



Assessment Plan

2015 to 2020

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Introduction

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

Purpose of the Plan

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

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

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

History of LLTC

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

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

In the fall quarter of 1992, the college had its first graduate of the Associate of Arts

program in Anishinaabe Language and Culture in the spring of 1993. In 1994, the college was accorded status as a Land Grant Institution by the United States Congress. Also in 1994, seventeen graduates completed their Associate of Arts degrees and Associate of Applied Science degrees. By the spring of 1995, the number of graduates had increased to twenty- four.

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

Today, Leech Lake Tribal College includes approximately 60 faculty, staff, and administrators, and 200 students. Most of our students come from the Leech Lake and Red Lake Reservations. Approximately 5% of the student population is non-Indian. The college was accredited as a post-secondary Vocational School in 1993. The college was awarded candidacy status with the Higher Learning Commission of the North Central Association in 2002 for its associate degree programs, and continued candidacy in 2004. Full accreditation status was granted on September 26, 2006 for the maximum initial accreditation period of five years, with no focus visits required. (LLTC, 2016a).

Vision

LLTC's unique vision and objectives are:

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

Institutional Objectives

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

- Encourage and support the professional development of faculty and staff

Mission

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

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

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

Seven Grandfather Teachings

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

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

Inendizowin (Humility) • Recognize oneself as an equal part of creation • Be careful what one says around others • Demonstrate empathy to others • Be respectful of the thoughts and ideas of others • Recognize one's weaknesses and acknowledge the capacity for self-growth • Develop and practice good listening and observation skills	Debwewin (Truth) • Speak as honestly as one can according to one's perception • Be loyal in all relationships • Avoid hypocrisy Nibwaakaawin (Wisdom) • Seek guidance from elders and advisors • Take time to reflect upon experiences • Acknowledge the opportunity to learn from others • Persist in acquiring knowledge and improving skills • Strive to accomplish goals and dreams
Zoongide'ewin (Courage) • Face difficult situations with bravery • Acknowledge one's personal weaknesses and develop strength to combat them • Demonstrate the ability to take initiative and speak when asked	Gwayakwaadiziwin (Honesty) • Maintain truthfulness, sincerity, and fairness in all one's actions • Possess the ability to manage confidential information • Communicate with others fairly and truthfully
Manaaji'idiwin (Respect) • Accept cultural, religious, and gender differences • Maintain high standards of conduct at all times • Safeguard the dignity, individuality, and rights of others • Practice ethical behavior at all times	Zaagi'idiwin (Love) • Work cooperatively and harmoniously with others • Show kindness and compassion • Demonstrate acceptance and the empowerment of others • Offer hope, encouragement, and inspiration

Assessment Philosophy

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

Institutional Learning Outcomes

Cultural

Students will demonstrate an understanding of:

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

Communication

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

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

Critical Thinking

Students will be able to:

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

Computer Skills

Students will be able to:

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

Quantitative Skills

Students will be able to:

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

Reading Skills

Students will be able to:

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

Framework, Goals and Objectives

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

Mission Statement

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

Strategic Planning Initiative

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

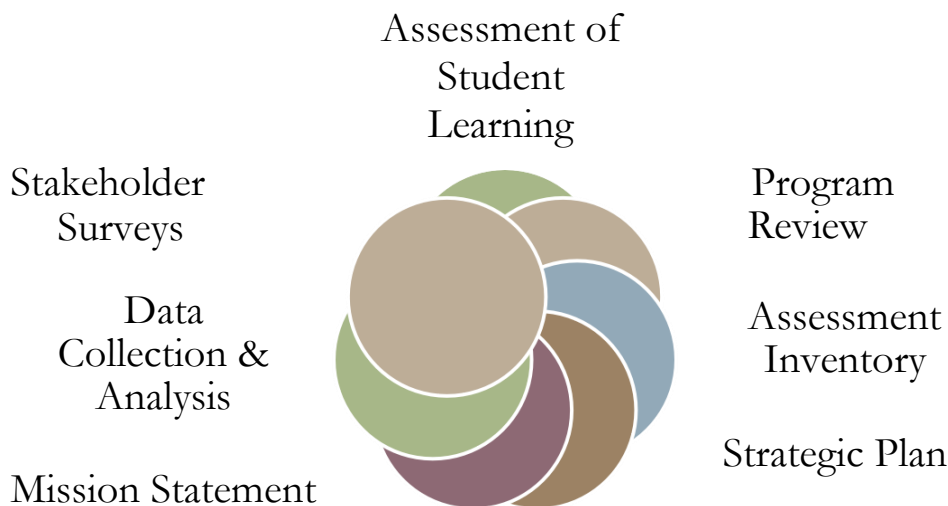
Assessment Inventory

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

Assessment Plan

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

Framework for Assessment and Institutional Research:



