



# RED LAKE NATION COLLEGE

Academic Program Review

2020-2024

## PROGRAM

Liberal Education (A.A.)

## AUTHORS

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# Title of Program: Associate in Arts in Liberal Education

**Years Reviewed:** 2020-2024

**Semester and Year Completed:** Spring Semester, 2023-2024 Academic Year

**Faculty Contributors:** Tami Nendick, Stephen Watkins-Melgarejo, Dr. Bonnie Ekstrom, Jeff Jones, Devery Fairbanks, Lucas Bratvold, Stephanie Martin, Dr. Thomas Hokanson, Sarah Barott, Dr. Wendy Greenberg

Consistent with the RLNC's vision: "Red Lake Nation College will strive to be a center for academic excellence on the Red Lake Indian Reservation, equipping students with a knowledge of their language, culture, and self, and preparing them to carry this knowledge forward into future generations," the Program Review Process provides a unique opportunity to:

- Reflect on our work
- Engage in dialogue with colleagues relative to a program's strengths, opportunities, aspirations, and results challenges
- Continuously improve our programs

The results of the Program Review Process will be used to inform Department Planning efforts and, by extension, the college's master planning and budgeting processes.

Program Reviews are conducted through three-year cycles. The next cycle is 2021-2024. This program review will be completed again during the 2023-2024 Academic Year.

## **RLNC Program Assessment Methodology**

This academic program evaluation has been followed in accordance with the faculty approved process for RLNC Program Assessment and Evaluation. Formative and Summative evaluation and analysis are provided as well as non-academic indicators established by the college's "Process for Developing, Proposing, Implementing and Evaluating New and Existing Programs standards of evaluation".

Performance criteria has been established within program assessment rubrics for RLNC and is recorded and scored using a metric scale of evaluation. In addition, each graduate student creates and presents an electronic portfolio to demonstrate proficiency in each program or goal area. Reviewing ePortfolios is also a method of evaluating the A.A. program and identifying areas for improvement.

## Table of Contents


<b>Program Assessment Rubric</b>	<b>5</b>
<b>Overview</b>	<b>9</b>
Program Mission	9
Program Learning Outcomes	9
Liberal Education Programmatic Learning Outcomes	9
Governance	12
<b>Program Design</b>	<b>12</b>
Degree Requirements	12
Associate in Arts Degree (A.A.) Liberal Education Degree Requirements	12
Course Descriptions	15
Congruence - Course and Program Goals	15
Balance	15
Congruence among sections	16
Required courses offered on schedule	16
Research opportunities	16
Service-Learning Opportunities	17
Procedures for Developing, Reviewing, and Evaluating Courses	17
Advisement Procedures	17
<b>Program Assessment</b>	<b>18</b>
Overview of Student Learning Assessment	18
Description of Key Assessment Instruments	18
Operational Direct Indicators	18
Academic Direct Indicators	18
Operational Indirect Indicators	19
Academic Indirect Indicators	19
Key Rubrics Included	19
Syllabi for all Required Courses	19
Assessment Data Described and Analyzed	19
Effectiveness in Achieving Program Goals and Objectives	21

Effectiveness in Achieving Goals and Objectives of General Education	21
Program Supports Faculty-Student Involvement and Student Activities	21
Student Participation	22
Program Responds to Needs of Community	22
▶ Technology	22
▶ Local Employment Opportunities	23
Alumni Follow-Up Surveys	24
Employer Follow-Up Surveys	24
How Assessment Results will be used to Improve Program	25
<b>Faculty</b>	<b>25</b>
Mastery of Faculty Summarized	25
Faculty Training	26
<b>Effectiveness in Teaching</b>	<b>27</b>
Hiring Procedures Described	27
Teaching Loads Analyzed	28
Percentage of Courses Taught by Faculty	29
Student-Faculty Ratio	29
Advising Loads Analyzed	30
Teaching Innovations Highlighted	30
Procedures for Evaluating Teaching Effectiveness	31
Summary of Syllabi Effectiveness	32
<b>College Service and Growth</b>	<b>32</b>
Faculty Service to College and Community	32
▶ Teaching	32
▶ Scholarship	33
▶ Service	33
Maintaining Currency	34
Continuing Growth and Service	34
Weight of these Criteria for Promotion and Awards	34
<b>Students</b>	<b>35</b>

Admissions Requirements	35
Pre-College Preparation	36
Students who took Placement Tests	36
Students Placed in Developmental Classes	37
RLNC First-Year Experience:	37
Basic Math Skills/Algebra:	38
Reading and Writing Skills:	39
Computer Skills:	40
Student Demographic Profiles	40
American Indian Student Count	40
Age Range	40
Child Dependent Status	41
First-Generation Students	41
Students who received Pell Grant	41
Student Diversity	41
Recruiting	42
GED Graduates Per Year	42
Enrollment Patterns	42
Student Enrollment Data	42
First-Time Entering Students	43
Attrition Patterns	43
Percent of Students Withdrawn or Failed by Semester	43
Graduation Patterns and Time to Degree	44
Post Graduation Job Placement / Transfer to 4 yr	44
Budget Data	45
Revenue	45
<b>Conclusion</b>	<b>46</b>
Analysis	46
Strengths	47
Action Plan	48
<b>References</b>	<b>48</b>

## Program Assessment Rubric

*\*This rubric was completed after curricular revisions were implemented.*

	<b>Strong (4)</b> The program is highly developed and requires no additional attention to this area	<b>Developed (3)</b> The program is developed and demonstrates acceptable documentation/evidence with some areas for improvement	<b>Developing (2)</b> The program may be in the early stages and/or requires additional work in this area	<b>Beginning or Poor Performance (1)</b> The program is either in the early stages or missing the required information	<b>Comments</b>
<b>Overview (28 total points)</b>					
Division/Department Mission Statement	X				
Mission Statement outlining programmatic goals	X				
How mission ties to college mission	X				
Program Description	X				
Learning Outcomes identified	X				
Governance – leadership and resources	X				
Timeline of implementation for corrections/updates	X				
<b>Program Design (40 total points)</b>					
Degree requirements specified	X				
Congruence between course and program goals, prerequisites	X				
Congruence between course and program goals and national standards	X				
Balance between breadth and depth		X			
Congruence between learning outcomes among multi-sections	X				
Required courses offered on schedule		X			
Research opportunities			X		
Service-Learning opportunities		X			
Procedures for developing, reviewing, and evaluating courses (includes student participation)	X				
Advisement procedures	X				
<b>Program Assessment (52 total points)</b>					

Overview of student learning assessment in program	X				
Description of key assessment instruments and how they assess learning outcomes		X			
Key rubrics included	X				
Syllabi for all required courses	X				
Assessment data described and analyzed		X			
Effectiveness in achieving program goals and objectives		X			
Effectiveness of achieving goals and objectives in general education		X			
Program supports faculty-student involvement and student activities	X				
Program responds to needs of the community/needs assessment	X				
Other assessments	X				
Alumni follow-up surveys			X		
Employer follow-up surveys			X		
How assessment results will be used to improve program		X			
<b>Faculty (8 total points)</b>					
Mastery of faculty, part and full time, summarized	X				
Explain how training/interests of faculty contribute to breadth of program. Areas of strengths/weaknesses identified	X				
<b>Effectiveness in Teaching (20 total points)</b>					
Hiring procedures described	X				
Teaching loads analyzed	X				
Advising loads analyzed	X				
Teaching innovations highlighted	X				
Procedures for evaluating teaching effectiveness	X				
<b>College Service and Growth (16 total points)</b>					
Faculty service to college and community		X			
Maintaining currency		X			
Weight of these criteria for promotion and awards adequate	X				
<b>Students (36 total points)</b>					

Admissions requirements for program described	X				
Student Profiles analyzed	X				
Student Diversity	X				
Program's strategies for recruiting students		X			
Enrollment patterns analyzed	X				
Attrition patterns analyzed	X				
Graduation patterns analyzed	X				
Time to degree analyzed	X				
Job Placement rates analyzed	X				
<b>Support for Program (8 total points)</b>					
Budget data for division as it affects program	X				
Program brings in sufficient revenue	X				
<b>Conclusion (8 total points)</b>					
Strengths of the program discussed	X				
Action Plan for Improvement\	X				

### Scale (Existing Programs)

184-216 <b>Our Score = 200</b>	Highly Developed	<ul style="list-style-type: none"> <li>Continue Program</li> </ul>
151-183	Developed	<ul style="list-style-type: none"> <li>Continue Program</li> </ul>
130-150	Developing	<ul style="list-style-type: none"> <li>Existing program placed on probation</li> <li>New program postponed until Developed</li> </ul>
0-130	Beginning or Poor Performance	<ul style="list-style-type: none"> <li>Existing program placed on probation, suspended, or discontinued</li> <li>New program postponed until Developed</li> </ul>

Program Evaluation and Rubric completed by:

Tami Nendick

Date Reviewed:

6/10/24



Name of program:

Associate in Arts, Liberal Education

Program recommendation provided by:

Faculty

Program recommendation: Discontinue/**Continue**/Modifications

Explanations

The Liberal Education is the foundation of the Red Lake Nation College. Ongoing efforts will continue to improve the academic program and supportive services.

Signature lines:

_____	<u>Faculty Senate Chair/Adjunct</u>	_____
Signature	Title	Date

_____	<u>Director of Assessment and IE</u>	_____
Signature	Title	Date

_____	<u>Dean of Academic Affairs</u>	_____
Signature	Title	Date

_____	<u>Assoc. Dean of Academic Affairs</u>	_____
Signature	Title	Date

_____	<u>Faculty</u>	_____
Signature	Title	Date

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Signature	Title	Date

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Signature	Title	Date

_____	<u>Faculty</u>	_____
Signature	Title	Date

_____	<u>Faculty</u>	_____
Signature	Title	Date

Final signature by President

_____	<u>President</u>	_____
Signature	Title	Date

## Overview

Red Lake Nation College (RLNC) was an additional location of Leech Lake Tribal College (LLTC) from the fall of 2012 until June 30, 2017. The first program review was completed during the 2016-2017 academic year as the contractual agreement was coming to a close. Red Lake Nation College completed an articulation agreement (memorandum of understanding) with Bemidji State University, and later with all Minnesota State Colleges and Universities, to ensure RLNC students would be able to transfer their credits to these institutions during the period of Candidacy while RLNC is unaccredited. To ensure the transfer of credits, RLNC revised course codes and course descriptions and aligned course and program-level outcomes to the Minnesota Transfer Curriculum. RLNC also identified equivalent courses at Leech Lake Tribal College to ensure consistency of transfer from LLTC to RLNC for those students who were unable or chose not to complete their degrees through LLTC. The second program review was conducted from 2017-2020 and represents RLNC as an independent institution. This third review was conducted after RLNC earned full HLC accreditation as well as approval to offer online degree programs. In an effort to continually improve programming, new pedagogical and assessment measures were developed to strengthen RLNC processes and procedures. Key components include graduate electronic portfolios, faculty end-of-course reflections, and the expanded use of the Canvas Learning Management System to encompass engagement, ongoing interaction, and assessment at all levels.

## Program Mission

### **Associate in Arts, Liberal Education**

The program is designed for students to receive an Associate in Arts Degree, Liberal Education. This Degree Program is a two-year course of study designed intentionally as an exploration of and exposure to many disciplines, development of a wide breadth of understanding of liberal education and preparation for transfer to four-year institutions. The Degree Program is centered and infused with culturally relevant material. It is the intention of this course of study to provide students with an exposure to the Ojibwe language and allow them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement. RLNC has made great strides in using technology to provide students with a holistic education both in person and online.

## Program Learning Outcomes

The Associate in Arts, Liberal Education degree program is a two-year course of study designed intentionally as an exploration of, and exposure to, many disciplines in order to develop a wide breadth of understanding of liberal education, and to prepare for transfer to a four-year institution. This Degree Program is infused with culturally relevant material with the intent of exposing students to the Ojibwe language and allowing them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement. The credits earned at RLNC are designed to transfer for continuing education in a baccalaureate program.

## Liberal Education Programmatic Learning Outcomes

Students will be able to:

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation (MnTC Goal Area 1)
2. Communicate effectively with others in the community verbally or in writing (MnTC Goal Area 1)
3. Use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve; apply problem-solving and/or modeling strategies to their surrounding environment (MnTC Goal Areas 2 and 4)
4. Demonstrate an understanding of natural science principles, methods, and scientific inquiry and traditional Indigenous American knowledge perspectives (MnTC Goal Area 3)
5. Increase students' knowledge about mathematical and logical modes of thinking (MnTC Goal Area 4)
6. Investigate the human condition by examining Indigenous and global social institutions (MnTC Goal Areas 5 and 8)
7. Demonstrate and understand the verbal and nonverbal skills reflecting history, culture, and social issues in the lives of Indigenous people (MnTC Area 6)
8. Apply multiple perspectives and diverse ways of knowing to analyze, interpret, and problem-solve (MnTC Goal Area 7)
9. Expand their knowledge of human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought (MnTC Goal Area 8)
10. Engage with a sense of civic responsibility and a commitment to public life (MnTC Goal Area 9)
11. Articulate and defend the actions they would take on various environmental issues (MnTC Goal Area 10)
12. Engage in the use of technology to acquire information literacy (RLNC Institutional Priority)

Program outcomes are collected and reviewed according to the following process in accordance with the Minnesota Transfer Curriculum.

PROGRAM	Courses are chosen based on the PLO they fit, the delivery format, and the frequency they are offered.											
REVIEW CYCLE	Underlines indicate courses that fit multiple PLO's. <b>B</b> 's indicate new courses. <b>-A</b> indicates asynchronous courses.											
	CORE REQ.	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
2021	FYEX 1100 OJIB 1100	ENGL 1100		BIOL 1100	MATH 1500	<u>SOCL 1100</u> <u>GEOG 2100</u>		<u>SOCL 1100</u>	<u>GEOG 2100</u>	<u>SOCL 1100</u>	<u>GEOG 2100</u>	<u>PHED 1100</u>
2022	ANSH 1100	SPCH 2100		<u>BIOL 1200</u> <u>BIOL 2100</u>	MATH 1100	<u>PSYC 1100</u> <u>SOCL 1100</u>	ARTS 1100	<u>SOCL 1100</u>		<u>BIOL 1800</u> <u>SOCL 1100</u>	<u>BIOL 2100</u>	ANSH 1300
2023	ANSH 1300	<u>ENGL 2800</u>			MATH 1200	<u>POLS 1100</u> <u>PHIL 2100</u> <u>SOCL 2200</u> <u>SOCL 2300</u>	ANSH 2100 ANSH 2200	<u>SOCL 2200</u>		<u>POLS 1100</u> <u>PHIL 2100</u> <u>SOCL 2200</u> <u>SOCL 2300</u>	<u>ENGL 2800</u>	ANSH 1300 TECH 1200
2024	EPOR 1100 OJIB 1100	ENGL 1200 <u>ENGL 2700-A</u>		BIOL 1100	<u>MATH 1200</u>	<u>HIST 1400</u> <u>PSYC 1200-A</u>	ANSH 1600 ANSH 1400	<u>HIST 1400</u>	<u>GEOG 2100-A</u> <u>OJIB 2100</u> <u>ENGL 2700-A</u>	POLS 1100	<u>MATH 1200</u> <u>GEOG 2100-A</u>	

## Governance

Program assessment is conducted by the RLNC faculty members, who are governed by the Faculty Senate. The Dean of Academic Affairs, and the Director of Assessment and Institutional Effectiveness also contribute to the process and provide additional resources for faculty members.

