

# **RED LAKE NATION COLLEGE**

## **Assessment & Institutional Effectiveness Plan**



*Revised March, 2016*

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## Philosophy and Context

### Cultural Context

Because assessment is the crucial interface between students, faculty and the institution, it's only appropriate to introduce Red Lake Nation College's institutional environment. The Red Lake Nation College (RLNC) was chartered by the Tribe in 2001 to provide higher education opportunities for Tribal Members living on and near the Red Lake Reservation. Prior to the Red Lake Nation College opening, Red Lake Members were forced to drive two hours round trip daily in order to attend college. The rural location of the reservation and the high cost of transportation and daycare costs were all huge barriers to attending college for Tribal Members.

In the fall of 2015, RLNC had 149 students start the semester in the A.A.in Liberal Education Program. Over 90% of these 149 students would not be in college if RLNC was not in existence. RLNC is currently operating as an additional site of the Leech Lake Tribal College and is not an independently accredited college.

The slogan of Red Lake Nation College is "***A Great Place to Start!***" We want students to attend and earn an Associate of Arts Degree at RLNC and move on to attain a Bachelor's Degree, Master's Degree, Doctorate Degree, or Professional Degree and then return to help the reservation community grow and prosper.

Our main goal is to provide an excellent, culturally relevant higher education that prepares our students for the 21<sup>st</sup> century job market. Faculty and staff at RLNC work to instill a positive sense of Ojibwe culture and identity in all students. We strive to provide an atmosphere of support, building the confidence and academic skill level of students to ensure success at higher levels of education.

### Mission

The mission of RLNC is to provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

### 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.

### Institutional Values

The Red Lake Ojibwe follow the greater Anishinaabe philosophy of life and living. According to this philosophy and view of the world, humans did not create or weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves.

As a result of this philosophy, kinship among all of creation, not the mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. At Red Lake Nation College,

we will use, follow, encourage and support following the below list of Ojibwe Culture Principles and Values. If we all follow these seven Ojibwe Principles and Values, this will lead to a more harmonious and happier life.

1. Dabasendizowin (Humility)
  - To be modest in one's actions
  - To demonstrate sensitivity to others
  - To recognize oneself as a sacred and equal part of the Creation
  - To develop and practice good listening and observation skills
2. Debwewin (Truth)
  - To speak the most honestly one can, according to our own perceptions
  - To be loyal in all our relationships, avoiding hypocrisy
3. Zoongide'iwin (Courage)
  - To face difficult situations with bravery in spite of our natural fears
  - To acknowledge one's personal weaknesses and develop the strength to combat them
  - To develop the ability to take initiative and to speak forthrightly
4. Gwayakwaadiziwin (Honesty)
  - To maintain truthfulness, sincerity and fairness in all of our individual actions
  - To possess the ability to manage confidential information
  - To communicate with others and transmit information fairly and truthfully
  - To recognize our own strengths and weaknesses and acknowledge the capacity for self-growth and change
5. Manaaji'idiwin (Respect)
  - To be respectful of the thoughts and ideas of others
  - To accept cultural, religious and gender differences
  - To maintain high standards of conduct at all times
  - To safeguard the dignity, individuality and rights of others
6. Zaagi'idiwin (Love)
  - To show kindness and compassion toward others
  - To work cooperatively and harmoniously with others
  - To demonstrate acceptance and the empowerment of others
  - To offer hope, encouragement and inspiration to others

## 7. Nibwaakaawin (Wisdom)

- To persist in acquiring knowledge and improving skills
- To strive for the accomplishment of goals and dreams
- To seek guidance from elders and qualified advisors
- To acknowledge the opportunity to learn from others
- To practice ethical behavior at all times
- To take time to reflect on all our experiences

## Committees

The responsibility of assessment, institutionally, operationally, and academically, belongs to the various committees of Red Lake Nation College.

### **Assessment Committee Mission Statement:**

The Red Lake Nation College Assessment Committee embraces the principle that effective and meaningful assessment is an integral part of the educational process and supports data-driven decision making. Institutional and program assessment supports the mission of Red Lake Nation College by exercising Nibwaakaawin (Wisdom). Nibwaakaawin is an ongoing process that is acquired by gaining knowledge and improving skills.

### **Curriculum Committee Mission Statement:**

The Red Lake Nation College Curriculum Committee provides guidance and oversight to ensure that all curricula is sound, 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 Vice President of Academic Affairs. The Curriculum Committee exercises Manaaji'idiwin (Respect) by maintaining high standards of conduct at all times.

### **Progressive Academic Student Success (PASS) Committee Mission Statement:**

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. These values include: Dabasendizowin (Humility), Debwewin (Truth), Zoongide'iwin (Courage),

Gwayakwaadiziwin (Honesty), Manaaji'idiwin (Respect), Zaagi'idiwin (Love) and Nibwaakaawin (Wisdom).

### **Governance Committee Mission Statement:**

The Red Lake Nation College Governance Committee is responsible for revising and evaluating all RLNC policies and procedures. In addition, this committee is tasked with planning events that promote the values of RLNC within the college and to the broader community. The Governance Committee exercises Gwayakwaadiziwin (Honesty), by communicating with others and transmitting information fairly and truthfully. This committee also demonstrates Zaagi'idiwin (Love) by demonstrating acceptance and supporting the empowerment of others. The events planned by this committee are designed to offer hope, encouragement and inspiration to students and community members.

### **Faculty Senate Mission Statement:**

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 exercising its authority in ensuring that academic freedom is encouraged and protected, and for acting as a guiding body to oversee curriculum that promotes student learning through rigorous course of study. The Faculty Senate is responsible for proposing, evaluating, and advising on actions or policies that support the mission of Red Lake Nation College to provide quality education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

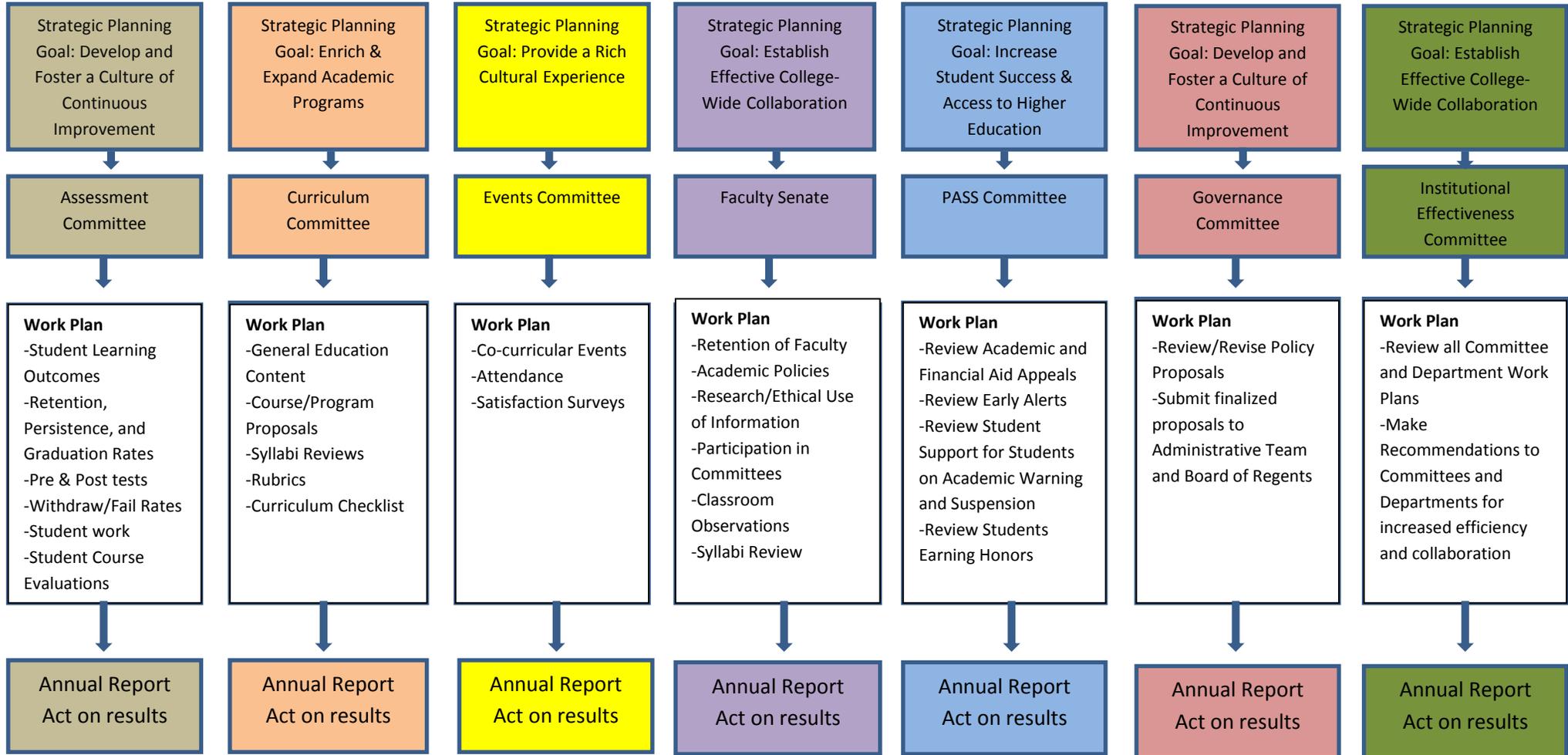
## **Strategic Plan**

All strategic planning goals align to the mission of Red Lake Nation College and serve as the basis for all outcomes throughout the College. The strategic planning goals are directly linked to the institutional outcomes.

