

RED LAKE NATION COLLEGE

Assessment & Institutional Effectiveness Plan



Revised January 2018

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Philosophy and Context

Cultural Context

Because assessment is the crucial interface between students, faculty and the institution, it's only appropriate to introduce Red Lake Nation College's institutional environment. The Red Lake Nation College (RLNC) was chartered by the Tribe in 2001 to provide higher education opportunities for Tribal Members living on and near the Red Lake Reservation. Prior to the Red Lake Nation College opening, Red Lake Members were forced to drive two-hours round trip daily in order to attend college. The rural location of the reservation and the high cost of transportation and daycare costs were all huge barriers to attending college for Tribal Members.

In the fall of 2015, RLNC had 130 students start the semester in the A.A.in Liberal Education Program. Over 90% of these 130 students would not be in college if RLNC was not in existence. RLNC is currently operating as an additional site of the Leech Lake Tribal College and is not an independently accredited college.

The slogan of Red Lake Nation College is "***A Great Place to Start!***" We want students to attend and earn an Associate of Arts Degree at RLNC and move on to attain a Bachelor's Degree, Master's Degree, Doctorate Degree, or Professional Degree and then return to help the reservation community grow and prosper.

Our main goal is to provide an excellent, culturally relevant higher education that prepares our students for the 21st century job market. Faculty and staff at RLNC work to instill a positive sense of Ojibwe culture and identity in all students. We strive to provide an atmosphere of support, building the confidence and academic skill level of students to ensure success at higher levels of education.

Mission

The mission of RLNC is to provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

Vision

Red Lake Nation College will strive to be a center for academic excellence on the Red Lake Indian Reservation, equipping students with a knowledge of their language, culture, and self, and preparing them to carry this knowledge forward into future generations.

Institutional Values

The Red Lake Ojibwe follow the greater Anishinaabe philosophy of life and living. According to this philosophy and view of the world, humans did not create or weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves.

As a result of this philosophy, kinship among all of creation, not the mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. At Red Lake Nation College,

we will use, follow, encourage and support following the below list of Ojibwe Culture Principles and Values. If we all follow these seven Ojibwe Principles and Values, this will lead to a more harmonious and happier life.

1. Dabasendizowin (Humility)
 - To be modest in one's actions
 - To demonstrate sensitivity to others
 - To recognize oneself as a sacred and equal part of the Creation
 - To develop and practice good listening and observation skills
2. Debwewin (Truth)
 - To speak the most honestly one can, according to our own perceptions
 - To be loyal in all our relationships, avoiding hypocrisy
3. Zoongide'iwin (Courage)
 - To face difficult situations with bravery in spite of our natural fears
 - To acknowledge one's personal weaknesses and develop the strength to combat them
 - To develop the ability to take initiative and to speak forthrightly
4. Gwayakwaadiziwin (Honesty)
 - To maintain truthfulness, sincerity and fairness in all of our individual actions
 - To possess the ability to manage confidential information
 - To communicate with others and transmit information fairly and truthfully
 - To recognize our own strengths and weaknesses and acknowledge the capacity for self-growth and change
5. Manaaji'idiwin (Respect)
 - To be respectful of the thoughts and ideas of others
 - To accept cultural, religious and gender differences
 - To maintain high standards of conduct at all times
 - To safeguard the dignity, individuality and rights of others
6. Zaagi'idiwin (Love)
 - To show kindness and compassion toward others
 - To work cooperatively and harmoniously with others
 - To demonstrate acceptance and the empowerment of others
 - To offer hope, encouragement and inspiration to others

7. Nibwaakaawin (Wisdom)

- To persist in acquiring knowledge and improving skills
- To strive for the accomplishment of goals and dreams
- To seek guidance from elders and qualified advisors
- To acknowledge the opportunity to learn from others
- To practice ethical behavior at all times
- To take time to reflect on all our experiences

Committees

The responsibility of assessment, institutionally, operationally, and academically, belongs to the various committees of Red Lake Nation College.

Assessment Committee Mission Statement:

The Red Lake Nation College Assessment Committee embraces the principle that effective and meaningful assessment is an integral part of the educational process and supports data-driven decision making. Institutional and program assessment supports the mission of Red Lake Nation College by exercising Nibwaakaawin (Wisdom). Nibwaakaawin is an ongoing process that is acquired by gaining knowledge and improving skills.

Curriculum Committee Mission Statement:

The Red Lake Nation College Curriculum Committee provides guidance and oversight to ensure that all curricula is sound, comprehensive and responsive to the evolving needs of students and the community. The Curriculum Committee is responsible for reviewing new and existing courses, reviewing syllabi and rubrics, aligning program goals and course objectives to assignments, and recommending action to the Vice President of Academic Affairs. The Curriculum Committee exercises Manaaji'idiwin (Respect) by maintaining high standards of conduct at all times.