The Faculty Senate is the primary body to formulate and implement academic policy in collaboration with the Dean of Academic Affairs. The Faculty Senate enforces existing academic policies and makes recommendations on policies governing academic standards. They also formulate academic and other education policies concerning requirements for degrees. The Senate participates in the formulation of RLNC policies that affect academics. The Senate may formulate positions on any matter of college-wide concern. The Faculty Senate is subject to the authority of the RLNC President and Board of Regents as provided by federal regulation and legislation.

The Dean of Academic Affairs, with faculty consultation, appoints faculty members to serve on the Faculty Senate. Because Red Lake Nation College is a small institution, all full-time faculty members are appointed. All full-time and adjunct faculty members are voting members and decide by vote who will be the Chairperson (voice) of the board. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance.

## Program Design

### Degree Requirements

The degree requirements for the revised A.A. in Liberal Education can be found on the RLNC website at: <https://www.rlnc.education/a-a-liberal-educations>.

### Associate in Arts Degree (A.A.) Liberal Education Degree Requirements

62-64 Credits

The same course cannot be used to fulfill more than one category.

Core Requirements (25 credits required)		Credits	Semester	Grade	Pre-req
ANSH 1100	Intro to Anishinaabe Studies	3			
ANSH 1300	Anishinaabe Fitness and Nutrition	2			
BIOL 1100	Introductory Biology I	4			
ENGL 1100	Composition	3			ENGL 0900/0950 or P Score
FYEX 1150	First Year Experience	1			
EPOR 1100	Student Eportfolio	1			Taken in final semester
OJIB 1100	Ojibwemowin I	4			
OJIB 1200	Ojibwemowin II	4			OJIB 1100
SPCH 2100	Speech and Communications	3			ENGL 1100

<b>Goal Area 1: Communications (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
ENGL 1200	Myths and Legends	3			
ENGL 2100	Creative Writing	3			ENGL 1100
ENGL 2200	Literature and the Environment	3			ENGL 1100
ENGL 2300	Argument and Exposition	3			ENGL 1100
ENGL 2500	Writing Practicum I	3			ENGL 1100
ENGL 2510	Writing Practicum II	3			ENGL 2500
ENGL 2600	American Literature: The Industrial Revolution	3			ENGL 1100
ENGL 2700	World Literature	3			ENGL 1100

<b>Goal Area 2: Critical Thinking (Satisfied when all requirements are met)</b>
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<b>Goal Area 3: Natural Sciences (3-4 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
BIOL 1200	Introductory Biology II	4			BIOL 1100
BIOL 2100	Environmental Science	3			BIOL 1100
BIOL 2200	Human Anatomy and Physiology	4			BIOL 1100
CHEM 1100	General Chemistry	4			MATH 1100 or higher
PSCI 1100	Physical Science	4			MATH 1100 or higher
PSCI 1200	Earth Science	4			MATH 1100 or higher

<b>Goal Area 4: Mathematical/Logical Reasoning (3-4 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					

MATH 1100	Mathematical Reasoning	3			MATH 0900 or P Score
MATH 1200	Environmental Mathematics	4			MATH 0900 or P Score
MATH 1500	College Algebra	4			MATH 0900 or P Score
MATH 1700	Introductory Statistics	3			MATH 0900 or P Score
MATH 2400	Calculus	4			MATH 1500 with C or better

<b>Goal Area 5: History and Social and Behavioral Sciences (6 credits required from two different disciplines)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose TWO from below:</i>					
ANSH 1200	History of the Red Lake Nation	3			
ANSH 2300	Economics of Anishinaabe Nations	3			
ANSH 2400	Anishinaabe Psychology	3			ANSH 1100
CRJS 1200	Criminal Justice and Society	3			
CRJS 2400	Juvenile Delinquency and Justice	3			
HIST 1100	Anishinaabe and U.S. History	3			
HIST 1400	The American Past: Since 1877	3			
POLS 1100	Introduction to American Government	3			
POLS 2100	Treaty Law	3			
PSYC 1100	Introductory Psychology	3			
PSYC 1200	Developmental Psychology	3			
PSYC 2200	Abnormal Psychology	3			PSYC 1100 or 1200
SOCL 1100	Introductory Sociology	3			
SOCL 2100	Social Issues and Change	3			SOCL 1100
SOCL 2200	Race and Gender Relations	3			SOCL 1100
SOCL 2300	Understanding Hate	3			

SOCL 2500	Family Dynamics	3			
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<b>Goal Area 6: Humanities and Fine Arts (6 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose TWO from below:</i>					
ANSH 1400	Anishinaabe Philosophy	3			ANSH 1100
ANSH 1500	Anishinaabe Art	3			
ANSH 1510	Black Ash Basket Making	3			
ANSH 1600	Anishinaabe Music and Dance	3			
ANSH 2100	Anishinaabeg in Cinema and Pop Culture	3			
ANSH 2200	Anishinaabe Leadership	3			ANSH 1100
ANSH 2500	Anishinaabeg in Literature	3			ENGL 1100
ENGL 1200	Myths and Legends	3			
ENGL 2100	Creative Writing	3			ENGL 1100
ENGL 2600	American Literature: The Industrial Revolution	3			ENGL 1100
OJIB 2100	Ojibwemowin III	4			OJB 1200
OJIB 2200	Ojibwemowin IV	4			OJIB 2100
PHIL 2100	Ethics	3			
TECH 2100	Digital Storytelling and Preservation	3			P Score

<b>Goal Area 7: Human Diversity (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
CRJS 1200	Criminal Justice and Society	3			
HIST 1100	Anishinaabe & U.S. History	3			
HIST 1400	The American Past: Since 1877	3			

SOCL 1100	Introductory Sociology	3			
SOCL 2200	Race and Gender Relations	3			SOCL 1100
SOCL 2500	Family Dynamics	3			

<b>Goal Area 8: Global Perspective (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
ENGL 2700	World Literature	3			ENGL 1100
GEOG 2100	Cultural Geography	3			
OJIB 2100	Ojibwemowin III	4			OJIB 1200
OJIB 2200	Ojibwemowin IV	4			OJIB 2100

<b>Goal Area 9: Ethical and Civic Responsibility (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
ANSH 2200	Anishinaabe Leadership	3			ANSH 1100
EDUC 2000	Foundations of Education	3			ANSH 1100 or ANSH 1200 or OJIB 1100
BIOL 1800	Environmental Ethics	3			
PHIL 2100	Ethics	3			
POLS 1100	Introduction to American Government	3			
POLS 2100	Treaty Law	3			
SOCL 2100	Social Issues and Change	3			SOCL 1100
SOCL 2300	Understanding Hate	3			

<b>Goal Area 10: People and the Environment (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-req</b>
<i>Choose ONE from below:</i>					
BIOL 1800	Environmental Ethics	3			



BIOL 2100	Environmental Science	3			BIOL 1100
ENGL 2200	Literature and the Environment	3			ENGL 1100
GEOG 2100	Cultural Geography	3			
MATH 1200	Environmental Mathematics	4			MATH 0900 or P Score

General Electives (4-6 credits)	Credits	Semester	Grade	Pre-req
Need 62-64 credits	Credits Completed			

### Course Descriptions

All course descriptions and course learning outcomes can be found on the RLNC website at: <https://www.rlnc.education/courses>. Additional courses were added and others inactivated through the curriculum committee during this cycle of review.

### Congruence - Course and Program Goals

All courses are reviewed on a scheduled basis by the Curriculum Committee, following the course review process to ensure course and program goals are aligned with one another and with the Minnesota Transfer Curriculum standards.

Many common rubrics are used among courses and departments at the program and the institutional levels i.e. (<https://www.rlnc.education/programs-courses> and <https://www.rlnc.education/institutional-outcomes>). Common rubrics help ensure cross-curricular consistency and to clarify student expectations in an effort to improve student success. Course, program, and co-curricular outcomes are embedded in the Canvas LMS for easy and timely assessment by faculty.

Congruence applies to all course modalities. All courses are structured in a similar format in the LMS to provide consistent navigation to students. In addition, RLNC adopted a standardized discussion board rubric to document and maintain accountability particularly in distance education. This standardization was intended to promote regular and substantive interaction on the part of the student as well as consistent faculty-initiated contact. While the discussion board rubric has been implemented in some courses and has helped maintain the rigor of those courses, faculty interaction with students beyond scoring could still improve.

### Balance

The course review process includes the review of course content, instructional tools, and assessment tools. Courses are evaluated according to the course review rubric which is an adaptation of the standards outlined by Quality Matters. Since the approval of distance education, the evaluation examines the effective use of

technology to ensure engagement, accessibility, rigor, and prompt feedback through the Canvas Learning Management System. Discussion boards are strongly encouraged in online courses, particularly in asynchronous courses as a means to establish and maintain interaction between students and faculty.

### Congruence among sections

All course outcomes have been defined and are included in the Course Catalog. All sections of a course follow the same course learning outcomes. Instructors who would like to see changes in the course learning outcomes must complete a course proposal form and justification for such a change. These forms are located in the Curriculum Committee shared drive.

### Required courses offered on schedule

Courses are planned in three year cycles so students can work with their advisors to anticipate year/semester course completion (see RLNC Catalog 2023-2026). The most current catalog is for first time students enrolling between 2023-2026. Advisors utilize this programming cycle and the degree audit to establish a projected graduation plan for students.

### Research opportunities

The A.A. in Liberal Education Program includes research-specific courses in the Science and Environmental Studies department. Research projects are arranged by faculty based on individual student areas of interest and are often collaborations with other organizations including the University of Minnesota-Twin Cities and the Red Lake Department of Natural Resources. RLNC continues to develop research opportunities in other departments through grant funding and collaborations with external organizations such as the American Indian College Fund, National Science Foundation, and the United States Department of Agriculture.

Because RLNC recognizes research as an integral component of academic growth, the following courses have been identified as providing research opportunities to students:

Course	Research Opportunities	Comments
ANSH 2200	Harvard Project on Rebuilding Native Nations	Good study for leadership classes.
FYEX 1100	Learning the Research Process in First Year Experience	Students choose a topic culturally significant to RL, go through the research process: ethics, annotated bib, survey development, conversational interview, data management, and analysis. Construct a final report on the process.
OJIB 1100	Audio Record Ojibwemowin Speakers	
BIOL 2100	Class project is data analysis of public data on an environmental topic. Students select the topic, find data (with assistance), analyze data, graph summarized data, draw conclusions.	Students learn about data compilation and use of spreadsheets, drawing conclusions from graphs, citing references.

ENGL 1100	Proposal research project	Students research existing communications strategies for social justice issues, then propose a new communication strategy to create change.
ENGL 1100	Argument Essay Paper	Students either choose one of the Grandfather's Teachings they feel is the most significant or another argument they believe to be true. The final paper must be a minimum of 3 pages, include at least 3 scholarly sources and 2 direct quotes. APA format must be used to properly cite all sources in-text and in the bibliography.
ENGL 1200	Myths and Legends Comparison Paper	Students identify myths and thematic approaches across cultures to compare stories and examine them critically. Students use in-text parenthetical citations, reference pages, cite images within papers and presentations. Students write a ten-page paper and complete an oral presentation.
BIOL 1100	Native Plants Project	Students conduct academic research on at least one plant used by Native populations. The biology, chemistry, and cultural components are connected into a presentation or demonstration. Students complete a basic research outline in presentation form and properly cite sources.
BIOL 1200	Climate Change and Sugar Bush Camp	Students compare climate and other environmental factors to the quality and quantity of syrup harvest to determine possible connections and identify natural processes.
BIOL 2200	Medical Procedures Project	Students must research a specific medical procedure from prep to recovery. Medical terms must be used correctly and personal experiences are included.
BIOL 1800	Environmental Debates	Students research both sides of current environmental issue and then present and discuss their perspectives to reach a class consensus. The solution considers environmental, economic, cultural, and social impacts. Academic sources must be used and properly cited.

EDUC 2000	Foundations in Education	Alternative Grading Method Presentation- Students analyze the common shortfalls and benefits of a traditional grading scale, research alternative grading methods that you think could be viable options for the district, select one method to “present” to the School Board for consideration, and include an APA-formatted reference slide indicating all research.
SOC 2100	Social Action Issue Research/Action	Students choose a social action issue currently impacting RL, research the issue, present orally and visually on the topic, and write a letter of persuasion to the Editor of Red Lake News.

### Service-Learning Opportunities

Multiple opportunities for service-learning are provided in courses offered by RLNC and by participating in college events. As Anishinaabe, we are a tribal (communal) society and helping others is a cultural norm. Service to others is a core component of our social structures and our philosophies regarding many aspects of our culture. Through service-learning, students are able to gain a deeper understanding of the content and reflect upon the community and themselves.

At RLNC, service-learning may be completed as part of a student’s course work or by participating in campus events. Below are examples of course work.

- *ANSH 2200 Anishinaabe Leadership-* Students identify an area of need within the community and volunteer a minimum of 10 hours at that program, business, or organization. For example, RLNC student volunteers have served at the Red Lake Boys and Girls Club, EqayWigamig, Red Lake School District #38, Red Lake Tribal Courts, Indian Health Board of Minneapolis, and the Native American Community Clinic. Other students experience civic responsibility at RLNC events such as the annual Earth Day event or community gardening.
- *FYEX 1150 First Year Experience-* Students were asked to create a podcast detailing why they came to school, how they found support or other important information they thought would be helpful to other incoming students and peers in the community. These podcasts, clips, and quotes were then made available to share with those hesitant about signing up for college.

FYEX students are also asked to do a "random act of kindness" for their community and to detail what that experience was in writing. Some of the most recent acts of kindness students mentioned included: feeding and clothing people on the Rosebud Reservation, helping new hires find their feet at work, paying for the order behind them in the coffee shop line, handing out food and water, buying valentines for neighbors, helping a peer with homework, and always serving elders first.

