



Location: Leech Lake Tribal College, Drum
Room
Date: October 21, 2019
Time: 5:30-7:00 pm
Subcommittees will meet at 5:00 pm

Regular Meeting Agenda

Subcommittees meet from 5:00-5:30

Subcommittee meetings cancelled.

I. Invocation (15 mins)

Donna – Elder

II. Meeting called to order

Chair

5:22pm

III. Roll call (2 mins)

Chair

- Rebecca Graves-Chair, Camille Naslund-Vice Chair, Veronica Veaux-Secretary, Alicia Bowstring-Treasurer, Jennifer Cross-Member, Vicki White-Member, Donna Cloud-Elder, Delores Rodriguez (Study Body President), Emily Ward (Student Body VP)
- Mike Smith- Elder (absent)
- Staff in attendance: Ray Burns, Michelle Saboo, Vikki Howard, Helen Montgomery, Genny Lowry, Linda Goggeye

IV. Action Items (37 mins)

Chair

- Take action on Agenda (2 mins)
 - Camille motions, Veronica seconds – 4/0/0
- Ryan Welle – Investment Report
 - Discussion regarding this Quarter’s portfolio at First National Bank – handouts provided
- Take action on Monthly Reports for September 2019 (5 mins)



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- i) Vicki motions to approve, Alicia seconds. Camille requests more information regarding HLC criteria in future monthly reports. 5/0/0

Discussion:

- Questions and responses sent via email. These Q&A responses are included in the meeting minutes.
- Genny – discussion regarding spreadsheets and Finance reports
- There was discussion regarding student numbers in the reports that have differences in number of students. The Assessment newsletter has 160 students, but 159 listed among the majors. Five students listed in Carpentry, yet there are 15 current students in Carpentry (Residential Builders)
- Questions regarding retention activities – Michelle says paid internship is the most successful program. This is a small percentage of the campus, since the funding is limited.
- Concerns regarding student enrollment and early alert system. Current ‘live’ enrollment is less than 130 students. There were 65 active early alert notifications in the fall semester; there are 41 students on Warning Status.
- Questions regarding Student Senate body and position titles. This will be restructured this year; there are seven students in elected positions.
- Discussion regarding strategic planning. What is the level of involvement from the Deans? Michelle and Vikki have been involved in strategic planning and attended community meetings. Concern from reports that noted that staff were not attending strategic planning meeting; previous strategic plan noted lack of buy-in by various staff members. Ray indicated that the strategic planning meetings are optional, staff and faculty have the opportunity to provide input. He says that while the meetings might not be well attended, but everyone has an opportunity to provide input.
- We appreciate the acronym breakdown that was emailed.
- Please submit an HR report every month.
- Questions: Are we tracking how active students are on campus? Are we tracking recruitment efforts?

President (submitted)

- There is still no reports for HR have someone do the report so we have some information? Every department should be submitting a report every month.
 - I am moving forward with resolving this situation by October 18, 2019. While it is important to display love, wisdom and respect through



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compassion, it is also important to recognize when this is affecting the operations of the college.

- There was no master sheet with all the departments identified and verification of reports submitted.
 - I believe that the master sheet will be provided with the paper copy of the Board packet, I will instruct Linda to include it with the digital copy.
- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet each criterion.
 - The BOT nor the President have provided a framework in which they would like to see the HLC activities of the Student Services department presented and monitored. The chart that was submitted in my BOT report is the tool that our department is using. If a different format is desired, please clearly describe your expectations.
 - I've asked the admin team to provide this information to the Board in their responses. We will be, moving forward, creating a template which will answer the Board questions.
- Define acronyms – see Appendix 1
- Need budget to actual to be YTD
 - Request has been made to Business Office
- Weekly reports are requested and aren't being done
 - See Attached. Due to the nature of the past week, I felt it was more important to present a comprehensive report detailing the events of the week rather than breaking them into different sections and perhaps losing context.
- Provide the phases and timeline of the Strategic Plan? And where is LLTC currently? What is the plan to involve more staff? Are the meetings mandatory?
 - See attached for timeline.
- Can the Board of Trustees be informed of the community and student feedback regarding strategic planning sessions?
 - When data has been compiled and reviewed, the Board will be provided with the feedback from the meetings.
- We need a breakdown that states who is responsible for what criterion, then everyone should cover the criterion that affects them and what efforts they are doing to correct the deficiencies. It should include a breakdown per criterion and a plan to correct each item within 6 months, including a timeline, and a breakdown of the corrective plan.



