

**Title of Document:**

ACAD_Teaching and Learning Assessment Report

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2019-2020

Department:

Academic Affairs

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 2019-2020

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Section I

Data Analysis of Student Performance in 19-20

Developmental Education Placement and Completion

During the 19-20 AY, all incoming students were required to take the Accuplacer and technology placement tests upon admission to Red Lake Nation College. RLNC utilized 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. In the 20-21 AY, the Writeplacer will no longer be utilized. Placement rules were modified as follows:

Accuplacer Placement Test/Computer Skills Placement/Other Measures

RLNC uses the Accuplacer Placement Test for Math, which is a computer-adaptive college placement test, as well as other measures under certain conditions. For English, RLNC uses other measures such as GPA, ACT and writing sample to determine placement. This allows the college to evaluate incoming students' skill levels in English (Reading, Writing Skills, Writing Essays) and Math, and

place students in appropriate courses. Additionally, RLNC requires new students to take a technology placement test established by the College to determine if students require additional training in computer skills. All new degree-seeking students are required to take the placement tests. Transfer students may not be required to take the tests if they provide test results from a previous institution or official transcripts reflecting 12 or more completed credits with a minimum cumulative GPA of 2.0.

To be placed in a course other than ENGL 0900, students should fulfill the following standards:

- * Students who have a 2.0 or higher average GPA in high school English courses within the last seven years will be placed in English 1100
- * Students who scored 21 or higher on the reading and writing portion of the ACT within the last seven years will be placed in English 1100
- * Students who do not meet either of the previous requirements will be placed via a writing sample to be administered at Red Lake Nation College during the registration process.

To be placed in a course other than MATH 0900, students should fulfill the following standards:

For MATH 1100, MATH 1200, MATH 1700

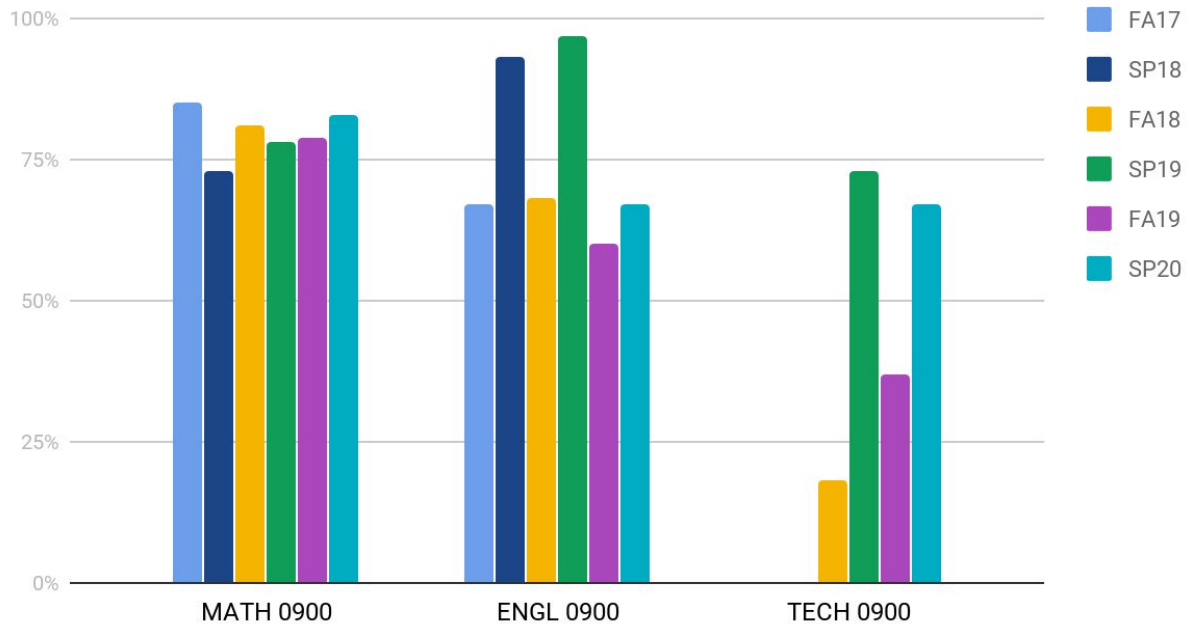
- A. AccuPlacer Score of at least 250
- OR
- B. Cumulative high school GPA greater than 2.9 in the last 7 years
- OR
- C. Higher than 2.6 GPA in their last math class in the last 7 years
- OR
- D. Math ACT Score of at least 19 in the last 7 years

For MATH 1500

- A. AccuPlacer Score of greater than 275
- OR
- B. Higher than 2.9 GPA in an Algebra 2 class in the last 7 years
- OR
- C. Math ACT Score of at least 21 in the last 7 years

Accuplacer Test Placement Rules	Scores
Math Placement (Next-Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 0900	200-249
Math Placement (Next-Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 1100 or 1200	250-275
Math Placement (Next-Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 1500 or 1700	276-300
Computer/Technology Placement = TECH 0900	< 21