- *BIOL 1800 Environmental Ethics and PSCI 1200 Earth Science -* Students are asked to track recyclables at home for a 3-4 time period and compare their data with national averages. As a culminating activity, they must create an infographic that compares the decomposition rate of

traditional Anishinaabe materials with that of modern materials. These infographics are shared as part of RLNC's annual Earth Day event.

## Procedures for Developing, Reviewing, and Evaluating Courses

The Curriculum Committee evaluates courses on a scheduled basis using the Course Review Process. Because of the small number of RLNC faculty, courses are typically reviewed by colleagues outside the department and/or by the Dean of Academic Affairs Office. This allows course materials to be evaluated from diverse perspectives, creating a strong foundation in liberal education and providing essential feedback regarding methodologies and the effective use of technology.

## Advisement Procedures

All students are assigned a staff advisor. Student Success advisors meet with assigned students each semester to review their degree plans based on the program cycle. FYEX 1100 faculty also provide general advising to enrolled students. Course loads, types of classes, and prerequisites are discussed as well as managing personal responsibilities to improve student success. Schedules for students nearing graduation are also reviewed by the Director of Student Success to ensure all requirements are met in a timely and efficient manner. Throughout each semester, Student Success staff initiate weekly contact with students either personally or via email. More focused attention is given to at-risk students once they are identified and tracked through Drop-Out Detective, Populi, or a variety of other methods.

Drop-Out Detective is a tool integrated into Canvas that provides a means of communication between faculty and Student Success advisors. The program identifies at-risk students based on several factors including attendance, missing assessments, and poor performance. Faculty send alerts to advisors through the program. Advisors check Drop-Out Detective weekly for advisees that are flagged, contact each student, and respond to faculty through the program.

## Overview of Student Learning Assessment

Academic, or educational assessment, is defined as the evaluation of student learning, academic readiness, and educational needs of students through a wide variety of methods or tools used to evaluate, measure, document, and implement continuous improvements.

Direct indicators at the academic level include the demonstration of student learning through data gathered in courses and programs by way of essays, papers and speeches, capstone projects, tests, labs, discussion boards, and presentations.

Indirect indicators at the academic level include information about students' perceptions about their learning and their college experiences. Students reflect on their learning through surveys and interviews. Course evaluations are dissemination through the Canvas LMS toward the completion of the semester. Individual students confidentially share their experience regarding multiple facets of the course. Students provide broader assessment of resources and support services by completing graduate surveys that primarily measure their personal experience at RLNC.

Since the 2020-21 academic year, RLNC has required all graduates to build an ePortfolio as a culminating assessment. ePortfolios serve two primary purposes:

1. Demonstrate a graduate's knowledge, skills, and growth through higher education over a given period of time from matriculation through graduation in the following areas:
  - a. Academic
  - b. Career and Transfer Readiness

- c. Holistic
  - d. Cultural
2. Assess instructional methods and practices at the course and program level.

ePortfolios measure a student’s growth both academically and holistically. They are an integral component of program assessment and thus, also continually reviewed. Current proposed improvements include design changes in EPOR 1100 to strengthen student demonstrations of connections between academic work and programmatic and institutional outcomes and the addition of an Ad Hoc ePortfolio Annual Review Committee to assess institutional effectiveness in the A.A. program.

### Description of Key Assessment Instruments

Data is gathered from the following departments and reviewed in designated committees: Student Success, Academic Affairs, Financial Aid, Student Success, Business Office, Library, Security, Bookstore, Maintenance/Janitorial, Human Resources and Information Technology.

Operational Direct Indicators	Academic Direct Indicators
Needs assessments	Pre/Post Test Data
Disability Assessments	Midterm/Final Grade Comparisons
Career and Interest Inventories	Assignment Grade Comparisons
Job Placement and Transfer Rate	Course Syllabi/Rubrics/Syllabi Evaluations
Financial Aid Awards	Accuplacer/Placement Test Tracking
Financial Aid Eligibility	Attendance/Grade Comparisons
Attendance Data	AIMS/AKIS Reports
Student Recruitment Data	IPEDS Reports
Student Demographic Data	Beginning and Ending Lab Scores
AIMS/AKIS Reports	Outcome Assessment (Program, Course, and Cocurricular)
IPEDS Reports	Canvas Engagement Analytics
MN Office of Higher Education Report	
Course Enrollment	
Transcripts	
Degree Checks	
GPA Verification for Awards	
Grade Reports	
Budget Development	
Annual Audits	

Grants	
Library Usage Data	
Incident Reports	
Fire/Tornado Drills	
Maintenance/Janitorial Checklists	

<a href="#">Operational Indirect Indicators</a>	<a href="#">Academic Indirect Indicators</a>
Student Satisfaction Surveys	Student Course Evaluations
Alumni Surveys	Faculty Course Observations
Community Surveys	Student Satisfaction Surveys
Employer Surveys	Alumni Surveys
Employee Satisfaction Surveys	End of Course Reflections
Graduate Surveys	

### Key Rubrics Included

Common course-level rubric, program-level rubrics, and institutional-level rubrics, have all been created to ensure alignment with the Minnesota Transfer Curriculum. Online modality prompted RLNC to also develop a standardized discussion board rubric to encourage consistent interaction between students and faculty and to maintain rigor.

### Syllabi for all Required Courses

All instructors are required to use the Master Syllabus Template each semester which is available in the Syllabi shared drive. This allows students to quickly and easily navigate course policies and expectations throughout their RLNC experience. The Curriculum Committee reviews syllabi for new courses and/or new faculty every semester according to the Syllabus Evaluation Rubric ([https://a32955f6-f445-4ff1-b36e-9fe826274ec9.filesusr.com/ugd/36daed\\_8258ea9e4ed04dac997c47f5b154dcf6.pdf](https://a32955f6-f445-4ff1-b36e-9fe826274ec9.filesusr.com/ugd/36daed_8258ea9e4ed04dac997c47f5b154dcf6.pdf)). They are returned to faculty members to make changes and modifications in future courses based on feedback. These syllabi evaluations are also part of the faculty evaluation process.

### Standardized Use of the Learning Management System

To simplify navigation through the Canvas LMS for students, all courses utilize a standardized format. Each course home page shares the same structure and critical information. Content is generally organized into modules that follow a pattern based on pace or course topic. Students are able to access presentations, recordings, discussion boards, assessments, or other course material in each module. Instructors score

student submissions through Canvas using SpeedGrader or embedded rubrics that assess content knowledge and outcomes.

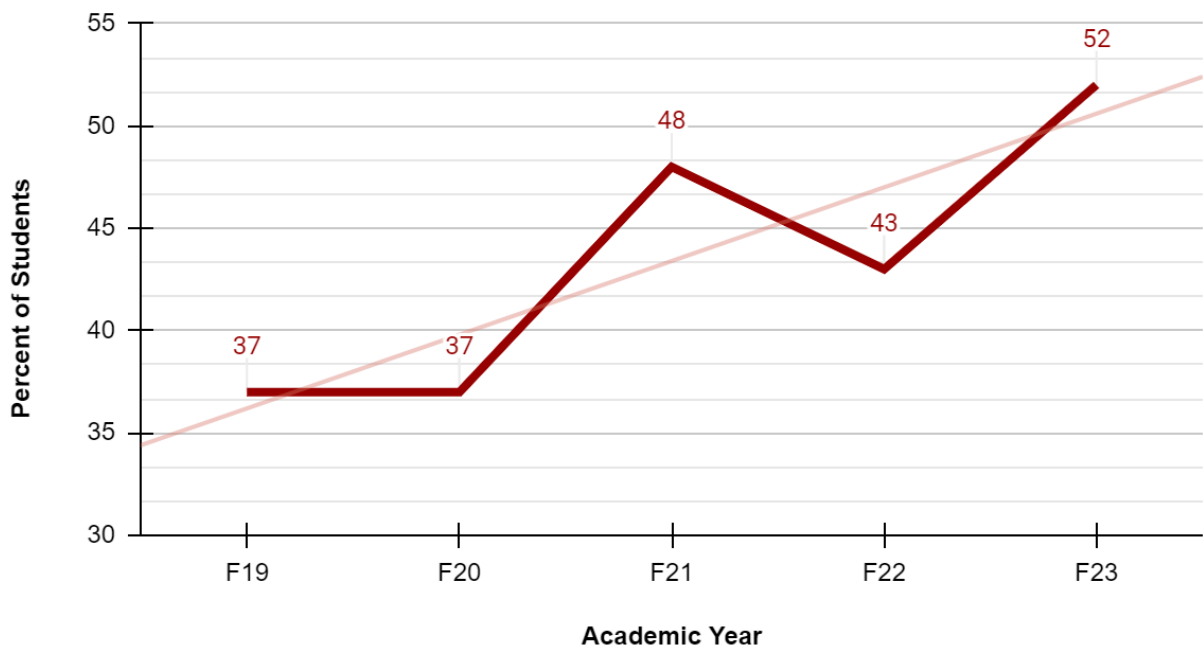
### Assessment Data Described and Analyzed

Each committee reviews and analyzes assessment data relevant to their areas of focus and indicated in their annual work plans. The Progressive Academic Student Success (PASS) Committee and the Assessment Committee established the following retention, persistence, and graduation rate goals in the annual work plan. Outcomes at the course, program, and co-curricular level are embedded into the Learning Mastery feature of Canvas. Analysis of these scores has established a baseline of student performance and is used to identify areas in need of improvement and measure growth in multiple areas of the institution.

### Goal 1: Red Lake Nation College will strive for a retention rate (fall to fall) of 45%.

*\*Red Lake Nation College measures retention using the IPEDS definition: The retention rate is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.*

### RLNC Retention Rates

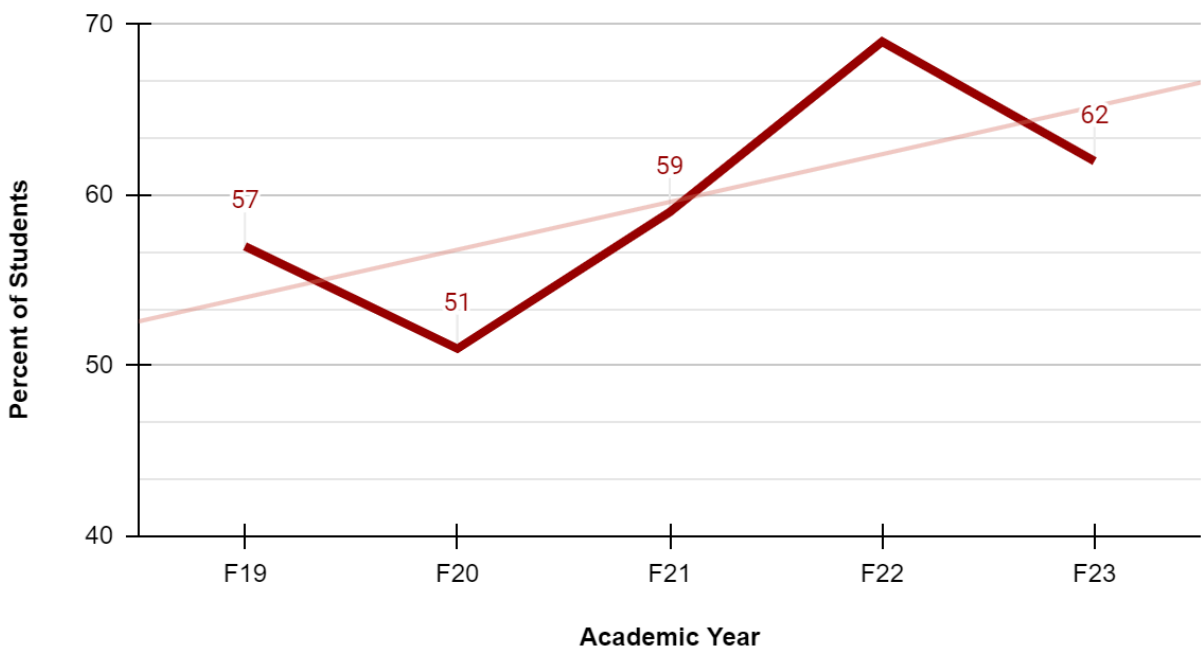




**Goal 2: Red Lake Nation College will strive for a persistence rate (Fall to Spring) of 85%.**

*\*Red Lake Nation College uses the American Indian Higher Education Consortium (AIHEC) reporting system definition for student persistence (fall to spring): All full-time, credential-seeking (diploma, certificate, degree, other) students who were enrolled in fall and returned in spring semesters including transfer students.*

**RLNC Persistence Rates**

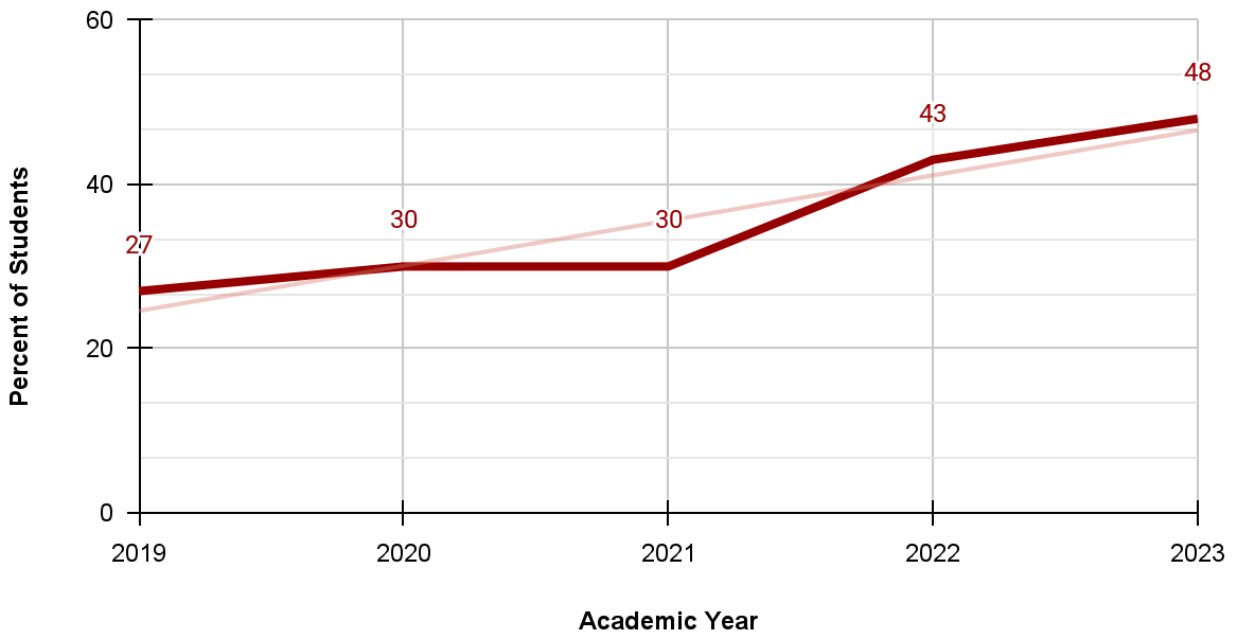


**Goal 3: Red Lake Nation College will strive for a graduation (completion) rate of 35% (3 years).**

*\*Red Lake Nation College uses the American Indian Higher Education Consortium (AIHEC) reporting definition for graduation (completion) rates.*

*Formula: Headcount of all graduates for AY 2022-23 / headcount of students entering in AY 21-22 (100%) or AY 20-21 (150%) or AY 19-20 (200%) = Graduation Rate*

## RLNC Graduation Rates



### Effectiveness in Achieving Program Goals and Objectives

Red Lake Nation College retention, persistence, and graduation rates have all increased since the previous review. Retention rates steadily rose from 37% in Fall 2020 to 52% in Fall 2023. Similar results are true of persistence rates increasing to 62% in 2023. According to the National Center for Education Statistics report in May 2022, the graduation rate at RLNC 2022 (43%) was significantly higher when compared to other tribal colleges and universities (16.5%) and noticeably higher than other 2 year institutions (34%).

