

FDLTCC Annual Report of Student Learning

2021 - 2022



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Note to Readers

FDLTCC's Annual Report of Student Learning is intended to achieve the following:

- A. Provide readers a broad view of key dimensions of student learning at FDLTCC;
- B. Promote an annual review of key dimensions of student learning consistent with the accreditation standards of FDLTCC's institutional accreditor, the Higher Learning Commission; and
- C. Align with FDLTCC's Assessment Plan to ensure continuous attention to improving student success.

About FDLTCC

Fond du Lac Tribal and Community College (FDLTCC) is a unique institution, created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Reservation that same year. The college's uniqueness comes from the fact that it is a community college that is a member of the Minnesota State system of colleges and universities and a tribal college established by the Fond du Lac Band of Lake Superior Chippewa, forming a unique postsecondary partnership between an Indigenous nation and a State government. The college's commitment to meeting the educational needs of a diverse population is reflected in State law and its mission documents.

136F.12 FOND DU LAC CAMPUS. Subdivision 1. Unique missions. The Fond du Lac campus has a unique mission among two-year colleges to serve the lower division general education needs in Carlton and south St. Louis Counties, and the education needs of American Indians throughout the state and especially in northern Minnesota. The campus has a further unique mission to provide programs in support of its federal land grant status. Accordingly, while the college is governed by the board, its governance is accomplished in conjunction with the board of directors of Fond du Lac Tribal College. . . .

The mission documents of FDLTCC form the bedrock of the college's work, including student learning.

Vision: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

Values: Fond du Lac Tribal and Community College has established five core values:

- Respect (*Manaaji'idiwin*)
- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin*)

Mission and Goals: The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment. To achieve this mission we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experience, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

Cultural Standards: As part of the process of achieving special accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC), a four-year process culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan (Indigenous American academic and non-academic programming) adopted Gidizhitwaawinaanin (Our Cultural Standards). While Gidizhitwaawinaanin were developed for the college's Anishinaabeg Gikendaasowinan, they were incorporated into the college's curriculum approval process in 2019 and open for all discipline areas to use. The cultural standards are:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

FDLTCC has the most racially diverse faculty, staff, and student body of the non-metro institutions in the Minnesota State system, which creates a unique rural educational experience that most realistically prepares students to enter the workforce of the future.

I. Who are the Students of FDLTCC?

FDLTCC's enrollment profile is consistent with its mission and its obligation to serve the people of Carlton and southern St. Louis counties and Indigenous communities throughout Minnesota.

Table 1 – Total Enrollment by Admission Category, FY 2015 – 2021										
Admission Category	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	#	%	#	%	#	%	#	%	#	%
High School	1,433	56.8%	1,376	57.6%	1,421	61.1%	1,195	58.4%	1,271	64.3%
Undergraduate Regular	433	17.2%	436	18.3%	384	16.5%	351	17.2%	299	15.1%
Undergraduate Transfer	550	21.8%	473	19.8%	448	19.3%	410	20.0%	315	15.9%
Undergraduate Other	106	4.2%	104	4.4%	71	3.1%	89	4.4%	91	4.6%
Total	2,522	100.0%	2,389	100.0%	2,324	100.0%	2,045	100.0%	1,976	100.0%
Source: Fiscal Year – End of Year, Credit Students, Enrollment Analytic										

Table 2 – Undergraduate Enrollment by Age Category, FY 2015 – 2021										
Age Category	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	#	%	#	%	#	%	#	%	#	%
18 or less	107	9.8%	114	11.3%	87	9.6%	86	10.1%	61	8.7%
19 - 20	216	19.8%	216	21.3%	193	21.4%	170	20.0%	123	17.4%
21 - 24	243	22.3%	222	21.9%	204	22.6%	174	20.5%	138	19.6%
25 - 34	286	26.3%	256	25.3%	223	24.7%	221	26.0%	201	28.5%
35 - 44	115	10.6%	104	10.3%	111	12.3%	101	11.9%	100	14.2%
45 - 54	86	7.9%	76	7.5%	63	7.0%	67	7.9%	48	6.8%
55 +	35	3.2%	24	2.4%	21	2.3%	30	3.5%	32	4.5%
Unknown	1	0.1%	1	0.1%	1	0.1%	1	0.1%	2	0.3%
Total	1,089	100.0%	1,013	100.0%	903	100.0%	850	100.0%	705	100.0%
Source: Fiscal Year – End of Year, Credit Students, Enrollment Analytic										

Table 1 provides an overview of the college's total enrollment, which includes the college's concurrent enrollment population. Table 2 focuses the view of enrollment by age to the college's undergraduate population and provides clarification regarding the "high school" admission category in Table 1. Approximately nine percent of the college's on-campus student population have not reached the age of eighteen and includes regular undergraduates and PSEO students.

Tables 3 and 4 indicate FDLTCC has consistently served a student population that is "in-state" and predominantly female.

Table 3 – Enrollment by Residency, FY 2015 – 2021										
Residency	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	#	%	#	%	#	%	#	%	#	%
Resident	2,377	94.3%	2,259	94.6%	2,199	94.6%	1,889	92.4%	1,866	94.4%
Non-Resident	128	5.1%	107	4.5%	109	4.7%	130	6.4%	91	4.6%
Unknown	17	0.7%	23	1.0%	16	0.7%	26	1.3%	19	1.0%
Total	2,522	100.0%	2,389	100.0%	2,324	100.0%	2,045	100.0%	1,976	100.0%
Source: Fiscal Year – End of Year, Credit Students, Enrollment Analytic										

Table 4 – Enrollment by Gender, FY 2015 – 2021										
Gender	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
	#	%	#	%	#	%	#	%	#	%
Female	1,422	56.4%	1,358	56.8%	1,329	57.2%	1,157	56.6%	1,206	61.0%
Male	1,089	43.2%	1,025	42.9%	990	42.6%	878	42.9%	760	38.5%
Unknown	11	0.4%	6	0.3%	5	0.2%	10	0.5%	10	0.5%
Total	2,522	100.0%	2,389	100.0%	2,324	100.0%	2,045	100.0%	1,976	100.0%

Source: Fiscal Year – End of Year, Credit Students, Enrollment Analytic

Table 5 illustrates FDLTCC's total student population by race/ethnicity, including concurrent enrollment.

Table 5 – Total Enrollment by IPEDS Race/Ethnicity, FY 2015 – 2021										
Race / Ethnicity	FY 2017		FY 2018		FY 2019*		FY 2020		FY 2021	
	#	%	#	%	#	%	#	%	#	%
Am. Indian/Alaskan	196	7.8%	213	8.9%	171	7.4%	179	8.8%	162	8.2%
Asian	26	1.0%	36	1.5%	30	1.1%	27	1.3%	18	0.9%
African American	91	3.6%	75	3.1%	82	3.4%	95	4.6%	63	3.2%
Hisp. of Any Race	66	2.6%	67	2.8%	88	3.6%	68	3.3%	45	2.3%
Native Hawaiian	2	0.1%	2	0.1%	2	0.1%	0	0.0%	1	0.1%
Nonresident Alien	0	0.0%	0	0.0%	0	0.0%	2	0.1%	0	0.0%
White	1,959	77.7%	1,826	76.4%	1,790	76.7%	1,516	74.1%	1,510	76.4%
Two or More Races	163	6.5%	159	6.7%	149	6.8%	129	6.3%	127	6.4%
Unknown	19	0.8%	11	0.5%	12	1.1%	29	1.4%	50	2.5%
Total	2,522	100.0%	2,389	100.0%	2,324	100.0%	2,045	100.0%	1,976	100.0%

Source: Fiscal Year – End of Year, Credit Students, Enrollment Analytic

Most significant is the count of American Indian students at the college. When viewed against the backdrop of numbers of American Indian students at other colleges in the region, FDLTCC's American Indian student enrollment demonstrates the significance of FDLTCC and the extent to which the enrollment profile is consistent with its mission.

Table 6 – American Indian Enrollment, Northeast Region Colleges and Universities, FY 2015 – 2021							
Institution	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
FDLTCC	320	364	282	213	165	179	162
Hibbing CC	152	139	93	40	34	19	11
Itasca CC	53	32	30	40	44	31	31
Lake Superior CC	123	138	150	103	116	97	91
Mesabi CC	29	39	51	49	53	35	32
Northland CTC	141	144	88	88	80	73	56
Rainy River CC	9	9	6	10	10	12	6
Vermilion CC	10	11	8	8	17	11	8
Bemidji State Univ.	195	174	182	182	176	175	184

Source: Minnesota State Management Report, Students by IPEDS Race/Ethnicity

Table 6 illustrates the significance of FDLTCC's American Indian student enrollment in the Northeast Region, which includes seven Anishinaabe/Ojibwe reservations, the largest number of reservations in a Minnesota region. FDLTCC serves the highest number of American Indian students among the two-year colleges in the Minnesota State system.

The college leads the Minnesota State system in American Indian graduates. Between 2017 and 2021, FDLTCC conferred 216 associate degrees and certificates to 185 American Indian graduates. In 2017, the latest degrees-

awarded data from the Minnesota Office of Higher Education, FDLTCC's forty-six degrees awarded to American Indian graduates represented twenty-one percent of the total associate's and sub-associate awards to American Indian students among Minnesota's state colleges (221 awards statewide). That same year, the University of Minnesota's five campus system awarded fifty-four degrees across all undergraduate award levels to American Indian students, and the same was true across the seven state universities (SLEDS, "Degrees Awarded in Minnesota," February 2021, <<http://www.ohe.state.mn.us/sPages/degreesAwarded.cfm>>). Table 7 shows FDLTCC's student awards by ethnicity for fiscal years 2017 – 2021.

Table 7 — FDLTCC Degrees Awarded by Race/Ethnicity, 2017 - 2021			
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2017	American Indian	42	46
	Asian	2	2.
	Black	6	7.
	Hispanic	1	1.
	Hawaiian / Pacific	0	0.
	White	173	196.
	Unknown / Uncoded	3	4
	Total	227	256
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2018	American Indian	39	47
	Asian	1	1
	Black	21	24
	Hispanic	3	7
	Hawaiian / Pacific	0	0
	White	172	206
	Unknown / Uncoded	0	3
	Total	238	288
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2019	American Indian	36	43
	Asian	3	3
	Black	12	12
	Hispanic	2	3
	Hawaiian / Pacific	2	3
	White	166	186
	Unknown / Uncoded	0	0
	Total	221	250
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2020	American Indian	36	41
	Asian	4	5
	Black	14	16
	Hispanic	2	2
	Hawaiian / Pacific	0	0
	White	110	135
	Unknown / Uncoded	2	2
	Total	168	201
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2021	American Indian	32	39
	Asian	2	2
	Black	11	12
	Hispanic	4	4
	Hawaiian / Pacific	0	0
	White	123	143
	Unknown / Uncoded	0	0
	Total	172	200
<i>Source: Student Academic Awards</i>			

The consistent presence of a large American Indian student population demonstrates that the college is effectively fulfilling its mission and commitment to serving American Indian students and that its unique model as a tribal and community college is a meaningful and important postsecondary option for American Indian students. American Indian students feel welcomed at the college; they choose FDLTCC as their primary entrance

point into postsecondary education despite the presence of other institutions only short distances from their communities; and the college serves them in a manner consistent with and tied to its history, vision, values, mission, and goals.

II. Student Learning at FDLTCC

A. Competencies Across the Curriculum

Core component 3A The institution's degree programs are appropriate to higher education.

Core component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Core component 4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

FDLTCC's Competencies Across the Curriculum (CAC) encompass information literacy, the ability to communicate, problem solving, and culture and form the basis for the course-level assessment of student learning at FDLTCC, which on a broad scale feeds the institutional assessment of the health of its general education curriculum. The backbone of FDLTCC's assessment model was formed in 2009 when the faculty adopted four core competencies across the curriculum:

- Competency definition 1: Information literacy: The student will be able to demonstrate the ability to use print and nonprint tools effectively for the discovery, acquisition, and evaluation of information.
- Competency definition 2: Ability to communicate: The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats.
- Competency definition 3: Problem solving: The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.
- Competency definition 4: Culture: The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity

The competencies are embedded in each course outline via related learning outcomes and form the focus point of assessment of student learning in the general education curriculum at the classroom, program, and institutional levels of assessment. Across delivery modes, the college collects assessment of student learning data regarding the CACs specified on the course outlines via Nuventive (formerly known as TracDat), a database software that, among other things, indicates the level of reporting for each competency, whether or not the targets for learning outcomes are being met, and any action plans instructors have for improvements. Both on-campus and concurrent enrollment ("College in the Schools") faculty report into the same system on the same learning outcomes during the final grading process each semester.

When combined with Power BI, the college's assessment database provides numerous options for filtering the data, including broad categories, such as year, competency, and targets met or not met, as well as narrow categories, such as targets met or not met by assignment type in a given discipline, year, and competency. Below are general examples of the type of quantitative information the assessment committee reviews.

Core Competencies by Reporting Year

Reporting Year

- ☐ 2018-2019
- ☐ 2019-2020
- ☐ 2020-2021

Related Goal Type

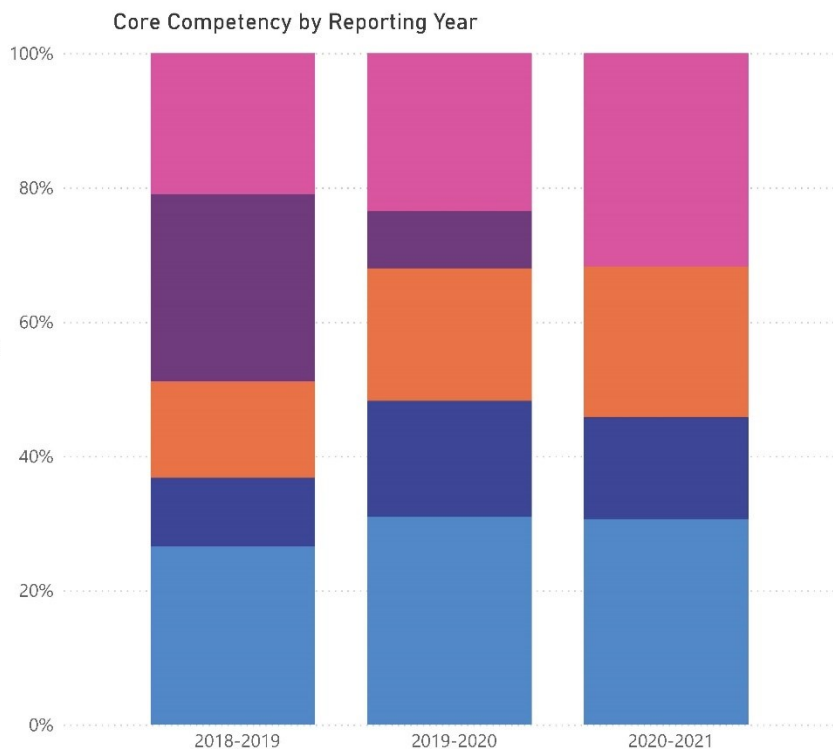
- ☐ Ability to Communicate
- ☐ Culture
- ☐ Information Literacy
- ☐ Null
- ☐ Problem Solving

Academic Discipline

- ☐ Discipline - Accounting
- ☐ Discipline - American I...
- ☐ Discipline - Anishinaab...
- ☐ Discipline - Anthropol...
- ☐ Discipline - Art
- ☐ Discipline - Biology
- ☐ Discipline - Business
- ☐ Discipline - Career Plan...
- ☐ Discipline - CDEV
- ☐ Discipline - Chemical D...
- ☐ Discipline - Chemistry
- ☐ Discipline - Computer ...
- ☐ Discipline - Early Childh...
- ☐ Discipline - Economics
- ☐ Discipline - English
- ☐ Discipline - EUT
- ☐ Discipline - Geography
- ☐ Discipline - History
- ☐ Discipline - Human Ser...

