



Assessment Plan

2015

Updated October 2016

Table of Contents

Introduction.....	4
Purpose of the Plan.....	4
History of LLTC.....	4
Vision	5
Institutional Objectives.....	5
Mission.....	5
Seven Grandfather Teachings	6
Assessment Philosophy.....	7
Institutional Learning Outcomes.....	7
Cultural.....	7
Communication.....	7
Critical Thinking	7
Computer Skills.....	7
Quantitative Skills.....	7
Reading Skills.....	7
Framework, Goals and Objectives.....	8
Framework for Assessment and Institutional Research:	9
Goals	9
Objectives.....	10
Implementation Strategies	12
Strategy One: The Assessment Handbook	13
Strategy Two: Ownership in Assessment.....	13
Strategy Three: Ongoing Professional Development.....	13
Strategy Four: Assessment Day.....	13
Strategy Five: Transparency.....	14
Strategic Plan	14
Foundational Vision and Value Statements	14
1. Acquiring Resources & Support That Ensure a Desirable Quality of Life.....	14
2. Preserving the Ways We Connect Our Values and Culture	14
3. Innovating Teaching and Learning through Academic Excellence, Accessibility & Opportunity	14
Institutional Effectiveness.....	15
Evaluation of Learning Outcomes (Assessment Activities)	16
Program and Unit Reviews	17

Shared Governance	17
Committee Work	17
Gathering and Reporting Data	18
Key Personnel.....	18
Glossary of Assessment Terms	18
Faculty Assessment Work	21
Assessment Mind Map.....	22
Appendices.....	23
Appendix A: Work Plan Example.....	24
Appendix B: Assessment Inventory.....	27
Appendix C: Campus Assessment Culture Inventory.....	30
Appendix D: Form A – Comparing Program and Course Outcomes	33
Appendix E: Form B - Course Assignments and Rubrics.....	36
Appendix F: Accreditation Timeline.....	37
References	41
Endnotes	42

Introduction

Assessment is an integral part of the learning organization, from evaluation of students in the classroom to appraisal of services provided to students campus-wide. The processes involved in assessment have gradually taken shape over the years since LLTC's accreditation in 2006, beginning with the Higher Learning Commission evaluation team's report and recommendations. With each successive year, our staff and faculty become more knowledgeable about the requirements and more involved in the practice of assessment. At LLTC we have given our assessment practices a name – *gidakobidoomin* – which means “tying it all together.”

Purpose of the Plan

Assessment is a tool to evaluate and improve student learning and strengthen academic programs. It is a key part of institutional effectiveness in which all departments within the school work together to assess their programs and services with the goal of promoting student success in the attainment of education grounded in Anishinaabe values. This publication is a guide to understanding the assessment activities college-wide at Leech Lake Tribal College.

When done well, assessment activities can help with all of the following:ⁱ

- clarifying and strengthening the mission of a tribal college;
- providing opportunities to create a shared vision for the future of the tribal college, based on common values;
- redirecting resources towards priorities outlined in the mission and goals; increasing the college's responsiveness to the needs of the community;
- building cohesion, collaboration, relationships, and trust among faculty, staff, administrators, students, and tribal community members;
- initiating meaningful conversations at all levels within a college;
- re-valuing teaching, service, and students; improving program quality and performance, the instructional capacity of the college, as well as its public image;
- informing planning, decision making, and budgeting decisions;
- increasing the community's and the students' confidence in the college;
- supporting requests for funding; assisting in meeting and exceeding accreditation requirements (Karlberg, 2010).

History of LLTC

The Leech Lake Tribal College website recounts the history of the college from its modest roots in several borrowed buildings to the current purpose-built campus several miles away:

The Leech Lake Band of Ojibwe established Leech Lake Tribal College by Tribal Resolution in July 1990. For two years, courses were offered in extension from the University of Minnesota at Duluth, Bemidji State University, Itasca and Brainerd Community Colleges.

In the fall quarter of 1992, the college had its first graduate of the Associate of Arts program in Anishinaabe Language and Culture in the spring of 1993. In 1994, the college was accorded status as a Land Grant Institution by the United States Congress. Also in 1994, seventeen graduates completed their Associate of Arts degrees and Associate of Applied

Science degrees. By the spring of 1995, the number of graduates had increased to twenty-four.

The college moved classrooms and administration to the former Cass Lake High School building in the fall of 1994, resulting in an increased student enrollment of 196. These students were enrolled in two year Associate of Arts transfer degree programs, or in two-year technical programs leading to an Associate of Applied Science degree, or in one-year vocational programs.

Today, Leech Lake Tribal College (including the Red Lake Campus) includes approximately 60 faculty, staff, administrators, and 350 students. Most of our students come from the Leech Lake and Red Lake Reservations. Approximately 5% of the student population is non-Indian. The college was accredited as a post-secondary Vocational School in 1993. The college was awarded candidacy status with the Higher Learning Commission of the North Central Association in 2002 for its associate degree programs, and continued candidacy in 2004. Full accreditation status was granted on September 26, 2006 for the maximum initial accreditation period of five years, with no focus visits required. (LLTC, 2016a).

Vision

LLTC's unique vision and objectives are:

To be recognized as a center of academic excellence that advances the Anishinaabe worldview and empowers life-long learners who are fully engaged citizens, stewards, and leaders.

Institutional Objectives

- Provide associate degree programs
- Prepare students to transfer to other institutions of higher education
- Provide academic credentialing programs of varying lengths
- Assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
- Attain and maintain appropriate accreditation and certification of LLTC degrees and programs
- Maintain and measure quality learning in all classes
- Provide a means of maintaining and enhancing Anishinaabe culture, values, language, and knowledge
- Honor and respect women as the sacred life-givers of the Nation and to empower them for leadership roles in their communities
- Serve as a cultural and educational center for community development
- Encourage and support the professional development of faculty and staff

Mission

As a tribal college, our assessment efforts are uniquely tied to our mission with the underlying goal of supporting nation building. Everything about our college reflects our mission, which flows from our vision and reveals the high priority we place on keeping the education we provide based on the values of the Anishinaabeg:

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

The word *Anishinaabe* (pl. *Anishinaabeg*) means “people” in the language of Ojibwe, a group of Indigenous Americans living in the Great Lakes Region of the United States and Canada (Green, 2015). LLTC is an Ojibwe college. We observe and value the Seven Grandfather Teachings, which a visitor to our college will see decorating our walls, used in our syllabi and curricula, printed in our documents, and spoken of daily.

Seven Grandfather Teachings

According to the Anishinaabe worldview, humans did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves. Therefore, kinship among all of creation, not the mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. To adhere to this philosophy is to be guided by the following values (LLTC, 2016b).

To guide us in our everyday practice of the Seven Grandfather Teachings, our values, we often refer to the following: (LLTC, 2016b)

<p>Inendizowin (Humility)</p> <ul style="list-style-type: none"> • Recognize oneself as an equal part of creation • Be careful what one says around others • Demonstrate empathy to others • Be respectful of the thoughts and ideas of others • Recognize one's weaknesses and acknowledge the capacity for self-growth • Develop and practice good listening and observation skills 	<p>Debwewin (Truth)</p> <ul style="list-style-type: none"> • Speak as honestly as one can according to one's perception • Be loyal in all relationships • Avoid hypocrisy <p>Nibwaakaawin (Wisdom)</p> <ul style="list-style-type: none"> • Seek guidance from elders and advisors • Take time to reflect upon experiences • Acknowledge the opportunity to learn from others • Persist in acquiring knowledge and improving skills • Strive to accomplish goals and dreams
<p>Zoongide'iwin (Courage)</p> <ul style="list-style-type: none"> • Face difficult situations with bravery • Acknowledge one's personal weaknesses and develop strength to combat them • Demonstrate the ability to take initiative and speak when asked 	<p>Gwayakwaadiziwin (Honesty)</p> <ul style="list-style-type: none"> • Maintain truthfulness, sincerity, and fairness in all one's actions • Possess the ability to manage confidential information • Communicate with others fairly and truthfully
<p>Manaaji'idiwin (Respect)</p> <ul style="list-style-type: none"> • Accept cultural, religious, and gender differences • Maintain high standards of conduct at all times • Safeguard the dignity, individuality, and rights of others • Practice ethical behavior at all times 	<p>Zaagi'idiwin (Love)</p> <ul style="list-style-type: none"> • Work cooperatively and harmoniously with others • Show kindness and compassion • Demonstrate acceptance and the empowerment of others • Offer hope, encouragement, and inspiration

Assessment Philosophy

At LLTC we practice *gidakobidoomin*, “tying it all together,” in which we tie student learning outcomes to institutional decision making through our assessment plan and all the activities tied to it. These learning outcomes are reflected in our programs, activities, services, and individual goals and actions on a daily basis.

