

Red Lake Nation College



Outcomes/Assessment Report Closing the Loop

November 19, 2020

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Purpose of Assessment

The purpose of assessment is to identify strengths and weaknesses in our practices, and to implement changes to improve the program. This critical step in assessment is often referred to as, "Closing the Loop." Closing the Loop encompasses analyzing results from outcome assessments, using results to make changes to improve student learning, and re-assessing outcomes in order to determine the effect those changes had on student learning.

Red Lake Nation College's (RLNC's) assessment framework provides an overview on the processes and tools used by RLNC.



This information lives within the course shells in Canvas (RLNC's learning management system) and the Curriculum and Assessment Committee shared drives, and is derived from the annual work plan and reporting process.

Course Outcomes

Evaluation of student learning at the course level is the responsibility of individual faculty members and takes place every semester. Courses have common assignments, which are evaluated using rubrics in Canvas. The rubrics are then used to generate learning mastery scores for each course. These scores undergo several levels of review, beginning with faculty reflection, and adjustment to course content or delivery where needed.

The learning mastery scores are housed in the Canvas *Learning Mastery Gradebook* and further tracked in the curriculum map to ensure program and institutional outcomes are met across the curriculum. Course and program level data are analyzed by the Assessment Committee and reviewed by Faculty Senate. Following review, areas in the curriculum that

require attention are addressed in the Curriculum Committee, with changes approved by both the Curriculum Committee and Faculty Senate.

Course Outcome Tools

- Analytic and Holistic Rubrics
- Canvas *Learning Mastery Gradebook*
- Curriculum Map

Analytic and holistic assignment rubrics are linked to course outcomes within each course in Canvas. As assignments are assessed, outcome scores are generated in the *Learning Mastery Gradebook*. This information is further extracted and included in the Curriculum Map to demonstrate learning outcome scores over several years.

Rubric Sample

Participation/Discussion

Participation/Discussion				
Criteria	Ratings			Pts
Individual Posting/Discussion	5.0 to >3.0 pts Proficient Thoroughly addresses all aspects of the questions/discussion.	3.0 to >1.0 pts Developing Post is not thorough or does not address all aspects of the question/discussion.	1.0 to >0 pts No Progress Post is not thorough, nor does it address all aspects of the question/discussion.	5.0 pts
Content and References	5.0 to >3.0 pts Proficient Content is factually correct and at least one reference is properly cited.	3.0 to >1.0 pts Developing Content is not factually correct or at least one reference is not cited properly.	1.0 to >0 pts No Progress The content is neither factually accurate nor properly cited.	5.0 pts
Peer Response	5.0 to >3.0 pts Proficient Comments on at least one other student's post/discussion and extends/enhances the discussion.	3.0 to >1.0 pts Developing Does not comment on another student's post/discussion in a way that extends/enhances the discussion.	1.0 to >0 pts No Progress Does not comment on another student's post/discussion.	5.0 pts
Clarity and Mechanics	5.0 to >3.0 pts Proficient Communicates in a clear, respectful manner with very few/no grammatical errors.	3.0 to >1.0 pts Developing Post is not clear or contains enough grammatical errors to be distracting.	1.0 to >0 pts No Progress Post is not clear and has multiple grammatical errors.	5.0 pts

Learning Fiscal Policy Outcome #2 Students will describe the institutions in the United States that shape monetary and fiscal policy, as well as discuss issues of unemployment, inflation, exchange rates, balance of payments, or economic growth in a global context. threshold: 4.0 pts	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Competent	2.0 pts Developing	1.0 pts Elemental	0.0 pts No Progress	--
Learning Social Problems Outcome #4 Students will define and identify economic theory, of current or historical events, to analyze social problems and evaluate alternative public policy choices. threshold: 4.0 pts	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Competent	2.0 pts Developing	1.0 pts Elemental	0.0 pts No Progress	--
Learning Statistics Outcome #1 Students will describe, interpret, and analyze quantitative economics through graphs and statistical analysis. threshold: 4.0 pts	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Competent	2.0 pts Developing	1.0 pts Elemental	0.0 pts No Progress	--
Learning Theory Outcome #3 Students will explain and present the results of their research using appropriate economic theories, concepts, terminology, and methods. threshold: 4.0 pts	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Competent	2.0 pts Developing	1.0 pts Elemental	0.0 pts No Progress	--
Program Outcome: History and Social Sciences Investigate the human condition by examining Indigenous and global social institutions. threshold: 4.0 pts	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Competent	2.0 pts Developing	1.0 pts Elemental	0.0 pts No Progress	--
Total Points: 20.0							

Sample Learning Mastery Gradebook for Introductory Biology

Learning Mastery ▾

3.45 /4	3.91 /4	3.82 /4	3.36 /4	3.91 /4	
Goal Area 3: ...	CLO #1 bioch...	CLO #2 cells	CLO #3 respir...	CLO #4 gene...	
4 /4	4 /4	4 /4	4 /4	4 /4	
4 /4	4 /4	4 /4	3 /4	4 /4	
2 /4	4 /4	3 /4	2 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
2 /4	4 /4	4 /4	2 /4	4 /4	
3 /4	3 /4	4 /4	3 /4	4 /4	
4 /4	4 /4	4 /4	4 /4	4 /4	
3 /4	4 /4	3 /4	3 /4	3 /4	

>

- Exceeds Mastery
- Meets Mastery
- Near Mastery
- Well Below Mastery

Hide outcomes with no results

Hide students with no results

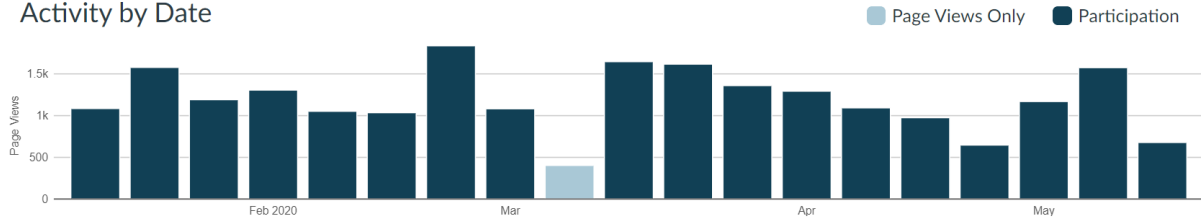
Export report

Course Analytics

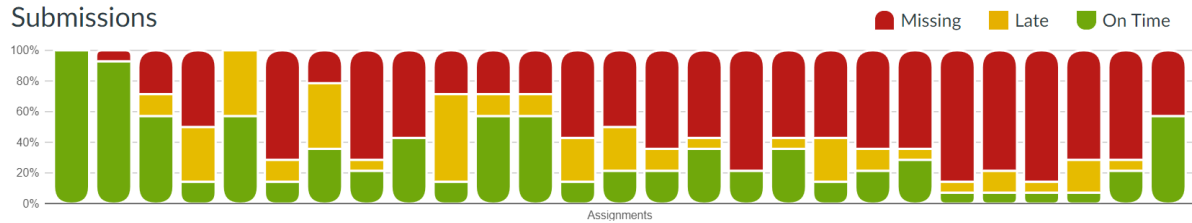
Course analytics are also available to each instructor for each class within Canvas. Along with course observations during the term, these analytics inform the end-of-term reflection and adjustment strategies made by instructors for course improvement.