Related Goal Type

- Ability to Communicate
- Culture
- Information Literacy
- Null
- Problem Solving



Learning Goals by Core Competency

Reporting Year

- ☐ 2018-2019
- ☐ 2019-2020
- ☐ 2020-2021

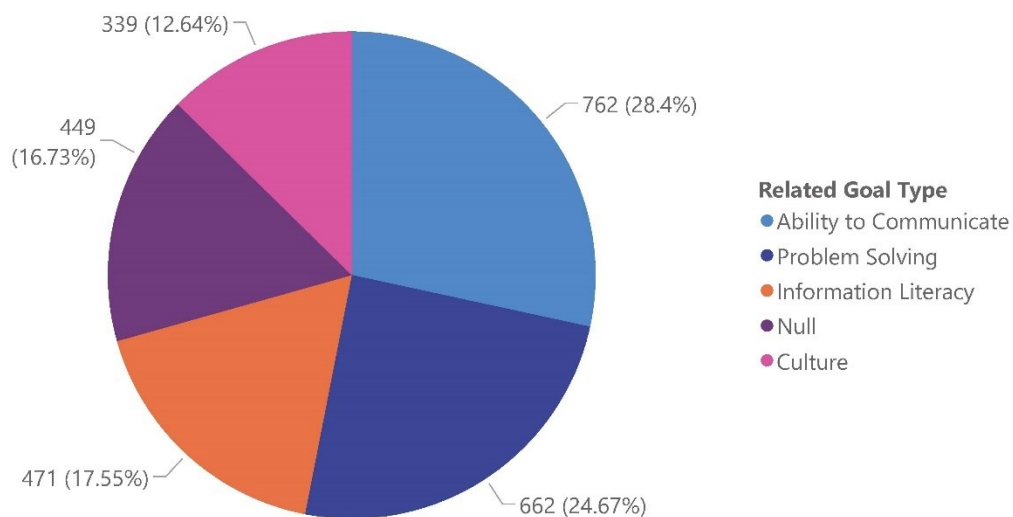
Assessment Type

- ☐ Content-Specific Assignment
- ☐ Discussion
- ☐ Exam/Quiz - In Class
- ☐ Field Placement/Internship
- ☐ Group Project
- ☐ Lab Project
- ☐ Null
- ☐ On-line Discussion
- ☐ On-line Quiz/Exam
- ☐ Paper
- ☐ Presentation/Performance
- ☐ Project
- ☐ Written Assignment

Academic Discipline

- ☐ Discipline - Accounting
- ☐ Discipline - American India...
- ☐ Discipline - Anishinaabe La...
- ☐ Discipline - Anthropology
- ☐ Discipline - Art
- ☐ Discipline - Biology
- ☐ Discipline - Business
- ☐ Discipline - Career Planning
- ☐ Discipline - CDEV
- ☐ Discipline - Chemical Depe...
- ☐ Discipline - Chemistry

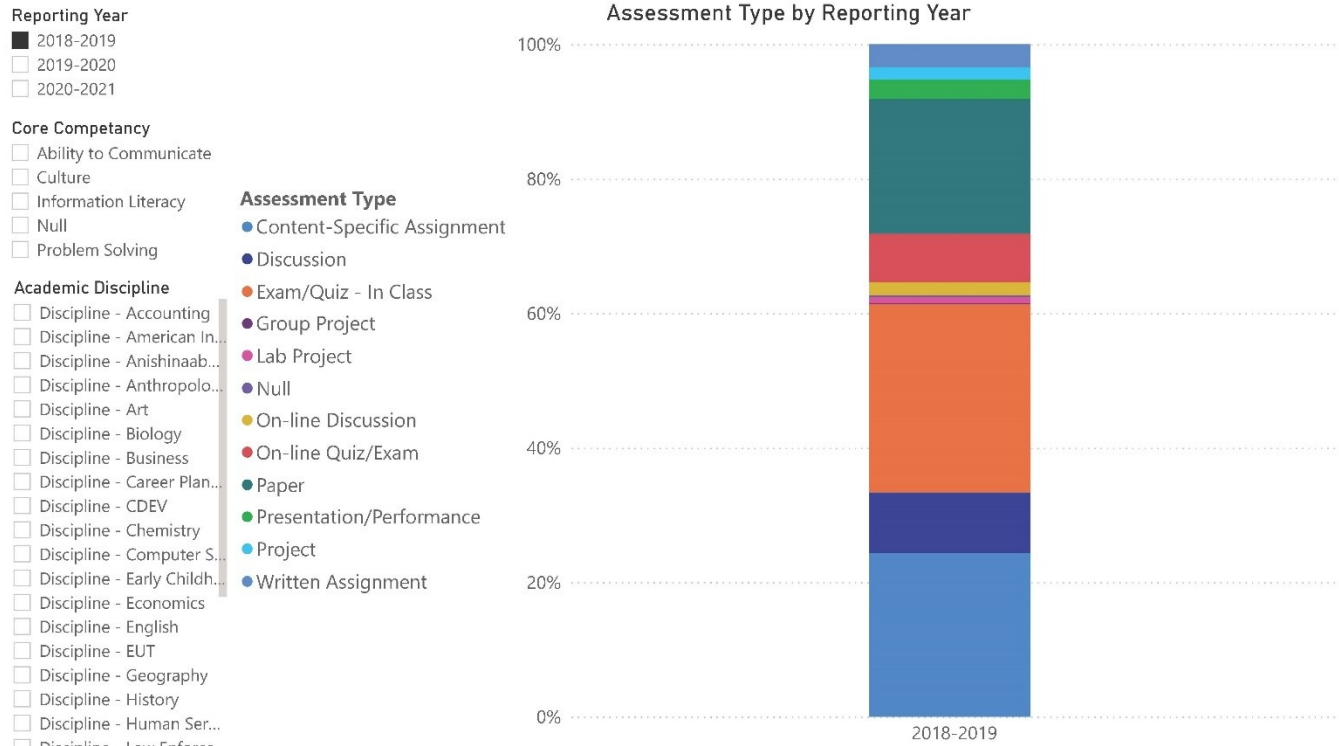
Learning Goals by Core Competency



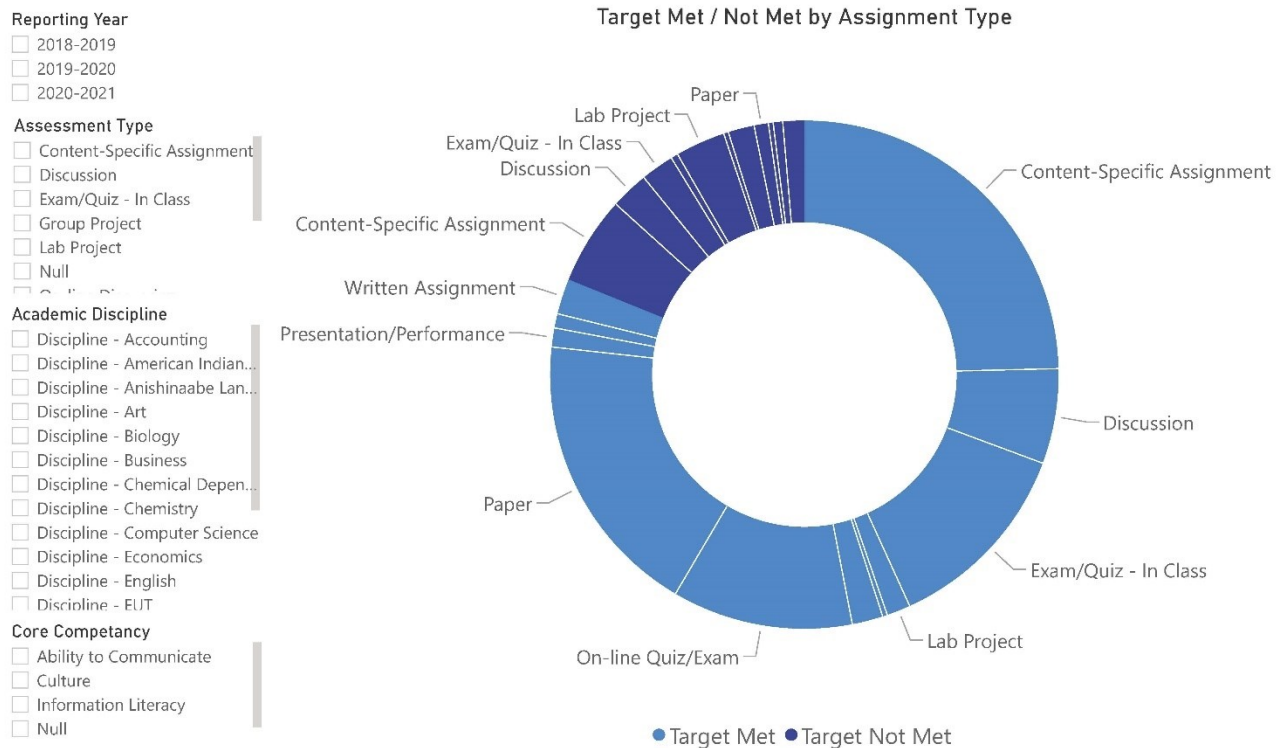
Related Goal Type

- Ability to Communicate
- Problem Solving
- Information Literacy
- Null
- Culture

Assignment Type by Reporting Year



Target Met or Not Met by Assignment Type



The Nuventive assessment database has a reporting capacity that also produces qualitative data, which provides the capacity to capture “the story” of assessment across time in a given a class through the “actions” portion of the reporting process. Although the qualitative capacity encourages brevity, if a faculty member chooses to use the option, the “actions” portion helps a faculty member track the effects of their data-driven decisions about assignments from semester-to-semester. An example of the narrative capacity is below:

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Actions</i>
ENGL 1101-40 - Exhibit an understanding of fundamental rhetorical principles and their role in civic life and personal experience. (B,D) Learning Goal Status: Active Assessment Terms: 2019-3 (Fall 2018), 2019-5 (Spring 2019)	On-line Quiz/Exam - Identify audience and rhetorical appeals in the final exam. Criterion: 70% of students will receive a C or higher on the exam.	Reporting Year: 2018-2019 Evaluation: Target Met 100% of students receive a C or higher on exam. (05/14/2019) Campus: Cloquet Instructor: _____ Reporting Year: 2018-2019 Evaluation: Target Met 100% of students receive a C or higher on exam. (12/21/2018) Campus: Cloquet Instructor: _____	Action: Continue as is. (05/14/2019)
ENGL 1101-50 - Utilize scholarly research processes to locate, evaluate, and cite sources in MLA. (A) Learning Goal Status: Active Assessment Terms: 2019-3 (Fall 2018), 2019-5 (Spring 2019)	Paper - In the annotated bibliography at least two sources are from the electronic databases and are cited correctly. Criterion: 70% of students will include at least two sources from the electronic databases.	Reporting Year: 2018-2019 Evaluation: Target Met 92% of students included two sources from electronic databases. (05/14/2019) Campus: Cloquet Instructor: _____ Reporting Year: 2018-2019 Evaluation: Target Not Met 60% of students included two sources from electronic databases. (12/21/2018) Campus: Cloquet Instructor: _____	Action: Continue as is. (05/14/2019) Action: Add in another workshop day for research so instructor can help with the database research on an individual basis. (12/21/2018)
ENGL 1101-60 - Respond respectfully to others during class. (B,D) Learning Goal Status: Active Assessment Terms: 2019-3 (Fall 2018), 2019-5 (Spring 2019)	Discussion - Class discussion. Criterion: By the end of the semester, 70% of students will speak during discussion.	Reporting Year: 2018-2019 Evaluation: Target Not Met 64% of students participated in class discussions. (05/14/2019) Campus: Cloquet Instructor: _____ Reporting Year: 2018-2019 Evaluation: Target Not Met 50% of students participated in class discussions. (12/21/2018) Campus: Cloquet Instructor: _____	Action: Utilize small groups more to build confidence and foster a more inclusive classroom environment. (05/14/2019) Action: Utilize small groups more to build confidence and foster a more inclusive classroom environment. (12/21/2018)
ARCHIVED - ENGL 1101-10a - Write a 2-3 page essay comprised of	Paper - Paper #2 (narrative or descriptive essay)	Reporting Year: 2018-2019 Evaluation: Target Met	Action: Keep assignment in course with current methods.

Results reported in spring 2019.

 Results of fall 2018 & action planned for next time.

B. Cultural Standards

In spring 2017, the college's Anishinaabeg Gikendaasowinan (AG) programming (all of the college's academic- and non-academic programming related to Indigenous education) was fully accredited by WINHEC, a successful culmination of four years of rigorous institutional self-examination and work. The accreditation lent balance to the structural conception of FDLTCC, definition to that part of the college's mission concerned with "promoting global understanding," and perhaps most importantly, expanded the landscape of thought through which the campus community and the college's stakeholders walk. The Gidizhitwaawinaanin (Our Cultural Standards), forged by and for AG in the accreditation process, were added to the college's institution-wide course approval process in winter 2019, and are now available for inclusion in any course at FDLTCC. Gidizhitwaawinaanin are assessed in a qualitative format by faculty, the results of which inform and are used by faculty and the Dean of Indigenous and Academic Affairs for reflection and action. An example of the qualitative assessment is below.

Please indicate the course that this evaluation relates to:

College Comp 101



Which of the following learning goals would you say this class has fulfilled?
Please place an X in the corresponding box(es).