Location: Leech Lake Tribal College, Drum Room
Date: October 21, 2019
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- See above. I also have attached the breakdown of the criterion that the HLC have concerns with and the departments that are responsible. This document has been shared at all-staff meetings and is displayed, via poster, across campus.
- Are all program reviews done? How are they being implemented into all areas of decision making?
 - When talking about program reviews, it is important to understand what the HLC is/was asking for, what we provided and what a program review actually consists of (both for the HLC and for further use by the College. First, Program Review consists of three major sections: the actual program review, the external review and evaluation, and the implementation of recommendations from the program reviews reflecting the program outcomes and any revisions/adaptations that might be indicated from the program review (closing the loop). The HLC Report from 2017 asked for at least 50% of LLTC's academic programs to undergo Program Review by the time of the Site Visit. The College met that issue by completing program review AND external review of 5 of 9 programs. However, since to 'close the loop' requires at least one full cycle of program reviews and the reviews did not start until Fall of 2018 (which prompted the question from the IAC as to why there was no action on program review until Fall of 2018 even though the HLC had made their concerns known in Fall of 2017), there was no time to complete the third portion of the program review cycle, and that is what we were dinged on by the HLC. So, to answer the question. All program reviews are completed. 2 are awaiting external review and evaluation. A schedule of future program reviews is set up (another area we were dinged on) but may be revised based upon the findings. All program reviews are being used in working on Institutional Learning Outcomes, Program Learning Outcomes and, to some extent, Course Learning Outcomes. The activities of the upcoming Assessment Days will begin the process of using the program reviews for revisions/adaptations that will 'close the loop'.
- Can the data flashcards made in preparation for the HLC visit also be made available for Board of Trustees Members?
 - As part of the two-day Assessment Days Program taking place on October 17-18, data flashcards and their format will be finalized. Once this has



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happened, these will be shared with everyone on campus including the Board.

- What are the typical organizations that LLTC Administration partners with to ensure full compliance? What does this process look like?
 - I'm unsure as to what this is referring to. All compliance requirements, as defined by the HLC, are determined and reviewed internally. There is external documentation, most notably the Audit, that are used, but we rarely, if ever, contact our auditors and work with them with regards to compliance. Compliance issues are then matched to a document provided by the HLC to determine if there are/are not compliance issues. Since many of the criteria that the HLC uses match compliance standards, when an institution meets the HLC Criteria, compliance is assumed.
- What is the process of informing staff and faculty on HLC unmet criteria?
 - Monthly mandatory all-staff meetings as well as posters throughout college (see attached). Further, administration is updated weekly and directed to share information with their programs to ensure the prompt sharing of any and all pertinent data. Faculty, through faculty meetings and assessment meetings, are also constantly updates not only as to unmet criteria, but to the progress made toward meeting those criteria.
- What is the process of assigning responsibilities in terms of meeting the unmet criteria identified by HLC?
 - Since the majority of internal unmet criteria are under the purview of academics, the majority of the responsibility for meeting the unmet criteria lies with Academics and DAIR. However, since there are criteria that speak specifically toward Strategic Planning and Institutional Effectiveness, all sectors of the College are responsible for meeting the unmet criteria in those areas.
 - See attached

DAIR (submitted)

- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet all the criterion.
- Define acronyms
- Need budget to actual to be YTD



Location: Leech Lake Tribal College, Drum Room

Date: October 21, 2019

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Registrar (submitted)

Financial Aid (submitted)

Finance (submitted)

- Need budget to actual to be YTD
 - The Abila reports shows the Budget in first column, YTD in the 2nd column and what's left in the 3rd column.
- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet all the criterion.
- Define acronyms
- Can the LLTC Community Needs Survey 2019 results be made available to the Board of Trustees?
- Can the Orientation, Advising, Enrollment, and Registration Survey (OARES) data be made available to the Board of Trustees for review?

Book Store/Print Shop (submitted)

Operations (submitted)

- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet all the criterion.
 - There were no negative findings for Operations. We are still participating in Strategic Planning, committee meetings and any other campus functions regarding HLC requirements and needs.
 - I hope this answers the questions.
- Define acronyms – see Appendix 1

IT (submitted)

Library (submitted)

Academics (submitted)

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Location: Leech Lake Tribal College, Drum Room