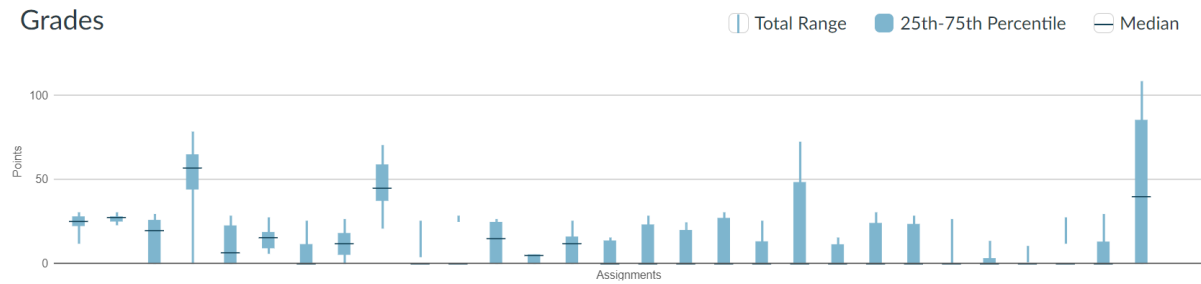
Activity by Date



Submissions

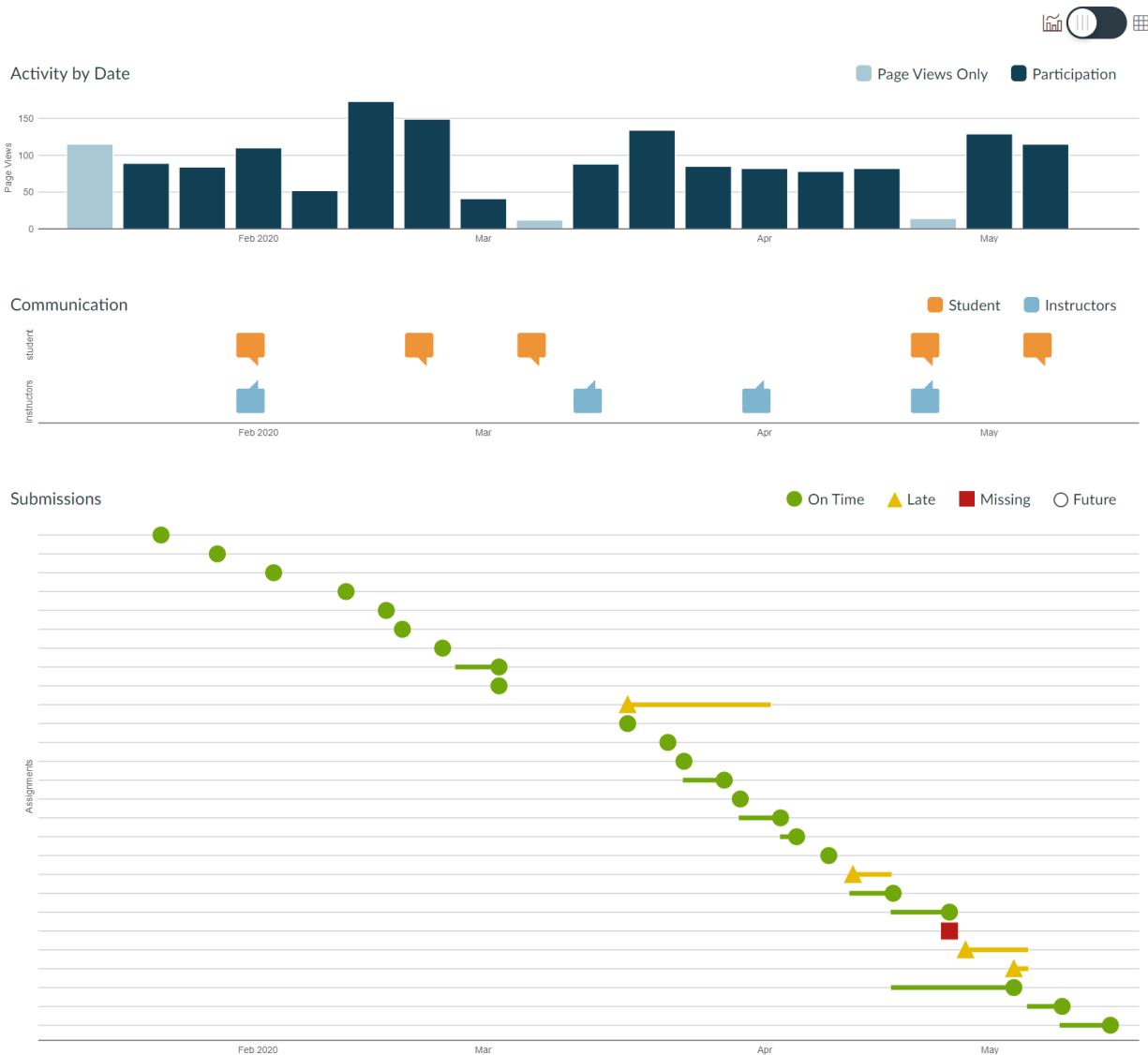


Grades



User Analytics

User analytics are available to every user within Canvas.



Process

The RLNC Assessment Committee provides oversight for course-learning outcomes, which are clearly articulated in each syllabus. Each course has four learning outcomes, which are consistent across all sections and modalities. Course learning outcomes (CLOs) may be modified through the Curriculum Committee using the *Course Proposal Form*.

Faculty are also required to provide students with standard course navigation so that all courses have a similar look and content can be easily located. All RLNC faculty are encouraged to utilize the Canvas checklist for all courses and are required to include course navigation within each syllabus.

Course Content		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
<input type="checkbox"/> ★ Foundational	Copyright law is followed. Course breaks no copyright considerations. Canvas Guide - Copyright Resources			
<input type="checkbox"/> ★ Foundational	All links, files, videos and external URLs are active and working. Canvas Guide - Link Validation			
<input type="checkbox"/> ★	Learning activities include student-student interaction to foster a sense of community (e.g. discussions, constructive collaboration and peer reviews). UDL 8.3 Foster collaboration and community			
<input type="checkbox"/> ★	Learning activities include student-teacher interaction (e.g. teacher is actively engaged in authentic conversations and provides quality feedback). UDL 8.3 Foster collaboration and community			
<input type="checkbox"/> ★	Learning activities include student-content interaction (e.g. students interact with engaging content and resources) and provide opportunities for self-assessment. UDL 8.3 Foster collaboration and community → UDL 9.3 Develop self-assessment and reflection			
<input type="checkbox"/> ★	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks). Canvas Guide - Modules Mobile Design Consideration UDL 3.3 Guide information processing, visualization, and manipulation			
<input type="checkbox"/> ★★★	There is a "Welcome" or "Let's Get Acquainted" discussion designed to build a sense of community and establish rapport. UDL 8.3 Foster collaboration and community			
<input type="checkbox"/> ★★★	Personalized learning is evident through opportunities for student choice. UDL 7.1 Optimize individual choice and autonomy			
<input type="checkbox"/> ★★★	Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1"). UDL 2.2 Clarify syntax and structure			
<input type="checkbox"/> ★★★	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to " bookend " each module. UDL 3.1 Activate or supply background knowledge			
<input type="checkbox"/> ★★★	Text headers and indentation are included within modules to help guide student navigation. Canvas Guide - Add Text Header Mobile Design Consideration UDL 2.2 Clarify syntax and structure			
<input type="checkbox"/> ★★★★★	Opportunities for course feedback are present and available to students throughout the duration of course. Instructor uses formal and informal feedback to improve subsequent course revisions.			
<input type="checkbox"/> ★★★★★	Module completion requirements and/or prerequisites are utilized to provide course structure, pacing and flow. Canvas Guide - Adding Prerequisites UDL 3.3 Guide information processing and visualization			
<input type="checkbox"/> ★★★★★	External tools (e.g., Quizlet, Khan Academy, Padlet, Nearpod, CK-12) are relevant to course content and support active learning techniques. UDL 5.2 Use multiple tools for construction and composition			
<input type="checkbox"/> ★★★★★	Auto-open Inline Preview is used thoughtfully. Canvas Guide - Auto-open for Inline Preview			

Results/Analysis

COURSE: ANSH 1100					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2018	Students weren't engaging with their assignments	all. examples from CLO 2 - Students will demonstrate awareness of the Anishinaabe (Indigenous American) studies perspective as peoples and nations rather than ethnic minorities through the writing process.	<p>Spring 2019 - I did a lot of things to invigorate the coursework, a major approach was making the assignments more personable and also more thematic and integrated to one another, for example I added readings about Canadian First Nations and Indigenous Peoples in Mexico (CLO 2), another example is adding a reading about the Black Hills and the breaking of treaties to steal the land and paired that with a video of a Ted Talk on historical trauma in Pine Ridge among the Lakota (one of the nations the Black Hills are stolen from) (CLO 2). In Spring 2020 I continued this approach, along with a reading on the history of the overthrow of the Hawaiian Kingdom by the US (CLO 2), I added an assignment that measured CLO 2 but related to other CLOs which included topics of the Hawaiian sovereignty movement, other issues related to colonialism such as homelessness and environmental threats and protection, and also short videos on topics of cultural reclamation, students were also asked about any parrallels they found between the Hawaiians and the Anishinaabeg and anything they personally related to. These assignments highlight how the CLOs connect to PLO 7 (history, culture, social issues)</p>	If I recall correctly SP 18 was my first time teaching this course, in SP 18 there were a lot of incomplete assignments, the SP 19 class had really good group dynamics with some of our star students in this group, and in SP 20 there was COVID	SP 18 2.63, SP 19 3.77 a significant increase, SP 20 3.6 still comparable to the previous year. PLO 7: Demonstrate and understand the verbal and nonverbal skills reflecting history, culture and social issues in the lives of Indigenous people.

COURSE: BIOL 1200					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2019	Indigenous Plants Project assessment was not engaging students. Performance was mostly proficient, but not much beyond.	PLO 3 (possibly CLO 2,3,4 and engagement, cultural responsivity)	Improve cultural aspects to improve engagement by consulting campus and community leaders.	Support was provided through coordination with the SEEDS grant. Consultations were limited the last half of the semester due to COVID restrictions.	S20 Notes Student engagement was noticeably better by inviting in a local cultural expert. Projects were more complete and in-depth. PLO improved from 2.22 to 3.5 CLOs were assessed using other individual measures.

COURSE: BIOL 2200					
SEMESTER	Observations	Outcome	Action	Notable Externalities	Impact
Fall 2018	Students were not engaged with the research project, both quality and completion lacked.	PLO 3 and all CLOs	A component incorporating racial disparities was added to improve cultural relevance and engagement.	This is a small sample of students in a course only offered fall semester so data collection will continue.	F19 PLOs rose to 3.33 and the on-time completion rate improved from 75% to 100%.

