Assurance Argument
Red Lake Nation College

2/28/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The mission of the Red Lake Nation College is "To provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation." This mission statement was amended and adopted by the Board of Regents on December 21, 2010 ([Board Meeting Minutes 12.21.10, Appendix 18](#)) after discussion about the direction and vision of the College. The Board of Regents reviews the mission of the Red Lake Nation College on an annual basis. Amendments and revisions only occur after deliberation and voting. The mission guides all aspects of operations including academic, student services, administrative, human resources, finance, and facilities management.

The vision of the Red Lake Nation College is to strive to be a center for academic excellence on the Red Lake Indian Reservation, equipping students with knowledge of their language, culture, and self, and preparing them to carry this knowledge forward into future generations. 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 the Red Lake Nation College, we use, follow, encourage and support these Ojibwe culture principles and values.

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 as honestly as one can, according to our own perceptions · To be loyal in all of 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

The mission statement can be found in the following documents: RLNC Catalog 2015-2017 (Appendix 110), RLNC Student Handbook 2017-2020 (Appendix 122), RLNC website (Appendix 147), RLNC Board of Regents Manual (Appendix 19), and RLNC Strategic Plan 2016-2020 (Appendix 156).

The values can be found in the following documents: RLNC Catalog 2015-2017 (Appendix 110), RLNC Faculty Handbook (Appendix 42), RLNC Student Handbook 2015-2017 (Appendix 122), RLNC website (Appendix 147), RLNC Board of Regents Manual (Appendix 19), and RLNC Strategic Plan 2016-2020 (Appendix 156).

2. All of the RLNC academic programs are consistent with the College's mission and include the following core requirements: RLNC Catalog 2015-2017 (Appendix 110): Introduction to Anishinaabe Studies (ANSH 1100), First Year Experience (FYEX 1100), Ojibwemowin I (OJIB 1100), and Ojibwemowin II (OJI 1200). In addition, all RLNC courses incorporate RLNC values and references to the Anishinaabe way of life to foster students' cultural identity and confidence. Students also have the opportunity to take courses that introduce and reinforce other aspects of Anishinaabe culture including: Anishinaabe and U.S. History (HIST 1100), Treaty Law I (POLS 2100), Treaty Law II (POLS 2200), Anishinaabe Philosophy (PHIL 1600), Anishinaabe Music and Dance (MUSC 1100), Anishinaabe Literature (ENGL 2400), Anishinaabe Leadership (ANSH 2200), and many others.

The mission, vision, and values of the Red Lake Nation College are posted throughout the College facility, on hallway walls, in classrooms, and in faculty and staff offices. In addition, this information is located on the RLNC website (Appendix 147). Many of the signs throughout the campus facility also provide the Ojibwe and English translations of rooms and objects.

The mission of Student Services is "to provide each student with support and encouragement through a variety of services guided by the RLNC mission, vision, and values." All students have the opportunity to meet with a counselor on an individual basis to work through personal, academic, or social concerns in a culturally sensitive environment. The Vice President of Student Success, Nokomis Paiz, has a M.A. in transpersonal counseling psychology with an emphasis in art therapy from Naropa University. Ms. Paiz also directs all disability services on campus and encourages students with diagnosed disabilities to apply for needed accommodations. Any accommodations deemed necessary after appropriate documentation is received and disseminated, are clearly communicated with faculty members.

Admissions, registration, and financial aid services are facilitated by staff members who have a thorough understanding of the culture and traditions of Anishinaabe people. They are sensitive to the

needs of students and the obstacles they face on a daily basis. Students are also provided with a wide variety of career planning and preparation through events that are offered throughout the academic year. Some of these services include cover letter and resume writing, job seeking, and transferring to four-year universities.

RLNC encourages employers from the local community and greater region to complete the employer survey (Appendix 151) located on our website. The college also practices Native Hiring Preference which promotes the hiring and promotion of Red Lake Tribal Members and their family members. Students are also provided the opportunity to participate in career fairs and can work with individual staff members to seek career opportunities. Student Services are explained in the Student Handbook RLNC Student Handbook 2017-2020 (Appendix 122) as well as on the website RLNC website (Appendix 148).

The enrollment of Red Lake Nation College is 97-100% American Indian students and 87-96% are Red Lake Band Members. Red Lake Nation College invites students from on or off the reservation to attend college including American Indian and non-Indian students. Enrollment data can be found on the RLNC website under Institutional Research RLNC website (Appendix 136).

Given that the majority of RLNC students are first-generation college students, academic and student support services are directed toward individualized, one-on-one attention and support. More personalized attention is needed by students and provided by RLNC staff and faculty. The marketing motto of RLNC is "We are a great place to start!" Ideally, students will start at RLNC in order to build up their academic skills and confidence levels. Then, once they improve and graduate, they tend to strive to continue on to further higher education, and then come back and help the Tribe succeed by working in the local community. This encouragement of personal growth and higher education is supportive of the overall RLNC vision of our role in the Red Lake community.

3. Please see the response in Criterion 5.C.1. for institutional planning and budgeting priorities. This section explains our goals of striving for at least 70% of our annual budget to be spent on academic affairs to ensure the focus of our college remains in the classroom.

Criterion 5.C.1. also affirms that our budget and planning aligns perfectly with our mission statement through our two forms that require for this to happen. These two, internal forms are the Budget Request Form and the Grant Application Form. These two forms are crucial in making sure alignment to our mission, strategic plan and institutional priorities occur. These are highly important since they "require RLNC staff and faculty to get alignment approval before" any expenditures are made, or "before grants are written and applied for". RLNC staff and faculty are required to show how exactly their plans align with our mission and specific RLNC goals or priorities. This, in essence, requires that all college expenses or grants are constantly scrubbed to ensure they maintain alignment with our college mission, goals and priorities. RLNC staff and faculty are repeatedly asked about mission, goals and priority alignment every time they want to do anything that requires funding.

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 14)
- Appendix 110: RLNC Catalog (page number 73)
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 7)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 8)

- Appendix 122: RLNC Student Handbook 2017-2020 (page number 25)
- Appendix 136: RLNC website (enrollment data)
- Appendix 147: RLNC website (mission)
- Appendix 148: RLNC website (student services)
- Appendix 151: RLNC website (surveys)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 156: Strategic Plan 2016-2020 (page number 5)
- Appendix 156: Strategic Plan 2016-2020 (page number 6)
- Appendix 18: Board Meeting Minutes 12.21.10
- Appendix 185: Budget Request Form
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 4)
- Appendix 231: Authorization to Pursue External Funds
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 9)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. Red Lake Nation College has posters expressing the mission, vision, and values of the college prominently displayed throughout the entire campus. Posters are presented in the main entrance, hallways and classrooms. In addition, the mission of the college is posted in all campus offices. Red Lake Nation College's Strategic Plan is also posted on the website for public viewing. Our RLNC website is intended to the be the primary location for viewing all information the general public would want or need, regarding the RLNC.

All of the following listed documents can be viewed publicly on our RLNC website. The mission, purpose, vision, values, goals and priorities are listed within the following RLNC documents: RLNC Charter, Article I, Section 5, Items 1 to 4, Purpose (Appendix 19), Strategic Plan (Appendix 156). RLNC website (Appendix 147), in the RLNC Course Catalog (Appendix 110), the Faculty Handbook (Appendix 42), the Student Handbook (Appendix 122) and the Board of Regents Manual (Appendix 19).

2. All RLNC documents and reports are kept updated and reviewed monthly, quarterly or annually. Further, every document or report published by RLNC was designed in alignment with our mission of providing excellent higher education that is grounded in our language and culture. Therefore, every RLNC document, report or plan has our mission statement intertwined in the DNA of it.

The mission of the Red Lake Nation College is "to provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation." The mission is reviewed by the Board of Regents annually and was most recently changed in 2010 (Appendix 18). Students are required to take two semesters of the Ojibwe language in order to meet graduation requirements. This information is presented to students upon admission to RLNC and in the RLNC Catalog (Appendix 110), listing the degree requirements. The program mission statements (Appendix 110) and learning outcomes also reflect the college's commitment to the transmission and revitalization of the Ojibwe language as well as the culture and social issues in the lives of Anishinaabe people.

3. The Red Lake Nation College is located on the Red Lake Indian Reservation and is intended to primarily serve the Red Lake Nation. Through all of our published documents, website materials and published information and materials, our intended constituents and the programs and services we provide, are clearly stated. The unique nature of our language and culture mission are emphasized throughout everything we do at our college.

We clearly understand we are serving a niche higher education market that no one else is serving. Most other communities in the USA have several higher education options to choose. However, on the Red Lake reservation, we have just one option to choose from, the RLNC. In spite of focusing on serving our unique local

market needs, the Red Lake Nation College is a public school that is open to everyone and also welcomes Indian and non-Indian students from the surrounding communities, both on and off of the reservation.

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 14)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 73)
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 8)
- Appendix 147: RLNC website (mission)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 156: Strategic Plan 2016-2020 (page number 5)
- Appendix 18: Board Meeting Minutes 12.21.10
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 4)
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 9)
- Appendix 42: RLNC Faculty Handbook (page number 10)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. Red Lake Nation College serves a tiny portion of a niche market for higher education that reflects a very small segment of 2% of the USA population (6.7M Native people total out of 324M people in 2017 USA population figures). As members of the smallest portion of minority people in the USA population, Native Americans, we understand multicultural and diversity issues better than most society members.

We also realize that our student population is less culturally diverse than at many other public state institutions. The College's student population is representative of the reservation which is over 95% Native American. The familiarity and comfort of attending a tribal college is a sizable benefit for residents of the Red Lake Reservation. RLNC also provides many career development options to help plan for adaptation to the majority society job market after graduation. These career development opportunities include resume writing, interviewing skills, attending college visit days, job fairs and so on.

Although the focus of the Red Lake Nation College is on the Ojibwe language and Anishinaabe culture, the institution addresses its role in a multicultural society through a variety of means. Monday Gatherings are held twice per month and include speakers and presentations to expose students to a variety of cultures in addition to other topics. Some of the events and co-curricular activities that have taken place over the past two years include the following. For a complete list of co-curricular programming, see Appendix 226.

Event	Description	Co-Curricular Outcome	Date(s)
Standing Rock Field Trip	A RLNC faculty member organized a trip to Standing Rock reservation to support the opposition to the pipeline and bring awareness to Native American rights and environmental issues.	Assume a sense of civic responsibility and commitment to public life. Demonstrate Anishinaabe awareness and knowledge. Gain a better understanding of themselves as Anishinaabe people within the context of a	9/7/16

		global society.	
Suicide Prevention Week	Text 4 Life, Messages of Hope, Suicide Prevention Walk	Assume a sense of civic responsibility and commitment to public life.	9/12/16-9/15/16
Constitution and Citizenship Day	Students were exposed to the U.S. and Red Lake Constitutions through video, handouts, and quizzes.	Demonstrate an understanding of group dynamics and teamwork.	9/15/16
Two-Spirit Awareness Gathering	Speaker Arnold Dahl-Wooley presented the cultural background of the Indigenous LGBTQ, Two-Spirit Community.	Demonstrate Anishinaabe awareness and knowledge. Gain a better understanding of themselves as Anishinaabe people in the context of a global society.	10/17/16
Tribal College Preview Day at BSU	Students participated in a day of break-out sessions and tours to acquaint tribal college students with Bemidji State University.	Demonstrate an understanding of group dynamics and effective teamwork. Cultivate a propensity for lifelong learning.	10/31/16
Staff and Alumni College Panel	Faculty and RLNC alumni gathered as a panel for a Q & A session to help prepare for their continued education.	Demonstrate an understanding of group dynamics and effective teamwork. Cultivate a propensity for lifelong learning.	11/14/16
Survivors of Suicide	Family members of suicide victim spoke detailing the impact of suicide.	Assume a sense of civic responsibility and commitment to public life.	11/17/16
EPA Gathering on Climate Change	Darrell Harmon outlined the causes and impacts of global warming along with changes individuals can make to improve the direction of climate change.	Assume a sense of civic responsibility and commitment to public life.	11/28/16

Mindfulness-Based Stress Reduction (7 sessions)	Mindfulness meditation training techniques to reduce stress and anxiety.	Demonstrate an understanding of group dynamics and effective teamwork. Cultivate a propensity for lifelong learning.	1/27/17 2/3/17 2/10/17 2/17/17 3/10/17 3/24/17 4/7/17
Winter Storytelling	Elders of the Anishinaabe community shared traditional stories of history and culture.	Demonstrate Anishinaabe awareness and knowledge. Gain a better understanding of themselves as Anishinaabe people in the context of a global society.	2/23/17
RLNC College and Career Fair	Local businesses and regional colleges were featured to connect students with a variety of educational and career choices.	Demonstrate an understanding of group dynamics and effective teamwork. Cultivate a propensity for lifelong learning.	3/9/17
Autism Awareness Presentation/ Discussion	A presenter from the Red Lake Autism Community spoke regarding the impact of autism on families and the resources available.	Assume a sense of civic responsibility and commitment to public life.	4/3/17
Food Sovereignty Conference & Presentations	David Manuel from the Red Lake Food Initiative planned these events and outlined food sovereignty and its benefits. These were two day events with speakers from around the US held at the RLNC. Over 300+ people attended these conferences each year.	Demonstrate Anishinaabe awareness and knowledge. Gain a better understanding of themselves as Anishinaabe people in the context of a global society.	4/3/16 to 4/4/16 and 4/10/17 to 4/11/17

Earth Day Gathering	Environmental science students organized a variety of activities to promote awareness. Speaker Tony Arola from the DNR shared management goals for forest resources on the reservation.	Assume a sense of civic responsibility and commitment to public life.	4/17/17
Teatro Del Pueblo	A one-act play which tells the story of impoverished immigrants who came to Minnesota to seek a better life and to help their family in Mexico, with many dangers along the way.	Gain a better understanding of themselves as Anishinaabe people in the context of a global society. Assume a sense of civic responsibility and commitment to public life.	4/20/17
Equay Wiigamig	Representatives from the local women's shelter highlighted available services.	Assume a sense of civic responsibility and commitment to public life.	10/9/17
Perspective and Persistence	John Cook spoke about the "Power of Persistence" from a worldview.	Cultivate a propensity for lifelong learning. Assume a sense of civic responsibility and commitment to public life.	10/23/17
Health Fair	Flu shots as well as general health information was offered by local specialists.	Assume a sense of civic responsibility and commitment to public life.	10/26/17
Native Film Series	As part of Native American Heritage Month, Indigenous filmmakers were showcased with audio in Ojibwe and English closed-captions.	Demonstrate Anishinaabe awareness and knowledge. Gain a better understanding of themselves as Anishinaabe people in the context of a global society.	11/6/17
		Demonstrate Anishinaabe awareness	

Traditional Feast	A traditional feast and ceremony was held to mark the change of seasons.	and knowledge. Gain a better understanding of themselves as Anishinaabe people in the context of a global society.	11/27/17

In addition, several courses compare and contrast western philosophy with other types of philosophies, particularly the Anishinaabe way of life. Further, the faculty and staff are highly diverse with approximately 50% of them being non-Indian from a diverse background of cultures and Tribes. RLNC strives to expose students to career opportunities through career planning, resume writing, interview skills and job fairs. It is the role of the College to prepare students for the world after graduating from RLNC and entering the workforce or transferring to another college or university.

Lastly, all students are given Success Mentors made up of faculty, staff or board members. These Success Mentors meet with students once per semester to help them plan for and adapt to life outside of college, in the job market or in further academic pursuits. Again, this represents exposure to a diverse group of mentors since approximately 50% of the Success Mentors are non-Indian.

2. Red Lake Nation College is a Full Voting Member of the American Indian Higher Education Consortium (AIHEC) (Appendix 7) and regularly participates in all AIHEC sponsored events. These meetings and conference trainings includes Fall, Spring and Summer Board meetings, February lobbying visits to Washington, D.C., and special Board Training Meetings and special training sessions for Finance employees and Academic/Registrar employees. According to AIHEC, tribal colleges are seen as: "Institutions created and chartered by its own tribal government for a specific purpose: To provide higher education opportunities to American Indians through programs that are locally and culturally based, holistic and supportive."

RLNC also ensures that the curriculum matches that of the Minnesota State Colleges and Universities (MNSCU) transfer curriculum (Appendix 91) so that students can transfer their credits into any MNSCU schools. Students are, however, informed that transfer credit is at the discretion of the accepting colleges and universities. RLNC maintains open communication and positive relationships with area community colleges and universities in order to ensure ongoing success for students. Additionally, Red Lake Nation College now has articulation agreements/memorandums of understanding with three local institutions - Bemidji State University (BSU) (Appendix 191), White Earth Tribal and Community College (WETCC) (Appendix 190), and Fond du Lac Tribal and Community College (FDLTCC) (Appendix 192).

The teachings of the Red Lake Ojibwe culture itself are highly adaptable and teach humility, respect, love and operating on an equal level with all things in the world. By following the seven values of the Ojibwe culture, RLNC students will be able to operate in a diverse world and a diverse environment anywhere in the world. We strongly believe that our culture, mission and Ojibwe values are the best way to teach and prepare our students to successfully operate and live within a diverse, multicultural society and world. Our Ojibwe values are a timeless philosophy, that have adapted to the most intense challenges in our Tribal history. They were handed down through generations and represent a continuation of our history and way of life. This is why they are the foundational values of our

college.

Sources

- Appendix 190: Articulation WETCC
- Appendix 191: Articulation BSU
- Appendix 192: Articulation FDLTCC
- Appendix 226: Co-Curricular Programming
- Appendix 7: AIHEC Membership Letter
- Appendix 91: MN Transfer Curriculum (screenshot)

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. The Red Lake Reservation is an underserved community. Most students at RLNC would not be able to attend college if RLNC was not available in the community. RLNC is a public institution and is governed by a Board of Regents of eight members who are required to be from the Red Lake reservation community. The Board of Regents itself represents each of the four communities on the reservation: Red Lake, Redby, Little Rock, and Ponemah. Two of the Board Members are from each of the four communities for a total of eight members. Board meetings are open for anyone to attend and are advertised on the RLNC website (Appendix 129) to inform the greater community.

RLNC collects community responses through the Community Needs Survey and according to the Survey Cycle (located on the Survey Page (Appendix 151) on the RLNC website) and the results and comments are reviewed through committees annually in order to make continuous improvements. The development of new programs to be offered by RLNC began with the community survey (Appendix 28) and the feedback (Appendix 27) received from participants. RLNC has responded to the results of the community survey and feedback in the following ways: 68% of respondents indicated that RLNC needed more counseling services on campus and RLNC now has a full-time Vice President of Student Success who provides individual counseling. 70% of respondents indicated that RLNC needed to make improvements in disability services and the VP of Student Success addressed this through clear policies and procedures for students seeking services and for faculty members providing them. Approximately 70% of respondents indicated that the College needed more degree and certificate programs. This will be addressed in the future through the Curriculum Committee. 60% of respondents indicated that RLNC should offer more evening classes. This has been implemented every semester through course offerings. 68% of respondents indicated RLNC needed accessible, reliable internet access. This was addressed through the improved technology available in the new campus facility. 66% of respondents indicated that RLNC needed better quality lab materials. RLNC has purchased all new lab equipment. RLNC also plans to address other needs that community members indicated they would like to see take place on the RLNC campus. For example, recent housing surveys will provide feedback on the needs and wants of potential student housing. All of these important surveys demonstrate service to the community.

The first theme of feedback from the community surveys was a desire for more online courses. Many tribal members live in isolated, remote areas or at a great distance from the College. RLNC currently offers one or two online courses each semester, but there are no online programs offered at this time. RLNC made a significant investment in the Canvas Learning Management System prior to the 2017-

2018 academic year and implemented the LMS in the fall of 2017. Online course offerings will increase as instructors and students learn to utilize the tools available. Survey respondents have also indicated they would like to see an increase in cultural events and activities. The RLNC Event Committee has established event schedules for each academic year and is working on locating grant money specifically to implement and expand community education courses and programs in this area. Policies and processes for Continuing and Community Education have been approved and are available in Appendix 211.

Community Library

The Medweganoonind Library exists to serve as the academic library for the college community and a public library for the citizens and staff of the Red Lake Nation. It is also the home of the Tribal Archives. The library is connected to two computer labs with a total of 30 available computers. The library is staffed by the Director of Library Services and Tribal Archives, who has a Master's Degree in Library and Information Studies from the University of Wisconsin-Madison, a library technician, and an intern.

The library operates on an entirely grant-funded budget. Through the Institute of Museum and Library Services, there is an annual grant for up to $6,000 that tribal libraries are almost guaranteed. That will be the primary annual funding source in addition to other grants the Library Director is awarded. Since February 2015, the library has been awarded approximately $175,000 in grant funding.

The Collection*	
Kids/YA	1300
Large Print materials	50
Native (both Fiction and Non-Fiction)	1,250
General Fiction	1,500
General Non-Fiction	2,500
Audio Books	75
DVDs	325

The Migizi Bookstore

The Migizi Bookstore opened in August, 2015. Apparel, school supplies, consignment items, and textbooks, are available for purchase. Snacks and drinks are also available for purchase. The bookstore is open to the public.

The College Cafe

The College Cafe, located in the RLNC building, is also open to the public, and operated by Oshkiimaajitahdah. They offer a standard menu in addition to daily specials.

2. As a tribal college, RLNC seeks to provide excellent higher education to tribal members and others in the local geographic area. Educational responsibilities take primacy over all other concerns. RLNC is very fortunate to have a supportive Tribal Council that is providing financial support while refraining from governance or micromanagement. The Tribal Council clearly understands its "hands-off" role and has properly delegated governance to the Red Lake Nation College Board of Regents. The institutional mission, the Academic Plan, Strategic Planning goals, and Financial Sustainability Plan, together drive planning, decision-making, and resource allocations of the College. RLNC recognizes its educational role as its primary purpose and maintains a goal of spending at least 70% of its annual budget on academic purposes. This annual academic spending goal helps retain the focus in the classroom where it belongs. For more information about how RLNC exercises autonomy from external interests in decision-making, please see Criterion 2 for details.

3. Red Lake Nation College engages with its external constituencies and communities of interest and responds to their needs in the following ways.

Prospective Students

The Recruitment and Enrollment Plan (Appendix 120) for 2016 to 2020 is the major plan that drives annual goals and objectives for recruitment and enrollment. RLNC has multiple communication and relationship-building strategies for engaging prospective students. The RLNC Recruiter visits local high schools in a 60-mile radius several times throughout the year to meet with potential students. The RLNC Recruiter also sets up tables at various businesses throughout the local community, including the Red Lake and Thief River Falls Casinos, the Red Lake Store, the Red Lake Post Office, and the Red Lake Hospital. Through these methods, information is provided to prospective students including costs, classes, degree programs, and admission requirements. Prospective students are informed of important dates and deadlines and contact people at RLNC who can answer specific questions. Prospective students provide their contact information so the Recruiter can follow up with them at a later date and assist them as needed. Additionally, RLNC began holding a College and Career Fair in 2016 and invited all area high schools to attend. In 2018, RLNC will hold the third annual College and Career Fair in March.

Oshki-Manidoo - Achieving the Dream and Red Lake Nation College

RLNC President Dan King has made Oshki-Manidoo (new Spirit) a central part of the overall college goals which focus on cultural connections, academic excellence, and improvement in college operations. Oshki-Manidoo goals include institution-wide improvements in our key success indicators: course completion, retention and graduation rates.

RLNC is taking part in five programs through Achieving the Dream.

Emergency Grant Fund: The emergency grant fund provides funding to RLNC to distribute to students who may be in danger of dropping out due to unforeseen financial emergencies. As of January 11, 2018, the program has awarded fourteen students over $6000 to pay for car repairs, electric bills, and propane.

Student statements: "I recently got approved for the emergency aid, to help fix my car to be able to attend ALL my classes without worrying if the vehicle was going to give out on me."

 "The repairs helped me make it to classes and find a job on the campus for the time being. I am a first-year student and coming to the Red Lake College has been both beneficial and rewarding in my 1st experience with post-secondary schooling. I would like to thank the college for putting on programs such as the emergency aid as it helped tremendously with vehicle repairs so I could focus on my bills and other needs for school and not having to worry about transportation."

Paid Internship Program: The paid internship program has allowed students to find employment while remaining on campus and being a positive role model for their peers. The program employed three interns during the fall semester, 2017, with plans to expand the internship offerings for Spring semester.

Grad Ready: Grad Ready is an online financial literacy program which helps students to increase financial literacy.

Carnegie Math Pathways: Carnegie Math Pathways has completely changed the way math is taught at Red Lake Nation College. Incorporating more group problem solving, students are encouraged to address real-world problems that go beyond simple equations.

Center for Community College Student Engagement: The Center for Community College Student Engagement offers survey tools to gauge student engagement throughout their time on campus. The results of these tools lead directly into the next phase of the program which is to utilize all data collected for our action plan of how to better achieve our stated goals of increasing course completion, graduation, and retention rates.

Donors and Funding Agencies

RLNC maintains close communication and personal contact with Tribal Council Members as a primary funding source for the college. Providing monthly official reports has been a key source of maintaining constant communication. RLNC responds to their requests for information and reports.

RLNC also works on fundraising by focusing on regional foundations that have an established interest and focus on Native American and Higher Education issues. Foundations such as Bremer, Blandin, and Nielsen are primary targets due to their strong historical relationship with the College and Tribe. Having established personal relationships with key staff members over the past six years, RLNC keeps them well informed of progress and invites them to the campus to see this progress in person. Following through on planned goals is a key aspect of continued fundraising success.

Further, using partnerships such as the [Alliance of Ojibwe Colleges (AOC) (Appendix 10)](#), a grouping of all of the Tribal Colleges in Minnesota is an effective tool for gaining new grants. Another effective partnership consortium is the Aazhoogan Consortium of all of the Tribal Colleges in Minnesota plus Bemidji State University and Northwest Technical College. These two groups obtained two new grants of $500K and $300K for building a technology bridge among the colleges. These are specific examples of building relationships with donors and granting agencies.

For library funding, networking has been the most efficient way to build and maintain relationships with donors and potential funding agencies. The Tribal College Library world is small, and tribal college libraries look out for each other. If one librarian finds out about an opportunity that does not fit their own library they reach out to the rest of the tribal college libraries to ensure that some can benefit from these opportunities.

Attending conferences not only aids with professional development, but it opens doors to funding opportunities. For example, RLNC's Director of Library Services participated in a panel at the Minnesota Library Association. After the panel, she was approached by two different people who had interest in helping the library. Because of that, she now receives quarterly donations of brand new young adult novels from one of those individuals, and in April, the other person will be making a trip to Red Lake to put on a free workshop on developing children's services for all library staff.

The Local Community and Region

At RLNC, many courses engage in service learning activities. Below is a list of many of the activities that have taken place over the past two academic years. For a complete list of service learning activities, please see Appendix 180.

