UNITED TRIBES® TECHNICAL COLLEGE

Strategic Plan Annual Report
2021-2022

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2021-22 UTTC Strategic Plan Annual Report

The United Tribes Technical College 2021-2025 Strategic Plan was developed by a cross section of stakeholders from across campus to enhance success and bring accountability to the work conducted. The goal is to be strategic in our decision-making to better utilize our limited resources and continually improve our services, programs, and overall campus community.[1]

The UTTC Strategic Plan is aligned to the institutional mission and supports the institution's vision for its students. UTTC has completed the first year of its five-year Strategic Plan.

Unit Action Plans were used to engage the whole campus toward strategic goals in this plan. Twenty-nine units across the UTTC campus community each developed a plan of action oriented toward achieving the college's strategic goals; 17 academic units, 6 campus services units, and 6 administrative units. Each of these units provided a progress report in December and again in May.

The information provided by each of the units have contributed to this annual report, which highlights some of the major institutional accomplishments toward achieving the college's strategic objectives.

The following narrative provides information about progress made in the first year toward achieving UTTC's 2021-2025 strategic plan.

Mission and Vision

UTTC Mission Statement

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

UTTC Vision Statement

United Tribes Technical College strives to build cultural, educated, and healthy leaders who empower and serve their communities.
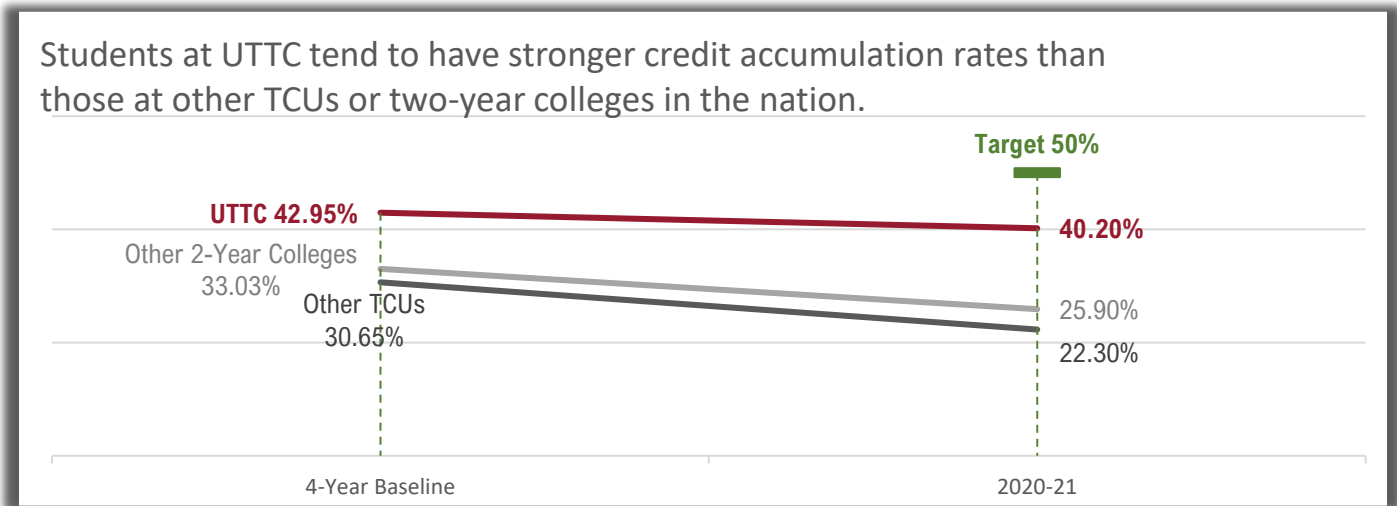
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[1] UTTC President Leander "Russ" McDonald, PhD (Dakota/Sahnish/Hidatsa), President's Message; UTTC Strategic Plan 2021-2025, p. 2