Progressive Academic Student Success (PASS) Committee Mission Statement:

The Red Lake Nation College PASS (Progressive Academic Student Success) Committee strives to improve student retention through identification, monitoring and referral of students at risk of academic failure. The PASS Committee identifies ways to successfully intervene when students are experiencing personal obstacles that prevent them from finding success. The PASS Committee also identifies students who have achieved honors and awards and provides them with well-deserved recognition. The PASS Committee promotes all of the RLNC values by recognizing those who are exhibiting these values and supporting and encouraging those who are not. These values include: Dabasendizowin (Humility), Debwewin (Truth), Zoongide'iwin (Courage),

Gwayakwaadiziwin (Honesty), Manaaji'idiwin (Respect), Zaagi'idiwin (Love) and Nibwaakaawin (Wisdom).

Governance Committee Mission Statement:

The Red Lake Nation College Governance Committee is responsible for revising and evaluating all RLNC policies and procedures. In addition, this committee is tasked with planning events that promote the values of RLNC within the college and to the broader community. The Governance Committee exercises Gwayakwaadiziwin (Honesty), by communicating with others and transmitting information fairly and truthfully. This committee also demonstrates Zaagi'idiwin (Love) by demonstrating acceptance and supporting the empowerment of others. The events planned by this committee are designed to offer hope, encouragement and inspiration to students and community members.

Faculty Senate Mission Statement:

The Red Lake Nation College Faculty Senate is responsible for representing faculty interests through shared governance with RLNC administration. The Faculty Senate is responsible for exercising its authority in ensuring that academic freedom is encouraged and protected, and for acting as a guiding body to oversee curriculum that promotes student learning through rigorous course of study. The Faculty Senate is responsible for proposing, evaluating, and advising on actions or policies that support the mission of Red Lake Nation College to provide quality education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

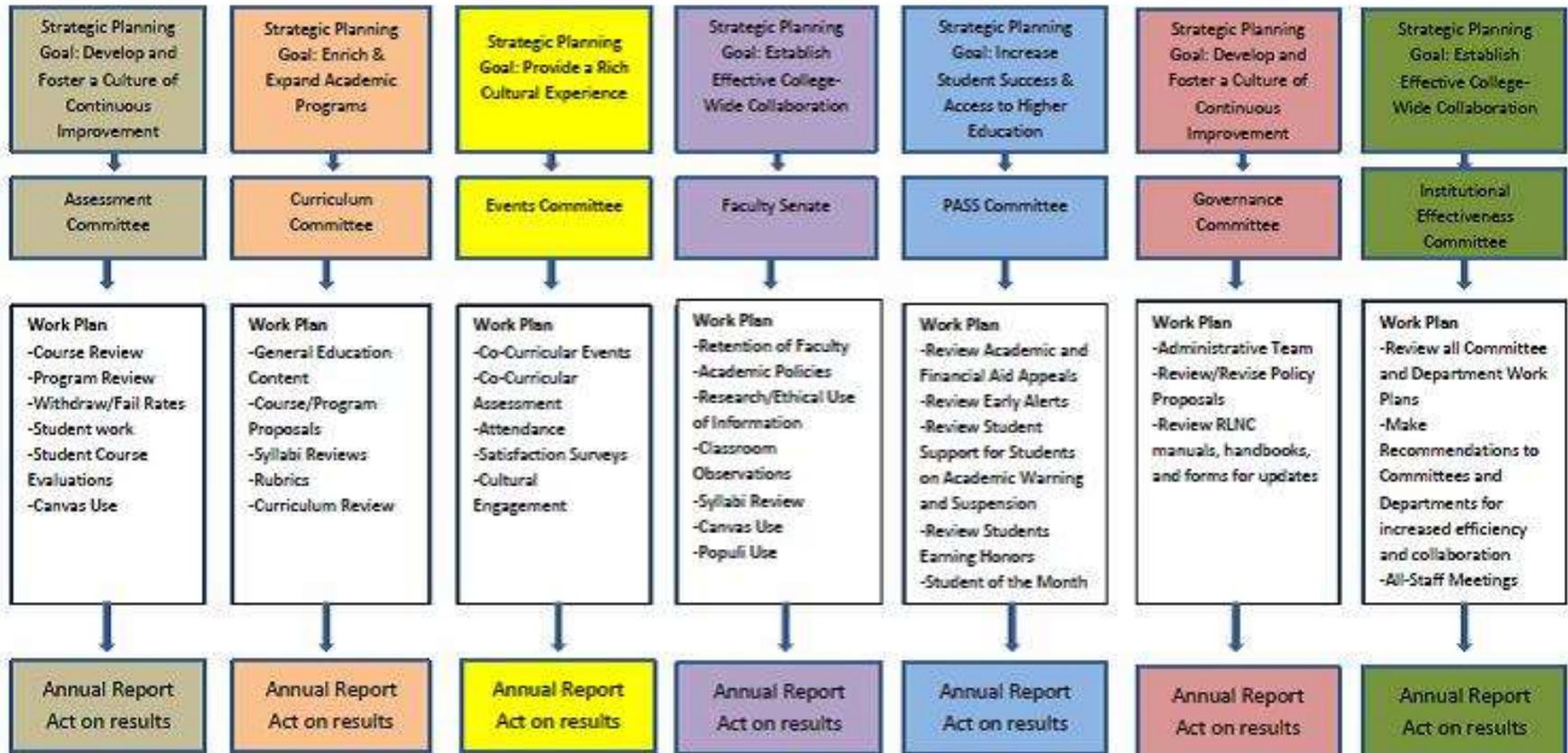
Strategic Plan

All strategic planning goals align to the mission of Red Lake Nation College and serve as the basis for all outcomes throughout the College. The strategic planning goals are directly linked to the institutional outcomes.

