



UNITED TRIBES[®] TECHNICAL COLLEGE

Strategic Plan Annual Report Year Three of Five

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Annual Report

August 2024

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 team felt being strategic in our decision-making was important to better utilize our limited resources and continually improve our services, programs, and overall campus community.¹

The UTTC Strategic Plan is aligned to UTTC's institutional mission and supports the institution's vision for its students.

Unit Action Plans are developed and carried out by each major unit across the institution. The Unit Action Plans document departmental action toward achieving the college's strategic goals.

Information from unit plan reports has been summarized to highlight some of the major institutional accomplishments toward achieving the college's strategic goals.

UTTC has completed the third year of a five-year Strategic Plan and has thus far met 11 of the 25 SMART goals.

This report highlights progress made during the 2023-24 academic year toward achieving the goals established in 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.

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

Strategic Area	Strategy	SMART Goals: By end of 2025-26 academic year, UTTC will...
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	a) Increase credit completion rates overall at UTTC from 63% to 75%. b) Develop at least two articulation agreements with other TCUs. c) Increase the credit completion rates for new degree-seeking online students by 3 percentage points from 55% to 58%.
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	a) Increase college applications by 40% from 751 in fall 2019 to 1050. b) Increase college fall enrollment by 30% from 429 in 2018 to 558. c) Increase dual enrollment from 29 in fall 2018 to 50. d) Increase the number of programs of study available fully online at UTTC from 6 to 8. e) Offer a new CTE program TBD.
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	a) Fall to spring persistence rate for new and transfer students will exceed 70% annually. b) Fall to fall retention for new and transfer students will exceed 55% annually. c) Provide work-based experiences for at least 10% annually of students attending UTTC. d) Two new supports are available for online learners. e) Increase 4-year completion rates for FTFT students by 5 percentage points from 18% (2016 cohort) to 23% (2021 cohort). f) Increase percent of FTFT degree or certificate-seeking students who, within eight years of first enrolling, received a postsecondary award from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution from 44% in 2018 to 50% (IPEDS Outcome). g) Essential Alumni services are identified through an alumnus needs assessment.
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	a) All departments will document at least one data-informed improvement per annual year. b) At least one new policy that advances expanding UTTC research culture and capacity development. c) Increase investment in research (positions, infrastructure, etc.) by at least 5% annually starting 2023-24 academic year. d) At least 4 new American Indian Culture and Arts courses are added to UTTC catalog. e) At least 4 American Indian Culture and Arts activities offered monthly (student activities calendar).
5 Infrastructure and Fiscal Stability	5a: Improve funding base and fiscal resources 5b: New construction and remodels 5c: Establish a firm fundraising foundation	a) Increase the number of annual donors from 44 (2019) to 150. b) Increase annual donations from \$255,250 (2019) to \$500,000. c) Make continuous and substantive progress on the UTTC master plan. d) Increase endowment to a total market value of \$1 million. e) A five-year institutional budget projection is in place and updated annually.

UTTC STRATEGIC PLAN YEAR 3 REPORT - EXECUTIVE SUMMARY

UTTC has completed the third year of the five-year strategic plan. The strategic plan focuses on five strategic areas. The table on the previous page outlines the strategies that fall under each of the strategic areas. UTTC developed SMART goals after the second year of the project as a means toward measuring indicators of progress regarding those strategies. Each major unit across the institution contributes to the institution achieving the goals of its strategic plan and documents its efforts in a unit plan submitted to the Office of Institutional Research. Information for the unit plan reports provides context for how each of the departments are working toward achieving institutional goals.

UTTC is making significant progress and has already met 11 of its 25 goals and is progressing well in 10 of the goals. UTTC is still developing four of the goals, and these will be a focus for the next two years. The table below summarizes the status for each of the institutional goals established.