1. Enrich and expand academic programs.
2. Increase student success and access to higher education.
3. Provide a rich cultural experience.
4. Develop and foster a culture of continuous improvement.
5. Provide first-rate tribal college facilities.
6. Strengthen financial foundation and infrastructure.
7. Establish effective college-wide coordination and collaboration.

The following chart displays the strategic plans in relation to the committee responsible for assessing each outcome.

## Academic Assessment Structure



## **Institutional Outcomes**

Our institutional assessment is designed to answer the question, "As an institution, are we doing what we say we are doing and are we doing it well?" At the end of each academic year, each RLNC department and committee completes an annual report summarizing their work on that year's work plan. Based on those accomplishments and measurable outcomes, a new work plan is developed for the following academic year. Each new work plan is designed to improve operations in each department in order to contribute to greater student and institutional success. At Red Lake Nation College, the Strategic Planning Goals are directly linked to student learning.

1. Students will learn inherent knowledge of the Red Lake Ojibwe language, culture, and history.
2. Students will demonstrate leadership through effective verbal and written communication.
3. Students will examine the world through critical inquiry and analysis.
4. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.
5. Students will gain fundamental knowledge in math, science, and technology.

## **Program Outcomes**

As each RLNC Academic Program is reviewed by the Assessment Committee, the program will be maintained, enhanced, reconfigured, or reduced/phased-out. All program outcomes can be located in the RLNC Catalog or on the website at <http://www.rlnc.education/#!/program-level/u33br>. Outcomes of each program at RLNC drive specific Student Learning Outcomes that are addressed in a variety of courses.

## **General Education**

### **General Education Philosophy**

All students participate in common academic experiences during their time at Red Lake Nation College. These experiences are best defined as general education requirements. This program provides students broad and extensive experiences, which are both rich and important in preparation for living in a tribal and democratic society. Taken as a whole, they provide the opportunity for the development of individual talents and a satisfying education experience at the Red Lake Nation College. Students complete general education requirements by the time they have completed course work for the associate degree.

General education is the part of the academic program that assists the student's development as a person and a member of an indigenous community, and provides the structure for the student's

professional education. The goals of the general education program at Red Lake Nation College are as follows:

1. To develop and enhance basic academic skills
2. To provide important general knowledge
3. To develop the critical thinking skills needed to assess ethical and practical behaviors.
4. To protect and promote the cultural values, language, and traditions of Indigenous people
5. To continue exercising these skills and knowledge throughout lifelong learning, insuring the importance of education to future generation

## **Expected Student Learning Outcomes**

Red Lake Nation College follows expected competencies established by the Minnesota State Colleges and Universities (MNSCU) Transfer Curriculum. These competencies are integrated into individual course outcomes and identified in each syllabus. The ten competencies are as follows, with some culturally-specific additions:

1. Communication: Students will be able to...
  - Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
  - Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
  - Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
  - Select appropriate communication choices for specific audiences.
  - Construct logical and coherent arguments.
  - Use authority, point-of-view, and individual voice and style in their writing and speaking.
  - Employ syntax and usage appropriate to academic disciplines and the professional world.
2. Critical Thinking: Students will be able to...
  - Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
  - Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
  - Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analysis, and evaluations made by ourselves and others.
3. Natural Sciences: Students will be able to...
    - Demonstrate understanding of scientific theories.
    - Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
    - Communicate their experimental findings, analyses, and interpretations both orally and in writing.
    - Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.
  4. Mathematics/Logical Reasoning: Students will be able to...
    - Illustrate historical and contemporary applications of mathematics/logical systems.
    - Clearly express mathematical/logical ideas in writing.
    - Explain what constitutes a valid mathematical/logical argument (proof).
    - Apply higher-order problem-solving and/or modeling strategies.
  5. History and the Social and Behavioral Sciences: Students will be able to...
    - Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
    - Examine social institutions and processes across a range of historical periods and cultures.
    - Use and critique alternative explanatory systems or theories.
    - Develop and communicate alternative explanations or solutions for contemporary social issues.
  6. The Humanities and Fine Arts: Students will be able to...
    - Demonstrate awareness of the scope and variety of works in the arts and humanities.
    - Understand those works as expressions of individual and human values within a historical and social context.
    - Respond critically to works in the arts and humanities.
    - Engage in the creative process or interpretive performance.

- Articulate an informed personal reaction to works in the arts and humanities.
7. Human Diversity: Students will be able to...
- Understand the development of and the changing meanings of group identities in the United States' history and culture.
  - Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
  - Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
  - Describe and discuss the experience and contributions (political, social, economic, etc.) of many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
  - Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
  - Demonstrate what it means to be Anishinaabe.
8. Global Perspective: Students will be able to:
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
  - Demonstrate knowledge of cultural, social, religious, and linguistic differences.
  - Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
  - Understand the role of a world citizen and the responsibility world citizens share for their common global future.
9. Ethical and Civic Responsibility: Students will be able to...
- Examine, articulate, and apply their own ethical values.
  - Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
  - Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
  - Recognize the diversity of political motivations and interest of others.
  - Identify ways to exercise the rights and responsibilities of citizenship.
10. People and the Environment: Students will be able to...
- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
  - Discern patterns and interrelationships of bio-physical and socio-cultural systems.

- Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

### **Assessment of Student Learning Philosophy**

At Red Lake Nation College, student learning involves the mastery of subject content, application of knowledge, utilization of resources and problem-solving. College faculty, staff, and administration work to support a positive environment for student achievement and development. The primary function for determining effective student learning is the assessment process that uses a variety of valid and reliable measures to monitor and improve courses, services and programs.

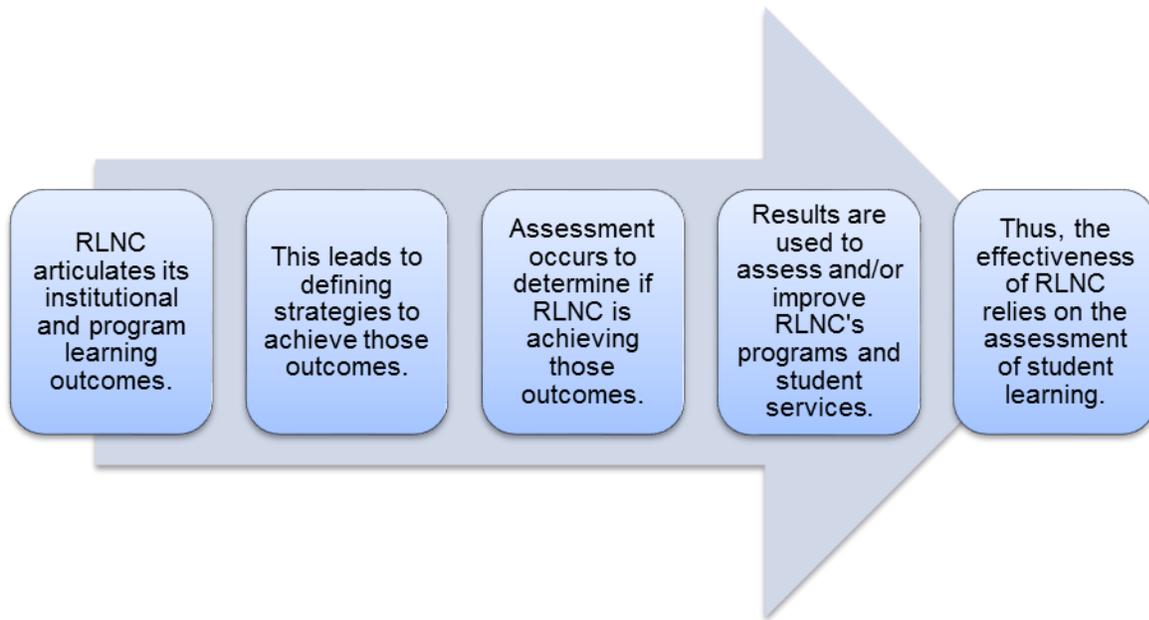
### **Curriculum Map**

The curriculum map demonstrates the alignment of specific courses to the expected student learning outcomes. The curriculum map ensures that every learning outcome is met within the program and to what level the outcome is expected to be met. The scale in the curriculum map includes introduced, reinforced, demonstrated, and mastered, as designated by faculty teaching the courses.