Date: October 21, 2019

Time: 5:30-7:00 pm

Subcommittees will meet at 5:00 pm

- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet each criterion.
- Are the remaining program reviews done? Can we get a plan of how the programs will be used at all levels to make decisions?
- Define acronyms
 - See Appendix 1
- What is the process and timeline for approving and/or finalizing fall and spring semesters?
 - The schedule is prepared with input from faculty and staff. It is my responsibility to complete this process based on our catalog and program sequence plan. I have to identify and secure all adjunct faculty for the teaching positions needed to comply with our nine program of study for each semester. It is done with an effort to meet the needs of students requesting more evening and online classes and minimizing the need for adjunct instructors. It is difficult because we do not have a full time instructor for ECE (Early Childhood) or Art and only one instructor for the growing Business program.
- How is successful course enrollment defined at LLTC?
 - It is not written anywhere and what was conveyed to me when I arrived on this campus is that a class must have at least five students enrolled before it is cancelled. Although if the class is required for a student's graduation it is taught despite the number of students enrolled. This happens because not all courses are taught every semester they are scheduled through the program of study/plan of study for a particular program. I will be proposing that we change the number five to four based on our size as a tribal college.
- What is the process of identifying tutors?
 - There are peer tutors in the Learning Center that are available to work with students. There is a set schedule for their availability.
- What is the process of contacting students identified with attendance challenges?
 - This is the Early Alert system that is managed by Student Services working with faculty to identify students not attending, unexcused absences etc. Both faculty and the Student Services team contact students with attendance issues etc.



Location: Leech Lake Tribal College, Drum Room

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- What is the process of identifying events that may be of interest at LLTC and in the community?
 - The voices of our students, faculty, staff and community is a driving force to host events, respond to requests to partner with other organizations and our growth as a place of Anishinaabe higher learning.
- How are successful student retention activities identified?
- Graduation rates, persistence through programs of study
- Emergency Aid that was funded through ATD_Project Success and paid internships
- Early alert system with Student Services working with faculty
- Miikana course (first year learning experience that is required)
- Free summer session tuition
- Student activities, clubs, student senate, aihec student conference, AISES conference, student summer research, student presentations on their research at conferences and on campus.

Arts & Humanity (submitted)

STEM (submitted)

CTE (submitted)

Institutional Admin (submitted)

Wellness (submitted)

Law Enforcement (submitted)

Student Services (submitted)

- Breakdown HLC activities and would like to see the plans and dates for corrective actions to ensure we meet all the criterion.
- **Criterion 5: Resources, Planning and Institutional Effectiveness.**
 - 5C. Strategic Planning. Faculty and I have stated we have attended or participated with the planning meetings for the SP. This process is ongoing at this time and has been shared with communities concluding this past week and would be discussed at Assessment Days on October 17 & 18th.

HLC Activities Achieve/In Process



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
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| Criterion 2 | Staff Involved | Progress |
|--|--|--|
| Strategic Planning | Kim, Jorge, Michelle, Roselynn | 2 community meetings completed, next meetings are in Oct. 2, 3, 9, and 10 |
| | | |
| Criterion 3 | Staff Involved | Progress |
| Evaluation of Student Support Services | Michelle, Jorge, Roselynn, | OARES survey developed and administered. Analysis of results is next step. |
| | | |
| Criterion 4 | Staff Involved | Progress |
| Evaluation of Student Support Services | Michelle, Jorge, Roselynn, | OARES survey developed and administered. Analysis of results is next step. |
| | | |
| Criterion 5 | Staff Involved | Progress |
| Strategic Planning | Kim, Jorge, Michelle | 2 community meetings completed, next meetings are in Oct. 2, 3, 9, and 10 |
| Enrollment Management Plan revisited with improved metrics | PASS committee (all of Student Services + faculty) | Initial meeting with Helen scheduled for 2 nd week of October |

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- Define acronyms – see Appendix 1
- We need a number or breakdown of the recruitment efforts and the percentage that lead to student enrollment.
 - Attached is the enrollment management plan. (See Appendix 2)



