

**Title of Document:**

Teaching and Learning Assessment Report

Year(s):

2018-2019

Department:

Academics

Description:

This report includes data analysis of student performance, holistic academic review, and review and collaboration by the Curriculum and Assessment Committees.

Red Lake Nation College



Teaching and Learning Assessment Report 2018-2019

Prepared By	2
Contributors	2
Section I	2
Data Analysis of Student Performance in 18-19	2
Developmental Education Placement and Completion	2
Co-Curricular	10
Section II	12
Holistic Academic Review in 18-19	12
Course Learning Outcomes (CLO)	12
Program Learning Outcomes (PLO)	12
Cultural Responsiveness	14
Relevance	14
Rigor	16
Institutional Learning Outcomes (ILO)	16
Section III	20
Review and Collaboration - Curriculum Committee and Assessment Committee	20
Results	20
Online Course Prerequisites	20
Action Plan	20

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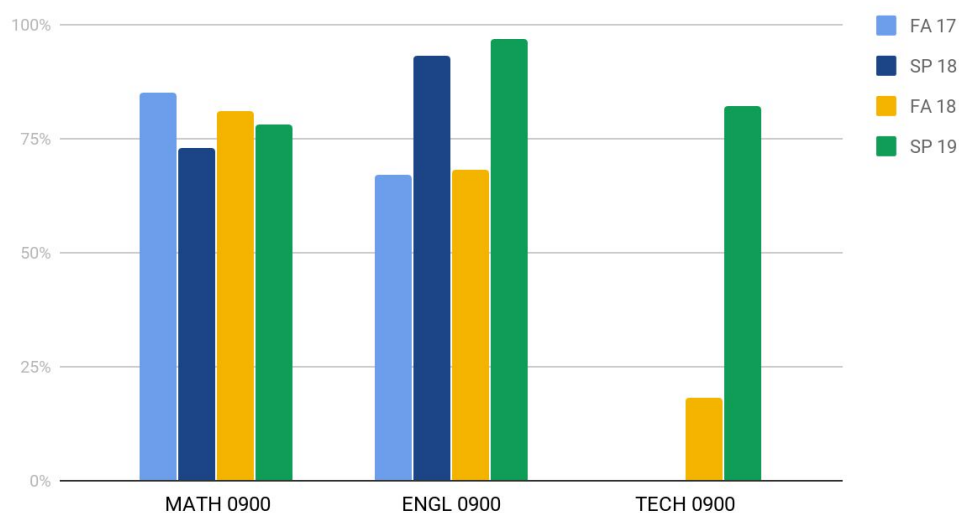
Section I

Data Analysis of Student Performance in 18-19

Developmental Education Placement and Completion

All incoming students are required to take the Accuplacer and technology placement tests upon admission to Red Lake Nation College. In the fall of 2018, RLNC transitioned from the classic Accuplacer tests to the Next Generation tests, using the Quantitative Reasoning test for mathematics and the Writeplacer for English. RLNC has its own technology placement test. Students who score below the established thresholds are recommended for MATH 0900 (Algebra Skills), ENGL 0900 (Reading and Writing Skills), and/or TECH 0900 (Computer Basics). Incoming freshmen are placed in developmental courses at a high rate due to the non-traditional nature of the student demographics at RLNC.

% of Incoming Students Placed in Developmental Courses

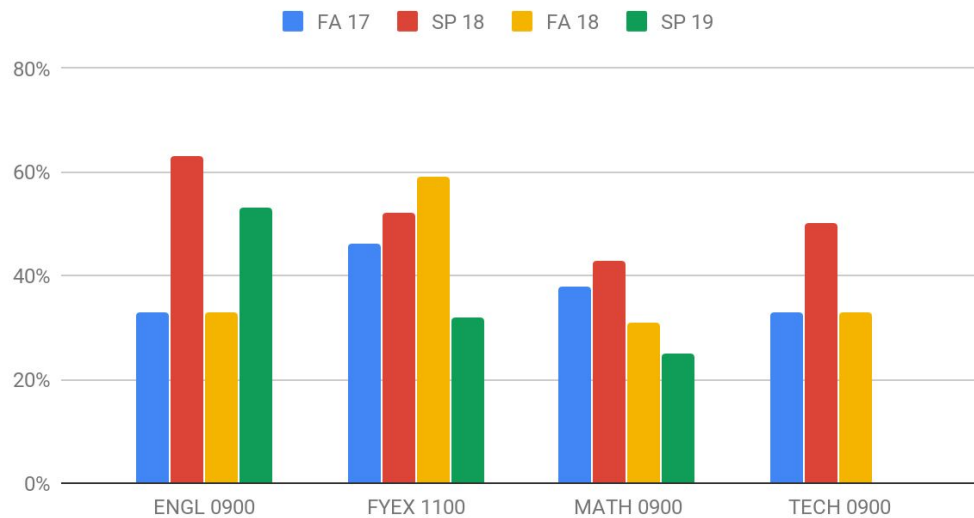


Test Semester/Year	n=	Recommended for Developmental Course	Recommended for College-Level Course
Quantitative Reasoning <i>*Switched from Classic to Next Generation Accuplacer in FA18</i>			
Fall 2017	107	85% (91)	15% (16)
Spring 2018	15	73% (11)	27% (4)
Fall 2018	79	81% (64)	19% (15)
Spring 2019	37	78% (29)	22% (8)
WritePlacer <i>*Switched from Classic to Next Generation Accuplacer in FA18</i>			
Fall 2017	107	67% (72)	33% (35)
Spring 2018	15	93% (14)	7% (1)
Fall 2018	79	68% (54)	32% (25)
Spring 2019	37	97% (36)	3% (1)
Technology <i>RLNC Placement Test</i>			
Fall 2017	--	--	--
Spring 2018	--	--	--
Fall 2018	79	18% (14)	82% (65)

Spring 2019	33	73% (24)	27% (9)
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Red Lake Nation College has an average rate of 43% completion for developmental education courses.