### Effectiveness in Achieving Goals and Objectives of General Education

Red Lake Nation College dedicates a great deal of attention to achievement rates in all areas of the degree program as well as co-curriculars outcomes. Committees submit annual reports on the progress they made during the academic year on each of their goals. Committee work plans, minutes, and annual reports can be found on each committee's shared drive.

The Curriculum Committee provides guidance and oversight to ensure that all curricula are comprehensive and responsive to the evolving needs of students and the community. The Curriculum Committee is responsible for reviewing new and existing courses, reviewing syllabi and rubrics, aligning program goals and course objectives to assignments, and recommending action to the Dean of Academic Affairs. These changes are documented in the [Curriculum Continuous Progress document](#).

The Assessment Committee relies on data-driven decision making to ensure effective and meaningful assessment is an integral part of the educational process at RLNC. This includes institutional and program assessment. It is an ongoing process that is supported by analytics available in Canvas as well as other key

performance indicators. The Assessment Committee collaborates with the ePortfolio Committee to support and measure student learning and growth while attending RLNC.

The Red Lake Nation College PASS (Progressive Academic Student Success) Committee strives to improve student retention through identification, monitoring and referral of students at risk of academic failure. The PASS Committee identifies ways to successfully intervene when students are experiencing personal obstacles that prevent them from finding success. The PASS Committee also identifies students who have achieved honors and awards and provides them with well-deserved recognition. The PASS Committee promotes all of the RLNC values by recognizing those who are exhibiting these values and supporting and encouraging those who are not.

The Red Lake Nation College Faculty Senate is responsible for representing faculty interests through shared governance with RLNC administration. The Faculty Senate is responsible for proposing, evaluating, and advising on actions or policies that support the mission of Red Lake Nation College. All faculty, both full-time and adjunct, are welcome to participate in Faculty Senate meetings and are voting members. A topic of significant concern is the use of AI in education. The Faculty Senate is working to balance RLNC's commitment to maintaining academic integrity with the acknowledgment that the place for technology in higher education is dynamic. A primitive AI policy was in place during the 2023-24 academic year and faculty continue to discuss the policy and the appropriate use of AI and other technologies. Furthermore, a Faculty Credentialing Subcommittee has been created to ensure all RLNC faculty members meet RLNC and HLC qualifications and to promote continuous improvement through professional development. The committee consists of faculty with doctoral degrees, the Faculty Senate Chairperson, the Dean of Academic Affairs, and the Associate Dean of Academic Affairs.

The Events Committee is responsible for planning events that promote the values of RLNC. Events are intended to create a sense of encouragement and connection for RLNC students and the larger community. Many of these events are also a means to strengthen the co-curricular goals of the college. Participating in RLNC events allows students to forge bonds with other students, staff, and faculty. These bonds provide support and camaraderie, thus improving their chance of success.

The Red Lake Nation College Technology Committee provides guidance and oversight to ensure the use of technology supports the college's mission and the needs of the staff and students. The goal of the committee is to help the college's community use technology in the most effective way possible. In 2020, RLNC began offering laptops through the Migizi Bookstore to remove common communication barriers and enhance curriculum and active learning. This work significantly contributes to higher course completion, persistence, retention, and graduation rates by helping to improve student attendance and engagement as well as instructor feedback.

### [Program Supports Faculty-Student Involvement and Student Activities](#)

Red Lake Nation College sponsors a Success Mentor Program that brings faculty members and students together for a meal and advising. Faculty members are assigned students each semester for this program. They are encouraged to meet each student for breakfast or lunch. In addition, faculty members who teach fewer than 15 credits in a given semester have designated hours they spend in the Learning Center to

provide tutoring and support to students. Faculty also hold organized study sessions upon student requests. Furthermore, faculty are available to students during designated office hours throughout the semester. Lastly, faculty members and students collaborate to provide educational events on campus that promote both academic and personal growth.

### Student Participation

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Attended Orientation	130	204	66	82	140	150	152
Participated in faculty/alumni mentoring program	140	258 (duplicated)	257				
Received tutoring (from faculty only)	51	40	105	89.5	126.95	90.95	161.85
Received academic awards	29	73	10	61	111	148	232
Served as peer tutors/teaching facilitator	3	1	0	0	0	3	4
Participated in student government	25	18	7	8	8	8	8
Received career advising	130	77	34			74	73
Participated in Extension events	35	204	6	60	320	176	64

### Program Responds to Needs of Community

#### ► Technology

The demand for online learning in the spring of 2020 prompted RLNC to dramatically increase the use of technology. Initially, students in need were issued Chromebooks from mobile computer labs at the college to accommodate their immediate needs. The following semester in the fall of 2020, each student received a technology suitcase from the Migizi Bookstore that was funded through their financial aid. This included a Chromebook, a headset, and a phone with an internet hotspot. Now, students have the option to receive Chromebooks with built-in hotspots. This provides RLNC students ongoing access to a 21st century education that is equitable to any other institution.

Since that time, RLNC continues to prioritize technology. Doing so increases educational opportunities for students and strengthens all teaching modalities. Both higher enrollment and various grants provide continued funding for technology initiatives that include Canvas LMS, Vibe Board, Dropout Detective, TutorMe, and Turnitin.

Several resources were established to support the extended use of technology for online learning. The RLNC IT department is available for assistance during the hours classes are held and the Canvas LMS offers 24/7 support to students and faculty specific to its applications. In 2023-24, funds from a grant from the Lilly Endowment were designated to hiring three teaching facilitators. These were students and alumni with familiarity of Canvas, RLNC curricula, and different faculty methodologies. They were able to assist students navigate through a lesson during class time and provide independent tutoring.

The use of the Canvas Learning Management System is a key factor to improve student enrollment engagement, and achievement. Both faculty and students have steadily increased its use since implementation in the Fall of 2017. There is a logical link between increased enrollment and increased use of Canvas, especially with the approval of an online degree program. However, utilizing Canvas as a tool to disseminate content, supplemental materials, tutorials, and to collaborate has also strengthened the programming at RLNC. Furthermore, applications embedded in Canvas support academic integrity particularly with regard to the appropriate use of AI as taught in the First Year Experience course.

<b>CANVAS USAGE</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Number of Courses	66	77	81	106
Number of Faculty	30	31	30	43
Number of Students	163	240	340	472
Assignments	2487	2860	2883	3620
Discussion Topics	804	721	814	1110
File Uploads	2462	3286	3636	6037
Media Recordings	40	62	87	42
<b>TOTAL</b>	<b>5793</b>	<b>6929</b>	<b>7420</b>	<b>10809</b>

#### ► Local Employment Opportunities

Red Lake Nation College also surveys students to determine where they are obtaining employment in the community. Below is a list of the largest employers for our students and graduates.

Employment obtained by RLNC graduates:

1. Red Lake Gaming Enterprises (multiple positions)
2. Red Lake Independent School District (Teacher's Aides/Paraprofessionals)
3. New Beginnings (case managers, cafe manager)
4. Red Lake Department of Natural Resources (technicians)
5. Red Lake Courts (Advocates)
6. Bureau of Indian Affairs (Roads Engineers)
7. Red Lake Tribal Accounting Office (Clerks)
8. Red Lake Family and Child Services
9. Red Lake Nation College (multiple positions)
10. Red Lake Daycare (Childcare workers)
11. Red Lake Homeless Shelter (Case workers)
12. Personal Care Assistants
13. Red Lake Division of Rehabilitation Services

- 14. Self-Employment
- 15. Red Lake Housing Authority

Administration and faculty have met with the Red Lake Department of Natural Resources to better define the knowledge and skills RLNC graduates need to be successful employees. These discussions will be used to establish curricula to meet those needs. RLNC is currently in the process of pursuing grant funding from the USDA National Institute of Food and Agriculture and others to establish programs within the college as well as public schools and community to develop the math and science fields. Several student interns have held positions with the RL DNR and the University of Minnesota-Twin Cities that build knowledge and skills necessary to continue in the field.

Red Lake Nation College also entered into articulation arrangements/memorandums of understanding with Bemidji State University, Fond du Lac Tribal and Community College, and White Earth Tribal and Community College, along with all Minnesota State Colleges and Universities. These arrangements can be viewed on the RLNC website: <https://www.rlnc.education/articulation-agreements>. These agreements improve the number and type of courses available to students and simplify the transfer process for those pursuing additional degrees. An articulation agreement with the University of Minnesota-Twin Cities is currently in process. RLNC also continues to explore program growth in specific disciplines with other institutions. Preliminary meetings have been held with the University of Minnesota-Morris to align a pathway in psychology and with Bemidji State University and Sanford Health about health and nursing courses. These agreements have been important in evaluating content and rigor during program review.

### Alumni Follow-Up Surveys

Red Lake Nation College encourages alumni to participate in alumni events and to complete the alumni follow-up survey. Here is a sample of the response to questions

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
My RLNC degree helped me secure my current job.				
The program assisted me in understanding/demonstrating the writing and speaking process.				
The program helped me to develop my ability to listen, reflect, and respond to diverse perspectives.				
The program helped me in applying factual information to relevant, open-ended problems and determine a variety of solutions.				
The program assisted me in understanding basic natural science principles.				
The program helped increase my knowledge about mathematical and logical modes of thinking.				

The program assisted me in examining social institutions and processes across a range of historical periods and cultures.				
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RLNC received responses from 44 alumni that have graduated since spring 2021. Of that sample, 79.5% were currently employed and 25% responded that their degree advanced their place in the workforce either by gaining employment or advancing in their career. Almost 57% of alumni had transferred to a 4-year institution to continue their education.

### Employer Follow-Up Surveys

In 2019, RLNC conducted a community survey by holding community sessions in all four of the Red Lake Reservation Communities. Respondents were asked to identify their top three recommendations for future educational programming. Respondents voted for the following programs, in order of preference.

1. Ojibwe Language Certificate
2. Business
3. Social Work/Criminal Justice
4. Nursing
5. Accounting
6. Education - Teacher Training
7. Environmental Science

To meet community needs, RLNC submitted a proposal for an Ojibwe Language Certificate to the Minnesota Office of Higher Education in the fall of 2023, but modifications are required before approval will be granted. Faculty and cultural leaders continue to develop the language certificate as well as a second certificate in Anishinaabe Leadership. Full approval for both is expected by the 2025-26 academic year. Furthermore, introductory accounting and business courses were also offered in the spring of 2024. While these were general electives that did not meet program outcomes, RLNC gained valuable observations and data to move forward in developing either an emphasis or degree program in business.

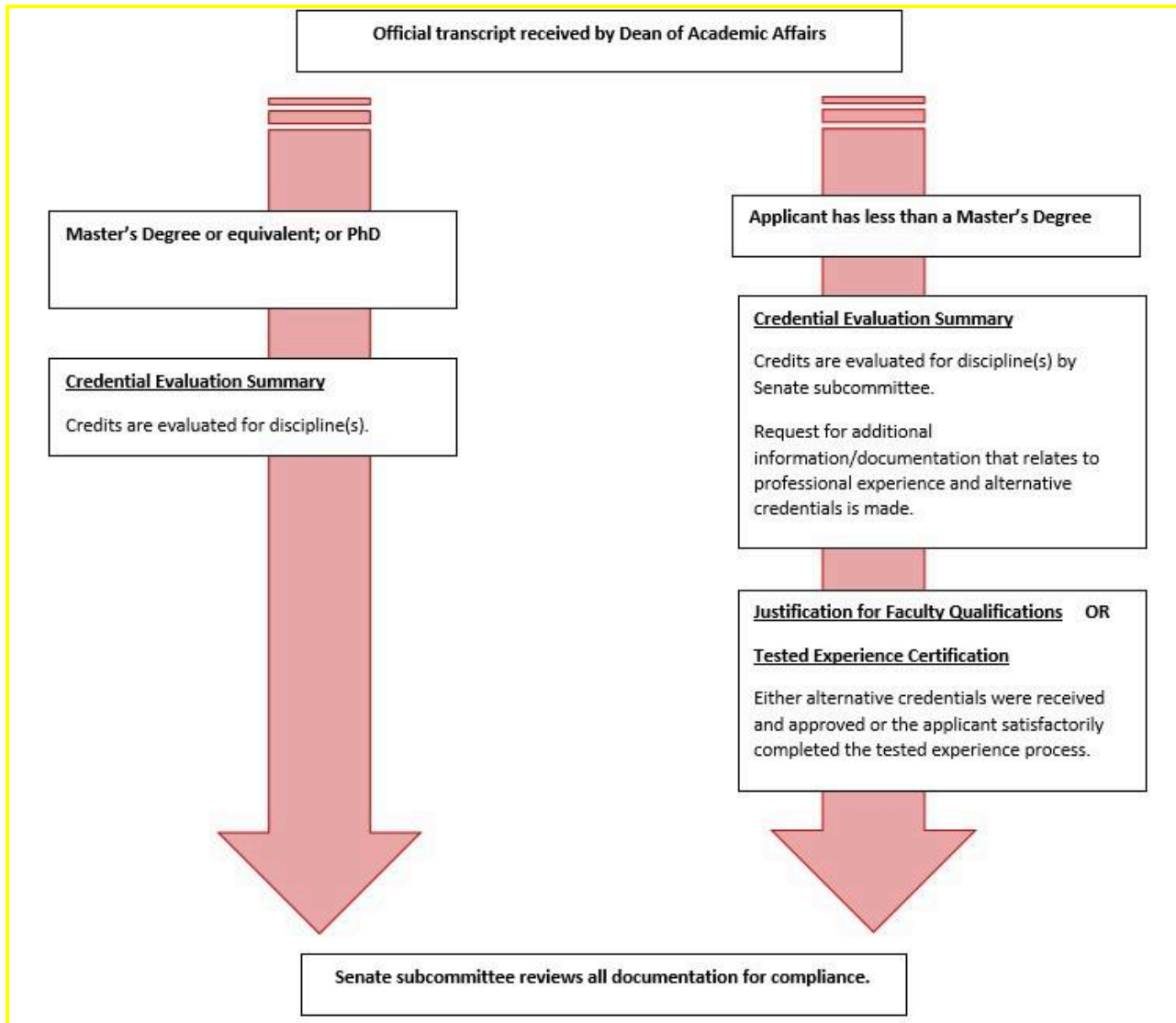
### How Assessment Results will be used to Improve Program

Assessment results are used to guide the future of academic programs at Red Lake Nation College. Since transferring to Bemidji State University is now seamless, it is advantageous for students to earn an A.A. in liberal education from Red Lake Nation College. The Assessment and Curriculum Committees will be discussing the implementation of emphasis areas which would involve paring down the current degree plan to focus on specific subject areas such as STEM and business. In 2023, RLNC received an NSF ICE-TI grant to revise the A.A.S. in Social and Behavioral Sciences with a decolonized, experiential approach that meets both the needs of the Red Lake community and the Minnesota Office of Higher Education.

