO 100, Math 142

Case Work Methods I and II

CDA Courses.

Computer, public speaking, CDA, Social work class, addiction awareness.

Critical reading. The instructor gives us guides to solve problems.

Electrical construction

GED

Human relations in business, Supervision, labor

Mat 092

Mat 122, WRT 100, BIO 105

Math 86, Business Management, computer courses.

Math 92, Math 122, 2009 Summer Bridge Programs.

O'odham History

OAP 171. In today's office environment there are going to be miscommunications or tension in the air.

Only math and to implement culture to each class taken.

Painting Apprenticeship

Plumbing

Public speaking class.

Reading 88

Reading and Math Combined, CDFI workshop.

Social Welfare classes.

SPE 102

SSE 112, Case work I and II

TO Language

Tribal Law I and II

Writing

Moreover, most students (82.1%) thought instructors connect what they teach to “real world” issues found on the Nation, while a small percent did not concur (11.6%) or were unsure (6.3%) on this topic (n=95). When asked to explain their answers, students provided the following comments.

**Explanations Provided by Students Who Thought Instructors Do Not Connect
What They Teach to Real World Issues Found on the Nation**

Can't give any ideas what its like in the real world.

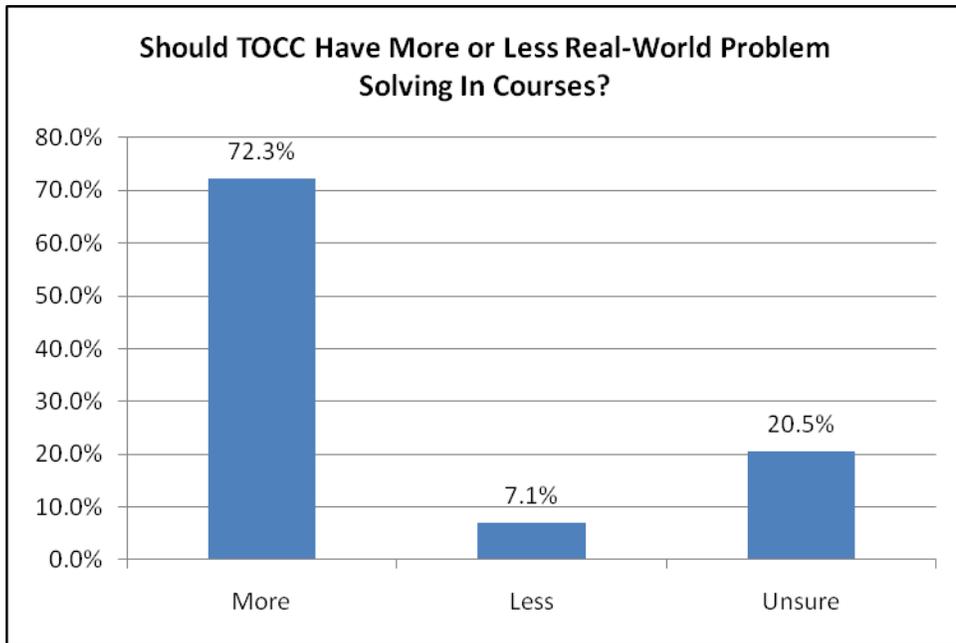
They only deal with issues on the Nation. None outside.

They rather hear from us than explain the Nation unless they actually live on the reservation.

To the world, but not so much the Nation.

What real world issues, the TON is in a bubble.

Nonetheless, most students thought TOCC should have more real-world problem solving opportunities in the courses, as presented in the chart below (n=112).



Explanations provided by those students who were unsure or opted for less problem solving are outlined in the following table.

Less Problem Solving in Courses? Please Explain.

All I hear about is how they were fine until the outside world came to the Nation.

I am unsure. I need more thought.

I don't take classes at TOCC. I am an apprentice

I think it is enough now because when we go home we have our own problems.

I think less to focus more on the classes.

I think we face real world issues everyday. We can't escape that.

If we don't have the real world experience how will we survive the real world.

In talking about problems it makes me want to do something to help.

Real world problems are good examples to use in class.

There are some things in the real world you can't deal with in the class room.

What's the point if you can't problem solve?

Moreover, many projects were mentioned by students that involve problem-solving steps, as detailed below.

Projects that Involved Problem-Solving Steps

A math problem solving (working with materials)

Algebra, solving equations.

All projects

Being able to coordinate a service learning project. The experience of finding out what needs to be done.

Bilingual education 100 this semester.

Biology assignment.

Comparing and contrasting. Missionary period, Mexican period, Post Gadsen Period.

Dealing with parents who have issues.

Estimate the size of a building and how much paint is needed for it.

Fixed a bowl for someone.

For social work, you need to figure out why a client is there by going into discussion.

Have to evaluate a disabled Child.

I did a service learning project in BIO 105 and I learned how to deal with partners and people on a project.

I had to find different ways to put my puppets together.

IN CDA classes, creating toys that will help you interact with children.

In my public communication Class.

In reading you have know what is going on in a story to understand the characters.

Interview an elder regarding certain issues that they face.

Interviewing tribal members requires problems solving. What to ask and how to ask.

Some people don't want to be interviewed.

Most projects involve research planning and making time.