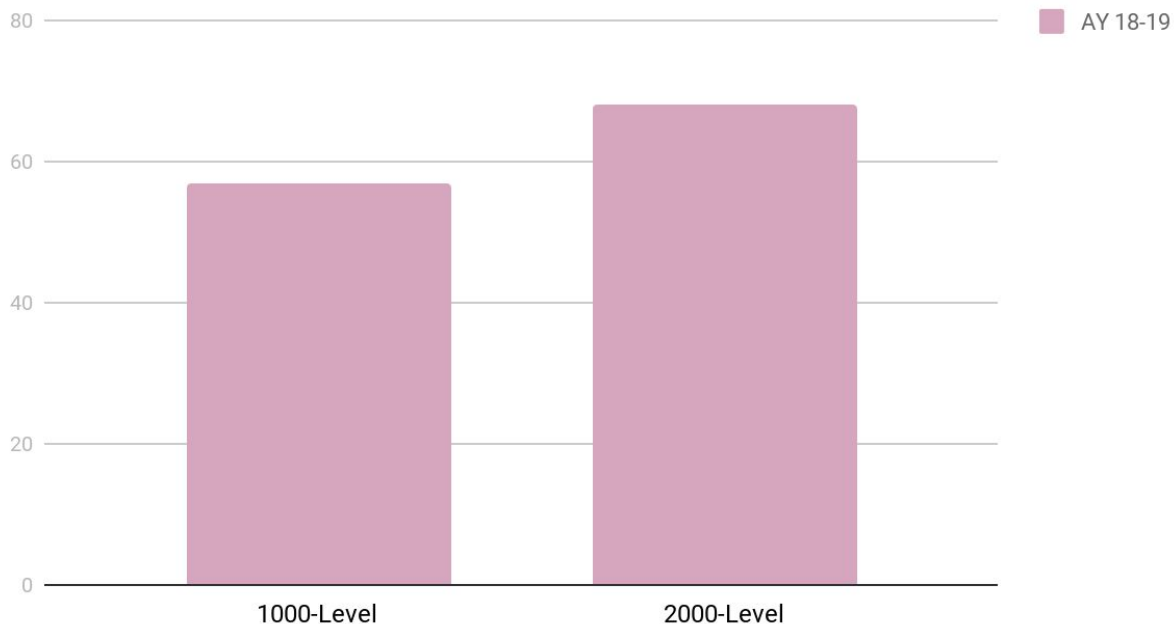
Course Completion Rates - Developmental Education Courses



Semester/Year	ENGL 0900	FYEX 1100	MATH 0900	TECH 0900
Fall 2017	11/33 = 33%	25/54 = 46%	14/37 = 38%	9/27 = 33%
Spring 2018	5/8 = 63%	11/21 = 52%	6/14 = 43%	2/4 = 50%
Fall 2018	5/15 = 33%	30/51 = 59%	4/13 = 31%	5/15 = 33%
Spring 2019	10/19 = 53%	7/22 = 32%	1/4 = 25%	Not offered

Red Lake Nation College experienced a course completion rate of 57% for 1000-level courses and a rate of 68% for 2000-level courses.

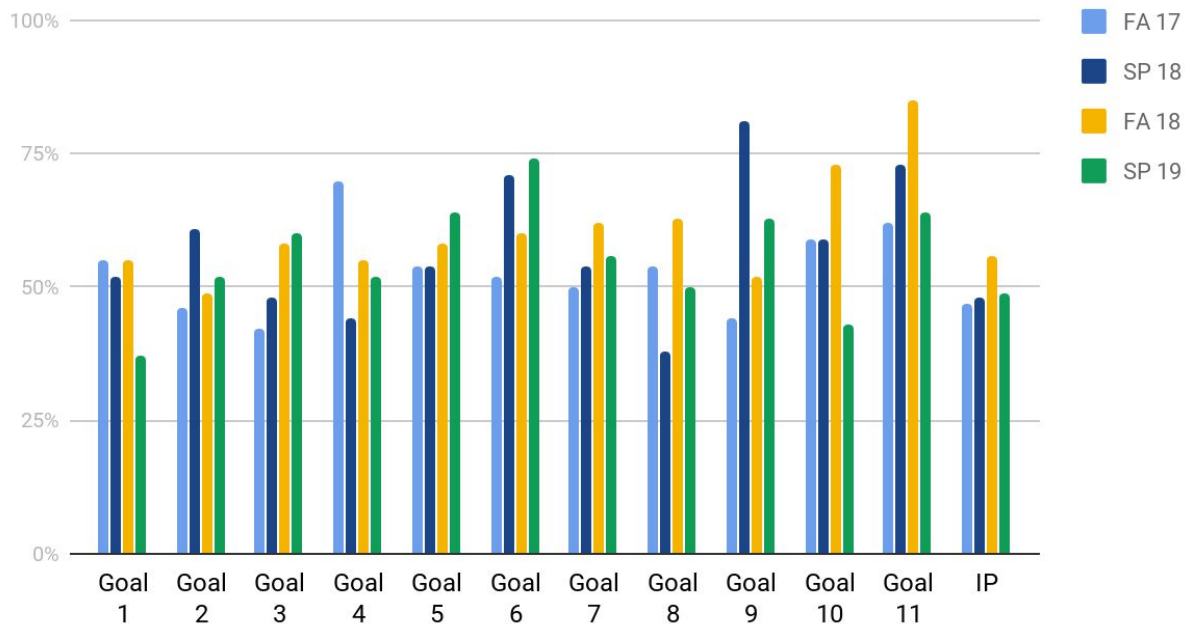
Completion Rate by Course Level



Level	Course Enrollments	Course Completions	Completion %
1000	607	348	57%
2000	176	119	68%

Red Lake Nation College courses are all mapped to their corresponding program outcomes and MN Transfer Curriculum Goal Areas. Completion rates are derived from these courses in goal area groupings.

