

ACCREDITATION QUESTIONNAIRES:

COMPILATION OF RESPONSES

SEPTEMBER 1, 2010

QUESTIONNAIRE 1: 20 PRESIDENTS

QUESTIONNAIRE 2: 15 PRESIDENTS

TCU Accreditation Questionnaire:
Compilation of Results
20 Presidents Responding
September 1, 2010

1. Do you support the establishment by AIHEC of a separate accrediting agency for the tribal colleges?

- (1) Yes, as the SOLE and SEPARATE accrediting body for TCUs
- (8) Yes, but only as an ADDITIONAL accrediting body for TCUs (in conjunction with existing regional and other accrediting bodies)
 - Would like to see this as being "optional." CNC is already in the PIF process with NCA.
- (1) Either of the above
- (7) Not Sure
- (3) No

- *Just TCUs? What about K-12 schools?*

If you selected "Not Sure," what information would you need to make a decision?

- *Related costs. Acceptance by specialty accrediting bodies and state agencies as well as CHEA and the U.S. Department of Education. Organization of the accrediting body, including training of site visitors and the oversight commission. Acceptability of the accreditation to institutions to which our students transfer, including state, regional, and national institutions. Rigor of the AIHEC accreditation process.*
- *What will it cost? Where will the funds come from? Is there consensus that this should be done—TCUs, tribal leaders, education organizations?*
- *(selected NO) Accreditation by a tribal college only accrediting body, especially a new agency, will not carry the same credibility as the Higher Learning Commission. The Higher Learning Commission with its years of experience can grant an accreditation that is known and respected by those who provide our funding.*
- *In view of the questioning done by Senator Harkins in regard to accreditation, it seems as though the major accrediting commissions are under attack by a Senate committee for various reasons, including lack of accountability by these commissions, since members conduct the accreditation visits on other members, instead of getting a completely independent entity to do the evaluations. Whether these attacks are*

justified or not, I do not know. I ask how a new accrediting commission would fare under this type of situation? How is going to be different from the present commissions under which we are accredited?

- *How would establishing a separate accrediting agency impact the current work of AIHEC—research, advocacy, and lobbying?*
- *How would the current status of TCUs change with the establishment of a separate accrediting agency such as federal funding issues and articulation agreements with other institutions of higher education in the regions?*
- *(President's Cabinet voted 2 Not Sure, 11 NO)
HOW WILL IT AFFECT OUR FEDERAL FINANCIAL AID FUNDING?
WE WOULD LIKE TO KNOW THE INTEGRITY OF THE NEW AGENCY
WE WOULD LIKE TO SEE A LIST OF THE NET BENEFITS THIS CHANGE WOULD BRING
WILL THERE BE ADDITIONAL REPORTING REQUIREMENTS?
WILL THE CREATION OF THIS AGENCY HELP IN THE INCREASED INCORPORATION OF CULTURALLY RELEVANT LEARNING MATERIALS INTO MAINSTREAM WESTERN GENERAL REQUIREMENT COURSES?*
- *1) How much cost would be involved to Tribal Colleges? 2) Are there other precedents? e.g. W/ HBCU's for example 3) What are the ramifications for our students if we had a sole and separate accrediting body? Would our offerings be honored? What research has been done so far or is this a trial balloon 4)What purpose would having an additional body serve? Would the additional body have regulatory clout? Would it be able to call for focused visits, etc?*
- *The information I would need to make an informed decision would be some documentation on how the transfer rates between regional associations works, and how the TCU model would fit into that system. And, as always, a proposed cost of the additional membership.*

2. Are you willing to pay a specific membership or participation fee to be part of a separate accrediting agency?

- (8) Yes
- (11) No
- (1) Not Sure

- *I have some questions as to whether or not there would be a transition period from the commissions who now accredit our institutions, or is the break going to be a sudden and once-and-for-all, no turning back proposition. I have not been a participant on any of the meetings on this issue thus far so these questions may already have been*

addressed. If so, I apologize for the redundancy but I still need to know how this new accreditation process is going to function right from the beginning. How is its credibility going to be established and by whom?