Goals

The mission statement is clear and concise, and support for the mission is ongoing. LLTC became engaged with the Achieving the Dream Network in 2017 propelling the college towards becoming a data based decision making institution. The inclusion of student, staff and faculty surveys to measure the impact and thus the creation of student success initiatives. The strategic plan 2015-2020 provides the framework to move towards the future and develop the next five year strategic plan. The assessment plan is under continuous improvement. Below are goals related to assessment and institutional effectiveness:

1. Complete LLTC assessment inventory.
2. Assess student learning using direct indicators, indirect indicators, and institutional data.
3. Carry out stakeholder surveys on a planned schedule.
4. A five year Program Review schedule has been implemented.
5. Continually update and improve assessment plan.
6. Continual support to create an alignment of our stakeholders on the direction of our institution (BOT, Administration, Student Senate, and Faculty Council).
7. Review the campus committee structure to identify ways to improve and improvise cross campus work.

Objectives

GOALS	OBJECTIVES	DATES	PEOPLE	NOTES
1. Assessment inventory	a. Make results of inventory available to faculty b. Complete 15-item inventory of campus assessment culture (Appendix B).	Ongoing	Director of Assessment	Due to vacancy of Director of Assessment updates will resume Summer 2019. An inventory of campus assessment culture appears below under the section entitled Implementation Strategies
2. Assess student learning	a. Update comparisons of course learning outcomes to program learning outcomes and make necessary changes. b. Ensure adequate assessment of each learning outcome and document on the Course Assignments and Rubrics Form. c. Document in-class assessment and adjustments on the Assessment Log Form.	Spring 2019 Spring 2019 and updates as needed. Every semester.	Faculty members	A has been partially completed by faculty. Adjustments or revisions to course learning outcomes goes to the Curriculum Committee. B is an ongoing process to include curriculum mapping. Faculty would benefit from a seminar on curriculum mapping. C is ongoing. New Google Forms of these documents were created in February 2019. Faculty are working on transferring Microsoft Word forms to the Google Forms.
3. Stakeholder surveys	a. Changeover from SurveyMonkey.com to integrated Courseval software b. Implement program surveys for graduates c. Campus climate survey	Spr 2016	Director of Assessment, IT Administrator Director of Assessment, Student Services	The Courseval was implemented in 2016 and is still utilized at mid-term and end of term for students. The chairs now have access to results for their respective departments. B is still in progress. C a campus climate survey will be conducted in spring 2019.

4. 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	Ongoing	Director of Assessment, Finance Department, Curriculum committee, All faculty	A, program review process was adopted in 2017, with all academic programs to be completed by 2019. As of this edit (Feb 2019), 5 of the 9 academic program reviews are completed. There is a five year Program Review calendar. Departments are also working to complete their individual work plans each fall.
5. Assessment Plan	a. Update and disseminate an assessment plan annually.	Ongoing	Director of Assessment, Assessment Committee (Dept. Chairs and Academic Dean in absence of DA)	Worksheets and instructions have been added to this document and in 2019 have been implemented through Google Forms for streamlined reporting and assessment.
6. Shared Governance	a. Reports for BOT and meetings b. Admin team meetings c. Support Student Senate efforts d. Support Faculty Council efforts	Monthly Weekly As needed As needed	All supervisors Admin team Student Services Department Chairs	Ongoing
7. Committee work	a. Hold an annual committee chairs' meeting to review responsibilities b. Review committee structure to enhance and improvise.	Annual Sept. 2019	Director of Assessment, committee chairs, HR director	Faculty Chair duties were added to the Faculty Handbook in 2019. Committee notes are organized on the Gaag.

Implementation Strategies

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

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

Strategy One: The Assessment Plan

Progress on an assessment handbook that includes the necessary forms, a glossary of assessment terms, a timeline of activities, worksheets, and assessment information has been made. Currently in 2019, forms have been implementing using Google Docs to streamline faculty assessment activities and reporting. While currently lacking an assessment director at LLTC, the plan outlined in this guide serves as a blueprint while we continue *gidakobidoomin*.