Institutional Learning Outcomes

Cultural

Students will demonstrate an understanding of:

- Sense of place.
- What it is to be Anishinaabe.
- How to evaluate and interpret artistic, historical, and scientific events, texts, and trends within a global context.

Communication

Students will be able to present effectively information and ideas, both oral and written, by:

- Writing in Standard English.
- Writing in a variety of formats, using credible sources and citations.
- Using effective speaking skills in public presentations.
- Demonstrate interpersonal communication skills.

Critical Thinking

Students will be able to:

- Use scientific methods and other modes of inquiry to define problems:
- Access, evaluate, integrate, and document information.
- Develop logical arguments with evidence.

Computer Skills

Students will be able to:

- Use word processing for essays and other communication.
- Use spreadsheet software for communication, computation, and graphic data representation.
- Use presentation software for communication.
- Use internet and electronic resources for research and email for communication.

Quantitative Skills

Students will be able to:

- Propose solutions to and solve real-world problems by applying the correct scientific and numerical data.
- Use analytical and critical thinking skills to draw and interpret conclusions.

Reading Skills

Students will be able to:

- Demonstrate comprehension of college-level readings.
- Extend vocabulary through reading.

Framework, Goals and Objectives

AIHEC recommends the following activities be completed in the development of assessment activities in tribal colleges. These inform our framework for assessment (Karlberg, 2010):

Mission Statement

- Create or update its mission statements (make it clear and concise) [*Completed*]
- Increase staff familiarity with and appreciation and support of the mission (e.g., by ensuring staff know the history of their college and the Tribal College Movement) [*Ongoing*]

Strategic Planning Initiative

- Conduct an inclusive strategic planning initiative that includes tribal community members, tribal college staff, and students. [*2014-2015*]
- The result should be a simple, clear, and concise strategic plan that includes baseline data for each indicator. Because it was not completed, the plan was finalized and published in 2016 with objectives and measures, and individual departments were tasked with creating these within their department plans. Individual work plans (Appendix A) were requested from each staff and faculty member, derived from these department plans. [*2016-17*]

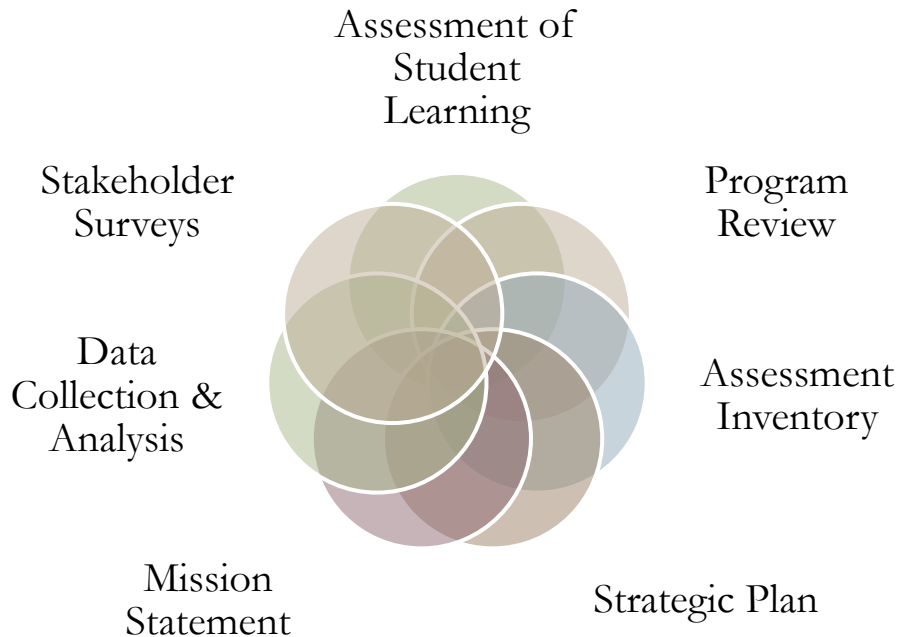
Assessment Inventory

- Conduct an inventory of current assessment practices at the college (Appendix B). [*Completed*]

Assessment Plan

- Develop a systematic assessment plan (including direct indicators, indirect indicators, and institutional data at the college, program, and course levels) [*Completed*]
- Start with projects that faculty or staff have the most enthusiasm for and, therefore, where efforts are more likely to be successful [*Ongoing*]

Framework for Assessment and Institutional Research:



Goals

Within this framework, some pieces need to be completed. The mission statement is clear and concise, and increasing familiarity, appreciation, and support for the mission is ongoing. A strategic planning initiative was conducted in August 2014 and further development of the strategic plan was carried out during the 2014-2015 school year but lacked faculty and student input. Further baseline data need to be developed. An assessment inventory began in the fall 2015 semester. This assessment plan is under continuous improvement. Below are goals related to assessment and institutional effectiveness*:

1. Carry out annual faculty and staff training designed to increase familiarity, appreciation, and support of LLTC's mission statement, especially as it relates to assessment and institutional effectiveness.
2. Develop baseline data for the 2015-2025 strategic plan with faculty and student input. (Baseline data refers to the level of previous or current performance that is used to set goals for indicators in the strategic plan and provide a basis for assessing future improvement or progress (NMSU, 2016)).
3. Complete LLTC assessment inventory.
4. Assess student learning using direct indicators, indirect indicators, and institutional data.
5. Carry out stakeholder surveys regularly.
6. Implement ongoing program review.
7. Publish an assessment handbook.
8. Put in place new initiatives to promote transparency of assessment activities.
9. Support the maintenance of shared governance (BOT, Administration, Student Senate, Faculty Council).*
10. Facilitate the documentation of committee work.*

Objectives

GOALS	OBJECTIVES	DATES	PEOPLE	NOTES
1. Mission statement training	a. Carry out an Institutional Effectiveness Day	May 2016	All staff and faculty	We decided on an Assessment Day. It was carried out on Sept. 23, 2016.
2. Complete the strategic plan started in 2014-2015	a. Revive strategic planning committee b. Develop baseline data for strategic plan c. Publish 2015-2025 Strategic Plan	January 2016 By August 2016 By September 2016	Strategic Planning Committee members	A and C have completed, and it has been published. It was decided that the best way to accomplish B was to meet individually with each department and have them set goals and objectives connected to the SP (Fall 2016).
3. Assessment inventory	a. Find and complete assessment inventory that looks at assessment of student learning using direct indicators, indirect indicators, and institutional data b. Make results of inventory available to faculty c. Complete 15-item inventory of campus assessment culture (Appendix B).	Fall 2015 Spring 2016 Spring 2016	Director of Assessment	I was unable to find an assessment inventory that would be useful to us, so I created one. It was completed in fall 2015 and updated in October 2016 and shared with the Admin team to share with departments, including faculty. C, an inventory of campus assessment culture appears below under the section entitled Implementation Strategies.
4. Assess student learning	a. Ask faculty to compare course learning outcomes to program learning outcomes and make necessary changes. b. Ask faculty to ensure adequate assessment of each learning outcome. c. Ask faculty to create and/or provide rubrics for all assessments.	2015-2016 Spring 2016 2016-2017	Faculty members	A has been partially completed by faculty. It was originally scheduled to have been done in Spring 2016 then the deadline extended to Summer 2016. In Fall 2016, I am close to having collected enough documentation to begin curriculum mapping. B was also to have been completed during the 2015-16 school year, but faculty did not begin until Fall 2016. C is an ongoing project with mild success.
5. Stakeholder surveys	a. Changeover from SurveyMonkey.com	Spr 2016	Director of Assessment, IT	A was completed in Spring 2016, with a no-