## Faculty

### Mastery of Faculty Summarized

Faculty credentials are evaluated according to the following process:



- During the 2023-24 academic year, a total of 81% (87 out of 107) of the courses in our Liberal Arts Degree Program were taught by full-time staff or full-time faculty.
- This left 19% (20 out of 107 total courses) of our Liberal Arts Degree Program courses that were taught by adjunct faculty during the 2023-24 academic year.
- 100% (26 of 26) of our Liberal Arts Degree Program faculty have a Bachelor's Degree or higher. The remaining four adjunct faculty members are credentialed through the tested experience process.
- 96%% (25 of 26) of our Liberal Arts Degree Program faculty have a Master's Degree (or equivalent) or higher.
- 23% (6 of 26) of our Liberal Arts Degree Program faculty have a Doctorate Degree.
- 65.4% (17 of 26) of our Liberal Arts Degree Program faculty who teach in Red Lake are Red Lake Tribal Members, members of other Native Tribes, or descendants.
- Complete list of faculty qualifications (APPENDIX 10)



Due to an enrollment increase of 45% from Fall 2022 to Fall 2023, RLNC increased both the number of full-time and adjunct faculty members. RLNC has also been fortunate to maintain a consistent pool of adjunct faculty that fill an integral role in the degree program.

## Faculty Training

Full-time instructors each have \$2000 of available funds for faculty development each year. If necessary, faculty may share funds to cover expenses for larger conferences. In addition, grants such as the NSF Rapid STEM grant designates funds to professional development in specific content areas. These professional development opportunities ensure an expansion of breadth and depth within and across disciplines. Professional development experiences are shared during Faculty Senate meetings. Faculty development activities must be approved by the Dean of Academic Affairs. Faculty members must have a clear contingency plan in their course syllabi that informs students what to expect in the event of faculty absence.

Due to the size of Red Lake Nation College, faculty members are skilled at identifying interdisciplinary concepts and themes. This is an advantage for a small institution in delivering consistent and meaningful academic content to students. ePortfolio teams include faculty, staff, and administration that evaluate graduate presentations from a diverse academic background and skill set. With very small departments (1-2 faculty members), this interdisciplinary approach is a necessity when it comes to program-level assessment.

<b>Instructor</b>	<b>Training</b>	<b>Dates</b>
Fairbanks	<ul style="list-style-type: none"> <li>● NAC Training the Trainers</li> <li>● AIHEC National Tribal College Conference</li> <li>● MN Indian Education Association Conference</li> <li>● National Conference on Race and Ethnicity</li> <li>● MN American Indian Institute on Alcohol and Drug Studies Conference Alcohol &amp; Drugs</li> </ul>	Jan. 2023 Mar. 2023 Apr. 2023 May 2023 July 2023
	<ul style="list-style-type: none"> <li>● Minnesota Mathematical Association of Two-Year Colleges Conference</li> <li>● Carnegie Math Pathways TCU conference</li> <li>● Virtual Fire Circle meetings</li> </ul>	Apr. 2023 June 2023 2022-23
Martin	<ul style="list-style-type: none"> <li>● Diverse Text Conference</li> </ul>	June 2023
Ekstrom	<ul style="list-style-type: none"> <li>● American Psychological Association Conference</li> <li>● Gustavus Adolphus Nobel Conference</li> <li>● AIHEC OER Workshop</li> <li>● Bureau of Indian Education Mental Health Training</li> <li>● AICF Two-Spirit Knowledge</li> <li>● Association of Public and Land-Grant Universities</li> <li>● Treating Opioid Dependence One Person at a Time</li> <li>● Native Studies Summer Workshop for Educators</li> </ul>	Aug. 2022 Sept. 2022 Nov. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Apr. 2023 June 2023
Hokanson	<ul style="list-style-type: none"> <li>● Geography Field Study- Black Hills</li> <li>● Strongmen- How they Rise, Why they Succeed, How they Fail</li> <li>● What is the role for Social Science in Reducing Inequality?</li> <li>● A Decade When Centuries Happen with Dr. Richard Haas</li> </ul>	Sept. 2022 Oct. 2022 Nov. 2022 Dec. 2022

	<ul style="list-style-type: none"> <li>● David Brooks: A Leading Pundit Assesses Our World</li> <li>● Petitions, Protest, and Persuasion: Women's Voices in the Records of the National Archives</li> <li>● The Power of Geography: Ten Maps That Reveal the Future of Our World</li> <li>● MLK, Jr. Celebration at Bemidji State University</li> <li>● Threat To Democracy -The Rise of the Ku Klux Klan in the 1920s: A Warning From History</li> <li>● Two-Spirit and LGBTQ+ Guided Discussion</li> <li>● Viking Legacy - History Lecture</li> <li>● Body Image and Eating Disorders</li> </ul>	Jan. 2023 Jan. 2023 Jan. 2023 Jan. 2023 Jan. 2023 Feb. 2023 Feb. 2023
Nendick	<ul style="list-style-type: none"> <li>● Medical Imaging Graduate Course</li> <li>● Vaccinology Graduate Course</li> <li>● Nahant Marsh Fellowship- Eastern Iowa Community College</li> </ul>	Summer 2023
Barott	<ul style="list-style-type: none"> <li>● Higher Learning Commission Annual Conference 2023</li> </ul>	Apr. 2023

For example, full time faculty attended 30 workshops and conferences and more than 100 service hours for the college in AY 2022-2023. Three faculty also completed graduate coursework.

## Effectiveness in Teaching

### Hiring Procedures Described

Faculty Definitions:

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department. This typically indicates 12-16 credits per semester are taught.
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department. This typically means less than 12 credits are taught per semester.
- Adjunct faculty – personnel outside of RLNC who are hired for one course at a time
- Affiliated Faculty/Staff – Full-time or part-time RLNC personnel from another department or administrative unit who teach or have assigned responsibilities affiliated with the department/program

Red Lake Nation College strives to hire highly-qualified candidates who support the mission of the College. The College is committed to equal opportunity and follows recruitment and selection practices that comply with all applicable employment laws. Within the scope of Sovereignty and Indian Preference, the College will not discriminate in the administration of employment on the basis of race, color, religious belief, sex, marital status, sexual orientation, national or ethnic origin, disability, veteran status, or age. The following process is followed in hiring faculty members:

1. Initiate a Search
2. Posting/Advertising
3. Screening/Interviewing Candidates
4. Offering the Position

Hiring for faculty positions includes the following exceptions to the standard hiring processes:

- The Dean of Academic Affairs is responsible for filling all faculty positions.
- Consideration is first given to full-time faculty teaching load.
- The Academic Affairs maintains records for an adjunct faculty “pool” so advertising for positions may be unnecessary. Adjunct instructors who have taught for RLNC in the past may be called upon to teach courses they are qualified to teach.
- In addition, due to the level of qualifications required for faculty positions, the following emergency staffing situations may occur, in which a faculty member may be hired to fill a position even if they do not possess the minimum qualifications. Emergency staffing situations may include:
  - Illness, accident, or death of a faculty member during the term, resulting in a faculty member being unable to finish teaching the course.
  - Resignation of a faculty member immediately prior to the start of a term.
  - Immediate deployment in the armed services.
- Faculty members hired on an emergency basis will only be permitted to teach the identified course(s) for two consecutive semesters before the search process for qualified faculty resumes.

### Teaching Loads Analyzed

Full-time faculty members typically teach between 12 and 16 credits per semester. Those faculty members teaching 12-14 credits are required to schedule time in the Learning Center each week to provide tutoring to students.

### Percentage of Courses Taught by Faculty

Faculty Classification	AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Full-Time</b>	58%	66%	50%	66%	63%	69%	66%	75%	57%	69%	63%	68%	55%	56%
<b>Part-Time</b>	9%	9%	11%	12%	10%	11%	14%	9%	13%	13%	16%	16%	13%	13%
<b>Adjunct</b>	33%	25%	39%	22%	27%	20%	20%	16%	30%	18%	21%	16%	32%	31%
<b>Affiliated</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of full-time faculty members increased steadily until the 2023-24 academic year where a substantial rise in enrollment demanded that adjunct faculty carry a higher course load. Red Lake Nation College maintains a pool of highly qualified adjunct faculty members that regularly teach. This hiring and faculty retention effort ensures greater consistency among faculty members in their use of syllabi, Canvas, rubrics, grading and classroom expectations, and student support.

According to the National Center for Education Statistics (2023), 56% of the total 1.5 million faculty at degree-granting postsecondary institutions were full time and 44% were part time in the fall of 2022. There was a large decline in part time faculty during the coronavirus pandemic. However, approval of an online degree program prompted steady increases in enrollment at RLNC during the pandemic and in subsequent years. While one full-time faculty member was hired, the need for additional sections has been primarily filled by part-time and adjunct faculty. This has allowed RLNC to maintain relatively low class sizes to

serve a high ratio of non-traditional students. The Student Success department and administration monitor registration on a regular basis to accommodate growing enrollment. At the conclusion of the 2023-24 academic year, RLNC advertised for an additional full-time faculty member and has accepted numerous applications for adjunct instructors.

### Student-Faculty Ratio

*\*These data are based on the year-long classes data used for IPEDS reporting. Full-time equivalent (FTE) is calculated using the following formula: Total # Full-Time Faculty (or Students) + One-third (.335737) Total # Part-Time Faculty (or Students).*

Measure	AY 20-21		AY 21-22		AY 22-23			AY 23-24		
	Fall	Spring	Fall	Spring	Fall	Spring	Summer	Fall	Spring	Summer
<b>Full Time Faculty</b>	5	5	5	5	5	6	1	6	6	2
<b>Part Time, Adjunct, or Affiliated Faculty</b>	10	9	9	9	10	9	4	13	15	4
<b>FTE Faculty</b>	7.08	6.74	7.31	7.19	7.48	8.64	1.62	9.94	10.05	3.01
<b>Full-Time Students</b>	44	35	57	53	96	95	0	136	131	0
<b>Part-Time Students</b>	41	41	66	59	77	72	58	102	101	95
<b>FTE Student</b>	57.78	48.78	79.18	72.82	121.87	119.19	19.49	170.27	164.94	31.92
<b>FTE Student: FTE Faculty Ratio</b>	8.16	7.24	10.83	10.13	16.29	13.795	12.03	17.13	16.91	10.605

Although substantial growth has led to larger class sizes at RLNC during the 2023-24 academic year, student to faculty ratios were still comparable to national averages. According to the National Center for Education Statistics (2024), the average FTE student to FTE faculty ratio reported in the fall of 2022 was 14.3 for all institutions in the United States and 17:1 for 2-year institutions. The ratio for 2 year institutions in Minnesota was 21.3. Maintaining lower ratios helps prepare our transfer students for the typical classroom environment they will find elsewhere, while providing a variety of additional resources and tutoring if needed. Thus, RLNC intends to expand its employment of both full-time and part-time faculty.

## Advising Loads Analyzed

Faculty members were typically assigned 6-10 students for advising purposes. Advising weeks were scheduled each semester to promote early registration. Additionally, RLNC had a Success Mentor Program in which faculty members can take advisees to breakfast or lunch at the College Café, paid for by Red Lake Nation College, every semester. This was intended to form a cohort to build relationships between students and faculty advisors, create a sense of belonging within the college community, and provide an additional path for students to access resources.

From 2020 to 2024, the faculty mentoring program saw below average success. Contact was limited during the years of the pandemic and often restricted to online learning. It was difficult for faculty to personally connect with students assigned in their advising group if they weren't enrolled in their courses or they had not previously established a relationship. Consequently, faculty continued to report academic or attendance issues, but student mentoring was largely unstructured and in accordance with student needs and/or requests. Advising within formal groups became the responsibility of Student Success. Student Success is revising the faculty advising program to better suit online learning.

## Teaching Innovations Highlighted

- The initial adjustment to virtual teaching in Spring 2020 was made easier by prepping all courses with online Canvas support for students and faculty. Pear Deck Learning, formerly TutorMe, is embedded to the Dashboard of all Canvas courses providing students on-demand access to online tutors. Students can receive individual help any time of day by logging in through their Canvas account. RLNC faculty remain available to students through set office hours, email, and/or the Learning Center. Since the pandemic, Learning Center tutoring has been available both in-person and virtually through set Google Meets.
- Since the pandemic and a national shift to distance education, RLNC has continued to maximize its use of the Canvas LMS by students and faculty. Each RLNC course now hosts standardized course home pages and customized welcome modules with tutorials for students. Additional applications have been introduced to promote engagement, more effectively deliver content, and assess student learning. Examples include Canvas Studio to create and manage audio and visual, Labster online science simulations with embedded guides and feedback, and Peerceptiv for peer review.
- Vibe Interactive Boards are used for real-time digital collaboration during classes. Logitech sound bars and cameras have been installed on each Vibe board for room-wide audio and visual capability. The automated camera moves and adjusts to speakers in the room allowing for all-in-one video conferencing that bridges the distance between in person and online learners in a Hyflex course.
- Red Lake Nation College's participation in the Carnegie Math Quantway Program (Quantway 1), part of Achieving the Dream program, began in 2017. The Quantway Core offering is a one-term course that integrates algebraic and quantitative skills and reasoning, thus fulfilling students' developmental mathematics requirements. The skills are promoted, integrated, revisited, and explicitly connected throughout four modules (total of 35 lessons). With an average of 70-80% incoming students testing into developmental math RLNC recognizes this area as a priority. The design of the course achieves the program goal of students' ability to use evidence to analyze

logical connections and implicit assumptions in order to make decisions and effectively problem-solve. Data shows that 86% of students completing the Quantway 1 program later pass their next math course compared to 87.8% of students who tested out of the Quantway 1 program. The average difference in scores was 5.3% for those that were required to take MATH 0900.