Strategy Two: Ownership in Assessment

Faculty and staff have been involved in the assessment planning process, though lack of an assessment coordinator has slowed the process of building a campus-wide team that embraces assessment activities. All departments are given the opportunity to design their own assessment tools and decide what data to collect to inform their decision making.

Strategy Three: Ongoing Professional Development

Assessment workshops are held on campus to keep the topic on everyone's radar. Faculty are encouraged to attend assessment conferences, though this area needs further development.

Strategy Four: Assessment Day

Campus-wide assessment days are held when faculty and staff come together to work on planning and reporting for their departments. There has been an assessment day scheduled each year, though these days have often been informational but have not left much time for reporting assessment activities.

Strategic Plan

The Leech Lake Tribal College five year strategic plan was improvised during the 2016-17 school year. It does extend into 2020 and the college will need to begin the process of developing the next five year plan.

This effort would include coordinating a Strategic Planning Committee, to decipher the past and present goals and objectives to launch the college into the next five years. In an effort to round out the strategic planning process, committee members assigned measurable objectives to be evaluated on a yearly basis.

Foundational Vision and Value Statements

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

1.1 Strategic Initiative: Promoting Sustainable Professional Development and Careers

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

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

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

2. Preserving the Ways We Connect Our Values and Culture

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

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

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

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

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

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

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

3.2 *Strategic Initiative: Expanding Pedagogical Modalities of the College*

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

3.3 *Strategic Initiative: Increase Diverse Global and Local Academic Opportunities*

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

Institutional Effectiveness

Institutional effectiveness includes assessment and encompasses five major areas:

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



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

Evaluation of Learning Outcomes (Assessment Activities)

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

The American Indian Higher Education Consortium (AIHEC) states:

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

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

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

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

Program and Unit Reviews

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

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

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

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

Shared Governance

(Bahls 2015) Effective shared governance more often takes the form of a systems approach, one in which faculty, board members and administrators actively engage to share responsibility for identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities. Shared governance as a system for alignment has two primary parts.

- The first part is a system for creating alignment of stakeholders on issues of institutional direction by developing common understandings of the challenges the institution faces.
- Second part is a system of checks and balances for decisions regarding operational issues such as academic programs, tenure, promotion policies, budgeting and student life.

Committee Work

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

Gathering and Reporting Data

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

Key Personnel

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

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

Director of Assessment & IR	Vacant/Posted		
Director of Enrollment Services	Stacey Lundberg	stacey.lundberg@lltc.edu	218-335-4222
Dean of Academics	Vikki Howard	vikki.howard@lltc.edu	218-335-4255
Director of Operations	Bill Frederickson	bill.fredrickson@lltc.edu	218-335-4234
Dean of Student Services	Michelle Saboo	michelle.saboo@lltc.edu	218-335-4218
Chief Financial Officer	Genny Lowry	genny.lowry@lltc.edu	218-335-4253