Earth Day Youth Activities	Students will teach elementary students environmental science lessons for Earth Day.	Spring 2016	BIO 121, BIO 122
Earth Day Gathering	Spring science students will assist in organizing and executing an Earth Day celebration. Activities have included guest speakers, scavenger hunts, campus clean up, and a community-wide recycling contest.	Spring 2016-present	BIOL 2100 PSCI 1100
History Day	The Director of Library Services worked with middle school students to create research projects for Minnesota History Day.	January-March 2016	Middle School
Red Lake Chemical Health Program	Assisting with annual Gang & Drug Summit. Making signs, collecting evaluations, manning registration table, serving lunch, etc.	Feb. 10-12, 2016	PSY 200, HIS 101, PE 100
Red Lake Economic Development Office	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2016, Spring 2018	HIS 101, ENG 250, PE 100, ANSH 2200
Equay Wigamig Women's Shelter	Assisting with various programs and activities throughout the spring, including annual trainings.	Spring 2016, 2018	PSY 200, HIS 101, PE 100, ANSH 2200
Sugar Bush Activities	Assisting with setting up sugar bush camp, tapping trees, collecting sap, etc.	Spring 2016, 2018	PSY 200, HIS 101, PE 100, ENG 250 ANSH 2200, PHED 1100,
Red Lake Family & Children's Services (FCS)	Assist with annual Youth Conference	Spring 2016	PSY 200, HIS 101, PE 100, ENG 250

Drug & Gang Symposium	Extra credit was offered to students who attended the Drug & Gang Symposium held at the Seven Clans Casino. Students turned in a written summary of their participation at the event.	Spring 2016	EDU 102 ENG 220 ENG 102 SPCH 201
Identifying native trees of northern Minnesota	Tree branches were brought to class to identify and learn their names. Students then were asked to replace English names with Ojibwe names for the trees.	Spring 2016	GEOG 2100
Interview a Community Member	Students interviewed a community member (non-family) in order to gain an understanding of other people's lives and educational path. Students presented their interviews to class and wrote a reflection.	Fall 2016	FYEX 1100
Reading with Children and Elders	Students earned extra credit by recording themselves reasding to and with children and elders in order to encourage liflong reading and service to others.	Fall 2017	ENGL 0900
Red Lake Local Food Initiative	Planned: need to schedule class date with D Manuel for late semester. Tasks might include garden prep, gathering, distribution, meal service - anything that needs doing.	Spring 2018	SOCL 2100
Digital Preservation in Archives	Work with the Director of Library Services and Tribal Archives to gain first hand experience in the Tribal Archives. Projects included creating inventories with desriptive metadata, digitizing audio, photos, and documents, and uploading to a shared cloud space. 20 hours/student	Spring 2018	TECH 2100
Red Lake Nation College Tutoring	math and science tutoring offered by class mates	Spring 2018	ANSH 2200
Red Lake Courts	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Red Lake Housing Authority	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Oshkii Manito Center	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200

Red Lake High School	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Oshkii Maajtaadaa	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200

Alumnus

Red Lake Nation College attempts to involve alumni in many community events through invitation. There is also an alumni page (Appendix 126) on the RLNC website where alumni can update their contact information and participate in the alumni survey. In addition, they are frequently contacted to update their information so RLNC can track transfer and employment rates. The current rates are as follows, with an average employment/transfer rate of 64%:

Graduating Year	# Grads	# Who Transferred	# Employed	# other	# Unknown	Employment/ Transfer Rate
2005-2006	7	3	1	2	1	57%
2006-2007	8	2	4	2	0	75%
2007-2008	10	1	4	2	3	50%
2008-2009	6	0	3	0	3	50%
2009-2010	5	0	3	1	1	60%
2010-2011	9	0	8	1	0	89%
2011-2012	12	0	8	4	0	67%
2012-2013	5	0	1	2	2	20%
2013-2014	13	1	10	1	1	85%
2014-2015	16	3	11	1	1	88%
2015-2016	22	6	13	1	6	73%
2016-2017	10	4	6	0	2	80%

Through the use of the alumni survey, the following data has been collected to date:

Program refers to the A.A. in Liberal Education Program

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
My RLNC degree helped me secure my current employment.	54.55%	18.18%	18.18%	9.09%
The program assisted me in understanding/demonstrating the writing and	72.73%	27.27%	0%	0%

speaking process.				
The program helped me to develop my ability to listen, reflect, and respond to diverse perspectives.	81.82%	18.18%	0%	0%
The program helped me develop awareness of my own thinking and problem-solving procedures.	72.73%	27.27%	0%	0%
The program helped me to integrate new skills into my customary way of thinking.	81.82%	18.18%	0%	0%
The program assisted me in applying factual information to relevant, open-ended problems, and determine a variety of solutions.	72.73%	27.27%	0%	0%
The program assisted me in understanding basic, natural science principles.	63.64%	27.27%	9.09%	0%
The program helped me understand and demonstrate the ability to use methods of scientific inquiry and investigation.	54.55%	45.45%	0%	0%
The program assisted me in comprehending the problems that engage today's scientists and appreciate the importance of science in our lives.	36.36%	45.45%	18.18%	0%
The program helped increase my knowledge about mathematical and logical modes of thinking.	63.64%	36.36%	0%	0%
The program assisted me in learning to apply mathematics, logic, and/or statistics to help make decisions in my life and career.	54.55%	45.45%	0%	0%
The program equipped me to understand myself and the role I play in addressing the issues facing humanity.	81.82%	18.18%	0%	0%
The program assisted me in examining institutions and processes across a range of historical periods and cultures.	72.73%	27.27%	0%	0%
The program assisted me in developing and communicating alternative explanations or solutions for contemporary social issues.	63.64%	27.27%	9.09%	0%
The program helped me demonstrate awareness of the scope and variety of works in the arts and humanities.	90.91%	9.09%	0%	0%
The program helped me respond critically to works in the arts and humanities and engage in the creative process.	63.64%	36.36%	0%	0%
The program assisted me in understanding the development of and the changing meanings of group identities in the United States' history and culture.	63.64%	27.27%	9.09%	0%

The program helped me to analyze my own attitudes, behaviors, concepts, and beliefs, regarding diversity, racism, and bigotry.	63.64%	36.36%	0%	0%
The program helped me demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	81.82%	18.18%	0%	0%
The program helped me increase my understanding of the growing interdependence of nations and peoples.	90.91%	9.09%	0%	0%
The program helped me in describing and analyzing political, economic, and cultural elements, which influence international relations.	63.64%	36.36%	0%	0%
The program assisted me in understanding the role of a world citizen and the responsibility world citizens share for their common global future.	72.73%	18.18%	9.09%	0%
The program helped me in developing skills to understand others' positions and be part of a free exchange of ideas.	63.64%	36.36%	0%	0%
The program assisted me in examining, articulating, and applying my own ethical views.	63.64%	36.36%	0%	0%
The program helped me in identifying ways to exercise the rights and responsibilities of citizenship.	72.73%	18.18%	9.09%	0%
The program assisted me in improving my understanding of today's complex environmental challenges and potential solutions.	45.45%	45.45%	0%	9.09%
The program helped me explain the basic structure and function of natural ecosystems and institutions.	63.64%	18.18%	18.18%	0%
The program assisted me in describing the relationship between social, legal, political, economic, and religious institutions involved in dealing with environmental and natural resource challenges.	54.55%	36.36%	9.09%	0%

Red Lake Nation College is still in its infancy in terms of collecting alumni data and lack the numbers of years of collecting data compared to more established institutions. However, various RLNC committees will begin using alumni data and comments to make improvements to the curricula, college event-planning, and student support services moving forward. RLNC committees and departments develop annual work plans that include alumni contact. Additionally, RLNC has hired a Director of Assessment and Institutional Effectiveness to focus more future attention on using data and analysis to make data-driven decisions.

Sources

- Appendix 10: Alliance of Ojibwe Colleges Agreement (AOC)
- Appendix 120: Recruitment and Enrollment Plan 2016-2020
- Appendix 126: RLNC website (alumni)
- Appendix 129: RLNC website (board meeting notice)
- Appendix 141: RLNC website (governance)
- Appendix 151: RLNC website (surveys)
- Appendix 165: Student Success Report
- Appendix 165: Student Success Report (page number 19)
- Appendix 180: Service Learning
- Appendix 211: Continuing and Community Education Manual
- Appendix 27: Community Survey Comments-January 2016
- Appendix 28: Community Survey Data-January 2016

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The mission of the Red Lake Nation College is "To provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation." RLNC ensures that the institution's mission is clear, articulated publicly, and guides its operations, in the following ways:

- The mission statement, vision, values, and other related driving forces of the College are developed and revised through a committee process and reviewed/approved by the Board of Regents. The committee approach assures that all constituencies of the College are aware of, and understand the College's mission.
- All RLNC courses incorporate the mission and values of the College. Core requirements also include an Introduction to Anishinaabe Studies and two Ojibwe language courses.
- The College's budgeting and planning processes are closely related and linked to the College's mission and strategic planning priorities.
- The mission is clearly posted in multiple locations including walls, website, handbooks, and manuals.
- The overall enrollment profile is consistent with the mission of the College with over 95% of students being American Indian and approximately 90% being Red Lake Tribal members.
- RLNC addresses its role in a multicultural society through academic curricula and College events.
- RLNC provides higher education that is culturally based.
- RLNC ensures that coursework matches the requirements of the Minnesota State Colleges and University Transfer System in order to assist students in transferring to four-year colleges and universities with ease.
- The Board of Regents' members are all community members of the Red Lake Reservation and represent all four districts.
- RLNC provides services to the community, including services within the facility (Medweganoonind Community Library, College Cafe, Migizi Bookstore) as well as within the greater community through service learning activities.
- RLNC engages with alumni and continues to assist them with their future planning.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The Native American history of injustice and unfairness in the United States has provided a powerful desire for fairness, equality and integrity in American Indian institutions. In the desire of the People of the Red Lake reservation to constantly seek "fair treatment for all" and "equal access to higher education opportunities", we created the Red Lake Nation College (RLNC). The Red Lake Nation College Board of Regents has adopted the following seven Ojibwe values as a guide for faculty and staff to follow within the workplace as outlined in the Faculty Handbook (Appendix 42), Student Handbook (Appendix 122), and RLNC Catalog (Appendix 110).

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

Dabasendizowin (Humility)

- To recognize oneself as a sacred and equal part of the Creation
- To be modest in one's actions
- To demonstrate sensitivity to others
- To be respectful of the thoughts and ideas of others
- To recognize one's strengths and weaknesses and acknowledge the capacity for self-growth and change
- To develop and practice good listening and observation skills

Debwewin (Truth)

- To speak as honestly as one can, according to his/her perceptions
- To be loyal in all our relationships, avoiding hypocrisy

Zoongide'iwin (Courage)

- To face difficult situations with bravery
- To acknowledge one's personal weaknesses and develop the strength to combat them
- To demonstrate the ability to take initiative and to speak forthrightly

Gwayakwaadiziwin (Honesty)

- To maintain truthfulness, sincerity, and fairness in all one's actions
- To possess the ability to manage confidential information
- To communicate with others and transmit information fairly and truthfully

Manaaji'idiwin (Respect)

- 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

Zaagi'idiwin (Love)

- To demonstrate acceptance and the empowerment of others
- To work cooperatively and harmoniously with others
- To show kindness and compassion
- To offer hope, encouragement, and inspiration

Nibwaakaawin (Wisdom)

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

Our basic Ojibwe philosophy in life is if people follow these seven fundamental values, they will live a happy and productive life. RLNC was founded on the Ojibwe values to ensure our college operates with integrity and treats all people equally, fairly and with respect.

Red Lake Nation College is the higher education institution chartered by the Red Lake Band of Chippewa Indians. As such, the College has a responsibility to the constituencies it serves. Institutional integrity is reviewed through College documents, policies and procedures, and the practices of specific offices. The primary documents through which the College disseminates information to its constituencies are the RLNC Catalog, Student Handbook (both published bi-annually), the College website (updated regularly), and the RLNC Facebook Page (updated regularly).

RLNC has policies and procedures that ensure transparency and ethical practices in financial, academic, personnel, and auxiliary functions. RLNC does not currently have an athletic program. These policies guide the actions of the RLNC Board, administration, faculty, and staff in the fulfillment of assigned duties. The College maintains extensive policies related to the College's personnel, financial, academic, student code of conduct, library, financial aid, technology, and auxiliary functions.

All policies have gone through a review process and are updated first through the Governance Committee and the President before reaching the Board of Regents for final approval. As new or revised policies are approved, they are placed on the "updated policies" page of the RLNC website (Appendix 153) with reference to the appropriate catalogs and manuals in which they will be placed

during the next update and annual approval cycle. Although the President approves day to day operational decisions, the Board approves the annual audit, annual budget, strategic plans, annual Policy and Procedure Manual changes and any other major changes that affect the entire college operation or strategy.

In addition to policies, procedures, and handbooks, the College's Strategic Plan (Appendix 156) outlines the goals and objectives as approved by the President and the Board of Regents and further supports the mission of the College. The Strategic Plan assists with the College's budgeting process.

Financial Integrity

The guiding principles for all of RLNC's financial management operations are included in the Financial Policies and Procedures (Appendix 116). Also, RLNC follows Generally Accepted Accounting Procedures (GAAP) for all financial reports and operations. Further, all employees and Board Members must agree to, and sign an Ethics and Conflict of Interest Statement (Appendix 38) to indicate they will keep the best interest of the college in the forefront at all times and avoid all situations of conflicts of interest.

Audits

The RLNC Board of Regents are authorized by the Charter to control the finances of RLNC (RLNC Charter, Article III, Section 2, Appendix 111). They are issued the authority to hire and fire the President (RLNC Charter, Article III, Section 3, Appendix 111), and given the power to make college policies (RLNC Charter, Article III, Section 5, Appendix 111). As a result of these Board authorities, the college Board and President determined that certified public accountants are to complete regular, annual, third-party audits to ensure financial transparency for all financial statements and reports. This is the approved financial operating procedure of RLNC.

Record Management

The President has delegated for the CFO for RLNC to oversee the Business/Finance Department. This department maintains all financial records and reports in following GAAP in accordance with GASB standards. The Business Department also follows the Department of Education (DOE) requirements for financial aid management. For efficient cost containment and general effectiveness purposes, RLNC began administering financial aid on 12/4/2017 and has elected to use a third-party service, Weber & Associates in processing financial aid. In 2017, we hired a Financial Aid Coordinator who works with our students and Weber to process student financial aid.

Academic Integrity

Academic Records

RLNC enforces the undergraduate course credit transfer policy. The purpose of this policy is to form consistent practices for accepting credit for undergraduate college-level courses from accredited colleges into the Red Lake Nation College. This policy can be found on the RLNC website (Appendix 153). Additionally, information on transferring student eligibility can be found in the RLNC Catalog (Appendix 110). RLNC evaluated the transfer of credits from Leech Lake Tribal College to Red Lake Nation College upon the discontinuation of the contractual agreement. The LLTC course codes are listed in the RLNC Catalog with each course to indicate the transfer equivalency.

Currently, RLNC has an articulation agreement (Appendix 191) with Bemidji State University so all students who graduate from RLNC can transfer their courses into Bemidji State University (BSU). RLNC also has articulation agreements in place with Fond du Lac Tribal and Community College (Appendix 192) and White Earth Tribal and Community College (Appendix 190). Grading policies are outlined for faculty members in the Faculty Handbook (Appendix 42) and the assignment of grades is the responsibility of the instructor on record for each identified class. RLNC also implemented a data integrity policy, which is located on the RLNC website (Appendix 153).

Data Integrity

Data is an important asset of the Red Lake Nation College. Data is not only used for operational purposes, but also utilized for analysis, administrative management, and strategic decision-making. Information maintained by the College is a vital asset that will be available to all employees who have a legitimate need for it, consistent with the College's responsibility to preserve and protect such information by all appropriate means. The College is the owner of all administrative data; individual departments may have stewardship responsibilities for portions of that data.

To maximize effectiveness, mechanisms are in place to collect, safeguard, and distribute accurate, consistent, useful information to appropriate members of the Red Lake Nation College community. The institution upholds strict data integrity and assures that data is not being tampered with or altered to misrepresent the student body, or the data involving retention, persistence, graduation, or course completion rates. The institution accomplishes this by restricting access to data through password-protected databases and locked offices/filing cabinets. Users will comply with all reasonable protection and control procedures for administrative data to which they have been granted access.

Grievance Process

Student Grievances: The academic grievance process is located in the RLNC Catalog (Appendix 110). The student grievance process for other concerns is listed in the Student Handbook (Appendix 122). In addition, reporting options for sexual and relationship misconduct are listed in the Student Handbook (Appendix 122). Student complaint and grievance logs are maintained by the Vice President of Operations and Academic Affairs. Attached is a compilation of complaint resolution policies (Appendix 112). The RLNC website also has a place for community comments (Appendix 132), suggestions and feedback.

The administrative team reviews and analyzes grievances annually to identify and address any patterns that may exist. After careful analysis of these issues, the College responded in the following ways:

- Including appropriate classroom conduct in the master syllabus (Appendix 90).
- Providing faculty in-service training on classroom management and the RLNC strategy of Unconditional Positive Regard (UPR). Practicing UPR means all students are treated with unconditional love and acceptance, without judgment. Students are asked about their lives, families and made to feel they are cared about as people first, not just as a student number. RLNC is encouraging all faculty to use this strategy in the classroom which involves providing clear expectations for class and setting the tone that requires students to meet expectations with the help of faculty. Such a strategy helps develop mutual respect and rapport, which we feel will greatly improve student performance, retention and eventual graduation.

Employee Grievances: The policy and procedures for receiving complaints and grievances from

employees are included in the Personnel Policy and Procedure Manual (Appendix 116).

Consumer Complaint: Red Lake Nation College has a Consumer Protection (Title IV) Student Complaint Process, located on the RLNC website (Appendix 153), to address the following matters:

- veracity of recruitment and marketing materials;
- accuracy of job placement data;
- accuracy of information about tuition, fees, and financial aid;
- accurate admission requirements for courses and programs;
- accuracy of information about the institution's accreditation and/or any programmatic or specialized accreditation held by the institution's programs;
- accuracy of information about whether coursework meets any relevant professional licensing requirements or the requirements of specialized accrediting bodies;
- accuracy of information about whether the institution's coursework will transfer to other institutions; and
- operation of distance learning programs consistent with practices expected by institutional accreditors.

Institutional, Program, and Course Review

At Red Lake Nation College, assessment occurs in the same manner for academics as it does for daily operations and departments. Each committee and each department begins each academic year with a Work Plan (Appendix 169). 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 an Annual Progress Report (Appendix 25). 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."

Personnel

Red Lake Nation College expects all employees of the College to conduct themselves professionally, both on campus and in the community. Integrity and professionalism require careful observation of the spirit and letter of all applicable laws and regulations, as well as a scrupulous record for the highest standards of conduct and personal integrity. The successful business operations and reputation of the Red Lake Nation College are built upon the principles of fair dealing and ethical conduct of its employees. The Red Lake Nation College strives to ensure fair and honest treatment of all employees an in all of its interactions with students and the community. The continued success of the Red Lake Nation College is dependent upon trust and is dedicated to preserving that trust and confidence.

Hiring and Employment Practices

Vacancy announcements for all open positions are posted on the College's Website (Appendix 135) and in the Red Lake Nation News. Job descriptions for faculty members clearly articulate the minimum qualification requirements. Hiring policies for all positions at RLNC are listed in the Personnel Policies and Procedures Manual (Appendix 116).

Qualifications

The minimum qualification for a full-time faculty member is a master's degree in the assigned field or a master's degree in any field with a minimum of 18 graduate semester credits in the assigned field. Full-time faculty members may be assigned available work outside of their assigned field if it is determined that they possess the educational and/or occupational experience appropriate to the assignment. Or, they may be assigned if the assignment is essential to meet unexpected and/or sudden staffing needs, to provide a full workload, or to meet other employment contract obligations. There are some exceptions to these minimum qualifications in the fields of Information Technology, as well as Native American language, music, culture, and arts. These exceptions are outlined in the Tested Experience Policy in the Faculty Handbook (Appendix 115).

Conflict of Interest

All employees, faculty members, and board members are required to review the Ethics and Conflict of Interest Policy (Appendix 38) annually in the spirit of transparency and ethical operations. All parties must also complete the form identifying if they have any potential conflicts or even the appearance of a conflict. This policy and many others are reviewed closely in required annual board training for all Board Members and in orientation sessions for all new RLNC employees.

Auxiliary Services

Auxilliary services are those entities that exist predominantly to furnish goods or services to students, faculty, or staff, and that charge a fee directly related to, although not necessarily equal to, the cost of goods or services.

The College Cafe, GED Program, Daycare, and Head Start Programs are all located within the Red Lake Nation College Facility. These entities are operated by other tribal programs and lease the space within the college. All parties have signed Commercial Lease Agreements (Appendix 24) indicating their full support and cooperation with the ethics policies instituted by the College.

The Migizi Bookstore is owned and operated by Red Lake Nation College and employees are subject to the same policies and procedures as all other college employees.

Policies and Procedures for the Board of Regents, Administration, Faculty, and Staff

All Student Services staff members must review and sign the Ethics in Recruiting, Admissions, and Financial Aid Form (Appendix 37) annually as part of their personnel file. All staff, faculty members, administrators, and board members are required to annually review the Ethics and Conflict of Interest Policy (Appendix 38) and sign the document indicating whether or not they have any potential conflicts of interest. Board of Regents' members must also sign a Code of Ethics and Affidavit upon being sworn into office.

The Faculty Senate and the Governance Committee are the primary forums for the development of new academic policies and policy revisions. The Faculty Senate is elected by members of the voting faculty and governed by the Faculty Senate Constitution (Appendix 46) and By-Laws (Appendix 45). Faculty Senate members are also participants and/or chairs of other committees within the College. The Faculty Senate operates according to an annual Work Plan (Appendix 205). The Governance Committee operates according to an annual Work Plan (Appendix 204) as well. The Governance Committee reviews and finalizes policies before they are sent to the President for review and approval. The President gets an annual approval for all Policies and Procedures and other manuals once per year from the BOR. Any staff or faculty members can bring forward an idea for a policy change or revision. Information about this process is located in the Administrative Policies Manual

(Appendix 6).

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 14)
- Appendix 110: RLNC Catalog (page number 18)
- Appendix 110: RLNC Catalog (page number 61)
- Appendix 110: RLNC Catalog (page number 77)
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 11)
- Appendix 112: Complaint Resolution Policies
- Appendix 114: RLNC Facebook Page
- Appendix 116: RLNC Policies & Procedures Manual
- Appendix 116: RLNC Policies & Procedures Manual (page number 19)
- Appendix 116: RLNC Policies & Procedures Manual (page number 24)
- Appendix 116: RLNC Policies & Procedures Manual (page number 50)
- Appendix 116: RLNC Policies & Procedures Manual (page number 55)
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 6)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 14)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 17)
- Appendix 132: RLNC website (community suggestions)
- Appendix 135: RLNC website (employment)
- Appendix 153: RLNC website (updated policies)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 169: Work Plan template
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 33)
- Appendix 19: RLNC Board of Regents Manual (page number 37)
- Appendix 190: Articulation WETCC
- Appendix 191: Articulation BSU
- Appendix 192: Articulation FDLTCC
- Appendix 197: Governance Committee 2016-2017 (annual work plan and report)
- Appendix 204: Work Plan Governance Committee 2017-2018
- Appendix 205: Work Plan Faculty Senate 2017-2018
- Appendix 218: Weber Contract
- Appendix 24: Commercial Lease Agreement
- Appendix 25: Committee & Department Annual Summary Report
- Appendix 37: Ethical Policy for Recruitment, Admission, FA
- Appendix 38: Ethics and Conflict of Interest Policy and Form
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 9)
- Appendix 42: RLNC Faculty Handbook (page number 12)
- Appendix 42: RLNC Faculty Handbook (page number 27)
- Appendix 45: Faculty Senate By-Laws
- Appendix 46: Faculty Senate Constitution
- Appendix 51: Financial Policies and Procedures
- Appendix 6: Administrative Policies

- Appendix 90: Master Syllabus Template

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Red Lake Nation College presents itself clearly and completely through multiple delivery methods.

Information about RLNC programs and degree requirements can be found in the following documents and website: RLNC Course Catalog (Appendix 110), RLNC website (Appendix 133), brochures (Appendix 109) and promotional materials. In order for students to earn an A.A. in liberal education, they must earn 62-64 credits. The Degree Checklist assists students and advisors in choosing classes that fit into each category/area of competency. Degree Checklists are organized into three categories: general education requirements, core requirements, and specialization courses and/or elective courses.

General education requirements address all ten competency/goal areas required by the Minnesota State Colleges and Universities (MNSCU) system (Appendix 91) in order to ensure the successful transfer of students to any of these colleges or universities. Core requirements are courses deemed necessary for students at RLNC to ensure they possess the necessary knowledge of the Ojibwe language and culture identified in the College's mission. This is why all RLNC students are required to take two Ojibwe language courses. In addition to Ojibwe language courses, an introductory First Year Experience course is required. Remedial English and/or technology courses are also required depending on individual student placement test score results. Specialization and/or elective courses are specified by degree program.

Admissions requirements information can be found in the RLNC Catalog (Appendix 110), Student Handbook (Appendix 122), website (Appendix 124), and forms. RLNC admits several types of students to the College including: regular degree-seeking students, transfer students, auditing students, readmitted students, high school (PSEO), elders, employees, and non-degree-seeking students. Admissions requirements for each student-type are outlined in the Catalog and information is available in the Student Success office.

Faculty and staff qualifications and biographies can be found on the website (Appendix 138) and in the Faculty Evaluation Summary (Appendix 41). Faculty members at RLNC are required to have a Master's degree in their discipline, or a Master's degree with 18 graduate credits in their discipline. Some exceptions to this include language and culture courses, information technology courses, and courses in which a qualified instructor is not available. The Faculty Senate reviews the transcripts for all new instructors and evaluates their graduate credits. They complete a Faculty Credential Summary form identifying the courses/discipline(s) each instructor is qualified to teach.

For information technology courses, an instructor is deemed qualified if they possess a Bachelor's degree, industry certifications, and experience working in the field. For Ojibwe language and culture courses, instructors must possess a Bachelor's degree and then undergo "tested experience" conducted by two tribal elders identified and approved by the Board of Regents. In circumstances where a qualified instructor cannot be found to teach a course, another instructor without the 18 graduate credits in the discipline may be hired for the semester while ongoing efforts are made by RLNC to hire a qualified instructor. In addition, full-time instructors may be assigned a course that is outside

of their discipline in order to ensure they have a full-time teaching load for the semester, although this is an uncommon practice.

Costs to students can be found on the website (Appendix 152) and in the RLNC Course Catalog (Appendix 110). As changes in tuition or costs occur, students are notified in writing and the website is updated to reflect these changes. Financial aid information is also located in the RLNC Course Catalog (Appendix 110). The Consumer Information Guide is also located on the RLNC website (Appendix 88).

Governance is explained on the RLNC website (Appendix 141), in the Board of Regents Manual (Appendix 19), and in the RLNC Course Catalog (Appendix 110). Red Lake Nation College operates in a manner of shared governance (Appendix 115). Although the Board of Regents is the governing body, RLNC committees, the Faculty Senate, administrators, and students play an important role in ensuring proper governance. Before new or modified policies go to the Board of Regents for review, they are first reviewed by the Governance Committee and/or the Faculty Senate.

Accreditation Relationships are described on the website (Appendix 123) and in college brochures (Appendix 109), in the RLNC Catalog (Appendix 110). Students are made aware during College Orientation that RLNC programs are currently unaccredited, but the institution is a candidate for accreditation. Students are also informed that RLNC has an articulation agreement in place with Bemidji State University (Appendix 191). Most RLNC students who transfer to four-year universities, transfer to Bemidji State University, which is the closest university to the Red Lake Reservation.

Sources

- Appendix 109: RLNC brochure
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 2)
- Appendix 110: RLNC Catalog (page number 12)
- Appendix 110: RLNC Catalog (page number 18)
- Appendix 110: RLNC Catalog (page number 25)
- Appendix 110: RLNC Catalog (page number 41)
- Appendix 110: RLNC Catalog (page number 73)
- Appendix 115: Board of Regents Agendas and Minutes 2017
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 8)
- Appendix 123: RLNC website (accreditation)
- Appendix 124: RLNC website (admissions)
- Appendix 133: RLNC website (degree programs)
- Appendix 138: RLNC website (faculty biographies)
- Appendix 141: RLNC website (governance)
- Appendix 152: RLNC website (tuition and costs)
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 7)
- Appendix 191: Articulation BSU
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook

- Appendix 42: RLNC Faculty Handbook (page number 12)
- Appendix 88: RLNC website (Consumer Information Guide)
- Appendix 91: MN Transfer Curriculum (screenshot)

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The governing board of the Red Lake Nation College (RLNC) is the Board of Regents (BOR). The BOR is a fully independent governing board that is separate from the Red Lake Tribal Council, the governing body of the Red Lake Nation Tribe. The Red Lake Tribe is the Chartering Entity (Appendix 111) of the RLNC. Through the years of 2011 through 2015, RLNC worked closely with the Higher Learning Commission (HLC) to revise and amend the RLNC Charter (Appendix 111) and By-Laws (Appendix 20) so they meet all of the HLC policies and procedures required for an autonomous higher learning institution.

At this time, the RLNC charter and by-laws indicate fully autonomous operations, which have been supported by the Red Lake Tribal Council through Resolution 41-13 (Appendix 102). With these charter and by-law changes, the RLNC Board of Regents and President are free to make all operational decisions in the best interest of RLNC and to assure its full integrity. In addition, the Red Lake Nation College is a non-profit, 501c3, educational institution Incorporated (Appendix 106) through the Red Lake Band of Chippewa Indians.

Until January 1, 2018, the only remaining link from the RLNC to its chartering entity, the Red Lake Tribal Council, is ongoing financial support that was absolutely required for survival until RLNC gained Candidacy status and the automatic Federal operating funding that follows. The Tribe provided this financial support to RLNC while remaining at arms' length. The tribal government of the Red Lake Nation provided annual funding similar to the manner in which state governments provide annual financial appropriations to state-run public higher education institutions.

However, there is a detailed plan for the full financial separation of RLNC from the Tribal Government. These details can be found in the RLNC Financial Sustainability Plan (Appendix 52). As of February 2018, the financial separation from the RLNC to the Tribe is complete and the RLNC is fully autonomous and financially independent. The RLNC now controls all of its accounts payable, payroll, benefits, bank accounts, check processing, annual audits and all other financial and operational matters. On the other hand, as the Chartering Entity for the RLNC, the Tribe still pays the annual college campus loan payment ($550K per year) provides an annual operational allocation to the college ($200K approved for 2018).

From 2012 until 2017, RLNC was in a contractual agreement with Leech Lake Tribal College. This

agreement was mutually terminated on June 30, 2017, by both parties (LLTC termination) (RLNC termination). Therefore, the RLNC is now fully separate and autonomous from the Leech Lake Tribal College as of June 30, 2017.

1. The RLNC Board of Regents meets once per month to oversee all college operations. During these meetings, the President and all of his operational staff present their latest projects which reflect the mission, vision, values, and priorities of RLNC. Since all eight RLNC BOR Members must come from among the membership of the Red Lake Nation Tribe, this focus on our mission and priorities is a very organic process. After the President's Report, there is a detailed report on the Academic Affairs and Accreditation Process, Human Resources, Finances and Operations/Business Office, Student Success, Faculty Senate, Recruiting, Student Government, and Development and Fundraising activities. Board Members are very active participants in the monthly BOR meetings. Appendix 115, Apendix118, Appendix 117)

The BOR Charter, By-Laws, Policies and Procedures require and ensure that Board Members, President and administration must act in the best interest of the college. The BOR also ensures fiscal transparency by requiring, overseeing, and approving annual audits. The annual budgeting process is also reviewed by a BOR Budget Committee to further preserve and enhance the college.

In addition to the monthly BOR meetings, there is an annual Board Member Training session that is required in our RLNC Charter (Appendix 111). In addition to the annual required training session for all BOR members, there are additional semi-annual training sessions, such as a recent national training session on data analysis and assessment that a majority (five out of eight members) of BOR members attended (National AIHEC Board of Regents Conference in San Diego, CA, October 16-19, 2015, and the Governance Institute for Student Success, in Orlando, FL October 7-8, 2017).