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

Which of the above learning goals were best exemplified in this class/activity? Knowing Knowledge
Please provide a brief explanation for selecting this/these response(s).

College comp showed the importance of using your own individual skills, and knowledge to get you through not just this class but years ahead of you, you learn to effectively use your language to push you through life.

I do not feel this class/activity fulfilled any of the above learning goals.
Please provide a brief explanation for selecting this response.

C. Co-curricular Learning

Core component 2B (formerly 3E The institution fulfills the claims it makes for an enriched educational environment.)

FDLTCC defines its co-curricular offerings as those primarily tied to credit- and non-credit-based experiences that, in most instances, are not required parts of degree programs but that add value and skills to the learning experience. At FDLTCC, these include credit-based internship and research experiences, non-credit but required community service hours in the nursing and law enforcement programs, and non-credit participation in the Nandagikendan academies for entering college students and returning college students.

Internships and Research Experiences

Most of FDLTCC's associate of science programs have internship or research opportunities for students. In fall 2017, as part of the college's participation in Achieving the Dream's Project Success initiative, FDLTCC received funds to support paid internship experiences through Ascendium (formerly the Great Lakes Guaranty Authority). FDLTCC tied the internships to credit-based courses to ensure that learning outcomes and faculty supervision would be attached to the opportunities, as well as input from the organization hosting the experience. The college also drew a single-semester boundary around the opportunity and a preferred close-to-completion student status to avoid the possibility of students repeating credits for pay and not for learning. FDLTCC reports at least annually to Ascendium on all students participating in the program, which predominately includes students completing required practicum hours in the college's Human Services AAS program and the Chemical Dependency certificate, students completing research opportunities in geospatial technologies programs, and students completing studies in law enforcement organizations and in correctional facilities. As indicated below, the paid internships yield a high rate of success in terms of completion and retention or graduation.

Paid Internship Completion/Retention/Graduation, Fall 2017 – Fall 2021				
Year	Dollars/wages to students	# of students	# of students graduating or registering for next term	% of students graduating or registering for next term
Fall 2017	\$1,680.00	3	3	100%
Spring/Summer/Fall 2018	\$40,965.00	17	17	100%
Spring/Summer 2019	\$39,263.00	12	12	100%
Fall 2019	\$9,412.00	4	4	100%
*Spring/Summer 2020	\$38,523.00	14	11	*79%
Fall 2020	\$19,811.00	6	6	100%
Spring/Summer 2021	\$36,956.00	11	10	91%
Fall 2021	\$38,006.00	9	9	100%
TOTALS	\$224,616.00	76	72	95%
*Internship sites impacted by COVID 19 pandemic Source: Ascendium Biannual and Annual Reports, 2017 - 2021				

In addition to retention and completion data, other evaluative processes are used to monitor the effectiveness of internships and research opportunities; these include anecdotal reports of success, such as students being hired after completing internships, as well as students continuing research projects and postsecondary education following participation in paid research opportunities. Other evidence used to assess student learning in internships are final reports submitted by students and evaluations by students, faculty, and site personnel.

Nandagikendan Academy for Entering College Students

The college's Nandagikendan (Seek to Learn) academies began in 2010 as part of the college's focus on improving student success, particularly of its first-year students, many of whom are underprepared for college. Grant funds from the American Indian College Fund's Woksape Oyate project, and following 2010, Title III grant funds, have enabled the college to support and expand the academies. The week-long academy for entering students has primarily served the college's student-athletes who report to campus early in August prior to classes beginning. The three dimensions of the Nandagikendan Academy for Entering College Students are: Basic Tools of College Life, Relationship Building/Intercultural Communication, and Academic Success. The Nandagikendan Academy for Returning Students focuses on student transfer to a university. The students explore the universities they are considering, develop a transfer plan, and attend presentations made by university faculty in the areas of science, math, and English (see schedule). Participants also join their entering student peers, as mentors and participants. They are also surveyed at the end of the week, and in summer 2019, the survey was revised to include a pre-academy component. The academies were not held during the COVID pandemic. The table below illustrates how the college monitors the success of participants and how their success compares to the overall campus student population:

Student	% Completion by 9/4/2020	Modules completed (out of 10)	Fall 2020 Enrolled	Fall 2020 GPA	Spring 2021 Enrolled
1	100%	10	Y	3.25	Y
2	40%	4	Y	3	Y
3	100%	10	Y	3	Y
4	100%	10	Y	1.33	Y
5	30%	3	Y	0	N
6	100%	10	Y	4	Y
7	0%	0	Y	0.2	N
8	100%	10	Y	0	Y
9	100%	10	Y	3.46	Y
10	100%	10	N		N
11	0%	0	Y	2.75	N
12	100%	10	Y	0.84	Y
13	0%	0	Y	1.5	N
14	100%	10	Y	0	Y
15	100%	10	Y	0	N
16	0%	0	Y	0.5	Y
Total	16				
% Modules completed		62.5%			
% Modules partially completed		37.5%			
% Overall enrolled in Fall 2020		94%			
% of Academy completers enrolled in Fall 2020		90%			
Average Academy Fall 2020 GPA		1.6			
Average FDLTCC Fall 2020 GPA		2.8			
Academy retention Fall to Spring		67%			
FDLTCC Fall to Spring retention (New students)		67%			

Data regarding the Nandagikendan academies are collected and evaluated annually and, depending on the data requested by the Federal government, also play a role in grant reporting related to Title III funds.

Law Enforcement and Nursing Mandatory Service Hours

FDLTCC's nursing and law enforcement programs require students to engage in volunteer hours. The nursing program intends the hours to enhance the student's experience by practicing a commitment to community service and by networking with organizations that might employ them in the future. Based on assessment of volunteer hours, and in an effort to better document the nursing program's commitment to community involvement, the program required students to complete a written piece on how the activity related to nursing in 2018 – 2019. The program was dissatisfied after reviewing the results and had planned to revise their documentation efforts in 2019 – 2020. The COVID pandemic disrupted these efforts; however, as normalcy is regained, the program will resume work on changes.

In the law enforcement program, students are required to complete seventy-two volunteer hours, but most students earn several hundreds of hours more than that during the two years they are in the program. Students receive volunteer "credit" for anything that they participate in without compensation. The event does not need to be related to the program. Service groups in the area have found out about the program's requirement, and the students are inundated with opportunities. The students keep track of their hours and events worked on their own. Individual volunteer sheets are added to student files upon completion of the program. Volunteer opportunities are also posted in the law enforcement program's office and on the program Facebook page; they are discussed during law club meetings. Many events require the students to wear their program uniform and have specific duties or responsibilities associated with the event. Often the students are supervised by the agencies for which they are working. The program utilizes a reporting form that can be filled out by the students or instructors to document excellent or negative performance. Program instructors participate in many of the events and observe the students during the event. If faculty are not directly involved, the event coordinators will contact the program coordinator and report students' performance, either satisfactory or unsatisfactory, and then fill out the tracking forms. The information is used by the program to evaluate candidate performance, qualifications for end-of-program awards, and future employment possibilities.

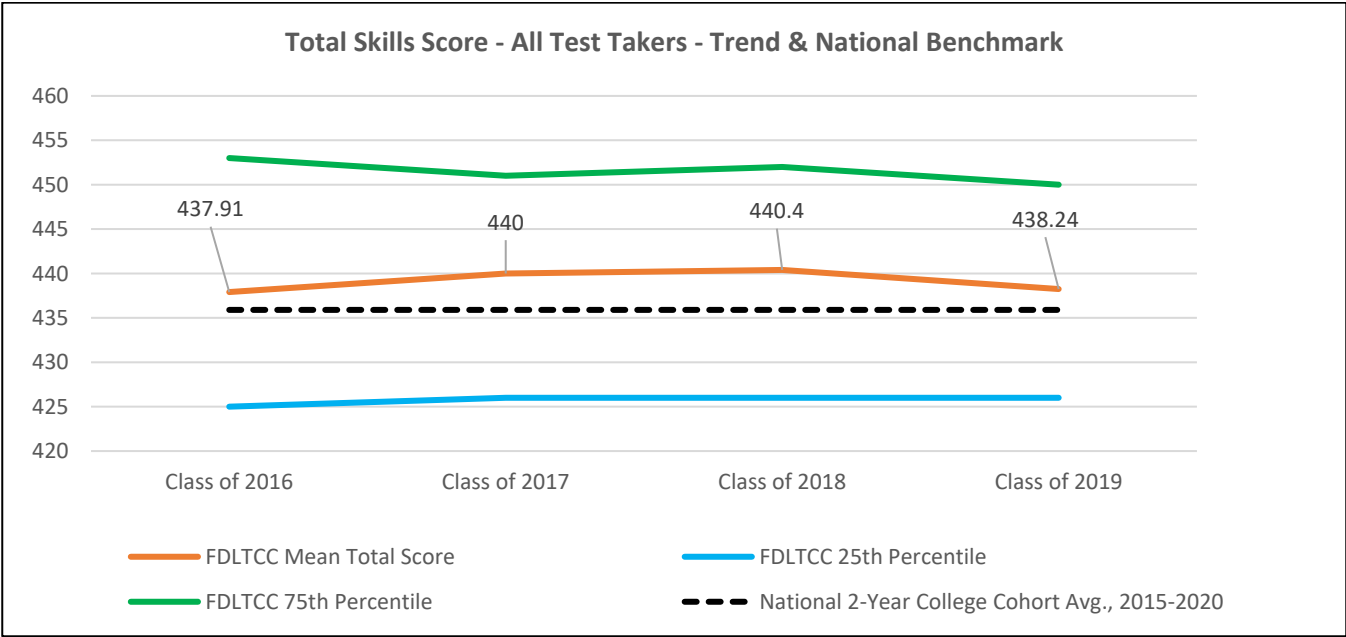
D. Graduate Exit Exam/ETS Proficiency Profile

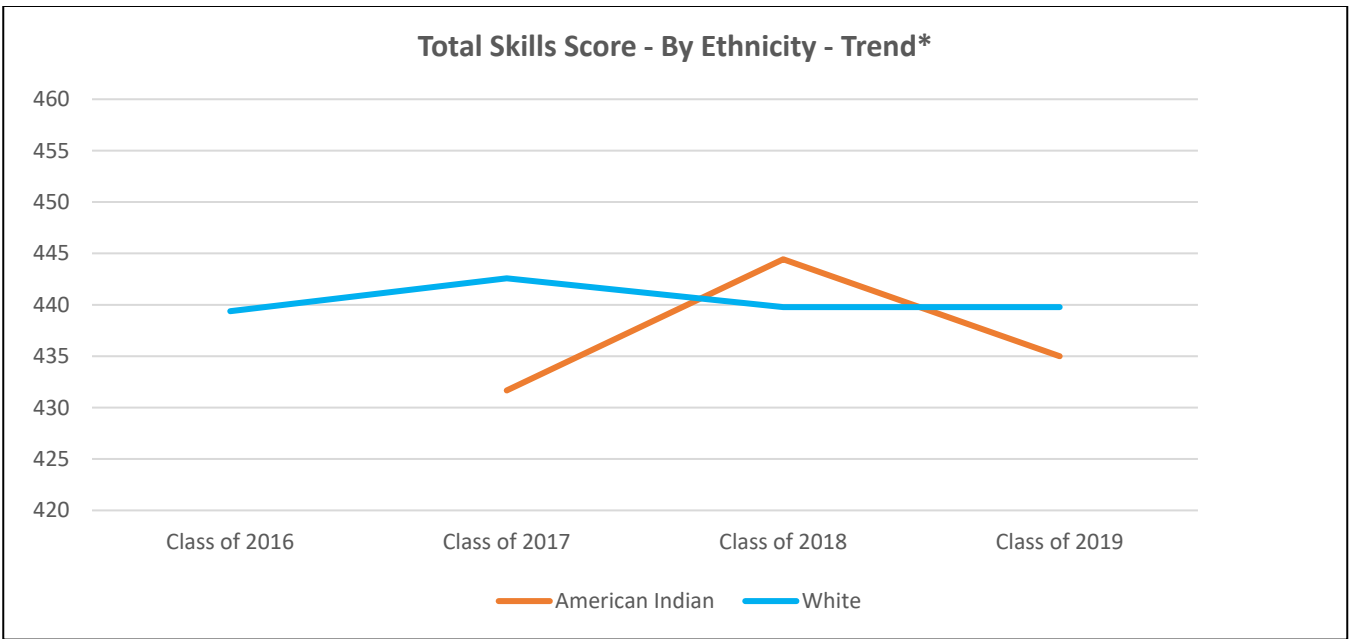
Core component 4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

The ETS Proficiency Profile is used to gauge the proficiency of FDLTCC’s graduating students across academic skill and subject proficiency areas. Data are compared against the performance of peer colleges nationally and document the college’s outcome trends. The Graduate Exit Exam has ten component areas plus a combined total skills score. The total skills score is a combined score of the skill and context-based subscores and is reported on a score range of 400 to 500. Critical thinking, reading, writing, and mathematics make up the skills components. Humanities, social sciences, and natural sciences make up the context-based components. The subscores are reported on a scale that extends from 100 to 130. Additionally, proficiency classifications (proficient, marginal, or not proficient) measure how well students have mastered each level of proficiency with three skill areas (reading/critical thinking, writing, and mathematics). These criterion-referenced scores are not included in the total score calculation. FDLTCC’s Graduate Exit Exam is conducted annually at the end of spring semester.