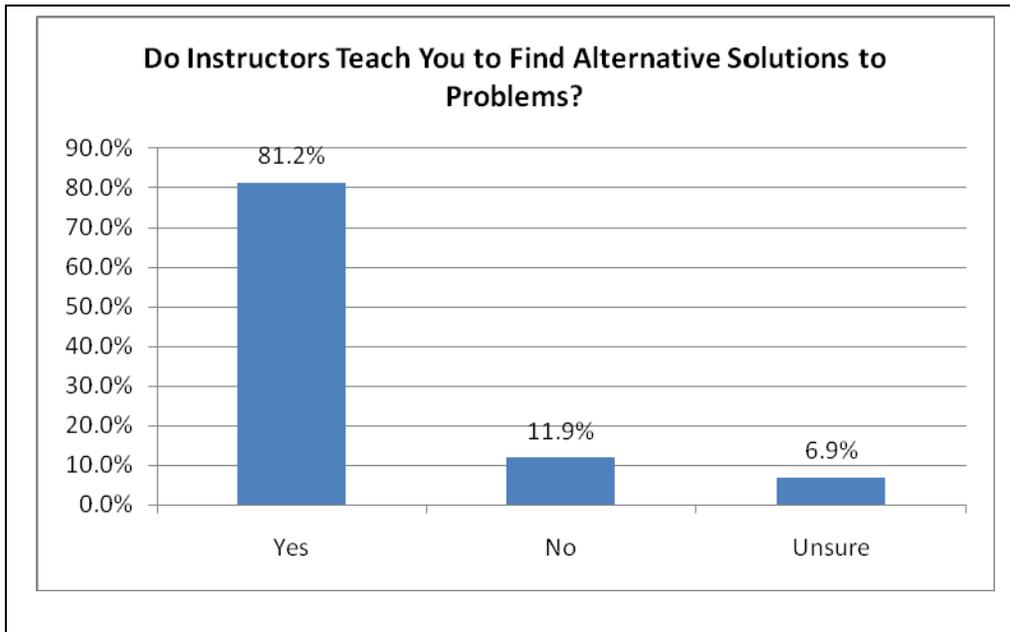
OAP 123 or Biology

Painting a building

Public speaking, gathering info, facts, current events, etc

Research paper. Our studying actually solved or answered our problems.

Most students agreed that instructors teach about finding alternative solutions to problems, as presents in the following chart (n=101).



Examples provided include the following comments.

Comments

- Brainstorming is a good way for me to consider all my options.
 - By always trying two or more methods to solve a problem.
 - By discovering our own method to solving a Math problem.
 - By doing brainstorming and finding out how each group came up with different answers.
 - By researching alternatives and other resources that are available to us.
 - Integrating the TO culture with other cultures.
 - There are a few instructors truly here for the students.
 - There are always options and choices in all classes.
 - There are many ways to do something but only one way to do it right.
 - They are willing to help you with your education.
 - They give other possible solutions.
 - They often give examples and other websites to choose from to gather our information.
 - They show different ways to solve one problem.
 - Thinking globally, outside the box has been emphasized.
 - To ensure that we understand everything that was taught to us.
 - We have been learning many ways to solve the issues associated with language loss.
-

Students reported that some classes they have taken in which they were taught to incorporate problem solving that reflects Tohono O’odham values. The classes mentioned by students are presented in the following table.

Courses in which Problem Solving Reflects Tohono O’odham Values
All classes do. All SSE classes I've taken reflect the TO values because instructor uses the core values to teach us. ANR 111 Bio 100 they told O'odham story and the instructor incorporated steps to problem solving. Biology. Case work Methods I and II CDA Domestic Violence EDU 161 using the core values. History 122 when R. Siquieros was an instructor. History and language Human relations and Supervision. I believe BIO 154 is one that incorporates problem-solving. I think that all the education reflects O'odham values because it is about giving and receiving. Lit 298 Many of the classes do incorporate the TO perspective. Reading because you can read books about O'odham authors. TO History and Culture.

Many suggestions were provided when students were asked what issues on the Tohono O’odham Nation should be included in future problem solving exercises. The suggestions are outlined in the following table.

Issues
About respect. About listening to others. Administrators, staff relationships. Agriculture, time money, law. Alcoholism, abuse, disabilities. Border, sovereignty, tribal law, federal Indian law, developing economically with O'odham values, How to buy and prepare O'odham foods

Can we deal with more broad issues other than the TON?
Children having children.
Communication skills.
Compulsive drinkers.
Counseling on different issues that are needed for students or maybe retreats, etc.
Cultural loss in general because it is slowly disappearing.
Dealing with non-natives who think they are better than us.
Drug and child abuse.
Education
Government. TO Law. Economy. History.
Health.
Help sustain our beliefs as a people.
Helping each other out at different times when needed.
Holding on to jobs. More onsite teaching at hospitals or nursing homes so O'odham do not have leave home.
How to deal with and find solutions to our border issues.
How to get young children to stay in school.
Language loss, traditional ways.
Language, problems with youth, and working with the elderly.
More plumbing supplies.
O'odham agriculture and its decline.
O'odham language.
OJT for apprenticeship programs.
Our poverty and how it effects the people.
Political science
Politics.
Possibly traditional values in contrast to corporate values of the white culture.
Recycling would be good too.
Poverty, unemployment, education, elder abuse, etc,
Problems specific to the community.
Public relations.
Respect the Himdag of TO such as doing cleansings of bad things on campus or spiritual cleansing.
Teen Pregnancy.
The gang problem.

Finally, over three-fourths of the students (77.9%) indicated they could not think of any problem-solving approaches that were different from the one completed in the conceptualization exercise (n=68). Suggestions for additional conceptualization exercises included the following.

Suggestions

A lot of people don't like math, but it is good to approach problem solving.

Dialysis.

Housing is another problem on the Nation it is hard to get housing.

Open communication/open class discussion, learning everyone's opinions. Visualizing what is being discussed.

Problem solving has usually involved mathematical story problems and solving or reading and then answering multiple choice questions. This exercise was much better,

That is the way we have always done it. Write how we feel.

Using our elders more and learning from them would be useful.

You can openly speak, set seminars, meetings, celebrate events, write letters.