2. It is important to note that RLNC has a positive working relationship among BOR Members, the President, RLNC staff/faculty, and community members. This positive relationship among college leadership flows through the work with the Red Lake Tribal Council leaders. The results of all of this positive teamwork on behalf of the community and college are that no time or resources are wasted on petty political fighting, undermining, or unproductive deliberations. All of the focus, time resources and efforts are put toward the best interests of the greater Red Lake reservation community and the internal college students, faculty and staff. The benefits of this highly functional operation is that all of the focus and effort is placed exactly where it should be, toward student learning, student success and a commitment to achieving excellence in everything that is done at RLNC.

The community is publicly notified of board meetings at the RLNC (Appendix 129). At these meetings, reports are provided to the board from department directors, students, and community members. All proposals or reports from these internal and external constituents are considered.

3. The RLNC BOR is committed to preserving its independence through the changes in the charter and by-laws from 2011 to 2015. These changes in the governing documents allow the RLNC BOR to prevent unsolicited influence from Tribal Leaders. These changes also strengthened the accountability that BOR Members placed upon themselves with such sections in the by-laws as a strengthened Code of Ethics (Appendix 19), a Conflict of Interest (Appendix 19) form, and an Affidavit (Appendix 19) that must be signed that requires them to agree to the strengthened RLNC governing policies and procedures.

Further, since the Red Lake Tribe has been very supportive and encouraging in college operations, this has not been a problem with the BOR having to worry about undue influence from Tribal political leaders. Lastly, private donors have not been a part of our college operations at all in the past so this

has not been an issue with donors exerting influence over college leadership. However, moving into the future, the college is striving to gain more private donors, so these policies and procedures will ensure the prevention of undue influence and preserve independence among BOR Members.

4. The President is fully authorized in the current RLNC By-Laws to manage the day-to-day operations of RLNC. For example, in Article VIII – Duties and Responsibilities of the Board of Regents, it states in the following two sections (8.1 and 8.10, Appendix 108), the BOR are authorized to do the following:

8.1 Hire a President who shall have the authority to hire a Dean(s), administrative staff, clerks and other employees who shall be primarily responsible for carrying out the day-to-day operations of the College, subject at all times to the oversight by the Board, or release the President of the College with cause.

8.10 Refer all matters concerning the college (excluding the section of a new President) directly to the President for review and recommendations before such matters are considered by the Board.

This clearly delegates the authority of the day to day operations of the college to the President. The President has not had issues with the BOR trying to dictate day-to-day college operations. It is a very harmonious and cooperative working relationship between the President and BOR.

In turn, the President has a management philosophy to hire qualified, experienced administrators and team members, and then delegate them the authority to fully manage their operations and departments. In the areas of overall operations and academic affairs, the President has delegated and directed his administrative staff to ensure that faculty maintains shared governance with all academic affairs and that faculty leads and directs all changes to academic programs and course offerings. The freedom and shared governance through the Faculty Senate are important cornerstones of college operations that allow faculty to fully oversee academic matters.

For example, in the area of Academic Affairs, the President hired Mandy Schram as the VP of Operations and Academic Affairs, to manage the academic operations of the college. Mandy has a Master's Degree, is a highly competent professional and was a former academic administrator and Instructor at the Leech Lake Tribal College for three years. She also has eleven years of teaching experience at Lakeland University.

Mandy works as the leader and coordinator of committees of faculty and staff who work together to manage specific aspects of college operations. In following with the ideal HLC process of having faculty-directed leadership of academic programs and courses, the college has established eight operational Committees and a Faculty Senate that oversee college operations (Committee Structure - Appendix 17, Committee Mission -Appendix 131, Committee Minutes -Appendix 130).

- Assessment Committee (oversees student assessment and continuous improvement)
- Curriculum Committee (oversee all academic programs and syllabi)
- Governance Committee (oversee all policies and procedures)
- Events Committee (plans all college events)
- Faculty Senate (Composed only of Faculty Members)
- PASS Committee (Progressive Academic Student Success) (ensures all students on academic warning/probation are making progress)
- Safety and Security Committee (oversees facility safety)
- Strategic Planning Committee (oversees the continuous progress on Strategic Planning goals)
- Institutional Effectiveness Committee (oversees committee work plans and progress)

With the successful and cooperative work of these eight operational committees and Faculty Senate, the college has excellent teamwork to maintain efficient and effective college operations and prominent input from faculty members who actively lead and participate in all committees.

 The Faculty Senate has their own their own established Constitution (Appendix 46) and By-Laws (Apendix 45).

Sources

- Appendix 102: Resolution 41-13
- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 106: RLNC Articles of Incorporation
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 9)
- Appendix 115: Board of Regents Agendas and Minutes 2017
- Appendix 117: Board of Regents Agendas and Minutes 2015
- Appendix 118: Board of Regents Agendas and Minutes 2016
- Appendix 129: RLNC website (board meeting notice)
- Appendix 130: RLNC website (committee minutes)
- Appendix 131: RLNC website (committee mission)
- Appendix 17: Assessment Structure
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 33)
- Appendix 19: RLNC Board of Regents Manual (page number 34)
- Appendix 19: RLNC Board of Regents Manual (page number 37)
- Appendix 20: BOR Bylaws
- Appendix 20: BOR Bylaws (page number 9)
- Appendix 222: LLTC BOT Motion to Terminate Contract
- Appendix 223: RLNC BOR Motion to Terminate Contract
- Appendix 45: Faculty Senate By-Laws
- Appendix 46: Faculty Senate Constitution
- Appendix 52: Financial Sustainability Plan 2016-2020

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

As stated in the RLNC faculty handbook (Appendix 115), RLNC faculty are entitled to academic freedom in the classroom while discussing subject matter. Although curriculum and syllabi must remain consistent, individual faculty members can use whatever means available to deliver the course material such as lecture, Powerpoint, discussion boards, assigning of homework, testing, etc. In addition, faculty are required to use discretion with nonessential issues in the classroom by drawing clear relations to the subject matter at hand and the educational outcomes outlined in the course syllabus. Students at RLNC are provided with the opportunity to express academic freedom in choosing topics for research papers, essays, and speeches.

RLNC faculty, like our counterparts at other universities and at state/private colleges, enjoy full academic freedom, provided we do not disclose classified information or misrepresent official U.S. policy. Faculty members follow the guidelines set forth by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure. Additional information can be found online at the American Association of University Professors.

These guidelines, as stipulated in the AAUP's Statement, include:

- Agreement that institutions of higher education are meant to serve the common good and not to serve the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free explanation.
- Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.
- Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Instructors are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into teaching controversial matter which has no relation to the subject.
- College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespeople.

Given that Truth is one of the seven Ojibwe values, RLNC instructors must abide by this value in teaching at the college as well. Not only should instructors follow Truth in the delivery of teaching

but also Truth in the Topic Matters (Appendix 95). Students are provided lessons on Plagiarism and Academic Integrity (Apendix 96) in introductory college courses and throughout their academic program at RLNC. This training provided by the Director of Library Services and Tribal Archives, provides students with the basic knowledge to ensure they understand that truth is a vitally important academic principle.

Sources

- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 21)
- Appendix 95: Plagiarism Faculty Inservice
- Appendix 96: Plagiarism Student Training

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. Red Lake Nation College has made significant strides in assisting faculty, staff, and students with the ethical use of information resources through the hiring of a Director of Library Services and Tribal Archives. In addition to providing a variety of resources for students, the Director of Library Services provides support to faculty, staff, and students through instruction regarding the proper use of electronic databases, reference citations, and instructional support with regard to research.

Additionally, RLNC has a new library space that opened in August of 2015. This new space and qualified director demonstrates RLNC's commitment to the importance of providing guidance in the ethical use of information resources. Currently, several courses offered at RLNC focus heavily on the appropriate use of citations and research (ENGL 1100, ENGL 2300, FYEX 1100). The addition of a Library Director will allow for additional student support and instruction.

Support and guidance for faculty regarding scholarly practice of students has been established through a series of Faculty In-Service trainings with regard to academic honesty, plagiarism, and ethical use of information. The Plagiarism PowerPoint (Appendix 95) presentation has been used to guide faculty in their understanding.

The RLNC Curriculum Committee also maintains oversight of all syllabi and course content to ensure the integrity of research and scholarly practice. The Curriculum Committee follows an Annual Work Plan 17-18 (Appendix 207), and uses a Curriculum Checklist (Appendix 32) to guide course review. In addition, the committee uses a Master Syllabus (Appendix 90) and Syllabus Evaluation Rubric (Appendix 161) to ensure all syllabi include information on plagiarism and academic dishonesty.

To date, RLNC students and faculty have not engaged in any research using human subjects that would require the implementation of an institutional review board.

2. Class content in First Year Experience (FYEX), formerly EDU 102 and Tech 0900: Computer Basics, formerly ITECH 100 has specifically addressed the ethical use of information. In FYEX, the Library Director spends one week visiting each section of the course to discuss college research (both online and using books), Wikipedia, citations, and evaluating web resources. The Information Literacy PowerPoint (Appendix 55) is used throughout the week to guide the lesson. The class moves from a basic lecture on plagiarism to activities about evaluating sources and doing hands-on research in library databases. Handouts such as the Academic Search Premier Fact Sheet (Appendix 4) and the Research In Context Fact Sheet (Appendix 101) are used and are available in the library for students.

In TECH 0900, emphasis is given to the technology side of research, including the use of library databases and internet sources. An assignment or final project that requires researching a technology driven topic is a requirement of all sections. Such an assignment assists in measuring student knowledge of the information presented regarding the use of technology in research. As a result of these initiatives, Wikipedia has been nearly eliminated as a source for papers among students.

Instructors have been advised to make it a requirement that Wikipedia is not to be used as a source. Additionally, instructors have been clear about guiding students toward the library for help rather than relying on Wikipedia and other general web sources. In the fall 2015, there were 38 books checked out solely for the purpose of researching for papers rather than using the web for general background information. This information has not been tracked since fall 2015, but use of books for research as well use of scholarly databases has seen steady growth. The Director of Library Services and Tribal Archives also provides faculty members with a list of resources related to their areas of discipline (Appendix 172).

During the time period from February 2015-December 2017, the Director of Library Services and Tribal Archives presented 43 APA and plagiarism workshops using the Plagiarism (Appendix 96) and APA PowerPoints (Appendix 11).

Academic databases for student research are made available through the Electronic Library for Minnesota (ELM). A link is provided on the library webpage, and all instructors with a research element in class use ELM. Most students use the database Academic Search Premier for their research, which is available through ELM.

The Director of Library Services and Tribal Archives also created a worksheet called Search Strategies (Appendix 189) that is used in all classes with a research focus. This worksheet guides students through the research process from the research topic to keywords, the initial search using academic databases in ELM, refining the search and then finally APA citations.

3. Red Lake Nation College has and enforces a policy on academic integrity. This policy can be found in the RLNC Catalog (Appendix 110), Student Handbook (Appendix 122), and on the RLNC Learning Center webpage (Appendix 85). Additionally, the form for reporting Academic Dishonesty (Appendix 2) can be found on the RLNC Forms page (Appendix 140). All reports/incidents of academic dishonesty have been addressed according to RLNC policies, and records of these incidents are kept on file to inform course of action in any future incidents. All students have the right to file an academic grievance (Appendix 110) on any academic matter affecting his/her program.

Sources

- Appendix 101: Research In Context-Fact Sheet
- Appendix 11: APA Student Information
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 61)
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 20)
- Appendix 140: RLNC website (forms)
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 172: Library Resources by Course
- Appendix 189: Search Strategies
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)

- Appendix 2: Academic Dishonesty Form
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 32: Curriculum Review
- Appendix 4: Academic Search Premier-Fact Sheet
- Appendix 55: Information Literacy
- Appendix 85: Learning Center Schedule
- Appendix 90: Master Syllabus Template
- Appendix 95: Plagiarism Faculty Inservice
- Appendix 96: Plagiarism Student Training

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The Red Lake Nation College acts with integrity in all of its operations by demonstrating ethical and responsible conduct. It does so in the following ways:

RLNC operates according to the Anishinaabe worldview: humans did not weave the web of life; we are merely a strand it it. Whatever we do to the web, we do to ourselves. Therefore, kinship among all creation, not the mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. To adhere to this philosophy is to be guided by the following values: Dabasendizowin (Humility), Debwewin (Truth), Zoongide'iwin (Courage), Gwayakwaadiziwin (Honesty), Manaaji'idiwin (Respect), Zaagi'idiwin (Love), and Nibwaakaawin (Wisdom).

Following our Ojibwe philosophy and values that are taught throughout our academic courses and throughout our entire college operations and governance system, keeps our institution on the path toward integrity, ethical and responsible conduct.

RLNC also operates according to policies and procedures presented in the following manuals and handbooks: Personnel Policy and Procedures Manual, RLNC Charter, RLNC By-Laws, Financial Policies, website, Faculty Handbook, BOR Manual, Student Handbook, and RLNC Course Catalog.

Further, we have recently strengthened our already fair minded management philosophy by formalizing and adopting two, new human resource policies. They are the "Hard on Problems, Soft on People" policy and our "21st Century Workplace Environment" policy. These two, progressive policies demonstrate a responsible, ethical leadership that treats people and families fairly and with integrity.

Many of the policies that represent the integrity of the institution include:

- Personnel Policies and Procedures
  - Equal Opportunity Employment (Appendix 116)
  - Sexual Harassment and Violence (Appendix 116)
  - Nepotism (Appendix 116)
  - Hiring Policies (Appendix 116)
  - Evaluation Procedures: staff (Appendix 116) and faculty (Appendix 116)
  - Outside Work Policy (Appendix 116)
  - Employee Conduct (Appendix 116)
  - Employee Grievances (Appendix 116)
  - Confidential Personnel Files (Appendix 116)
- RLNC Charter
  - Duties and Responsibilities of BOR (Appendix 111)
  - Conflict of Interest (Appendix 111)
- RLNC By-Laws
  - Duties and Responsibilities of BOR (Appendix 20)
  - Conflict of Interest (Appendix 20)

- Financial policies
  - Endowment Funds (Appendix 51)
  - Budget Committee (Appendix 51)
  - Contract Management (Appendix 51)
  - 2013 Audit (Appendix 49)
  - 2014 Audit (Appendix 50)
  - 2015 Audit (Appendix 213)
  - 2016 Audit (Appendix 214)
  - Commercial Lease Agreement (Appendix 24)
  - Vendor Contract (Appendix 166)
  - Financial Controls Policies and Procedures (Appendix 51)
- Website
  - Data integrity (Appendix 142)
  - Ethics and Conflict of Interest Policy (Appendix 153)
  - Ethics in Recruiting, Admissions, and Financial Aid (Appendix 153)
  - Assessment Information (Appendix 128)
  - Information Resources (142)
- Faculty Handbook
  - Evaluating Faculty Credentials (Appendix 42)
  - Outside Employment (Appendix 42)
  - Faculty Rights and Responsibilities (Appendix 42)
  - Faculty Governance/Shared Governance (Appendix 42)
  - Academic Freedom (Appendix 42)
  - Educational Records (Appendix 42)
  - Faculty Conduct (Appendix 42)
  - Academic Integrity (Appendix 42)
  - Faculty Evaluations (Appendix 42)
- BOR Manual
  - Code of Ethics (Appendix 19)
  - Affidavit (Appendix 19)
  - Ethics and Conflict of Interest (Appendix 19)
- Student Handbook
  - Academic Records (Appendix 122)
  - Student Code of Conduct (Appendix 122)
  - Student Grievances (Appendix 122)
  - Drug and Alcohol Free Campus (Appendix 122)
  - Sexual Harassment and Violence (Appendix 122)
  - Academic Integrity (Appendix 122)
- RLNC Course Catalog
  - Statement of Non-Discrimination (Appendix 110)
  - Financial Aid Rights and Responsibilities (Appendix 110)
  - Academic Grievances (Appendix 110)
  - Academic Records (Appendix 110)

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 2)
- Appendix 110: RLNC Catalog (page number 28)

- Appendix 110: RLNC Catalog (page number 61)
- Appendix 110: RLNC Catalog (page number 64)
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 7)
- Appendix 111: RLNC Charter (page number 12)
- Appendix 116: RLNC Policies & Procedures Manual
- Appendix 116: RLNC Policies & Procedures Manual (page number 9)
- Appendix 116: RLNC Policies & Procedures Manual (page number 10)
- Appendix 116: RLNC Policies & Procedures Manual (page number 11)
- Appendix 116: RLNC Policies & Procedures Manual (page number 19)
- Appendix 116: RLNC Policies & Procedures Manual (page number 24)
- Appendix 116: RLNC Policies & Procedures Manual (page number 25)
- Appendix 116: RLNC Policies & Procedures Manual (page number 34)
- Appendix 116: RLNC Policies & Procedures Manual (page number 45)
- Appendix 116: RLNC Policies & Procedures Manual (page number 50)
- Appendix 116: RLNC Policies & Procedures Manual (page number 51)
- Appendix 122: RLNC Student Handbook 2017-2020
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 11)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 13)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 14)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 15)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 16)
- Appendix 122: RLNC Student Handbook 2017-2020 (page number 20)
- Appendix 128: RLNC website (Academic Assessment)
- Appendix 142: RLNC Website (Information Resources)
- Appendix 153: RLNC website (updated policies)
- Appendix 166: Vendor Contract
- Appendix 19: RLNC Board of Regents Manual
- Appendix 19: RLNC Board of Regents Manual (page number 33)
- Appendix 19: RLNC Board of Regents Manual (page number 34)
- Appendix 19: RLNC Board of Regents Manual (page number 37)
- Appendix 20: BOR Bylaws
- Appendix 20: BOR Bylaws (page number 9)
- Appendix 20: BOR Bylaws (page number 10)
- Appendix 213: Financial Audit 2015
- Appendix 214: Financial Audit 2016
- Appendix 24: Commercial Lease Agreement
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 11)
- Appendix 42: RLNC Faculty Handbook (page number 17)
- Appendix 42: RLNC Faculty Handbook (page number 19)
- Appendix 42: RLNC Faculty Handbook (page number 20)
- Appendix 42: RLNC Faculty Handbook (page number 21)
- Appendix 42: RLNC Faculty Handbook (page number 22)
- Appendix 42: RLNC Faculty Handbook (page number 25)
- Appendix 42: RLNC Faculty Handbook (page number 40)
- Appendix 49: Financial Audit 2013
- Appendix 50: Financial Audit 2014
- Appendix 51: Financial Policies and Procedures
- Appendix 51: Financial Policies and Procedures (page number 16)

- Appendix 51: Financial Policies and Procedures (page number 33)

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. The degrees and programs offered by Red Lake Nation College resemble programs offered at other tribal colleges, community colleges, and universities in the region (Degree Checklist - Appendix 110). This is also demonstrated within the Program Review documents (Appendix 183) and Program-Level Rubrics (Appendix 181). All courses are identified as fulfilling specific goal areas outlined by the Minnesota Transfer Curriculum.

Currently, Red Lake Nation College offers an Associate in Arts degree in Liberal Education and an Associate in Applied Science in Social and Behavioral Sciences degree. The Vice President of Operations and Academic Affairs and full-time faculty members on the Red Lake Campus also conduct Classroom Observations (Appendix 23) in order to ensure content delivery is equitable. The RLNC Assessment and Curriculum Committees review the course and program outcomes as well as course content on a scheduled basis as outlined in annual work plans.

Red Lake Nation College has the following processes in place to ensure that courses and programs contain the level of rigor needed for higher education:

Course Offerings - RLNC offers courses in multiple formats: traditional face-to-face, hybrid, online, and independent study. The curricular content and mode of delivery for courses are evaluated by use of the Curriculum Checklist (Appendix 32) in the Curriculum Committee to ensure that courses are held to the same standards regardless of the mode of delivery. An additional evaluation rubric has been developed for online courses and will be implemented following the Spring 2018 semester (Appendix 208). Many courses share common rubrics as well, which has become more common and readily accessible with the use of Canvas (Appendix 154).

Curriculum Approval Protocol - All newly proposed programs or courses at RLNC are subject to an approval protocol, identified in the faculty handbook (Appendix 42).

Changes to existing programs or courses also require approval from the Curriculum Committee and

are reported to the Board of Regents. The Curriculum Committee reviews courses on the same cycle as the assessment committee. Courses deemed no longer appropriate would be furloughed or removed from the RLNC Course Catalog.

General Education - RLNC follows the Minnesota State Colleges and Universities Transfer Curriculum (Appendix 91) to ensure that completed general education courses transfer to MNSCU schools, although all transfer credits are subject to the policies of the accepting institutions. Red Lake Nation College also has articulation agreements in place with several local colleges and universities, including Bemidji State University (BSU), White Earth Tribal and Community College (WETCC), and Fond du Lac Tribal and Community College (FDLTCC).

RLNC has adopted the following general education philosophy statement (located in the RLNC Catalog, Appendix 110): 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:

- To develop and enhance basic academic skills
- To provide important general knowledge
- To develop the critical thinking skills needed to assess ethical and practical behaviors
- To protect and promote the cultural values, language, and traditions of Indigenous people
- To continue exercising these skills and knowledge throughout lifelong learning, ensuring the importance of education to future generations

The general education philosophy statement, learning outcomes and general education requirements for RLNC programs, are all listed in the RLNC Course Catalog (Appendix 110). Students fulfill the general education requirements by successfully completing 40-42 credits in the Associate in Arts in Liberal Education degree program, and 31-33 credits in the Associate in Applied Science in Social and Behavioral Sciences degree program. Students are also required to fulfill Core Requirements and Electives in the A.A. degree program and Core Requirements and Specialization Courses in the A.A.S. program.

Course Sequence - Depending on the scores a student earns in Accuplacer placement testing, students are encouraged to take the following courses during their first semester at RLNC for a total of 12-16 credits:

First Semester

Core Requirement: FYEX 1100 First Year Experience (applies to all students)

Goal Area 1: Composition (Based on Accuplacer Score)

Goal Area 4: Math (Based on Accuplacer Score)

Core Requirement: Language/Culture courses

Goal Area 6: Humanities and Fine Arts

Students are encouraged to take the following courses during their second semester for a total of 12-16 credits:

Second Semester

Goal Area 1: Composition (next course in sequence)

Goal Area 4: Math (next course in sequence if applicable)

Goal Area 3: Science/Biology Course

Core Requirement: Language/Culture Course(s)

Goal Area 5: History and Social and Behavioral Sciences

Second-semester students are not encouraged to take courses beyond 12-16 credits unless they received a 2.00 or higher GPA their first semester. This sequence of general education courses is designed to help students develop critical and creative thinking as well as written and oral communication skills that are valuable for success in future courses. Students are advised, however, that in order to complete the degree program in two years, they will need to maintain an average of 16 credits per semester.   However, this is not a realistic credit load for many RLNC students due to their outside obligations, including families, transportation deficiencies, childcare barriers, and work schedules.

FYEX 1100 First Year Experience - Red Lake Nation College requires all students to take this course during their first semester. This course is designed to help students negotiate the complexities of college; from selecting classes and completing degree requirements to finding one's way through the financial aid maze. Study skills such as effective reading strategies, note-taking, and time management are taught. The course infuses English language writing and reading skills by incorporating best practices throughout the course. Opportunities for students to apply these skills in their current courses are provided. In addition, students have the opportunity to explore Anishinaabe values and how these values apply to their own lives.

RLNC continuously assesses the success rates for this course and has revised the course content several times to ensure that all necessary skill areas are addressed by all instructors across all modes of delivery.

Success Rates for FYEX 1100 First Year Experience (Previously EDU 102 Path to Success)

Semester	Total Students	F	W	D	Percent who did not succeed (D, W, F)	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%
SP 15/16	30	6	8	4	60%	40%
FA 16/17	68	14	19	5	56%	44%
SP 16/17	12	1	5	1	58%	42%

Learning Outcomes - Red Lake Nation College has articulated ten competencies to assess student learning through the use of Program-Level Rubrics (Appendix 181). These competencies closely follow the Minnesota Transfer Curriculum (Appendix 91). Students transferring from Red Lake Nation College to another Minnesota public institution of higher education will have fulfilled the core liberal education requirements if they have completed required courses in the following ten categories: Communication, Critical Thinking, Natural Science, Mathematics, History and the Social/Behavioral Sciences, Humanities and Arts, Human Diversity, Global Perspectives, Ethical and Civic Responsibility, and People and the Environment. This information is located in the College Catalog.

Expected Learning Outcomes for each program currently offered are clearly articulated in the College Catalog (Appendix 110). These learning outcomes incorporate the competencies listed above, to ensure students have obtained the necessary skills and knowledge to successfully transfer to other institutions of higher education.

Enrollment Data - Red Lake Nation currently offers two degree programs - A.A. in Liberal Education and the A.A.S. in Social and Behavioral Sciences.

Enrollment data by total headcount in each program by semester/academic year:

Semester/Academic Year	Associate in Arts – Liberal Education	Associate in Applied Science-Social and Behavioral Sciences
FA 12	123	--
SP 13	92	--
FA 13	119	--
SP 14	106	--

FA 14	104	--
SP 15	94	--
FA 15	149	13
SP 16	116	13
FA 16	130	12
SP 17	90	12
FA 17	146	1

2. Red Lake Nation College presently offers two degrees (A.A. in Liberal Education and A.A.S. in Social and Behavioral Sciences). Learning outcomes for these degree programs are differentiated in the RLNC Course Catalog (Appendix 110). Degree requirements are also located in the Course Catalog (Appendix 110).

3. Red Lake Nation College offers high-quality general education and specialization courses. These courses are taught through a combination of full-time and adjunct faculty and require the same learning outcomes for all instructors and modes of delivery. The Faculty Senate reviews all adjunct faculty qualifications with oversight from the Vice President of Operations and Academic Affairs to ensure properly qualified instructors.

To accommodate students, RLNC has various educational delivery methods for course offerings. The education methods include face-to-face lecture and laboratory work, hybrid (face-to-face and internet), online education (internet), and independent study. All course delivery methods require the same academic equivalency.

Dual credit courses have been offered at the Red Lake High School and/or at the Red Lake Nation College. Classes typically offered include FYEX 1100 First Year Experience during the fall semester and ENGL 1100 Composition during the spring semester. Instructors for these courses are RLNC faculty members to ensure proper faculty qualifications and course content and rigor.

Consistency in Curricula and Programs - As stated above, all new courses, regardless of delivery method or delivery location, are subject to an established approval process (Appendix 42). This process requires a complete syllabus with course description and learning outcomes and is subject to approval from the Curriculum Committee.

RLNC has developed a Master Template (Appendix 90) for all syllabi. Faculty are allowed to create a more detailed syllabus, but must include all required components. Every instructor is obligated to submit a syllabus for every course and delivery format each semester. The syllabi are reviewed to ensure the accuracy of course descriptions, prerequisites, and course objectives by the Vice President of Operations and Academic Affairs and the Faculty Senate using an established Syllabi Evaluation

Rubric (Appendix 161).

Consistency Across Locations and All Learning Formats - RLNC strives to provide convenient learning opportunities for students, including at the main campus, online, and at the Red Lake High School. Consistency is achieved by requiring that each course is taught by a qualified RLNC instructor, using the established syllabus template. All courses taught at any location are required to have the same course objectives to ensure quality and rigor in courses regardless of the location in which they are taught. This also applies to all delivery methods.

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 66)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 73)
- Appendix 154: Course Rubrics
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 164: Transition/Teach-Out Plan
- Appendix 181: Program Rubrics
- Appendix 183: Program Review
- Appendix 190: Articulation WETCC
- Appendix 191: Articulation BSU
- Appendix 192: Articulation FDLTCC
- Appendix 208: Online Course Rubric
- Appendix 23: Classroom Observation template
- Appendix 32: Curriculum Review
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 30)
- Appendix 90: Master Syllabus Template
- Appendix 91: MN Transfer Curriculum (screenshot)

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. The general education program at RLNC is appropriate to the needs of the community as well as the mission of the College. The courses RLNC offers reflect an education grounded in the Ojibwe language and culture by offering a variety of courses that survey Anishinaabe culture, language, traditions, and history. Additionally, RLNC instructors strive to incorporate Anishinaabe values into their course content and instruction.

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. It also provides the foundation and structure for the student's professional education. The goals of the general education program at Red Lake Nation College are as follows:

- To develop and enhance basic academic skills
- To provide important general knowledge
- To develop the critical thinking skills needed to assess ethical and practical behaviors
- To protect and promote the cultural values, language, and traditions of Indigenous people
- To continue exercising these skills and knowledge throughout lifelong learning, ensuring the importance of education to future generations

RLNC also follows the [Minnesota State Colleges and Universities Transfer Curriculum (Appendix 91)](#) (MNSCU) which is based on ten areas of competency. These areas include Communication, Critical Thinking, Natural Science, Mathematics, History and the Social/Behavioral Sciences, Humanities and Arts, Human Diversity, Global Perspectives, Ethical and Civic Responsibility, and People and the Environment. Leech Lake Tribal College initially implemented the content of these courses, but RLNC, through work in the Curriculum Committee, also assessed these general education courses thoroughly through the use of the [Curriculum Checklist (Appendix 32).](#) RLNC did this to ensure the courses meet the same requirements and learning outcomes as courses required in

the MNSCU system to allow ease of transfer.

The Curriculum Committee follows a work plan (Appendix 207) each academic year and completes an annual summary at the conclusion of the academic year (Appendix 196). The Assessment Committee works in collaboration with the Curriculum Committee and goes through the same process each year (Appendix 195 and Appendix 188). During the 2016-2017 academic year, RLNC conducted a complete program review on the A.A. in Liberal Education degree program (Appendix 183).

2. The purposes, content and intended learning outcomes of general education requirements are articulated in the College Catalog (Appendix 110) and on course syllabi. Additionally, the institutional outcomes, program outcomes, and course-level expected competencies are all located on the RLNC website (Appendix 128).

The Associate in Arts, Liberal Education 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 culture and allows them the opportunity to understand the seven Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement.