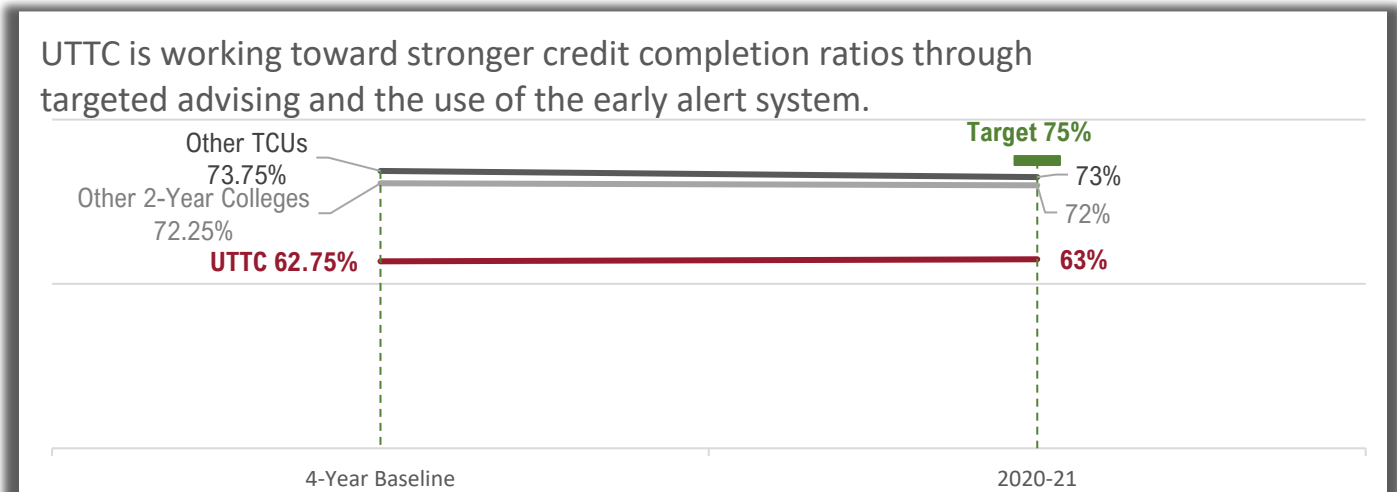# THE 2021-2025 UTTC STRATEGIC PLAN ADDRESSES FIVE STRATEGIC AREAS

1	Commitment to Student Learning and Academic Success	1a: Improve and sustain instruction through the assessment of student learning outcomes 1b: Continually improve academic offerings 1c: Expand academic supports for students
2	Student Recruitment and Innovative Programming	2a: Increase student enrollment through recruitment strategies 2b: Streamline the admissions process for prospective students 2c: Provide innovative academic programs that align with Tribal and regional workforce needs
3	Student Retention and Completion	3a: Increase student retention through targeted retention strategies 3b: Improve quality and integration of services throughout the learner experience 3c: Improve advising processes for new, returning, transfer, and continuing students 3d: Improve tracking of internship and job placement or transfer rates 3e: Develop comprehensive alumni services
4	Mission-Driven Institutional Effectiveness	4a: Promote and document continuous improvement in all departments 4b: Expand research capacity at UTTC 4c: Integrate American Indian Culture and Arts
5	Infrastructure and Fiscal Stability	5a: Improve funding base and fiscal resources 5b: New construction and remodels 5c: Establish a firm fundraising foundation

STRATEGIC AREA #1: COMMITMENT TO STUDENT LEARNING AND ACADEMIC SUCCESS

Student learning and academic success are at the heart of UTTC's mission. Student learning is measured in the classroom, at the program level, and at the institutional level. The purpose for measuring student learning is to help ensure that students are learning the skills and knowledge they need to be prepared for a career in their chosen field of study. One of the high-level measures of student learning and academic success is credit accumulation. The Credit Accumulation Rate shows what percentage of full-time and part-time students who are new to UTTC (first-time-ever-in-college and transfer) earn at least 24 credits (full-time) or 12 credits (part-time) in their first academic year at UTTC. An academic year includes the fall, spring, and summer semesters. Students at UTTC tend to have higher credit accumulation rates than those at other TCUs or at other two-year community colleges in the nation. The credit accumulation rate is an important measure of how many students are making progress toward completing their certificate or degree program. The target for UTTC is that at least 50% of full-time students who enter UTTC accumulate 24 credits in their first year and 50% of part-time students who enter UTTC accumulate 12 credits in their first year.

Students at UTTC tend to have stronger credit accumulation rates than those at other TCUs or two-year colleges in the nation.

Target 50%

UTTC 42.95% → 40.20%

Other 2-Year Colleges 33.03%

Other TCUs 30.65%

25.90%

22.30%

4-Year Baseline | 2020-21

Credit completion rate is another high-level indicator of student learning and academic success. The Credit Completion Ratio shows how successful full-time and part-time First Time Ever in College and Transfers students at UTTC are at completing the credits they attempt in their first academic year, which, again, includes the fall, spring, and summer semesters. The Credit Completion Ratio is determined by dividing the number of credits each student has earned by the total number of credits they attempted in their first year. The average of all the individual student ratios makes up the institutional Credit Completion Rate for that year. The target for UTTC is that students accumulate at least 75% of the credits they attempt.

UTTC is working toward stronger credit completion ratios through targeted advising and the use of the early alert system.

Target 75%

Other TCUs 73.75%

Other 2-Year Colleges 72.25%

73%

72%

UTTC 62.75% → 63%

4-Year Baseline | 2020-21

3

Faculty measure how well programs support student learning through assessment of Program Learning Outcomes

Academic programs have been focused on assessing the quality of their programs. Each program of study has identified learning outcomes expected of all graduates. Program learning outcomes (PLOs) describe what students will know or be able to do when they have completed the program of study. PLOs for each program of study are listed on the UTTC website. The primary purpose for assessing our PLOs is to measure how well our programs are supporting student learning. Faculty use that information to make decisions about curriculum and teaching to continually improve the quality of the educational programs.