Strategic Area	SMART Goals: <i>By end of 2025-26, UTTC will...</i>	Status
Commitment to Student Learning and Academic Success	a) Increase credit completion rates overall at UTTC from 63% to 75%.	Met
	b) Develop at least two articulation agreements with other TCUs.	Progressing
	c) Increase credit completion rates for new degree-seeking online students by 3 percentage points from 55% to 58%.	Met
Student Recruitment and Innovative Programming	a) Increase college applications by 40% from 751 in fall 2019 to 1050.	Progressing
	b) Increase college fall enrollment by 30% from 429 in 2018 to 558.	Progressing
	c) Increase dual enrollment from 29 in fall 2018 to 50.	Developing
	d) Increase the number of programs of study available fully online at UTTC from 6 to 8.	Progressing
	e) Offer a new CTE program TBD	Met
Student Retention and Completion	a) Fall to spring persistence rate for new and transfer students will exceed 70% annually.	Met
	b) Fall to fall retention for new and transfer students will exceed 55% annually.	Progressing
	c) Provide work-based learning experiences for at least 10% annually of students attending UTTC.	Met
	d) Two new supports are available for online learners.	Met
	e) Increase 4-year completion rates for FTFT students by 5 percentage points from 18% (2016 cohort) to 23% (2022 cohort).	Met
	f) Increase percent of FTFT degree or certificate-seeking students who, within eight years of first enrolling, received a postsecondary award from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution from 44% in 2018 to 50%.	Developing
	g) Essential Alumni services are identified through an alumnus needs assessment.	Developing
Mission-Driven Institutional Effectiveness	a) All departments will document at least one data-informed improvement per annual year.	Progressing
	b) Develop at least one new policy that advances expanding UTTC research culture and capacity development.	Developing
	c) Increase investment in research (positions, infrastructure, etc.) by at least 5% annually starting 2023-24 academic year.	Progressing
	d) At least 4 new American Indian Culture and Arts courses are added to UTTC catalog.	Met
	e) At least 4 American Indian Culture and Arts activities offered monthly.	Met
Infrastructure and Fiscal Stability	a) Increase the number of annual donors from 44 (2019) to 150.	Progressing
	b) Increase annual donations from \$255,250 (2019) to \$500,000.	Progressing
	c) Make continuous and substantive progress on the UTTC master plan.	Progressing
	d) Increase endowment to a total market value of \$1 million.	Met
	e) A five-year institutional budget projection is in place and updated annually.	Met

The narrative that follows highlights work that has been done related to the strategies in this strategic plan. The description is not exhaustive but provides glimpses into activities and initiatives that are occurring at UTTC and contributing to the strategic goals established.

PROGRESS AT THE END OF THE 2023-2024 ACADEMIC YEAR

Strategic Area #1: Commitment to Student Learning and Academic Success

SMART Goals: <i>By end of 2025-26, UTTC will...</i>	Progress	Status
a) Increase credit completion rates overall at UTTC from 63% to 75%.	Credit Completion Rate AY 2023-24 overall was 77%	Met
b) Develop at least two articulation agreements with other TCUs.	Environmental Engineering with Navajo Technical University; Working on Electrical Engineering and Mechanical Engineering with Navajo Technical University	Progressing
c) Increase credit completion rates for new degree-seeking online students by 3 percentage points from 55% to 58%.	Credit Completion Rate AY 2023-24 for new degree-seeking online students was 60%	Met

1a: Improve and sustain instruction through the assessment of student learning outcomes

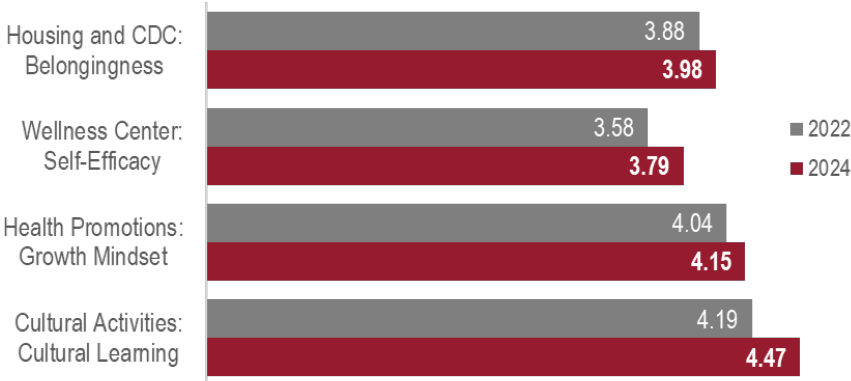
Program level assessment of student learning informs instructional improvements. Student learning outcomes are assessed at the program level to determine if students are learning what we say they should be learning and to measure how well students are meeting program level outcomes. Department chairs and faculty use this assessment information to improve their programs and how they support students. When student performance expectations are not met, the programs look at what they are teaching, how they are teaching, and how they are assessing student learning. Even when the performance expectations are met, faculty use this opportunity to discuss ways the program can be improved. They also use the information to inform budgeting for the upcoming academic year to carry out any needed changes.