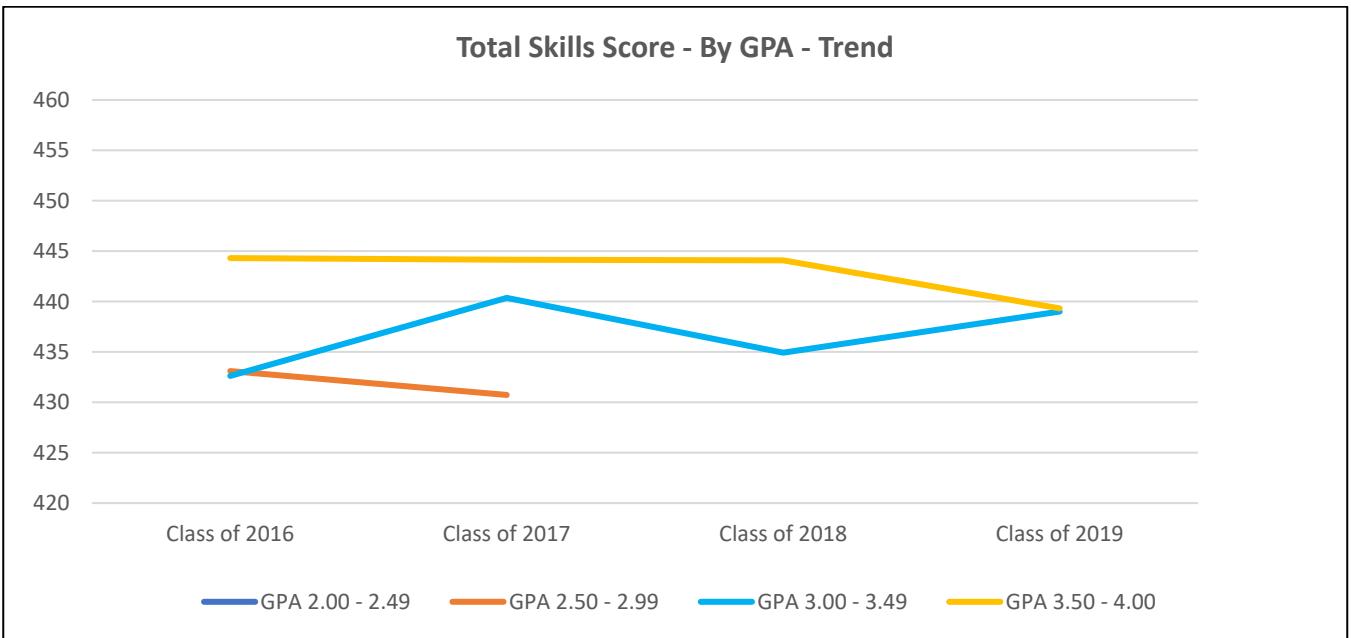
The tables below provide an overview of the performance scores of FDLTCC’s graduates in relation to national benchmarks and by performance trends across time. It encompasses three perspectives: 1. Total skills scores, 2. Skills Subscores, and 3. Context-based Subscores. In some instances, total score data has been suppressed when the count of students scoring is 10 or less. Since the inception of the exit exam, FDLTCC has incorporated into the exam nine FDLTCC-specific questions that align with the college’s mission and academic services that support learning; the results across time are also included below.

Total Skills Scores

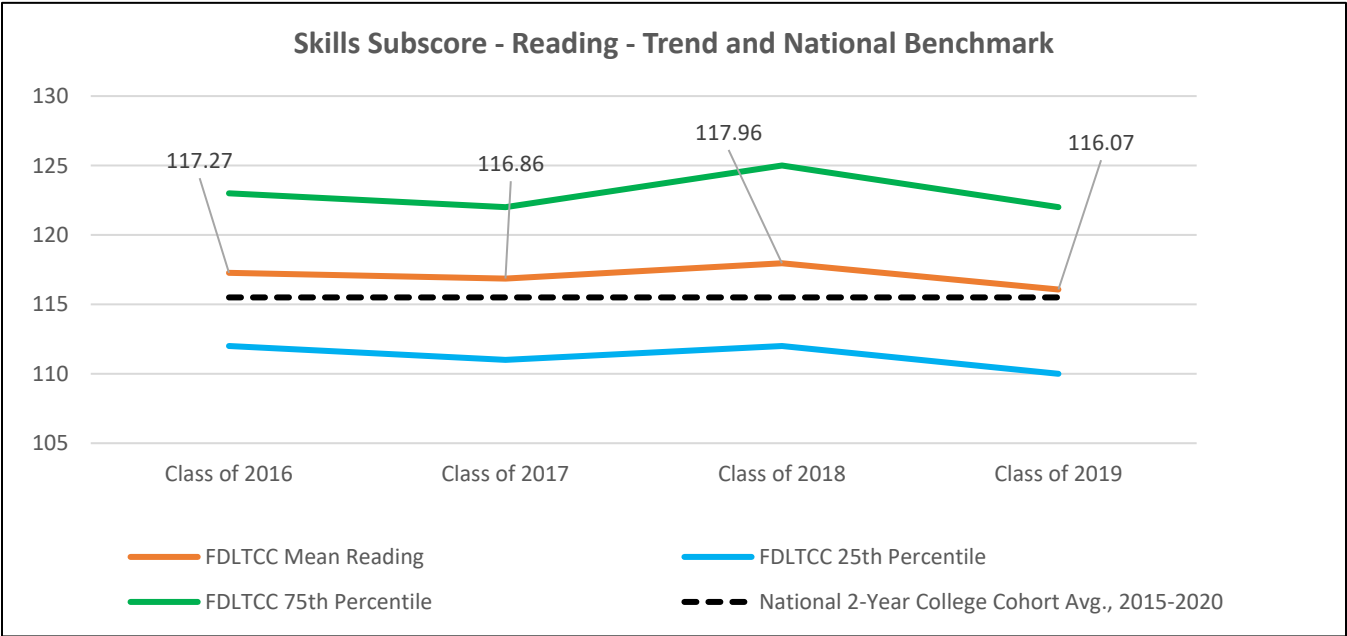
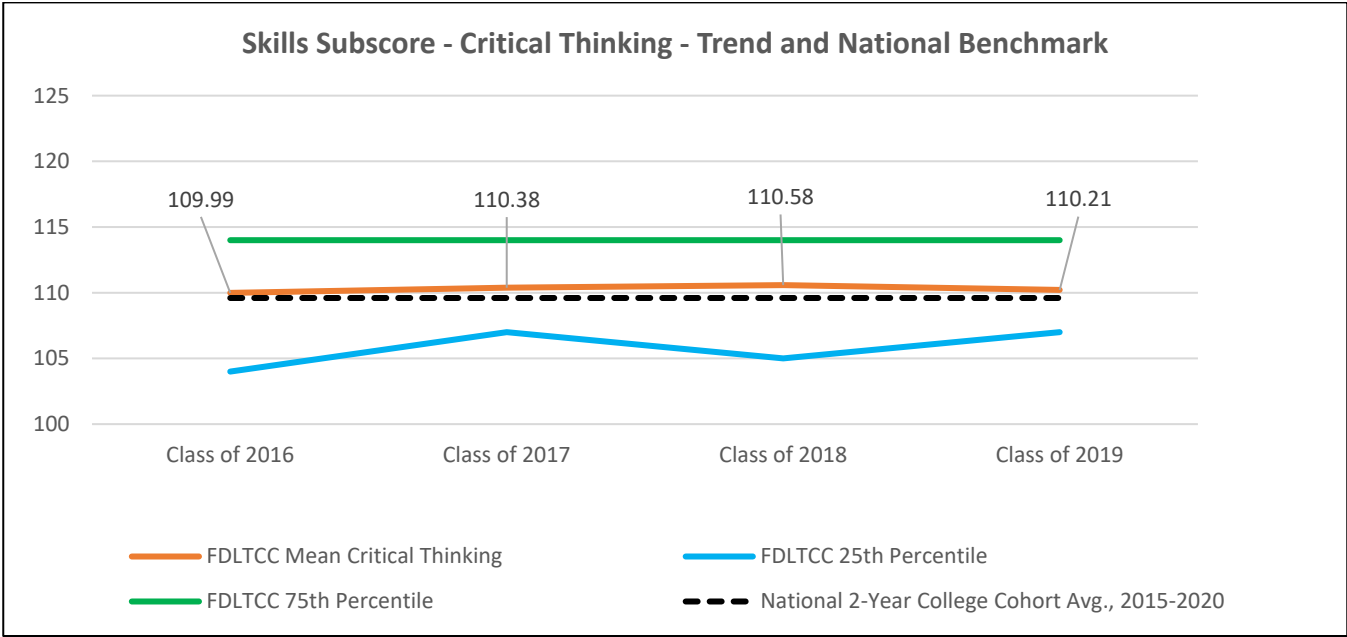




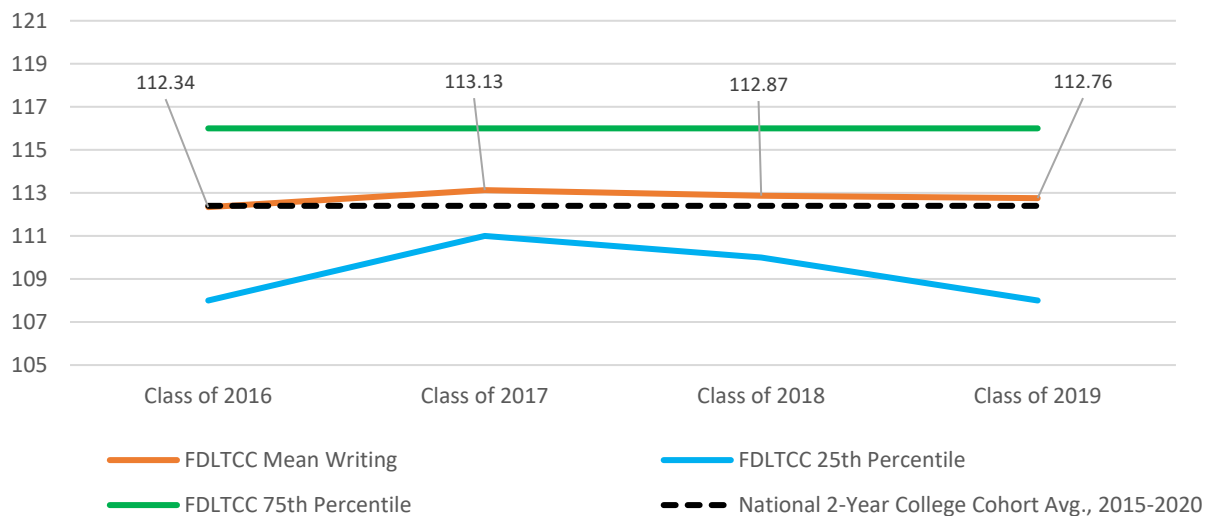
*Only two student groups are represented due to low numbers of other groups.



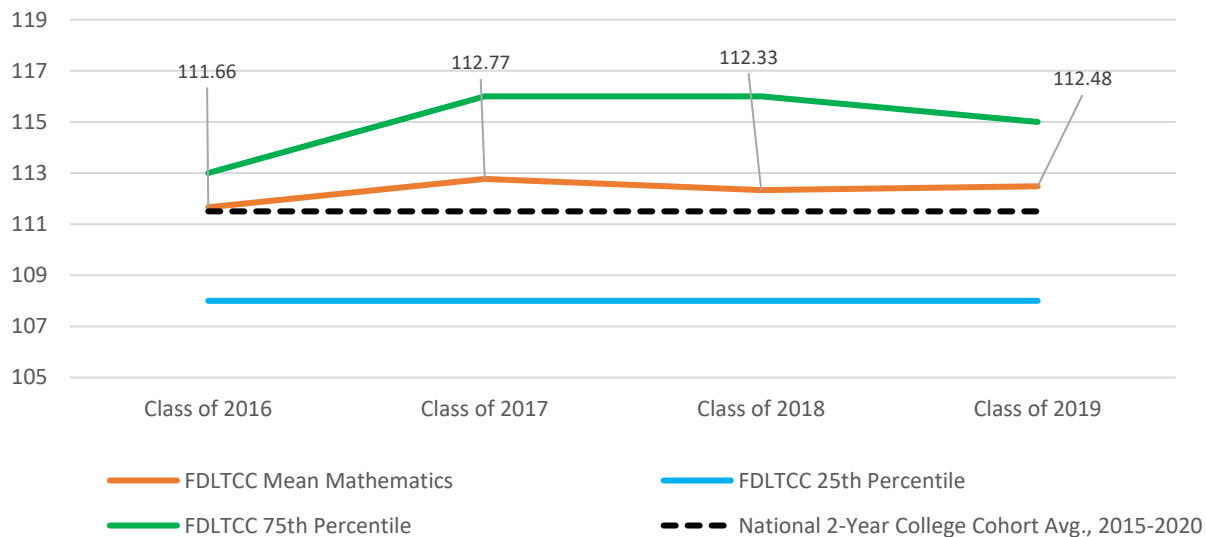
Skills Subscores



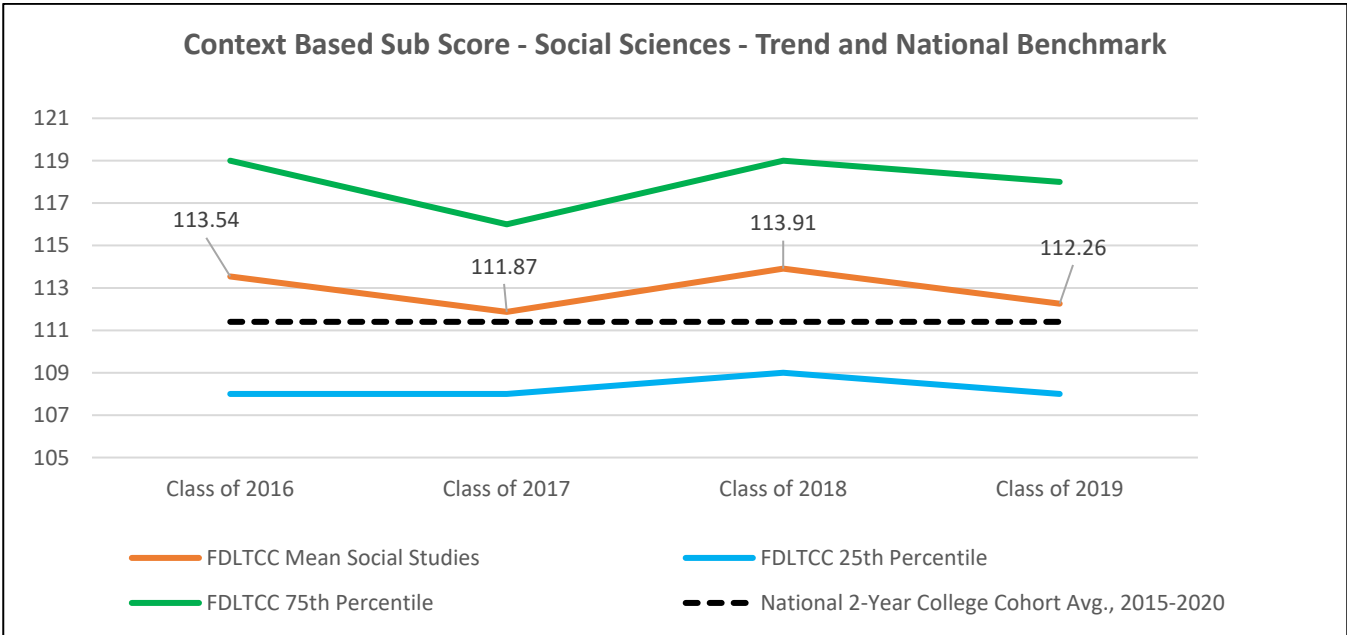
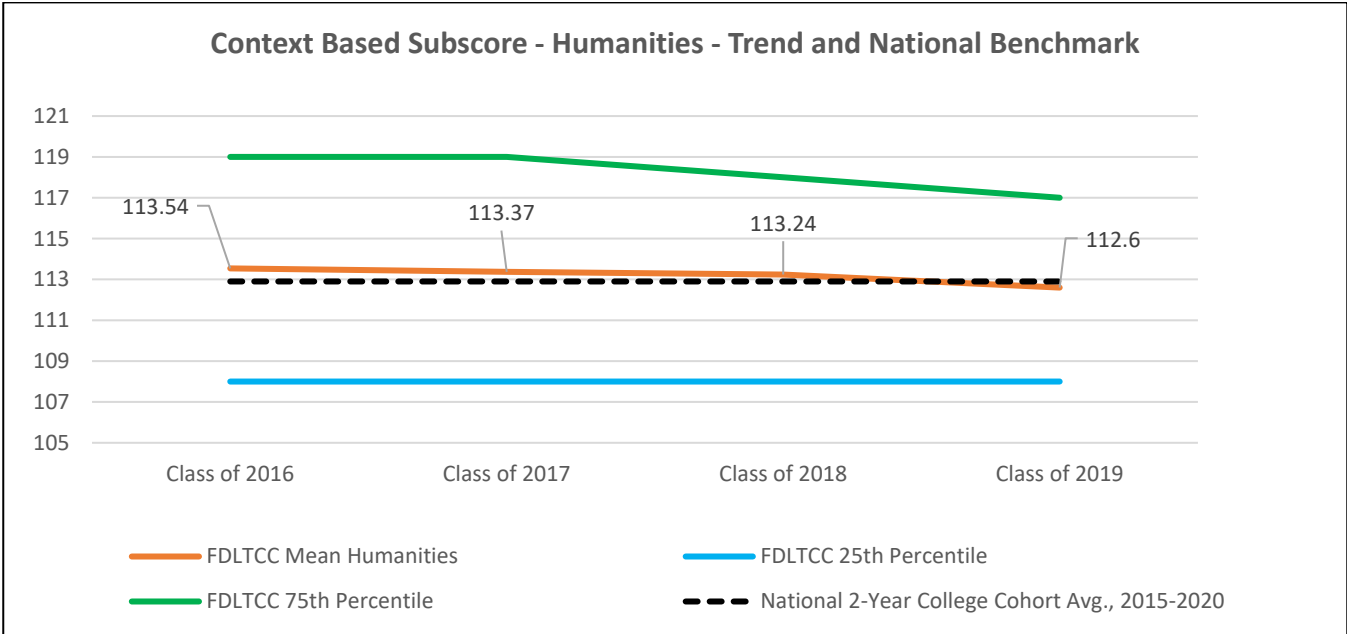
Skills Subscore - Writing - Trend and National Benchmark

