

**Title of Document:**

Assessment and Institutional Effectiveness Plan

Date(s):

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Department:

Institutional Effectiveness

Description:

The Assessment and Institutional Effectiveness Plan outlines the committee structure, expected learning outcomes, assessment data and methodology, data-informed campus, and holistic program review.

RED LAKE NATION COLLEGE



Assessment & Institutional Effectiveness Plan

Revised January 2020

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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:

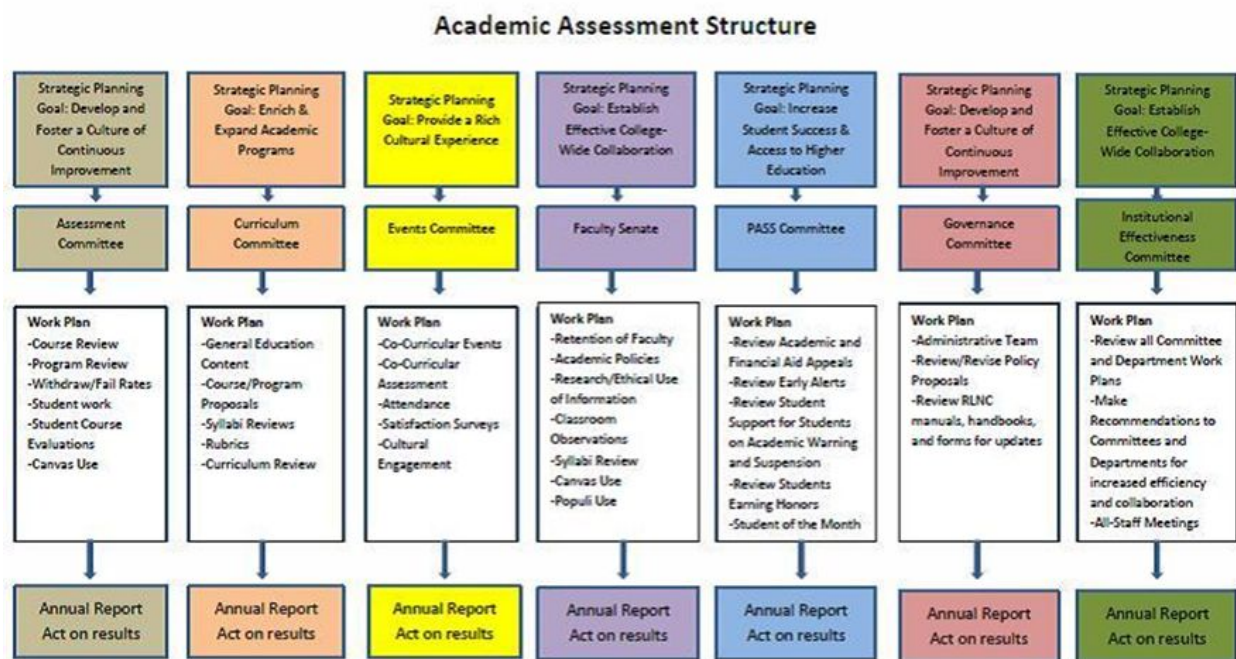
The Red Lake Nation College Faculty Senate is responsible for representing faculty interests through shared governance with RLNC administration. The Faculty Senate is responsible for exercising its authority in ensuring that academic freedom is encouraged and protected, and for acting as a guiding body 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.



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:

- To develop and enhance basic academic skills
- To provide important general knowledge
- To develop the critical thinking skills needed to assess ethical and practical behaviors.
- To protect and promote the cultural values, language, and traditions of Indigenous people
- 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.
- 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.

5. 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.
6. 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.
7. 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.
8. 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.

9. 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.