There were 34 PLOs assessed across 16 programs of study during the 2021-22 academic year. Student works were used to determine how well the programs were supporting student learning. Examples of student works included oral presentations, standardized tests, capstone projects, portfolios, case studies, research and other papers, case studies and scenario responses, performance tasks, internship evaluations, and performance tasks. About one-third of the assessments were a portfolio or project. Other assessments included traditional tests, oral presentations, and student placement data. Faculty are using the data collected through this assessment process to enhance student supports and to adjust the curriculum as well as their teaching methods to better support student learning.
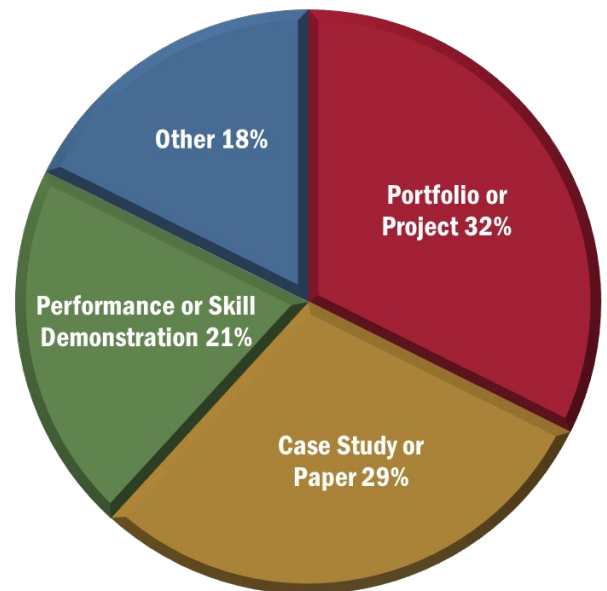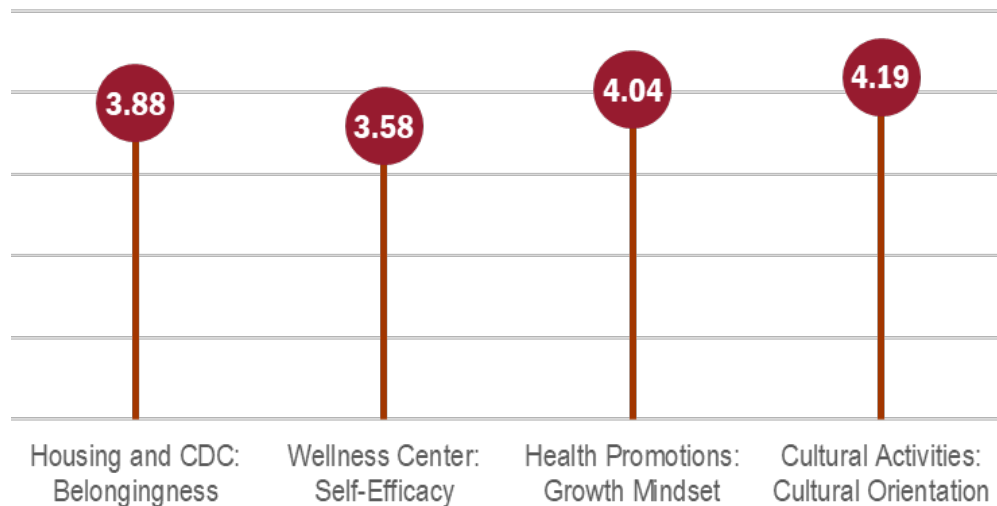

UTTC Campus Services assesses student learning in Personal and Social Responsibility

One of the institutional goals for students is related to Personal and Social Responsibility. The institutional outcome states that graduates of UTTC will demonstrate skills necessary for living and working in a global society. Campus Services has taken on the task of measuring how well students are meeting these institutional objectives.

1) The first objective under this outcome is for students to identify themselves as contributing members of the campus community or have a sense of *belonging* to the campus community. Belongingness would be assessed through the Housing and Childcare services.

2) The second objective is for students to model confidence and the ability to work through life challenges through effective planning and prioritizing, or to demonstrate *self-efficacy* in dealing with difficult situations. Self-efficacy is the belief that one has control of one's own motivation or behavior and can influence one's own circumstances or outcomes. Self-efficacy would be assessed by the Wellness Center services, including the counselors and the Campus Cupboard.

3) The third objective is for students to have a *growth mindset*, or to believe in their ability to accomplish challenging tasks and that with effort, their ability can grow. Growth mindset would be assessed by Health Promotions and Athletics.

4) And the fourth objective is for students to be *culturally oriented*, or to exhibit knowledge of diverse cultures, identities, and societies. Cultural orientation would be assessed by personnel who coordinate cultural activities on campus.

A survey was developed with the help of each of the identified campus services. Then the survey was field tested with students to help ensure the questions were student-friendly and easy to understand. Student feedback from the field test was used to improve the survey. It was then distributed in the spring semester. Students were asked to rate ten questions for each area on a 5-point scale. The survey results showed that students felt they benefited overall from these key areas of campus services, but there are areas for improvement. Each of the departments have drafted plans for the coming year that build on program strengths and address key issues. The graph below illustrates the average rating for each area.

| 3.88 | 3.58 | 4.04 | 4.19 |
| Housing and CDC: Belongingness | Wellness Center: Self-Efficacy | Health Promotions: Growth Mindset | Cultural Activities: Cultural Orientation |

Each area was also directly assessed using reflective observation. This means that Campus Services assessed how well students met the objectives according to their observations. Following is a summary of the assessment results from each of the campus services areas according to each objective.

Belongingness:
Students meet new people and make new friends through the Housing and Childcare services. They also learn strategies that help them be a successful student and develop a sense of belonging to the UTTC community. However, there is a limited budget for activities in these departments. Housing and Childcare Services plan to collaborate more with other departments in campus activities in the coming year.

Self-Efficacy:
Students learn to recognize their own goals and become more driven to achieve them through the Wellness Center services. They also learn to improve their academic success. The Wellness Center plans to work toward helping students better plan and prioritize finances and to learn more about healthy coping strategies to deal with stressful situations in the coming year.

Growth Mindset:
Students learn to set and reach goals for themselves and develop a greater sense of responsibility for their own success. However, students sometimes set goals that are too high and could benefit from learning how to set smaller and more realistic goals. The Health Promotions group plans to communicate smaller and achievable goals in the process of setting the goal when the goal is unrealistic using positive reinforcement and strength-based approaches. Students also reported lower rates of being "stronger and healthier" than in other areas. Health Promotions and Athletics personnel plan to begin tracking the Inbody© scan data to objectively measure body health improvements as students complete the health challenges. This will help them better understand the impact the services they provide have on student physical health.

Cultural Learning:
Students indicated that the cultural activities help them gain greater respect for other people and for all living things, greater awareness of the diversity of people at UTTC, and realize the importance of sharing cultural perspectives. In general, students indicate that these activities help them become more knowledgeable about their own cultures and overall become "a better person." The coordinators of cultural events plan to expand what they have been doing and to assess more intentionally what students learn after the events. They also plan to offer more sessions so that participants can complete projects that take more than just a couple of hours.

