GAA'OZISKWAAJIMEKAAG GABE-GIKENDAASOWIGAMIG

Assessment Report

2015-2016

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12/31/2016

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Mission, Vision, and Institutional Learning Outcomes

All that we do at LLTC is guided by our vision and mission to support and educate Anishinaabeg.

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 Assessment and Institutional Research department's mission is:

To lead assessment and institutional effectiveness practices following gidakobidoomin ("tying it all together") and to provide timely, consistent, and accurate data to inform the institution's decision-making process.

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.

Summary of Assessment Activities

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 – gi*dakobidoomin* – which means "tying it all together."

An assessment inventory was completed in Fall 2015, since the Director of Assessment was new to the position, and few assessment documents could be found. The inventory consisted of documentation of current assessment practices at LLTC and was updated in October 2016. It included the current state of assessment in five areas, the college's needs, plans to meet those needs, and due dates. Areas included in the inventory were: the mission statement; the strategic plan; assessment of student learning; stakeholder surveys; data collection, analysis, and publication; and program review.

Academic and non-academic department assessment make up the total of assessment work, which sometimes falls under the umbrella of Institutional Effectiveness.

Academic Assessment – Assessment of Student Learning

Leech Lake Tribal College has an Assessment Committee that is composed of five faculty members and the Director of Assessment. Faculty members rotate through the committee annually with a few long-term members. The Assessment Committee serves as the primary advisory body about practices for the evaluation of student learning outcomes. The committee meets monthly throughout the school year.

The practice of incoming student assessment for course placement went through a process of phasing out the ACT Compass test, which will no longer be available as of December 31, 2016, and phasing in the CollegeBoard Accuplacer. Since LLTC is new to using the Accuplacer test, we looked to another tribal college for cut scores, the scores that decide which class a student should take in math and English. Fond du Lac Tribal and Community College generously shared their information and experience with us so that we could set scores based on the courses we offer.

Curriculum mapping began anew this year with faculty completing two forms to begin the process of determining if all program outcomes are being taught by the classes within those programs (*Comparing Course and Program Outcomes*), if all course outcomes are being assessed, and if rubrics are being used with those assessments (*Course Assignments and Rubrics*). This process will continue through the next school year.

Intensive faculty training continued throughout the year with in-service assessment training in August 2015, May 2016, and August 2016. A campus-wide Gidakobidoomin Day was held on

September 23, 2106 to kick off non-academic assessment and allow faculty and staff to share knowledge and experiences. Meetings with individual faculty members took place throughout the year to discuss academic assessment and complete curriculum mapping work.

Course evaluations by students have always been an important tool to assess courses. This year we put in place a new system using CoursEval, which allows is to collect these evaluations from within Jenzabar and to print detailed reports for faculty and administration.

Non-Academic Assessment – Program & Department Evaluation

The strategic plan was incomplete from the 2014-15 school year, so six meetings were held through the summer of 2016 to finalize the plan wording and publicize its contents. The plan document has now been designed and published and widely distributed on campus. The original years of 2015-2025 were shortened to 2015-2020 so that more constituents (board members, faculty, and students) can have a bigger voice in the college's plan. This was a major concern of the current plan. Also, the plan was never fleshed out with benchmarks and departmental objectives. To remedy the latter problem the current strategic plan is being used a starting point for all departmental goal setting and individual work plans.

Data collection and analysis is ongoing throughout the year. The Director of Enrollment Services completed all of the annual, bi-annual, and quarterly reports (AIHEC AIMS, IPEDS, MN Office of Higher Ed, BIE, Minnesota Supplemental Grant, HLC) as well as monthly enrollment reporting through NSLDS on time. Notably, the AIHEC AIMS report had never, before 2015, been completed fully, correctly, and on-time. With proper training and hard work LLTC met AIHEC's deadlines for the first time in the history of our college. The Athletic Director and Director of Assessment completed the EADA athletic survey and report on time in both 2015 and 2016.

Data-driven decision making is a priority for LLTC as it is for many educational institutions. As such, data analysis is carried out and reports are disseminated to various departments. Following are examples of reports that were created this year: *Analysis of Student Registration Behavior at LLTC and RLNC, An Historical Instructor Breakdown 2010 to Present with Scheduling Implications, LLTC Corrected Retention and Persistence Rates.*

Surveys are also carried out by the Assessment and Institutional Research Office. This year we have collected data from faculty and staff for the Campus Climate Survey, from students for the Housing Survey, and from the community for the Community Needs Survey.

Goals and Objectives

This table from the 2015 Assessment Plan shows the goals and objectives for the past year and progress made.

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. (See Appendix D for Assessment Day survey results.)
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 been completed, and the Strategic Plan 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 A).	Fall 2015 Spring 2016 Spring 2016	Director of Assessment	A/B, 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 in the appendices.
4. Assess student learning	a. Ask faculty to compare course learning outcomes to program learning outcomes and make	2015-2016	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

	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.	Spring 2016 2016-2017		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 to integrated Courseval software b. Implement program surveys for graduates c. Campus climate survey	Spr 2016 Sum 2016 Sum 2016	Director of Assessment, IT Administrator Director of Assessment, Student Services	A was completed in Spring 2016, with a no-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.
6. Program review	a. All academic programs – (Program review examines the cost/benefit ratio for academic programs.) b. Departmental assessment activities to evaluate programs and services that support student success	Sum 2016 Ongoing	Director of Assessment, Finance Department, Curriculum committee	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.
7. Assessment Handbook	a. Create and disseminate an assessment handbook for faculty.	Spr 2016	Director of Assessment, Assessment Committee	Instead of creating a separate handbook, worksheets and 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.

Goals and Objectives for 2016-17

For the coming year, some of these goals and objectives will carry over. New activities that have already begun but will appear in next year's assessment report include:

- Faculty training through regular Gidakobidoomin Roundtable lunch sessions,
- Overhaul of the intranet as a repository for assessment work,
- Publishing of a regular assessment newsletter,
- A report on the end-of-year Gidakobidoomin Poster Session, and
- Results of program review and curriculum mapping.

The Noel-Levitz Student Satisfaction Inventory is scheduled to take place in January 2017. The 2016-17 school year will also see the institution of an annual collection of data from graduates in the form of:

- Graduate Exit Survey,
- Accuplacer exit scores
- Satisfaction with Institutional Outcomes Survey, and
- Alumni Survey

Because HLC is scheduled to visit LLTC in April 2017, the 15-member Assurance Argument team has been meeting. The Director of Assessment, in addition to writing a significant portion of the argument and acting as the team's editor, is also leading the work of the team. The 40,000-word cooperatively written argument must be submitted no later than March 13, 2017 at midnight.