COURSE: ENGL 0900					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Fall 2019	Many students were too advanced for the course, and did not demonstrate much engagement in basic composition topics/activities	CLO 2	Proposed and implemented changes for English placement	Changes were implemented prior to fall 2020 semester, class was hyflex/online for fall 2020 due to Covid restrictions	Increased engagement in basic composition topics/activities based on observation (assessment will not be complete until semester concludes)
Fall 2019	Students struggled with the rhetorical analysis assignment and did not perform well with CLO 2 (3.4)	CLO 2	Added two short writing assignments and replaced memoir with shorter visual analysis to get students comfortable with analytical writing in smaller increments	Fall 2020 course was hyflex/online vs. in person due to Covid restrictions; small class size for data (4 students)	Increased performance with critical reading and writing based on observation (assessment will not be complete until semester concludes)

COURSE: ENGL 1100					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2020	Students struggled with reading/writing effectively and utilization of APA after courses moved online	PLO 1, CLO 1 & 2	Recorded classes in case students were unable to attend, and so that they can rewatch lectures	Classes moved online mid-semester due to Covid, most students are parents and no longer had access to childcare/elementary schools closed	Students utilized this option frequently, and early assessment data shows improvement in these areas (assessment data will not be complete until semester concludes)
Spring 2020	Lack of student engagement with the profile assignment (1st major essay), performance was mostly competent	PLO 1 & 2 and CLO 1 & 3	Replaced profile assignment with a memoir assignment, paired assignment with a memoir novel for discussion, drafting, revision, etc.	Classes were moved to online halfway through semester due to Covid restrictions	Increased student engagement with the memoir, students performed much better on their first major essay, (assessment data will not be complete until semester concludes)

COURSE: FYEX 1100					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Fall 2019	Students didn't perform well on the midterm	CLO 1 & 2	Replaced two 50pt quizzes with four 25pt quizzes to break up material and added discussions on test prep and strategies prior to quizzes and exams	Classes were moved to online halfway through semester due to Covid restrictions	Students performed better on the midterm (75% average F19, 86% average F20)
Spring 2020	Students struggled with resume/cover letter assignment engagement and performance after classes moved to online	CLO 3 and Success	Changed nonsynchronous online format to synchronous google meet format to better replicate in-person class experience	Classes were moved to online halfway through semester due to Covid restrictions	Increased engagement with and performance on drafts (assessment will not be complete until semester concludes)
COURSE: FYEX 1100					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2019	Very Low enrollment	Class Structure	Tailored Class for 1 remaining student	Remaining student well prepared	Able to focus on needs of the student
Fall 2020	Redesigned entire class with all CLO's and Co-Curr addressed	All	Building CLO & Co-Cuur. assignments	Covid--Online Format--Online Attendance	Attendance and Persistence has increased compared to first itme teaching in in Spring of 2019 - In progress

COURSE: GEOG 2100					
Spring 2019	First time teaching class-focus was on structuring the class in alignment with chapter topics	Many outcomes not fully assessed - due to lack of familiarity with CANVAS	Watched CANVAS Tutorials - Became more aware of need to assess CLO/PLO's	Time constraints due to new design of 5 courses	Used summer to start designing specific assessment measures
	Created Tribal Website Evaluation Project	CLO 1, Goal Area 5 & 8	Improve knowledge of other tribal groups and the role their website played in conveying their image/story	Given choice-but could not examine Red Lake Nation	Students had increased knowledge of other groups and the influence of tribal website on the perceptions of others.
Fall 2019	Paper in response to Venezuela Video	CLO2	Created this assignment in conjunction with In the News Assignments to increase student awareness of global events	This assignment will need to change topics to remain relevant	Students expressed gratitude for being exposed to this kind of information - some expressed that they had no idea this was going on. Increased awareness successfully
	Environment & Migration Paper	CLO 3, Goal area 10	Created assignment that combines knowledge from AG & Migration chapters	Time gap between chapters will need to be addressed in the future--Migration beginning & Agriculture near end.-----Felt rushed at the end of the semester	Showed me that students were retaining information from earlier in the semester--may need to re-order chapters to better measure this combined assessment
Spring 2020	Worksheet with short answers	CLO 2	With onset of Covid-19- used this topic as major focus for issues such as population, agriculture & migration	COvid stress -children at home- change of course from inclass to online	Students handled format transition well and demonstrated good understanding of the different dynamics of Covid and geography
Fall 2020	Politics dominating news-need to make connections for students through Political Geography	Co-Curr #4	Moved Political Geography Chapter to coincide with US Pres. Election	Less interest during off year elections	Students expressed increased understanding of political issues and connection to migrant groups
	Some students demonstrating weakness in maps, charts, graphs	CLO4	Created assignment to have them interpret information from a variety of charts, graphs, etc.	Will need to put more of a focus on this at the beginning of the semester-- These skills are foundational and need to be enhanced before moving on to other topics.	Like many assessments this one may be measuring prior student learning-- may need to develop a pre & post test given at beginning and end of the semester to better measure growth.

OJIB courses	When I started teaching the courses under LLTC there was some resistance to my teaching from the students who had been with the previous instructor, since then I feel the courses are going very well	All	For all courses, when we got canvas I started using online audio files for students to listen to lessons with fluent speakers and created corresponding online assignments, I also started to assign students to record and upload media for their speeches, I've tried using different textbooks for the courses, I've done flipped classroom with assignments done in the classroom, I've added reaction assignments regarding culture and in FA 20 those are now discussion boards, each semester in each course I've adjusted the scope and sequence of lessons, I've added specific topics per student input	I rewrote the outcomes when we became independent from lltc, covid has sent us online	I've settled in to certain textbooks for each course, the flipped classroom helped students; it allows them to ask clarifying questions, all of the course is related to culture but the reaction assignments allows another specific item to assess, students have high interest in specific topics
1100				SP 18 just two students who needed course to graduate	SP 18 2.88, FA 18 4.16, FA 19 4.07
1200					SP 19 4.18, SP 20 4.02
2100				SP 19 two high achieving students (one is now a language instructor in school district), SP 19 several students but small class	FA 18 5, FA 19 4.12
2200				SP 19 Only two students high achieving students, SP 20 a few students	SP 19 4.62, SP 20 4.16

COURSE: PHIL 1800					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2018	Student research is primarily limited to basic Google searches. This does not always provide quality arguments, factual background on the natural science aspects, or reasonable solutions.	PLO 9 and CLOs, rigor	Media center specialist delivered a tutorial to students specifically geared to academic research resources and how to efficiently conducted searches.	S20 Very small group, COVID restrictions	S19 Notes Research sources were more credible and the quality of information improved being more academic in nature. Students needed more time to process technical information. S20 Notes Similar results, but with a small class and COVID limitations, it is difficult to make definitive conclusions. PLO rose from 2.25 to 4.0

COURSE: POLS 1100					
Fall 2019	First time teaching this class-- goal was to integrate the co-curricular Constitution Day with class assignment	CLO 1, Co Curr 4	Students identified a particular Amendment and Identified how it impacted their life. Constituion Day detailed these rights further.	Red Lake students live with both the US Constitution & Red Lake Constitution and this assignment was limited to only US Constitution.	After concluding this assignment it was determined that more of an emphasis should be placed on the Red Lake Nation constitution. (Either a choice between them or as a separate assignment in future classes.
Spring 2020	In order to get students to start actively thinking about putting the knowledge they learned into practice I created an Advocacy Assignment.	CLO 3, Goal Area 9	In this assignment students write about creating their own local advocacy group to address a need on the Red Lake Nation Rservation. The identify community needs, reflect on their own interests and strengths, and identify challenges they might face.	This semester the students transitioned to online education in response to Covid.--Covid-19 heightened disparities and reoriented discussion toward it. (ie., discussions on food insecurity become food insecurity during Covid)	Students where well versed in dealing with scarcity related issues. It is an assignment I plan to add to.
Fall 2020	An increased emphasis on Red Lake Nation/Anishinaabe culture in classrooms was promoted by having a Virtual Reality Constitution Day featuring both the US & RL Nation Constitions as a Co-Curr presentation	CLO1, CLO 2, Goal Area 5, Goal Area 9	Student created a powerpoint the enabled them to create a visual collage where they then explained imagery from selected part of the US or Red Lake Constitutions and the Bill of Rights and it's importance to them.	Covid related challeges (School children at home) posed the greatest challenge	This was a well recieved assignment that enabled students to highlight their creative abilities as well as their other skills.-- I plan on fine tuning and using this assignment going forward -- when this class is taught in the Fall.
COURSE: SOCL 1100					
Fall 2019	Anishinaabe culture needs to be more fully included in this course--first time teaching it. Designing it from scratch-Met with Bemidji State Prof. to talk about the structure of the course.	CLO2, Goal Areas 5 & 8	Assignment on the 7 Anishinaabe Values (Paper). This came after discussion about norms and social constructions.	Given that all student in my class were Native and had prior knowledge of the 7 Teachings this gave them a solid foundation for this assignment-- We also watch a video on the 7 teachings as prep for this assignment--and this was made available for them (embedded) in a PowerPoint. May have more of a challenge if college demographics change.	Students did really well on this assignment and shared many personal stories of overcoming challenges and how the 7 values helped them.-- I plan to keep using this assignment --- students responded that they really liked it.
Spring 2020	At a time where Covid was so disruptive of social institutions and norms, a need to understand it better in a sociological sense was sought.	CLO 4	Student wrote a paper on some of the social affects of Covid-19 social institutions.	Eventually, when Covid ceases to be a major issue, I will need to find another current/relevant topic for them to analyze	I was pleased with how students utilized their personal work experiences to individualize this paper. Those who worked at the local health clinic had stories ready that demonstrated Covid impacts.-- Will continue this assignment until Covid fades.
Fall 2020	Still emphasizing Covid impacts on societal institutions		Using In the News assignment to explore Covid impacts on US minority populations	Will need to change topic when Covid receds	Students responding well to In the News assignments that tie their learning to current issues in the news. Some students indicating they now self-initiate and read news stories to keep themselves informed.

