

**Assurance Argument**  
**Red Lake Nation College**

**3/22/2016**

## 1 - Mission

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

### 1.A - Core Component 1.A

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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

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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 at the Board Retreat. 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 2015-2017 \(Appendix 122\)](#), [RLNC website \(Appendix 147\)](#), [Campus Safety and Emergency Plan \(Appendix 22\)](#), [RLNC Board of Regents Manual \(Appendix 107\)](#), 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 \(Appendix 115\)](#), [RLNC Student Handbook 2015-2017 \(Appendix 122\)](#), [RLNC website \(Appendix 147\)](#), [RLNC Board of Regents Manual \(Appendix 107\)](#), 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 \(Appendix 110\)](#) and [RLNC Catalog 2015-2017 \(Appendix 110\)](#): Introduction to Anishinaabe Studies (ANI 100), Speaking Ojibwe I (OJI 101) and Speaking Ojibwe II (OJI 102). 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: U.S. and Indigenous American History (HIS 101), Treaty Law and Tribal Sovereignty (POLSC 225), Indigenous American Philosophy (PHIL 200), History of Anishinaabe Music and Dance (MUS 250), Contemporary Indigenous American Literature (ENGL 250), Indigenous American Leadership (ANI 200), 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, Elizabeth Polzin, has a M.A. in School Counseling from Lindenwood University and currently possesses certification as a School Psychological Examiner in the state of Missouri. Additionally, she possesses certification as a School Counselor in the state of Missouri and Minnesota. Ms. Polzin 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 2015-2017 \(Appendix 122\)](#) and [RLNC Student Handbook 2015-2017 \(Appendix 122\)](#) 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 achieve that and graduate, they would continue on to further higher education, and then come back and help the Tribe succeed.

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.

## Sources

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- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 5)
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 11)
- Appendix 110: RLNC Catalog (page number 12)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 68)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 9)
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 6)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 22)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 23)
- Appendix 136: RLNC website (enrollment data)
- Appendix 147: RLNC website (screenshot mission)
- Appendix 148: RLNC website (screenshot student services)
- Appendix 151: RLNC website (surveys)

- Appendix 156: Strategic Plan 2016-2020
- Appendix 156: Strategic Plan 2016-2020 (page number 4)
- Appendix 156: Strategic Plan 2016-2020 (page number 5)
- Appendix 18: Board Meeting Minutes 12.21.10
- Appendix 22: Campus Safety and Emergency Plan
- Appendix 22: Campus Safety and Emergency Plan (page number 4)

## 1.B - Core Component 1.B

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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

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1. Red Lake Nation College has posters expressing the mission, vision, and values of the college throughout the campus building. Posters are presented in the main entrance, in hallways and classrooms. In addition, the mission of the college is posted in all campus offices. Red Lake Nation College's strategic plan is posted on the website for public viewing. The mission, vision, values, goals and priorities are listed within the [strategic plan \(Appendix 156\)](#). This information is also available on the [website \(Appendix 147\)](#), in the [RLNC Course Catalog \(Appendix 110\)](#), the [Faculty Handbook \(Appendix 115\)](#), the [Student Handbook \(Appendix 122\)](#) and the [Board of Regents' Manual \(Appendix 107\)](#).

2. 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 serve the Red Lake Nation. However, 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

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- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 5)
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 11)
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 110: RLNC Catalog (page number 67)

- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 9)
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 6)
- Appendix 147: RLNC website (screenshot mission)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 156: Strategic Plan 2016-2020 (page number 4)
- Appendix 18: Board Meeting Minutes 12.21.10

## 1.C - Core Component 1.C

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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

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1. Red Lake Nation College understands that its student population is less diverse than at state institutions. The College's student population is representative of the reservation which is over 95% Native American. The familiarity and comfort of getting started in a tribal college is a sizable benefit for residents of the Red Lake Reservation. RLNC also provides an opportunity to help plan for adaptation to the majority society after graduation.

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 that have taken place over the past two years include the following:

Date	Event
September 8-12, 2014	Suicide Prevention Week - activities took place throughout the week to recognize the high suicide rates on the Red Lake reservation, to remember those who have taken their lives, and to discuss ways in which we can all be active in preventing this tragedy.
September 13, 2014	Suicide Prevention Walk in Bemidji, MN -students and staff members participated in the Suicide Prevention Walk.
September 17, 2014	Constitution and Citizenship Day -A video on the U.S. Constitution played throughout the day and copies of the Red Lake Constitution were available for students. Quizzes were available for students and those who answered all of the questions correctly were eligible for prizes.
October 31, 2014	Halloween Party and Zombie Locker Room Crawl - The Student Council hosted a Halloween party for all students, staff, and faculty. They also held a fundraising event (Zombie Locker Room Crawl) to raise money for the Rose Marweg scholarship.
December 22, 2014	Christmas Party - The Student Council hosted a Christmas party for all students, staff, and faculty.
January 20, 2015	Martin Luther King Day - A video on Martin Luther King Junior was played in the Commons area throughout the day and students who wanted to participate, took a quiz and were eligible for prizes.

January 26, 2015	Guest Speaker Melanie Wilson - Melanie spent many years in the Peace Corps, living in multiple different countries. She spent 11 years in Mongolia and discussed her experiences with different cultures.
February 9, 2015	Graduate Luncheon - The first graduate luncheon was held for 2015 graduates. During this luncheon, post graduation plans for students were discussed.
February 23, 2015	QPR (Question, Persuade, Refer) Training - This training was provided to all students, staff, and faculty members who wished to learn suicide prevention strategies.
March 9, 2015	Graduate Luncheon - During this graduate luncheon, students worked on their cover letters with assistance from staff members.
March 16, 2015	International Women's Day - Speaker Elaine Fleming (Leech Lake Tribal Elder) was the guest speaker for this event and discussed the influence of Native American women throughout history.
March 23, 2015	Cultural Exchange - Students from Hawaii Community College in Hilo, Hawaii visited Red Lake Nation College in a cultural exchange, presenting gifts and traditional dance and the sharing of a traditional American Indian meal.
April 6, 2015	Graduate Luncheon - During this graduate luncheon, students worked on their resumes with assistance from staff members.
April 20-24, 2015	Alcohol Awareness Week - Events related to alcohol abuse and awareness were provided for students throughout the week. During the week, a guest speaker discussed sobriety, the Red Lake Nation Police Department provided a distracted driving simulation, Red Lake Nation Chemical Health provided a presentation on community resources for chemical dependency, and information regarding facts/myths about alcohol were distributed to students.
April 21, 2015	University of Chicago, Illinois visit - A representative from the University of Chicago was on campus to talk with students.
May 4, 2015	Graduate Luncheon - During this graduate luncheon, students practiced their interviewing skills while staff members acted as the employers.
August 17, 2015	Grand Opening Week Kickoff for new RLNC Campus - Activities, speakers and events held throughout the week.
September 7-11, 2015	Suicide Prevention Week - activities took place throughout the week to recognize the high suicide rates on the Red Lake reservation, to remember those who have taken their lives, and to discuss ways in which we can all be active in preventing this tragedy. During this week, TXT4Life provided information to students regarding the resource, students participated in the Suicide Prevention Walk/Run/Skate hosted in Bemidji, and celebrated Suicide Prevention with Yellow Ribbon Awareness Day.
September 17, 2015	Constitution and Citizenship Day - A video played in the Bremer Student Union throughout the day and copies of the U.S. Constitution were available to students on all of the tables. Students had the opportunity to take a quiz and win prizes.
October 5, 2015	Memorial Lunch - RLNC students hosted a memorial lunch in honor of former student, Rose Marweg, who passed away unexpectedly in 2014. During this time, donations for the scholarship in her name were collected.

October 14, 2015	College Preview Day - RLNC hosted its first College Preview Day where students from Red Lake High School visited the College to tour the building, visit classes in session, and attend a Q & A session with a student panel.
October 19, 2015	Speaker from Behavioral Health - A licensed psychologist from Behavioral Health presented information to students regarding the maintenance of mental health especially as we moved into the winter season.
October 26, 2015	BSU Visit -Representatives from the American Indian Resource Center at Bemidji State University visited the campus and met with students interested in transferring upon graduation.
October 27, 2015	Warrior Nation Book Signing Event - Anton Treuer, author of Warrior Nation, was on campus for a book signing event. This was a well-attended event, open to the community.
October 30, 2015	Halloween Party - The Student Council sponsored a Halloween party and fundraising activity (Zombie Locker Room Crawl).
November 2, 2015	Native American Heritage Month - Each week, a different theme was encouraged for students, staff, and faculty to celebrate Native American Heritage.
November 16, 2015	Julia Lee Book Signing Event - Julia Lee, author of Seven Stones, was on campus to discuss the writing and publication process and sign copies of her book.
November 18, 2015	College Preview Day - RLNC hosted middle school students from Red Lake Middle School to provide the opportunity to tour the school and discuss college with current students. This was done in an effort to encourage younger students to consider attending college at an earlier age.
December 11, 2015	Christmas Party - The Student Council hosted a Christmas Party for all students, staff, and faculty.
December 15, 2015	Quit Smoking Event
January 19, 2016	Martin Luther King Day - The movie Selma was shown in the Bremer Student Union.
February 1, 2016	BSU Visit - Representatives from Bemidji State University's American Indian Resource Center and a transfer specialist visited RLNC to discuss degree options and scholarship opportunities for students at BSU.
February 22, 2016	Campus Safety and Crime Prevention Presentation - Campus security presented information on how to reduce chances of victimization. In addition, information was provided regarding what to do in case of fire, tornado, or hostage/shooter situation.

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. 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 work force or transferring to another college or university. Additionally, 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, approximately 50% of the Success Mentors are non-Indian.

2. Red Lake Nation College is an associate member of the [American Indian Higher Education Consortium \(AIHEC\) \(Appendix 7\)](#) and participates in events. 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.

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.

## Sources

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- Appendix 7: AIHEC letter
- Appendix 91: MN Transfer Curriculum (screenshot)

## 1.D - Core Component 1.D

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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

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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 (located on the [Survey Page \(Appendix 151\)](#) on the RLNC website) on a continuous basis 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 is being addressed on a schedule of programs to be implemented over the course of five years. 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. In the fall of 2015, Leech Lake Tribal College purchased over \$8,000 in lab equipment for the RLNC science lab. 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 an occasional online course through Leech Lake Tribal College, but there are no online

programs being offered at this time. Survey respondents have also indicated they would like to see an increase in cultural events and activities. RLNC is currently working on locating grant money specifically to implement and expand community education courses and programs in this area.

### **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 assistant, and a work-study student.

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 the annual IMLS grant for \$6,000, a small programming grant from the American Indian Library Association for \$600, and a \$10,000 grant through the Tides Foundation to purchase ProQuest Databases for one year.

The Collection*	
Kids/YA	600
Large Print materials	20
Native (both Fiction and Non-Fiction)	1,000
General Fiction	1,500
General Non-Fiction	2,000
Audio Books	50
DVDs	115

*\* All numbers are approximate because the staff of the Medweganoonind Library are still entering materials into the catalog. We do not have an exact number for any collection.*

### **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 Red Lake Gaming. 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.

### **Donors and Funding Agencies**

RLNC maintains close communication and personal contact with Tribal Council Members as the major 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.

Title	Description	Dates	Students
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.	Each Semester	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, Spring 2016	BIO 121, BIO 122, PSCI 110
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
Earth Day Activities	Students will teach elementary students environmental science lessons for Earth Day.	Spring 2016	BIO 121, BIO 122
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
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
Archives Collaboration	Archives collaboration with Red Lake Economic		Lisa Stately/Red

for Red Lake Economic Development	Development in order to create a historical presentation of the changes in Red Lake businesses.	Fall 2015	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
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
Book-Signing Event	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
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.	Winter 2016	EDU 102 ENG 220 ENG 102 SPCH 201
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 a main artery for travel by the explorers, traders, the army, and the settlers. In the early 1900s, it was still being used as a 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
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	HIS 101, ENG 250, PE 100

Equay Wigamig Women's Shelter	Assisting with various programs and activities throughout the spring, including annual trainings.	Spring 2016	PSY 200, HIS 101, PE 100
Sugar Bush Activities	Assisting with setting up sugar bush camp, tapping trees, collecting sap, etc.	Spring 2016, depending on weather	PSY 200, HIS 101, PE 100, ENG 250
Red Lake Family & Children's Services (FCS)	Assist with annual Youth Conference	Spring 2016	PSY 200, HIS 101, PE 100, ENG 250

### 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%

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
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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 speaking process.	72.73%	27.27%	0%	0%
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 and will begin considering alumni data as part of the annual work plan starting in 2016-2017. Additionally, RLNC has recently hired a Director of Assessment

and Institutional Effectiveness to focus more future attention on using data and analysis to make data-driven decisions.

## Sources

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- Appendix 10: Alliance of Ojibwe Colleges Agreement (AOC)
- Appendix 120: RLNC Recruitment and Enrollment Plan 2016 to 2020
- Appendix 126: RLNC website (alumni)
- Appendix 129: RLNC website (board meeting notice)
- Appendix 151: RLNC website (surveys)
- Appendix 27: Community Survey Comments-January 2016
- Appendix 28: Community Survey Data-January 2016

## 1.S - Criterion 1 - Summary

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

### Summary

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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

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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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

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The Native American history of unfairness and injustice 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”, we created the Red Lake Nation College (RLNC). The Red Lake Nation College Board of Regents has adopted the following Ojibwe values as a guide for faculty and staff to follow within the workplace as outlined in the [Faculty Handbook \(Appendix 115\)](#), [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 the most honestly 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 a college that 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 before reaching the Board of Regents. 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 cycle.