Location: Leech Lake Tribal College, Drum Room

Date: October 21, 2019

Time: 5:30-7:00 pm

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- Do we ask what barriers students have that to ensure your targeted efforts are removing or lessening the barriers? Then a plan can be developed to help remove barriers to ensure a higher graduation rate.
 - Attached is the intake form that all new students complete at registration. It asks students to identify their post-graduation plans, their ideal career, their self-identified academic strengths, subject areas they may need help with, academic confidence level, skill level of time management & money management, what technology devices they have (phone, tablet, laptop, desktop), internet access, do they have support for school at home, do they have a quiet place to study other than on campus, are they working, do they plan to work while in school, do they have reliable transportation, do they have health concerns, do they have family members with health concerns that require their help, do they foresee any barriers preventing them, a list of LLTC campus resources, do they have young children who may require childcare, a question on if they have additional information on topics listed above.
 - During Advising Week, students are asked the following questions (see attached form): educational plan, transfer plan, next semester plan, self-identify any issues/concerns, how many times have they met with an advisor this semester, have they visited the Learning Center, do they know/are they interested in a paid internship, self-rate their ability on Canvas, Student Email, and their Student Portal, what is their midterm GPA, review their course needs (graduation plan), a question on housing, and have they completed their FAFSA.
- Provide the diploma signature need prior to the meeting.
- What is the student count and provide reference of the past 4 years, we should have a 5 year review.
 - IR will provide.
- How are successful retention activities identified?
 - Participation in retention activities. Only this year have begun tracking the correlation of a student's participation in retention activities is connected to their persistence, retention, and completion. There is no coordinated campus



Location: Leech Lake Tribal College, Drum Room
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effort for collecting sign-in sheets for different campus activities (STEM lunch and learns, Ojibwemowin tables, etc.).

- What is the process PSEO student recruitment?
 - PSEO students are only eligible if they are the top 25% of their class at their high school so recruitment of PSEO students is done in collaboration with the high school counselors who assist us in identifying eligible students.
- What the process and timeline regarding Student Senate elections?

Schedule of Events:

September 2019

6-12 Open sign ups/nominations begin

12 Last day to sign up/nominate

13 Information meeting for Candidates with Dean of Students & Campaigning begins

16 Campaign Speeches @ Ashandiwin & Dewe'igan

23-25 Elections in Student Services (Paper Ballot)

30 Election Results announced @ Ashandiwin & Dewe'igan

Human Resources (not submitted)

- There is still no reports for HR have someone do the report so we have some information? Every department should be submitting a report every month. 3rd month no report

d) Take action on Meeting Minutes (3 mins)

9/16/19 Regular 10/11/19 Board Retreat

9/28/19 Special 10/12/19 Board Retreat

Camille motions to approve the meeting minutes, but to remove “excused” from attendance section of meeting minutes, as this is not reflected in the bylaws. It will state either “present” or “absent”, but to include the number of absence. Jennifer seconds. 5/0/0.

e) Take action on Douglas Stately resignation 10/11/19 email (2 mins)



Location: Leech Lake Tribal College, Drum Room
Date: October 21, 2019
Time: 5:30-7:00 pm
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- i) Camille motions, Jennifer seconds. We appreciated his contributions while he was on the board. 5/0/0
- f) New Board position open and advertisement (needed for matrix) (3 mins)
 - i) This person needs to be able to serve as a traditional/cultural board member and live on the reservation. Prefer District I, as Camille may be moving to District III next spring.
 - ii) Position will be posted from 10/22/2019 – 12/6/2019
- g) LLTC HLC activities and plans for all criterions (20 mins)
 - i) Helen will email out her monthly report to other staff members. We would like that staff will include their activities and plans are for the HLC.
 - ii) Ray will send out email that included criterion and guidelines.
 - iii) Board will work on our draft for our activities and plans.
- h) Take action on Western National Bank document signature (documentation passed around) (2 mins)
 - i) Pledge agreement breaks up our BIE money into four different banks, so that all of our funds are federally insured (FDIC). This gets signed when there is a change in board membership.
 - ii) Vicki motions, Alicia seconds. 5/0/0
- i) US Department of the Interior document signature to confirm that we have an endowment. (documentation passed around)
 - i) Camille motions, Vicki seconds. 5/0/0
- j) 4 Student diplomas need signatures (documentation passed around)



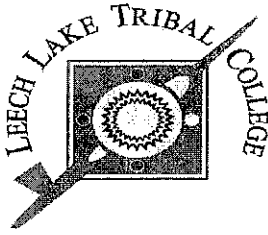
Location: Leech Lake Tribal College, Drum
Room
Date: October 21, 2019
Time: 5:30-7:00 pm
Subcommittees will meet at 5:00 pm

- i) Veronica motions, Camille seconds. 5/0/0. Request to that Ray verifies that dates are correct.
- k) Corporate Resolution for Investments (received 10/4/19)
 - i) This document will be filled out electronically. Camille motions to have Veronica sign as the LLTC BOT Secretary, Vicki seconds. 5/0/0
- l) Approval of Pledge Agreements with Governmental Agencies (received 10/4/19)
 - i) No action – this was agenda item (h).