Faculty Assessment Work

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

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

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

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

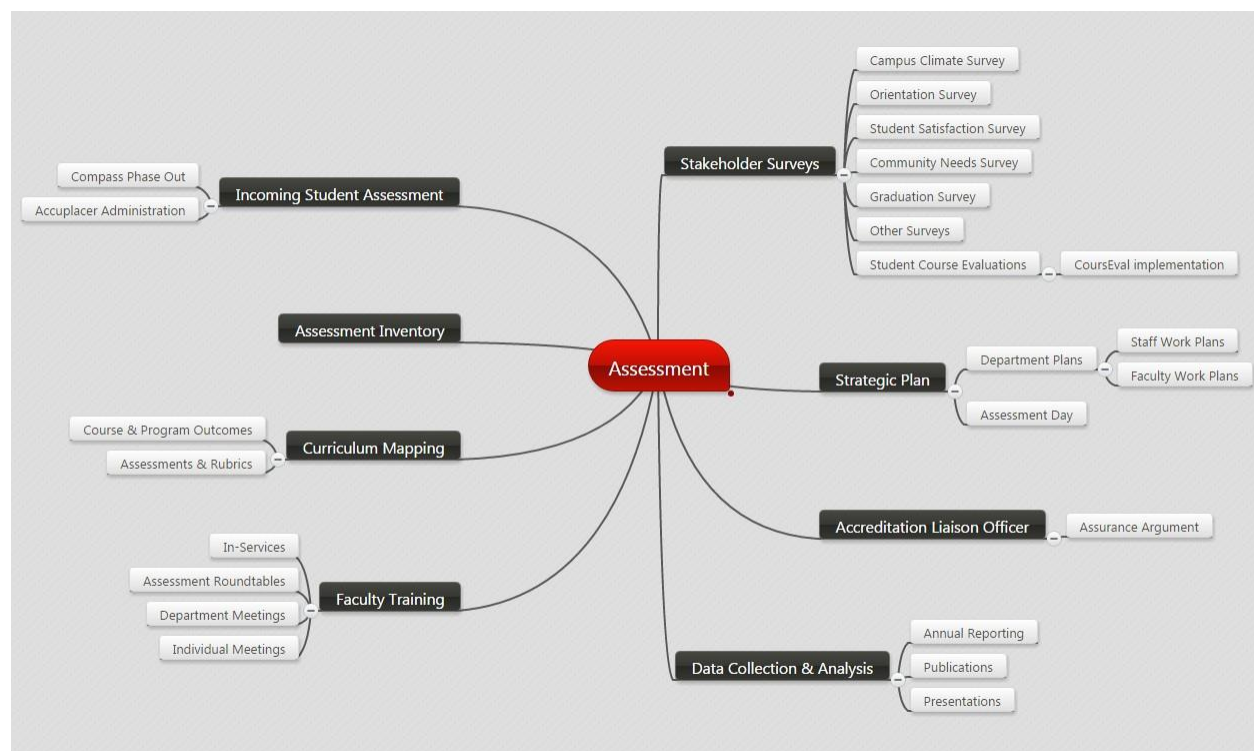
Recently, a third form has been introduced to allow more fluid reporting of in-class assessments. The Course Assessment Log is a place to record updates and experiments within a particular class.

All three assessment forms have been converted to Google Forms and are available to faculty through their LLTC accounts. Additionally, these online forms report to a database which streamlines reporting assessment activities

This sounds simple, but it is only the beginning. All of the information gathered from these forms will then be used to create a curriculum map. Most schools have all of this information recorded in curriculum mapping software, because it's incredibly detailed and time-consuming work, and keeping it digital allows it to be easily revisited on a regular basis. This makes the process of continuous improvement in assessment much easier.

Assessment Map

The following map shows the work of assessment at LLTC. Assessment plays a large role in accreditation.



Appendices

Appendix A: Work Plan Template

Appendix B: Assessment Inventory

Appendix C: Campus Assessment Culture Inventory

Appendix D: Form A – Comparing Course and Programs Outcomes

Appendix E: Form B – Course Assignments and Rubrics

Appendix F: Form C – Course Assessment Log

Appendix G: Glossary of Assessment Terms

Appendix A: Work Plan Example

WORK PLAN

2018-2019

Goal #1:

Goal #2:

Goal #3:

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

Things to remember:

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

Appendix B: Assessment Inventory

This inventory documents current assessment practices at Leech Lake Tribal College.

[Updated Feb 2019]

1. Mission Statement:

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

- a. Updated in 2016, and widely published on campus
- b. Faculty and staff encouraged to connect their work to the Mission Statement

2. Strategic Plan

- a. Strategic Planning efforts were renewed in 2018 with a campus wide initiative
- b. Staff, faculty and students were encouraged to participate

3. Assessment of Student Learning

- a. Despite the absence of a Director of Assessment, the faculty have taken the lead in updating assessment forms and adding more documentation of course assessment with an Assessment Log.
- b. A Director of Assessment to help coordinate these efforts would make this process easier and more effective.
- c. Data analysis and sharing with faculty is beginning (Spr 2019) and will facilitate faculty updating and improving their courses

4. Stakeholder Surveys

- a. A community survey was conducted in 2014 and 2016, and attempted in 2018
 - i. Initial results showed an improvement in recognition of LLTC programs and value
 - ii. Outreach efforts seem to be helping, though transportation and technology access are still very real barriers for community members interested in LLTC's offerings
 - iii. The survey will be conducted again in 2019
- b. Student surveys are conducted every semester, though the CoursEval software adopted in 2016 hasn't been particularly popular. Discussion of going back to paper course evaluations has been discussed among Department Chairs

5. Data Collection, Analysis, and Publication

- a. The top priority for data collection is for mandatory required reporting (IPEDS, AIMS-AKIS, BIE, HLC, EADA, enrollment, etc.).
- b. LLTC joined the Achieving the Dream network in 2017. ATD is a national non-profit organization that works with community and tribal colleges to achieve sustainable institutional transformation driven by data that result in improved outcomes for all students.
- c. Through this work, Core & Data teams were organized to develop an action plan based on the College's definition of student success. These priority areas focused on recruitment, retention, persistence, and graduation, as well as capacity building in data collection & dissemination and cultural knowledge building on campus. Each year a

report on progress toward goals is submitted to ATD that outlines the action steps taken by LLTC and measures the indicators of progress.

