

Self-Study Report for Continuing Accreditation

2010

Leech Lake Tribal College



TABLE OF CONTENTS

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION AND ACCREDITATION HISTORY.....	9
Self-Study Report: Purpose and Process	9
Mission Statement	10
Vision	10
Anishinaabe Philosophy and Values	10
History	11
Accreditation History	13

CHAPTER TWO

INSTITUTIONAL PROGRESS	14
Significant Events 2006-2010	14
Assessment	15
Recruitment	17
Retention	18
2008-2009 Response to LLBO Retrenchment	19
Central Growth Themes for LLTC in the 2010 Self-Study	19
Improving Consistent Documentation and Analysis	20
Establishing Continuity with Personnel Turnover	20
Boosting Interdepartmental Communication	21
Improving Institutional Assessment	21
Rendering Strategic Planning Documents Operational	21
Maintaining Organizational Structures and Processes	22

CHAPTER THREE

CRITERION ONE: MISSION AND PURPOSES	23
CORE COMPONENT 1A	23
A Clear and Broad Mission	23
Defined Constituencies	23
High Academic Standards	23
Student Learning Goals	24
Evaluation and Revision	25
Publicly Available	25
Summary of Core Component 1a	26

CORE COMPONENT 1B	26
Diversity in Community Values and Common Purposes	26
LLTC in a Multicultural Society	26
Honoring Dignity and Worth	27
Codes of Conduct	27
Strategies to Address Diversity	28
Summary of Core Component 1b	29
CORE COMPONENT 1C.....	29
Understanding of and Support for Mission	29
Mission-Driven Strategic Decisions	30
Mission-Driven Planning and Budgeting	30
Mission-Driven Administrative and Academic Subunits	31
Consistency	32
Summary of Core Component 1c	32
CORE COMPONENT 1D	32
A Mission-Focused Board of Trustees	32
Effective Leadership	33
Delegated Authority	33
Effective Communication and Governance	34
Committed and Qualified Personnel	35
Fiscal Management Structure and Responsibilities	35
Evaluation of Structures and Processes	37
Summary of Core Component 1d	37
CORE COMPONENT 1E.....	37
Mission-Congruent Activities	37
Board-Ensured Legal, Responsible, and Fiscally Honest Operation	37
Compliance with Tribal, Federal, State, and Local Laws and Regulations	38
Clear and Fair Policies	38
Integrity of Co-Curricular and Auxiliary Activities	39
Fair Dealings with External Constituents	39
Accurate and Honest Presentation	39
Timely Response to Complaints and Grievances	39
Summary of Core Component 1e	40
Conclusion of Criterion One	41

CHAPTER FOUR

CRITERION TWO: PREPARING FOR THE FUTURE.....	43
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CORE COMPONENT 2A.....	43
Current Capacity	43
Planning with Attention to Emerging Factors in Society	53
Planning with Attention to Anishinaabe History, Culture, and Society	53
Organizational Planning and the Environmental Scanning Process	53
Organizational Structures for Planning	55
Organizational Planning	55
Summary of Core Component 2a	56
CORE COMPONENT 2B.....	56
Physical Resources	56
Educational Commitment	57
Human Resources	57
Workforce Development	58
Flexibility and a Future Focus	59
Summary of Core Component 2b	59
CORE COMPONENT 2C.....	60
Expectations for Effectiveness	60
Continuous Improvement	60
Support for Evaluation and Assessment	61
Summary of Core Component 2c	61
CORE COMPONENT 2D.....	61
Mission-Centered Coordination	61
Linking Budgeting and Planning	61
Implementation in Operation	62
Change and Reprioritization	62
Relationships	62
Constituent Involvement	62
Summary of Core Component 2d	62
Conclusion of Criterion Two	62

CHAPTER FIVE

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE

TEACHING.....	65
CORE COMPONENT 3A.....	65
Differentiating Learning Goals and Learning Outcomes	65
Assessment of Student Learning Provides Evidence at Multiple Levels	66
Multiple Direct and Indirect Measures	69

Availability of Results to Appropriate Constituencies	70
Integration of Data for External Accountability	70
Assessment of All Educational Offerings including Credit and Noncredit Programs	70
Summary of Core Component 3a	71
CORE COMPONENT 3B.....	71
Qualified Faculty	71
Faculty Determination of Curriculum and Course Methodologies	71
Professional Development	72
Evaluation of Teaching and Recognizing Effective Teaching	73
Services to Support Innovative Pedagogies	74
Faculty Awareness and Use of Research on Teaching and Learning	74
Participation in Professional Organizations	74
Summary of Core Component 3b	75
CORE COMPONENT 3C.....	75
Student Services	75
Instructional Resources	75
Supportive Environment for All Learners	76
Advising for Student Learning and Academic Success	77
New Technologies to Enhance Learning	77
Regular Review of Programs	78
A Safe Environment	78
Summary of Core Component 3c	79
CORE COMPONENT 3D.....	79
Access to Resources	79
Regular Assessment of Resource Effectiveness to Enhance Student Learning	80
Campus Technology Support	81
Effective Staffing for Learning Resources	82
Partnerships that Enhance Learning	82
Summary of Core Component 3d	82
Conclusion of Criterion Three	83

CHAPTER SIX

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.....	85
CORE COMPONENT 4A.....	85

Policies on Academic Freedom, Freedom of Inquiry, and Freedom of Expression	85
Events to Promote Open Inquiry and Freedom of Expression	86
LLTC Planning and Budgeting for Lifelong Learning	87
In-House Professional Development Opportunities	88
Acknowledging Achievements	89
Basic and Applied Research at LLTC	90
Scholarship and Research to Create Organizational Change	90
Summary of Core Component 4a	91
CORE COMPONENT 4B.....	91
Comprehensive General Education	91
Mission, Values, and General Education	92
Linking Curriculum with Co-Curricular Activities	93
Learning Outcomes Demonstrating Knowledge, Skills, and Intellectual Inquiry	93
Summary of Core Component 4b	95
CORE COMPONENT 4C.....	95
Current and Relevant Academic Programs	95
Diverse Skills and Professional Competencies	95
External Curricular Evaluation	96
Scholarship	97
Socially-Responsive Activities	97
Summary of Core Component 4c	97
CORE COMPONENT 4D.....	98
Responsible Use of Knowledge	98
Ethical Policies and Procedures	98
Socially-Responsible Knowledge Use	99
Oversight and Support	99
Intellectual Property Rights	99
Summary of Core Component 4d	99
Conclusion of Criterion Four	100

CHAPTER SEVEN

CRITERION FIVE: ENGAGEMENT AND SERVICE..... 102

CORE COMPONENT 5A..... 102

Mission- and Capacity-Driven Commitment	102
Periodic Environmental Scanning	102
Serving Diverse Constituencies	102

Continuing Education, Outreach, Customized Training, and Extension	105
Summary of Core Component 5a	106
CORE COMPONENT 5B.....	106
Connections through Structures and Processes	106
Co-Curricular Engagement	107
Resources	110
Planning	111
Summary of Core Component 5b	111
CORE COMPONENT 5C.....	111
Educational Collaborations	111
Learner Mobility	113
Community Leader Support	113
Bridging Diversity	113
Partnerships and Shared Goals	114
Integrity	114
Summary of Core Components 5c	114
CORE COMPONENT 5D.....	115
Constituent Evaluations	115
Community Appreciation	115
Valued Economic and Workforce Development	115
External Participation	115
Community-Friendly Facilities	116
Continuing Education	116
Summary of Core Component 5d	116
Conclusion of Criterion Five	116

CHAPTER EIGHT – FEDERAL COMPLIANCE

Credits, Program Length, and Tuition	119
Student Complaints	119
Transfer Policies	120
Verification of Student Identity	121
Americans with Disabilities Act [ADA]	121
Family Education Rights and Privacy Act [FERPA]	121
Title IV Program and Related Responsibilities	121
General Program Responsibilities	121
Student Loan Default Rates	122
Campus Crime Information and Related Disclosure of Consumer Information	122

Satisfactory Academic Progress and Attendance Policies	123
Institutional Disclosures and Advertising and Recruitment Materials	124
Hiring Practices	124
Campus Security	125
Drug- and Alcohol-Free Campus Policy	125
Relationship with Other Accrediting Agencies and State Regulatory Bodies	125
Public Notification of Comprehensive Evaluation Visit and Third Party Comment	125

CHAPTER NINE – CONCLUSION AND REQUEST FOR REACCREDITATION

Conclusion	127
Request for Reaccreditation	127

APPENDIX

ABBREVIATION AND ACRONYM GUIDE	128
INSTITUTIONAL SNAPSHOT	130
1. STUDENT DEMOGRAPHIC HEADCOUNTS.....	130
A. Undergraduate Enrollments by Class Levels	130
B. Undergraduates by Degree-Seeking and Non-Degree-Seeking Status	130
C. Graduate Students by Degree-Seeking and Non-Degree-Seeking Status	130
D. Age Range of Students	130
E. Numbers of Credit-Seeking Students by Residency Status	130
2. STUDENT RECRUITMENT AND ADMISSIONS	131
A. Number of Applications, Acceptances, and Matriculations	131
B. Standardized Testing as a Condition of Admission	131
3. FINANCIAL ASSISTANCE FOR STUDENTS.....	131
A. Number and Percentage of Undergraduates Applying for Financial Aid	131
B. Number of Undergraduates Receiving Financial Aid	131
C. Institutional Tuition Discount Rate [TDR]	131
4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY.....	132
A. Percentage of First-Time, Fulltime Fall Entering Undergraduates	132
B. Number of Students Who Earned Graduate or Professional Degrees	132

C.	Number of Graduates by Program According to Classification of Instructional Programs [CIP] Codes	132
D.	Pass Rates for Undergraduate Students Sitting for Licensure Examinations	133
5. FACULTY DEMOGRAPHY.....		133
A.	Headcount of Full-Time and Part-Time Faculty According to Highest Degree Earned	133
B.	Headcount of Full-Time and Part-Time Faculty According to Race/Ethnicity, Gender, and Rank	134
C.	Number of Faculty According to Classification of Instructional Program [CIP] Codes	134
6. AVAILABILITY OF INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY.....		134
	Information Technology Resource Acquisitions	134
	Email	135
	College Website – www.lltc.edu	135
7. FINANCIAL DATA		135
A.	Actual Unrestricted Revenues	135
B.	Actual Unrestricted Expenses	135
C.	Addressing Any Shortfall over the Last Two Years	135

CHAPTER ONE

Introduction and Accreditation History

Self-Study Report: Purpose and Process

The purpose of the 2010 Self-Study Report is to assess the current status of Leech Lake Tribal College [LLTC] and to apply for reaccreditation status from the Higher Learning Commission [HLC] of the North Central Association [NCA] of Colleges and Schools. The report will seek to demonstrate that LLTC has continued to fulfill the HLC's Criteria for Accreditation. The 2010 Self-Study Report is intended to assist the entire college community in understanding LLTC's current strengths and challenges for future institutional improvement.

In 2007, LLTC accepted an invitation from the Policy Center on the First Year of College, based in Brevard, North Carolina, to participate in its Foundations of Excellence[®] process. Foundations of Excellence[®] is a comprehensive, externally-guided self-study and improvement process for the first year of college. Although this was a one-year project, Foundations of Excellence[®] greatly assisted LLTC in preparing for the reaccreditation process by providing a structure for involving every college division in assessment and academic improvement, and much of the recent planning at LLTC was guided by the Foundations of Excellence[®] program.

The current self-study process began in June 2009. Dr. Sue Glidden, Dean of Instruction, was appointed as self-study coordinator. That same summer, Dr. Glidden and Kelly Nipp, Chair of the Science, Technology, and Mathematics [STEM] Department, attended a NCA-HLC self-study workshop. In August 2009, a self-study timeline was created, and copies of the timeline were distributed throughout campus. The Self-Study Guidance Team was formed, comprised of: Susan Butler, Information Technology [IT] Director; Sharon Kotla, Vice President of Operations; Deborah LeClaire, Learning Center Director; Phil Leen, Director of Assessment and Math Instructor; Melissa Pond, Director of Library Services; Juanita Reopelle, Director of the Office of Community and Continuing Education [OCCE]; and Veronica Veaux, Registrar.

Five subcommittees, each chaired by a Guidance Team member, were formed around the five Criteria themes. During the 2009-2010 academic year, the Guidance Team met weekly and subcommittees met either weekly or biweekly to explore each criterion, collect and evaluate data, and draft the report. Two all-staff and faculty work days were held to ensure the broadest possible input and collaboration across campus.

The evidence presented in the 2010 Self-Study Report clearly demonstrates the progress made by LLTC towards fulfillment of the Criteria for Accreditation since its initial accreditation in 2006. It also shows that LLTC has been able to meet both the expected and unexpected challenges it faced. In many instances, LLTC not only met the challenges but continued to expand its facilities, programs, and academic offerings. LLTC has maintained its mission to provide a high quality education grounded in Anishinaabe values and culture.

Mission Statement

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

Vision

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

Anishinaabe Philosophy and Values

According to the Anishinaabe worldview, humans did not weave the web of life but are merely a strand in it. Whatever humans do to the web, they do to themselves. Therefore, kinship among all of creation, not the mastery of humanity's relatives – including other people, animals, plants, and elements – 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 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 or her perceptions
- To be loyal in all relationships and avoid 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, personal, 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 work cooperatively and harmoniously with others
- To show kindness and compassion
- To demonstrate acceptance and the empowerment of others
- To offer hope, encouragement, and inspiration

NIBWAAKAAWIN (WISDOM)

- To take time to reflect on all 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

History

The [Leech Lake Band of Ojibwe \[LLBO\]](#) established Leech Lake Tribal College by Tribal Resolution in July 1990. For two years, courses were offered in extension from the [University of Minnesota Duluth](#), [Bemidji State University](#), [Itasca Community College](#), and [Brainerd Community College](#). In Fall 1992, LLTC began offering its own courses leading toward Associate in Arts and Associate in Applied Science degrees.

Sean Fahrlander was the first LLTC graduate, earning an Associate in Arts degree in Anishinaabe language and culture in Spring 1993. In 1994, LLTC was accorded land-grant institution status by the United States Congress. Also, in 1994, seventeen graduates earned Associate in Arts and Associate in Applied Science degrees. By Spring 1995, the number of graduates had increased to twenty-four.

In Fall 1994, LLTC moved classrooms and administration to the former Cass Lake High School building, resulting in a greatly increased enrollment of 196 students who were enrolled in two-year Associate in Arts transfer degree programs, in two-year technical programs leading to an Associate in Applied Science degree, or in one-year vocational programs. Today, LLTC includes approximately fifty employees and over two hundred students. Most students come from the Leech Lake Reservation and the surrounding

reservations in northern Minnesota. Approximately eight percent of students enrolled at LLTC are non-Native.

LLTC was accredited as a vocational school in 1993. LLTC was awarded candidacy status with the [Higher Learning Commission \[HLC\] of the North Central Association \[NCA\]](#) in 2002 and awarded continuing candidacy status in 2004 by the [NCA Commission on Accreditation and School Improvement \[CASI\]](#). After a final site visit in April 2006, the HLC bestowed full five-year accreditation on Leech Lake Tribal College, further cementing LLTC’s status as an educational leader and providing a springboard to tremendous growth in the following years.

Accreditation

Leech Lake Tribal College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools:
 30 North LaSalle Street
 Suite 2400
 Chicago, IL 60602-2504
 (800) 621-7440
<http://www.hlcommission.org>

The college holds memberships in the American Indian Library Association, Collaboration for Learning, American Association of Community Colleges, Campus Compact, Rural Community College Alliance, and the American Indian Higher Education Consortium.

LLTC is a member of the [American Indian Higher Education Consortium \[AIHEC\]](#) and the [Association of Public and Land-Grant Universities](#). LLTC receives its base funding from the United States Department of the Interior Bureau of Indian Affairs under the authority of the Tribally Controlled Community College Act (Title I, Public Law 95-471).

The LLBO adopted the original [LLTC Charter](#) in 1999 and established an independent Board of Trustees; in 2002, the LLBO revised the LLTC Charter. In 2003, LLTC separated from the LLBO and assumed its own accounting and human resources functions, and the LLBO formally transferred all bank accounts, equipment, and some property to LLTC. The IRS also granted 501(c)(3) status to LLTC as a nonprofit educational entity. While separately incorporated today, LLTC still enjoys a vital relationship with the LLBO and receives about eleven percent of its annual funding from the Leech Lake Band of Ojibwe.

LLTC is located on the Leech Lake Indian Reservation in north central Minnesota, three miles northwest of the town of Cass Lake. In Spring 2005, LLTC moved into its current location, which has grown from one wing to four buildings. The 2007-2008 academic year saw

record student enrollment. The 2008-2009 academic year involved some

retrenchment. Enrollment, however, remained steady and has subsequently moved back onto a growth mode. The 2010 graduating class was the largest in LLTC history.

Accreditation History

DATE	EVENT
Spring 1993	Leech Lake Tribal College accredited as a vocational school.
November 12-14, 2001	NCA Evaluation Team made site visits; team listed eleven suggestions for institutional improvement.
February 2002	Initial candidacy status was granted by the NCA-HLC.
March 2004	LLTC Board of Trustees recommended LLTC apply for continued candidacy; self-study report was submitted to the HLC.
May 3-4, 2004	Site visit by NCA-HLC Evaluation Team.
Fall 2004	Five years of postsecondary accreditation granted by NCA-CASI.
December 14, 2004	Formal notification of the Institutional Actions Council's decision to continue LLTC's candidacy.
April 4, 2005	LLTC notified of the proposed team members for 2006 site visit.
September 2005	LLTC constituents met with Karen Solomon, LLTC's liaison with HLC; subcommittees began collecting data for self-study report.
February 2006	Draft of self-study report submitted to Board of Trustees and other constituents for review.
March 2006	Final draft of report forwarded to HLC.
April 24-26, 2006	Site visit scheduled for NCA Evaluation Team.
June 2009	Dr. Sue Glidden, Dean of Instruction, appointed self-study coordinator.
August 2009	Self-study timeline established, Guidance Team established, and overview of self-study process presented to all campus.
September 2009	Subcommittees began to meet and collect data for self-study report.
July 2010	Draft of self-study report submitted to LLTC Board of Trustees and other constituents for review.
August 2010	Final draft of self-study report forwarded to HLC Peer Review.
October 4-6, 2010	Site visit scheduled for NCA-HLC Evaluation Team.

CHAPTER TWO

Institutional Progress

2006-2010 has been a time of exciting change for Leech Lake Tribal College. LLTC has experienced many events and has made progress in its institutional growth.

Significant Events 2006-2010

May 2006	Associate in Applied Science in Law Enforcement program certified by the Minnesota Board of Peace Officer Standards of Training [POST].
September 2006	Director of Library Services hired.
October 2006	B-Wing dedicated, completing Phase II construction. Administration and Student Services are moved to designated areas in this wing. Also in this wing are the music classroom and practice rooms, art classroom, kitchen and community drum room, and classrooms.
October 2006	LLTC organizational structure modified.
January 2007	Dean of Student Affairs hired.
July 2007	LLTC accepted an invitation from the Policy Center on the First Year of College to participate in the Foundations of Excellence® process.
August 2007	Trades Building and Garage/Maintenance Building completed. Residential Carpentry program is housed in Trades Building and contracts to build homes for Red Lake Reservation.
September 2007	SharePoint intranet site established. ITV established in one classroom; smart classrooms established in A-Wing; two computer labs established for Mac and PC with total capacity of forty computer stations.
January 2008	Dean of Instruction hired.
Summer 2008	Student interns placed with NASA, with the Organization for Tropical Studies in Costa Rica, and in local government and businesses.

July 2008	Director of OCCE appointed.
August 2008	Early Childhood Education Instructor hired; program taken out of latency. Collaboration established with Leech Lake Head Start and early childhood programs.
August 2008	Learning Center opened; Learning Center Director hired.
September 2008	Strategic planning process of environmental scanning expands to include contact with each Local Indian Council [LIC] on Leech Lake Reservation.
December 2008	President Leah Carpenter terminated; Dr. Ginny Carney, Vice President of Academic and Student Affairs, appointed Interim President.
December 2008	Director of Office of Sponsored Programs and Institutional Research position eliminated due to budget cuts; position remains vacant.
April 2009	Dr. Priscilla Day elected Chair of LLTC Board of Trustees.
May 2009	LLTC designated as an official GED testing site.
July 2009	Dr. Ginny Carney appointed President of LLTC.
July 2009	Half-time Director of Assessment appointed.
August 2009	Administration and Leadership retreat concentrates on formulating strategies for the 2009-2014 Strategic Plan.
October 2009	2009-2014 Strategic Plan approved by Board of Trustees.
March 2010	LLTC selected by the Institute for Higher Education Policy [IHEP] to receive Walmart Minority Student Success Award.
June 2010	Minnesota POST recertifies Law Enforcement program.
July 2010	Board of Trustees approves Master Campus Plan.
August 2010	Adult Basic Education offices move from Leech Lake Facilities Center to LLTC campus.

Assessment

In September 2008, the President and the Vice President of Academic and Student Affairs submitted to the HLC an [Assessment Progress Report](#).

“Addendum to Progress Report on General Education Assessment” was submitted in October 2008. These reports were accepted as demonstrating adequate progress in assessment practices at this early stage in LLTC’s history.

On June 6, 2007, LLTC hired a fulltime Director of Assessment. In Summer 2008, however, the Director and her family moved to another state. During that time, LLTC experienced a substantial loss of revenue from the Leech Lake Reservation Business Committee [RBC]. Originally, the RBC had forecasted contributing \$731,000 to LLTC; however, because of an election year and a new council membership, the RBC cut the funding to LLTC by \$500,000. Due to the loss of this funding, LLTC was unable to rehire a fulltime Director of Assessment; a half-time Director of Assessment was hired July 1, 2009.

Another casualty of budget cuts was the position of Director of the Office of Sponsored Programs and Institutional Research, and, to date, that post has remained vacant. Many of the responsibilities of this position have been partially tasked to other administrators and have been fulfilled as needed for reporting to constituencies, developing funding proposals, or planning development.

Although LLTC has struggled to maintain the same level of institutional assessment as reported in 2008, priority has been given to maintaining and improving academic assessment to ensure high quality academic programs for students. During the temporary vacancy of a Director of Assessment during the 2008-2009 academic year, the Dean of Instruction provided faculty with resources on instructional design, learning objectives and outcomes, and direct and indirect measures of student learning. Faculty were encouraged and guided in improving course syllabi and planning to align institutional and departmental mission and goal statements.

Under the direction of the new half-time Director of Assessment in the 2009-2010 academic year, faculty members were able to implement a two-year review of course learning objectives and assessment strategies. Faculty members were encouraged to use multiple direct and indirect measures of student learning. The Director of Assessment and Dean of Instruction both sought to maximize the use of available resources on college assessment practices to build faculty understanding of and commitment to assessment. The result has been noticeable in terms of faculty knowledge and practice of assessment.

Indicative of the progress made is the development and use of rubrics for the assessment of written work in all English composition courses, the

development of clear and measurable learning objectives for each level of Ojibwe language classes, and the differentiation of learning levels needed in mathematics and science course sequences.

An Assessment Committee is appointed in each academic year and meets monthly. The Assessment Committee, an essential component of LLTC's assessment strategy, tracks their work in meeting notes, which can be found on the [staff intranet](#). Current committee members are: Phil Leen, Director of Assessment and Mathematics Instructor; Susan Butler, IT Director; Kyle Erickson, Director of Institutional Advancement; Christine Fineday, TRiO Director; Deborah LeClaire, Interim Dean of Instruction; and Melissa Pond, Director of Library Services. The Dean of Instruction serves as an ad hoc member of this committee. Further information on academic assessment can be found in Chapter Five, Criterion Three, Core Component 3a, of the 2010 Self-Study Report.

Recruitment

Since 2005, LLTC has had a dedicated Recruiter position, and the primary role of the Recruiter continues to be the recruitment of new and returning students. In order to do her work most effectively, the Recruiter plans an annual recruitment activities calendar, designs promotional brochures, flyers, postcards, and posters for a diverse audience of high school students, adult learners, returning students, and elders, and engages in every opportunity to promote LLTC in the greater Leech Lake community.

Student demographics continue to indicate a steadily increasing population of high school graduates in attendance. The Recruiter has maintained and enhanced relationships with middle schools, high schools, and charter schools within a sixty-mile radius of campus. In 2010, the Recruiter adopted a new strategy of offering Cass Lake-Bena High School, Voyageurs Expeditionary High School, and Chief Bug-O-Nay-Ge-Shig School graduates a certificate for one free three-credit course at LLTC; a total of eighty-five certificates were distributed. In addition, the Recruiter provides Cass Lake GED graduates with certificates for one free three-credit course; thirty-five certificates were distributed in 2010.

In 2010, LLTC held its third annual College and Career Fair on campus, and the event had 41 vendors and 136 students in attendance. In addition to coordinating the LLTC College and Career Fair, the Recruiter attends local college and career fairs and recently made arrangements to attend a college fair in Minneapolis, Minnesota. The Recruiter coordinates and facilitates semiannual College-for-a-Day and Open House events on campus.

To target adult learners and “stop out” students, regular presentations are scheduled with the community agencies including the Cass Lake Family Center, Leech Lake Opioid Treatment Program, and the Leech Lake Job Club. The Recruiter does weekly presentations for the Leech Lake Gaming Re-Entry and Orientation Program. The Recruiter has developed a PowerPoint presentation and promotional materials specifically for the adult learner population. The Recruiter attends powwows during the summer months to recruit students of all ages. Additional information is available in the [2008 Retention and Recruitment Progress Report](#).

Retention

Since 2008, LLTC has incorporated additional retention activities. In 2010, the TRiO program coordinated and facilitated scholarship workshops, weekly talking circle groups, hired peer tutors for the Learning Center (three tutors for fall semester and three tutors for spring semester), provided transfer trips to four-year colleges and universities, developed a Career Center, and hosted inspirational speakers. The TRiO Student Services is implementing a memorandum of understanding form for students on academic probation. This memorandum will alert students on probation regarding services available, as well as the consequences of being placed on continued probation and or suspension. The Federal Work-Study Program has increased from two student workers to four student workers. Since 2009, LLTC has participated in the [Minnesota State Grant Program](#), which provides financial aid to students and an additional four work-study positions.

The following charts show LLTC’s persistence and semester retention rates:

Persistence 2005-2010			
	Fall Enrollment	# Returned Spring	% Returned
Fall 2005–Spring 2006	189	91	48%
Fall 2006–Spring 2007	210	134	64%
Fall 2007–Spring 2008	246	168	68%
Fall 2008–Spring 2009	229	132	58%
Fall 2009–Spring 2010	233	125	54%

*3% of LLTC students enrolled in Fall 2009 completed degree requirements in December and either transferred to four-year institutions or entered the workforce.

Semester Retention 2005-2010			
	Total Enrollment	#Completed Semester	% Retained
Fall 2005	189	108	57%
Spring 2006	172	97	56%
Fall 2006	210	147	70%
Spring 2007	204	123	60%
Fall 2007	246	167	68%
Spring 2008	231	159	69%
Fall 2008	229	153	67%

Semester Retention 2005-2010			
	Total Enrollment	#Completed Semester	% Retained
Spring 2009	202	139	69%
Fall 2009	233	151	65%
Spring 2010	202	115	57%
Average Fall Semester Retained:			65%
Average Spring Semester Retained:			62%

*Completed semester defined as earning 1.0+ GPA

LLTC’s retention rates are comparable to the retention rates of other tribal colleges across the country, including nearby Fond du Lac Tribal and Community College in Cloquet, Minnesota, and of other associate-degree-granting public-and-nonprofit two-year Minnesota community colleges, such as Rainy River Community College in International Falls. According to [National Center for Education Statistics \[NCES\] IPEDS](#) data, the Fall 2008 fulltime student retention rates of Minnesota’s associate-degree-granting two-year public-and-nonprofit community colleges ranged from 23% (White Earth Tribal and Community College) at lowest to 66% (Mesabi Range Community and Technical College) at highest; Leech Lake Tribal College reported 41%, the same retention rate as Vermillion Community College. Retention rates also fluctuate at many of these institutions; NCES IPEDS data shows that between Fall 2007 and Fall 2008, fulltime student retention rates fell at sixteen institutions, one half of the thirty-two associate-degree-granting two-year public and nonprofit community colleges in Minnesota.

2008-2009 Response to LLBO Retrenchment

During the 2008-2009 academic year, LLTC was critically impacted by severe budget cuts, which resulted in the subsequent layoffs and resignations of several staff members, reduced hours for other faculty and staff, and, finally, the Board’s termination without cause of President Leah Carpenter on December 19, 2008. In spite of these obstacles, however, LLTC has responded with resilience and a determination to move forward and to sustain the work that was accomplished under Dr. Carpenter’s leadership during her seven-year tenure at LLTC.

Central Growth Themes for LLTC in the 2010 Self-Study

One instructor noted at a Spring 2010 departmental meeting, “We have learned so much in this self-study process.” Although the self-study has offered its own set of challenges, the self-study process itself has been invaluable in clarifying areas of needed growth. These areas include improving consistent documentation and analysis, establishing continuity with personnel turnover, improving institutional assessment, boosting

effective interdepartmental communication, rendering planning documents operational, and maintaining organizational structures and processes.

Improving Consistent Documentation and Analysis

As committees examined examples of evidence while undergoing the self-study process, it became increasingly clear that processes had to be developed to automate and standardize reporting. The streamlining of LLTC's organizational structure and clarification of reporting and lines of authority has provided the needed structure to improve institutional planning and follow up in the future by linking individual departmental planning and operations with institutional level goals and strategies; LLTC still needs to implement some accountability measures. The Self-Study Guidance Team had several discussions about how they should continue meeting after the self-study was complete, in order to create a standardized checklist based on the five criteria that would track monthly departmental progress and which would be shared and evaluated at the monthly departmental meeting. Inarguably, LLTC remains committed to the purpose of assessment and evaluation in order to provide reliable information that will prove useful in making decisions, informing planning, and improving services.

These checklists and or templates would also improve the electronic resource room maintenance. It would alleviate the scramble to organize documentation and information for reporting purposes and would alleviate some of the stress caused by information loss due to personnel turnover. The checklists could also be modified to ease reporting difficulties associated with [AIHEC's American Indian Measures for Success \[AIMS\]](#) annual report data collection using the AIMS Key Indicator System [AKIS], as much of the information on the AIMS/AKIS report is similar to that needed for the different criteria. Having a centralized, consistently-updated database would also inform and encourage both new and long-term staff by showcasing student and employee accomplishments. Without archiving this information, some of these remarkable accomplishments may unfortunately be forgotten.

Establishing Continuity with Personnel Turnover

As Leech Lake Tribal College proceeded through the self-study process, some of the challenges were due to documentation remaining with people rather than with positions. When an employee would leave LLTC, much of the information associated with that person's work would be lost. As stated previously, standardized checklists would give new staff members report parameters and would provide continuity in the event of turnover. In an effort to proactively create this continuity, some Student Services staff members are already implementing the development of timelines and position duties that are more in depth than the Human Resource job

description; this will be a valuable tool even in terms of extended absence due to educational leave or illness. It is recommended that each department do the same.

Boosting Interdepartmental Communication

These departmental timelines and position duties would also be invaluable in increasing interdepartmental communication and understanding. While the departmental monthly meetings have aided greatly in this communication, structures need to be in place to ensure that all levels of staff have appropriate knowledge, as each constituent is equally valued and everyone is equally accountable for the mission and purpose of LLTC. All departments need to collaborate in support of student learning.

Improving Institutional Assessment

With the reduction in personnel and ongoing vacancies in some key positions, such as the Director of Sponsored Programs and Institutional Research and a fulltime Director of Assessment, LLTC has faced some challenges in integrating program and institutional level assessment across the curriculum. While increased interdepartmental communication will be a positive step in the assessment process, LLTC greatly needs a fulltime Director of Assessment, and, possibly, an external facilitator who has the skills to lead the campus in institution-wide assessment and evaluation and who helps staff and faculty understand the dynamics of becoming a learning organization that can be committed to continuous improvement. Initially during the self-study process, there seemed to be some fear of pointing out areas that needed improvement; however, LLTC's culture of assessment appears to be undergoing a change, as employees begin to understand that confronting areas that need improvement is not an affront to LLTC but a necessary step in improvement. Because data collection and analysis need to be linked to planning, implementation, assessment, and budgeting as LLTC plans for the future, all departments on campus must develop recurring assessment plans and strategies.