In addition to policies, procedures, and handbooks, the College's [Strategic Plan \(Appendix](#)

[156](#)) outlines the goals and objectives as approved by 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 CFO for RLNC oversees the Business/Finance Department, which 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 may outsource the financial aid component of our new system that will be required to take place in 2017. If this outsourcing does take place, RLNC will make sure that the outsourcing agency meets all of the DOE financial requirements.

## **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 and LLTC have an [articulation agreement \(Appendix 88\)](#) in place for the transfer of credits from LLTC to RLNC upon separation of the two entities. Currently LLTC has an [articulation agreement \(Appendix 12\)](#) with Bemidji State University so all students who graduate from LLTC/Red Lake Campus can transfer their courses into Bemidji State University (BSU). Grading policies are outlined for faculty members in the [Faculty Handbook \(Appendix 115\)](#) 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, or 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 inservice 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 students. 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.
- Faculty members were trained on the use of this strategy during the fall faculty inservice training by the Vice President of Student Success.

*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 course work meets any relevant professional licensing requirements or the requirements of specialized accrediting bodies;
- accuracy of information about whether the institution's course work 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 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 to 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, 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.

## 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, Daycare, and Headstart Programs are all located within the Red Lake Nation College Facility. These three 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 \(Appendix 38\)](#) annually 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 \(Appendix 107\)](#) and [Affidavit \(Appendix 107\)](#) 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 \(Appendix 168\)](#). The Governance Committee operates according to an annual [Work Plan \(Appendix 174\)](#) and includes all full-time faculty members. The Governance Committee reviews and finalizes policies before they are sent to the Board of Regents for review and approval. 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

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- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 34)

- Appendix 107: RLNC Board of Regents Manual (page number 36)
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 12)
- Appendix 110: RLNC Catalog (page number 15)
- Appendix 110: RLNC Catalog (page number 52)
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 11)
- Appendix 112: RLNC Complaint Resolution Policies
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 9)
- Appendix 115: RLNC Faculty Handbook (page number 14)
- Appendix 115: RLNC Faculty Handbook (page number 26)
- Appendix 116: RLNC Policies and Procedures Manual
- Appendix 116: RLNC Policies and Procedures Manual (page number 19)
- Appendix 116: RLNC Policies and Procedures Manual (page number 50)
- Appendix 12: Articulation Agreement BSU & LLTC
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 6)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 14)
- Appendix 122: RLNC Student Handbook 2015-2017 (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 168: Work Plan Faculty Senate 2015-2016
- Appendix 169: Work Plan template
- Appendix 174: Work Plan: Governance Committee 2015-2016
- 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 45: Faculty Senate Bylaws
- Appendix 46: Faculty Senate Constitution
- Appendix 51: Financial Policies and Procedures
- Appendix 6: Administrative Policies
- Appendix 88: LLTC.RLNC.ArticulationAgreement
- Appendix 90: Master Syllabus Template

## 2.B - Core Component 2.B

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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

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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. In addition, an introductory computer course and a college orientation/success course are also required. Specialization and/or elective courses are specified by degree program.

Information about admissions requirements 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 Services office.

Faculty and staff qualifications and biographies can be found on the [website \(Appendix 138\)](#) and in the [RLNC Course Catalog \(Appendix 110\)](#). 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](#)" ([Appendix 110](#)) 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.

Governance is explained on the [RLNC website \(Appendix 141\)](#), in the [Board of Regents Manual \(Appendix 107\)](#), 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 a 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 \(Appendix 109\)](#). Students are made aware during College Orientation that the A.A. in Liberal Education Program is a program accredited through the academic agreement with Leech Lake Tribal College (LLTC). LLTC is accredited by the Higher Learning Commission. Currently, RLNC serves the Red Lake community as an additional location of LLTC; however, the A.A.S. in Social and Behavioral Sciences is a Red Lake Nation College Program and currently is not accredited. This program began in the fall of 2015 and all students enrolled in this program receive free tuition and books for participating in the program as RLNC works toward Candidacy. This is clearly explained in the brochure distributed to the students enrolled in this program.

## Sources

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- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 7)
- Appendix 109: RLNC Campus Brochure
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 10)
- Appendix 110: RLNC Catalog (page number 15)
- Appendix 110: RLNC Catalog (page number 34)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 87)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 17)
- Appendix 115: RLNC Faculty Handbook (page number 60)
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (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 91: MN Transfer Curriculum (screenshot)

## 2.C - Core Component 2.C

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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

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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 \(Appendix 111\)](#) entity of RLNC. Through the years of 2011 through 2015, RLNC worked with the Higher Learning Commission (HLC) to revise and amend the RLNC [charter \(Appendix 111\)](#) and [by-laws \(Appendix 108\)](#) 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 educational institution [incorporated \(Appendix 106\)](#) through the Red Lake Band of Chippewa Indians.

The only remaining link from the RLNC to its chartering entity, the Red Lake Tribal Council, is the financial support that is absolutely required for survival until RLNC gains Candidacy status and the automatic Federal operating funding that follows. The Tribe is providing this financial support to RLNC while remaining at arms' length. The tribal government of the Red Lake Nation provides 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 \(Appendix 52\)](#).

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, Student Services, Student Success, Faculty Senate, Recruiting, Bookstore, Student Council, and Development and Fundraising activities. Board Members are very active participants in the monthly BOR meetings.

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 for Board Members, 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).

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 and invited to all board meetings of the RLNC. 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 \(Appendix 107\)](#), a [Conflict of Interest \(Appendix 107\)](#) form, and an [Affidavit \(Appendix 107\)](#) 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 selection of a new President) directly to the President for review and recommendations before such matters are considered by the Board.

In the official RLNC rules and By-Laws of the college, 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 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 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.

Over the last two years, Mandy has performed so well in her VP of Academic Affairs position that she was promoted to VP of Operations and Academic Affairs. Mandy has worked 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:

- 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. Since RLNC is currently still affiliated with the Leech Lake Tribal College, per our [Contractual Agreement \(Appendix 105\)](#), the final outcomes/recommendations of the RLNC academic committees must then go through the Leech Lake Tribal College academic approval process.

## Sources

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- Appendix 102: Resolution 41-13
- Appendix 105: RLNC and LLTC Contractual Agreement

- Appendix 106: RLNC Articles of Incorporation
- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 9)
- Appendix 107: RLNC Board of Regents Manual (page number 34)
- Appendix 107: RLNC Board of Regents Manual (page number 36)
- Appendix 107: RLNC Board of Regents Manual (page number 37)
- Appendix 108: RLNC By-Laws
- Appendix 108: RLNC By-Laws (page number 9)
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 9)
- Appendix 52: Financial Sustainability Plan 2016-2020

## 2.D - Core Component 2.D

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

### Argument

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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. Students are provided lessons on plagiarism and academic integrity 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

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- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 18)

## 2.E - Core Component 2.E

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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

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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 September 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 (ENG 102, EDU 102, ITECH 100). 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 \(Appendix 172\)](#) 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 EDU 102 and ITECH 100 has specifically addressed the ethical use of information. In EDU 102, 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. During the time period from February 2015-February 2016, the Director of Library Services and Tribal Archives presented seventeen APA and plagiarism workshops using the [Plagiarism \(Appendix 96\)](#) and [APA PowerPoints \(Appendix 11\)](#).

In ITECH 100, 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 Computer Applications (ITECH 100) 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.

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 \(Appendix 140\)](#). To date, only three students have been reported for incidents of academic dishonesty. All 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

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- Appendix 101: Research In Context-Fact Sheet
- Appendix 11: APA Student Information
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 48)
- Appendix 110: RLNC Catalog (page number 52)
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 20)
- Appendix 140: RLNC website (Forms)
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 2: Academic Dishonesty Form
- Appendix 32: Curriculum Checklist
- 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 Students

## 2.S - Criterion 2 - Summary

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

### Summary

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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 in 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 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. 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 \(Appendix 108\)](#)
  - [Conflict of Interest \(Appendix 108\)](#)
- Financial policies
  - [Endowment Funds \(Appendix 51\)](#)
  - [Budget Committee \(Appendix 51\)](#)
  - [Contract Management \(Appendix 51\)](#)
  - [2013 Audit \(Appendix 49\)](#)

- [2014 Audit \(Appendix 50\)](#)
- [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 \(Appendix 115\)](#)
  - [Outside Employment \(Appendix 115\)](#)
  - [Faculty Rights and Responsibilities \(Appendix 115\)](#)
  - [Faculty Governance/Shared Governance \(Appendix 115\)](#)
  - [Academic Freedom \(Appendix 115\)](#)
  - [Educational Records \(Appendix 115\)](#)
  - [Faculty Conduct \(Appendix 115\)](#)
  - [Academic Integrity \(Appendix 115\)](#)
  - [Faculty Evaluations \(Appendix 115\)](#)
- BOR Manual
  - [Code of Ethics \(Appendix 107\)](#)
  - [Affidavit \(Appendix 107\)](#)
  - [Ethics and Conflict of Interest \(Appendix 107\)](#)
- 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

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- Appendix 107: RLNC Board of Regents Manual
- Appendix 107: RLNC Board of Regents Manual (page number 34)
- Appendix 107: RLNC Board of Regents Manual (page number 36)
- Appendix 107: RLNC Board of Regents Manual (page number 37)
- Appendix 108: RLNC By-Laws
- Appendix 108: RLNC By-Laws (page number 9)
- Appendix 108: RLNC By-Laws (page number 11)
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 11)
- Appendix 110: RLNC Catalog (page number 25)

- Appendix 110: RLNC Catalog (page number 52)
- Appendix 110: RLNC Catalog (page number 55)
- Appendix 111: RLNC Charter
- Appendix 111: RLNC Charter (page number 7)
- Appendix 111: RLNC Charter (page number 12)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 14)
- Appendix 115: RLNC Faculty Handbook (page number 16)
- Appendix 115: RLNC Faculty Handbook (page number 17)
- Appendix 115: RLNC Faculty Handbook (page number 18)
- Appendix 115: RLNC Faculty Handbook (page number 19)
- Appendix 115: RLNC Faculty Handbook (page number 24)
- Appendix 115: RLNC Faculty Handbook (page number 31)
- Appendix 115: RLNC Faculty Handbook (page number 36)
- Appendix 116: RLNC Policies and Procedures Manual
- Appendix 116: RLNC Policies and Procedures Manual (page number 10)
- Appendix 116: RLNC Policies and Procedures Manual (page number 11)
- Appendix 116: RLNC Policies and Procedures Manual (page number 19)
- Appendix 116: RLNC Policies and Procedures Manual (page number 24)
- Appendix 116: RLNC Policies and Procedures Manual (page number 25)
- Appendix 116: RLNC Policies and Procedures Manual (page number 34)
- Appendix 116: RLNC Policies and Procedures Manual (page number 45)
- Appendix 116: RLNC Policies and Procedures Manual (page number 50)
- Appendix 116: RLNC Policies and Procedures Manual (page number 51)
- Appendix 122: RLNC Student Handbook 2015-2017
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 11)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 13)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 14)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 15)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 16)
- Appendix 122: RLNC Student Handbook 2015-2017 (page number 20)
- Appendix 128: RLNC website (assessment)
- Appendix 142: RLNC website (Information Resources)
- Appendix 153: RLNC website (updated policies)
- Appendix 166: Vendor Contract
- Appendix 24: Commercial Lease Agreement
- 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**

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

### **3.A - Core Component 3.A**

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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**

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1. The degrees and programs offered by Red Lake Nation College currently and those scheduled to start over the next few years resemble programs offered at other tribal colleges, community colleges, and universities in the region. These comparisons are outlined in the Eligibility Filing.

Currently, Red Lake Nation College offers an Associate in Arts degree in Liberal Education through Leech Lake Tribal College and an independent, unaccredited, Associate in Applied Science in Social and Behavioral Sciences degree which is not through Leech Lake Tribal College. The courses offered on the Red Lake Campus in the Liberal Education degree program are the same courses offered on the LLTC campus. The LLTC campus reviews and approves all syllabi every semester to ensure consistent course content. RLNC maintains control over all RLNC courses in the Social and Behavioral Sciences Program. The Vice President of Operations and Academic Affairs and all 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 and make recommendations to the LLTC Assessment and Curriculum Committees. Upon separation from LLTC, RLNC will assume the A.A. in Liberal Education Program. All courses and course prefixes will remain the same and are indicated in the [Course Catalog \(Appendix 110\)](#) and in the [Articulation Agreement \(Appendix 88\)](#).

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 every course is 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.

**Curriculum Approval Protocol** - All newly proposed programs or courses at RLNC are subject to an

approval protocol, identified in the [faculty handbook \(Appendix 115\)](#). For courses that are LLTC courses, this protocol is first followed and then submitted to the LLTC Curriculum Committee for consideration.