The faculty assessed 17 program learning outcomes during the 2023-24 academic year. Decisions made based on the assessment data included providing additional reference sources for students, making instructional and curriculum adjustments to reinforce student learning of identified concepts, revising program learning outcomes to better match what students really need to learn, revising assessment tools or methods, and adjusting scheduling for student lab experiences.

Assessment of students' writing and critical thinking skills across the institution Written communication was assessed in the spring of 2024. The committee reviewed the process and shared comments they heard from students. Based on comments from faculty and students, the committee decided to revise the process for the next schedule assessment. The committee felt that it would be better to use a writing assessment that was already being administered rather than the standard writing assignment. Also, a sample of students completed the Test of Everyday Reasoning (TER) to assess critical thinking skills in the spring semester. The data from the TER will be downloaded from the test site and provided to the Assessment of Student Learning Committee. The writing and critical thinking assessment data will be analyzed this fall by the Assessment of Student Learning Committee and shared with all faculty. What is learned from these assessments will be used to inform institution-wide decisions regarding curriculum, instruction, and/or academic support services.

Institutional level assessment of student learning informs co-curriculum through support services. 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 the objectives under this institutional outcome. The four objectives under this institutional outcome relate to students having a sense of *belonging* to the campus community, demonstrating *self-efficacy* in dealing with difficult situations, having a *growth mindset*, and *cultural orientation* or exhibiting knowledge of diverse cultures, identities, and societies. A survey was developed with the help of each of the identified campus services to measure student growth with these objectives. The survey was disseminated in 2022 and again in spring 2024. The

data showed growth from 2022 to 2024 in all areas. The mean score of belongingness rose 0.10 points, self-efficacy rose 0.21, growth mindset rose 0.11, and cultural learning rose 0.28. The graph below shows the differences in mean scores from 2022 to 2024.



Each of the co-curricular areas use the data to inform their decisions about services provided for the coming year. UTTC is in the process of evaluating the survey tool for validity and reliability. The goal is to potentially use this tool to directly assess student learning in the areas of belonging, self-efficacy, growth mindset, and cultural knowledge. Research suggests that students who feel a sense of belonging, believe in themselves and their ability to grow and learn, and who have a strong sense of who they are, do better in college and are better able to achieve their goals.

1b: Continually improve academic offerings

Articulation agreements expand opportunities for students Articulation agreements with other institutions of higher education also provide expanded opportunities for UTTC students. An articulation agreement with Navajo Technical University (NTU) allows students who complete the AS degree in Pre-Engineering (environmental track) to transfer seamlessly to the BS in Environmental Engineering at NTU. Completing this AS degree at UTTC will satisfy 30 credits of the lower division general education requirements at NTU. There have been other articulation agreements and memoranda of understanding established with North Dakota University System (NDUS) colleges and universities. These articulation agreements provide opportunities for UTTC students to transfer into social work, addiction studies, and psychology. Additionally, coursework transfer agreements have been established with NDUS for courses in psychology, agriculture, and engineering.

Faculty make changes to improve courses and programs. The Business Administration program has revised the curriculum to better reflect current labor market needs. The Human and Social Services program has updated the program name to Social Work and is working toward developing curriculum for online delivery. The General Studies program has implemented a check-in system to support students who are struggling or who come into the program already on academic probation. The General Education department is expanding course options for online learners.

1c: Expand academic supports for students

A recitation was added to advanced math courses A recitation was added to five advanced math courses. These courses include College Algebra, Precalculus, Calculus I, II, and III. A recitation is simply additional time that allows students to have more contact time with the instructor to cover content and ask questions. Students have indicated that they appreciate the additional contact time with the instructor. The recitation is different than class time because students can get more time to digest new information and get more practice with the math concepts they are studying. A recitation will also be added to Engineering 201 (Statics) for the 2024-25 academic year.