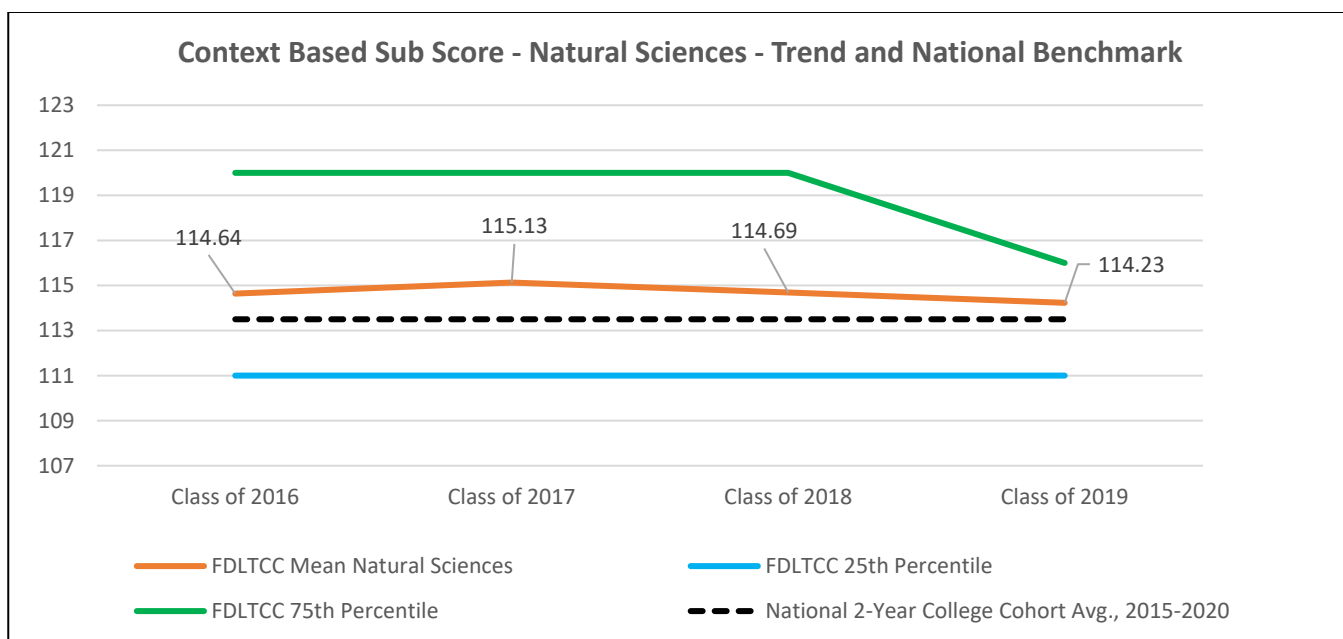


Skills Subscore - Mathematics - Trend and National Benchmark



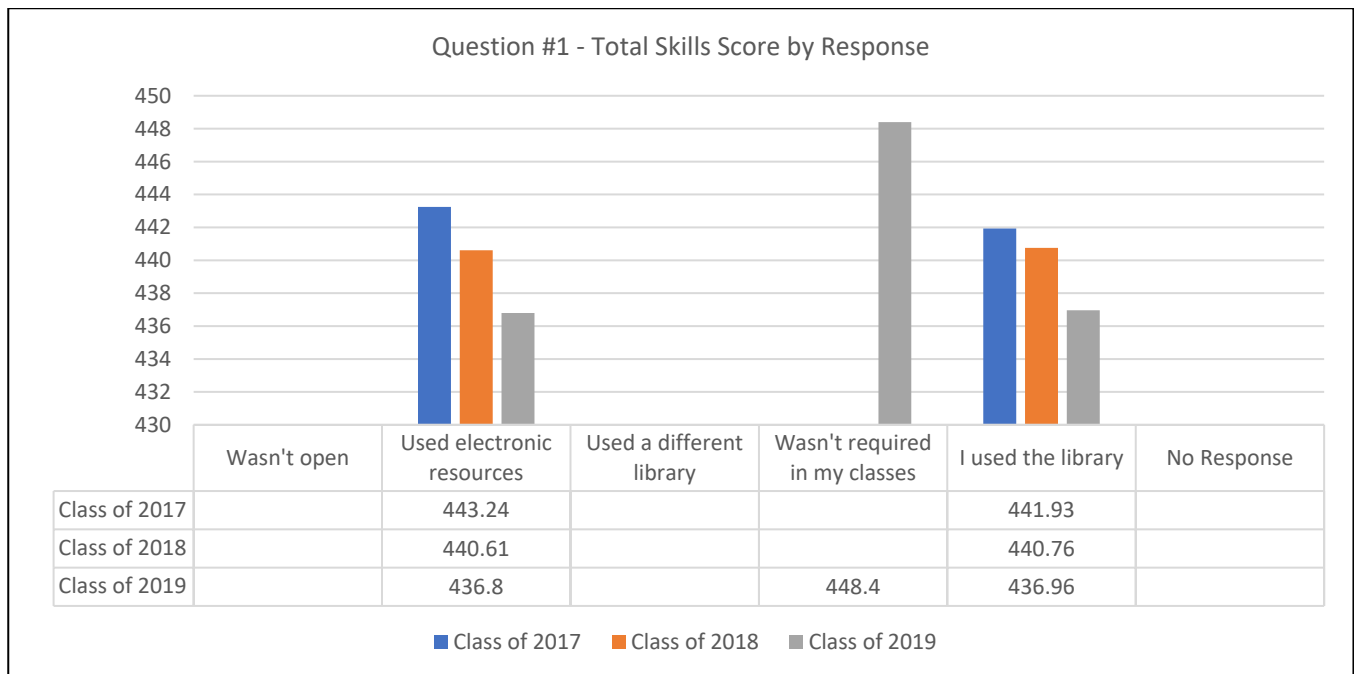
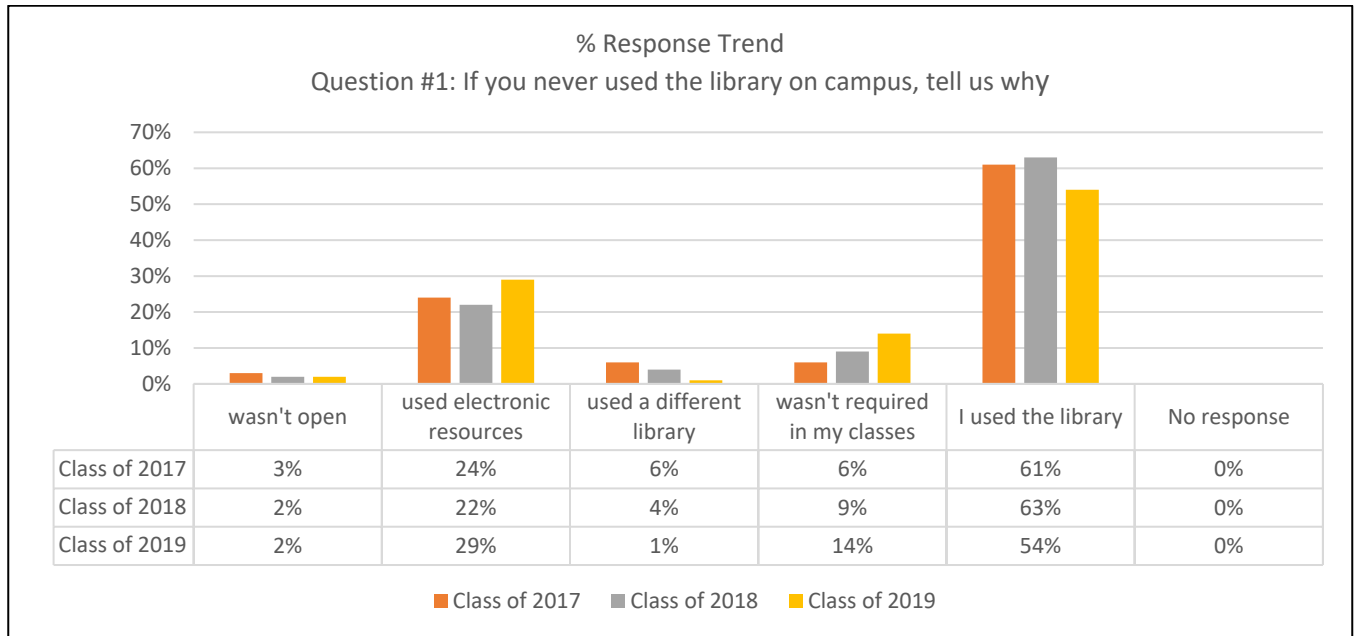
Context-Based Subscores



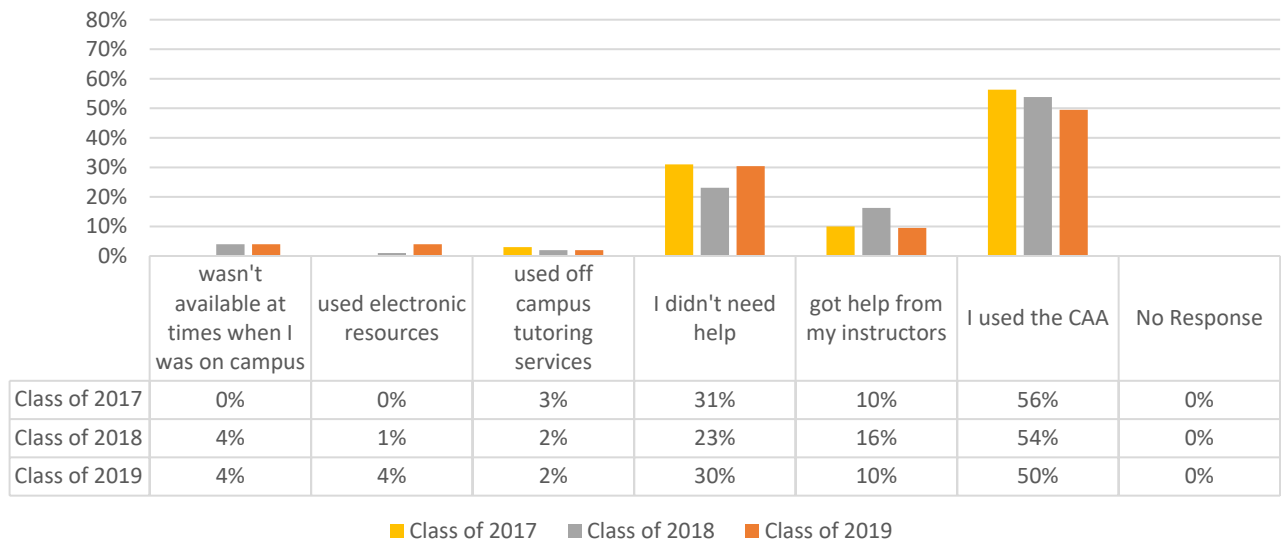


The ETS Proficiency Profile is also used to collect information on matters specific to the college. These include questions related to mission and students' experience with diversity, library use, the use of tutors, course registration, participation in campus activities, credits taken at other colleges, and relationships with faculty and staff. The information helps the college answer questions, such as: Are students having the experience FDLTCC claims? Should a reconfiguration of library services be considered? Does tutoring matter? Is online registration advantageous or preferred? Are students engaging beyond the classroom and is it beneficial? What effect is enrollment in multiple colleges having? Does having an ally matter? The data for each locally-based question is presented in two forms: The response trend and the relationship between response and total skills score on the proficiency profile.