- *Depends on amount....we are a small college without any Tribal support*
- *Maybe – if it were less than the current cost and had the ability to be a sole accreditation body for Financial Aid purposes – This would be a dual effort, two stamps of approval to ensure success*

3. Are you willing to pay for the participation of peer reviewers and community experts who would conduct the site visits associated with accreditation?

- (12) Yes
- (7) No
- (1) Not Sure

- *I think the reviewers should be an entity independent of the Tribal Colleges.*
- *Yes, for "trained" peer reviewers; it would be nice to have costs prorated for developing schools that don't have large budgets.*
- *Yes, if this is the SOLE accrediting agency*
- *Yes if a small amount (\$1k-5k)*

If "yes," check the range of support you are willing to provide annually:

- (10) \$1000 – \$5000
- (2) \$5001-\$10,000
- (1) Not Sure

4. Please provide a short statement of purpose for the establishment of an accrediting agency for the tribal colleges:

- *Self determination; indigenous standards/criteria*
- *I see a dual role for the separate accreditation of Tribal Colleges. This role would be a duplication of some effort previously detailed, such as ensuring student learning and the financial aid gatekeeper, while improving and focusing our unique strength and weakness areas.*
- *[Our college] is not a participant in the standard Program to Evaluate and Advance Quality (PEAQ) Accreditation process that Higher Learning Commission (HLC) of Chicago used in the past and still uses. This year, we switched to the Academic Quality Improvement Program (AQIP) where the major focus is on Continuous Quality Improvement. In this program, the institution is not judged on the regular HLC criteria but rather we get to determine the goals we will address and how we will go about addressing them and submitting reports on our progress to HLC.*

*For example, if I want to focus on [our tribe's] Culture, I am free to do that. I would develop the goals and objectives and evaluate **our** progress toward the goals---not the Higher Learning Commission or its team of evaluators from mainstream colleges.*

- *Honestly, I'm having a hard time understanding the need for a separate accrediting body. .. I believe that it is in our College's best interest to be accredited by the same accrediting agency as all other institutions in our region – [this] accreditation adds to our credibility as a higher education institution and adds to the credibility of our students both in transfer and employability. I believe that if this college decides to be accredited only by a TCU Accrediting Body, regional institutions will believe that we are not "good enough" to be accredited by the regional body...even though I know that is not the case – and we have a hard enough time maintaining respect for our institution and our graduates with, say, graduate programs in the area.*

I feel that [regional accreditation] meets our needs, understands our special status as a tribal college, and we maintain a good relationship with [the regional body]. I worry that we would need to maintain both accreditations, which would be enormously expensive and time consuming. In the face of increasing federal regulations that require human resources, the cost of maintaining dual accreditation is a serious consideration. However, after speaking with both directors of regional graduate programs in certain fields as well as leaders at two regional transfer institutions, I have serious concerns about the impact of giving up our [regional] accreditation.

As noted above, I'm also concerned with the specialty accrediting bodies as well as the state. For example, our education department must be approved by the state, which includes the college's accreditation status. Many other programs have specialty accreditation.

- *To facilitate the opportunity for tribally chartered and tribally controlled colleges to support tribal self-determinations, identity and peoplehood.*
- *Accredit tribal institutions through validation of tribal standards of higher education based on tribal laws and customs.*
- *TCUs have mission statements that make us "unique". These specifics include the inclusion of our Native Language, history, and culture within our curriculum. I believe having our own accrediting agency to assist us in achieving our missions, will make us stronger and more united.*
- *Carry out mission RESPONSIBILITY while fulfilling unique mission regarding tribal culture and histories.*
- *By establishing our own accrediting agency we would address the needs of our tribal nations and exercise our sovereignty by creating alternative methods and styles of*

teaching to meet our educational vision and mission statements for our students and higher educational institutions (TCUs).