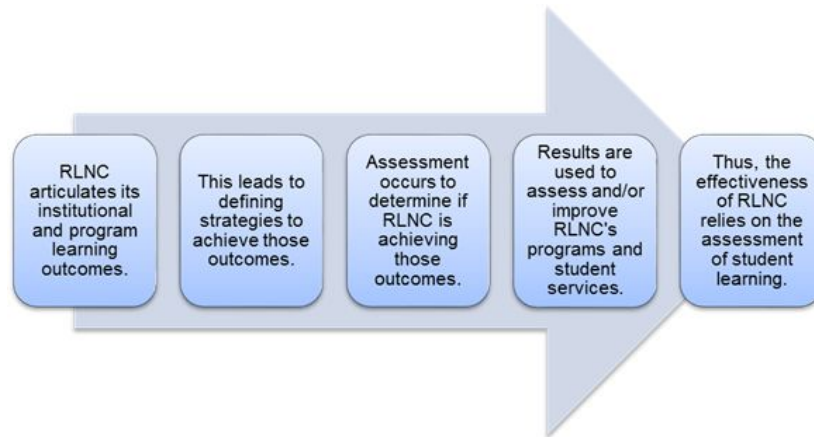
Curriculum Map

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” 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

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> | | | | | | |

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):

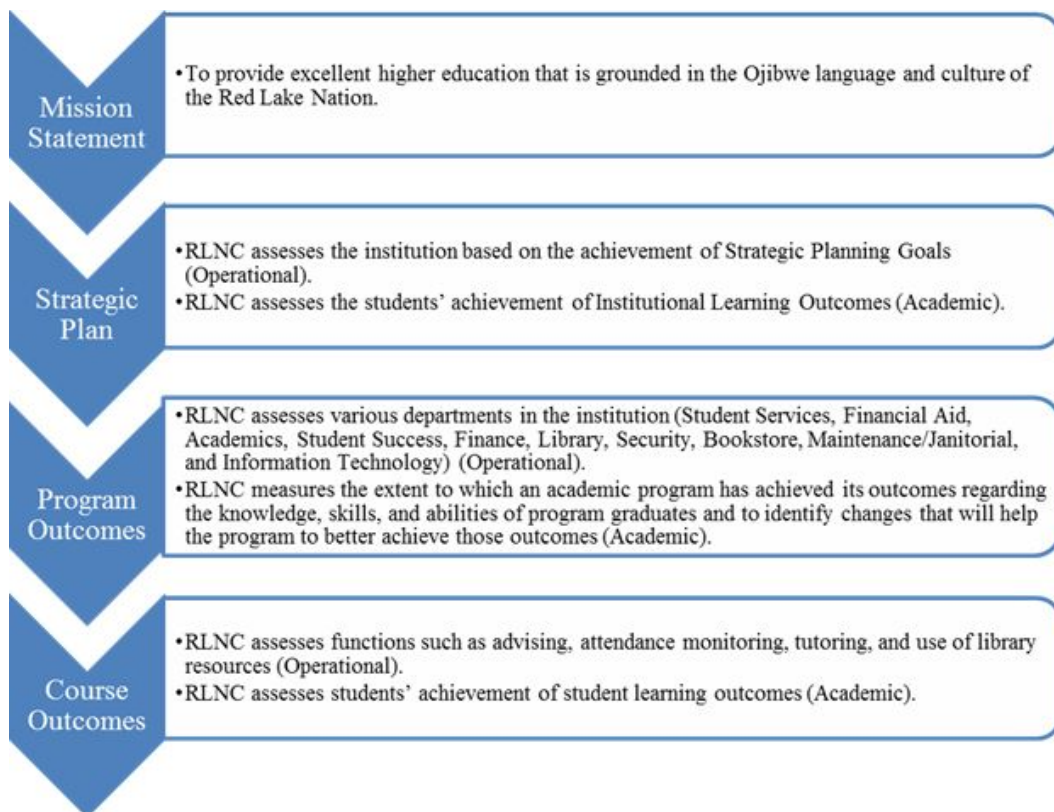
Visuals/Graphs:

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 - 2019-2021 | 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 2020 | | | | X |
| CCSSEE – Spring 2020 | | | | X |
| ICAT - Institutional Capacity Assessment Tool-ATD Achieving the Dream- Survey | | | | X |
| Noel Levitz – Conduct Spring 2021 | | | | 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 Program review cycle for the A.A. in Liberal Education was completed in 2014-2017 and the second cycle, from 2017-2020 will be completed over the summer of 2020.

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



Program Review Cycle

Goal Area 1: Communications

Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. Communicate effectively with others in the community verbally or in writing.

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| ENGL 2200 | ENGL 1100 | SPCH 2100 |
| 22-23 | 23-24 | 24-25 |
| ENGL 2300 | ENGL 1200 | ENGL 2100 |

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.