## **Assessment Plan and Implementation**

### **What is Assessment?**

It is essential for faculty, staff and administration to understand the external perspective of the “what is” and “why is” of assessment of student learning. This can be examined through the following process:



### **Assessment Process**

Each committee begins each academic year with a Work Plan. These Work Plans indicate the goals, outcomes, activities, measures of effectiveness, data collection tools, time frames, and responsible parties. Work plans are reviewed by the committees and/or departments on a monthly basis to assess progress. At the end of the academic year, the results are aggregated and presented in annual progress reports. Recommendations for appropriate changes are included in these reports and are driven by the collection of data throughout the year. Changes are then implemented through committees, demonstrating continuous improvements. Work plans are then created for the next academic year with new goals and outcomes, effectively “closing the loop.”

The following is a Work Plan template.



**Work Plan Template**  
Academic Year 2015-2016

**Guiding Principles:**

**Criteria for Accreditation CRRT.B.10.010**

**Mission of Department:**

**Goal #1:**

**Goal #2:**

**Goal #3:**

**Goal #4:**

Long-Term Outcomes	Short-Term Outcomes	Activities	Measures of Effectiveness	Data	Time Frame	Staff Responsible
<i>September</i>						

<b>Long-Term Outcomes</b>	<b>Short-Term Outcomes</b>	<b>Activities</b>	<b>Measures of Effectiveness</b>	<b>Data</b>	<b>Time Frame</b>	<b>Staff Responsible</b>
<i>October</i>						
<i>November</i>						
<i>December</i>						
<i>January</i>						
<i>February</i>						
<i>March</i>						
<i>April</i>						
<i>May</i>						

## Assessment Cycle



### Plan Assessment

Annual work plans for all committees and departments are completed in April of each academic year, for the following academic year.

### Collect Data

Committees and departments collect data at various points throughout the academic year as indicated in the Work Plan.

### Interpret Results

Staff and faculty review data at specific points throughout the academic year. Many of these dates are predetermined according to the academic calendar and included in the annual work plan.

### Report

Annual reports are required for each committee and department and summarize the annual accomplishments, data, and recommended changes to be implemented in the upcoming academic year.

### Act on Results

Once the annual reports are completed, staff and faculty will analyze the information, identify programmatic or instructional changes to be made, and implement changes that can be made immediately. Some changes may require further analysis and will be included in the annual work plan for the following academic year. They should also include any assessment changes that will improve the quality of assessment information in the next cycle.

The following is the Annual Report Template compiled by each committee and department.



# Red Lake Nation College

## Committee and Department Annual Summary Report

**Committee/Department:**

**Academic Year (Dates Covered):**

**Committee Chair or Department Director:**

**Committee or Department Members:**

**Mission:**

**Work Plan Goals (Indicate whether met or unmet):**

Goal 1:

Accomplishments:

Not met:

Goal 2:

Accomplishments:

Not met:

Goal 3:

Accomplishments:

Not met:

Goal 4:

Accomplishments:

Not met:

Goal 5:

Accomplishments:

Not met:

Goal 6:

Accomplishments:

Not met:

**Summary of Work Plan Accomplishments:**

**Unfinished work plan objectives:**

**Significant areas to address in next annual work plan:**

**Recommendations to policy change (if appropriate):**

**Visuals/Graphs:**

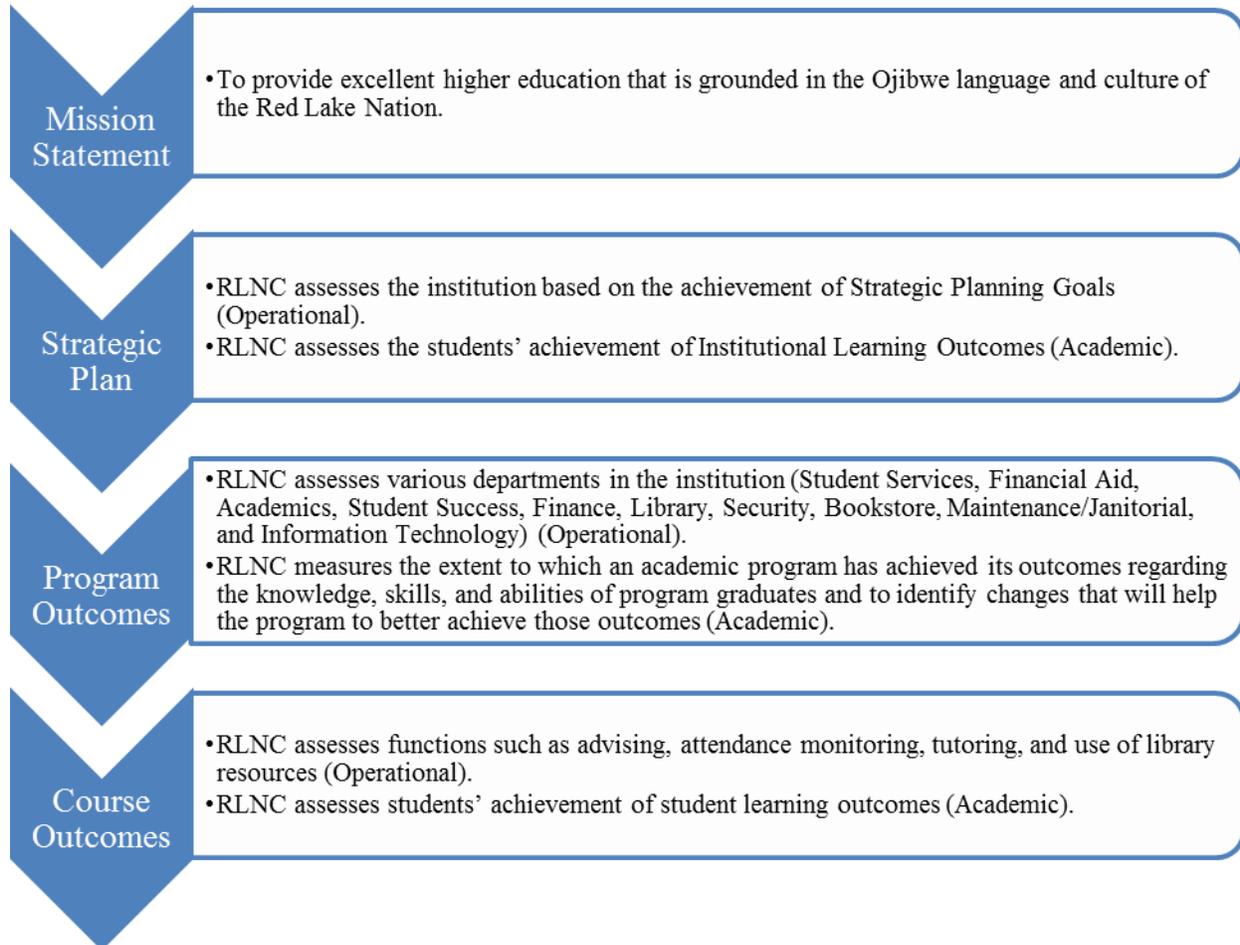
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Committee Chair/Department Director Signature

Date

## Assessing Outcomes

Red Lake Nation College assesses progress and institutional effectiveness of college operations in addition to academic outcomes at the institutional, program, and course levels. The diagram below demonstrates how operational and academic outcomes are assessed at each level and align with the RLNC Mission.