Course Completion Rates by Goal Area



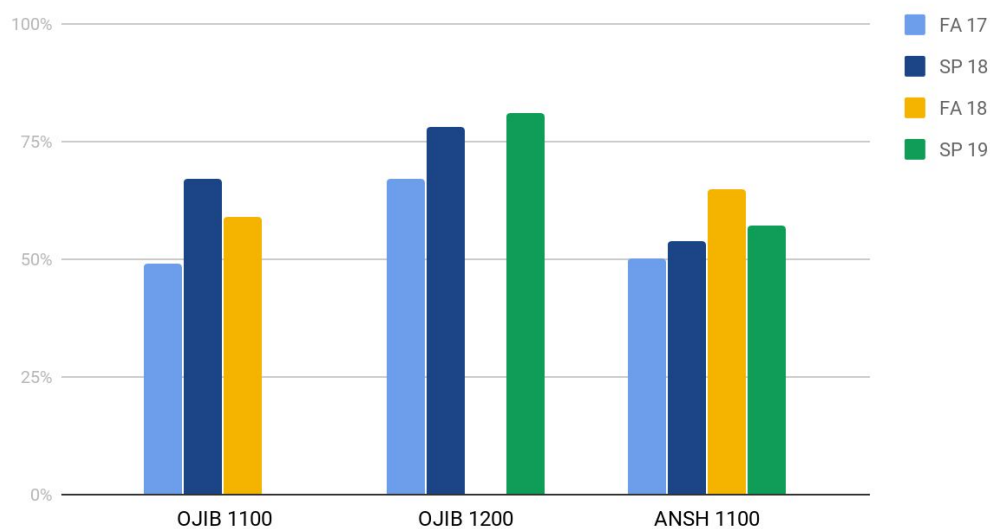
Goal Area	FA 17	SP 18	FA 18	SP 19
1: Communications	22/40 55% ENGL 1100 ENGL 2100 ENGL 2300 SPCH 2100	39/75 52% ENGL 1100 ENGL 1200 ENGL 2200 SPCH 2100	30/55 55% ENGL 1100 ENGL 2100 ENGL 2300 SPCH 2100	21/57 37% ENGL 1100 ENGL 1200 ENGL 2400 SPCH 2100
2: Critical Thinking	26/56 46% BIOL 1100 MATH 1100	27/44 61% BIOL 1100 MATH 1100 ANSH 2200	21/43 49% BIOL 1100 MATH 1100	25/48 52% BIOL 1100 MATH 1100 ANSH 2200
3: Natural Sciences	22/53 42% BIOL 1100 BIOL 2100	13/27 48% BIOL 1100 BIOL 1200 PSCI 1200	22/38 58% BIOL 1100 BIOL 2100 BIOL 2200 PSCI 1100	21/35 60% BIOL 1100 BIOL 1200 PSCI 1200
4: Mathematical/Logical Reasoning	14/20 70%	11/25 44%	16/29 55%	12/23 52%

	MATH 1100 MATH 1500	MATH 1100 MATH 1200 MATH 1700	MATH 1100 MATH 1500	MATH 1100 MATH 1200 MATH 1700
5: History and Social and Behavioral Sciences	55/102 54% GEOG 2100 HIST 1100 POLS 1100 POLS 2100 PHIL 2100 PSYC 1100 SOCL 1100 SOCL 2200	39/72 54% HIST 1200 POLS 2200 PSYC 1200 PSYC 2200 SOCL 1100 SOCL 2100 SOCL 2300	56/97 58% ECON 2100 GEOG 2100 HIST 1100 POLS 2100 PHIL 2100 PSYC 1100 SOCL 1100 SOCL 2200	45/70 64% GEOG 2100 HIST 1200 POLS 2200 PSYC 1200 SOCL 2100 SOCL 2300
6: Humanities and Fine Arts	62/119 52% ANSH 2100 ARTS 1100 ENGL 2100 OJIB 1100 OJIB 1200 PHIL 1600 TECH 1200	48/68 71% ANSH 2200 ARTS 1200 OJIB 1100 OJIB 1200 TECH 2100	59/99 60% ANSH 2100 ARTS 1100 ENGL 2100 OJIB 1100 OJIB 2100 PHIL 1600 TECH 1200	81/109 74% ANSH 2200 ARTS 1200 ENGL 2400 MUSC 1100 OJIB 1200 OJIB 2200 TECH 1200 TECH 2100
7: Human Diversity	23/46 50% ANSH 1100 GEOG 2100 PHIL 2100	7/13 54% ANSH 1100	31/50 62% ANSH 1100 GEOG 2100 PHIL 2100	14/25 56% ANSH 1100 GEOG 2100
8: Global Perspective	21/39 54% GEOG 2100 SOCL 1100 SOCL 2200	8/21 38% SOCL 1100	25/40 63% GEOG 2100 SOCL 1100 SOCL 2200	2/4 50% GEOG 2100
9: Ethical and Civic Responsibility	17/39 44% PHIL 2100 POLS 1100 POLS 2100 SOCL 2200	26/32 81% ANSH 2200 PHIL 1800 POLS 2200 SOCL 2100 SOCL 2300	15/29 52% PHIL 2100 POLS 2100 SOCL 2200	27/43 63% ANSH 2200 PHIL 1800 POLS 2200 SOCL 2100 SOCL 2300
10: People and the Environment	16/27 59% BIOL 2100 GEOG 2100	13/22 59% ENGL 2200 MATH 1200 PHIL 1800	16/22 73% BIOL 2100 GEOG 2100	10/23 43% GEOG 2100 MATH 1200 PHIL 1800
11: Participation and	13/21	16/22	23/27	14/22

Performance	62% PHED 1100	73% PHED 1100	85% PHED 1100	64% PHED 1100
Institutional Priority: Technology	31/66 47% FYEX 1100 SOCL 1100	25/52 48% FYEX 1100 SOCL 1100 TECH 2100	35/62 56% FYEX 1100 SOCL 1100	17/35 49% FYEX 1100 TECH 2100