Youth and elderly both have so much to give and so much yet to learn.

GED Student Survey on GED Instruction

Spring, 2010

The GED Student Survey on GED Instruction was completed by 18 GED students. One-third (33.3%) of the responding students began GED instruction at TOCC during the Spring, 2010 semester, while 44.5% began in 2009, 11.1% started in 2008, 5.6% started in 2007, and one student (5.6%) did not remember when instruction began.

One-third of the responding GED students (33.3%) were receiving instruction in just one subject (mathematics), while two students (11.1%) participated in Mathematics and one other subject, 38.9% received instruction in three subjects, and 16.7% (5 students) received instruction in writing, reading, social studies, science, and mathematics.

All responding GED students indicated they improved their knowledge in the subjects studied (n=17). In fact, 70.6% reported much improvement, 23.5% reported some improvement, and 5.8% reported a little knowledge improvement in the subjects studied.

Over one-fourth of the responding GED students reported attending GED classes all of the time, while 55.6% indicated attending most of the time, and 16.7% attended some of the time.

When asked what would have helped to improve learning in the classroom, students reported that having classes more than one or two days per week would be helpful, as well as having additional one on one time with the instructors, less talking among students during classes, and having additional science and social studies worksheets.

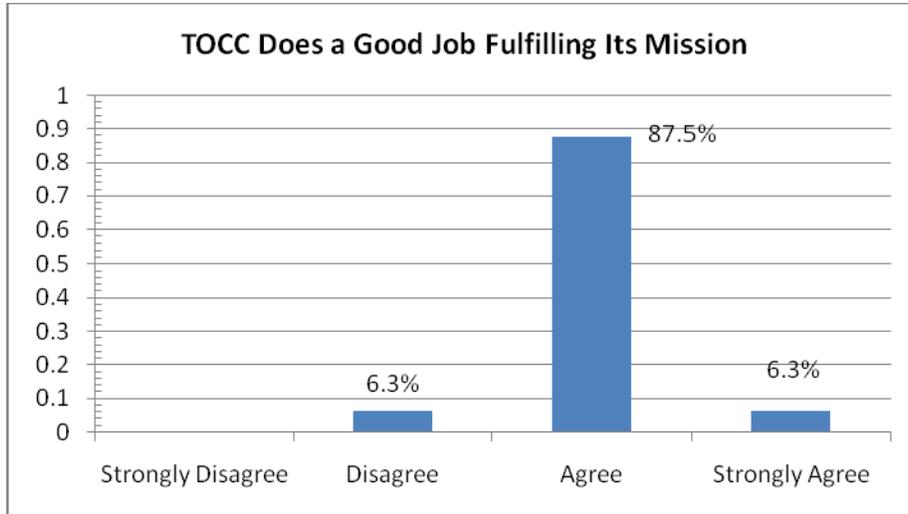
Most of the responding students will continue to receive GED instruction at TOCC (88.9%), and all would recommend the GED instruction to others. Furthermore, the majority of the responding GED students (83.3%) planned to continue their education after passing their GED tests, either with technical training, TOCC, or some other college, and the remainder planned to use the GED to advance in their current jobs or secure new employment.

GED Student Survey of TOCC Mission and Goals

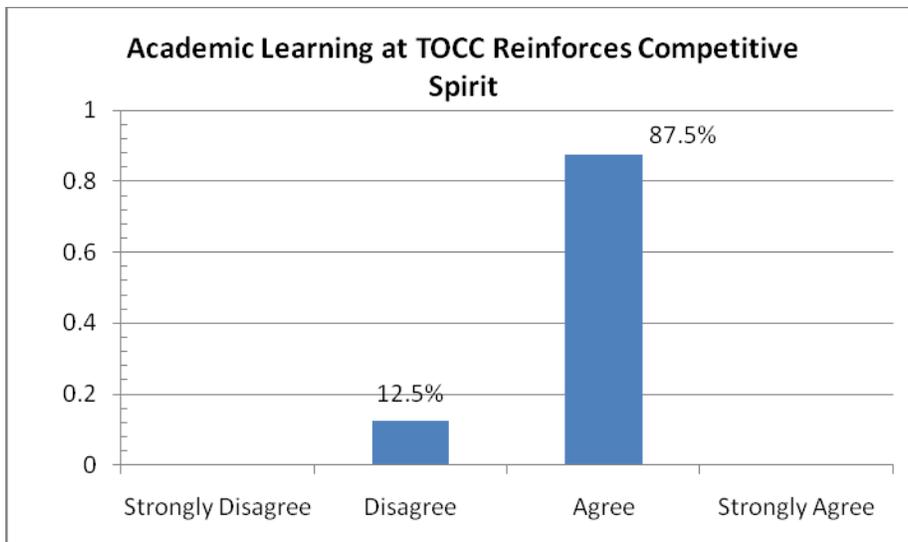
Spring, 2010

The GED Student Survey on Tohono O'odham Community College Mission and Goals was completed by 16 GED students.