- Cultural responsiveness in curricula has continued to expand. Each discipline at RLNC presents material using culturally relevant lessons that reinforce Anishinaabe values and practices. Students collect data to analyze connections between climate change and sugar bush harvests. Others photograph the cultural landscape and write on its meaning and significance in the modern world. In response to high student demand, RLNC added a fourth semester of Ojibwemowin and is offering language courses in at least one high school. Furthermore, RLNC continues its practice of Native preference when hiring faculty. This continues to strengthen RLNC’s ability to meet its mission.

### Procedures for Evaluating Teaching Effectiveness

Course evaluations conducted by students at close of each semester serve as an important tool to instructional effectiveness. All students are invited to complete the anonymous survey through the Canvas LMS. Results are tabulated in Populi and are shared with individual faculty.

Summary of Teaching Effectiveness (based on Student Course Evaluations in Fall 2023).

Statement	Student Ratings					Total Responses	Weighted Average
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Overall, this was an excellent course.	3.42%	1.52%	6.08%	14.83%	74.14%	263	4.5
The instructor provided useful feedback on my progress throughout the course.	4.18%	1.52%	6.84%	18.63%	68.82%	263	4.5
The instructor's use of teaching technology (AV presentation, email, Canvas) was appropriate and effective.	4.18%	1.14%	8.37%	18.63%	67.68%	263	4.4
Expectations for learning in this course were clearly communicated.	3.42%	1.52%	2.28%	22.05%	70.72%	263	4.6
The evaluation methods (grading rubrics) in this course were fair and appropriate.	3.42%	0.38%	5.32%	19.01%	71.86%	263	4.6
The learning activities were well integrated into this course.	4.18%	0.76%	3.42%	22.81%	68.82%	263	4.5

There was close agreement between the stated objectives and what was actually covered.	4.18%	0.76%	5.70%	19.01%	70.34%	263	4.5
All of the information needed for this class was available.	3.80%	0.38%	5.32%	17.49%	73.00%	263	4.6

Related questions measured student readiness and attendance, availability and use of resources including tutoring, course rigor, as well as the frequency and quality of instructor feedback. This data can be used to direct institutional decisions regarding support services and instructional practices.

Students are also given the opportunity to provide open comments. Some comments included the following:

*I wanted to express my sincere appreciation for the enjoyable experience I had in this class. From the engaging content to the collaborative dynamics within our group, every aspect contributed to a positive and enriching learning journey. I am grateful for the opportunity to be part of such a stimulating academic environment. Thank you for making this class not only informative but also thoroughly enjoyable.*

*I loved the way the class was taught, and I loved how informative the teacher was and how in-depth Michelle was on the course information. I loved the freedom of thinking outside the box and being challenged to do so. I didn't feel I had the tools to pass the class, but Michelle really gave me the information to succeed. I absolutely loved this class, and I hope to be in another one of Michelle's classes in the future.*

*Stephanie is a great teacher/instructor! She answers questions when needed. This course taught me a lot about how much information is needed for Human Services. I loved it!*

*I learned a lot in this class about our history. There were things I never knew about our reservation before I took this class! I'm really glad I took this class! I'm glad this course is available to our people! Great job!*

*You really made my brain work. Working together on the jamboard helped me make it through this course. I wasn't really able to access the recorded class sessions, so revisiting the notes helped me finish my homework. It is hard for me to keep up in class, so having that resource helped me very much.*

Faculty members utilize student course evaluations to guide continuous improvements. Often, the most useful feedback is in the form of open-ended comments and suggestions. When recurring themes are present in the feedback, faculty members have modified their syllabi, rubrics, assignment types, delivery modes, and grading policies in response.

### Summary of Syllabi Effectiveness

Every semester, syllabi are reviewed by the Curriculum Committee using the Syllabus Evaluation Rubric (APPENDIX 9). Faculty make necessary changes as soon as possible to communicate expectations more clearly. Courses are designed with set outcomes at the course and program level in mind. ePortfolio artifacts are denoted in each course syllabus to also direct student learning toward larger program outcomes. The course calendar serves as an informal lesson plan for faculty. In addition, the calendar allows for more efficient



course review. Faculty may identify and not instructional methods, assessments, and activities that require improvement. These may be noted in the instructor's End of Course Reflections along with a plan of action. From the student perspective, those who are struggling may preview and review information. Faculty members are also required to upload their syllabi into their courses in the Canvas Learning Management System.

Faculty are required to utilize Canvas as a primary means of sharing course curricula and assessment with students and the institution. The course home page includes syllabi information, support modules, and RLNC policies. Course content is organized into modules where presentations, supplemental readings, recordings or other instructional materials can be found along with assessments like quizzes, projects, and papers. In addition, grades, outcomes, rubrics, and quiz features to assess student progress on stated course, program, and designated co-curricular learning outcomes.

## College Service and Growth

### Faculty Service to College and Community

The Dean of Academic Affairs evaluates full-time, part-time and adjunct faculty members on an annual basis. Faculty members are evaluated on teaching, scholarship, and service. The documentation includes the following:

Professional Development Plan (APPENDIX 14)

Academic/Administrative Responsibilities (APPENDIX 11)GFV

Course Observation (APPENDIX 13)

Annual Evaluation Form (APPENDIX 12)

Student Course Evaluations

#### ► Teaching

Professional Objectives and Growth Plan (full-time instructors only)

Faculty evaluations begin with the submission of a Faculty Professional Objectives and Growth Plan at the beginning of the academic year. The faculty member will complete a self-evaluation at the end of each academic year. According to the Higher Learning Commission's Criteria for Accreditation (CRRT.B.10.010) 3.c.4., "The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development." Professional development includes continuing improvement in teaching and learning skills and methods, discipline and program content, student interactions, service to the college and professional growth related to the faculty member's employment responsibilities.

- Student Course evaluations: All students in classes during the semester will comment on the course via a student survey document as part of the course assessment process, and student course assessments will be considered by the Dean of Academic Affairs in faculty evaluations.



- Administrative and academic responsibilities: Faculty members are issued a calendar of deadlines throughout the semester and are evaluated on their timely completion of these duties. They are also evaluated on general follow-through with other academic responsibilities (See Faculty Evaluation Form for details).
- Course and Program Assessment: All course and program assessment must be completed within Canvas courses at the end of every semester in conjunction with final grades. Faculty members have training available to them 24/7 as well as an Instructional Designer by appointment.
- Course observations: The Dean of Academic Affairs or designee will complete a course observation during the academic year. The following areas are considered: subject matter content, organization, rapport, teaching methods, presentation, management, sensitivity, assistance to students, and physical aspects of the classroom.
- Syllabi: Evaluation of all syllabi is the responsibility of the Dean of Academic Affairs as well as the Curriculum Committee.

#### ► Scholarship

- Faculty and student-faculty research
- Representation of the institution at professional meetings and conferences
- Development of new courses/programs
- Consultation or technical assistance to other groups, programs or educational institutions serving the tribal community
- Participation in the organization of social and cultural events to promote healthy living

#### ► Service

- Contributions to the college and community
- Drafting of proposals and significant institutional documents including grants and grant reporting
- Oversee departmental grants
- Service on college committees
- Coaching or advising student activities
- Practice of the values of the college

### Maintaining Currency

Full-time instructors each have \$2000 of available funds for faculty development each year. If necessary, faculty may share funds to cover expenses for larger conferences. These professional development opportunities ensure an expansion of breadth and depth within and across disciplines. Professional development experiences are shared during Faculty Senate meetings. Faculty development activities must be approved by the Dean of Academic Affairs. Faculty members must have a clear contingency plan in their course syllabi that informs students what to expect in the event of faculty absence.

Due to the size of Red Lake Nation College, faculty members are skilled at identifying interdisciplinary concepts and themes. This is an advantage for a small institution in delivering consistent and meaningful academic content to students. With very small departments (1-2 faculty members), this interdisciplinary approach is a necessity when it comes to program level assessment. Graduate ePortfolio evaluation teams

include faculty from various departments and disciplines to gain a more holistic perspective of student learning and program effectiveness.

### Continuing Growth and Service

As the college continues to evolve, it is anticipated that faculty members will serve the college in additional ways. Faculty members will continue implementing technology in their instructional and assessment practices, build emphasis areas, oversee grants, work with employers to ensure courses and degree programs are meeting their needs, and build community connections in order to provide a more diverse array of service learning opportunities. The professional growth of faculty and their involvement in service is evident. Each academic year both full time and adjunct faculty participated in approximately 110 internal training hours. In addition, permanent faculty attended 26 workshops and 17 conferences. At least two faculty members also enrolled in additional graduate courses.

### Weight of these Criteria for Promotion and Awards

The salary schedules below outline the levels and steps for promotion and awards. Faculty evaluations and other criteria may modify these schedules as follows:

- Additional credit hours will be paid to faculty per the adjunct/overload salary schedule.
- Faculty members may be hired at different levels of the salary scale according to RLNC’s need and applicant availability in various disciplines. In order to achieve higher levels, additional education may be required. Faculty evaluations and available funding determine eligibility to achieve higher levels.
- Successful application for and the overseeing of a grant may result in additional stipend, as written into grant budgets.
- Salaries are subject to annual cost of living increases.
- Starting salaries are subject to candidate qualifications and institutional determinations.

#### Adjunct/Overload Contracts Salary Schedule - Developmental Courses

	Previous	2024-2025
Bachelor	\$700 per credit hour	\$800 per credit hour
Master	\$750 per credit hour	\$850 per credit hour
PhD	\$800 per credit hour	\$900 per credit hour

#### Adjunct/Overload Contracts Salary Schedule - 1000 and 2000 level courses

	Previous	2024-2025
Bachelor	\$800 per credit hour	\$1000 per credit hour
Master	\$1000 per credit hour	\$1200 per credit hour
PhD	\$1200 per credit hour	\$1500 per credit hour

### Full-Time Faculty Salary Schedule (12-16 credit hours)

Level	Bachelor's Degree
1 Criteria: Bachelor's degree + tested experience, or full time teaching developmental classes	\$37,000-\$49,999
2 Criteria: Bachelor's degree + 18 graduate credits in applicable discipline.	\$38,000-\$52,999
3 Criteria: Level 2 plus 3 years of college instruction.	\$40,000-\$55,999
	Master's Degree
4 Criteria: Master's w/ 18 graduate credits in discipline.	\$43,000-\$58,999
5	\$48,000-\$61,999
6	\$50,000-\$64,999
7	\$52,000-\$67,999
8	\$55,000-\$70,999
9	\$59,000-\$74,999
	Doctorate or Equivalent
10 Criteria: Completed Doctorate and 18 graduate credits in discipline.	\$65,000-\$76,999
11	\$66,000-\$79,999
12	\$68,000-\$82,999
13	\$71,000-\$85,999
14	\$74,000-\$88,999

## Students

### Admissions Requirements

Admissions requirements can be found on the RLNC website at: <https://www.rlnc.education/apply-today>.

RLNC currently uses multiple measures to determine placement in both math and English courses. For math, these include an RLNC placement test, high school GPA, ACT test scores, and the successful completion of a preparatory math class. For English, RLNC predominantly relies on an original writing sample embedded in the placement test. Measures such as ACT score or GPA may also be used. This allows the college to evaluate incoming students' skill levels in English (Reading, Writing Skills, Writing Essays) and Math, and place students in appropriate courses. All new degree-seeking students are required to take the placement tests. Transfer students may not be required to take the tests if they provide test results from a previous institution or official transcripts reflecting 12 or more completed credits with a minimum cumulative GPA of 2.0.

To be placed in a course other than ENGL 0900/950, students should fulfill the following standards:

- 2.0 or higher average GPA in high school English courses within the last seven years.
- 21 or higher on the reading and writing portion of the ACT within the last seven years.
- a writing sample administered at Red Lake Nation College during the college admissions process with a score of 6 or higher.
- completion of writing preparatory class with a 2.0 GPA or a college level writing course.

Beginning the 2021-22 academic year, RLNC offered a developmental course (ENGL 0950) to be taken concurrently with ENGL 1100 Composition. This was a writing lab style course for students scoring below satisfactory on the placement exam. Faculty are able to offer more immediate and individualized assistance to students. Students are able to see a direct correlation between specific skills and their written work.

To be placed in a course other than MATH 0900, students should fulfill the following standards:

For MATH 1100 or MATH 1200,

- A. RLNC administered placement test with a score of 10 or higher
- OR
- B. Cumulative high school GPA greater than 2.9 in the last 7 years
- OR
- C. Higher than 2.6 GPA in their last math class in the last 7 years
- OR
- D. Math ACT Score of at least 19 in the last 7 years

For MATH 1500 or Math 1700

- A. RLNC administered placement test with a score of 13 or higher
- OR
- B. Higher than 2.9 GPA in an Algebra 2 class in the last 7 years
- OR
- C. Math ACT Score of at least 21 in the last 7 years

<b>RLNC Placement Standards</b>	<b>Scores</b>
English Placement = ENGL 0900	0 - 3
English Placement = Engl 0950/1100	4 - 5
English Placement = ENGL 1100 and above	6-12
Math Placement = MATH 0900	0 - 9
Math Placement = MATH 1100 or 1200	10 - 12
Math Placement = MATH 1500 or 1700	13 - 20
Computer/Technology Placement = Online Learning Orientation	< 21

Additionally, RLNC requires new students to complete the technology portion of the placement test. Beginning the 2020-21 academic year, a developmental technology course (TECH 0900) was no longer required for students scoring below adequate on the placement test. Rather, it was recommended that students participate in a community education technology course. Because the use of Canvas as an LMS demands greater proficiency in navigating software applications, RLNC plans to modify the technology component to better determine a student’s need for additional training in computer skills. Beginning Fall 2024, a new introductory technology tutorial will be offered to all RLNC students through community education. Students will have the option to complete any or all of the training modules based on their technology placement score. RLNC is currently developing a curriculum for TECH 1100 Introduction to Computer Skills. This course will serve as a mechanism to collect necessary data in order to revise the

placement exam and possibly reimplement a TECH 0900 course. The Director of Distance Education has also developed multiple Canvas tutorials that are accessible to students at all times during enrollment.