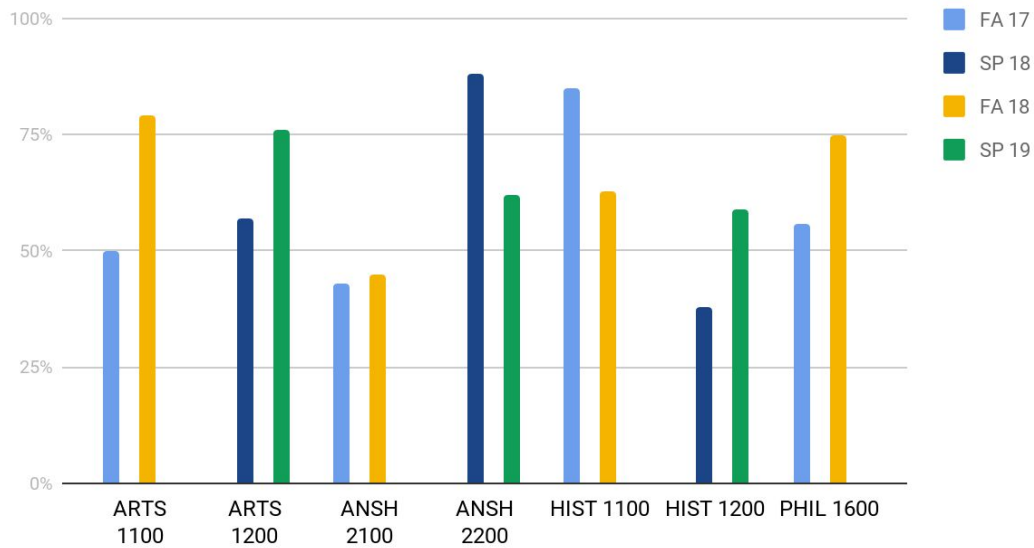
Red Lake Nation College consistently witnesses higher completion rates in courses that are specific to the Anishinaabe culture, history, language, art, and philosophy.

Course Completion Rates - Required Cultural Courses



Semester/Year	OJIB 1100	OJIB 1200	ANSH 1100
Fall 2017	23/47 = 49%	8/12 = 67%	8/16 = 50%
Spring 2018	2/3 = 67%	14/18 = 78%	7/13 = 54%
Fall 2018	24/41 = 59%	Not offered	17/26 = 65%
Spring 2019	Not offered	21/26 = 81%	12/21 = 57%

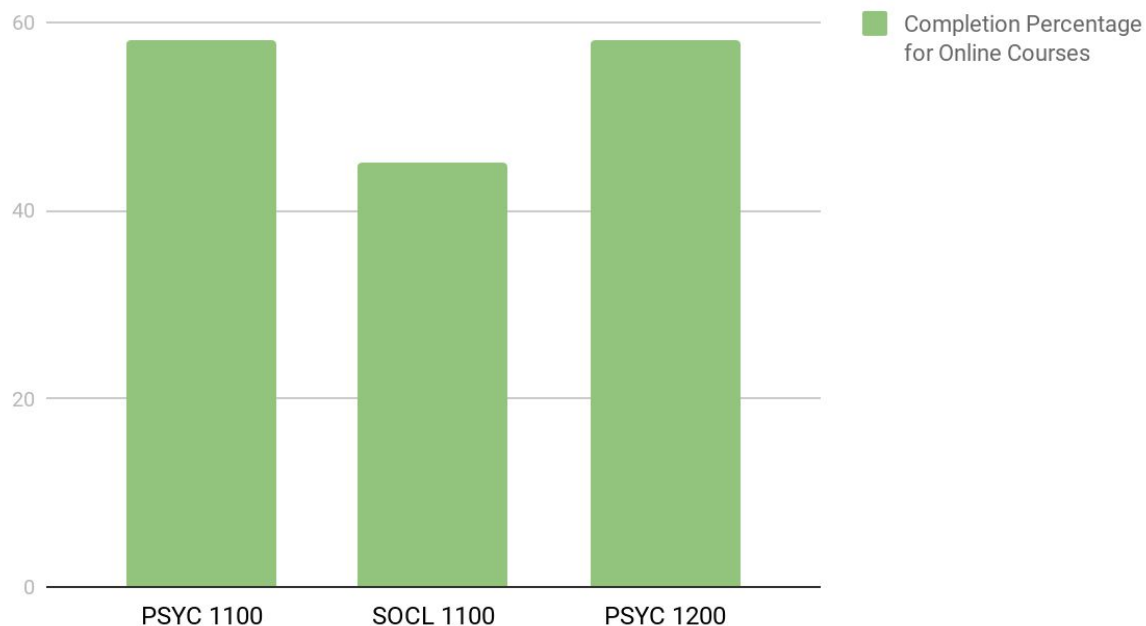
Course Completion Rates - Elective Cultural Courses



Semester/ Year	ARTS 1100	ARTS 1200	ANSH 2100	HIST 1100	HIST 1200	PHIL 1600
Fall 2017	13/26 = 50%	Not offered	6/14 = 43%	11/13 = 85%	Not offered	5/9 = 56%
Spring 2018	Not offered	12/21 = 57%	Not offered	Not offered	9/24 = 38%	Not offered
Fall 2018	11/14 = 79%	Not offered	5/11 = 45%	12/19 = 63%	Not offered	6/8 = 75%
Spring 2019	Not offered	13/17 = 76%	Not offered	Not offered	13/22 = 59%	Not offered

Three online courses were offered during the 18-19 academic year. PSYC 1100 (Introductory Psychology) and SOCL 1100 (Introductory Sociology) were offered in the fall and PSYC 1200 (Developmental Psychology) was offered in the spring. The overall completion rate was 55%.