Strategic Area #2: Student Recruitment and Innovative Programming

SMART Goals: By end of 2025-26, UTTC will...	Progress	Status
a) Increase college applications by 40% from 751 in fall 2019 to 1050.	There were 955 college applications received for fall of 2023	Progressing
b) Increase college fall enrollment by 30% from 429 in 2018 to 558.	2023 Fall enrollment was 545, an increase of 27% from fall 2018	Progressing
c) Increase dual enrollment from 29 in fall 2018 to 50.	Dual Enrollment was a total of 30 students with an average of 10 per semester	Developing
d) Increase the number of programs of study available fully online at UTTC from 6 to 8.	UTTC offered 6 programs of study online in the 2023-24 academic year	Progressing
e) Offer a new CTE program TBD	UTTC added the Commercial Vehicle Operations program	Met

2a: Increase student enrollment through recruitment strategies

UTTC Dual Credit and Early College programming focuses on Career and Technical Education (CTE) courses. Through the Monarch Project, UTTC is redesigning the Early College program. For the academic year 2023-24, there were 30 high school students enrolled for dual credit. Courses were offered online during the fall and spring semesters and on the UTTC campus in the summer. Courses offered onsite in the summer included welding, tribal arts, and Lakota language. Dual credit students were highly successful, completing 83% of the credits taken with a grade of C or better.

The college is in the planning phases with the Heart River CTE Center to offer additional CTE courses for Early College students. The Heart River CTE Center is a partnership of ten schools in the region, including some schools located on the Standing Rock Reservation. Mandan High School and other member schools of the Heart River CTE Center are interested in offering their students CTE options for dual credit in Welding, Heavy Equipment Operations, Commercial Vehicle Operations, and Agriculture.

UTTC has revised the tuition structure for dual credit students when the course instructor is onsite at the high school. Courses taught by high school teachers who meet credentials for teaching the college courses are charged at a reduced tuition rate. This allows the potential for offering courses that require hands-on practice under the guidance of a subject matter expert, as is the case with many CTE courses.

Land Grant promotes Sustainable Agriculture and Food Systems program enrollment. Students and staff attended the annual Falcon conference and Inter-tribal Agriculture Council conference in the fall. Promotional material to increase enrollment was displayed and distributed at each of these. Recruitment materials were distributed at several events in the spring and summer, including NIFA grants training in Montana in June, NAREEE advisory board meeting in June, and the Government-to-Government conference in July. A strong partnership was made even better between Bismarck Public Schools and UTTC Land Grant.

2b: Streamline the admissions process for prospective students

UTTC implements Jenzabar Admissions Analytics to improve admissions for new and prospective students. Work that was started through the Achieving the Dream Holistic Student Support project continues to be refined. UTTC has implemented the Admissions Analytics system through Jenzabar. The Admissions Analytics system allows the college to view and monitor year to year the number of applications received as well as the number and percentage of applications that were completed and converted to enrollments. These data are disaggregated by program of study, student age, student type (new, transfer, or returning), gender, age, and location. The admissions department uses this information to address gaps in services to improve the student experience while increasing enrollments.

2c: Provide innovative academic programs that align with Tribal/regional workforce needs

Indigenous Leadership AS degree program being developed to start fall 2024. The Indigenous Leadership associate degree program has been developed and will be available for students beginning fall 2024. Students who enroll in this major will have an immersive educational experience that blends traditional knowledge with modern leadership practices. Topics included in this program are Indigenous Leadership Practice, Ethics in Indigenous Leadership, and the historical and cultural underpinnings that have shaped Indigenous communities. The program aims to empower students to become adept leaders capable of navigating and bridging both Indigenous and broader professional contexts focusing on practical skills, advocacy, and linguistic proficiency.

UTTC added a Commercial Vehicle Operations (CVO) certificate program. The CVO certificate program is a Career and Technical Education (CTE) program of study. This program of study addresses a bright outlook occupation with an anticipated 12% growth rate, mean salary of almost \$60,000, and over 1,300 job openings projected for North Dakota through 2030.

This program was developed in part because of student feedback in our program review process. Students in the Heavy Equipment Operations (HEO) program said that they need a Commercial Drivers License to haul their heavy equipment. Many had plans to complete a CDL training program after they completed the HEO certificate. This, along with changing industry requirements, prompted UTTC to begin its CVO certificate program.

The CVO certificate program is offered only during the fall semester. The Heavy Equipment Operations (HEO) certificate program is offered during the spring semester. Students have the option of completing both certificate programs over the course of two semesters to pursue high wage occupations in the state. There were 4 students enrolled in CVO Fall 2023 who all successfully completed the certificate program.

Fisheries and Wildlife Biology degree programs available. Fisheries and Wildlife Biology is offered at the associate and bachelor's degree levels. Students can begin with the associate degree in Fisheries and Wildlife Biology and then articulate to the bachelor's degree option or they can transfer in with an associate degree in a related field and enter the bachelor's degree option. This major is intended for students who have a combined love for animals, the outdoors, and a sustainable future. The curriculum builds a strong foundation in biological concepts while focusing on the social and political aspects surrounding current and future issues related to the conservation of fish and wildlife populations. This program of study is funded through the National Science Foundation.