1. Enrich and expand academic programs.
2. Increase student success and access to higher education.
3. Provide a rich cultural experience.
4. Develop and foster a culture of continuous improvement.
5. Provide first-rate tribal college facilities.
6. Strengthen financial foundation and infrastructure.
7. Establish effective college-wide coordination and collaboration.

The following chart displays the strategic plans in relation to the committee responsible for assessing each outcome.

Academic Assessment Structure



Institutional Outcomes

Our institutional assessment is designed to answer the question, "As an institution, are we doing what we say we are doing and are we doing it well?" At the end of each academic year, each RLNC department and committee completes an annual report summarizing their work on that year's work plan. Based on those accomplishments and measurable outcomes, a new work plan is developed for the following academic year. Each new work plan is designed to improve operations in each department in order to contribute to greater student and institutional success. At Red Lake Nation College, the Strategic Planning Goals are directly linked to student learning.

1. Students will learn inherent knowledge of the Red Lake Ojibwe language, culture, and history.
2. Students will demonstrate leadership through effective verbal and written communication.
3. Students will examine the world through critical inquiry and analysis.
4. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.
5. Students will gain fundamental knowledge in math, science, and technology.

Program Outcomes

As each RLNC Academic Program is reviewed by the Assessment Committee, the program will be maintained, enhanced, reconfigured, or reduced/phased-out. All program outcomes can be located in the RLNC Catalog or on the website at <http://www.rlnc.education/#!/program-level/u33br>. Outcomes of each program at RLNC drive specific Student Learning Outcomes that are addressed in a variety of courses.

General Education

General Education Philosophy

All students participate in common academic experiences during their time at Red Lake Nation College. These experiences are best defined as general education requirements. This program provides students broad and extensive experiences, which are both rich and important in preparation for living in a tribal and democratic society. Taken as a whole, they provide the opportunity for the development of individual talents and a satisfying education experience at the Red Lake Nation College. Students complete general education requirements by the time they have completed course work for the associate degree.

General education is the part of the academic program that assists the student's development as a person and a member of an indigenous community, and provides the structure for the student's

professional education. The goals of the general education program at Red Lake Nation College are as follows:

1. To develop and enhance basic academic skills
2. To provide important general knowledge
3. To develop the critical thinking skills needed to assess ethical and practical behaviors.
4. To protect and promote the cultural values, language, and traditions of Indigenous people
5. To continue exercising these skills and knowledge throughout lifelong learning, insuring the importance of education to future generation

Expected Student Learning Outcomes

Red Lake Nation College follows expected competencies established by the Minnesota State Colleges and Universities (MNSCU) Transfer Curriculum. These competencies are integrated into individual course outcomes and identified in each syllabus. The ten competencies are as follows, with some culturally-specific additions:

1. Communication: Students will be able to...
 - Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
 - Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
 - Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
 - Select appropriate communication choices for specific audiences.
 - Construct logical and coherent arguments.
 - Use authority, point-of-view, and individual voice and style in their writing and speaking.
 - Employ syntax and usage appropriate to academic disciplines and the professional world.
2. Critical Thinking: Students will be able to...
 - Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
 - Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
 - Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analysis, and evaluations made by ourselves and others.
3. Natural Sciences: Students will be able to...
 - Demonstrate understanding of scientific theories.
 - Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
 - Communicate their experimental findings, analyses, and interpretations both orally and in writing.
 - Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.
 4. Mathematics/Logical Reasoning: Students will be able to...
 - Illustrate historical and contemporary applications of mathematics/logical systems.
 - Clearly express mathematical/logical ideas in writing.
 - Explain what constitutes a valid mathematical/logical argument (proof).
 - Apply higher-order problem-solving and/or modeling strategies.
 5. History and the Social and Behavioral Sciences: Students will be able to...
 - Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
 - Examine social institutions and processes across a range of historical periods and cultures.
 - Use and critique alternative explanatory systems or theories.
 - Develop and communicate alternative explanations or solutions for contemporary social issues.
 6. The Humanities and Fine Arts: Students will be able to...
 - Demonstrate awareness of the scope and variety of works in the arts and humanities.
 - Understand those works as expressions of individual and human values within a historical and social context.
 - Respond critically to works in the arts and humanities.
 - Engage in the creative process or interpretive performance.