## Operational

### Operational Assessment

Operational Assessment is defined as the evaluation of operational effectiveness, efficiency, and value. At Red Lake Nation College, operational assessment involves the collection and analysis of data from all departments to detect problems, measure productivity, and make improvements.

Direct indicators used at the operational level include the data gathered on usage, traits, characteristics, and productivity.

Indirect indicators used at the operational level include information gathered about student, community member, and staff perceptions about their experiences at RLNC.

## Academic

### Academic 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, capstone projects, tests, labs, grades 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, interviews, and focus groups.

### Assessment Data Sources

Data is gathered from the following departments: Student Success, Academic Affairs, Financial Aid, Student Services, Finance, Library, Security, Bookstore, Maintenance/Janitorial, Human Resources and Information Technology.

<b>Operational Direct Indicators</b>	<b>Academic Direct Indicators</b>
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	COMPASS/Placement Test Tracking
Financial Aid Eligibility	Attendance/Grade Comparisons
Attendance Data	AIMS/AKIS Reports
Student Recruitment Data	IPEDS Reports
Student Demographic Data	

AIMS/AKIS Reports	
IPEDS Reports	
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	
Computer User Data	

<b>Operational Indirect Indicators</b>	<b>Academic Indirect Indicators</b>
Student Satisfaction Surveys	Student Course Evaluations
Alumni Surveys	Faculty Course Observations
Community Surveys	Student Satisfaction Surveys
Employer Surveys	Alumni Surveys
Employee Satisfaction Surveys	

## **Selection and Application of Measurement Instruments**

All incoming freshmen are required to take the COMPASS Placement Test in writing, reading, and mathematics. This information is stored and analyzed.

Failure and withdrawal rates are tracked every semester and reviewed.

The Assessment Committee has chosen the following courses for pre/post testing to follow over the course of five years: Path to Success (EDU 102), English Composition I (ENGL 101), English Composition II (ENGL 102), and General Biology I (BIO 121). We will also begin using pre and post testing in Concepts in Mathematics (MATH 140) once the full-time mathematics instructors begins in the 16-17 academic year.

The Assessment Committee has also selected courses for in-depth assessment each academic year as indicated on the Assessment Calendar. The same courses are reviewed by the Curriculum Committee according to the same calendar.

The following is the Course Assessment Chart and the Assessment Calendar.

## Course Assessment Progress

Course (Assess all of your courses for the semester)	Year Assessed	Course Outcomes (located in your syllabus – include all course outcomes)	Align to Program Outcomes	Align to Institutional Outcomes	Competencies (MNSCU requirements – located in college catalog)	Assessment Tools (How do you assess that each outcome is met?)	Results (Provide direct and indirect measurement results)	Target/Goal (What are the measurable goals for this assessment period for each outcome?)
<b>BIO 121</b>  <b>General Biology I</b>	2015 - 2016	1.Students will define basic biological terminology.  2.Students will use appropriate terminology to describe biological concepts.  3.Students will identify biological concepts in the real world.  4.Students will differentiate between plant and animal cell characteristics.  5.Understand major biological themes (evolution, energy transfer, structure and function, interdependence, science and nature, etc.)	1.Students will use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve.  2. Students will demonstrate understanding of natural science principles, methods and scientific inquiry and traditional Indigenous American knowledge perspectives.	1.Students will examine the world through critical inquiry and analysis.  2. Students will gain fundamental knowledge in math, science, and technology.	<u>Communication</u> <b>X Natural Sciences</b> <u>Mathematics/ Logical Reasoning</u> <u>History and the Social and Behavioral Sciences</u> <u>Humanities and Fine Arts</u> <u>Human Diversity</u> <u>Global Perspective</u> <u>Ethical and Civic Responsibility</u> <u>People and the Environment</u>	Assignment rubric  Lab rubric  Plant research rubric	Pre-test and Post-test  Fall 2015 Pre-test 57.54% Post-test 75.56% Improvement = 18.02%  Lab Scores FA 14 Lab #1 Average score for 20 students was 19.6/30 points = 65.3% Lab #8 Average score for 15 students was 28.2/30 points = 94%  SP15 Lab #1 Average score was 61.7% Lab #8 Average score was 83.3% Improvement = 21.6%  FA 15	Improve independent lab scores over the semester to an average of 85%. Lab exercises utilize critical thinking skills and data analysis that can be used in countless situations.  Improve post-test scores to 90%. The concepts covered are necessary to maintain a healthy mind, body, and natural world.

<b>Course</b> <i>(Assess all of your courses for the semester)</i>	<b>Year Assessed</b>	<b>Course Outcomes</b> <i>(located in your syllabus – include all course outcomes)</i>	<b>Align to Program Outcomes</b>	<b>Align to Institutional Outcomes</b>	<b>Competencies</b> <i>(MNSCU requirements – located in college catalog)</i>	<b>Assessment Tools</b> <i>(How do you assess that each outcome is met?)</i>	<b>Results</b> <i>(Provide direct and indirect measurement results)</i>	<b>Target/Goal</b> <i>(What are the measurable goals for this assessment period for each outcome?)</i>
<b>EDU 102</b>  Path to Success	2015 - 2016	1. Students will be able to imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.  2. Students will be able to recognize and articulate the assumptions which underlie and affect decisions, interpretations, analysis, and evaluations made by ourselves and others.	1. Students will use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve.  2. Students will apply problem-solving and/or modeling strategies to their surrounding environment.	1. Students will examine the world through critical inquiry and analysis.  2. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.	<u>  </u> <b>Communication</b> <u>  </u> <b>Natural Sciences</b> <u>  </u> <b>Mathematics/ Logical Reasoning</b> <u>  </u> <b>History and the Social and Behavioral Sciences</b> <u>  </u> <b>Humanities and Fine Arts</b> <u>  </u> <b>Human Diversity</b> <u>  </u> <b>Global Perspective</b> <u>  </u> <b>Ethical and Civic Responsibility</b> <u>  </u> <b>People and the Environment</b>	Essay rubric  (Outcomes 1, 2)  Short-answer rubric  (Outcomes 1, 2)  Quizzes  (Outcomes 1, 2)  Tests  (Outcomes 1, 2)	Lab #1 Average score for 21 students was 26.6 out of 30 points = 88.6% Lab #8 Average score for 16 students was 29.6 out of 30 students = 98.75%  Pretest/Post Test Comparison.  Fall 2015 EDU 102.5 Pre-test 45.07% Post-test 87.21% Improvement = 42.14%  EDU 102.6 Pre-test 53.57% Post-test 84.61% Improvement = 31.04%  EDU 102.8 Pre-Test 43.79% Post-test	Improve Pretest to Posttest Scores by an average of 40% determined by Post Tests taken at the end of the semester. Critical thinking, communications, and life skills will be tested.

<b>Course</b> <i>(Assess all of your courses for the semester)</i>	<b>Year Assessed</b>	<b>Course Outcomes</b> <i>(located in your syllabus – include all course outcomes)</i>	<b>Align to Program Outcomes</b>	<b>Align to Institutional Outcomes</b>	<b>Competencies</b> <i>(MNSCU requirements – located in college catalog)</i>	<b>Assessment Tools</b> <i>(How do you assess that each outcome is met?)</i>	<b>Results</b> <i>(Provide direct and indirect measurement results)</i>	<b>Target/Goal</b> <i>(What are the measurable goals for this assessment period for each outcome?)</i>
						<p>APA Format (Outcome 2)</p> <p>Quizzes/Exercises (Outcomes 1, 2)</p> <p>Tests (Outcomes 1, 2)</p> <p>Discussions (Outcomes 1, 2)</p>	86.05% Improvement = 42.26%	
<b>ENGL 101</b> English Composition I	2015 - 2016	<p>1. Students will write about Anishinaabe culture based on sense of place.</p> <p>2. Students will read and respond critically.</p> <p>3. Students will identify and construct well-developed and supported parts of an</p>	1. Students will understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	<p>1. Students will demonstrate leadership through effective verbal and written communication.</p> <p>2. Students will examine the world through critical</p>	<p><b>X Communication</b></p> <p>— <b>Natural Sciences</b></p> <p>— <b>Mathematics/ Logical Reasoning</b></p> <p>— <b>History and the Social and Behavioral Sciences</b></p> <p>— <b>Humanities and Fine Arts</b></p> <p>— <b>Human Diversity</b></p> <p>— <b>Global Perspective</b></p> <p>— <b>Ethical and Civic</b></p>	<p>Essay Rubric (Outcomes 1, 3, 4, 5, 6, 7, 8)</p> <p>Short-answer Rubric (Outcomes 1, 2, 5, 6, 8)</p>	<p>Pretest/Post Test Comparison.</p> <p>Fall 2015 Pre-test 51.57% Post-test 92.48% Improvement = 40.91%</p> <p>Progressive</p>	<p>Improve Pretest to Posttest Scores by an average of 40% determined by Post Tests taken at the end of the semester.</p> <p>English and communication skills will be tested.</p> <p>Improve essay scores by 20% throughout the course that reflect</p>