Rendering Strategic Planning Documents Operational

The 2008-2010 development of a sound strategic plan linked both to Leech Lake Tribal College's [mission](#) and to departmental work plans and objectives has preserved LLTC's sense of direction and provided needed knowledge to continue the planning cycle into the future. Like the self-study, it was a helpful process that clarified areas of focus. Now, the challenge will be to make sure that each department refers to and uses the strategic planning documents on a regular basis. The aforementioned checklists could also include guidelines aligned with the [2009-2014 Strategic Plan](#) and departmental work plans. This will ensure monthly analysis and evaluation

of goals and accomplishments and will encourage each department to consciously operate on a regular basis under the guidance of the strategic plan.

Maintaining Organizational Structures and Processes

Another recurring growth area of Leech Lake Tribal College is the necessity to maintain college organizational structures and processes. Because of personnel turnovers and vacant positions, the line of authority is sometimes easily circumvented. Clarification is needed in several areas. It became obvious during the self-study that some committees were not sure of their direction because they were made up of all new members. A written committee duties description, like that of staff positions, would help make this fundamental structure more operational. Although an increase in interdepartmental communication would also help, committee roles and expectations should be clarified in order to increase efficiency and reduce redundancy.

Another area of growth for organizational processes pertains to the annual budget. The Finance Office plays an essential part in the success of LLTC. LLTC will need to continue to address means of increasing revenue sources; attention should be give to raising revenues through institutional advancement, marketing, and grant-based initiatives. Like the rest of campus, the Finance Office has had to suffer staff cutbacks while the current Director of Finance has only been in her position since 2009. The Director of Finance has already initiated some beginning assessment tactics such as surveying staff and students on the effectiveness of the Finance Office. The self-study process has also revealed that more structures have to be in place. While resource management and allocation has been successful, there is not a written policy on how decisions are made. Budgeting processes should be developed and disseminated to assure that all departments and the Finance Office make decisions based on strategy. Budgeting processes are not yet codified to ensure compliance with LLTC’s commitment to strategy-based decision making. Another recurring comment throughout the self-study is that a grant review committee needs to be reactivated to oversee grant development and management and to ensure collaboration and egalitarian resource distribution for all departments. The previous areas of growth – including standardization of reporting, continuity with personnel turnover, interdepartmental communication, increased institutional assessment, and implementation of the strategic plan – combined with more transparent budget processes, all will lead to success in maintaining LLTC’s organizational structures and processes.

CHAPTER THREE

Criterion One: Mission and Purposes

Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

A Clear and Broad Mission

Leech Lake Tribal College's mission statement is clear and comprehensive. The LLTC Board of Trustees approved the current [mission and vision statements](#) at the January 19, 2008 quarterly meeting. The Board finalized the mission and vision statements based upon what had been first developed at the 2007 Leadership Retreat and submitted to the Board at their October 2007 quarterly meeting.

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

Defined Constituencies

Article I, Section 5 of the [Leech Lake Tribal College Charter](#) identifies the constituencies served in its statements of purpose:

- To provide **all persons** a quality education grounded in the spirituality, history, and culture of the Anishinabeg.
- To assist **tribal members** to be active and creative members of their communities and of Leech Lake Nation or their tribal nation.
- To provide **Leech Lake Tribal members** with opportunities to improve skills and understanding in the arts and sciences, business, education, health, and human services.

LLTC's [mission and vision statements](#) clearly define students as the primary internal constituency it serves. The vision of LLTC is "to be recognized as a center of academic excellence that advances the Anishinaabe worldview and empowers lifelong learners who are fully-engaged citizens, stewards, and leaders."

The [2009-2014 Strategic Plan](#) also contains information about LLTC's mission and about LLTC's constituencies. Goal 5 specifically addresses LLTC's constituencies and how it plans to better serve them through communication and services.

High Academic Standards

Leech Lake Tribal College establishes high academic standards for its students. Article I, Section 5 of the [LLTC Charter](#) notes institutional purposes regarding academic standards:

- *To provide courses leading to fully-transferrable Associate in Arts and Bachelor of Arts degrees.*
- *To provide opportunities for studies leading to two-year Associate in Applied Science technical degrees and one-year diploma programs.*

The term “fully-transferrable degrees” denotes the need for high academic standards to prepare students for continuing their educational journeys at four-year institutions and beyond. Goal 1 of the [2009-2014 Strategic Plan](#) addresses LLTC’s academic mission and standards:

Leech Lake Tribal College will be guided by its mission to provide quality higher education grounded in Anishinaabe values and by its vision to be recognized as a center of academic excellence that advances Anishinaabe worldviews and empowers lifelong learners who are fully-engaged citizens, stewards, and leaders.

Academic goals are addressed in academic assessment plan and the [2008-2011 Academic Catalog](#). The catalog’s “Guiding Principles” and “Assessment of Student Learning” sections (pages 11-13) establish high academic standards for students, noting that LLTC pledges to prepare its students to:

- *Exemplify leadership skills, creative engagement, pride, and dedication to their chosen profession and civic and social responsibilities.*
- *Acquire the knowledge, skills, and abilities to achieve personal and professional goals.*
- *Demonstrate the ability to articulate an understanding of Anishinaabe values and worldview.*
- *Possess the skills to research, identify, and interpret information to inform problem-solving and to inspire lifelong learning.*
- *Demonstrate competency in oral, written, and technological communication.*
- *Demonstrate competency in financial, cultural, numerical, and analytical literacy.*

Student Learning Goals

Leech Lake Tribal College mission documents address student learning goals. Article I, Section 5 of the [LLTC Charter](#) states broad learning goals in relation to LLTC’s purpose:

- *To provide all persons a quality education grounded in the spirituality, history, and culture of the Anishinabeg.*
- *To nurture a knowledge and respect for women as leaders of their clan families, and as traditional and contemporary leaders of the Anishinabeg.*
- *To provide courses leading to fully transferable Associate in Arts and Bachelor of Arts degrees.*
- *To provide opportunities for studies leading to two-year Associate in Applied Science technical degrees and one-year diploma programs.*

- *To assist tribal members to be active and creative members of their communities and of the Leech Lake Nation or their tribal nation.*
- *To develop Anishinaabe cultural and language studies as an area of study, and to recognize that the Anishinaabe language is the first language of the Anishinabeg.*
- *To provide Leech Lake tribal members with opportunities to improve skills and understanding in the arts and sciences, business, education, health, and human services.*

LLTC's expected student learning outcomes for graduates can be found in the [academic catalog](#). When a student completes a degree program, he or she should have a solid foundation in the following competencies: 1) Anishinaabe culture, 2) communication, 3) critical thinking, 4) computer skills, 5) quantitative skills, and 6) reading skills.

LLTC will continue to assess its mission and goals and to revise them as necessary in order to ensure that LLTC prepares its students for the future.

Evaluation and Revision

The Leech Lake Tribal College Board of Trustees approved the current [mission and vision statements](#) at the January 19, 2008, quarterly meeting. The Board finalized the mission and vision statements based upon what had been first created through a cross-departmental collaboration at the 2007 Leadership Retreat and submitted to the Board at their October 2007 quarterly meeting. Without changing the underlying direction of LLTC, the current mission statement is more succinct, memorable and useful in branding LLTC than the previous statement, as found in the [2006 Self-Study](#): "*Leech Lake Tribal College is an institution of higher education – grounded in Anishinaabe knowledge and culture – responsive to the changing academic, vocational, and personal enrichment goals of its diverse community.*"

The Board has clearly met one of its responsibilities, as stated in Section 3 of the [LLTC Charter](#): "*Adopt and periodically review a statement of philosophy, mission, and goals, which clarifies basic educational responsibilities of the College*" (Charter, Section 3, Item B, page 5). Board of Trustees meeting information packets and meeting minutes that contain this information can be accessed through the President's Office.

Publicly Available

Leech Lake Tribal College's mission documents are widely and readily available to both internal and external constituencies. Mission documents can be found on [LLTC's official website](#). The [2009-2014 Strategic Plan](#) can be found in print in every department and can be accessed online through [LLTC's website](#). Mission documents are referred to in the [academic catalog](#) in

the “About Leech Lake Tribal College” section; academic catalogs are available at community centers across Leech Lake Reservation.

Summary of Core Component 1a

Leech Lake Tribal College’s mission documents include the [college charter](#), [bylaws](#), [mission and vision statements](#), the [seven Anishinaabe values](#), and the [strategic plan](#). Additional resources include the [academic catalog](#), the [faculty handbook](#), the [student handbook](#), institutional policies and procedures manual, [staff intranet](#), and [LLTC’s website](#). Since the [2006 Self-Study Report](#), LLTC has adopted a revised mission statement, a new vision statement, and a new five-year strategic plan. LLTC’s values have remained unchanged; the values are deeply infused in the institution as those values are ingrained in the individuals and communities LLTC serves.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Diversity in Community Values and Common Purposes

Leech Lake Tribal College serves a population of diverse ages, socioeconomic backgrounds, tribal nationalities, abilities, academic and career aspirations. The [academic catalog](#) addresses diversity in the “Admission and Registration” section, noting LLTC’s open admissions and nondiscrimination policies. The institutional values adopted by LLTC are the seven Anishinaabe values of dabasendizowin (humility), debwewin (truth), zoongide’iwin (courage), gwayakwaadiziwin (honesty), manaaji’idiwin (respect), zaagi’idiwin (love), and nibwaakaawin (wisdom).

LLTC in a Multicultural Society

Leech Lake Tribal College’s [vision](#) is “to be recognized as a center of academic excellence that advances Anishinaabe worldviews and empowers lifelong learners who are fully-engaged citizens, stewards, and leaders” in a multicultural society. LLTC strongly represents Anishinaabe culture which has been marginalized, trivialized or ignored in mainstream institutions. LLTC revitalizes a sense of cultural identity and knowledge in people who have been affected by historical trauma caused by historical federal policies of assimilation. The proportion of Native to non-Native students has remained fairly consistent since the last self-study; eight percent of current students are non-Native. LLTC’s OCCE “addresses the needs of a changing and diverse workforce,” and is, thus, a positive example of how LLTC promotes engagement in a multicultural society.

Honoring Dignity and Worth

Manaaji’idiwin (respect) and zaagi’idiwin (love) are two of the Anishinaabe and institutional values held by Leech Lake Tribal College. Institutional policies affirm the dignity and worth of individuals through the protection and affirmation of their rights. LLTC [admissions](#), [employment](#), and [student services](#) policies include nondiscrimination statements. Security policies, including LLTC’s sexual harassment policy, protect the safety and well-being of individuals.

“Leech Lake Tribal College is committed to a policy of nondiscrimination. The college does not discriminate against individuals based on race, creed, color, national origin, gender, sexual orientation, or age. The college does not deny access to an otherwise qualified student based on that applicant’s mental or physical disability.”

Admissions Statement from the 2008-2011 Academic Catalog, p.14

In LLTC’s policies and actions, efforts are made to accommodate individuals with physical and learning disabilities on campus and in classes. Examples of these policies in action include the electric door openers, installed during the 2009-2010 academic year, for use by people with physical disabilities; computer monitor magnifiers, provided by

TRiO Student Services, for individuals with visual impairments; and digital recorders provided for students who need or prefer auditory recording of classes. Instructors accommodate students with special needs through individualized testing strategies and alternative assignments when needed, and the Learning Center provides individualized assistance and tutoring.

Codes of Conduct

The Leech Lake Tribal College [Codes of Conduct](#) for students, faculty, and employees relate strongly to Anishinaabe values. Section 4180 of [LLTC Personnel Policies](#) addresses employee conduct. Faculty conduct is even more explicitly addressed in the [faculty handbook](#). The student code of conduct can be found in the [student handbook](#).

“The Code of Conduct reflects the values of the Anishinaabe People by establishing an expectation that we agree to protect and promote the health and well-being of all people. This code promotes professional development and personal growth by strictly prohibiting the use of intoxicating drugs and alcohol, and all forms of harassment and discrimination. This code is expected to be honored by any person, student, faculty or staff that represents the institution of Leech Lake Tribal College at home or abroad.”

Strategies to Address Diversity

Leech Lake Tribal College promotes diversity on campus in its policies and practices. LLTC provides a welcoming atmosphere to a diverse range of students including students who are young, students who are elders, students who have disabilities, students who have families, students who are military veterans, and students who come from a variety of racial backgrounds.

- LLTC students and employees – especially faculty, recruitment, and OCCE – introduce LLTC to area high schools and seek to engage high school-age students in the Postsecondary Enrollment Option [PSEO] program and other summer training classes both for academic credit (2008-2010 STAR Program ethnobiology courses) and through community education (National Transportation Summer Institute).
- LLTC continues to attract [elder students](#) in regular academic programs. An elder, age fifty-five and older, may take one free class per semester. LLTC’s oldest graduate in 2010 was seventy-five years old. LLTC also offers an Honorary Degree for Elders program, as found on pages 12-13 in the [2008-2011 Academic Catalog](#).
- LLTC facilitates diverse ability ranges, from providing academic support services to students with learning disabilities to outfitting facilities for students with mobility and visibility impairments.

LLTC Human Resources Office uses both [American Indian hiring preference and nondiscrimination policies](#) to maintain a diverse workforce. LLTC reserves the right to invoke Native American preference for all positions to be filled, in accordance with the Indian Preference Law in the Federal Civil Rights Act of 1964. Fair employment labor practices as defined in Title VI, the Equal Opportunity Act, are also applicable.

The chart below demonstrates the cultural and gender diversity of LLTC employees in a snapshot of Spring 2010:

Division	Native	Non-Native	Female	Male	Total
Academics – Dean	0	1	1	0	1
Academics – Fulltime Faculty	7	7	5	9	14
Academic Faculty – Adjunct Faculty	5	8	5	8	13
Administration	3	1	3	1	4
Administrative Assistants	2	2	4	0	4
Institutional Advancement	0	2	1	1	2 (Director also counted in Administration)

Division	Native	Non-Native	Female	Male	Total
Community and Continuing Education	1	3	4	0	4
Finance	4	0	4	0	4 (Director also counted in Administration)
Human Resources	1	0	1	0	1
IT	1	2	1	2	3
Learning Center	0	1	1	0	1
Library	1	1	2	0	2
Maintenance and Security	4	1	2	3	5
STEM Multimedia	0	1	0	1	1
Student Services	5	3	8	0	8
TOTAL	33	32	41	24	65

Diverse perspectives are represented on the LLTC Board of Trustees; Article II, Section 4 of the [LLTC Charter](#) notes in particular that there will be representation of the business community, the higher education community, and the Leech Lake Reservation education community.

Respect for the diversity of expression, thought, and opinions is addressed in the [faculty handbook](#)'s "Academic Freedom" statement which notes, *"Instructors must take care to avoid bias or making comments which would be construed as bias based on gender, race, religion, or any other personal and individual student characteristics."*

Summary of Core Component 1b

Leech Lake Tribal College promotes diversity on campus through clearly-defined academic and personnel policies and seeks to maintain these policies in practice. LLTC has an open admission policy. LLTC welcomes students of diverse ages and abilities and does not discriminate based on race, gender, sexual orientation, socioeconomic class, creed, or national origin. Leech Lake Tribal College uses both American Indian hiring preference and nondiscrimination policies to maintain a diverse workforce.

Core Component 1c

Understanding of and support for the mission pervade the organization.

Understanding of and Support for Mission

Leech Lake Tribal College's [mission statement](#) is included in a number of significant campus documents including the [academic catalog](#), the [faculty handbook](#), the [student handbook](#), and the [personnel policies](#). This demonstrates a high level of institutional and departmental support. The institutional mission is the focus of Goal 1 in the [2009-2014 Strategic Plan](#). Departmental objectives are aligned with this goal.

Mission-Driven Strategic Decisions

Leech Lake Tribal College's [2009-2014 Strategic Plan](#) presents five major goals that shape the decision-making process of the institution, departments, and individuals. Departments vary as to how they document and report decisions and progress relating to the goals and objectives presented by the institutional strategic plan. Strategic decisions are addressed in committee meeting minutes and meeting notes, which can be found in the Resource Room and with the committee chair's files.

In the strategic planning process, departmental goals are aligned under the umbrella of LLTC's five main strategic goals. Departmental work plans and objectives are department-driven, rather than directed by top-level administration.

In addition to the direction set by the strategic plan, LLTC's administration and departments are constantly responding and adjusting to internal and external factors that affect daily work. In this continual adjustment to circumstances, LLTC's [mission](#) remains the constant point of reference for decision-making. The clearest example of this would be the maintenance of all academic programs in 2008 when the LLBO withdrew funding from LLTC.

Mission-Driven Planning and Budgeting

Although the Finance Office does not have a formal written procedure regarding budget creation, the Director of Finance establishes funding priorities that clearly seek to support and ensure the success of the Academic division and student support services.

The roles of the President and Board of Trustees in budget creation are clearly established in the [bylaws](#):

Bylaw 3.0060.01. Duties and Responsibilities of Treasurer of the Board – "To consult with the President concerning the development of the annual budget of the College."

Bylaw 4.0000.06. Duties and Responsibilities of the President of the College – "To prepare and submit to the Board an annual budget and administer the Board-approved budget."

The President and Board of Trustees have clearly been mission-driven in the adoption and maintenance of budgets over the 2008-2010 timeframe. When retrenchments were needed, all core services to students and academic programs were successfully maintained.

Mission-Driven Administrative and Academic Subunits

Each department’s mission and vision statements align with, support, and fulfill the [institutional mission and vision statements](#). Departmental goals and objectives also align with the institutional goals as presented in the strategic plan.

The Department of Arts and Humanities supports the institutional mission and goals of Leech Lake Tribal College by seeking to promote and facilitate respect and appreciation for Anishinaabe heritage and culture, by providing opportunities for students to realize their personal and professional potential, and by fostering a desire for lifelong learning. ([2008-2011 Academic Catalog](#), p. 43)

The Department of Science, Technology, and Mathematics supports the institutional mission and goals of Leech Lake Tribal College by seeking to promote and facilitate respect and appreciation for Anishinaabe heritage and culture, by providing students with the basic knowledge of Indigenous and Western science and technology necessary to enter a bachelor’s degree program, and by exposing students to the benefits of science and technology in their lives. ([2008-2011 Academic Catalog](#), p. 47)

The Department of Professional Studies supports the institutional mission and goals of Leech Lake Tribal College by seeking to promote and facilitate respect and appreciation for Anishinaabe heritage and culture, by providing opportunities for students to increase their knowledge about a variety of professions, and by providing students with a quality technical and general education that will enable them to enter the workforce successfully. ([2008-2011 Academic Catalog](#), p. 51)

The Office of Community and Continuing Education is committed to providing training to further enhance workforce skills, provide quality education leading to certificates and degrees, and offer enrichment opportunities throughout the community. <http://lltc.edu/academics/occe/>

The Information Technology Department services the Faculty, Staff and Students of the College, as well as the community, through our efforts to provide state of the art technology and providing service to Community Education classes. <http://lltc.edu/administration.htm>



The mission of the Leech Lake Tribal College **Office of Institutional Advancement** is to maximize public and private support for LLTC, promoting fulfillment of the College mission and benefitting the

individuals and communities we serve.

<http://lltc.edu/president/institutionaladvancement.htm>

*The mission of the Leech Lake Tribal College **Agindaasoowigamig (Library)** is to support the goals of the College and its learning community and to uphold Anishinaabe worldviews by providing quality resources and capable service. <http://lltc.edu/academics/library/>*

*The **Learning Center**'s goal is to provide support services for all students and faculty at Leech Lake Tribal College. The Center aspires to illuminate pathways to success, enrich students' postsecondary experiences, and deepen their educational satisfaction. Through group study sessions, workshops, and one-on-one mentoring with both peer and professional mentors, the Learning Center is committed to enhancing opportunities at Leech Lake Tribal College.*

<http://lltc.edu/academics/learningcenter.htm>

Consistency

Leech Lake Tribal College has been working to ensure that the current [mission statement](#) is available in a number of documents including the institutional policies and procedures manual, the [academic catalog](#), the [faculty handbook](#), the [student handbook](#), and the [Wiindamaage newsletter](#).

Summary of Core Component 1c

Leech Lake Tribal College's mission of providing quality higher education grounded in Anishinaabe values, is at the heart of all activities throughout campus.

Core Component 1d

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

A Mission-Focused Board of Trustees

The [Leech Lake Tribal College Charter](#) requires that members of the Board of Trustees be committed to the purpose of providing academic and vocational educational opportunities to the Leech Lake community. Article II, Section 4, lays out the following qualifications for board members:

- A. *Each member will demonstrate **a long-term interest in education and job training.***
- B. *Each member will demonstrate a high degree of ethical standards and community service.*
- C. *Each member will be enrolled in the Leech Lake Band of Ojibwe, (Exception: The student representative may be an enrolled member of any tribe in Minnesota).*

- D. **All** members will have been awarded a **high school diploma or GED**.
- E. At least **four** members will hold a **baccalaureate degree**.
- F. Each member shall have a **general knowledge about postsecondary education**.
- G. **Special expertise** which will help the Board of Trustees, the President, and the President's staff to **fulfill the mission of the College**.
- H. Each member will be at least twenty-five years of age, except in the instance where the Tribal Council chooses to confirm a student of the College to the Board of Trustees.
- I. A minimum of four (4) members are to be residents of the Leech Lake Reservation (and every attempt will be made to have a representative from each district).
- J. **One** member will be an **elder, at least 55 years old**.
- K. One member will represent the business community.
- L. **One** member will **represent the higher education community**.
- M. **One** member will **represent the Leech Lake Reservation education community**.

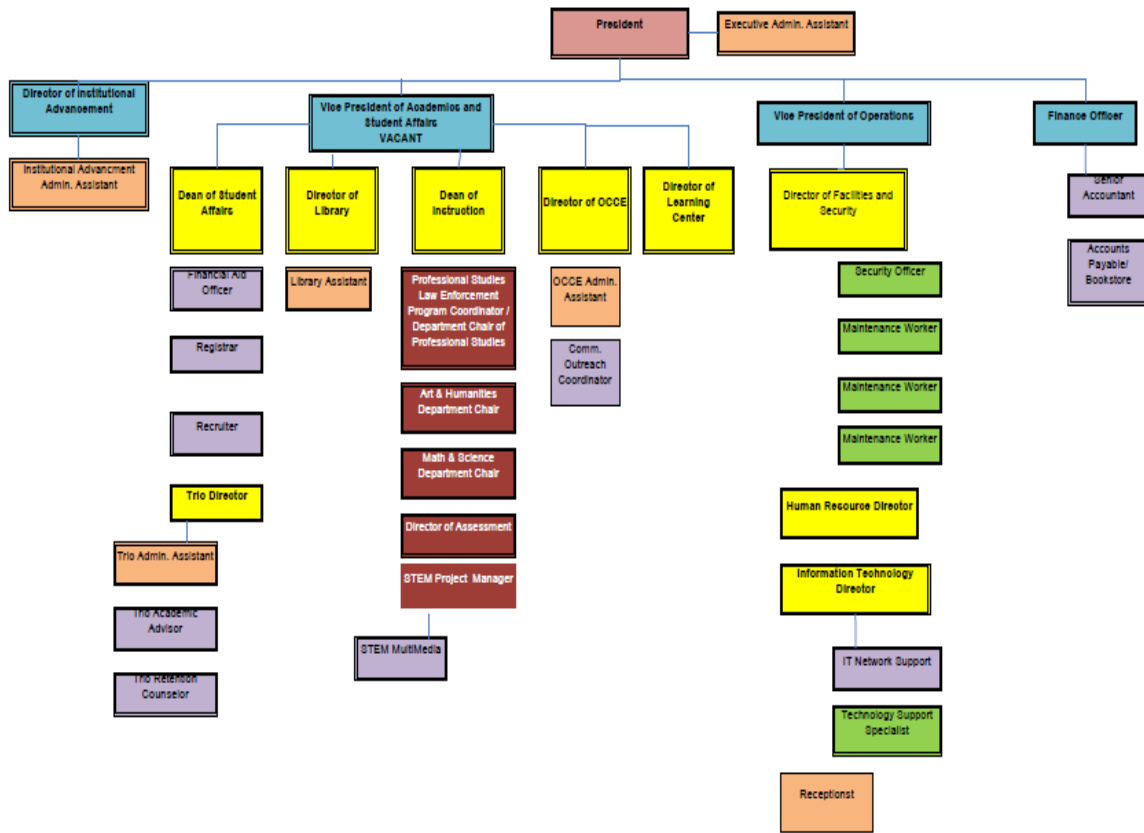
Effective Leadership

Leech Lake Tribal College continually develops its campus leaders. The LLTC Board of Trustees has approved the [Human Resources personnel policies](#) which address supervisory responsibilities. Article III, Sections 3 through 5 of the [LLTC Charter](#), address the Board's authority over the President, and the duties and responsibilities of the President are noted in the [LLTC Bylaws](#) 4.000 section. Leadership retreats have allowed top-level administration and midline deans and directors to communicate, collaborate, and focus on the strategic planning process.

Delegated Authority

The Leech Lake Tribal College organizational structure effectively establishes the line of authority from employee to supervisor to department director to vice president to president. This organizational structure is routinely used to guide LLTC's business affairs. The Finance Office uses the line of authority in the "Purchasing Authority Signature Levels" policy found in the [Fiscal Management Policies](#) section of the institutional policies and procedures manual. Another example of routine usage of the organizational structure is the designation of responsible authority when the president or departmental supervisors are off-campus.

LLTC Organizational Chart



Effective Communication and Governance

The President ensures accurate and timely reporting within Leech Lake Tribal College and to the Board of Trustees. Departmental leaders submit monthly reports to their division heads who report to the President. From these reports, the President compiles a quarterly report for the Board of Trustees.

In Fall 2009, LLTC began implementing monthly departmental meetings, in which a representative from each department gives an update of that department’s progress, challenges, and upcoming activities that might affect other departments. Cross-departmental information is also routinely shared at faculty meetings and all staff meetings. College-wide announcements are shared through Monday Drum and Potluck announcements and the campus employee and student listservs.

Many collaborative partnerships exist on campus. Examples include the collaboration between Academics and Student Services to improve the Early Alert System [EAS] to improve student success. The Learning Center peer mentors have been involved in tutoring with in-classroom participation. The STEM Department has collaborated with external agencies to provide students with practical research and internship experiences.

Interdepartmental standing committees and ad hoc committees are formed at the beginning of each academic year. These committees are responsible for accomplishing many of the major institutional objectives that require cross-departmental collaboration and shared governance.

LLTC practices the Anishinaabe cultural philosophy of making decisions based on a consensus model and envisions a model of leadership where every constituent is equally valued. This was delightfully exemplified by the Self-Study Guidance Team, which exhibited a true spirit of teamwork and practiced successful collaboration in order to complete the self-study goals.

Committed and Qualified Personnel

Being a part of an institution of higher education, Leech Lake Tribal College employees are encouraged and, in many cases, required to hold four-year and advanced degrees. Two employees hold doctorate degrees, and a third is currently enrolled in a doctoral program. Despite a lower pay scale than most higher education institutions, LLTC is sustained by long-term employees who believe strongly in its mission of providing quality higher education grounded in Anishinaabe values.

Highest Degree Held in Academic Division Instructors and Staff			
Full Time Faculty, Teaching Staff, Administrators	AY 2006-2007	AY 2007-2008	AY 2008-2009
No degree - Expert in Field	4	4	4
Associate	0	0	0
Bachelors	1	0	4
Masters	5	5	7
Doctorate	1	0	1
Other	0	0	0
Total	11	9	16
Part Time Faculty, Teaching Staff, Administrators	AY 2006-2007	AY 2007-2008	AY 2008-2009
No degree - Expert in Field	3	1	1
Associate	1	1	0
Bachelors	8	7	5
Masters	12	7	6
Doctorate	2	3	0
Other	0	0	0
Total	26	19	12

*Information from 2009 AIMS/AKIS Report Table 7.2

Fiscal Management Structure and Responsibilities

Financial records – including institutional and program budgets, audit reports, and documentation for grants and other revenue, such as tuition and fees – are located in the offices of the Chief Finance Officer and the Senior Accountant.

The Board of Trustees approves the institutional budget before July 1 each year when the new fiscal year begins. Grant budgets are entered into the system upon the grant award date, which may be, and oftentimes is, different than LLTC’s fiscal year.

LLTC is fiscally independent from the LLBO tribal government with its own accounting and payroll systems. LLTC’s [personnel policies](#) and [fiscal management policies](#) demonstrate its ongoing commitment to the institutional mission and to integrity in its practices and relationships.

The following chart delineates the responsibilities of individual units of LLTC’s Finance Division:

Finance Office	Area of Responsibility
Finance Officer	Monitors and prepares budgets, cash flow analysis, endowment accounting, month-end close and single audits, assures compliance with IRS regulations and federal granting agencies; develops and implements accounting fiscal policies, personnel policies, and internal controls; provides quarterly reports to Board of Trustees; prepares indirect cost rate proposal. Enforces accountability and compliance in all areas of the Finance Office.
Senior Accountant	Provides monthly budget reports to departments; charges grants and general fund indirect costs quarterly. Codes requisitions; reconciles bank accounts. Monitors budgets for all departments. Overall manager of all tribal college grants, ensuring compliance with all granting agencies.
Accounts Payable	Processes Accounts payable; year-end 1099 statements; reconciles vendor files and follows up on accounts payable questions and problems. Reconciles open purchase orders monthly. Makes travel arrangements for faculty and staff; provides assistance with travel closeout forms. Places the book request to the online E-campus bookstore, coordinates the book buy-back with E-campus.
Accounts Receivable	Processes student accounts receivable; financial aid distribution; processes payroll and biweekly payroll benefits; issues annual wage and tax Statements; monitors budgets for certain grants; reconciles student financial aid grants. Issues purchase orders and reviews encumbrances on a three-month basis.
Financial Aid Director (under Student Services Division)	Responsible for properly awarding financial aid to students and managing the LLTC’s financial aid software; maintains computer competency for utilizing the appropriate Title IV Federal software to properly manage and report on student eligibility for awards and on expenditures by students.
Finance Administrative Assistant	Makes travel arrangements for faculty and staff; provides assistance with travel closeout forms; orders all student and faculty textbooks; maintains the bookstore inventory; provides help with ordering supplies and filing; develops and maintains central supply inventory; reconciles cash receipts

Finance Office	Area of Responsibility
	from bookstore sales; coordinates book buyback; pays benefits and payroll deductions to vendors.

Evaluation of Structures and Processes

The retrenchment necessitated by budget cutbacks in 2008 left certain key positions vacant or only partially-filled. Although Leech Lake Tribal College is slowly rebuilding its core workforce, challenges remain in terms of consistent coverage and communication within and among departments.

Summary of Core Component 1d

In Summer 2006, Leech Lake Tribal College reorganized its governance structure under the guidance of external consultant Dr. Holly Youngbear-Tibbetts, streamlining and consolidating what once was a “flat and broad” and “fractionated” structure into a more efficient governance and operational system. A more in-depth analysis of this can be found in the [September 6, 2006, Institutional Response to the Evaluation Team’s “Report of a Site Visit”](#). Since the [past self-study](#), the Governance Committee has been dissolved with the reorganization, and the Leadership Team has assumed the work of the Governance Committee. Standing and working committees, established each fall, include broad representation of staff and faculty and perform much of the broad-based and interdepartmental work of LLTC.

Core Component 1e

The organization upholds and protects its integrity.

Mission-Congruent Activities

In its mission of providing quality higher education grounded in Anishinaabe values, Leech Lake Tribal College’s institutional activities align with its mission. The [institutional mission](#) is supported by LLTC’s institutional professional memberships in organizations such as [AIHEC](#), the [American Indian Library Association \[AILA\]](#), the [American Indian Science and Engineering Society \[AISES\]](#), [Campus Compact](#), the [Collaboration for Learning](#) (formerly the Collaboration for the Advancement of College Teaching and Learning [CACTL]), the Collaboration of Anishinaabe Colleges, [Minnesota Campus Compact](#), and the Tribal College and University Library Association [TCULA].

Board-Ensured Legal, Responsible, and Fiscally Honest Operation

The [Leech Lake Tribal College Charter](#) was amended on August 8, 2006, to uphold LLTC’s integrity and independence by providing a separation of control between the Leech Lake Reservation Tribal Council and the LLTC Board of Trustees. A more in-depth analysis can be found in the [September](#)

6, 2006, Institutional Response to the Evaluation Team’s “Report of a Site Visit”.

LLTC Board of Trustees meetings are open to the public to ensure transparent governance and to allow for community input and participation. The qualification requirements, roles, and responsibilities of the Board of Trustees and of the President are made clear in the publicly-available documents of the [LLTC Charter](#) and the [LLTC Board of Trustees Bylaws](#). Board of Trustees meeting minutes are available in the Resource Room and through the President’s Office. Minutes including closed sessions of the Board are available in the President’s Office.

