



Gaa' Oziskwaajimekaag
Gab'egikendaasoowigamig
Strategic Plan 2015-2020





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LLTC History

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.

Colors & Symbols of the Leech Lake Tribal College Logo



By Larry P. Aitken, LLBO, Originator/author of this symbol and its meaning.

These Symbols and colors are represented as our Ojibwe World View.

The **Turtle** represents core memories within the Anishinaabe (Ojibwe) culture. **Yellow** (ozaawaag) is a color that stands for eastern spiritual cardinal area of the universe. This spiritual area brings us new information every day; new day, new life, new birth, new knowledge and new friends. The **Pipe** is one of our most sacred tools of connectivity. When the Pipe is lit, The Great Spirit hears our prayers and thoughts and therefore knows what is in our hearts. We are connected to the entire Native World as we spiritually understand its significance to us. The stone of the Pipe is **red** (miskwaa); this color represents the Western door of the universe, its gift to us is sadness and sorrow, but a little display of Creators power through thunder and lightning! The color **white** (waabiskaa) represents the spirit of the South. This cardinal direction gives us the gifts of healing and community harmony. The color **black** (makadewaa) represent cleansing and purification as a gift to our people. The color green (ozhaawashkwaa) (which also includes **blue**, (oghaawaskwaa) represents mother earth (maarnaa a kil) and the four orders, which are, soil, plants, animals and humans as well as the sky (ispiming) and its four upper Worlds including, Creators World, Star World, Sun and Moon World and Earth World. Thus, the Anishinaabe/Ojibwe world view is depicted in part of the logo.

Institutional Student Learning Outcomes

Cultural – Students will demonstrate an understanding of:

- Sense of place.
- What it is to be Anishinaabe.
- How to evaluate and interpret artistic, cultural, 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.

Reading Skills – Students will be able to:

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

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.

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.



Degree Programs

A.A.S. Business Management	A.A. Liberal Education
A.A. Early Childhood Education	A.A. Liberal Education STEM
A.S. Earth Systems Science	A.A.S. Integrated Residential Builder
A.S. Forest Ecology	Diploma, Residential Carpentry
A.A. Indigenous Leadership	Certificate, Construction Electricity
A.A.S. Law Enforcement	

Mission and Vision

Our **mission** is to provide quality higher education grounded in Anishinaabe values.

Our **vision** is 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.

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

Values

We observe and value the 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:

Gwayakwaadiziwin (Honesty)

Debwewin (Truth)

Inendizowin (Humility)

Zaagi'idiwin (Love)

Nibwaakaawin (Wisdom)

Zoongide'iwin (Courage)

Manaaji'idiwin (Respect)





Strategies, Goals, and Action Items

1. Acquire Resources and Support that Ensure a Desirable Quality of Life

A. Promote sustainable professional development and careers

- i. Embrace the foundational “learning organization” perspective that allows faculty, staff, students, and community members the opportunity to engage in the advancement of tribal communities
- ii. Build faculty excellence through indigenous research, shared governance, academic freedom, and effective communication

B. Secure resources to achieve institutional stability and flexibility for students

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

2. Preserve the Ways We Connect our Values and Culture

A. Be a premier center of learning for Ojibwe language and culture

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

B. Build facilities that support and inspire traditional Anishinaabe values

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

Strategies,
Goals, and
Action Items
(continued)

3. Innovate Teaching and Learning through Academic Excellence, Accessibility, and Opportunity

- A. Provide transformative student experiences that lead to transfer opportunities, workforce development, and graduation
 - i. Promote student success by facilitating opportunities to engage in the tribal college experience
 - ii. Prepare qualified work and transfer ready students
 - iii. Increase recruitment, enrollment and retention through best practices
- B. Expand pedagogical modalities of the college
 - i. Build capacity at the college through optimal use of technology infused learning
 - ii. 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
 - iii. Collaborate with other institutions and organizations of higher learning and tribal or community efforts
- C. Increase diverse global and local academic opportunities
 - i. Increase service-oriented learning to educate involved citizens and effective leaders for tribal communities
 - ii. Implement national and international student and faculty exchange
 - iii. Develop well-suited academic and workforce programs that will lead to 4-year degrees

Leech Lake Tribal College
has received its accreditation from the

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