COURSE: TECH 0900					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Spring 2020	Small enrollment				
	COVID19 Precautions made it difficult for students to complete course on remote technology		Attempts made to offer chromebooks for remote attendance	COVID 19 Safety Precautions forced students to engage remotely	Students dropped the course due to technology needs or barriers to access
COURSE: TECH 0900					
SEMESTER	Observations	Outcome Impacted	Action	Notable Externalities	Impact
Fall 2020	Small enrollment				
	Students were better equipped to engage with online technology		Technology Suitcase components distributed to students	COVID 19 safety precautions and building interruptions continued in the fall semester	Students maintain attendance via remote technologies

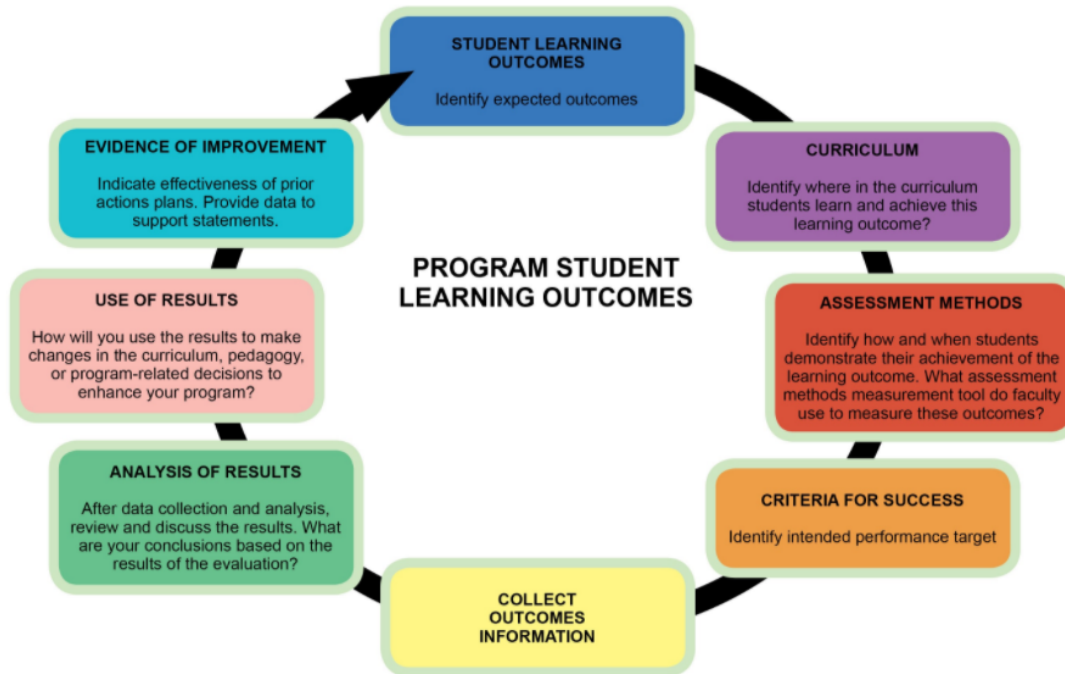
Program Outcomes

Program outcomes are measured according to the program review cycle. Select courses assess the assigned program-level outcomes on a scheduled basis. RLNC program outcomes are developed, monitored, and revised by the Assessment Committee according to the *Program Review Schedule* and *Assessment Committee Annual Work Plan*.

Tools

- Analytic Rubrics
- Canvas *Learning Mastery Gradebook*
- *Curriculum Map*

RLNC faculty use 11 program rubrics to assess program-level outcomes within assigned classes within Canvas. These program rubrics produce scores in the *Learning Mastery Gradebook*, just as course outcome scores are generated. This information is also extracted and included in the Curriculum Map.



Link to Goal Area/Program Learning Outcome Rubrics:
<https://www.rinc.education/programs-courses>

Process

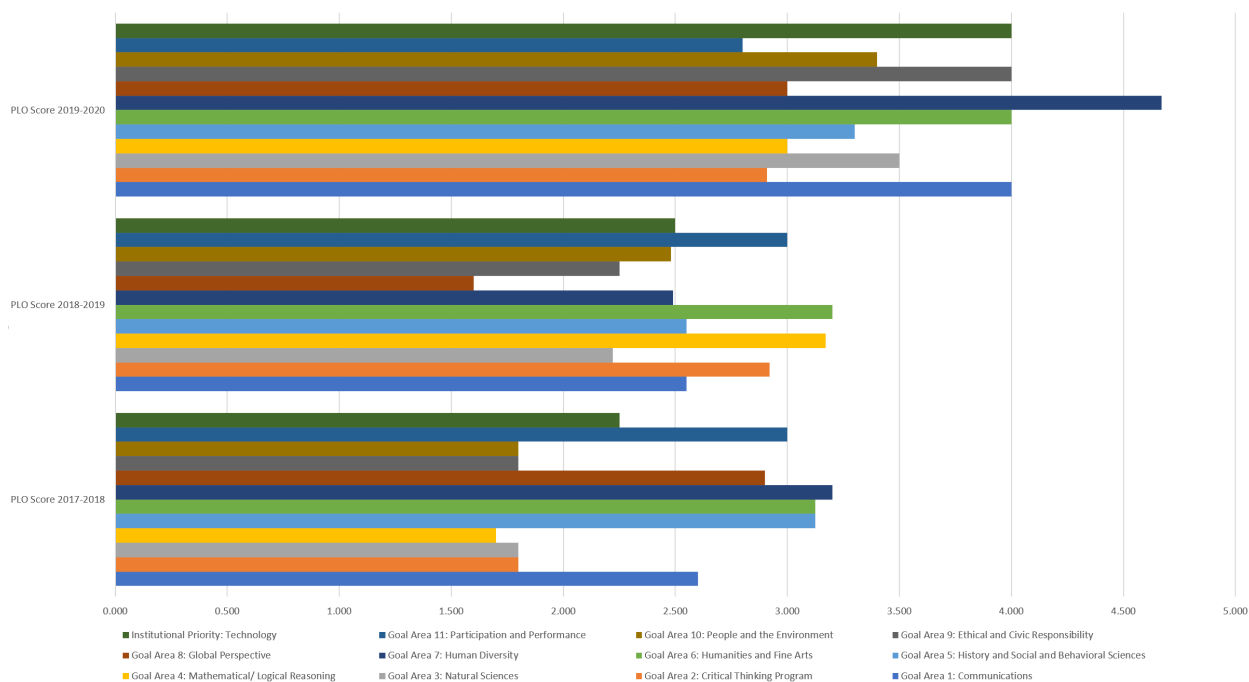
Courses which are required to measure program learning outcomes are identified on the program review cycle. The program learning outcomes and rubrics are imported into each of the required courses.



RLNC Program Review Cycle

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Goal Area 1: Communications	ENGL 2200	ENGL 1100	SPCH 2100	ENGL 2300	ENGL 1200	ENGL 2100
Goal Area 2: Critical Thinking	ANISH 2200	BIOL 1100	MATH 1100	ANISH 2200	BIOL 1100	MATH 1100
Goal Area 3: Natural Sciences	BIOL 2200	BIOL 1100	BIOL 1200	PSCI 1100	PSCI 1200	CHEM 1100
Goal Area 4: Mathematics & Logical Reasoning	MATH 1700	MATH 1500	MATH 1100	MATH 1200	MATH 1700	MATH 1500
Goal Area 5: History & Social & Behavioral Sciences	GEOG 2100	SOCL 1100	PSYC 1100	POLS 1100	HIST 1100	SOCL 2100
Goal Area 6: Humanities & Fine Arts	MUSC 1100	OJIB 1100	ARTS 1100	ANSH 2100	PHIL 1600	OJIB 1200
Goal Area 7: Human Diversity	PHIL 2100	GEOG 2100	ANISH 1100	PHIL 2100	GEOG 2100	ANISH 1100
Goal Area 8: Global Perspective	SOCL 2200	GEOG 2100	SOCL 1100	SOCL 2200	GEOG 2100	SOCL 1100
Goal Area 9: Ethical & Civic Responsibility	ANISH 2200	PHIL 2100	BIOL 2100	PHIL 1800	ANISH 2200	PHIL 2100
Goal Area 10: People & the Environment	ENGL 2200	GEOG 2100	PHIL 1800	ENGL 2200	GEOG 2100	PHIL 1800
Goal Area 11: Performance & Participation	PHED 1100	PHED 1100	PHED 1100	PHED 1100	PHED 1100	PHED 1100
Institutional Priority: Technology	TECH 1200	FYEX 1100	PSYC 1100	TECH 1200	FYEX 1100	PSYC 1100

Program Learning Outcomes 2017-2020



Results/Analysis

Program learning outcome (PLO) scores have shown improvement from 2017-2020. Multiple improvements have been made as a result of the assessment of program learning outcomes.

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation (Minnesota Transfer Curriculum (MnTC) Goal Area 1).
 - We identified that students were not appropriately placed in the developmental Reading and Writing Skills course.
 - We found that the *WritePlacer* was not adequately assessing applicants' writing skills.
 - RLNC now requires a writing sample, which is scored using a rubric.
 - Fall 2020 was the first semester this process was in use.
2. Communicate effectively with others in the community verbally or in writing (MnTC Goal Area 1)
 - In order to consistently grade and assess learning outcomes for writing assignments, a universal writing rubric was created and shared with all faculty for use on specific writing assignments.
 - The Director of Library Services created multiple online training resources for faculty members and students on the use of APA citations, as well as plagiarism.
 - SPCH 2100 improved from 2.55 in 18-19 to 3.92 in 19-20. The instructor began consistently incorporating video feedback as well as the 7 Values speech as a cultural component to build student engagement.
3. 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 (MnTC Goal Areas 2 and 4).
 - In MATH 1100 *Math Reasoning*, the instructor began using small group collaborations to replace some lecture time in Fall 2018. Math 1100 PLO scores rose from 1.8 to 2.92 from academic year (AY)17-18 to AY 18-19.