Teacher Education department is preparing to offer an associate program online. The teacher education faculty have been working over the last year to develop the associate courses for online delivery. Eight of the ten courses were completed as of spring 2024 and the remaining two were scheduled to be completed in the following summer. The online option will expand access to more students who are interested in elementary education. This initiative also opens the opportunity for high school students to take some of the courses as either dual credit or early college.

Short Term Workforce programs ensure they are meeting industry standards and workforce needs. The CVO program has been in contact with the ND DOT to help brainstorm ways to open the program to more out-of-state students. In addition, the CVO program is working with the Upper Great Plains Transportation Institute to have UTTC become a central testing facility for all the tribal schools in North Dakota. The Welding and HEO/CVO programs have been meeting with Mandan High School and the Heart River CTE Center on expanding dual credit options with UTTC for high school students in those fields. The Automotive Technology department is working on renewing their Automotive Service Excellence (ASE) accreditation through the National Institute for Automotive Service Excellence. Continued ASE accreditation assures potential students and employers that the students are receiving a quality education that meets the standards of the profession.

Strategic Area #3: Student Retention and Completion

SMART Goals: By end of 2025-26, UTTC will...	Progress	Status
a) Fall to spring persistence rate for new and transfer students will exceed 70% annually.	Fall 2023 to spring 2024 persistence was 71%	Met
b) Fall to fall retention for new and transfer students will exceed 55% annually.	Fall 2022 to Fall 2023 retention rate was 50%	Progressing
c) Provide work-based learning experiences for at least 10% annually of students attending UTTC.	52 (10%) of students participated in internships or apprenticeships (520 full time degree seeking)	Met
d) Two new supports are available for online learners.	UTTC is in the process of implementing Yellowdig, an interaction support for online learners and Brainfuse, an online tutoring tool	Met
e) Increase 4-year completion rates for FTFT students by 5 percentage points from 18% (2016 cohort) to 23% (2022 cohort).	The 4-year completion rate for the 2020 cohort of new and transfer students was 41% (45/111) New students alone was 31/78 or 40%	Met
f) Increase percent of FTFT degree or certificate-seeking students who, within eight years of first enrolling, received a postsecondary award from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution from 44% in 2018 to 50% (IPEDS)	43% of FTFT degree or certificate-seeking students, within eight years of first enrolling, received a postsecondary award from the institution, remain enrolled at UTTC, or subsequently enrolled at another institution	Developing
g) Essential Alumni services are identified through an alumnus needs assessment.	Not yet started	Developing

3a: Increase student retention through targeted retention strategies

Student activities help engage students in campus life. The Student Activities and Retention Coordinator scheduled twenty-nine (29) activities throughout the last academic year. Some of the activities included the fall and spring Welcome week, two social dances, hand game, chess, and video game tournaments, and arts and crafts socials. There were also student club sponsored events coordinated through this office. These events were attended by 1,158 students (duplicated), with a total unduplicated count of 361 students. Excluding online only students, the participation rate for these activities was nearly 67% of the total local student body taking part in at least one activity. 60% of the participants attended one to two events, while 40% attended three or more events.

Student athletes have high retention rates. There were 16 men's basketball and 15 women's basketball players on the roster to start. The fall to spring retention rate for basketball athletes was 83.8%, exceeding the institutional goal overall. The Athletic Director and coaches work closely with faculty in the Retention module to monitor student athlete academic progress. The retention model helps our coaches monitor student athletes' progress and connects them with faculty to help student athletes address academic issues before they get too far behind. They make sure students are aware of activities and programs available throughout campus and get them involved in campus community events and activities. Also, athletic coaches are involved and visible to create a sense of community and belonging on campus.

3b: Improve quality and integration of services throughout the learner experience

Apprenticeship program underway at UTTC. The Tribal College Apprenticeship Program (TCAP) in partnership with the North Dakota Tribal College System and Lake Region State College, and funded through partnerships with Hess/Chevron, Halliburton, and Nabors, Inc., employed four apprentices in its first year. The program provides apprentices with financial support for housing, childcare, tuition, mileage,

and gas cards. The apprenticeship placements this year included two apprentices in IT, one in Human Resources, and one in the Business Office. The program will expand the number of apprentices supported in the second year of the program.