Noted in the [LLTC Charter](#), Article II, Section 4 regarding the qualifications for confirmation as board member of the LLTC Board of Trustees is: “[B.] *Each member will demonstrate a high degree of ethical standards and community service.*” Article IV, Section 2 of the Charter also notes that “*All Board Members or other officers or employees shall avoid at all conflicts of interest in any financial activity of the College and shall avoid even the appearance of a conflict of interest.*” LLTC Board of Trustees [Bylaw](#) 8.0000 addresses conflicts of interest. To assist its Board of Trustees with professional development opportunities, LLTC provides membership in the [Association of Community College Trustees](#).

Compliance with Tribal, Federal, State, and Local Laws and Regulations

Leech Lake Tribal Colleges abides by tribal, federal, state, and local laws and regulations. The institutional policies and procedures manual addresses legal matters in relation to the departments of Finance, Human Resources, Maintenance, and Security. The [student handbook](#) addresses tribal, federal, and state laws in its “Drugs and Illegal Substances” section and the [Minnesota Clean Indoor Act](#) in its “Smoke-free Campus Policy” section, with an exception for ceremonies. LLTC abides by the Federal Civil Rights Act of 1964 and exercises Indian Preference Law in its hiring and human resources practices. LLTC provides staff training on compliance with laws, including:

- Copyright and Fair Use in academic and library materials
- Family Educational Rights and Privacy Act in student records

Clear and Fair Policies

Leech Lake Tribal College policies and procedures can be found both in print and on the [LLTC staff intranet](#). Policies and procedures are reviewed as needed, and suggestions for creation and for modification of policies are brought first before the Administration Team, then before the Board of Trustees for a decision on approval. Institutional policies and procedures

manuals are available in print in all departments and electronically on the [staff intranet](#).

Integrity of Co-Curricular and Auxiliary Activities

Leech Lake Tribal College's co-curricular activities, including the annual AIHEC student conference and the STEM Club, are facilitated by faculty members who guide and advise students. LLTC requires its students and staff to sign a [code of conduct](#) prior to campus-related travel. LLTC's auxiliary activities – such as the annual Traditional Gathering, Financial Aid FAFSA workshops, TRiO Family Fun Nights, and the Spring Nimi'idim (Powwow) – reinforce the [institutional mission](#) of providing quality higher education grounded in Anishinaabe values by connecting the greater Leech Lake community to LLTC through shared values.

Fair Dealings with External Constituents

Section 9000 of the Leech Lake Tribal College Policies and Procedures Manual addresses [external public relations policies](#). The Finance Office holds annual external contracts binders. External vendor bidding requirements are addressed in [Fiscal Management Policy 7050](#), found in the institutional policies and procedures manual. Prior to 2009, copies of reports to grantors and grant agencies were kept in the Office of Sponsored Programs and Institutional Research; copies of reports to grantors and grant agencies are currently kept with the Senior Accountant, as well as with the principal investigators or project managers for specific grants. Financial and narrative records of grants can also be found in the Senior Accountant's office. Major multi-departmental institutional reports to external constituents, such as the annual AIMS/AKIS and IPEDS reports, are kept with Student Services.

Accurate and Honest Presentation

Leech Lake Tribal College's mission documents are available online through its [website](#). College press releases cover both positive news, such as student Marie Lowry-Kingbird being selected as a 2009-2010 NASA student ambassador, and negative news, as was the case when the LLBO reduced the direct funding to LLTC, resulting in a number of reduced staffing and services. Environmental scanning initiatives and communications with the Leech Lake Reservation Tribal Council and LICs connect LLTC representatives with members of the general public to answer questions, to clarify misconceptions, to correct misinformation, and to provide quality, accurate information about LLTC to community members.

Timely Response to Complaints and Grievances

Leech Lake Tribal College has formulated grievance policies and responds to grievances according to these policies. Student grievances are resolved

according to the policy as found in the [student handbook](#). In the past three years under the Dean of Student Affairs, no grievance cases have required the Student Grievance Committee to convene. A summary of written student complaints filed between 2008 and 2010 is posted in the chart below:

STUDENT WRITTEN COMPLAINTS 2008-2010			
Year	Number of Complaints	Nature of Complaint	Resolution
2008	1	Sexual harassment by a staff member	Referred to HR Director
	1	Student services staff member service complaint	Dean of Student Affairs called the student and resolved the matter
	1	Complaint about a faculty member	Meeting with the faculty member to review the issue resolved the issue
	1	Not receiving American Indian College Fund [AICF] scholarship	Student was granted the scholarship
2009	1	Complaint about a staff member	Referred to staff member's supervisor
	1	Complaint about a staff member	Student withdrew from college before resolution
2010	1	Complaint about a faculty member	Student was granted a compassionate withdrawal

The Finance Office also records grievances, often relating to the disbursement of student financial aid. In the 2009-2010 academic year, additional grievances addressed weaknesses in LLTC's new online bookstore.

Employee grievance procedures are found in section 4200 of the [personnel policies](#) in the institutional policies and procedures manual. Employee grievances are dealt with through Human Resources Office, and all records are kept in that office and with the President's Office.

Summary of Core Component 1e

Leech Lake Tribal College maintains a clear link between its institutional mission and its partnerships, co-curricular and auxiliary activities. LLTC has defined policies to ensure that the Board of Trustees functions independently from the Leech Lake Reservation Tribal Council and can ensure compliance with tribal, federal, state, and local regulations. LLTC also has clear policies to govern fair treatment of students and all full- and part-time faculty and staff. LLTC's activities are regularly publicized on its [website](#) and in local newspapers.

Conclusion of Criterion One

While Leech Lake Tribal College's mission and commitment to integrity maintains many of its strengths and faces some of the same challenges as in the past self-study, LLTC has developed greater strengths while facing new adversity and looks ahead to fulfilling its mission and vision with integrity in its future.

Strengths

- Members of the campus community demonstrate a general understanding of LLTC's mission, even if the mission statement cannot be recited word-for-word. The mission has the support of all college constituencies.
- LLTC's mission is well-defined, both in its higher education purpose and in its Anishinaabe community values, and mission documents are readily available to the public on its [website](#) and in print in each college department.
- Aspiring to be recognized as a center of academic excellence that advances Anishinaabe worldviews and that empowers lifelong learners to be citizens, stewards and leaders, LLTC recognizes that students exist in an increasingly global and multicultural world. LLTC and its student body seek to be solidly grounded in Anishinaabe culture as a basis for participation in all levels of society.
- LLTC clearly promotes diversity on campus in its mission, values and policies, as well as throughout student services, academics, and community education.
- All departments have mission statements that correlate with LLTC's mission and emphasize lifelong learning.
- LLTC has clear and fair policies and procedures, maintains a commitment to legal compliance, and upholds transparency measures that relate strongly to LLTC's institutional value of gwayakwaadiziwin (honesty).

Challenges

- Although LLTC has a number of policies in place to uphold integrity, there remains a need to develop more consistent methods of collecting data and assessing the effectiveness of these policies. Some departmental documentation processes are fragmented and still developing.
- Despite LLTC's open admission policy, there exists a misperception in surrounding communities that LLTC only accepts Native students. Although non-Native enrollment is increasing, the Institutional

Advancement and Recruitment offices must continue working together to better publicize the open admissions policy.

- Some of LLTC's external constituents may still be unaware of the institutional mission, as evidenced by participants at environmental scanning.
- Turnover of personnel in the last several years has challenged the organization's processes. Documentation of activities, continuity between committees, and a constancy of established processes has suffered because of personnel changes.

What's Next

- While LLTC does provide print copies of the academic catalog to community centers around Leech Lake Reservation, LLTC also should provide print copies of other mission documents – such as the [student handbook](#), the [college charter](#), and the current [strategic plan](#) – to Leech Lake government offices, area businesses, and high schools.
- Mission documents – such as the [mission statement](#), the [code of conduct](#), and the [faculty handbook](#) – should continue to be evaluated as part of a five-year strategic planning cycle to ensure that they remain closely tied to the work of LLTC and that college work is guided by those mission documents.
- Although nondiscrimination policies exist, LLTC needs to develop a stronger campus support network for individuals who identify as Two-Spirit, gay, lesbian, bisexual, or transgender.
- All departments need to periodically evaluate and update their mission statements to ensure that they align with [LLTC's mission](#).
- LLTC has identified the need for institution-wide assessment of departmental and individual performance, which would first identify any real lack of compliance with established governance structures and processes and pave the way for effective change.
- As personnel change and as resources develop, there will be an ongoing need for orientation and training of board members, senior and midlevel administration, staff, and faculty.
- LLTC will continue to build better systems of documentation to ensure that it is demonstrating integrity and preserving evidence. One recommendation of the Self-Study Guidance Team is for templates outlining necessary information to be established and distributed to staff which would help clear up confusion caused in the event of personnel turnover.

CHAPTER FOUR

Criterion Two: Preparing for the Future

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

Current Capacity

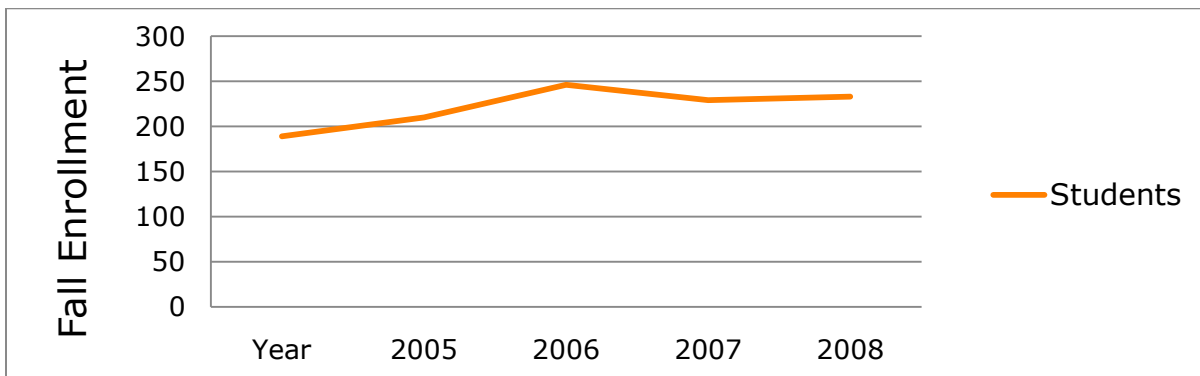
Leech Lake Tribal College has a functional base for current operations and for future development in terms of human resources, physical and technology infrastructure, student support services and financial resources. While resources are limited, they do provide for current services and will allow for leveraging growth in each domain into the future. Strategic planning, an ongoing institutional advancement emphasis, and strategic recruitment and marketing are critical current activities to building the future of LLTC.

Human Resources

As reported in the [2009 Annual Report](#), Leech Lake Tribal College employed faculty and staff as shown below:

2009 LLTC Institutional Snapshot			
Category	Total #	# Native American	# Non-Native
Fulltime Faculty	16	13	16
Adjunct Faculty	13		
Administrators	4	3	1
Fulltime Staff	29	18	11

LLTC’s staff, faculty and administrators serve a student body that averaged 189 fulltime and 40 part-time students in Fall 2008 and 147 fulltime and 56 part-time in Spring 2009:



Committees

Standing and ad hoc committees, established each fall, include broad representation of staff and faculty and perform much of the broad-based and interdepartmental work of Leech Lake Tribal College. LLTC has five standing committees: 1) Assessment, 2) Curriculum, 3) Service Learning, 4) Student Retention, and 5) Alumni. LLTC has nine ad hoc committees: 1) Employee Development, 2) Art Show, 3) Graduation, 4) Grounds and Facilities, 5) Marketing, 6) Master Campus Planning, 7) Powwow, 8) Scholarship, and 9) Traditional Gathering. [Committee meeting notes](#) can be found on the [staff intranet](#).

Leadership Team

Since the [2006 Self-Study](#), the Governance Committee has been dissolved with Leech Lake Tribal College's reorganization, and the Leadership Team has assumed the work of the Governance Committee.

Student Senate

The Student Senate is comprised of student representatives, elected annually by the student body. The Student Senate conducts regular weekly and special business meetings, coordinates activities for the advancement and support of students, allocates student funds, and communicates student concerns to Administration. Since the last self-study, the Student Senate has been instrumental in getting recycling bins on campus and, during the last school year, began resolving the problem of the lack of daycare for students who are parents. Finally, after much work on the part of the Student Senate, President Carney was pleased to announce that there was finally an arrangement for students to get free or reduced cost daycare in exchange for volunteering at Mikinaak Child Care. The complete letter is posted on the [LLTC Student Senate Blog](#).

Physical Infrastructure

Leech Lake Tribal College's thirty-acre campus currently comprises three classroom/administrative buildings and one storage/maintenance garage. The classroom and office buildings, completed in three phases (2004, 2006, and 2008), total approximately 36,000 square feet and contain a library, faculty and administrative offices, and multi-purpose classrooms, as well as space designed for specific courses including art, music, computer, and construction trades classes. The current LLTC library is only 920 square feet in size and will need to be expanded to accommodate LLTC's growing collection and the nearly 2,000 visits per month the library receives. In 2008, one classroom was converted for use as a Learning Center, which provides a dedicated space for studying, peer tutoring, research, and student presentations. Because of limited space and high traffic during its first two years of existence, the Learning Center began experiencing a noticeable drop in its number of monthly visitors, resulting in LLTC's decision in Spring 2010 to move the Learning Center to a space which twice as large.

Immediate campus needs include a large multi-use room, increased storage space, and expanded library space.

Information Technology Infrastructure

In December 2005, Leech Lake Tribal College installed a wireless network in the A-Wing. This was extended to both wings of campus in 2006, and further improvements were made in subsequent years. Students now have access to high-speed internet, email, word processing, and various databases in LLTC's Library, Learning Center, and computer labs. Each LLTC smart classroom is equipped with a ceiling-mounted high lumen projection unit, document camera, audio system, a VCR/DVD combo, and a network computer workstation. Also, an Interactive Television [ITV] system, which can connect to fifteen sites simultaneously and provides opportunities for worldwide video conferencing, as well as for the delivery of LLTC classes to students in other colleges and universities.

Today, with a dramatically-upgraded IT infrastructure, LLTC is able to provide students with state-of-the-art learning tools and to equip students with skills needed for entering an increasingly competitive workforce. Since 2006, the IT Department has purchased computers for two new labs, two mobile carts each holding twenty-four computers, interior digital signage, storage servers, virtual server software, several printers, and new computers for the Library and Learning Center. LLTC added two multimedia elective courses to STEM course offerings in 2009-2010. Several instructors have now added blogs, wikis, and blended course instructional strategies to their courses in 2010. The stage has been set for growth in academic approaches.

A [Master Technology Plan](#) was devised in September 2008. An important aspect of strategic technology planning has been to understand the technology issues and trends that may impact LLTC. These issues and trends were identified in the [Educause 2008 Current Issues Survey](#), which included responses from almost six hundred educational institutions. Understanding these issues and trends provided a base of knowledge from which more effective strategic technology planning may occur and additionally provided a benchmark from which technology implementations at LLTC may be measured. The top ten current technology issues and trends identified in this Educause survey and addressed in the Master Technology Plan were:

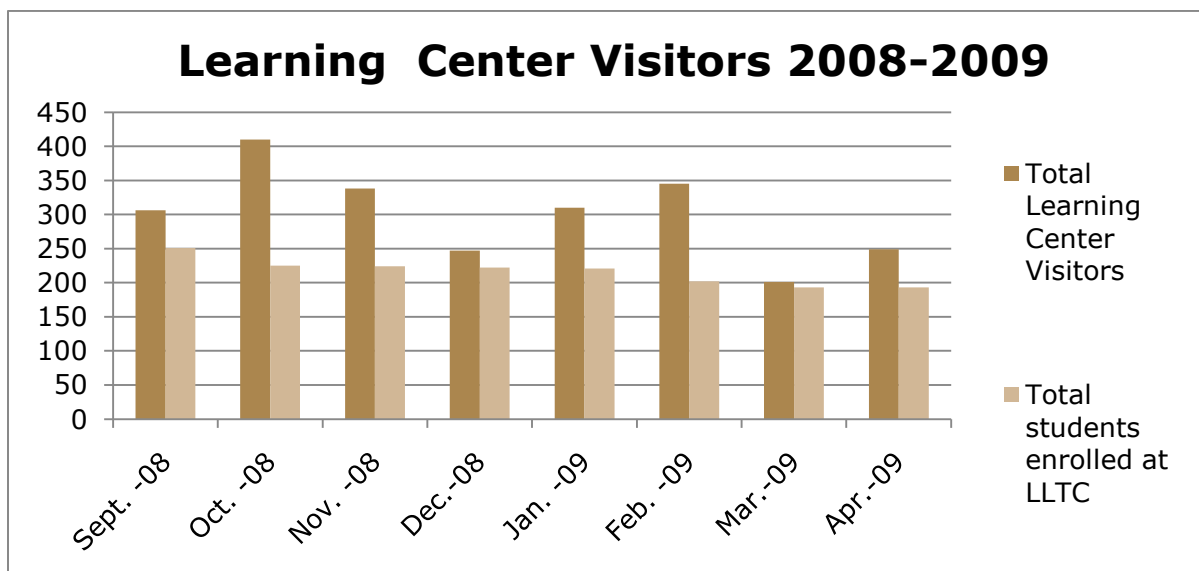
1. Security
2. Administrative / ERP / Information Systems
3. IT Funding
4. IT Infrastructure
5. Identity / Access Management
6. Disaster Recovery / Business Continuity

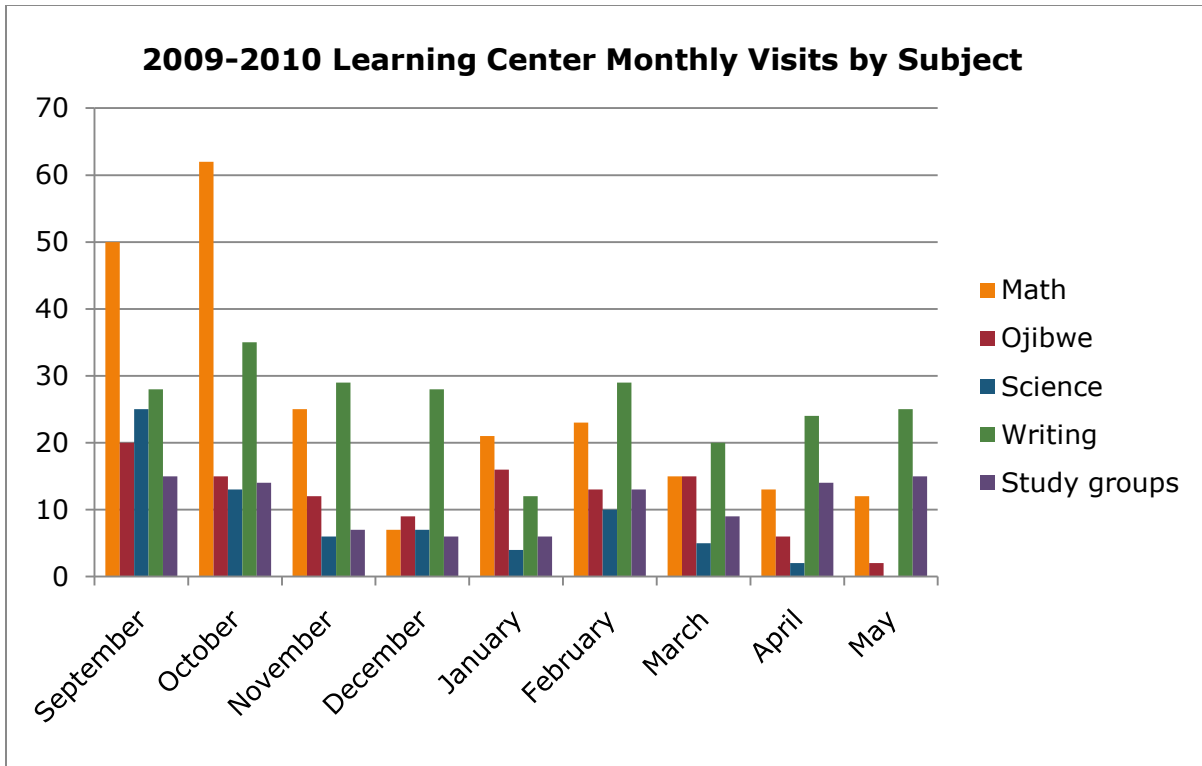
7. Governance, Organization and Leadership
8. Change Management
9. E-Learning/Distance Teaching and Learning
10. Staffing/Human Resources Management

Learning Center

The ability of Leech Lake Tribal College to establish a Learning Center in September 2008, hire a fulltime director, and provide stipends for carefully-selected peer tutors has yielded incredible benefits for LLTC. One small department can effectively change the academic culture and climate of an entire institution. The most significant impact of LLTC’s Learning Center has been and continues to be the transformative effect of the peer tutoring program on LLTC’s entire constituency, because:

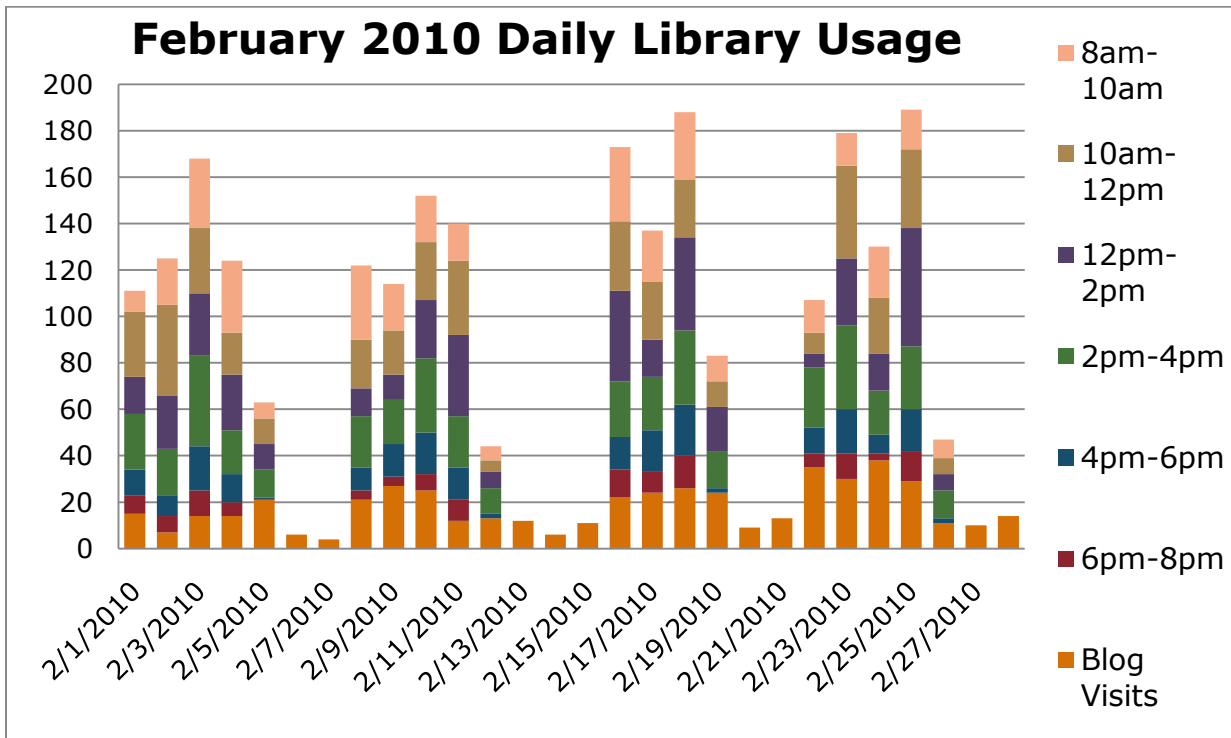
- a) **tutees** feel more comfortable with their peers, they tend to grasp difficult subject matter more quickly, and they often form friendships that provide them with the encouragement and informal counseling needed to persist in their studies;
- b) **instructors**, who don’t always have time for one-on-one tutoring with struggling students, testify that their workloads are lightened because underprepared students are finding it easier to keep pace with their classmates as a result of utilizing the peer tutoring program;
- c) **community members** are beginning to embrace higher education as they observe the leadership skills and self-confidence that characterize most LLTC students; and
- d) **peer tutors** themselves are developing teaching skills, leadership qualities, and motivational strategies that are preparing them for a lifetime of making a difference and changing lives.



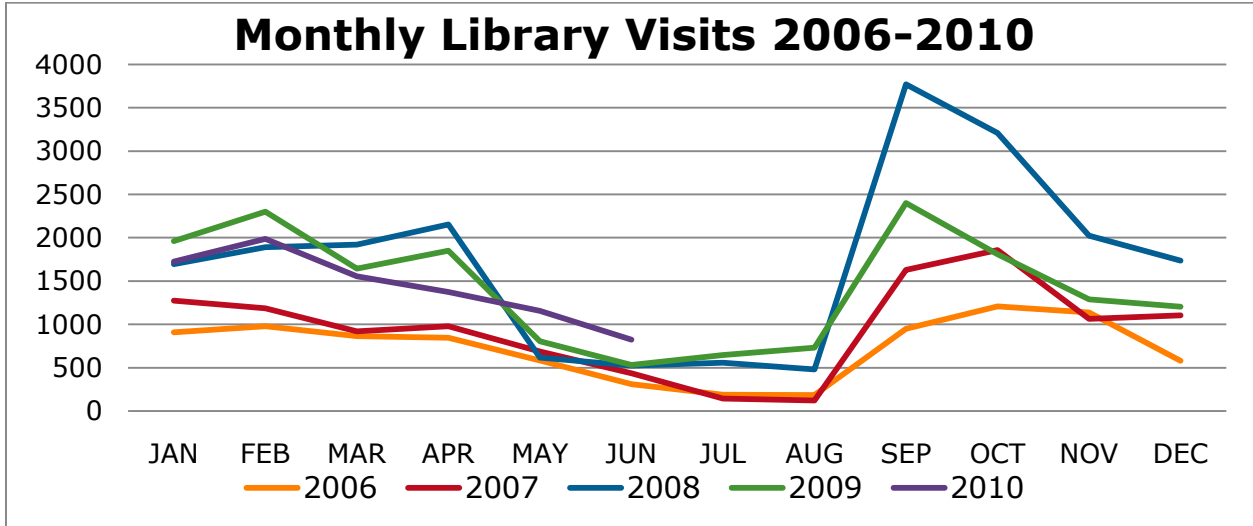


Library

LLTC’s Library, while small in size, is large in service as indicated by the following snapshot of daily library usage during February 2010, including visits per two-hour timeframe and blog visits:



The following chart demonstrates the growth of library usage by year as recorded in each month. The decrease in library visits during the 2009-2010 academic year can be attributed to students seeking out the Learning Center as an alternative to the library for increased study space and computer accessibility:



*Statistics current through July 1, 2010

Financial Resources

Throughout its history, Leech Lake Tribal College has had to operate on limited resources; still, it has managed to sustain an adequate resource base to support quality educational programs and to maintain and strengthen these programs in the future. This is evidenced by its building of new campus facilities, the allocation of funding for the purchase and upgrade of technology, the employment of qualified college-wide staff, and support for the professional development of instructors and academic advisors.

Department of the Interior, Bureau of Indian Affairs

A major funding source for LLTC is Public Law 95-471 [PL 95-471], first allocated by the U.S. Congress under the Tribally Controlled Community College Act in 1981. The current Indian Student Count [ISC] value for the 2009 fiscal year was \$5,494.24. The amount that LLTC receives is based on its ISC only. Students who are not members of a federally-recognized tribe are not included in the ISC. LLTC receives no Minnesota state-appropriated funds.

Tuition and Fees

For students who can be counted for PL 95-471 funding, the undergraduate tuition is \$140 per credit hour. For students with undocumented tribal affiliation, tuition is also \$140 per credit hour. Fees include a one-time application fee of \$15, a \$25 student activity fee, a \$6 per credit computer fee, and materials fees for art

courses, based on what type of art course a student is taking. Construction trades students pay additional fees.

Leech Lake Band of Ojibwe

Leech Lake Tribal College was chartered by the LLBO in 1990 and has been generously supported by the LLBO since its inception. The LLBO has contributed \$9,597,227 in operational support from 1995 through 2010.

Grants and Contracts

Approximately 75% of LLTC's revenue is derived from federal grants and the PL 95-471 appropriations. While this is not an ideal situation, it is a reality for tribal colleges, and LLTC must maintain its current grant programs and seek new funding sources in order to sustain and expand its academic programming.

LLTC negotiates an indirect cost rate with the U.S. Department of Health and Human Services. The rate for fiscal years July 1, 2004, through June 30, 2012, is 25.9%. Very few grants allow the 25.9% rate; several allow 8%, and some allow 0%. This presents a challenge for all entities dependent on these funds, including the Finance Office, Maintenance, Human Resources, and Administration.

LLTC is a member of [AIHEC](#) and, as mentioned above, receives its base funding from the Bureau of Indian Affairs under the authority of the Tribally Controlled Community College Act (Title I, PL 95-471).

Student financial aid is available through the [Federal Pell Grant Program](#), Leech Lake Tribal sources, the [Minnesota Indian Scholarship Program](#), [AICF](#), and other private scholarships.

Other Revenue Source Partners

The following programs are greatly helping to strengthen and develop LLTC and fulfill its mission:

United States Department of Agriculture

The [USDA](#) offers [Cooperative State Research, Education, and Extension Service \[CSREES\]](#) Sustainable Living, CSREES Environmental Sciences, USDA Natural Resources, and the Land Grant Interest Endowment funding. These grants are housed in LLTC's OCCE program and are used primarily to promote community educational activities and community outreach. The Land Grant Interest funds provide faculty development opportunities, and the CSREES Sciences grant helps support the STEM Department.

American Indian College Fund

[AICF](#) provides \$100,000 annually for student scholarships. Made possible by the Lilly Foundation, AICF also awarded a \$400,000 [Woksape Oyate \(Wisdom of the](#)

[People\) grant](#) to LLTC in 2008 and a Supplemental Award of \$80,000 in 2009 for strengthening LLTC’s academic programs.

Department of Education

Federal Work-Study, Supplemental Educational Opportunity Grants [SEOG], and Pell grants provide student financial aid; Title III - Strengthening Institutions provided technological equipment and development of the technological infrastructure. A five-year \$400,000 annual Development grant provides support to the Institutional Advancement Office and funding to plan and implement distance education opportunities. This grant also provides LLTC with its first standalone security officer, and it supports the library and recruitment efforts. A TRiO Student Support Service grant provides academic advisors for the LLTC’s new, returning, and current student needs, along with a retention counselor to ensure that LLTC is meeting the needs of students.

National Science Foundation

The [National Science Foundation \[NSF\]](#) grant supports the STEM Department, library, and recruitment. In June 2010, LLTC submitted its proposal for the \$693,000 annual three-year [NSF Tribal Colleges and University Project \[TCUP\]](#) grant, which will provide support to LLTC’s Institutional Advancement Office, IT Department, Library, Recruitment Office, and the STEM Department.

National Institute of Health

As part of the National Institute of Diabetes and Kidney Diseases [Diabetes Education in Tribal Schools \[DETS\]](#) program, LLTC, in partnership with the NIH and several other tribal colleges, is writing diabetes curriculum for implementation in primary and secondary schools with a large American Indian population. The national DETS project, in its fourth year of a five-year term, provides outreach activities to local schools as LLTC works with teachers to develop and beta-test the curriculum; it also allows for the development of relationships with other tribal colleges.