- Articulate an informed personal reaction to works in the arts and humanities.
7. Human Diversity: Students will be able to...
- Understand the development of and the changing meanings of group identities in the United States' history and culture.
 - Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
 - Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
 - Describe and discuss the experience and contributions (political, social, economic, etc.) of many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
 - Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
 - Demonstrate what it means to be Anishinaabe.
8. Global Perspective: Students will be able to:
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
 - Demonstrate knowledge of cultural, social, religious, and linguistic differences.
 - Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
 - Understand the role of a world citizen and the responsibility world citizens share for their common global future.
9. Ethical and Civic Responsibility: Students will be able to...
- Examine, articulate, and apply their own ethical values.
 - Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
 - Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
 - Recognize the diversity of political motivations and interest of others.
 - Identify ways to exercise the rights and responsibilities of citizenship.
10. People and the Environment: Students will be able to...
- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
 - Discern patterns and interrelationships of bio-physical and socio-cultural systems.

- Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

Assessment of Student Learning Philosophy

At Red Lake Nation College, student learning involves the mastery of subject content, application of knowledge, utilization of resources and problem-solving. College faculty, staff, and administration work to support a positive environment for student achievement and development. The primary function for determining effective student learning is the assessment process that uses a variety of valid and reliable measures to monitor and improve courses, services and programs.

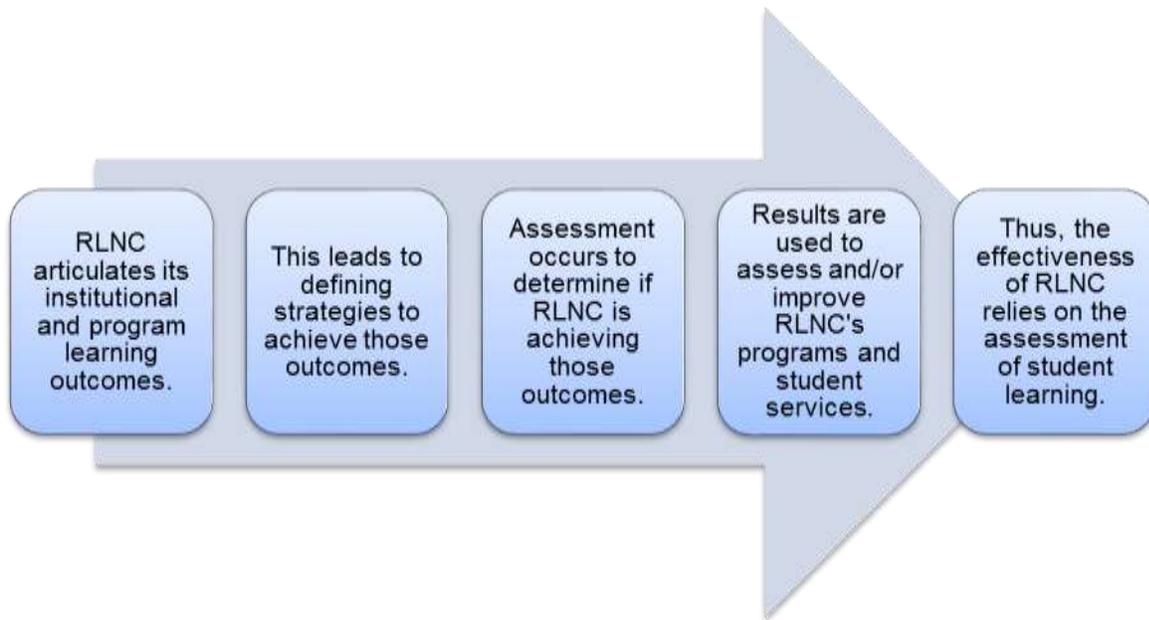
Curriculum Map

The curriculum map demonstrates the alignment of specific courses to the expected student learning outcomes. The curriculum map ensures that every learning outcome is met within the program and to what level the outcome is expected to be met. The scale in the curriculum map includes introduced, reinforced, demonstrated, and mastered, as designated by faculty teaching the courses.

Assessment Plan and Implementation

What is Assessment?

It is essential for faculty, staff and administration to understand the external perspective of the “what is” and “why is” of assessment of student learning. This can be examined through the following process:



Assessment Process

Each committee begins each academic year with a Work Plan. These Work Plans indicate the goals, outcomes, activities, measures of effectiveness, data collection tools, time frames, and responsible parties. Work plans are reviewed by the committees and/or departments on a monthly basis to assess progress. At the end of the academic year, the results are aggregated and presented in annual progress reports. Recommendations for appropriate changes are included in these reports and are driven by the collection of data throughout the year. Changes are then implemented through committees, demonstrating continuous improvements. Work plans are then created for the next academic year with new goals and outcomes, effectively “closing the loop.”

The following is a Work Plan template.



Work Plan Template
Academic Year 2015-2016

Guiding Principles:

Criteria for Accreditation CRRT.B.10.010

Mission of Department:

Goal #1:

Goal #2:

Goal #3:

Goal #4:

Long-Term Outcomes	Short-Term Outcomes	Activities	Measures of Effectiveness	Data	Time Frame	Staff Responsible
<i>September</i>						

Long-Term Outcomes	Short-Term Outcomes	Activities	Measures of Effectiveness	Data	Time Frame	Staff Responsible
<i>October</i>						
<i>November</i>						
<i>December</i>						
<i>January</i>						
<i>February</i>						
<i>March</i>						
<i>April</i>						
<i>May</i>						

Assessment Cycle



Plan Assessment

Annual work plans for all committees and departments are completed in April of each academic year, for the following academic year.