- *Recognition of tribal sovereignty; Acknowledge unique status to federal government; Recognition of specific language of the institution's mission; Acknowledge [our college] as being part urban and rural, not on a tribal reservation, commuter students; Acknowledge that [our college] also serves students that come from the [nearby army] base; Make institutions accountable ; Make sure that academic integrity and rigor is applied to Indigenous curriculum; Acknowledge that the institution will represent the community it serves – it will become increasingly difficult to keep 51% ISC for [our college]; A purpose of establishing and accrediting body for TCUs would be to reinforce sovereignty and offer a Tribal specific College/University to reinforce the vision, mission, and purpose that the Tribe has delineated for themselves in their Constitution, Charter, and Resolutions.*
- *The Tribal Higher Education Accreditation Agency will allow tribal colleges to “preserve the past, educate the present and plan for the future.”*
- *To create an agency that is familiar with the unique problems associated with tribal colleges and their communities; To recognize and honor Native nations and their sovereignty; To maintain a more culturally relevant accrediting agency.*
- *The only positive I see is to ensure that Tribal Colleges maintain a high standard of language and course content. At [our college] we already have 50+ “regular” courses (outside of Native American Studies) that incorporates [our tribe's] history and culture in the curriculum and course study.*

The negative(s) are that now we are seen “as good as” non-Tribal Colleges in terms of the integrity of studies. We are always asked if we carry accreditation and when I say [the regional accrediting body], others are impressed. If we had ONLY a Tribal accreditation, I believe we would be backsliding in terms of all our hard work in being a legitimate college.

The second negative is that with all the emotion expressed at the last meeting, some who totally support a second or only Tribal accreditation would ostracize those colleges who decide (as is their right) NOT to go with the Tribal Colleges accreditation. We can't afford to be at each others' throat...it still holds: “divided we fall”.

- *The tribal college accrediting agency would evaluate how well tribal colleges are fulfilling their mandate to provide quality education for students, to be engaged with tribal communities, and to provide needed support to promulgate tribal culture, language, and tradition.*
- *If TCU's want to establish a separate accrediting agency it should be done incrementally. My main concern are the Native serving non-native institutions that continue to attempt to access some of what we consider TCU funding sources. There*

should be a mechanism or an accrediting body that would define eligibility; CIB, percentage of students served, language courses, etc. to be considered.

- *As developing institutions, TCUs need regular accreditation "validity."*

5. Please offer language (key words, phrases, or sentences) that you would like to see included in a vision statement for a TCU accrediting agency:

- *Native view, perspective of the world, indigenous values*
- *If AIHEC does form an accrediting body, I think serious consideration must be given to the diversity of missions of the TCUs. All TCUs do not have the mission of serving only one community or local tribal groups.*
- *Cultural foundation; peace based; community focused; accountable to students, tribal families, and tribal nations; assessment and institutional effectiveness from a tribal perspective*
- *Sovereignty, sustainable cultures, relearning and maintaining our languages, biculturalism, and student success.*
- *Reflecting Indigenous culture; The diversity among tribes; Reverence for the past while planning for the future; Providing an education for the seventh generation; Language, culture, traditions, and history through the Indigenous perspective; Cultural relevancy; Self-determination; Tribal language, customs, traditions, spirituality; Making the full circle – from boarding schools to Colleges*
- *"Making our dreams happen with academic excellence, culture and commitment"*
"Preserve and promote the languages, cultures, and histories of the tribes."
- *Combining the most advanced technology and teaching standards with the wisdom of our elders and our tribal experts for the continuation of our Native culture.*
- *A TCU accrediting agency should be the gate keeper for Federal financial aid, the experts on the Tribal College's programming; especially cultural components, operational styles, and organizational differences; coincided with a mechanism to assist in ensuring the transferability of coursework and programs.*
- *Retention and instruction of our Native languages, culture, and traditions should be a main focus for our accreditation agency.*
- *"Reservation", "Invested", "Heritage", etc.*
- *Tribal nation-building*
- *Tribal citizens*
- *Sovereignty*

