



# Gidakobidoomin: tying it all together

## AIHEC AIMS AKIS Report

Every year, tribal colleges across the U.S. complete the AIMS AKIS report. Up till now, AIHEC says, the data has been either late or incomplete every year. Last year, AIHEC put in place an incentive to get the report done right and on time, and TCUs are heeding the call—including LLTC. Our goal was to fill out the report completely by the December 1st deadline, a first for our college. We were successful! Our Director of Enrollment Services, Stacey Lundberg, is already busy getting the report done for 2016. Collecting data from all the

departments at LLTC and inputting the numbers. Some of the data that is reported annually includes:

- A breakdown of all the financial aid our students have received from many different sources
- How many full-time and part-time staff and faculty we have, what they do, and how much they are paid
- Student enrollment and graduation numbers and their retention and persistence rates
- The number and

types of courses we offer

- The types of student activities we have and how many students participate in them
- Community partnerships with schools, businesses, social organizations, and the Tribe
- Research and professional development activities of faculty
- Our physical resources, including buildings and other structures.]

### Gidakobidoomin Day— September 23, 2016

LLTC's first Gidakobidoomin Day to talk about academic and non-academic assessment was a success, with 30 staff and faculty attending!

Goals for the day were to:

- Show how what each of us does contributes to the whole
- Show the importance of assessment to all our constituents
- Explain how the as-

essment process will help us with accreditation

- Help develop an understanding of and appreciation for continuous improvement

- Show how the Strategic Plan guides assessment activities

Everyone is now hard at work on creating their department goals and individual work plans.

End of year poster

The American Indian Higher Education Consortium's American Indian Measures of Success (AIHEC AIMS) initiative defines measures for TCU success that are relevant to the colleges and their communities. The data collection instrument is the AIMS Key Indicator System (AKIS).

(aihec.org)

presentations will be set up in the drum room to correspond with HLC's accreditation visit to our campus on April 10-11, 2017. In addition to sharing our assessment practices from them, we can learn from one another.

# HLC: Most Cited Core Components

HLC's accreditation of schools is based on the five Criteria and Core Components. Mandy Schram, Vice President of Academics at Red Lake Nation College, took notes at an HLC Conference session on the most cited core components. While the whole list of components is too long to print here, what follows are the "problem areas" for most schools. You can read the entire list of Criteria and Components on the HLC website:

<http://www.hlcommission.org>

## 4.B. Assessment

*Over 45% received "not met" or "met with concerns" for the following notable reasons.*

- ⇒ Historical issue and insufficient progress
- ⇒ New assessment plan implemented and need time to evaluate full cycle
- ⇒ Linkage of course objectives to program objectives absent
- ⇒ Limited/lack of faculty involvement
- ⇒ Absent assessment of general education
- ⇒ Absence of comprehensive and systematic assessment process
- ⇒ None or limited evidence/documentation of data to improve student learning
- ⇒ Lack of assessment of co-



- curricular activities
- ⇒ Program goal unclear
- ⇒ Reliance on survey data and course evaluation (grades) only to document student learning
- ⇒ Linkage of assessment to planning, budgeting, and funding priorities (academic programs didn't know how to go about getting money)

## 5.A. Resource Base

*30% cited for this.*

- ⇒ Decreasing enrollment
- ⇒ No plans for debt reduction/debt load repayment
- ⇒ Supplemental draws on endowment
- ⇒ \$0 in reserves
- ⇒ Financial sustainability

## 5.C. Systematic and Integrated Planning

*20% cited for this.*

- ⇒ Disconnect between program reviews, strategic plan, assessment, budget, and planning processes
- ⇒ Data collected but not analyzed
- ⇒ Lack of a campus-wide integrated approach to planning
- ⇒ Systematic evidence of data analysis for non-academic aspects of campus absent
- ⇒ Non-existent, continuous integration of strategic plan

## 4.A. Quality of Educational Programs

*17.1% cited for this.*

- ⇒ No systematic engagement or schedule of program review
- ⇒ Campus wide program reviews not conducted
- ⇒ Too early to evaluate
- ⇒ Data collection, analysis, and evidence of improvements of programs missing

- ⇒ No evidence of program outcomes being linked to budget
- ⇒ Alumni not tracked

## 4.C. Retention, Persistence, Completion

*16.2% cited for this.*

- ⇒ No comprehensive, systematic approach to collect data, analysis and utilization
- ⇒ Absence of analysis and utilization of data
- ⇒ Limited data
- ⇒ Goals for student retention, persistence, and completion not defined
- ⇒ Campus-wide understanding of goals absent
- ⇒ Lack of data management and established processes and policies

*The following were cited far less often but still notable:*

## 3.B. Intellectual Integrity

### 3.C. Faculty

- ⇒ No evidence of faculty qualifications
- ⇒ Heavy teaching loads
- ⇒ Inconsistent evaluation of faculty

## 5.D. Work to improve performance

- ⇒ Not providing evidence of how they measure performance in operations
- ⇒ Institutional data not collected or not used

## 5.B. Governance/Administrative Structures

- ⇒ Dysfunctional boards
- ⇒ No transparency between administration and faculty

## 3.D. Support for Student Learning

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## Goodbye, Compass, Hello, Accuplacer!