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| ANSH 2200 | BIOL 1100 | MATH 1100 |
| 22-23 | 23-24 | 24-25 |
| ANSH 2200 | BIOL 1100 | MATH 1100 |

Goal Area 3: Natural Sciences

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| BIOL 2200 | BIOL 1100 | BIOL 1200 |
| 22-23 | 23-24 | 24-25 |
| PSCI 1100 | PSCI 1200 | CHEM 1100 |

Goal Area 4: Mathematics and Logical Reasoning

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| MATH 1700 | MATH 1500 | MATH 1100 |
| 22-23 | 23-24 | 24-25 |
| MATH 1200 | MATH 1700 | MATH 1500 |

Goal Area 5: History and the Social and Behavioral Sciences

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| GEOG 2100 | SOCL 1100 | PSYC 1100 |
| 22-23 | 23-24 | 24-25 |
| POLS 1100 | HIST 1100 | SOCL 2100 |

Goal Area 6: The Humanities and Fine Arts

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| MUSC 1100 | OJIB 1100 | ARTS 1100 |
| 22-23 | 23-24 | 24-25 |
| ANSH 2100 | PHIL 1600 | OJIB 1200 |

Goal Area 7: Human Diversity

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| PHIL 2100 | GEOG 2100 | ANSH 1100 |
| 22-23 | 23-24 | 24-25 |
| PHIL 2100 | GEOG 2100 | ANSH 1100 |

Goal Area 8: Global Perspective

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| SOCL 2200 | GEOG 2100 | SOCL 1100 |
| 22-23 | 23-24 | 24-25 |
| SOCL 2200 | GEOG 2100 | SOCL 1100 |

Goal Area 9: Ethical and Civic Responsibility

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| ANSH 2200 | PHIL 2100 | BIOL 2100 |
| 22-23 | 23-24 | 24-25 |
| PHIL 1800 | ANSH 2200 | PHIL 2100 |

Goal Area 10: People and the Environment

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

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| ENGL 2200 | GEOG 2100 | PHIL 1800 |
| 22-23 | 23-24 | 24-25 |
| ENGL 2200 | GEOG 2100 | PHIL 1800 |

Goal Area 11: Performance and Performance

Implement diet and exercise practices. Demonstrate group participation skills.

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| PHED 1100 | PHED 1100 | PHED 1100 |
| 22-23 | 23-24 | 24-25 |
| PHED 1100 | PHED 1100 | PHED 1100 |

Institutional Priority: Technology

Engage in the use of technology to acquire information literacy.

| 19-20 | 20-21 | 21-22 |
|-----------|-----------|-----------|
| TECH 1200 | FYEX 1100 | PSYC 1100 |
| 22-23 | 23-24 | 24-25 |
| TECH 1200 | FYEX 1100 | PSYC 1100 |

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.

Red Lake Nation College Institutional Effectiveness Plan Updates 2019-2024

Mission Statement:

To create a holistic framework for assessment and institutional effectiveness grounded in Cultural Identity and Continuous Improvement.

The purpose of the Red Lake Nation College Office of Assessment and Institutional Effectiveness is to provide support for assessment of teaching and learning, institutional research and analysis and recommendations for institutional decision making and evaluation. The office aims to increase operational efficiency through the development of process systems for

departments, training and support, evidence-based reports for the college's internal and external constituencies and to align and integrate evaluation methods at all levels of the institution.

Vision:

It is the overarching goal of RLNC to establish an on-going culture of assessment, provide a platform to embrace a ***Data Informed Campus*** and evidence-based decision making at all levels of the College.