- *Tribal law and customs*
- *Spirituality*
- *Tribal value system*

- *Promote and preserve unique and relevant Native cultures so that traditional ways of knowing/understanding the world can be used to enhance western knowledge.*

6. Please add any other considerations and comments:

- *What would the difference be between an Indian accrediting body and the current organizations?*
- *Given the fact that Congress is scrutinizing the accreditation process of the regional accrediting agencies, is it really a good time to start a completely new special interest accrediting agency?*
- *I feel that by utilizing our elders in our classrooms it gives us a sense of pride, knowledge, wisdom, and oral history of our tribes. They are the best teachers to have and our students will learn and have a sense of connection to the past and present. They will also give these elders the respect that our youth need to regain in their lives.*
- *At this point, I do not support the establishment of a separate accrediting agency for tribal colleges. The workload of AIHEC's limited staff is already astoundingly heavy; the complexities of planning for and establishing an accrediting agency would, I suspect, greatly reduce the amount of time currently invested in advocacy and lobbying, and would ultimately diminish the benefits TCUs currently enjoy as members of the Consortium.*
- *There needs to be specific set asides (funding) for "emerging" tribal colleges, such as [our college], we want to achieve true host partnerships with local institutions – not one that wants to claim diversity and utilize tribal resources without truly partnering. We no longer want to be their "satellite" site or a third party, but a partner in education. We want access to demographic data that they collect and do not share.*
- *What a great opportunity for all tribal colleges to become self-sufficient and truly assess who, what, and why we really exist if such an establishment should become reality.*
- *I am tired of many of these team members who do not have any clue as to what a Tribal College is, and who constantly ask "Where's the Casino money?"*
- *I'm not very familiar with WINHEC's accreditation model, but we need to learn as much as we can from them. Why reinvent the wheel, if there is a similar model out there that we can learn from.*
- *Process must be well thought out and include input from ENTIRE TCU community.*

2-Part Supplemental Questionnaire for TCU Accreditation Working Group

PART ONE: INITIAL SURVEY OF ELIGIBILITY REQUIREMENTS

Eligibility requirements are generally part of a standard accreditation process. Below we have listed the eligibility requirements from WINHEC, Higher Learning Commission and the Northwest Commission on Colleges and Universities.

AUTHORITY

The institution is authorized to operate and award degrees as higher education institution by the appropriate governmental organization, agency, or controlling entity as required by the jurisdiction in which it operates (i.e. tribe, state, province, and nation).

100% (15) Agree

OPERATIONAL FOCUS AND INDEPENDENCE

The institution is concerned predominately with higher education in the operation of its programs and services. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the accrediting agency's standards and eligibility requirements.

100% (15) Agree

MISSION AND GOALS (CORE THEMES)

The institution's mission is clearly defined and adopted by its governing board consistent with its legal authorization, and is appropriate to an institution of higher education. The institution particular purpose is to serve the educational interests of its Indigenous students and communities, and adequate resources are allocated for the intended purpose and used accordingly.

93.3% (14) Agree

6.7% (1) Disagree

- and adequate resources are allocated for the intended purpose and used accordingly

INSTITUTIONAL/PROGRAM INTEGRITY

The institution is governed and administered with respect for and in consideration of the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes and accredited status.

80% (12) Agree

20% (3) Disagree

- I do not know what effect this new accrediting body will have on our tribal charters and on Congressional legislation that enables the existence of tribal colleges and universities.

CULTURAL STANDARDS

The institution has identified a locally appropriate and accepted set of Cultural Standards representing local definitions of cultural knowledge, beliefs, protocols, laws and practices against which its performance can be reviewed and evaluated. These local Cultural Standards must be defined by Indigenous people from the context in which they will be used, and be submitted to the accrediting authority.

86.7% (13) Agree
6.7% (1) Disagree
6.7% (1) Not Sure

- Specific mention should be made concerning language/linguistic standards that must also be met.

GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution/programs to ensure that the institution Indigenous and educational mission is being achieved. The governing board has at least five voting members, a majority of whom are representative of the Indigenous communities being served and have no contractual, employment, or personal financial interest in the institution/program.

93.3% (14) Agree
6.7% (1) Not Sure

CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

86.7% (13) Agree
6.7% (1) Disagree
6.7% (1) Not Sure

ADMINISTRATION

The institution/program provides the administrative and support services necessary to achieve its mission and meet its goals.

86.7% (13) Agree
13.3% (2) Disagree

ACADEMIC APPOINTEES/FACULTY

The institution employs and regularly evaluates a core of full-time, qualified academic faculty. The academic personnel are representative of the Indigenous populations being served and adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty members are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner. Individual faculty qualifications reflect the mission and goals of the institution/program and are consistent with the educational needs of the Indigenous people being served.

66.7% (10) Agree
26.7% (4) Disagree
6.7% (1) Not Sure

ADMINISTRATION

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

80% (12) Agree
13.3% (2) Disagree
6.7% (1) Not Sure

EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

100% (15) Agree

INDIGENOUS EDUCATION AND RELATED INSTRUCTION

The institution includes a core body of studies for all students that are grounded in Indigenous knowledge, world views and ways of knowing.

100% (15) Agree

GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's bachelor and graduate degree programs require a planned program of major specialization or concentration. The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

85.7% (12) Agree
14.3% (2) Disagree

LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and goals, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

86.7% (13) Agree
13.3% (2) Disagree

COMMUNITY LEARNING RESOURCES

The institution provides community resources and services for students and faculty appropriate to its mission and for all of its educational programs wherever located and however delivered.

93.3% (14) Agree
6.7% (1) Not Sure

STUDENT ACHIEVEMENT

The institution/program identifies and publishes the expected learning outcomes for each of its credentialing programs and provides the appropriate instruction, guidance and support necessary to insure that students achieve these outcomes.

93.3% (14) Agree
6.7% (1) Disagree

ACADEMIC FREEDOM

The applicant institution subscribes to internationally recognized conventions related to the cultural and intellectual property rights of Indigenous peoples (including the Mataatua Declaration), as well as all locally applicable guidelines for research in

Indigenous settings. The institution's faculty members and students are free to examine and test established views and present unpopular opinions appropriate to their area of study, as judged by the Indigenous and academic/educational community.

86.7% (13) Agree
6.7% (1) Disagree
6.7% (1) Not Sure

ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

93.3% (14) Agree
6.7% (1) Disagree

NON-DISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and core themes.

100% (15) Agree

PUBLIC INFORMATION

The institution publishes in appropriate publications and/or electronic sources, accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, program and course requirements, costs and refund policies, student rights and responsibilities, academic credentials of faculty and administrators, and other items relative to the relationship of the institution to the students and Indigenous populations being served.

93.3% (14) Agree
6.7% (1) Disagree

SCALE AND SUSTAINABILITY

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources, institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and in the foreseeable future.

86.7% (13) Agree
6.7% (1) Disagree
6.7% (1) Not Sure

PHYSICAL AND TECHNICAL INFRASTRUCTURE

The institution provides the physical and technical infrastructure necessary to achieve its mission and goals.

86.7% (13) Agree
6.7% (1) Disagree
6.7% (1) Not Sure

FINANCIAL RESOURCES

The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget, under the jurisdiction of the governing board.

100% (15) Agree

FINANCIAL ACCOUNTABILITY

The institution's financial records are externally audited annually by an independent certified public accountant or on a regular schedule by an authorized audit agency.

100% (15) Agree

INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning procedures (involving Indigenous participation), assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies, including the principal Indigenous peoples being served.

100% (15) Agree

- What does "involving indigenous participation" mean? Why only participation?

OPERATIONAL STATUS

The institution will have completed at least one year of its principal educational programs and is operational with students actively pursuing its programs at the time of consideration as an Applicant for Accreditation.