Data collection and analysis for informed decision making continues on a regular basis. Some of the data that will be collected during the coming months are:

- Transfer out rates of students
- Program level completion rates (aka program retention rates)
- All course completion rates
- Year over year completion rates by demographics
- Reasons for students not graduating within 150% of time expected for degree
- Basketball player retention, persistence, and graduation

Enrollment Trends

Our annual enrollment reports, which are compiled by the Director of Enrollment Services (the Registrar), show the following data:

- Total enrollment
- Part-time/full-time student numbers
- Number of part-time/full-time credits
- Part-time/full-time average credit load
- Student gender by PT/FT status
- Average student age
- Age range by gender
- Ethnicity by gender
- Tribal enrollment

Below is a table showing some of the four-year historical data for this report. More detail is available in the individual reports, which are posted on the e-documents page of the Leech Lake Tribal College Website, www.lltc.edu.

Enrollment Trends	2015-16	2014-15	2013-14	2012-13
Total Enrollment	Fall: 348 Spring: 276 Total: 624	Fall: 297 Spring: 262 Total: 559	Fall: 348 Spring: 275 Total: 623	Fall: 338 Spring: 284 Total: 622
PT/FT Students	PT: 26% FT: 74%	PT: 23% FT: 77%	PT: 19% FT: 81%	PT: 25% FT: 75%
PT/FT Avg. Semester Credit Load	PT: 5.55 FT: 13.95	PT: 5.89 FT: 14.01	PT: 5.35 FT: 13.81	*Not determined*
Gender	F: 65% M: 35%	F: 64% M: 36%	F: 59% M: 41%	F: 59% M: 41%
Average Student Age	29	29.76	28.5	31
Ethnicity: Native, Non-Native*	89.66%, 4.60%	93.27%, 6.73%	89%, 11%	89.5%, 10.5%

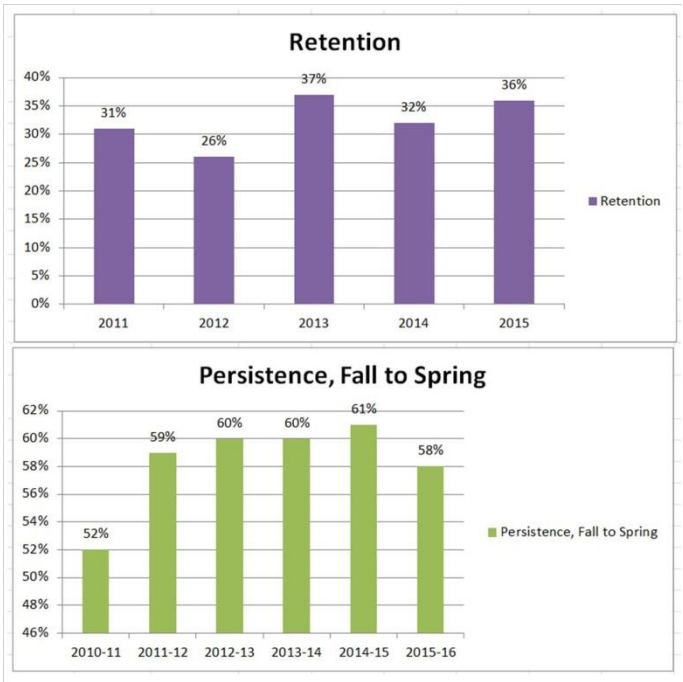
** Includes unreported ethnicity*

This data show that our enrollment has been steady over the last four years with a dip in 2014-15. This could be due to turnover in the recruitment position during that time. The ratio of part-time versus full-time students is about the same this year as last year, and the number of credits that part-time and full-time students take is about the same. In 2014 we saw our gender split jump slightly to increase the gap between the number of female and male students, and this

statistic remained steady in 2015. Our average student age has not changed much; nor has the ratio of Native to non-Native students.

Overall Retention and Persistence

The retention and persistence figures were recalculated this year, due to an error discovered in past data. The figure at right shows the corrected rates from 2011 to present. Retention rate is calculated by looking at the number of students who return the following fall. Persistence is calculated by looking at the number of students who return from fall to spring semester.



LLTC's retention rate increased in 2013 when the basketball program was started and has averaged 35 percent since. Our persistence rate jumped from 2010-11 to 2011-12 and has averaged 59.6 percent since. Last year's numbers were down slightly.

It is worth noting that the IPEDS and AIHEC AIMS reports both calculate retention differently from how it is calculated above. They look only at first-time students who enter in one year and are still enrolled the following fall semester.

Following is a comparison of the overall retention rate figures and the retention rates for first – time freshman from 2011-2015.

LLTC Retention Rate Comparison for 2011-2016		
YEAR	OVERALL*	1st TIME FRESHMEN**
2015-16	36%	41%
2014-15	32%	42%
2013-14	37%	36.5%
2012-13	26%	30.5%
2011-12	31%	14%

**Overall* is the percentage of all returning students from one year to the next.
***1st Time FR* is the percentage of first-time freshmen entering in the fall semester and returning the next fall

Course Success

Student Services will begin tracking students' reasons for withdrawing from classes in the 2016-17 schoolyear. For 2015-16, following are our students' overall pass rates, failed classes, and withdrawals. From this data we can see that we have a 66 percent pass rate for classes. The remaining 33 percent are split between failing grades and withdrawals. We have also created a new a withdrawal form that allows us to track students' reasons for withdrawing from a class (Appendix B).

2015-16	Fall	Spring	Total
Pass (Grades A-D)	920 64%	782 69%	1702 66%
Fail (Grade F)	250 17%	176 15%	426 17%
Withdraw (W)	263 18%	178 16%	441 17%

Following are the success rates by class for 2015-16:

2015-16	Total Students	Pass Rate
ACCT 110	6	83%
ACCT 120	7	43%
ACCT 150	8	63%
ANI 100	12	64%
ANI 150	6	100%
ANI 200	13	54%
ANI 290	6	83%
ANI 299	1	100%
ART 100	14	75%
ART 102	5	80%
ART 107	17	76%
ART 110	5	60%
ART 204	11	80%
BIO 121	12	70%
BIO 121L	7	66%
BIO 122	7	57%
BIO 122L	7	57%
BIO 140	6	50%
BIO 200	12	67%
BIO 204	12	53%