Liberal Education Programmatic Learning Outcomes

Students will be able to:

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

The RLNC Curriculum Committee has completed a Curriculum Map/Assessment Matrix (Appendix

229) and full program review (Appendix183).

3. Red Lake Nation College provides its students with a foundation of research, writing, cultural awareness, and analytical skills through its general education program. Fulfilling the general education requirements exposes students to a variety of courses in the humanities and sciences including composition, mathematics, literary arts and philosophy, history, social sciences, physical and life sciences, as well as courses in Ojibwe language and culture. The diversity of disciplinary requirements builds the core skills that will serve students in whatever major they pursue at a four-year university and future profession. Moreover, the cultural requirements provide students with the skills necessary to revitalize the Ojibwe language and culture of the Red Lake Nation.

Faculty regularly integrate assignments and activities that involve students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Common course rubrics are shared among instructors (Appendix 154). In the fall of 2017, faculty members took a survey to gauge the use of these activities as seen below. Additional work and training of faculty members will ensure that these activities are engaged more frequently in all RLNC courses.

Activity	Never	Rarely	Sometimes	Often	All the time	Total	Weighted Average
Support their opinions with logical arguments.	0%	0%	33.33%	55.56%	11.11%	9	3.78
Seek solutions to problems and explain them to others.	0%	0%	44.44%	55.56%	0%	9	3.56
Evaluate the goal or reliability of information they receive.	0%	22.22%	22.22%	22.22%	33.33%	9	3.67
Look up scientific research articles and resources.	11.11%	22.22%	33.33%	22.22%	11.11%	9	3.00
Critically evaluate their position on an issue.	0%	0%	22.22%	77.78%	0%	9	3.78
Engage deeply with a significant challenge or question within your discipline.	0%	11.11%	22.22%	55.56%	11.11%	9	3.67
Follow the MLA or APA guidelines in all writing assignments.	11.11%	22.22%	0%	33.33%	33.33%	9	3.56
Use research methods from your discipline.	11.11%	22.22%	33.33%	33.33%	0%	9	2.89
Describe how different							

perspectives would affect the interpretation of a question or issue in your discipline.	0%	11.11%	33.33%	44.44%	11.11%	9	3.56
Weigh the meaning and significance of evidence.	0%	0%	44.44%	33.33%	22.22%	9	3.78
Analyze and interpret data.	11.11%	22.22%	33.33%	33.33%	0%	9	2.89

4. Over the past several years, RLNC has worked diligently to address the need for diversity on the campus by developing additional multicultural events and programs. Multicultural exposure has become a focus of the Student Government and included a variety of activities to provide students the opportunity to engage in and experience various cultures based on student interest.

The formal education provided at RLNC also encourages human diversity through a variety of cultures and customs in the courses offered. In courses FYEX 1100 and GEOG 2100, students complete course readings that include different cultures. In addition, our courses ensure students are familiar with Native American history and culture due to the limited teaching of such history in most primary and secondary schools. Courses like SPCH 2100 also encourage students to embrace diversity and encourage sensitivity to human differences.

Faculty Members represent a diversity of cultures with approximately 50% of all faculty members representing Red Lake or other Native cultures, and the other 50% representing a variety of non-Indian cultures. Although our college mission is to serve the Red Lake Community, RLNC is a public institution, open for anyone to attend. In an effort to prepare graduates for the 21st century workplace and for transferring to other colleges and the diverse world that they will be required to navigate off of the reservation, RLNC provides career counseling, including job searching skills, resume writing and interviewing skills.

Red Lake Nation College keeps a running spreadsheet of events offered to students at RLNC during each Academic Year, many of which expose students to diverse backgrounds as well as providing education on various topics. For a complete list from 2014-2017, see Appendix 226: Co-Curricular Programming.

5. Faculty members at RLNC work with students to develop creative and scholarly projects. The Student Government is a leadership group on campus that hosts activities for students, raises funds for scholarships, and represents student needs to the Board of Regents. Students in the English Composition classes have also started to work on a new RLNC student newsletter (Appendix 210) incorporating student writing samples, artwork, and other projects within the electronic newsletter that can be instantly available following events and news stories. Faculty members and students participate together in service learning activities within the community to expose students to real-life applications and to discover information that can be beneficial for ongoing improvements on the reservation (Appendix 180).

Faculty members engage in a variety of professional development activities throughout the year, driven by their professional development plans (Appendix 42) in order to improve their knowledge within their teaching discipline and bring fresh ideas to the classroom. Professional Development opportunities are also provided to staff and faculty members each year (Appendix 171, Appendix 48,

and Appendix 47). Students also engage in development activities by participating in conferences and presentations offered both at RLNC and other community programs. Faculty and students participate in the annual AIHEC National Student Conference every year in a variety of competitions.

RLNC awards a Student of the Month that recognizes a student for outstanding performance in and out of the classroom. Students are nominated by faculty members for outstanding class performance, grades, and admirable citizenship. These students are recognized on the website (Appendix 150), Facebook page, and on the bulletin board in Student Services. RLNC also awards a Student of the Year, who demonstrates positive leadership skill, demonstrates superior academic achievement, and serves as a positive role model to other students.

RLNC also has a Dean's List and President's List that is publicized every semester that recognizes full-time students with a 3.0-3.99 term GPA for the Dean's List. Those full-time students with a 4.0 GPA are awarded for the President's List. Honorable Mention Awards are provided to part-time students who earn a 3.0-4.0 term GPA.

The Student Success Mentor Program at RLNC encourages student engagement and celebrates student success. Faculty, board members, and staff are paired with students for informal lunch meetings to discuss future plans, assist with issues that may arise, answer questions, and encourage the pursuit of higher education degrees.

A focus area at Red Lake Nation College is not to just gear all activities and resources toward those students who are struggling and need additional academic and non-academic help and support but also to assist those students who are high performers, so they can achieve even higher academic and life success.

For example, the new President's club of Excellence recognizes and rewards top performing students. These are 4.0 GPA students and those students who display leadership at the RLNC. President King will personally mentor all of these students and the Club will provide additional training and development opportunities.

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 66)
- Appendix 128: RLNC website (Academic Assessment)
- Appendix 150: RLNC website (student of the month)
- Appendix 154: Course Rubrics
- Appendix 171: Faculty Workshop Days 2017-2018
- Appendix 180: Service Learning
- Appendix 183: Program Review
- Appendix 188: Work Plan.Assessment Committee 2017-2018
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 210: RLNC website (Migizi News)
- Appendix 226: Co-Curricular Programming
- Appendix 229: Course Matrix/Map
- Appendix 32: Curriculum Review

- Appendix 34: Faculty Professional Development List
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 50)
- Appendix 47: Faculty Workshop Days 2015-2016
- Appendix 48: Faculty Workshop Days 2016-2017
- Appendix 91: MN Transfer Curriculum (screenshot)

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. Red Lake Nation College currently employs five full-time faculty members, one part-time faculty member, and thirteen adjunct faculty members. The full-time faculty members teach 12-16 credits per semester, conduct tutoring groups in the Learning Center, and post office hours on their office doors. They also engage in academic advising of students. All full-time faculty members participate in most committees, including: Assessment, Curriculum, Governance, Events, Progress Academic Student Success (PASS), Institutional Effectiveness, Strategic Planning, and Faculty Senate.

As part of the Faculty Senate, all full-time faculty members participate in the evaluation of faculty credentials as indicated in the faculty evaluation procedures in the Faculty Handbook (Appendix 42). Faculty members assist the Vice President of Operations and Academic Affairs in completing the Credential Evaluation form (Appendix 40) which is placed in the faculty member's personnel file. All faculty credentials and teaching experience is maintained in the Faculty Credential Evaluation Summary (Appendix 41).

2. Due to the location of RLNC on a very rural reservation in northern Minnesota, in a region where housing is difficult to obtain, attracting and retaining qualified faculty is an ongoing challenge. The majority of the faculty have a daily commute of 50 - 150 miles round trip. As a means of overcoming these challenges, RLNC actively engages staff and family members in the recruitment effort of qualified faculty members. All instructors at RLNC are appropriately qualified to teach their respective disciplines. In most cases, a Master's degree is required in the discipline or a Master's degree in another discipline, but 18 graduate credits in the respective discipline.

Faculty members who teach PSEO classes at the Red Lake High School possess Master's degrees in their discipline and are employees of RLNC. Some exceptions to these qualifications include unique fields of knowledge such as Native American Language, Art, Music, and Culture Courses, as well as information technology courses.

Red Lake has the largest number of remaining fluent Ojibwe language speakers in the world according to Anton Treuer, Professor of Ojibwe Language and Culture at Bemidji State University. Even though many of our fluent Ojibwe speakers are excellent teachers, many do not have Master's degrees. In order for an instructor to teach Native American courses without a master's degree they must undergo the tested experience process in which two tribal elders, approved by the Board of Regents, formally test their competence in a particular field.

These tribal elders complete a tested experience certification form (Appendix 42) which is placed in the faculty member's personnel file. A faculty member who does not possess a graduate degree in information technology, may be eligible if the individual possesses industry certification and at least three years of experience working successfully in the field. These policies are also described in the Faculty Handbook (Appendix 42).

In the event that a faculty member goes through the tested experience process or provides industry certifications, the Justification for Faculty Qualifications Form (Appendix 42) is completed and placed in the personnel file. The Faculty Senate reviews all transcripts from applicants to determine how many credits they possess in respective disciplines as listed in the College Catalog (Appendix 110): Communications, Science and Environmental Studies, Mathematics and Technology, Indigenous Studies and Fine Arts, Social Studies and Behavioral Sciences, Business Administration, Athletics and Physical Education. The Faculty Credential Evaluation Summary (Appendix 41) outlines the qualifications of all faculty members and the process that takes place in determining credentials.

SUMMARY OF RLNC FACULTY MEMBERS

- In the Fall of 2017, a total of 91% (30 out of 33 total courses) of the courses in our Liberal Arts Degree Program were taught by full-time staff or full-time faculty.
- This leaves only 9% (3 out of 33 total courses) of our Liberal Arts Degree Program courses taught by adjunct faculty.
- All 100% (19 of 19) of our Liberal Arts Degree Program faculty have educational or professional expertise in their Discipline of instruction
- A perfect 100% (19 of 19) of our Liberal Arts Degree Program faculty have a Bachelor's Degree or higher.
- Almost all, or 95% (18 of 19) of our Liberal Arts Degree Program faculty have a Master's Degree (or equivalent) or higher.
- We have three, or 16% (3 of 19) of our Liberal Arts Degree Program faculty have a Doctorate Degree.
- The majority, or 53% (10 of 19) of our Liberal Arts Degree Program faculty who teach in Red Lake are Red Lake Tribal Members, members of other Native Tribes, or descendants.

Student-Faculty Ratio

- In the Fall of 2017, RLNC had a student headcount of 146 and employed 12 faculty members, for a ratio of 12.17 students per faculty member.

3. All faculty members are evaluated annually according to the evaluation procedures (Appendix 42) in the Faculty Handbook. Full-time faculty members submit a Faculty Professional Objectives and Growth Plan (Appendix 42) at the beginning of each academic year. At the end of the academic year,

this is reviewed with the Vice President of Operations and Academic Affairs. All faculty members receive a review of their syllabi every semester and a classroom observation (Appendix 23) once annually.

They syllabus review is in accordance with the Syllabus Evaluation Rubric (Appendix 161) and may be completed by the Vice President of Operations and Academic Affairs or by a designated faculty member. The classroom observation may also be completed by the Vice President of Operations and Academic Affairs or a full-time faculty member. Faculty members also receive copies of student evaluation summaries every semester. Students complete these evaluations through Survey Monkey, but in some cases, paper copies of the student course evaluations (Appendix 160) are distributed.

4. At RLNC 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. At the beginning of each academic year, each full-time faculty member submits a Faculty Professional Objectives and Growth Plan (Appendix 42). This plan includes measurable goals that are reviewed at the end of each academic year as part of the annual evaluation.

Each plan is unique to each faculty member's teaching roles and responsibilities. The Professional Development Policy can be found in the faculty handbook - instructional travel (Appendix 116). Faculty members also have $1100 per academic year available to them for conferences and trainings applicable to their teaching discipline. Additionally, all staff and faculty members are required to complete four annual trainings, which are available on the RLNC website/employment page (Appendix 135). These trainings include Family Educational Rights and Privacy Act (FERPA), Clery Act, Violence Against Women Act (VAWA), and Sexual Harassment Prevention Training. RLNC also provides training sessions to staff and faculty throughout each academic year (Appendix 171, Appendix 48, and Appendix 47).

RLNC provides training to faculty and staff members through annual inservice trainings (Appendix 47, Appendix 48, and Appendix 171). RLNC maintains a list of faculty professional development activities (Appendix 34).

5. All instructors post their office hours on their office doors and on the RLNC website (Appendix 134 and Appendix 85). In addition, two or more full-time instructors conduct tutoring groups in the Learning Center. The schedule of available tutors is located on a bulletin board by the main desk in the college entrance and on the RLNC website (Appendix 145).

Faculty members provide their contact information on their syllabi and include hours they are available to students outside of class. For many adjunct instructors, this is "by appointment" as they must work around their other employment schedules. Faculty members also use Gmail, Populi, and Canvas, to contact and communicate with students. Canvas provides the integration of Google Drive into the Canvas course shells through learning tools interoperability (LTI).

Student course evaluations highlight the critical importance of positive, supportive interactions between faculty and students. Below are some of the survey comments received regarding such interactions:

"Great instructor; I learned a lot in this class. Science isn't really my strong suit but I will definitely take another class taught by this instructor."

"I enjoyed this class. The instructor made it personable and fun."

"Bill is an awesome teacher. He makes sure you understand what the paper is supposed to be about before you leave the classroom."

"Very interesting class... Bill provided a very nurturing learning environment and was very open to discussion and highly encouraged students to interact with him and other students."

"Great instructor, gave help in class if we needed it.... gave us plenty of time in class to go over what issues we had (if any)."

"Michelle is a great instructor. I learned a lot. Some things made me think, made me more aware. Content was excellent."

"Bill Stephani is an excellent instructor. Bill's way of teaching is comfortable. He always makes sure his class understands things before moving forward. There is very little stress and he works with you."

6. Red Lake Nation College encourages all employees to enhance their professional skills through a variety of training and educational programs that are on-the-job or during-the-job. Such training or education must have a positive direct impact on the employee's career path and success of the department and organization. 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 employee's or faculty member's employment responsibilities.

It is the responsibility of the employee's supervisor to work with the employee to develop a professional development plan that will improve or enhance the employee's job performance. Vice Presidents, Chairs, and Supervisors are responsible for career development within their departments. They are also to plan for the development of qualified personnel to meet anticipated future needs. This policy can be found in the [Personnel Policies and Procedure Manual (Appendix 116).](#)

RLNC staff members also participate in training and workshops throughout each academic year ([Appendix 227](#)).

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 76)
- Appendix 116: RLNC Policies & Procedures Manual
- Appendix 116: RLNC Policies & Procedures Manual (page number 23)
- Appendix 116: RLNC Policies & Procedures Manual (page number 24)
- Appendix 116: RLNC Policies & Procedures Manual (page number 27)
- Appendix 134: RLNC website (directory)
- Appendix 135: RLNC website (employment)
- Appendix 145: RLNC website (Learning Center)
- Appendix 160: Student Course Evaluation
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 171: Faculty Workshop Days 2017-2018
- Appendix 227: Staff and Admin Professional Development 16-17

- Appendix 23: Classroom Observation template
- Appendix 34: Faculty Professional Development List
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 11)
- Appendix 42: RLNC Faculty Handbook (page number 17)
- Appendix 42: RLNC Faculty Handbook (page number 34)
- Appendix 42: RLNC Faculty Handbook (page number 50)
- Appendix 42: RLNC Faculty Handbook (page number 56)
- Appendix 42: RLNC Faculty Handbook (page number 64)
- Appendix 47: Faculty Workshop Days 2015-2016
- Appendix 48: Faculty Workshop Days 2016-2017
- Appendix 85: Learning Center Schedule

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. RLNC offers a variety of student support services, including counseling services, disability services, support for students on academic warning, services for PSEO (high school) students, career awareness and planning, college transfer instruction, financial aid assistance, tutoring, preparatory instruction, training sessions in research and information resources, and weekly gatherings with presentations and speakers. This information is also available on the RLNC website (Appendix 148).

The diverse support services that began in 2014 have continued through to the present. RLNC has been able to continue to provide more diverse support services to students through the expansion of Student Success Services. RLNC has become a "Dreamer School" through enrollment in the Great Lakes Project Success network of Service providers, including Achieving the Dream.

Great Lake Foundation's "Project Success" and the Red Lake Nation College

New to RLNC in Fall of 2017 is our involvement with Great Lake Foundation's "Project Success". This important student success model and partnership will lead to formative improvements in our response and delivery of crucial student services.

Achieving the Dream and the Red Lake Nation College: RLNC president Dan King has made "Oshki-Manidoo" (New Spirit) a central part of our overall college goals which focus on cultural connections, academic excellence and improvement in college operations. Oshki-Manidoo goals include institution wide improvements in our key success indicators: course completion, retention and graduation rates (Appendix 165).

Here are the five components of our "Project Success" grant:

Great Lakes Emergency Grant Fund (Appendix 225): brings in funds to distribute to students who may be in danger of dropping out due to unforeseen financial emergencies. As of January 11, 2018 the program has awarded fourteen students over $6000 to pay for car repairs, electric bills and propane.

"I recently got approved for the emergency aid, to help fix my car to be able to attend ALL my classes without worrying if the vehicle was going to give out on me."

"The repairs helped me make it to classes and find a job on the campus for the time being. I am a first-year student and coming to the Red Lake College has been both beneficial and rewarding in my 1st experience with post-secondary schooling. I would like to thank the college for putting on programs such as the emergency aid as it helped tremendously with vehicle repairs so I could focus on my bills and other needs for school and not having to worry about transportation."

Great Lakes Paid Internship Program: has allowed students to find employment while remaining on campus and being a positive role model for their peers. The program employed three interns during fall semester with plans to expand the internship offerings for Spring semester.

Great Lakes Grad Ready: is an online financial literacy program which helps students to increase financial literacy.

Carnegie Foundation Math Pathways: has completely changed the way math is taught at Red Lake Nation College. Incorporating more group problem solving, students are encouraged to address real-world problems that go beyond simple equations.

Center for Community College Student Engagement: offers survey tools to gauge student engagement throughout their time on campus. The results of these tools lead directly into the next phase of the program which is to utilize all data collected for our action plan of how to better achieve our stated goals of increasing course completion, graduation and retention rates. RLNC just received the results of the Institutional Capacity Assessment Tool (ICAT). Although there hasn't been time for analysis, the distribution and summary is available in Appendix 235.

The VP of Student Success and Student Success staff are dedicated to supporting faculty, staff, and students with success and retention initiatives. Our confidential counseling services and disability services have developed into a department with highly trained staff attuned to the unique need of our largely first-generation college students from a small and under-served reservation located in a remote area. The academic warning program continues to adapt to provide the most appropriate interventions to students struggling academically.

Additionally, opportunities to educate students and share cultural knowledge with faculty, staff, and students were established through Monday Gatherings and campus events. Free academic tutoring services through the Learning Center are available to assist students. The use of yearly surveys gathers feedback from students and Alumni as to what programming in student services may require improvements.

Student Demographics (A.A. in Liberal Education Program)

	FA16	**SP17**	**FA17**
Total Headcount	130	90	146
Female	64%	67%	60%
Male	36%	33%	40%
Average age	29.5	29	30
American Indian	100%	99%	97%

Red Lake Enrollment	81%	81%	84%
Part-Time	20%	37%	35%
Full-Time	80%	63%	65%
Average Credit Load	12	10	11
First Time Freshman	35%	5.5%	29%
First Gen. College Student	75%	79%	60%

Counseling Services

The VP of Student Success and Student Success Counselors serve all students enrolled at RLNC. The VP of Student Success and all Student Success Counselors are equipped to work with students seeking help for a variety of concerns. The VP of Student Success engages students in preventative measures by contributing to Campus group events and engaging with students individually. Such topics discussed with students include managing stress and anxiety, dealing with grief and depression, suicide prevention, note taking skills, and chemical health issues.

Other preventative measures also include contact with community resources, such as Red Lake Police Department, Red Lake School District, Red Lake Homeless Shelter, Red Lake Chemical Health, and Indian Health Services. An established relationship between Red Lake Nation College and the Red Lake Nation Indian Health Service, specifically Behavioral Health, allows the VP of Student Success to contact Behavioral Health staff should there be a mental health emergency on campus.

# of Student contacts for assistance:	FA16	SP17	FA17
Disability services	25	9	31
Counseling Services	401	253	319
Career Advising	46	18	73

In 2017, RLNC purchased Populi - a student information system in 2017. Faculty and staff members can now enter all student contacts as part of the early alert system and identify which user roles can view the comments - Populi Student Information System (Appendix 1). This helps the VP of Student Success to identify students who were regularly absent from class or struggling academically. Faculty members are also encouraged to utilize the Academic Alert Form to assist Student Success staff in identifying appropriate services for students (Appendix 12).

The VP of Student Success and Student Success staff work together to identify and contact students who are struggling academically in an effort to retain students and address their needs. The process begins with instructors who are our first line of contact for students who are experiencing difficulties. Referrals are then made to Student Success prior to and during the four-week grading period. Student Success then works diligently to address student needs, get an action plan together with appropriate interventions, which may include partial withdrawal of their courses to preserve persistence. The Student Success data collection process utilizes formative data for student performance.

Grading Period	1 failing grade	2 or more failing grades	2 or less withdraws
FA 16 Midterm	20.7%	23.8%	
FA 16 Final	10.8%	14.4%	28.3%
SP 17 Midterm	10%	17.7%	
SP 17 Final	7.7%	15.5%	6.7%
FA 17 Midterm	14.1%	37.7%	
FA 17 Final	18.5%	15.5%	26.7%

Data Analysis: by utilizing academic advising, students are able to preserve persistence.

Disability Services

Disability Services assists those who qualify for accommodations. RLNC currently provides accommodations to students on an individual basis, based on appropriate documentation, and a completed intake form (Appendix 36), discussion with the student, and in accordance with the Americans with Disabilities Act (ADA).

To potentially qualify for services, students must submit necessary documentation in writing for review by the VP of Student Success. Documentation needs to be a current *(within five years)* assessment by a licensed professional, and include history, diagnostic tests, diagnosis, and recommendations for accommodations at the college level. These assessments are often medical evaluations, psychoeducational evaluations, educational evaluations, and/or psychological evaluations.

Qualifying students are provided with appropriate accommodations which are based on the disability. These accommodations are formally documented in the Faculty Notification Form (Appendix 43). Accommodations include, but are not limited to, assistance with note-taking, classroom changes, double time on tests, private testing area, and extended time on writing assignments, excused absences, and others. Students are responsible for providing each faculty member with the Faculty Notification Form (Appendix 43) and discussing the use of accommodations with each faculty member. All documentation for disability services is maintained in a locked cabinet in the office of the VP of Student Success.

Student Satisfaction survey results from 2017 - 2018 indicate that 48% of students surveyed are very satisfied with RLNC Disability Services, 48% feel they are very important, and 36% have utilized disability services one or more times throughout the semester.

Academic Warning

RLNC recognizes that the needs of students on Academic Warning differ from those who maintain good academic standing. Due to this need, RLNC developed an Academic Warning Program (Appendix 5) designed to provide intense intervention and assistance to aid students in returning to good standing. Students placed on Academic Warning are required to review RLNC's policy on Satisfactory Academic Progress and complete paperwork with the VP of Student Success to determine what obstacles they encountered that lead to poor academic standing. Additionally, students are required to set goals for the upcoming semester to overcome the encountered obstacles. This is a requirement for students on Academic Warning to register for classes.

Prior to registration, students complete an Academic Success Plan that outlines requirements to fulfill throughout the semester which includes meetings with the VP of Student Success. During these meetings, the VP of Student Success is able to provide counseling, advising, and assist students in developing their ability to determine what needs they have and what options they have to address such needs.

PSEO (High School) Students

RLNC was approved as a Minnesota Post-Secondary Enrollment Option (PSEO) school (Appendix 212). RLNC recognizes the need to provide additional support services to high school students who take classes at RLNC. The Registrar closely monitors the attendance and grades of high school students and communicates weekly with the Red Lake High School Academic Dean. Together they are able to identify any needs and provide resources to these students to ensure their ongoing success in both environments.

Career Awareness and Planning

The VP of Student Success provides ongoing support to students interested in exploring career options as well as transfer options. During their final year at RLNC, all graduating students are required to complete a graduation application which indicates their plans for the future. During students' last semester, they are required to attend Graduate Luncheons where career awareness and planning specifically takes place. Students are provided workshops on resume writing (Appendix 31), cover letter writing (Appendix 31), and interviewing practice and tips (Appendix 56). Additionally, RLNC hosts an annual College and Career Fair which provides students and alumni the chance to seek employment opportunities and learn more about transferring to other institutions to complete their bachelor's degree.

College Transfer Instruction

Students graduating from RLNC are provided instruction regarding the process for transferring to other institutions to earn a bachelor's degree through graduate luncheon workshops. During these workshops, the process for transferring, steps students need to take to transfer, and the application process for transfer students are discussed with students. In addition, the VP of Student Success provides one-on-one assistance to students interested in completing this process by guiding students through the application process. Bemidji State University is the most common university that RLNC students transfer. An Articulation Agreement has been established to ensure the successful transfer of credits to BSU during the period of time in which RLNC is unaccredited and moving forward (Appendix 191).

The VP of Student Success works closely with the Bemidji State University (local university) American Indian Resource Center. RLNC students are encouraged to attend Tribal College Preview days at BSU. Representatives from BSU regularly visit RLNC to discuss degree programs, scholarship opportunities, and resources available to students at BSU. As a follow up to their visits, BSU hosts a day on their campus to specifically address questions tribal college students may have regarding the transfer process. Representatives from RLNC attend with students to provide transportation and a contact at RLNC to assist with the transfer process for interested students.

Financial Aid Assistance

A new RLNC Financial Aid Coordinator was hired in 2017 to assist RLNC students as they go

through the financial aid process. RLNC students are instructed to go through the following steps to understand financial aid and the types of financial assistance available to them.

1. The student is instructed to see the Financial Aid Coordinator in the Student Services Office.

2. The student is provided detailed information about FERPA, Rights and Responsibilities, and Policies and Procedures.

3. The student is provided detailed information for each financial aid application including the deadlines for each. The coordinator guides the student through each application as necessary. Financial Aid applications include, (but are not limited to):

- Free Application For Federal Student Aid (FAFSA) Pell Grant
- MN State Grant (at the end of the FAFSA application)
- MN Indian Scholarship Program
- Tribal Higher Education Scholarships
- American Indian College Fund (In-House and Full Circle)
- Veterans Benefits
- Other Scholarships

Students are informed of the necessary documents required to complete each of the financial aid applications such as copies of grades, schedules, and certificates of Indian blood (if applicable), photo ID, transcripts, Selective Service Proof of Registration, etc.

Students can also find more detailed information on grants and scholarships on the RLNC website (Appendix 139) and in the Financial Aid Policies and Procedures (Appendix 121). Additional scholarships, grants, and internship opportunities are provided on the RLNC Facebook Page (Appendix 114) as they are made available.

Tutoring

The RLNC Learning Center provides free, regular tutoring groups and individual tutoring to students. The tutoring availability schedule is located in the College entrance and on the RLNC website (Appendix 85). Tutoring services are provided by faculty members, a professional tutor, and work-study students.

Preparatory Instruction

RLNC gauges the need for preparatory instruction on the Accuplacer scores. All incoming students take the Accuplacer Placement Test and the RLNC computer placement test and may be recommended to take preparatory reading/writing, mathematics, or technology courses. RLNC currently offers a preparatory math class (Algebra Skills -MATH 0900), a preparatory reading/writing course (ENGL 0900 - Writing and Reading Skills), and a preparatory computer class (TECH 0900 - Computer Basics). The First Year Experience (FYEX 1100) course, formerly known as Path to Success Course (EDU 102), incorporates preparatory writing and reading skills into the course curriculum. See below for more information on preparatory instruction.

Research and Information Resources

See 3.D.5. for information on research and information resources.

Weekly Gatherings/Co-Curricular Activities

Multiple gatherings are held each month at Red Lake Nation College in which all students are invited. A variety of topics, presentations, and speakers are invited to provide valuable resources, skills, and tools to RLNC students.

2. When students apply for admission to Red Lake Nation College, they complete an Accuplacer placement test and a computer placement test which assist with placing students in the proper courses by assessing their reading, writing, mathematics, and technology skills. A developmental math course is available for students who fall below the threshold for college-level mathematics. A developmental reading and writing skills class is available for those who don't possess college-level skills.

There is also a developmental technology course to ensure students know how to utilize the basic tools available to them (Gmail, Google Drive, Canvas, Populi). It is recommended that students take developmental courses in the first semester along with the FYEX 1100 - First Year Experience Course. Prerequisites exist for specific courses and help guide students in the registration process. Also, Student Services appropriately advises students to create course schedules which ensure they complete courses that will be crucial to other courses in their degree program.

Students who test into preparatory courses and are advised to enroll in the following courses as soon as possible:

FYEX 1100 - 2 credits

Computer Basics (TECH 0900) - 3 credits

Algebra Skills (MATH 0900) - 3 credits

Writing and Reading Skills (ENGL 0900) - 3 credits

Additional courses of interest according to competency areas for a total of 12-16 credits for the first semester.

Below are the rates in which students are recommended to take preparatory courses in reading, writing, and math. To assist students in need of preparatory instruction, the Learning Center has incorporated tutoring groups on these subjects and staffed the learning center with faculty and work-study students who can assist students on a regular basis. Additionally, RLNC has hired a full-time mathematics instructor.