Social justice is integrated into programming at UTTC

Missing and Murdered Indigenous Woman and Girls Remembered
UTTC observed the National Day of Awareness for Missing and Murdered Indigenous Women and Girls in May. All were encouraged to wear read for remembrance. A tipi was erected on campus and lit red for four nights in honor of survivors and to remember those who were taken from us. A tipi was lit up in orange for Wakanyeja Wokiksuye (Remembrance of the Children) in September. September 30th is recognized as Orange Shirt Day. Orange Shirt Day

is designated to remember Indigenous children who were injured or died in the residential boarding school system. It also "serves as a healing journey for the survivors and a commitment by all who wear an orange shirt, that every child matters." (www.bcachievement.com)

Safety and Security Department works with other departments to promote social justice
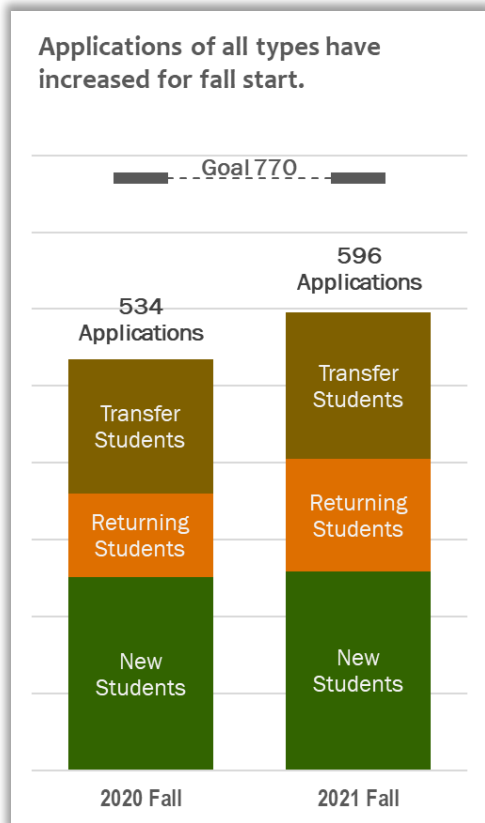
UTTC's Equity Statement is, "United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience."

Social justice in higher education includes looking at issues of equity, diversity, justice, and inclusion that can impede or support educational success. At UTTC, social justice also includes ensuring safety and wellbeing of our students while expanding opportunities for experiences that help prepare them for life beyond graduation. The UTTC Student Code of Conduct, which is included in the Student Handbook, contains information that promotes social justice. It outlines guiding principles that promote an "environment that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests; does not threaten the physical or mental health or safety of members of the campus community; and serves the educational mission of the College." (UTTC Student Handbook, p. 18) These guiding principles support the college's goals toward equity.

UTTC's Safety and Security Department coordinated with Housing and other departments who provide student activities on campus to make sure students are familiar with the Student Code of Conduct. Safety and Security officers provided information at the new student orientation event in the fall semester. In the spring, they attended dorm meetings and participated in student related activities provided by campus services and academic affairs. In addition, they worked with a criminal justice student in facilitating local law enforcement and student awareness activity/event. The United Tribes Technical College Safety & Security Department is dedicated to keeping our campus and community safe. The Safety and Security officers work to actively promote a safe place for students to live, learn, work, and study.

Application to UTTC process has been refined

Applications of all types have increased for fall start.

Goal 770

534 Applications

- Transfer Students
- Returning Students
- New Students

2020 Fall

596 Applications

- Transfer Students
- Returning Students
- New Students

2021 Fall

UTTC has developed a Strategic Enrollment Management plan in partnership with the American Indian College Fund. One of the key indicators for this plan is the number of applications received from potential students. A target of 770 applications was set for fall of 2022. This is an increase of 44% over the 534 applications that were received in fall 2020 and 28% over the average number of 602 applications historically received for fall semester start.

The UTTC.edu website has been updated and newly designed website was rolled out in late September 2021. New content to recruit students using social media and YouTube is in development and will be embedded on the new website. This is a key strategy to recruiting new students to UTTC. UTTC's Facebook Page has 13,000 likes which is 4th among similar institutions in the state and region, behind University of North Dakota, University of Mary, and Minot State University. UTTC enrollment services and college relations teamed up at an informational booth during a Native Youth Basketball Tournament that hosted 180 teams from the region to promote UTTC to prospective students.

The admissions process has been refined to reduce delays in response time to potential future students. The turnaround time from application to enrollment has decreased from weeks to days which results in students getting through the admissions process faster. The process included revised student notifications on what still needs to be completed to finish their admission and enrollment process. One person in Admissions is designated the responsibility of circulating the list of students to increase efficiency. These processes are helping to reduce the time it takes for applicants to becoming enrolled and increase the rate at which applicants become enrolled. Applicants to enrollment is called a "conversion rate". **The conversion rate for applicants to enrolled students rose from 29% overall for fall semester 2020 to 50% for fall semester 2021!**

Career services information is included in the admissions mailings to new students. On the UTTC home page, the career services web page has a button "Take the Focus Test" for new students to take the career assessment. In addition, the First Year Experience class for all new students hosts the Career Services Director twice to inform new students of the services and career counseling available to them, as well as taking the Focus career assessment together.