2015-16	Total Students	Pass Rate
BIO 294	1	100%
BIO L121	10	73%
BLTD 100	9	78%
BLTD 110	9	78%
BLTD 114	16	50%
BUS 100	7	55%
BUS 160	13	77%
BUS 190	11	73%
BUS 190	8	88%
BUS 230	1	100%
BUS 250	8	88%
BUS 260	2	79%
BUS 270	7	57%
BUS 299	1	100%
CARP 112	14	53%
CARP 114	16	50%
CARP 116	16	50%
CARP 120	10	80%
CARP 200	8	75%
CARP 206	4	100%
CARP 210	9	33%
CARP 212	5	60%

2015-16	Total Students	Pass Rate
CARP 216	7	71%
CARP 295	6	67%
CHEM 100	7	71%
ECE 180	4	25%
ECE 201	7	100%
ECE 210	11	100%
ECE 220	1	0%
ECE 222	5	83%
ECE 240	6	100%
ECE 299	1	100%
EDU 100	6	39%
EDU 102	21	57%
EDU 140	10	60%
ELEC 110	9	67%
ENER 150	14	79%
ENER 160	7	57%
ENER 200	5	100%
ENER 210	9	67%
ENGL 096	7	39%
ENGL 101	11	60%
ENGL 102	11	62%
FOR 101	5	60%

2015-16	Total Students	Pass Rate
FOR 110	4	100%
FOR 120	4	100%
FOR 130	5	60%
FOR 210	1	0%
FOR 240	1	25%
GEOG 200	9	63%
HIS 101	2	43%
HIS 150	5	60%
ITECH100	20	65%
ITECH150	1	75%
ITECH210	4	58%
ITECH270	1	0%
LE 105	11	64%
LE 110	5	100%
LE 111	9	78%
LE 122	4	75%

2015-16	Total Students	Pass Rate
LE 150	5	60%
LE 209	3	100%
LE 210	5	80%
LE 221	2	100%
LE 223	1	100%
MATH 094	10	43%
MATH 100	16	50%
MATH 140	12	63%
MATH 150	10	60%
MATH 155	3	73%
MATH 210	3	67%
MATH 215	3	100%
MUS 250	10	73%
OJI 101	11	64%
OJI 102	5	68%
OJI 111	3	100%

2015-16	Total Students	Pass Rate
OJI 201	2	100%
OJI 291	11	77%
PE 100	4	75%
PHIL 200	9	67%
POLSC225	25	80%
PSCI 110	14	50%
PSCI 150	9	56%
PSY 100	4	60%
PSY 140	11	55%
PSY 200	1	100%
PSY 220	4	75%
SPCH 201	8	85%
TA 210	4	75%

Graduates

A 10-year report of graduates by program was issued (Appendix C). Further graduate analysis is discussed in the goals and objectives on page 7.

Graduation Rates

Our graduation rates for the period from 2011-2016 are as follows. Calculations using both the AIHEC AIMS and IPEDS formulas are included for comparison. AIMS calculates graduation rates by looking at all students who start in a particular year then calculating the percentage who graduate within four years (for a two-year degree). IPEDS includes only first-time, full-time degree-seeking students starting in the fall of a particular year who graduate within 150% of normal time to complete all requirements of their program of study (for example, students who complete a two-year degree within three years).

YEAR	AIHEC AIMS	IPEDS
2016	19%	21%
2015	40%	9%
2014	48%	11.8%
2013	32%	10.3%
2012	30%	10.6%
2011	13%	12.1%

Graduate Data

It is helpful to look at other, more detailed data regarding our graduates, such as average time to graduation, how many times graduates changed majors, how many had double majors, and how many were transfer students. It's also important to consider those who completed their degrees in two years (100%), three years (150%), four years (200%), and more than four years.

Year	Avg grad GPA	Total # of grads	Average time to graduation (years)	Students who changed majors	Students w/ double majors	Transfer students	Stopped out and came back	100%	150%	200%	>200%
2016	3.30	30	5.3 yrs	3 10%	2	6 20%	8 27%	9 30%	11 37%	0 0%	10 33%
2015	3.12	39 (3D)	4.7 yrs	1 3%	3	13 36%	4 11%	18 50%	6 17%	5 14%	7 19%
2014	2.99	51 (6D)	5.4 yrs	8 18%	3	24 53%	12 27%	21 47%	6 13%	4 9%	14 31%
2013	2.98	33 (8D)	6.9 yrs	7 28%	2	15 60%	16 64%	6 18%	4 12%	1 3%	14 42%
2012	3.13	32 (5D)	5.5 yrs	3 11%	0	10 37%	14 52%	5 19%	9 33%	0 0%	13 48%
2011	3.15	18	4.3 yrs	1 6%	0	9 50%	4 22%	5 28%	5 28%	3 16%	5 28%
2010	2.99	36 (4D)	5.8 yrs	2 6%	2	6 19%	13 41%	4 12%	8 25%	5 16%	15 47%
Avg	**3.09**	**34**	**5.4 yrs**	**12%**	**2**	**39%**	**35%**	**29%**	**24%**	**8%**	**35%**

This table does not include 1-year carpentry diploma students except in the number of graduates. (D-diploma students)

We can see from the graduation data above much more useful information than just an aggregate graduation rate. Here are some facts based on the data with some additional information:

- We average about 34 graduates per year, with a range of 18 graduates on the low end (2011) to 51 graduates on the high end (2014).
- The average GPA of our graduates is 3.09. This is for two-year degrees. (Not shown above: the average GPA for one-year diploma students is 3.72.)
- 35% of our graduates have stopped out then come back to school later. On average it takes our graduates 5.4 years to complete a two-year degree, though approximately two students per year have a double major.
- That said, 53% of our graduates finish their degrees in the acceptable 150% time limit allowable by federal regulations. For 8% it takes four years to complete a two-year degree, and for 35% it takes longer than four years; in some cases, 20 years or more.
- It is unlikely that changing one's major is a factor in the length of time to degree, since only 12% changed their major. In the U.S., it is estimated that 50 to 80 percent of undergraduates change their majors at least once.
- On average, 39% of our graduates are transfer students. 60% come to us from other two-year colleges, while 35% transfer in from four-year universities. 26% come from other tribal colleges (Fond du Lac Tribal and Community College, Haskell Indian Nations University, and White Earth Tribal and Community College).
- Transfer students bring with them an average of 14.3 credits.
- Diploma graduates dropped to zero in 2016, because the new two-year Integrated Residential Builder program started in the fall of 2015, and all of the carpentry students decided to continue on instead of graduating with the one-year degree in 2016.

Graduation Goals

Our original graduation goal was set in connection with President Obama's 2020 College Completion Goals. LLTC was the only tribal college included in this program, and we set a goal to reach a 20% graduation rate by 2020. As of 2016 we have reached this goal.