4. Demonstrate an understanding of natural science principles, methods, and scientific inquiry and traditional Indigenous American knowledge perspectives (MnTC Goal Area 3)
- From the fall of 2018 through the fall of 2019, BIOL 1100 PLO scores rose from 1.8 to 3.82. The percentage of remaining students who successfully earned course credit improved from 62.5% to 82.55% on average. During that time, the instructor provided a list of important concepts prior to each unit and posted additional tutorials through the Canvas LMS.
 - The instructor for BIOL 1200 found that students were not improving on achievement of this program learning outcome. Support provided by the SEEDS grant helped to increase student engagement through consultation from campus and community leaders. The score improved from 2.22 to 3.5.
 - BIOL 2200 students must now incorporate racial disparities in a research project in order to improve engagement and cultural relevance. Program Learning Outcomes improved to 3.33 with all students completing the projects by the given deadline compared to about a 75% completion rate the previous semester. This is a small sample so data collection will continue.

5. Increase students' knowledge about mathematical and logical modes of thinking (MnTC Goal Area 4).
- Math 1100 PLO scores rose from 1.7 during AY 17-18 to 3.17 during AY 18-19. The instructor started using small group collaborations to replace some lecture time in Fall 2018.

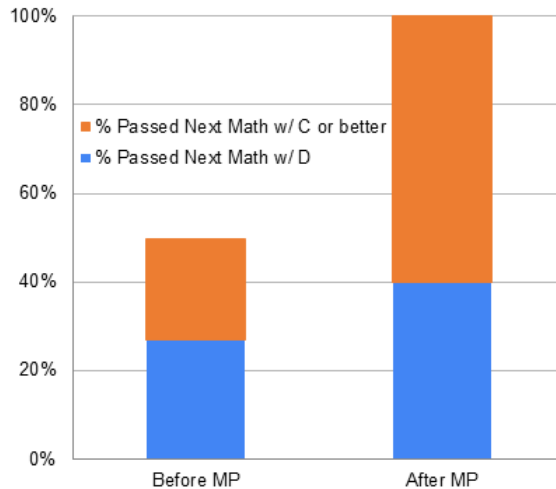
Math Pathways

One academic need identified at RLNC was to improve success in a math course for college credit for those students who first take remedial math (MATH 0900). In Fall 2017, the RLNC instructor began using the *Quantway Carnegie Math Pathways* curriculum to teach MATH 0900, with the goal of teaching this remedial course at a higher level in order to set students up for greater success in a 1000-level math course. The data thus far is very promising.

Before implementing Math Pathways (2015-16 and 2016-17), only 50% of students who completed MATH 0900 (or equivalent remedial math course) passed the next math course for college credit, and only 23% passed with a grade of C or better. After implementing *Math Pathways* (2017-18 and 2018-19), 100% of students who completed MATH 0900 went on to pass the next math course for college credit, and 60% passed with a grade of C or

better. RLNC will continue to collect data and monitor math course success rate.

Graph: Success in next Math course, before and after implementing *Math Pathways* in MATH 0900



6. Investigate the human condition by examining Indigenous and global social institutions (MnTC Goal Areas 5 and 8)

- The co-curricular outcome, global awareness, was incorporated during the 2019-20 academic year. Students participated in the *World Food Fair* during the fall semester 2019. Faculty and staff members brought in foods from different parts of the world and shared photos and information with students about the countries they have lived in all over the world. During the spring semester, students participated in an event titled *An Introduction to Hinduism*, a presentation on Hindu culture, tradition, and values.

7. Demonstrate and understand the verbal and nonverbal skills reflecting history, culture, and social issues in the lives of Indigenous people (MnTC Area 6).

- ANSH 1100 Spring 2020 students discussed sustainability and cultural worldview while incorporating Anishinaabe containers, their styles, their materials, and their uses. They watched a series of environmental videos, which included topics of Environmental Social Issues, Cultural Worldviews, and Activism. Students were assigned a creative project, in accordance with the

SEEDS grant, to create imagery to display in community organizations that showed the correlation between traditional practices and environmental stewardship. Additionally students were instructed to include a personal statement about their work. The instructor introduced the new project as a trial for authentic assessment of program outcomes. Because student engagement was high, it will be included as a component to measure student mastery moving forward.

- SOCL 2200 Fall 2018 Students researched local food initiatives and sources and put together a poster and sampling table display in the Cafeteria over the lunch hours. Students followed recipes and prepped sample food - all locally sourced on Red Lake. Posters, flyers, and oral outreach encouraged healthy seasonal traditional and local eating.
- OJIB 1100 and 1200 CLOs have steadily risen since the instructor began using audio files uploaded into Canvas in Spring 2018. Program outcome scores were assessed using different courses each year according to the Program Review Cycle (page 16), although that score is also slightly higher.

<u>OJIB 1100</u>	<u>AY 2017-18</u>	<u>AY 2019-2020</u>
CLO1	3.15	3.64
CLO2	3.10	4.50
CLO3	2.83	3.75
CLO4	2.44	4.40

<u>OJIB 1200</u>	<u>AY 2017-18</u>	<u>AY 2019-2020</u>
CLO1	2.44	4.13
CLO2	2.77	4.75
CLO3	3.00	3.71
CLO4	2.88	3.50

8. Apply multiple perspectives and diverse ways of knowing to analyze, interpret, and problem-solve (MnTC Goal Area 7).

- In PHIL 1800 *Environmental Ethics*, students research current environmental issues from a distinct point of view. After each student presents their case, the class must determine the most appropriate plan of action.

9. Expand their knowledge of human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought (MnTC Goal Area 8).

- One memorable event provided students with the opportunity to write and perform original plays under the guidance of professional playwright, Kurt

Lipschutz, and Native actor and director, Rhiana Yazzie. Other actors later performed the work at the *Voices of the Earth Short Play Festival* at BSU.

- *The New Native Theater* came to RLNC and performed their professionally produced play, *Wounspe Wanktya - A College Education*, by Alex Hesbrook Ramier and directed by Rhiana Yazzie. This rare opportunity to attend a professional theater performance was free to RLNC students, staff, and the community. The professional actors read through original plays written by four RLNC students and Rhiana Yazzie returned to help student actors perform a staged reading of the plays -- the first event of its kind in Red Lake.
- ANSH 1100 Spring 2020 students discussed sustainability and cultural worldview while incorporating Anishinaabe containers, their styles, their materials, and their uses. They watched a series of environmental videos, which included topics of Environmental Social Issues, Cultural Worldviews, and Activism. Students were assigned a creative project, in accordance with the SEEDS grant, to create imagery to display in community organizations that showed the correlation between traditional practices and environmental stewardship. Additionally students were instructed to include a personal statement about their work. The instructor introduced the new project as a trial for authentic assessment of program outcomes. Because student engagement was high, it will be included as a component to measure student mastery moving forward.

10. Engage with a sense of civic responsibility and a commitment to public life (MnTC Goal Area 9).

- The Curriculum Committee identifies courses every year that will incorporate service learning components.
- In PHIL 1800 *Environmental Ethics*, students research current environmental issues from a distinct point of view. After each student presents their case, the class must determine the most appropriate plan of action.

11. Articulate and defend the actions they would take on various environmental issues (MnTC Goal Area 10).

- In PHIL 1800 *Environmental Ethics*, RLNC's Director of Library Services delivered a tutorial to students specifically geared to academic research resources and how to efficiently conduct searches. Students' research sources were more credible and academic in nature, and the quality of information improved. PLO scores rose from 2.25 to 4.0.

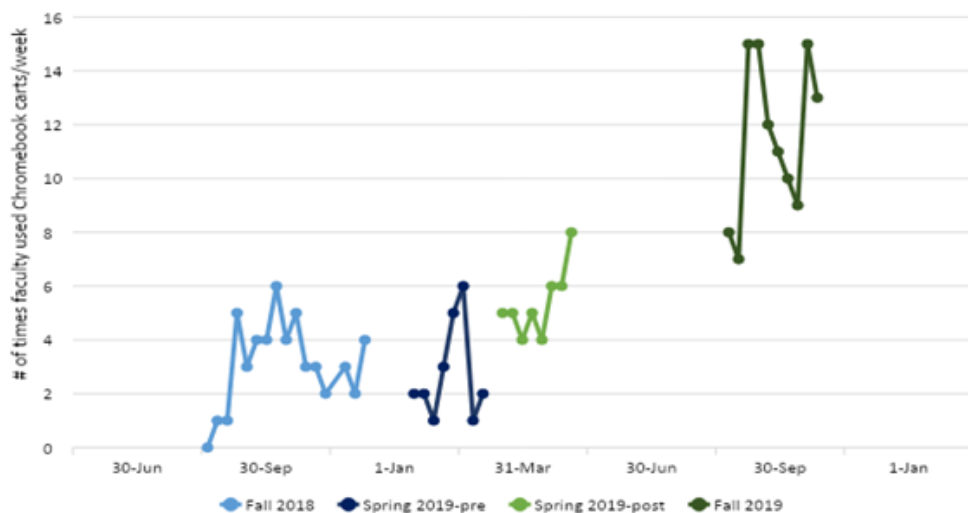
12. Engage in the use of technology to acquire information literacy (RLNC Institutional Priority).

- RLNC now issues *Technology Suitcases* to all full-time incoming students, which includes an iPhone SE2 with unlimited data and WiFi tethering, Samsung 11.4” Chromebook laptop, and Oculus Quest Virtual Reality (VR) system.
- This began Fall 2020, so data on usage and benefits to student engagement is currently being collected.