V. Discussion Items (18 mins)

Chair

- a) Subcommittees Report Outs (5 mins)
 - i) Executive Committee
 - ii) Finance Committee
 - iii) Policy/Legal Committee
 - iv) Strategic Planning Committee
 - I. Camille attended on-campus strategic planning meeting September 26 and the Onigum community meeting on October 2. Was able to listen to community members, including Faron Jackson, LLBO Tribal Chairman, and family attended. October 24, she will plan on attending the strategic planning meeting again.
 - II. Question: how will we ensure that we document the board's involvement. The strategic plan will be presented formally to the board next month. This month, a handout will be provided to board members. There will be a two hour session planned in November. Ray will check into options regarding streaming the presentation and recording on November 22 from 4-6pm.



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- b) Onboarding for Board Members (3 mins)
 - i) Discussion regarding Orientation Handout. Suggestion to include information from Deborah and Ron His Horse Is Thunder and include it into a board manual.
- c) President Employment Contract and Goals (5 mins)
 - i) Jennifer will provide drafts at the next meeting.
- d) Grievances and Cool Down Periods Following an Employee's Positive Regarding At-Will Terminations (5 mins)
 - i) Jennifer will provide drafts at the next meeting.

VI. Next Meeting Place/Time (3 mins)

Special Meeting November 17, 2019 LLTC Drum Room 11 am – 3 pm

Regular November 18, 2019 LLTC Drum Room 5 pm – 7 pm

VII. Adjourn

Jennifer motions to adjourn at 7:44pm, Camille seconds. 5/0/0

Submitted,

Veronica Beard

LLTC BOT
Secretary



Location: Leech Lake Tribal College, Drum Room
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Appendix 1

LLTC LIST OF ACRONYMS

AACRAO: American Association of Collegiate Registrars and Admissions Officers

ABE: Adult Basic Education

AI/AN: American Indian/Alaskan Native

AICF: American Indian College Fund

AIHEC: American Indian Higher Education Consortium

ANA: American Nurses Association

APR: Annual Performance Report

ASL: American Sign Language

BIA: Bureau of Indian Affairs

BIE: Bureau of Indian Education

CANVAS LMS: Canvas Learning Management System

CFR: Code of Federal Regulations

COB: Close of Business

COT: Council of Trustees

DAAPP: Drug and Alcohol Program Plan

DOE: US Department of Education (sometimes just ED)

DRP: Disaster Recovery Plan

EOD: End of Day

EOP: Emergency Operations Plan

ESRI: Environmental Research Systems Institute



Location: Leech Lake Tribal College, Drum Room

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FAQ: Frequently Asked Questions

HEA: Higher Education HEOA Act of 1965

HEOA: Higher Education Opportunity Act

HLC: Higher Learning Commission

IEF: Indigenous Evaluation Framework

IRB: Institutional Research Board

IT: Information Technology

KPI: Key Performance Indicators

LAA: Legislative Allowable Activity

LMS: Learning Management System

LOI/LOS: Letter of Intent/Support

MOE: Minnesota Department of Education

MIAC: MN Indian Affairs Commission

MN OHE: Minnesota Office of Higher Education

MNSCU: Minnesota State Colleges and Universities

MOA/MOU: Memorandum of Agreement/Understanding

NCES: National Center for Education Statistics

NOS: Nondiscrimination Statement

OMB: Office of Management and Budget

OSHA: Occupational Safety and Health Administration

PL: Public Law

ROI: Return on Investment

SGAP: Student Governmental Affairs Program



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SWOT: Strengths, Weaknesses, Opportunities, and Threats

TBA/TBD: To Be Announced/Determined

TCU: Tribally Controlled Colleges and Universities

TCJ: Tribal College Journal



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Academics

AIP: Academic Improvement Plan

AA: Associate of Arts degree

AAS: Associate of Applied Science degree

BA: Bachelor of Arts degree

BS: Bachelor of Science degree

MBS: Master of Business & Science degree

Ph.D.: Philosophiae Doctor (doctor of philosophy)

CEU: Continuing Education Units

ESL: English as a Second Language

FTE: Full Time Enrollment

GED: General Equivalency Diploma

LEP: Limited English Proficiency

PSEO: Post Secondary Education Opportunity

TCH: Total Credit Hours

Colleges and Universities

BSU: Bemidji State University

FDLTCC: Fond Du Lac Tribal and Community College

LLTC: Leech Lake Tribal College

M State: Minnesota State Community and Technical College

MNSCU: Outdated (but still in use) name for M State system

MSUM: Minnesota State University Moorhead

NDSU: North Dakota State University

RLTC: Red Lake Tribal and Community College



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Date: October 21, 2019
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UMD: University of Minnesota Duluth