Forms and applications for students to access campus services are available on the new college website. UTTC is working to make the forms easier to use by replacing pdfs with forms that can be completed online. The housing application is in the process of being revised as an online application to make it easier for prospective students to complete. Intake forms and other information can be downloaded by students prior to receiving services at the Wellness Center. In addition, all Wellness Center information has been updated on the website, including the addition of a Cultural Wellness page and contact information. Staff contact information is available on the UTTC website and students can email staff directly. Also, Wellness Counselors now have work cell phones to provide students after-hours contact with counselors if needed and to facilitate communication using text messages, as many students prefer text messaging to email. The Student Health Coordinator has access to immunization records/COVID-19 vaccinations for students through the state's Health Department records site. The Student Health Coordinator is the only Wellness staff with this access.

WIOA program serves a critical need for students

The WIOA program explored the National Division on Indians and Native Americans (DINAP) on workforce needs. All WIOA Section 166 grants under the U.S. Department focus their grant resources on an analysis of the service

delivery area, tribal workforce, and technical and job training programs. The UTTC/WIOA program focuses on programs of study and short-term certificate training programs that integrate workforce and industry standards with career and technical education (CTE). The WIOA program provides services for Native American CTE work-based programs for work-related clothing such as safety footwear, gear, and toolkits.

The WIOA program assisted 45 participants in the fall 21 and 36 participants in the spring with student activity and program fees. Among the 81 participants, 29 received work-related safety footwear and 18 received work-related tools. The UTTC-based WIOA program service area is all of ND outside the four reservations. A challenge is that participants with multiple barriers and limited work histories may require significant follow-up. Information on entered employment and earnings can take up to 10 months. Employment retention rates may take up to 16 months to access. Another challenge is that Indian and Native Americans residing in the 41-county service area typically experience one or more of the following barriers to employment: Criminal record, disadvantaged background, drug and/or alcohol abuse, lack of education, lack of work history, employer bias, housing issues, inadequate childcare, lack of transportation, suspended driver's license, financial issues, and more.

Academic programs are expanded

The Computer Information Technology AAS degree program has expanded its focus to include Computer and Network Security to address workforce needs in cybersecurity. The Business Administration AS degree program is now available online for students. The Business Administration BS degree is being developed for online delivery. The Criminal Justice BS degree program is also under development for online delivery. The goal is to have both bachelor's degree programs online by fall 2022.

STRATEGIC AREA #3: STUDENT RETENTION AND COMPLETION

Cross-Departmental coordination leads to strategies to better serve students

Students can access services they need sooner
Systems coordination has been refined to help students more seamlessly register, obtain housing, access scholarships, and use campus resources. The Housing department works with admissions to make sure students have all requirements in place to minimize the time from application to ready to register for courses. Processes are now in place to make it easier for multiple departments to access the information they need, such as the cafeteria, cozy creek, IT, housing and most importantly, the students. The students no longer have to wait weeks for a functioning meal plan card. The cafeteria does not have to manually enter meal charges. Cozy Creek does not have to manually enter meal plan charges. IT does not receive as many calls regarding meal plan card troubleshooting.

Student Services have been modified to better support student success
The Wellness Center has assessed their internal processes as well as how the multidisciplinary team model is working for the Center. The following items have become an added focus for daily operations at the Wellness Center

1) Cultural Wellness Specialist works closely with Wellness Counselors and addiction staff to offer cultural support for students as they navigate treatment and specific life challenges (e.g., food sustainability).
2) The Campus Cupboard policy has been updated to incorporate a required meeting with the Nutrition Educator to assist students with life domain issues and challenges.
3) Accuplacer testing is managed by a Wellness Counselor for students with disabilities.
4) Processes are now in place to assist UTTC students with applying for Medicaid to ensure that community-based medical services are covered for students.
5) Wellness Counselors are working to have strategic roles in supporting students through the information provided by the Early Alert System with a goal of helping students stay in school with supports that are effective.

The UTTC Library now has Springshare software available. Preliminary work has been done so that the librarians will be creating LibGuides during the Spring Semester. LibGuides are a content management and information sharing system designed specifically for libraries. The platform allows for easy navigation through and instruction on core and relevant resources in a particular subject field, class, or assignment.
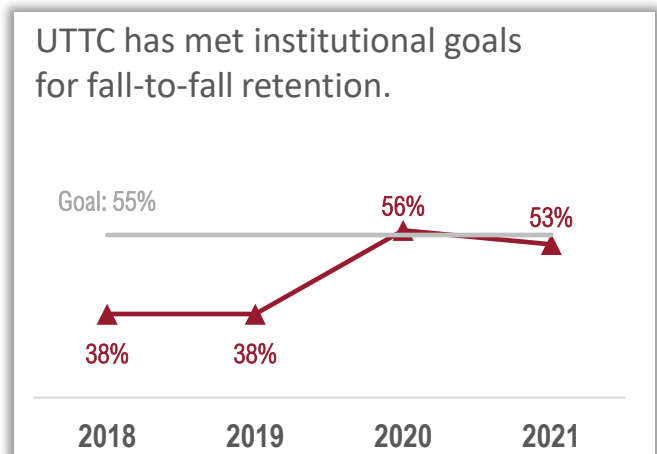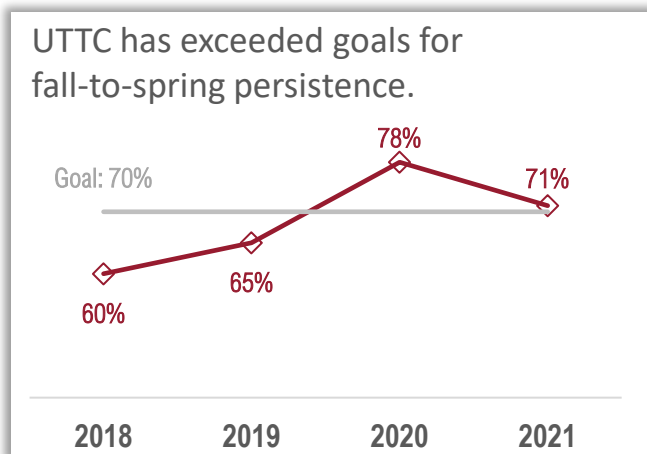
The Online Bookstore is working to ensure students get their books prior to class beginning. It has also reduced the student cost burden for books. One area that has caused confusion for students is the name of the book voucher. The bookstore is working on changing the name to book loan coupon or something similar so that students know they must pay for this cost, and it is not a scholarship. The other misconception students have is that the college owes them the balance of the voucher if they don't use the entire voucher amount.