Chromebooks

Prior to 2018, RLNC had just one Chromebook cart with laptops for classroom use. Faculty indicated that many more classroom pedagogical approaches would be possible if there were more available. Therefore, RLNC used the 2018 *Otto Bremer Trust Grant* to fund two new Chromebook carts with laptops for classroom use in March 2019. The goal was to increase Chromebook cart use by faculty by at least 50%. In Spring 2019, Chromebook cart use by faculty increased by nearly 80%. Then, in Fall 2019, Chromebook cart use by faculty nearly tripled, relative to pre-purchase of the two new Chromebook carts. This increase in Chromebook cart use was accompanied by many innovative approaches to classroom teaching, including flipped classrooms, increased active data analysis, and interactive digital learning.

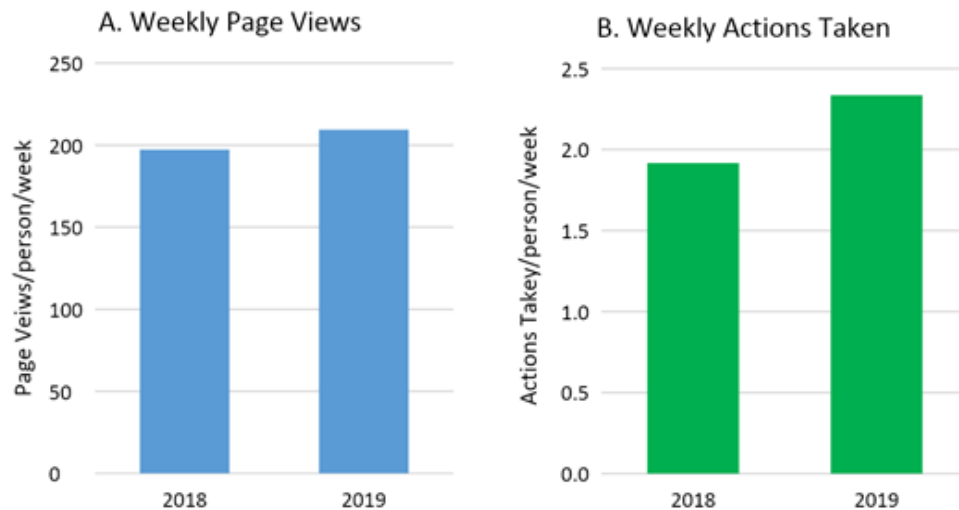
Weekly Chromebook cart use by faculty in classes



The increased use of Chromebooks in classrooms was also reflected in increased student activity in Canvas. From 2018 to 2019, Canvas page views

per person increased by about 6%. More importantly, weekly Canvas actions taken (e.g. assignment upload, discussion board post) increased by 22%, indicating more active use of computer technology than just viewing.

Weekly Canvas Page Views (A) and Actions Taken (B) Per Person for 2018 and 2019



With this documented success, RLNC applied for another *Otto Bremer Trust Grant* in January 2020 and awarded in May 2020 to fund several more Chromebook carts with Chromebooks. In the meantime, it was quite fortuitous to have so many Chromebooks on-hand when the COVID-19 pandemic hit and RLNC migrated to online delivery after Spring Break in March. These Chromebooks were checked out to the majority of RLNC students without personal laptops, allowing them to finish the semester.

Overall Program Assessment Data

Emergency Aid

Standard student intake data indicates that many RLNC students are financially vulnerable. They are just one car repair, family health emergency, or late paycheck away from financial crisis. In 2017, RLNC received a 3-year Project Success award as an *Achieving the Dream* college in order to provide small awards for student financial emergencies that could negatively impact their academic success. This funding established the *Oshki Manidoo Emergency Aid Program* at RLNC, a critical program that delivers timely and confidential emergency funding to

students. In 2017-2018, the program approved just over \$12,000 for 22 students. As a result, 21 of these students were able to complete the semester, and 20 of them returned for the next semester.

Students had many testimonials about the impact of emergency aid.

“I didn't have money for any groceries or anything, so I had to talk to [emergency aid staff] and they gave me the grant this time for... food at the store.”

“...I was getting rides from my cousin [because] he comes to school here too. [He] was bringing my nephew to school too in the mornings [because] his son goes to school and then...I was really worried and when I finally got told that I got accepted and my car can go to the shop, I was so happy. My car was done in two days.”

Students felt encouraged to, “keep coming,” and to, “strive, succeed.” Other recipients said they were motivated to, “do a little better because you have somebody...that's actually there and helping you.” With such a great need and documented success, RLNC explored further options for emergency aid funding for students.

In February 2018, RLNC also conducted a survey to assess food insecurity among students. Of the 18 students participating in the survey, 10 (56%) responded that at some time in the past year there was not enough money for food (Question 1), and four (22%) answered that in the past year they had been hungry because there wasn't enough money for food (Question 5).

Food Insecurity Survey of 18 students at RLNC in February 2018

Question 1: “The Food that (I/we) bought just didn't last, and (I/We) didn't have money to get more.” In the last 12 months. (Never True, Sometimes True, Often True, Refused to answer)

Question 2: “(I/we) couldn't afford to eat balanced meals.” In the last 12 months

(Never True, Sometimes True, Often True, Refused to answer)

Question 3: In the last 12 months, since March, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food? (Yes, No, Don't know)

Question 4: In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food? (Yes, No, Don't know)

Question 5: In the last 12 months, were you ever hungry because there wasn't enough money for food? (Yes, No, Don't know)

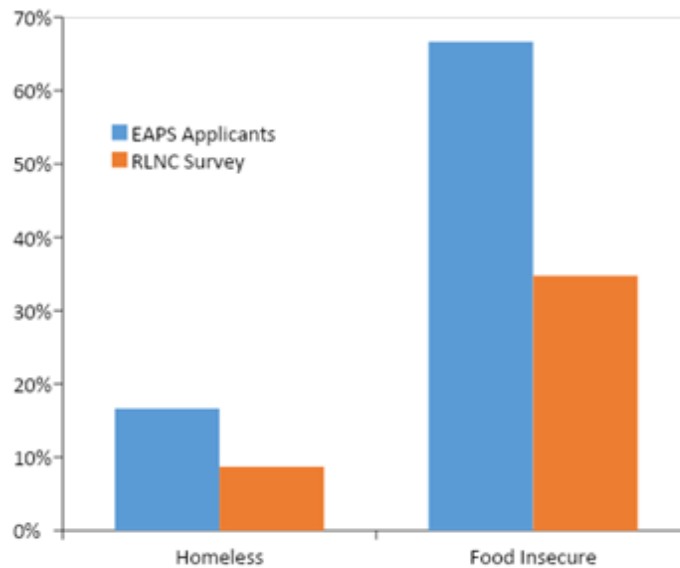


Clearly student food insecurity was an important issue to address, along with other financial needs. Therefore, in summer of 2018, RLNC applied for and was awarded an Emergency Aid for Postsecondary Students (EAPS) grant from the Minnesota Office of Higher Education to support further emergency aid grants to students, and also to fund RLNC’s new Student Pantry, a food shelf housed in the college just for RLNC students.

In 2018-2019, with the combined funding from EAPS and Project Success, over \$34,000 was approved for 48 students with emergency aid grants; 42 (87.5%) of these students completed the semester; and 40 (83.3%) students went on to the next semester or graduated. The Student Pantry opened in January 2019 and 48 RLNC students received food from the Student Pantry in the Spring 2019 semester. Of the 12 graduates in 2019, eight were recipients of emergency aid grants, further indicating that the Oshki Manidoo Emergency Aid Program was having a great impact on student success.

Both the Project Success and EAPS programs required extensive data collection on students’ circumstances and success after receiving emergency aid grants. EAPS also required separate data collection on student food and housing insecurity, which indicated those are both significant for RLNC students, particularly students requesting emergency aid funding.

Percent Self-identified Homeless* and Food Insecure**
 EAPS Applicants (24 students) and a RLNC Survey (23 students)
 2018-2019 Academic Year



* Includes living with friends and in halfway house

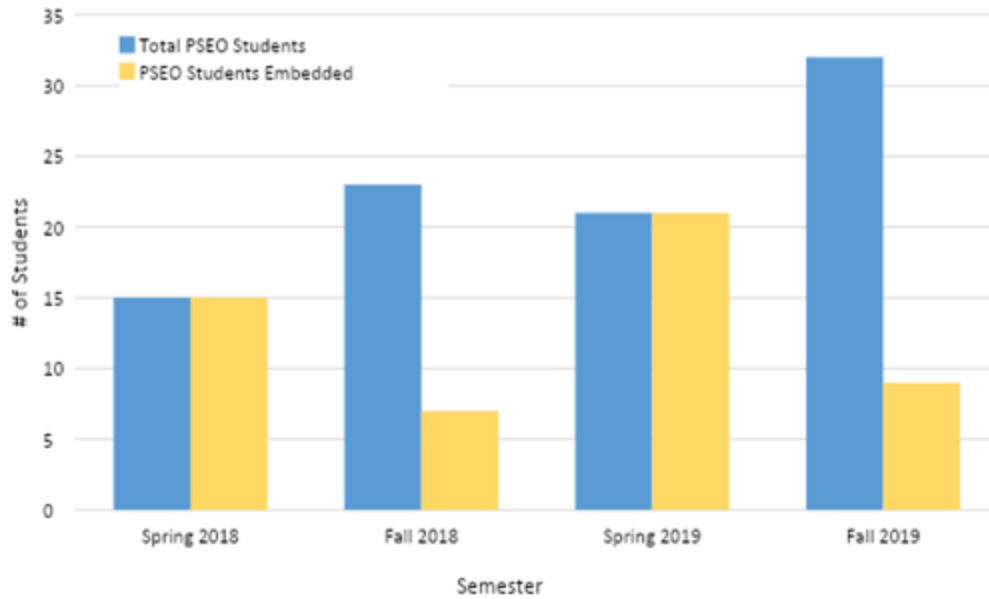
** Includes those receiving SNAP

With documentation of continued need for emergency aid and food assistance, RLNC applied for and was awarded another EAPS grant, this time for two years, 2019-2021. This will continue to support the Student Pantry and supplement emergency aid funding from Project Success. Once again, of the 12 graduates in 2020, nine were recipients of emergency aid grants. Also, based on this and other data, RLNC is pursuing dormitory funding to better accommodate students with housing insecurity.