% of Students Placed in Developmental Courses

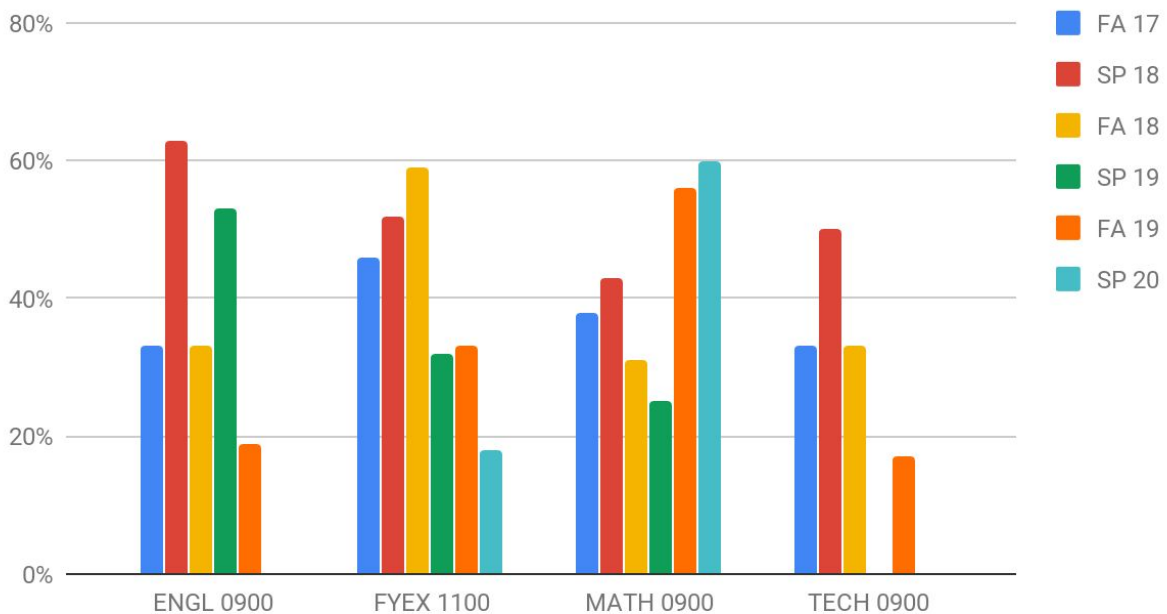


Test Semester/Year	n=	Recommended for Developmental Course	Recommended for College-Level Course
Quantitative Reasoning <i>*Switched from Classic to Next Generation Accuplacer in FA18</i>			
Fall 2017	107	85% (91)	15% (16)
Spring 2018	15	73% (11)	27% (4)
Fall 2018	79	81% (64)	19% (15)
Spring 2019	37	78% (29)	22% (8)
Fall 2019	70	79% (55)	21% (15)
Spring 2020	6	83% (5)	17% (1)
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)
Fall 2019	70	60% (42)	40% (28)
Spring 2020	6	67% (4)	33% (2)
Technology <i>RLNC Placement Test</i>			
Fall 2017	--	--	--
Spring 2018	--	--	--
Fall 2018	79	18% (14)	82% (65)
Spring 2019	33	73% (24)	27% (9)
Fall 2019	57	37% (21)	63% (36)
Spring 2020	6	67% (4)	33% (2)

Red Lake Nation College has an average rate of 43% completion for developmental education courses.

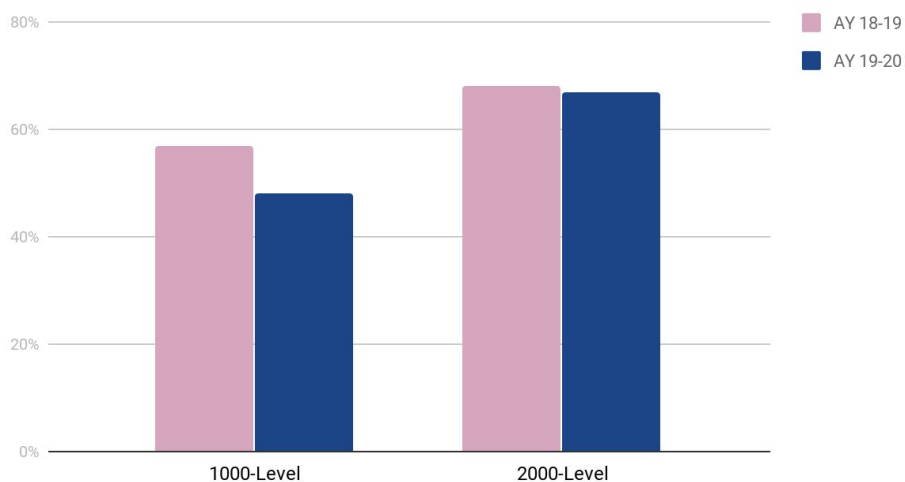
Course Completion Rates - Developmental Education Courses



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
Fall 2019	4/21 = 19%	18/54 = 33%	15/27 = 56%	2/12 = 17%
Spring 2020	Not offered	2/11 = 18%	3/5 = 60%	0/5 = 0%

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

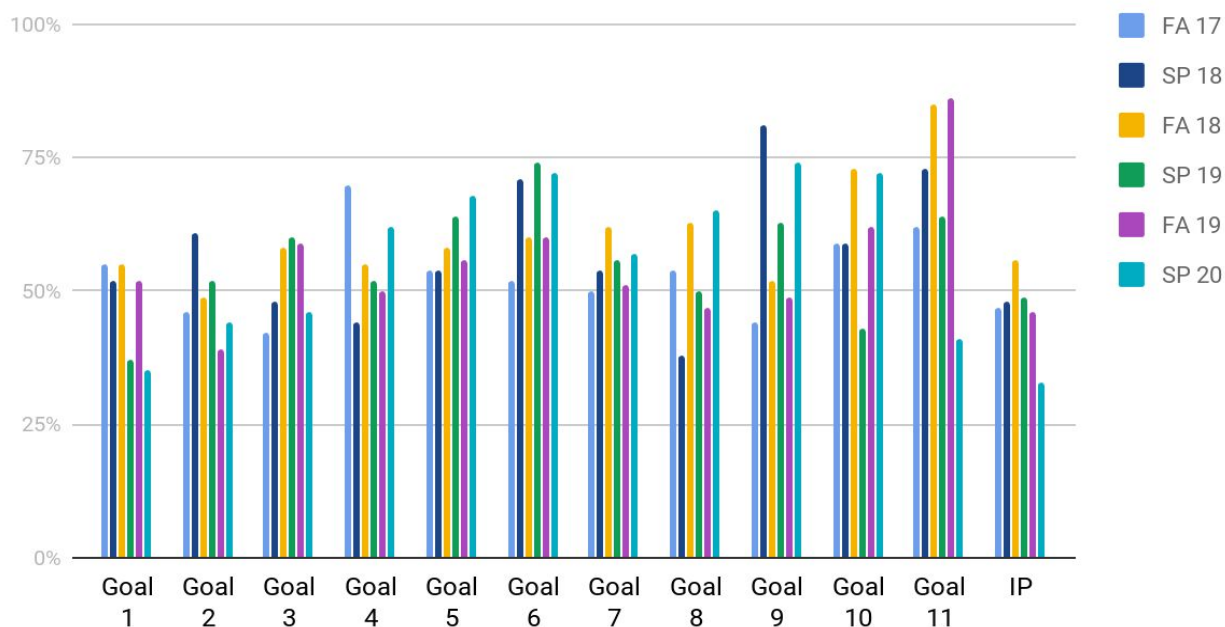
Completion Rate by Course Level



AY	Level	Course Enrollments	Course Completions	Completion %
18-19	1000	607	348	57%
18-19	2000	176	119	68%
19-20	1000	541	262	48%
19-20	2000	177	119	67%