The Daycare Billing technician, who is now under the Administration Unit, will work closely with the Finance Department to ensure students have access to monthly billing charges and to answer any billing related questions. A "meet and greet" with new billing technician is planned for the beginning of the fall 2022 semester.

The IT Department has fully implemented Office 365 implementation. More wireless access points have been installed around campus, and housing has been provided with their own internet access points for reliable internet. IT continues to install wireless access hardware to weak Wi-Fi spots around campus. Office apps were made available for student access for homework. Helpdesk support is available for students. IT provides help to students with setting up laptops they purchased from bookstore. VPN service has been provided through campus firewall for secure connections. New smart boards have been installed in classrooms for instruction.

UTTC continues to work toward retention and completion goals for new students

UTTC pays close attention to new students who have never before attended college. Fall to fall retention is one indicator of student success. Fall to fall retention is calculated by the number of new students who started in the fall semester and then either graduated or returned the following fall semester. One of UTTC's institutional goals is to increase fall to fall retention to 55%. This goal was realized for the new students who started in fall 2020 with a 56% persistence rate. Persistence for students beginning fall 2021 dropped slightly to just 53%. This is up from 38% in 2018 and 2019.

UTTC has exceeded goals for fall-to-spring persistence.

Goal: 70%

78% 71% 65% 60%

2018 2019 2020 2021

UTTC has met institutional goals for fall-to-fall retention.

Goal: 55%

56% 53% 38% 38%

2018 2019 2020 2021

Persistence is a leading indicator for retention. Persistence is calculated by the number of new students who started in the fall semester who returned the following spring semester or graduated. UTTC's institutional persistence goal for new students who have never attended college prior is 70%. UTTC exceeded this goal for fall 2020 with a persistence rate of 78% and again in 2021 with a persistence rate of 71%. This rate is up from 60% and 65% respectively for 2018 and 2019.

Completion is another high-level indicator of student success. Completion is calculated by the number of new students who graduate within 150% time. UTTC's institutional goal is for 30% of new students in certificate or associate degree programs to complete or graduate within 3 years. Just to provide some perspective, the most recent year completion rate at two-year public colleges across the nation was 28.6%, based on the 2015 cohort of new students, according to the American Association of Community Colleges. The completion rates for Native American students across the country is estimated at about 12% based on data collected by the National Student Clearinghouse. UTTC increased its graduation rate for new students from 16% in 2019 to 41% in 2020! This was an amazing rate, especially given the educational interruption of the pandemic. The completion rate in 2021, based on the 2018 new student cohort, was 20%, which is still higher than the college's historical rates. Strategies designed to meet the needs of younger students (18-24 years old) continue to be developed at the college.

Departments reach out to alumni

The UTTC College Relations Office is responsible for leading efforts for effective ways to connect with alumni. However, other departments are also using strategies to connect with alumni. The IRRC has created an email list of STEM alumni and plans to contact each to recruit them for outreach activities. Athletics hosted men's and women's Alumni games in October with fifteen alumni participating. Athletics is working to establish a committee for Hall of Fame, anticipating an induction to be held in 2023.

STRATEGIC AREA #4: MISSION-DRIVEN INSTITUTIONAL EFFECTIVENESS

UTTC offers students more opportunities for access to Indigenous culture, art, and language learning outside of academics

Indigenous Culture, Art, and Language Outdoors

Land Grant and the Intertribal Research and Resource Center (IRRC) are working on incorporating Indigenous culture into the UTTC interpretative trail. Weekly trail meetings were held where students worked alongside cultural consultants to develop draft interpretive signs that center on Indigenous language and knowledge of species along the trail. The Land Grant and the IRRC worked together to offer monthly plant walks and created 15 plant identification signs for campus to help people learn about traditional plants found on the UTTC campus grounds.

The SAGE (Sustainable Agriculture Gardening and Eating) student club was established this past year by the Sustainable Agriculture and Food Systems program. The purpose of this club is to promote food sovereignty and health. Land Grant, along with the Sustainable Agriculture and Food Systems academic department, held weekly give aways through late October of fresh produce grown in the campus gardens. A recipe of how to prepare some of the fresh produce was included with the give aways. An average of 20 people were served per give away event!

Indigenous Culture, Art, and Language Activities on Campus

The UTTC Archive serves as the focal location of the college's institutional memory. The holdings are materials of enduring value to the college, the college's governing tribes, Native People, and about the campus site near Bismarck, ND. Collected and maintained are historical and cultural materials, academic and accreditation records, curricula materials and other educational documents and resources, college administrative and operational files and papers, public information and events materials, and intertribal programs information and records. UTTC Archive material has been relocated to the new archive area in the Education Building. Funding sources are being sought to assess how to move forward with the collection.

Theodore Jamerson Elementary School (TJES) purchased classroom sets of books from local Native American author, Jessie Taken Alive-Rencountre. The TJES Student Council helped the Pre-K through 6th grade student body learn two new words in a Native American language per week during the academic year.