Preparatory Instruction (Appendix 183)

Students who took Placement Tests

	AY 14-15		AY 15-16		AY 16-17		Totals
	Male	Female	Male	Female	Male	Female	
Reading	20	43	28	57	N/A	N/A	148

Writing/Composition	20	43	28	57	N/A	N/A	148
Math	20	43	28	57	N/A	N/A	148

Students Placed in Developmental Classes

	AY 14-15		AY 15-16		AY 16-17		Totals
	Male	Female	Male	Female	Male	Female	
Reading	7	8	6	14	15	15	65
Writing/Composition	14	31	20	48	15	15	143
Math	15	34	18	45	14	12	138

The rate of placement in developmental English has risen from 71-80% but math has declined from 78-74%. This will continue to be monitored to determine if the cut scores are appropriate for the placement tests and best determine the needs of incoming students.

The Student Services Office closely monitors student withdrawals and failures each semester and works with RLNC Committees to find strategies to improve these numbers. These strategies have included early identification of struggling students and early/frequent outreach and support services. Due to the increased withdrawal and failure rates additional Student Success staff memberss have been hired.

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
FA16/17	1536	368	284	652	43%
SP 16/17	961	195	154	349	36%
FA 17/18	1590	558	263	821	52%

3. Students are required to meet with their faculty advisor each semester prior to registering for classes. This ensures the student has had contact with their advisor at least once during the semester to review class registration and plans for the future. Advisors are faculty who teach within the Liberal Education Degree Program. They are familiar with the degree requirements and course content. After meeting with an advisor, students still meet with the Registrar to ensure they are making progress toward degree completion.

4. Red Lake Nation College has one computer lab with 20 computers and a learning center with 10 computers, all equipped with new computers (2015) and Windows 10. There is also a mobile lab available to faculty to check-out from the Library. Technical support is available from our in-house IT Technician and from the Canvas Support Line.

High-speed, wireless internet is available to all students, faculty and staff members. RLNC has a fully-equipped science lab, a community library, a student union, individual study rooms, and extra classroom space for projects.

5. Red Lake Nation College has made significant strides in assisting faculty, staff, and students with the ethical use of information resources through the hiring of a Director of Library Services and Tribal Archives. In addition to providing a variety of resources for students, our librarian provides support to faculty, staff, and students through instruction regarding the proper use of electronic databases, reference citations, and instructional support with regard to research.

Additionally, RLNC has a new library space that opened in August of 2015. This new space and hire demonstrate RLNC's commitment to the importance of providing guidance in the ethical use of information resources. Currently, several courses offered at RLNC focus heavily on the appropriate use of citations and research (ENGL 1100, ENGL 2300, FYEX 1100, and TECH 0900). The addition of a librarian allowed for additional student support and instruction.

In the three years since the library opened, the Director of Library Services and Tribal Archives was hired, and many library improvements have taken place since then. The library collection has grown from approximately 1,500 resources to approximately 7,000 resources. Technology education workshops are hosted throughout each semester and are open to students and the community.

Support and guidance for faculty regarding scholarly practice of students has been established through a series of Faculty In-Service trainings with regard to academic honesty, plagiarism, and ethical use of information. The Plagiarism PowerPoint presentation (Appendix 95) has been used to guide faculty in their understanding. Class content in FYEX 1100 and TECH 0900 has specifically addressed the ethical use of information. These courses are generally taken during a student's first semester, so they are provided early guidance in these areas.

In FYEX, the Library Director spends one week visiting each section of the course to discuss college research (both online and using books), Wikipedia, citations, and evaluating web resources. The Information Literacy PowerPoint (Appendix 55) is used throughout the week to guide the lesson. The class moves from a basic lecture on plagiarism to activities about evaluating sources and doing hands-on research in library databases. Handouts such as the Academic Search Premier Fact Sheet (Appendix 4) and the Research In Context Fact Sheet (Appendix 101) are used and are available in the library for students.

In TECH 0900, emphasis is given to the technology side of research, including the use of library databases and internet sources. An assignment or final project that requires researching a technology-driven topic is a requirement of all sections. Such an assignment assists in measuring student knowledge of the information presented regarding the use of technology in research. As a result of these initiatives, Wikipedia has been nearly eliminated as a source for papers among students. Instructors have been advised to make it a requirement that Wikipedia is not to be used as a source.

Lastly, instructors have been clear about guiding students toward the library for help rather than relying on Wikipedia and other general web sources. In the fall 2015, there were 38 books checked out solely for the purpose of researching for papers rather than using the web for general background information. This information has not been tracked since fall 2015, but use of books for research as well as use of scholarly databases has seen steady growth. All circulation has increased from 2015-2017. Students have been known to text, email, and send Facebook messages to each other and to the Director of Library Services and Tribal Archives asking for the link to ELM.

Medweganoonind Library Statistics

2015-16 AY Data

Fall Semester Learning Center Sign-Ins	127
Spring Semester Learning Center Sign-Ins	74
Total Learning Center Sign-Ins	201
Fall Semester Library Sign-Ins	547
Spring Semester Library Center Sign-Ins	465
Total Library Sign-Ins	1,012
# of Adult Library Card Sign-ups	43
# of Youth Library Card Sign-ups	19
Total # of Checkouts	191

Fall Information Literacy Sessions	10
Spring Information Literacy Sessions	12
Total Information Literacy Sessions	22

2016-17 AY Data

Fall Semester Learning Center Sign-Ins	321
Spring Semester Learning Center Sign-Ins	468
Total Learning Center Sign-Ins	789
Fall Semester Library Sign-Ins	570
Spring Semester Library Center Sign-Ins	637
Total Library Sign-Ins	1,207
Fall Information Literacy Sessions	9
Spring Information Literacy Sessions	7
Total Information Literacy Sessions	16

2017-18 AY Data

Fall Semester Learning Center Sign-Ins *(8/21/17-12/13/17)	185
Spring Semester Learning Center Sign-Ins	n/a

Total Learning Center Sign-Ins	n/a
Fall Semester Library Sign-Ins (8/21/17-12/13/17)	1,252
Spring Semester Library Center Sign-Ins	n/a
Total Library Sign-Ins	n/a
Fall Information Literacy Sessions	5
Spring Information Literacy Sessions	n/a
Total Information Literacy Sessions	n/a
Total # of Library Patrons as of 12/8/17	460
Fall Semester Check-Outs (8/21-12/8/17)	560
Spring Semester Check-Outs	n/a
Total Check-Outs	n/a

Sources

- Appendix 1: Populi Student Information System
- Appendix 101: Research In Context-Fact Sheet
- Appendix 11: APA Student Information
- Appendix 114: RLNC Facebook Page
- Appendix 12: Academic Alert Form
- Appendix 121: Financial Aid Policies and Procedures
- Appendix 139: RLNC website (financial aid)

- Appendix 148: RLNC website (student services)
- Appendix 165: Student Success Report
- Appendix 165: Student Success Report (page number 19)
- Appendix 183: Program Review
- Appendix 183: Program Review (page number 32)
- Appendix 191: Articulation BSU
- Appendix 212: MN PSEO Approval Letter
- Appendix 224: Project Success Organization Chart
- Appendix 225: Project Success Emergency Aid Program
- Appendix 235 - ICAT Distribution and Summary
- Appendix 31: Cover Letters & Resumes
- Appendix 36: Disability Services Intake Form
- Appendix 4: Academic Search Premier-Fact Sheet
- Appendix 43: Faculty Notification Form
- Appendix 5: Academic Warning Program
- Appendix 55: Information Literacy
- Appendix 56: Interviewing Skills
- Appendix 85: Learning Center Schedule
- Appendix 95: Plagiarism Faculty Inservice
- Appendix 96: Plagiarism Student Training

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. RLNC offers a variety of co-curricular activities including student organizations, presentations, speakers, and events, all driven by the mission and institutional outcomes of Red Lake Nation College (Appendix 226). Red Lake Nation College has defined "co-curricular programming" as extra-curricular activities, programs and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Most co-curricular activities have department-specific objectives and are embedded within the academic course structure.

Most co-curricular activities are defined as continuing or community education (Appendix 211). Many are established through the Events Committee (Appendix 203 and Appendix 198).

Co-curricular activities are assessed on one more of the following five components:

Identity

What is assessed? Course-embedded language and culture projects in Ojibwe and culture courses as well as seminars, language bowls, and specific cultural events that focus on identity.

Outcome: Participants will gain a better understanding of themselves as Anishinaabe people within the context of a global society.

Leadership

What is assessed? Membership and participation on the Student Council and other student organizations.

Outcome: Participants will demonstrate an understanding of group dynamics and effective teamwork.

Culture

What is assessed? Participation in Monday Gatherings and other events held on campus.

Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

Civic Responsibility

What is assessed? Continuing Education courses and Service Learning Activities.

Outcomes: Participants will communicate effectively with others both verbally and in writing.
Participants will assume a sense of civic responsibility and a commitment to public life.

Success

What is assessed? Participation in tutoring, Service Learning activities, the Success Mentor Program and the Pass Committee.

Outcome: Participants will cultivate a propensity for lifelong learning.

Red Lake Nation College follows the Bureau of Indian Education Continuing Education Credit Guidelines which are facilitated through the American Indian Higher Education Consortium. The American Indian Higher Education Consortium (AIHEC) is the collective spirit and unifying voice of our nation's 38 Tribal Colleges and Universities (TCUs) — a unique community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives.

Students also have the opportunity to participate in Student Government, which is composed of eight student representatives from the student body. RLNC student members, through annual elections, select students to serve on the Student Council. It is the responsibility of the Student Council to conduct business according to its approved By-laws (Appendix 159). Information on the RLNC Student Government is available on the RLNC website (Appendix 149). The Student Government's responsibilities are:

- To engage in and/or coordinate activities necessary for the purpose of advocating and supporting endeavors by the Student Members or by the RLNC, providing that such endeavors focus on promoting quality in American Indian Higher Education.
- To conduct regular and special business meetings of the Student Council as may be deemed necessary to fulfill the purpose and responsibilities of the organization.
- To inform all constituents of the Student Council of all pertinent business actions and organizational activities of the Student Council.
- To communicate student concerns to Administration.
- To develop a yearly budget and allocate student fees.

Student Government Officers consist of a President, Vice President, Secretary, and Treasurer. Membership in this organization is open to any student at RLNC. All students are encouraged to attend the Student Government's monthly meetings. This organization does not discriminate on the basis of disability, ethnicity, race, religion, creed or sexual orientation. Student Success Counselors serve as advisors to this organization.

Additionally, students have the opportunity to participate in the American Indian Higher Education Consortium (AIHEC) events. The AIHEC National Student Conference holds an annual event each spring representing 37 colleges throughout the United States and one Canadian Institution. Red Lake students participated in the National AIHEC Student Conference in March 2016 and March 2017. The positive and enriching experience led the students to start a regular AIHEC Club on campus to participate in the AIHEC Conference every year.

Red Lake Nation College holds regular Monday Gatherings, twice per month, on a variety of topics. Some events are sponsored by the Student Government, but most are planned and hosted by the RLNC Events Committee. Events are coordinated around holidays and recognized annual events. RLNC regularly holds events during Native American Heritage month. Speakers, presenters,

authors, four-year university representatives, and others are frequently invited to present during these gatherings. Many academic courses require students to participate in several of these events.

2. At RLNC, many courses engage in service learning activities. Below is a list of many of the activities that have taken place over the past few academic years (Appendix 180).

SERVICE LEARNING ACTIVITIES			
Title	Description	Dates	Students
Leech Lake Trail Tour	Students studied the history of the Leech Lake Trail, an ancient trail that ran from Leech Lake to Red Lake. It was in use long before the explorers and fur traders arrived in America. The native people used the trail for visiting relatives and for trading with their neighbors. When the white people came, the trail was the main artery for travel by the explorers, traders, the army, and the settlers. In the early 1900s, it was still being used as the main route. As a group, we walked sections of the trail that crossed through Stephani land and adjacent county land. During the trip, we observed the various trees and discussed how some of the natural plants were used by the students' ancestors.	Fall 2014	GEOG 200
Basic Computer Class	This was a free community-education class on basic computer skills. It involved three two-hour evening classes.	Fall 2014	Open to all members of the community
Gardening on the Reservation	This was a project discussed and developed in our Literature and the Environment class at RNLC. Students were very interested and did research. They discussed ways to plant organic gardens. Several students successfully planted gardens and helped others develop theirs.	Spring 2015	ENGL 2200
EPA Waste Management Study	This was a collaborative project with Red Lake DNR and EPA Region 5 to determine the feasibility of establishing a recycling program on the reservation.	Fall 2015 (Sept. 22, 24, 29)	BIO 204

Water Quality Testing	Students gather water samples from area lakes and rivers to test a variety of water quality factors. Results are compared to data gathered in previous semesters.	Fall 2015-present	BIOL 2100 (BIO 204)
Youth Lessons	Extra credit was/will be offered to students who conducted an experiment detailing basic science principles to elementary- aged children.	Fall 2015 - present	BIOL 1100 (BIO 121) BIOL 1200 (BIO 122) PSCI 1100 (PSCI 110) PSCI 1200 (PSCI 120)
Depression Screening	Extra credit was offered to students that completed the depression screening during Mental Health Week	Fall 2015	BIO 121, BIO 204, PSCI 110
Human Service Workers	Students observed, shadowed, and participated in minor tasks at human service agencies. This project provided students with the opportunity to experience the field in a different way and they were able to provide some services to clients.	Fall 2015	HUM 110
Archives Collaboration for Red Lake Economic Development	Archives collaboration with Red Lake Economic Development in order to create a historical presentation of the changes in Red Lake businesses.	Fall 2015	Lisa Stately/Red Lake Economic Development
Google Drive Workshops	The Library hosted workshops on how to use Google Drive.	Fall 2015	Open to Community & all students
Students for Change	Students formed an organization to develop programs and activities that will bring about positive social, economic, and health changes in their community.	Dec. 2015	Open to all RLNC Students
RLNC Recycling	Students collect and weigh recyclables at RLNC. Cumulative data is reported to administration in hopes of expanding the program.	Fall 16-present	BIOL 2100 (BIO 204) PSCI 1100 (PSCI 110)
Book-Signing Event at RLNC	Extra credit was offered to students who attended a community meeting for the launch of Warrior Nation, a book of the history of Red Lake, written by Anton Treuer. Students turned in a written summary of the event.	Fall 2015	EDU 102 ENG 220 ENG 102 SPCH 201
Earth Day Youth Activities	Students will teach elementary students environmental science lessons for Earth Day.	Spring 2016	BIO 121, BIO 122

Earth Day Gathering	Spring science students will assist in organizing and executing an Earth Day celebration. Activities have included guest speakers, scavenger hunts, campus clean up, and a community-wide recycling contest.	Spring 2016-present	BIOL 2100 PSCI 1100
History Day	The Director of Library Services worked with middle school students to create research projects for Minnesota History Day.	January-March 2016	Middle School
Red Lake Chemical Health Program	Assisting with annual Gang & Drug Summit. Making signs, collecting evaluations, manning registration table, serving lunch, etc.	Feb. 10-12, 2016	PSY 200, HIS 101, PE 100
Red Lake Economic Development Office	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2016, Spring 2018	HIS 101, ENG 250, PE 100, ANSH 2200
Equay Wigamig Women's Shelter	Assisting with various programs and activities throughout the spring, including annual training.	Spring 2016, 2018	PSY 200, HIS 101, PE 100, ANSH 2200
Sugar Bush Activities	Assisting with setting up sugar bush camp, tapping trees, collecting sap, etc.	Spring 2016, 2018	PSY 200, HIS 101, PE 100, ENG 250 ANSH 2200, PHED 1100,
Red Lake Family & Children's Services (FCS)	Assist with annual Youth Conference	Spring 2016	PSY 200, HIS 101, PE 100, ENG 250
Drug & Gang Symposium	Extra credit was offered to students who attended the Drug & Gang Symposium held at the Seven Clans Casino. Students turned in a written summary of their participation at the event.	Spring 2016	EDU 102 ENG 220 ENG 102 SPCH 201
Identifying native trees of northern Minnesota	Tree branches were brought to class to identify and learn their names. Students then were asked to replace English names with Ojibwe names for the trees.	Spring 2016	GEOG 2100
Interview a Community Member	Students interviewed a community member (non-family) in order to gain an understanding of other people's lives and educational path. Students presented their interviews to class and wrote a reflection.	Fall 2016	FYEX 1100
Reading with Children and Elders	Students earned extra credit by recording themselves reading to and with children and elders in order to encourage lifelong reading and service to others.	Fall 2017	ENGL 0900

Red Lake Local Food Initiative	Planned: need to schedule class date with D Manuel for late semester. Tasks might include garden prep, gathering, distribution, meal service - anything that needs doing.	Spring 2018	SOCL 2100
Digital Preservation in Archives	Work with the Director of Library Services and Tribal Archives to gain first hand experience in the Tribal Archives. Projects included creating inventories with descriptive metadata, digitizing audio, photos, and documents, and uploading to a shared cloud space. 20 hours/student	Spring 2018	TECH 2100
Red Lake Nation College Tutoring	math and science tutoring offered by classmates	Spring 2018	ANSH 2200
Red Lake Courts	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Red Lake Housing Authority	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Oshkii Manito Center	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Red Lake High School	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200
Oshkii Maajtaadaa	Making phone calls, conducting surveys, visiting sites, helping evaluate programs, stuffing envelopes, and other office duties.	Spring 2018	ANSH 2200

Sources

- Appendix 149: RLNC website (student government)
- Appendix 159: Student Government Charter and Bylaws
- Appendix 165: Student Success Report
- Appendix 165: Student Success Report (page number 10)
- Appendix 180: Service Learning
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 203: Events Committee Work Plan 2017-2018
- Appendix 211: Continuing and Community Education Manual
- Appendix 226: Co-Curricular Programming
- Appendix 87: Bureau of Indian Education Continuing Education Units

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Red Lake Nation College ensures that a high quality education is provided to all students, regardless of delivery method. The College does so in the following ways:

1. Curriculum is assessed on an ongoing basis through the Curriculum Committee. The Curriculum Committee follows the annual work plan and publishes minutes on the RLNC website. The Committee evaluates curriculum using the Curriculum Checklist. Instructors all use the master syllabus and each syllabus is evaluated using the Syllabi Evaluation Rubric.

- Curriculum Committee Work Plan 15-16 (Appendix 168)
- Curriculum Committee Minutes (Appendix 130)
- Curriculum Committee Work Plan 16-17 (Appendix 196)
- Curriculum Checklist (Appendix 32)
- Curriculum Committee Work Plan 17-18
- Curriculum Proposal Protocol (Appendix 42)
- Master Syllabus (Appendix 90)
- Syllabus Evaluation Rubric (Appendix 161)

2. Course and program assessment take place in the Assessment Committee. The Assessment Committee follows an annual work plan and publishes minutes on the RLNC website. The Committee evaluates courses in collaboration with the Curriculum Committee and uses the Assessment Plan. The Committee continuously works on course and program assessment.

- Assessment Committee Work Plan 15-16 (Appendix 15)
- Assessment Committee Minutes (Appendix 128)
- Assessment Committee Work Plan 16-17 (Appendix 195)
- Assessment and Institutional Effectiveness Plan (Appendix 13)
- Program Review- A.A. Liberal Education (Appendix 183)

3. Learning Outcomes are defined on three levels: institutional, program, and course. Red Lake Nation College also follows the Minnesota State Colleges and Universities Competencies in order to facilitate the transfer of students from RLNC to MNSCU Colleges. Articulation Agreements are in place between Red Lake Nation College and Bemidji State University, White Earth Tribal and Community College, and Fond du Lac Tribal and Community College.

- Website Assessment Page (Appendix 128)
- MNSCU Transfer Curriculum (Appendix 91)
- Assessment and Institutional Effectiveness Plan (Appendix 13)
- Learning Outcomes (Appendix 110)
- Articulation Agreement (BSU)
- Articulation Agreement (WETCC)
- Articulation Agreement (FDLTCC)
- Course-Level Rubrics (Appendix 154)

- Program-Level Rubrics (Appendix 181)
- Institutional-Level Rubrics (Appendix 14)

4. Red Lake Nation College currently offers two degree programs: A.A. in Liberal Education and A.A.S. in Social and Behavioral Sciences.

- A.A. in Liberal Education (Appendix 110)
- A.A.S. in Social and Behavioral Sciences (Appendix 110)
- Credential Evaluation Summary (Appendix 41)

5. The Red Lake Nation College ensures that faculty members are qualified to teach courses in their discipline(s) and that they are evaluated prior to being hired and throughout their employment

- Faculty Biographies (Appendix 138)
- Faculty Credentials Guidelines (Appendix 42)
- Tested Experience Policy (Appendix 42)
- Process for Evaluating Faculty Credentials (Appendix 42)
- Competency and Pedagogy (Appendix 42)
- Faculty Evaluations (Appendix 42)
- Professional Development Policy (Appendix 42)
- Professional Growth and Development Plan (Appendix 42)
- Course Observations (Appendix 23)
- Syllabus Evaluation Rubrics (Appendix 161)
- Student Course Evaluations (Appendix 160)

6. Red Lake Nation College ensures that students receive the support services they need throughout their experience at RLNC. Free student Support Services available at RLNC include counseling, disability services, support for students on academic warning, support for high school (PSEO) students, career awareness and training, college transfer instruction, financial aid assistance, tutoring, preparatory instruction, training on the use of research and information resources, and weekly gatherings. A Learning Center Lab is also available to students. The Learning Center is staffed with full-time RLNC Instructors, part-time Professional Tutors, or Work-Study Students to provide a location where students can get one-on-one assistance with any course assignment or topic.

- Student Services on the website (Appendix 148)
- Academic Alert Form (Appendix 1)
- Disability Accommodations (Appendix 42)
- Academic Warning Assessment Forms (Appendix 5)
- Financial Aid Assistance (Appendix 139)
- Tutoring Schedule (Appendix 145)
- Research and Information Resources (Appendix 142)
- Events and Monday Gatherings (Appendix 137)

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 68)

- Appendix 128: RLNC website (Academic Assessment)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 130: RLNC website (committee minutes)
- Appendix 137: RLNC website (event calendar)
- Appendix 138: RLNC website (faculty biographies)
- Appendix 139: RLNC website (financial aid)
- Appendix 14: Institutional Rubrics
- Appendix 140: RLNC website (forms)
- Appendix 142: RLNC Website (Information Resources)
- Appendix 145: RLNC website (Learning Center)
- Appendix 148: RLNC website (student services)
- Appendix 15: Assessment Committee 2015-2016 (annual work plan and report)
- Appendix 154: Course Rubrics
- Appendix 160: Student Course Evaluation
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 168: Curriculum Committee 2015-2016.annual report and work plan
- Appendix 181: Program Rubrics
- Appendix 183: Program Review
- Appendix 190: Articulation WETCC
- Appendix 191: Articulation BSU
- Appendix 192: Articulation FDLTCC
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 23: Classroom Observation template
- Appendix 32: Curriculum Review
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 11)
- Appendix 42: RLNC Faculty Handbook (page number 12)
- Appendix 42: RLNC Faculty Handbook (page number 14)
- Appendix 42: RLNC Faculty Handbook (page number 16)
- Appendix 42: RLNC Faculty Handbook (page number 17)
- Appendix 42: RLNC Faculty Handbook (page number 30)
- Appendix 42: RLNC Faculty Handbook (page number 36)
- Appendix 42: RLNC Faculty Handbook (page number 50)
- Appendix 5: Academic Warning Program
- Appendix 90: Master Syllabus Template
- Appendix 91: MN Transfer Curriculum (screenshot)

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. Red Lake Nation College demonstrates responsibility for the quality of its programs through the collection and analysis of program review data. The Assessment Committee (17-18 Work Plan - Appendix 188) and Curriculum Committee (17-18 Work Plan - Appendix 207) have the responsibility to ensure that programs of study are meeting academic standards and are achieving the outcomes as delineated in the RLNC Catalog. Red Lake Nation College has worked to improve the process of program review to strengthen academic programming (Appendix 167).

Red Lake Nation College was part of a contractual agreement with Leech Lake Tribal College from 2012 until June 30, 2017, as an additional location (LLTC/RLNC Contract - Appendix 105 and termination of contract - Appendix 222 and Appendix 223). As a result, Red Lake Nation College was unable to make any changes to academic curriculum, including program learning outcomes, course revisions or course proposals during the period of this agreement.

In preparation for the expiration of this agreement, Red Lake Nation College conducted a complete program and curricular review of the A.A. in Liberal Education degree program (Program Review -

Appendix 183). The review of courses and degree requirements began in 2014 and the program review was completed during the 2016-2017 academic year. In reviewing the program, programmatic outcomes were revised, course learning outcomes were clearly articulated, new courses were created, and existing courses were modified. All of this was done to ensure the program was aligned to the MN Transfer Curriculum (Appendix 91).

Red Lake Nation College completed an articulation agreement (memorandum of understanding) with Bemidji State University (Appendix 191) to ensure RLNC students would be able to transfer their credits to BSU 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.

These course equivalencies are listed with the course descriptions in the Course Catalog (Appendix 110). Red Lake Nation College is in the process of program review for the A.A.S. in Social and Behavioral Sciences. As a part of this program review process, the Assessment Committee will also be reviewing the program application and requirements for the MN Office of Higher Education (Appendix 215). For clarification of the timeline of contractual agreements and program development and review, see the Academic Program Development Chart (Appendix 104).

The Assessment Committee performs program reviews according to the following timeline:

A.A. Liberal Education

2014-2017

2019-2020

A.A.S. Social and Behavioral Sciences

2017-2018

Program Learning Outcomes are assessed using Minnesota Colleges and Universities Goal Area standards (Program Review - Appendix 183). For a better view of the cycle of program review, please visit the assessment page/academic assessment calendar on the RLNC website (Appendix 128). Goal area rubrics were developed to review courses on a scheduled basis (Course Review Schedule - Appendix 181). These are also available on the RLNC website (Appendix 146).

The RLNC Assessment and Institutional Effectiveness Plan (Appendix 13) provides additional information on the direction of course assessment.

RLNC implemented the Canvas Learning Management System in the fall of 2017. Canvas provides electronic methods of assessing learning outcomes (Canvas screenshot - Appendix 221) and overall analytics (Appendix 103). RLNC began the use of assessment tools in Canvas during the fall semester 2017 and all instructors will be required to align course learning outcomes with assessment measures in the fall of 2018 (Canvas Implementation Schedule - Appendix 230).

2. RLNC only evaluates credit that it transcripts for both programs. In preparation for the expiration of the contractual agreement with Leech Lake Tribal College, RLNC conducted a program review.

As the faculty revised the course descriptions and learning outcomes, equivalent LLTC courses were identified and included in the RLNC course catalog with each course description for ease of transfer. RLNC also implemented Populi, a new Student Information System in the fall of 2017 (Appendix 220). Populi provides all of the necessary data fields to provide reliable information to the Assessment Committee.

The credit transfer process used by RLNC is as follows and is located on the RLNC website (Appendix 153):

Undergraduate Course Credit Transfer

Purpose: The purpose of this policy is to form consistent practices for accepting credit for undergraduate college-level courses from accredited colleges into the Red Lake Nation College.

Comparable or equivalent course. A comparable or equivalent course is one that is similar in nature, content, and level of expected student performance on course outcomes to a course offered by the Red Lake Nation College.

Transfer of Undergraduate Credits. When a transferring student completes the admissions process and is accepted at Red Lake Nation College the official transcripts from the previous college(s) are evaluated by the Registrar using the following criteria:

1. Education quality of the learning experience of courses intended to transfer to Red Lake Nation College,
2. Comparability of the nature, content, and level of the learning experience to the programs offered by the Red Lake Nation College, and
3. Appropriateness and applicability of the learning experience to the programs offered by the Red Lake Nation College in light of the student's educational goals.
4. The Red Lake Nation College Registrar may require the student to provide the course syllabus for specified courses in order to verify comparability.

Transfer of courses that are comparable or equivalent. The Red Lake Nation College shall accept courses in transfer that it determines to be comparable or equivalent to courses offered at Red Lake Nation College.

Transfer of courses that are not comparable or equivalent. College-level courses accepted in transfer by the Red Lake Nation College that are determined to not be comparable or not equivalent to specific courses taught at the Red Lake Nation College may be accepted as electives.

Course Descriptions. In order to facilitate the course evaluations for transfer of credit, Red Lake Nation College shall post course descriptions for all courses on its institutional website.

Official Repository of Course Equivalents. The Red Lake Nation College shall use its student software database known as the "Course Requirement Audit." The Red Lake Nation College Registrar will be responsible for ensuring the accuracy and completeness of course equivalencies.

Red Lake Nation College currently does not award credit for experiential learning or other types of learning beyond credit transfer from other accredited colleges or universities.

3. To ensure the quality of the credits that are accepted by Red Lake Nation College, only credits

earned at accredited institutions are accepted. In addition, RLNC adheres to the following procedure (RLNC Catalog, Appendix 110):

The following credits will be accepted for transfer from regionally accredited institutions:

- Courses with letter grades of "D" or better
- Courses earned within the past ten (10) years, or
- Courses earned before the past ten years with academic department approval
- 100/1000+ level courses (developmental/remedial courses will not transfer)

Transferring students must include official transcripts with their admissions applications for registration purposes. No more than 34 credits may be transferred from other institutions in order to meet the degree requirements of RLNC. Courses are evaluated by the Registrar's Office, and not all courses will transfer.

Students who wish to transfer to RLNC will submit official transcripts to the RLNC Registrar. College credits are evaluated based on the applicability to the degree major. Students who do not agree with the College's decision regarding the credit transfer may submit an appeal to the Vice President of Operations and Academic Affairs or the Vice President of Student Success. Students requesting an appeal must provide reasonable material, such as a course description or syllabus from their previous institution, to support their case.