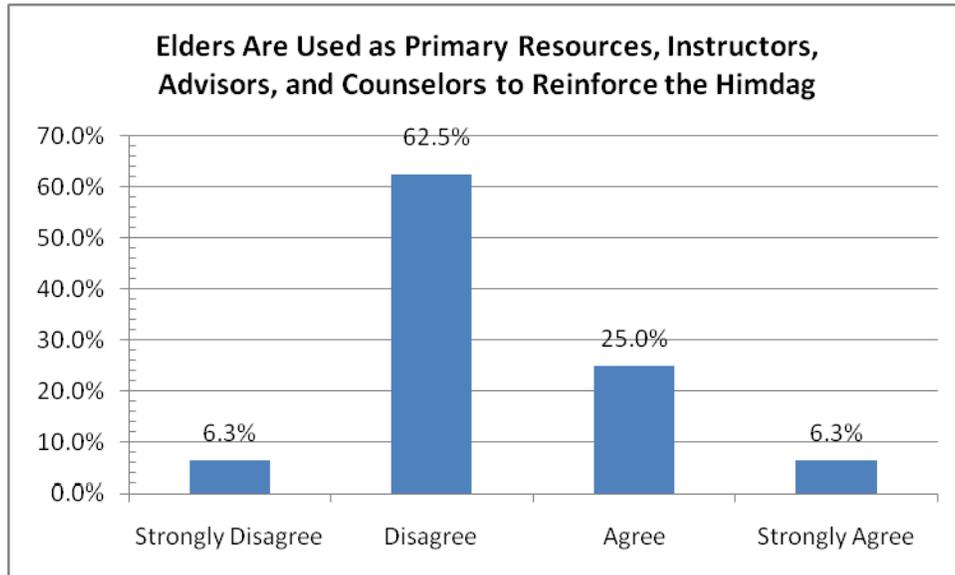
The majority of the responding GED students (93.8%) agreed or strongly agreed that TOCC does a good job fulfilling its mission (n=16). The responses provided to this question are outlined in the following chart.



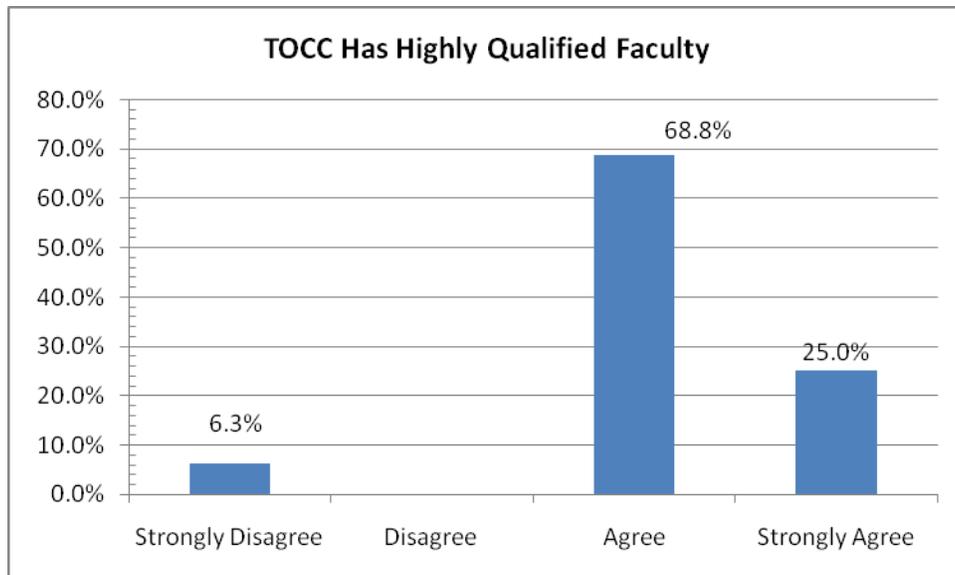
As outlined below, most GED students (87.5%) agreed that academic learning at TOCC reinforces competitive spirit (n=16).



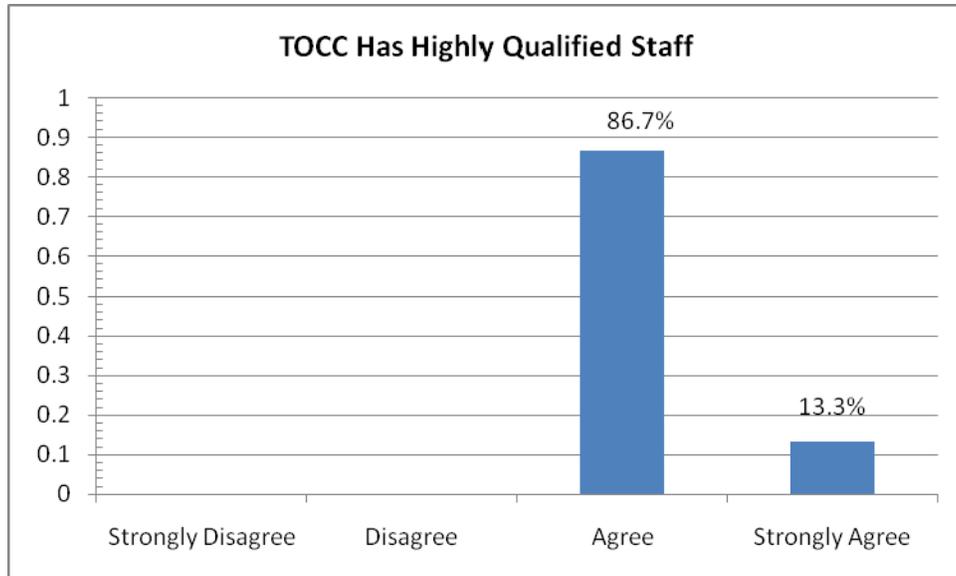
However, nearly three-fourths of the responding GED students (68.8%) disagreed or strongly disagreed that elders are used as primary resources, instructors, advisors, and counselors to reinforce the Himdag (n=16). The responses are presented in the following chart.