	<p>essay.</p> <p>4. Students will produce essays.</p> <p>5. Students will successfully demonstrate editing and proofreading skills.</p> <p>6. Students will edit and proofread for diction (word choice), punctuation, sentence skills, and spelling.</p> <p>7. Students will use American Psychological Association (APA) format in citing and documenting sources on all essays.</p> <p>8. Students will develop vocabulary.</p> <p>9. Students will orally present one essay to audience by communicating the introduction, body and conclusion.</p>	<p>2. Students will demonstrate verbal and nonverbal speaking skills reflecting history, culture, and social issues in the lives of Indigenous people.</p>	<p>inquiry and analysis.</p>	<p><b>Responsibility People and the Environment</b></p>	<p>Speech Rubric (Outcomes 8, 9)</p> <p>APA Format (Outcome 7)</p> <p>Quizzes/Exercises (Outcomes 1, 2, 5, 6, 8)</p> <p>Tests (Outcomes 1, 2, 5, 6, 8)</p> <p>Discussions (Outcome 2)</p>	<p>improvement on average essay scores throughout course.</p> <p>Fall 2015 Descriptive Essay #1 = 76% Descriptive Essay #2 = 80.76% Expository Essay #3 = 90.83% Persuasive Essay #4 = 97.22% Improvement = 21.22% from #1 to #4</p>	<p>thinking, writing, and research skills.</p> <p><i>Progressive improvement on average essay scores derived from using the Essay Rubric throughout the course.</i></p> <p>#4 outcome should be omitted; it is redundant.</p>
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Course (Assess all of your courses for the semester)	Year Assessed	Course Outcomes (located in your syllabus – include all course outcomes)	Align to Program Outcomes	Align to Institutional Outcomes	Competencies (MNSCU requirements – located in college catalog)	Assessment Tools (How do you assess that each outcome is met?)	Results (Provide direct and indirect measurement results)	Target/Goal (What are the measurable goals for this assessment period for each outcome?)
ENGL 102  English Composition II	2015 - 2016	<p>1. Students will read and respond critically through discussions and essays.</p> <p>2. Students will construct well-developed and supported parts of an essay: introduction with an organized thesis statement, body, and conclusion.</p> <p>3. Students will produce essays.</p> <p>4. Students will edit and proofread diction (word choice), punctuation, sentence skills, and spelling through peer review of essays and self-critique.</p> <p>5. Students will use American Psychological Association (APA) format in citing and documenting sources on all essays.</p>	<p>1. Students will understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.</p> <p>2. Students will demonstrate verbal and nonverbal speaking skills reflecting history, culture, and social issues in the lives of Indigenous people.</p>	<p>1. Students will demonstrate leadership through effective verbal and written communication.</p> <p>2. Students will examine the world through critical inquiry and analysis.</p>	<p><b>X Communication</b></p> <p>— <b>Natural Sciences</b></p> <p>— <b>Mathematics/ Logical Reasoning</b></p> <p>— <b>History and the Social and Behavioral Sciences</b></p> <p>— <b>Humanities and Fine Arts</b></p> <p>— <b>Human Diversity</b></p> <p>— <b>Global Perspective</b></p> <p>— <b>Ethical and Civic Responsibility</b></p> <p>— <b>People and the Environment</b></p>	<p>Essay Rubric  (Outcomes 1, 2, 3, 4, 5, 6)</p> <p>Short-answer Rubric  (Outcomes 1, 4)</p> <p>Speech Rubric  (Outcomes 4, 7)</p> <p>APA Format  (Outcome 5, 6)</p> <p>Quizzes/Exercises  (Outcomes 4)</p> <p>Tests  (Outcomes 4)</p>	<p>Pretest/Post Test Comparison.</p> <p>Fall 2015 Pre-test 38.73% Post-test 90.00% Improvement = 51.27%</p> <p>Progressive improvement on average essay scores throughout course.</p> <p>Fall 2015 Descriptive Person Essay #1 = 74.63% Descriptive Place Essay #2 = 79% Descriptive Event Essay #3 = 84% Personal Experience Essay #4 = 86.29% Expository Essay #5 = 90.46% Improvement = 15.83% from #1 to #5</p>	<p>Improve Pretest to Posttest Scores by an average of 40% determined by Post Tests taken at the end of the semester. English and communication skills will be tested.</p> <p>Improve essay scores by 20% throughout the course that reflect thinking, writing, and research skills.</p> <p><i>Progressive improvement on average essay scores derived from using the Essay Rubric throughout the course.</i></p> <p>#3 outcome should be omitted; it is redundant.</p> <p>#6 outcome includes unnecessarily</p>

		<p>6. Students will write a research paper in which students evaluate and interpret research about local issues within a global context (from material such as books, articles, television programs, and the internet) to test and support the writer's thesis.</p> <p>7. Students will orally present research paper to audience by communicating the introduction, body and conclusion (could include music, dance, poetry, power points, etc.).</p>				Discussions (Outcome 1)		<p>specific details. Omit everything following the word <i>context</i>.</p> <p>#7 outcome includes unnecessarily specific details. Omit everything following the word <i>conclusion</i>.</p>
Course <i>(Assess all of your courses for the semester)</i>	Year Assessed	Course Outcomes <i>(located in your syllabus – include all course outcomes)</i>	Align to Program Outcomes	Align to Institutional Outcomes	Competencies <i>(MNSCU requirements – located in college catalog)</i>	Assessment Tools <i>(How do you assess that each outcome is met?)</i>	Results <i>(Provide direct and indirect measurement results)</i>	Target/Gol <i>(What are the measurable goals for this assessment period for each outcome?)</i>
PSCI 110  Intro to Earth Science					<p><input type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Natural Sciences</p> <p><input type="checkbox"/> Mathematics/ Logical Reasoning</p> <p><input type="checkbox"/> History and the Social and Behavioral Sciences</p> <p><input type="checkbox"/> Humanities and Fine</p>		<p>Lab Scores</p> <p>FA 15 Lab #1 Average score = 85.8%</p> <p>Final lab Average score = 90.30%</p>	

					<b>Arts</b> <u>  </u> <b>Human Diversity</b> <u>  </u> <b>Global Perspective</b> <u>  </u> <b>Ethical and Civic Responsibility</b> <u>  </u> <b>People and the Environment</b>		Improvement = 4.5%  FA 14 Lab #1 Average score = 50.2% Final Lab Average score = 40.4% Decline = 9.8%	
<b>Course</b> <i>(Assess all of your courses for the semester)</i>	<b>Year Assessed</b>	<b>Course Outcomes</b> <i>(located in your syllabus – include all course outcomes)</i>	<b>Align to Program Outcomes</b>	<b>Align to Institutional Outcomes</b>	<b>Competencies</b> <i>(MNSCU requirements – located in college catalog)</i>	<b>Assessment Tools</b> <i>(How do you assess that each outcome is met?)</i>	<b>Results</b> <i>(Provide direct and indirect measurement results)</i>	<b>Target/Goal</b> <i>(What are the measurable goals for this assessment period for each outcome?)</i>
<b>BIO 204</b>  <b>Environmental Science</b>					<u>  </u> <b>Communication</b> <u>  </u> <b>X Natural Sciences</b> <u>  </u> <b>Mathematics/ Logical Reasoning</b> <u>  </u> <b>History and the Social and Behavioral Sciences</b> <u>  </u> <b>Humanities and Fine Arts</b> <u>  </u> <b>Human Diversity</b> <u>  </u> <b>Global Perspective</b> <u>  </u> <b>Ethical and Civic Responsibility</b> <u>  </u> <b>X People and the Environment</b>		Lab Scores  FA 15 Lab #1 Average score = 36.7% Final Lab Average score = 72.7% Improvement = 36%  SP 15 Lab #1 Average score = 83.3% Final Lab Average score = 33.3% Decline = 50%	