Collect Data

Committees and departments collect data at various points throughout the academic year as indicated in the Work Plan.

Interpret Results

Staff and faculty review data at specific points throughout the academic year. Many of these dates are predetermined according to the academic calendar and included in the annual work plan.

Report

Annual reports are required for each committee and department and summarize the annual accomplishments, data, and recommended changes to be implemented in the upcoming academic year.

Act on Results

Once the annual reports are completed, staff and faculty will analyze the information, identify programmatic or instructional changes to be made, and implement changes that can be made immediately. Some changes may require further analysis and will be included in the annual work plan for the following academic year. They should also include any assessment changes that will improve the quality of assessment information in the next cycle.

The following is the Annual Report Template compiled by each committee and department.



Red Lake Nation College

Committee and Department Annual Summary Report

Committee/Department:

Academic Year (Dates Covered):

Committee Chair or Department Director:

Committee or Department Members:

Mission:

Work Plan Goals (Indicate whether met or unmet):

Goal 1:

Accomplishments:

Not met:

Goal 2:

Accomplishments:

Not met:

Goal 3:

Accomplishments:

Not met:

Goal 4:

Accomplishments:

Not met:

Goal 5:

Accomplishments:

Not met:

Goal 6:

Accomplishments:

Not met:

Summary of Work Plan Accomplishments:

Unfinished work plan objectives:

Significant areas to address in next annual work plan:

Recommendations to policy change (if appropriate):

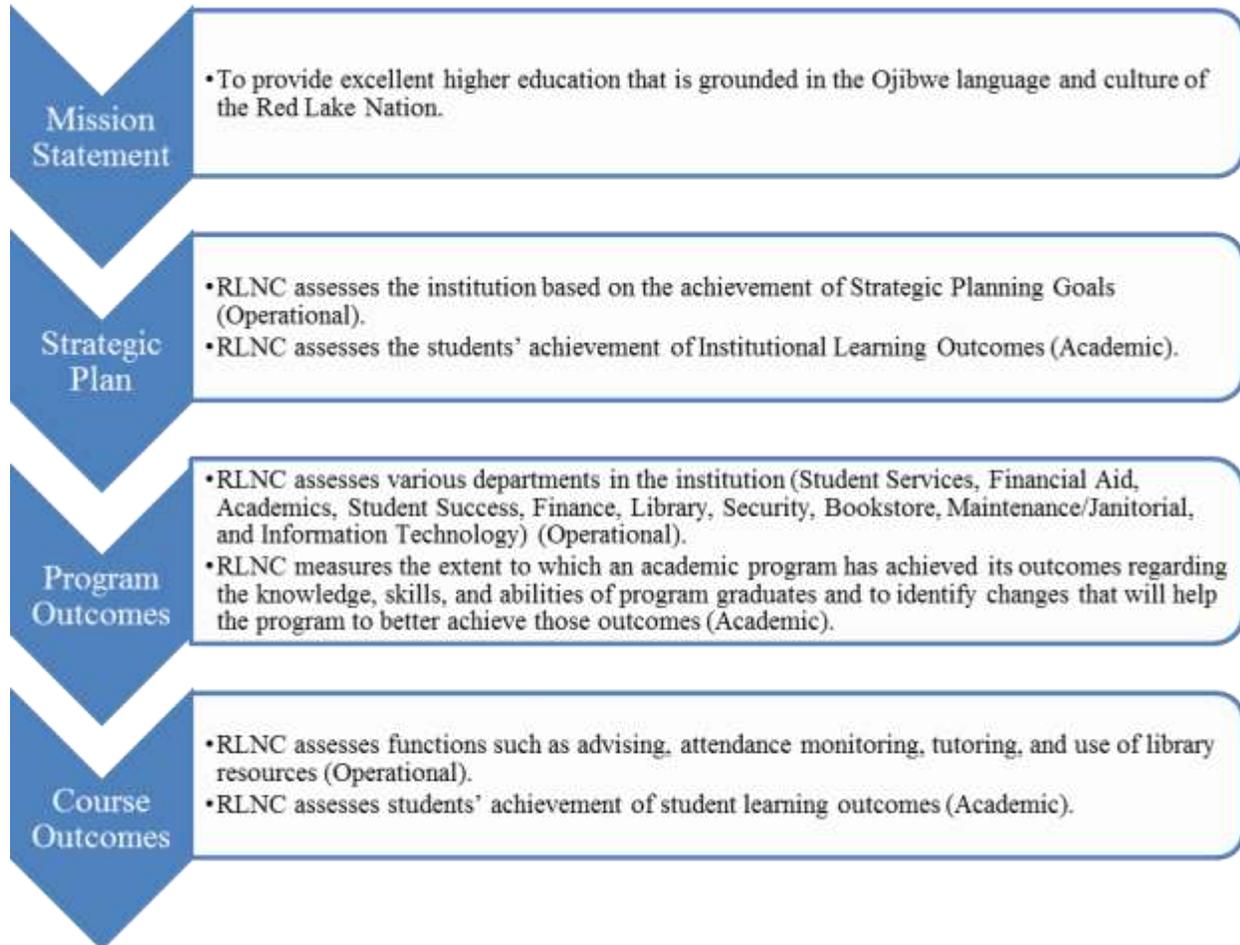
Visuals/Graphs:

Committee Chair/Department Director Signature

Date

Assessing Outcomes

Red Lake Nation College assesses progress and institutional effectiveness of college operations in addition to academic outcomes at the institutional, program, and course levels. The diagram below demonstrates how operational and academic outcomes are assessed at each level and align with the RLNC Mission.