Online Course Completion Rates



Course	Enrolled	Completed
PSYC 1100	19	11
SOCL 1100	11	5
PSYC 1200	19	11

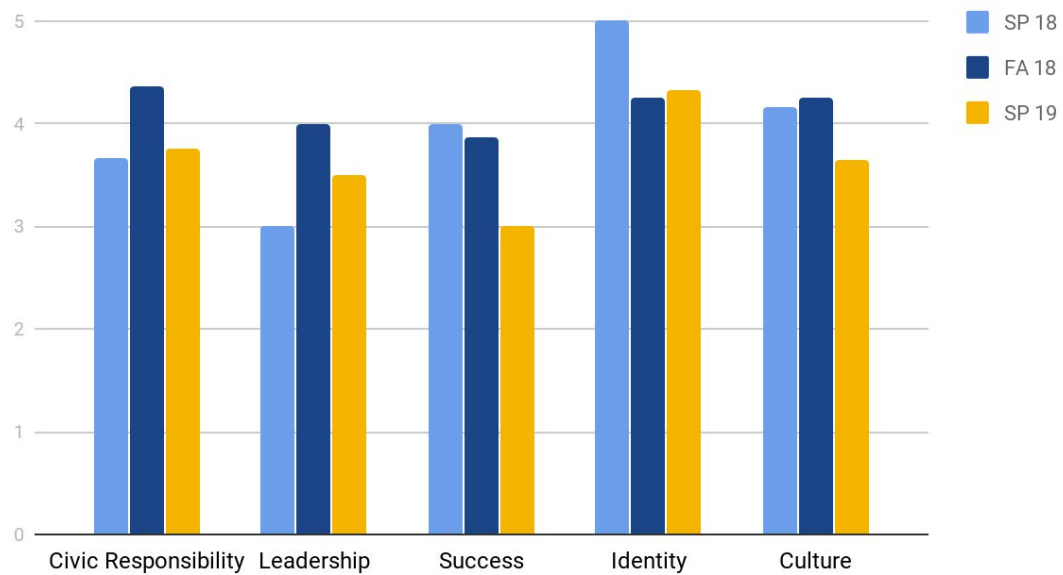
Co-Curricular

Red Lake Nation College students enjoy a variety of co-curricular activities and events throughout the academic year. Co-curricular programming is defined as activities, programs, and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Co-curricular activities have department-specific objectives and are embedded within the academic course structure. Co-curricular outcomes are assessed using the same point scale as other academic assessments.

0	No Progress
1	Elemental
2	Developing

3	Competent
4	Proficient (*Mastery)
5	Exemplary

Co-Curricular Performance



Semester/Year	Civic Responsibility	Leadership	Success	Identity	Culture
Spring 2018	3.67 FYEX 1100	3.0 FYEX 1100	4.0 FYEX 1100	5.0 FYEX 1100	4.16 FYEX 1100
Fall 2018	4.36 FYEX 1100	4.0 FYEX 1100	3.86 FYEX 1100	4.25 FYEX 1100	4.25 FYEX 1100
Spring 2019	3.75 PSCI 1200	3.5 ANSH 2200	3.0 FYEX 1100	4.33 HIST 1200	3.64 OJIB 1200

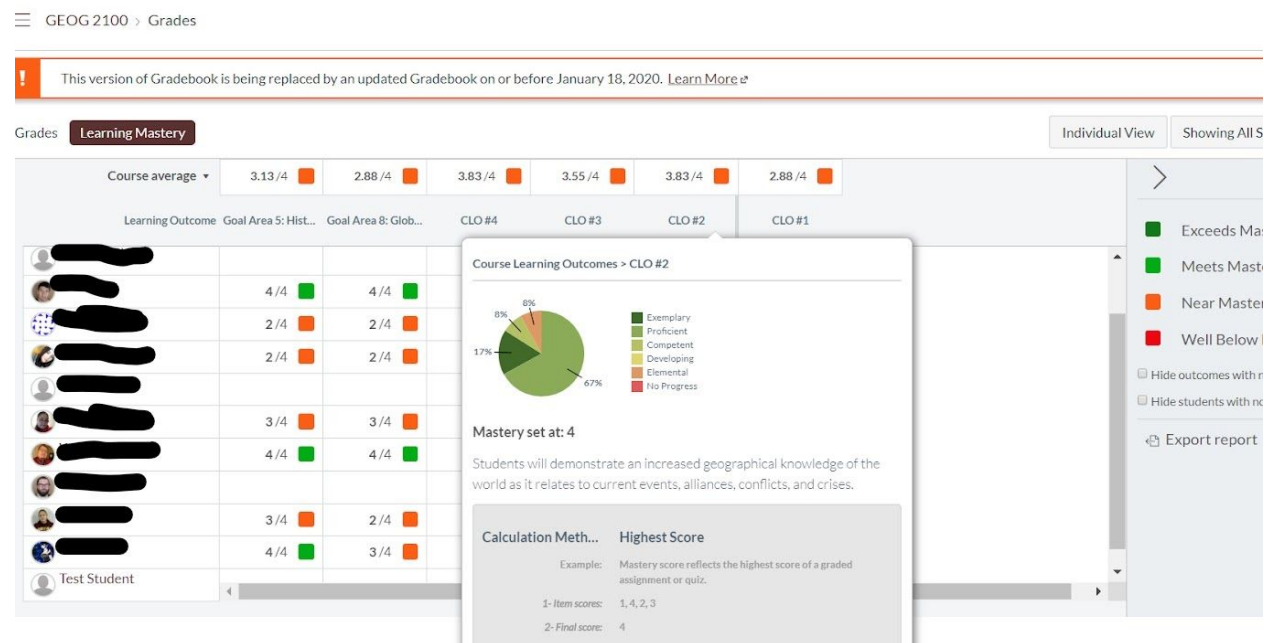
Section II

Holistic Academic Review in 18-19

Red Lake Nation College has linked all course learning outcomes to designated goal areas (MN Transfer Curriculum) and corresponding program outcomes. Program learning outcome scores are derived from an annual review of selected courses. Specific assignments are identified and utilized to measure these performance indicators. Institutional outcome scores are derived from the evaluation of selected courses, co-curricular events, and student course evaluations using the rubrics for rigor, relevance, and cultural responsiveness.