### Pre-College Preparation

	AY 17-18		AY 18-19		AY 19-20		Totals
	Male	Female	Male	Female	Male	Female	
Graduated with HS Diploma	43	57	41	72	19	74	306
Earned GED	18	19	13	16	18	22	106
Dual Enrolled HS and College	7	9	6	18	12	20	72

	AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals
	Male	Female	Male	Female	Male	Female	Male	Female	
Graduated with HS Diploma	10	21	29	41	21	49	46	157	374
Earned GED	2	15	14	21	4	15	24	41	136
Dual Enrolled HS and College	1	3	0	0	0	2	0	8	14

RLNC saw a significant decrease in dual enrolled students since the last review. This is primarily due to the Covid pandemic. Very recently, RLNC is working to reestablish its connection with area high schools. During the 2023-2024 academic year, a language course was taught on site at Robbinsdale High School in the Twin Cities.

### Students who took Placement Tests

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
MATH 0900	43	25	83	158	151
ENGL 0900/0950	43	13	83	158	139
ReadingPlacer	0	22	7	0	29

The percent of new students taking placement exams compared to the last review was less than 50%. This may be in part due to use of multiple measures to evaluate student readiness.

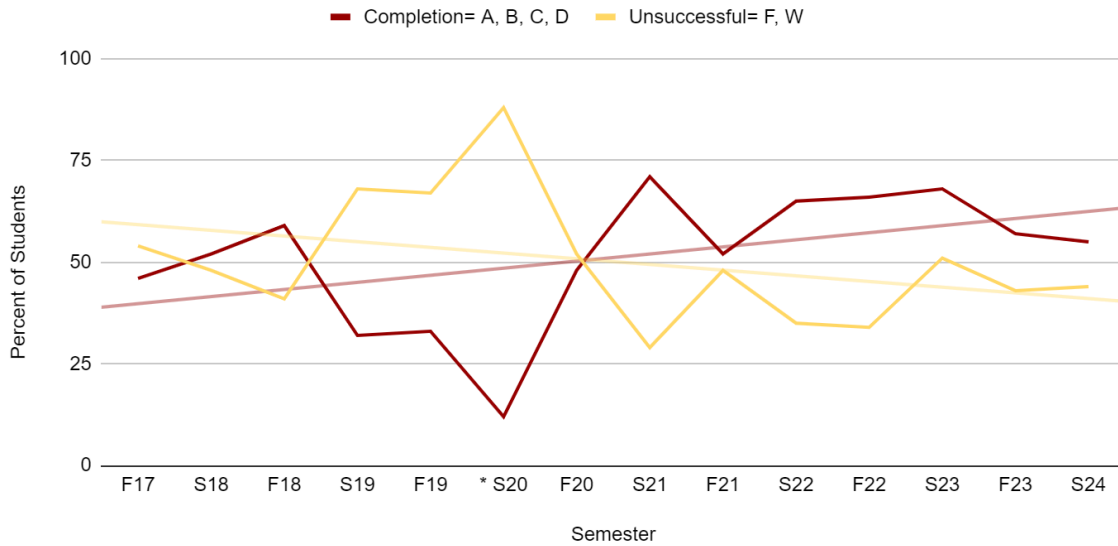
### Students Placed in Developmental Classes

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
MATH 0900	19	30	31	41	121
ENGL 0900/0950	10	19	43	43	115

Although the ratio of new students taking placement exams decreased, the majority was placed in either developmental math, English or both. This trend was seen in the previous program review.

RLNC First-Year Experience:

**FYEX Student Success Rates**

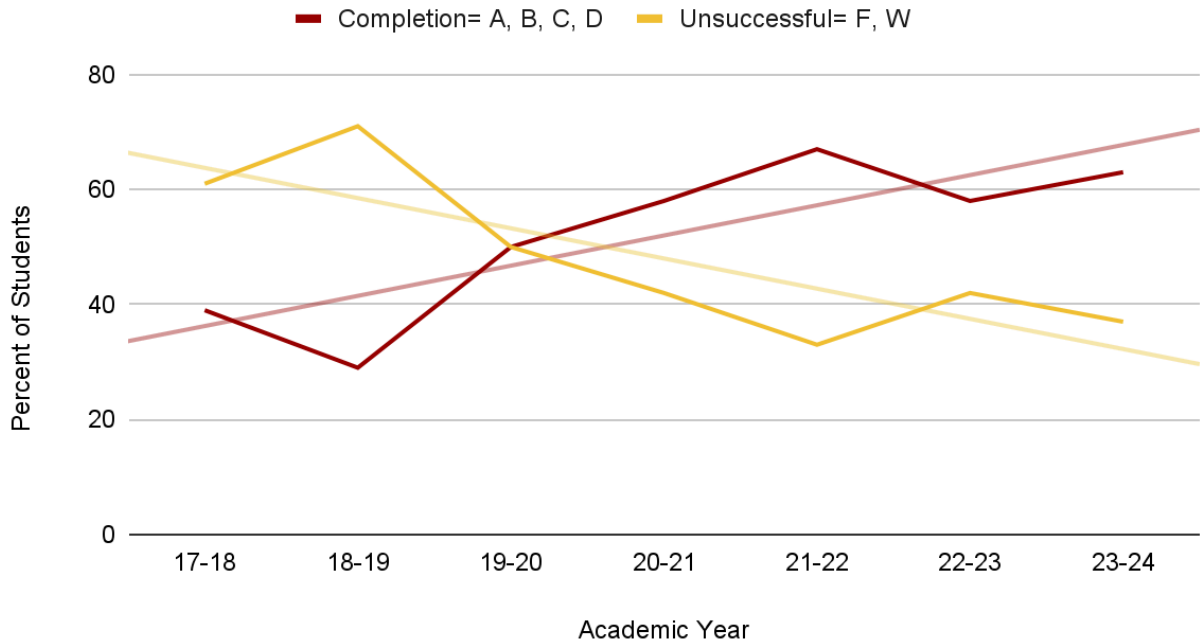


Semester	Successful Completion (A, B, C, D)	Unsuccessful Completion (F, W)	Total Students
F17	25 (46%)	29 (54%)	54
S18	11 (52%)	10 (48%)	21
F18	30 (59%)	21 (41%)	51
S19	7 (32%)	15 (68%)	22
F19	18 (33%)	36 (67%)	54
* S20	2 (12%)	15(88%)	17
F20	20 (48%)	21 (52%)	41
S21	10 (71%)	4 (29%)	14
F21	31 (52%)	28 (48%)	59
S22	22 (65%)	12 (35%)	34
F22	45 (66%)	23 (34%)	66
S23	28 (68%)	21 (52%)	49
F23	52 (57%)	40 (43%)	92
S24	30 (55%)	24 (45%)	64

*\*Transitioned to online courses due to COVID-19*

Basic Math Skills/Algebra:

**MATH 0900 Completion Rates**

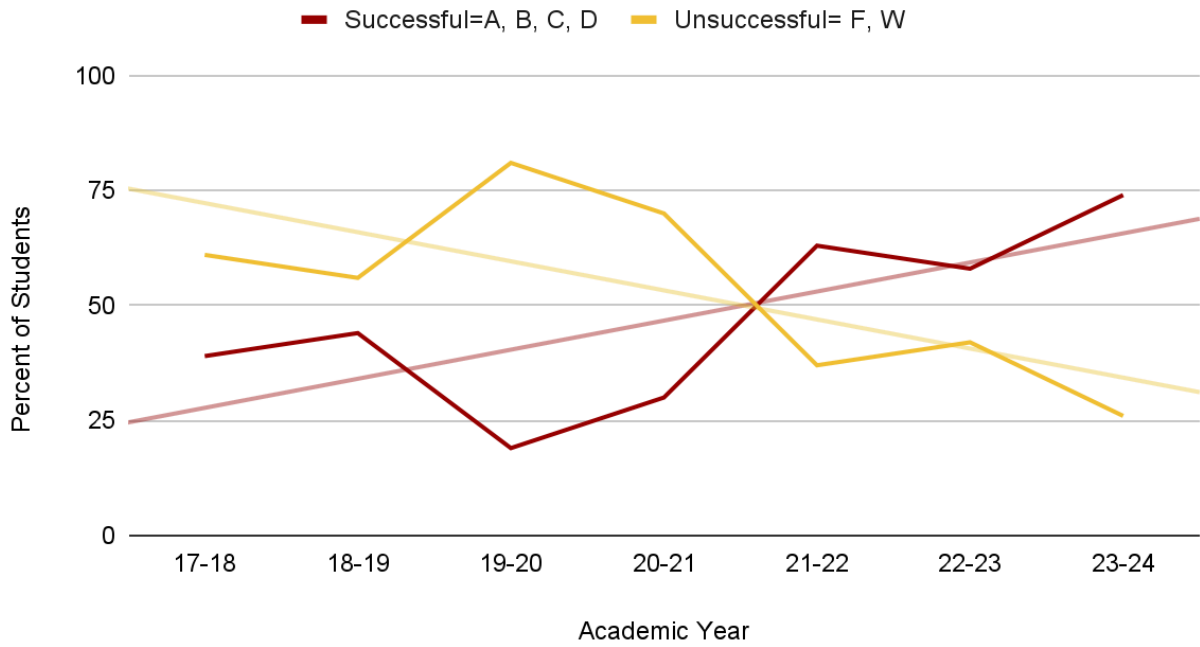


Academic Year	Total Students	Successful Completion (A, B, C, D)	Unsuccessful (F, W)
17-18	51	20 (39%)	31 (61%)
18-19	17	5 (29%)	12 (71%)
19-20	32	16 (50%)	16 (50%)
20-21	19	11 (58%)	8 (42%)
21-22	30	20 (67%)	10 (33%)
22-23	31	18 (58%)	13 (42%)
23-24	41	26 (63%)	15 (37%)

*\*Transitioned to online courses due to COVID-19*

Reading and Writing Skills:

**ENGL 0900/0950 Completion Rates**



Academic Year	Total Students	Successful Completion (A, B, C, D)	Unsuccessful (F, W)
17-18	41	16 (39%)	25 (61%)
18-19	34	15 (44%)	19 (56%)
*19-20	21	4 (19%)	17 (81%)
20-21	10	3 (30%)	7 (70%)
21-22	19	12 (63%)	7 (37%)
22-23	43	25 (58%)	18 (42%)
23-24	43	32 (74%)	11 (26%)

\*Transitioned to online courses due to COVID-19



## Student Demographic Profiles

### American Indian Student Count

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
PT AI Students	41	48	65	80	48	187	166
PT AI Credits	228	320	364	535	391	1172	1737
FT AI Students	109	100	86	98	85	240	330
FT AI Credits	1484	1330	1127	1319	1074	3121	4192

### Age Range

	AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
15-17	6	6	4	17	7	20	1	8	0	0	0	3	3	7	<b>72</b>
18-21	13	22	11	24	12	26	9	24	8	12	7	36	13	49	<b>204</b>
22-24	5	5	3	10	2	9	3	8	6	14	12	9	13	35	<b>86</b>
25-34	24	36	24	26	13	31	5	24	16	27	15	38	29	61	<b>279</b>
35-49	9	19	15	26	12	26	7	9	12	29	18	32	36	69	<b>214</b>
50-64	2	3	3	3	2	2	0	1	2	9	3	6	1	11	<b>36</b>
65 and up	1	1	0	0	2	0	0	1	0	0	1	5	0	4	<b>11</b>

### Child Dependent Status

	AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Single – no children	17	35	37	48	29	56	4	20			15	34	49	163	<b>295</b>
Single – dependent children	29	47	25	64	24	64	2	16			6	40	46	151	<b>317</b>
Married – no children	10	5	0	1	1	0	0	0			0	1	2	6	<b>18</b>
Married – dependent children	3	17	4	2	0	1	0	2			2	4	8	17	<b>35</b>

Caring for elderly family members in home	9	3	7	8	5	9	1	5			4	8	4	26	<b>59</b>
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*\*Data was not collected during AY21-22.*

### First-Generation Students

	AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
First Generation	39	64	43	81	38	83	21	48	34	67	42	100	67	183	<b>660</b>
Not First Generation	20	27	17	25	12	32	5	27	10	24	14	29	28	53	<b>242</b>

### Students who received Pell Grant

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
# of Students	65	105	106	78	127	164	252	645
Total Award	\$294,546.00	\$427,003.00	\$432,558.00	\$319,132.00	\$531,058	\$808,659	\$1,222,855.03	\$2,813,601.00

As the demographic tables above demonstrate, the Red Lake National College student is more likely non-traditional and female, first generation college student, single with dependent children, and aged 24 - 34 years. Having dependent children is quite high among single males as well. These demographic characteristics lead to specific needs that RLNC students have.

Study sessions and extended office hours are hosted by faculty members in order to accommodate student family schedules. All students are encouraged to follow RLNC on Facebook and to monitor the website for postings on activities for children within the college, speakers, cultural activities, celebrations, and special events.

### Student Diversity

Red Lake Nation College understands that its student population is less diverse than at state institutions, but it is representative of a tribal college. More than 90% of RLNC students are Native American. That familiarity is a benefit for students. Most students have not experienced an indigenous centered education before attending our college. It is empowering for Anishinaabe students and enlightening for students of all backgrounds. This, along with other aspects of an RLNC education that include course content and co-curricular events, prepares our students to successfully engage in issues pertaining to diversity as well as adversity.

Although the focus of the Red Lake Nation College is Ojibwe language and Anishinaabe culture, the institution addresses its role in a multicultural society through a variety of means. Events include speakers and presentations are routinely each month to expose students to a variety of cultures and other topics. Some of the events that have taken place over the past two years can be found on the co-curricular tracking record (APPENDIX 15). Courses from every discipline engage students in critical thinking and the development of a rounded perspective regarding cultural diversity of Native American tribes as well as populations across the globe. All faculty place a high priority on the development of this broadened and diverse perspective.

## Recruiting

Area schools, businesses, and community events are regularly attended for recruiting events. RLNC recruiters maintain a spreadsheet of student contact forms received at various events and follow up by contacting potential students.

An internal source of recruiting is the GED program which is located on the RLNC campus. The college and the GED program have the benefit of shared technology and library resources, events, and community education classes. In 2014, the new GED test was implemented. As seen nationwide, Red Lake also experienced fluctuations in the number of graduates. However, the numbers have been increasing and 13 students graduated from the GED program by June 2024.

## GED Graduates Per Year

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24*	TOTAL
# of Graduates	8	8	12	8	12	13	13	74

## Enrollment Patterns

Complete enrollment data can be found in the 2022-2023 AIMS AKIS report (APPENDIX 16) and on the RLNC website - Institutional Data - <https://www.rlnc.education/institutional-data>.