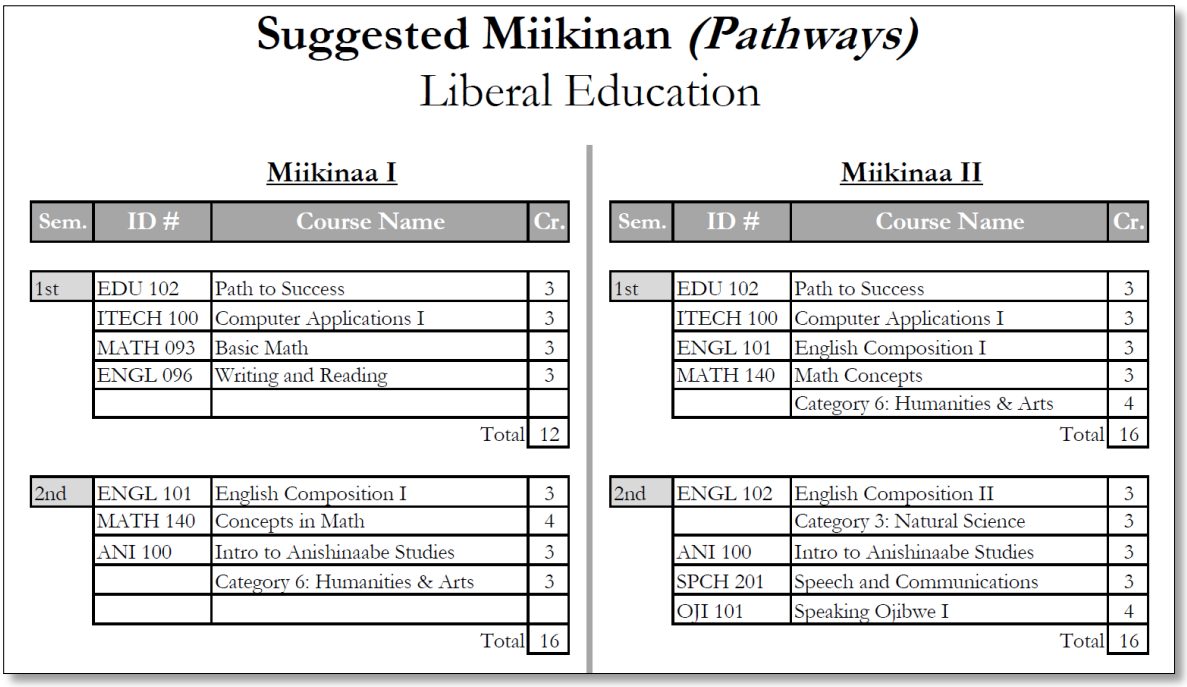
Our new goal is to increase our graduation rate by 2% per year.

Compass Placement Test

For the 2015-16 school year students began taking the Compass placement test in February 2015 for the Fall 2015 or Spring 2016 semesters. Of those who took the test, only 68% registered for classes. This problem has been discussed in Student Services, and a plan is in place to create a system to catch these students after they've completed the Compass test so that they can register immediately. Once they've left our office, our chances of getting them in to register drop considerably.

Although we put in place a recommended "Mikinaa" program for class registration (see below), I discovered a number of troubling trends that could be affecting our retention rate:

- 24% of students take neither math nor English in their first two semesters though it is required in the first semester of the Mikinaa
- An additional 33% don't take English but do take math or vice versa; they don't take math but do take English



Suggested Miikinan *(Pathways)*

Liberal Education

Miikinaa I

Sem.	ID #	Course Name	Cr.
1st	EDU 102	Path to Success	3
	ITECH 100	Computer Applications I	3
	MATH 093	Basic Math	3
	ENGL 096	Writing and Reading	3
		Total	12
2nd	ENGL 101	English Composition I	3
	MATH 140	Concepts in Math	4
	ANI 100	Intro to Anishinaabe Studies	3
		Category 6: Humanities & Arts	3
		Total	16

Miikinaa II

Sem.	ID #	Course Name	Cr.
1st	EDU 102	Path to Success	3
	ITECH 100	Computer Applications I	3
	ENGL 101	English Composition I	3
	MATH 140	Math Concepts	3
		Category 6: Humanities & Arts	4
		Total	16
2nd	ENGL 102	English Composition II	3
		Category 3: Natural Science	3
	ANI 100	Intro to Anishinaabe Studies	3
	SPCH 201	Speech and Communications	3
	OJI 101	Speaking Ojibwe I	4
		Total	16

This means that 65% of our students are not taking English in the first year, which is considered to offer foundational skills for all courses that require writing. A large percentage of students (78%) who test into English 096 are registered into English 101 or 102. Of these, 29% fail or withdraw from English. One of the reasons this may be happening is that without a policy that makes English 096 a pre-requisite to English 101, students can choose *not* to take a developmental course. We are now working on a policy to make English 096 a prerequisite to English 101, and the Compass test would then allow students to "test out." If they don't score high enough to test out, they could retake the Compass. Otherwise, they would be required to take English 096, which might improve their school success.

Of the students who tested into Math 094, only 10% were registered into Math 140 or higher. Of these, only one student withdrew; none failed. This may be due to the additional placement testing that math instructors are doing in class to double check that students are in the correct math level. There are several math instructors, and one devotes a large portion of time to math tutoring, so they have the time and ability to carry out this additional testing. Also, Math 094 and Math 140 are taught at the same time by different instructors, allowing students to switch classes without having to completely re-work their schedules.

This is much more difficult for English with only one English instructor. English 096 and English 101 cannot be taught at the same time, so it's best that we strictly follow the recommendations of the Compass. Other options are to hire another English instructor, or to put in place an additional in-class test with assistance for the one English instructor who would not be able to carry it out on her own. This is a topic on the agenda of the next PASS committee meeting.

While the news about our math placement is good, there are still a high number of students who are avoiding math in their first year of college – 59%. Taking a developmental math class early on might boost their confidence and give them the study skills they need to be successful in other classes.

Test Scores

Our average math (pre-algebra) test score is 31 out of 100. At LLTC, 68% of our students test into Algebra Skills (Math 094), 28% test into Concepts in Mathematics (Math 140), and 4% test into College Algebra (Math 150).

Our average English (reading and writing) test scores are 75 and 44 out of 100, respectively. A student should place into the same level for both categories to place into the higher level course. This means that 78% of our students test into Writing and Reading Skills (English 096), and 22% test into English Composition I (English 101).

Breaking this down further, on the reading portion of the test, 22% of our student place into English 096, and 78% place into English 101. On the writing portion of the test, however, 75% of students place into English 096, and 25% place into English 101.