Course Learning Outcomes (CLO)

Each instructor manages all course learning outcomes in Canvas. Here is an image of the Learning Mastery Gradebook with student scores:



Program Learning Outcomes (PLO)

Red Lake Nation College evaluates its rigor by monitoring and responding to performance indicators. Program learning outcomes are reviewed annually with a selected group of courses.

The following scale is utilized to assess achievement of program learning outcomes (PLO):

0	No Progress
1	Elemental
2	Developing
3	Competent
4	Proficient (*Mastery)
5	Exemplary

Program Learning outcome scores are also measured in Canvas by goal area. The following courses have measured program learning outcomes.

Goal Area	PLO Score 2017-2018	PLO Score 2018-2019
Goal Area 1: Communications Program Learning Outcomes 1, 2	2.6 ENGL 1100/ENGL 2300	2.55 SPCH 2100/ENGL 2100
Goal Area 2: Critical Thinking Program Learning Outcome 3	1.8 MATH 1100	2.92 MATH 1100
Goal Area 3: Natural Sciences Program Learning Outcome 4	1.8 BIOL 1100	2.22 BIOL 1200
Goal Area 4: Mathematical/ Logical Reasoning Program Learning Outcome 5	1.7 MATH 1100	3.17 MATH 1100
Goal Area 5: History and Social and Behavioral Sciences Program Learning Outcome 6	3.125 GEOG 2100	2.55 SOCL 1100
Goal Area 6: Humanities and Fine Arts Program Learning Outcome 7	3.125 OJIB 1200	3.2 PHIL 1600
Goal Area 7: Human Diversity Program Learning Outcome 8	3.2 ANSH 1100	2.49 ANSH 1100

Goal Area 8: Global Perspective Program Learning Outcome 9	2.9 GEOG 2100	1.6 SOCL 1100
Goal Area 9: Ethical and Civic Responsibility Program Learning Outcome 10	1.8 BIOL 2100	2.25 PHIL 1800
Goal Area 10: People and the Environment Program Learning Outcome 11	1.8 PHIL 1800	2.48 GEOG 2100
Goal Area 11: Participation and Performance Aligns with Bemidji State University Goal 11	3.0 PHED 1100	3.0 PHED 1100
Institutional Priority: Technology	2.25 FYEX 1100	2.5 SOCL 1100

Cultural Responsiveness

Language preservation is a priority for Red Lake Nation College. Ojibwemowin courses are an integral part of the learning process for Red Lake Nation College students, providing a foundation for the speaker's worldview and categorization of experiences, or linguistic relativity. The Anishinaabe worldview differs from the Westernized view and provides a historical framework for thought and experience. In addition, the Red Lake Nation College houses the Waasabik Ojibwemotaadiwin Immersion School for children ages 3 and 4. Red Lake Nation College was granted the National Endowment of the Humanities (NEH) grant to start a cultural podcast which will be implemented in the 2019-2020 academic year. Ojibwemowin and cultural courses will participate in the creation of podcast episodes in collaboration with staff from the library and tribal archives.

The people of the Red Lake Nation have skills and philosophies (indigenous technical knowledge) derived from a long history of interacting with the natural world. Red Lake Nation College received the Scholarly Emergence for Environmental Design and Stewardship (SEEDS) grant from the American Indian College Fund, which will be fully implemented in 2019-2020. This project focuses on place-based, intergenerational knowledge to bridge the arts and sciences for the protection of the natural world.

Relevance

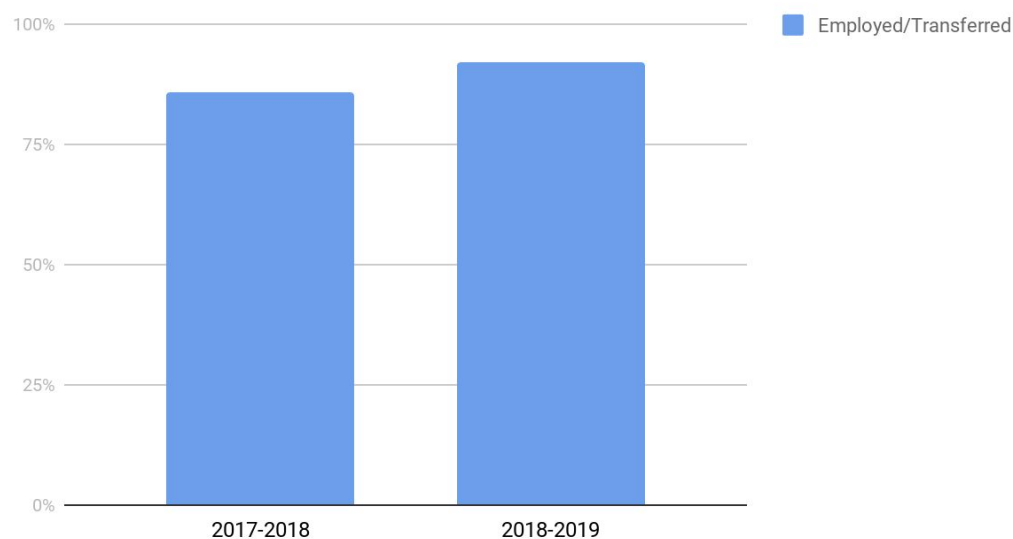
Faculty members have engaged in a multitude of course innovations by utilizing student and peer feedback each semester to make improvements to course design. Some of these innovations include audio lessons, inquiry-based gamification, black-box activities, flipped classrooms, scavenger hunts, course badges using Badgr, and community presentations.

Faculty members also engage in increased usage of Canvas every academic year. In 2018-2019, 76% of instructors utilized Canvas for quizzes and exams, 73% for online submissions, 84% for rubrics and the measurement of course and program learning outcomes, and 57% for course announcements.