UMM: University of Minnesota Morris

Community Resources

EBT: Electronic Benefits Transfer

SNAP: Supplemental Nutrition Assistance Program

TANF: Temporary Assistance for Needy Families

TEFAP: The Emergency Food Assistance Program

WIC: Special Supplemental Nutrition Program for Women, Infants, and Children

Facilities

MSDS: Material Safety Data Sheet

OSHA: Occupational Safety and Health Administration

Finance

AP: Accounts Payable

AR: Accounts Receivable

CY: Calendar Year

EIN: Employer Identification Number EOY - End of Year

FY: Fiscal Year

GAAP: Generally Accepted Accounting Practices

PO: Purchase Order

PR: Purchase Request

TIN: Taxpayer Identification Number

YTD: Year-to-Date



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Financial Aid

COD: Common Origination and Disbursement (US Department of Education)

MN DRN: Data Release Number

EFC: Expected Family Contribution

FAFSA: Free Application for Federal Student Aid

FAO: Financial Aid Officer

FERPA: Family Educational Rights and Privacy Act

FISAP: Fiscal Operations Report and Application to Participate

FSA: Federal Student Aid

FSEOG: Federal Supplemental Educational Opportunity Grant

GED: General Educational Development certificate or General Equivalency Diploma

GPA: Grade Point Average

IRS DRT: IRS Data Retrieval Tool

ISIR: Institutional Student Information Record

MISP: MN Indian Scholarship Program

NSLDS: National Student Loan Data System

PELL: Federal student aid grant, based on need

PJ: Professional Judgment

R2T4: Return of Title IV Funds

SAIG: Student Aid Internet Gateway

SAP: Satisfactory Academic Progress

SAR: Student Aid Report-used by schools to apply for Campus-Based Program funding for the upcoming award year and to report Campus-Based Program expenditures for the previous award year.

SOP: Standard Operating Procedure



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Grants

AICF: American Indian College Fund scholarships AIHEC College Bound

ANA: Administration for Native Americans (grant source)

ARS: Agricultural Research Service

BIE Endowment: Bureau of Indian Education

DUNS: Data Universal Numbering System

EDGAR: Education General Administrative Regulations Federal

FSEOG: Federal Supplemental Educational Opportunity Grant

FWS: Federal Work Study

G5: Department of Education's Grant Management System

GAN: Grant Award Notification

MN ISAP: Minnesota Individual Student Assessment Plan

NEH: National Endowment for the Humanities (granting agency)

NIFA: National Institute of Food and Agriculture (granting agency)

NIFA: National Institute of Food and Agriculture

NIH: National Institute for Health (granting agency)

NSF: National Science Foundation (granting agency)

Pell: Federal Grant from Title IV funds

SAM: System for Award Management

Title III Capacity (Part A): US Department of Education Tribal College Grants

Title III Supplemental (Part F): US Department of Education Tribal College Grants

USDA: United States Department of Agriculture (granting agency)

USDA Equipment Grant



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Date: October 21, 2019
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USDA Equity Grant

USDA Extension Grant

USDA Phase III Furnishings

USDA Special Emphasis

RD: Rural Development

RUS: Rural Utilities Service

USGS: United States Geologic Service

Human Resources

AAP: Affirmative Action Plan

ADA: Americans with disabilities Act

AD&D: Accidental Death & Dismemberment

ADEA: Age Discrimination in Employment Act

AFL-CIO: American Federation of Labor and Congress of Industrial Organizations

AFSCME: American Federation of State, County, and Municipal Employers

ANSI: American National Standards Institute

CV: Curriculum Vitae

COBRA: Consolidated Omnibus Budget Reconciliation Act

COLA: Cost of Living Adjustment

DOL: Department of Labor

EAP: Employee Assistance Program

EEO: Equal Employment Opportunity

EIN: Employer Identification Number

EPA: Equal Pay Act



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Date: October 21, 2019

Time: 5:30-7:00 pm

Subcommittees will meet at 5:00 pm

FEIN: Federal employment Identification Number

FEP: Fair Employment Practice

FLSA: Fair Labor Standards Act

FMLA: Family and Medical Leave Act

FSA: Flexible Spending Account for healthcare

FT: Full Time

HR: Human Resources

HAS: Health Savings Account

LOA: Leave of Absence

LTD: Long Term Disability

LWOP: Leave Without Pay

LWP: Leave with Pay

NLRB: National Labor Relations Board

NEO: New Employee Orientation

OE: Open Enrollment for Benefits

PIP: Performance Improvement Plan

PT: Part Time

RIF: Reduction in Force

SHRM: Society for Human Resources Management

SSN or SS#: Social Security Number

STD: Short Term Disability

TERO: Tribal Employment Rights Ordinance

UCI: Unemployment compensation insurance

USERRA: Uniform Services Employment and Reemployment Rights Act



Location: Leech Lake Tribal College, Drum Room
Date: October 21, 2019
Time: 5:30-7:00 pm
Subcommittees will meet at 5:00 pm