<b>Course</b> <i>(Assess all of your courses for the semester)</i>	<b>Year Assessed</b>	<b>Course Outcomes</b> <i>(located in your syllabus – include all course outcomes)</i>	<b>Align to Program Outcomes</b>	<b>Align to Institutional Outcomes</b>	<b>Competencies</b> <i>(MNSCU requirements – located in college catalog)</i>	<b>Assessment Tools</b> <i>(How do you assess that each outcome is met?)</i>	<b>Results</b> <i>(Provide direct and indirect measurement results)</i>	<b>Target/Gol</b> <i>(What are the measureable goals for this assessment period for each outcome?)</i>
<b>PSCI 100</b> <b>Intro to Physical Science</b>					<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Mathematics/ Logical Reasoning <input type="checkbox"/> History and the Social and Behavioral Sciences <input type="checkbox"/> Humanities and Fine Arts <input type="checkbox"/> Human Diversity <input type="checkbox"/> Global Perspective <input type="checkbox"/> Ethical and Civic Responsibility <input type="checkbox"/> People and the Environment		FA14 Lab #1 Average score = 66.4% Final Lab Average score = 65.2% Decline = 1.2%	
<b>Course</b> <i>(Assess all of your courses for the semester)</i>	<b>Year Assessed</b>	<b>Course Outcomes</b> <i>(located in your syllabus – include all course outcomes)</i>	<b>Align to Program Outcomes</b>	<b>Align to Institutional Outcomes</b>	<b>Competencies</b> <i>(MNSCU requirements – located in college catalog)</i>	<b>Assessment Tools</b> <i>(How do you assess that each outcome is met?)</i>	<b>Results</b> <i>(Provide direct and indirect measurement results)</i>	<b>Target/Gol</b> <i>(What are the measureable goals for this assessment period for each outcome?)</i>
<b>BIO 112</b>					<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Natural Sciences		Lab Scores	

<b>General Biology II</b>					<u>Mathematics/ Logical Reasoning</u> <u>History and the Social and Behavioral Sciences</u> <u>Humanities and Fine Arts</u> <u>Human Diversity</u> <u>Global Perspective</u> <u>Ethical and Civic Responsibility</u> <u>People and the Environment</u>		SP 15 Lab #1 Average score = 61.7% Final Lab Average score = 75% Improvement = 13.3%	
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### RLNC Assessment Chart

2015-2016 Program	2016-2017 Program	2017-2018 Program	2018-2019 Program	2019-2020 Program
A.A.S. Social and Behavioral Sciences Language  <b>Courses</b> ENGL 101 BIO 111 MATH 140 EDU 102 SOC 101 ENGL 102	A.A. Business Management  <b>Courses</b> SPCH 201 GEOG 200 PSY 100 HIS 101 BIO 204 ANI 200	A.A. Liberal Education  <b>Courses</b> ANI 100 ITECH 100 OJI 101 OJI 102 POLSC 225 BIO 202	A.A. Environmental Science  <b>Courses</b> BIO 112 PSCI 100 MATH 150 ART 100 PHIL 200 ENGL 200	Certificate Ojibwe  <b>Courses</b> PSCI 110 POLSC 150 PSY 140 MUS 250 PSY 220 ENGL 250

\*\*Program Reviews – Use Assessment Workbook  
 \*\*Course Reviews – Use Curriculum Map for Course Review

## Integration of Results

Results from the direct and indirect indicators of assessment assist in driving the Red Lake Nation College Institutional Effectiveness Committee. Institutional effectiveness is defined as the positive correlation of results to expectations. Red Lake Nation College engages in an institutional effectiveness system that is ongoing, integrated, and includes College-wide planning and evaluation processes. It integrates data collection, evaluation, assessment, analysis, planning, budgeting, and implementation processes. It employs a systematic review of the College mission, goals, and outcomes. It ensures that expected outcomes of programs and student learning outcomes are identified and assessed; results are used for improvement in planning and budgeting; plans are implemented and evaluated; and improvements are documented. The process is designed to continuously improve all programs and services at RLNC and to ensure the College is fulfilling its stated mission.

## Data Collection and Analysis

The following is data that has been collected at RLNC and is continuously shaping improvement throughout the College.

### Rate Calculations

The *retention rate* is determined by the percentage of students who attend in the fall semester and return in the following fall semester, excluding graduates. Retention rates over the past three years are as follows:

FA12-FA13 = 20%

FA13-FA14 = 18%

FA14-FA15 = 17%

Average = 18%

The *persistence rate* is determined by the percentage of students who attend in the fall semester and return in the subsequent spring semester, excluding graduates. Persistence rates over the past three years are as follows:

FA13-SP14 = 36%

FA14-SP15 = 72%

FA15-SP16 = 67%

Average = 58%

In order to calculate the *graduation rate*, the number of first-time freshmen is determined for a given academic year. These students are followed and the attributed to the following graduation rate categories:

Graduation Rate 100% (those who graduate in two years)

Graduation Rate 150% (those who graduate in three years). *This is the RLNC institutional rate.*

Graduation Rate 200% (those who graduate in four years)

Graduation Rates using 150%

FA06 = 26%

FA07 = 22%

FA08 = 16%

FA09 = 22%

FA10 = 2%

FA11 = 13%

FA12 = 10%

Average = 16%

**Full-Time Enrollment (FTE)** is calculated according to the IPEDS definition. Each full-time student equals 1. Each part-time student equals .335737.

FA12 = 107.06

FA13 = 86.45

FA14 = 99.35

FA15 = 129.74

**Indian Student Count (ISC)**, which is our Institutional FTE, is calculated by taking the total credit amount for a given semester and dividing by 12 (full-time credit load per student).