Health and Wellness services support students. UTTC's Health and Wellness department provides wellness counseling, addiction counseling, domestic violence advocacy, exercise and fitness services, cultural activities and wellness, student health center and a variety of activities for students. The primary goal of these supports is to promote the overall health and well-being of students to help ensure their educational success. The Health and Wellness department assists students with disabilities to receive reasonable accommodation in classes when appropriate and necessary. The campus cupboard is managed by this department to provide access to food and toiletry items students need to maintain personal well-being. In November, 150 food baskets were prepared to provide a Thanksgiving meal for students and their families. Over the course of the academic year, there were 209 visits to the Campus Cupboard, with 7 students who received financial literacy education as part of that service. 114 transportation services provided for students, 425 visits made by students to the wellness clinic for student health, counseling, chemical health or other services, and disabilities services provided for 13 students in the fall semester and 11 in the spring semester. These services are all provided without additional charge to students.

The Health and Wellness department hosted the Annual Wellness Symposium, which featured various speakers and presentations about wellness and resiliency. This event was a part of spring retention efforts post spring break with Student Activities & Retention. In addition, the department helped to sponsor a volleyball tournament that week, a comedy show, and bowling. Health Promotions, Facilities, and Housing co-hosted a "Spring Cleaning" Lunch & Learn, which focused on the importance of cleanliness for health and well-being, as well as some of the benefits from UTTC Housing for keeping a living space clean. Health Promotions hosted monthly Healthy Campus Committee meetings and various fitness classes weekly (Yoga, Boxing, HIIT). The team worked with Theodore Jamerson Elementary School to hold the annual Color Run.

3c: Improve advising processes for new, returning, transfer, and continuing students

Improved processing of transcript evaluations. The Transfer & Career Services Coordinator has provided a valuable service to incoming students through the completion of detailed transcript reviews. Once transfer students are ready to register, the Transfer & Career Services Coordinator reviews the student transcripts to identify what, if any, General Education courses can be transferred into UTTC. This process ensures that potential credits are not missed and allows advisors to focus on evaluating core courses that may or may not transfer. The Transfer & Career Services Coordinator also reviews transcripts for students who are on track to graduate in the next academic year to verify that any potential credits that could be transferred in are documented. This helps to ensure proper credits are applied and avoid students taking courses at UTTC that they may have satisfied at another institution.

3d: Improve tracking of internship and job placement or transfer rates

Internships coordinated under Tribal College Apprenticeship Program. Internships have historically been tracked by Career Services. However, the implementation of the Tribal College Apprenticeship Program (TCAP) created a logical place for internships to be tracked so that Career Services could be more focused on helping students post completion. Internships are now closely tracked to ensure that paid internship contracts are in place and are tracked for budgeting purposes. In the fall of 2023, 14 students participated in an internship, in the spring of 2024, 32 students participated in an internship, and two students participated in an internship in the summer of 2024.

3e: Develop comprehensive alumni services

Alumni survey to be developed. UTTC plans to develop a survey for alumni to find out more about what the college can do to stay connected with them. Staff turnover in this area has caused delays in this strategy.

Strategic Area #4: Mission-Driven Institutional Effectiveness

SMART Goals: By 2025, UTTC will...	Progress	Status
a) All departments will document at least one data-informed improvement per annual year.	UTTC recognized for data informed progress through awards, presentations, and publications; RNL Data	Progressing
b) Develop at least one new policy that advances expanding UTTC research culture and capacity development.	Not yet addressed	Developing
c) Increase investment in research (positions, infrastructure, etc.) by at least 5% annually starting 2023-24 AY.	NetZero Greenhouse investment	Progressing
d) At least 4 new American Indian Culture and Arts courses are added to UTTC catalog.	4 new and two developed for online	Met
e) At least 4 American Indian Culture and Arts activities offered monthly (student activities calendar).	American Indian Culture and Arts activities are offered monthly	Met

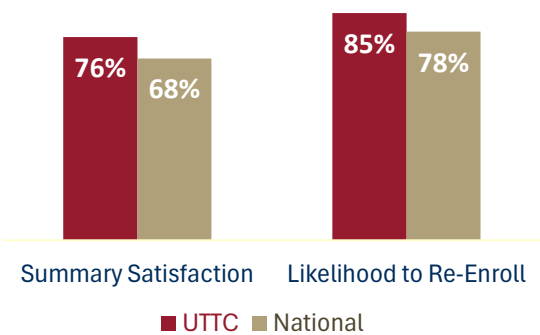
4a: Promote and document continuous improvement in all departments