Upon separation from Leech Lake Tribal College, Red Lake Nation College accepted additional credits upon transfer according to the Transition/Teach-Out Plan (Appendix 164).

4. The RLNC Curriculum Committee assesses the prerequisites, course rigor, expectations of student learning, and student access to learning resources through the use of the Curriculum Review (Appendix 32). The Curriculum Committee follows its annual work plan (Appendix 207) and courses are assessed while the Assessment Committee is reviewing student learning outcomes as indicated in the Assessment Committee Work Plan (Appendix 188). Based upon the results of those curriculum reviews, appropriate changes are made to course content. Additionally, progress made through the Curriculum Committee is reported in the annual summary of the committee, which guides the development of the subsequent work plan.

Faculty Credentials are evaluated by the Faculty Senate using the Faculty Credential Evaluation form (Appendix 40). If a current faculty member is needed to teach a course outside of their discipline or a qualified faculty member cannot be found and a temporary instructor is hired, the Justification for Faculty Qualifications Form (Appendix 84) is completed. In instances where "tested experience" applies, the faculty member must also be certified by a tribal elder (Appendix 163). Policies that apply to faculty qualifications begin on page 11 of the Faculty Handbook (Appendix 42).

The same expectations apply to dual credit courses as to all other RLNC courses. Qualified RLNC faculty members teach dual credit students the same course content as all other courses.

Faculty members at RLNC are appropriately qualified in their areas of discipline (Faculty Credential Summary - Appendix 41).

- *In the Fall of 2017 a total of 91% (30 out of 33 total courses) of the courses in our Liberal Arts Degree Program were taught by full-time staff or full-time faculty.*

- *This leaves 9% (3 out of 33 total courses) of our Liberal Arts Degree Program courses are taught by adjunct faculty.*
- *100% (19 of 19) of our Liberal Arts Degree Program faculty have educational or professional expertise in their Discipline of instruction.*
- *100% (19 of 19) of our Liberal Arts Degree Program faculty have a Bachelor's Degree or higher.*
- *95% (18 of 19) of our Liberal Arts Degree Program faculty have a Master's Degree (or equivalent) or higher.*
- *16% (3 of 19) of our Liberal Arts Degree Program faculty have a Doctorate Degree.*
- *53% (10 of 19) of our Liberal Arts Degree Program faculty who teach in Red Lake are Red Lake Tribal Members, members of other Native Tribes, or descendants.*
- *In the Fall of 2017, RLNC had a student headcount of 146 and employed 12 faculty members, for a ratio of 12.17 students per faculty member.*

5. RLNC does not require any specialized accreditation for any of the programs offered.

6. RLNC evaluates the success of its graduates and works toward continuously improving the graduation rate, transfer rate, and employment rate. These rates can be found on the RLNC website, Institutional Data page (Appendix 143). Red Lake Nation College has an articulation agreement (memorandum of understanding) with Bemidji State University to ensure the successful transfer of graduates to a four-year university (Appendix 191).

Please note that these rates are based on students who have graduated from Leech Lake Tribal College/Red Lake Campus in the A.A. in Liberal Education program. RLNC will produce graduates within the 2017-2018 Academic Year.

The Student Services office, using an annual work plan (Appendix 177) also strives toward improving data collection on alumni and informing the appropriate committees of this information so improvements can be made. Information collected through the use of the Alumni Survey (Appendix 151), located on the RLNC website, influences the services provided to students and is reviewed annually for improvements throughout the institution.

Employment/Transfer Rates

Graduating Year	# Graduates	# Transferred Out	# Employed	# Other	# Unknown	Employment/ Transfer Rate
2005-2006	7	3	1	2	1	57%
2006-2007	8	2	4	2	0	75%
2007-2008	10	1	4	2	3	50%
2008-2009	6	0	3	0	3	50%
2009-2010	5	0	3	1	1	60%
2010-2011	9	0	8	1	0	89%
2011-2012	12	0	8	4	0	67%
2012-2013	5	0	1	2	2	20%
2013-2014	13	1	10	1	1	85%

2014-2015	16	3	11	1	1	88%
Average						**64%**

Graduation Rates

Fall Semester	# of First-Time Freshmen and Transfer-In Students	100% Graduation Rate (2 Years)	150% Graduation Rate (3 Years)	200% Graduation Rate (4 Years)	Graduation Rate (Using 150%)
Fall 2011	70	4	+5 = 9	+1 = 10	13%
Fall 2012	50	2	+3 = 5	+0 = 5	10%
Fall 2013	94	8	+6 = 14	+0 = 14	15%
Fall 2014	48	9	+1 = 10		21%
Fall 2015	84	0			

Sources

- Appendix 103: Canvas Analytics
- Appendix 104: Academic Program Development Chart
- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 19)
- Appendix 110: RLNC Catalog (page number 77)
- Appendix 128: RLNC website (Academic Assessment)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 143: RLNC website (institutional data)
- Appendix 146: RLNC website (program-level outcomes)
- Appendix 151: RLNC website (surveys)
- Appendix 153: RLNC website (updated policies)
- Appendix 163: Tested Experience
- Appendix 164: Transition/Teach-Out Plan
- Appendix 167: New.Revised Academic Program Evaluation Process

- Appendix 177: Work Plan: Student Success Services 2017-2018
- Appendix 181: Program Rubrics
- Appendix 183: Program Review
- Appendix 183: Program Review (page number 10)
- Appendix 183: Program Review (page number 13)
- Appendix 188: Work Plan.Assessment Committee 2017-2018
- Appendix 191: Articulation BSU
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 215: MN OHE Letter AAS
- Appendix 220: Populi SIS Screenshot
- Appendix 221: Canvas LMS Screenshot
- Appendix 222: LLTC BOT Motion to Terminate Contract
- Appendix 223: RLNC BOR Motion to Terminate Contract
- Appendix 230: Canvas Implementation Process
- Appendix 32: Curriculum Review
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 11)
- Appendix 84: Justification of Faculty Credentials
- Appendix 91: MN Transfer Curriculum (screenshot)

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Foundational assessment of student learning is a priority at Red Lake Nation College. The overall Assessment and Institutional Effectiveness Plan (Appendix 13) of the College defines and outlines assessment measures and articulates how data has been used to improve student success. The Assessment Committee is charged with the assessment of student learning (Appendix 188 and Appendix 195). The Institutional Effectiveness and Assessment Framework provides a visual image of the process of assessing institutional, program, and co-curricular outcomes (Appendix 234).

1. Student Learning Outcomes are measured at three different levels at Red Lake Nation College: institutional, program, and course (RLNC website - Appendix 128).

Institutional Outcomes

The institutional outcomes include (also located on the RLNC website -Appendix 144):

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.

These outcomes are assessed by evaluating committee work plans/annual reports using three rubrics for rigor, relevance, and cultural responsivity (Appendix 14) and are intended to have impact in areas that serve the mission and student success. This review will take place at the conclusion of the Spring 2018 semester during the faculty inservice week.

Program Outcomes

Program outcomes for the Liberal Education Degree Program and the Social and Behavioral Sciences Degree Program are listed in the RLNC Catalog (Appendix 110) and on the RLNC website (Appendix 146). Ongoing program review is driven by goal area rubrics (Appendix 181) designed to correlate to program outcomes.

Liberal Education Programmatic Learning Outcomes Students will be able to:

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

In the 2016-2017 Academic Year, the RLNC Curriculum Committee and Assessment Committee completed a program review for the A.A. in Liberal Education degree program (Appendix 183).

Program outcomes for RLNC programs are developed, monitored and revised by the RLNC Assessment Committee according to the Program Review Schedule (Appendix 183) and Assessment Committee Annual Work Plan (Appendix 195 and Appendix 188). The committee structure and assessment process can be found on the Academic Assessment Structure chart (Appendix 17). For a better view of the program review calendar, please visit the Assessment page of the RLNC website (Appendix 128).

Course Outcomes

Through the program review process, course learning outcomes were also revised by the Assessment Committee and Curriculum Committee according to the Course Proposal Process (Faculty Handbook - Appendix 42) and are listed in the RLNC Catalog (Appendix 110).

The RLNC Assessment Committee has control over course level outcomes for RLNC programs/courses. Course level outcomes are included in each syllabus (see Master Syllabus, Appendix 90). In addition, the Assessment Committee and Curriculum Committee are linked. While course-level data is analyzed by the Assessment Committee and Faculty Senate, the curricula for those courses are also being reviewed and improved in the Curriculum Committee according to the Curriculum Review (Appendix 32).

Many courses share common course-level rubrics (Appendix 154), a process that has been simplified with the use of the Canvas Learning Management System.

2. Red Lake Nation College utilizes the same assessment methodology and rubric process for assessing curriculum and co-curricular programming. See response in 4.B.1. for curricular assessment. See the Institutional Effectiveness and Assessment Framework for a visual image of the process (Appendix 234).

Red Lake Nation College has defined co-curricular programming as extra-curricular activities, programs, and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Co-curricular activities are considered institution-wide objectives and also have department-specific objectives that are embedded within the academic course structure. Co-curricular objectives and outcomes are listed below and on the RLNC website (Appendix 128).

Identity

What is assessed? Course-embedded language and culture projects in Ojibwe and culture courses as well as seminars, language bowls, and specific cultural events that focus on identity.

Outcome: Participants will gain a better understanding of themselves as Anishinaabe people within the context of a global society.

Leadership
What is assessed?   Membership and participation in the Student Council and other student organizations.

Outcome: Participants will demonstrate an understanding of group dynamics and effective teamwork.

Culture

What is assessed? Participation in Monday Gatherings and other events held on campus.

Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

Civic Responsibility

What is assessed? Continuing Education courses and Service Learning Activities.

Outcomes: Participants will communicate effectively with others both verbally and in writing. Participants will assume a sense of civic responsibility and a commitment to public life.

Success

What is assessed? Participation in tutoring, Service Learning activities, the Success Mentor Program and the Pass Committee.

Outcome: Participants will cultivate a propensity for lifelong learning.

Co-curricular events and activities are planned by the RLNC Events Committee (Work Plan and Report 16-17 and Work Plan 17-18). During the 2016-2017 academic year, the committee focused extensively on two goal areas:

Goal #3: Develop annual events that become capstone events each semester.

Goal #5: Establish baseline criteria/data to develop co-curricular performance indicators.

Co-curricular assessment was completed for years 2014-2017 by the Student Success Department (Student Success Report - Appendix 165). The results for course-embedded co-curricular outcomes can be found on page 11. Case studies were also conducted and can be found on pages 12 through 15. A complete list of co-curricular events can be found in Appendix 226. Co-curricular hours are calculated according to the Bureau of Indian Education CEU requirements (Appendix 87) and incorporate the International Association of Continuing Education and Training (IACET) standards. This information has also been incorporated into the RLNC Community and Continuing Education Manual (Appendix 211).

3. The Director of Assessment and Institutional Effectiveness, in collaboration with the Academic Department, uses information gained from assessment to improve student learning (Program Review - Appendix 183). The Assessment and Institutional Effectiveness Plan (Appendix 13) outlines the measures that have been taken to ensure continuous improvement throughout the institution. RLNC participates in the American Indian measures of success annual data collection which represents student learning data of all of its programs, including completion rates, placement rates, and records systematic changes in program offerings.

- AIMS Report 2013-2014 (Appendix 8)
- AIMS Report 2014-2015 (Appendix 9)
- AIMS Report 2015-2016 (Appendix 193)
- AIMS Report 2016-2017 (Appendix 194)

Course-level assessment is derived from the faculty's use of approved methodology and is formally reviewed according to the Assessment Calendar (Appendix 183 and Appendix 128). Course-level assessment is designated within the goal area structure and uses rubrics to determine the indicators of student performance. Established performance indicators are assigned to each goal area. The following are examples of how RLNC utilizes assessment to improve student learning.

Through extensive analysis of critical filter courses, Red Lake Nation College has used student learning data to improve in the following academic areas: culture/Ojibwemowin language, and math. Analysis over the past two years has indicated that students' completion and success rates within these areas has been below the established performance indicator.

RLNC has now appropriated full-time instructors within these two disciplines to provide and strengthen academic delivery for degree completion. See Appendix 233 - Allocation of Resources to Improved Student Learning. Additionally, RLNC enrolled in the Carnegie Math Pathways through Achieving the Dream and Project Success to assist the institution in preparing students for college math courses (Appendix 33). RLNC will assess the feasibility of hiring a professional tutor in the future due to the high ratio of students who test into developmental courses (Appendix 183).

Information collected within the First Year Experience (FYEX 1100) course, such as attendance rates, commuter rates, and perceptions of technology in the classroom, indicates the RLNC student population had very limited exposure to learning management systems commonly used within higher education. RLNC used an extensive process of selection, implementation, and training, to introduce advanced learning technologies (Appendix 230). This investment in learning technologies (Canvas)

met institutional and program outcome goals. This technology implementation will propel the institution in the advancement of academic modalities. RLNC has also included an IT Director in the Human Resources Plan in order to advance institutional capacity in the area of technology.

4. RLNC places emphasis on the process of teaching and learning and actively involves faculty and students in that process. The goals are to develop appropriate strategies to understand their own learning. Faculty actively engage in the process of assessment and improvement through established assessment methodologies (Appendix 13). All full-time faculty members participate in the Assessment Committee and the Curriculum Committee. In the 2017-2018 academic year, there are five full-time faculty members, one part-time faculty member, and 13 adjunct faculty members. The Committee Calendar (located on the RLNC website, Appendix 137 and Appendix 26) indicates the frequency of these meetings. In addition, Assessment Committee minutes can be found on the RLNC website (Appendix 130).

Faculty members receive multiple opportunities for training. Each inservice incorporates training and best practice strategies for the assessment of teaching and learning. Red Lake Nation College strives to provide progressive teaching and learning for the 21st century.

- 2017-2018 Faculty Inservice (Appendix 171)
- 2016-2017 Faculty Inservice (Appendix 48)
- 2015-2016 Faculty Inservice (Appendix 47)

For a complete list of faculty professional development for 2016-2017, see Appendix 34. Faculty members are also provided with multiple online tools to improve their use of Canvas and incorporate a variety of teaching tools. This "faculty toolkit" is available on the RLNC website (Appendix 128).

Sources

- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 77)
- Appendix 128: RLNC website (Academic Assessment)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 22)
- Appendix 130: RLNC website (committee minutes)
- Appendix 137: RLNC website (event calendar)
- Appendix 14: Institutional Rubrics
- Appendix 144: RLNC website (institutional effectiveness/outcomes)
- Appendix 146: RLNC website (program-level outcomes)
- Appendix 154: Course Rubrics
- Appendix 16: Assessment Plan Workbook
- Appendix 165: Student Success Report
- Appendix 165: Student Success Report (page number 10)
- Appendix 165: Student Success Report (page number 11)
- Appendix 165: Student Success Report (page number 12)
- Appendix 17: Assessment Structure

- Appendix 171: Faculty Workshop Days 2017-2018
- Appendix 181: Program Rubrics
- Appendix 183: Program Review
- Appendix 183: Program Review (page number 13)
- Appendix 183: Program Review (page number 33)
- Appendix 183: Program Review (page number 43)
- Appendix 188: Work Plan.Assessment Committee 2017-2018
- Appendix 193: AIMS Report 2015-2016
- Appendix 194: AIMS Report 2016-2017
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 203: Events Committee Work Plan 2017-2018
- Appendix 211: Continuing and Community Education Manual
- Appendix 211: Continuing and Community Education Manual (page number 5)
- Appendix 226: Co-Curricular Programming
- Appendix 230: Canvas Implementation Process
- Appendix 233: LinkingAllocationResourcesLearning2018
- Appendix 234: IE and Assessment Framework
- Appendix 26: Committee Schedule and Assignments
- Appendix 32: Curriculum Review
- Appendix 33: TCU Learnings
- Appendix 34: Faculty Professional Development List
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 30)
- Appendix 47: Faculty Workshop Days 2015-2016
- Appendix 48: Faculty Workshop Days 2016-2017
- Appendix 54: Human Resources Plan 2015-2019
- Appendix 54: Human Resources Plan 2015-2019 (page number 6)
- Appendix 8: AIMS Report 2013-2014
- Appendix 87: Bureau of Indian Education Continuing Education Units
- Appendix 9: AIMS Report 2014-2015
- Appendix 90: Master Syllabus Template

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. The Progressive Academic Student Success (PASS) Committee and the Assessment Committee established the following retention, persistence, and graduation rate goals in the annual 16-17 work plans (Appendix 201).

Red Lake Nation College will strive for a retention rate (fall to fall) of 35%.

Red Lake Nation College will strive for a persistence rate (fall to spring) of 70%.

Red Lake Nation College will strive for a graduation (completion) rate of 25% (3 years).

Red Lake Nation College achieved a 35% retention rate and achieved the established goal. The goal was increased to 45% for the 2017-2018 academic year. Red Lake Nation College exceeded the 70% persistence rate goal with 84%. This goal was increased to 85% for the 2017-2018 academic year. Red Lake Nation College fell short of the 25% graduate rate goal with 21%. This goal will remain the same for the 2017-2018 academic year. See 2017-2018 PASS Committee work plan (Appendix 206).

RLNC made improvements to these rates through the development and/or expansion of student success initiatives including counseling, a referral system, proper advisement, disability services, student-faculty engagement, and student recognition.

Retention, persistence, withdrawal, credit failure and completion rates are reviewed regularly by the assessment committee, administration, and student services departments. Upon regular review, each committee/department analyzes barriers that have prevented students from being successful and how the college is addressing such issues. Based on the data collected, new initiatives are developed and changes to current programming are made. See the Liberal Education program review for additional data and analysis (Appendix 183).

It's important to keep in mind the demographics of Red Lake Nation College when looking at these overall rates and goals. About half of RLNC students attained a GED, most are women, most have children, and many have outside employment. Because of the vast geography of the Red Lake Reservation and limited resources, transportation and childcare are often significant barriers. Red Lake Nation College has worked to reduce these barriers by leasing space to a daycare and headstart program within the college facility and providing numerous student support services to assist students in academic success, including a staffed Learning Center and additional funding with such programs as the Emergency Grant Program through Achieving the Dream/Project Success.

It is also important to note that with such a small headcount every year, compared to larger institutions, the loss of one or two students can significantly impact the overall percentages.

2. Red Lake Nation College committees collect and analyze information on student retention, persistence, and completion and review these rates regularly to inform future practice and goals. The Red Lake Nation College also submits an annual AIMS Report to the American Indian Higher Education Consortium (AIHEC). The reports for 13-14 (Appendix 8), 14-15 (Appendix 9), 15-16 (Appendix 193) and 16-17 (Appendix 194), are provided here and available on the RLNC website (Appendix 125). During the 2016-2017 Academic Year, RLNC had a retention rate of 42%, a persistence rate of 84%, and a graduation rate of 21%, all shown on the RLNC website (Appendix 143). However, significant improvements have been made in the retention of students through increased student support services.

The Red Lake Nation College also has a high rate of students who test into remedial/developmental courses as seen on the Placement Test Chart (Appendix 29). RLNC closely monitors the success rates in these classes as seen in the attached Preparatory Instruction Success Rates (Appendix 97) Graphs. The student population at Red Lake Nation College differs from the traditional college population. The average student age is 28, almost 50% of students have more than one child at home, and over 60% of students are first-generation college students. The Red Lake Nation and Red Lake Nation College students have very high unemployment rates, long commutes, and difficulties obtaining reliable childcare. All of these concerns are being addressed by Red Lake Nation College, through education, available childcare, and numerous support services. However, these are long-term problems that will require patience, diligence, persistence, and support.

3. We use the data gathered to make improvements to student support services, academic programs, and courses. As a result of high withdrawal and failure rates, the Progressive Academic Student Success (PASS) Committee began reviewing attendance records at predetermined times according to the annual work plan (Appendix 201 and Appendix 206) to monitor student attendance and reach out to students who have poor attendance. Additionally, the PASS Committee began meeting to review midterm grades along with attendance as another point in the semester to provide intervention.

While RLNC continues to strive for decreased withdrawal and failure rates, improvements are made to ensure those rates decrease and student persistence, retention, and graduation increases. In the spring of 2016, the PASS Committee began requiring all faculty to submit 4-week grades for all students so the committee could review those students at risk of withdrawal and failure and intervene early in the semester.

The RLNC Recruitment and Retention Counselor works with students throughout the academic year to support and encourage them to return to the College and finish their degree program. The Registrar advises students about the required credit load to complete their degree requirements in two years. Students who have failed to return to the College are contacted periodically and reminded of the credit requirements remaining for degree completion.

Students who are on academic warning are monitored closely and contacted regularly to ensure they have the appropriate support services in place to be successful. In an effort to increase persistence rates of students on academic warning, a new Academic Warning Program (Appendix 5) was introduced for the spring 2016 semester to assist students in identifying the obstacles that contributed to poor academic success, as well as strategies to overcome those obstacles.

4. The retention, persistence, and graduation rates are defined below. In addition, the institutional full-time enrollment (FTE) numbers and Indian Student Count (ISC) numbers are also provided.

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.

The **retention rates** over the past five years are as follows:

FA12-FA13 = 20%

FA13-FA14 = 18%

FA14-FA15 = 17%

FA15-FA16 = 42%

FA 16-FA17 = 35%

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 2016; those who graduate in fall 2016; those who were excluded during fall 2016; and those who returned in spring 2017. Formula (Spring 2017 returnees + Fall 2016 Graduated)/(Fall 2016 Enrollment-Fall 2016 Exclusions).

The **persistence rates** over the past five years are as follows:

FA13-SP14 = 36%

FA14-SP15 = 72%

FA15-SP16 = 67%

FA16-SP17 = 84%

FA17-SP18 = 53%

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 2015-16 / headcount of students entering in AY 14-15 (100%) or AY 13-14 (150%) or AY 12-13 (200%) = Graduation Rate

Graduation rates are calculated at three levels:

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%

FA13 = 15%

FA 14 = 21%

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

FA16 = 112.7

FA17 = 129.7

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

FA16 = 129.25

FA17 = 129.7

Red Lake Nation College also invested in a new Student Information System (Populi) to manage student information and generate reliable reporting.

Sources

- Appendix 125: RLNC website (AIMS)
- Appendix 143: RLNC website (institutional data)
- Appendix 183: Program Review
- Appendix 193: AIMS Report 2015-2016
- Appendix 194: AIMS Report 2016-2017
- Appendix 201: PASS Committee 2016-2017 (annual work plan and report)
- Appendix 206: PASS Committee Work Plan 2017-2018
- Appendix 29: Placement Test Chart
- Appendix 5: Academic Warning Program
- Appendix 8: AIMS Report 2013-2014
- Appendix 9: AIMS Report 2014-2015
- Appendix 97: Preparatory Instruction Rates

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Red Lake Nation College ensures the quality and effectiveness of educational programs through operational and academic assessment measures at the institution, program, and course levels through the use of direct and indirect indicators. The following documents summarize the quality of the programs, demonstrate linkages between these plans, and illustrate assessment measures utilized:

- Academic Plan (Appendix 3)
- Academic Assessment Structure (Appendix 17)
- Assessment and Institutional Effectiveness Plan (Appendix 13)
- Credit Transfer Policies (Appendix 153)
- Transition/Teach-Out Plan (Appendix 164)
- Curriculum Review (Appendix 32)
- RLNC Catalog (Outcomes, Appendix 110)
- Master Syllabus (Appendix 90)
- Liberal Education Program Review (Appendix 183)
- Financial Sustainability Plan (Appendix 52)

RLNC assures the quality of the learning environment through 21st century, high-quality college facilities and qualified instructors:

- Faculty Handbook (qualifications) (Appendix 42)
- Master Syllabus (Appendix 90)
- Faculty Credential Summary (Appendix 41)
- Syllabus Evaluation Rubric (Appendix 161)
- Course Observations (Appendix 23)
- Master Facilities Plan (Appendix 119)
- Technology Plan (Appendix 162)

RLNC assures the quality of student support services through the following means:

- Institutional data (Appendix 143)
- Alumni Surveys (Appendix 151)
- Student Satisfaction Survey (Appendix 151)
- Student Success Report (Appendix 165)
- Recruitment and Enrollment Plan (Appendix 120)
- AIMS Data 13-14 (Appendix 8)
- AIMS Data 14-15 (Appendix 9)

- [AIMS Data 15-16 (Appendix 193)](#)
- [AIMS Data 16-17 (Appendix 194)](#)

Sources

- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 110: RLNC Catalog
- Appendix 119: RLNC Facilities Master Plan 2015 to 2019
- Appendix 120: Recruitment and Enrollment Plan 2016-2020
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 143: RLNC website (institutional data)
- Appendix 151: RLNC website (surveys)
- Appendix 153: RLNC website (updated policies)
- Appendix 154: Course Rubrics
- Appendix 160: Student Course Evaluation
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 162: Technology Plan
- Appendix 164: Transition/Teach-Out Plan
- Appendix 165: Student Success Report
- Appendix 17: Assessment Structure
- Appendix 183: Program Review
- Appendix 193: AIMS Report 2015-2016
- Appendix 194: AIMS Report 2016-2017
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 23: Classroom Observation template
- Appendix 3: Academic Plan
- Appendix 32: Curriculum Review
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 8: AIMS Report 2013-2014
- Appendix 9: AIMS Report 2014-2015
- Appendix 90: Master Syllabus Template

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. Starting on 1/1/18, Red Lake Nation College (RLNC) has achieved the funding requirements necessary to operate independently of the Red Lake Nation Tribe. However, RLNC continues to receive strong, ongoing financial support from the Tribal government as a publically chartered Tribal institution of higher learning. Over the past two years, RLNC has continued to grow and develop as a high-quality institution of higher education. RLNC has developed a Financial Sustainability Plan (Appendix 52) to demonstrate how RLNC will fulfill the College's mission while ensuring necessary fiscal, technical and human resources to sustain a college.

The Financial Sustainability Plan (Appendix 52) has been updated to include the most recent two years (2016 to 2018) of financial successes RLNC has achieved in attaining funding from several considerable, sustaining sources. This includes the Department of Education's (DOE) Title III grant funding program (Appendix 107 and Appendix 108), the Bureau of Indian Education's forward funding Indian Student Count (ISC) funding (BIE Award Letter - Appendix 219), as well as the approval to receive the Department of Education's Title IV, PELL funding (Appendix 216 and Appendix 217). DOE's Title IV funding allows students to receive Federal PELL funding in order to both pay tuition and fees and provide for their living expenses and creates resources for students to maintain attendance and succeed in their education endeavors. Approximately 99% of RLNC students are PELL eligible in our high poverty area.

The updated Financial Sustainability Plan (Appendix 52) outlines the new revenue sources RLNC has received, and will continue to receive in years to come, as well as the financial support received from the Red Lake Band of Chippewa Indians. While the Red Lake Band will continue to support RLNC, they are no longer our largest revenue source. RLNC anticipates Tribal contributions will decrease in

the years to come as RLNC seeks full accreditation status and continues in our journey of greater financial independence. Compared to 2016 funding allocations, as stated in the 2016 RLNC Budget (Appendix 52), the calendar years of 2017 and 2018 include vastly improved financial diversification. As previous budget allocation demonstrates, the largest percentage of the base funding in 2016 comes from the Red Lake Band of Chippewa Indians at approximately 38%, followed by private fundraising at 29% and then tuition and fees at 26%.

These successes and continued plans for revenue diversification will protect RLNC from unforeseen reductions from any one sector of revenue sources. One of the largest sources of new revenue is from the automatic Federal funding that flows from the Bureau of Indian Education (BIE) once a Tribal College attains Candidacy for Accreditation status. When Candidacy status was attained, RLNC became eligible to receive about $6,700 per student per year in the fall of 2017. Federal legislation dictates funds are to be allocated to all qualified Tribal Colleges such as RLNC. These BIE funds, along with the Department of Education's Title III grant funding, provides the largest percentages of base operational funding for RLNC. These two funding sources comprise the principal operational funding for most Tribal Colleges.

RLNC has sought highly qualified individuals to support College operations. In addition, RLNC has developed a Human Resource Plan (Appendix 54) that outlines the detailed human resources plans that will support the growth at RLNC, both academically and operationally. We recently invested in a new $11.4M campus with 45,000 square feet of space that includes 11 classrooms, two computer labs, a full science lab, library, learning center, student union, office space, two daycare centers, fitness center, steam room, college café, and bookstore. This new campus opened in August 2015 for the Fall term of 2015. The beautiful new facility that fully incorporates our culture, demonstrates RLNC has provided the physical infrastructure necessary for the programs offered.

From 2016 to 2018, RLNC invested $428,500 in technology for both student and operational activities. Please see the RLNC Major Investments in Technology Chart (Appendix 52) that displays the total Information Technology investments over the past three years of 2016, 2017, and 2018. These major IT investments over the last three years have included two major software systems, the CANVAS learning management system, and Populi, our new student information system. We have also added three major additions to the Business Department at RLNC, including grant management software, accounting software, and obtaining the services of an important financial aid vendor, Weber & Associates. The Weber & Associates business partnership brings high levels of financial aid software and technology to our college operations (Appendix 218). In order to assist staff and faculty members in improving their technology skills, the RLNC IT Technician sends out weekly technology tips (Appendix 182). The Director of Library Services and Tribal Archives also holds technology trainings, such as Google Drive 101.

RLNC's grant management software, Amplifund, allows for the tracking and management of grant funds usage. This software also reports monitoring alerts to ensure the prompt and accurate filing of all required grant documents, along with grant search and reporting tools. The financial software that RLNC's business office is using is an Enterprise version of Intuit. This software also provides assisted payroll functionality that includes continual training on accounting practices and software usage. This Intuit Enterprise software also supports the accounting functions for timely reporting for management. RLNC's Business Office communicates with the financial aid office continuously as accurate student checks and reconciliations are crucial to the success of Federal Title IV compliance. RLNC has contracted an outside support site in assisting with the Financial Aid process. Weber & Associates supports financial aid reconciliations (Appendix 218). Information provided through Weber & Associates has saved RLNC financial and time resources. This has been a highly efficient vendor relationship with Weber.