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 \(Appendix 14\)](#) 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. Leech Lake Tribal College also has articulation agreements with several MNSCU schools for other academic programs and RLNC will work toward developing independent articulation agreements in the future. RLNC has an [articulation agreement \(Appendix 88\)](#) with LLTC to facilitate course transfer upon separation of the two institutions. In addition, a [Transition/Teach-Out Plan \(Appendix 164\)](#) is in place to clarify responsibilities and processes. LLTC also has an [articulation agreement \(Appendix 12\)](#) in place with Bemidji State University (BSU) so students who graduate from LLTC/Red-Lake Campus can easily transfer credits to BSU. Upon separation, RLNC intends to pursue a similar articulation agreement with BSU.

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, insuring 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 COMPASS placement testing, students are encouraged to take the following courses during their first semester at RLNC for a total of 12 credits:

### **First Semester**

EDU 102 Path to Success (applies to all students)

ITECH 100 Computer Applications I (applies to all students)

Composition (Based on COMPASS Score)

Math (Based on COMPASS Score)

Students are encouraged to take the following courses during their second semester for a total of 12-15 credits:

**Second Semester**

Composition (next course in sequence)

Math (next course in sequence if applicable)

Science/Biology Course

Language/Culture Course(s)

Second semester students are not encouraged to take courses beyond 12-14 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.

**EDU 102 Path to Success** - 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 assessed the success rates for this course and overhauled the content during the summer of 2015 to ensure that all necessary skill areas were addressed by all instructors across all modes of delivery.

**Success Rates for Path to Success (EDU 102)**

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%

<b>SP 12/13</b>	29	6	5	8	66%	34%
<b>FA 13/14</b>	45	9	8	6	51%	49%
<b>SP 13/14</b>	20	4	15	0	95%	5%
<b>FA 14/15</b>	36	4	16	0	56%	44%
<b>SP 14/15</b>	36	9	7	1	47%	53%
<b>FA 15/16</b>	80	16	14	7	46%	54%

**Learning Outcomes -** Red Lake Nation College has articulated ten competencies to assess student learning. 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 and those which will be starting over the next few years 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 one degree program that is accredited through the Higher Learning Commission and Leech Lake Tribal College - A.A. in Liberal Education. RLNC began offering the A.A.S. in Social and Behavioral Sciences in the Fall of 2015, but it is currently an unaccredited degree program.

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

<b>Semester/Academic Year</b>	<b>Associate in Arts – Liberal Education</b>	<b>Associate in Applied Science-Social and Behavioral Sciences</b>
<b>FA 12</b>	123	--
<b>SP 13</b>	92	--
<b>FA 13</b>	119	--
<b>SP 14</b>	106	--
<b>FA 14</b>	104	--

<b>SP 15</b>	94	--
<b>FA 15</b>	149	8
<b>SP 16</b>	116	5

2. Red Lake Nation College presently offers only two degrees (A.A. in Liberal Education and A.A.S. in Social and Behavioral Sciences). Additional programs are scheduled to be offered over the next five years, including an A.A. in Business Management, an A.A. in Environmental Science and a Certificate in Speaking and Teaching the Ojibwe Language. Learning outcomes for all of 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. Classes typically offered include EDU 102 Path to Success during the fall semester and ENGL 101 English Composition I during the spring semester. The designated RLNC faculty member travels to the high school to teach the course 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 \(Appendix 115\)](#). 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 accuracy of course descriptions, prerequisites, and course objectives by the Vice President of Operations and Academic Affairs and the Faculty Senate using an establish [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

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- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 56)
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 110: RLNC Catalog (page number 60)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 29)
- Appendix 12: Articulation Agreement BSU & LLTC
- Appendix 14: Assessment Calendar
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 164: Transition/Teach-Out Plan
- Appendix 23: Classroom Observation template
- Appendix 32: Curriculum Checklist
- Appendix 88: LLTC.RLNC.ArticulationAgreement
- Appendix 90: Master Syllabus Template
- Appendix 91: MN Transfer Curriculum (screenshot)

## 3.B - Core Component 3.B

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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

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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, 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, insuring 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 has begun to assess these general education courses thoroughly through the use of the [Curriculum Checklist \(Appendix 32\)](#), to ensure the courses meet the same requirements and learning outcomes as courses required in the MNSCU

system. The Curriculum Committee follows a [work plan \(Appendix 172\)](#) each academic year and reviews the same courses that are being reviewed by the [Assessment Committee \(Appendix 171\)](#) according to the [Assessment Calendar \(Appendix 14\)](#).

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 allow them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement. The credits a student earns at Red Lake Nation College are accredited through Leech Lake Tribal College and the Higher Learning Commission and will transfer to colleges of the student's choice, depending on transfer equivalency guidelines.

### **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.
- Use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve.
- Demonstrate understanding of natural science principles, methods and scientific inquiry and traditional Indigenous American knowledge perspectives.
- Apply problem-solving and/or modeling strategies to their surrounding environment.
- Examine Indigenous and Western social institutions in order to investigate the human condition.
- Demonstrate verbal and nonverbal speaking skills reflecting history, culture, and social issues in the lives of Indigenous people.
- Understand the development of and changing meanings of various group identities in the United States' history and culture.
- Demonstrate knowledge of cultural, social, religious, and linguistic differences.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Articulate and defend the actions they would take on various environmental issues.
- Communicate via various mediums of technology (e.g. video, audio, power points, word processing).

The RLNC Curriculum Committee has also completed a [Curriculum Map/Assessment Matrix \(Appendix 34\)](#) for the Associate in Applied Science Degree in Social and Behavioral Sciences. It was identified through the curriculum map that additional information must be covered in the Ojibwe language courses in order to meet Competency Area #8: Global Perspective. These outcomes will be addressed in OJI 101, OJI 102, and ANI 100 prior to the Academic Year 16-17.

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. In the winter 2015-2016, 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%	20%	50%	30%	10	4.10
Seek solutions to problems and explain them to others.	0%	0%	50%	20%	30%	10	3.80
Evaluate the goal or reliability of information they receive.	0%	20%	10%	50%	20%	10	3.70
Look up scientific research articles and resources.	0%	30%	10%	30%	30%	10	3.60
Critically evaluate their position on an issue.	0%	0%	40%	30%	30%	10	3.90
Engage deeply with a significant challenge or question within your discipline.	0%	10%	0%	80%	10%	10	3.90
Follow the MLA or APA guidelines in all writing assignments.	10%	10%	20%	10%	50%	10	3.80
Use research methods from your discipline.	0%	10%	30%	10%	50%	10	4.00
Describe how different perspectives would affect the interpretation of a question or issue in your discipline.	0%	10%	30%	40%	20%	10	3.70
Weigh the meaning and significance of evidence.	0%	10%	10%	40%	40%	10	4.10
Analyze and interpret data.	0%	20%	20%	10%	50%	10	3.90

4. Within the past year, 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 Council and included a variety of activities to provide students the opportunity to engage in and experience various cultures based on student interest. The Student Council hosted the Hawai'i Community College in March of this year where students were able to participate in a "cultural exchange" involving dance and traditional food. Additionally, the Student Council hosted a Diversity Meal where faculty, staff, and students were encouraged to provide a dish representing their background and heritage in efforts to once again expose and educate students regarding various cultures.

The formal education provided at RLNC also encourages human diversity through a variety of cultures and customs in the courses offered. In courses EDU 102 and GEOG 200, 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 201 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 21<sup>st</sup> 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.

Below is a list of events offered to students at RLNC over the past two academic years, many of which expose students to diverse backgrounds as well as providing education on various topics.

Date	Event
September 8-12, 2014	Suicide Prevention Week - activities took place throughout the week to recognize the high suicide rates on the Red Lake reservation, to remember those who have taken their lives, and to discuss ways in which we can all be active in preventing this tragedy.
September 13, 2014	Suicide Prevention Walk in Bemidji, MN -students and staff members participated in the Suicide Prevention Walk.
September 17, 2014	Constitution and Citizenship Day -A video on the U.S. Constitution played throughout the day and copies of the Red Lake Constitution were available for students. Quizzes were available for students and those who answered all of the questions correctly were eligible for prizes.
October 31, 2014	Halloween Party and Zombie Locker Room Crawl - The Student Council hosted a Halloween party for all students, staff, and faculty. They also held a fundraising event (Zombie Locker Room Crawl) to raise money for the Rose Marweg scholarship.
December 22, 2014	Christmas Party - The Student Council hosted a Christmas party for all students, staff, and faculty.
January 20, 2015	Martin Luther King Day - A video on Martin Luther King Junior was played in the Commons area throughout the day and students who wanted to participate, took a quiz and were eligible for prizes.

January 26, 2015	Guest Speaker Melanie Wilson - Melanie spent many years in the Peace Corps, living in multiple different countries. She spent 11 years in Mongolia and discussed her experiences with different cultures.
February 9, 2015	Graduate Luncheon - The first graduate luncheon was held for 2015 graduates. During this luncheon, post graduation plans for students were discussed.
February 23, 2015	QPR (Question, Persuade, Refer) Training - This training was provided to all students, staff, and faculty members who wished to learn suicide prevention strategies.
March 9, 2015	Graduate Luncheon - During this graduate luncheon, students worked on their cover letters with assistance from staff members.
March 16, 2015	International Women's Day - Speaker Elaine Fleming (Leech Lake Tribal Elder) was the guest speaker for this event and discussed the influence of Native American women throughout history.
March 23, 2015	Cultural Exchange - Students from Hawaii Community College in Hilo, Hawaii visited Red Lake Nation College in a cultural exchange, presenting gifts and traditional dance and the sharing of a traditional American Indian meal.
April 6, 2015	Graduate Luncheon - During this graduate luncheon, students worked on their resumes with assistance from staff members.
April 20-24, 2015	Alcohol Awareness Week - Events related to alcohol abuse and awareness were provided for students throughout the week. During the week, a guest speaker discussed sobriety, the Red Lake Nation Police Department provided a distracted driving simulation, Red Lake Nation Chemical Health provided a presentation on community resources for chemical dependency, and information regarding facts/myths about alcohol were distributed to students.
April 21, 2015	University of Chicago, Illinois visit - A representative from the University of Chicago was on campus to talk with students.
May 4, 2015	Graduate Luncheon - During this graduate luncheon, students practiced their interviewing skills while staff members acted as the employers.
August 17, 2015	Grand Opening Week Kickoff for new RLNC Campus - Activities, speakers and events held throughout the week.
September 7-11, 2015	Suicide Prevention Week - activities took place throughout the week to recognize the high suicide rates on the Red Lake reservation, to remember those who have taken their lives, and to discuss ways in which we can all be active in preventing this tragedy. During this week, TXT4Life provided information to students regarding the resource, students participated in the Suicide Prevention Walk/Run/Skate hosted in Bemidji, and celebrated Suicide Prevention with Yellow Ribbon Awareness Day.
September 17, 2015	Constitution and Citizenship Day - A video played in the Bremer Student Union throughout the day and copies of the U.S. Constitution were available to students on all of the tables. Students had the opportunity to take a quiz and win prizes.
October 5, 2015	Memorial Lunch - RLNC students hosted a memorial lunch in honor of former student, Rose Marweg, who passed away unexpectedly in 2014. During this time, donations for the scholarship in her name were collected.

October 14, 2015	College Preview Day - RLNC hosted its first College Preview Day where students from Red Lake High School visited the College to tour the building, visit classes in session, and attend a Q & A session with a student panel.
October 19, 2015	Speaker from Behavioral Health - A licensed psychologist from Behavioral Health presented information to students regarding the maintenance of mental health especially as we moved into the winter season.
October 26, 2015	BSU Visit -Representatives from the American Indian Resource Center at Bemidji State University visited the campus and met with students interested in transferring upon graduation.
October 27, 2015	Warrior Nation Book Signing Event - Anton Treuer, author of Warrior Nation, was on campus for a book signing event. This was a well-attended event, open to the community.
October 30, 2015	Halloween Party - The Student Council sponsored a Halloween party and fundraising activity (Zombie Locker Room Crawl).
November 2, 2015	Native American Heritage Month - Each week, a different theme was encouraged for students, staff, and faculty to celebrate Native American Heritage.
November 16, 2015	Julia Lee Book Signing Event - Julia Lee, author of Seven Stones, was on campus to discuss the writing and publication process and sign copies of her book.
November 18, 2015	College Preview Day - RLNC hosted middle school students from Red Lake Middle School to provide the opportunity to tour the school and discuss college with current students. This was done in an effort to encourage younger students to consider attending college at an earlier age.
December 11, 2015	Christmas Party - The Student Council hosted a Christmas Party for all students, staff, and faculty.
December 15, 2015	Quit Smoking Event
January 19, 2016	Martin Luther King Day - The movie Selma was shown in the Bremer Student Union.
February 1, 2016	BSU Visit - Representatives from Bemidji State University's American Indian Resource Center and a transfer specialist visited RLNC to discuss degree options and scholarship opportunities for students at BSU.
February 22, 2016	Campus Safety and Crime Prevention Presentation - Campus security presented information on how to reduce chances of victimization. In addition, information was provided regarding what to do in case of fire, tornado, or hostage/shooter situation.

5. Faculty members at RLNC work with students to develop creative and scholarly projects. The implementation of a new student group called Students for Change is facilitated by a full-time faculty member but activities are driven by students. Students identify social issues in their community and identify ways in which they can help to incorporate positive, sustainable changes. The Student Council 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. They hope to incorporate 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. Faculty members engage in a variety of professional development activities throughout the year, driven by their [professional development plans \(Appendix 115\)](#), in order to improve their knowledge within their teaching discipline and bring fresh ideas to the classroom. Students also engage in development activities by participating in conferences and presentations offered both at RLNC and other community programs. Students participated in the annual AIHEC National Student Conference in March 2016 to represent Red Lake Nation College.