The Child Development Center began incorporating cultural teachings into the curriculum. Native American literature was added to the classrooms and the children's library. Native American music, regalia, and instruments were also incorporated into the children's learning and dramatic play centers.

The Monarch Project is a five-year grant project funded by the Office of Indian Education of the US Department of Education. The purpose of the project is to empower Native American students in Bismarck, Mandan, Solen, and Fort Yates to create their own educational journeys while establishing pathways for future generations. The project works with schools, students, parents/guardians, and community members to provide Native American high school students with the resources and services they need to achieve their educational goals and help them better prepare for college or career after high school graduation. The project provides students access to tutoring, mental health, extracurricular activities, early college, life skills development, credit recovery, success coaching, school engagement,

cultural activities, and many other services designed to promote stronger academic outcomes. The Monarch Project served 220 Native American high school students in the 2021-2022 fall and spring semesters. Enrollment in the project is expected to double in the coming year.

Indigenous Culture, Art, and Language Evenings and Weekends

Drum nights were held on Wednesday evenings during the academic year. In addition, sessions were offered on learning Lakota/Dakota songs and Hidatsa songs. Sweats were held on Thursdays. UTTC collaborated with the Bismarck Public Schools to offer instructional sessions for students and the community on how to build a sweat lodge. Other cultural art sessions offered by UTTC included moccasin making, drum making, head roach making, and traditional bow making.

Other activities were held to promote Indigenous culture, art, and language. Native American comic, Mylo Smith, was invited to campus to entertain students and staff in November as part of the celebration of Native American Heritage Month. A Halloween Masquerade Powwow was held at the end of October. A presentation about Winter Counts was offered in April by Dakota Goodhouse. Hand game lessons and competitions occur numerous times throughout the academic year.

Programs increase opportunities for a culture of research in STEM and Social Sciences

Student Research

Environmental Science and Research (ESR) academic program supported student research. Three students conducted research in areas of interest to them and then presented their research at conferences in the past year. Two students did internships at the Agricultural Research Service (ARS).

The IRRC involved students in research through outreach and STEM-related workshops. The IRRC is also developing a speaker series and applying for grants designed to expand research capacity at the college. The IRRC provided internships in molecular and cellular biology research to three students from the ESR program and involved two students form Pre-Engineering and ESR background in a research project on developing soybean-based foams. The IRRC partnered with AISES and career services at UTTC to offer STEM resume workshop and six students attended.

Community Research and STEM Skills Promotion

Personnel from the IRRC are working with the Standing Rock water administrator on developing a climate dashboard to display climate-related data for Standing Rock communities designed to create climate summaries and to help with decision-making.

The IRRC offered STEM service-learning internship opportunities with two ESR students developing trail signs and four teacher education students leading community outreach at TJES and for family STEM night. The IRRC is also partnering in the summer to host elementary, middle, and high school STEM camps with ASPIRE and Gateway to Science. The IRRC also partnered with TJES for an afterschool coding club and with BHS Indigenous Education for a high school environmental science outreach program.

Faculty Research

Faculty are working on research and garnering support for equipment needed to support research. Dr. Ram Hona published two faculty papers and was interviewed by ND EPSCoR for posting to YouTube. Funding has been secured for continued research on bats in the region. Alexa Azure is doing research on tribal lands evaluating the presence, or lack thereof, of poly- and per-fluoroalkyl substances. Dr. Warnakulasooriya, working with researchers at Boston College, Baylor University, Southern Illinois University-Carbondale, and John A Logan College, has submitted an abstract titled "A point magnet near a ring magnet: Magnetostatic interaction energy" to present at the American Physical Society. In addition to this research, funding was secured to purchase an XRD, a specialized instrument used to provide information on unit cell dimensions.

Renovations completed to enhance the college environment

Education Building:

The renovation of the Education Building, a structure that comprises over 46,000 square feet, was completed in 2021. The building is energy efficient with geothermal heating and cooling and includes student friendly spaces for study and interaction. There are 9 classrooms, three computer labs, the library, and several study areas available for students. General Education and Teacher Education faculty offices are housed in the Education Building, as well as the Vice President for Academic Affairs, Institutional Research, and the college archives.

The Education Building is scheduled to get an outside facelift with a new deck on the north-facing front of the building. The deck on the south side of the building is also planned for renovation along with a garden that pays homage to the Japanese Americans who were interned on this location during World War II.
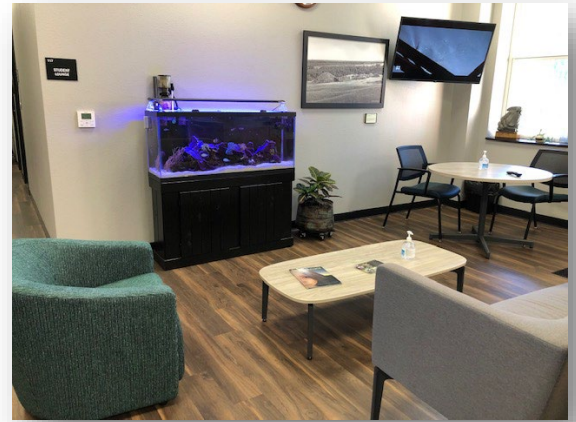
Student Life Facilities:

The UTTC campus renovation projects are designed with students in mind. Student life is high priority at UTTC.

- The cafeteria has been redesigned to be an open and welcoming space.
- New bleachers have been installed in the gymnasium.
- The new Student Union provides a place where students can grab a bite to eat and relax or play games. The Student Union also includes a meeting space for Student Government or other student groups.