Miscellaneous Grants

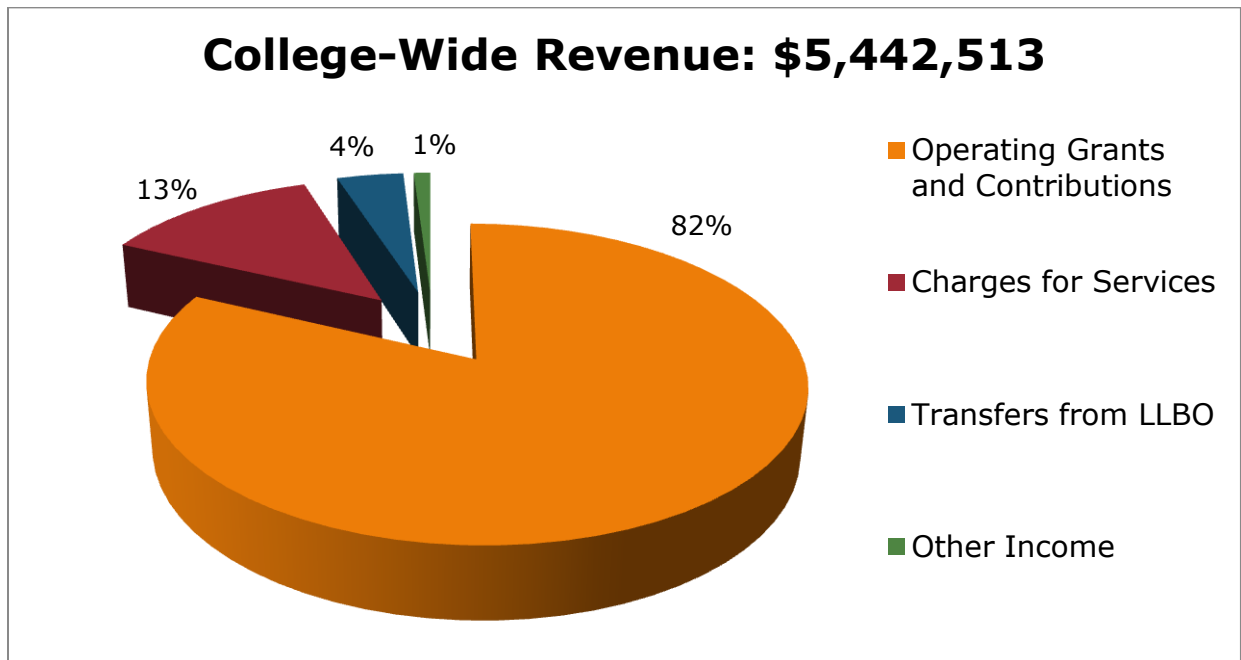
LLTC has received support from several other sources in the past three years, including [NASA](#), the [Shakopee Mdewakanton Sioux Community \[SMSC\]](#), and the [Region 2 Arts Council](#). LLTC also receives student scholarships from several Minnesota Ojibwe bands, including [Leech Lake](#), [Red Lake](#), [White Earth](#), [Fond du Lac](#), [Mille Lacs](#), and [Bois Forte](#). LLTC receives additional scholarship funding from the [Minnesota Department of Education](#).

Revenue Budget

As the following table demonstrates, PL 95-471 funding accounts for the greatest increase in revenue receipts from the 2010 fiscal year: \$1,251,000. Also following

is a summary of college-wide revenue received in the 2009-2010 fiscal year, the most current audited budget year:

LLTC College-Wide Revenue				
Program Revenue	2009	2008	\$ Change	% Change
Charges for Services	\$695,891	\$904,506	(\$208,705)	-23.07%
Federal Grants	\$3,359,875	\$4,027,626	(\$667,751)	-16.58%
State and Other Grants	\$1,111,274	\$1,242,378	(\$131,104)	-10.55%
General Revenue	2009	2008	\$ Change	% Change
Donations	\$35,568	\$43,376	(\$7,808)	-18.00%
Miscellaneous	\$26,596	\$13,087	\$13,509	100.00%
Investment Income	(\$18,335)	(\$16,202)	(\$2,133)	13.17%
Transfers from LLBO	\$231,644	\$831,716	(\$600,072)	-72.151%
Total Revenue	\$5,442,513	\$7,046,577	(\$1,604,064)	-22.76%

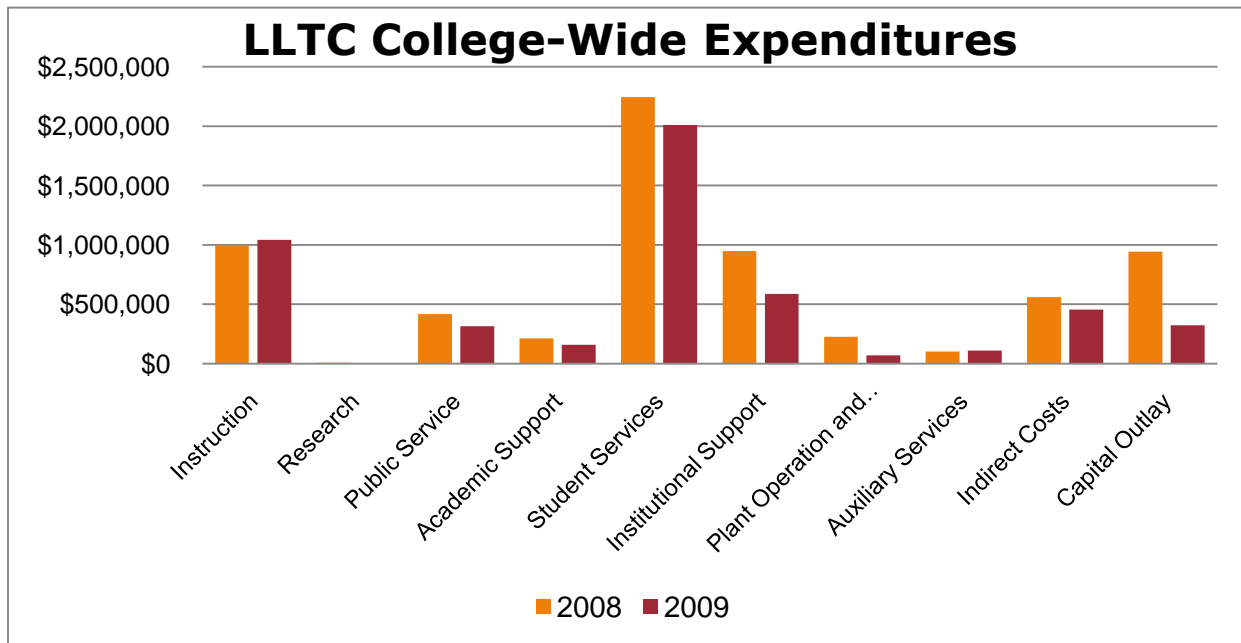


The largest federal grant received is, as noted earlier, the base funding from the Department of the Interior, Bureau of Indian Affairs. In the 2010 fiscal year, LLTC received \$1,251,000 for operations and \$4,414 in endowment contributions. In the 2009 fiscal year, the grant was \$631,100 for operations and \$36,400 in endowment contributions. LLTC anticipates \$900,100 for operations contributions in the 2011 fiscal year.

The Tribally Controlled Community College and Universities [TCCCU] base funding grant from the U.S. Department of the Interior Bureau of Indian Affairs, as well as revenue from tuition and fees, is enrollment sensitive; LLTC’s enrollment has

remained fairly consistent at about 227 fulltime equivalent students for the past two years. The TCCCU grant pays for most faculty salaries and fringe benefits, all utilities expenses, and mortgage and rent payments. The grant also allows for full indirect cost charges, so it is used to support salaries, fringe benefits, and other expenditures paid from the indirect cost pool.

Expenditures	2009	2008	\$ Change	% Change
Instruction	\$1,162,263	\$791,458	\$370,805	46.85%
Research		\$7,428	(\$7,428)	-100.00%
Public Service	\$315,777	\$420,218	(\$104,441)	-24.85%
Academic Support	\$210,296	\$350,952	(\$140,656)	-40.08%
Student Services	\$2,079,079	\$2,340,494	(\$261,415)	-11.17%
Institutional Support	\$1,164,657	\$1,636,077	(\$471,420)	-28.81%
Operation and Maintenance of Plant	\$381,942	\$901,493	(\$519,551)	-57.63%
Auxiliary Services	\$110,440	\$102,975	\$7,465	7.25%
Total Expenditures	\$5,424,454	\$6,551,095	(\$1,126,641)	-17.20%



The previous graph illustrates the amount spent by function and the percentage change from the 2008 fiscal year. LLTC’s largest expenditure during the 2009 fiscal year was for student services — primarily financial aid — followed by instructional support and institutional support. Decreased spending in academic support is primarily due to the fact that faculty members are covered under the instruction function, and academics are covered under general funds, which is a limited resource of funds.

LLTC's autonomy over its own financial systems provides better information in a timelier manner, which better informs ongoing budget decisions. LLTC's revenues and expenditures are budgeted in general funds, special revenue funds (including grants and contracts), and the indirect cost pool. The continuing challenge in fiscal management is sustaining student enrollment. LLTC has consciously expanded the capacity for enrollment growth, recognizing that planning for and being prepared for growth is better than trying to meet the needs of an increased enrollment after the fact.

Planning with Attention to Emerging Factors in Society

Leech Lake Tribal College's planning documents demonstrate that attention has been paid to emerging factors such as technology, demographic shifts, and globalization. While LLTC was hampered by the absence of a Director of Sponsored Programs and Institutional Research during part of 2006-2010, use was made of LLBO economic development planning, web-based information resources such as [regional labor market profiles](#), and the efforts of other area colleges to document societal factors affecting education.

Planning with Attention to Anishinaabe History, Culture, and Society

Leech Lake Tribal College's planning documents show careful attention to LLTC's function in a multicultural society. Goal 1 of the [2009-2014 Strategic Plan](#) refers to the bolstering of Anishinaabe values, culture, and language on campus, which enhances students' sense of identity. LLTC incorporates into its planning those aspects of its history and heritage that it wishes to preserve and continue. LLTC budgets and plans yearly for cultural events including the annual spring Nimi'idim (Powwow) and the Traditional Gathering. Cultural knowledge continues to be infused into each course in the academic curriculum, as evidenced by the learning outcomes in each course syllabus. Student, staff and faculty continue with the practice of having a weekly communal meal, opened with a traditional drum song and prayer.

Organizational Planning and the Environmental Scanning Process

The 2006 HLC NCA Evaluation Report identified the need for Leech Lake Tribal College to flesh out the strategic plan, finding the plan to be ambiguous and not directly linked to the budget process. Work began on the [2009 -2014 Strategic Plan](#) in August 2007. LLTC's Administration Team, Deans, and Directors met to learn about *Strategic Planning in Higher Education* by Sherrie A. Tromp and Brent D. Ruben, which would provide the foundation of the creation of the new strategic plan. Two key questions were addressed: "How do we best engage the entire campus community in the strategic planning process, and where do we want LLTC to be in the next five years?" Additional information can be found in the [2007 Leadership Retreat Summary](#).

Date	Activity	Purpose
July 2006; August 2007; August 2008	Leadership Team Retreats	Assess strengths, weaknesses, and needs of each department; Revise organizational chart to improve efficiency and accountability; Gather input on departmental and college-wide visions for the future; Identify roles and responsibilities for strategic planning process.
March 2008	Environmental Scanning Meeting	Moderated discussion with a broad cross-section of business, education and community leaders from across LLTC's market area to identify opportunities for LLTC as well as challenges it will face over the next several years. Assessed community-wide perception of LLTC's strengths, weaknesses and opportunities.
March 2008	Strategic Planning Meeting	Provide overview of accreditation and strategic planning processes, follow-up on environmental scanning work.
April 2008	LIC Meetings	Assess community's perception of and knowledge of LLTC and how it compares with competing institutions; Gather ideas for how LLTC can grow to better serve the community in the future.
2008	Campus Talking Circles	Informal opportunity for staff, faculty and students to provide feedback on LLTC academics and operations.
2009	Development of Departmental Missions, Vision, and Work Plans	Refine departmental goals and work to integrate each into the overall LLTC mission, vision and strategic planning work.

LLTC's planning processes included effective local and regional level environmental scanning. LLTC undertook two major environmental scanning initiatives in Spring 2008. First, LLTC hosted a [listening session](#) with an external facilitator and a large number of invited area representatives (individuals, LLBO divisions, area businesses, and area educational institutions) on campus. Second, administrators, faculty and staff collaborated in visiting [Leech Lake LICs](#). The information garnered from these sessions was used in the creation of the [2009-2014 Strategic Plan](#).

Throughout the following year, strategic planning activities took place throughout LLTC. All departments were charged with developing their own mission and vision statements. LLTC came together as a whole and developed the [institutional mission and vision statements](#), which were presented to the Board of Trustees for approval at the October 2008 quarterly meeting.

Members of the Leadership Team – comprised of the Administrative Team, Deans, and Directors – were responsible for the creation of the strategic plan. The [2009-2014 Strategic Plan](#) was finalized and presented to the Board of Trustees for review in October 2009.

Organizational Structures for Planning

The 2006 NCA HLC Evaluation Report indicated a need for Leech Lake Tribal College to review its organizational design. The organization was deemed as flat and broad. Functions were fractionated making it difficult for LLTC to focus on academics and administration. In response, LLTC hired a management consultant in July 2006 to assess the current organizational structure and strategic planning. As a result, functions and hierarchy were changed to a more traditional organizational structure of functional departmentalization, reducing the nineteen academic departments to four academic departments with six academic programs. Two vice presidential positions were created to oversee Academics and Operations. The Director of Sponsored Programs and Institutional Research and the Director of Institutional Advancement joined the Administration team as well.

Organizational Planning

Leech Lake Tribal College’s planning documents reflect a sound understanding of the organization’s current capacity and clear objectives to achieve greater capacity. In particular, the [2009-2014 Strategic Plan](#), Goals 2 and 3 with attendant objectives, address plans to build capacity.

Goal 2: Leech Lake Tribal College is committed to an integrated process of continuous institutional and professional improvement of its delivery of services and learning.

LLTC clearly identifies authority structures for decision-making, implementation and review of organizational goals. The President meets with the Administration Team on a monthly basis, and more often if necessary. Each team member is responsible for compiling monthly reports from those departments under their management. The achievements and challenges of the various functional departments of finance and budget, personnel, space and facilities, safety and security, and strategic issues are discussed and addressed. The Administrative Team meetings serve as a vital tool

Goal 3: Leech Lake Tribal College will build effective learner-centered academic programs and student support services.

in identifying what is being done well, what needs improvement, and in formulating direction.

Each department meets on a scheduled basis as well. As appropriate, each department head also prepares annual work plans that address departmental responsibilities. The

Academic Division, in particular, includes three departments with identified department chairs. Faculty meets as a whole each month, while department chairs collaborate and also meet individually with their departmental instructors.

Summary of Core Component 2a

The societal and economic factors that have challenged the United States in the last three years have been compounded by those factors that affect all Native American communities and tribal colleges to create a complex and difficult period in the history of Leech Lake Tribal College. LLTC has had to react to a number of external factors, including a reduction in financial and moral support from the Leech Lake RBC and an increasingly competitive environment for federal grant submissions. In spite of these challenges, LLTC remains tenacious in planning for increased stability and growth.

LLTC's planning process in the 2006-2009 timeframe included a [2006-2009 Strategic Plan](#) and a [2009-2014 Strategic Plan](#), [2007 Academic Program Review](#) and [2008 Academic Plan](#), [Assessment Plan](#), [Recruitment Plan](#), [Retention Plan](#), a [2008 Master Technology Plan](#), a 2010 Master Campus Plan, and the ongoing work within each department and with interdepartmental committees. In addition to these mid-to-long-range plans, LLTC has remained flexible in responding to emerging situations that required adjustments in the short time range.

Core Component 2b

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

Physical Resources

Recognizing that Leech Lake Tribal College needs a plan in order to move forward successfully, in Spring 2010, LLTC initiated a Master Campus Planning process. The campus planning project was driven by three main needs and goals:

- Accommodating current and future growth
- Increasing efficiency of LLTC's current buildings
- Instilling a long-term commitment to building a sustainable campus

The original vision for the development of LLTC's campus had not been updated since its inception nearly a decade ago. As the student body and academic programs have grown and evolved, it became apparent that the initial vision was not adequate to meet LLTC's current and future needs. To address that, LLTC's administrative team elected to undergo a complete reevaluation of LLTC's land base and current space use. The planning project was designed to develop an updated vision for future space development, as well as to gain insight for ways to increase efficiency in the three current buildings. The plan will cover not only development of future buildings, but also use of green space, walking paths, and integration of

cultural design elements – all with a focus on maximizing use of renewable energy and sustainable design.

Through a competitive request-for-proposal process, proposals were received from fourteen architecture and engineering firms. The proposals were assessed based on the firms' experience in higher education planning, Leadership in Energy and Environmental Design [LEED] certification, work on Native American projects, and cost. In April 2010, the bid was awarded to Leo A Daly's Minneapolis-based office, and work began immediately. The Leo A Daly team made several visits to campus, meeting with each department individually to gain insight into current and future needs. Special consideration was given to input from the faculty and the Dean of Instruction, as it was desired that the campus's physical development would complement the academic strategic plan.

Once that information was assembled, the architects worked on translating each department's needs into a vision for the physical development of the campus, with a particular eye towards maximizing multiuse spaces in order to create efficient use of LLTC's limited land base. A preliminary version of the master plan was presented to the Campus Master Planning committee on June 30, 2010, with the final plan presented at the Board of Trustees quarterly meeting on July 31. The completed plan is currently available to the communities served by LLTC as well as to other tribal colleges to use as a resource in their planning efforts.

Educational Commitment

Plans for resource development and allocation document Leech Lake Tribal College's commitment to supporting and strengthening the quality of the education it provides. For example, the library has been able to purchase current materials for disciplines with grant budgets, including STEM materials. The average age of the library collection is twenty-six years, meaning that more than half the materials are older than traditional age college students. The library collection has bolstered its law enforcement materials as recommended during LLTC's Minnesota POST certification process. The electronic databases and web-based resources supplement physical offerings, and training is given to students each term in research using electronic resources. During the 2008-2009 academic year, the Learning Center purchased items such as a binding machine, a cold laminator, and digital cameras for students to use free-of-charge on campus. With these tools, students are able to effectively increase the professionalism of their classroom presentations.

Human Resources

Leech Lake Tribal College uses its human resources effectively. LLTC's dedicated staff and faculty members are among its strongest assets. Staff and faculty members often earn less than they would at similar positions in mainstream

institutions. LLTC relies upon employees’ goodwill to serve, not only in their regular job positions, but also to contribute a significant amount of time to campus-wide committees and endeavors. Many employees volunteer their time at college functions including the Traditional Gathering, the Spring Nimi’idim (Powwow), and TRiO Family Fun Nights. Administrative assistants collaborate to provide backup reception coverage on campus. It is the nature of tribal colleges because of their smaller sizes and smaller budgets that employees must wear many different hats.

Fulltime instructors at LLTC generally teach fifteen credit hours per semester, and adjuncts teach a maximum of nine credit hours. Department chairs are given release time from teaching for their administrative duties. All fulltime faculty members are academically qualified to teach in the disciplines to which they are assigned.

In 2008, the Dean of Instruction increased the faculty orientation to two weeks prior to the start of fall classes; previously, faculty orientation happened two days prior to the start of the fall term. Committee distribution, teaching methodologies, interdepartmental collaboration, and class preparation were some of the topics covered. All fulltime faculty members are expected to attend the entire session and adjuncts as they are able.

Workforce Development

Leech Lake Tribal College intentionally develops its human resources to meet future changes. Faculty and staff are encouraged to attend professional development seminars, webinars on campus, and onsite training opportunities. In addition, one staff member completed a four-year undergraduate degree in 2009, two are working for their undergraduate degree, one is in a Master of Business Administration distance education program, and one is in a doctoral program. One faculty member is nearing completion of a Master of Arts, and three more faculty members are being encouraged to take further graduate coursework. One faculty member is in a postgraduate certificate program in online teaching and learning.

LLTC employees are also strongly involved in professional development activities, as exemplified by LLTC’s information from AIHEC’s 2009 AIMS/AKIS report:

LLTC Professional Development Activities						
	2006-2007		2007-2008		2008-2009	
	Number of Employees	Person Activities	Number of Employees	Person Activities	Number of Employees	Person Activities
Attended National Conference	22	48	5	9	14	22
Attended Workshops/ Seminars	36	79	7	11	14	18

LLTC Professional Development Activities						
	2006-2007		2007-2008		2008-2009	
	Number of Employees	Person Activities	Number of Employees	Person Activities	Number of Employees	Person Activities
Enrolled in Advanced Degree or Certification	7	7	5	5	5	5
Participated in Summer Programs			4	4	2	2

*Information from AIMS/AKIS 2009 Report Table 7.1

Flexibility and a Future Focus

Leech Lake Tribal College’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality. LLTC’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth. The primary evidence of this remains LLTC’s ability to respond to reduced funding from the Leech Lake Reservation Business Council in 2008. In a letter to the RBC dated November 8, 2008, President Leah Carpenter reported:

"...the Tribal College has generated \$4.6 million in grant revenue to the College and this community in this fiscal year alone. That represents a tremendous amount of funding and demonstrates the initiative, creativity, and hard work of the College staff and faculty. The Tribal College brings in at least six dollars for every dollar that the Leech Lake Band has invested in the College..."

Summary of Core Component 2b

Leech Lake Tribal College, throughout its history, has had to operate on limited resources. Through a strong commitment to student learning, LLTC has managed to sustain an adequate resource base to support quality educational programs and to maintain and strengthen these programs into the future. This is evidenced by building and expanding campus facilities; allocating funds for the purchase and upgrade of technology; the commitment to employ qualified college-wide staff; and support for the professional development of its instructors and academic advisors. LLTC distributes over a million dollars annually in financial aid, distributing \$1,455,492 in the 2008-2009 academic year. This is approximately \$4,088 per student each semester. Although LLTC will need to continue to increase student enrollment, raise money for construction, and monitor budgeting closely, it is clearly demonstrating its capacity to provide the necessary tools for improving the quality of its education, and responding to future challenges and opportunities.

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Expectations for Effectiveness

When Leech Lake Tribal College lost its fulltime Director of Assessment in 2008, a position replaced by a half-time Director in 2009, LLTC lost some of its momentum in pursuing institutional assessment. Significant effort went into maintaining evaluation processes necessary to the improvement of academic programs in support of student learning, as will be further documented in Chapter Five. The President and each department supervisor became the primary persons to maintain expectations for effectiveness within their respective units.

While centralized institutional assessment has presented a greater challenge in 2008-2010, key departments have developed work plans with clear performance objectives. Department supervisors meet regularly with staff to assess progress and report this information monthly to senior leadership. Several departments have demonstrated a commitment to improvement by administering survey evaluations to students, faculty and staff. In Spring 2010, the Finance Office sent an anonymous electronic form out which surveyed ratings on accounts payable, accounts receivable, travel coordination, student check distribution, student billing, bookstore efficiency, policy and procedure manual clarity, payroll adequacy, and grants management. Also, the Learning Center administers regular tutoring satisfaction surveys, faculty satisfaction surveys, program evaluation surveys, and surveys to measure self-efficacy and other skills of the peer tutors as well as conducting in depth analysis of Learning Center effectiveness.

In an effort to educate all stakeholders and establish benchmarks for future reporting, the Institutional Advancement Office publicly distributed LLTC's first [institutional annual report](#) in 2009.

LLTC remains an active member of [AIHEC](#). As such, LLTC reports annually on key indicators of success. The Office of the Registrar coordinates the data collection for the annual AIMS/AKIS report. Thus, LLTC has been able to maintain effectiveness in collecting, analyzing, and using organizational information.

Continuous Improvement

Appropriate data and feedback loops are available for use throughout Leech Lake Tribal College in support of continuous improvement. The [2009-2014 Strategic Plan](#) has identified sources of baseline data for tracking departmental and institutional performance measures for meeting strategic goals and objectives.

Support for Evaluation and Assessment

Leech Lake Tribal College seeks to provide adequate support for its evaluation and assessment processes, but has been temporarily impeded by budget and staffing reductions. As noted previously, LLTC was unable to retain a fulltime director position both for the Office of Sponsored Programs and Institutional Research and for Assessment. Currently, LLTC has only a half-time Director of Assessment, who is also a Mathematics Instructor. Because of the lack of a fulltime Director of Assessment or Director of Sponsored Programs and Institutional Research, nonacademic assessment and evaluation has been limited to departmental initiatives.

Summary of Core Component 2c

The loss of a fulltime Director of Assessment has led to some fragmentation of institutional assessment down to departmental level. Leech Lake Tribal College, nevertheless, continues to focus on departmental levels of effectiveness in reaching set performance objectives. Academic programs have maintained a stronger assessment emphasis during this period. LLTC acknowledges the need to address this core weakness in institutional assessment in the very near future.

Core Component 2d

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Mission-Centered Coordination

Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for Leech Lake Tribal College. LLTC's strategic planning process included the Leadership Team's reevaluating and revising of the [mission and vision statements](#) at the 2006-2008 leadership retreats. Departmental mission and vision statements were revised to align with the institutional statements. In the development of the [2009-2014 Strategic Plan](#), individual departments aligned their department-specific goals and objectives underneath the umbrella of the five institutional goals. Departmental strategies are thus aligned to institutional strategies.

Linking Budgeting and Planning

Besides having planning mechanisms and budget priorities that are mission-driven, Leech Lake Tribal College's planning processes are linked with budgeting processes. Before pursuing grants, faculty and staff work with supervisors to determine if the grant will match the needs and goals of the institution. There remains close collaboration between faculty and staff and the Finance Office, in particular the Senior Accountant in charge of fiscal management of grants.

Implementation in Operation

Implementation of Leech Lake Tribal College’s planning is evident in the operations of some departments, but needs to be reinforced in other departments. As a positive example and model for others, the library’s monthly reports have started explicitly connecting monthly-collected data to strategic planning goals and objectives.

Change and Reprioritization

Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. Such reprioritization is often first identified and analyzed within departments, potential solutions are proposed to senior leadership, and changes are made both within individual departments and interdepartmentally.

Relationships

Planning documents give evidence of Leech Lake Tribal College’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which LLTC and its students exist. Goal 5 of the [2009-2014 Strategic Plan](#) focuses specifically on internal and external constituencies.

Constituent Involvement

Leech Lake Tribal College’s planning processes involve internal constituents and, when appropriate, external constituents. Nearly all internal departments – Academics, Finance, IT, Institutional Advancement, Maintenance, OCCE, and Student Services – are represented on the Master Campus Planning Committee. The Marketing Plan Committee involves representatives from the Business academic department, the Finance Office, and Student Services. Students are represented in key committees (Master Campus Planning and Self-Study), and the Student Senate provides an active forum for receiving input and processing it with the administration.

Summary of Core Component 2d

The Leech Lake Tribal College’s [2009-2014 Strategic Plan](#) is well-founded and based upon extensive external and internal constituent deliberation. Department mission and vision statements are aligned well with the institutional planning, and budgeting and planning are linked.

Conclusion of Criterion Two

Leech Lake Tribal College continues to prepare for the future, taking honest assessment of its strengths and challenges. While LLTC has faced financial and resource challenges since 2006, LLTC continues to build upon its strong human resources by responsibly developing and allocating resources to ensure high quality services to students in fulfillment of its mission.

Strengths

- LLTC’s planning processes involve both internal and external constituents.
- A sound strategic plan, linked both to the institutional mission and to departmental work plans and objectives, has preserved LLTC’s sense of direction and provided needed knowledge to continue the planning cycle.
- LLTC has established a record of efficient management and allocation of resources.
- LLTC’s physical campus and IT infrastructure provide an up-to-date, attractive, and functional learning environment for students. LLTC has engaged in a master campus planning process that will allow for a growing student body.
- The addition of a Learning Center, the development of a specialized TRiO program, and continual progress in adding physical and electronic resources in the library provide a good base for meeting regular and specialized student needs.
- The streamlining of LLTC’s organizational structure and clarification of reporting and lines of authority provides the needed structure to improve institutional planning and follow-up in the future by linking individual department’s planning and operations with institutional level goals and strategies.
- LLTC makes efficient use of its human resources and has a high number of highly-dedicated staff.
- Although LLTC will need to continue to increase student enrollment, raise money for construction, and monitor budget closely, it demonstrates its capacity to provide the necessary tools for improving the quality of its education, and responding to future challenges and opportunities.
- The monthly reporting process from departments to senior leaders has maintained a focus on performance.
- LLTC remains committed to the purpose of assessment and evaluation in order to provide reliable information that will prove useful in making decisions, informing planning, and improving services.

Challenges

- LLTC must continue to address means of increasing revenue sources. Attention should be given to raising revenues through institutional advancement, marketing, and grant-based initiatives.
- With the reduction in personnel and ongoing vacancies in some key positions, such as the Director of Sponsored Programs and Institutional Research and a fulltime Director of Assessment, LLTC has struggled to follow through on established plans while the overall institutional assessment picture is limited.
- While highly committed, employees exhibit some degree of fatigue and have fluctuations in morale, typical of personnel who sustain heavy workloads.

- Departmental resources are stretched and departments have lacked sufficient personnel and time to adequately document their progress or share information interdepartmentally.
- Budgeting processes are not yet codified to ensure compliance with LLTC's commitment to strategy-based decision making.

What's Next

- Data collection and analysis will need to be continually linked to planning, implementation, assessment, and budgeting.
- LLTC will continue to commit resources to campus improvements such as the expansion of the physical campus, the library, and other learning resources to match continued student growth. The Master Campus Plan will guide expansion in the next decade and beyond.
- LLTC must fill key personnel positions in a timely manner to assure adequate assessment, institutional research, and ongoing planning and review. LLTC will need to address the need for additional staff to develop future efforts in capital campaigns, institutional advancement, or to garner additional project- or grant-based funding and to sustain and grow quality programs.
- LLTC should identify workplace support systems and processes to facilitate regular and complete documentation of work including departmental work plans and progress on the strategic plan.
- LLTC will maintain strict fiscal control and efficient management and allocation of resources.
- LLTC needs a fulltime Director of Assessment, and possibly an external facilitator, who has the skills to lead campus in institution-wide assessment and evaluation and who will help staff and faculty understand the dynamics of becoming a learning organization that can be committed to continuous improvement.
- Budgeting processes should be developed and disseminated to assure that all departments and the Finance Office make decisions based on strategy.
- A grant review committee needs to be reactivated to oversee grant development and management and to ensure collaboration and resource distribution for all departments.

CHAPTER FIVE

Criterion Three: Student Learning and Effective Teaching

Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Differentiating Learning Goals and Learning Outcomes

Leech Lake Tribal College offers three Associate in Arts degrees, two Associate in Applied Science degrees, a one-year diploma, a two-year diploma and one certificate program. Due to increasing student demand for a degree in science, the College has also expanded its Liberal Education with STEM emphasis degree into an A.S. degree in Natural Science. The academic catalog lists all educational programs and courses. Associate degrees are regarded as stepping stones to baccalaureate degrees, rather than as terminal degrees.

LLTC has established six institutional "Expected Student Learning Outcomes" ([2008-2011 Academic Catalog](#), pages 12-13) to support the [institutional mission](#). In addition, instructors differentiate learning goals and expected learning outcomes for each degree, diploma or certificate program.

Students who complete a degree program at LLTC will have a solid foundation in Anishinaabe culture, values, perspectives and history; oral and written communication; critical thinking skills; computer skills; quantitative skills; and reading skills. Each of these six competencies will be assessed according to ... specific outcomes throughout the student's academic program (Academic Catalog, pp. 12-13)

All programs currently fall under the auspices of three academic departments: Arts and Humanities; Science, Technology, and Mathematics; and Professional Studies. As a direct result of the self-study process, a realignment of programs and the development of a fourth department, that of Behavioral and Social Sciences, are being explored as future options. Academic departments share the primary responsibility for developing curriculum and delivering instruction. The departments are responsible for all undergraduate programs. Within each department, a fulltime faculty member serves as the department chair. OCCE also provides an array of cultural learning opportunities.

As found in the academic catalog, undergraduate degree programs are modeled after the [Minnesota Transfer Curriculum \[MNTC\]](#) in requiring successful completion of courses in ten required areas:

1. Communication
2. Critical Thinking
3. Natural Sciences
4. Mathematics and Logical Reasoning
5. History and the Social and Behavioral Sciences
6. Humanities and Fine Arts
7. Human Diversity
8. Global Perspective
9. Ethical and Civic Responsibility
10. People and the Environment

Diploma and certificate programs have separate requirements that align with industry standards and expectations. These include Residential Carpentry, Construction Electricity, and Child Development Associate [CDA] programs. This information is found in the academic catalog. LLTC offers the following degrees, diplomas, and certificates:

Arts and Humanities Department

- Liberal Education – Associate in Arts Degree
- Indigenous Leadership – Associate in Arts Degree

Science, Technology, and Mathematics Department

- Natural Science – Associate in Science Degree
- Liberal Education, STEM Emphasis – Associate in Arts Degree

Professional Studies Department

- Business Management – Associate in Applied Science Degree
- Residential Carpentry – One-Year Diploma
- Construction Electricity – Two-Year Diploma
- Early Childhood Education – Associate in Arts Degree
- Child Development Associate – Certificate
- Law Enforcement – Associate in Applied Science Degree

Assessment of Student Learning Provides Evidence at Multiple Levels

During the last three years, Leech Lake Tribal College has focused on clarifying and improving assessment of student learning at the course level. Faculty received information on and assistance in improving the definition of learning objectives and linking assessment directly to the objectives as listed in course syllabi. Assessment at the program level is less developed. LLTC recognizes the need to develop additional tools and time-specific processes to assess student learning at the program level. Assessment at the institutional level remains a challenge due

primarily to limitations of personnel and financial resources. LLTC looks forward to developing assessment strategies at the institutional level.