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



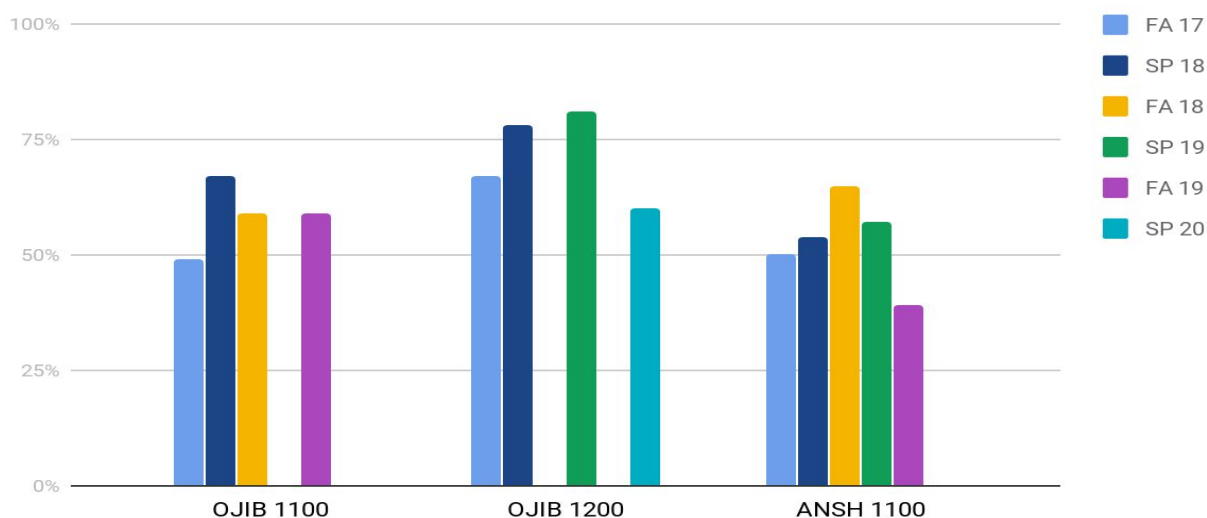
Goal Area	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20
1: Communications	22/40 55% ENGL 1100 ENGL 2100 ENGL 2300 SPCH 2100	39/75 52% ENGL 1100 ENGL 1200 ENGL 2200 SPCH 2100	30/55 55% ENGL 1100 ENGL 2100 ENGL 2300 SPCH 2100	21/57 37% ENGL 1100 ENGL 1200 ENGL 2400 SPCH 2100	33/64 52% ENGL 1100 ENGL 2100 ENGL 2300 ENGL 2500 SPCH 2100	7/32 35% ENGL 1100 ENGL 1200 ENGL 2200 ENGL 2400 ENGL 2510
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	13/33 39% BIOL 1100 MATH 1100	21/48 44% 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	17/29 59% BIOL 1100 BIOL 2200 CHEM 1100	16/35 46% BIOL 1100 BIOL 1200 BIOL 2100 PSCI 1100

4: Mathematical/Logical Reasoning	14/20 70% MATH 1100 MATH 1500	11/25 44% MATH 1100 MATH 1200 MATH 1700	16/29 55% MATH 1100 MATH 1500	12/23 52% MATH 1100 MATH 1200 MATH 1700	5/10 50% MATH 1100 MATH 1500	13/21 62% 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	61/109 56% ECON 2100 GEOG 2100 HIST 1100 PHIL 2100 POLS 1100 POLS 2100 PSYC 1100 SOCL 1100 SOCL 2100	39/57 68% GEOG 2100 HIST 1200 POLS 1100 POLS 2200 PSYC 1200 SOCL 1100 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	61/101 60% ANSH 2100 ARTS 1100 ENGL 2100 OJIB 1100 OJIB 2100 TECH 1200	44/61 72% ANSH 2200 ENGL 2400 MUSC 1100 OJIB 1200 OJIB 2200
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	24/47 51% ANSH 1100 GEOG 2100 PHIL 2100	16/28 57% 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	15/32 47% GEOG 2100 SOCL 1100	13/20 65% GEOG 2100 SOCL 1100
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	24/49 49% PHIL 2100 POLS 1100 POLS 2100 SOCL 2100	17/23 74% ANSH 2200 PHIL 1800 POLS 2200 SOCL 2300
10: People and the Environment	16/27 59% BIOL 2100 GEOG 2100	13/22 59% ENGL 2200 MATH 1200	16/22 73% BIOL 2100 GEOG 2100	10/23 43% GEOG 2100 MATH 1200	8/13 62% GEOG 2100	13/18 72% GEOG 2100 MATH 1200

		PHIL 1800		PHIL 1800		PHIL 1800
11: Participation and Performance	13/21 62%	16/22 73%	23/27 85%	14/22 64%	30/35 86%	9/22 41%
	PHED 1100	PHED 1100	PHED 1100	PHED 1100	PHED 1100	PHED 1100
Institutional Priority: Technology	31/66 47%	25/52 48%	35/62 56%	17/35 49%	33/72 46%	10/30 33%
	FYEX 1100 SOCL 1100	FYEX 1100 SOCL 1100 TECH 2100	FYEX 1100 SOCL 1100	FYEX 1100 TECH 2100	FYEX 1100 PSYC 1100 TECH 1200	FYEX 1100 PSYC 1200 TECH 1200