All technology at RLNC is 21st century, state of the art, starting with T3 fiber optic networking telecommunications lines. These telecommunications lines were installed on the Red Lake Reservation between 2013 to 2015, prior to the completion of the new campus construction. These communication lines are similar to the most technologically advanced communities anywhere in the USA. RLNC has two Dell servers, 35 new Dell computers in two computer labs, and 22 new staff computer stations. All classrooms have hard-wired 80 inch TV screens that connect hard-wired or wireless to laptops for classroom use. Large, cumbersome projector systems that become outdated or obsolete very quickly, are no longer utilized. New laptops or TV's can more easily be updated at much lower costs.

The RLNC campus also features wireless capability. An Aerohive Wireless Communication System allows for indoor and outdoor wireless access points that permit up to 1,000 users to connect at the same time, up to 500 feet from the campus. The new IT infrastructure is supported with a qualified IT staff of nine professionals from the Red Lake Band of Chippewa Indians that is provided to the RLNC through our indirect cost payments to the Tribe. The RLNC also hired our own full-time, IT Technician in 2017. RLNC also offers several electronic library databases for student and faculty access. RLNC students have access to the Electronic Library for Minnesota (ELM) system, which provides access to libraries throughout the state. Students also have access to the second floor Power Lounge area which provides convenient, 21st century access to multiple A/C and USB charging stations at the college for laptops, iPads, and smartphones. The Red Lake Nation College Technology Plan (Appendix 162) details existing resources as well as plans for future additions.

2. We have an established internal budgeting process that includes college-wide collaboration and input to ensure resources are properly allocated, with academics as our top priority. To ensure RLNC properly allocates its resources, an annual budget analysis is completed each year. This analysis closely examines expenditures for educational purposes. The RLNC annual goal is to allocate at least 70% of the total annual budget to academic expenditures. During 2016, 70% of the annual budget was spent on academics and 68% was spent on academics for 2017. See page 9 of the Financial Sustainability Plan (Appendix 52) for detailed charts on the annual percentages of academic spending within our budgets.

Lastly, RLNC has no other subordinate entities or activities. During the 2013-2014 academic year, RLNC started a basketball program; however, the College found it was more costly than anticipated. Due to limited resources, the basketball program ended after one season.

3. We have undergone significant growth within the past several years to establish a solid organizational structure, strong fiscal and human resources, and excellent academic programming to carry out the RLNC mission. The mission of RLNC provides the opportunity to serve a unique niche market of students who value the Ojibwe language and culture. RLNC recognizes the special educational opportunity and responsibility that exists to provide the only option for higher education in a reservation community.

RLNC has developed and aggressively sought the resources needed to provide a high-quality education that is personalized to our unique student population. The education provided is grounded in Ojibwe language and culture, includes intense, personalized, student support and one-on-one, educational assistance and tutoring. These above and beyond extras are provided to our students because that is what is required for them to survive in college. With an unusually high number of first-generation college students each year, RLNC must be both educators and support systems for students.

RLNC committees have developed mission statements that are driven by the Ojibwe values that permeate all academic and operational functions of the college. The committee mission statements can be found on the RLNC website (Appendix 131) as well as in the annual work plans/annual reports for each committee. Academic Year 2016-2017: Assessment Committee (Appendix 195), Curriculum Committee (Appendix 196), Institutional Effectiveness Committee (Appendix 200), Governance Committee (Appendix 197), Progressive Academic Student Success (PASS) Committee (Appendix 201), Events Committee (Appendix 198), and the Faculty Senate (Appendix 168). Academi Year 2017-2018: Assessment Committee (Appendix 188), Curriculum Committee (Appendix 207), Strategic Planning/Institutional Effectiveness Committee (Appendix 202), Governance Committee (Appendix 204), PASS Committee (Appendix 206), Events Committee (Appendix 203), Faculty Senate (Appendix 205), and Campus Safety and Security (Appendix 209). All RLNC committees are required to have annual work plans that tie into the overall RLNC Mission and Strategic Plans.

In addition, RLNC departments develop annual work plans with goals and mission statements appropriate to their functions and responsibilities. These department work plans hold them accountable for the human and financial resources available to those departments. Annual work plans for the 2017-2018 academic year include: President's Office (Appendix 86), Human Resources Office (Appendix 175), Student Success Services (Appendix 177), Business Office/Facilities (Appendix 179), and Academic Affairs/Operations (Appendix 170). Work plans are required for every department and are based off a logic model template to ensure all individual and department work plans are connected to the mission statement, overall RLNC Strategic Plan and major institutional priorities. All work must be realistic and fit into the budget limitations required as part of our Zero Based Budget (ZBB) philosophy.

4. RLNC fully complies with the Higher Learning Commission guidelines for two-year colleges by requiring all faculty to possess a minimum of a Master's Degree in their field of instruction. Overall, 95% of our faculty members have a Master's Degree or higher. Faculty members who do not possess a Master's degree are those who are skilled in the Ojibwe language and culture. In 2015, RLNC implemented the Tested Experience Policy (Appendix 42). To ensure the integrity of the language, RLNC uses the "tested experience" process to determine qualified faculty in Native American language, arts, and culture, as well as information technology. For example, this process is available to those who may be fully qualified to teach cultural or language courses but may not possess formal education academic credentials. Faculty members eligible under this policy will undergo review every five years. The Faculty Credential Evaluation Summary (Appendix 41) specifies each faculty members' qualifications to teach within their content area.

It is impressive that 100% of RLNC faculty are fully trained and qualified to teach in their respective fields. RLNC makes every effort to recruit and hire the most qualified individuals available for all faculty and staff positions. RLNC reserves the right to invoke American Indian preference for all positions to be filled in order to fulfill the College's mission, vision, and values. The Staff/Administrator Credential Summary (Appendix 155) specifies each staff and administrator's qualifications to work within each department.

Red Lake Nation College job descriptions include the qualifications, knowledge, skills, and abilities required for each position. Typically, RLNC Administration positions require a Master's or Bachelor degree in the field the position is in. Tribal Members are sought out and recruited for all positions. Each position requires industry-standard qualifications.

Current job descriptions are as follows: President (Appendix 79), Vice President of Operations and Academic Affairs (Appendix 82), Vice President of Student Success (Appendix 83), Chief Financial

Officer (Appendix 62), Director of Library Services and Tribal Archives (Appendix 64), Director of Human Resources (Appendix 76), Director of Assessment and Institutional Effectiveness (Appendix 63), Recruitment and Retention Counselor (Appendix 81), Admissions Counselor (Appendix 59), Student Success Counselor (Appendix 65), Registrar (Appendix 228), Professional Tutor (Appendix 80), Maintenance Worker (Appendix 78), Library Assistant (Appendix 77), Accounting Specialist (Appendix 57), Senior Business Office Specialist (Appendix 69), Business Office Specialist (Appendix 67), Grant Writer (Appendix 74), Bookstore Associate (Appendix 60), Bookstore Intern (Appendix 174), Campus Security Officer (Appendix 61), Executive Assistant to the President (Appendix 66), Full-Time Communications Instructor (Appendix 68), Full-Time Science Instructor (Appendix 73), Full-Time Social Sciences Instructor (Appendix 75), Full-Time Mathematics Instructor (Appendix 71), Full-Time Indigenous Studies Instructor (Appendix 70), Full-Time Ojibwe Language Instructor (Appendix 72), and Sample Adjunct Instructor Position (Appendix 58).

Additionally, job descriptions have been created to fill the anticipated faculty needs as academic programs are implemented. Master's degrees in the chosen field are required with PhD's highly sought after. Further, the RLNC provides strong support and a highly supportive Educational Leave policy to encourage all employees to seek advanced degrees in an effort to "grow our own PhD's".

All RLNC employees are issued a Policies and Procedures Handbook (Appendix 116) and are required to read, review, and submit a signed agreement form that indicates they know and understand all policies and procedures. Staff and faculty are required to complete annual trainings regarding the Family Educational Rights and Privacy Act (FERPA), Sexual Harassment and Sexual Violence, the Clery Act, and the Violence Against Women Act (VAWA). These trainings can be found on the RLNC website (Appendix 127) to ensure easy access for all employees in order to facilitate annual completion. A new, qualified Human Resources Director was hired in 2017 to help administer and manage the fast-growing Human Resources Department at RLNC. The new HR Director is Lea Perkins, a Tribal Member with a Master's Degree and over 20 years of administration and human resources experience.

To properly plan for the future the RLNC has detailed Hiring Plans on pages 3 to 6 of the Human Resources Plan 2015 to 2019 (Appendix 54). To help recruit and retain the best-qualified faculty and staff, the RLNC has developed a competitive Salary Schedule for all RLNC positions. This Salary Schedule was developed in 2018 and is located on pages 8 to 11 of the RLNC Human Resource Plan 2015 to 2019 (Appendix 54). This competitive salary schedule, along with a strong employee benefits package helps to recruit and retain good employees in our rural college location. Next, the RLNC has established two new progressive employee policies that make for a more family-friendly environment and help maintain high employee retention. These two new progressive employee policies are "Hard on problems, soft on people" and the "21st century work environment" and they are located on pages 12 to 15 of the RLNC Human Resource Plan 2015 to 2019 (Appendix 54).

Last, to secure it's highest three human resources, the RLNC has gone above and beyond to keep it's most productive, top three employees with long-term, seven-year contracts. President Dan King (Appendix 35) and VP of Academic Affairs, Mandy Schram (Appendix 89), have already signed seven-year employment agreements which will secure them through at least 2023. The third highest employee, CFO, Tami Niswander, has signed a seven-year employment agreement in 2018 which will keep her through at least 2025 (Appendix 30). President King has eight years of experience as RLNC President, VP of Operations and Academic Affairs, Mandy Schram is entering her fourth year in her position at RLNC and CFO Tami Niswander is in her third year as CFO at RLNC. All are agreeable to long-term employment agreements. These long-term employment agreements reflect the strategic long-term thinking and planning to secure top performing management talent. We feel consistency in these top management positions is crucial for long-term operational success.

5. With the hiring of a CFO in late 2014, RLNC improved the budgeting process by developing the Financial Policies and Procedures Handbook (Appendix 51) and establishing budgets for individual departments. A Zero-Based Budgeting philosophy and process was implemented to help minimize costs and justify all line item expenditures. Expenses are closely monitored on a monthly basis at the monthly Board of Regents meetings and in more detail with a Board Budget Committee. Review of the budget by Board of Regent Members allows for board input regarding the annual budget process. The annual budget process is started in August and September with final completion in November. The college makes an annual appropriation request from the Red Lake Band of Chippewa Indians in November of each year for the upcoming year. The entire budget process is outlined in the Financial Sustainability Plan (Appendix 52).

The Red Lake Band of Chippewa Indians has made a long-term, 50-year lease commitment to support (Appendix 187) Red Lake Nation College in capital, infrastructure and human resources. RLNC must only pay the Tribe a $1 per year lease payment for a new campus. The actual cost for the annual loan payment is $550K for the Tribe. This a great benefit to RLNC that the Tribe makes this payment for the college campus. RLNC can obtain Federal Funding provided to Tribal Colleges through the Tribally Controlled Colleges and Universities (TCCU) Act. The Tribal Contribution Trend (Appendix 52) demonstrates the past and anticipated financial support from the Red Lake Band of Chippewa Indians.

In order to provide more inclusion of the Board of Regents in the budget process, a new Board Budget Committee process was established in early 2016. The Board Chairwoman, the Board Treasurer, and one Board Member serve on the Budget Committee. The Board Budget Committee works closely with the President and CFO. They all meet as a group on at least two additional times per year outside of the regular board meetings. The purpose of the Budget Committee is to complete a detailed analysis of the current year budget in-process and in-depth planning for the coming year budget process. The Board Budget Committee process and members are outlined in the Financial Sustainability Plan (Appendix 52). The Zero-Based Budgeting process has been effective in reducing annual costs of the RLNC. These annual cost savings compare to planned budgets is perfectly displayed in the budget to actual graphs shown on page 3 of the Financial Sustainability Plan (Appendix 52).

Independent, third-party audits were completed for 2013 (Appendix 49), 2014 (Appendix 50), 2015 (Appendix 213), and 2016 (Appendix 214) for RLNC. All RLNC audits were completed with unqualified opinions and with no material findings. In mid-2018, RLNC will undergo an audit for 2017. We will continue with the same audit schedule in 2018 for the 2017 calendar year. This audit will be an independent audit done by Brady, Martz and Associates, PC, a certified public accounting firm. Prior to 2013, RLNC did not have audits completed because audits involving RLNC were completed as part of the Red Lake Tribal Government audits. The audits for 2013, 2014, 2015, and 2016 are fully independent audits for the RLNC according to Generally Accepted Accounting Principles (GAAP).

Sources

- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 107: Title III Approval.1
- Appendix 108: Title III Approval.2
- Appendix 116: RLNC Policies & Procedures Manual
- Appendix 127: RLNC website (annual trainings)

- Appendix 131: RLNC website (committee mission)
- Appendix 155: Staff Credential Summary 2018
- Appendix 162: Technology Plan
- Appendix 170: Work Plan: Academic Affairs and Operations 2017-2018
- Appendix 173: Events Committee 2015-2016 (annual work plan and summary)
- Appendix 174: Job Description: Bookstore Intern
- Appendix 175: Work Plan Human Resources 2017-2018
- Appendix 176: Institutional Effectiveness Committee 2015-2016 (work plan and annual report)
- Appendix 177: Work Plan: Student Success Services 2017-2018
- Appendix 179: Work Plan Business Office and Facilities 2017-2018
- Appendix 182: Tech Tips
- Appendix 187: Tribal Council Resolutions and Letters of Support for RLNC
- Appendix 188: Work Plan.Assessment Committee 2017-2018
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 197: Governance Committee 2016-2017 (annual work plan and report)
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 199: Faculty Senate 2016-2017 (annual work plan and report)
- Appendix 200: Strategic Planning.Institutional Effectiveness Work Plan and Annual Report 2016-2017.pdf
- Appendix 201: PASS Committee 2016-2017 (annual work plan and report)
- Appendix 202: Work Plan Institutional Effectiveness 2017-2018
- Appendix 203: Events Committee Work Plan 2017-2018
- Appendix 204: Work Plan Governance Committee 2017-2018
- Appendix 205: Work Plan Faculty Senate 2017-2018
- Appendix 206: PASS Committee Work Plan 2017-2018
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 209: Campus Safety and Security Work Plan 2017-2018
- Appendix 213: Financial Audit 2015
- Appendix 214: Financial Audit 2016
- Appendix 216: Department of Education Approval
- Appendix 217: PPA Transmittal Letter
- Appendix 218: Weber Contract
- Appendix 219: BIE Award Letter
- Appendix 228: Job Description: Registrar
- Appendix 30: Tami Niswander Long-Term Employment Agreement
- Appendix 35: Dan King Long-Term Employment Agreement
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: RLNC Faculty Handbook
- Appendix 42: RLNC Faculty Handbook (page number 12)
- Appendix 42: RLNC Faculty Handbook (page number 14)
- Appendix 49: Financial Audit 2013
- Appendix 50: Financial Audit 2014
- Appendix 51: Financial Policies and Procedures
- Appendix 51: Financial Policies and Procedures (page number 7)
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 3)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 6)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 7)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 9)

- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 10)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 12)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 16)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 18)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 40)
- Appendix 54: Human Resources Plan 2015-2019
- Appendix 54: Human Resources Plan 2015-2019 (page number 3)
- Appendix 54: Human Resources Plan 2015-2019 (page number 8)
- Appendix 54: Human Resources Plan 2015-2019 (page number 12)
- Appendix 57: Job Description (Accounting Specialist)
- Appendix 58: Job Description: Adjunct IT
- Appendix 59: Job Description (Admissions Counselor)
- Appendix 60: Job Description (Bookstore Associate)
- Appendix 61: Job Description (Campus Security)
- Appendix 62: Job Description (Chief Financial Officer)
- Appendix 63: Job Description (Director of Assessment and Institutional Effectiveness)
- Appendix 64: Job Description (Director of Library Services and Tribal Archives)
- Appendix 65: Job Description (Student Success Counselor)
- Appendix 66: Job Description (Executive Assistant)
- Appendix 67: Job Description (Business Office Specialist)
- Appendix 68: Job Description (Full-Time Communications Instructor)
- Appendix 69: Job Description (Senior Business Office Specialist)
- Appendix 70: Job Description (Full-Time Indigenous Studies Instructor)
- Appendix 71: Job Description (Full-Time Math Instructor)
- Appendix 72: Job Description (Ojibwe Language)
- Appendix 73: Job Description (Full-Time Science Instructor)
- Appendix 74: Job Description (Grant Writer)
- Appendix 75: Job Description (Full-time Social Sciences Instructor)
- Appendix 76: Job Description (Human Resources Director)
- Appendix 77: Job Description (Library Assistant)
- Appendix 78: Job Description (Maintenance Worker)
- Appendix 79: Job Description (President)
- Appendix 80: Job Description (Professional Tutor)
- Appendix 81: Job Description (Recruitment and Retention)
- Appendix 82: Job Description (VP of Operations and Academic Affairs)
- Appendix 83: Job Description (VP of Student Success)
- Appendix 86: Work Plan: President's Office 2017-2018
- Appendix 89: Mandy Schram Long-Term Employment Agreement

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. The Board of Regents (BOR) By-Laws (Appendix 20) requires that all BOR Members are highly knowledgeable about Red Lake Nation College, Ojibwe culture and language, and must be Red Lake Enrolled Members. Details regarding the RLNC BOR can be found in the Board of Regents Handbook (Appendix 19).

The BOR meets its fiduciary and legal obligations by attending and participating in monthly Board Meetings where the financial, academic, and student support operations and policies are reviewed, discussed, analyzed, and approved or rejected. Additionally, BOR Members complete an Annual Performance Review (Appendix 39) of the College President. This Presidential performance review assists in providing the President with valuable feedback to ensure continuous operational improvements. The BOR also completes a Board Self-Evaluation (Appendix 21) to reflect on the different roles and responsibilities of the BOR. These are important steps to assure the BOR is meeting its legal and fiduciary responsibilities.

Outside of the direct hiring of the President and general oversight of the financial, academic, and strategic operations of the college, the BOR delegates the day-to-day operations to the President. The BOR clearly understands their leadership role as separate from the President. All daily operational matters are referred to the President. Similarly, the President does not attempt to make major policy strategic decisions himself and fully informs and involves the BOR on all important strategic and major financial decisions that affect the RLNC. The BOR does not attempt to involve itself in any operational decisions and this has led to an excellent, very harmonious relationship between the President and the BOR over the last eight years from 2010 to 2018.

The RLNC Charter (Appendix 111) (Section 5) requires that all Board Members complete annual Board Member training. Such training assists in clarifying BOR responsibilities with respect to RLNC's academic programming, budgeting and operations. During the past years from 2016 to 2018, several BOR Members completed two annual training programs, one internal RLNC training, and one national BOR training sponsored by the American Indian Higher Education Consortium (AIHEC).

In late 2015, the BOR first discussed establishing a new annual budget process designed to elicit more BOR involvement in the fiscal oversight of the college. The new Board Budget Committee was approved in 2016 and is comprised of three Board Members. These three BOR members, along with

the President and CFO, meet twice outside of regular board meetings to review the budget in detail. The Board Budget Committee will then report back to the BOR during a regular meeting regarding their progress and findings. This entire process is detailed in the Financial Sustainability Plan (Appendix 52).

The BOR provides oversight for RLNC academic policies and practices during monthly BOR meetings. All policies and practices concerning academics are initially discussed and approved by the Governance Committee and/or the Faculty Senate. However, the BOR provides final approval prior to the publication of new policies and/or procedures manuals that are approved annually or bi-annually. This information is included in the agendas and minutes for all BOR meetings (2015, Appendix 117, 2016, Appendix 118, and 2017, Appendix 115). Policies that have been previously reviewed by the Governance Committee can be found on the RLNC website (Appendix 130). To maintain ongoing oversight, the board reviews on a monthly basis, the RLNC dashboard of key data such as student retention, persistence, and graduation rates. This dashboard report provides the board with updates and progress on major RLNC goals and areas to address for future improvement. A RLNC financial dashboard is also in the process of being developed in 2018.

2. The college operates in a manner that is designed to engage all partners of college operations in the institution's governance, including the BOR, administration, faculty, staff, and students. All policies and procedures are written to encourage operational cooperation and collaboration. In an effort to include all constituencies in governance matters, monthly BOR Meetings include BOR Members, administration, staff, a Faculty Senate Representative and a Student Council Representative.

Established RLNC policy and procedure manuals address all aspects of RLNC governance. For example, there is an RLNC Policies and Procedures Manual that governs all aspects of employment and human resources, an RLNC Board Manual for board member issues, an Academic Catalog that governs all academic and college information needed, a Student Handbook for specific student information issues, and a Faculty Handbook for all faculty matters. Additionally, there is a Financial Policies and Procedures for all staff and to guide the accounting and finance department employees, and a Financial Aid Handbook for all students and RLNC employees to follow.

3. The college uses an operational committee system of governance that includes all administration, staff, and faculty in order to work together when addressing governance-related matters. This committee system requires collaborative teamwork and has been highly successful in allowing all employees to have a say in college operations. This is an empowering way to operate and encourages employees to take the initiative and be creative and self-motivated in coming up with operational solutions.

A Committee Assignment List (Appendix 26) is published each academic year identifying which faculty, staff, and administrative employees will participate in committees, including the chair of each committee. Participation is required of some employees on certain committees where their voice is required and optional for others. For committee participation, any employee can participate on committees of their interest or choice, with their direct supervisor's approval.

Regular, weekly meetings take place among the President and his administration team to encourage communication and collaboration. The President also holds all-staff and faculty meetings as needed to encourage cooperation and communication in college operations. When necessary, the President holds school-wide meetings to include the BOR, administration, staff, faculty, and students.

The RLNC Student Council is comprised of eight representatives of the student body. One important purpose of the Student Council is to communicate student concerns to administration to ensure

student voices are heard and contribute to the College's governance. Student Council agendas and minutes (Appendix 158 and Appendix 178) demonstrate the student commitment to RLNC.

All academic and governance operations are managed through the eight committees of RLNC as well as the Faculty Senate and Student Council. RLNC committees are comprised of administration, faculty, and staff as indicated on the Committee Assignment List (Appendix 26). Additionally, all staff, faculty, and administrators are invited to join any and all committees as long as approved by their direct supervisors. Committee meetings are pre-established during timeframes where no or few classes are offered to accommodate faculty schedules and ensure participation.

Concerns and issues identified in these committee meetings are first forwarded to the President for review. After the President reviews these issues with the Committees, any issues that must be addressed by the Board of Regents are included on the subsequent BOR Meeting Agendas. All BOR meetings include a Faculty Senate Representative to apprise the Board of any concerns identified by the Faculty Senate and a Student Council Representative to update the BOR on Student Council activities and to identify any prevailing student concerns.

All RLNC committees are driven by annual work plans and a Committee Structure (Appendix 17). These committee work plans must connect and tie into the RLNC Mission, Strategic Plans, Institutional Outcomes. Committee work plans must follow the Work Plan Template (Appendix 169) and are implemented at the beginning of each academic year. Committees complete an Annual Summary (Appendix 13) of work at the end of each academic year in order to implement recommended changes and guide the development of the work plan for the upcoming academic year.

Committee work plans and annual reports for 2016-2017 include: Assessment Committee (Appendix 195), Curriculum Committee (Appendix 196), Institutional Effectiveness Committee (Appendix 200), Events Committee (Appendix 198), Governance Committee (Appendix 197), Progressive Academic Student Success (PASS) Committee (Appendix 201) and Faculty Senate (Appendix 199). Committee work plans for 2017-2018 include: Assessment Committee (Appendix 170), Curriculum Committee (Appendix 207), Governance Committee (Appendix 204), Events Committee (Appendix 203), Strategic Planning/Institutional Effectiveness (Appendix 202), Faculty Senate (Appendix 205), Progressive Academic Student Sucess (Appendix 206), and Campus Safety and Security (Appendix 209). Decisions regarding campus security are also derived from the annual campus safety reports (Appendix 98) in following with the Campus Safety and Emergency Preparedness Manual (Appendix 22).

Sources

- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 9)
- Appendix 115: Board of Regents Agendas and Minutes 2017
- Appendix 117: Board of Regents Agendas and Minutes 2015
- Appendix 118: Board of Regents Agendas and Minutes 2016
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 8)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 15)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 18)
- Appendix 130: RLNC website (committee minutes)
- Appendix 158: Student Council 2015-2016 Agendas and Minutes

- Appendix 169: Work Plan template
- Appendix 17: Assessment Structure
- Appendix 170: Work Plan: Academic Affairs and Operations 2017-2018
- Appendix 173: Events Committee 2015-2016 (annual work plan and summary)
- Appendix 176: Institutional Effectiveness Committee 2015-2016 (work plan and annual report)
- Appendix 178: Student Government Minutes 2016-2017
- Appendix 19: RLNC Board of Regents Manual
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 197: Governance Committee 2016-2017 (annual work plan and report)
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 199: Faculty Senate 2016-2017 (annual work plan and report)
- Appendix 20: BOR Bylaws
- Appendix 200: Strategic Planning.Institutional Effectiveness Work Plan and Annual Report 2016-2017.pdf
- Appendix 201: PASS Committee 2016-2017 (annual work plan and report)
- Appendix 202: Work Plan Institutional Effectiveness 2017-2018
- Appendix 203: Events Committee Work Plan 2017-2018
- Appendix 204: Work Plan Governance Committee 2017-2018
- Appendix 205: Work Plan Faculty Senate 2017-2018
- Appendix 206: PASS Committee Work Plan 2017-2018
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 209: Campus Safety and Security Work Plan 2017-2018
- Appendix 21: BOR Self Evaluation 2018
- Appendix 22: Campus Safety and Emergency Plan
- Appendix 26: Committee Schedule and Assignments
- Appendix 3: Academic Plan
- Appendix 39: Evaluation of President
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 10)
- Appendix 98: RLNC website (annual campus safety reports)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. The mission of Red Lake Nation College (RLNC) is the central focus when allocating institutional resources. The annual RLNC goal is to strive for approximately 70% of spending toward academic affairs to ensure the mission of RLNC is met. See the Financial Sustainability Plan charts on page 9 (Appendix 52). We have been successful in striving to reach this high goal. For example, RLNC allocated 70% of its 2016 annual funding to academics and 68% of its 2017 annual funding to academics.

RLNC has also allocated resources to provide the long-term investment of new technology and physical infrastructure. The new campus and information technology investments in software and infrastructure demonstrate the college's commitment to an excellent higher education and also the Red Lake Band of Chippewa Indians' huge financial investment in providing higher education opportunity within the community. Additionally, it demonstrates a major investment in technology for the necessary use of technology in classroom instruction. See the Canvas Implementation Guide (Appendix 230).

The Human Resources Plan (Appendix 54) identifies the instructional and operational positions that will be necessary over the next several years to continue to meet the mission of the College. These positions were identified based upon potential new academic programs for the future, including the Business Management Program, the Environmental Science Program, and the certificate in Speaking and Teaching the Ojibwe Language. The Human Resources hiring plans demonstrate a strong alignment with focusing human resources toward achieving our college mission and supporting our academic programs and student support.

2. Our college currently links its processes for assessment of student learning, evaluation of operations, planning and budgeting through weekly, monthly, semester and annual reviews of operations. Regular meetings take place within departments, committees, and the administration to discuss assessment. All departments and committees have work plans with detailed goals and methods of assessing such goals that are linked to our mission, the Strategic Plan and institutional priorities and outcomes. The committees and departments are responsible for overseeing various aspects of student learning, college operations, planning, and budgeting. See the Institutional Effectiveness and Assessment Framework for a visual image of the process (Appendix 234).

Red Lake Nation College assesses student learning through the Assessment Committee, Curriculum Committee, and Faculty Senate. These committees are directly linked to the strategic plan as presented in the Assessment Structure (Appendix 17). Each academic year begins with a Department Work Plan (Appendix 13) that identifies courses and programs that will be under review for that year. The Assessment and Curriculum Committees address the same courses and programs each year to maximize efficiency and thoroughly review the course content and assessment tools. Direct and Indirect indicators (Appendix 13) of student learning are identified in the work plans, addressed in the committee minutes, and outlined in the Assessment Plan (Appendix 13).

At the end of the academic year, an Annual Summary Report (Appendix 13) is compiled which includes data that has been collected throughout the year, recommendations for improvements, plans to address deficiencies, and suggestions for the upcoming work plan. The Assessment and Curriculum Committees follow the Assessment Calendar (Appendix 13) located in the Assessment and Institutional Effectiveness Plan. Additionally, the Course Map/Matrix (Appendix 229) and Course Assessment Progress Reports (Appendix 13) are all utilized through these committees. Annual work plans and committee minutes can be found on the RLNC website (Appendix 130). Work plans for the Assessment Committee 15-16 (Appendix 15), Assessment Committee 16-17 (Appendix 195), Curriculum Committee 15-16 (Appendix 168), Curriculum Committee 16-17 (Appendix 196), Faculty Senate 15-16 (Appendix 44), and Faculty Senate 16-17 (Appendix 199) are also attached.