FA12 = 111.25

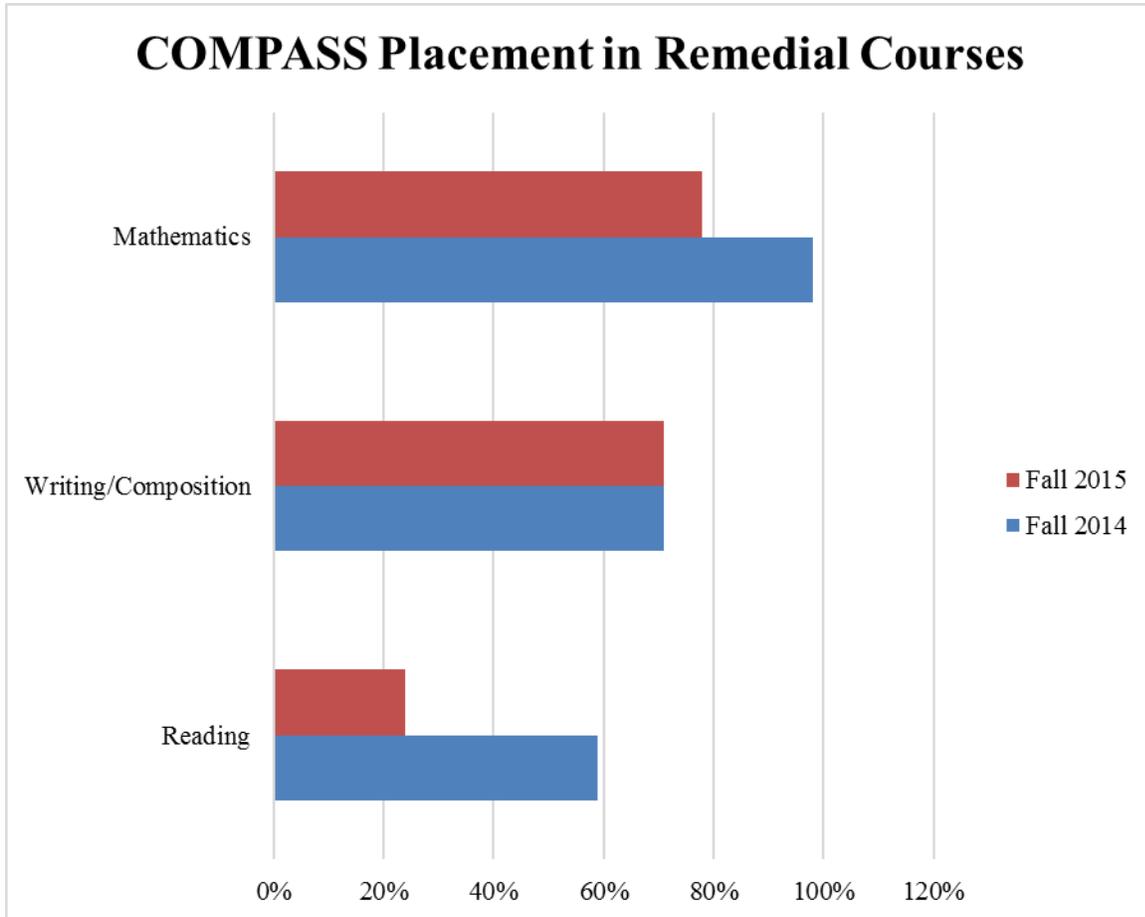
FA13 = 132.16

FA14 = 117

FA15 = 148.75

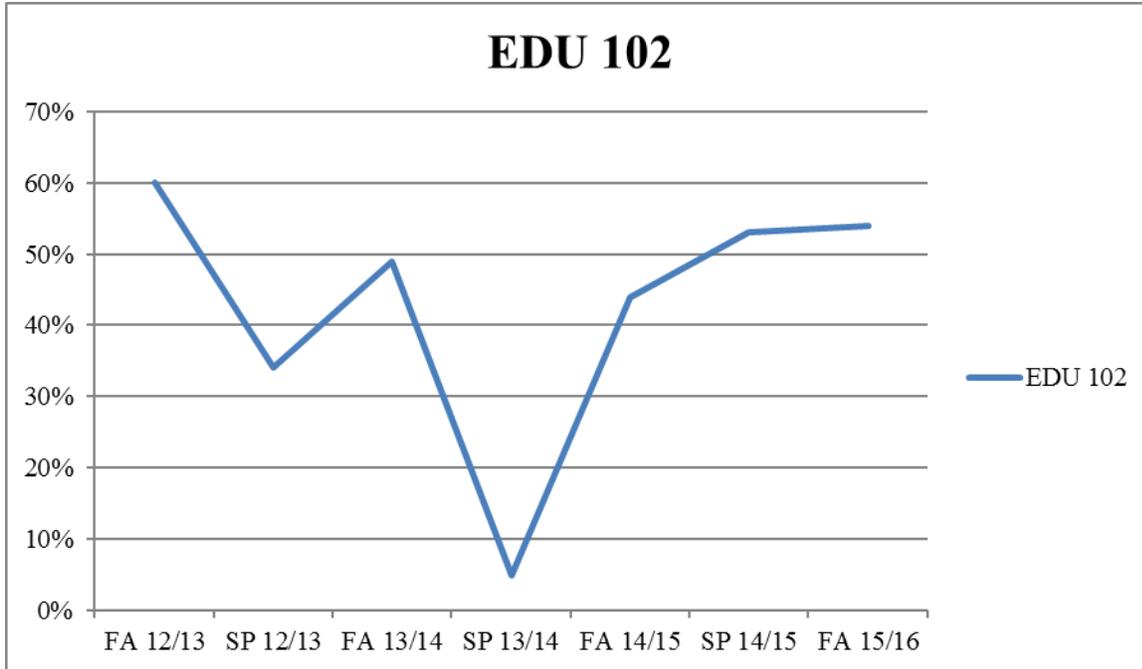
Data indicates improvement in the areas of retention, persistence, and graduation. RLNC attributes this to the regular review of data and support services to determine what intervention students may need.

The chart below indicates the percentage of first-time freshmen who tested into remedial/developmental courses over the past two fall semesters, based upon their COMPASS scores.



Below are the success rates for the developmental courses offered at RLNC. Success is defined as earning an A, B, or C in the course.

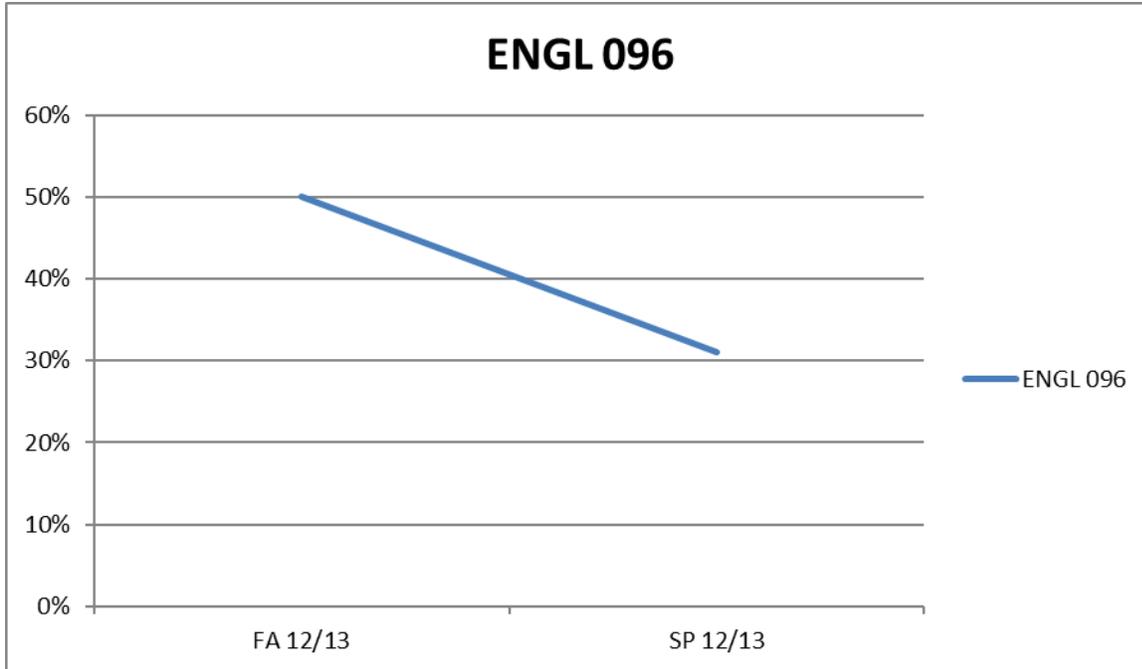
**Path to Success (EDU 102):** This course incorporates remedial reading and writing skills.



Semester	Total Students	F	W	D	Percent who did not succeed (F, W, D)	Percent who succeeded (A, B, C)
FA 12/13	45	9	1	8	40%	60%
SP 12/13	29	6	5	8	66%	34%
FA 13/14	45	9	8	6	51%	49%
SP 13/14	20	4	15	0	95%	5%
FA 14/15	36	4	16	0	56%	44%
SP 14/15	36	9	7	1	47%	53%
FA 15/16	80	16	14	7	46%	54%

**Reading and Writing Skills (ENGL 096)**

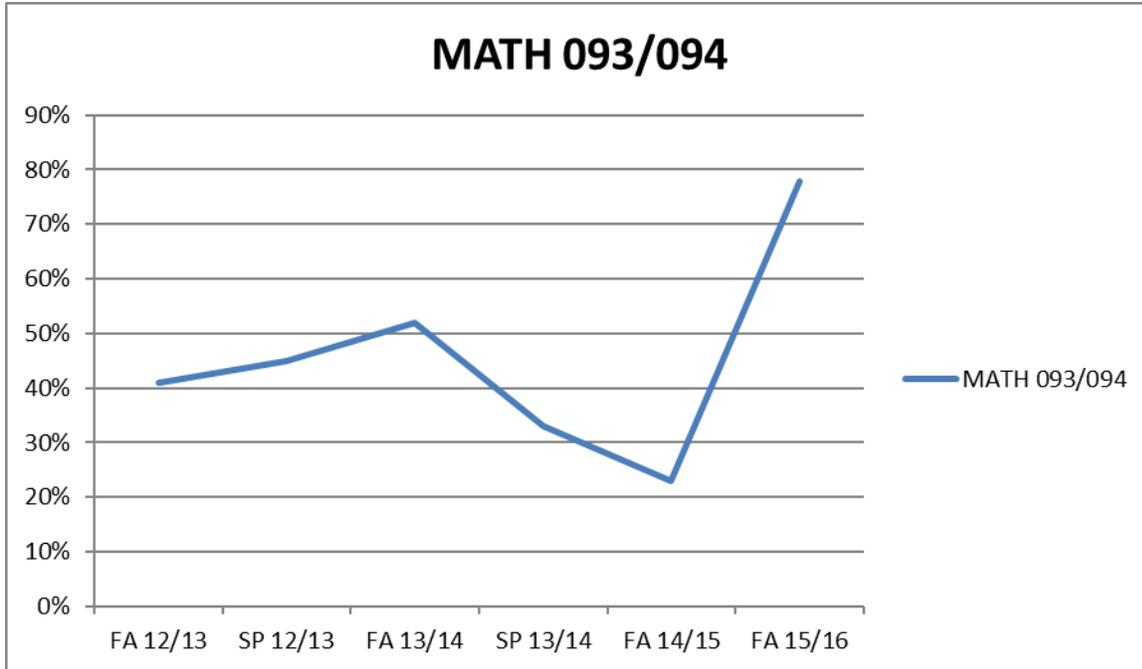
**This course was discontinued by Leech Lake Tribal College after the spring semester of 2013, but will be reinstated in the fall of 2016.**