Testing Date Trends

In the chart below it is clear that the lead up to August, the month school began in 2015, saw a steady increase of test takers. Student started as early as February taking the Compass test in preparation for the fall semester. From September on students took the Compass in preparation for the Spring 2016 semester. Only new students or those who have stopped out are required to take the Compass test. Compass testing events may encourage students to come in early.

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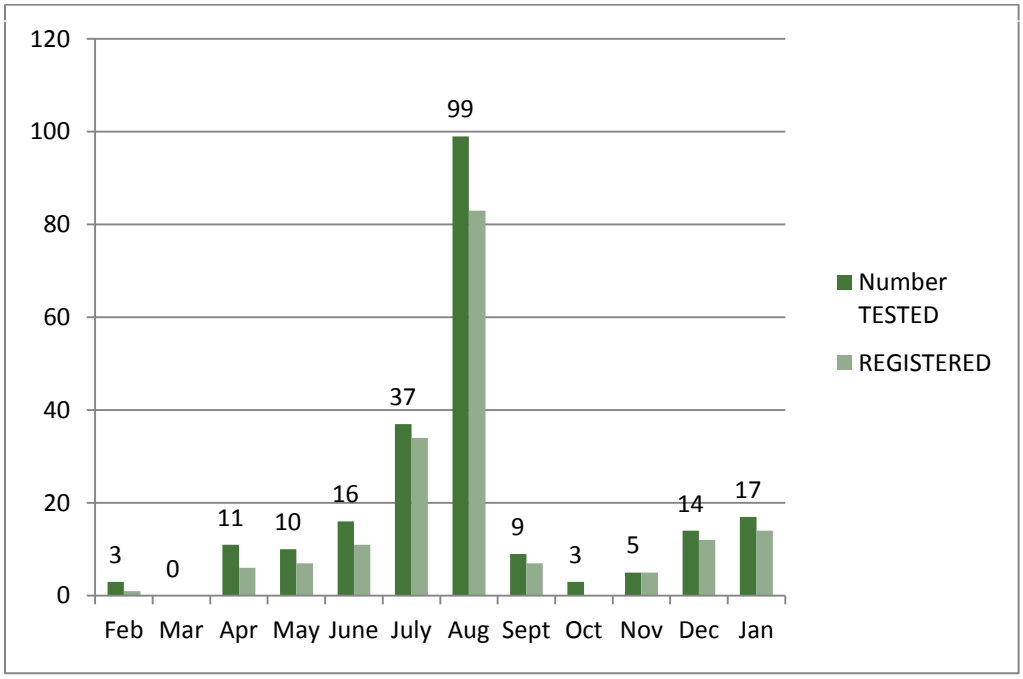


Accuplacer

Beginning in the Fall 2016 semester, we will begin using the CollegeBoard Accuplacer test instead of the Compass test. ACT Compass is going out of business and will no longer be offering tests as of December 31, 2016.

Recommendations from the data:

- Make the Mikinaa course progression mandatory for first-semester freshmen
- Make English 096 a prerequisite for English 101 with the placement test acting as a "test out" option
- Offer an additional in-class placement test for English 096 that would allow students to move up into English 101. This would be made easier by having English 096 and 101 scheduled at the same time.
- Hold summer and fall placement testing events.
- Put in place a system for students to register immediately after completing the placement test, before they leave our office.

General Education Assessment

Leech Lake Tribal College has six institutional learning outcomes that are covered by the general education (core) courses. Based on course learning outcomes from the course syllabi, the chart below shows which courses cover the institutional outcomes (on the left) for each degree (across the top). Earth Systems Science is not included here because the program is currently under redesign.

General Education (core) Courses offered by Degree								
Institutional Learning Outcomes	**Liberal Education A.A.**	**Indigenous Leadership A.A.**	**Early Childhood Development A.A.**	**Liberal Education, STEM Emphasis A.A.**	**Forest Ecology A.S.**	**Business Management A.A.S.**	**Law Enforcement A.A.S.**	**Integrated Residential Builder A.A.S.**
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.	ANI 100 EDU 102 ENGL 101 OJI 101 OJI 102 SPCH 201	ANI 100 EDU 102 ENGL 101 OJI 101 OJI 102 SPCH 201	ART 100 ANI 100 EDU 102 ENGL 101 OJI 101 OJI 102 SPCH 201	ANI 100 EDU 102 ENGL 101 OJI 101 OJI 102 SPCH 201	ANI 100 EDU 102 ENGL 101 OJI 101 SPCH 201	ANI 100 EDU 102 ENGL 101 OJI 101 SPCH 201	ANI 100 EDU 102 ENGL 101 PSY 100 SOC 101 SPCH 201	ANI 150 PSCI 150
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	ANI 100 EDU 102 ENGL 101 ENGL 102 ITECH 100 OJI 101	ANI 100 EDU 102 ENGL 101 ENGL 102 ITECH 100 OJI 101	ANI 100 EDU 102 ENGL 101 ENGL 102 ITECH 100 OJI 101	ANI 100 EDU 102 ENGL 101 ENGL 102 ITECH 100 OJI 101	ANI 100 EDU 102 ENGL 101 OJI 101 SPCH 201	ANI 100 EDU 102 ENGL 101 ITECH 100 OJI 101 SPCH 201	ANI 100 EDU 102 ENGL 101 ENGL 102 ITECH 100 OJI 101	ITECH 100 EDU 140

citations. *Using effective speaking skills in public presentations. *Demonstrate interpersonal communication skills.	OJI 102 SPCH 201	OJI 102 SPCH 201	OJI 102 SPCH 201	OJI 102 SPCH 201			OJI 102 PSY 100 SOC 101 SPCH 201	
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.	ANI 100 ENGL 101 ENGL 102 SPCH 201 ANI 100	ENGL 101 ENGL 102 SPCH 201 ANI 100	ENGL 101 ENGL 102 SPCH 201 ANI 100	ENGL 101 ENGL 102 SPCH 201 ANI 100	ANI 100 ENGL 101 SPCH 201	ANI 100 ENGL 101 SPCH 201 PSY 100 SOC 101	ENGL 101 ENGL 102 SPCH 201 ANI 100	EDU 100 CARP 212
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.	EDU 102 ITECH 100	EDU 102 ITECH 100	EDU 102 ITECH 100	EDU 102 ITECH 100	EDU 102	EDU 102 ITECH 100	EDU 102 ITECH 100	ITECH 100 EDU 140