Various committees also assess college operations, including the Events Committee 15-16 (Appendix 173), Events Committee 16-17 (Appendix (198), Governance Committee 15-16 (Appendix 53), Governance Committee 16-17 (Appendix 197), Institutional Effectiveness Committee 15-16 (Appendix 176), and Institutional Effectiveness 16-17 (Appendix 184). The Strategic Planning Committee meets on an ad hoc basis or in conjunction with the Institutional Effectiveness Committee. Committee work plans include direct and indirect indicators as identified in the Assessment and Institutional Effectiveness Plan (Appendix 13). The RLNC website includes a page for surveys (Appendix 151), including a Student Satisfaction Survey, Alumni Survey, Community Survey, Employer Survey, Student Housing Survey, and Student Services Satisfaction Survey.

Results of these surveys are reviewed in the applicable committees and departments in order to facilitate improvements and direct upcoming work plans. RLNC departments also begin each year with a work plan that includes measurable goals, and ends the year with an annual summary. Department and individual work plans include: Academic Affairs and Operations (Appendix 170), Student Success Services (Appendix 177), Human Resources (Appendix 175), and Business Office/Facilities (Appendix 179).

In regard to planning, the Institutional Effectiveness Committee (Appendix 176) works to coordinate work plans to reduce overlap, increase efficiency, and improve collaboration. The Strategic Planning Committee meets as needed to ensure strategic planning goals are being met and to make recommendations for revisions. The most recent meeting occurred on February 25, 2016 (Appendix 157). As a result of this meeting, the Strategic Plan (Appendix 156) was revised and updated to reflect current needs and goals.

With regard to budgeting, RLNC has implemented a Budget Request Form (Appendix 185) to demonstrate how spending links to student learning and the strategic plan. Each department director uses this Budget Request Form to make budget requests with specific dollar amounts during the annual budget process. Any requested item must show a direct link to our Strategic plan goals or outcomes, or else it is not approved. The Department Director must also state the intended purpose of

the request, specific institutional outcomes it will meet, strategic planning goals it will meet, goals or benchmarks for success throughout the year, and results to be assessed at the end of the year. This has been an effective form in forcing the early discussion of direct impact on helping to achieve our college goals and priorities, or else the requested funds are not approved.

Another important form was created to help align all potential grant applications to our mission statement, Strategic Plan and institutional goals and priorities. This form is called the Authorization to Pursue External Funds form (Appendix 231) and the purpose of this form is to force all potential grant applications to first go through a process that demonstrates clear alignment and matching of potential grants to our college goals, needs, and priorities. The new RLNC Grant Writer completes this form or has the potential grant applicant at RLNC complete it and get the grant approved "prior to" seeking any grants. This way, we will not pursue grants unless they align with our RLNC mission, goals, and priorities.

To further focus the college on the linking of assessment of student learning to all aspects of college operations, planning and budgeting, RLNC uses the following model for assessment. This information is also found in the Assessment and Institutional Effectiveness Plan (Appendix 13) and on the RLNC website (Appendix 128). This helps us to improve our evaluation, analysis, and adjustment to continuously improve outcomes and results.

- Plan Assessment
- Collect Data
- Interpret Results
- Report
- Act on Results

3. Internally, the College President has a management philosophy of inclusion and consensus building, whenever possible. This leadership style of inclusion is reinforced with college policies and collaborative procedures such as the committee governance structures that are currently in place. RLNC is viewed as a highly progressive place to work with a strong team-centered management philosophy, family-friendly policies, and excellent employee benefits. Such policies and processes help include all staff, faculty, and students in the operational decisions of the college. As mentioned previously, the eight operational Committees of the College, comprised of staff and faculty, help govern and direct decision-making at all levels of the college. Additionally, the BOR Budget Committee provides additional oversight and input into the annual budget process. Further, the Student Council is financially supported by the college and is in place to allow students to have input into the internal governance of the college.

Externally, the college is actively involved in regular communication with the Tribal government, business leaders, community members and the greater regional leaders of the northern Minnesota community. RLNC has included the Red Lake community in community meetings and solicited community feedback via surveys. There are many examples of RLNC taking community leadership to help solicit external advice on RLNC planning. For example, the community meetings that have taken place within the past eight years have taken place in the four reservation communities, as well as areas off the reservation where additional Tribal Members reside, including Minneapolis and Duluth, Minnesota. These community meetings were long-term college planning meetings where Tribal Member input was solicited and provided. During the new campus construction process, the college also organized a Master Planning team that included Tribal Council Members, Hereditary Chiefs, Elders, college staff and community members to help direct the planning of the new campus design and construction components. The history and process of the facilities planning from 2010 to the present is outlined in the RLNC Facilities Master Plan (Appendix 119).

The RLNC President and former Director of Development were identified as the Tribe's Owner Representatives during the construction of the Red Lake Nation Capitol project. President King was the top person in charge of the entire $21.4M construction project. This construction project included not only the new RLNC building, but the government center, powwow grounds, and the veterans' memorial. The entire construction project was completed over $800K under budget and three months ahead of schedule. The President led and planned community meetings, tours of facilities, and worked closely with the architects on the planning and construction process. The Red Lake Nation College Master Planning Process (Appendix 186) report elaborates on the details of the community planning that involved internal and external constituents. The Red Lake Nation College Planning Process demonstrates planning and inclusions of community stakeholders for the long-term benefit of college sustainability.

Other external constituent groups of RLNC include the American Indian Higher Education Consortium (AIHEC) and the Alliance of Ojibwe Colleges (AOC) (Appendix 10). In 2017, RLNC was approved as a full, voting member of AIHEC and one of the 38 Tribal Colleges across the USA. The AOC group includes all Tribal Colleges located in Minnesota. RLNC led the formation of the AOC in Minnesota. The purpose of the AOC is for the tribal colleges to work together to cooperate and partner on language and cultural preservation and to partner on grant fundraising.

As a first step of the AOC, with RLNC as the lead institution, the AOC started the Aazhoogan Consortium. The Aazhoogan (translated to "the Bridge" in the Ojibwe language) includes all four of the Minnesota Tribal Colleges of the AOC, as well as Bemidji State University (BSU) and Northwest Technical College (NTC). The Aazhoogan Consortium of six regional colleges in Northern Minnesota are working together to improve higher education delivery in rural Minnesota areas, including underserved areas such as Indian reservations where access to higher education is a central issue.

4. In the early planning stages for the new campus development, Applied Insights (Appendix 113) completed a demographic study to determine the higher education market potential of the Red Lake community. This study was needed to ascertain whether or not the Red Lake reservation had the critical mass to support a Tribal College on the reservation. After a thorough analysis of the Red Lake population, the survey demonstrated a sufficient population exists in Red Lake to support the Tribal College through annual high school graduates and non-traditional age students returning to school.

A secondary enrollment model that was used for projecting future RLNC enrollment was the enrollment growth model from the Leech Lake Tribal College (LLTC) in the years following the grand opening of their new campus. LLTC essentially doubled their enrollment from 2003 to 2005 after the opening of their new campus. Since the local Red Lake Reservation population is larger than the population of the Leech Lake Reservation, and the RLNC campus is larger and provides more amenities, RLNC could assume to at least match their enrollment. However, RLNC has taken a more conservative approach to anticipated enrollment numbers when projecting to doubling enrollment over seven years, instead of two. The maximum capacity on the RLNC campus is 525 students. Currently, RLNC anticipates the range of 200 to 250 students from 2018 to 2020. If dormitories are added in the future, the potential for another 100 to 150 students exists. RLNC was built with plans for expansion to serve a greater capacity than the current enrollment.

The college has several detailed plans to address long-term sustainability into the future. RLNC has a five-year Financial Sustainability Plan (Appendix 52). This plan has financial budgets and operational plans for each year to include new staff and faculty additions. Additionally, the college

has a Recruitment and Enrollment Plan (Appendix 120) for 2016 to 2020 that highlights the goals and objectives to reach specific recruitment numbers. See the updates to this plan for 2016 to 2018 to address recent downward local trends in enrollment that will affect our college operations. RLNC has made adaptations to this plan based on decreases in local high school graduation rates and decreases in local GED program completion rates.   Further, RLNC is addressing another issue of lack of local housing that is negatively affecting our student enrollment.

An important long-term financial goal of the college is to operate as a "non-profit business." This means generating diverse sources of revenue so as to not become overly dependent on any one source. As was mentioned in other sections of this report, the RLNC has been highly successful from 2016 to 2018 in diversifying our revenue sources, so as to not be totally reliant on one revenue source. See page 4 of the Financial Sustainability Plan (Appendix 52) for more information on the successful diversification of RLNC revenue sources. The various revenue sources we receive are currently:

- Tribal government revenue
- Tuition, fees and book revenue
- Federal revenue from attaining Candidacy for Accreditation status
  - Bureau of Indian Education, Indian Student Count
  - Department of Education, Title III Grants available to Minority Serving Institutions (MSI's) such as Tribal Colleges
  - Department of Education, Title IV PELL Grants to students for tuition, fees, etc.
- Other Public Grants revenue from Federal sources such as USDA Land Grant and other available competitive Federal grant programs
- Private fundraising revenue (Current foundations, private donors and new sources of revenue sought by the President and our new Grant Writer)

The Red Lake Band of Chippewa Indians continues to provide support for the college by building a 100-year college and taking out a 40-year USDA loan for the college.

To account for fluctuations in the economy, or from reductions of any of the various sources of revenue, the college has a revenue diversification plan as detailed in the Financial Sustainability Plan (Appendix 52). This revenue diversification plan will protect the college in the event of unforeseen reductions in any one funding category. Additionally, RLNC participates in the annual AIHEC-supported lobbying effort in Washington, D.C., to ensure the annual Federal funding for all Tribal Colleges continues. This lobbying effort is an annual event in February of each year to talk directly to our State Senators and Representatives to ensure we obtain our annual funding for Tribal Colleges. All 38 Tribal Colleges and students attend to perform this lobbying effort. This is an important and needed annual trip to address the political and budget realities each Federal budget year.

Lastly, the college has also started a long-term savings account fund. The savings plan began in 2017 and is called the "Contingency Savings Fund". Details of this fund are also included in the Financial Sustainability Plan (Appendix 52). In 2020, the goal is to start a Permanent Endowment Fund with 25% of all the available Contingency Savings Fund at that time. The Endowment Fund is designed as a long-term plan to account for fluctuations in various revenue sources from year to year. The Permanent Fund would be forced to grow each year with annual interest reinvested and 25% of the annual Contingency Savings Fund being converted to long-term savings starting in 2020, and every year thereafter. Both of these long-term savings plans will help protect the college in the event of unforeseen changes to the economy, funding sources or enrollment.

5. The Red Lake Nation College was established to serve the members and community participants of

the Red Lake Nation. Planning is innate to people and the value system of the Red Lake Nation. Our Tribal culture says we must learn the history from our elders and plan for seven generations into the future.

The college strongly believes the higher education market in vast rural areas, such as northern Minnesota and in Red Lake, is in a transitional process. RLNC believes the need and demand for higher education from Red Lake Tribal Members will greatly increase in the future. The higher education market for rural, northern Minnesota will become more difficult for isolated colleges to survive without the use of distance learning technologies.

RLNC is planning to implement forms of distance education for possible delivery in academic year 2021-2022, which would expand enrollment by roughly 35%. The aim of this distance education planning is not only to serve the vast geographic region of the Red Lake Reservation but also serve the 50% of our Red Lake demographic (about 6,000 Red Lake Tribal Members) that now live in the Twin Cities, about a five-hour drive from the Red Lake reservation. This Red Lake demographic is largely underserved with no other Tribal College serving the Native American population as well as the other 30,000 Native Americans living in the Minneapolis/St. Paul, Minnesota area.

RLNC initiated a working coalition of Tribal Colleges in 2010 called the Alliance of Ojibwe Colleges (AOC) and in 2012 expanded to incorporate state colleges known as the Aazhoogan Consortium (the Bridge in Ojibwe). The Aazhoogan Consortium has successfully implemented the two grants obtained to amongst the colleges to infuse and upgrade the use of learning technologies. A USDA Grant paid for the start-up technology so all six colleges can be linked up by the "Virtual Presence". A second grant from the Bush Foundation was provided to help the AOC colleges prepare for the changes in learning technologies and operational aspects .

Further, the RLNC is exploring and researching an agri-business partnership with the University of Minnesota-Crookston. This partnership would bring their agriculture and business technical expertise with our potential for future growth in agri-business. We are exploring utilizing our large land base of approximately one million acres along with an opportunity to exploit locally grown, agriculture products for our tribal businesses and our regional area.

These businesses could utilize our USDA Land Grant status and new business and environmental science programs. Students from these classes could learn hands-on while these businesses operate to provide needed products to our own Tribal companies, schools, and organizations. Tribes were natural, healthy, green, organic and local before this new wave of food sovereignty, future trends have returned. This would simply mean going back to our roots and origins. These are exciting opportunities that utilize the latest farming technology also address major global shifts in food production and consumption.

Last, RLNC is exploring how to exploit the demographic shifts of the RLNC population and get more Tribal Members to attend RLNC. It is apparent from our verbal feedback that lack of student housing is preventing many students from attending RLNC. With over 6,000 Tribal Members within four hours of our college, we feel we can capture some of that market with some local student housing options on our campus. This will be more thoroughly researched, studied and possibly acted upon after full accreditation is achieved in 2020. Since this requires a higher investment, this must be studied carefully since it also comes along with more social responsibilities and greater operational costs along with many accreditation requirements.

Sources

- Appendix 10: Alliance of Ojibwe Colleges Agreement (AOC)
- Appendix 113: RLNC Enrollment Potential Analysis 2011
- Appendix 119: RLNC Facilities Master Plan 2015 to 2019
- Appendix 120: Recruitment and Enrollment Plan 2016-2020
- Appendix 128: RLNC website (Academic Assessment)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 8)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 15)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 17)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 18)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 22)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 25)
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 33)
- Appendix 130: RLNC website (committee minutes)
- Appendix 15: Assessment Committee 2015-2016 (annual work plan and report)
- Appendix 151: RLNC website (surveys)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 157: Strategic Planning.Institutional Effectiveness Committee Minutes 17-18.pdf
- Appendix 168: Curriculum Committee 2015-2016.annual report and work plan
- Appendix 17: Assessment Structure
- Appendix 170: Work Plan: Academic Affairs and Operations 2017-2018
- Appendix 173: Events Committee 2015-2016 (annual work plan and summary)
- Appendix 175: Work Plan Human Resources 2017-2018
- Appendix 176: Institutional Effectiveness Committee 2015-2016 (work plan and annual report)
- Appendix 177: Work Plan: Student Success Services 2017-2018
- Appendix 179: Work Plan Business Office and Facilities 2017-2018
- Appendix 184: Strategic Planning.Institutional Effectiveness Committee Minutes 2016-2017
- Appendix 185: Budget Request Form
- Appendix 186: Red Lake Nation College Master Planning Process
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 197: Governance Committee 2016-2017 (annual work plan and report)
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 199: Faculty Senate 2016-2017 (annual work plan and report)
- Appendix 229: Course Matrix/Map
- Appendix 230: Canvas Implementation Process
- Appendix 231: Authorization to Pursue External Funds
- Appendix 234: IE and Assessment Framework
- Appendix 44: Faculty Senate 2015-2016 (annual work plan and report)
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 3)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 4)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 5)
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 9)
- Appendix 53: Governance Committee 2015-2016 (annual work plan and report)
- Appendix 54: Human Resources Plan 2015-2019
- Appendix 54: Human Resources Plan 2015-2019
- Appendix 7: AIHEC Membership Letter

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1. RLNC uses a logic model template as a basis to document organizational progress, set goals, expectations and evidence of performance in its operations. This intuitive model allows plans to be connected to the Strategic Plan and the Mission. Department and committee work plans ensure that all goals and supporting objectives are documented with supportive evidence in place.

Our strategic plans, committee plans, and work plans document goals for the academic year, steps to be taken to fulfill each goal and the method by which the goal, will all be assessed. Each of these plans relates to goals included in the Strategic Plan (Appendix 156). Progress on these goals is evidenced by initiatives completed since the previous version of the Strategic Plan.   Measures of effectiveness, progress, and evidence of progress must be provided for each goal and objective from every RLNC plan. This Logic Model requires a high degree of accountability, documentation and evidence from all areas of our college operation.

The Institutional Effectiveness Committee reviews all committee and department work plans. Each committee and department completes an annual work plan for each academic year and at the conclusion of the year, they complete an annual summary. Institutional outcome rubrics have been developed to further examine the effectiveness of overall institutional operations (Appendix 14). From the data and information collected throughout the year, changes are implemented through each committee, when necessary. The committee structure is outlined in the Academic Assessment Structure Chart (Appendix 17). Specific to college operations, the Institutional Effectiveness Work Plans and Annual Reports (Appendix 176, Appendix 200, and Appendix 202) detail goals and accomplishments for the academic year. Additionally, as stated in the Recruitment and Enrollment Plan (Appendix 120) and the Financial Sustainability Plan (Appendix 52), RLNC plans for annual operational goals that assist in reaching institutional, operational and financial goals.

At the end of each academic year, committee summaries are completed for the following committees:

2015-2016

- Assessment Committee 2015-2016 (annual work plan and report) - Appendix 15
- Faculty Senate 2015-2016 (annual work plan and report) - Appendix 44
- Governance Committee 2015-2016 (annual work plan and report) - Appendix 53
- PASS Committee 2015-2016 (annual work plan and report) - Appendix 94
- Curriculum Committee 2015-2016 (annual work plan and report) - Appendix 168
- Institutional Effectiveness Committee 2015-2016 (annual work plan and report) - Appendix 176

2016-2017

- Assessment Committee 2016-2017 (annual work plan and report) - [Appendix 195](#)
- Curriculum Committee 2016-2017 (annual work plan and report) - [Appendix 196](#)
- Governance Committee 2016-2017 (annual work plan and report) - [Appendix 197](#)
- Events Committee 2016-2017 (annual work plan and report) - [Appendix 198](#)
- Faculty Senate 2016-2017 (annual work plan and report) -[Appendix 199](#)
- Strategic Planning/Institutional Effectiveness Committee 2016-2017 (annual work plan and report) - [Appendix 200](#)
- PASS Committee 2016-2017 (annual work plan and report) - [Appendix 201](#)
- Strategic Planning/Institutional Effectiveness Committee Minutes 2016-2017 - [Appendix 184](#)

2017-2018

- Work Plan: Assessment Committee 2017-2018 - [Appendix 188](#)
- Work Plan: Institutional Effectiveness Committee 2017-2018 - [Appendix 202](#)
- Work Plan: Events Committee 2017-2018 - [Appendix 203](#)
- Work Plan: Governance Committee 2017-2018 - [Appendix 204](#)
- Work Plan: Faculty Senate 2017-2018 - [Appendix 205](#)
- Work Plan: PASS Committee 2017-2018 - [Appendix 206](#)
- Work Plan: Curriculum Committee 2017-2018 - [Appendix 207](#)
- Work Plan: Campus Safety and Security 2017-2018 - [Appendix 209](#)

2. During this critical period of growth and capacity-building, Red Lake Nation College is committed to constantly improving its operations by fostering a family environment and inclusion of all staff, faculty, and students in college operations. In addition to the governance provided by the RLNC Board of Regents, the RLNC staff and faculty serve on a variety of committees to facilitate a culture of continuous improvement. These committees are vitally important in creating a positive environment for academic success, overall student development, academic assessment and improvement in college operations. The [Assessment and Institutional Effectiveness Plan (Appendix 13)](#) outlines plans for assessing academic outcomes as well as college operations.

In the last two years, Red Lake Nation College has experienced tremendous growth in the following areas:

In preparation for the discontinuation of the contractual agreement with Leech Lake Tribal College, RLNC successfully implemented a new student information system, Populi, in fall 2017. We followed a process that was inclusive of multiple constituents, with careful considerations for the needs of the college. Populi has integrated modules for admissions, registration, financial aid, academic counseling, and business office/accounting.

Additionally, there are two main areas where operational experience has significantly informed future operations. First, RLNC has made changes to the process by which highly qualified administration, faculty, and staff are recruited. Initially, RLNC focused on nationwide recruitment efforts. However, due to the rural location of the Red Lake community, recruiting people from large distances away from the extreme climate of Northern Minnesota resulted in large expenses and the recruitment of individuals who experienced culture and weather shock.

RLNC found this method of recruitment to result in minimal success with high recruitment costs and

high turnover. As a result of these experiences, RLNC now focuses recruiting efforts of potential employees to individuals who live locally, are already established within the community and region, and possess a commitment to the community in which they live. Also, we have developed a "grow our own PhD's and Masters level" philosophy with regard to staff and faculty by supporting and encouraging current RLNC staff and faculty to continue their education. These local recruiting efforts have proven to be more cost-effective recruitment methods.

A second major area of improvement in RLNC operational effectiveness has been in the area of cost containment and budgeting. Before obtaining established annual Federal funding in 2017, RLNC had limited operational funding, therefore, the college has had to learn to creatively operate with a limited budget while ensuring a quality higher education. RLNC has managed these financial shortfalls by using effective partnerships to improve our long-term sustainability and reduce costs. Even though we now have established Federal funding, we still maintain a frugal cost mentality.

To cut costs, RLNC has established several partnerships within the community. Oshkiimaajitadah (New Beginnings) (Appendix 93) has a state grant that funds employee assistance for up to six months and allows individuals to gain job training. RLNC contracts workers through Oshkiimaajitadah, free of cost, for six months as janitors, maintenance workers, and secretarial workers. Pending positive job performance, contract workers are encouraged to apply for positions at RLNC. This partnership alone has saved RLNC thousands of dollars a year and has provided us with regular maintenance and receptionist staff members.

Another important partnership was developed with our café. This café partnership was also worked out with Oshkiimaajitadah (New Beginnings) (Appendix 93). In an effort to provide students, faculty, and staff with a food option while on campus, RLNC has leased space to this jobs training program to provide food service in our college café. The leasing agreement includes only very minimal income to RLNC. However, this partnership has allowed RLNC to provide food service and keeps students on campus throughout the day without having to manage the restaurant and the high food, employee and management expenses that go with running a low-profit-margin restaurant.

Finally, RLNC leases space to the local Head Start Program (Appendix 99) and an Ojibwe Language Head Start Program (Appendix 100). This provides RLNC a small revenue while serving the needs of students. The Ojibwe Language Head Start Program also promotes the mission of the college. Oshkimajitadah operates the second daycare center on the RLNC campus first floor. Since both of these daycares provide services based on income levels, most students get these daycare services for free since their income levels are so minimal as college students. Over 80% of our students have children. Currently, RLNC is seeking additional grant opportunities to expand our partnership agreement. Again, although these two daycares only provide minimal revenues that pay for their monthly utility costs, it is significant to provide such important daycare services to RLNC students at low, or no costs to the students.

Outsourcing (Appendix 218) of financial aid administration is another good example of how the absolute need to conserve the budget has made RLNC operations more effective and sustainable. By outsourcing the financial aid process in the future with a fully certified and experienced vendor, Weber & Associates, RLNC will only spend about $15K per year as opposed to spending about $100K per year for two financial aid employees, with two salaries and full benefits and other financial aid expenses. Because RLNC is a small college, this outsourcing and savings of about $85K per year will be a significant benefit. RLNC will still be providing all of the student services on site and meeting all Federal financial aid regulations while saving $85K per year that can then be used to focus on academic purposes.

Sources

- Appendix 100: Red Lake Immersion School Office Lease
- Appendix 120: Recruitment and Enrollment Plan 2016-2020
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan
- Appendix 13: Assessment Plan and Institutional Effectiveness Plan (page number 18)
- Appendix 14: Institutional Rubrics
- Appendix 15: Assessment Committee 2015-2016 (annual work plan and report)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 168: Curriculum Committee 2015-2016.annual report and work plan
- Appendix 17: Assessment Structure
- Appendix 17: Assessment Structure
- Appendix 176: Institutional Effectiveness Committee 2015-2016 (work plan and annual report)
- Appendix 184: Strategic Planning.Institutional Effectiveness Committee Minutes 2016-2017
- Appendix 188: Work Plan.Assessment Committee 2017-2018
- Appendix 195: Assessment Committee Work Plan and Annual Report 16-17
- Appendix 196: Curriculum Committee 2016-2017 (annual work plan and report)
- Appendix 197: Governance Committee 2016-2017 (annual work plan and report)
- Appendix 198: Events Committee 2016-2017 (annual work plan and report)
- Appendix 199: Faculty Senate 2016-2017 (annual work plan and report)
- Appendix 200: Strategic Planning.Institutional Effectiveness Work Plan and Annual Report 2016-2017.pdf
- Appendix 201: PASS Committee 2016-2017 (annual work plan and report)
- Appendix 202: Work Plan Institutional Effectiveness 2017-2018
- Appendix 203: Events Committee Work Plan 2017-2018
- Appendix 204: Work Plan Governance Committee 2017-2018
- Appendix 205: Work Plan Faculty Senate 2017-2018
- Appendix 206: PASS Committee Work Plan 2017-2018
- Appendix 207: Curriculum Committee Work Plan 2017-2018
- Appendix 209: Campus Safety and Security Work Plan 2017-2018
- Appendix 218: Weber Contract
- Appendix 33: TCU Learnings
- Appendix 44: Faculty Senate 2015-2016 (annual work plan and report)
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 53: Governance Committee 2015-2016 (annual work plan and report)
- Appendix 92: Oshkiimaajitahdah Lease
- Appendix 93: Oshkiimaajitahdah Agreement
- Appendix 94: PASS Committee 2015-2016 (annual work plan and report)
- Appendix 99: Red Lake Headstart Lease

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The Red Lake Nation College (RLNC) is a securely financed institution with strong plans and procedures for future financial sustainability. Over the past eight years, the RLNC BOR and administration team have laid the foundational structure and processes necessary for it to fulfill its mission. This effective leadership team has been constantly improving the quality of its educational offerings and services while responding to challenges and opportunities. Listed below are several examples as to how RLNC is planning not just five or ten years into the future, but for generations to come:

- The Red Lake Tribal Council agreed to financially support the construction of a new 100-year building for the RLNC campus as a huge, long-term investment into our Tribal human resources and our future as a Tribal Nation. This demonstrates the Red Lake Band of Chippewa Indians has fully committed to a long-term investment for the Tribal Nation.

- The total cost for the new Red Lake Nation College campus was $11.4M. The Red Lake Band of Chippewa Indians financed this $11.4M with a 40 year USDA loan in 2013. In 2018, the Tribe has 35 years remaining on the 40 year loan.

- Financial sustainability for the RLNC is also a top priority and desire of the Red Lake Band of Chippewa Indians. This is evidenced by the Tribal Council agreement to complete a 50-year lease for the college in the new campus facilities. This indicates that the college will have a long-term home to fulfill the mission of providing excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation. The RLNC only pays a $1 annual lease payment to the Tribe.

- In the past several years from 2010 to 2018, the Tribal Council has provided solid and clear documented resolutions and letters of support for the Red Lake Nation College that indicate it understands the years from 2015 to 2017 would be some of the toughest financial years of operations for the college and that it would support the college through these financial challenges. As of 2018, the Tribe has fulfilled that promise entirely and helped the RLNC attain financial independence.

- As of February 2018, the RLNC has rewarded the Tribe for their loyalty by obtaining approximately $2M in regular, ongoing, annual Federal operational funding in 2017/2018 AY.

- This $2M in annual Federal funding has allowed the RLNC to take the next major step of financial independence from the Tribe on 1/1/18. The RLNC now controls its own accounting systems, accounts payable, payroll, benefits, banking, financial aid and all RLNC financial matters.

- In approved Tribal Budgets, the Red Lake Band of Chippewa Indians has committed to paying

the annual USDA loan payments of $550K plus making annual operational support payments to the RLNC of approximately ($200 to $500K per year) for the new RLNC campus. This is approximately $750K to $1M per year in financial support for RLNC from the Tribe.

- To ensure continuity of their strong college leadership, the RLNC has approved seven-year employment contracts for the top three RLNC employees, the President (Appendix 35), the Vice President of Academic Affairs (Appendix 89), and the CFO (Appendix 30). These long-term employment contracts will provide consistent leadership within RLNC, especially during the Candidacy phase of accreditation.

- RLNC is also planning for the future financially. The RLNC revenue sources have been successfully diversified from 2016 to 2018 and include planning for annual savings into a Contingency Savings Fund or a Permanent Endowment Fund. These savings accounts will provide the long-term financial sustainability that will carry the college through difficult or unforeseen threats in the future. These plans are detailed in the Financial Sustainability Plan (Appendix 52).

- The RLNC has refined and improved its educational offerings every year from 2010 to 2018, made steady progress through the HLC accreditation system, hired more qualified faculty and staff every year and invested in technology needed to respond to operational challenges. See the Financial Sustainability Plan on pages 6 and 7 for charts on the dramatic growth in Technology investments, human resources growth and financial assets growth from 2016 to 2018.

- We have every long-term plan needed to address future growth such as Strategic Plans, Academic Plans, Financial Sustainability Plans, Enrollment Plans and many others that address our community and student needs well into the future.

- Lastly, RLNC is seeking to enhance current partnerships with the Alliance of Ojibwe Colleges (AOC) and the Aazhoogan Consortium (Ojibwe term for Technology Bridge). RLNC plans to work with these partners eventually, to add efficient and effective, educational offerings to local and all Red Lake Tribal Member communities through technology and distance education.

In closing, these examples demonstrate a long-term financial commitment and investment of the Red Lake Nation to permanently sustain a college in Red Lake for their Tribal Member communities.

The Red Lake Band of Chippewa Indians have made this significant investment that looks not just five, ten, or twenty years into the future, but seven generations into the future. The Red Lake Nation College was designed and custom built with our culture in mind to transform the entire Red Lake community. Our Tribal College was built to be the anchor of growth and development in the Red Lake community for the next 100 years.

Sources

- Appendix 30: Tami Niswander Long-Term Employment Agreement
- Appendix 35: Dan King Long-Term Employment Agreement
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 6)
- Appendix 89: Mandy Schram Long-Term Employment Agreement