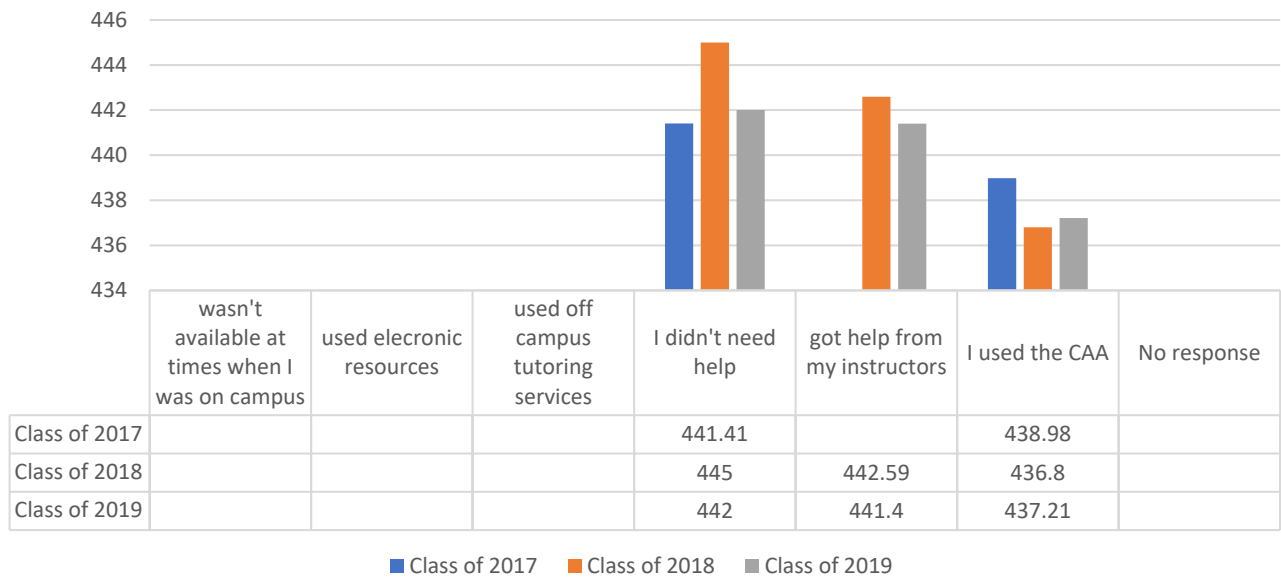
FDLTCC-specific Grad Exit Exam Questions



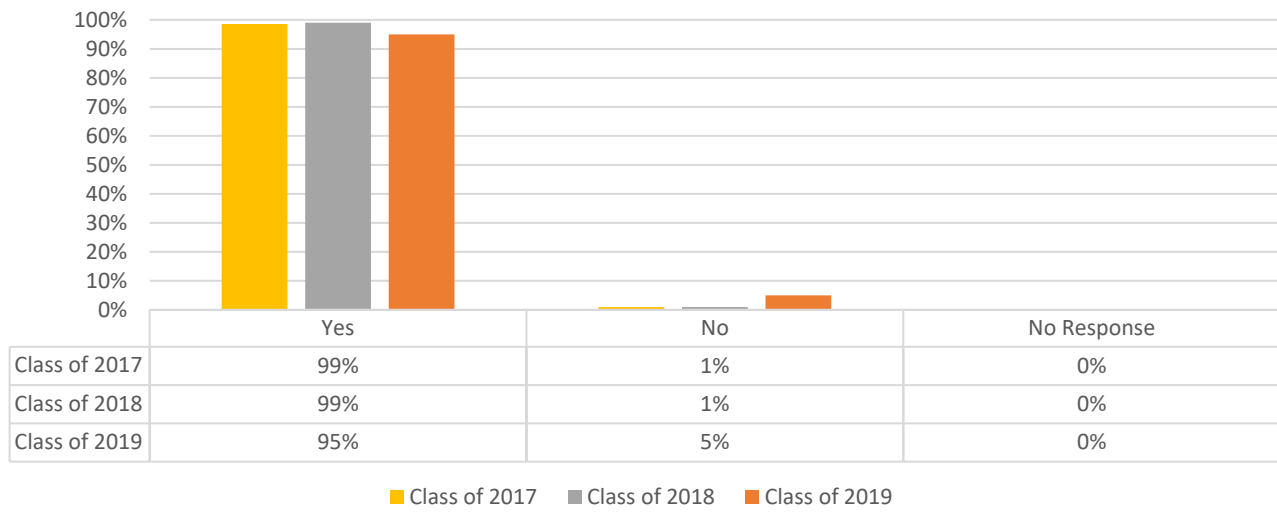
% Response Trend
Question #2: If you never used the CAA (Center for Academic Achievement), tell us why



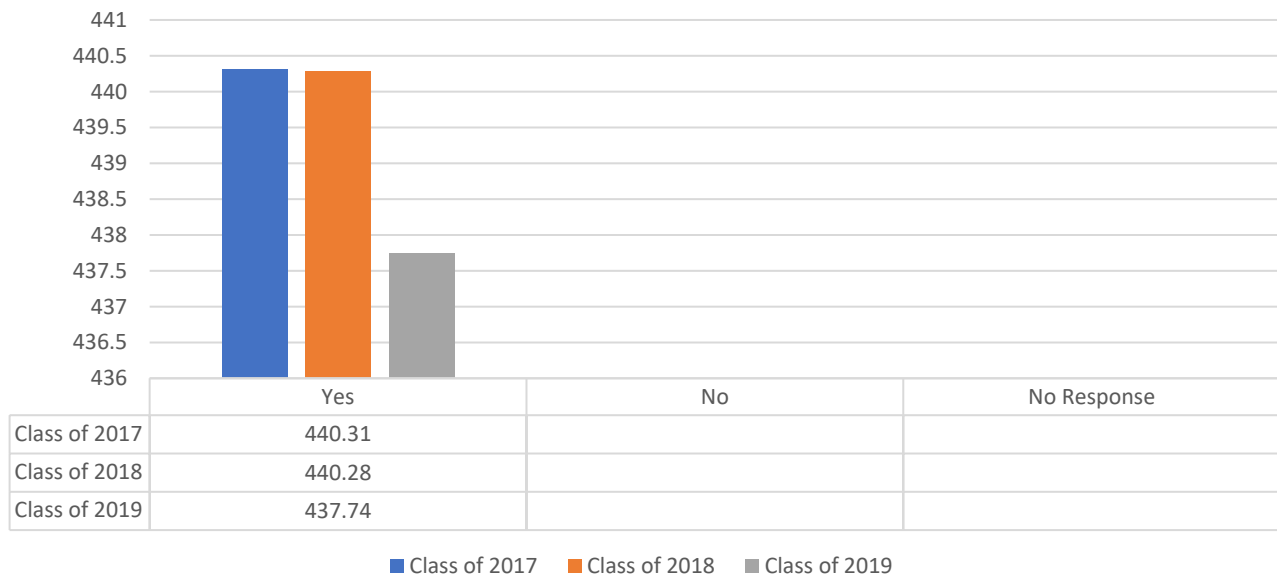
Question #2 - Total Skills Score by Response



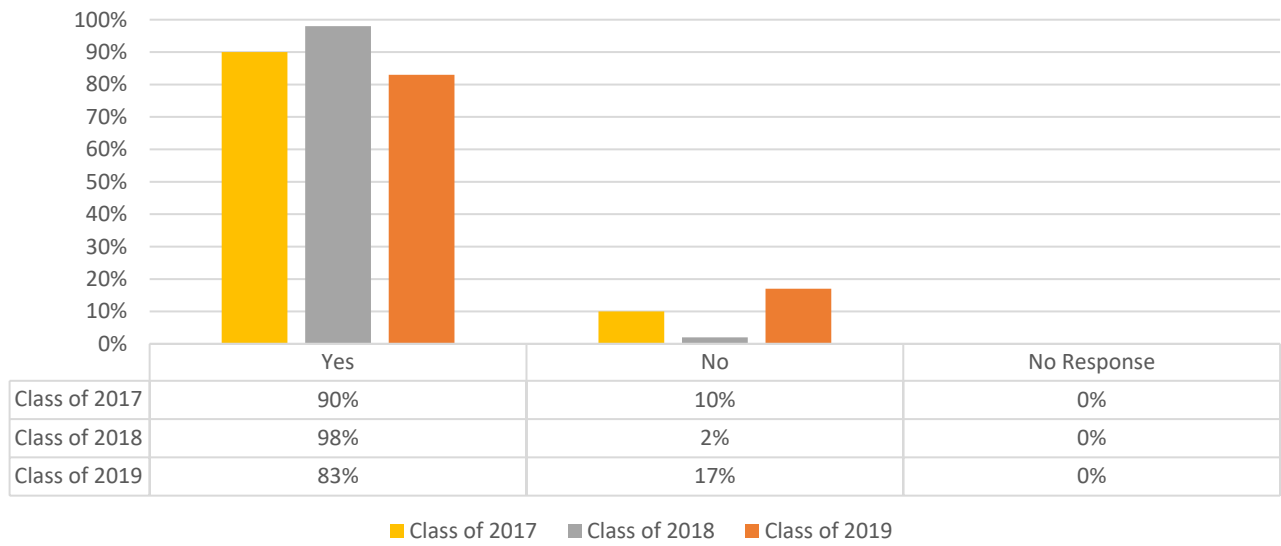
% Response Trend
Question #3: Have you interacted with people of a culture different from yours while at FDLTCC?



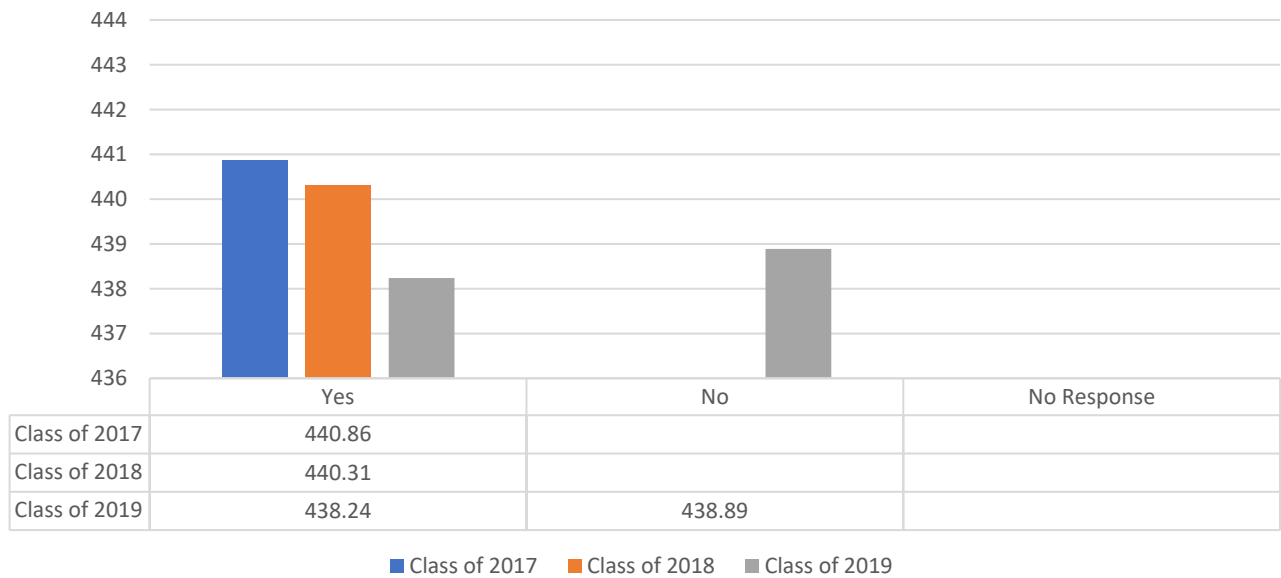
Question #3 - Total Skills Score by Response



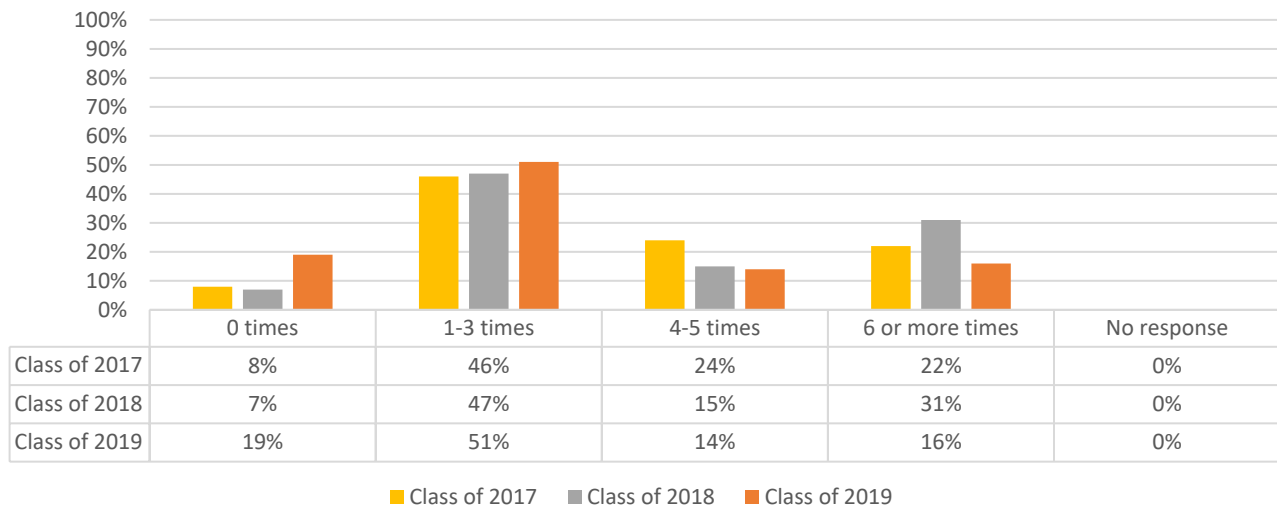
% Response Trend
Question #4 - Have you benefited from the cultural diversity present at FDLTCC?