Course Level

In Fall 2008, a two-year assessment process to review and revise the student learning objectives in each course being taught was implemented. This process continued from Fall 2008 through Spring 2010.

During the 2008-2009 academic year, instructors identified and clarified student learning objectives in the courses they taught. They then identified the specific direct measures of learning that they would use in each course. Throughout each term, instructors were asked to review the effectiveness of student learning and the links between learning and assessment that they had established. At the end of the term, the faculty noted course revisions that were made or were to be made in the next cycle.

During Fall 2009 faculty orientation and in two subsequent monthly faculty meetings, faculty met with the Dean of Instruction and the Director of Assessment to review instructor-revised student learning objectives and assessment measures from the previous academic year. Individual faculty members have now provided to the Director of Assessment revised student learning objectives for each course taught through the Spring 2010 term. These reports indicate revisions and also relationships between course objectives and institutional expected student learning outcomes. Student learning outcomes are clearly identified on [course syllabi](#).

This process has accomplished a number of specific assessment-driven outcomes:

- There is a much tighter alignment of course learning objectives to departmental, academic programmatic, and institutional learning goals.
- Instructors have increased their understanding of instructional design and delivery.
- The basis has been laid upon which higher level assessment may occur of the institutional educational mission.

In addition to this faculty-driven assessment initiative, LLTC has maintained its practice of asking students to complete satisfaction surveys for each course at midterm (formative) and end of each term (formative and summative). The results of these evaluations were compiled by the academic administration. Summaries were reviewed by individual instructors to improve their courses.

Program Level

The instructors in each academic department are responsible for reviewing departmental and programmatic results. When individual faculty members completed their two-year assessment for Fall 2008 through Spring 2010, they met in their respective departments to assess student learning objectives at the

departmental level. There the instructors reviewed student evaluation surveys, attendance and grade reports, individual instructor course reviews and suggestions for improvement.

As data from courses are aggregated, faculty members have begun using the data in making departmental decisions. It is expected that as these are incorporated into departmental deliberations, the academic division will provide more data-driven decisions regarding program level improvements.

It is recommended that individual departments review their departmental goals as published in the [2008-2011 Academic Catalog](#) and that departments list these goals in the form of departmental outcomes. Departmental outcomes are to support the six expected student learning outcomes of the institution. Completion of the outcomes produces a student accomplished in these identified areas:

- Cultural
- Oral and Written Communication
- Critical Thinking
- Computer Skills
- Quantitative Skills
- Reading Skills

Departmental outcomes that directly support LLTC's expected student learning outcomes must also take [MNTC](#) into account. Students completing courses for degree programs at LLTC fulfill requirements for their liberal education and are able to transfer credits to other Minnesota higher education institutions. The ten MNTC categories are reflected in curriculum requirements for LLTC degree programs.

When departmental outcomes are revised, the fulfillment of MNTC requirements must be clearly delineated. Departments and the academic division will then need to review and revise the academic catalog and include program changes. Additional tools to assess student learning objectives must also be developed at the programmatic level.

Institutional Level

In 2008, coupled with the loss of a fulltime Director of Assessment, Leech Lake Tribal College experienced a serious loss of revenue from the Leech Lake Reservation Business Committee. Originally, the RBC had forecasted contributing \$731,000 to LLTC; however, because of an election year and addition of a new council membership, the RBC cut the funding to LLTC by \$500,000. With the loss of this funding, LLTC was unable to rehire a fulltime Director of Assessment; a half-time Director of Assessment was hired on July 1, 2009.

An Assessment Committee is appointed at the beginning of each academic year. This committee includes personnel from student services, business and technology operations, and academics. The Assessment Committee tracks their work in [meeting notes](#). 2009-2010 committee members were: chair Phil Leen, Director of Assessment; Susan Butler, Technology Coordinator; Kyle Erickson, Director of Institutional Advancement; Christine Fineday, TRiO Director; Dr. Sue Glidden, Dean of Instruction; Deborah LeClaire, Learning Center Director; and Melissa Pond, Director of Library Services.

A Curriculum Committee is appointed each academic year. The Curriculum Committee reviews individual course and program changes. Program changes in 2009-2010 include:

- Revision of suggested study plan for Law Enforcement to efficiently align course objectives to Minnesota POST training standards
- Revision of suggested study plan for Early Childhood Education to reflect LLBO Head Start teacher-training needs and to develop an articulation agreement with Bemidji State University
- Expansion of STEM research and internship courses in response to growing student interest in higher-level science courses

In addition, the Curriculum Committee has approved the addition of an Associate in Science in Natural Science program. The committee has also approved the adjustment of the residential carpentry program from two terms to three terms in response to student requests for a more measured course load that caters to their needs for outside employment and balanced financial aid distributions. 2009-2010 Curriculum Committee members included: chair Rochell "Rocky" Carpenter, Professional Studies Chair and Residential Carpentry Instructor; Elaine Fleming, Arts and Humanities Chair and Instructor; Dr. Sue Glidden, Dean of Instruction; Kelly Nipp, STEM Chair and Mathematics Instructor; and Veronica Veaux, Registrar.

The faculty is thoughtfully considering a reconfiguration of academic departments to include a Department of Behavioral and Social Sciences. This department would include law enforcement, early childhood education, business, and all social and behavioral science courses currently taught under the STEM Department.

Multiple Direct and Indirect Measures

Classroom assessment is used by Leech Lake Tribal College instructors to collect feedback, early and often, on how well their students are learning what is being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. LLTC instructors use feedback gleaned from classroom assessment to make informed adjustments in their teaching and delivery of curriculum. Faculty members also share feedback with students, using that

feedback to help students improve their learning strategies and study habits and to help them become more independent, successful learners. Classroom assessment is one method of inquiry which improves both teaching and learning.

A variety of assessment strategies are being implemented in the classes at LLTC, including the following:

Direct Measures

Direct measures include pretests, posttests, research papers, journals, response papers, instructor-generated quizzes and exams, midterm and final grades, hands-on demonstrations, Power Point presentations, class discussions, and participation.

Indirect Measures

Indirect measures include various locally-developed surveys, course evaluations, and student-tracking data.

Availability of Results to Appropriate Constituencies

The results obtained through assessment of student learning are available to appropriate constituencies, including students themselves, as appropriate. The LLBO Education Division uses graduate information. Other LLBO divisions, the U.S. Forestry Service, and area businesses assist LLTC in assessing the relevance and quality of student learning as it applies to internships and careers. High-achieving students are publicly-acknowledged through the President's and Dean's Lists published in area newspapers and through LLTC's Wall of Scholars.

Integration of Data for External Accountability

Leech Lake Tribal College integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates). Each year, LLTC completes an in-depth report on a variety of data about students, staff, and faculty and institutional activities as part of the AIMS/AKIS report submitted to AIHEC. The system is used to collect data for reporting to external governmental and educational organizations. Information about this can be found on the [AIHEC website](#).

Assessment of All Educational Offerings including Credit and Noncredit Programs

Although OCCE distributes interest surveys and conducts personal interviews in attempts to offer appropriate and needed educational programs, it does not conduct assessment on the student learning that takes place during the non-formal and noncredit educational opportunities. Non-formal and noncredit educational opportunities offered through the OCCE do not assess student learning.

Summary of Core Component 3a

Leech Lake Tribal College has established a solid foundational base for providing evidence of student learning and teaching effectiveness but needs to continue with the integration of course, departmental, programmatic, and institutional assessment. There has been significant progress in improving individual courses with defined learning outcomes directly linked with student assessment. Academic departments use individual course assessments to review department and program assessment each term. Interdepartmental review occurs but lacks the degree of specificity that occurs within departments. Institutional assessment remains the most problematic, due in large part to the need to reestablish a fulltime assessment position. Improving assessment methods, and using the data gleaned from those activities to improve student learning outcomes, is an ongoing challenge.

Core Component 3b

The organization values and supports effective teaching.

Qualified Faculty

Leech Lake Tribal College is committed to recruiting and retaining highly-qualified faculty in terms of both academic credentials and documented expertise in their particular fields. The list of requirements to teach at LLTC is found in job descriptions. LLTC seeks to adhere to a minimum of a master's degree for all fulltime or adjunct instructors to teach in associate degree programs. A fulltime instructor who does not have his or her master's degrees is required within a specific timeframe to start and complete a graduate degree program.

The [2008-2011 Academic Catalog](#) lists fulltime faculty and their academic qualifications. The Human Resources Office maintains faculty files that include official transcripts and résumés. Faculty members maintain teaching portfolios, with a copy provided to the Dean of Instruction. Curricula vitae are on file in the Resource Room.

There are still a few exemptions to the master's degree requirement among the fulltime faculty members. In these cases, the instructors demonstrate a clear mastery of their content areas based on longstanding engagement in their respective fields; this applies to LLTC's Art Instructor, whose Anishinaabe artistic expertise as sculptor, painter, and craftsman, is well-established throughout the region and beyond.

Faculty Determination of Curriculum and Course Methodologies

At the individual course level, instructors are appointed to teach within their discipline or related disciplines where they have demonstrated experience and mastery. Within the guidelines of Leech Lake Tribal College's expected institutional student learning outcomes and the departmental outcomes, each instructor has the

liberty to develop his or her own courses. Course syllabi are submitted for review to the Dean of Instruction one week prior to the beginning of each term.

LLTC clearly embraces the concept of academic freedom, ensuring that instructors determine the curriculum and methods for their courses. Faculty members chair both the assessment and curriculum committee. Many of the issues dealt with in these committees are generated at monthly faculty meetings and in departmental discussions.

In addition, other task committees are formed among faculty as needed to respond to academic development needs. In 2010, a task force was created to research and report on best-practice approaches to service learning in tribal and community colleges at similar stages of growth as LLTC. Also in 2010, a committee was formed to guide the development of student internships at LLTC. The internship programs started at LLTC in the STEM Department through an NSF-TCUP grant. Student interest and local business enthusiasm has driven the effort to expand the program to all other academic departments and programs as LLTC is able to identify means to carry these through.

Professional Development

Because teaching and learning are inseparable, Leech Lake Tribal College supports professional development of faculty designed to facilitate teaching suited to varied learning environments, as demonstrated by providing professional development funds for each fulltime faculty member and by exploring creative, inexpensive ways to make ongoing professional development activities accessible to all faculty. The goal of faculty development is to expand the instructor's knowledge and experience, to improve the curriculum for students, and to better facilitate student learning.

Funding for faculty development was temporarily suspended in 2008-2009, due to the decrease in LLTC's budget that year. During the 2009-2010 academic year, however, funding in the amount of \$1100 was allocated for each fulltime instructor to engage in professional development activities. The Academic Division Monthly Reports include information on specific faculty development activities.

Faculty and administrators share knowledge gleaned from their professional development activities through a variety of methods. For example, upon returning from training, the Learning Center director emailed faculty members information on improving pedagogies. In August 2009, she facilitated a faculty workshop on student responsibility. Faculty presentations — including lectures, slideshows, application exercises, and discussions — are a regular feature of monthly faculty meetings.

LLTC engaged one traveling working in 2007, sponsored by the Collaboration for Learning. Dr. Jay B. Rasmussen of Bethel University in St. Paul, Minnesota,

presented to faculty the topic of “Active Teaching and Learning: Strategies to Increase Student Involvement.”

Increasingly, LLTC is using webinars as an inexpensive but effective way to bring development opportunities to faculty on campus. Two assessment webinars were sponsored in the 2009-2010 academic year. Another webinar concerning community health for tribal colleges was held on February 23, 2010.

Other activities to promote faculty development include the development of a small faculty resource library, enrollment in faculty development listservs, transmission of relevant topics to all faculty members through email, establishing development tips on the academic section of the staff intranet, and encouraging informal and formal faculty meetings, such as was done at a February 2, 2010 meeting between the Learning Center director and faculty at which student engagement and activities to promote collaborative learning was discussed.

Evaluation of Teaching and Recognizing Effective Teaching

Leech Lake Tribal College values providing faculty members with quality feedback on their performance. In an effort to find the most effective evaluation, LLTC has used several different methods to evaluate faculty teaching in the last three years. These include use of student evaluations and comments, peer reviews, and supervisory input, using both LLTC’s standard performance evaluation form and forms designed specifically for instructors in the classroom. Private feedback from peers, supervisor, and student evaluations have been communicated to instructors by the Dean of Instruction and by department chairs. A future focus of LLTC will need to be on developing more consistent procedures and a regular timetable for peer and supervisor evaluation and feedback.

Effective teaching is recognized publicly at LLTC. In December 2009, monetary rewards and recognition were given for employment longevity. Each year, a Faculty Member of the Year is selected based on written letters of nomination by LLTC students, staff, or alumni. A monetary award has been sponsored through AICF for each of the last four years. The Faculty Member of the Year recipients is recognized at the spring graduation ceremony. Past Faculty Member of the Year award recipients include:

- 2007 Elaine Fleming, Arts and Humanities Chair and Instructor
- 2008 Bob Jourdain, Ojibwemowin and English Instructor
- 2009 Rochell Carpenter, Professional Studies Chair and Residential Carpentry Instructor
- 2010 Bonnie Holmes, Early Childhood Education and Speech Instructor

Services to Support Innovative Pedagogies

Faculty members at Leech Lake Tribal College are regularly encouraged to explore and employ improved classroom instructional pedagogies. Best practices, innovative teaching, and classroom management techniques have been the focus in faculty orientation sessions, faculty meetings, and communications from the Dean of Instruction and Vice President of Academic and Student Affairs. In addition, faculty members are encouraged to share, both formally and informally, their experiences of what works in the classroom. A good deal of regular, informal communication and sharing focuses on the art and science of education.

Examples of innovation in teaching during the 2009-2010 academic year include the use of “clickers” in grant management training modules, the use of wikis and blogs, new service learning approaches, establishing “buddy” cell phone contact lists to encourage student retention, and the use of ITV for distance learning class in collaboration with [Itasca Community College](#).

Also in the 2009-2010 academic year, IT moved the student intranet site to a separate server to allow instructors to establish secure classroom sites for blended learning. This is seen as a precursor to web-based instruction in the near future.

Faculty Awareness and Use of Research on Teaching and Learning

Leech Lake Tribal College encourages faculty to keep abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction. Current educational research is shared with faculty in meetings and by posting information on the staff intranet site or through the faculty email network. A [student intranet](#) has been developed, and faculty members are being introduced to ways it can help manage courses and improve student learning.

Participation in Professional Organizations

Faculty members are encouraged to actively participate in professional organizations relevant to the disciplines they teach. Organizations in which Leech Lake Tribal College employees hold membership include [AILA](#); [AISES](#); [American Library Association \[ALA\]](#); [Association for the Tutoring Profession \[ATP\]](#); [Association of College and Research Libraries \[ACRL\]](#); [College Reading and Learning Association \[CRLA\]](#); [Modern Language Association \[MLA\]](#); [National Association for Developmental Education \[NADE\]](#); [National College Learning Center Association \[NCLCA\]](#); [National Council for Teachers of English \[NCTE\]](#); [National Indian Education Association \[NIEA\]](#); [National Association for the Education of Young Children \[NAEYC\]](#); [Reference and User Services Association \[RUSA\]](#); and TCULA. Students are encouraged to attend national conferences and seminars. This past year, LLTC students have attended and or participated in the following conferences: [AIHEC](#); [AISES](#); [ATP](#); [First Americans Land-grant College Organization and Network](#)

[[FALCON](#)]; and [Native Peoples, Native Homelands](#). The Learning Center peer tutors also hold memberships in [ATP](#).

Summary of Core Component 3b

Leech Lake Tribal College highly values and strongly supports effective teaching and professional development. LLTC demonstrates this value and support in a variety of ways, such as establishing high faculty standards and encouraging instructors to meet and maintain those standards. LLTC fosters faculty development through several avenues of financial support, and faculty members drive decisions regarding curriculum and faculty workshops. LLTC uses a variety of faculty evaluation and feedback strategies and also provides opportunities for faculty development and recognition. LLTC encourages faculty creativity and innovation in teaching. As a wider variety of professional development webinars become available, LLTC will take advantage of these cost-effective, time-saving ways of enhancing staff and faculty knowledge.

Core Component 3c

The organization creates effective learning environments.

Student Services

Student support services play an important role in the success of Leech Lake Tribal College students. In addition to student orientation and advising services, Student Services offers COMPASS[®] course placement testing for math, reading, and writing skills, which is required for all incoming students. In Fall 2009, Student Services remodeled an office into a career center. The TRiO Career Center is designed to provide students within an online assessment of skills and interest and guidance in college and career choices. Students can access the [Minnesota Careers Information System](#), online as well as print resources on subjects such as résumé writing and interview skills.

Instructional Resources

Leech Lake Tribal College offers a required one-credit class designed to help negotiate the complexities of college, from selecting classes and completing degree requirements to finding one's ways through the financial aid maze. After the Learning Center director first taught this course in Fall 2008, she recommended that instead of being spread out over fifteen weeks, the course should be condensed into five weeks so students could master the skills earlier. This was implemented in Spring 2009. In June 2009, the Learning Center Director attended the four-day On Course workshop and came back to LLTC eager to try a student success course that combined topics such as self-awareness and motivation with note-taking. The course was a great success, and workshop topics aligned with the On Course material were subsequently offered in the Learning Center during 2009-2010.

Supportive Environment for All Learners

Leech Lake Tribal College provides an environment that supports all learners and respects the diversity they bring. As previously mentioned, LLTC honors the diversity of its students by offering activities such as gathering wild rice with canoes and processing it in the traditional Ojibwe manner — an autumn activity for males and females of all ages. OCCE offers continuing education units [CEUs], as well as enrichment classes, to individuals who wish to pursue lifelong learning. In Fall 2009, the TRiO director attended a monthly faculty meeting and presented information on diverse learning styles. Although some instructors had never taken a learning styles inventory, they were open to hearing about the importance of teaching to students with different learning styles.

The Learning Center offers tutoring and mentoring to all students. In an effort to better meet the needs of a diverse group of learners, the Learning Center director has established a program of training the peer tutors in techniques approved by [ATP](#) as well as [CRLA](#). Students who utilize the Learning Center are a diverse group, including students across all disciplines, students with various skill levels, elders who need extensive help with modern technology, and PSEO students who are still learning how to be successful at the college level. In Spring 2010, the LLTC Learning Center was honored to have one of its peer tutors, Lynda Morrison, chosen as the ATP’s National Peer Tutor of the Year. Because the Learning Center has been such a popular place, it quickly became apparent that it was not meeting the needs of students who needed a quiet place that is free from distractions. After a discussion between the Dean of Student Affairs and the Learning Center Director, the Art Room was offered as an alternate quiet room for several weeks; later, an official quiet room was designated in Student Services.

In an effort to increase awareness of learning disabilities on campus, the Learning Center offered learning disability training to its peer tutors on August 23-24, 2009; Student Services staff members were to attend this enlightening training. One interesting trend on campus over the past several years is the number of students who are becoming more willing to self-disclose their disabilities. This seems to be a direct result of the increased knowledge and understanding of learning disabilities, thereby making the topic less taboo.

Academic Year	Number of Students with Declared Disabilities
2006-2007	1
2007-2008	10
2008-2009	21

The LLTC Library also provides invaluable service as a learning resource. It offers both print and electronic resources for student research; electronic resources include sites linked on [the library webpage](#) as well as databases such as EBSCOhost, InfoTrac, and ProQuest Newspapers. The library also offers: space for

students to work individually and in groups; student technology access to eight individual computer stations, two printers, and a scanner; and specially tailored classroom-library collaborations including subject-specific bibliographies and library research presentations. Additionally, each semester students receive LLTC photo identification cards that enable them to check out library materials from LLTC; also, a joint agreement with Bemidji State University allows students with a current LLTC student ID to share BSU's library resources.

Advising for Student Learning and Academic Success

Although student advising occurs on several levels at Leech Lake Tribal College, it is primarily the responsibility of [TRiO Student Services](#), which is a federally-funded program designed to motivate and support students from disadvantaged backgrounds. TRiO is comprised of the director, a retention counselor, an academic advising counselor, and an administrative assistant. The TRiO director and two counselors offer an advising systems which focuses on student learning for both new and returning students. Their role is to provide information and advice on a wide range of programs and to provide guidance on how to access services and information provided by LLTC. They also provide information and help in areas such as financial literacy, disabilities, and transferring to four-year colleges and universities.

LLTC is learning to balance the academic focus of an institution of higher education with the social support needs of students. Faculty and student services recognize that a number of LLTC students have problems with transportation, childcare, employment, or other external issues that can affect the quality of their educational experience. Every effort is made to counsel and support students in their efforts to succeed at claiming a higher education.

New Technologies to Enhance Learning

Several exciting new technologies have entered the classrooms at Leech Lake Tribal College. Some examples include the use of "clickers" in grant management training modules and the use of wikis and blogs in the U.S. History class. Sometimes both students and faculty are learning side-by-side how to best utilize these intriguing new technologies. The new student intranet also holds the capability of uploading videos, as appropriate to Copyright and Fair Use. This capability makes these forms of information much more accessible to a larger number of students at any given time and reduces the stress of having only one copy available in the library.

Based on the size and development phase of the campus, LLTC's technology base is excellent. With the move to the new campus in 2005-2007 and with continuing construction and campus improvements, LLTC offers excellent technology facilities, resources, and service to students, staff and faculty. In addition to the information shared in Chapter Four, Criterion Two, Core Component 2a, on the current capacity

of the campus information technology infrastructure, the following improvements have been made on campus:

- Updating and replacing photocopiers with staff, faculty, student access
- Updating computer equipment, including supplying learning aids and accommodation aids for students with disabilities
- Handicapped door openers for entrances to campus buildings
- Electronic pass card entrances on classrooms for campus security
- Added science lab equipment and resources, including:
 - Five telescopes costing a total of \$20,000
 - Overhead projection system and SMART classroom supplies
 - TI-92 calculators
 - Laptop computers for instructors
 - Equipment for tree ring research
 - Two color laser printers for classroom use

Regular Review of Programs

As previously stated, because of the loss of the fulltime Director of Assessment, institutional assessment has been weakened; at the same time, departmental assessment has improved. Departmental review of whether educational strategies, activities, processes and technologies enhance student learning is also noticeably occurring in the Learning Center.

In the past year, the Learning Center has paid close attention to its effectiveness in a variety of ways. Peer tutors are required to obtain feedback from tutees; peer tutors are required to complete mid-term self-evaluations; peer tutors are required to evaluate the effectiveness of the program including the Learning Center Director; alumni tutors are asked to evaluate the skills they acquired while working as a peer tutor; workshop participants evaluate the usefulness of the information presented; and staff and faculty are asked to evaluate the effectiveness of the Learning Center program. The Learning Center Director also assesses the correlation between students using the Learning Center and their grade in the classroom. The Learning Center is also working with other Anishinaabe tribal colleges to establish benchmark data of best practices in tribal college tutoring programs and learning centers. All these evaluation methods work to help the Learning Center create an exceptionally effective learning environment.

A Safe Environment

Leech Lake Tribal College provides a safe environment for both students and employees. All [campus safety policies](#) may be obtained by contacting the LLTC Security and Maintenance Office. In the past three years, LLTC has reported no criminal offenses, nor subsequent arrests or disciplinary actions, as noted in the latest annual Jeanne Cleary report. A [copy of the Jeanne Cleary report](#) can be

found on the U.S. Department of Education's [Campus Security Data Analysis Cutting Tool](#). Additional information is provided in Chapter 8, Federal Compliance, in the "Campus Crime and Related Disclosure of Consumer Information" section of this self-study.

Summary of Core Component 3c

Leech Lake Tribal College seeks to maintain and constantly expand services to create effective learning environments for all students. Student Services supports students with their academic and personal needs. Student Services supplies academic advising, registration, transfer and transcript services, financial aid advising and scholarship assistance, TRiO support, assistance with personal matters that may affect a student's studies, and referral services for students with extraordinary need. In addition to Student Services, LLTC has established a Learning Center, expanded technology in support of student learning, expanded media services in the library, and expanded college-sponsored events to engage students and their families in extracurricular activities. Faculty members support students through one-on-one coaching, advising, and mentoring. The EDU 100 College Study Skills course is designed to help negotiate the complexities of college, from selecting classes and completing degree requirements to finding one's way through the financial aid maze.

Core Component 3d

The organization's learning resources support student learning and effective teaching.

Access to Resources

A number of learning resources are available to Leech Lake Tribal College students on campus. LLTC ensures that student and faculty have easy access to these learning resources during the academic year:

- Computer Labs: Monday through Thursday, 8:30 a.m. to 9:00 p.m.
- Science Labs: during class hours and by arrangement with faculty
- Library: Monday through Thursday, 7:30 a.m. to 9:00 p.m., and Friday, 7:30 a.m. to 4:30 p.m.
- Learning Center: Monday through Thursday, 8:00 a.m. to 6:00 p.m., and Friday, 8:00 a.m. to 4:30 p.m.
- Career Center: Monday through Friday, 8:00 a.m. to 4:30 p.m.
- Student Lounge: during campus hours
- Benny Tonce Memorial Room: Monday through Friday, 8:00 a.m. to 4:30 p.m. and by arrangement
- A-Wing and B-Wing Kitchens: during campus hours and by arrangement
- Music and Practice Rooms: by arrangement
- Art Room: by arrangement

Regular Assessment of Resource Effectiveness to Enhance Student Learning

In the absence of a fulltime Director of Assessment, Leech Lake Tribal College and its departments have attempted to evaluate the use of learning resources to enhance student learning and effective teaching in a number of cases, including resources related to physical infrastructure, resources related to equipment, and resources related to communication.

Physical Infrastructure Resource Assessment

As physical space is somewhat limited, staff and faculty are continually assessing what needs to happen to improve student learning and effective teaching. Through 2009, Leech Lake Tribal College evaluated the need for handicapped accessibility and installed automatic openers for doors. Faculty recommendations on campus space considerations for people with physical disabilities are being incorporated into the Master Campus Plan. At the end of the 2009-2010 academic year, because the Learning Center tracked and evaluated usage of its space, a reorganization of campus classrooms led to transferring into a larger space. The library is tracking and evaluating usage, which is also documenting the need for a larger library. STEM faculty evaluated science curriculum and have established the need for a science research lab. Currently, space and learning resource needs are being incorporated into the master campus plan.

Equipment Resource Assessment

Staff and faculty are consistently assessing what equipment is needed. Faculty evaluation and needs assessment for new materials and resources for better teaching have led to ordering additional media resources, such as videos for psychology and sociology courses. To better serve students with disabilities, Student Services has evaluated student needs and will be providing places with TextAloud software and headphones. In an attempt to better meet the various textbook needs of faculty and students, the cost and function of an on-campus bookstore was assessed, and, in Fall 2009, LLTC moved to an [eCampus bookstore](#). Satisfaction with the online bookstore is currently being assessed.

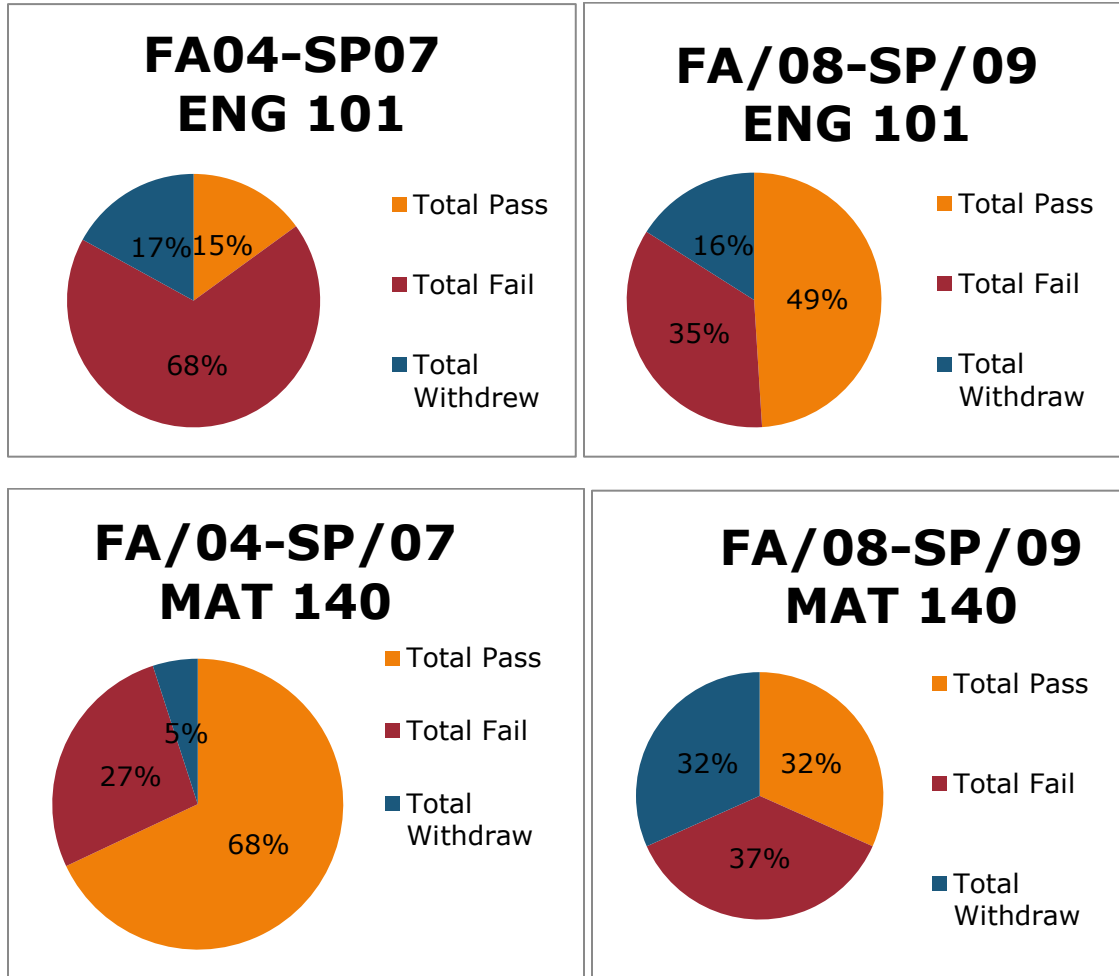
Communication Resource Assessment

Communication remains an important concern for all at Leech Lake Tribal College. Employee feedback on the need to communicate efficiently led to the development and use of the [staff intranet](#), as well as the development and use of the [student intranet](#). In order to better communicate with current students and alumni, LLTC is evaluating the need for new communication avenues with students such as texting and [Facebook](#).

Learning Center Resource Assessment

The Learning Center has been dedicated to evaluation of student learning. After its first year of operation, in-depth assessment was done during Summer 2009, when

the Learning Center assessed its effectiveness in terms of the increased success rates of students taking math and English. After evaluating students in the math and English classes who utilized the Learning Center, the following information was gathered:



After analyzing this data, it became very clear that while the Learning Center was effective in helping students with writing, it was as effective in helping students with math. This led to a focus on math in Fall 2009, which included having the Learning Center peer tutors sit in on math classes, in order to provide tutoring and mentoring outside the Learning Center. It became immediately apparent that this was a successful intervention, as the number of students tutored in math in Fall 2009 was nearly twice as great as the number tutored in Fall 2008.

Campus Technology Support

Leech Lake Tribal College provides first-rate technological support for student learning and effective teaching. Resources include instructional technology in the classroom, computer access in a variety of places throughout campus, and technology support services and training for employees and students. An IT

Department staff member visits the Study Skills class each semester to ensure that all students know how to log into their email and how to use it. In the 2008-2009 academic year, the IT Department installed the IT Help Desk on each employee computer so employees could request IT help in advance via online templates. IT also implemented a Help Desk number to conveniently contact the office for technical support. With more students bringing their own laptops to campus, IT installed a wireless internet connection during the 2008-2009 academic year. With three staff members and one work-study student, IT is readily available to assist with any technology issues that might arise with the smart classroom technology, eight library computers, seven Learning Center computers, three science lab computers, or equipment in either of the two computer labs.

Effective Staffing for Learning Resources

Although departments linked with learning resources are suffering from the same staffing issues affecting the rest of campus, there exists a strong determination to provide quality instructional support to students. IT's team of three staff members and a work-study student, the library's two staff members and work-study student, the Learning Center's team of the director and six-to-eight peer tutors, and Student Services' team of seven all contribute to an excellent group of staff who are motivated to provide learning support. A recently submitted grant for the STEM Department, requesting an assistant Learning Center director with an emphasis in a STEM field, also demonstrates that LLTC has strong budgeting priorities that value improvement in teaching and learning.