Semester	Total Students	F	W	D	Percent who did not succeed (F, W, D)	Percent who succeeded (A, B, C)
FA 12/13	40	16	2	2	50%	50%
SP 12/13	26	7	4	7	69%	31%
FA 13/14	-	-	-	-		
SP 13/14	-	-	-	-		
FA 14/15	-	-	-	-		
SP 14/15	-	-	-	-		

**Basic Math Skills/Algebra Skills (MATH 093/094)**

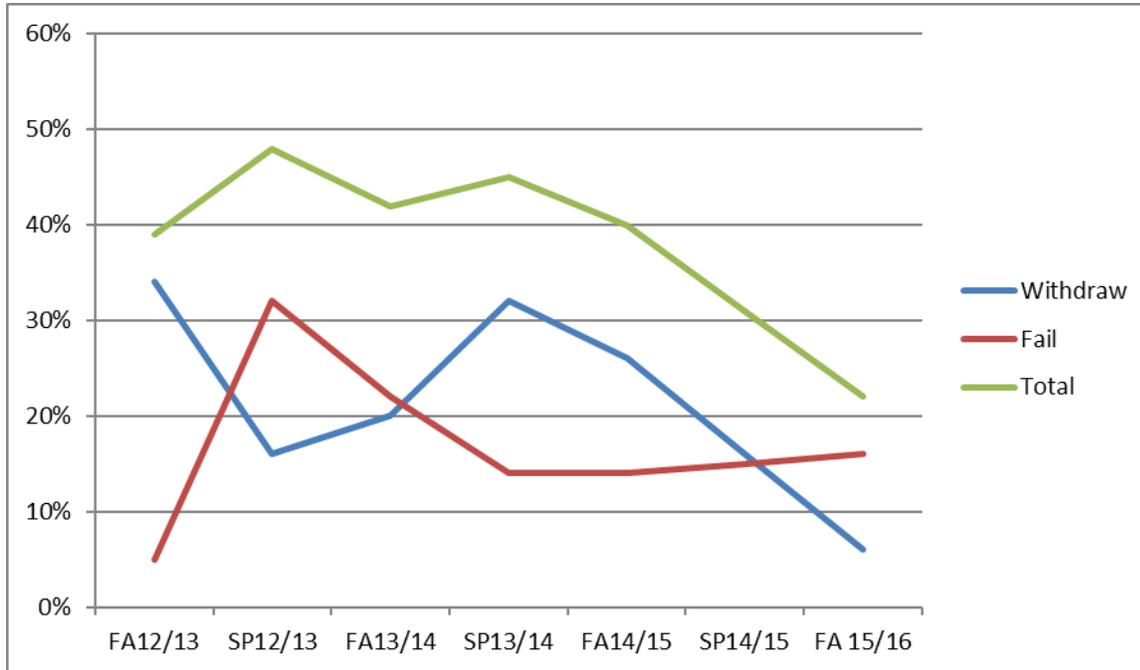
**Basic Math Skills (MATH 093) was initially offered. This switched to Algebra Skills (MATH 094) in the fall of 2015.**



Semester	Total Students	F	W	D	Percent who did not succeed (F, W, D)	Percent who succeeded (A, B, C)
FA 12/13	41	19	2	3	59%	41%
SP 12/13	20	5	4	2	55%	45%
FA 13/14	33	7	8	1	48%	52%
SP 13/14	24	4	12	0	67%	33%
FA 14/15	26	6	7	7	77%	23%
SP 14/15	-	-	-	-	-	-
FA 15/16	18	0	3	1	22%	78%

Overall failure/withdrawal rates have also been tracked over the course of three years and the distribution is shown below:

**Percent of Students Withdrawn or Failed by Semester**



Semester	Total Credits Enrolled	Withdraw Credits	Failed Credits	Total Credits Withdrawn or Failed	Total Percent W and F
FA 12/13	1482	72	500	572	39%
SP 12/13	1170	187	375	562	48%
FA 13/14	1582	317	342	659	42%
SP 13/14	1399	441	189	630	45%
FA 14/15	1351	352	190	542	40%
SP 14/15	1188	189	175	364	31%
FA 15/16	1766	107	287	394	22%

**Use of Assessment Data**

Red Lake Nation College has used this assessment data in the following ways:

1. Based upon the high overall withdrawal and failure rates, RLNC began implementing intensive student support services in the fall of 2014. Students on academic warning were closely monitored and required to complete thorough student success plans as well as meet weekly with the Vice President of Student Success. The Academic Alert system was improved upon and now includes an online form submission process. The Assessment Committee decided to require all faculty members to submit four-week grades for all students so student support services could be implemented earlier than

midterm. A professional tutor was hired to work in the Learning Center. The timeline below was implemented to assist faculty in providing the necessary information to Student Services in order to intervene appropriately.

Weeks 1-4	Faculty are encouraged to submit an Academic Alert Form for students they have concerns about regarding academic performance, attendance, etc.
Week 4	Four-week grades due
Week 8	Midterm grades due
Weeks 8-16	Faculty are encouraged to submit an Academic Alert Form for students they have concerns about regarding academic performance, attendance, etc.

Additionally, the Progressive Academic Student Success (PASS) Committee began meeting regularly to discuss intervention methods regarding students with poor grades and poor attendance. Faculty members began to identify students who would be unable to pass specific courses prior to the last day to withdraw, resulting in a lower failure rate. As you can see, the overall rate has declined by 26% since the spring of 2013.

2. Based upon the high placement rate in remedial/developmental writing and reading courses, a full-time Communications Instructor was hired in the Fall of 2015. A full-time mathematics instructor will be starting in the fall of 2016. In addition, remedial/developmental English (ENGL 096) will be reinstated in the fall of 2016.
3. The Assessment Committee developed standard rubrics for essays and short-answer essays in order to improve the consistency of expectations and overall writing skills across disciplines.
4. Professional tutors were in hired for the fall 2015 and spring 2016 semesters to work from the Learning Center and assist students. Full-time faculty members were also required to establish tutoring hours in the learning center.

## Assessment Plans

In the 2016-2017 academic year, the RLNC Assessment Committee will work on a structure of interdisciplinary assessment using writing assignments as a vehicle. The committee will review/modify the VALUE rubrics and identify writing assignments in key courses throughout

each program in which to measure the achievement of program outcomes. See Curriculum Map and Assessment Matrix for detailed outline.

## Questions and Answers

### **Assessment provides the answers to these questions:**

- What do program graduates know and what can they do?
- What programmatic changes are necessary to support continuous improvement in the knowledge and skills of program graduates?
- What assessment changes are necessary to capture the best possible information about student learning in order to support continuous improvement in the knowledge and skills of program graduates?
- What institutional changes can be made to improve processes, efficiency, and consumer satisfaction?

### **Who must participate in assessment/continuous improvement?**

Continuous improvement is the responsibility of all staff and faculty members at RLNC. Management, faculty, and all other employees share responsibility for the identification and implementation of changes that will contribute to continuous improvement. These ideas will typically involve minor changes that improve organizational productivity, quality, or safety, while reducing waste, and can be quickly and easily implemented at minimal cost. Annual work plans are required for all committees and departments and drive the collection of data and information that promotes effective assessment processes.

### **Who is on the assessment committee?**

All full-time faculty at RLNC are on the assessment committee. All volunteers from the adjunct pool are welcome to join. Administrators and Directors are also encouraged to participate in the committee.

### **How often does the assessment committee meet?**

A minimum of once per month on a predetermined schedule.

## **Appendix**

AIMS Report 13-14

AIMS Report 14-15

Curriculum Map/Assessment Matrix