Operational

Operational Assessment

Operational Assessment is defined as the evaluation of operational effectiveness, efficiency, and value. At Red Lake Nation College, operational assessment involves the collection and analysis of data from all departments to detect problems, measure productivity, and make improvements.

Direct indicators used at the operational level include the data gathered on usage, traits, characteristics, and productivity.

Indirect indicators used at the operational level include information gathered about student, community member, and staff perceptions about their experiences at RLNC.

Academic

Academic Assessment

Academic, or educational assessment, is defined as the evaluation of student learning, academic readiness, and educational needs of students through a wide variety of methods or tools used to evaluate, measure, document, and implement continuous improvements.

Direct indicators at the academic level include the demonstration of student learning through data gathered in courses and programs by way of essays, capstone projects, tests, labs, grades and presentations.

Indirect indicators at the academic level include information about students' perceptions about their learning and their college experiences. Students reflect on their learning through surveys, interviews, and focus groups.

Assessment Data Sources/Methodology

Data is gathered from the following departments: Student Success, Academic Affairs, Financial Aid, Student Services, Finance, Library, Security, Bookstore, Maintenance/Janitorial, Human Resources and Information Technology.

Operational Direct Indicators	Academic Direct Indicators
Needs assessments	Pre/Post Test Data
Disability Assessments	Midterm/Final Grade Comparisons
Career and Interest Inventories	Assignment Grade Comparisons
Job Placement and Transfer Rate	Course Syllabi/Rubrics/Syllabi Evaluations
Financial Aid Awards	Accuplacer/Placement Test Tracking
Financial Aid Eligibility	Attendance/Grade Comparisons
Attendance Data	AIMS/AKIS Reports
Student Recruitment Data	IPEDS Reports
Student Demographic Data	

AIMS/AKIS Reports	
IPEDS Reports	
MN Office of Higher Education Report	
Course Enrollment	
Transcripts	
Degree Checks	
GPA Verification for Awards	
Grade Reports	
Budget Development	
Annual Audits	
Grants	
Library Usage Data	
Incident Reports	
Fire/Tornado Drills	
Maintenance/Janitorial Checklists	
Computer User Data	

Operational Indirect Indicators	Academic Indirect Indicators
Student Satisfaction Surveys	Student Course Evaluations
Alumni Surveys	Faculty Course Observations
Community Surveys	Student Satisfaction Surveys
Employer Surveys	Alumni Surveys
Employee Satisfaction Surveys	

Program/Department Level	
Direct Measures	Indirect Measures
Capstone projects	student interviews
2-year thesis	program review data
exhibits	job Placement
pass rates	alumni surveys
subject area tests	Transfer placement
student conference presentations	
employer supervisor ratings	

Red Lake Nation College - Assessment Case Studies

When to Use

Use case studies to teach reasoning and decision-making skills, to prepare students to move on to a professional practice in-situ learning situation. With case studies students can see how their learning and skills can be applied in a real-world situation, without the pressure of being actually involved in that situation with constraints on research, discussion and reflection time.

Case studies and scenarios are particularly useful where situations are complex and solutions are uncertain.

You can present a single case to several groups in a class and require each group to offer its solutions, or you can give a different case to each group or individual.

Assessment strategies

You can assess students' interaction with other members of a group by asking open-ended questions, and setting tasks that require teamwork and sharing resources.

With case studies, you may also need to assess a student's demonstration of deeper understanding and cognitive skills, such as:

- identification of a problem
- hypotheses generation
- construction of an enquiry plan
- interpretation of findings
- Investigation of results collected for evidence to refine a hypothesis and construction of assessment plan

RLNC Components of Case Study for Teaching and Learning Assessment

1. Problem Statement
2. Hypothesis
3. Plan
4. Findings/Data
5. Assessment Results

Selection and Application of Measurement Instruments

All incoming freshmen are required to take the Accuplacer Placement Test in writing, reading, and mathematics. They are also required to take an RLNC-developed computer placement test. This information is stored and analyzed.

Failure and withdrawal rates are tacked every semester and reviewed.