Red Lake Nation College aligns all program learning outcomes to the Minnesota Transfer Curriculum to ensure the ease of credit transfer to institutions within the Minnesota State Colleges and Universities System.

Red Lake Nation College graduates also enjoy high employment and transfer rates.

Graduates rates of employment/transfer



	2017-2018	2018-2019
# of Graduates	7	12
# Transferred to other institutions	2	3
# Employed	4	8
# Other	1	2

Students are also now required to complete an Eportfolio in order to graduate. Students must address all ten goal areas of the Minnesota Transfer Curriculum. Students also include their resumes.

Rigor

Red Lake Nation College has a standard format requirement for syllabi. The master syllabus template is updated each academic year. Syllabi are reviewed every semester by the Curriculum Committee and evaluated based on the following information being clear and present within each syllabus: course information, materials/texts, course description, learning outcomes, assignment detail, evaluation/grading, rubrics, course calendar, course design, RLNC policies, and federal credit hours. The evaluation of syllabi is also a component of faculty performance evaluations, conducted annually. The course syllabi are compared to equivalent courses at four-year universities that coincide with the MN Transfer Curriculum.

Institutional Learning Outcomes (ILO)

The following scale is utilized to assess the achievement of institutional learning outcomes (ILO) using rubrics for rigor, relevance, and cultural responsiveness:

1	Beginning
2	Emerging
3	Developed
4	Well-Developed

1. Students will learn inherent knowledge of the Red Lake Ojibwe language, culture, and history.

<p>Courses</p> <p>In Anishinaabe Art (ARTS 1100), students created multiple projects including finger weaving, ledger art, birchbark and quills, and political statement paintings. In Ojibwemowin I (OJIB 1100), students interacted with audio lessons and produced written and recorded speeches in Ojibwemowin. In Anishinaabe and U.S. History (HIST 1100), students learned about the importance of treaties, the Red Lake Constitution, and events of historical significance for Anishinaabe people.</p>
<p>Co-Curricular Events</p> <p>Red Lake Nation College hosted a tribal food sovereignty event on 11/5/18, language revitalization on 11/26/18, a hand drum contest on 3/28/19 and the 7 Grandfather Teachings on 4/18/19.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none">• I really liked this course as it brought light to different types of art that are out there in the world, especially art that hits close to home here in Ojibwe country.• This class was my favorite. I really enjoyed learning parts of the language. The instructor was

patient and helpful if I had a question. The class setting was nice, students were respectful of each other and everyone helped one another. Looking forward to taking the second part of this class in Spring!

- The other students around me seemed to know the Ojibwe well. I thought I was going to be behind but with the instructor's help, I was able to get to where I needed to be.
- Chi-miigwech. Keep up the great work, one day our entire reservation will know our language again. One day people will speak to each other in the language-- that day will be here before we know it. Again, chi-miigwech

Cultural Responsivity = 3.75

- Students have multiple opportunities to make meaningful connections between home and school by incorporating their cultural identity and life experiences into their coursework.
- Students are given the opportunity to explore many avenues of their choosing that connect learning to social, political, or environmental concerns that are relevant to them.
- The pedagogy of culturally responsive teaching drives the creation of all academic and operational functions of the institution.
- Lessons include multiple references from varying cultural perspectives.

2. Students will demonstrate leadership through effective verbal and written communication.

Courses

In Speech and Communications (SPCH 2100), students produced videos of their first and last speeches and analyzed their improvements. In Composition (ENGL 1100), students produced multiple writing assignments that were included in their portfolios.

Co-Curricular Events

Red Lake Nation College students had opportunities to participate in student government, student fundraising events, and the AIHEC Student Conference.

Student Course Evals

- I loved this class. It showed me how to be a better public speaker but also the instructor through life lessons and other situations on how to handle public speaking as well. I would definitely recommend this instructor to teach this class again. Everyone seemed to have enjoyed themselves and learning about each other throughout the semester which made it more comfortable to get up and speak in front of everybody.

3. Students will examine the world through critical inquiry and analysis.

Courses

In Math Reasoning (MATH 1100) students studied graph theory, growth models, statistics, probability and completed an assignment on western mathematics and cultural imperialism. In Introductory Biology I (BIOL 1100) students engaged in labs on topics including enzymes, diffusion, fermentation, cell cycle, etc.

Co-Curricular Events

Red Lake Nation College hosted a water quality roundtable on 2/4/19 and the tribal courts discussing victim advocacy on 4/30/19.

Student Course Evals

- Tami is an excellent instructor and always shows that she cares about us as students. She takes time and effort to make sure that we grasp the concepts that she is teaching. I wish that she was the instructor for a lot more of the classes that I've taken throughout my time here, but she was an excellent science teacher.
- Overall great class. Understanding the basics of biology helped me in other classes as well.
- Mr. Jones is a great instructor and I really enjoyed taking his math class. I highly recommend Mr. Jones to any potential students. Thanks for all your help this semester, Jeff!

Rigor = 3.25

- Students initiate participation in educational and co-curricular activities that are academically, intellectually, and personally challenging in the areas of Ojibwe language, culture, history, communication, critical inquiry, civic responsibility, and math, science, and technology.
- Students engage with peers and instructors on academic discussions focused on analysis, synthesis, and evaluation of content-driven topics.

4. Students will learn the values and principles of an Ojibwe worldview and exercise civic responsibility.

Courses

In Anishinaabeg in Cinema and Popular Culture (ANSH 2100), students watching movies depicting Indigenous actors, identified stereotypes, and conducted film reviews. In Environmental Science (BIOL 2100) students participated in weekly recycling service-learning and gathered all of the college recycling, weighing each component, and completed a final recycling report.

Co-Curricular Events

Red Lake Nation College hosted the Why Treaties Matter exhibit in the fall of 2018 and We are All Criminals on 10/22/18.