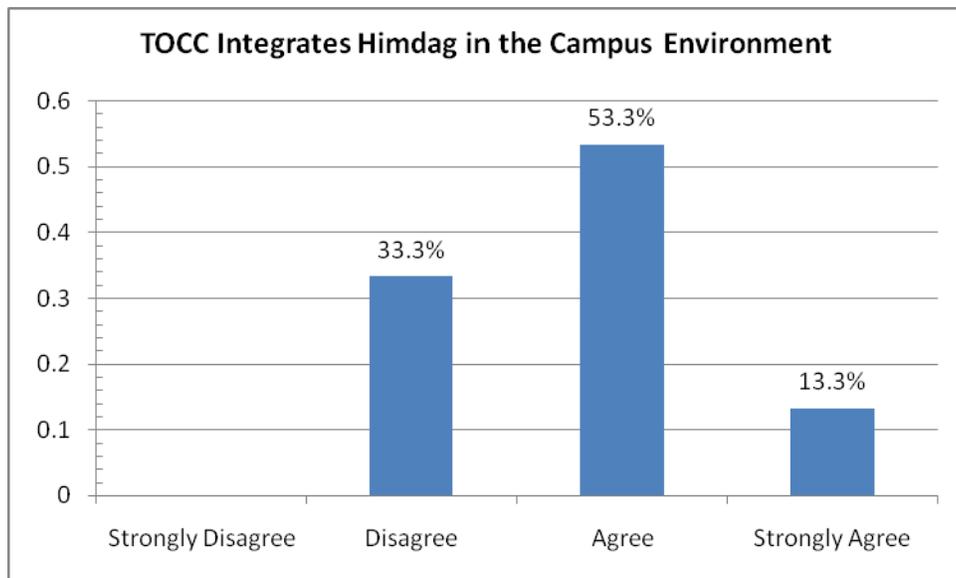
Interestingly, as presented in the chart below, the majority of the responding GED students (93.8%) agreed or strongly agreed that TOCC has highly qualified faculty (n=16).



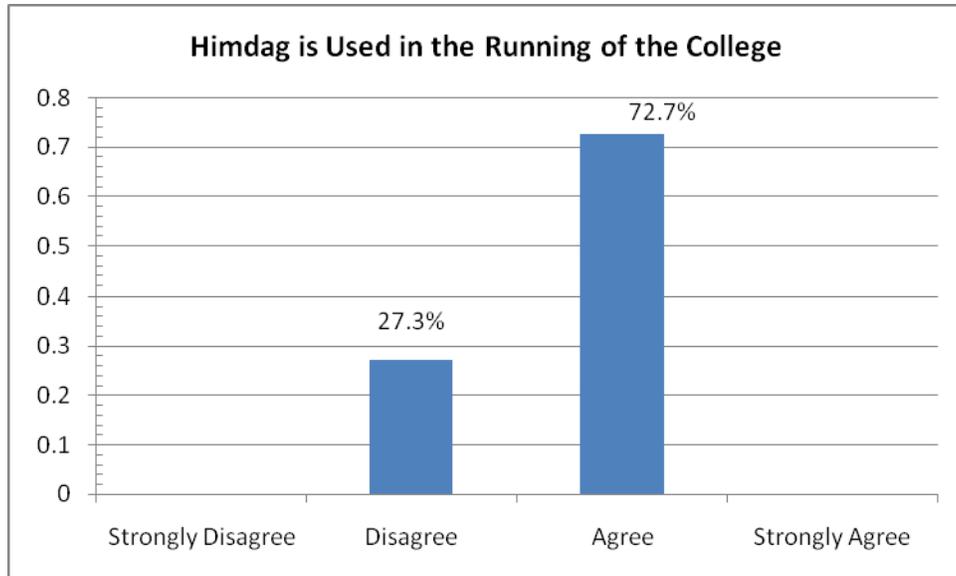
Moreover, all of the GED students (100.0%) agreed or strongly agreed that TOCC has highly qualified staff, as outlined in the following chart (n=15).



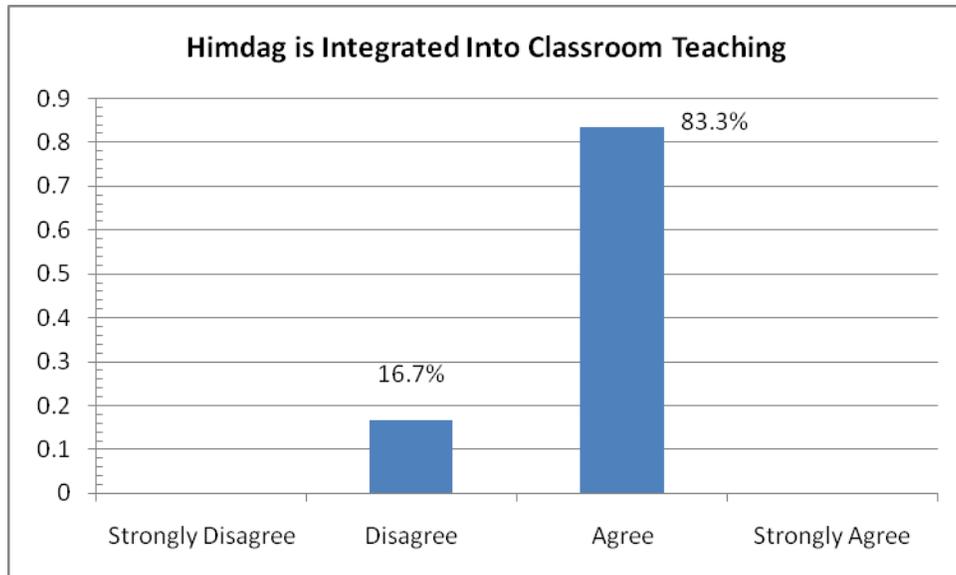
When asked if TOCC integrated Himdag in the campus environment (i.e., classrooms, social areas, etc.), over half of the GED students (66.6%) agreed or strongly agreed (n=15). The responses are illustrated below.