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 and those full-time students with a 4.0 GPA for the President's List. Honorable Mention Awards are provided to part-time students who earn a 3.0-4.0 term GPA. RLNC plans to host an award ceremony for these students and their families to recognize their academic excellence, beginning in the 16-17 academic year.

RLNC recently hired a new instructor who will be developing an Honors Club, geared toward high achieving students. This may include participating in competitive academic conferences or attending student success oriented activities in the region and around the country.

The Student Success Mentor Program at RLNC encourages 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 assist those students who are high performers, so they can achieve even higher academic and life success.

## Sources

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- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 52)
- Appendix 128: RLNC website (assessment)
- Appendix 14: Assessment Calendar
- Appendix 150: RLNC website (student of the month)
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016

- Appendix 32: Curriculum Checklist
- Appendix 34: Curriculum Map and Matrix
- Appendix 91: MN Transfer Curriculum (screenshot)

## 3.C - Core Component 3.C

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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

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1. Red Lake Nation College currently employs four full-time faculty members 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 \(Appendix 115\)](#). 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. 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 \(Appendix 115\)](#) 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 \(Appendix 115\)](#). In the event that a faculty member goes through the tested experience process or provides industry certifications, the [Justification for Faculty Qualifications Form \(Appendix 115\)](#) 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 Spring of 2016 a total of 64.3% (18 out of 28 total courses) of the courses in our Liberal Arts Degree Program were taught by full-time staff or full-time faculty.
- This leaves 35.7% (10 out of 28 total courses) of our Liberal Arts Degree Program courses are taught by adjunct faculty.
- 100% (17 of 17) of our Liberal Arts Degree Program faculty have educational or professional expertise in their field of instruction
- 100% (17 of 17) of our Liberal Arts Degree Program faculty have a Bachelor's Degree or higher.
- 85% (17 of 20) of our Liberal Arts Degree Program faculty have a Master's Degree (or equivalent) or higher.
- 50% (10 of 20) 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 Spring of 2016, RLNC had a student headcount of 121 (116 in A.A. in Liberal Education, and 5 in the A.A.S. in Social and Behavioral Sciences), and employed 12 faculty, for a ratio of 9.91 students per faculty member.

3. All faculty members are evaluated annually according to the [evaluation procedures \(Appendix 115\)](#) in the Faculty Handbook. Full-time faculty members submit a [Faculty Professional Objectives and Growth Plan \(Appendix 115\)](#) 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 \(Appendix 115\)](#). 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 \(Appendix 115\)](#). 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. There are also two faculty inservice weeks that occur each academic year; prior to [fall semester \(Appendix 47\)](#) and prior to [spring semester \(Appendix 48\)](#).

Below is a list of the faculty participation in workshops during the 15-16 academic year.

<b>Name</b>	<b>Position</b>	<b>Activity</b>	<b>Location</b>	<b>Dates</b>
Fairbanks, Devery	FT Faculty Indigenous Studies	AIHEC Spring Conference	Minneapolis, MN	March 14- 16, 2016
		WIHEC World Indigenous Higher Education Consortium	Fort, Francis, Ontario	August 1, 2015
Jones, Jeff	Adjunct Faculty Mathematics	National Council of Teachers of Mathematics Regional Conference	Minneapolis, MN	November 11-13, 2015
Keyport, Cassy	Director of Library Services and Tribal Archives Adjunct Faculty	Minnesota Library Association - Opportunities for Library Services in Minnesota's Tribal Communities	St. Paul, MN	October 8, 2015
		Convening Great Lakes Culture Keepers - Ziibiwing Center for Anishinaabe Culture and Lifeways	Mount Pleasant, MI	October 26- 29, 2015
		Lake Superior Library Symposium	Duluth, MN	May 20, 2016
		Tribal College Library Institute	Montana State University, Bozeman, MT	June 6-10, 2016
	President			

King, Dan	CEO Adjunct Faculty	AIHEC Spring Conference	Minneapolis, MN	March 14-16, 2016
		AIHEC Winter Conference	Washington, DC	February 7-11, 2016
		National AIHEC Board of Regents Conference	San Diego, CA	October 16-19, 2015
Lee, Patrick	Adjunct Faculty Information Technology	Pursuing M.S. in Instructional Technology	University of MN - Mankato	
Nendick, Tami	FT Faculty Science	Higher Learning Commission Annual Conference	Chicago, IL	April 15-19, 2016
		MN Science Teachers Association Conference on Science Education	DECC, Duluth, MN	February 26-27, 2016
		Microbes Rule the World: Effects of Disease on History	Webinar through Weber State University	March 7, April 26, 2016
Niswander, Tami	CFO Adjunct Faculty	Federal Student Aid Conference	Las Vegas, NV	December 1-4, 2015
		First Americans Land Grant Consortium	Denver, CO	November 9, 2015
		National Tribal College Finance Officers Association Conference	MT	July 1, 2015
		Pursuing DBA (Doctorate in Business Administration)	Metropolitan State University, St. Paul, MN	Anticipated completion date: August 2018
Polzin, Liz	VP of Student Success Adjunct Faculty	Pursuing EdD in Higher Education Administration	Lindenwood University	Anticipated complete date: May 2016
	VP of			

Schram, Mandy	Operations and Academic Affairs	Higher Learning Commission Annual Conference	Chicago, IL	April 15-19, 2016
		How to Develop a Plan for Adding Virtual Student Support Services	Webinar	October 10, 2015
Stephani, Julia	FT Faculty Communications	Anton Treuer Red Lake History Presentation	RLNC	July 19, 2015
		Professional Writing Seminar	Leech Lake Tribal College	August 25, 2015
		Master of Science in Communications completed	Walden University	December 20, 2015
		Drug and Gang Summit	Red Lake Casino	February 11, 2016
Stephani, William	FT Faculty Social Studies and Social and Behavioral Sciences Communications	Anton Treuer Red Lake History Presentation	RLNC	July 19, 2015
		Professional Writing Seminar	Leech Lake Tribal College	August 25, 2015
Vondras, Steve	Adjunct Faculty IT	"Troubleshooting TCP/IP Networks with Wireshark"	Virtual Class hosted by Global Knowledge	April 4-9, 2016

5. All instructors post their office hours on their office doors and on the [RLNC website \(Appendix 134\)](#). 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.

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 \(Appendix 116\)](#).

Below is a list of staff participation in training and workshops during the 15-16 academic year:

<b>Name</b>	<b>Position</b>	<b>Activity</b>	<b>Location</b>	<b>Dates</b>
Kimbrell, Betty	Admissions Counselor	Blandin Reservation Leadership Training	Grand Rapids, MN	November 16-20, 2015
		Blandin Workshop	Grand Rapids, MN	February 2-23, 2016
		How to Develop a Plan for Adding Virtual Student Support Services	Webinar	October 10, 2015
		Helping Students Face Financial Reality	Webinar	February 1, 2016
		Pursuing A.A.S. in Social and Behavioral Sciences	RLNC	

		Pursuing a B.S. in Business Management	BSU, Bemidji, MN	Anticipated graduation date: Spring 2018
Maxwell, Arnold	Custodian Maintenance	Certificate of Completion of Special Engineers MN State Boiler Engineers License Class		January 19, 2016
Neadeau, Josh	Security Supervisor	Certificate of Completion of Special Engineers MN State Boiler Engineers License Class		January 19, 2016
Neadeau, Laurie	Director of Student Services	How to Develop a Plan for Adding Virtual Student Support Services	Webinar	October 10, 2015

## Sources

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- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 66)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 14)
- Appendix 115: RLNC Faculty Handbook (page number 36)
- Appendix 115: RLNC Faculty Handbook (page number 37)
- Appendix 115: RLNC Faculty Handbook (page number 47)
- Appendix 115: RLNC Faculty Handbook (page number 51)
- Appendix 115: RLNC Faculty Handbook (page number 52)
- Appendix 115: RLNC Faculty Handbook (page number 57)
- Appendix 115: RLNC Faculty Handbook (page number 58)
- Appendix 115: RLNC Faculty Handbook (page number 60)
- Appendix 116: RLNC Policies and Procedures Manual
- Appendix 116: RLNC Policies and Procedures Manual (page number 24)
- 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 23: Classroom Observation template
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 47: Faculty Workshop Days Fall 2015
- Appendix 48: Faculty Workshop Days Spring 2016

### 3.D - Core Component 3.D

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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

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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.

Beginning in the 2014-2015 academic year, RLNC was able to provide more diverse support services to students through the addition of a Vice President of Student Success. This position is dedicated to supporting faculty, staff, and students with success and retention initiatives. During the 2014-2015 academic year, counseling services and disability services were established and developed. The academic warning program expanded to provide appropriate intervention to students struggling academically. Additionally, opportunities to educate students and provide positive interactions between faculty, staff, and students were established through Monday Gatherings and campus events. Tutoring services through the Learning Center are also offered in an effort to assist students with their academics. The use of yearly surveys will provide input from students as well as RLNC graduates as to what programming in student services may require improvements.

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

	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16
Total Headcount	123	92	119	106	104	94	149	116
Female	62%	61%	66%	65%	71%	77%	70%	73%
Male	38%	39%	34%	35%	29%	23%	30%	27%

Average Age	29	30	29	28	28	28	27	29
American Indian	100%	100%	99%	99%	97%	100%	97%	100%
Red Lake Enrollment	96%	95%	92%	92%	93%	87%	87%	86%
								+
Part-Time	19.5%	5%	6%	6%	7%	10%	19.5%	22%
Full-Time	80.5%	95%	94%	94%	93%	90%	80.5%	78%
Average Credit Load	13	13	14	13	13.5	13	12	12
First Time Freshman				15%	46%	28%	56%	18%
First Gen. College Student						64%	62%	64%

### Counseling Services

The VP of Student Success serves as a counselor for all students enrolled at RLNC. As a certified counselor, the VP of Student Success is 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 Monday Gathering topics. Such topics discussed with students include managing stress and anxiety, dealing with depression, suicide prevention, note taking skills, and learning styles.

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. A referral system between Red Lake Nation College and the Red Lake Nation Indian Health Service, specifically Behavioral Health, was established in 2015. This referral process allows the VP of Student Success to refer students in need of ongoing counseling services to Behavioral Health. This system also allows the VP of Student Success to contact Behavioral Health staff should there be a mental health emergency on campus.

An early alert system was established in 2014 to assist the VP of Student Success in identifying students who were regularly absent from class or struggling academically. Faculty and staff are welcome to complete an [Academic Alert Form \(Appendix 1\)](#) which is given directly to the VP of Student Success. The VP of Student Success is responsible for establishing contact with the student to evaluate what intervention may be necessary at that time.

During the fall 2015 semester, there were a total of 41 (unduplicated) referrals through the Academic Alert Form, which was 28% of the student body. Of the students referred, 24% persisted to the spring

2016 semester. During the spring 2015 semester, there were a total of 50 (unduplicated) referrals which was 53% of the student body. During the fall 2014 semester, there were a total of 41 referrals which was 39% of the student body.

A survey designed to gather student opinions regarding the counseling services received at RLNC has been completed; however, there have been no responses to the survey.

### **Disability Services**

Disability Services to assist those who qualify for accommodations began in 2014. RLNC currently provides accommodations to students on an individual basis, based on submitted documentation, 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.

A survey designed to gather student opinion regarding the disability services at RLNC has been created; however, due to the low number of students requesting services, information collected through the survey does not reflect the opinion of all students who have received services. During the spring 2015 semester, one student indicated that he/she "strongly disagreed" with one survey question: "My instructors have respected my right to confidentiality by not revealing my identity as a student with a disability to other students in the class." Due to the nature of the response, the VP of Student Success provided in-service training to all faculty regarding the rights and responsibilities of students with disabilities, as well as faculty members who work with those students.

### **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 class.

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 recognizes the need to provide additional support services to high school students who take classes at RLNC. The Recruitment and Retention Counselor closely monitors the attendance and grades of high school students and communicates weekly with the Red Lake High School teacher assigned to these students. 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, in March of 2016, RLNC hosted its first annual College and Career Fair which provided 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.

During the spring 2016 semester, a relationship with Bemidji State University (local university) was established to encourage students to attend Tribal College Preview days at BSU. As an initial effort, representatives from BSU visited RLNC to discuss degree programs, scholarship opportunities, and resources available to students at BSU. As a follow up to their visit, BSU will be hosting a day on their campus to specifically address questions tribal college students may have regarding the transfer process. A representative from RLNC will be attending with students to provide transportation and a contact at RLNC to assist with the transfer process for interested students.

### **Financial Aid Assistance**

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 Assistant 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 assistant 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 \(Appendix 139\)](#). Additional scholarships, grant, and internship opportunities are provided on the [RLNC Facebook Page \(Appendix 114\)](#) as they are made available.

### **Tutoring**

The RLNC Learning Center provides 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 COMPASS scores. All incoming students take the COMPASS Placement Test and may be recommended to take preparatory reading/writing and/or mathematics courses. RLNC currently offers a preparatory math class (Algebra Skills -MATH 094) and will be offering a preparatory reading/writing course in the Fall of 2016 (ENGL 096 - Writing and Reading Skills). The 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**

Two gatherings are held per 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 a COMPASS placement test which assists with placing students in the proper courses by assessing their reading, writing, and mathematics skills. A developmental math course is available for students who fall below the threshold for college-level mathematics. Developmental reading and writing skills are incorporated into the Path to Success (EDU 102) course which is a required course for all students. In addition, a developmental English course will be reinstated into the curriculum in the fall of 2016. This course had been furloughed by Leech Lake Tribal College, but due to high need, it has been

reinstated. Prerequisites exist for specific courses which help guide students in the registration process. Also, Student Services has worked to establish a recommended course schedule for a student's first semester to ensure they complete courses that will be crucial to other courses in their degree program.