	<p>to integrated Courseval software</p> <p>b. Implement program surveys for graduates</p> <p>c. Campus climate survey</p>	<p>Sum 2016</p> <p>Sum 2016</p>	<p>Administrator</p> <p>Director of Assessment, Student Services</p>	<p>cost trial of the software. A subscription was obtained, initial discussions held with faculty, and implementation is moving ahead for Fall 2016 course evaluations. B is in progress. The changes in leadership in Student Services over the last year have caused us to put this on the back burner, but we are actively working toward a survey program for all graduates beginning Spring 2017. C was completed and reports sent to the admin team and the Interim president.</p>
6. Program review	<p>a. All academic programs – (Program review examines the cost/benefit ratio for academic programs.)</p> <p>b. Departmental assessment activities to evaluate programs and services that support student success</p>	<p>Sum 2016</p> <p>Ongoing</p>	<p>Director of Assessment, Finance Department, Curriculum committee</p>	<p>A, program review has proved to be complicated and lacking a system here at LLTC. 2015-16 was spent researching how other TCUs are accomplishing program review, since it hasn't been done here since 2006-07, and there are very few records. We determined that we should follow the example of Sitting Bull College, whose program review process has been approved by HLC. We are in the process of getting this going, but we do have a schedule in place. B is a continuation of the Assessment Day work, which is underway. I have begun to work with departments to complete their department goals and individual work plans.</p>
7. Assessment Handbook	<p>a. Create and disseminate an assessment</p>	<p>Spr 2016</p>	<p>Director of Assessment, Assessment</p>	<p>Instead of creating a separate handbook, worksheets and</p>

	handbook for faculty.		Committee	instructions have been added to this document and made available to the college community.
8. Transparency Initiatives	a. Assessment newsletter b. Website assessment page updates c. Data dashboard	Spr 2016, biannual Spr 2016, biannual Fall 2016	Director of Assessment, Registrar, Director of Advancement, Network Administrator, Media Specialist	A, first newsletter published; B, website updated continually; C, in progress.
9. Shared Governance	a. Write quarterly reports for BOT and attend meetings as required b. Hold regular Admin team meetings for administrative decision making and communication c. Support Student Senate efforts d. Encourage the formation and work of Faculty Council	Quarterly Weekly As needed As needed	All supervisors with support from staff Admin team Dean of Students, Student Services, Finance Dean of Academics, Department Chairs, Director of Assessment	Ongoing
10. Committee work	a. Hold an annual committee chairs' meeting to review responsibilities b. Monitor and organize the Intranet repository for committee notes	Fall 2016 Sept. 2016	Director of Assessment, committee chairs, HR director	A, Planned for October 2016. Reminders have gone out to make sure all committee notes are uploaded to the intranet for HLC's visit next April. B, topic to be covered again at annual committee chairs' mtg.

Implementation Strategies

Creating a culture of assessment can be challenging. According to the American Association of University Professors, there are 15 elements to establishing a culture of assessment, below (Weiner, 2009). The accompanying recommendations can be used to create strategies for implementation. Ideally, all the attitudes and behaviors of people working within an institution combine to create support for student learning outcomes (Weiner, 2009).

- Clear general education goals
- Common use of assessment-related terms

- Faculty ownership of assessment programs
- Ongoing professional development
- Administrative support and encouragement of assessment
- Practical, sustainable assessment plan
- Systematic assessment
- Student learning outcomes for all courses and programs
- Comprehensive program review
- Assessment of co-curricular activities
- Assessment of overall institutional effectiveness
- Informational forums about assessment
- Inclusion of assessment in plans and budgets
- Celebration of successes, and
- Responsiveness to proposals for new endeavors related to assessment

Strategy One: The Assessment Handbook

Everyone in the institution needs to be on the same page regarding assessment, but without training or study unguided assessment efforts can be frustrated and appear piecemeal. An assessment handbook that includes the necessary forms, a copy of Bloom’s taxonomy, a glossary of assessment terms, a timeline of activities, worksheets, and assessment information can make a world of difference in a school’s assessment efforts. Making a glossary of terms available to the whole college community is essential as well (Weiner, 2009).

Strategy Two: Ownership in Assessment

For most people, ownership in a project builds motivation. Few people like being told what to do if they don’t know why they’re doing it and if they had no input to the path taken and the tools used. It’s imperative to involve people in the assessment planning process in order to build a campus-wide team that embraces assessment activities. Weiner (2009) recommends developing a cross-disciplinary “faculty-led team...who plan the program, develop tools for and implement it, and use the data obtained.” Likewise, all departments must be given the opportunity to design their own assessment tools and decide what data to collect to inform their decision making.

Strategy Three: Ongoing Professional Development

It’s important that assessment is not seen as a big one-time event but rather a continuous improvement process. Therefore, putting into place regular, high-level assessment workshops keeps the topic on everyone’s radar and encourages continuing conversations (Weiner, 2009). Also, sending faculty to assessment conferences exposes them to a wider variety of assessment practices and allows them to create professional networks (Weiner, 2009).

Strategy Four: Assessment Day

Campus-wide assessment days where all faculty and staff come together, take the day off from their regular duties, and work on planning and reporting assessment for their departments can be good kick-off events and build ownership in assessment. There will be one assessment day scheduled per year with a follow-up presentation event (posters, PowerPoints, etc.). This is a chance for peer review and an opportunity to see what works and what doesn’t. The focus will be on transparency and honoring the sometimes rocky road to assessment success. The atmosphere will be one of celebration.

Strategy Five: Transparency

Continuing on the theme of transparency, a number of new initiatives will be rolled out. The first is a twice-yearly assessment newsletter, highlighting interesting data points, assessment stories from faculty and staff, professional development opportunities, and important dates. Second, the LLTC website page, which has been static in the past, will be updated twice-yearly with stories from the assessment newsletter. Third, a data dashboard will be installed allowing all staff and faculty to view data at a glance in easy-to-read.

Strategic Plan

The Leech Lake Tribal College 10-year strategic plan was developed during the 2014-2015 school year, beginning with a two-day off-site workshop attended by college representatives from each department as well as community and Board of Trustees attendees.

From this event and the following months' work of the Strategic Planning Committee, the following themes and goals were distilled and agreed upon. In an effort to round out the strategic planning process, committee members assigned measurable objectives to be evaluated on a yearly basis.

Foundational Vision and Value Statements

1. Acquiring Resources & Support That Ensure a Desirable Quality of Life

1.1 Strategic Initiative: Promoting Sustainable Professional Development and Careers

- Embrace the foundational “learning organization” perspective that allows faculty, staff, students, and community members the opportunity to engage in the advancement of Tribal Communities.
- Build Faculty Excellence through Indigenous Research, Shared Governance, Academic Freedom, and Effective Communication.

1.2 Strategic Initiative: Secure Resources to Achieve Institutional Stability and Flexibility for Students

- Build the prosperity of the College through an increasing financial base for programs and activities.
- Pursue economic growth and expansion opportunities.

2. Preserving the Ways We Connect Our Values and Culture

2.1 Strategic Initiative: We will be a premier center of learning for Ojibwe Language and Culture

- Ojibwemowin is our first language and foundation.
- Be known as a destination college and regional leader in higher education that provides a pathway to the future for successful students and graduates.
- Advance and promote indigenous ways of knowing and understanding through courses and activities.
- Work in support of stronger Ojibwe governance and self-determination.

2.2 Strategic Initiative: Facilities that Support and Inspire Traditional Anishinaabe Values

- Develop a model of sustainability for campus structures and grounds to support activities and learning.
- Improve and maintain campus security and infrastructure.

3. Innovating Teaching and Learning through Academic Excellence, Accessibility & Opportunity

3.1 Strategic Initiative: Provide transformative Student Experiences that lead to transfer opportunities, Workforce Development and Graduation.