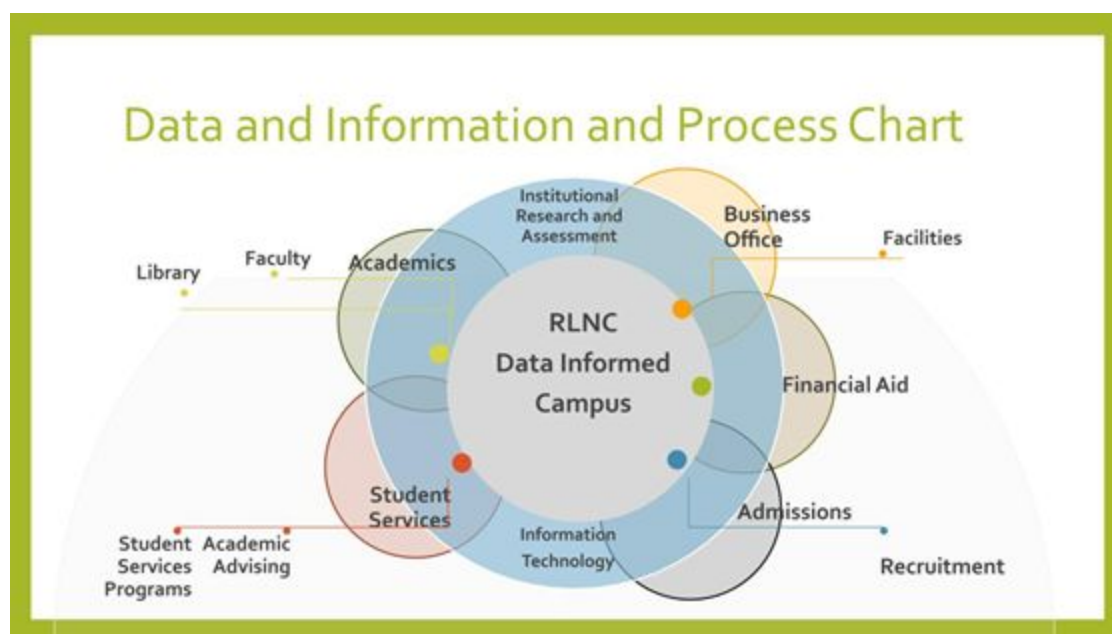
Components of RLNC Institutional Effectiveness:

- **Campus and Strategic Planning**—Align and facilitate operational and annual planning with the strategic plan. Provide documentation of changes, process maps, and support to enable the college to achieve the goals of the strategic plan.
- **Compliance and Accreditation**—Streamline compliance in terms of quality, resources, efficiency and effectiveness. Align strategic planning, program prioritization, operational planning, and assessment of student learning outcomes at the course, program, and institutional level to facilitate accreditation.
- **Reporting**—Systematize accreditation, state and federal compliance reporting, and grants compliance reporting, internal departmental reporting.
- **Assessment of Teaching and Learning**—Support a culture of ongoing learning outcomes assessment at the college, program, and course levels. Work with the Learning Outcomes Committee to develop assessment systems. Institutionalize the evaluation of student learning.
- **Business Innovations and Campus Efficiencies**—Provide systems, methodologies, analyses, conclusions, and recommendations based on quantitative and qualitative data with transparent access to theoretical constructs, operational definitions, limitations, reliability, validity, and assumptions.

The Practice of a Data Informed Campus

RLNC believes data collection is not enough, RLNC utilizes institutional analytics as a factor of daily decision making. The importance is placed in the collection models of the student enrollment process. The significance of strong data collection at the beginning of the college/student experience enhances the entire college usage/strategies for data and continuous improvement.

RLNC utilizes highly modernized data platforms for instant student analytics, push button reporting providing instant data access to college administrators, faculty and program managers.



Non-Academic Program Review

Systematic process for evaluating and improving programs, programming, operational functions, and/or services through evaluation, peer evaluation, and assessment. *See Evaluation template in Appendix*

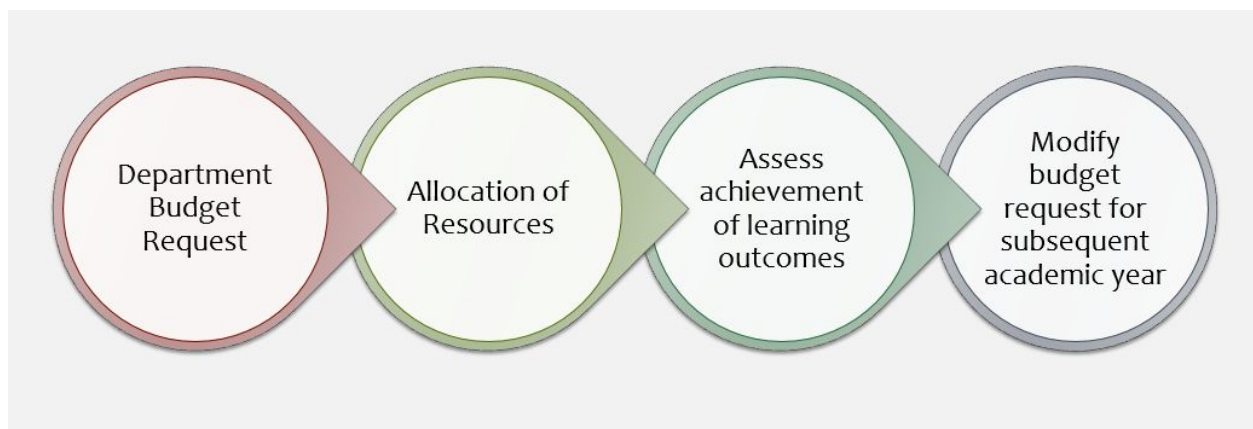
Non-Academic Program Evaluative Measures Schedule 2019 to 2022

