



ISSUE
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A MONTHLY
NEWSLETTER
FROM THE OFFICE
OF ASSESSMENT &
INSTITUTIONAL
RESEARCH

LLTC ASSESSMENT NEWSLETTER

The Assessment Newsletter is Back!

As a means of sharing assessment news, institutional data, and other relevant research and accreditation updates with the institution, the LLTC Assessment newsletter is being reinstated starting this 2019-2020 academic year. Please expect to see an issue of the LLTC Assessment Newsletter in your mailbox every LAST FRIDAY of the month!

PLEASE SHARE YOUR
FEEDBACK ABOUT THE
ASSESSMENT NEWSLETTER

If you have feedback or questions about the assessment newsletter or would like to see specific information in future newsletter issues, please contact Helen Montgomery at

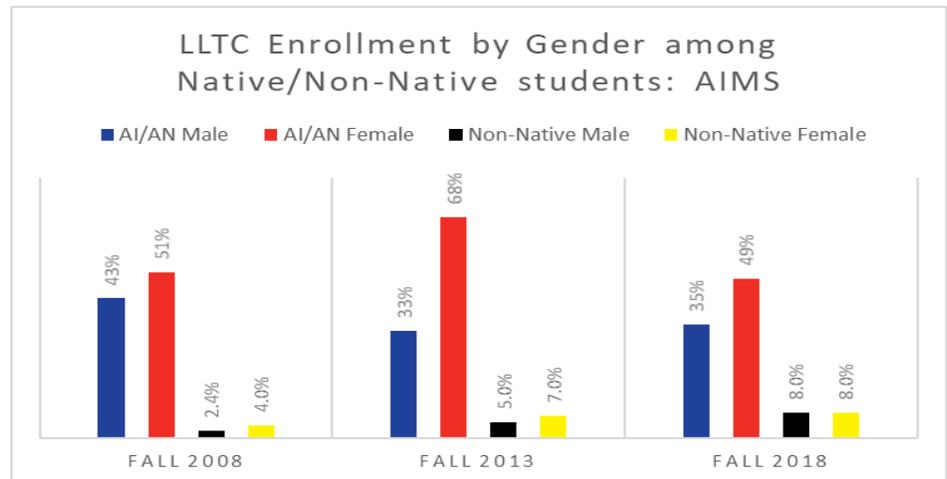
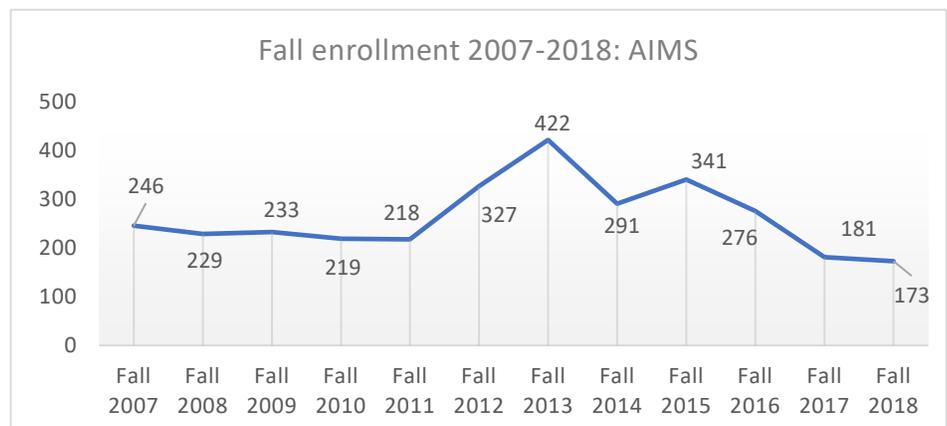
helen.montgomery@lltc.edu
218-335-4280 or just stop by room 210F



this issue

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2007-2018 Fall Enrollment Trends



Each year, in December, our institution, along with the other 36 TCUs in the nation submits data to AIHEC for their American Indian Measures of Success (AIMS) report. AIMS is the data collection initiative, which was launched in 2004 to help TCUs build data capacity while accounting for the uniqueness of the TCU process, history, student experience, and faculty. The instrument used by AIHEC to collect data for their AIMS report is the AIMS Key Indicator System (AKIS), which was developed through a collaboration of AIHEC, TCUs, accrediting organizations, American Indian College Fund, and the Bureau of Indian Affairs. AKIS collects qualitative and quantitative data, which is then compiled by AIHEC and reported out to the TCUs.