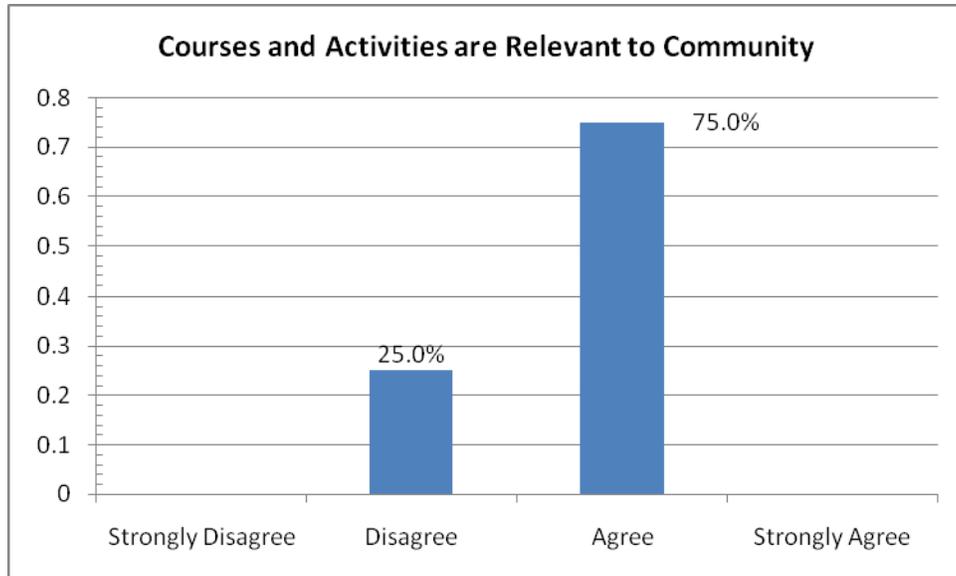
As presented in the following chart, nearly three-fourths the GED respondents (72.7%) agreed that the Himdag is used in the running of the college (n=11).



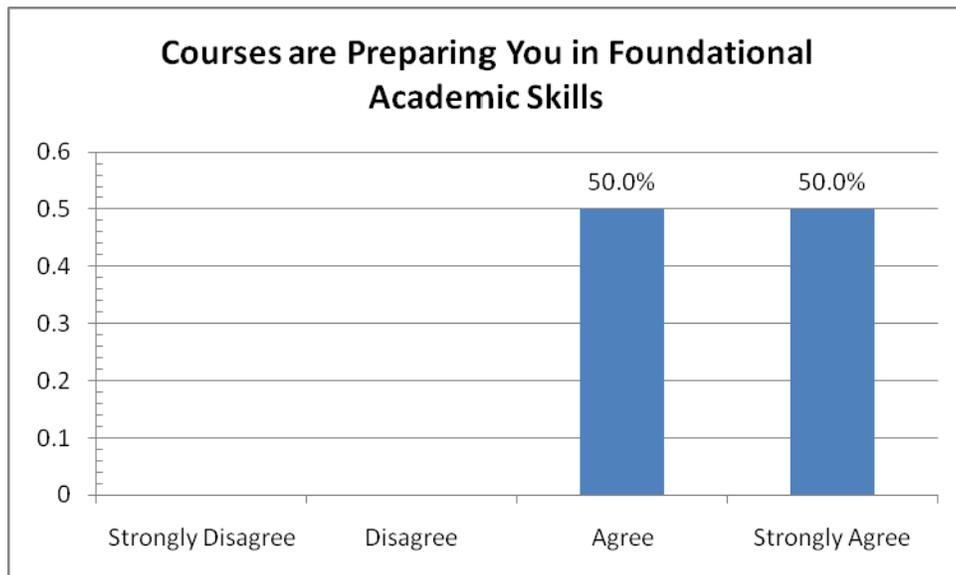
Similarly, over three-fourths of the GED students (83.3%) agreed that the Himdag is integrated into classroom teaching (n=11). The responses are outlined in the chart below.



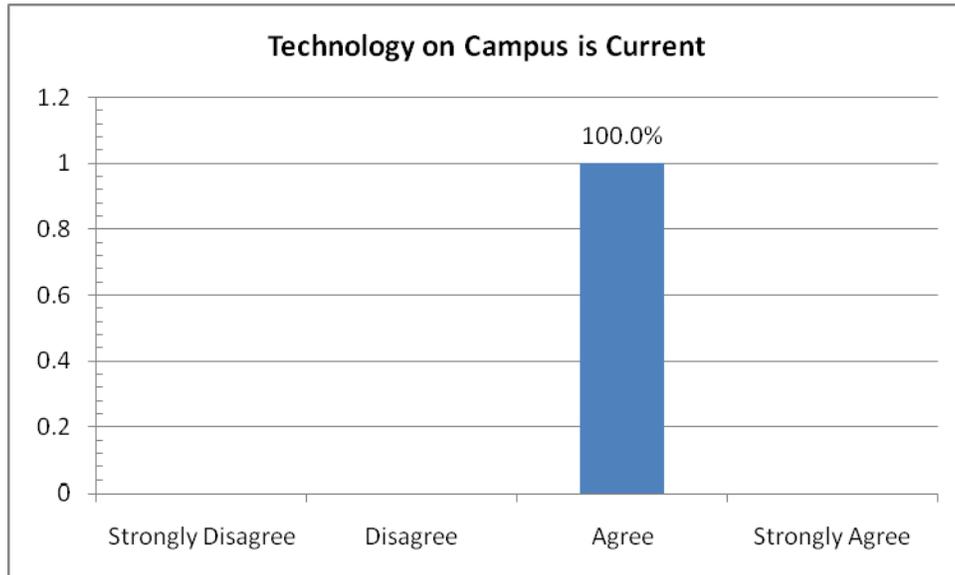
As illustrated in the following chart, three-fourths of the GED students (75.0%) agreed that GED courses and activities are relevant to the TO community (n=12).