Survey Schedule

RLNC - Indirect Assessment Surveys - 2016-2018	Semester	Annual	Bi-Annual	Multi-Year
CAMPUS				
*Student Course Evaluations	X			
*Faculty Evaluations		X		
*Student Satisfaction		X		
*Student Orientation	X			
*Graduate		X		
*Employer			X	
*Alumni			X	
OUTSIDE				
SENSE – Fall 2017				X
CCSSEE – Spring 2018				X
ICAT - Institutional Capacity Assessment Tool-ATD Achieving the Dream- Survey				X
Noel Levitz – Conduct Spring 2019				X
COMMUNITY				
Community Needs Survey – conducted 2015 (5-year cycle) next cycle begins 2019				X
*denotes internal RLNC campus survey				

The Assessment Committee has chosen the following courses for the next cycle of program and curriculum review. The Assessment Committee has also selected courses for in-depth assessment each academic year as indicated on the Assessment Calendar for Program Review. The same courses are reviewed by the Curriculum Committee according to the same calendar.

The following is the Course Assessment Chart and the Assessment Calendar.

Goal Area 1: Communication

Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

17-18	18-19	19-20
ENGL 1100 Composition	SRCH 2100 Sports and Communication Here	ENGL 1500 Advanced Argument English

Communicate effectively with others in the community verbally or in writing.

17-18	18-19	19-20
ENGL 2300 Argument and Film	ENGL 2100 Writing Workshop	ENGL 2200 Literature and the Environment

Goal Area 2: Critical Thinking

Use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve. Apply problem-solving and/or modeling strategies to their surrounding environment.

17-18	18-19	19-20
MATH 1100 Math Reasoning	BIOL 1100 Introductory Biology I	ANSH 2200 Anishnaabe Leadership

Goal Area 3: Natural Sciences

Demonstrate understanding of natural science principles, methods and scientific inquiry and traditional Indigenous American knowledge perspectives.

17-18	18-19	19-20
BIOL 1100 Introductory Biology I	BIOL 1200 Introductory Biology II	BIOL 2200 Human Anatomical Physiology

BIOL 2100: Environmental Science
PSCI 1100: Physical Science
PSCI 1200: Earth Science

Goal Area 4: Mathematical/Logical Reasoning

Increase students' knowledge about mathematical and logical modes of thinking.

Apply problem-solving and/or modeling strategies to their surrounding environment.

17-18	18-19	19-20
MATH 1100 Math Reasoning	MATH 1500 College Algebra	MATH 1700 Introductory Statistics

MATH 1200: Environmental Math

Goal Area 5: History and Social and Behavioral Sciences

Investigate the human condition by examining Indigenous and global social institutions.

17-18	18-19	19-20
GEOS 2100 Cultural Change Theory	SOCL 1100 Introductory Sociology	PSYC 2100 Advanced Psychology

ECON 2100: Economics of Anishnaabe Nations
ECON 2900: Integrating International Economics, Statistics, and Society
HIST 1200: History of the Red Lake Nation
POLS 1100: Introduction to American Politics
POLS 2100: Treaty Law I
POLS 2200: Treaty Law II
PSYC 1100: Introductory Psychology
PSYC 1200: Developmental Psychology
PSYC 2200: Abnormal Psychology
SOCL 2100: Social Issues and Change
SOCL 2200: Race and Gender Relations
SOCL 2300: Understanding Home

Goal Area 6: Humanities and Fine Arts

Demonstrate and understand the verbal and nonverbal skills reflecting history, culture, and social issues in the lives of Indigenous people.

17-18	18-19	19-20
CHD 1200 Child Development II	PHIL 1000 Anishnaabe Philosophy	ANSH 1100 Anishnaabe Music and Dance

ANSH 2100: Anishnaabeg in Cinema and Popular Culture
ANSH 2200: Anishnaabe Leadership
ARTS 1100: Anishnaabe Art
ARTS 1200: Black Ash Basket Making
ENGL 2100: Creative Writing
ENGL 2400: Anishnaabe Literature
MUSC 1100: Anishnaabe Music and Dance
OJIB 1100: Ojibwemowin I
OJIB 2100: Ojibwemowin III
OJIB 200: Ojibwemowin IV
TECH 1200: Fundamentals of Web Design and App Development
TECH 2100: Digital Storytelling and Preservation

Goal Area 7: Human Diversity

Apply multiple perspectives and diverse ways of knowing to analyze, interpret, and problem-solve.

17-18	18-19	19-20
ANI 1100 Introduction to Anishnaabe Studies	GEOS 2100 Cultural Change Theory	PHIL 2100 Ethics

Goal Area 8: Global Perspective

Investigate the human condition by examining Indigenous and global social institutions.

17-18	18-19	19-20
GEOS 2100 Cultural Change Theory	SOCL 1100 Introductory Sociology	SOCL 2200 Social Issues and Change

Expand their knowledge of human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.

17-18	18-19	19-20
GEOS 2100 Cultural Change Theory	SOCL 1100 Introductory Sociology	SOCL 2200 Social Issues and Change

Goal Area 9: Ethical and Civic Responsibility

Engage with a sense of civic responsibility and a commitment to public life.

17-18	18-19	19-20
BIOL 2100 Environmental Ethics	PHIL 1800 Environmental Ethics	ANSH 2200 Anishnaabe Leadership

PHIL 2100: Ethics

Goal 10: People and the Environment

Articulate and defend the actions they would take on various environmental issues.

17-18	18-19	19-20
PHIL 1800 Environmental Ethics	ENGL 2200 Literature and Environment	GEOS 2100 Cultural Change Theory

Goal 11 (Coordinates with BSU): Participation and Performance

Implement diet and exercise practices. Demonstrate group participation skills.