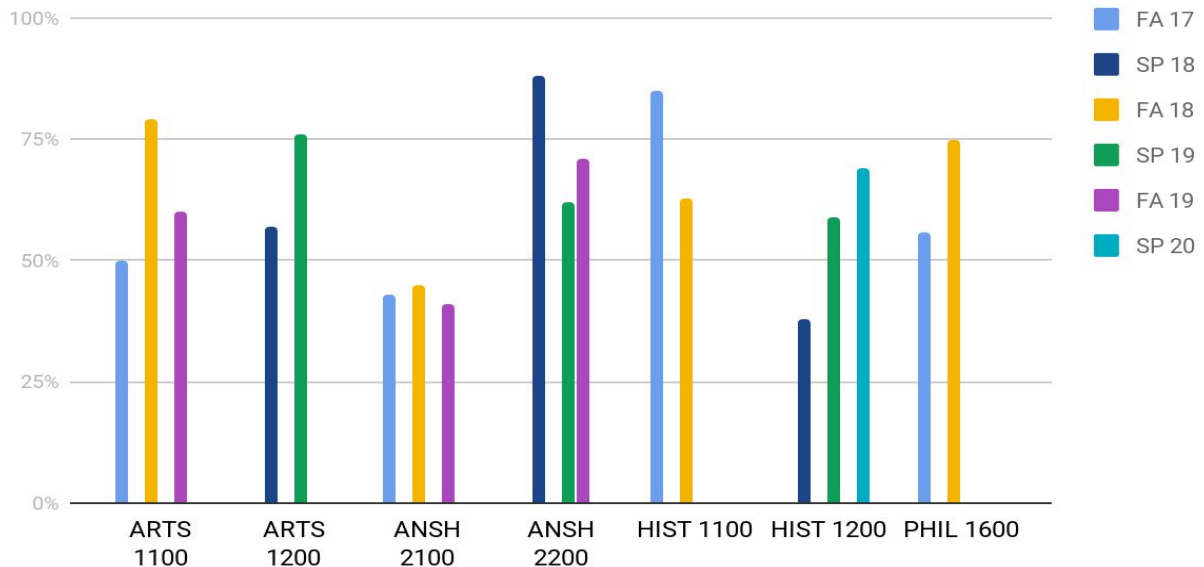
Red Lake Nation College typically witnesses higher completion rates in courses that are specific to the Anishinaabe culture, history, language, art, and philosophy.

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%
Fall 2019	26/44 = 59%	Not offered	7/18 = 39%
Spring 2020	Not offered	15/25 = 60%	8/16 = 50%

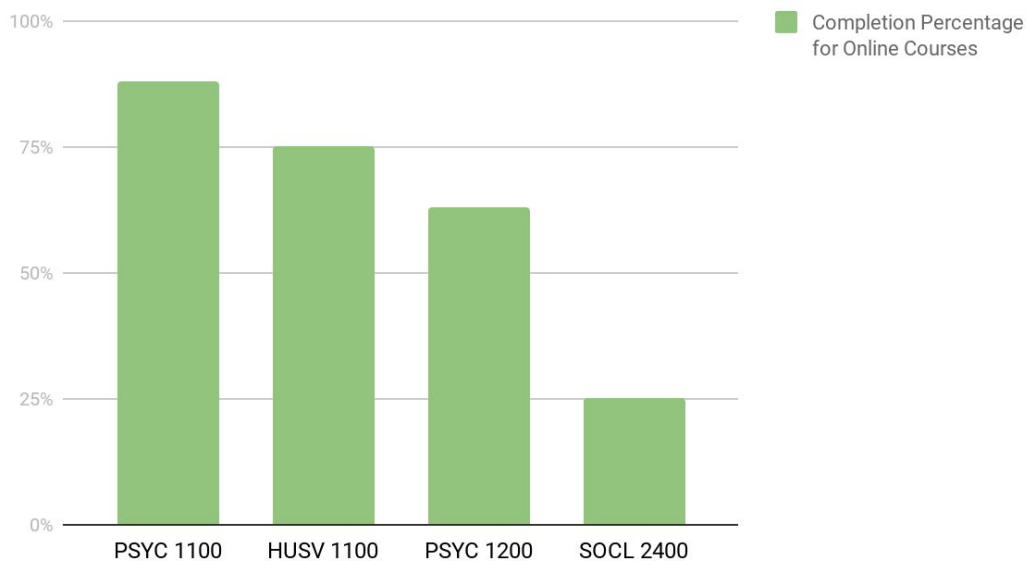
Course Completion Rates - Elective Cultural Courses



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
Fall 2019	6/10 = 60%	Not offered	9/22 = 41%	12/17 = 71%	Not offered	Not offered
Spring 2020	Not offered	Not offered	Not offered	Not offered	11/16 = 69%	Not offered

Four online courses were offered during the 19-20 academic year. PSYC 1100 (Introductory Psychology) and HUSV 1100 (Introduction to Human Services) were offered in the fall and PSYC 1200 (Developmental Psychology) and SOCL 2400 (Juvenile Delinquency and Justice) were offered in the spring. The overall completion rate was 67%.

Online Course Completion Rates



Semester/Year	PSYC 1100	PSYC 1200	HUSV 1100	SOCL 2400
Fall 2019	7/8=88%	Not offered	3/4=75%	Not offered
Spring 2020	Not offered	5/8=63%	Not offered	1/4=25%