PSEO Students

RLNC applied for and was awarded funding from Otto Bremer Trust in 2018. In part, this funding supported a desired increase in Post-secondary Enrollment Options (PSEO) students through increased recruiting and relevant course offerings. There was a focus on increasing both total PSEO enrollment and number of PSEO students embedded in non-PSEO-focused courses. RLNC goals for change in 2018 to 2019 were to increase total PSEO students by 20% and increase the number of PSEO students embedded in courses with other college students by 10%. Total PSEO students actually increased 39%, and PSEO students embedded increased 36% from 2018 to 2019.

PSEO students at RLNC in 2018 and 2019.

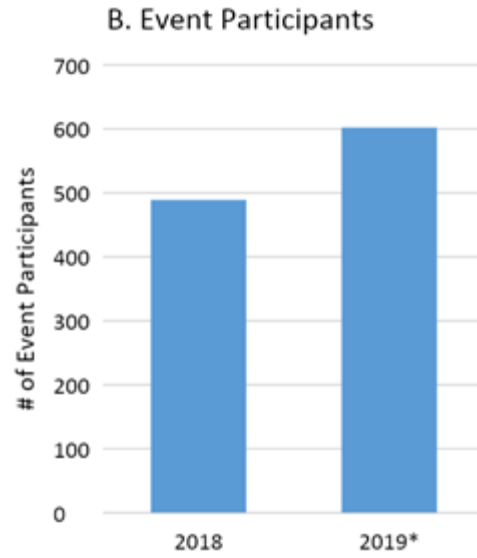
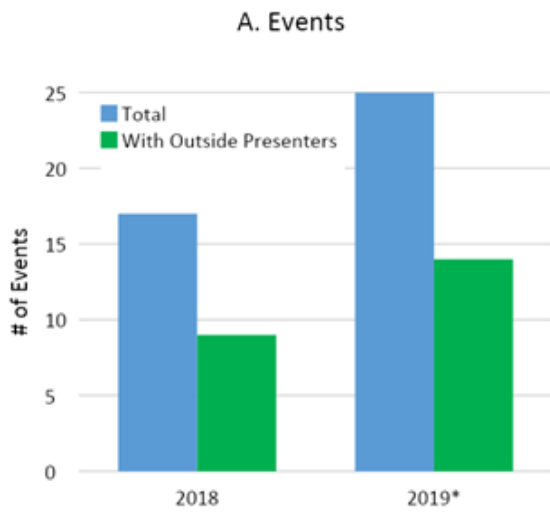


Based on this documented success, PSEO focus is continuing to grow the program at RLNC and prepare local high school students for college success.

Academic Events for Student Engagement

RLNC and other Tribal Colleges have found that increased student involvement in college events and activities out of the classroom increases overall student engagement. Therefore, a portion of the 2018 Otto Bremer Trust grant was used to support events and outside speakers. These campus events engaged students, faculty, and community members in cultural and academic discussions and activities. From 2018 to 2019, RLNC increased the number of cultural and academic events by 47%; the number of these events with outside presenters by 56%; and the number of participants by 23%. Engagement and learning was documented in some events with discussions and pre- and post- surveys.

RLNC Events (A) and Event Participants (B) in 2018 and 2019



* 2019 data is through November 5

With this success, the recent American Indian College Fund (AICF) grant that was awarded in September 2020 will be used, in part, to further support college events and outside speakers.



Outcomes Assessment Report

Period Covering	
Faculty Members Reporting	

Report on Expected Student Learning Outcomes, Assessment Methods, Results, and Improvements			
Expected Student Learning Outcomes	Assessment Methods Used and Performance Targets	Assessment Results and Analysis in Relation to Performance Targets	Descriptions of Program Improvements and Enhancements Made or Other Actions Taken in Response to These Results

Other Program Goals and Metrics Tracked, Results, and Improvements: Metrics the program tracks on a regular basis to measure other aspects of academic program quality besides student learning, such as completion rates, time-to-degree, diversity, etc.			
Program Goals	Metrics or Assessment Methods Used and Performance Targets	Results in Relation to Program Targets	Descriptions of Program Improvements and Enhancements Made in Response to These Results

Additional Program Changes and Enhancements Made as Part of Continuous Quality Improvement Efforts
<p>Please use this section to provide examples of any other program improvements and enhancements not described above. Include the rationale for the change. Examples might include:</p> <ul style="list-style-type: none"> • Implementation of plans for improvement described in the last assessment report (under "Use of Results to Improve the Program"). • Progress on long-term improvement projects such as curriculum redesigns, policy changes and implementations, development of student services, international experiences, etc. • Improvements made in response to recommendations from Program Review or professional accreditation reviews, external changes in professional standards, or recognition of new skills students need for today's job market.

For assistance with this report, please contact Nadine Bill, Director of Assessment and Institutional Effectiveness at nadine.bill@rlnc.education.

Schedule of Improvements

Academic Year Annual Program Updates, Changes, and Improvements to Date	
AY 20-21	<ol style="list-style-type: none"> 1. Instructors will complete outcome assessment by the end of each academic year and export that data into the Curriculum Map. 2. The Assessment Committee will complete the Outcome Assessment Report for Program Learning Outcomes in Spring 2021. 3. The Assessment Committee will review how Program Learning Outcome scores vary from course to course and streamline the process for a more inclusive picture. 4. The Assessment Committee will identify specific projects or groups of

	<p>assignments that address the Program Learning Outcomes, similarly to how this is accomplished for Course Learning Outcomes (CLOs).</p> <ol style="list-style-type: none"> 5. Institutional Outcomes will be revised and available in the new strategic plan. 6. All faculty will create a consistent course navigation structure in Canvas and create all assignments through modules. 7. Faculty identified through the faculty evaluation process as requiring additional technical skills will meet with the RLNC Instructional Designer for training and support. 8. The RLNC Instructional Designer will complete an audit on all courses every semester to ensure Program Learning Outcome/Goal Area Rubrics and outcomes are linked to appropriate groups of assignments and the <i>Learning Mastery Gradebook</i> is being used appropriately.
<p>AY 21-22</p>	<ol style="list-style-type: none"> 1. Instructors will complete outcome assessment by the end of each academic year and export that data into the Curriculum Map. 2. The Assessment Committee will complete the Outcome Assessment Report for Program Learning Outcomes in Spring 2022. 3. Faculty identified through the faculty evaluation process as requiring additional technical skills will meet with the RLNC Instructional Designer for training and support. 4. The RLNC Instructional Designer will complete an audit on all courses every semester to ensure Program Learning Outcome/Goal Area Rubrics and outcomes are linked to appropriate groups of assignments and the <i>Learning Mastery Gradebook</i> is being used appropriately.
<p>AY 22-23</p>	<ol style="list-style-type: none"> 1. Instructors will complete outcome assessment by the end of each academic year and export that data into the Curriculum Map. 2. The Assessment Committee will complete the Outcome Assessment Report for Program Learning Outcomes in Spring 2023. 3. Faculty identified through the faculty evaluation process as requiring additional technical skills will meet with the RLNC Instructional Designer for training and support. 4. The RLNC Instructional Designer will complete an audit on all courses every semester to ensure Program Learning Outcome/Goal Area Rubrics and outcomes are linked to appropriate groups of assignments and the <i>Learning Mastery Gradebook</i> is being used appropriately.

Co-Curricular Outcomes

RLNC co-curricular outcomes encompass aspects of Ojibwe (Anishinaabe) culture, identity, success, global awareness, civic responsibility, and leadership. RLNC considers programs and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College to be co-curricular. Co-curricular outcomes are assessed using both

direct and indirect measures. Students consistently perform at a 3 (competent) or higher on co-curricular outcomes.

Co-curricular outcomes are assessed by specified departments, using the co-curricular assessment form. Co-curricular outcomes are also included on the RLNC website.

Tools

- *Canvas Learning Mastery Gradebook*
- Holistic Co-Curricular Assessment Forms
- Participation data
- Post event surveys
- Pre and post testing
- Student self-assessment/reflection



Co-Curricular Assessment

Co-Curricular Definition

Red Lake Nation College has defined “co-curricular programming” as extra- curricular 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 with the academic course structure.

Co-Curricular Assessment Themes

Identity

What is assessed? Course-embedded language and culture projects in Ojibwe and culture courses as well as seminars, language bowls, and specific cultural events that focus on identity.

Outcome: Participants will gain a better understanding of themselves as Anishinaabe people within the context of a global society.

Leadership

What is assessed? Membership and participation on the Student Council and other student organizations.

Outcome: Participants will demonstrate an understanding of group dynamics and effective teamwork.

Culture

What is assessed? Participation in Monday Gatherings and other events held on campus.

Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

Civic Responsibility

What is assessed? Continuing Education courses and Service Learning Activities.

Outcomes: Participants will communicate effectively with other both verbally and in writing.