| Program/Department | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------------------------|-------------|-------------|-------------|
| Bookstore | | Summer 2021 | |
| Business Office | | Summer 2021 | |
| Facilities and Maintenance | Summer 2020 | | |
| Human Resources | Summer 2020 | Summer 2021 | Summer 2022 |
| Financial Aid | Spring 2020 | --- | Summer 2022 |
| Institutional Effectiveness | Summer 2020 | --- | Spring 2022 |
| Office of the President | | Fall 2020 | |

| | | | |
|------------------------|-------------|-------------|-------------|
| Student Services | Spring 2020 | Spring 2021 | Spring 2022 |
| Library | Summer 2020 | Summer 2021 | Summer 2022 |
| Learning Center | Summer 2020 | Summer 2021 | Summer 2022 |
| Information Technology | | | Summer 2022 |
| | | | |

Allocation of Resources

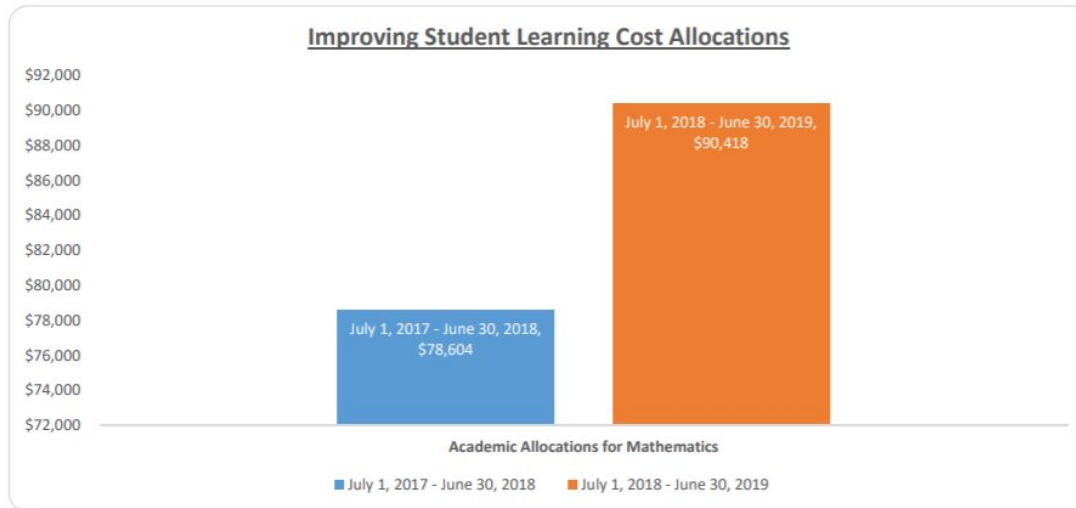
Red Lake Nation College engages in the purposeful and practical allocation of resources to ensure equitable access to higher learning as well as impactful practices based on the achievement of learning outcomes. Resource allocation at RLNC begins with the budget requests of each department. All line item requests are driven by strategic planning priorities and institutional outcomes. At the end of each academic year, student learning outcome scores are reviewed in conjunction with the allocation of resources during the year. Adjustments are made in the budget request for the subsequent academic year. Through this process, RLNC ensures that these dollar amounts are translated into actions that address the needs of students in order to close the achievement gap.



In the 2017-2018 academic year, RLNC identified lower program learning outcome scores in mathematics and science and allocated additional resources to these areas through increased tutoring, participation in Carnegie Math Pathways, and additional lab supplies. Course and program learning outcome measurements showed improvements in the 2018-2019 academic year. Please see the resource allocation graphs below.