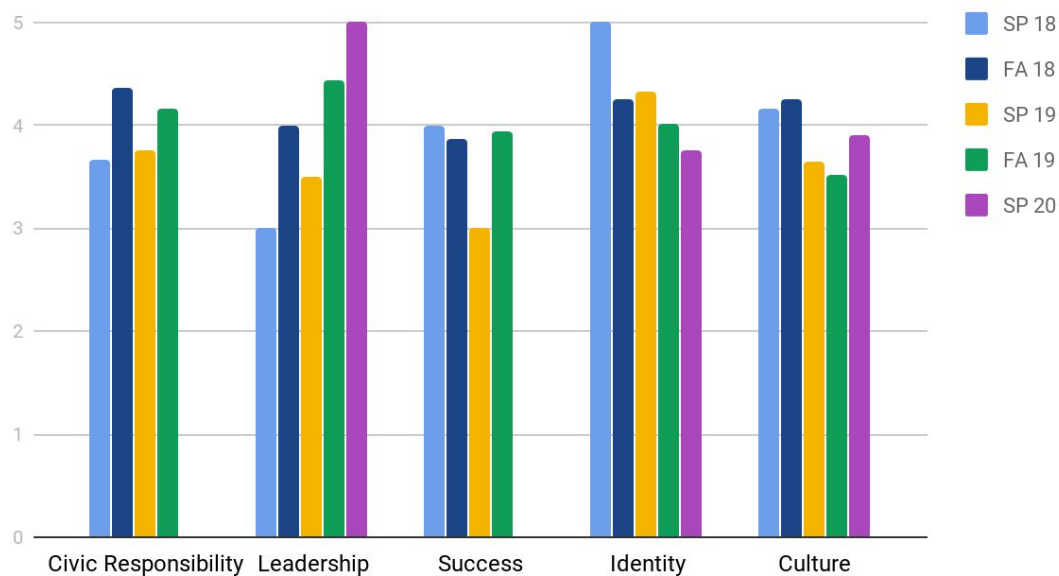
Co-Curricular

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 enhance the academic curriculum and advance 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
Fall 2019	4.17 FYEX 1100	4.44 FYEX 1100	4.08 FYEX 1100 3.8 CEXP 1100	4.02 FYEX 1100	3.63 FYEX 1100 3.39 OJIB 1100
Spring 2020*	N/A	5.0 FYEX 1100	N/A	3.76 FYEX 1100 ANSH 1100 ENGL 1100	3.9 FYEX 1100 BIOL 1200 OJIB 1200 OJIB 2200 SOCL 1100

*Note: due to the effects of COVID-19 isolation and the switch to distance learning some co-curricular outcomes could not be measured with reliability and for others, performance in several courses meeting these particular co-curricular outcomes were aggregated to achieve a reliable measure.

Section II

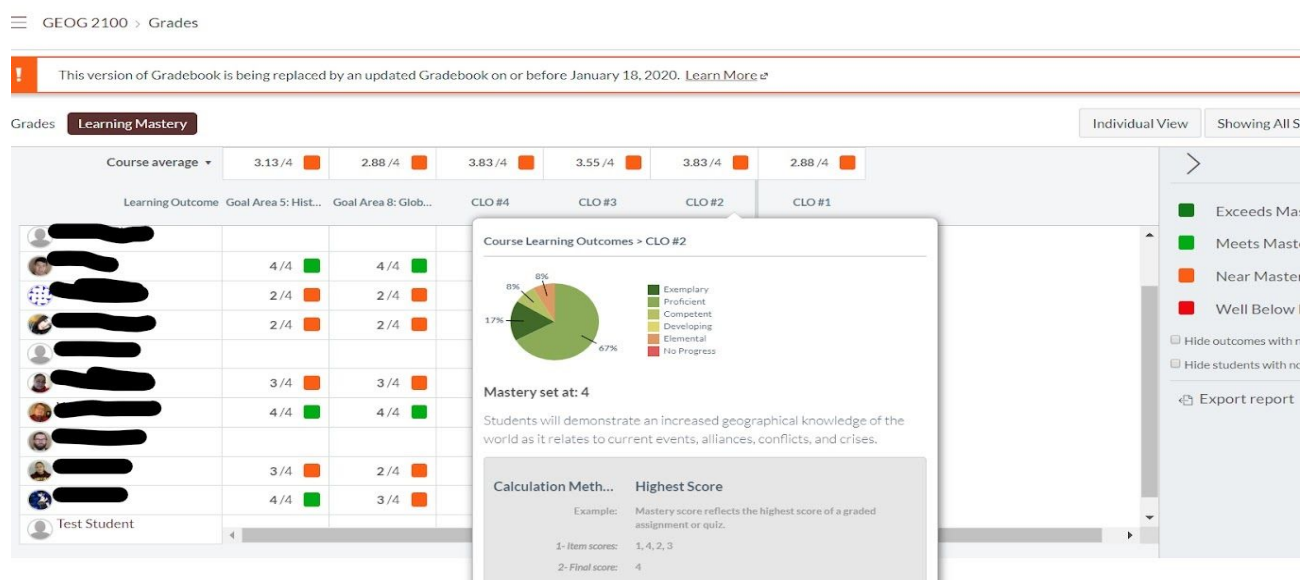
Holistic Academic Review in 19-20

Red Lake Nation College has integrated MN Transfer Curriculum goal areas, program outcomes and course outcomes. All course learning outcomes are linked to designated goal areas (MN Transfer Curriculum) and corresponding program outcomes. Specific assignments are identified to measure specific performance indicators. Program learning outcome scores are derived from an annual review of selected courses. The following scale is utilized to assess achievement of course learning outcomes (CLO), program learning outcomes (PLO) and MN Transfer Curriculum goal areas:

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

Course Learning Outcomes (CLO)

Each instructor manages their specified course learning outcomes in Canvas. An image of the Learning Mastery Gradebook with student scores follows:



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.