Participants will assume a sense of civic responsibility and a commitment to public life.

Success

What is assessed? Participation in tutoring, service learning activities, the Success Mentor Program and the PASS Committee.

Outcome: Participants will cultivate a propensity for lifelong learning.

Event Information

Name of Event:

Date of Event:

Facilitator:

Facilitator Credentials:

Purpose of Learning Experience:

How does it contribute to the mission of the College?

Which co-curricular theme do you intend for the learning experience to impact? (Identity, Leadership, Culture, Civic Responsibility, or Success)

Measurable Learning Outcomes/Instruments

Which learning outcome are you measuring?

What specific, observable, or measurable skill or knowledge will students be able to demonstrate as a result of this event? Example: As a result of participating in the Resume Writing Workshop, students will create an updated resume.

Select Assessment Method

How many students participated in the learning experience?

What assessment method will you use to determine whether or not students achieved your stated learning outcome?

What instrument will you use to measure this achievement? (Examples: pre and post tests, final results such as a resume)

Analyze and Interpret the Results Following the Event

What are the results?

What themes emerged?

Did the learning experience do what it was intended to do?

Report and Use Results

How will you use these results to guide future events?

How could this or a similar learning experience be enhanced for the future?

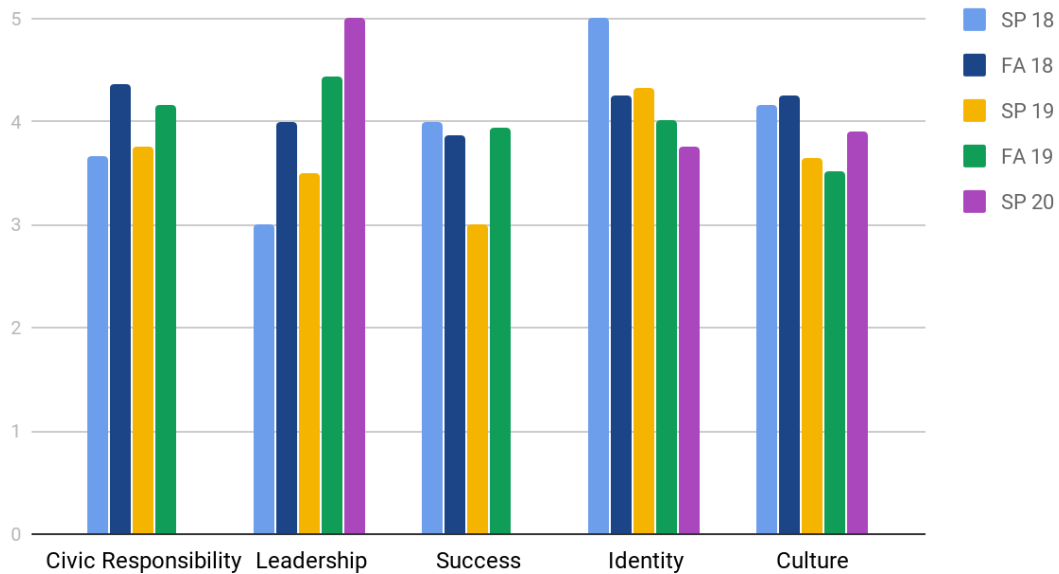
Process

Each year, the Student Success Department is tasked with assessing the co-curricular outcomes success and leadership. The Academic Events Committee completes co-curricular assessment on civic responsibility and global awareness. The Continuing Education/Extension Department completes co-curricular assessment on identity and culture. Each of these departments/committees identifies the events for which they complete the assessment forms.

Results/analysis

The Academic Events Committee determined the need to add the co-curricular Global Awareness to the other five co-curricular outcomes. This was implemented beginning in Fall 2020.

Co-Curricular Performance



Identity

Participants gained a better understanding of themselves as Anishinaabe people within the context of a global society through participation in events focused on identity. In 2017-18, RLNC held a two-spirit event. In Anishinaabe culture, two-spirit people are those who fulfill a third gender role and have both masculine and feminine spirits. Two-spirit people are believed to be blessed by the Creator to see life through the eyes of both genders. Two-spirit people have traditionally held significant roles in tribal social structures. In 2018-19, participants attended *We Are All Criminals*, an event focused on the disparate impact of the criminal and juvenile justice systems on Indigenous people, people of color, and poor people across the country. In 2019-20, students participated in an event to discuss Old Crossing Treaty Day. This presentation was arranged to honor the anniversary of the treaty signing, which is directly related to the history of the Red Lake Nation.

Civic Responsibility

In both the 2017-18 and 2018-19 academic years, RLNC held an Earth Day event in which students pledged to make life changes to benefit the environment and collected recycling materials. In 2017-18, 552 pounds of recyclables were collected from three students. In 2018-19, 1,427 pounds of recyclables were collected from six students. The number of student participants has increased, as well as the total pounds of recyclable materials collected.

In 2019-20, 33 students participated in the Constitution and Citizenship Day event. The purpose of this event was to learn about, and celebrate, both the U.S. Constitution and the Constitution of the Red Lake Nation. Students also participated in the annual Earth Day event, but due to COVID-19, student projects were presented digitally on the RLNC Facebook page. Additionally, all students received feast bundles of traditional foods. The annual recycling contest resulted in the collection of 598.4 pounds of recyclable materials.

Culture

Participants demonstrated Anishinaabe awareness and knowledge through participation in Native American Heritage Month in 2017-18 and Indigenous People's Day in 2018-19. Students completed personal statements in which they reflected upon their cultural awareness and connection to their land. In 2019-20, students and community members participated in a traditional meal and bulrush mat weaving event with Vince Johnson and Doreen Wells.

Success

Participants demonstrated an interest in lifelong learning through participation in the annual College and Career Fair held at RLNC. Participants and exhibitors completed feedback forms to guide the direction and components of the annual event. Feedback indicated that the event could be enhanced through more educational workshops, such as resume writing and interviewing skills. RLNC also learned that participation in the event is low during years the Red Lake High School basketball teams compete in regional and state competitions. The event is now scheduled during times that don't conflict with the high school basketball schedule. In 2019-20, RLNC was unable to hold the annual College and Career Fair due to COVID-19. However, students participated in Computer Science Week activities in December 2019.

Leadership

Participants demonstrated an understanding of group dynamics and effective teamwork through participation in student organizations. Each year students participate in competitions at the Student Conference for the American Indian Higher Education Consortium (AIHEC). Participants meet in groups to discuss and work on their projects and competitions.

Global Awareness

The cocurricular outcome, global awareness, was incorporated during the 2019-20 academic year. Students participated in the *World Food Fair* during Fall Semester 2019. Faculty and staff members brought in foods from different parts of the world and shared photos and information with students about the countries they have lived in all over the world. During the spring semester, students participate in an event titled *An Introduction to Hinduism*, a presentation on Hindu culture, tradition, and values.

Institutional Outcomes

Dynamic Institution-Level Rubric Structure

RELEVANCE		
<p>Meaningful Work Students can think and act critically to creatively address relevant real-world tasks.</p>	<p>Authentic Sources Students engage with multiple sources and of information and multi-format resource to solve real-world tasks.</p>	<p>Learning Connections Students apply content to their lives and real-world applications.</p>
CULTURAL RESPONSIVITY		
<p>Meaningful Connections Students incorporate their cultural identity and life experiences into their coursework.</p>	<p>Diversity Students approach lessons from a variety of cultural, racial, ethnic, or linguistic backgrounds.</p>	<p>Social Action Students connect learning to social, political, or environmental concerns that are relevant to them.</p>
RIGOR		
<p>Thoughtful Work Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</p>	<p>High Level Questioning Students actively engage in developing rigorous questions to challenge the thinking of their peers.</p>	<p>Academic Discussion Students engage in and drive respectful discussion, adding value and using content-rich vocabulary.</p>

Tools

- Curriculum Map
- Analytic Rubrics

RLNC uses analytic rubrics to assess institutional outcomes. These rubrics assess a multitude of factors across the institution for rigor, relevance, and cultural responsiveness.

Link to Institutional Outcome Rubrics: <https://www.rlnc.education/institutional-outcomes>

Process

Institutional outcome assessment informs strategic planning, annual work plans, and budgetary decisions. Information is gathered from multiple sources in calculating the Institutional Outcome scores, including academic courses, co-curricular activities, student course evaluations, and

instructional design. The Curriculum and Assessment Committees evaluate the information using the institutional outcome rubrics.

Results/Analysis

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

<p>Courses</p> <p>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.</p>
<p>Co-Curricular Events</p> <p>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.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none">• 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.
<p>Cultural Responsivity = 3.75</p> <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>
<p>Co-Curricular Events</p> <p>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.</p>
<p>Student Course Evals</p> <ul style="list-style-type: none">• 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 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.
- 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.

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. In all English courses, students worked on their Eportfolios and assignments/projects to include in each Goal Area.

Co-Curricular Events

Students participated in Computer Science Week events in December 2019 and an online Earth Day event in April 2020.

Student Course Evals

- 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!

Relevance = 3.5

- 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.

Impact of Institutional Outcomes on Annual Budget

- Faculty Senate proposed and implemented an increased annual budget from \$1,200 to \$2,000 for full-time faculty continuing education with expectations of annual use. Faculty Senate also encourages adjunct faculty to bring continuing education requests to the Faculty Senate. All requests are reviewed by the Faculty Senate and are paid through the Academic Budget.
- Faculty Senate requested an academic-based events budget of \$10,000 annually to enhance the number and level of academic based co-curricular activities.
- An institutional curriculum designer was hired to facilitate course design and additional institutional assessment.