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.	CHEM 111 MATH 140 MATH 150 MATH 155 MATH 210 MATH 215	CHEM 111 MATH 140 MATH 150 MATH 155 MATH 210 MATH 215	CHEM 111 MATH 140 MATH 150 MATH 155 MATH 210 MATH 215	CHEM 111 FOR 210 FOR 240 FOR 260 MATH 140 MATH 150 MATH 155 MATH 210 MATH 215	FOR 210 FOR 240 FOR 260 MATH 150 MATH 155	MATH 140		MATH 100 CARP 212
Reading Skills – Students will be able to: *Demonstrate comprehension of college-level readings. *Extend vocabulary through reading.	ANI 100 ENGL 101 ENGL 102	ANI 100 ENGL 101 ENGL 102	ANI 100 ENGL 101 ENGL 102	ANI 100 ENGL 101 ENGL 102	ANI 100 ENGL 101	ANI 100 ENGL 101	ANI 100 ENGL 101 ENGL 102	BUS 270

The only area where there is a clear lack of coverage is under quantitative skills for the A.A.S. in Law Enforcement degree. There is no math class required for this degree, and none of the general education course outcomes currently describe a quantitative focus in any of their learning outcomes. There are a number of law enforcement courses that do, however, cover quantitative skills. This is an area under development at this time.

Competency in each area is measured by a letter grade of A (90-100%), B (80-89%), C (70-79%), D (60-69%), or F (below 60%). The minimum competency level should be a grade C of as an average of all students completing these courses. The following pages show the breakdowns of students' grades and retention in each course listed above.

Core Course Grades and Retention Rates

The average grades and retention rates below are for the 2015-16 year only. Overall, Leech Lake Tribal College (LLTC), and Red Lake Nation College (RLNC) numbers are separated out.

Course Number	Course Name	Overall Average Grade	LLTC Average	RLNC Average	Overall Retention Rate	LLTC Retention Rate	RLNC Retention Rate
ANI 100	Introduction to Anishinaabe Studies	2.05	1.76	2.65	97%	90%	93.50%
ANI 150	Traditional Building Arts	3.50	3.5	-	100%	100%	-
BIO 121	General Biology I	1.11	2.77	1.89	83%	78%	79.33%
BUS 270	Business Entrepreneurship	2.00	2.00	-	86%	86%	-
CARP 212	Landscape Construction	2.50	2.5	-	80%	80%	-
EDU 100	Critical Thinking and Problem Solving	2.90	2.90	-	100%	100%	-
EDU 102	Path to Success	2.35	2.73	1.97	75%	69%	80.00%
EDU 140	Professional Skills Development	2.38	2.38	-	80%	80%	-
ENGL 101	English Composition I	2.01	1.88	2.20	79%	78%	81%
ENGL 102	English Composition II	1.86	1.58	2.73	91%	93%	89%

ITECH 100	Computer Applications I	2.20	2.14	2.42	87%	87%	87%
MATH 100	Technical Math	2.71	2.71	-	47%	47%	-
MATH 140	Concepts in Math	1.93	1.84	2.14	86%	93%	73%

Appendices

Appendix A – Inventory of Campus Assessment Culture

Appendix B – Official Withdrawal Form

Appendix C – Graduates by Program, 2007-2016

Appendix D – Assessment Day Survey Results

Appendix A - Inventory of Campus Assessment Culture

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: *Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.*	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[i] 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[ii] Summer 2016[iii] Fall 2016
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	Fall 2016 Summer 2016[iv] Fall-Spring 2016-17

	Current State	Needs	Plans	Dates
			curriculum mapping progress.	Spring 2016[v]
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[vi] Spring 2017 Spring 2016[vii]
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 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.	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, 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.	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[viii] Fall 2016[ix] 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	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	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[x] Fall 2016[xi]

	Current State	Needs	Plans	Dates
	community for education in particular fields?	program instructors to use in their reports to the curriculum committee.		

Appendix B – Official Withdrawal Form

Official Withdrawal Form

A student may officially withdraw from a course(s) will reflect a grade of "W" on the student's academic transcript and will negatively affect the student's completion rate. ***The student remains responsible for paying the tuition and fees for the course(s) from which they have withdrawn.*** Faculty members may withdraw students who are unlikely to pass the course as determined by progress following the midterm grade.

Date:_____Student ID Number:_____Last Date of Attendance:_____

Semester: Fall Spring Summer Year: Phone: _____

Student Name:_____

Course ID	Course Title	Credits	Instructor

Reason for Withdrawal:

Academic Performance Transportation Child Care Health Employment Financial

Other, (please explain) _____

~~Use back of sheet if necessary~~

PLEASE SIGN FORM, AND RETURN TO THE REGISTRAR.