Institutional Priority

Engage in the use of technology to acquire information literacy.

17-18	18-19	19-20
PEEX 1100 First Year Experience	TECH 2100 Digital Storytelling and Preservation	SOCL 1100 Introductory Sociology

Integration of Results

Results from the direct and indirect indicators of assessment assist in driving the Red Lake Nation College Institutional Effectiveness Committee. Institutional effectiveness is defined as the positive correlation of results to expectations. Red Lake Nation College engages in an institutional effectiveness system that is ongoing, integrated, and includes College-wide planning and evaluation processes. It integrates data collection, evaluation, assessment, analysis, planning, budgeting, and implementation processes. It employs a systematic review of the College mission, goals, and outcomes. It ensures that expected outcomes of programs and student learning outcomes are identified and assessed; results are used for improvement in planning and budgeting; plans are implemented and evaluated; and improvements are documented. The process is designed to continuously improve all programs and services at RLNC and to ensure the College is fulfilling its stated mission.

Data Collection and Analysis

The following is data that has been collected at RLNC and is continuously shaping improvement throughout the College.

Rate Calculations

The *retention rate* is determined by the percentage of students who attend in the fall semester and return in the following fall semester, excluding graduates. Retention rates over the past three years are as follows:

FA12-FA13 = 20%

FA13-FA14 = 18%

FA14-FA15 = 17%

FA15-FA16 = 42%

FA16-FA17 = 35%

Average = 26% (up from 18%)

The *persistence rate* is determined by the percentage of students who attend in the fall semester and return in the subsequent spring semester, excluding graduates. Persistence rates over the past three years are as follows:

FA13-SP14 = 36%

FA14-SP15 = 72%

FA15-SP16 = 67%

FA16-SP17 = 84%

FA17-SP18 = 53%

Average = 62% (up from 58%)

In order to calculate the **graduation rate**, the number of first-time freshmen is determined for a given academic year. These students are followed and the attributed to the following graduation rate categories:

Graduation Rate 100% (those who graduate in two years)

Graduation Rate 150% (those who graduate in three years). *This is the RLNC institutional rate.*

Graduation Rate 200% (those who graduate in four years)

Graduation Rates using 150%

FA06 = 26%

FA07 = 22%

FA08 = 16%

FA09 = 22%

FA10 = 2%

FA11 = 13%

FA12 = 10%

FA13 = 15%

FA14 = 21%

Average = 16%

Full-Time Enrollment (FTE) is calculated according to the IPEDS definition. Each full-time student equals 1. Each part-time student equals .335737.

FA12 = 107.06

FA13 = 86.45

FA14 = 99.35

FA15 = 129.74

FA16 = 112.7

FA17 = 112

Indian Student Count (ISC), which is our Institutional FTE, is calculated by taking the total credit amount for a given semester and dividing by 12 (full-time credit load per student).

FA12 = 111.25

FA13 = 132.16

FA14 = 117

FA15 = 148.75

FA16 = 129.25

FA17 = 129.7

Data indicates improvement in the areas of retention, persistence, and graduation. RLNC attributes this to the regular review of data and support services to determine what intervention students may need.

See Program Review for data and additional details.

Use of Assessment Data

Red Lake Nation College uses this assessment data during the program review process, construction of annual work plans, and student success initiatives.

Assessment Plans

Assessment Plans are ongoing, working documents. Annual work plans, summaries, and committee minutes are located on the RLNC website at <https://www.rlnc.education/committee-meeting-summaries>.

Questions and Answers

Assessment provides the answers to these questions:

- What do program graduates know and what can they do?
- What programmatic changes are necessary to support continuous improvement in the knowledge and skills of program graduates?
- What assessment changes are necessary to capture the best possible information about student learning in order to support continuous improvement in the knowledge and skills of program graduates?
- What institutional changes can be made to improve processes, efficiency, and consumer satisfaction?

Who must participate in assessment/continuous improvement?

Continuous improvement is the responsibility of all staff and faculty members at RLNC. Management, faculty, and all other employees share responsibility for the identification and implementation of changes that will contribute to continuous improvement. These ideas will typically involve minor changes that improve organizational productivity, quality, or safety, while reducing waste, and can be quickly and easily implemented at minimal cost. Annual work plans are required for all committees and departments and drive the collection of data and information that promotes effective assessment processes.

Who is on the assessment committee?

All full-time faculty at RLNC are on the assessment committee. All volunteers from the adjunct pool are welcome to join. Administrators and Directors are also encouraged to participate in the committee.

How often does the assessment committee meet?

A minimum of once per month on a predetermined schedule.

Appendix

AIMS Report 13-14 (all located at: <https://www.rlnc.education/institutional-research>)

AIMS Report 14-15

AIMS Report 15-16

AIMS Report 16-17

Curriculum Map/Assessment Matrix (all located at: <https://www.rlnc.education/assessment>)

Assessment Calendar

Program Review

Course-Level Rubrics

Program-Level Rubrics

Institutional-Level Rubrics