VA: Veterans Administration/Affairs
VOC-REHAB: Vocational Rehabilitation
WC: Worker's Compensation
W-2: Income tax form issued by employers
W-4: Federal income tax withholding form

Reporting

GPRA: Government Performance and Results Act

Student Services

AACRAO: American Association of College Registrars and Admissions Officers
ADA: Americans with Disabilities Act
AIMS: American Indian Measures of Success
FERPA: Family Educational Rights and Privacy Act
FTE: Full Time Enrollment
IPEDS: Integrated Postsecondary Education Data Systems
LEP: Limited English Proficiency
MN DOH: Minnesota Department of Health
OCR: Office of Civil Rights
SEMP: Strategic Enrollment Management Plan
SSI: A tool to improve the quality of student life and learning
NSSE: Evidence based planned activities-student engagement
FSSE: Measures instructional staff expectations for student engagement in educational practices that are empirically linked with student learning.
SIR II: Objectively captures students' perceptions of their higher education learning experience.



Location: Leech Lake Tribal College, Drum Room
Date: October 21, 2019
Time: 5:30-7:00 pm
Subcommittees will meet at 5:00 pm

IPS: Assess the satisfaction and priorities of campus administrators, staff, and faculty.

VA: Veterans Administration/Affairs

VOC-REHAB: Vocational Rehabilitation

Disclosures

DFSCA: Drug-Free Schools and Communities Act of 1989

DAAPP: Drug and Alcohol Prevention Program

EDGAR: Education Department General Administrative Regulations

IHE: Institutions of Higher Education

AOD: Alcohol or Other Drug



Location: Leech Lake Tribal College, Drum Room
Date: October 21, 2019
Time: 5:30-7:00 pm
Subcommittees will meet at 5:00 pm

Appendix 2

LLTC Enrollment Management Plan 2019-2023

Goal 1: Recruit a student body that advances the Anishinaabe worldview and empowers life-long learners.

- a) **Develop and implement a comprehensive marketing plan through 2022**
- b) **Increase current high school graduate student enrollment by 2% per year**
- c) **Increase distance education student enrollment by 2% per year**

Goal 2: Promote student success by facilitating opportunities to engage in the tribal college experience that increase persistence, retention, and graduation rates

- a) **Provide an effective first year learning experience**
- b) **Provide an effective integrated and coordinated advisement program for all students**
- c) **Increase fall to spring persistence rates by 2% per year**
- d) **Increase fall to fall retention rates by 2% per year**
- e) **Increase graduation rates by 2% per year**

Goal 3: Implement and maintain a professional development plan for staff and faculty on effective practices in retention practices

- a) **Develop and implement on-going advisor training opportunities for faculty advisors**
- b) **Provide resources for faculty and staff to share resources related to recruitment, retention, and assessment conferences and trainings**

Goal 4: Goal 4: To establish and maintain an effective data collection and reporting system to track LLTC Student Success

- a) **Improve data collection tools to effectively track student success**
- b) **Dissemination of LLTC student success data with College community and stakeholders**



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

Enrollment Targets

1. To have increased new student enrollment by 2% per year
2. To have increased fall to fall retention rates by 2% per year
3. To have increased fall to spring persistence rates by 2% per year
4. To have increased graduation rates by 2% per year

Goal 1: Recruit a student body that advances the Anishinaabe worldview and empowers life-long learners.

Objective 1: Develop and implement a comprehensive marketing plan through 2022

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|--|-------------------|-----------------|
| Evaluate current marketing efforts to determine the most effective means for marketing LLTC | | | | |
| Review and establish the official brand for LLTC | | | | |
| Develop support systems to enable everyone to promote LLTC on-campus and online | | | | |
| Develop marketing materials that emphasize our career readiness and transferability options | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

Objective 2: Increase current high school graduate student enrollment by 2% per year.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished</i> | <i>Assessment</i> | <i>Timeline</i> |
|--|----------------------------|--|-------------------|-----------------|
| Host area high school and elementary schools for “College for a Day” event | | | | |
| Establish consistent physical presence at each area high school and LIEC meeting | | | | |
| School Counselor/LIEC awareness sessions | | | | |
| Sunday/Summer Program offerings | | | | |
| Visit area 6 th grade and 9 th grade classes annually to promote college readiness | | | | |
| Create and implement communication and enrollment process for PSEO students | | | | |

Objective 3: Increase distance education student enrollment by 2% per year.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|--|-------------------|-----------------|
| Develop plan for course offerings through AOC | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

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|--|--|--|--|--|
| Expand partnership with BSU to include distance education | | | | |
| Evaluate distance education site opportunities to provide courses off-campus (Community centers/Gaming locations) | | | | |

Goal 2: Promote student success by facilitating opportunities to engage in the tribal college experience that increase persistence, retention, and graduation rates.