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	PLO Score 2019-2020
Goal Area 1: Communications Program Learning Outcomes 1, 2	2.6 ENGL 1100/ENGL 2300	2.55 SPCH 2100/ENGL 2100	4.0 SPCH 2100
Goal Area 2: Critical Thinking Program Learning Outcome 3	1.8 MATH 1100	2.92 MATH 1100	2.91 MATH 1100
Goal Area 3: Natural Sciences Program Learning Outcome 4	1.8 BIOL 1100	2.22 BIOL 1200	3.5 BIOL 1200
Goal Area 4: Mathematical/ Logical Reasoning Program Learning Outcome 5	1.7 MATH 1100	3.17 MATH 1100	3.0 MATH 1100
Goal Area 5: History and Social and Behavioral Sciences Program Learning Outcome 6	3.125 GEOG 2100	2.55 SOCL 1100	3.3 GEOG 2100
Goal Area 6: Humanities and Fine Arts Program Learning Outcome 7	3.125 OJIB 1200	3.2 PHIL 1600	4.0 MUSC 1100
Goal Area 7: Human Diversity Program Learning Outcome 8	3.2 ANSH 1100	2.49 ANSH 1100	4.67 PHIL 2100
Goal Area 8: Global Perspective Program Learning Outcome 9	2.9 GEOG 2100	1.6 SOCL 1100	3.0 GEOG 2100
Goal Area 9: Ethical and Civic Responsibility Program Learning Outcome 10	1.8 BIOL 2100	2.25 PHIL 1800	4.0 PHIL 1800
Goal Area 10: People and the Environment Program Learning Outcome 11	1.8 PHIL 1800	2.48 GEOG 2100	3.4 GEOG 2100

Goal Area 11: Participation and Performance Aligns with Bemidji State University Goal 11	3.0 PHED 1100	3.0 PHED 1100	2.8 PHED 1100
Institutional Priority: Technology	2.25 FYEX 1100	2.5 SOCL 1100	4.0 PSYC 1200

Institutional Outcomes (ILO)

Institutional outcome scores are derived from a robust array of measures, specifically, the evaluation of selected courses, co-curricular events, and student course evaluations using the rubrics for cultural responsiveness, relevance, and rigor.

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 culturally informed historical framework for thought and experience. Also supporting language preservation, is the Waasabik Ojibwemotaadiwin Immersion School for children ages 3 and 4 housed on campus. Another initiative in language preservation and cultural responsiveness are cultural podcasts. Red Lake Nation College was granted the National Endowment of the Humanities (NEH) grant to start a cultural podcast which was implemented in the 2019-2020 academic year. Ojibwemowin and other courses with Anishinaabe cultural content will participate in the creation of podcast episodes in collaboration with staff from the library and tribal archives. These podcasts are an important way to strengthen the Red Lake Nation College presence within the broader community, The podcasts can be accessed from the RLNC website and Facebook page.

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, situated experiential learning, community presentations, Google Chrome Canvas, creating e-portfolios, engaging in class and tutoring sessions through the use of Google Meet, and participating in podcast development.

Faculty members engage in increased usage of Canvas every academic year. Faculty members are surveyed each year and the increased use of technology is evident.

Tools	2018-2019	2019-2020
Canvas use for quizzes and exams	76%	100%
Online assignment submissions	73%	100%
Rubric use for measuring course and program learning outcomes	84%	90%
Course announcements	57%	90%
Google Meet	--	45%

With the switch to online delivery in Spring 2020, the usage of Canvas took another leap to 100% of faculty utilizing even more of the resources available on Canvas such as Canvas email, discussion board and live chat. In addition, many faculty were proactively outreaching to students using Google Meet for tutoring, as well as staying in touch with other faculty. The ease of switching to online delivery and staying connected with students demonstrates relevance of our pedagogies, technological resources for students, and dedication to responsive teaching in a changing learning environment

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.

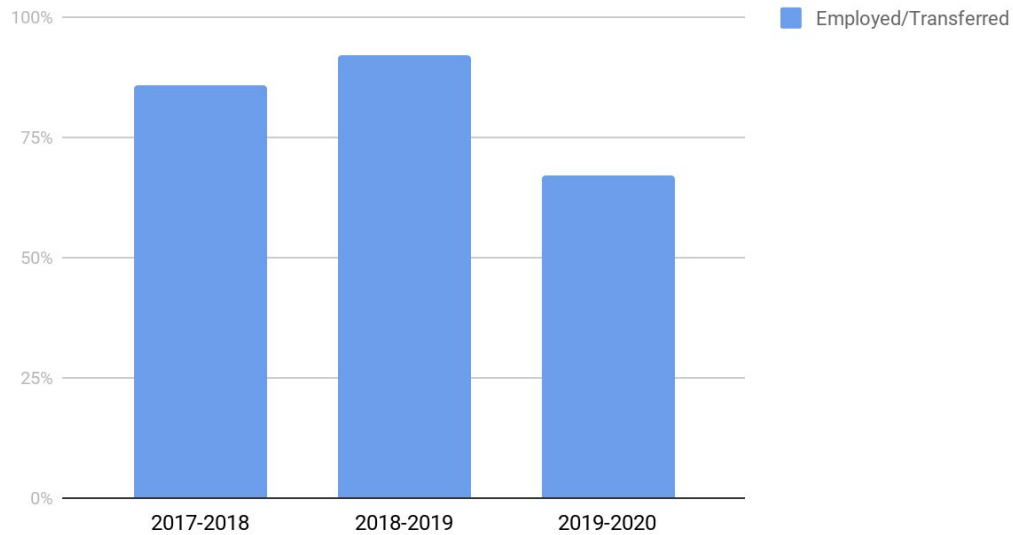
Students are also now required to complete an e-portfolio in order to graduate. Students must address all ten goal areas of the Minnesota Transfer Curriculum by uploading work representing each goal area as evidence of meeting the goal areas. Students include their resumes, personal anecdotes or poems and photos of activities relating to their skill building and overall academic experiences.

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

RLNC had several campus visits planned during the spring semester 2020, in addition to the annual College and Career Fair. Unfortunately, due to COVID-19, these events were all canceled.

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

Graduates rates of employment/transfer



	2017-2018	2018-2019	2019-2020
# of Graduates	7	12	12
# Transferred to other institutions	2	3	4
# Employed	4	8	8
# Other	1	1	4

**Students may be attending another institution while maintaining employment so numbers may be duplicated. 2019-2020 graduates completed their degrees during the COVID-19 pandemic.*

Rigor

Red Lake Nation College has a standardized format requirement for syllabi. The master syllabus template is reviewed and 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, learning accessibility statement, 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)

Multiple criteria are used to measure Institutional Learning Outcomes, specifically, coursework, co-curricular events, and student evaluations. 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.

Courses

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. In Environmental Science (BIOL 2100) students completed a phenology summary, observing changes in nature with the seasons. In Fundamentals of Web Design and App Development (TECH 2100) students created an application that helped them learn the Ojibwe language.