Partnerships that Enhance Learning

At LLTC, there is a growing awareness that interdepartmental collaborations must take place in order to provide the best learning environment for students. In Fall 2009, the TRiO Director called a meeting with the chairs of the academic departments, the Dean of Instruction, the Learning Center director, and the Financial Aid director in an effort to evaluate the effectiveness of the EAS form that was currently in place. With a new and improved version, Student Services has implemented an Early Alert Instructional Referral System, which allows advisors to identify students with attendance or assignment completion issues and to encourage students as needed. Also in Fall 2009, under the coordination of Student Services, LLTC was designated as a GED testing site, and a collaborative relationship was developed with the local Adult Basic Education [ABE] program; ABE offices are moving to the LLTC campus in August 2011, establishing an invaluable partnership between external constituent ABE and LLTC.

Summary of Core Component 3d

In order to effectively support student learning, Leech Lake Tribal College provides first-rate learning resources including technological support, research support, tutoring and mentoring services, advising services, and EAS. While physical space

and human resources are still stretched thin, a culture of collaboration is definitely taking place on campus.

Conclusion of Criterion Three

Despite the challenges that have been faced since 2006, assessing student learning and effective teaching at Leech Lake Tribal College continues to be a priority. With current limitations to institutional assessment, LLTC still recognizes the importance of improving its data collection and assessment methods, and LLTC encourages departmental assessment initiatives across campus.

Strengths

- LLTC remains highly committed to faculty development as evidenced in the ongoing allocation of funds toward faculty development activities.
- Student access to learning resources necessary to support student learning is excellent, and LLTC provides a much wider array of student support services than might be expected in a college of its size.
- LLTC provides learning support through advising and co-curricular activities.
- Learning outcomes parallel those for MNTC, facilitating transfer to four-year institutions.
- LLTC commits its resources to the provision of a strong technology infrastructure in support of innovative and best practices methodologies.
- LLTC maintains a safe environment for learning and has trained employees to handle any emergencies on campus. LLTC is proactively addressing security concerns on campus with improvements in classroom lockdown systems, training on safety and emergency procedures, and trained security staff.
- The 2008-2010 Self-Study process has given the faculty at LLTC a greater understanding and commitment to course-level outcome and assessment than ever before as they demonstrate better mastery of assessment best practices as well as a new enthusiasm and willingness to innovate and improve teaching.
- Review of the assessment of student learning has led to improved course and classroom instruction and revised assessment strategies. Course-level assessment is leading to departmental and programmatic assessment.
- The dedication and longevity of many of the fulltime faculty lends considerable strength to LLTC's academic program.
- Although temporarily restricted by space in the new buildings, LLTC has nevertheless enhanced its facilities to support student learning.
- The technology infrastructure on campus is excellent.
- LLTC employees are strongly student-centered.

Challenges

- Although staff and faculty provide a wide array of programs and services to students that mirror best practices in institutions of higher learning, LLTC

lacks specific assessment tools to evaluate the effectiveness of academic support services.

- Program and institutional level assessment are not always well integrated across the institution.
- Administrators and personnel in nonacademic departments need to develop a greater awareness of student assessment and the role they play in assessing and enhancing student learning on campus.
- Non-formal and noncredit educational opportunities through OCCE do not yet assess student learning.
- Although each fulltime faculty member has a stipend for professional development, faculty professional development funds are chronically underused, possibly due to increased workload and time commitment that comes with travel while classes are in session.
- While LLTC has provided a wide array of technological resources, information resources, and support services, the limited number of staff results in limited accessibility hours. In many instances, however, work-study students and peer mentors have provided critical support.

What's Next

- Student Services personnel, including TRiO advisors, will continue to pursue professional development opportunities to improve services and assessment of their activities.
- As soon as financially possible, a fulltime Director of Assessment will be hired to make progress on assessment beyond the academic department level.
- As soon as possible, the Office of Sponsored Programs and Institutional Research needs to be reestablished on campus to allow for both input and output on institutional level program assessment.
- Assessment of student learning needs to extend to all educational offerings, including credit and noncredit certificate programs.
- In order to attract and maintain highly qualified faculty, LLTC needs to continue to generate adequate funding to keep faculty compensation at an equitable level with other area colleges and universities.
- A coordinated system and centralized location needs to be established for the storage and retrieval of all information from webinars, professional development reports, books, and other development resources.
- Routine discussions and trainings at the start of each academic year and during regular faculty meetings should focus on improved and innovative teaching techniques.
- LLTC will improve its grant management with the addition of a grant writer and an interdepartmental grant review committee.
- As innovations in technology are developed on campus, further staff trainings in particular areas will be needed.

CHAPTER SIX

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Leech Lake Tribal College’s philosophy of lifelong learning is embodied in the Anishinaabe value *nibwaakaawin* (wisdom), which teaches individuals to engage in lifelong learning by:

- Taking time to reflect on all experiences
- Acknowledging the opportunity to learn from others
- Persisting in acquiring knowledge and improving skills
- Striving for the accomplishment of goals and dreams
- Practicing ethical behavior at all times
- Seeking guidance from elders and qualified advisors

Policies on Academic Freedom, Freedom of Inquiry, and Freedom of Expression

The Leech Lake Tribal College Board of Trustees has approved and disseminated statements supporting freedom of inquiry for faculty and staff, and honors those statements in its practices.

POLICY ON FACULTY ACADEMIC FREEDOM

Faculty are entitled to full freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties...

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and the College 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 speaking for the College.

(LLTC Faculty Handbook, p.1)

Although LLTC currently has no specific statement pertaining to academic freedom for students, the Board-approved mission statements for each academic department address student academic achievement and development as lifelong learners. Also, if any instructor should “*take unfair advantage of the student’s immaturity by indoctrinating him with the teacher’s own opinions before the student has had an opportunity to fairly examine other opinions upon the matters in question,*” LLTC students do have recourse through the student grievance process.

Events to Promote Open Inquiry and Freedom of Expression

The climate of open inquiry and freedom of expression at Leech Lake Tribal College extends to faculty, staff, students, and the community through policies that promote the use of campus for community forums. A recent example of a community forum occurred on June 23, 2009, when LLTC hosted the U.S. Environmental Protection Agency Region 5 update on the St. Regis Superfund site in Cass Lake, Minnesota. Other forum topics in the 2009-2010 academic year dealt with community interest and input regarding the Enbridge Alberta Clipper pipeline across Leech Lake Reservation, Earth Day presentations, renewable energy technologies suitable to the region, and power transmission line construction across Leech Lake.

The mission of LLTC’s Liberal Education curriculum is to establish and maintain an environment where students – both Native and non-Native – can acquire the knowledge, skills, values, and self-confidence needed for participation and leadership in a changing world. Frequent fieldtrips and invitations to community experts to speak in classes demonstrate LLTC’s commitment to academic freedom and an open spirit of inquiry.

Examples of Speakers and Field Trips, Fall 2008 through Fall 2009

TERM	COURSE	SPEAKER	TOPIC
Fall 2009	ANI 100	Audrey Thayer, M.S. Social Work, ACLU project coordinator, BSU adjunct	Issues concerning Indigenous women
	SOC 200	Ginny Carney, Ph.D., LLTC	Issues concerning Indigenous women
Spring 2009	ANI 100	Audrey Thayer	Racism in Bemidji
	ANI 100	Sam Malloy, LLDRM Water Quality Technician	Waters on Leech Lake Reservation, spill site at Enbridge pumping station, connection to Alberta Tar Sands
	ANI 100	Nellis Kennedy, Law Degree, Honor the Earth	Alberta Tar Sands
Fall 2009	ANI 100	Nellis Kennedy, Law Degree, Honor the Earth	Gold mines and tailings wastes in Canada and Alaska

TERM	COURSE	SPEAKER	TOPIC
	ANI 100	Audrey Thayer, MS, Social Work, ACLU, BSU Adjunct	Racial Profiling
	ANI 100	Tobias Shotley and Larry Cronquist, Safe and Sober at Schley	Alcoholism and the Safe and Sober program and haven in Schley
	ENG 101	Kara Paavola, RN, Certified Diabetes Educator	Factors contributing to increasing numbers of Indigenous Americans with diabetes
	ENG 101	Roxanne Robinson, IHS Diabetes Clinic Nutritionist	Effects and complications of Long Term Diabetes

TERM	COURSE	FIELD TRIP
Fall 2008	SOC 200	Gathering swamp tea, rose hips, and wintergreen
Spring 2009	ANI 100	Visit to St Regis Superfund site concerning environmental issues
	ANI 100	Visit to Cass Lake's Enbridge pump station regarding environmental issues, including a 2001 oil spill that was not cleaned up
	ANI 100	Attended public meeting held on campus concerning Enbridge Alberta Clipper pipeline crossing Leech Lake Reservation
Fall 2009	ANI 100	Visit to St Regis Superfund site concerning environmental issues
	ANI 100	Canoeing on Pike Bay to mouth of Fox Creek to reinforce teachings about environmental issues
	ANI 100	Gathering wintergreen and rose hips for service learning project concerning diabetes
	ENG 101	Visited Patricia Heart's self-built home as part of the sense-of-place essay process

LLTC Planning and Budgeting for Lifelong Learning

Leech Lake Tribal College demonstrates that it values and promotes a life of learning for its students, faculty, and staff through its planning and pattern of financial allocation. In addition to its normal support for academic and support service programs, LLTC also promotes lifelong learning through opportunities such as the following:

- LLTC provides funding for faculty, staff, and students to attend local and national conferences and workshops.
- All elders, ages fifty-five and older, are eligible for one tuition-free course per semester.
- LLTC offers an honorary degree for elders who wish to pursue lifelong learning aspirations.
- Faculty and staff are permitted one three-credit, tuition-free course per semester at LLTC, or up to three hours release time per week per

semester, to attend classes at other local institutions of higher learning.

- Through OCCE, LLTC provides noncredit classes and continuing education courses for community members wishing to expand their knowledge and skills.
- In 2009, the Board of Trustees approved a new policy to provide tuition waivers for children and grandchildren of employees.
- A free class is offered to local GED recipients.
- A free class is offered to local high school graduates.

Within many grant proposals, there are allocations set aside specifically for professional development. In the *Woksape Oyate* Supplemental grant for the Learning Center, funds are allocated to take five students and two staff to a professional tutoring conference each year.

As reported in Chapter Five, Criterion Three, Core Component 3b, faculty development funds are allocated yearly for professional development; those funds may also be used pay for tuition for those faculty pursuing higher level degrees.

In-House Professional Development Opportunities

Leech Lake Tribal College supports in-house professional development opportunities and makes them available to all of its administrators, faculty, and staff.

The first annual seminar in [Tutoring, Mentoring, and Student Leadership at a Tribal College](#) was held November 5, 2009, in LLTC's Benny Tonce Memorial Room. The Learning Center Director organized and facilitated the conference, and all LLTC faculty, staff and students were invited to attend, as well as representatives from five other tribal colleges. College staff enjoyed panel discussions, and press releases on the seminar were featured on the [AICF site](#), local newspapers, and [MN/ND/SD Regional CRLA's newsletter](#).

Throughout LLTC's various departments, there are many opportunities available for professional development:

- The library offers [training on Copyright information](#) and provides [instruction in research](#) using online resources as well as library holdings.
- The Learning Center offers [several mini workshops](#) each semester in areas such as Multiple Intelligences or Ruby Payne's Framework for Understanding Poverty.
- The Human Resource Office distributes a monthly email newsletter of the LLBO's professional development opportunities, such as Excel classes or effective supervising training.

- The Dean of Instruction sends out pertinent professional development information.
- OCCE promotes training to internal and external constituents.
- Student Services offers FERPA training to staff and faculty members.
- Maintenance and Security provide in-house training on emergency policies and procedures. In the 2009-2010 academic year, this included use of fire extinguishers, weather-related emergency procedures, emergencies due to threatening behaviors by staff or students, and campus security measures. The department also facilitated defensive driving instruction, which is required of any employee using college vehicles.

For all these training events, LLTC allows its staff paid time to attend.

Acknowledging Achievements

Leech Lake Tribal College excels in publicly acknowledging – both internally and externally – the achievements of students and faculty in acquiring, discovering, and applying knowledge. LLTC regularly recognizes the achievements of its students in a wide array of venues.

- A “Wall of Scholars” with portraits of President’s and Dean’s Lists scholars is prominently displayed in the A-Wing main hallway. The President’s and Dean’s Lists are also posted in most offices on campus.



- Student achievements are showcased through the Learning Center Merit Scholarship plaque with winners’ names engraved.
- Students’ successes are sent out as [press releases](#) to local media.
- College newsletters – including the [Wiindamaage](#), the [TRiO newsletter](#), and the [OCCE newsletter](#) – routinely highlight student honors.
- LLTC notes the accomplishments of notable students and faculty— including Student of the Month and Student of the Year – by recognizing them at the Monday Drum and Potluck ceremony.
- A Faculty Member of the Year is honored at the May graduation ceremony with a plaque and a check.

Basic and Applied Research at LLTC

Leech Lake Tribal College faculty and students, in keeping with the [institutional mission](#), seek to produce scholarship and create knowledge, primarily through applied research projects.

Research that engages both students and faculty is encouraged. An example of student research involves Learning Center peer mentors who, as role models for other students, are required to research and present a topic of their choice. These topics have included a presentation of memory and the oral tradition, domestic violence, understanding poverty, stress and its effects, Gagne’s multiple intelligences, the history of Earth Day, and participation in a professional conference. Presentations are given at “Lunch and Learns” and have been well attended by staff, students, and faculty.

Arts and Humanities students have done historical research on undocumented warriors of the Leech Lake Reservation and on the use of Indigenous food sources to combat diabetes or obesity. The Arts and Humanities Department will be participating in a 2010-2012 IHEP/Walmart-sponsored and -funded project to improve student retention and success through faculty mentoring and extracurricular programs. Humanities students are also being invited to participate in historical research at Chicago’s Newberry Library D’Arcy McNickle Center during August 2010. Finally, the department is seeking National Endowment for the Humanities project support to develop resources for the preservation of Ojibwe language and culture.

Primarily through the support of the NSF-TCUP and National Institute of Food and Agriculture [NIFA] Science Equity grants, many STEM students have participated in internships and research activities, both during summer months and in research class on campus. Students have presented their research from summer internships — from as far away as Costa Rica and as close as the Leech Lake Reservation’s Heritage Sites — at national conferences. One such presentation was Leann Dick’s and Marie Lowry’s “Sacred Lands, Sacred Trust: Geo-spatial and Spiritual Perspectives” at the Tribal College Forum VIII held August 18-20, 2009, in Bellingham, Washington.

Scholarship and Research to Create Organizational Change

Although not a major or consistent focus, there have been several instances of institutional collaboration for improvement at Leech Lake Tribal College. The STEM Department has researched how to improve the science curriculum. In 2008, LLTC Science Instructor Michael Price and University of Montana Professor Michael Ceballos co-hosted the “Native Science for Native

Needs: Strengthening Indigenous Voice in the Sciences” conference. In 2009, the STEM Department also held a two-day forum on relevant science degrees and curriculum development in collaboration with neighboring four-year institution Bemidji State University.

During the [November 2009 Learning Center seminar](#), benchmarks were established by conference participants on what would characterize a good tutoring program. Area tribal colleges expressed great interest in establishing a peer review of tutoring programs. Because of the positive response, plans are underway to continue this seminar as an annual event.

Each department at LLTC investigates how to improve its programs. The Human Resources Office is checking personnel procedures, the library is researching Copyright and Fair Use best practices, the Learning Center is gathering data on the most current methods of tutoring, and IT is currently researching social media and the possibilities that it presents to higher education at LLTC. While these department-initiated assessments are useful, there is an ongoing need to more consistently document and use research results at LLTC.

Summary of Core Component 4a

Leech Lake Tribal College’s approved policies establish rights including freedom of inquiry and freedom of expression for all its constituents. LLTC values a life of learning and provides many opportunities to both staff and students to participate in events that instill values of lifelong learning. Academic courses use experiential and active learning with field trips and research opportunities to build student interest. Employees have many opportunities, though are sometimes limited in their abilities due to workloads, to take full advantage of professional development opportunities.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Comprehensive General Education

Leech Lake Tribal College has a liberal education program that includes ten categories of learning outcomes, based on the [MNTC](#) model and designed to promote critical thinking and embrace a wide range of knowledge and skills:

- Communication
- Critical Thinking
- Natural Sciences
- Mathematics and Logical Thinking

- History and the Social and Behavioral Sciences
- Humanities and Arts
- Human Diversity
- Global Perspectives
- Ethical and Civic Responsibility
- People and the Environment

Students seeking to transfer to a four-year higher education institution after earning their associate degrees at LLTC must complete coursework in each of the ten MNTC categories; LLTC courses that fulfill MNTC general education requirements are found on pages 38-39 of the [2008-2011 Academic Catalog](#). Available assessment results indicate that LLTC's academic programs are successfully achieving the objectives under this component.

Mission, Values, and General Education

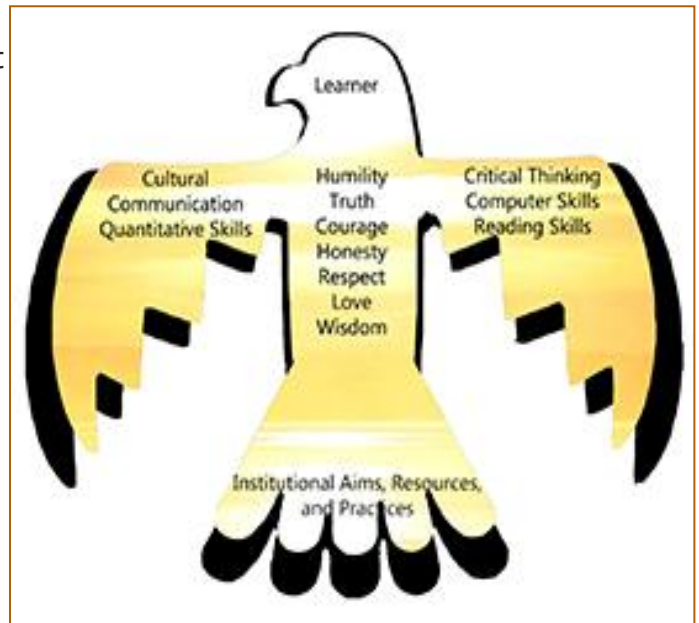
Each academic department, each degree or diploma program, and each course contributes to [Leech Lake Tribal College's mission](#) of providing quality higher education grounded in Anishinaabe values. Courses are infused with Anishinaabe culture; for example, the ethnobiology class combines traditional Anishinaabe ecological wisdom with modern Western scientific knowledge to provide students with a broad multicultural scientific perspective. Academic support services also bolster the strong relationship between LLTC's mission, vision, and general education; training for the Learning Center's peer mentors incorporate LLTC's mission and values by linking the College Reading and Learning Association's fifteen "tutoring do's" with Anishinaabe values.

Thunderbird Academic Learning Model

The teachings and roles of the various Clans integrate to reinforce the student experience at Leech Lake Tribal College, producing a Learner, as illustrated below:

Tail: The tail of the thunderbird can be described as the foundation. It provides steering capabilities, balance, and stability. LLTC's institutional aims, resources, and practices are the "rudder," enabling the Learner to properly guide himself or herself through life.

Body: The body of the thunderbird



encases the vital organs that allow it to function. The seven Anishinaabe values are at the center of the Learner and help keep the Learner strong and healthy.

Wings: The wings of the thunderbird are complex. They allow the bird to hover, soar, and glide. Each of the six student learning outcomes makes the wings more efficient and effective, allowing the Learner to be more successful when he or she takes flight after graduation.

Head: The Learner is represented at the head of the thunderbird. The head allows the Learner to look in many directions to see the world from multiple angles, leading the rest of its body through the web of life.

Linking Curriculum with Co-Curricular Activities

Recognizing that co-curricular activities play an integral role in the personal and intellectual development of students, Leech Lake Tribal College provides students with many opportunities to apply knowledge and skills gained in the classroom to different contexts. Each course has a service learning component which allows students to extend their learning from beyond classroom walls into their communities. One such service learning initiative was the April 25, 2009, Day of Peace, which included a bike-walk event and student presentations on historical trauma, coordinated by Arts and Humanities students.

Extracurricular student groups – such as the Art Club, STEM Club, and Student Senate – allow students to explore their personal interests. LLTC’s successful, student-led Language Table emerged from peer tutors’ and other students’ interest and motivation to continue learning and speaking Anishinaabemowin outside of the classroom.

Students have also reinforced and showcased their academic knowledge by participating in poster sessions and presentations at national conferences, including [AIHEC](#), [AISES](#), and [ATP](#).

Learning Outcomes Demonstrating Knowledge, Skills, and Intellectual Inquiry

As part of its assessment efforts, Leech Lake Tribal College has articulated six competencies, which are continually reviewed and updated. Students who complete a degree program at LLTC will have a solid foundation in Anishinaabe culture, values, perspectives, and history; oral and written communication; critical thinking skills; computer skills; quantitative skills; and reading skills. Each of these six competencies will be assessed according to the following specific outcomes throughout the student’s academic program:

1. Cultural – Students will demonstrate an understanding of:
 - Sense of place.
 - What it is to be Anishinaabe.
 - How to evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.
2. Communication – Students will be able to present information and ideas, both oral and written, effectively:
 - Write in standard English.
 - Write in a variety of formats, using credible sources and citations.
 - Use effective speaking skills in public presentations.
 - Demonstrate interpersonal communication skills.
3. Critical Thinking – Students will be able to use scientific methods and other modes of inquiry to define problems:
 - Access, evaluate, integrate, and document information.
 - Develop logical arguments with evidence.
4. Computer Skills – Students will be able to:
 - Use word processing for essays and other communication.
 - Use spreadsheet software for communication, computation and graphic data representation.
 - Use presentation software for communication.
 - Use the Internet for research and e-mail for communication.
 - Access electronic resources for research.
5. Quantitative Skills – Students will be able to:
 - Propose solutions to and solve real-world problems by applying the correct scientific and numerical data.
 - Use analytical and critical thinking skills to draw and interpret conclusions.
6. Reading Skills – Students will be able to:
 - Demonstrate comprehension of college-level readings.
 - Extend their vocabulary through reading.

LLTC is in the process of evaluating whether students have gained appropriate knowledge and skills from learning outcomes at the institutional level; class objectives have been analyzed and aligned with learning outcomes at the individual course level and are now being evaluated at the departmental level. After the departmental outcomes are completed, they will be evaluated at the institutional level against the six learning outcomes.

LLTC courses that fulfill [MNTC](#) standards allow students to successfully continue their educational careers at four-year institutions including [Bemidji State University](#), [College of St. Scholastica](#), [Southwest Minnesota State University](#), [University of Minnesota Duluth](#), and [University of Minnesota Morris](#) — institutions where recent LLTC alumni are pursuing their degrees.

Summary of Core Component 4b

Leech Lake Tribal College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. LLTC provides diverse curricular and extracurricular offerings and opportunities for students to apply classroom learning to real world experiences. While assessment of student learning outcomes in co-curricular activities needs to be expanded, the experiences students gain from participating in co-curricular activities and events provide numerous opportunities to build leadership skills and to enhance their personal, social, and intellectual growth.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Current and Relevant Academic Programs

Leech Lake Tribal College's course offerings are designed to foster an appreciation for other cultures and to expand students' understanding of how global issues and society impact cultures. At the same time, a primary aim of LLTC is to rebuild a sense of identity in its Native students; hence, the cultural identity of the Ojibwe people permeates almost every facet of campus life. LLTC integrates Anishinaabe values into the curriculum and requires cultural and language courses as part of the liberal education coursework.

During the [2008 environmental scanning process](#), external constituents provided feedback regarding the currency and relevance of LLTC's academic programs. There has not been a comprehensive programmatic or institutional evaluation of the currency and relevance of programs. Academic departments and OCCE are, nevertheless, in constant contact with external constituents who provide feedback and advice of the suitability of the curriculum and nonacademic courses. LLTC is aware of the need to improve its tracking of students once they leave LLTC in order to aid evaluation of the relevancy of the completed academic programs.

Diverse Skills and Professional Competencies

As revered Lac Courte Oreilles Anishinabe elder and Three Fires Midewiwin Lodge Grand Chief Eddie Benton-Banai notes in *The Mishomis Book: The Voice of the Ojibway*, each of the seven original Anishinaabe clans was assigned a specific function in serving the people. A doodem (animal totem) symbolizes the strength and duties of the clan. Based on this teaching, the model also signifies specific qualities embedded within the guiding principles, the curriculum, and the student learning objectives of LLTC degree programs.

Clan-Based Academic Teaching Model

- **Bird Clan**, symbolized by an Eagle, represented the spiritual leaders of the people and gave the nation its vision of wellbeing and its highest development of the spirit – **Indigenous Leadership**
- **Hoof Clan** members, symbolized by Deer, Moose, and Caribou, were gentle people who cared for the community by making sure that basic needs of housing and sustenance were met – **Residential Carpentry, Construction Electricity**
- **Marten Clan** members were strategists in planning for the survival of their people – **Business Management**
- **Crane and Loon Clans** provided different styles of leadership, giving the people a balanced government with both clans serving as a check each on the other – **Liberal Education, Indigenous Leadership**
- **Bear Clan** members served as the strong and steady police and legal guardians of the people – **Law Enforcement**
- **Fish Clan** members were teachers and scholars – **Early Childhood Education, Liberal Education**



External Curricular Evaluation

Alumni evaluations have been attempted, but because of both the limited staff resources dedicated to alumni communication and the challenges of maintaining contact with transient alumni, these evaluations have not been highly successful. Leech Lake Tribal College’s communication initiatives to reach external constituents, especially alumni, include LLTC’s [Facebook](#) and [Twitter](#) accounts and the [Wiindamaage](#). Maintaining communication is an initial step in developing a curricular evaluation process that includes alumni feedback.

Scholarship

Leech Lake Tribal College students and employees are encouraged to present at conferences. Students have recently presented at the [AIHEC](#), [AISES](#), and [ATP](#) annual conferences. Student writings have been published in the *Tribal College Journal*. Student research is also showcased on [LLTC's website](#), in Learning Center "Lunch and Learn" events, and in some service learning projects, notably when students presented on historical trauma at the Spring 2009 Day of Peace event.

Socially-Responsive Activities

[Service learning](#) opportunities are a required component of Leech Lake Tribal College's curriculum and provide students with numerous and varied opportunities to transfer classroom knowledge about social responsibility to real world experience. The Service Learning Committee recently completed an assessment of LLTC service learning and presented the information to a faculty meeting. Examples of recent socially-responsive activities include:

- The STEM Club volunteered at Niigaane Ojibwe Immersion Program to build wigwams.
- After a "Lunch and Learn" presentation by a Learning Center peer tutor, information about domestic violence was emailed to all students and employees.
- Residential carpentry and electrical students have built three houses for Red Lake elders.
- The Student Senate has been working to collaborate with Mikinaak Child Care to provide daycare for students with young children in exchange for volunteering hours.
- OCCE's DETS Program has sponsored community events such as the annual Bike-Walk-Run and planting community gardens.
- Learning Center peer tutors visited Cass Lake-Bena High School in February 2010 and Bug-O-Nay-Ge-Shig School in April 2010 to give a "Differences between College and High School" presentation to at-risk high school students.
- STEM students have been studying tree rings in the Boundary Waters Canoe Area Wilderness to monitor the effects of climate change.
- A College Study Skills class created a PowerPoint presentation on "How to Be Successful at College" and presented it during the Monday Drum and Potluck ceremony in October 2009.

Summary of Core Component 4c

Leech Lake Tribal College gives students access to multicultural learning opportunities by providing classes and extracurricular opportunities that highlight different cultures. LLTC is in the process of assessing the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. Despite the challenges LLTC faces, there is a solid foundation for building a strong assessment program to evaluate

the effectiveness of the curriculum in preparing students for living in a global and diverse society.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Responsible Use of Knowledge

The academic and support services of Leech Lake Tribal College promote the responsible use of knowledge. The EDU 100 College Study Skills class teaches students the fundamentals of research and citing sources. The Learning Center offers a plagiarism and citation presentation each fall as well as provides several current Modern Language Association [MLA] and American Psychological Association [APA] style manuals for student use. The Library has Copyright notices posted on both its copier and student scanner. Students are taught to protect the intellectual property rights of others.

In addition to standard ethical and legal uses of knowledge, students are also taught principles of culturally-responsible and responsive use of knowledge, such as when elders have taught science students the traditional Anishinaabe way of harvesting manoomin (wild rice), including offering asemaa (tobacco) as an act of gaining permission and of expressing gratitude to the Creator before harvesting.

If LLTC is to maintain a climate of high academic standards, it is incumbent upon faculty and staff members to model mature, responsible behavior in and out of the classroom. LLTC supports such actions by its students, as well as its employees, through publically-stated policies and procedures in the [student handbook](#), [academic catalog](#), [faculty handbook](#), and institutional policies and procedures manual. Policies that emphasize the responsible use of knowledge include the following:

- The Family Educational Rights and Privacy Act
- Employment Contracts
- Confidentiality Agreement
- Student Code of Conduct
- Computer Use Policy

Other related LLTC policies and procedures include:

- Library Policy Manual
- Security Policy Manual

Ethical Policies and Procedures

Leech Lake Tribal College has compiled a policy and procedures manual for an institutional review board [IRB]. These policies, which honor Indigenous

perspectives, were approved by the Board of Trustees in July 2010. LLTC's Academic Integrity policy, found in both the [academic catalog](#) and the [student handbook](#), defines the consequences for plagiarism and academic dishonesty. According to the student handbook's Student Code of Conduct, violations of the Academic Integrity policy include "*falsification, forgery, alteration or use of college documents, records, instruments of identification with intent to defraud the College, or an act of academic dishonesty.*" In addition to policies regarding ethical and legal guidelines for students, LLTC's policies and procedures manual provides guidelines for ethical conduct in departments across campus.

Socially-Responsible Knowledge Use

Leech Lake Tribal College's curricular and co-curricular activities demonstrate social responsibility. Service learning projects relate classroom learning to the greater community, and students are able to experience and reflect on the connections between what they learn at LLTC and what they do for their community. For example, an English class that studied food, globalization and the movement toward use of local food sources hosted a healthy community meal and presented nutritional information. According to the [faculty handbook](#), faculty members are expected to contribute community service in their knowledge area. In an effort to demonstrate college values and social responsibility, Monday Drum and Potluck teams have begun providing healthier meals and using reusable dinnerware and utensils.

Oversight and Support

Leech Lake Tribal College's Academic Integrity policy, as found in both the [academic catalog](#) and the [student handbook](#), sets the standard for ethical academic work. Grant methodology must be approved by the President and the Dean of Instruction to ensure that grant-funded research proposals are ethical and responsible.

Intellectual Property Rights

Leech Lake Tribal College creates, disseminates, and enforces clear policies and practices involving intellectual property rights. English composition classes teach students about plagiarism and how to avoid it. At the Fall 2008 faculty orientation, the Library director gave an overview of Copyright and Fair Use.

Summary of Core Component 4d

Leech Lake Tribal College has established policies and procedures to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. Training materials are available to help students understand how to research and study effectively, including how to recognize and avoid

plagiarism. Also, policies and procedures for an institutional review board [IRB] have been approved by the Board of Trustees. LLTC's learning community embraces the Anishinaabe values that keep work and research ethical, and LLTC will continue to offer many opportunities for students and employees to explore social responsibility.

Conclusion of Criterion Four

Leech Lake Tribal College demonstrates a movement toward a stronger learner-centered environment in its curricular and co-curricular activities. Since 2006, LLTC has increased the number of opportunities and resources available to bolster the acquisition, discovery, and application of knowledge.

Strengths

- Leech Lake Tribal College has a liberal education program that includes ten categories of learning outcomes, based on the MNTC model, and that is designed to promote critical thinking and embrace a wide range of knowledge and skills.
- LLTC promotes lifelong learning through its support for faculty development, research and scholarship, and creative activities in an environment of academic freedom and by involving students in these activities.
- LLTC has a strong base of dedicated personnel committed to its mission and willing to develop personally within the constraints of a heavy workload.
- LLTC offers a high number of opportunities for staff, students, and community to gain knowledge, refine skills, and employ inquiry in a global, diverse and technological society. When students or faculty and staff take advantage of these opportunities, LLTC acknowledges them publicly.
- LLTC students and faculty are encouraged to engage in meaningful research.
- The Learning Center, established in 2008, has substantially increased the academic support structures within LLTC, and has supported students' discovery, acquisition, and application of knowledge.
- LLTC is gaining a strong reputation with four-year universities which are now actively recruiting LLTC graduates.
- LLTC students and faculty are presenting at national conferences and are facilitating workshops.
- LLTC has a strong commitment to socially- and culturally-responsible activities.