All of the GED students (100.0%) agreed or strongly agreed that TOCC GED courses are preparing them in foundational academic skills (n=12). The responses are detailed below.



As outlined in the following chart, all of the GED students (100.0%) agreed that technology on campus is current and facilitates learning for students and the broader community (n=12).



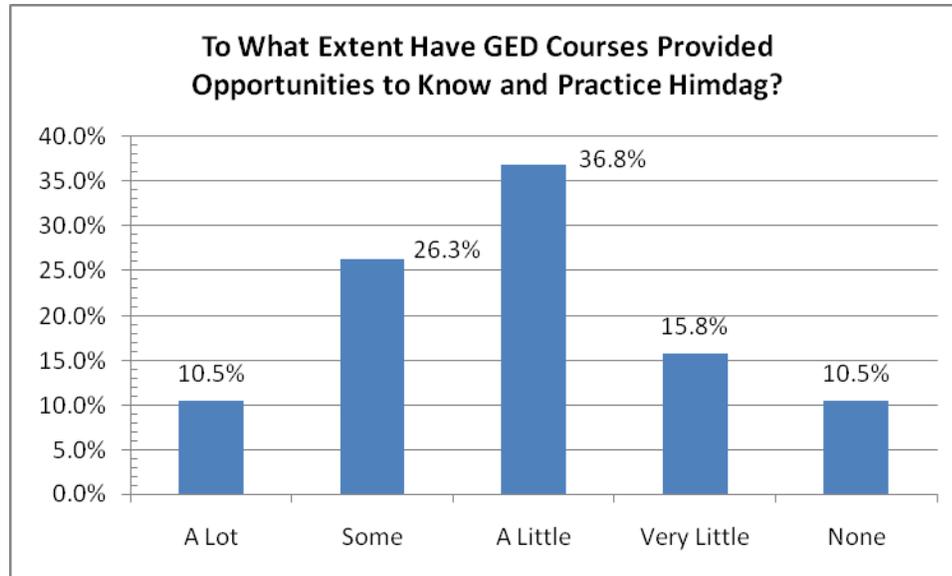
No additional suggestions about how TOCC can better fulfill its mission were offered by the GED students.

GED Survey of General Knowledge

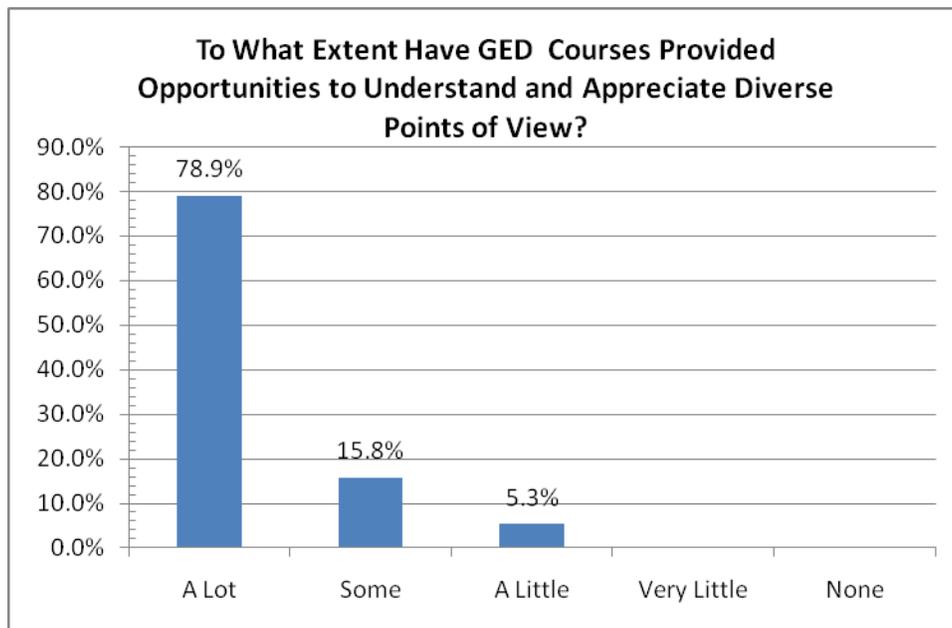
Spring, 2010

The GED Survey of General Knowledge was completed by 19 GED students. Overall, nearly half of the responding GED students indicated GED courses provide opportunities to know and practice the Himdag, understand and appreciate diverse points of view, use a variety of skills and approaches to solve problems, develop effective communication skills, and use technology to solve problems and communicate more effectively. The responses to each question included in the GED survey are outlined below.

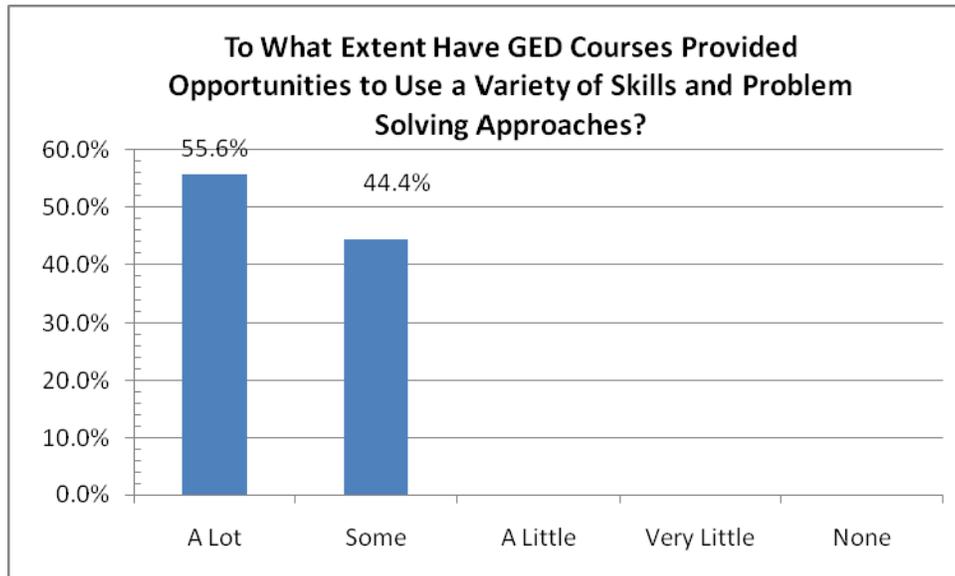
When queried about the extent GED courses at TOCC have provided students with opportunities to know and practice the Himdag, over one-third reported little or few opportunities have been provided (n=19). The responses are provided below.