Most students test into preparatory courses and the recommended course schedule for incoming freshmen is as follows:

Path to Success (EDU 102) - 3 credits

Computer Applications I (ITECH 100) - 3 credits

Math (Based on COMPASS score - MATH 094 or MATH 140) - 3-4 credits

English (Based on COMPASS score - EDU 102 or take concurrently with ENGL 101) - 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. Due to the high rates of preparatory instruction needed by RLNC students, the Learning Center has also incorporated tutoring groups on these subjects and staffed the learning center with faculty, a professional tutor, and work-study students who can assist students on a regular basis. Additionally, RLNC will be hiring a full-time mathematics instructor for the 2016-2017 academic year.

**Preparatory Instruction**

<b>COMPASS Placement Testing Rates</b>	Fall 2014	Fall 2015
Reading	59%	24%
Writing/Composition	71%	71%
Mathematics	98%	78%

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 this work, the combined withdrawal and failure rates have dropped 26% since the spring of 2013.

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

<b>Semester</b>	<b>Total Credits Enrolled</b>	<b>Withdraw Credits</b>	<b>Failed Credits</b>	<b>Total Credits Withdrawn or Failed</b>	<b>Total Percent W and F</b>

<b>FA 12/13</b>	1482	72	500	572	39%
<b>SP 12/13</b>	1170	187	375	562	48%
<b>FA 13/14</b>	1582	317	342	659	42%
<b>SP 13/14</b>	1399	441	189	630	45%
<b>FA 14/15</b>	1351	352	190	542	40%
<b>SP 14/15</b>	1188	189	175	364	31%
<b>FA 15/16</b>	1766	107	287	394	22%

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 Director of Student Services to ensure they are making progress toward degree completion.

4. The institution now has two computer labs and a learning center, all equipped with new computers and Windows 8. Technical support is provided to RLNC by the Red Lake Band of Chippewa Indians. 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 September 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 102, EDU 102, ITECH 100). The addition of a librarian 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 presentation \(Appendix 95\)](#) has been used to guide faculty in their understanding.

Class content in EDU 102 and ITECH 100 has specifically addressed the ethical use of information. In EDU 102, the librarian 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. During the time from February 2015-February 2016, the Director of Library Services and Tribal Archives presented seventeen APA and plagiarism workshops using the [Plagiarism \(Appendix 96\)](#) and [APA PowerPoints \(Appendix 11\)](#).

In ITECH 100, 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 Computer Applications (ITECH 100) 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 towards the library for help rather than relying on Wikipedia and other general web sources. In 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.

## Sources

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- Appendix 1: Academic Alert Form
- Appendix 101: Research In Context-Fact Sheet
- Appendix 11: APA Student Information
- Appendix 114: RLNC Facebook Page
- Appendix 139: RLNC website (Financial Aid)
- 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 Students

## 3.E - Core Component 3.E

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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

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1. RLNC offers a variety of co-curricular activities including student organizations, presentations, speakers, and events.

The Student Council 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 Council is available on the [RLNC website \(Appendix 149\)](#). The Student Council'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 Council 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 Council's monthly meetings. This organization does not discriminate on the basis of disability, ethnicity, race, religion, creed or sexual orientation. The Director of Student Services and the Admissions Counselor are currently co-sponsors and advisors of this organization.

Additionally, students have the opportunity to participate in student organizations at the Leech Lake Tribal College Campus, including athletics (men's and women's basketball) and AISES.

American Indian Science and Engineering Society (AISES) has an active chapter on the main LLTC campus. The mission of the AISES is to substantially increase the representation of American Indians and Alaskan Natives in engineering, science, and other related technology disciplines.

The American Indian Higher Education Consortium (AIHEC) National Student Conference holds an annual event each spring representing 37 colleges throughout the United States and one Canadian Institution. A group of Red Lake students participated in the National AIHEC Student Conference in March 2016. The positive and enriching experience led the students to plan 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 Council, 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.

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 two academic years.

<b>Title</b>	<b>Description</b>	<b>Dates</b>	<b>Students</b>
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.	Each Semester	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, Spring 2016	BIO 121, BIO 122, PSCI 110
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
Earth Day Activities	Students will teach elementary students environmental science lessons for Earth Day.	Spring 2016	BIO 121, BIO 122
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
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
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
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
Book-Signing Event	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
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.	Winter 2016	EDU 102 ENG 220 ENG 102 SPCH 201
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 a main artery for travel by the explorers, traders, the army, and the settlers. In the early 1900s, it was still being used as a 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
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	HIS 101, ENG 250, PE 100
Equay Wigamig Women's Shelter	Assisting with various programs and activities throughout the spring, including annual trainings.	Spring 2016	PSY 200, HIS 101, PE 100
		Spring	

Sugar Bush Activities	Assisting with setting up sugar bush camp, tapping trees, collecting sap, etc.	2016, depending on weather	PSY 200, HIS 101, PE 100, ENG 250
Red Lake Family & Children's Services (FCS)	Assist with annual Youth Conference	Spring 2016	PSY 200, HIS 101, PE 100, ENG 250

## Sources

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- Appendix 149: RLNC website (Student Council)
- Appendix 159: Student Council Charter and Bylaws

## 3.S - Criterion 3 - Summary

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

### Summary

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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 \(Appendix 172\)](#)
- [Curriculum Committee Minutes \(Appendix 130\)](#)
- [Curriculum Checklist \(Appendix 32\)](#)
- [Curriculum Proposal Protocol \(Appendix 115\)](#)
- [Master Syllabus \(Appendix 90\)](#)
- [Syllabus Evaluation Rubric \(Appendix 161\)](#)

2. Course assessment takes place in the Assessment Committee. The Assessment Committee follows an annual work plan and publishes minutes on the RLNC website. The Committee evaluates courses according to an Assessment Calendar and using the Assessment Plan. The Committee continuously works on the Course Assessment Progress Report and Curriculum Maps.

- [Assessment Committee Work Plan \(Appendix 171\)](#)
- [Assessment Committee Minutes \(Appendix 128\)](#)
- [Assessment Calendar \(Appendix 14\)](#)
- [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#)
- [Course Assessment Progress Report \(Appendix 30\)](#)
- [Curriculum Map/Assessment Matrix \(Appendix 34\)](#)

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 Leech Lake Tribal College and Bemidji State University which directly impacts Red Lake Campus students and between Leech Lake Tribal College and Red Lake Nation College upon separation of the two campuses.

- [Website Assessment Page \(Appendix 128\)](#)
- [MNSCU Transfer Curriculum \(Appendix 91\)](#)
- [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#)
- [Learning Outcomes \(Appendix 110\)](#)
- [LLTC/BSU Articulation Agreement \(Appendix 12\)](#)
- [LLTC/RLNC Articulation Agreement \(Appendix 88\)](#)

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

A.A.S. in Social and Behavioral Sciences. The A.A. degree program is accredited by the Higher Learning Commission and offered through Leech Lake Tribal College. RLNC is currently an additional location of LLTC. Leech Lake Tribal College presently has the authority to modify curriculum, but RLNC makes recommendations to LLTC through the committee process. The A.A.S. degree is currently unaccredited and not affiliated with LLTC. RLNC intends to implement additional degree programs over the next few years, including A.A. in Business Management, A.A. in Environmental Science, and a Certificate in Speaking and Teaching the Ojibwe Language.

- [A.A. in Liberal Education \(Appendix 110\)](#)
- [A.A.S. in Social and Behavioral Sciences \(Appendix 110\)](#)
- [Contractual Agreement between LLTC and RLNC \(Appendix 105\)](#)
- [Schedule of program implementation \(Appendix 110\)](#)

5. 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.

- [Credential Evaluation Summary \(Appendix 41\)](#)
- [Faculty Biographies \(Appendix 138\)](#)
- [Faculty Credentials Guidelines \(Appendix 115\)](#)
- [Tested Experience Policy \(Appendix 115\)](#)
- [Process for Evaluating Faculty Credentials \(Appendix 115\)](#)
- [Competency and Pedagogy \(Appendix 115\)](#)
- [Faculty Evaluations \(Appendix 115\)](#)
- [Professional Development Policy \(Appendix 115\)](#)
- [Professional Growth and Development Plan \(Appendix 115\)](#)
- [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. 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 \(Appendix 115\)](#)
- [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

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- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 43)
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 110: RLNC Catalog (page number 67)
- Appendix 110: RLNC Catalog (page number 69)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 12)
- Appendix 115: RLNC Faculty Handbook (page number 14)
- Appendix 115: RLNC Faculty Handbook (page number 22)
- Appendix 115: RLNC Faculty Handbook (page number 29)
- Appendix 115: RLNC Faculty Handbook (page number 32)
- Appendix 115: RLNC Faculty Handbook (page number 36)
- Appendix 115: RLNC Faculty Handbook (page number 37)
- Appendix 115: RLNC Faculty Handbook (page number 52)
- Appendix 12: Articulation Agreement BSU & LLTC
- Appendix 128: RLNC website (assessment)
- Appendix 13: Assessment 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: Assessment Calendar
- Appendix 140: RLNC website (Forms)
- Appendix 142: RLNC website (Information Resources)
- Appendix 145: RLNC website (Learning Center)
- Appendix 148: RLNC website (screenshot student services)
- Appendix 160: Student Course Evaluation
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 23: Classroom Observation template
- Appendix 30: Course Assessment Progress Report
- Appendix 32: Curriculum Checklist
- Appendix 34: Curriculum Map and Matrix
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 5: Academic Warning Program
- Appendix 88: LLTC.RLNC.ArticulationAgreement
- Appendix 90: Master Syllabus Template
- Appendix 91: MN Transfer Curriculum (screenshot)

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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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

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1. Red Lake Nation College demonstrates responsibility for the quality of its programs through the review of assessment and program review data. The Assessment and Curriculum Committees have the responsibility to ensure that programs of study are meeting academic standards and are teaching the outcomes as delineated in the RLNC Catalog. The Assessment Committee performs annual program reviews according to the [Academic Assessment Calendar \(Appendix 14\)](#). As you can see, RLNC has not yet performed program reviews on its own programs because it has been an additional location of Leech Lake Tribal College since 2012 ([LLTC/RLNC contractual agreement, Appendix 105](#)) and Fond du Lac Tribal and Community College prior to that, offering only an A.A. in Liberal Education through those colleges. However, RLNC began its own A.A.S. in Social and Behavioral Sciences in the fall of 2015 and will begin program assessment in the spring of 2016. A [Curriculum Map \(Appendix 34\)](#) for this program has been completed and [Course Assessment \(Appendix 30\)](#) has occurred for several courses that are required in this program. The RLNC [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#) provides additional information on the direction of course assessment.

As programs are reviewed, the Assessment Committee will determine if each program is to be maintained, enhanced, reconfigured, or reduced/phased-out.

2. At this time, RLNC only evaluates credit that it transcripts (A.A.S. in Social and Behavioral Sciences). All other credits are transcribed by Leech Lake Tribal College. 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 (Director of Student Services) 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 LLTC/RLNC. Courses are evaluated by the Registrar’s Office, and not all courses will transfer.

Students who wish to transfer into the Social and Behavioral Sciences Program will submit official transcripts to the RLNC Director of Student Services. The RLNC Director of Student Services will follow the same transfer policies instituted by LLTC. 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 Director of Student Services. 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 will accept 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 Checklist \(Appendix 32\)](#). The Curriculum Committee follows its [annual work plan \(Appendix 172\)](#) and courses are assessed at the same time the Assessment Committee is reviewing student learning outcomes as indicated on the [Academic Assessment Calendar \(Appendix 14\)](#). Based upon the results of those curriculum checklists, appropriate changes are made to course content.

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 12 of the [Faculty Handbook \(Appendix 115\)](#).

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.

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 \(Appendix 143\)](#).

***\*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 as RLNC has not yet produced any of its own graduates.***

The Student Services office, using an [annual work plan \(Appendix 188\)](#) 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**

<b>Graduating Year</b>	<b># Graduates</b>	<b># Transferred Out</b>	<b># Employed</b>	<b># Other</b>	<b># Unknown</b>	<b>Employment/ Transfer Rate</b>
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%
<b>Average</b>						<b>64%</b>

**Graduation Rates**

<b>Fall Semester</b>	<b># of First-Time Freshmen and Transfer-In Students</b>	<b>100% Graduation Rate (2 Years)</b>	<b>150% Graduation Rate (3 Years)</b>	<b>200% Graduation Rate (4 Years)</b>	<b>Graduation Rate (Using 150%)</b>
Fall 2006	35	9	+0 = 9	+0 = 9	26%
Fall 2007	18	4	+0 = 4	+0 = 4	22%
Fall 2008	32	4	+1 = 5	+0 = 5	16%
Fall 2009	32	5	+2 = 7	+0 = 7	22%
Fall 2010	54	1	+0 = 1	+0 = 1	2%
Fall 2011	70	4	+5 = 9	+1 = 10	13%
Fall 2012	50	2	+3 = 5		10%
Fall 2013	94				

Fall 2014	48				
Fall 2015	84				
<b>Average</b>					<b>16%</b>

## Sources

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- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 15)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 12)
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 14: Assessment Calendar
- Appendix 143: RLNC website (institutional data screenshot)
- Appendix 151: RLNC website (surveys)
- Appendix 153: RLNC website (updated policies)
- Appendix 163: Tested Experience
- Appendix 164: Transition/Teach-Out Plan
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 188: Work Plan: Director of Student Services 2015-2016
- Appendix 30: Course Assessment Progress Report
- Appendix 32: Curriculum Checklist
- Appendix 34: Curriculum Map and Matrix
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 84: Justification of Faculty Credentials

## 4.B - Core Component 4.B

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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

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Ongoing 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.