80% (12) Agree
20% (3) Disagree

DISCLOSURE

The institution discloses to the Accreditation Authority any and all such information as the Authority may require to carry out its review and accreditation

functions, within the scope of applicable cultural protocols and legal privacy requirements.

93.3% (14) Agree
6.7% (1) Disagree

RELATIONSHIP WITH THE ACCREDITATION AUTHORITY

The institution accepts these eligibility conditions and related policies of the Accreditation Authority and agrees to comply with these conditions and policies as currently stated or as modified in accordance with Authority policy. Further, the institution agrees that the Accreditation Authority may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Authority. The Authority treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents.

73.3% (11) Agree
13.3% (2) Disagree
6.7% (1) Not Sure

- Being new to tribal colleges, it is the “very unhappy” people who will call to use information to “slander” the College and its decisions and then place it on a web based forum with inaccuracies. I would not agree to this component. I would like to determine what gets sent out to whom and how the information will be used.

Please add any additional criteria that you would like to see considered as core eligibility requirements for any institution that applies for accreditation with a TCU accrediting agency.

- Is this the “same old” vs. a real indigenous accreditation system?
- 1) tribal charter; 2) main campus on reservation or identifiable tribal homeland
- An applicant institution should demonstrate that it has sufficient autonomy from the chartering tribal council/entity so as to demonstrate that it is not vulnerable to tribal politics.
- Comanche Nation College is in an urban setting, we educate students who live in rural areas; and are commuters, while being exposed to the global society of the Fort Sill Army Base. Being land-based and global; we are working with students who are facing cultural assimilation outside the Comanche Nation College and Comanche centered family environment.

We are not a reservation based school, but we are a Tribal College which will be set as being on trust land; documents are with the attorney. The setting of the College or the population surrounding should not negate our Tribal status.

We value Comanche Centered Education; language, ceremony, history, values, song, dance, and storytelling.

PART TWO: STANDARDS AND CRITERION

All accreditation from a regional perspective involves the use of standards. Below are the examples of standards from WINHEC as well as standards of the two accrediting agencies that work with the TCUs – NCA Higher Learning Commission and the Northwest Commission on Colleges and Universities.

EXAMPLE OF CULTURALLY RESPONSIVE ACCREDITATION STANDARDS **from WINHEC ACCREDITATION HANDBOOK**

PROGRAM GRADUATE INDICATORS

- 100% (13)** Program graduates are well grounded in the cultural heritage and traditions of their community.
- 100% (13)** Program graduates are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
- 76.9% (10)** Program graduates are able to actively participate in various cultural environments.
- The curriculum would be too broad to do in one degree that is PELL funded
- 92.3% (12)** Program graduates are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
- 84.6% (11)** Program graduates demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.
- Specific language should address indigenous language promotion/teaching/learning in these institutions.

INSTRUCTIONAL PRACTICE INDICATORS

- 84.6% (11)** Instructors incorporate local ways of knowing and teaching in their work.
- 84.6% (11)** Instructors use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- We are not on a reservation – it would depend on the curriculum, service area, and location
- 84.6% (11)** Instructors participate in community events and activities in an appropriate and supportive way.
- to include evaluation

38.5% (5) Instructors work closely with parents to achieve a high level of complementary educational expectations between home and college.

- Not on a reservation; what about the grandparents who are raising their grandchildren, orientations, ads, public relations?

92.3% (12) Instructors recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

- As determined by assessments.

CURRICULUM DESIGN INDICATORS

84.6% (11) An Indigenous oriented curriculum reinforces the integrity of the cultural knowledge that students bring with them.

92.3% (12) An Indigenous oriented curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

92.3% (12) An Indigenous oriented curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

84.6% (11) An Indigenous oriented curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

84.6% (11) An Indigenous oriented curriculum situates local knowledge and actions in a global context.

OPERATIONAL CHARACTERISTICS INDICATORS

76.9% (10) An Indigenous oriented educational institution fosters the on-going participation of Elders in all aspects of the education process.