*Student Signature*_____*Date*_____

*Faculty Signature*_____*Date*_____

*Financial Aid Signature*_____*Date*_____

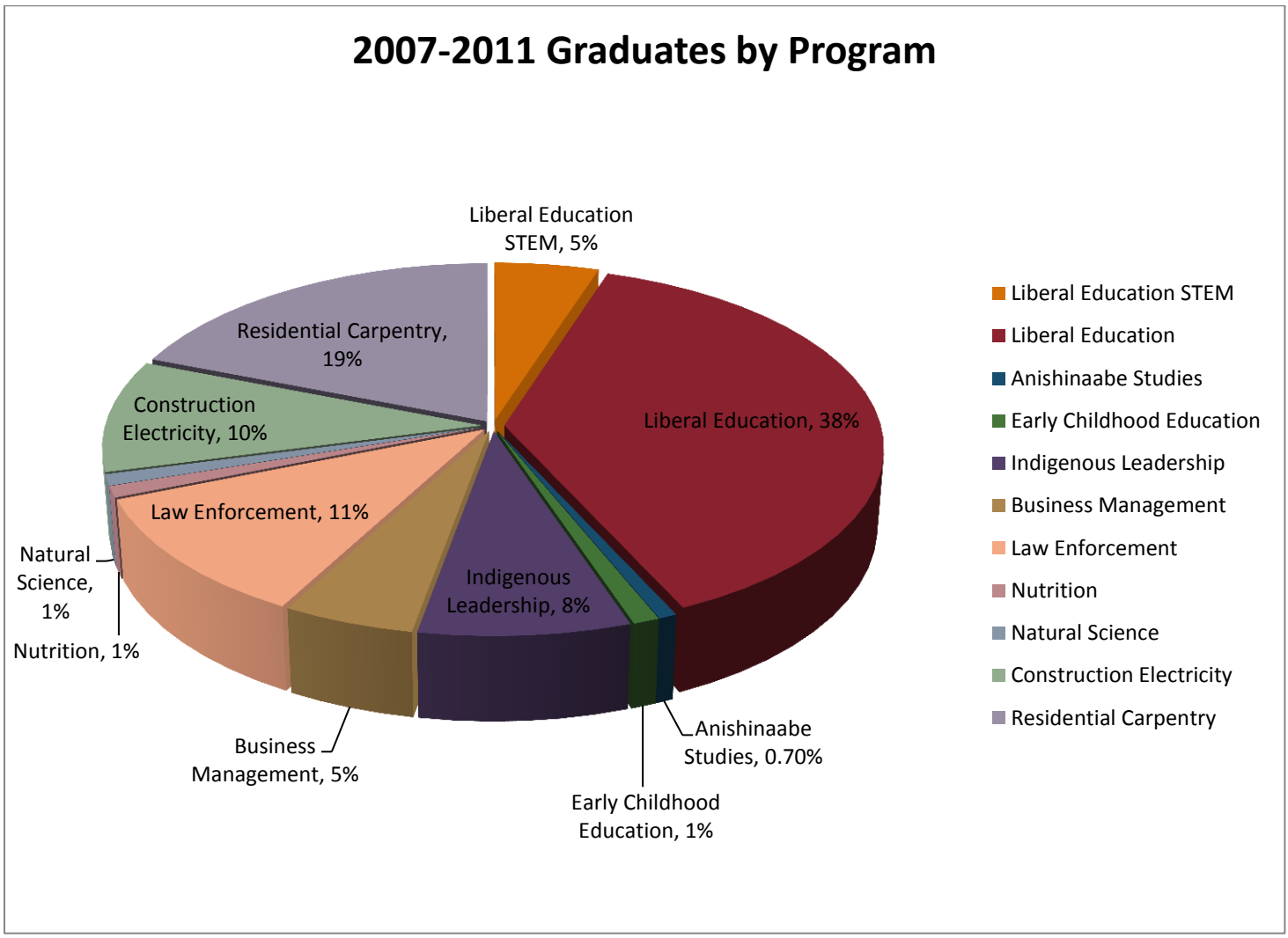
*Registrar Signature*_____*Date*_____

Appendix C – Graduates by Program, 2007-2016

2007-2011 Graduates by Program

Program Ranking	Degree/ Diploma	Program	Number of Graduates	Percentage of Total
1	A.A.	Liberal Education	50	38%
2	Diploma	Residential Carpentry	25	19%
3	A.A.S.	Law Enforcement	14	11%
4	Diploma	Construction Electricity	13	10%
5	A.A.	Indigenous Leadership	10	8%
6	A.A.	Liberal Education STEM	7	5%
7	A.A.S.	Business Management	7	5%
8	A.A.	Early Childhood Education	2	1%
9	A.S.	Nutrition	2	1%
10	A.S.	Natural Science	2	1%
11	A.A.	Anishinaabe Studies	1	<1%
		TOTAL	**133**	**100%**