1. Student Learning Outcomes are measured at three different levels at Red Lake Nation College: institutional, program, and course.

### 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.

### Program Outcomes

Program outcomes for the LLTC/RLNC Campus Liberal Education Degree Program and for all RLNC programs (current and future) are listed in the [RLNC Catalog \(Appendix 110\)](#), on the [RLNC website \(Appendix 146\)](#), and in the [Learning Outcomes Brochure \(Appendix 87\)](#) for the Social and Behavioral Sciences students and in the [Learning Outcomes Brochure \(Appendix 86\)](#) for the Liberal Education Students.

The A.A. in Liberal Education degree program has a set of learning outcomes that is directed by Leech Lake Tribal College. However, the RLNC Assessment Committee reviews learning outcomes and makes recommendations to the LLTC Assessment Committee (see Assessment Committee Minutes located on the [RLNC website \(Appendix 130\)](#)).

Program outcomes for RLNC programs (currently A.A.S. in Social and Behavioral Sciences) are developed, monitored and revised by the RLNC Assessment Committee according to the [Assessment](#)

[Calendar \(Appendix 14\)](#) and [Assessment Committee Annual Work Plan \(Appendix 171\)](#). The committee structure and assessment process can be found on the [Academic Assessment Structure chart \(Appendix 17\)](#). Because RLNC programs are still in their infancy, program assessment has not yet taken place but is scheduled to begin in the spring of 2016 beginning with the Assessment Matrix as a part of the [Curriculum Map \(Appendix 34\)](#).

### Course Outcomes

Course outcomes for LLTC classes offered on the Red Lake Campus are developed by LLTC. The RLNC Assessment Committee and Curriculum Committee review these outcomes and make recommendations for revisions to the LLTC Assessment Committee.

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-depth course level assessment began at RLNC in the fall of 2015. Please see the [course assessment progress report \(Appendix 30\)](#) for information gathered to date. In addition, the Assessment Committee and Curriculum Committee are linked. While course-level data is analyzed in the Assessment Committee, the curricula for those courses are also being reviewed in the Curriculum Committee according to the [Curriculum Checklist \(Appendix 32\)](#).

2. The RLNC Assessment Committee and Curriculum Committee assess the learning outcomes according to the [Assessment Calendar \(Appendix 14\)](#), the [Assessment Committee Work Plan \(Appendix 171\)](#) and the [Curriculum Committee Work Plan \(Appendix 172\)](#). At the end of the academic year, the work plans are reviewed and an annual summary of accomplishments is developed. The information gleaned from the data obtained throughout the academic year guides changes in assessment and the development of the committee work plans for the upcoming academic year. Faculty members can also utilize the [RLNC Assessment Plan Workbook \(Appendix 16\)](#) to assist them in understanding the assessment process.

3. RLNC uses information gained from assessment to improve student learning. For example, after reviewing a sample of student writing, the Assessment Committee determined that the institution as a whole needed to incorporate a writing rubric across the curriculum. Two faculty members developed a rubric for [essays \(Appendix 181\)](#) and for [short writing assignments \(Appendix 154\)](#) and brought it to the Assessment Committee. After several revisions, it was approved by the committee and the Faculty Senate and disseminated to all faculty members throughout the institution. The purpose of having a standard set of writing expectations is to ensure that students are learning the proper material and being held accountable to the same expectations throughout their academic experience. In addition, the RLNC assessment committee has been monitoring failure and withdrawal rates over several years. As a result of very high rates in the spring of 2013, intensive student support services were implemented to reach students sooner. The overall failure/withdrawal rate went from 48% in the spring of 2013 to 22% in the fall of 2015. The [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#) outlines the measures that have been taken to insure continuous improvement throughout the institution.

RLNC also administers a student satisfaction survey, located on the RLNC website. The results of the survey from Spring 2015 are as follows:

Statement	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Total	Weighted Average
Courses are							

academically challenging.	0%	2.56%	2.56%	71.79%	23.08%	39	4.15
There is a good relationship between faculty and students.	2.56%	0%	2.56%	35.90%	58.97%	39	4.49
RLNC is warm, friendly, and supportive of students.	2.56%	0%	5.13%	43.59%	48.72%	39	4.36
Students receive adequate recognition for their accomplishments.	2.56%	0%	15.38%	38.46%	43.59%	39	4.21
Dropping and adding courses is easy to do.	2.56%	2.56%	28.21%	51.28%	15.38%	39	3.74
Help is available when I'm struggling personally or academically.	5.13%	2.56%	10.26%	46.15%	35.90%	39	4.05
I would choose to attend RLNC again.	2.56%	0%	7.69%	30.77%	58.97%	39	4.44
I would recommend RLNC to others.	2.56%	0%	2.56%	35.90%	58.97%	39	4.49
The campus is generally a safe place.	2.56%	0%	7.69%	43.59%	46.15%	39	4.31
Overall, I am satisfied with my experience at RLNC.	2.70%	0%	2.70%	35.14%	59.46%	37	4.49

Some comments students made during this survey period included:

*"Can't wait for the new building and science lab."*

*"Good start to higher education."*

*"Faculty is very helpful!"*

*"Loved it here. It is one of the best decisions I've made."*

4. All full-time faculty members participate in the Assessment Committee and the Curriculum Committee. In 2015-2016, there were four full-time faculty members. There will be five members in 2016-2017. The Committee Calendar (located on the [RLNC website, Appendix 137](#)) indicates the frequency of these meetings. In addition, Assessment Committee minutes can be found on the [RLNC website \(Appendix 130\)](#).

## Sources

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- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 130: RLNC website (committee minutes)
- Appendix 137: RLNC website (event calendar)
- Appendix 14: Assessment Calendar
- Appendix 144: RLNC website (institutional outcomes)
- Appendix 146: RLNC website (program learning outcomes)
- Appendix 154: Short-Answer Essay Rubric
- Appendix 16: Assessment Plan Workbook
- Appendix 17: Assessment Structure
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 181: Written Essay Rubric
- Appendix 30: Course Assessment Progress Report
- Appendix 32: Curriculum Checklist
- Appendix 34: Curriculum Map and Matrix
- Appendix 86: Learning Outcomes Brochure AA
- Appendix 87: Learning Outcomes Brochure AAS
- Appendix 90: Master Syllabus Template

## 4.C - Core Component 4.C

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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

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1. During the 2014-2015 academic year, Red Lake Nation College began new initiatives to assist with student retention. RLNC's preliminary efforts to establish a systematic approach for retention did not involve a specific numerical goal, but instead focused on developing strategies by which RLNC could begin to build an initial framework to retain students and evaluate the success of those strategies. Each initiative and plan for evaluation is included in the initial [Retention Plan \(Appendix 103\)](#).

Building an initial framework was designed to provide direction to RLNC administration, faculty, and staff with a path for services available to students, including counseling, referral system, proper advisement, disability services, and student recognition.

During the 2015-2016 academic year, RLNC set out to increase retention, persistence, and the graduation rates by two percent each year, as described in the [2015-2019 Retention Plan \(Appendix 104\)](#). Additionally, RLNC seeks to decrease the withdrawal rate and credit failures by three percent each year. These percentage goals are ambitious but attainable and based on the student population and recent growth.

Retention, persistence, withdrawal, credit failure and completion rates are reviewed regularly by the assessment committee, administration, and student services department. 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.

The Progressive Academic Student Success (PASS) Committee did set numerical goals for student retention, persistence, and completion, and they are listed in the committee's [work plan \(Appendix 178\)](#).

**Goal #1:** Red Lake Nation College will strive for a retention rate (fall to fall) of 35%.

**Goal #2:** Red Lake Nation College will strive for a persistence rate (fall to spring) of 70%.

**Goal #3:** Red Lake Nation College will strive for a graduation (completion) rate of 25%.

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.

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 \(Appendix 8\)](#) and [14-15 \(Appendix 9\)](#) are provided here and available on the [RLNC website \(Appendix 125\)](#). At the present time, RLNC has an average retention rate of 18%, an average persistence rate of 58%, and an average graduation rate of 16%, all shown on the [RLNC website \(Appendix 143\)](#). However, significant improvements have been made in the retention of students through increased student support services. Below is a chart of students who failed or withdrew by semester. As demonstrated by the data, there has been a 26% reduction in course failures and withdrawals since the spring of 2013.

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

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.

Red Lake Nation College also has a high rate of students who test into remedial/developmental courses as seen on the [COMPASS Placement Chart \(Appendix 29\)](#). RLNC closely monitors the success rates in these classes as seen in the attached [Preparatory Instruction Success Rates \(Appendix 97\)](#) Graphs.

3. Red Lake Nation College uses 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 \(Appendix 178\)](#) 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. RLNC attributes the decrease in failed classes and withdrawals to the interventions taking place at specified times during the semester.

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. While no data is available at this time to determine its usefulness in intervention, the PASS Committee believes that it will aid the committee in determining which students are at high risk of academic failure so that intervention can take place earlier in the semester.

Below is a timeline for academic monitoring throughout the semester.

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

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 Director of Student Services 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.

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

FA12-FA13 = 20%

FA13-FA14 = 18%

FA14-FA15 = 17%

Average = 18%

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

FA13-SP14 = 36%

FA14-SP15 = 72%

FA15-SP16 = 67%

Average = 58%

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

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

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

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

Graduation Rates using 150%

FA06 = 26%

FA07 = 22%

FA08 = 16%

FA09 = 22%

FA10 = 2%

FA11 = 13%

FA12 = 10%

Average = 16%

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

FA12 = 107.06

FA13 = 86.45

FA14 = 99.35

FA15 = 129.74

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

FA12 = 111.25

FA13 = 132.16

FA14 = 117

FA15 = 148.75

## Sources

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- Appendix 103: Retention Plan 2014-2015
- Appendix 104: Retention Plan 2015-2019
- Appendix 125: RLNC website (AIMS)
- Appendix 143: RLNC website (institutional data screenshot)
- Appendix 178: Work Plan: PASS Committee 2015-2016
- Appendix 29: COMPASS Placement chart
- Appendix 5: Academic Warning Program
- Appendix 8: AIMS Report 2013-2014
- Appendix 9: AIMS Report 2014-2015
- Appendix 97: Preparatory Instruction Success Rates

## 4.S - Criterion 4 - Summary

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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

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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 Calendar \(Appendix 14\)](#)
- [Academic Assessment Structure \(Appendix 17\)](#)
- [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#)
- [LLTC/RLNC Contractual Agreement \(Appendix 105\)](#)
- [LLTC/RLNC Articulation Agreement \(Appendix 88\)](#)
- [LLTC/BSU Articulation Agreement \(Appendix 12\)](#)
- [Credit Transfer Policies \(Appendix 153\)](#)
- [Transition/Teach-Out Plan \(Appendix 164\)](#)
- [Curriculum checklist \(Appendix 32\)](#)
- [Curriculum Committee Work Plan \(Appendix 172\)](#)
- [RLNC Catalog \(Outcomes, Appendix 110\)](#)
- [Master Syllabus \(Appendix 90\)](#)
- [PASS Committee Work Plan \(Appendix 178\)](#)

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

- [Faculty Handbook \(qualifications\) \(Appendix 115\)](#)
- [Master Syllabus \(Appendix 90\)](#)
- [Essay Rubric \(Appendix 181\)](#)
- [Short-Answer Writing Rubric \(Appendix 154\)](#)
- [Faculty Credential Summary \(Appendix 41\)](#)
- [Syllabus Evaluation Rubric \(Appendix 161\)](#)
- [Course Observations \(Appendix 23\)](#)

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

- [Institutional data \(Appendix 143\)](#)
- [Alumni Surveys \(Appendix 151\)](#)
- [Student Services Work Plan \(Appendix 188\)](#)

- [Student Satisfaction Survey \(Appendix 151\)](#)
- [Retention Plan \(Appendix 104\)](#)
- [AIMS Data 13-14 \(Appendix 8\)](#)
- [AIMS Data 14-15 \(Appendix 9\)](#)

## Sources

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- Appendix 104: Retention Plan 2015-2019
- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 57)
- Appendix 115: RLNC Faculty Handbook
- Appendix 115: RLNC Faculty Handbook (page number 12)
- Appendix 12: Articulation Agreement BSU & LLTC
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 14: Assessment Calendar
- Appendix 143: RLNC website (institutional data screenshot)
- Appendix 151: RLNC website (surveys)
- Appendix 153: RLNC website (updated policies)
- Appendix 154: Short-Answer Essay Rubric
- Appendix 160: Student Course Evaluation
- Appendix 161: Syllabus Evaluation Rubric
- Appendix 164: Transition/Teach-Out Plan
- Appendix 17: Assessment Structure
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 178: Work Plan: PASS Committee 2015-2016
- Appendix 181: Written Essay Rubric
- Appendix 188: Work Plan: Director of Student Services 2015-2016
- Appendix 23: Classroom Observation template
- Appendix 3: Academic Plan
- Appendix 32: Curriculum Checklist
- Appendix 40: Faculty Credential Evaluation Form
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 8: AIMS Report 2013-2014
- Appendix 88: LLTC.RLNC.ArticulationAgreement
- Appendix 9: AIMS Report 2014-2015
- Appendix 90: Master Syllabus Template

## 5 - Resources, Planning, and Institutional Effectiveness

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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

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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

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1. The Red Lake Nation College (RLNC) has proven over the last five years that it has the fiscal resources necessary to continue 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 resources.