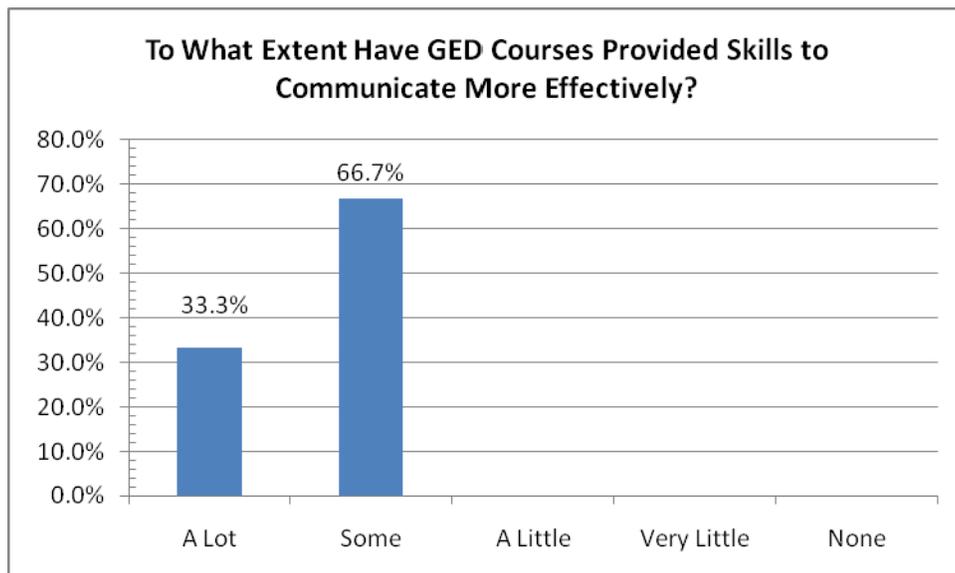
As outlined in the following graph, when asked to what extent the GED courses taken at TOCC have provided opportunities to understand and appreciate diverse points of view, over three-fourths of the responding students indicated “a lot” while one GED student indicated “little” or few of these opportunities had been provided by GED courses at TOCC (n=19).



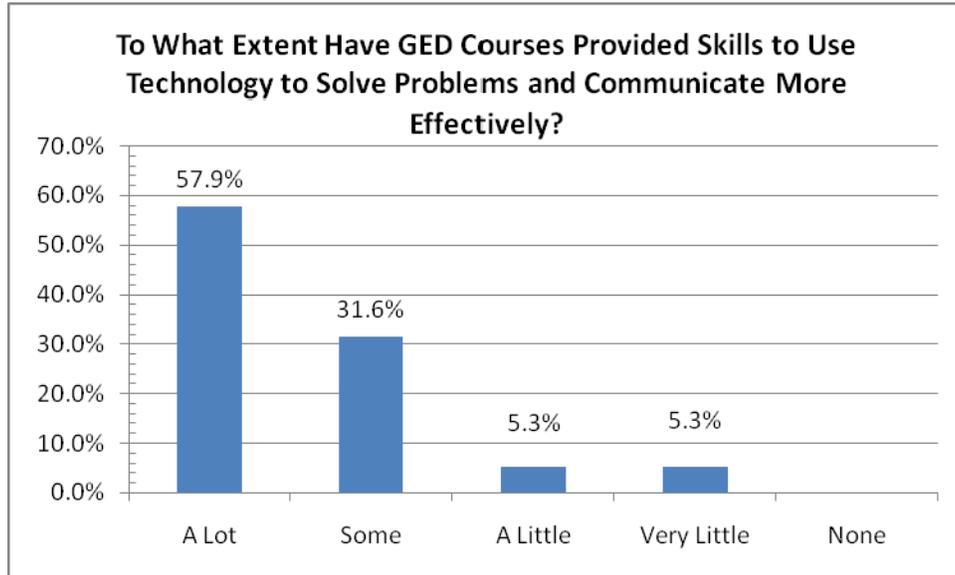
In addition, all responding GED students indicated the GED courses at TOCC have provided a lot or some opportunities to use a variety of skills and approaches to solve problems (n=9). Ten GED students did not provide answers to this question. The responses are outlined below.



Furthermore, one-third of the responding GED students reported GED courses at TOCC have provided a lot of opportunities to develop effective communication skills, as presented in the following graph (n=9). Ten GED students did not provide answers to this question.



When asked to what extent GED courses have provided students with skills to use technology to solve problems and communicate more effectively, over half of the GED students indicated “a lot” while one student reported “very little” (n=19). The responses are illustrated in the graph below.



No additional comments were provided by the GED students.

Final Comments

It must be noted that additional addenda and appendices may be added throughout the year that will include responses and action plans as well as interpretations of the information included herein.