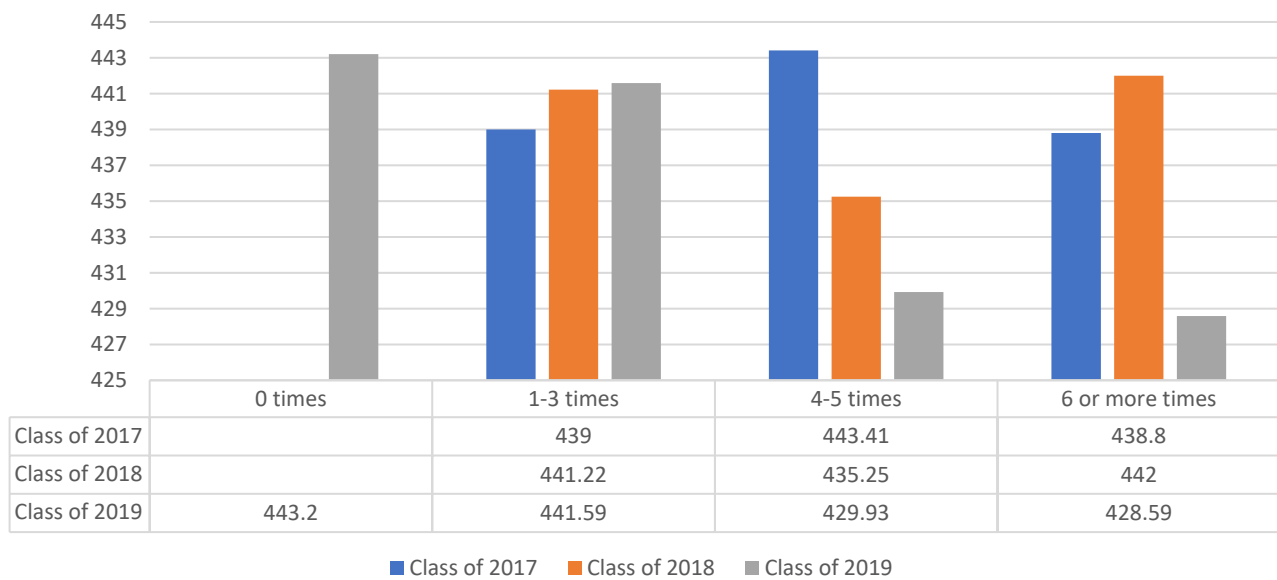
Question #4 - Total Skills Score by Response



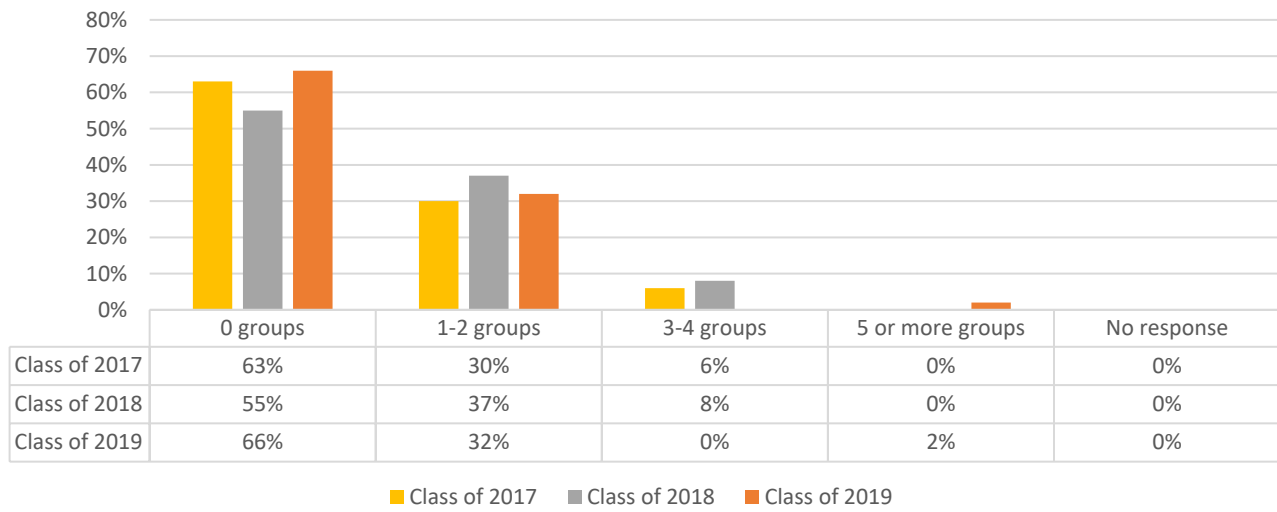
% Response Trend
Question #5: How many times did you participate in special events on campus? (e.g., Giving Thanks Feast, Food for Thought, Job Fairs, athletic events, etc)



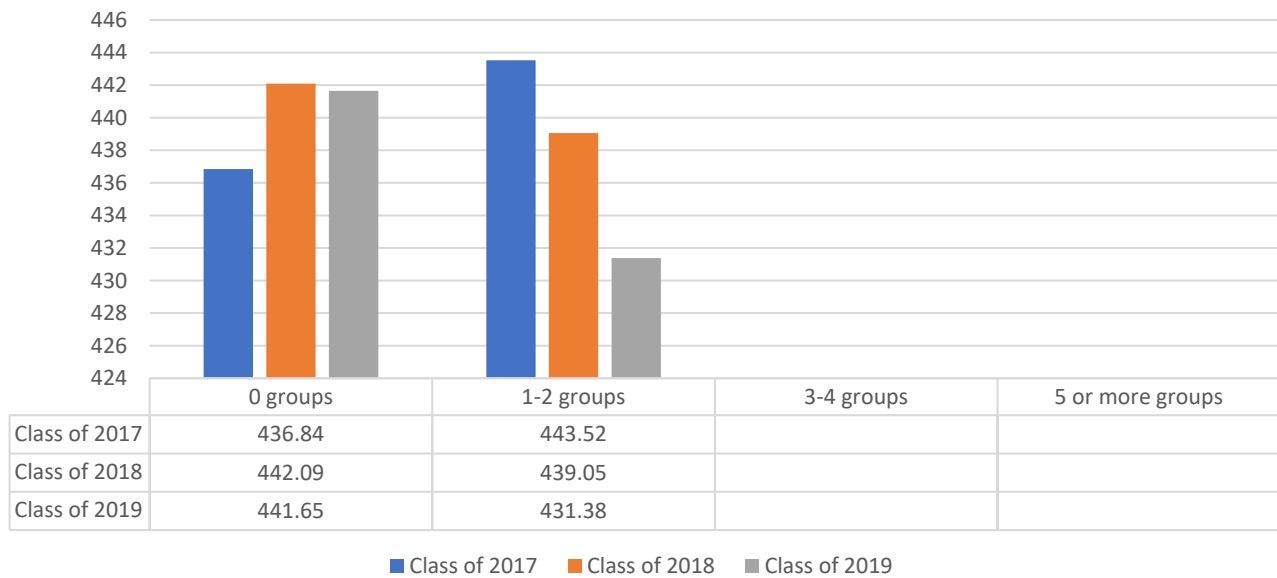
Question #5 - Total Skills Score by Response



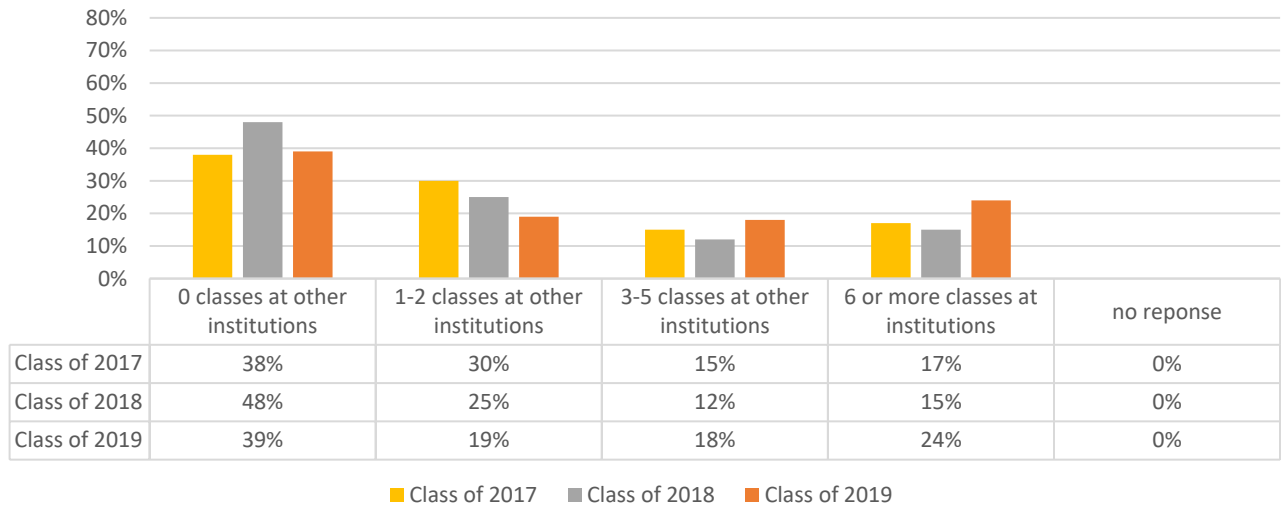
% Response Trend
Question #6: How many extra-curricular teams/clubs did you participate in? (e.g., varsity athletics, rocket club, student government)



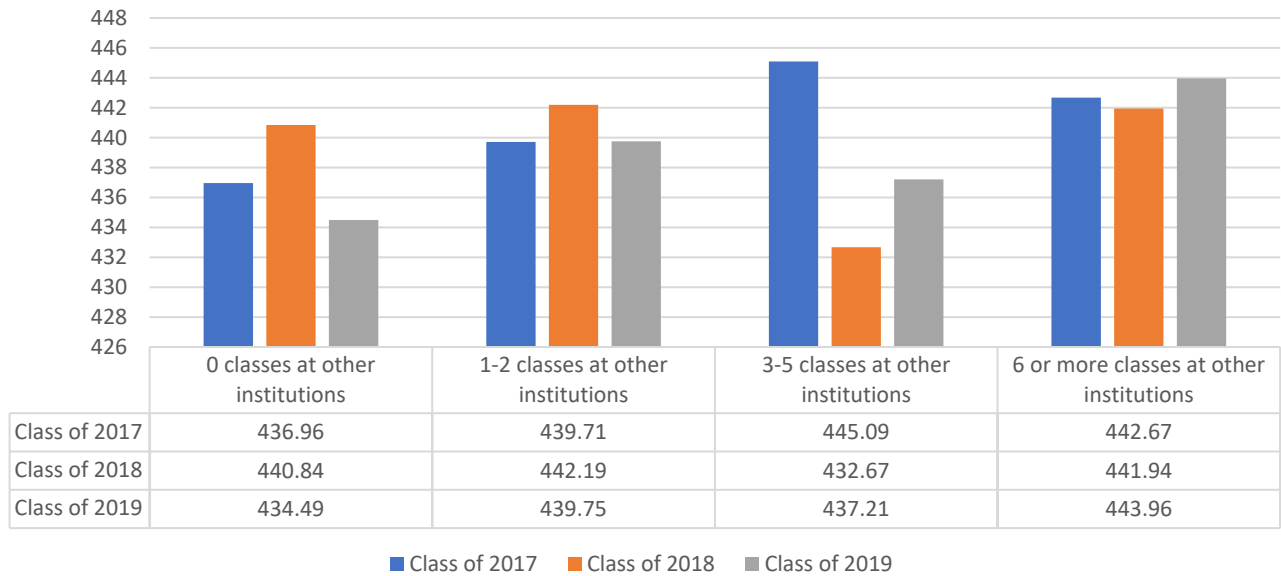
Question #6 - Total Skills Score by Response



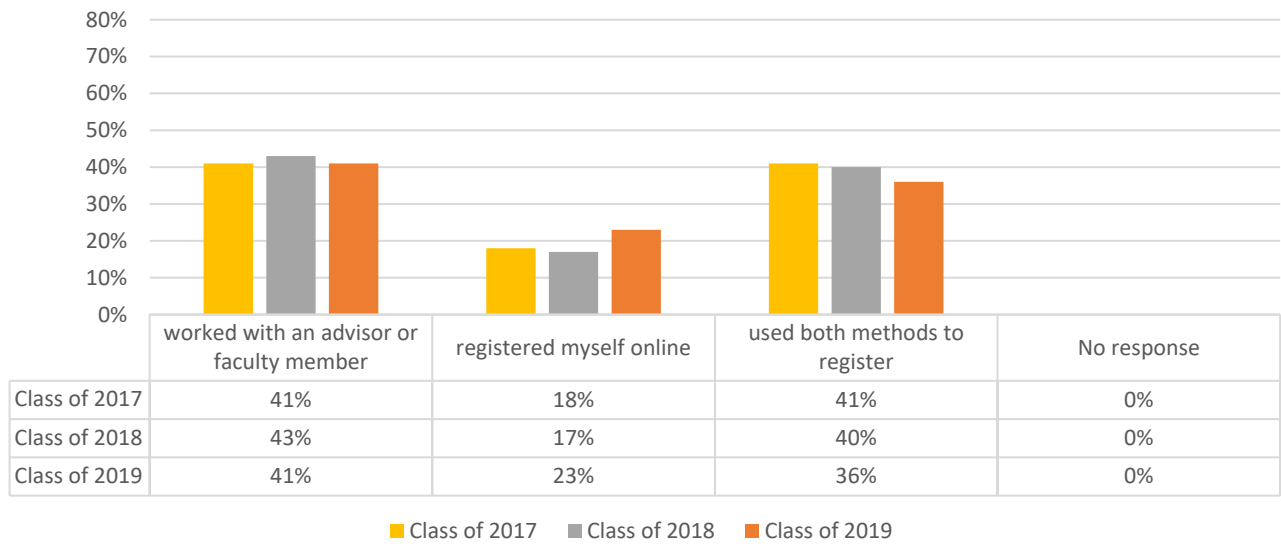
% Response Trend
Question #7: How many classes did you take from other institutions in order to complete your degree with FDLTCC?