Data collected by Phil Leen

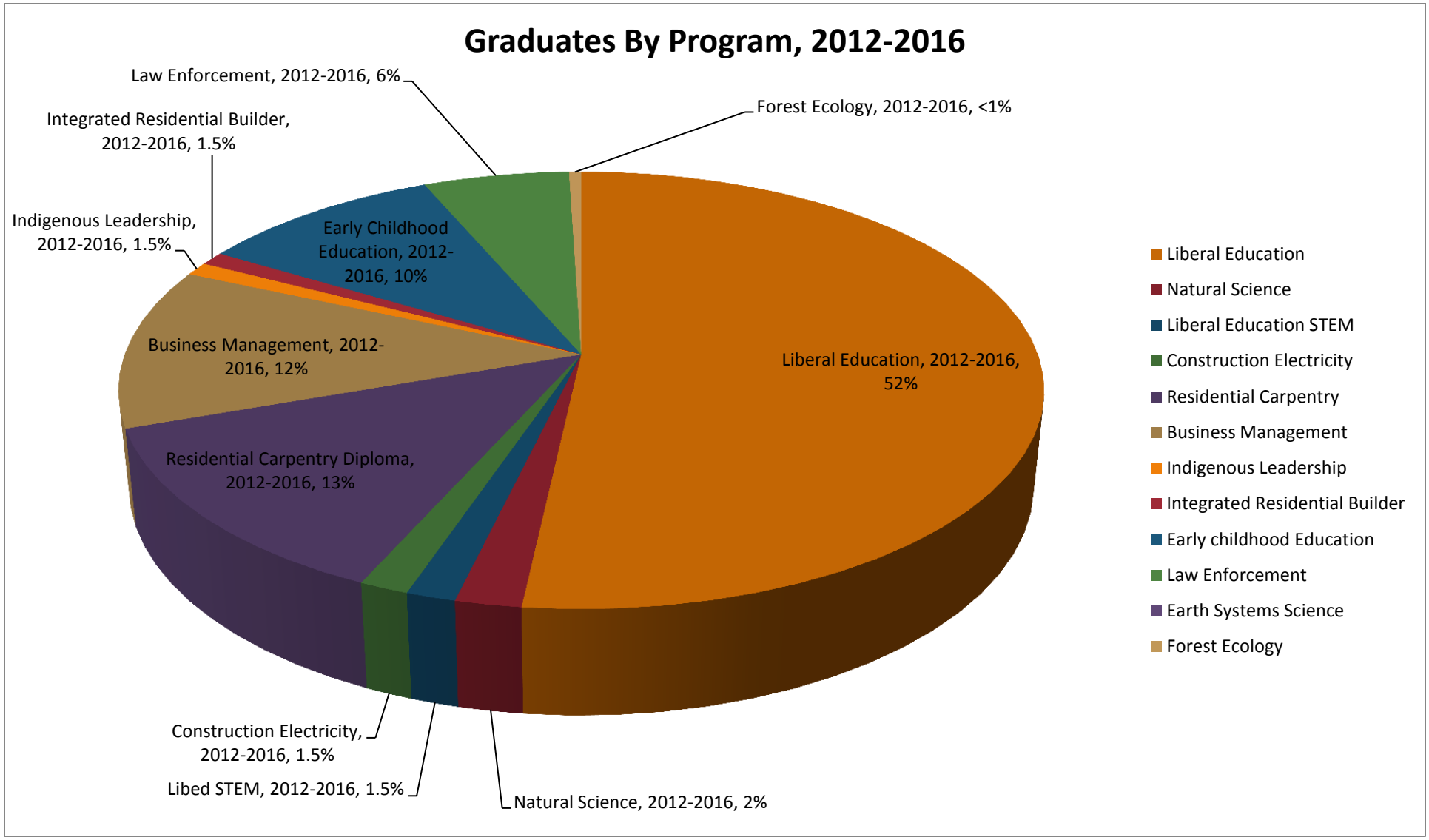


Data collected by Phil Leen

2012-2016 Graduates by Program

Program Ranking	Degree/ Diploma	Program	Number of Graduates	Percentage of Total
1	A.A.	Liberal Education	98	52%
2	Diploma	Residential Carpentry	24	13%
3	A.A.S.	Business Management	23	12%
4	A.A.	Early Childhood Education	18	10%
5	A.A.S.	Law Enforcement	12	6%
6	A.S.	Natural Science	4	2%
7	A.A.	Liberal Education STEM	3	1.5%
8	Diploma	Construction Electricity	3	1.5%
9	A.A.	Indigenous Leadership	2	1%
10	A.A.S.	Integrated Residential Builder	2	1%
11	A.A.	Earth Systems Science	0	0
12	A.S.	Forest Ecology	0	0
		TOTAL	**189**	

Data collected by Stacey Lundberg and analyzed by Melanie Wilson



Data collected by Stacey Lundberg and analyzed by Melanie Wilson

Appendix D – Gidakobidoomin Assessment Day Survey Results Report

Gidakobidoomin Assessment Day Survey Results Report

Introduction

From the Higher Learning Commission (HLC) activities tied to Assessment Academy comes the concept and slogan for assessment work at Leech Lake Tribal College – *nindakobidoomin*, or "tying it all together." This term speaks to the complex nature of assessment and institutional effectiveness work, namely, that everything is tied to everything else. Everything we do in every department, whether it's academics, services, or support, is done with a single mission in mind: to provide quality higher education grounded in Anishinaabe values.

Gidakobidoomin Assessment Day was held on September 23, 2016. Goals and learning outcomes for the day's activities were:

A. Goals:
    a. Show how what each of us does contributes to the whole
    b. Show the importance of assessment to all our of constituents
    c. Explain how the assessment process will help us with accreditation
    d. Help develop an understanding of and appreciation for continuous improvement
    e. Show how the Strategic Plan guides assessment activities
B. Learning Outcomes – Participants will be able to:
    a. States our mission
    b. Defines *accountability* and *transparency* as these concepts relate to their jobs.
    c. Recognizes the Ojibwe word *nindakobidoomin* and states what it means in English
    d. Sets goals for improvement in their jobs that relate to their department's goals, the strategic plan, and the mission of the college.
    e. Creates or chooses tools for tracking, measuring, and analyzing improvement related activities.

Surveys were completed on the day of the event, with all 30 participants completing a survey. Below are the main takeaways from the survey results. Response data follows.

Survey Results

- Following the training, about a third could state the mission, while the other two-thirds know what it's about but can't state it word for word. (Q1)
- When asked how often they considered strategic plan goals when setting their goals at work, only 18% always (1) or often (4) do this. 36% (10) sometimes consider the strategic plan when goal setting. The rest rarely or never do (14). However, when asked how likely they were to do this from now on, the numbers were better. 32% (9) were very likely and 54% (15) were likely to use the strategic plan goals when setting their work goals. (Q2, Q3)
- Questions 4 and 5 asked about the practice of revisiting goals mid-year to track one's progress. 43% (12) admitted that they rarely or never do this. 43% (12) do it sometimes, and a small number, 14% (4)

always or often revisit their goals mid-year. 79% (23) indicated that they are likely or very likely to do this in the future. (Q4, Q5)

- Questions 6 and 7 asked about collecting data to measure progress toward one's goals. 21% never or rarely collect data in measuring progress toward their goals. 38% (11) do it sometimes, and 41% (12) often or always collect data. Going forward, 83% (24) intend to collect data to support their goals, while 17% (5) report being unlikely to do so. (Q6, Q7)
- Asked about whether they had started to complete their work plans with their annual goals, 64% (18) reported they had and 36% (10) had not. (Q8)
- Asked about whether they had chosen tools for tracking, measuring and/or analyzing achievement of goals, one half of the group had, and the other had not. (Q9)
- Question 10 asked respondents to choose the best descriptor* of assessment activities:
    - Continuous improvement* 62% (18)
    - Busy work 10% (3)
    - Testing 0%
    - Goal setting 10% (3)
    - Requirement of accreditation 17% (5) (Q10)
- For the purposes of the training and this survey, *accountability* is defined as, "The responsibility of employees to complete the tasks they are assigned, to perform the duties required by their job, and to be present for their proper shifts in order to fulfill and further the goals of the organization." Of the respondents, 90% (26) agreed that this is very important to them. Only 6% (2) said it was moderately important, and 3.5% (1) said they felt neutral about it. No one said it was unimportant. (Q11)
- The definition of *transparency* was given as, "Transparency in the workplace is characterized by honest and open communication, respectful feedback and equitable work conditions and requirements." Of the respondents, 93% (27) said this was very important to them. Only 7% (2) said they felt neutral about this. (Q12)
- Question 13 asked respondents to rate this statement: "What I do at work contributes to the organization as a whole; it's all connected." 93% (27) stated that this was very true of what they believed, while only 3.5% (1) stated it was somewhat true, and only 3.5% (1) stated that they felt neutral. (Q13)
- Question 14 asked for respondents' suggestions for next year's assessment day activities. These were their answers:
    - Break up into a couple of days to keep operations going but also accomplish our assessment goals.
    - Haven't received copy of strategic plan to use in goal setting
    - Morning sacks :-)
    - Thank you for doing this.
    - Have in when school is not in session.
    - Not on a Friday
    - To have good/positive attitude and hold each other up and to work really hard.
    - Have it during an in-service day. I'm running between classes and missing my office hours. I feel rushed and would rather focus more specifically.

[i] Completed.

Data collected by Stacey Lundberg and analyzed by Melanie Wilson

[ii] Completed.
[iii] Completed.
[iv] Faculty did not fully complete the worksheets, Form A: Comparing Course and Program Outcomes and Form B: Course Assignments and Rubrics, so they were given the summer with clear deadlines to complete the forms. By fall, the forms still had not been completed. As of this update, 10/4/16, many completed forms have been collected, but curriculum mapping cannot be concluded until they are done.
[v] Completed.
[vi] Completed, although community needs survey will continue throughout the year.
[vii] Completed.
[viii] Completed.
[ix] Published October 2016.
[x] Completed, but program review was never started. It will begin in Fall 2016.
[xi] The program review process has been introduced to both curriculum committee and to the faculty. No action has been taken to my knowledge.