- Increase student success factors by facilitating opportunities to engage in the Tribal College experience.
- Prepare qualified work and transfer ready students.
- Increase recruitment, enrollment and retention through best practices.

3.2 Strategic Initiative: Expanding Pedagogical Modalities of the College

- Build capacity at the College through optimal use of technology infused learning.
- Expand efforts to make the College accessible to potential students and to the community through increased scholarship support, distance learning, cultural enrichment and community relationships.
- Collaboration with other institutions and organizations of higher learning and tribal or community entities.

3.3 Strategic Initiative: Increase Diverse Global and Local Academic Opportunities

- Increase service-oriented learning to educate Involved Citizens and Effective Leaders for Tribal Communities.
- National and international student and faculty exchange.
- Develop well-suited academic and workforce programs that will lead to 4-year degrees.

Institutional Effectiveness

Institutional effectiveness includes assessment and encompasses five major areas:

1. Evaluation of student learning through the examination of institutional, program, and course learning outcomes (assessment activities),
2. Shared governance (BOT, Administration, Student Senate, Faculty Council)
3. Program and unit reviews, including tracking progress on the strategic goals and objectives through an annual cycle of establishing individual level goals and action items,
4. Documentation of committee work and evaluation of committee goals and objectives annually, and
5. Data collection and reporting on the college's various surveys, assessments, projects, and initiatives.



The results of these activities tell a story of how well an institutional is achieving its mission and vision. The continuous process of evaluation and improvement in each of these areas provides a roadmap for how an institution sets and achieves its goals. Therefore, documentation of activities – especially evaluation – in all areas is essential.

Evaluation of Learning Outcomes (Assessment Activities)

Central to the success of a college are the creation and regular assessment of learning outcomes for students on three levels: institutional, program, course. Institutional learning outcomes are written and approved and largely remain the same long-term, sometimes for the life of the institution. From these, program outcomes are determined. These also tend to stay the same long-term but may be updated as industry or community needs change, for example. Course outcomes, relative to the previous two, change more frequently, but care must be taken to maintain the connection with program outcomes. Also, curriculum mapping must be carried out periodically to ensure that the entire program of course offerings for a degree is collectively meeting the requirements of a graduate for that degree.

The American Indian Higher Education Consortium (AIHEC) states:

Effective tribal college assessment programs use three types of information to assess student learning—direct indicators, indirect indicators, and institutional data— and assess each of these at the college, program, and course levels...

Direct indicators of student learning, sometimes referred to as “outcomes assessment,” require that students demonstrate learning through means such as essays, capstone projects, tests, and presentations.

Indirect indicators of student learning (or students' perceptions of their learning) refer to data gained by asking students to reflect upon their learning or college experiences through means such as graduate or student satisfaction surveys, interviews, and focus groups.

Institutional data are measures that do not necessarily indicate student learning but do reflect the overall condition and effectiveness of the tribal college. These may include, for example, retention and graduation rates, course completion rates, success after transfer data, and enrollment trends (Karlberg, 2010).

Program and Unit Reviews

In an effort to build understanding and gain approval for the concept of continuous improvement institution-wide, every program and unit within the college takes part in annual program and unit reviews. This looks different for academics than it does for other departments.

Within academics, reviews are conducted by academic program in which factors such as community needs, student enrollment and retention, faculty performance, and relationship to the strategic plan are measured to determine the viability of that program. Faculty who teach within that program are responsible for assisting the assessment committee in analyzing the data and reporting their findings in regular meetings.

For other areas within the college, each unit determines department-wide goals and objectives connected to the strategic plan and reports on these measurements annually in a series of poster sessions at the end of the year. Department leadership is responsible for leading evaluation and analysis of factors affecting their unit's performance and putting into place the necessary improvements.

Work plans and their evaluation are the base level tools used to initiate and track progress on an individual level at LLTC. Each staff and faculty member fills out a work plan (Appendix A) with personal improvement goals and measurable objectives that are tracked throughout the year and evaluated annually. Their goals are connected directly and indirectly to the strategic plan.

Shared Governance

Olson (2009) described the oft misunderstood concept of shared governance in *The Chronicle of Higher Education* as "giving various groups of people a share in key decision-making processes, often through elected representation; and allowing certain groups to exercise primary responsibility for specific areas of decision making." While faculty and administration are often seen as the two major parties in shared governance, a school's ultimate legal authority is its board, which plays a key role in governance. The student senate plays a governance role, albeit less far-reaching. Shared governance is more about giving everyone an opportunity to have a voice, which means maintaining structures that allow groups to exercise their right to governance through organized communication and action.

Committee Work

Committees are important to institutional effectiveness work in several ways. First, all committees have a purpose or mission statement that derives from the college's mission. Committees bring employees from different departments together to collaborate on activities and decision-making that play a role in achieving the college's mission. When committees set goals and evaluate their work each year, they take part in the overall assessment process.

Gathering and Reporting Data

Systematic data collection and analysis allows institutions to practice data driven decision-making; making decisions about student learning and success based on consideration of important information. Instead of “flying blind,” decision-making takes into account all available data. Collecting and reporting data is how we learn about what really works and what doesn’t so that we don’t have to rely on anecdotes and guesses to determine which direction to take.

Key Personnel

At Leech Lake Tribal College, the Director of Assessment and Institutional Research is primarily responsible for guiding, overseeing, and carrying out assessment duties, including data collection and reporting and all related institutional effectiveness activities. The director supervises the registrar, or Director of Enrollment Services, who assists with data collection and holds a key role in reporting.

Together with the Deans of Instruction and Student Affairs, the Director of Facilities and Safety, the Chief Financial Officer, and their departments, all aspects of assessment of student learning and the programs that support our students are carried out.

Director of Assessment & IR	Melanie Wilson	melanie.wilson@lltc.edu	218-335-4280
Director of Enrollment Services	Stacey Lundberg	stacey.lundberg@lltc.edu	218-335-4222
Dean of Academics	Vikki Howard	vikki.howard@lltc.edu	218-335-4255
Dean of Student Affairs	Karen Cary	karen.cary@lltc.edu	218-335-4267
Director of Operations	Bill Frederickson	bill.frederickson@lltc.edu	218-335-4234
Chief Financial Officer	Susan Ostlund	susan.ostlund@lltc.edu	218-335-4202

Glossary of Assessment Terms

Assessment: “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba & Banta, 1999). The primary purpose of assessment in higher education is to improve student learning. The secondary purpose is to demonstrate accountability.

An ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance (Angelo, 1995).

Assessment Plans: Coordinated future and current campus-wide assessment efforts, present to external bodies a well-conceived approach to assessment, and provide a systematic way to determine the extent to which outcomes have been achieved.

Benchmarking: An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement (Gallaudet, n.d.).

Bloom's Taxonomy of Cognitive Objectives: Six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending (Bloom, 1956).

Classroom Assessment: The systematic and on-going study of what and how students are learning in a particular classroom; often designed for individual faculty who wish to improve their teaching of a specific course. Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades (National Teaching & Learning Forum, n.d.).

Curriculum Map: An effective tool for determining where in the curriculum each of the college outcomes is being assessed and reinforced. By listing course requirements for each program, this simple matrix outlines the level to which students are expected to master each of the college outcomes in each of the required courses. The curriculum map provides an efficient and useful way to identify gaps in the program where institutional outcomes may be neglected. Curriculum maps are also used to track program outcomes.

Direct Indicators of Student Learning: Require that students demonstrate their learning through, for example, essays, capstone projects, tests, and presentations.

Evaluation: The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement (Allen, Noel, Rienzi & McMillin, 2002).

Formative Assessment: The gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative (Leskes, 2002).

Indirect Assessment: Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays (Eder, 137).

Indirect Indicators of Student Learning: Provide information about students' perceptions about their learning and their college experiences. They require students to reflect on their learning through, for example, student satisfaction surveys, interviews, and focus groups.

Inputs: For a tribal college assessment program include 1) the plans and strategies (i.e. mission statement, the strategic planning initiative, the assessment inventory, and the assessment plan) and 2) the resources (i.e. the

assessment coordinator, financial support, technical support, administrators, and faculty) that go into developing the program.