Student Course Evals

- I am grateful for taking this course as not only has it helped me build my own awareness for the Ojibwe culture but to expand my knowledge about other cultural writers and the importance to not only share our own stories but to write them too.

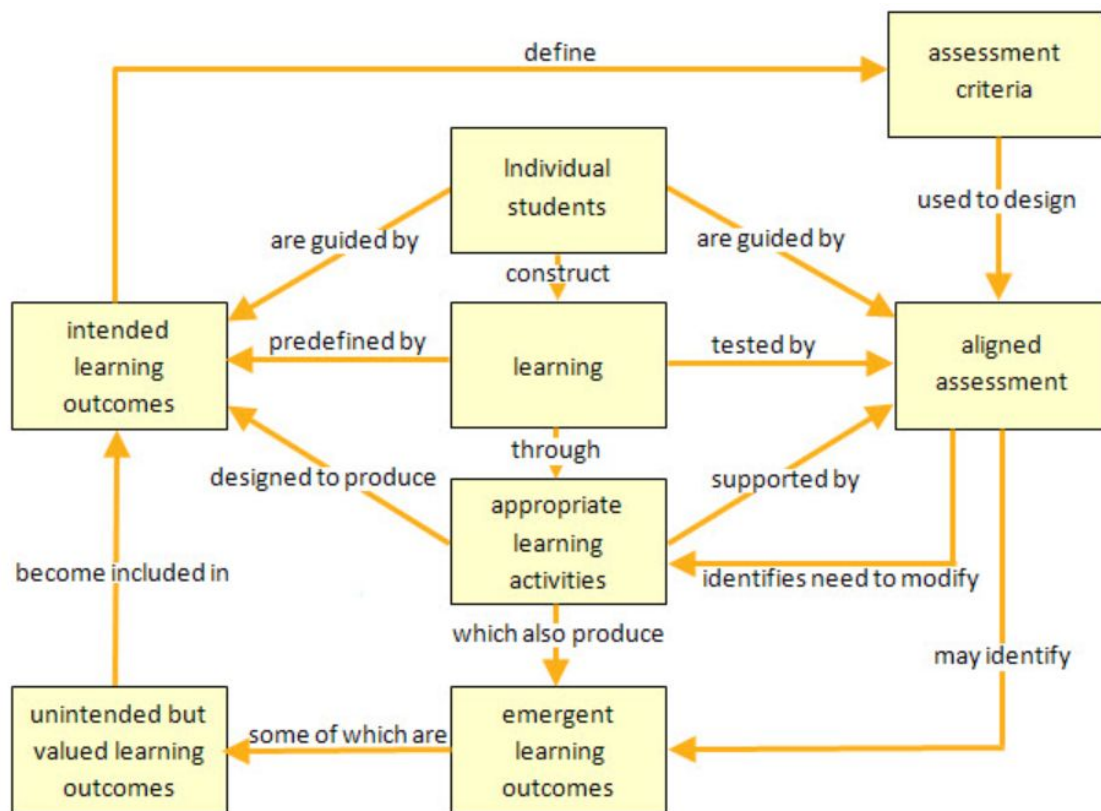
5. Students will gain fundamental knowledge in math, science, and technology.

Courses

In Math Reasoning (MATH 1100) students studied graph theory, growth models, statistics, probability and completed an assignment on western mathematics and cultural imperialism. In Physical Science (PSCI 1100), students engaged in labs on measurement, properties, reactions, motion, pressure, and work.

<p>Co-Curricular Events</p> <p>The Earth Day Event is held every spring and students display their recycling projects and measurements.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none"> • I really enjoyed this course. I thought both sections of digital storytelling and preservation were well balanced and had engaging activities. I would highly recommend this course to other students. • The course was great. Everything was available on canvas and easy to find.
<p>Relevance = 3.5</p> <ul style="list-style-type: none"> • The institution provides numerous learning experiences that are directly applicable to the personal aspirations, interests, or cultural experiences of students as well as their connection to real-world issues, problems, and contexts. • Students engage with multiple sources of information, both primary and secondary, during a lesson, including multi-format resources.

The RLNC Curriculum Map represents the constructive alignment of planned activities linking course and program outcomes. This alignment allows students to construct their own learning and shows the relationship between learning outcomes, learning activities, and gradable assessment tasks.



Houghton, W. (2004). *Constructive alignment: and why it is important to the learning process*. Loughborough: HEA Engineering Subject Centre.

Section III

Review and Collaboration - Curriculum Committee and Assessment Committee

Results

- Progress is being made in the area of technology. Incoming freshmen are learning the required online skills to navigate the technological requirements of their courses in the First-Year Experience (FYEX) class and further building those skills through online courses like Introduction to Sociology (SOCL 1100).
- There have been significant improvements in the achievement of performance indicators in Math Reasoning (MATH 1100). Red Lake Nation College began participating in Math Pathways in the fall of 2017. However, course completion rates have declined.
- Higher course completion rates are noted during spring semesters, likely due to a higher percentage of returning students and a lower percentage of first-time freshmen.
- Faculty members inquired how course completion rates differ for 1000-level courses versus 2000-level courses so this information was added into the body of the report.
- Faculty will continue to explore various approaches for FYEX.
- As a result of low completion rates in online courses, online course prerequisites were added during the 18-19 academic year:

Online Course Prerequisites

Many courses at RLNC may, at times, be offered in an online format. Students who are interested in taking online courses must have successfully completed 12 or more college credits with a cumulative GPA of 3.0 or higher.

Action Plan

Faculty members will continue forming relationships with students so they are comfortable seeking help. The following strategies will be further explored in the upcoming academic year:

- Work with the daycare to coordinate family and study nights.
- Faculty members will implement individual conferences with students and schedule them during class time throughout the semester.

- Students will earn points for asking questions outside of class.
- Faculty will work with Student Success to offer tutoring during specific times for 0900 level courses.
- Group work will be used to establish cohorts among students to build a sense of community.