



PREPARING FOR THE HLC CAMPUS VISIT

During an HLC visit, the team of reviewers from the Higher Learning Commission will hold scheduled meetings with individuals and campus groups and may also talk with members of the campus community as they move around campus. You can contribute to a positive accreditation outcome in many ways:

1. Review UTTC's mission at <https://uttc.edu/mission-motto-vision/>
2. Read UTTC's assurance argument. A pdf of the document will be emailed to you.
3. Be available when the HLC team is on campus. We will have a formal schedule prior to the visit.
4. Become familiar with UTTC's strategic plan in its entirety at <https://uttc.edu/office-of-institutional-research/institutional-research/strategic-plan/>
5. You were also provided a hardcopy of a condensed version of the self-study.



Possible Questions the Team May Ask

The following lists provide examples of the types of questions review teams are likely to ask. These lists are not exhaustive, and you should expect the team to ask additional general and UTTC-specific questions. Please answer all questions honestly and thoughtfully without being negative. UTTC's self-study report identifies and discusses UTTC's strengths and challenges, and the evaluation team will be aware of these. Your interactions with the evaluation team will reinforce our self-study findings and provide strong evidence that we meet the Criteria for Accreditation.

Questions for Everyone

1. What do you know about accreditation?
2. What do you know about the Higher Learning Commission?
3. Have you seen or read UTTC's Assurance Argument?
4. How would you describe UTTC's mission? Do you know where you would find the official statement?
5. How does your department contribute to UTTC's mission?
6. How do you contribute to the UTTC's mission?



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7. What are the college's current strategic planning priorities?
8. What are UTTC's greatest strengths?
9. What are the biggest challenges facing UTTC? How about challenges specific to your department?
10. What makes UTTC unique in North Dakota and among Tribal Colleges and Universities in general?
11. How would you describe the campus climate for diversity?
12. What is it like to work at UTTC? How is morale on campus?
13. Do you think academics are the top priority at UTTC? Why or why not?
14. Describe any campus processes that could be improved or made more efficient.
15. What kind of changes are taking place at UTTC? Do you see these as positive or not?

Questions for Faculty

1. What are the characteristics of a UTTC education?
2. What is your department's vision for the future? How does this relate to UTTC's vision?
3. Talk about shared governance and how faculty participate in decision-making at different levels of the college (committees, All Hands, Academic Council, department meetings, advisory boards/committees).
4. How would you describe the relationship between faculty and administration? What works and what needs improvement?
5. Describe the relationship between UTTC's departments. What collaborations currently exist?
6. What resources are available to support faculty (e.g., library, faculty professional development, travel, etc.)? Are these sufficient in meeting faculty needs?
7. Is your department actively involved in assessing student learning? How has your department used its assessment findings? What evidence do you have that students achieve your program's intended learning outcomes?
8. How are your students doing once they graduate?
9. Are you involved in research? How does the research further UTTC's mission?
10. What opportunities do students in your program have to gain experience with research? Community or civic engagement? Diversity or multiculturalism?
11. What is the purpose of UTTC's general education program? In what ways does the program achieve its goals for students? How could it be improved?
12. For some common faculty issues (workload, salary, paid leaves, etc.), what works well and what needs to be improved?
13. What is the role of faculty in ensuring academic quality?
14. Does your department offer courses or programs via distance education? If so, how does the department ensure the quality of the curriculum regardless of how or where it is delivered?



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Questions for Staff

1. How does your department support the academic mission of the university?
2. What is it like to be a staff member at UTTC?
3. What opportunities do you have for professional development? Are staff members treated equitably in their access to these opportunities?
4. How are staff evaluated at UTTC? What is your impression of the evaluation process?
5. How are staff involved in campus decision-making processes? Do you think staff have sufficient input into decisions that affect them?
6. How would you describe the relationship between staff and administration? What works and what could be improved?
7. What are some important benefits about working at UTTC? What do you like best about your job? What would you change if you could?
8. How do departments across campus work collaboratively? What works well and what could be improved?
9. Do you feel that the work you do is valued by administration? Faculty? Other staff members? Students?
10. How does your department contribute to student learning and development?
11. How does your department assess or evaluate effectiveness?