- LLTC is aware of the need to analyze data currently being collected, to continue implementing assessment practices, and to involve more external constituency feedback.

Challenges

- Student Services will need to develop an assessment plan for co-curricular activities. Individual units of Student Services will need to establish learning outcomes that are measurable and linked to Leech Lake Tribal College's mission and goals.
- College personnel have had to carry a heavier than normal workload in response to extraordinary budget constraints in 2008-2010.
- Although LLTC has opportunities for staff and students to further their education, the time commitment that professional development requires often makes it difficult to take advantage of these opportunities.
- LLTC's assessment of student learning is still developing. A contributing factor to the slower growth of assessment is the current part-time status of the Director of Assessment position.
- Copyright and Fair Use issues need greater staff attention, perhaps through a training session.

What's Next

- Leech Lake Tribal College will continue developing a programmatic assessment of curricular, extracurricular, and co-curricular activities.
- LLTC will strive to create a policy on academic freedom and policy for students.
- Faculty and Student Services staff will collaborate to improve advising and services to students in support of learning.
- Sufficient time needs to be designed in faculty schedules to allow greater participation in regular formal and informal development activities. Innovation will be nurtured through discussion and development activities.
- LLTC needs to improve its methods of tracking alumni.
- LLTC needs to have an actively-involved institutional review board, especially with the exciting increase in student and faculty scholarship and research.
- Student Services will continue to provide a yearly refresher regarding FERPA for college employees.
- Copyright notices will be posted next to each public copier and scanner.
- Library staff will seek training and professional development on Copyright and Fair Use issues at academic institutions.

CHAPTER SEVEN

Criterion Five: Engagement and Service

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Mission- and Capacity-Driven Commitment

Leech Lake Tribal College’s commitments are shaped by its [mission](#) to provide quality higher education grounded in Anishinaabe values. LLTC was chartered by the LLBO to serve the community’s higher education needs in a manner that also bolsters Anishinaabe culture, as noted in Section 5 of the [LLTC Charter](#).

Periodic Environmental Scanning

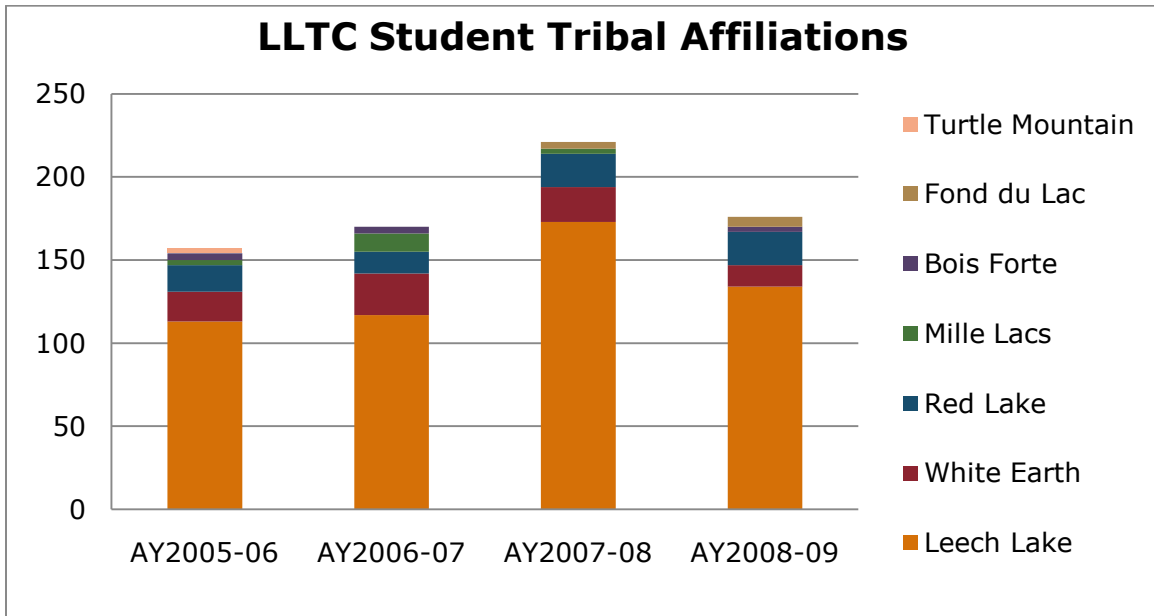
Leech Lake Tribal College’s leadership team – consisting of Administration, Deans, and Directors – began preparing for environmental scanning in Summer 2007, using the Baldrige model as a guide. In Spring 2008, several major environmental scanning initiatives were implemented, including college representatives’ visits to LIC meetings across the reservation and LLTC’s hosting of over-twenty area business, higher education, secondary education, government, and organization representatives for an on-campus forum and small group breakout sessions.

LLTC conducts periodic environmental scans and visits with constituencies in order to adequately meet the community’s needs and expectations. In 2008, the Leadership Team conducted focus groups. At the beginning of the 2009-2010, LLTC intended to perform similar environmental scanning initiatives through the Institutional Advancement and Operations offices, but due to budget and staffing issues, those initiatives did not materialize. OCCE has a community advisory group for the planning of the Traditional Gathering. OCCE and Institutional Advancement are working closely with the LLBO on its Workforce Development Plan. A primary goal of this collaboration is to develop a clear picture of the LLBO’s education and training needs, so LLTC can work towards allocating resources to meet those needs.

Serving Diverse Constituencies

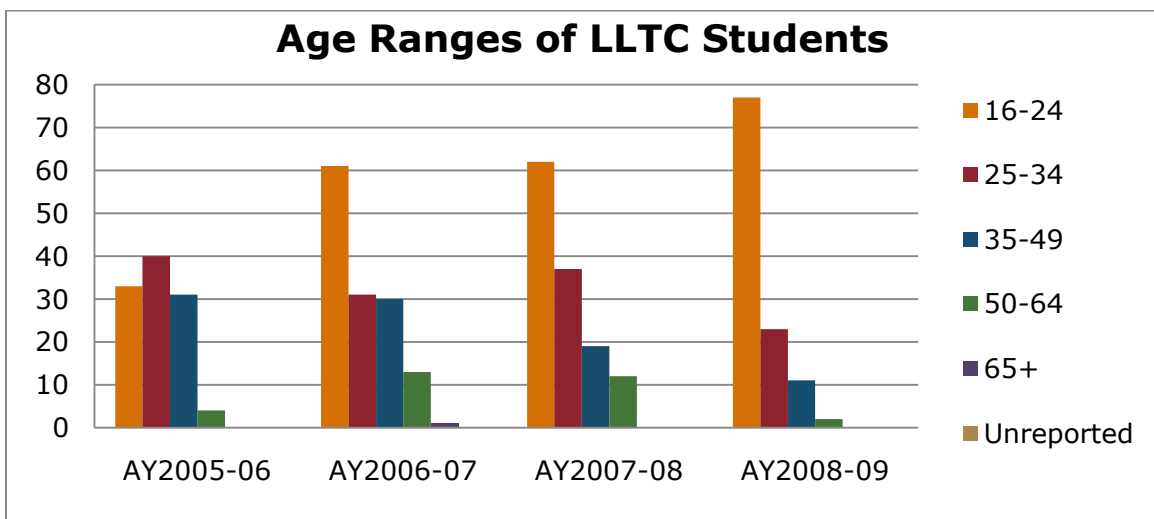
Leech Lake Tribal College demonstrates attention to the diversity of the constituencies served. Most notably, LLTC serves the higher education needs of a traditionally-underserved American Indian population. LLTC’s commitment to Anishinaabe values in its [mission](#) and Anishinaabe culture in

its academic and community educational program offerings are examples of how LLTC supports and strengthens a culture that has been largely threatened by assimilation policies and devalued or ignored by mainstream majority institutions. People of non-Indigenous cultures are also warmly welcomed at LLTC. LLTC’s nondiscrimination policy ensures that all students are welcome; 8% of current students are non-Native.



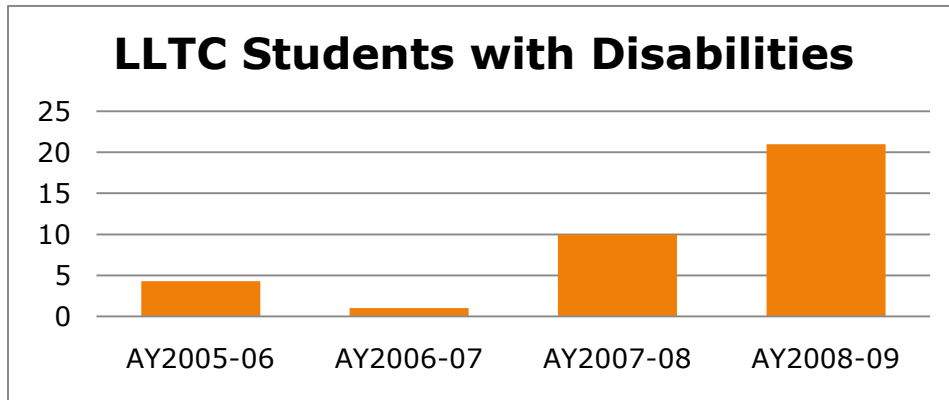
From AIMS/AKIS 2009 Table 1.2

LLTC also serves a diverse age range of students, from PSEO students and traditional-age college students to elders and nontraditional-age students. LLTC demonstrates the value it places on elder students by offering elders age fifty-five and older one free class per semester, by offering an honorary elder degree, and by honoring elder students at graduation.



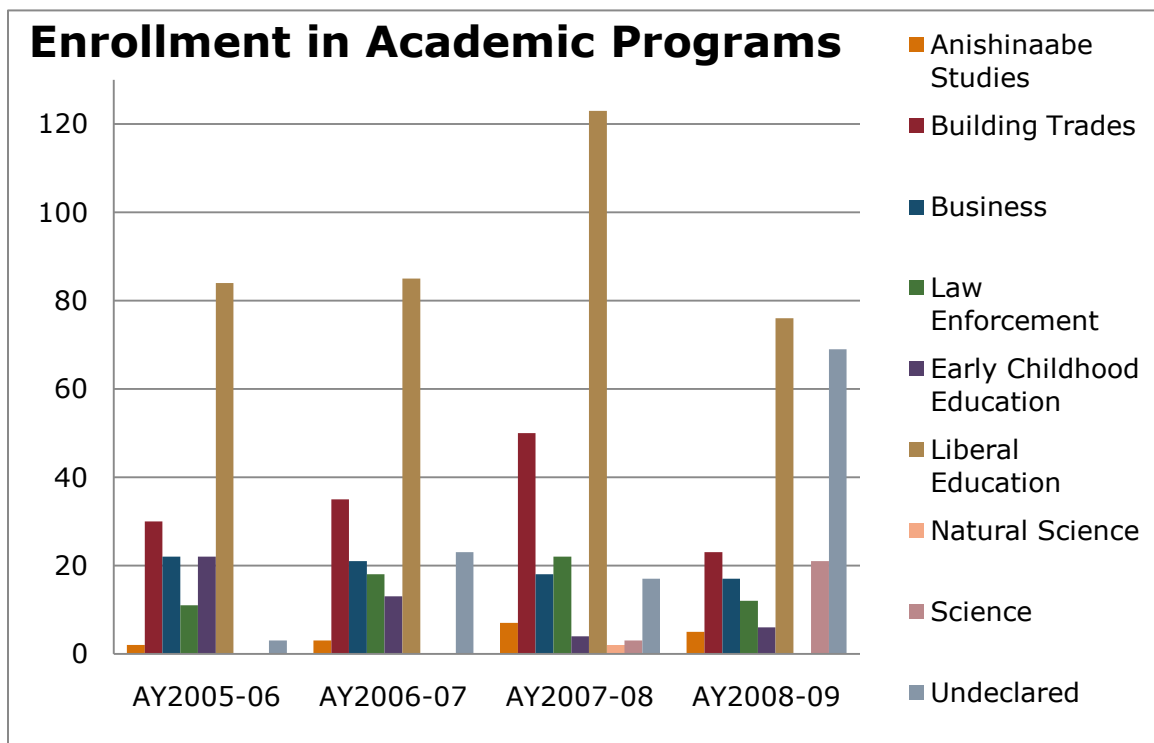
From AIMS/AKIS 2009 Table 1.3

Through its services, LLTC reaches out to students with diverse abilities, including to students with physical and learning disabilities. Administration and Maintenance have worked to ensure LLTC's compliance with the Americans with Disabilities Act by installing automatic door openers in all buildings in 2009. TRiO Student Services found that 6% of students indicated that they have a disability; subsequently, TRiO has publicized its assistive technologies, such as computer screen magnifiers to support students with visual impairments, and students make use of these resources.



From AIMS/AKIS 2009 Table 8.1

LLTC also serves students with a diverse range of academic interests and career goals:



From AIMS/AKIS 2009 Table 4.2

Continuing Education, Outreach, Customized Training, and Extension

Leech Lake Tribal College’s outreach programs respond to identified community needs. OCCE offers customized training opportunities as requested by external constituencies. OCCE bases the classes offered on perceived need and community requests and responses through the use of its community education survey.

LLTC was one of eight tribal colleges and universities selected to play a central role in the **DETS** program. DETS is a part of a national effort to decrease the incidence and improve the care of type 2 diabetes among American Indians and Alaska Natives.

OCCE offers customized training built around the specific needs of local businesses through analyzing their training needs. One of the challenges in this area is the need for more space and equipment so that OCCE can offer a wider variety of training. For customized training, OCCE chooses qualified trainers who have experience in specialized fields. The services of qualified staff, faculty and adjunct instructors who already work for LLTC are often sought to meet customized training needs. Continuing education trainers are identified in a similar manner. When CEUs are requested, the instructor’s résumé or curriculum vitae is kept in OCCE files along with signed CEU forms from the instructor and attendees, attendance is required in order to receive the CEUs, and a curriculum outline is filed. Customized training and CEUs are provided upon request.

The following chart highlights a number of OCCE’s organizational partnerships:

Partnering Organization	Community / Institutional	Purpose of Partnership
Accountability Minnesota	Institutional	To provide free tax assistance and improve economic status for the underserved
American Cancer Society	Community	Assists with health education and cancer awareness
American Indian Task Force	Community	Takes careful consideration of the needs of Native Americans
Beltrami Wellness for Long Life	Community	To develop community health initiatives
Biological Sciences Curriculum Study	Institutional	Assists with diabetes curriculum development and training
Frito-Lay	Institutional	Provides avenues for recruiting students for employment
Indigenous Environmental Network	Community	Partnering to develop community health initiatives
Lac Courte Oreilles Ojibwa Community College	Institutional	Assists in developing strategies for community asset building

Partnering Organization	Community / Institutional	Purpose of Partnership
Leech Lake Band of Ojibwe Health Division	Community	Health and nutrition
Leech Lake Child Welfare	Institutional	Partnering to provide customized training for child welfare employees
Leech Lake Diabetes Fitness Center	Community	Partnering in community events to promote wellness
Leech Lake Gaming		Partnering to provide customized training to individuals
Leech Lake Healthy Heart Program	Community	Partnering in community events to promote wellness
Leech Lake Tribal Employment Rights Office [TERO]	Institutional	Partnering to provide customized training for road construction workers
Merv's Greenhouse	Community	Donates garden supplies and advice for self-sufficient living
Minnesota Department of Transportation	Institutional	Provides funding and technical assistance
South Dakota Alliance Eyebank	Community	To educate Native Americans on the importance of eye donation
Special Diabetes	Community	Provide diabetes awareness and prevention skills to children
University of Minnesota Extension	Institutional	Assists with building, water resource extension, and youth worker training

Summary of Core Component 5a

Leech Lake Tribal College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. LLTC has performed environmental scanning and intends to continue this practice in the future in order to continue serving its diverse constituencies.

Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities

Connections through Structures and Processes

Leech Lake Tribal College's structures and processes enable effective connections with its communities. LLTC's quarterly newsletter *Wiindamaage* is compiled by the Institutional Advancement Office with campus-wide input and is distributed widely both in print and electronically. Two LLTC departments – TRiO Student Services and OCCE – also produce regular department newsletters throughout the year.

Concerted efforts to develop better relationships with local media have resulted in improved coverage of LLTC success stories and better awareness of LLTC's role in the community. LLTC has established positive relationships

with the [Cass Lake Times](#), the [Bemidji Pioneer](#), the [Walker Pilot-Independent](#), [Lakeland Public Television](#), and [Minnesota Public Radio](#), to name a few of these media outlets.

A growing trend in the community is the utilization of social media, and LLTC began connecting with the community through several outlets of social media in Fall 2009. These sites are updated by the Director of Institutional Advancement and have gained many supporters. LLTC's [Facebook page](#) has about 160 fans, [Twitter](#) has 50 followers, and LLTC's [YouTube channel](#) has had over 1,600 views. The Director of Library Services manages [the LLTC Library Blog](#), which has over 400 individual visits per month, including hits from all over the world. The Library Blog contains news and information that is pertinent to both the campus and the community. These social media initiatives provide a very cost-effective outlet to update both local and broader communities about LLTC's work, and augment the more in-depth information available on [LLTC's website](#).

Co-Curricular Engagement

Leech Lake Tribal College's educational programs and activities connect students with external communities. Many opportunities to interact with the community and to extend knowledge and skills beyond campus are available to both students and employees.

Service Learning

Each academic course at Leech Lake Tribal College requires a service learning project that connects classroom learning to community service. Service learning projects are an integral part of the student experience at LLTC, providing a means for students to actively engage with and give back to the community. Elaine Fleming's Fall 2008 classes researched major world conflicts and then interviewed Leech Lake area veterans about their experiences. Building trades students constructed homes for Red Lake elders as part of AmeriCorps's Citizen Scholar Fellows Program; their efforts were showcased statewide in an [April 23, 2008, Minnesota Public Radio feature](#). STEM internships have allowed students to apply their classroom knowledge to gain practical experience and to develop connections to future careers.

Student Groups and Activities

Leech Lake Tribal College has diverse student groups and activities that connect individuals with outside-the-classroom interests and inspiration. The LLTC Student Senate provides elected student body officials with valuable leadership and governance experience. The STEM Club nurtures the curious minds of aspiring scientists, naturalists, biologists, mathematicians, technologists, and science teachers by providing field trip and experiential

learning activities. The Art Club combines artistic expression and community service with activities such as hosting renowned Mille Lacs artist Steve Premo, painting murals, and coordinating the Starving Artists' potluck. The student-led Ojibwe Language Table offers campus and community members a comfortable and safe place to develop and use Anishinaabemowin through informal conversation. Each year, a handful of LLTC students who have demonstrated exceptional initiative, commitment to service, and interpersonal skills are chosen as Student Ambassadors. Easily-recognizable in their bright blue sweaters, the ambassadors give tours to college visitors, help recruit future students, and assist with on- and off-campus functions.

Community Events

Leech Lake Tribal College offers a number of events that connect campus and community members. The annual Traditional Gathering is a free community event that incorporates many different facets of traditional Anishinaabe culture. LLTC staff, faculty, students, board members, and community volunteers all cooperate in planning and running this daylong event. TRiO Family Fun Nights are hosted by TRiO Student Services biannually and provide free entertainment for families and young people in a safe environment. OCCE's annual Bike-Walk-Run is a free health- and fitness-focused community event that is part of LLTC's diabetes prevention and education efforts; the event attracts more than 150 people each year. LLTC's annual nimi'idim (powwow), usually held in early April, is the unofficial kickoff to powwow season in northern Minnesota; this event draws over 500 people each year.



In February 2008, LLTC hosted an African-American Heritage Celebration in honor of Black History Month. In response to the January 12, 2010, earthquake in Haiti, LLTC raised funds for Haiti Outreach, and in March 2010, students and employees collected donations for the Cheyenne River Sioux Tribe in Eagle Butte, South Dakota, following a blizzard that left families there without heat or electricity for several weeks.

As part of a grant that provided for installation of a solar heating unit on LLTC's storage/maintenance building, LLTC collaborated with the [Rural Renewable Energy Alliance \[RREAL\]](#) to host a public informational forum about solar energy use in rural northern Minnesota. RREAL is a nonprofit organization based in Pine River, Minnesota, with a mission to address rural poverty and energy dependence by providing solar energy to low-income families. The well-attended meeting is an example of how LLTC serves to unite different elements of the community for the mutual benefit of all.

System Profile: Leech Lake Tribal College

RREAL had the honor of working with the Leech Lake Tribal College on many occasions this year. Not long after summer solstice, the faculty and staff of the Tribal College Carpentry and Electrical Trades program partnered with RREAL to install a solar electric stand alone battery based system. In addition to providing supplemental power for a college program that builds homes for neighboring tribal communities, the system also helped instruct students on the fundamentals of solar electric design-build. Not only was the system installation instructive for students, but it was designed to be a



training module for future students as well. The installation of this off-grid, battery-based system is intended to empower the trades program to further integrate renewable energy into the curriculum.

Creating an effective solar electric system in a code-compliant and durable fashion requires much more than ordering a kit from the internet. Solar electric systems require meticulous design and careful consideration of numerous site based variables. Furthermore, the renewable energy revolution will need a talented workforce. Shiloh White as well as several other students are in a better position to be a part of that process and the college will benefit from years of grid independent power. RREAL was a proud participant in the project.

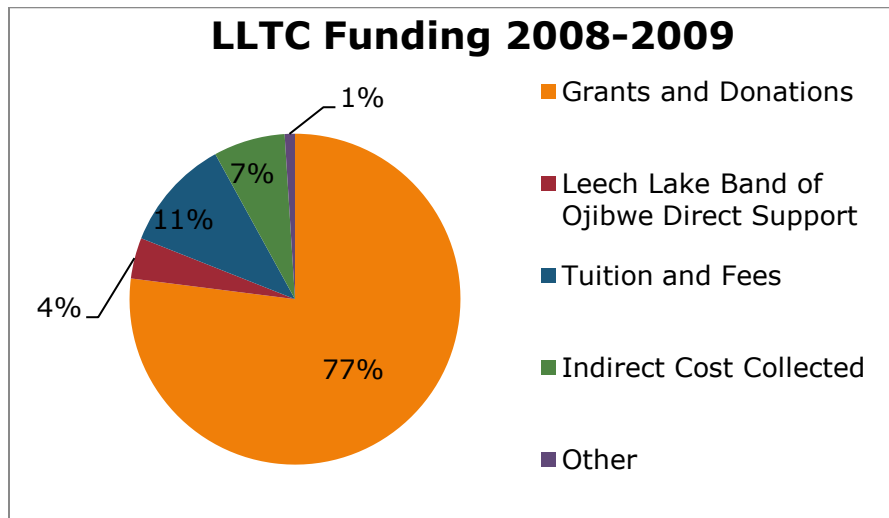
LLTC-RREAL Partnership featured in [RREAL's Fall 2009 Newsletter](#)

For several years, LLTC has hosted AARP's income tax services on campus. This program, which does not have income restrictions, provides a free tax clinic that helps individuals retain more of their earnings. For the past three years, LLTC has also extended free tax services to the community by adding an AccountAbility Minnesota Volunteer Income Tax Assistance [VITA] clinic. This clinic allows LLTC to extend tax assistance hours through the evenings and weekends, while targeting low-income individuals. Both VITA and AARP's tax preparers are certified annually by the Internal Revenue Service.

Resources

Leech Lake Tribal College’s resources – physical, financial, and human – support effective programs of engagement and service. LLTC’s facilities are available for community usage under Section 7000 of the Fiscal Management policy. The multimedia classrooms, computer labs, science lab, learning center, and library all provide physical space and infrastructure to help meet instructors’ and students’ needs. The gathering space of the Benny Tonce Memorial Room and its well-equipped kitchen allow for Monday Drum and Potluck, student activities such as Family Fun Night, community events such as OCCE’s annual Celebration of Women’s Health events, and service learning projects such as the Spring 2009 Day of Peace community event. LLTC encourages community interaction with the institution by providing affordable space for various meetings and community functions. LLTC has hosted a wide range of groups, including the Leech Lake Area Boys & Girls Club; public information meetings for Ottertail Power Company; the Niigaane Ojibwe Language Immersion Program; a variety of LLBO training programs; and various other groups.

LLTC’s financial resources are derived largely from grants, which drive LLTC’s programs of engagement and service.



From the LLTC [2009 Annual Report](#)

LLTC’s human resources are its strongest support for programs of engagement and service. Student ambassadors have recruited by word-of-mouth, lobbied before national and state representatives, and represented LLTC at community events and before the Leech Lake Tribal Council. Instructors connect their students to internship and service learning opportunities that lead students to discover new paths in their educational and career journeys. LLTC employees also extend themselves beyond their job descriptions by volunteering at college events such as the Nimi’idim

(Powwow) and participating in environmental scanning initiatives such as by attending LIC meetings.

Planning

Planning processes project ongoing engagement and service. During the Spring 2008 environmental scanning initiatives, community members provided feedback on how they would like to interact with LLTC. In the development of the [2009-2014 Strategic Plan](#) and subsequent departmental and positional work plans, departments were directed to construct objectives relating to the institutional goal of identifying, engaging, and serving both internal and external constituencies. Faculty members plan service learning projects for and with their classes to have an impact on the local community. Work on the master campus plan includes thoughtful consideration of students' service learning needs and external community outreach.

Summary of Core Component 5b

Leech Lake Tribal College's commitment to engage with the constituents it serves is reflected in its guiding documents. This commitment is exemplified throughout the [2009-2014 Strategic Plan](#), which emphasizes developing resources and organizational processes that will allow LLTC to explore and expand both internal and external collaboration with the various individuals and communities it serves. Community events are held on campus regularly throughout the year.

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Educational Collaborations

Collaborative ventures exist with several other higher learning organizations and education sectors. Leech Lake Tribal College responds to its future students by establishing opportunities for them to be successful in high school and experience some elements of college life.

Some of LLTC's most critical collaborations serve the heart of the organization – the students. Among the collaborations are articulation agreements with other institutions that encourage the mobility of students and that are responsive to students' desires to obtain a four-year degree or higher. Current articulation agreements are in place with [Bemidji State University](#), [Hibbing Community College](#), [Metropolitan State University](#), and the [University of North Dakota](#).

LLTC also has policies in place to clarify different aspects pertaining to the transfer of credits and the determination of course equivalencies as noted in the academic catalog. Other collaborative agreements involve [Leech Lake Head Start](#), [Minnesota Tribal Resources for Early Childhood Care](#), [Pennsylvania State University](#), and [Purdue University](#).

LLTC prepares future students to be successful in high school and to experience college life. Local high school students who meet the PSEO program's requirements, may get a head start on earning college credits by entering LLTC. PSEO allows high school juniors and seniors to work for college credit in a college environment while dually working on their high school diploma.

For the past three summers, LLTC STEM instructors have worked with a cohort of Native high school students through the grant-supported Successful Transition to and Academic Rigor Preparation for Postsecondary Education, also known as the STAR program. This summer project allowed high school students to study environmental science from an Anishinaabe perspective, and, upon completion of their three-summer course, the students earned college credit.

Another program which extends LLTC's outreach to middle school and high school students is the [National Summer Transportation Institute](#), sponsored by the [Federal Highway Administration](#) and the [Minnesota Department of Transportation](#). This program, initiated in 2009, teaches youth about transportation careers and places a strong emphasis on higher education.

Each spring, the recruiter coordinates a "College for a Day" event, held on campus, and an average of fifty students from the Cass Lake-Bena High School, Chief Bug-O-Nay-Ge-Shig School, Deer River High School, and Walker-Akeley-Hackensack High School attend. The "College for a Day" event provides an opportunity for high school students to become acquainted with the campus, as well as with college staff and faculty, by attending and participating in a college-level course alongside current college students. Participants also had the opportunity to attend LLTC's Monday Drum and Potluck ceremony, a weekly cultural and social event for students, staff, and faculty, which includes Ojibwe songs and prayer, brief testimonials by second-year students who have not allowed adverse circumstances to deter them, and a free meal that has been prepared by college employees. This on-campus event provides high school students with an opportunity to gain even further insight into the tribal college experience.

In Spring 2008, LLTC hosted its first annual College and Career Fair on campus. Current LLTC students were in attendance, and students from the

local area high schools were also invited to participate, along with their guidance counselors. High school students and guidance counselors received LLTC information and admission packets, toured the campus, and participated in LLTC’s Monday Drum and Potluck event. A total of 120 students attended the first College and Career Fair, where 50 colleges, universities, and employers set up booths, and the event has continued to grow, attracting 65 vendors and 175 visitors in 2010.

LLTC also hosts an annual Open House, which allows community members an opportunity to tour the campus, meet with students, faculty, and staff, and enjoy an ice cream social.

Learner Mobility

Leech Lake Tribal College’s transfer policies and practices create an environment supportive of the mobility of learners. The Associate in Arts in Liberal Education program follows [MNTC](#) to ensure that students’ credits will transfer more easily to four-year institutions. Articulation agreements allow LLTC graduates to transfer smoothly to four-year institutions. LLTC’s annual College and Career Fair provides opportunities for students to interact with representatives from potential four-year transfer institutions. TRiO Student Services offers college transfer trips to allow students to tour a prospective four-year campus and to meet with college representatives.

Community Leader Support

Community leaders testify to the usefulness of Leech Lake Tribal College’s programs of engagement, and they often comment on the positive impact that community outreach activities are having on the reservation and surrounding communities. Although there are some opportunities for formal feedback, much of this feedback is anecdotal, and LLTC is exploring ways of more successfully documenting these testimonies. For example, upon hearing a comment from a community member, an LLTC employee could make practice of asking if that person would be willing to send his or her comments via email or if those comments could be jotted down and made available to the public immediately.

“I see LLTC students working to support their families with what they learned at the college.” – Community member at the April 10, 2008, Winnie Dam LIC visit

Bridging Diversity

Leech Lake Tribal College’s programs of engagement give evidence of building effective bridges among diverse communities. All community education classes are open to the public. Several of the classes are based on

Anishinaabe culture, while all are grounded in Anishinaabe values. All classes rooted in Anishinaabe culture are taught by Anishinaabe instructors, who build bridges and correct misconceptions about the Anishinaabeg among non-Native participants. One activity that LLTC uses to foster cross-cultural understanding within the community is the planting and cultivation of gardens, with a focus on revitalizing community knowledge of traditional plants for food and healing. The annual Traditional Gathering is an additional opportunity for community members to come together for healing, storytelling, sharing, and cultural renewal.

Partnerships and Shared Goals

Leech Lake Tribal College participates in partnerships that focus on shared educational, economic, and social goals. OCCE offers customized training that responds to the specific needs of local businesses. The challenge in this area is the need for more space and equipment so that a wider variety of trainings can be offered.

The LLBO and other local organizations are increasingly recruiting LLTC students for internships. The STEM Department has placed student interns with the Leech Lake Division of Research Management, Leech Lake Heritage Sites, the U.S. Forestry Service, and NASA; students also have opportunities for internships both in the community and abroad. In 2007, LLTC student Bill Bad Boy completed a summer internship with NASA and was offered a position in NASA's Jet Propulsion Lab in Pasadena, California, where he is still employed. In 2010, another of LLTC's NASA interns, Marie Lowry, was named a national NASA Student Ambassador — one of only 105 students selected nationwide and the only student in Minnesota awarded this honor.

Integrity

Leech Lake Tribal College's partnerships and contractual arrangements uphold its integrity. The Finance Office keeps a binder of all external contracts. Copies of grant reports are kept with the Senior Accountant's Office and with the department of origination. OCCE keeps contracts and trainer requirements on file.

Summary of Core Components 5c

Leech Lake Tribal College remains strong in its responsiveness to constituencies that depend on it for service, and LLTC has a growing list of partners who help meet the unique goals and objectives of LLTC and fulfill its mission.

Core Component 5d

Internal and external constituencies value the services the organization provides.

Constituent Evaluations

Leech Lake Tribal College's evaluation of services involves the constituencies served. Students complete course evaluations which provide feedback regarding academic programs and instructors. OCCE collects class evaluations. TRiO annually distributes student surveys to be completed by all program participants. The Learning Center peer mentors who work in classrooms are evaluated mid-semester by the classroom instructors, and all faculty and staff annually evaluate Learning Center services, including peer mentor performance, by means of an electronic survey. Also, students who use the Learning Center are periodically surveyed throughout the year.

Community Appreciation

Service programs and volunteer activities by students, faculty, and staff members are well-received by the communities that Leech Lake Tribal College serves, and LLTC has received notes of gratitude from such entities as the [Leech Lake Boys & Girls Club](#), leaders of local schools, the [Leech Lake Area Chamber of Commerce](#), and the [Rural AIDS Action Network](#).