Co-Curricular Events

Red Lake Nation College hosted an event in October to education students, staff, and community members about Old Crossing Treaty Day, a traditional meal and bulrush mat weaving event was held on 11/25/19, and RLNC hosted a Missing/Murdered Indigenous Women walk on 2/10/20.

Student Course Evals

- I would like to thank Ms. Perkins, I really enjoyed learning from her when we were able to be in the classroom and the discussion we would have. She made it easy to learn and understand the history of Red Lake.
- I would like to thank Mr. Bratvold for being understanding and making it easy to learn Ojibwe. He does a good job in explaining the language in a way that makes it easy for a student to understand and learn.
- I regret not taking this course sooner. It was very easy to understand and if I needed clarification he was available through tutoring, phone, and email with examples to help.

Overall excellent class, look forward to taking Ojibwe 2.
Cultural Responsivity = 3.75 <ul style="list-style-type: none"> • 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.

<p>Courses</p> <p>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. In Environmental Math (MATH 1200) students created games around the theme of the Tragedy of the Commons.</p>
<p>Co-Curricular Events</p> <p>Red Lake Nation College students had opportunities to participate in student government, student fundraising events, and the AIHEC Student Conference.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none"> • First, I would like to Thank Ms. Noel for being a great mentor, the encouragement and support really helped me this semester. I enjoyed the essay assignments we had to do, although I struggled some, I believe it helped improve my writing skills. • Dan was a great speech instructor who provided stimulating speech topics and useful feedback. I truly built up my confidence in public speaking with this course. I learned positive leadership skills.

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

<p>Courses</p> <p>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. In Introductory Sociology (SOCL 1100), students completed a writing assignment on the impact of COVID-19 on social institutions.</p>

Co-Curricular Events

RLNC hosted an event on 10/18/19 titled “What is a Credit Score?” in which participants were able to learn about credit and ask questions about credit scores. An event was held for Computer Science Week in December 2019 titled “An Hour of Code.” RLNC also put on a virtual event on April 17, 2020 regarding identifying fake news.

Student Course Evals

- Jim is one of those teachers that you just want to learn everything you can from. He supports his students and encourages us to be happy, to do our work, and to want to learn. I think any student that goes through his classes will feel the same. I can easily say he's one of the smartest and kindest teachers at RLNC and we are lucky to have him as a science teacher.

Rigor = 3.5

- 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 watched movies depicting Indigenous actors, identified stereotypes, and conducted film reviews. In Fundamentals of Web Design and App Development (TECH 1200), students identified a specific need for an arts/cultural center on the reservation and created a website for this center. In Introductory Sociology (SOCL 1100), students completed an assignment identifying how to use the seven Anishinaabe values to succeed in mainstream society. In Ethics (PHIL 2100) students reviewed literature and discussed ethics in the traditional worldview. In Social Issues and Change (SOCL 2100), students participated in a field trip to Bemidji to participate in a Truth and Reconciliation discussion.

Co-Curricular Events

Red Lake Nation College hosted the Fall Drum Feast on 11/4/19 and published an online Earth Day Event including student projects in April 2020.

Student Course Evals

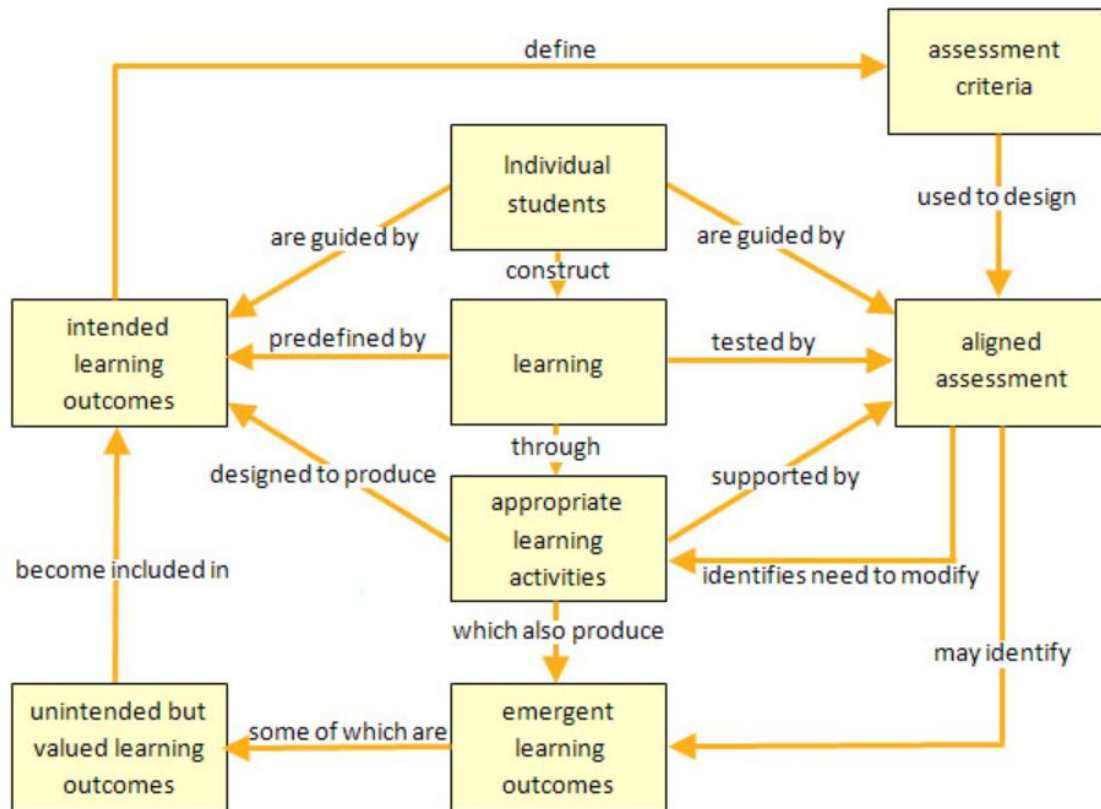
- Ms. Paquin is very bright and welcoming. She explained the rhetoric very well, and now I almost always tend to ask myself if this is ethical in any given situation. So glad I got to take this class with her, this Ethics class was so much better than the one I took at BSU in 2004. Miigwech Red Lake Nation College.
- This course inspired me to get into our traditional nutrition and fitness. Overall, the course was great and the instructor is respectful.
- Linda's teaching style was highly effective. I especially enjoyed having an actual Red Lake

<p>business woman to learn economics from. She explained economics from both a local perspective (Red Lake economics) and a general, worldwide view. I learned how to read a balance sheet so now I can understand the financial documents that Red Lake Gaming shares.</p> <ul style="list-style-type: none"> • I really enjoyed this class and learning environment provided by the instructor. The subject matter was very interesting and provided me with economic knowledge in both Tribal and US Government. Thank you!