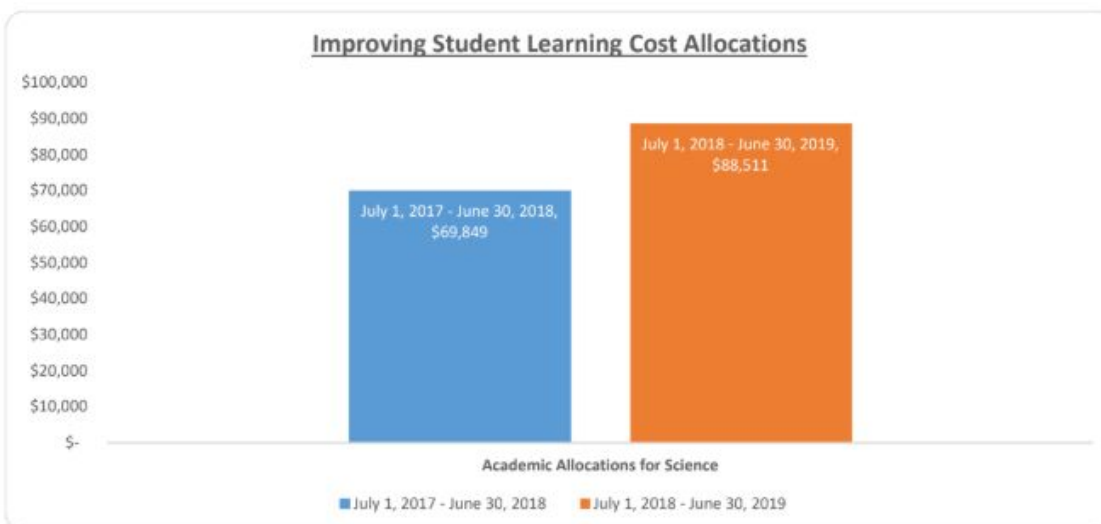
Improving Student Learning Cost Allocations

| | July 1, 2017 - June 30, 2018 | July 1, 2018 - June 30, 2019 | Percentage Increase |
|--|------------------------------|------------------------------|---------------------|
| Math Instruction | \$ 69,470.61 | \$ 79,917.68 | |
| Math Instruction-Tutoring | | \$ 1,000.00 | |
| Math Instruction- Adjunct | \$ 2,933.00 | | |
| Math Pathways (Grant Funded Program and Academic Allocations for Mathematics | \$ 6,200.00 | \$ 9,500.00 | |
| | <u>\$ 78,604</u> | <u>\$ 90,418</u> | <u>13%</u> |



Improving Student Learning Cost Allocations

| | July 1, 2017 - June 30, 2018 | July 1, 2018 - June 30, 2019 | Percentage Increase |
|-----------------------------------|------------------------------|------------------------------|---------------------|
| Science Instruction | \$ 65,349.49 | \$ 77,011.45 | |
| Science Instruction-Tutoring | | \$ 2,000.00 | |
| Science Instruction Lab Materials | \$ 4,500.00 | \$ 9,500.00 | |
| Academic Allocations for Science | <u>\$ 69,849</u> | <u>\$ 88,511</u> | <u>21%</u> |



Holistic Review

Assessment of Teaching and Learning Report

Section I.

Data Analysis of student performance AY 18/19, 19/20, 20/21

1. Developmental Education – Accuplacer Scores and placement percentages
2. Dev. Ed. Courses – Course Completion Rates
3. General Education – Course Completion by Goal Area
4. Cultural Content Courses – Course completion and Co-curricular

Section II.

Holistic Academic Review AY 18/19, 19/20, 20/21

1. Rigor – Performance Indicators
2. Course Content Syllabi Review
3. Relevance – Innovations in Course Design
4. Alignment in MN goal Areas
5. Transfer and Job Placement Rates
6. Cultural Responsiveness- Language Preservation
7. Identity – Sense of Place
8. Inherent indigenous knowledge
9. Allocation of Resources

Section III.

Summaries and Adaptation

1. Review and collaboration – Curriculum Committee and Assessment Committee
2. Results
3. Action Plan

Appendix

AIMS Reports (located at: <https://www.rlnc.education/institutional-effectiveness>)

Curriculum Map/Assessment Matrix (located on Google Drive)

Program Review (located on Google Drive)

Non-Academic Program Evaluation Template (located in Google Drive)