Valued Economic and Workforce Development

Leech Lake Tribal College's economic and workforce development activities are sought after and valued by civic and business leaders. LLTC representatives from Institutional Advancement Office and OCCE have been invited to participate in the LLBO's Workforce Development. Business Instructor Karen Thompson-Cary has worked with economic development contacts in the Minnesota Chippewa Tribe and the Leech Band of Ojibwe to develop and refine educational objectives.

External Participation

External constituents participate in Leech Lake Tribal College's activities and co-curricular programs that are open to the public. Community members attend community education classes such as basket-making, yoga, Zumba[®], and golf. A large number of external constituents attend LLTC's annual Traditional Gathering and Nimi'idim (Powwow). Family Fun Nights, organized by TRiO Student Services staff, attract a large number of students, their families, and Leech Lake community members to the campus.



Community-Friendly Facilities

Leech Lake Tribal College's facilities are frequently made available for use by the community. The institutional policies and procedures manual specifically addresses facilities use in Section 7000 of the [Fiscal Management Policies](#); external usage is recorded on the staff intranet calendar.

Continuing Education

Leech Lake Tribal College provides programs to meet the continuing education needs of licensed professionals in its community. OCCE keeps CEUs on file. LLTC also offers certification in a CDA program for early childhood education professionals.

Summary of Core Component 5d

Students, employees, and community members value the engagement opportunities and services that Leech Lake Tribal College offers. The cultural program offerings are deeply appreciated by community members, as evidenced by the growing number of people attending college events such as the Traditional Gathering, the annual Nimi'idim (Powwow), and the College and Career Fair.

Conclusion of Criterion Five

In its mission of providing quality higher education grounded in Anishinaabe values, Leech Lake Tribal College engages and serves its constituencies through informed and responsive services. The [2009-2014 Strategic Plan](#) highlights LLTC's commitment to engaging and serving its community in Goal 5: *"Leech Lake Tribal College will identify, engage, and serve both its internal and external constituencies."* Since 2006, LLTC has continued to improve and to enrich its communication with and services to its constituencies.

Strengths

- LLTC has a well-established tradition of service to and engagement with its constituents.
- Several LLTC academic programs require students to engage with external constituencies through internships, service learning, or assignments in which students work with local businesses, schools or other organizations.
- LLTC demonstrates a strong commitment to the community's educational aspirations. Academic programs with transfer agreements allow students a path to success beyond an associate's degree.
- OCCE offers adult enrichment, community programming, and customized training, specifically tailored to area constituencies.
- LLTC has developed a strong slate of external and internal activities that provide engagement with and benefit to the individuals and

communities it serves. The commitment to develop these mutually-beneficial relationships is included in the strategic plan.

- LLTC strengthens its constituent groups through its academic offerings, community and continuing education programs, service learning, customized training opportunities, and cooperative grant activities.
- Through institutional and departmental newsletters, cultivation of media relationships, and outreach efforts, LLTC informs its constituents.
- LLTC is able to develop and sustain relationships through inviting financial and in-kind support from a broad base of public- and private-sector sources.
- LLTC is responsive to ideas generated internally or externally, that uphold its mission and that are reasonably practical, based on the institution's physical, human, and financial resources.
- Through a combination of credit and noncredit courses, LLTC is able to respond to the needs of its constituents, and the flexibility of these programs assures that LLTC can fulfill its commitments in a timely manner.
- LLTC has received very positive feedback on OCCE evaluations and in comments from community members.
- OCCE training services are sought after by external stakeholders.
- LLTC's employees, students, and local community members take pride in the campus and facilities. There has been only one incident of vandalism since the campus has been in its current location. Incidents of graffiti, defacement of school property, and petty theft that characterize many campuses has been nonexistent on LLTC's campus.

Challenges

- OCCE has insufficient space to grow classes.
- Financial support for engagement and service initiatives is limited. OCCE must aggressively pursue grants to sustain funding.
- With LLTC's small size and limited resources, finding adequate staffing support for engagement and service initiatives can be challenging.
- LLTC needs a more systematic and formal method of gathering feedback from community members.

What's Next

- A continuous cycle of environmental scanning and community analysis, including visiting LICs and hosting focus groups, must and will be planned to ensure open communication between LLTC and the constituencies it serves. LLTC must also prepare an action plan and

follow-up after each environmental scanning and community analysis initiative.

- LLTC will continue its relationships and partnerships with local primary, secondary, and higher education institutions, businesses, and organizations.
- Additional articulation agreements with accredited four-year colleges, including accredited online institutions, will be pursued.

CHAPTER EIGHT – FEDERAL COMPLIANCE

Leech Lake Tribal College operates with integrity in fiscal and legal matters. LLTC adheres to federal regulations, as described in the U.S. Office of Management and Budget [OMB] Circular A-133, by ensuring that institutional policies and procedures include compliance with federal mandates in day-to-day operations.

Credits, Program Length, and Tuition

Leech Lake Tribal College applies semester credit hours as a basic measure of learning experience. Most associate degrees at LLTC require a minimum of sixty-four (64) credits, which include fifty-one (51) credit hours of liberal education requirements, plus thirteen (13) credit hours of electives. The credits required for completion of degree programs at LLTC are consistent with requirements at other two-year institutions. College transcripts include the course number, title, and credit hours.

Tuition for the 2009-2010 academic year is \$140.00 per semester credit. Each student pays a \$25 student activity fee. Most activity fee dollars are administered by the Student Senate and are used for purposes determined by the student body. Students who enroll in courses requiring additional materials, such as studio art courses, are charged an additional fee to help defer the cost of these materials. All students are assessed a technology fee of \$6 per credit hour each semester.

Information on program course requirements, duration of specific programs, and tuition rates is supplied in the academic catalog.

Student Complaints

The [2010-2011 Student Handbook](#), page 11, includes an overview of the Student Grievance Process, which is as follows:

Student Grievance Process

It is the intent of Leech Lake Tribal College to provide students the right to a fair hearing. These procedures are designed to address student complaints and grievances, which include, but are not limited to, discrimination or other areas of college policy violations.

1. All student grievance complaints must be submitted in writing to the Dean of Student Affairs and must contain the following information:
 - a. Name, address, and phone number of person filing the grievance.
 - b. Nature of the grievance in full detail.
 - c. Place, date, and time of alleged incident.

- d. Name of person(s) accused of the violation.
 - e. Requested action.
 - f. Any background information that student filing the complaint believes to be relevant.
2. The Dean of Student Affairs will attempt to resolve the complaint with the student. If the complaint cannot be resolved at this meeting, the Dean of Student Affairs will take the following actions and inform the Vice President of Academic and Student Affairs.
- a. Meet with all persons involved in the complaint and try to resolve the complaint.
 - b. If the complaint has not been resolved, the Dean of Student Affairs will notify the ad hoc Student Grievance Committee to review the complaint and make recommendations for resolution of the student’s complaint.
 - c. The Student Grievance Committee will confer with the Vice President of Academic and Student Affairs and will then make a decision on resolving the complaint. The Vice President of Academic and Student Affairs has final authority in determining the resolution of all student grievances that are filed.

A summary of written student complaints, filed between 2008 and 2010, is seen below:

STUDENT WRITTEN COMPLAINTS 2008-2010			
Year	Number of Complaints	Nature of Complaint	Resolution
2008	1	Sexual harassment by a staff member	Referred to HR Director
	1	Student services staff member—service complaint	Dean of Student Affairs called the student and resolved the matter
	1	Complaint about a faculty member	Meeting with the faculty member to review the issue resolved the issue
	1	Inadvertent omission from scholarship list	Student was granted the scholarship
2009	1	Complaint about a staff member	Referred to staff member’s supervisor
	1	Complaint about a staff member	Student withdrew from college before resolution
2010	1	Complaint about a faculty member	Student was granted a compassionate withdrawal

Transfer Policies

As stated in the academic catalog, Leech Lake Tribal College will accept credits earned at other accredited two-year or four-year colleges; however, the Registrar and the Dean of Instruction will determine whether particular transfer credits may be used to meet requirements of specific degree programs at LLTC. Of the minimum sixty-four (64) credits required for degrees at LLTC, at least thirty (30) credits must be completed in residence.

Students enrolled in Construction Trades courses may be granted advanced standing, based on previously gained knowledge and skills that are equivalent to courses.

Verification of Student Identity

All students registered at Leech Lake Tribal College receive a login and a password in order to access their email and any hybrid online courses. Should distance education courses be offered in the future, LLTC will implement policies and procedures approved by the Board of Trustees to deal with the issue of student identity.

Americans with Disabilities Act [ADA]

In compliance with the Americans with Disabilities Act, Leech Lake Tribal College makes every effort to provide equal access for persons with disabilities. In accordance with ADA, LLTC also adheres to program and architectural requirements.

Family Education Rights and Privacy Act [FERPA]

The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) provides that students in postsecondary institutions are extended the right to inspect and review any records, files, documents, and other materials which contain information directly related to them. The law specifically denies access to such confidential records to all other parties without the written consent of the student, except under limited and specific circumstances.

Leech Lake Tribal College is in full compliance with federal law pertaining to student records. A complete statement of Family Educational Rights and Privacy Act of 1974 is available from the Registrar's office.

Title IV Program and Related Responsibilities

Leech Lake Tribal College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments, and is authorized to participate in the following Federal Financial Aid programs:

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study Program

Documentation of LLTC's approval to participate in and compliance with Title IV includes the Program Participation Agreement [PPA] and the Eligibility and Certification Renewal [ECAR].

General Program Responsibilities

Leech Lake Tribal College demonstrates compliance by completing the Program Participation Agreement every five years. The last PPA was

completed in 2005 and is scheduled to be updated in 2011. LLTC maintains compliance with federal reporting of and participation in student financial assistance by the yearly completion of the Fiscal Operations Report and Application to Participate [FISAP]. The FISAP is a federal report used by the U.S. Department of Education to document previous year expenditures of funding received in Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Federal Work Study.

LLTC conducts an annual single audit as required by Government Auditing Standards, issued by the Comptroller General of the United States, and by OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The most recent audit for the period ending June 30, 2009, is on file in the Finance Office as well as in the Resource Room. The audit revealed no internal control findings, and no program reviews have been required; however, the following item was cited as an Eligibility finding:

The College awarded PELL funds to five students who had not registered for Selective Service. The College did not follow-up or document the reasoning for awarding the funds to the students.

LLTC is puzzled by this finding, for as Financial Aid Office records show, none of files of the five students in question had been flagged (standard procedure when follow-up is required) for non-registration for Selective Service. Follow-up to the audit confirmed that all five students had indeed registered for Selective Service prior to enrolling at LLTC (student files available in Financial Aid Office).

LLTC believes that in order to enhance program integrity and accountability, it must provide staff members with regular training. Staff members are provided an opportunity to participate in financial aid workshops. The institution is a member of the [Minnesota Association of Financial Aid Administrators \[MAFAA\]](#).

Student Loan Default Rates

LLTC does not have a student loan program.

Campus Crime Information and Related Disclosure of Consumer Information

Leech Lake Tribal College publishes an annual security report; it also has surveillance cameras to monitor activity on campus and publishes a report containing a three-year statistical history of select crimes and incidents. This report includes information regarding campus safety and security as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The annual security report is made available to all current and

potential staff and students and is posted on the student bulletin board as well as [LLTC's website](#).

Satisfactory Academic Progress and Attendance Policies

Leech Lake Tribal College meets academic program integrity requirements and has policies on Satisfactory Academic Progress and Attendance, which can be found in the [academic catalog](#):

Satisfactory Academic Progress

To be continued on financial aid, a student must meet all the following satisfactory academic progress standards at the end of each term. All credits indicated are semester credits.

1. Qualitative Standard: The Financial Aid Office utilizes the institution's cumulative grade point average [GPA], probation, suspension, and readmission policies.
2. Quantitative Standard: A student must successfully complete 70 percent of the total course work attempted at Leech Lake Tribal College.
3. Maximum Time Frame: Credits attempted at LLTC and credits accepted from other institutions are counted for determining this standard. A student who reaches or exceeds the maximum number of credits below will have aid terminated at the end of that term.
 - a. 150% of the program's required credits
 - b. For example, the Associate in Arts degree in Liberal Education requires a minimum of 64 credits, so up to 96 credits are eligible.

A student terminated from financial aid for failure to meet the satisfactory academic progress standards may appeal the decision. Reasons for an appeal include undue hardship based on the death of a relative, injury or illness, or special circumstances as determined by the Dean of Instruction and documentation provided by the student.

Attendance Policy

To pursue college work successfully, students are expected to attend all classes. Students have a personal responsibility to themselves and to their course instructors to attend class and complete all assignments. If a student is unable to attend class, it is his or her responsibility to notify the instructor, preferably in advance. Missing more than six hours of class for a three-credit course, or eight hours of class for a four-credit course may lead to being administratively dropped from the course, and may be grounds for failure. Reinstatement after an administrative drop requires written approval from

both the Instructor and the Dean of Instruction. LLTC uses CAMS software to monitor daily student attendance.

Institutional Disclosures and Advertising and Recruitment Materials

Leech Lake Tribal College complies with the Higher Learning Commission's requirement to provide information about its status and ongoing affiliation with the NCA-HLC. A statement of affiliation including the HLC's address is included in the [academic catalog](#), [student handbook](#), and on the homepage of [LLTC's website](#). For example, the 2008-2011 Academic Catalog states the following:

Leech Lake Tribal College accurately reports its affiliation status with the Higher Learning Commission [HLC] in all major college documents and publications, as well as on the College's website. The College was accredited as a postsecondary vocational school in 1993. The College was awarded candidacy status with the Higher Learning Commission of the North Central Association in 2002 for its associate degree programs, and continued candidacy in 2004. Full accreditation status was granted on September 26, 2006, for the maximum initial accreditation period of five years with no focus visits required.

LLTC also publishes college contact information in all relevant documents, recruitment materials, and on its website. Examples include course schedules, the academic catalog, recruitment brochures, and print, radio, and television advertisements.

Hiring Practices

Provisions in the Federal Civil Rights Act of 1964 allow private and governmental employers on or near federal trust Indian Reservations to publicly announce and practice a policy of giving preferential treatment to qualified American Indian candidates who present proof of eligibility for Indian Preference.

The Indian Preference Law is reasonably and rationally designed to further American Indian self-governance. The Indian Preference Law is a distinct statute that does not violate Title VII of the Civil Rights Act of 1964, as amended. The United States Supreme Court has held that the Indian Preference Law does not constitute harmful racial discrimination or violate the due process clause of the Fifth Amendment.

Legal references:

- I.S.D.A. [25 U.S.C. 450e(b)(1), regulations at 41 C.F.R. 14-78,5002] Section 7(b)(1)

- Civil Rights Act of 1965, as amended [42 U.S.C. 2000e-2(1)] Section 703(i)
- Executive Order 11246
- A.R.S. 15-502,15-504,41-1463

Leech Lake Tribal College makes every effort to recruit and hire the most qualified individuals available for all positions. Within the scope of Indian Preference, LLTC will not discriminate in the administration of employment, education or admission to the college, financial aid, or the approved policies of the college on the basis of sex, race, age, religion, color, creed, political or sexual preference, disability, national origin, marital status, or status with regard to income.

Campus Security

Leech Lake Tribal College publishes an annual security report; it also monitors criminal activity on campus and publishes a report containing a three-year statistical history of select crimes and incidents. This report includes information regarding campus safety and security as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The annual security report is made available to all current and potential staff and students and is posted on the student bulletin board, as well as [LLTC's website](#).

Drug- and Alcohol-Free Campus Policy

Leech Lake Tribal College policy fully complies with current requirements, regulations, and interpretations of the Federal Drug Free Schools and Communities Act/Amendments of 1989 and the Drug-Free Workplace Act of 1988. (34CFR Part 85, Sections 85.610).

Relationship with Other Accrediting Agencies and State Regulatory Bodies

Leech Lake Tribal College's Law Enforcement program is certified by the Minnesota Board of Peace Officer Standards and Training:

Minnesota Board of Peace Officer Standards and Training
1600 University Avenue, Suite 200
St. Paul, MN 55104
<http://www.post.state.mn.us/>

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Leech Lake Tribal College has made public notification of the comprehensive evaluation visit and third party comment by posting the following press release on its website and also by posting it in the *Bemidji Pioneer* and the *Cass Lake Times* on August 5, 2010:

Leech Lake Tribal College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit October 4-6, 2010, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Leech Lake Tribal College has been accredited by the Commission since 2006. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation. Leech Lake Tribal College's Self Study document can be viewed online at <http://lltc.edu/about/selfstudy.htm>.

The public is invited to submit comments regarding the college:

Public Comment on Leech Lake Tribal College
The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

All comments must be received by September 4, 2010.

Copies of the notice have been forwarded to Karen Solinski, Assistant Director for Legal and Governmental Affairs, who is coordinating the third-party comment process.

Copies of the publication are on file in the Resource Room.

CHAPTER NINE – CONCLUSION AND REQUEST FOR REACCREDITATION

Conclusion

Leech Lake Tribal College approached the self-study process with the following specific goals in mind:

- Identify LLTC’s strengths, weaknesses, opportunities, and challenges.
- Engage the entire campus community in a meaningful assessment that will lead to enhanced planning, programs, and practices.
- Demonstrate that LLTC meets the NCA-HLC’s Criteria for Accreditation.

During the process, LLTC considered the expectations of the Higher Learning Commission of the North Central Association of Colleges and Schools, as well as the expectations of its own campus and reservation community. The evidence presented in this self-study report indicates that, since the 2006 site visit, LLTC has taken tremendous strides in accomplishing its goals and is meeting the challenges of today and of the future with hope and determination.

In fact, the evidence presented in this self-study document reveals an institution of higher education that is stronger and more resilient than at any time in its nineteen-year history. LLTC has become even more learner-centered with a greater focus on academic assessment, new Learning Center, and its innovative and continually-improving services to students. LLTC has an enthusiastic and strongly-supportive Board of Trustees, a permanent President whose leadership skills provide a sense of stability and security for LLTC’s constituencies, a campus that engenders pride and confidence among students, a state-of-the-art technology system that greatly enhances learning and teaching skills, and a committed staff and faculty who continue to make Leech Lake Tribal College a thriving center for “*educating the people, preserving Anishinaabe culture.*”

Request for Reaccreditation

As demonstrated in this self-study report, Leech Lake Tribal College fulfills the Higher Learning Commission’s Criteria for Accreditation. Therefore, with pride in its established ability to adapt to the most intractable challenges and great optimism regarding its future success, Leech Lake Tribal College requests reaccreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

APPENDIX

Abbreviation and Acronym Guide

AICF	American Indian College Fund
AIHEC	American Indian Higher Education Consortium
AILA	American Indian Library Association
AIMS/AKIS	American Indian Measures for Success/AIMS Key Indicator System
AISES	American Indian Science and Engineering Society
ATP	Association for the Tutoring Profession
BSU	Bemidji State University
CDA	Child Development Associate
CEU	Continuing education unit
CRLA	College Reading and Learning Association
CSREES	Cooperative State Research, Education, and Extension Service
DETS	Diabetes Education in Tribal Schools
EAS	Early Alert System
IHEP	Institute for Higher Education Policy
ISC	Indian Student Count
IT	Information Technology
ITV	Interactive television
LIC	Local Indian Council
LLBO	Leech Lake Band of Ojibwe
LLTC	Leech Lake Tribal College
MNTC	Minnesota Transfer Curriculum
NSF	National Science Foundation
NSTI	National Summer Transportation Institute

OCCE	LLTC's Office of Community and Continuing Education
POST	Peace Officer Standards and Training
PSEO	Postsecondary Enrollment Options
RBC	Reservation Business Council
STAR	<u>S</u> uccessful <u>T</u> ransition to and <u>A</u> cademic <u>R</u> igor Preparation for Postsecondary Education
STEM	Science, Technology, (Engineering,) and Mathematics
TCCCU	Tribally Controlled Community Colleges and Universities
TCUP	Tribal Colleges and Universities Program

Institutional Snapshot

1. Student Demographic Headcounts

A. Undergraduate Enrollments by Class Levels

	Fall 2007	Fall 2008	Fall 2009
First-Year/Freshman (≤29 credits)	183	164	164
Second-Year/Sophomore (≥30 credits)	63	65	69
Total	246	229	233

B. Undergraduates by Degree-Seeking and Non-Degree-Seeking Status

	Fall 2007		Fall 2008		Fall 2009	
	Female	Male	Female	Male	Female	Male
DEGREE-SEEKING						
American Indian/Alaska Native	108	100	108	97	112	82
Asian/Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	1	0
White, Non-Hispanic	7	13	4	5	15	7
Two or More Races Total	0	0	0	0	1	0
Race/Ethnicity Unknown	0	0	0	0	0	0
Non-Resident Alien	0	0	0	0	0	0
Total Degree-Seeking	115	113	112	102	129	89
	228		214		218	
NON-DEGREE-SEEKING						
American Indian/Alaska Native	13	2	10	1	7	2
Asian/Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	1	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	2	1	3	0	2	1
Two or More Races Total	0	0	0	0	2	0
Race/Ethnicity Unknown	0	0	0	0	1	0
Non-Resident Alien	0	0	0	0	0	0
Total Non-Degree-Seeking	15	3	14	1	12	3
	18		15		15	
Total Degree-Seeking and Non-Degree Seeking	130	116	126	103	141	92
	246		229		233	

C. Graduate Students by Degree-Seeking and Non-Degree-Seeking Status

Leech Lake Tribal College does not award graduate degrees.

D. Age Range of Students

	Fall 2007	Fall 2008	Fall 2009
Age 24 and younger	101	88	80
Age 25 and older	145	141	153
Total	246	229	233

E. Numbers of Credit-Seeking Students by Residency Status

	Fall 2007	Fall 2008	Fall 2009
In-State Resident	246	229	233
Out-of-State Resident	0	0	0
Non-US Resident	0	0	0
Total	246	229	233

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

	2006		2007		2008		2009	
	FT	PT	FT	PT	FT	PT	FT	PT
First-Time Enrolled	72	19	77	9	55	7	55	11
TOTAL	91		86		62		66	

FT = Fulltime student status; PT = Part-Time student status

* Student Services is currently developing a system to accurately track applications and acceptances.

B. Standardized Testing as a Condition of Admission

Leech Lake Tribal College does not require standardized test scores for admission. Upon admission, all new LLTC students are required to take the COMPASS math and writing placement tests.

	Fall 2006			Fall 2007			Fall 2008		
	Math	Read	Writing	Math	Read	Writing	Math	Read	Writing
COMPASS									
Number of Students Taking Test	136	136	136	130	130	130	86	86	86
Number Placed in Remedial/Developmental Courses	57	44	44	140	80	80	20	15	15

* Information from AIMS/AKIS 2009 Tables 1.3 (07-09) First Time Entering Student Demographics Skills "Assessment/Placement Test Results"

3. Financial Assistance for Students

A. Number and Percentage of Undergraduates Applying for Financial Aid

	2007-2008		2008-2008		2009-2010	
	Number	Percent	Number	Percent	Number	Percent
Students Applying for Financial Aid	380	154%	229	140%	365	157%

* Students who do not receive financial aid often cannot continue their enrollment, resulting in a higher percentage of students applying for financial aid than students enrolled at LLTC.

B. Number of Undergraduates Receiving Financial Aid

	AY2006-2007		AY2007-2008		AY2008-2009	
	Recipients	Amount	Recipients	Amount	Recipients	Amount
American Indian College Fund		\$100,000	145	\$100,000	112	\$100,000
Federal Pell Grants		\$507,420	272	\$647,863	272	\$593,503
Federal Supplemental Education Opportunity Grants	36	\$13,090	37	\$14,740	33	\$13,087
State Scholarships/Grants	98	\$311,500	150	\$392,808	134	\$329,094
Academic Competitiveness Grant			1	\$750	3	\$1,875
School-to-Work						
Tribal Scholarships		\$412,566	189	\$495,743	147	\$380,285
Tuition Waiver Discount						
Other Scholarships			22	\$30,008	16	\$22,963
Federal Work-Study		\$8,448	2	\$11,750	2	\$8,553
State Work-Study					6	\$9,642
Institutional Work-Study						

* Sources of, numbers of students receiving, and amounts of financial aid from AIMS/AKIS 2009 Table 2.1 "Student Tuition, Financial Aid, and Costs"

C. Institutional Tuition Discount Rate [TDR]

Does not apply to Leech Lake Tribal College

4. Student Retention and Program Productivity

A. Percentage of First-Time, Fulltime Fall Entering Undergraduates

	Fall 2006			Fall 2007		
	Number Entering Fall 2005	Number Returning Fall 2006	Percent Returning	Number Entering Fall 2006	Number Returning Fall 2007	Percent Returning
American Indian/Alaska Native	91			117		
Asian/Pacific Islander						
Black, Non-Hispanic						
Hispanic						
White, Non-Hispanic						
Two or More Races						
Unknown	17			19		
Non-Resident Alien						
Total	108	37	34%	136	88	65%

Percentage Returning [PR] determined by Number Returning [NR] divided by Number Entering [NE]

	Fall 2008			Fall 2009		
	Number Entering Fall 2007	Number Returning Fall 2008	Percent Returning	Number Entering Fall 2008	Number Returning Fall 2009	Percent Returning
American Indian/Alaska Native	115			106		
Asian/Pacific Islander						
Black, Non-Hispanic						
Hispanic						
White, Non-Hispanic						
Two or More Races						
Unknown	15			7		
Non-Resident Alien						
Total	130	68	52%	113	N/A	N/A

Percentage Returning [PR] determined by Number Returning [NR] divided by Number Entering [NE]

*Information from AIMS/AKIS 2009 Tables 1.3 (07-09) First Time Entering Students Demographics "First Time Entering Student Enrollment"; Fall 2009 returning student data not yet available

B. Number of Students Who Earned Graduate or Professional Degrees
 Leech Lake Tribal College does not award graduate or professional degrees.

C. Number of Graduates by Program According to Classification of Instructional Programs [CIP] Codes

According to CIP Codes:

LLTC Graduates According to CIP Codes	2006-2007	2007-2008	2008-2009
Business (52)	1	0	4
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	12	8	17
Education/Library Science (13, 21, 25)	5	0	2

LLTC Graduates According to CIP Codes	2006-2007	2007-2008	2008-2009
Military Technology/Protective Services (29, 43)	0	6	6
Trades/Production/Transportation Health (46, 47, 48, 49)	1	24	4
Total	19	38	33

LLTC Graduates According to CIP Codes	2006-2007	2007-2008	2008-2009
05) Area, Ethnic, Cultural, and Gender Studies	0	1	4
13) Education	5	0	2
24) Liberal Arts and Sciences, General Studies and Humanities	12	5	9
30) Multi/Interdisciplinary Studies	0	2	4
43) Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	0	6	6
46) Construction Trades	1	24	4
52) Business, Management, Marketing, and Related Support Services	1	0	4
Total	19	38	33

According to Degree:

	2006-2007	2007-2008	2008-2009
American Indian Studies: Indigenous Leadership (AA)	0	1	4
Building Trades: Carpentry (DL) Construction Electricity (DL)	1	24	4
Business: Business Management (AAS)	1	0	4
Corrections/Law Enforcement: Law Enforcement (AAS)	0	6	6
Education-Paraprofessional: Child Development Associate (CT)	3	0	0
Education-Paraprofessional: Early Childhood Education (AA)	2	0	2
Liberal Arts/General Studies: Liberal Education (AA)	12	5	9
Natural Science: Natural Science (AS)	0	1	0
Science: Liberal Education with STEM Emphasis (AA)	0	1	4
Undeclared/Non-declared			
Total	19	38	33

* Information from AIMS/AKIS 2009 Tables 4.2 (1-9) "Major Group Fall Enrollment, Graduation & Post-Graduate"

D. Pass Rates for Undergraduate Students Sitting for Licensure Examinations

Does not apply to Leech Lake Tribal College

5. Faculty Demography

A. Headcount of Full-Time and Part-Time Faculty According to Highest Degree Earned

	2006-2007		2007-2008		2008-2009	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	1	2	0	3	1	0
First Professional						
Master's	5	12	5	7	7	6
Bachelor's	1	8	0	7	4	5
Associate's	0	1	0	1	0	0
Certificates						
Other	4	3	4	1	4	1

* Information from AIMS/AKIS 2009 Table 7.2 "Faculty, Teaching Staff, and Administrator Professional Demographics"

B. Headcount of Full-Time and Part-Time Faculty According to Race/Ethnicity, Gender, and Rank

FULL-TIME	Fall 2006		Fall 2007		Fall 2008	
	Female	Male	Female	Male	Female	Male
American Indian/Alaska Native	5	3	3	3	3	5
Asian/Pacific Islander						
Black, Non-Hispanic						
Hispanic						
White, Non-Hispanic						
Two or More Races Total						
Race/Ethnicity Unknown	0	4	0	3	3	5
Non-Resident Alien						
Total Full-Time Faculty	5	7	3	6	6	10
Total Full-Time Faculty	12		9		16	
ADJUNCT	Female	Male	Female	Male	Female	Male
American Indian/Alaska Native	10	6	5	3	4	1
Asian/Pacific Islander						
Black, Non-Hispanic						
Hispanic						
White, Non-Hispanic						
Two or More Races Total						
Race/Ethnicity Unknown	2	8	4	7	4	4
Non-Resident Alien						
Total Adjunct Faculty	12	14	9	10	8	5
Total Adjunct Faculty	26		19		13	
TOTAL	17	21	12	16	12	15
TOTAL	38		28		29	

* Faculty headcounts include individuals who are regular full-time faculty and individuals who are both faculty and administrators/staff. Information from AIMS/AKIS 2009 Table 7.1 "Personnel Demographics"

C. Number of Faculty According to Classification of Instructional Program [CIP] Codes

	2006-2007	2007-2008	2008-2009	2009-2010
Biological & Physical Science	2	2	3	3
Business	2	1	3	5
Communications	3	5	3	3
Education-Paraprofessional	2	1	3	2
Health	1	1	1	1
Humanities/Interdisciplinary	8	7	5	5
Law	1	0	1	1
Math/Computer Science	5	5	4	4
Military Tech/Protective Services	5	5	4	4
Personal Services	1	1	0	0
Psychology/Social Sciences	3	4	3	3
Trades	3	3	3	4
History (New) Category	2	1	1	1

6. Availability of Instructional Resources and Information Technology

Information Technology Resource Acquisitions

IT Resources	Acquisition	Cost	Purpose
AY2006-2007	IT Network Hardware	\$23,240	Network infrastructure
	IT Network Servers	\$52,941	Network infrastructure
AY2007-2008	1 AV Edit PC Computer	\$6,299	Network
	2 IT Network Servers	\$14,880	Network

IT Resources	Acquisition	Cost	Purpose
AY2008-2009	IT Hardware	\$159,094	Copiers, computers, laptops, printers, scanners, servers
	IT Software	\$1,042	Licenses

* From AIMS/AKIS 2009 Table 3.3 "Research Equipment"

Email

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Student Accounts	210	246	229	233
	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Student Accounts	203	230	202	202

College Website – www.lltc.edu

The college website consists of pages and documents, including:

- Webmail login for students and employees
- PDF files of:
 - Academic catalog
 - Student handbook
 - Student application forms
 - Transcript release form
 - Employment application form
 - 2009-2014 Strategic Plan

Electronic database access and indexed-and-annotated web resources are available through the Library and Learning Center sections of www.lltc.edu.

7. Financial Data

A. Actual Unrestricted Revenues

Revenue	FY2006-2007	FY2007-2008	FY2008-2009
Tuition and Fees	\$426,804	\$742,065	\$544,702
State Appropriations	\$0	\$0	\$0
Local Appropriations	\$731,640	\$731,640	\$231,644
Investment and Annuity Income	\$ 1,056	\$1,022	\$195
Contributions	\$17,522	\$37,337	\$37,957
Auxiliary	\$60,712	\$91,099	\$97,570
Total Revenue	\$1,220,212	\$1,603,163	\$912,068

B. Actual Unrestricted Expenses

Operating Expense	FY2006-2007	FY2007-2008	FY2008-2009
Instruction	\$194,586	\$43,187	\$15,602
Student Services	\$330,791	\$186,882	\$126,219
Operation and Maintenance	\$0	\$0	\$0
Administration	\$735,963	\$599,368	\$197,919
Fundraising	\$10,045	\$11,673	\$16,165
Auxiliary	\$125,246	\$108,850	\$112,550
Total Expenses	\$1,388,731	\$938,519	\$468,455

C. Addressing Any Shortfall over the Last Two Years

Does not apply to Leech Lake Tribal College