Objective 1: Provide an effective first year learning experience

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|--|----------------------------|---|-------------------|-----------------|
| Develop a continued academic orientation during the first four weeks | | | | |
| Assess Miikana course and examine how it can be expanded into second semester courses | | | | |
| Explore Jenzabar capabilities for communication/tracking of students | | | | |
| Establish summer bridge program for new students | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

Objective 2: Provide an effective integrated and coordinated advisement program for all students

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| Explore Jenzabar and Canvas capabilities for communication/tracking of students | | | | |
| Establish an online orientation for off-campus students | | | | |
| Evaluate the effectiveness of use of Canvas for students | | | | |
| Maintain Early Alert System and explore capabilities within Canvas to better monitor student progress | | | | |
| Evaluate effectiveness services for at-risk students | | | | |

Objective 3: Increase fall to spring persistence rates by 2% per year.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| Publish academic course schedule on time for each fall, spring, and summer semester | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

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|---|--|--|--|--|
| Improve communication of events/activities and important dates between the College and students | | | | |
| Increase student opportunities to engage in the tribal college experience | | | | |
| Develop a workshop/class for students placed on Academic Warning or returning from Academic Suspension | | | | |

Objective 4: Increase fall to fall retention rates by 2% per year.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| Create milestone model that celebrates student success and progress toward completion | | | | |
| Create and implement a recruitment program for students that have previously attended and stopped out. | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

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|---|--|--|--|--|
| <p>Establish a student-partnership program to connect students who have enrolled with those who have not yet</p> | | | | |
|---|--|--|--|--|

Objective 5: Increase graduation rates by 2% per year.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| <p>Incorporate career outlooks into LLTC website</p> | | | | |
| <p>Improve relationships and re-evaluate articulation agreements that LLTC currently holds</p> | | | | |
| <p>Work with each student to develop a graduation plan during their first semester on campus</p> | | | | |
| <p>Establish alumni connections to the classroom to promote careers</p> | | | | |
| <p>Continue hosting annual college career and transfer events</p> | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

Goal 3: To Implement and maintain a professional development plan for staff and faculty on effective practices in retention practices

Objective 1: Develop and implement on-going advisor training opportunities for faculty advisors

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|--|----------------------------|---|-------------------|-----------------|
| Establish advisor training program during faculty in-service | | | | |
| Develop a workshop for faculty/staff working with students on academic warning | | | | |
| Provide on-going education around accessibility in instruction and advising | | | | |

Objective 2: Provide resources for faculty and staff to share resources related to recruitment, retention, and assessment conferences and trainings.

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| Build learning groups within committee structure to expand campus knowledge of best practices | | | | |



Location: Leech Lake Tribal College, Drum Room
 Date: October 21, 2019
 Time: 5:30-7:00 pm
 Subcommittees will meet at 5:00 pm

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|--|--|--|--|--|
| <p>Provide opportunities for faculty staff to attend conferences and trainings.</p> | | | | |
|--|--|--|--|--|

Goal 4: To establish and maintain an effective data collection and reporting system to track LLTC Student Success

Objective 1: Improve data collection tools to effectively track student success

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|---|----------------------------|---|-------------------|-----------------|
| Ongoing Jenzabar and Canvas training | | | | |
| Identify enrollment communication and tracking software | | | | |
| Maintain a central repository system | | | | |
| | | | | |

Objective 2: Dissemination of LLTC Student Success data with College community and stakeholders

| <i>Initiatives</i> | <i>Unit(s) Responsible</i> | <i>Tasks/How will this be accomplished?</i> | <i>Assessment</i> | <i>Timeline</i> |
|--|----------------------------|---|-------------------|-----------------|
| Creation of annual departmental reports that share student successes | | | | |



Location: Leech Lake Tribal College, Drum Room

Date: October 21, 2019

Time: 5:30-7:00 pm

Subcommittees will meet at 5:00 pm

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