6. Program Review

- a. As of February 2019, six of nine of the academic degree programs had completed program review.
- b. The other three- Early Childhood Education, Forest Ecology, and Integrated Residential Building are underway, and should be completed yet this year
- c. Through this intensive round of program review, we have identified the need for better data and specific data sets that will help us with future reviews. We also need a Director of Assessment and Institutional Research.
- d. A rotating schedule of Program review has been adopted, with most programs coming up again in 2-4 years.
- e. Packaged dataset needs are under discussion to aid in the next round. In particular, data needs include tracking of alumni, financials, and course success rates need to be easier to access.

Appendix C: Campus Assessment Culture Inventory

Clear general education goals	NOTES
• What are the core competencies that all students, are expected to demonstrate? • Is the number of goals manageable? • Are these core competencies assessed throughout the curriculum at every level, not just in general education courses?	The core competencies are listed, here and evaluated during program review for each academic program
Common use of assessment-related terms	
• Is a glossary of assessment terms available to the entire college community?	Yes, in this plan which is on the website.
Faculty ownership of assessment programs	
• Does faculty assume responsibility for assessing student learning outcomes? • Are they involved with developing an assessment program? (Ideally, a faculty- led team with representatives from across the disciplines.) • Do they plan the program? • Develop tools for and implement the program? • Do they use the data they obtain?	Faculty are taking ownership in the absence of a DAIR and they are updating this plan. With the new Google Forms format, we are better able to use the data from our assessments.
Ongoing professional development	
• Are ongoing higher-level assessment workshops provided? • Are faculty sent to assessment conferences?	We need to find some of these. We have distributed various assessment guides to help faculty and others.
Administrative support and encouragement of assessment	
• Does the administration review student satisfaction surveys? • Does the administration take part in assessing institutional effectiveness? • Does the administration use assessment findings in the budgeting and planning process? • Does the administration attend workshops? • Is the administration conversant in assessment topics? • Are sufficient resources and incentives committed to the effort?	

Practical, sustainable assessment plan	Notes
• Is there an active assessment committee? • Are faculty assessing at least one learning objective each year? • Is assessment part of normal path of course development, or is it an extra task added on top of other duties?	Faculty are looking at course outcomes each semester. Our new assessment packet to be completed each semester is an effort to make assessment a normal part of course development.
Systematic	
• Is assessment of student learning outcomes consistent and orderly over time? • Are uniform assessment tools available to faculty?	We are getting there with our assessment packet.
Student learning outcomes for all courses and programs	
• Does every course have published learning outcomes? • Do learning outcomes use terms from Bloom's taxonomy?	All course outcomes are published on syllabi. We need to do a review of all outcomes for Bloom's taxonomy and to ensure that they are measureable.
Comprehensive program review	
• Is program review conducted annually for at least one program? • Is institutional decision-making tied to program review?	We completed 5 by the end of February with more coming in the next couple months. Once all are completed we will continue with our program review cycle.
Assessment of co-curricular activities	
• Are all co-curricular activities assessed? • Is institutional decision-making tied to the assessment of these activities?	We are working on creating a clearer definition of co-curricular and modifying our assessment form to make it less onerous and more likely to be completed.
Assessment of overall institutional effectiveness	
• What measures are in place to evaluate institutional effectiveness, such as a campus climate survey? • Do all non-academic departments take part in assessment activities?	

Informational forums about assessment	
How are assessment efforts shared campus-wide?	The assessment plan and program reviews are available on the website, and much of the internal documentation is hosted on Gaag- our intranet site available to all LLTC faculty and staff. With a new DAIR, further ways of information dissemination will likely be adopted.
Inclusion of assessment in plans and budgets	
• Do faculty contribute data for informed departmental budgeting? • Is there money budgeted for assessment activities, both general assessment funds and departmental funds?	There are designated funds for assessment activities within federal grants and in general funds.
☐ Celebration of successes	
• How are assessment successes celebrated? • How are faculty and staff recognized for their efforts? • Is there an assessment newsletter or other method of sharing assessment news?	