Infrastructure improvements are in progress with more planned for the future

Improvements designed for increased safety and energy efficiency are happening across the campus. A geothermal well field is being dug for Skills Center. The installation of the new system is scheduled to be completed over the summer months. A new HVAC system being installed in Arthur and Grace Link Child Development Center building and furnaces and air conditioners are being installed in student housing units. The streetlights on the south campus have been updated with LED lights.

A master plan for the campus was completed. Eight design principles were used to guide the development of the master plan. The design principles are:

1. The campus must be welcoming
2. The campus must be connected blending the north and south locations
3. The campus will include aspects for physical and emotional safety
4. The campus will include a green connection wherein landscape is connected to the existing site and indigenous landscape
5. The campus design will consider environmental sustainability through renewable energy
6. The campus design acknowledges resiliency through history
7. The campus design reflects all indigenous nations
8. The campus plan implements phasing to leverage feasibility and room for growth.
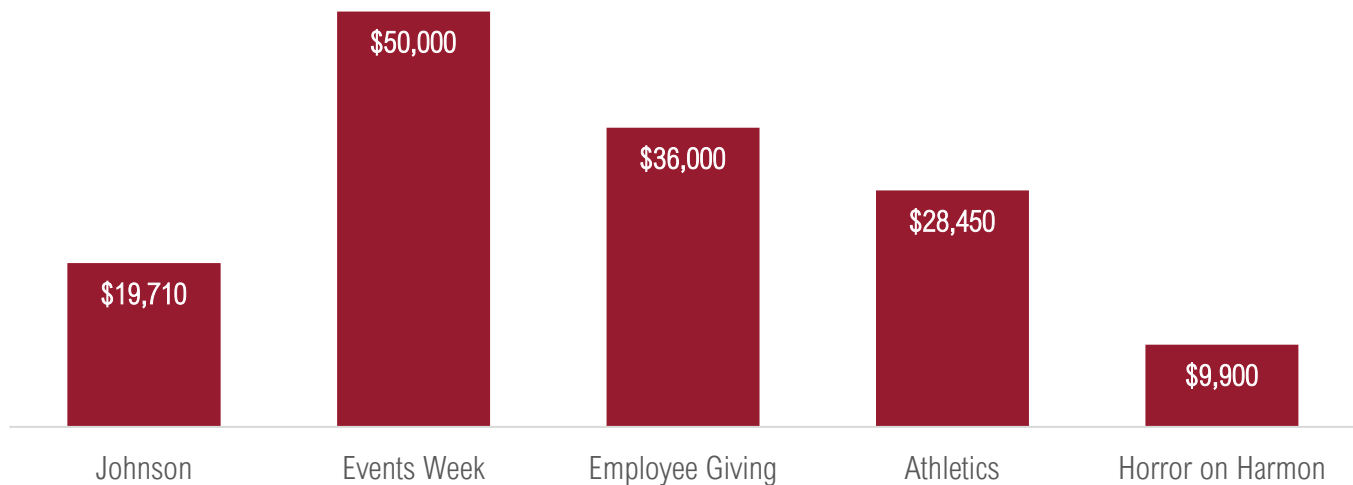
The new master plan includes a more welcoming entrance to the campus. A traffic study was complete and sent to City of Bismarck and ND Department of Transportation in preparation for the new entrance. Theodore Jamerson Elementary School is working with the Bureau of Indian Affairs (BIA) and the Bureau of Indian Education (BIE) to assess the condition of the buildings used by the school. A report on the facility ventilation resulted in recommendations and orders for new ventilation. Information collected through building assessments will be used to determine possible support from BIA and BIE for building updates, remodeling, or new construction.

A feasibility study was conducted to determine UTTC's capacity in funding capital projects. The study determined that more relationship building needs to take place at the local and regional level. Next steps are to identify a Campaign Cabinet and identify which project to pursue first. This work will be a collaboration between the President, College Relations Director, and Board of Directors.

Fundraising supports student scholarships

UTTC Events week fundraising, held in conjunction with the annual International Powwow, went very well with an increase in dollar amount and number of donors for 2021. Proceeds from Events Week provided scholarships for students and $80,000 was contributed to the endowment. Cyclical fundraising for employee giving, athletics, and events week giving is well-established. There are many recurring donors that support UTTC Student Scholarships and employee giving continues to remain consistent. The Johnson Scholarship Foundation is the largest endowed scholarship at UTTC. The scholarship is invested with the North Dakota Community Foundation and the original investment was $300,000 and UTTC is required to give 5% of the balance in scholarship awards. In 2021-2022 UTTC awarded 4 scholarships totaling $19,710 to Business students. At year end (June 30, 2022) the endowment balance was $323,247.45. New endowed scholarships have been added and are invested in the ND Community Foundation. These include the Dr. David Gipp Memorial Scholarship ($25,000) and Bismarck Tribune Scholarship ($25,000). After 18 months, the interest from these investments will be available for students' scholarships that can be awarded one time per year.

128 Scholarships totaling **$144,060** were awarded from institutional fundraising efforts in 2021-2022 academic year.

Johnson	Events Week	Employee Giving	Athletics	Horror on Harmon
$19,710	$50,000	$36,000	$28,450	$9,900

Events week fundraising continues to build, raising a total of $271,500. Profits from events week fund UTTC student scholarships. Profits are tracked and awarded the following year. Employee giving and board giving is also solicited. A total of 68 donors contributed to this initiative in 2021-2022. The Athletics department actively seeks out support for student athletes. Sponsorship letters were sent out in November from the Athletics department. These letters have resulted in four new donations from within the UTTC community and two new donations from outside of the college. In 2021-2022, 13 donors contributed, and 27 athletes were awarded scholarships. UTTC hosts Horror on Harmon haunted house, which supported scholarships for 11 students.