At LLTC, our Registrar, **Stacey Lundberg** collects data for AIMS reporting and submits it to AIHEC yearly in December.

HLC HIGHLIGHT

On August 13, a team from LLTC consisting of two Board of Trustees representatives, Becky Graves (BOT Chair) and Veonica Veaux (BOT Secretary) and two college representatives, Raymond Burns (President) and Helen Montgomery (DAIR) traveled to Chicago for an Institutional Actions Committee (IAC) of the HLC hearing.

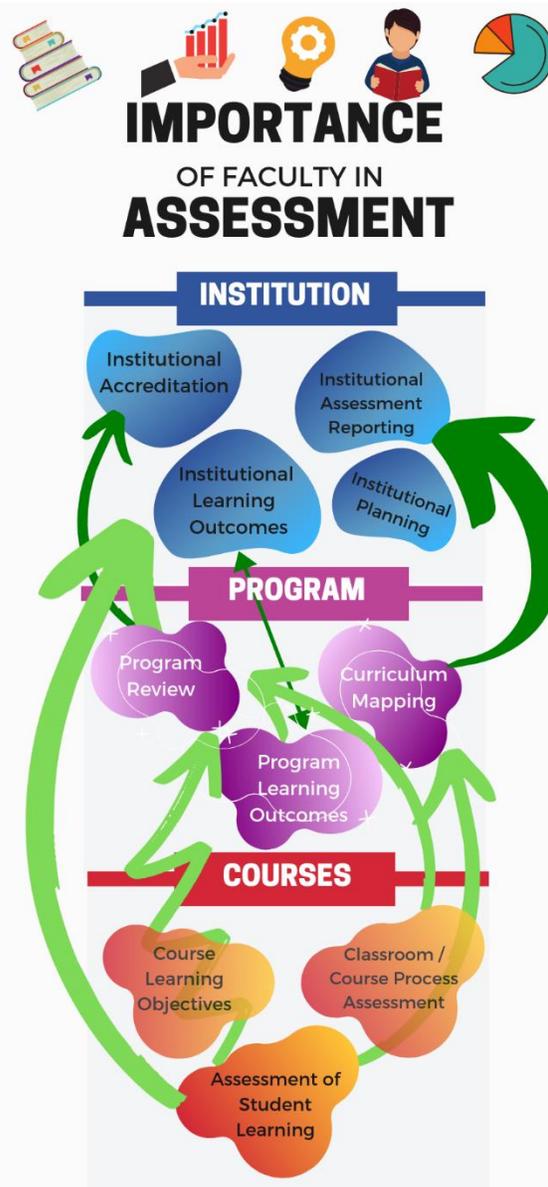
The hearing went well and we received a preliminary report with the results of the hearing. Below are the highlights of the report:

- One criterion, 2C, was changed from “Not Met” to “Met with Concerns”
- The overall tone of the report was positive, but the HLC would like the college to follow through with all of the plans we have
- Many of the things that were mentioned in the meeting in terms of institutional initiatives, assessment, and activities have already been done or are in the process of being done
- The HLC visit in April/May 2020 will be a **FOCUS** visit and not a comprehensive visit



Current Assessment @ LLTC

- July 1 – Aug 2: LLTC Community Needs Survey 2019 [results available mid-September]
- Sept. 9-13: Orientation, Advising, & Registration Student Survey (OARES) [please provide feedback by Friday, Sept. 6]



Faculty and Assessment in Higher Education

The academic and practitioner literature is abundant with evidence of the importance of faculty involvement in assessment in higher education. Nonetheless, many institutions and faculty working within them struggle with faculty involvement in assessment. The four most common barriers cited by institutions and faculty for lack of involvement in assessment are:

- Language of assessment is unclear and not welcoming
- Lack of training in assessment
- Lack of time to “do assessment”
- Lack of evidence that institutional assessment “works”

Something that faculty do not realize is that they engage in assessment in each course they teach. If as a faculty, you have ever done any of the following, then you are an “assessment person” on the LLTC campus.

Have you ever:

- Written a syllabus?
- Created course learning outcomes?
- Thought about how you should change your course to improve student learning and engagement?
- Created an assignment, a test, or a project?
- Graded an assignment, a test, or a project?

The key to being an “assessment person” is recording what you do and why you do it.