Appendix D: Form A – Comparing Program and Course Outcomes Google Forms

Comparing Indigenous Leadership Program Outcomes and Course Outcomes

List your course outcomes and then check the boxes next to the program outcomes that your course outcomes support.

* Required

1. Course Title *

2. Course Outcome 1

3. Check the boxes that match Course Outcome 1

Check all that apply.

- ☐ Graduates will demonstrate an understanding of sense of place based on languages, culture, history, and land
- ☐ Graduates will demonstrate skills to evaluate and interpret artistic, cultural, and historical texts and trends within a global context.
- ☐ Graduates will demonstrate communication skills to convey information and ideas, in both oral and written forms of Ojibwemowin and English.
- ☐ Graduates will demonstrate critical thinking skills using Anishinaabe world views nad scientific inquiry to definte problems in a community and global context.
- ☐ Graduates will demonstrate comprehension of college-level reading materials and extend their vocabulary through reading in both Ojibwemowin and English.

4. Course Outcome 2

5. Check the boxes that match Course Outcome 2

Check all that apply.

- ☐ Graduates will demonstrate an understanding of sense of place based on languages, culture, history, and land
- ☐ Graduates will demonstrate skills to evaluate and interpret artistic, cultural, and historical texts and trends within a global context.
- ☐ Graduates will demonstrate communication skills to convey information and ideas, in both oral and written forms of Ojibwemowin and English.
- ☐ Graduates will demonstrate critical thinking skills using Anishinaabe world views nad scientific inquiry to definte problems in a community and global context.
- ☐ Graduates will demonstrate comprehension of college-level reading materials and extend their vocabulary through reading in both Ojibwemowin and English.

Appendix E: Form B - Course Assignments and Rubrics Google Form

Course Assignments and Rubrics Form

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

* Required

1. Course Number and Name *

2. Instructor Name

3. List all course learning outcomes as listed on class syllabus, assigning a letter to each (See example below...) *

- A. Explain the structure and function of various ecosystems
- B. Describe the institutions that deal with environmental challenges
- C. Evaluate environmental issues from various perspectives
- D. Propose and assess alternative solutions to environmental problems
- E. Articulate the actions they would take on various environmental issues

Assignments

List the assignments students are graded on (Ex: Weekly Discussions, Mid-term Exam) and check the boxes for the corresponding outcomes the assignment addresses.

4. Please list Assignment Group 1 (Exams, e.g.)

5. Which outcomes does Assignment 1 address?

Check all that apply.

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G
- ☐ H

6. Please list Assignment Group 2

7. Assignment 2

Check all that apply.

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G
- ☐ H

8. Please list Assignment 3

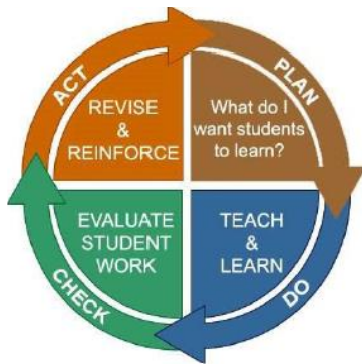
Appendix F: Form C - Course Assessment Log Google Form

Course Assessment Log

This form is for faculty to record our less formal assessments that we all do as instructors. Did you update your assignments or class content as a result of an observation? Did you try a new activity and how did it work?

* Required

Assessment Loop: At the end of each semester, note the assessment activities you have done in your classes. Talk about how you assessed the students, the result of your evaluation, and how you modified your class as a result.



1. Course Number and Name *

2. Semester and year *

3. Instructor Name *

4. Student Outcomes: How did you assess these, what was the result of your evaluation, and how did you modify your class or teaching as a result?

5. Student Retention: What have you noticed about your student retention? Have you modified your class or teaching style to increase retention? If yes, explain what you did.

6. If you have any documentation, please upload it here.

Files submitted:

Appendix G: Glossary of Assessment Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Inputs: For a tribal college assessment program include 1) the plans and strategies (i.e. mission statement, the strategic planning initiative, the assessment inventory, and the assessment plan) and 2) the resources (i.e. the assessment coordinator, financial support, technical support, administrators, and faculty) that go into developing the program.

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

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

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

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

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

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

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

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

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

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

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

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