UTTC received Leader College status from Achieving the Dream. UTTC was one of ten community colleges from the Achieving the Dream (ATD) Network to earn Leader College status in 2024. To date, there have been a total of just 40 colleges to receive Leader College status since the award was created in 2018. Leader College status is granted to ATD network colleges that have shown steady improvement in outcomes in student success. UTTC improved its fall-to-fall retention by 9.1 percentage points for first time students and a 5.4 percentage point increase in four-year completion rates. In addition, reduced the equity gap between male and female student retention by 3 percentage points. These improvements in student retention and completion rates can be attributed to a variety of support systems and interventions developed and supported by data. The Thunder Alert system helped to identify students who were struggling early. Professional learning provided on trauma-informed practices helped to inform faculty and staff on how to better support students who were experiencing challenges. The Native American Tuition Waiver helped support students financially and the Wellness Center provided other support services. In addition, the college hired a Student Activities and Retention Administrator (SARA), whose responsibilities include planning activities for students to help them feel a sense of belonging and community.

UTTC is published in the National Student Enrollment Management Quarterly publication. UTTC submitted a case study of how the college leverages data to promote student success. The article described how UTTC worked with Jenzabar to develop a risk model that identifies students who have risk factors to college completion. The article also described the processes used to implement and refine the Thunder Alert system to support student success. The publication was an opportunity to share the good work that has been done at UTTC and elevate awareness of Tribal Colleges and Universities in general.

RNL Student Satisfaction Inventory (SSI) uncovers institutional strengths and areas for improvement. The Student Satisfaction Inventory (SSI), which is part of the Ruffalo Noel Levitz (RNL) Satisfaction and Priorities Surveys (SPS) Satisfaction assessments, are a key indicator for the institution of the current student experience. The data from the assessments provide direction for our campus to make improvements in the areas that matter most to your students. UTTC administered the Ruffalo Noel-Levitz Student Satisfaction Inventory on our campus during the Spring of 2024. The survey was completed by 128 students. The survey was disseminated online. We had a response rate of 28% out of the 453 enrolled students who were invited to complete the online survey. The SSI asks students to indicate both the level of importance they place on an item, and their level of satisfaction that the college is meeting this expectation.

The data from the UTTC survey are compared with national group means. There were four functional areas where UTTC students rated their satisfaction with UTTC statistically significantly higher than the national



comparison group, including Academic Advising, Concern for the Individual, Instructional Effectiveness, and Registration Effectiveness. Only one functional area the students rated their satisfaction with UTTC statistically significantly lower, which was regarding helpfulness of Security staff. Overall, student satisfaction with UTTC is high with 76% indicating they were satisfied or very satisfied compared to the national rate of 68%. When asked if they would enroll again if they had it to do over, 85% indicated they probably or definitely would enroll again. This is 7 percentage points above the national rate of 78%.

The areas of strengths identified included academic advising, faculty, caring and helpful campus staff, conveniently scheduled classes, up-to-date lab equipment, library resources and staff, computers and Wi-Fi, and registration processes. Areas of improvement related to counseling, childcare and cafeteria services, college atmosphere, understanding of students' life circumstances, and financial aid awards timing. When asked about factors that contributed to their decision to enroll, 87% of respondents indicating financial aid as a factor, 84% indicating cost as a factor, 82% indicating recommendations from family or friends, 81% saying academic reputation, and 78% campus appearance. We plan to share this data widely with faculty, staff, and students. Stakeholder feedback will be used to inform decisions about actions to take.

4b: Expand research capacity at UTTC

The Land Grant Greenhouse project was completed in summer 2024. The greenhouse includes supplies and equipment to be used for student research activities. Students were introduced to research methods and processes in fall 2023 and again reinforced in spring 2024. Research components will be formally integrated into sustainable agriculture courses beginning academic year 2024-25. The completion of the greenhouse project has prompted applications for research grants to increase infrastructure of equipment and faculty to help provide more research opportunities.

4c: Integrate American Indian Culture and Arts

New Tribal art courses added to the course catalog. Four new art courses were submitted to the curriculum committee for review and approval during the 2023-24 academic year. All four courses were approved this spring. The new courses are ART 113 (Indigenous Beadwork), ART 204 (Ceramics), ART 146 (Indigenous Jewelry), and ART 166 (Contemporary Indigenous Art). In addition, ART 120 (Art History) has been approved by the curriculum committee to be offered online to help expand Arts and Humanities options for our online learners. Ceramics, Contemporary Indigenous Art, and Art History have been added as course options to the fall 2024 schedule. Three more art courses will be added to the spring 2025 course schedule.