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Starting December 31, 2016, the ACT Compass Test will be discontinued. Therefore, we have been working through the process of phasing it out and phasing in our new placement test, Accuplacer by CollegeBoard. According to PtP (2014), both are computer adaptive tests, meaning that the test changes dependent upon the answers given by the student taking the test. If a student answers a question correctly, another, usually harder, question is given and vice versa. This process continues until a given number of questions has been answered. Accuplacer has more questions available for this process (3,000) than the Compass test (2,400).



Since LLTC is new to using the Accuplacer test, we looked to another tribal college for cut scores, the scores that decide which class a student should take in math and English. Fond du Lac Tribal and Community College generously shared their information and experience with us so that we could set

scores based on the courses we offer.

In addition to these cut scores, an in-class math assessment is used to help instructors determine the correct class that a student should take. This is why MATH 094 and MATH 140 are taught at the same time; students can move from one to the other during the first week of classes without disrupting their schedules.

PtP. (2014). *The Difference Between the Accuplacer and the Compass Test*. Retrieved from <http://www.placementtestpractice.com/the-difference-between-the-accuplacer-and-the-compass/>

## Direct and Indirect Measures of Student Learning at LLTC

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Direct measures of student learning are those that are based on student work products, like tests, demonstrations, and reports (LLCC, 2014). Indirect measures of student learning are those in which the student reports their learning through, for example, journals, surveys, course evaluations, focus groups, etc. (DPUTC, 2016). Both are important to the assessment process, to understand what and how students are learning and how to improve teaching.

Here at LLTC, we use a variety of direct and indirect assessments in the classroom. Here is a list, collected at the October 13, 2016 Gidakobidoomin Roundtable:

### Direct Assessments:

Tests & Quizzes  
Projects  
Assignments

Labs (post-questions)  
Speeches  
Presentations (PowerPoints, Speeches (persuasive, informative, etc.), Ojibwe Introductions  
Online discussions  
Field trip content questions  
Research  
Posters  
Brochures  
Case Studies

### Indirect Assessments:

Peer Review  
Surveys  
Reading Discussions  
Journaling  
Case Analysis  
Participation  
Exam Review/Study Guide  
One-Minute Feedback  
In-Class Projects  
Homework (ungraded)  
Learning Exercises

This list represents feedback from about half of the faculty members. It is likely that there are even more types of assessments used in our classrooms than those listed here!

Other indirect measures of student learning include student satisfaction surveys. This year we will be sending out the Noel-Levitz Student Satisfaction Inventory to find out what our students think about LLTC and their experiences here.

We also plan to implement a graduate exit survey and a graduate survey on the seven institutional learning outcome categories listed below:

Cultural  
Communication

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**LEECH LAKE TRIBAL COLLEGE**

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***A Culture of Success***

Basswood fiber is our symbol of the assessment continuous improvement process here at LLTC. Basswood fiber needs to be soaked before it is pliable and able to be used to tie things together. Stacie Lyon shared how she learned to soak it in running water or to change the water frequently so that it doesn't grow moldy. She likened this to our assessment practices, which must be continuously growing and changing—moving—so that we do not grow stale in our work. Miigwech for this insight, Stacie!

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⇒ No books in library related to programs/courses offered

**2.A. Integrity in Internal Function**

- ⇒ Lack of financial integrity
- ⇒ Lack of policies for Board
- ⇒ Sporadic evaluation of faculty/staff in order to earn raises or promotions

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- Critical Thinking
- Computer Skills
- Quantitative Skills
- Reading Skills

DePaul University Teaching Commons (DPUTC). (2016). *Direct Versus Indirect Assessment of Student Learning*. Retrieved from <http://resources.depaul.edu/teachingcommons/teachingguides/feedbackgrading/Pages/directassessment.aspx>

Lincoln Land Community College (LLCC). (2014). *Direct and Indirect Methods of Assessment*. Retrieved from <http://www.llcc.edu/wp-content/uploads/2014/10/Direct-and-Indirect-Methods-of-Assessment.pdf>

## Quick Data:

## Why Do Our Students Come Here?

**For the 2015-16 school year:**

- Faculty taught 154 classes.
- Average full-time credit load for a student was 13.95.
- Women made up 63.5% of our student population.
- The average age of our students was 29.

In Fall 2014, the Registrar started tracking student intent upon enrolling at LLTC. Here are the results from 82 students since that time.

- Continue Education 2-Year— 1%
- Continue Current Job—5%
- Don't Know—12%
- Seek Employment—23%
- Transfer to 4-Year School—59%