## Student Enrollment Data

Fall Census Date	AY 20-21			AY 21-22			AY 22-23			AY 23-24			Total
	Male	Female	Un- known	Male	Female	Un- known	Male	Female	Un- known	Male	Female	Non-Bin ary	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0	0	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	1	1	0	
Hispanic	2	8	0	3	1	0	0	0	0	1	0	0	
American Indian or	40	122	1	30	63	2	26	47	0	92	235	8	

Alaska Native														
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	
Two or more races	1	5	0	0	3	0	1	3	0	0	0	0		
Race/ethnicity unknown	2	0	0	59	93	0	70	152	16	0	0	0		
White, non-Hispanic	0	3	0	0	0	0	0	0	0	1	0	0		
<b>Total</b>	<b>45</b>	<b>138</b>	<b>1</b>	<b>92</b>	<b>160</b>	<b>2</b>	<b>97</b>	<b>202</b>	<b>16</b>	<b>95</b>	<b>236</b>	<b>8</b>	<b>0</b>	

### First-Time Entering Students

	AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Full Time	45	65	27	36	14	27	6	26	35	38	15	37	37	74	<b>371</b>
Part Time	14	26	13	36	19	32	5	9	8	24	10	27	14	44	<b>223</b>

### Attrition Patterns

Red Lake Nation College acknowledges the continued to lower the attrition rate. The Student Success staff is more highly qualified than ever. From the leadership team through support services, all staff except two now have a Bachelor's degree or higher. These qualifications help specialists to better assist students in finding resources needed to address their obstacles. Those obstacles frequently include transportation, childcare, medical problems, and family deaths. Red Lake Nation College remained a partner with Achieving the Dream, which includes emergency grant funding, internship positions, the Quantway math program, data collection and analysis, as well as additional services. These emergency aid grants have benefited many students and assisted with their retention.

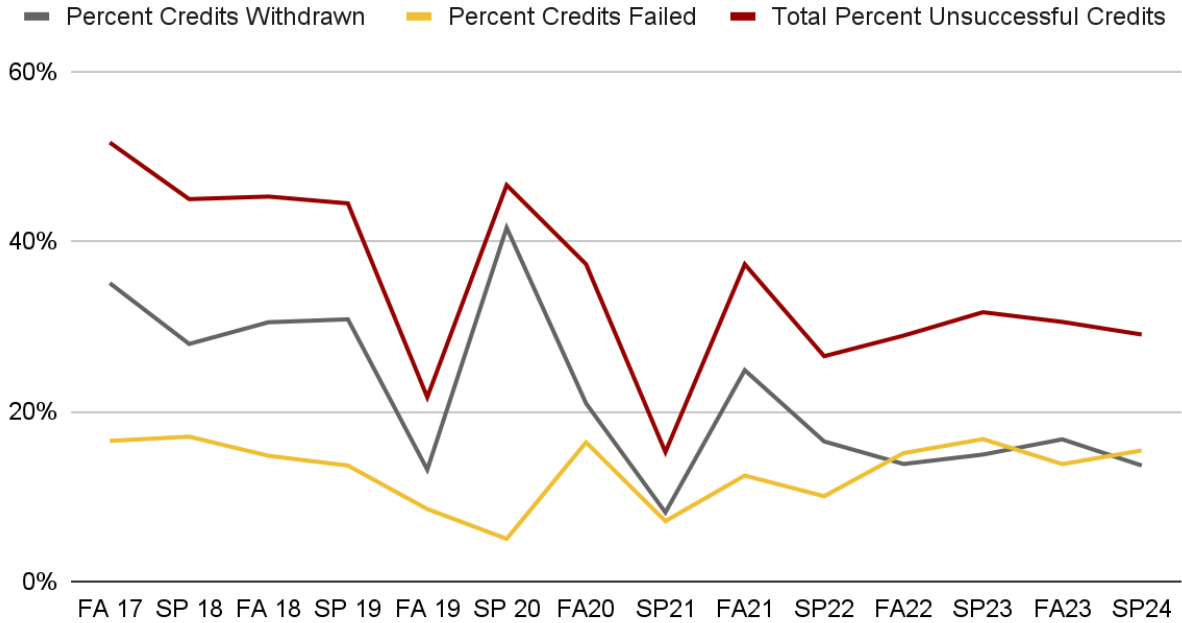
The RLNC *Oshki Manidoo Emergency Aid Program* originally started in the fall of 2018 to support students who are experiencing financial emergencies as well as food and housing insecurity. Components include fast tracked emergency aid, gas cards, transit cards, and the RLNC Student Pantry. The program has continued as a result of multiple funding sources:

- Achieving the Dream (ATD) 2020-22 (\$39,000), 2023-25 (\$36,000)
  - Designated for fast tracked emergency aid to students for housing and transportation expenses.
- Minnesota Office Of Higher Education (MN OHE) Emergency Aid for Postsecondary Students (EAPS) 2019-21 (\$35,000), 2021-23 (\$60,000), 2023-25 (\$120,000)
  - Designated for fast tracked emergency aid to students for housing and transportation expenses as well as gas cards and transit passes.

- Established and supported the RLNC Student Pantry since January 2019. With supplemental EAPS funding in 2021, the Student Pantry began stocking walleye, wild rice, and other culturally relevant foods.

### Percent of Students Withdrawn or Failed by Semester

### Percent of Credits Withdrawn or Failed by Semester



Semester	Total Credits Enrolled	Withdraw Credits	Failed Credits	Total Credits Withdrawn or Failed	Total Percent W and F
FA 17	1590	558	263	821	52%
SP 18	1045	292	178	470	45%
FA 18	1292	394	191	585	45%
SP 19	1122	346	153	499	44%
FA 19	1467	193	125	318	22%
SP 20	918	*382	**46	428	47%
FA20	1069	224	175	399	37%
SP21	1366	111	111	222	16%
FA21	1533	381	381	762	50%
SP22	1366	225	225	450	33%

<b>FA22</b>	2106	291	291	582	28%
<b>SP23</b>	2090	312	312	624	30%
<b>FA23</b>	3056	511	511	1022	33%
<b>SP24</b>	2888	394	394	788	27%

\*Includes COVID withdraws

\*\*Includes NP (No Pass) option

RLNC continues to monitor trends in withdrawal rates, but these rates are significantly impacted by a variety of factors including financial aid, staff-student rapport, and community trends. The Student Success department leads faculty and administrative members of the PASS Committee in monitoring these rates and evaluating services to better address student needs.

### Graduation Patterns and Time to Degree

Fall Semester	# of FFF and Transfer-In for Fall Semester	100% Graduation (2 years)	150% Graduation (3 years)	200% Graduation (4 years)	Graduation Rate (Using 150%)
Fall 2019	36	7%	36%	1%	36%
Fall 2020	26	28%	3%	N/A	3%
Fall 2021	56	50%	N/A	N/A	N/A
Fall 2022	52	N/A	N/A	N/A	N/A
<b>Average</b>					

### Post Graduation Job Placement / Transfer to 4 yr

Graduating Year	# Graduates	# Who Transferred Out and Where	# Employed	# Other	# Unknown	Employment/ Transfer Rate
2020-2021	13	5 (Bemidji State)	8	-	1	92%
2021-2022	14	5 (Bemidji State)	12	2	-	100%
2022-2023	29	3 (Bemidji State)	18	-	8	62%
<b>Average</b>						%

Nationally, students with some college have a 80% employment rate (National Center for Education Statistics, 2024). However, the employment rate on the Red Lake Reservation remains under 50% (United States Census Bureau, 2023). Lack of employment is considerably higher for Native Americans throughout Minnesota. In 2023, the unemployment rate was 10.5% compared to 4.9% for the state's total population (MN Employment and Economic Development, 2023). This makes the education and transfer opportunities at Red Lake Nation College imperative for the growth of the Red Lake Nation and beyond its borders.

### Budget Data

The A.A. in Liberal Education Program is the foundation of Red Lake Nation College. Since the A.A.S. program is under extensive revisions and students have not been accepted into the program, the A.A. in

Liberal Education remains our primary source of revenue generation for budget development. This program supports the institution and all resources are derived from and support the program.

In 2017, RLNC obtained Federal funding from the BIE and the Department of Education for the first time. The new Federal revenue generated over \$2.1M in net income based on the Liberal Education program. This is the primary source of funding for instructors, academic program development, human resources, and support and technology staff for the Liberal Education program. By 2023, the A.A. program supported additional grant funding for a total of \$4.6M of net income.

The RLNC Budget Committee reviews the academic program assessment data and assessment findings at the annual board and administration retreat to develop budget direction to the various departments to guide the zero base annual budgets.

In summary, the RLNC maintains a primary focus of the budget on academics, that being the Liberal Education program. For example, in 2016, RLNC spent 70% of the total budget on academics. By 2023, RLNC was able to spend 75% of the total budget on academics.

## Revenue

The revenue derived from the Liberal Education program provides the majority of the institutional revenue. At the present time, we have positioned ourselves for marketing purposes as, “A Great Place to Start” and encourage people to start at RLNC and then transfer and continue on with their education at other colleges. The basis for this marketing decision is to rely on our ability to provide a strong liberal education that prepares students for success at four year institutions.

## ACADEMIC PROGRAM FINANCIAL INDICATORS AA PROGRAM REVIEW 2021- 2023



Academic Year	2021 -2022	2022 - 2023
AA- Income		
Tuition & Fees	\$606,423	\$890,177
Grant Revenues	\$4,269,000	\$4,459,000
<b>Total Program Income</b>	<b>\$4,875,423</b>	<b>\$5,349,177</b>
AA- Expenses		
Academics	\$ 3,094,918.84	\$3,395,657.56
Administration	\$448,538.96	\$492,124.28
Student Services	\$403,685.07	\$ 442,911.86
Facilities	\$ 538,246.75	\$ 590,549.14
<b>Net Income</b>	<b>\$390,033</b>	<b>\$427,934</b>

## Conclusion

### Analysis

Persistent investments in technology that complement a strong foundation in culture has significantly increased enrollment in the Liberal Arts program at RLNC. Much of this can be attributed to the successful implementation of distance education. Online modalities have extended RLNC's network of students and faculty. While its program continues to be rooted in Anishinaabe values, the college has expanded its course offerings in several departments.

Although the initial shift to online education was a necessary response to the COVID pandemic, RLNC used the opportunity for growth throughout the institution. The Canvas LMS has strengthened curricula in all modalities, increased accessibility to students, and improved data collection and analysis. Trends since the last program review are positive in enrollment, retention, persistence, and completion rates.



## Strengths

The foundational mission of Red Lake Nation College is to increase the education levels of Anishinaabe by providing accessibility to excellent higher education. The heart of this mission and the college itself, is its Liberal Education program. It reflects our academic goals and drives our outreach to the community, as well as our relationships with area high schools and other college institutions. Providing this first step to build academic skills, instill confidence in Tribal Members, and expose students to a solid general education, is a privilege and responsibility of RLNC. We meet this responsibility with a culturally enriched Liberal Arts program that is aligned with the Minnesota State Colleges and Universities system (MNSCU), thus preparing students for continuing their education as intended by our college.

There are many strengths to the Liberal Education program at RLNC:

- There is a perpetual demand for a well-rounded general education that exposes students to the world and life.
- Our RLNC program is aligned with the Minnesota Transfer Curriculum to allow for ease of transfer of courses for students.
- Articulation agreements with schools such as Bemidji State University (BSU), greatly encourage and support student transfers. Additional agreements have been established with MnSCU schools and an agreement is in its final stages with the University of Minnesota- Twin Cities.
- Excellent, experienced faculty who were recruited in critical STEM fields such as science and mathematics provide the foundation of high quality higher education at RLNC. Highly qualified faculty in the social sciences and humanities round out our robust liberal arts education.
- A student centered philosophy and dedicated, passionate faculty and staff members, put student needs at the forefront of our work at the college. Students greatly benefit from this “students first” philosophy.
- Being a “family college” that serves the Red Lake Nation is a major support to the Liberal Education program. This provides a special spiritual support for students that cannot be duplicated at other schools and is a focus of the co-curricular structure.
- Strong support services include an active and supportive library staff, fully-staffed Learning Center, free tutoring/support services with highly qualified instructors, and a new LMS system with remote access to materials, giving our first generation students every chance to succeed.
- A counseling based Student Services staff, complete with mental health counseling, also provides additional support for Liberal Education students as well as the ability to connect students to outside resources in such areas as childcare, homelessness, addiction, abuse, and grief.
- RLNC has strong, annual federal operational funding and has established financial sustainability.

## Action Plan

Red Lake Nation College strives for continuous improvement. To this end, RLNC plans to do the following:

- Continue to add top quality instructors.
- Revise and reintroduce the A.A.S. in Social and Behavioral Sciences.
- Develop new degree and/or certificate programs in business, Anishinaabe Leadership, and Ojibwemowin.
- Develop outreach initiatives with employers to inform program decisions regarding emphasis and certificate areas of study.

- Continue to offer internal training in technology enhanced course delivery and assessment, and encourage external professional development training, workshop, and conference attendance.
- Improve the use of technology in the classroom, active participation learning, and other means to increase student engagement and participation in learning.
- New initiatives such as PSEO expansion, GED program expansion, and college prep high school development, will provide opportunities for future growth of the Liberal Education program.
- Pro-actively seek and apply for supportive grants to assist the college in expanding academic and co-curricular opportunities.
- Develop opportunities for student-instructor research collaborations and community participatory research initiatives.
- Revise the Student Success mentoring/advising program to better address online learners.
- Continue to monitor and strengthen the First Year Experience and developmental math, English and technology placement exams and offerings.
- Further develop the use of ePortfolios as a method of program assessment for students and the institution itself.

RLNC will continue to engage in the ongoing review process by reviewing designated courses at the end of each academic year, utilizing program review rubrics.

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## Appendix

Appendix 1: Course Proposal Form

Appendix 2: Degree Requirements

Appendix 3: Course Descriptions

Appendix 4: Course/Program Review Cycle

Appendix 5: Course Review

Appendix 6: Three-Year Course Offerings

Appendix 7: Service Learning

Appendix 8: Master Syllabus Template

Appendix 9: Syllabus Evaluation Rubric

Appendix 10: Faculty Credentials/Qualifications

Appendix 11: Academic/Administrative Responsibilities

Appendix 12: Annual Evaluation Form

Appendix 13: Course Observation

Appendix 14: Professional Development Plan

Appendix 15: Co-Curricular Tracking

Appendix 16: AIMS AKIS 2022-2023

Appendix 17: Institution-Level Rubrics

Appendix 18: Course-Level Rubrics

Appendix 19: Program-Level Rubrics