The [Financial Sustainability Plan \(Appendix 52\)](#) outlines the new revenue sources RLNC will be seeking in years to come, as well as the financial support received from the Red Lake Band of Chippewa Indians. While the Red Lake Band of Chippewa Indians serves as a current revenue source, RLNC anticipates their contributions will decrease in the years to come as RLNC seeks candidacy and becomes financially independent. As the [2016 RLNC Budget \(Appendix 184\)](#) 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%.

Despite the strong financial support from the Red Lake Band of Chippewa Indians, the College is seeking to diversify its sources of revenue. RLNC has developed an annual source of revenue from tuition and fees outlined in the [contractual agreement \(Appendix 105\)](#) with Leech Lake Tribal College. Another increasingly large percentage of the annual college revenue is from private fundraising sources. Additionally, in 2017, the College will be increasing its tuition rate from \$154 per credit to \$174 per credit (a 12.9% increase) to help cover the cost of education.

These plans for revenue diversification will seek to protect RLNC from unforeseen challenges from any one sector of revenue sources. One of the largest potential 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 is attained, RLNC will receive about \$6,700 per student per year in the fall of 2017. These funds will provide the largest percentage of the base operational funding.

RLNC has sought highly qualified individuals to support College operations. In addition, RLNC has developed a [Human Resource Plan \(Appendix 54\)](#) that outlines the plans to support the growth at RLNC, academically and operationally.

RLNC recently invested in a brand 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, two daycare centers, fitness center, steam room, and café and bookstore. The new facility demonstrates RLNC has provided the physical infrastructure necessary for the programs offered.

All technology at RLNC is 21<sup>st</sup> century, state of the art, complete with T3 fiber optic networking telecommunications lines. These telecommunications lines have been installed on the Red Lake Reservation within the last three years. 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 to laptops for classroom use. 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, 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 through our indirect cost payments to the Tribe. RLNC also offers several library electronic databases for student and faculty access. Through the academic agreement with Leech Lake Tribal College, RLNC students also have access to the Electronic Library for Minnesota (ELM) system, which provides access to libraries throughout the state. Students also have access to a Power Lounge area which provides convenient, 21st century access to A/C and USB charging stations at the college for laptops, iPads, and smart phones. The Red Lake Nation College [Technology Plan \(Appendix 162\)](#) details existing resources as well as plans for future additions.

2. RLNC has an established internal budgeting process that includes college wide collaboration and input to ensure resources are properly allocated, with academics as 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 allot 70% of the annual budget to [academic expenditures \(Appendix 184\)](#). During 2016, 71% of the annual budget was spent on academic purposes.

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

RLNC has developed and sought the resources to provide a high quality education that is personalized to the student population. The education provided is grounded in Ojibwe language and culture, includes student support and one-on-one, educational assistance and tutoring.

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 for each committee: [Assessment Committee \(Appendix 171\)](#), [Curriculum Committee \(Appendix 172\)](#), [Institutional Effectiveness Committee \(Appendix 176\)](#), [Governance Committee \(Appendix 174\)](#), [Progressive Academic Student Success \(PASS\) Committee \(Appendix 178\)](#), [Events Committee \(Appendix 173\)](#), [Campus Safety and Security Committee \(Appendix 180\)](#), and the [Faculty Senate \(Appendix 168\)](#). Some committees don't have annual work plans as they meet on an ad hoc basis.

In addition, RLNC departments develop annual work plans with goals and mission statements appropriate to their functions and responsibilities and accounting for the human and financial resources available to those departments. Annual work plans for the 2015-2016 academic year include: [Director of Student Services \(Appendix 188\)](#), [Director of Library Services and Tribal Archives \(Appendix 177\)](#), [Director of Human Resources \(Appendix 175\)](#), [Recruitment and Retention Counselor \(Appendix 179\)](#), and [Admissions Counselor \(Appendix 170\)](#). Work plans will be required for every department during the 2016-2017 academic year.

4. RLNC 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, 85% 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. This process is available to those who may not possess the generally acceptable 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 his/her content area.

RLNC makes every effort to recruit and hire the most qualified individuals available for all 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 qualifications to work within each department.

Red Lake Nation College job descriptions include the qualifications, knowledge, skills, and abilities required for each position. 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 Student Services \(Appendix 65\)](#), [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 \(Appendix 59\)](#), [Professional Tutor \(Appendix 80\)](#), [Maintenance Worker \(Appendix 78\)](#), [Library Assistant \(Appendix 77\)](#), [Accounting Specialist \(Appendix 57\)](#), [Bookstore Associate \(Appendix 60\)](#), [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 \(Appendix 70\)](#), [Sample Adjunct Instructor Position \(Appendix 58\)](#).

Additionally, job descriptions have been created to fill the anticipated faculty needs as academic programs are implemented. They are as follows: [Full-Time Social and Behavioral Sciences Instructor \(Appendix 74\)](#), [Full-Time Business Instructor \(Appendix 67\)](#), [Full-Time Environmental](#)

[Sciences Instructor \(Appendix 69\)](#), and [Full-Time Ojibwe Language Instructor \(Appendix 72\)](#).

All RLNC employees are issued a [Policies and Procedures Handbook \(Appendix 116\)](#) and 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. These trainings can be found on the [RLNC website \(Appendix 127\)](#) to ensure easy access for all employees in order to facilitate annual completion.

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. The Zero Based Budgeting 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 [commitment to support \(Appendix 187\)](#) Red Lake Nation College in capital, infrastructure and human resources until RLNC reaches Candidacy and can obtain Federal Funding provided to Tribal Colleges through the Tribally Controlled Colleges and Universities (TCCU) Act. The [Tribal Contribution Trend \(Appendix 165\)](#) 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 and meets as a group 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 \(Appendix 52\)](#).

Independent, third party audits were completed for [2013 \(Appendix 183\)](#) and [2014 \(Appendix 182\)](#) for RLNC. Both audits were completed with no findings. In mid 2016, RLNC will undergo an audit for 2015. This audit will be an independent audit done by Brady, Martz and Associates, PC, a certified public accounting firm. Prior to 2013, RLNC did have audits completed because audits involving RLNC were completed as part of the Red Lake Tribal Government audits. The audits for 2013, 2014, and 2015 are fully independent audits for the RLNC according to Generally Accepted Accounting Principles (GAAP).

## Sources

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- Appendix 105: RLNC and LLTC Contractual Agreement
- Appendix 116: RLNC Policies and Procedures Manual
- Appendix 127: RLNC website (annual training)

- Appendix 131: RLNC website (committee mission)
- Appendix 155: Staff Credential Summary
- Appendix 162: Technology Plan
- Appendix 165: Tribal contribution trend 2010-2020
- Appendix 168: Work Plan Faculty Senate 2015-2016
- Appendix 170: Work Plan: Admission Counselor 2015-2016
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 173: Work Plan: Events Committee 2015-2016
- Appendix 174: Work Plan: Governance Committee 2015-2016
- Appendix 175 Work Plan Human Resources 2015-2016
- Appendix 176: Work Plan: Institutional Effectiveness Committee 2015-2016
- Appendix 177: Work Plan: Library 2015-2016
- Appendix 178: Work Plan: PASS Committee 2015-2016
- Appendix 179: Work Plan: Recruitment and Retention Counselor Work Plan 2015-16
- Appendix 180: Work Plan: Safety and Security Work Plan 2015-2016
- Appendix 182: 2014 Red Lake Nation College Audit Report
- Appendix 183: 2013 Red Lake Nation College Audit Report
- Appendix 184: 2016 RLNC Budget
- Appendix 187: Tribal Council Resolutions and Letters of Support for RLNC
- Appendix 188: Work Plan: Director of Student Services 2015-2016
- Appendix 41: Faculty Credential Evaluation Summary
- Appendix 42: Faculty Handbook
- Appendix 42: Faculty Handbook (page number 14)
- Appendix 51: Financial Policies and Procedures
- Appendix 52: Financial Sustainability Plan 2016-2020
- 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 54: Human Resource Plan 2016-2019
- 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
- Appendix 65: Job Description: Director of Student Services
- Appendix 66: Job Description: Executive Assistant to the President
- Appendix 67: Job Description: Full-time Business Instructor
- Appendix 68: Job Description: Full-time Communications Instructor
- Appendix 69: Job Description: Full-time Environmental Science Instructor
- Appendix 70: Job Description: Full-time Indigenous Studies Instructor
- Appendix 71: Job Description: Full-time Math Instructor
- Appendix 72: Job Description: Full-time Ojibwe Language Instructor
- Appendix 73: Job Description: Full-time Science Instructor
- Appendix 74: Job Description: Full-time Social and Behavioral Sciences Instructor
- Appendix 75: Job Description: Full-time Social Sciences
- 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 & Retention Counselor
- Appendix 82: Job Description: VP of Academic Affairs
- Appendix 83: Job Description: VP of Student Success

## 5.B - Core Component 5.B

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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

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1. The [Board of Regents \(BOR\) By-Laws \(Appendix 20\)](#) require 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 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 [self-evaluation \(Appendix 21\)](#) to reflect on the different roles and responsibilities of the BOR.

Outside of direct hiring of the President and general oversight of the financial, academic, and operations of the college, the BOR delegates the day-to-day operations to the President. The BOR clearly understands their leadership role. All operational matters are referred to the President.

The [RLNC Charter \(Appendix 111\)](#) (Section 5) requires that all Board Members must complete annual Board Member training. Such trainings assist in clarifying BOR responsibilities with respect to RLNC's academic programming, budgeting, and operations. During the past year of 2015, a large majority of the BOR Members completed two annual training programs.

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 BOR members, along with the President and CFO will 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 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; however, the BOR provides final approval prior to the publication of new policies and/or procedures. This information is included in the agendas and minutes for all BOR meetings ([2015, Appendix 117](#) and [2016, Appendix 118](#)). Policies that have been previously reviewed by the Governance Committee can be found on the [RLNC website \(Appendix 130\)](#).

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. Additionally, the operational committees include all administration, staff, and faculty in order to work together when addressing governance related matters. 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.

Regular, weekly meetings also take place among the President and administration. The President also holds monthly staff and faculty meetings 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 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 \(Appendix 158\)](#) for 2015-2016 demonstrate the student commitment to RLNC.

3. 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 as committee meetings occur between 1 p.m. and 4 p.m. on Wednesdays to accommodate class scheduling. All concerns and issues identified in these committee meetings 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 \(Appendix 13\)](#). Committee work plans follow the [work plan template \(Appendix 13\)](#) 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 for 2015-2016 include: [Assessment Committee \(Appendix 171\)](#), [Curriculum Committee \(Appendix 172\)](#), [Institutional Effectiveness Committee \(Appendix 176\)](#), [Events Committee \(Appendix 173\)](#), [Governance Committee \(Appendix 174\)](#), [Progressive Academic Student Success \(PASS\) Committee \(Appendix 178\)](#), [Campus Safety and Security Committee \(Appendix 180\)](#) and [Faculty Senate \(Appendix 168\)](#).

## Sources

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- Appendix 111: RLNC Charter

- Appendix 111: RLNC Charter (page number 9)
- Appendix 117: Board of Regents Agendas and Minutes 2015
- Appendix 118: Board of Regents Agendas and Minutes 2016
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 8)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 15)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 18)
- Appendix 130: RLNC website (committee minutes)
- Appendix 158: Student Council 2015 2016 Agendas and Minutes
- Appendix 168: Work Plan Faculty Senate 2015-2016
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 173: Work Plan: Events Committee 2015-2016
- Appendix 174: Work Plan: Governance Committee 2015-2016
- Appendix 176: Work Plan: Institutional Effectiveness Committee 2015-2016
- Appendix 178: Work Plan: PASS Committee 2015-2016
- Appendix 180: Work Plan: Safety and Security Work Plan 2015-2016
- Appendix 19: Board of Regents Handbook
- Appendix 20: BOR Bylaws
- Appendix 21: BOR Self Evaluation
- Appendix 26: Committee Assignments
- Appendix 39: Evaluation of President
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 52: Financial Sustainability Plan 2016-2020 (page number 10)

## 5.C - Core Component 5.C

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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

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1. The mission of Red Lake Nation College is the central focus when allocating institutional resources. As an institution seeking to provide an excellent higher education grounded in the Ojibwe language and culture, RLNC has allocated 71% of its 2016 annual funding to academics. The annual goal is to maintain a minimum of at least 70% of spending toward academic affairs to ensure the mission of RLNC is met.

RLNC has also allocated resources to provide the long-term investment of new technology and building. The new building demonstrates not only the college's commitment to an excellent higher education, but also the Red Lake Band of Chippewa Indians' financial investment in a higher education opportunity within the community. Additionally, it demonstrates the necessary use of technology in classroom instruction.