Questions for Students

1. Why did you choose to enroll at UTTC? Have your expectations been met?
2. What do you think is special about a UTTC education?
3. Would you recommend UTTC to other students?
4. What do you like best about UTTC? What would you change if you could?
5. Have you experienced any problems getting the courses you need in a timely manner?
6. Describe your experiences with academic advising.
7. Do you know where to go for help with the following? (a) academic support; (b) career planning; (c) personal counseling; (e) making a complaint; (f) technology support.
8. Do you use any of the following: library, tutoring services, dining services, Student Health, Wellness Center, and the Health Promotions Center? If yes, what has been your experience?
9. How is the relationship between students and faculty?
10. What opportunities do you have to conduct research? Participate in community or service learning experiences? Internships? Interact with people and cultures different from your own? Gain real world experience related to your educational and career goals?
11. If you have transferred in credits, what was the experience like for you?



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12. Do you think UTTC is clear in its communication with students about topics such as financial aid, student conduct, costs, and graduation requirements? What improvements would you recommend?

GLOSSARY OF TERMS

Look in your department folder, and in other department folders, on the Institutional Effectiveness (IE) portal for examples of some of the following documents.

Assurance Argument

Web-based site provided by the HLC where institutions provide narrative to make the case they meet the Criteria for Accreditation. The self-study, supporting evidence and web links, are uploaded to the Assurance Argument site so the visiting team can view the documents. You will be provided with an electronic copy of the documents so you can read the same materials the visiting team will be reading.

Curriculum Map

Visual tool that identifies which courses address which program outcomes. The map helps us ensure students are being taught the content we have identified with our program outcomes. Students are “introduced” to content in some courses (I); some courses reinforce content (R); and in some courses, students are expected to be “proficient” (P).

Department

The HLC refers to the departments as “units”. In Academics, this is the different from the program. One department can have 2-3 programs. For example, the Automotive Technology department has the Automotive Technology AAS degree program and the Automotive Technology diploma program. The department is the overall entity that houses and oversees the academic programs within that department.

Department Action Plans

The Department Action Plans are uploaded to the IE portal for each department. The action plans, also referred to as unit plans by the HLC, were written for four years, from 2016-2020. The plans identify who is going to do what by what date so the department meets the goals it has identified. We will be updating these action plans as soon as the strategic plan is completed for the College because they flow into one another.



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Department Goals

The department goals are what we, as faculty and staff, hope to achieve for each one of our departments. Examples of academic department goals are:

- Goal #1 – Recruit, retain, and graduate competent professionals who meet industry requirements.
- Goal #2 – Apply and evaluate effective systems of program assessment.
- Goal #3 – Recruit and retain highly qualified faculty.

Divisions

The divisions at UTTC are 1) Administration; 2) Academic Affairs; 3) Campus Services.

Institutional Effectiveness Portal

When the HLC was here in 2011, they reported UTTC did not have one central location for all of our assessment plans/reports, policies, committee information, and other, which was viewable by the public. The IE portal was created in response. The most efficient way to access the portal is to go to About UTTC on the website, down to Institutional Policies, and click – you're there.

Institutional Learner Outcomes (ILOs)

Statements the college has developed that identify the knowledge and skills we say our graduates will possess by the time they graduate. We are *all* responsible for contributing to our graduates achieving these outcomes, regardless of our job at UTTC, teaching or non-teaching. The ILOs are:

Graduates of United Tribes Technical College will:

1. Exhibit effective oral and written communication. (Communication)
2. Employ critical thinking skills in the processes used to identify and solve problems. (Critical Thinking)
3. Develop solutions to mathematical and scientific problems (Quantitative & Scientific Reasoning)
4. Demonstrate skills necessary for living and working in a global society. (Personal & Social Responsibility)

Performance Indicators

For each one of our student learning outcomes, either program learning outcomes or ILOs, there are performance indicators listed that identify specific knowledge or skills that we measure so we know the student is meeting the outcome.



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Example – the performance indicators are in blue font:

Exhibit effective oral and written communication. (Communication) - Outcome

1. Organize various types of communication
2. Articulate content knowledge
3. Demonstrate appropriate delivery (i.e. body language, tone, voice)
4. Apply mechanics of writing (standard grammar, punctuation, spelling)

Program Outcomes

A program outcome is what a graduate of your program will know or be able to do upon completion of the program. (The goal is for a UTTC graduate to meet both the ILOs and the program outcomes.)

Self-Study

Process used to examine how well a college meets the five criteria the Higher Learning Commission and to identify what we do well and areas we are working to improve. The information gathered during the self-study is written in the Assurance Argument and shared with the HLC. The goal is to assure the HLC that we are meeting the criteria and should maintain our accreditation.

Strategic Plan

A management activity that is used to set priorities, focus resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, and establish agreement around intended outcomes/results. We are currently in the process of updating our strategic plan for the next five years.