76.9% (10) An Indigenous oriented educational institution provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

84.6% (11) An Indigenous oriented educational institution provides opportunities for students to learn in and/or about their heritage language.

76.9% (10) An Indigenous oriented educational institution has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

- Reservation versus rural issue

84.6% (11) An Indigenous oriented educational institution consists of facilities that are compatible with the community environment in which they are situated.

69.2% (9) An Indigenous oriented educational institution fosters extensive on-going

participation, communication and interaction between program and community personnel.

COMMUNITY INVOLVEMENT INDICATORS

- 69.2% (9)** A culturally supportive community incorporates the practice of local cultural traditions in its everyday affairs.
- 84.6% (11)** A culturally supportive community nurtures the use of the local heritage language.
- 76.9% (10)** A culturally supportive community takes an active role in the education of all its members.
- 76.9% (10)** A culturally supportive community nurtures family responsibility, sense of belonging and cultural identity.
- 76.9% (10)** A culturally supportive community assists new members in learning and utilizing local cultural traditions and practices.
- 46.2% (6)** A culturally supportive community contributes to all aspects of curriculum design and implementation for local educational programs.

- Institutions can reach out and be a community member. But can institutions really “control” communities?

HIGHER LEARNING COMMISSION

92.3% (12) Criterion One- Mission and Integrity

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

92.3% (12) Criterion Two -Preparing for the Future

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

100% (13) Criterion Three-Student Learning and Effective Teaching

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

84.6% (11) Criterion Four- Acquisition, Discovery, and Application of Knowledge

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

76.9% (10) Criterion Five- Engagement and Service

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

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

100% (13) Standard One – Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

69.2% (9) Standard Two – Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

76.9% (10) Standard Three – Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

84.6% (11) Standard Four – Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

76.9% (10) Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

- Emerging institutions have the difficulty of “graduating” students without the creditability of accreditation; this needs to be reassessed and these institutions funded somehow

1994 Crazy Bull Essay

Cheryl Crazy Bull in her 1994 *Tribal College Journal* essay “Who Should Pass Judgment?” suggests criterion could be organized around the following characteristics of tribal nations. Please check any that you agree could be included in standards and criteria:

- 84.6% (11) Spirituality:** how the institution teaches tribal ceremonies, tribal thought and philosophy, history and culture and the integration of spiritual practice in the institutions
- 76.9% (10) Social Systems:** how kinship and clan structures are taught and maintained, how knowledge of tribal societies and teachings about human relationships with other nations – plants and animals
- 69.2% (9) Governance:** how the institution teaches and supports traditional leadership knowledge and practice, examination of natural (traditional laws), contemporary laws, treaties and other contributions to tribal governance
- 76.9% (10) Economics:** study of the historic and socio-conditions of tribes, tribal value systems, impact of economic oppression
- 84.6% (11) Language:** how the institution supports conversational and written fluency, language restoration, research and teaching training
- 76.9% (10) Homelands:** the study of tribal land ethics, land management, natural resources management, policies and practices of preservation and restoration of lands

Your Ideas for Additional Standards/Criteria

Many other potential standards and criteria could be used as part of a tribal college accreditation model. Please list standards or criterion that you would like to see considered as part of our discussion.

- History, context of various government levels, sovereignty, self determination; indigenous education—what is it?
- There should be an inclusion of standards that relate to distance learning, the use of current technology to reach students and constituents both in and out of the classroom; archiving of cultural items and artifacts should be included somewhere; the protection of cultural and indigenous intellectual properties should be included; some statements on research expansion/limitations should be set in cooperation with Tribal Historic Preservation Offices.
- As a Tribal institution seeking to complete the PIF in the accreditation process, what is listed here as a “potential” structure for “criterion” becomes way more cumbersome than what I am currently doing in 12 sections for the PIF, and I am answering similar criterion. I would like to be considered for membership in the group on the discussion of accreditation.

Need criterion that recognizes independence of the Comanche and other Southern Plains thought; as well as consideration of other Tribes and where they came from.