Institutional Data: Institutional level measures that do not necessarily indicate student learning but do reflect the overall condition and effectiveness of the tribal college. Data may include, for example, retention and graduation rates, success after transfer data, and enrollment trends.

Institutional Outcomes: The overarching skills that are emphasized and reinforced throughout many courses in all programs at the tribal college. They define the common skills that the college would like all of its students to possess by graduation.

Learning Outcomes: Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program (Allen, Noel, Rienzi & McMillin, 2002).

Performance Criteria: The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for (New Horizons for Learning, n.d.).

Portfolio: A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc. (New Horizons for Learning, n.d.).

Program Outcomes: The overarching skills that are emphasized and reinforced throughout several courses in a specific program. They define what the tribal college would like students to be able to do by the end of a program. Program outcomes go beyond the skills outlined in the institutional outcomes. They are listed in the catalog with the program description and requirements.

Qualitative Assessment: The practice of collecting data that does not lend itself to quantitative methods but rather to interpretive criteria (Leskes, 2002).

Rubric: Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product (System for Adult Basic Education Support, in APUS, 2016).

Scoring tools that list the criteria for a certain skill or piece of work. For example, a rubric for a writing outcome or an essay might tell students that their work will be judged on content, organization, voice, word choices, sentence fluency, and grammar/spelling/punctuation. A good rubric also describes levels of quality for each of the criterion, usually on a point scale (RLNC, 2014).

Standards: Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways (Leskes, 2002).

Summative Assessment: The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others (Leskes, 2002).

Faculty Assessment Work

Instructors are constantly assessing students' learning and their own teaching. They do it within a lesson, from moment to moment, as they gauge students' understanding of concepts and information, and more formally on a regular basis using a variety of assessment tools. It's a process that is continually changing and, hopefully, improving over time.

It is the work of faculty to document all aspects of assessments, both to inform the students' learning process and also to confirm to themselves, their peers, their supervisors, and their accrediting bodies that they are continuously improving their measurement and understanding of student learning.

Faculty completed a lot of groundwork in the years leading up to accreditation in documenting student learning and writing and aligning program and course outcomes. Over time, as courses evolve, as new instructors take over teaching courses, and as needs change, it is important to revisit our old work and make sure our work is still in alignment as an institution. This requires looking at the mission statement and examining every document that connects to it so that we can ensure we are still headed in the right direction, focused on our central goal.

Our mission statement has remained stable over the years and so have our institutional outcomes. A change in either of these two key pieces can spur a trickle-down effect that can make for an enormous amount of work. When it's necessary to change in order to continue to meet our vision, however, we do it! Not only has LLTC not needed to change either of these key pieces, but program outcomes have not changed either. This leaves us with a clear starting point for our work: evaluating our course outcomes to make sure they still match up with the program outcomes. This is the first step in curriculum mapping.

The faculty at LLTC has been asked to complete two forms to assist in this process:

- Form A: Comparing Program and Course Outcomes (Appendix D)
- Form B: Course Assignments and Rubrics (Appendix E)

This sounds simple, but it is only the beginning. All of the information gathered from these forms will then be used to create a curriculum map. Most schools have all of this information recorded in curriculum

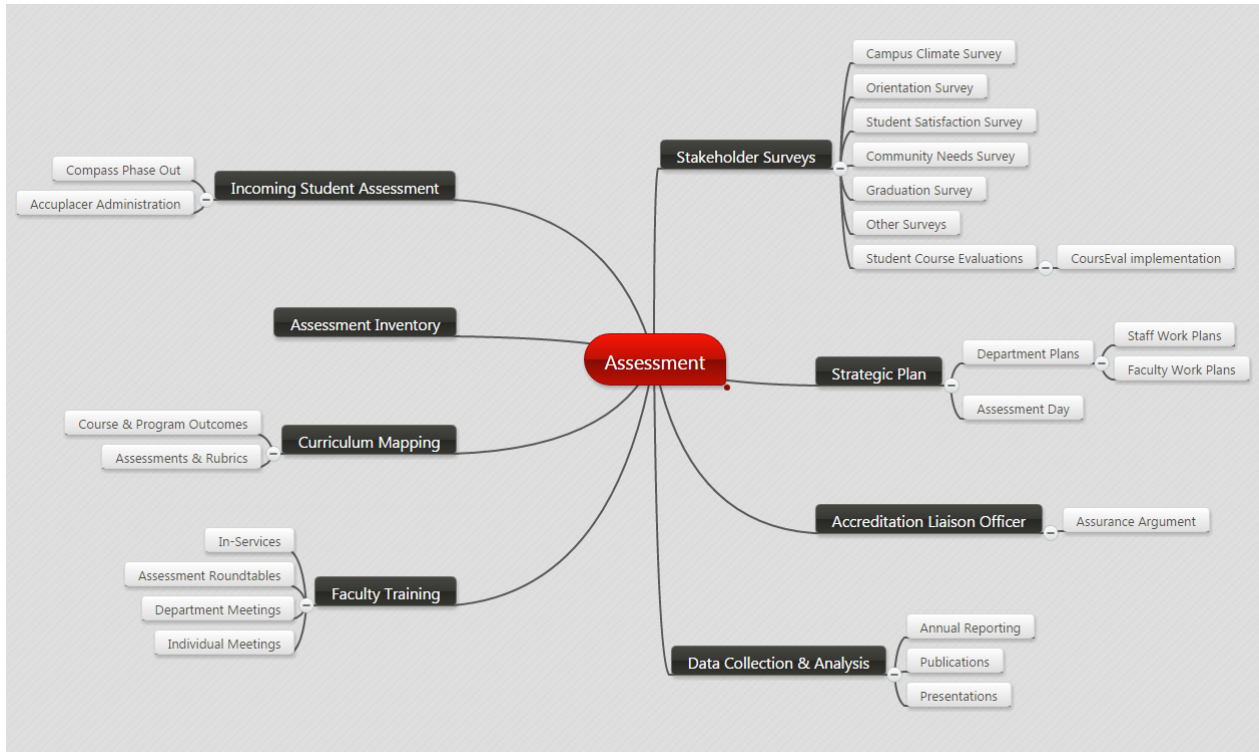
“To improve student learning and demonstrate accountability to our communities and accreditation bodies, the foundation of assessment at Tribal Colleges and Universities must be grounded within our unique tribal cultures and traditions.”

—*Karlberg, A. M. (2010)*

mapping software, because it's incredibly detailed and time-consuming work, and keeping it digital allows it to be easily revisited on a regular basis. This makes the process of continuous improvement in assessment much easier.ⁱⁱ

Assessment Mind Map

The following mind map shows the work of assessment at LLTC. Assessment plays a large role in accreditation. The accreditation timeline is show in Appendix



Appendices

Appendix A: Work Plan Template

Appendix B: Assessment Inventory

Appendix C: Campus Assessment Culture Inventory

Appendix D: Form A – Comparing Course and Programs Outcomes

Appendix E: Form B – Course Assignments and Rubrics

Appendix F: Accreditation Timeline

Appendix A: Work Plan Example

WORK PLAN

2016-2017

Goal #1:

Goal #2:

Goal #3:

Long-Term Goal #	Short-Term Objectives	Activities	Measures of Effectiveness	Data Collection	Time Frame	Person/People Responsible	Strategic Plan Connection
Long term goal from numbers 1, 2, and 3 above.	Short term objective to achieve the goal.	Specific activities related to the objective.	How will you measure your activity? How will you know you achieved your objective?	What data will you collect, if any?	By when will you complete this objective and/or activity?	Who is primarily responsible for meeting this objective? Who will help you?	To which strategic plan goal does this activity connect, if any?
<i>Goal 1: Increase student attendance at events.</i>	<i>Advertise every event 5 weeks in advance using all possible outlets.</i>	<i>Create advertising checklist with calendar.</i>	<i>Number of students attending events compared to last year.</i>	<i>Sign-in sheet plus headcount. Transfer to excel worksheet.</i>	<i>August 30, 2016</i>	<i>Checklist/ calendar: me Sign-in sheets: me/ assistant Excel: me</i>	<i>Goal 3.A.i "Promote student success by facilitating opportunities to engage in the Tribal College Experience."</i>

Long-Term Goal #	Short-Term Objectives	Activities	Measures of Effectiveness	Data Collection	Time Frame	Person/People Responsible	Strategic Plan Connection

Things to remember:

- You can have more than three goals.
- You may have more than one objective related to each goal.
- You may have more than one activity related to each objective.
- The measure of effectiveness is the way you will know when you've achieved the objective.
- The data is the information you will collect to measure an activity's effectiveness.
- Data can be quantitative (measuring quantity) or qualitative (measuring quality), or both.
- Be careful about setting goals for yourself that rely largely on the action of other people.
- Goals may or may not be connected to the strategic plan, but try to use the strategic plan as a guide for your work wherever possible.
- This work plan should be revisited throughout the year.
- A self-evaluation should be done at the end of the year to assess your goal setting and accomplishments.
- Celebrate your achievements! Use the results to set goals for the next year.