UTTC offers cultural activities for students throughout the year. Cultural activities are provided for students on a regular basis during the year. The activities included Powwow dancing class, drum and hand drum singing classes, language classes, powwow regalia making, storytelling, traditional art classes, and Sweat Lodge ceremony. The sweat lodge on campus has been moved to the northeast corner of campus. The new location is more convenient and more visible than the original location and now includes two sweat lodges to accommodate more people. The college allocated the log cabin adjacent to the sweat lodges for cultural purposes. This makes it easier for staff to prepare meals that are served after the ceremonies are held.

UTTC hosts the 18th annual Dakota Lakota Summer Institute (DLSI). UTTC hosted the Dakota Lakota Language Institute (DLSI) on campus in the summer of 2024. A three-week language program, the DLSI provides immersive language learning opportunities. Participants have the option to earn college credit or continuing education units (CEUs) for their efforts. Twenty-one students completed language classes for college credit, generating 72 credit hours. 35 participants took the DLSI courses for CEUs. Participants included enrolled UTTC students, dual credit students, and others from the general public.

Strategic Area #5: Infrastructure and Fiscal Stability

SMART Goals: By end of 2025-26, UTTC will...	Progress	Status
a) Increase the number of annual donors from 44 (2019) to 150.	60 outside donors plus BOD and UTTC employees in 2023-24	Progressing
b) Increase annual donations from \$255,250 (2019) to \$500,000.	\$428,825 received in 2023-24	Progressing
c) Make continuous and substantive progress on the UTTC master plan.	Substantive progress documented in 2023-24	Progressing
d) Increase endowment to a total market value of \$1 million.	\$2,026,223 as of August 2024	Met
e) A five-year institutional budget projection is in place and updated annually.	Five-year budget projection is provided annually	Met

5a: Improve funding base and fiscal resources

Five-year budget projection is prepared annually and shared with BOD. The five-year budget is now prepared annually by the Chief Finance Officer. The projection is based on cash flow, annual audit information, past spending, and projected income. This is a Higher Learning Commission accreditation requirement. The budget projection is shared annually with the Board of Directors.

5b: New construction and remodels

New construction underway and some has been completed. Significant and substantive progress continues to be made on the UTTC master plan. There have been three areas for new construction that have been undertaken. The **campus main entrance** was relocated just north of the original entrance. This new entrance location provides better flow to traffic on campus, while making the entrance more welcoming. The relocation of the main entrance is a step toward one of the master plan’s design principles which is to create entrances that bring culture to the forefront. The plan calls to eventually remodel the Skill Center to be a cultural arts center that also houses enrollment services. Along with the new entrance, the extension to All Nations Circle was developed and paved. Another construction project, the **NetZero Greenhouse** was completed in summer of 2024. The greenhouse will be a hub for hands-on experience and student research. A new **bus garage** is being built to provide storage space for company vehicles. The structure was erected in the spring and the concrete floor poured during the summer of 2024. Another project that is a precursor to any other construction to be completed on the south campus is underway. UTTC is working to complete a **water mitigation** project to protect the wetlands and ensure sound construction on the south campus.

Remodels and maintenance projects help keep the campus healthy, safe, and up-to-date. There have been several infrastructure improvement projects that have been completed on campus. Backup generators were installed in the Wellness Center, Cafeteria, Building 61, Science & Technology, and Maintenance Buildings. HVAC systems were upgraded in the Skills Center, Maintenance building, and IT area. The HVAC systems were updated, and ductwork replaced in residential units on campus. Office spaces were built for IT and maintenance staff and operational space created in the Jack Barden center for the athletics staff. The Sitting Bull dorm parking lot was resurfaced and repainted. Landscaping work was completed at the Bookstore, Human Resources, and College Relations buildings to draw water away from the buildings, decrease lawn maintenance time, and enhance aesthetics across campus.

5c: Establish a firm fundraising foundation

Fundraising foundation development continues. UTTC continues to work toward establishing a foundation and developing relationships with donors through the College Relations office. Fundraising capacity has been built for scholarship fundraising through Events Week, Athletics, Employee Giving, and other initiatives; however, a capital building campaign is necessary to address campus facility needs. UTTC seeks to hire a consultant to assist on this initiative and to build the necessary internal capacity.