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

<p>Courses</p> <p>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. In all English courses, students worked on their Eportfolios and assignments/projects to include in each Goal Area.</p>
<p>Co-Curricular Events</p> <p>Students participated in Computer Science Week events in December 2019 and an online Earth Day event in April 2020.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none"> • This was my first time completing an online class. I was worried that I wouldn't be able to learn online versus in the classroom, but I was able to keep up with the course work and schedule. I am happy with my outcome in this class and I look forward to completing more online classes like this one. Thank you!
<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 follows after Houghton (2004) and represents the constructive alignment of planned activities linking course, program and co-curricular outcomes. This alignment allows students to construct their own learning pathways guided by the goal areas assessed and also their specific interest areas. The strong relationship between learning outcomes, learning activities, and gradable assessment tasks is supported along several dimensions. Adding to the strength of this curriculum map are emergent learning outcomes which afford opportunities for curriculum and assessment modification. These emergent learning outcomes can hold exciting and unexpected discoveries for students and are an important part of their investment in their academic experience.



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

During the spring semester of 2020, all RLNC courses transitioned online as a result of the COVID-19 pandemic. All courses were evaluated by the Curriculum Committee using the RLNC Rubric for Evaluating Online Courses (Appendix A). Improvements were made for the remainder of the spring semester and faculty members identified ways to improve the virtual experience for students during the 20-21 academic year, including a consistent course navigation structure for all RLNC courses within CANVAS.

Results

- 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.
- Higher course completion rates are reflected in 2000-level courses.
- Placement criteria were revised to ENGL 0900 and MATH 0900 to better reflect students' skills and abilities as well as to be more culturally responsive.
- TECH 0900 has been removed from the academic curriculum to community education. It is clear that technology preparedness is something RLNC wants to provide to everyone. Students who do not meet the threshold for technology preparedness on the placement test will be registered for the community education course.

Action Plan

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

- In response to the changing circumstances resulting from COVID19, interim measures will assure continued robust delivery of curriculum. These interim measures will include online preparation for all courses; an array of delivery formats such as hybrid, online and virtual classrooms, with the capacity to switch to exclusive online delivery if needed.
- Enrolled students at RLNC will be provided with a technology suitcase (laptop, cell phone, virtual reality headset, hotspot tethering) to ensure all students have equitable access to the learning environment regardless of delivery method. Faculty will work with IT and Distance Learning resource staff to increase their technological capacity with online and virtual reality delivery methods. Fall 2020 will see the introduction of virtual reality classrooms in 2 - 3 classes.
- Group work will be used to establish learning communities among students to build engagement, collaboration, peer support, student identity, and student investment in academic activities. All courses will include student to student engagement through Google Meet, online discussion forums, face to face interactions where social distancing protocols permit, and virtual classroom experience. Faculty to student mentoring components will include Google Meet, email exchange, telephone, virtual meetings and where permitted, face to face with appropriate protocols in place.
- Faculty will continue to work collaboratively with each other and with Student Success to ensure institutional and co-curricular goals are met through innovative virtual experiential activities.
- Faculty will work in partner pairs to support each other in peer evaluation and assessment tasks.
- Faculty will continue to explore innovative approaches for FYEX.
- Faculty will develop a Distance Learning and Assessment Strategic Plan during Academic Year 2020-2021.

Appendix A



RLNC Rubric for Evaluating Online Courses

Course: _____ Instructor: _____ Semester: Fall Spring _____

Course Overview

Guideline	Met	Not Met	Comments:
Prerequisite course knowledge and experience are identified.			
Technology proficiencies are clearly identified.			
Minimum technology requirements are clearly stated.			
Information about being an online learner and rules of "netiquette" are provided.			
Instructions are made clear how to get started and where to find various course components.			
The instructor introduces themselves to the class.			
Students are required to introduce themselves to the class.			

Structure, Content, and Ease of Navigation

Guideline	Met	Not Met	Comments:
A comprehensive syllabus is provided.			
Schedules are provided for students that detail what they are to do each week/unit/module.			
The course portal has consistent navigation structure.			
Course and unit/module/ weekly learning outcomes that are measurable and clearly stated.			
Course content is equivalent to a face-to-face offering of the course.			
The learning activities promote the achievement of stated learned outcomes.			
The course design facilitates readability and ease of use.			
Discussion topics stimulate thought and reflection related to course content.			

Interactions and Assessments

Guideline	Met	Not Met	Comments:
The assessments measure the stated learning outcomes.			
The course grading policy is clearly stated.			
Rubrics are used as an assessment tool and are provided with all assignments.			
Course uses multiple options for student-student and student-teacher interactions.			
The requirements for student interaction are clearly stated.			
The course provides multiple opportunities for students to track their progress.			
Learning activities provide opportunities for student interaction and active learning.			

Instructional Materials & Course Technology

Guideline	Met	Not Met	Comments:
The tools used support learner engagement and active learning.			
Technologies required in the course are made readily available.			
Course technologies are current.			
Permissions for use of materials have been acquired and attributions are made where needed.			
The course design facilitates readability and ease of use.			

Learner Support

Guideline	Met	Not Met	Comments:
Course instructions articulate or link to technical support available.			
Course instructions articulate RLNC's accessibility policies and services and how to access any needed services.			

Reviewed By: _____

Date: _____