Appendix B: Assessment Inventory

Assessment Inventory 2015-16

This inventory documents current assessment practices at Leech Lake Tribal College. [Updated 10-4-16]

	Current State	Needs	Plans	Dates
Mission Statement	The mission statement was developed then changed to reflect the current statement, which is clear and concise. It has remained the same since accreditation. It is widely published and there is general awareness of it, though there is still some concern with how it is being carried out within classes. It is seen as applying to academic assessment. It is widely published.	All staff and faculty should “own” the mission statement, connecting their work to the mission. Everyone’s work is connected to it directly or indirectly: <i>Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.</i>	1) During the Assessment Day scheduled for Sept. 23, 2016, discussion of the history and meaning of the mission statement is planned. 2) The Director of Assessment will work with departments and individuals as they create their work plans to think about how their work connects with the mission.	Fall 2016 ⁱⁱⁱ
				Fall 2016
Strategic Plan	A strategic planning initiative was conducted in August 2014 and further development of the strategic plan was carried out during the 2014-2015 school year but lacked faculty and student input. Further baseline data need to be developed.	Finalization of strategic plan goals and action plans; publication, layout, and distribution of the document; and use of the document to create departmental and individual work plans. The latter will be started during Assessment Day and completed with each department individually.	1) Strategic Planning community meetings throughout summer 2016 to finalize wording and discuss intentions of the original group, 2) layout and publication of the final document, and 3) use of the document in creating work plans. Assessment Day scheduled Sept. 23, 2016.	Summer 2016 ^{iv}
				Summer 2016 ^v
				Fall 2016

	Current State	Needs	Plans	Dates
Assessment of Student Learning	Though much work was done from 2006-2010 in the formalized assessment of student learning, little documentation was collected or training conducted after accreditation until August 2014. There is evidence of online assessment training starting in January 2013.	Because curriculum mapping has not been done in many years, it is the starting point. It will begin with faculty evaluation of course outcomes. This is a key area of accreditation for which we have received warnings. The urgency has been expressed to faculty.	1) Create forms for collecting data from faculty for curriculum mapping, 2) assemble data into a curriculum map for faculty analysis, 3) work with faculty to analyze their assessments and rubrics based on data collection, and 4) research assessment software that will streamline the curriculum mapping progress.	Fall 2016
				Summer 2016 ^{vi}
				Fall-Spring 2016-17
				Spring 2016 ^{vii}
Stakeholder Surveys	A community survey was conducted in 2014, orientation surveys have been ongoing, course evaluations have been ongoing with the exception of summer semester, and various other surveys have been carried out (for ex., class schedule survey, Jenzabar satisfaction surveys, child care and food service survey, student technology survey).	The following surveys should be conducted annually: campus climate survey, orientation surveys, student satisfaction survey, graduation survey. Other surveys should be conducted as needed, for example housing surveys or student needs surveys. Community needs surveys should be done at least every five years, in conjunction with program reviews. Course evaluations should be done every semester.	1) To be conducted in 2016: community needs survey, campus climate survey, orientation surveys, 2) to be conducted in 2017: student satisfaction survey, graduation survey, 3) CoursEval software should be implemented to streamline the student course evaluation process.	Spring 2016 ^{viii}
				Spring 2017
				Spring 2016 ^{ix}
Data Collection, Analysis, and Publication	The top priority for data collection is for mandatory required reporting (IPEDS, AIMS-AKIS, BIE, HLC, EADA, enrollment, etc.). All reports are completed fully and on time, for the first time starting in December 2015. When the need arises, data collection and analysis is completed internally and papers published for departmental and	The Registrar, Financial Aid Director, and Director of Assessment need to continue receiving annual training on reporting guidelines and procedures, because requirements change every year, and we have a bad past record of incomplete and late reporting. There are a lot of data collection and analysis needs,	1) AICF requested that the Director of Assessment present on the first year experience at LLTC at the AIHEC conference 2) and write a companion article for the AICF Student Success publication due out in the fall. 3) There is also a need for analysis of the athletics program, including data analysis of student athlete success.	Spring 2016 ^x
				Fall 2016 ^{xi}

	Current State	Needs	Plans	Dates
	institutional use. Occasionally, LLTC is asked to present at conferences (AICF, AIHEC) or publish information with regard to our programs and processes; data collection and analysis is then completed.	but the Director of Assessment can only accomplish so much alone, especially when we are preparing for an accreditation visit. An assessment would be very beneficial to the college but is not currently in the budget.		Fall 2016
Program Review	Program review has not been done since 2007. It includes an in-depth analysis of the health of each degree program in both quantitative and qualitative terms: Is the program sustaining itself financially and bringing money into the college? Does the program fit within our mission? Does the program meet the needs and desires of the community for education in particular fields?	At least one program should be reviewed each year, preferably two, in order to have all programs reviews once every five years. Faculty need to be intimately involved in the process of evaluation under the direction of the curriculum committee. The Director of Assessment assists with the process by collecting student and financial data for the program instructors to use in their reports to the curriculum committee.	1) A program review schedule needs to be created by curriculum committee. 2) We need to adopt a program review process modeled after that of Sitting Bull College, which has been approved by the Higher Learning Commission, but which meets the needs of our college.	Spring 2016 ^{xii}
				Fall 2016 ^{xiii}

Appendix C: Campus Assessment Culture Inventory

<input type="checkbox"/> Clear general education goals	NOTES
<ul style="list-style-type: none"> ○ What are the core competencies that all students, regardless of major, are expected to demonstrate? ○ Is the number of goals manageable? ○ Are these core competencies assessed throughout the curriculum at every level, not just in general education courses? 	
<input type="checkbox"/> Common use of assessment-related terms	
<ul style="list-style-type: none"> ○ Is a glossary of assessment terms available to the entire college community? 	
<input type="checkbox"/> Faculty ownership of assessment programs	
<ul style="list-style-type: none"> ○ Does faculty assume responsibility for assessing student learning outcomes? ○ Are they involved with developing an assessment program? (Ideally, a faculty-led team with representatives from across the disciplines.) ○ Do they plan the program? ○ Develop tools for and implement the program? ○ Do they use the data they obtain? 	
<input type="checkbox"/> Ongoing professional development	
<ul style="list-style-type: none"> ○ Are ongoing higher-level assessment workshops provided?* ○ Are faculty sent to assessment conferences? 	
<input type="checkbox"/> Administrative support and encouragement of assessment	
<ul style="list-style-type: none"> ○ Does the president review student satisfaction surveys? ○ Does the president take part in assessing institutional effectiveness? ○ Does the president use assessment findings in the budgeting and planning process? ○ Does the president attend workshops? ○ Is the president conversant in assessment topics? ○ Are sufficient resources and incentives committed to the effort? 	
<input type="checkbox"/> Practical, sustainable assessment plan	