The [Human Resources Plan \(Appendix 54\)](#) identifies the instructional and operational positions that will be necessary over the next five years to continue to meet the mission of the College. These positions were identified based upon the new academic programs ([RLNC Catalog, Appendix 110](#)) that will be implemented, including the Business Management Program, the Environmental Science Program, and the certificate in Speaking and Teaching the Ojibwe Language. Also, these positions include new student support staff to assist with a growing student enrollment.

2. The 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 the Strategic Plan. The committees and departments are responsible for overseeing various aspects of student learning, college operations, planning, and budgeting.

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 \(Appendix 13\)](#). Each academic year begins with a [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 [Curriculum Map \(Appendix 34\)](#), [Curriculum Matrix \(Appendix 34\)](#), 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 \(Appendix 171\)](#), [Curriculum Committee \(Appendix 172\)](#), and [Faculty Senate \(Appendix 168\)](#) are also attached.

Various committees also assess college operations, including the [Events Committee \(Appendix 173\)](#), [Governance Committee \(Appendix 174\)](#), Strategic Planning Committee, and [Campus Safety and Security Committee \(Appendix 180\)](#). The Strategic Planning Committee meets on an ad hoc basis. 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. The 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: [Director of Student Services \(Appendix 188\)](#), [Admissions Counselor \(Appendix 170\)](#), [Library \(Appendix 177\)](#), [Human Resources \(Appendix 175\)](#), and [Recruitment and Retention Counselor \(Appendix 179\)](#). In 2016-2017, all departments will be required to have an established work plan to guide operations throughout the academic year.

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 in September, or at any time of a new budget request. The 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.

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 \(Appendix 128\)](#).

- 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 procedures and the committee governance structures that are currently in place. Such 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 an 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 feedback via surveys. The community meetings that have taken place within the past six 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 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 President and Director of Development were identified as the Owner's Representatives during the construction of the Red Lake Nation Capitol project. This project included not only the new RLNC building, but the government center, pow wow grounds, and the veterans' memorial. The President lead 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 \(AOC\) \(Appendix 10\)](#). RLNC is an [Associate Member \(Appendix 7\)](#) of AIHEC and one of the 38 Tribal Colleges located 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 fund raising.

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 between 200 to 250 students from 2018 to 2020. If dormitories are added in the future, potential for another 100 to 150 students exists. RLNC was built with plans for expansion to serve a greater capacity than the current enrollment of the 2015/2016 AY.

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.

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. The various sources sought will be:

- Tribal government revenue
- Tuition & fee revenue
- Federal revenue from attaining Candidacy for Accreditation status (plans to achieve Candidacy status in 2016 and Federal funding in 2017)
- Other Public Grants revenue from Federal sources such as Land Grant and Department of Education grants available only to Minority Serving Institutions (MSI's) such as Tribal Colleges
- Private fundraising revenue (Current foundations, private donors and new sources of revenue sought by President)

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 loan for the college. Furthermore, the Tribe is now providing \$800,000 of annual operational support for the college in 2016.

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.

Lastly, the college is also starting two long-term savings funds. The first savings plan will begin in 2016 and it 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 also start a Permanent Endowment

Fund with 25% of all the available Contingency Savings Fund at that time. The Contingency Fund is projected to be \$2.17M by 2020, so this would start the Permanent Endowment Fund with \$544K (25% of \$2.177M). The Endowment Fund is also 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 college strongly believes the higher education market in 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. RLNC has initiated a partnership agreement with other institutions such as the Alliance of Ojibwe Colleges (AOC) and the Aazhoogan Consortium (the Bridge in Ojibwe). These partnership agreements will work to create a “technology bridge” that links all institutions together in an effort to share resources and courses via this high technology, HD, “virtual presence” technology bridge.

The Aazhoogan Consortium has already obtained two grants to initiate this distance learning effort. The first is a \$500,000 USDA Grant that is paying for the start-up technology so all the six colleges can be linked up by the fall of 2016 and start sharing courses and training sessions in 2016 or early in 2017. The second grant is a Bush Foundation Grant for \$300,000 that was provided to help RLNC get the operational aspects of the consortium started. As part of these two initial grants, Red Lake ordered two classroom components that will make two of our eleven classrooms "virtual presence" classrooms that can link up to other colleges via the HD technology bridge. We also will have two mobile units that will essentially allow us to link two more "mobile virtual presence" classrooms up to the new technology bridge. These two mobile units will allow us to serve the other almost 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 large part of our Red Lake demographic is largely underserved with no other Tribal College serving Red Lake and 30,000 other Native Americans living in the Minneapolis/St. Paul, Minnesota area.

## Sources

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- Appendix 10: Alliance of Ojibwe Colleges Agreement (AOC)
- Appendix 110: RLNC Catalog
- Appendix 110: RLNC Catalog (page number 43)
- Appendix 113: RLNC Enrollment Potential Analysis 2011
- Appendix 119: RLNC Facilities Master Plan 2015 to 2019
- Appendix 120: RLNC Recruitment and Enrollment Plan 2016 to 2020
- Appendix 128: RLNC website (assessment)
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 8)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 15)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 17)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 18)

- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 22)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 25)
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 33)
- Appendix 130: RLNC website (committee minutes)
- Appendix 151: RLNC website (surveys)
- Appendix 156: Strategic Plan 2016-2020
- Appendix 157: Strategic Planning Committee Minutes 2.25.16
- Appendix 168: Work Plan Faculty Senate 2015-2016
- Appendix 170: Work Plan: Admission Counselor 2015-2016
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 173: Work Plan: Events Committee 2015-2016
- Appendix 174: Work Plan: Governance Committee 2015-2016
- Appendix 175 Work Plan Human Resources 2015-2016
- Appendix 176: Work Plan: Institutional Effectiveness Committee 2015-2016
- Appendix 177: Work Plan: Library 2015-2016
- Appendix 179: Work Plan: Recruitment and Retention Counselor Work Plan 2015-16
- Appendix 180: Work Plan: Safety and Security Work Plan 2015-2016
- Appendix 185: Budget Request Form
- Appendix 186: Red Lake Nation College Master Planning Process
- Appendix 188: Work Plan: Director of Student Services 2015-2016
- Appendix 34: Curriculum Map and Matrix
- 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 5)
- Appendix 54: Human Resource Plan 2016-2019
- Appendix 7: AIHEC letter

## 5.D - Core Component 5.D

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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

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1. The Red Lake Nation College (RLNC) 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 create an established system for continuous improvement. They 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.

Department and committee work plans ensure a plan for continuous improvement is in place. These work plans document goals for the academic year, steps to be taken to fulfill each goal, and the method by which the goal will be assessed. Each of these plans relate to goals included within the [Strategic Plan \(Appendix 156\)](#). Progress on these goals is evidenced by initiative completed since the previous version of the [Strategic Plan \(Appendix 121\)](#).

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. 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 Plan \(Appendix 176\)](#) details goals 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 the 2014-2015 academic year, committee summaries were completed for the [Assessment Committee \(Appendix 15\)](#), [Curriculum Committee \(Appendix 33\)](#), [Faculty Senate \(Appendix 44\)](#), [Governance Committee \(Appendix 53\)](#), and [Progressive Academic Student Success \(PASS\) Committee \(Appendix 94\)](#). At the conclusion of the 2015-2016 academic year, these committees will be following a revised annual report model as indicated in the [Assessment and Institutional Effectiveness Plan \(Appendix 13\)](#) to provide greater depth of information and recommendations. The 2014-2015 annual reports contributed to the development of work plans for the 2015-2016 academic year as follows: [Assessment Committee \(Appendix 171\)](#), [Curriculum Committee \(Appendix 172\)](#), [Faculty Senate \(Appendix 168\)](#), [Governance Committee \(Appendix 174\)](#), and [PASS Committee \(Appendix 178\)](#).

2. To date, 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 location and climate of the Red Lake community, recruiting from large distances 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 turnover. RLNC now focuses recruiting efforts of employees on individuals who live locally, are established within the community, and possess a commitment to the community in which they live. This has proven to be a more cost effective recruitment method.

A second area of improvement in RLNC operational effectiveness has been in the area of cost containment and budgeting. Because RLNC lacks Federal funding that provides most Tribal Colleges with about 65% of their operational funding, 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.

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.

The second partnership is with [7 Clans Casino \(Appendix 98\)](#). In an effort to provide students, faculty, and staff with a food option while on campus, RLNC has leased space to 7 Clans Casino to provide a food service. The leasing agreement includes a 50/50 split of the profits. This partnership has allowed RLNC to provide food service and keeps students on campus throughout the day.

Additionally, 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. 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 services to RLNC students at low or no costs.

[Outsourcing \(Appendix 167\)](#) 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, RLNC will only spend about \$8K per year as opposed to spending about \$90K per year for two financial aid employees, with two salaries and benefits. Because RLNC is a small college, this outsourcing and savings of about \$82K 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 \$82K per year that can then be used to focus on academic purposes.

Lastly, the five year budget projections detail plans for a new Contingency Budget, as described in the [Financial Sustainability Plan \(Appendix 52\)](#). Once established, it will produce an annual budget surplus that will be put into a savings fund known as the Contingency Fund. RLNC projects a Contingency Fund balance of well over \$2.17M in 2020. This fund will be an emergency fund to be saved and utilized in emergency situations. This fund will lead into a Permanent Endowment Fund that will be established in 2020. Each of these efforts assist with improving our long-term sustainability in terms of academic operational improvements, cost containment, building effective partnerships, and planning for long-term savings and permanent funds.

## Sources

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- Appendix 100: Red Lake Immersion School Office Lease
- Appendix 120: RLNC Recruitment and Enrollment Plan 2016 to 2020
- Appendix 121: RLNC Strategic Plan 2015-2019
- Appendix 13: Assessment and Institutional Effectiveness Plan
- Appendix 13: Assessment and Institutional Effectiveness Plan (page number 18)
- Appendix 15: Assessment Committee Annual Report 2014-2015
- Appendix 156: Strategic Plan 2016-2020
- Appendix 167: Weber & Associates Estimate
- Appendix 168: Work Plan Faculty Senate 2015-2016
- Appendix 17: Assessment Structure
- Appendix 171: Work Plan: Assessment Committee 2015-2016
- Appendix 172: Work Plan: Curriculum Committee 2015-2016
- Appendix 174: Work Plan: Governance Committee 2015-2016
- Appendix 176: Work Plan: Institutional Effectiveness Committee 2015-2016
- Appendix 178: Work Plan: PASS Committee 2015-2016
- Appendix 33: Curriculum Committee Annual Report 2014-2015
- Appendix 44: Faculty Senate Annual Summary 2014-2015
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 53: Governance Committee Annual Report 2014-2015
- Appendix 92: Oshkiimaajitahdah Lease
- Appendix 93: Oshkiimaajitahdah Agreement
- Appendix 94: PASS Committee Annual Summary 2014-2015
- Appendix 98: Red Lake Gaming Lease
- Appendix 99: Red Lake Headstart Lease

## 5.S - Criterion 5 - Summary

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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

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The Red Lake Nation College (RLNC) is a securely financed institution with procedures for future sustainability. Over the past six years, the BOR and administration team have laid the foundational structure and processes necessary for it to fulfill its mission, constantly improving the quality of its educational offerings while responding to challenges and opportunities. Several examples as to how RLNC is planning for generations to come are as follows:

- The Red Lake Tribal Council agreed to financially support the construction of a new 75 year building for the RLNC campus as an investment into our Tribal human resources and our future as a Tribal Nation. This demonstrates the Red Lake Band of Chippewa Indians has 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 2016, we have 37 years remaining on the 40 year loan.
- To show the desire of the Red Lake Band of Chippewa Indians to make long-term sustainability for the college a top priority, the Tribal Council agreed to 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 Tribal Council has provided solid and clear documented resolutions and letters of support for the Red Lake Nation College over the past six years (2010 to 2016) that indicate it understands the years from 2015 to 2017 will be the toughest financial years of operations for the college and that it will support the college through these financial challenges.
- In approved Tribal Budgets, the Red Lake Band of Chippewa Indians has committed to paying the annual USDA loan payments (\$200 to \$500K per year) for the new RLNC campus until the college is able to obtain Candidacy for Accreditation status and the Federal funding that follows, for Tribal College operations. Until RLNC obtains this crucial Federal operational funding, the Red Lake Band of Chippewa Indians has agreed to provide necessary financial and operational support without attempting to micromanage our college operations.
- To ensure continuity of college leadership, the BOR has approved seven-year employment contracts for the [President \(Appendix 35\)](#) and the [Vice President of Academic Affairs \(Appendix 89\)](#). These contracts will provide consistent leadership within RLNC, especially during the Candidacy phase of accreditation.
- RLNC is also planning for the future financially. The revenue sources are planned to rapidly diversify and include planning for annual savings into either 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 \(Appendix 52\)](#).
- 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 to add efficient and effective, educational offerings to local 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 Tribal Member communities. The Red Lake Band of Chippewa Indians has 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 built to transform the entire Red Lake community and will be the anchor of growth and development in the community for the next century.

## Sources

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- Appendix 35: Dan King Long-Term Employment Agreement
- Appendix 52: Financial Sustainability Plan 2016-2020
- Appendix 89: Mandy Schram Long-Term Employment Agreement