<ul style="list-style-type: none"> ○ Is there an active assessment committee? ○ Are faculty assessing at least one learning objective each year? ○ Is assessment part of normal path of course development, or is it an extra task added on top of other duties? 	
<input type="checkbox"/> Systematic assessment	
<ul style="list-style-type: none"> ○ Is assessment of student learning outcomes consistent and orderly over time? ○ Are uniform assessment tools available to faculty? 	
<input type="checkbox"/> Student learning outcomes for all courses and programs	
<ul style="list-style-type: none"> ○ Does every course have published learning outcomes? ○ Do learning outcomes use terms from Bloom's taxonomy? 	
<input type="checkbox"/> Comprehensive program review	
<ul style="list-style-type: none"> ○ Is program review conducted annually for at least one program? ○ Is institutional decision-making tied to program review? 	
<input type="checkbox"/> Assessment of co-curricular activities	
<ul style="list-style-type: none"> ○ Are all co-curricular activities assessed? ○ Is institutional decision-making tied to the assessment of these activities? 	
<input type="checkbox"/> Assessment of overall institutional effectiveness	
<ul style="list-style-type: none"> ○ What measures are in place to evaluate institutional effectiveness, such as a campus climate survey? ○ Do all non-academic departments take part in assessment activities? 	
<input type="checkbox"/> Informational forums about assessment	
<ul style="list-style-type: none"> ○ How are assessment efforts shared campus-wide? 	
<input type="checkbox"/> Inclusion of assessment in plans and budgets	
<ul style="list-style-type: none"> ○ Do faculty contribute data for informed departmental budgeting? ○ Is there money budgeted for assessment activities, both general assessment funds and departmental funds? 	
<input type="checkbox"/> Celebration of successes	

<ul style="list-style-type: none"> ○ How are assessment successes celebrated? ○ How are faculty and staff recognized for their efforts? ○ Is there an assessment newsletter or other method of sharing assessment news? 	
<p><input type="checkbox"/> Responsiveness to proposals for new endeavors related to assessment</p>	
<ul style="list-style-type: none"> ○ When new ideas are proposed, is assessment/evaluation part of the discussion? 	

Appendix D: Form A – Comparing Program and Course Outcomes

Comparing Program and Course Outcomes

Name of program:	Name of course:
List program outcomes below:	List course outcomes below

Draw lines matching program outcomes to course outcomes (see example on back).

What changes would you like to make in your outcomes?

EXAMPLE

Name of the program: Construction Electricity	Name of the Course: ELEC 210 Industrial Wiring I
<p>Program Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate professionalism and related employability skills. 2. Exhibit safety practices and procedures. <ol style="list-style-type: none"> A. Pass first aid and CPR exam 3. Develop skills necessary to pass the Minnesota State Electrical Board test 4. Develop skills necessary to meet requirements for a union apprenticeship 5. Implement the national electrical code and NFP where necessary in hands-on learning experiences 6. Demonstrate knowledge of common safety rules with equipment operation and practices 7. Develop writing skills necessary for business communications in the electrical field: bids, contracts, business letters, resume and cover letters, etc. 	<p>Course Outcomes:</p> <p>To recognize the most efficient ways to plan, fabricate, and install electrical equipment used in the construction of specific commercial buildings</p> <p>To demonstrate knowledge of industrial electrical loads management</p> <p>Show knowledge of the scope and sequence of terminology and technology used within the electrical industrial umbrella</p> <p>Take a practice OSHA certification exam.</p> <p>Be introduced to common transformer wiring and theory</p> <p>Implement the National Electrical Code to all of the above</p>

<p>8. Pass the OSHA certification exam</p> <p>9. Build, install, maintain and repair electrical systems for commercial and residential buildings</p> <p>10. Work with the LLTC Carpentry Program to develop and practice the skills of time management and collaboration on a construction project, such as building a house.</p>	
<p>What changes would you like to make in your outcomes?</p> <p><i>My outcomes are clearly connected to the program outcomes.</i></p> <p><i>I would like to change my outcomes to make sure they are <u>measurable</u>.</i></p>	

Appendix E: Form B - Course Assignments and Rubrics

Course Assignments and Rubrics Form

This form is for faculty to record 1) student assessments for each outcome in a course and 2) rubrics for each assessment. Assessments can be tests, quizzes, papers, projects, speeches, presentations, activities, etc.

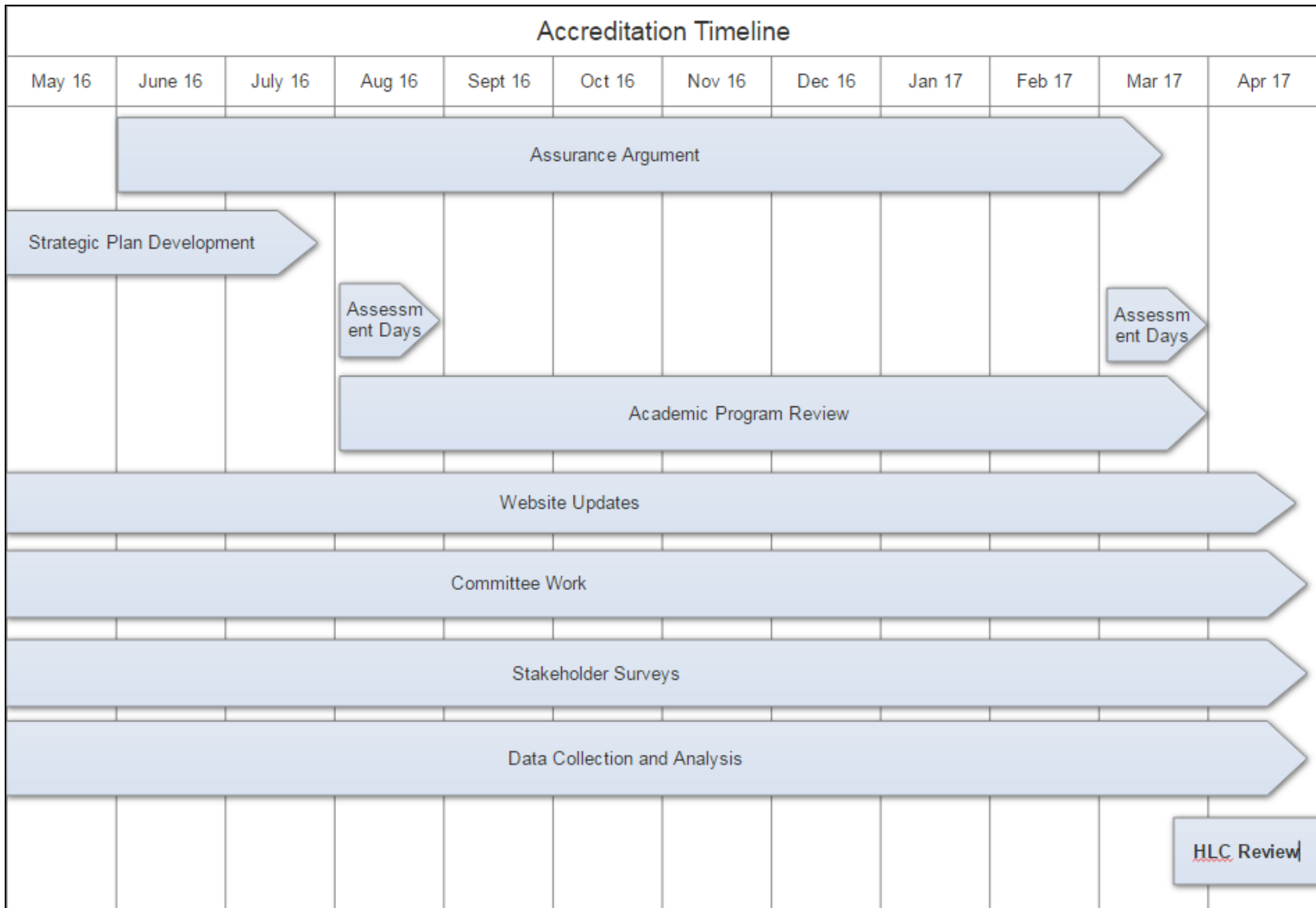
Course Number and Name:			
Instructor Name:			
Outcomes: (list all course learning outcomes below)	Graded assignment description(s)	Given before or after midterm?	Rubric? Yes or No
1.			
2.			
3.			
4.			
5.			
6.			

Appendix F: Accreditation Timeline

ITEM/EVENT	DATE	NOTES	RESPONSIBLE PARTY(IES)
Assurance Argument	June 2016-March 2017	Collective, 30,000-word assurance argument compiled using HLC's Assurance System. Regular meetings have begun and will continue throughout the year. PowerPoint and Core Components are attached.*	<u>Melanie Wilson</u> oversees this process. The people listed below are responsible for writing the assurance argument for HLC and/or collecting data/narratives from their departments: <u>Vikki Howard</u> , <u>Elaine Fleming</u> , <u>Rocky Carpenter</u> , <u>Kelly Nipp</u> , <u>Hannah Buckland</u> , <u>Bill Frederickson</u> , <u>Kim Dickson</u> , <u>Susan Ostland</u> , <u>Kim Gourneau</u> , <u>Stacey Lundberg</u> , <u>Amarin Chanthorn</u> , <u>Matt Hanson</u> , <u>Cindy Kingbird</u> , and <u>Karen Cary</u> . The <u>president</u> writes an introduction (samples are available).
Strategic Plan Development	May 2016-July 2016	<i>Completed.</i> Five meetings were held to finalize the wording of the strategic Plan begun in September 2014 but never finished. The strategic plan was shortened from ten years (2015-2025) to five years (2015-2020) by Dr. Ginny Carney for several reasons. First, the strategic planning processes left out two important stakeholders: faculty and students. Also, the board members did not attend. The board chair participated in the first day of a two-day workshop. Second, the workshop did not include any discussion of the previous strategic plan, its goals and objectives, and whether or not we had been successful at attaining them. Third, no benchmarking was completed to flesh out the goals and objectives and provide departments with a roadmap for the future. <i>Another strategic plan workshop should be scheduled for fall 2019.</i>	<u>Melanie Wilson</u> led this process. <u>Amarin Chanthorn</u> laid out the final document, which was printed by the LLTC print shop in July 2016 and distributed school-wide. <u>Melanie</u> will be holding two Assessment Day workshops (below) and holding individual department goal-setting sessions throughout the fall semester using the strategic plan.
Assessment Day	August 19, 2016	Campus-wide assessment activities to introduce assessment and its role in accreditation. <i>Campus closed all day; announcement has not yet been sent.</i>	<u>Melanie Wilson</u> submitted a proposal*, which was approved by the admin team in Spring 2016. We will cover all the activities (goal-setting, data collection, data analysis, reports) that staff must begin to do in preparation for our reviewers next April.
Assessment Day for Faculty (Assessment of Student Learning)	August 24, 2016	Faculty assessment workshop with hands-on activities held during in-service to get faculty started on the year's assessment activities.	Because faculty will not be on campus August 19, a separate assessment workshop will be conducted by <u>Melanie</u> . We will cover all the activities that faculty must begin to do and the information they have to collect for our reviewers to view in April.

Academic Program Review	September 2016-March 2017	Normally, program review is completed on a 5-year cycle, which was set in place this spring by the Curriculum Committee. Program Review is an in-depth assessment of the viability of a program based on the number of students served, the costs of the instructors, its connection to our mission, and a community needs analysis. Program Review is normally conducted by program faculty; they collect all the data and report to the Curriculum Committee. The committee determines, based on the report, whether the program should continue, be put on notice, or discontinued. Following the detailed procedure laid out by Sitting Bull College and approved by HLC is recommended.	<u>Assessment committee</u> approved the original 5-year plan intended to begin in Fall 2016: Year 1 (2015-16) – Liberal Education, Liberal Education with STEM Emphasis Year 2 (2016-17) – Forest Ecology, Indigenous Leadership, Business Management Year 3 (2017-18) – Law Enforcement, Early Childhood Education Year 4 (2018-19) – Earth System Science, Integrated Residential Builder Year 5 (2019-20) – Carpentry Diploma, Electrical Diploma. <i>However, because of our early visit, it is recommended that <u>faculty</u> begin on this right away for all programs <u>except</u> new ones listed below, which need time to get established: Earth Systems Science, Integrated Residential Builder, and Electrical Diploma.</i>
Data Collection and Analysis	Continuous	There are a number of reports that are completed on an annual and semester basis, which we must complete to stay in good standing with AIHEC, the Department of Education (DOE), the Minnesota Office of Higher Education, the BIE, NSLDS/NSC, HLC, and the National Center for Education Statistics. Data analysis is also completed on a regular basis as warranted, for example, the recent <i>Analysis of Student Registration Behavior</i> .*	<u>Stacey Lundberg</u> , Director of Enrollment Services (registrar), completes seven annual reports, one bi-annual report, and one bi-monthly report. <u>Kim Gourneau</u> , Financial Aid Director, <u>Steve Smith</u> , Athletic Director, together with <u>Melanie Wilson</u> , gather and analyze data about our sports program for the EADA Equity in Athletics survey for the DOE annually in October.
Stakeholder Surveys	Continuous	A campus climate survey* was completed in spring 2016 and the results shared with the president and admin team. Appropriate actions were taken to improve trouble spots. Course evaluations are completed every semester and the results shared with faculty. Next we will be contracting Noel Levitz (again) to do the Student Satisfaction Survey. Miscellaneous surveys are done throughout the year.	<u>Melanie Wilson</u> manages the surveys listed here, but other departments carry out their own surveys: <u>Student Services, Wellness Center</u> , etc.
Committee Work	Continuous	Committees need to meet regularly, take attendance, document all meetings, and upload minutes to the intranet. New committees are set in August or September	<u>Committee chairs and committee members</u> are responsible to meet regularly, document their work, and make those documents available to everyone as evidence of their work and to promote transparency.

		each year, often with the same members as the previous year. Employees determine their committee responsibilities with the input of their supervisors. Committees have been categorized into three groups based on how often they meet and the amount of work they require. Faculty has been asked not to choose two low level committees in an effort to lower their workload. All employees are encouraged to take part in at least two committees.	<i>RLNC posts their committee meetings to their website, which I recommend as a practice we should adopt. In terms of accountability, <u>committee chairs</u> should take attendance and report to supervisors when <u>committee members</u> regularly miss meetings or do not take part in the committee's activities. I also recommend that in light of the importance of assessment for the next visit, faculty be asked to take part in Assessment or Curriculum committee only and have only one committee assignment. Committees have historically been managed by the HR Director. The Director of Assessment managed them during the 2016-17 school year.</i>
Website Updates	Continuous	Our website is in a constant state of flux, updates completed as they arrive (ideally). We are currently working on updating the documents section with, for example, the federally required Drug Abuse and Alcohol Prevention Program plan, which we currently do not have. All requests go to Ron via the Multimedia Work Request link on the intranet, cc'd to his supervisor (as of 8/11/16).	<u>Ron Turney</u> is responsible for making updates to the website. Various <u>admin, staff and faculty</u> are responsible for getting updates to him and staying up-to-date on state and federal requirements for their departments.
HLC Review	April 2017	The exact day has not yet been set, but HLC has notified us of a full review of our accreditation in April 2017. Originally, our accreditation status was not up for review until 2020, but because of HLC concerns it has been pushed forward.	Everyone, including students and the board. Our review team will interview all constituents about the policies, procedures, and practices on campus as well as our mission, vision, and adherence to it.



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Endnotes

ⁱⁱ Research on assessment software was completed during the 2015-16 school year, and hopefully we can make an institutional decision before 2017 to purchase and begin to use a new system.

ⁱⁱⁱ Completed.

^{iv} Completed.

^v Completed.

^{vi} Form A: Comparing Course and Program Outcomes and Form B: Course Assignments and Rubrics have not been completed, so the deadline was extended through the summer of 2016. By fall, the forms still had not been completed. As of this update, 10/4/16, many completed forms have been collected. Curriculum mapping cannot begin until they are all done.

^{vii} Completed.

^{viii} Completed, although community needs survey will continue throughout the year.

^{ix} Completed.

^x Completed.

^{xi} Published October 2016.

^{xii} Completed, but program review was never started. It will begin in Fall 2016.

^{xiii} The program review process has been introduced to both curriculum committee and to the faculty. Review of core curriculum has begun with a sub-committee of the Curriculum Committee.