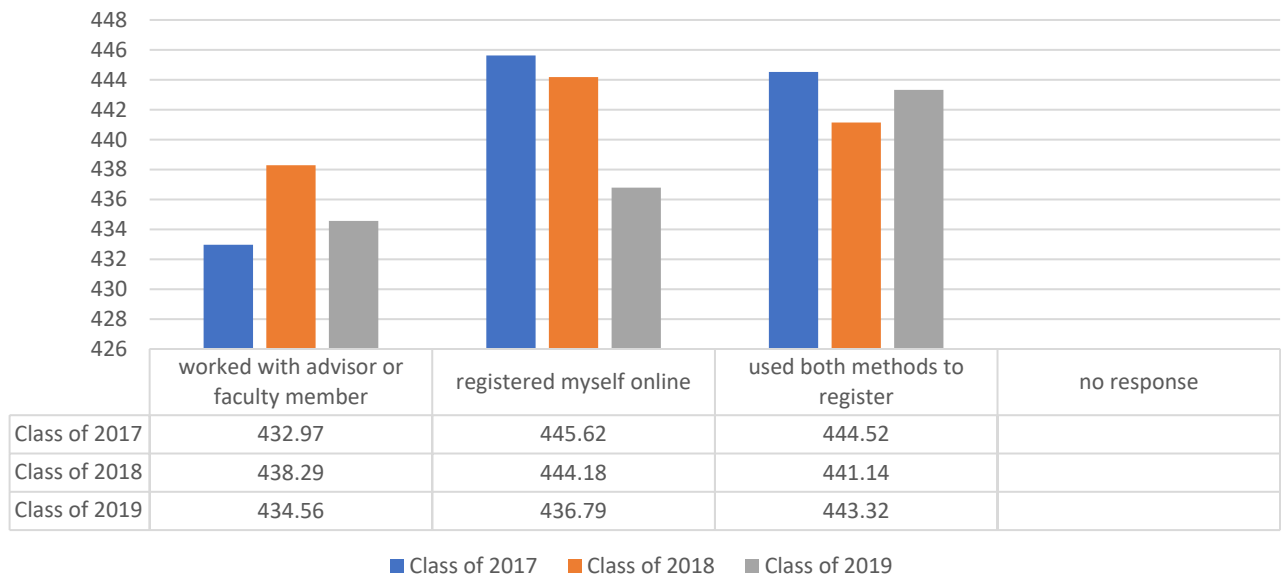
Question #7 - Total Skills Score by Response



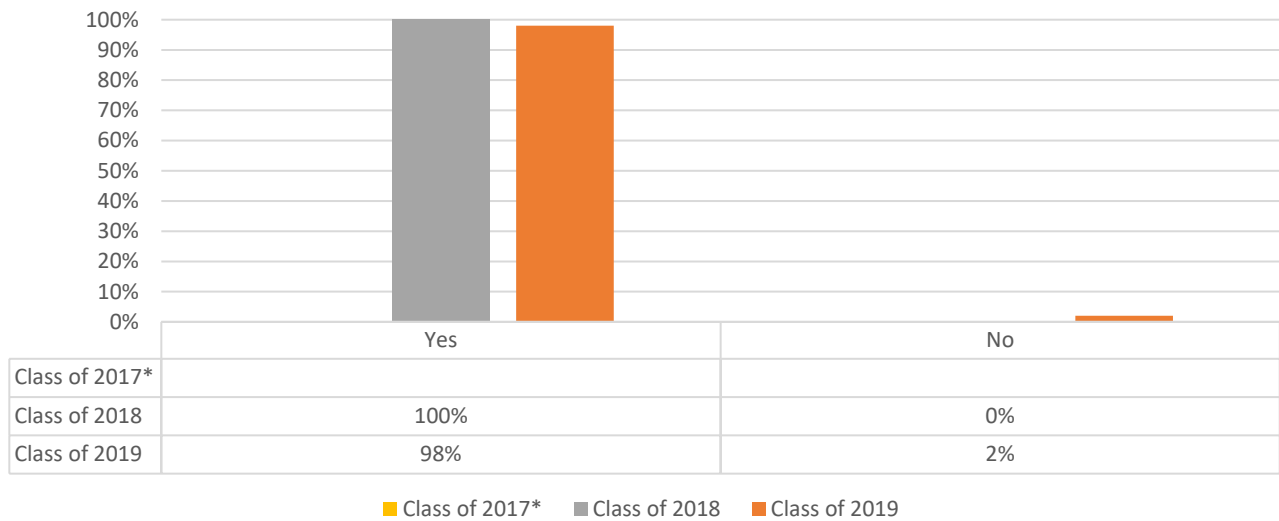
% Response Trend
Question #8: When I registered for classes at FDLTCC I usually_____



Question #8 - Total Skills Score by Response

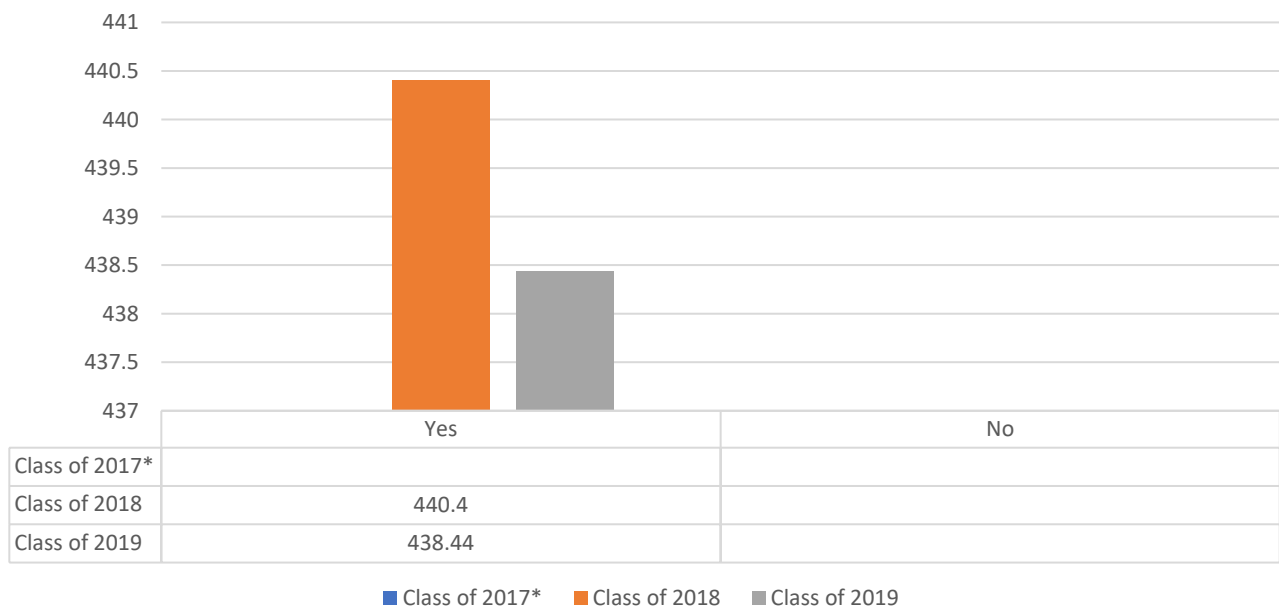


% Response Trend
Question #9: Do you have a positive relationship with at least one FDLTCC faculty or staff?



*question was not asked in 2017

Question #9 - Total Skills Score by Response



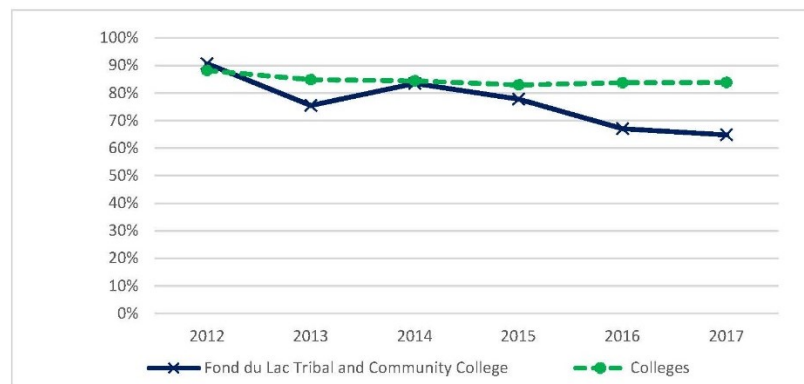
*question was not asked in 2017

E. Licensure Exams

Three programs at FDLTCC currently require licensure examinations in order for graduates to enter their occupational fields. The law enforcement program is approved by the Peace Officers Standards and Training (POST) board, and the nursing program by the Minnesota Board of Nursing (BON). The licensure exam pass rates in these programs form a portion of FDLTCC's performance metrics as a Minnesota State college and are available to the public through agency websites and through Minnesota State. Students completing FDLTCC's Chemical Dependency certificate must pass the Minnesota's Board of Behavioral Health and Therapy licensure exam to become a licensed alcohol and drug counselor (LADC); however, the results are not part of Minnesota State's performance metrics. The appropriate currency and required levels of rigor are demonstrated through student performance on licensure exams. FDLTCC's law enforcement program POST board exam pass rate has averaged eighty-nine percent since 2015. The college's nursing program, which has undergone major restructuring in the past three years, is currently sixty-five percent.



**Licensure Exam Pass Rate
Measure Summary
Fond du Lac Tribal and Community College**



Percent Passing Exams

	2012	2013	2014	2015	2016	2017
Fond du Lac Tribal and Community College	90.7%	75.4%	83.5%	77.8%	67.0%	64.8%
Colleges	88.2%	84.8%	84.4%	82.9%	83.7%	83.8%

Number of Candidates Taking Exams (denominator of the reported rate)

	2012	2013	2014	2015	2016	2017
Fond du Lac Tribal and Community College	107	114	121	90	94	71
Colleges	4,000	3,935	3,838	3,641	3,334	3,295

Measure Definition: Percent of a cohort of students or graduates that passed a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: nursing, teaching, peace officer, and radiography.

F. Related Employment and Continuing Education

FDLTCC participates annually in a graduate follow-up survey that accounts for the number of graduates either continuing their education or who are employed in their discipline-related field in their first year out of college. Prior to spring 2019, these reports were shared with campus via e-mail but are now posted on the institutional research web page at <<https://fdltcc.edu/about-us/institutional-research/reports-and-statistics/>>.

*Based on Major Names**
Graduate Follow-up Summary Report for All Majors
Fond du Lac Tribal and Community College
Class of 2020

<i>Program</i>	<i>Award</i>	<i>Related Work Full-time</i>	<i>Related Work Part-time</i>	<i>Unrelated Work Seeking Related</i>	<i>Unrelated Work Not Seeking Related</i>	<i>Continuing Education</i>	<i>Available for Work but Unemployed</i>	<i>Unavailable for Work</i>	<i>Status Unknown</i>	<i>Total Graduates</i>	<i>Total Related Work</i>	<i>Total Available for Related Work</i>	<i>Related Employment Rate</i>
Arishinaabe and American Elementary Education	AS	1	0	0	0	2	0	0	0	3	1	1	100.0%
Arishinaabe Language	CERT	1	0	0	0	1	0	0	0	2	1	1	100.0%
Art	AFA	0	0	0	0	1	0	0	0	1	0	0	0.0%
Business/Financial Services	AS	0	1	0	1	0	0	0	0	2	1	1	100.0%
Chemical Dependency	CERT	2	4	0	0	6	1	0	0	13	6	7	85.7%
Clean Energy Systems Technician	CERT	0	0	0	0	0	0	4	1	5	0	0	0.0%
Criminal Justice	AAS	3	0	0	0	4	0	0	2	9	3	3	100.0%
Environmental Science	AS	1	0	0	1	1	0	0	0	3	1	1	100.0%
Geospatial Technologies	CERT	1	0	0	0	2	0	0	0	3	1	1	100.0%
Human Services	AAS	3	1	0	0	8	0	0	0	12	4	4	100.0%
Law Enforcement	AS	6	1	1	0	2	1	0	6	17	7	9	77.8%
Law Enforcement Skills Training	DIP	4	0	0	0	1	0	0	1	6	4	4	100.0%
Liberal Arts and Sciences	AA	9	1	1	2	60	3	3	11	90	10	14	71.4%
Nursing	AS	16	1	0	1	1	1	0	3	23	17	18	94.4%
Nursing Assistant	CERT	0	0	0	0	4	0	0	0	4	0	0	0.0%
Practical Nursing	DIP	1	0	0	0	1	0	0	1	3	1	1	100.0%
Small Business Entrepreneurship	AAS	0	0	0	0	1	0	0	1	2	0	0	0.0%
Small Business Entrepreneurship	CERT	0	0	0	0	1	0	0	0	1	0	0	0.0%
Total:		48	9	2	5	96	6	7	26	199	57	65	87.7%
Percent:		24.1%	4.5%	1.0%	2.5%	48.2%	3.0%	3.5%	13.1%	100.0%	28.6%	32.7%	

3/24/2021

Report Summary by Major

Page 1 of 1

* Report includes all majors for graduates, not just their first major.

Total Related Work comprises classifications Related Work Full-time and Related Work Part-time.

Total Available for Related Work comprises classifications Related Work Full-time, Related Work Part-time, Unrelated Work Seeking Related and Available for Work but Unemployed.

Related Employment Rate is calculated as Total Related Work divided by Total Available for Related Work.

III. Student Learning Support at FDLTCC

A. Qualified Faculty and Staff

Core component 3C The institution has the faculty and staff needed for effective, high-quality programs and student services.

FDLTCC's hiring practices for faculty are governed by Minnesota State Board policy 3.32 and 3.32.1. Minnesota State's two-year college system is held to a narrow credentialing process, which was established in 2007. Minimum qualifications for faculty, regardless of assignment, are determined, established, and monitored at the system level for all Minnesota State institutions, including FDLTCC. Minnesota State's Joint Committee on Credential Fields is an ongoing committee established under the Minnesota State College Faculty (MSCF) collective bargaining agreement. A faculty member is assigned a credential field upon hire, based on Minnesota State's review and evaluation of the individual's official transcripts and experience, and that credential field must correspond with the majority of the teaching assignments held by that faculty member. An additional credential field may be added by the college president under certain provisions contained in the Minnesota State College Faculty (MSCF) collective bargaining agreement (Article 11, Section 3).

FDLTCC maintains a small student-to-faculty ratio (approximately 20:1), employs thirty full-time faculty and approximately sixty part-time faculty. Over half the faculty have five or more years with FDLTCC and many have ten or more years. This results in stability, institutional knowledge, and commitment to FDLTCC's mission, vision, and core values. FDLTCC leads the Minnesota State system in the diversity of its workforce, which is unusual for a small, rural college.

Employee Diversity - Employees of Color						
	Percent Employees of Color					
	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Fond du Lac Tribal and Community College	20.4%	17.5%	20.0%	18.7%	18.1%	21.3%
Colleges	8.8%	9.4%	10.1%	10.7%	11.4%	12.3%

	Number Employees of Color (numerator of reported percent)					
	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Fond du Lac Tribal and Community College	31	27	32	29	28	30
Colleges	940	976	976	1,012	1,038	1,094

Definition: Employees of color as a percent of total employees.

B. CCSSE

Core component 3B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Core component 4B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

The Community College Survey of Student Engagement (CCSSE) is a product and service of the Center for Community College Student Engagement. CCSSE is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. The CCSSE benchmarks are groups of conceptually-related survey items that address key areas of student engagement. CCSSE cohort benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. The college gives the survey every two years and uses the results to monitor progress on related institutional student success initiatives and gauge its performance against similarly-situated colleges. Below are findings in the survey's five climate factor areas.

CCSSE Survey Results, 2019					
Climate Factor	FDLTCC	Small Colleges	MN State Colleges	Achieving the Dream Colleges	Top-Performing Colleges
	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score
Active and Collaborative Learning	55.5	51.3	50.9	50.6	59.8
Student Effort	53.1	50.9	49.9	51.1	59.7
Academic Challenge	52.3	50.4	50.0	50.2	56.8
Student-Faculty Interaction	54.2	53.0	49.2	50.9	60.1
Support for Learners	51.9	52.2	49.8	51.5	60.9

C. SENSE

Core component 3B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Core component 4B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

The Survey of Entering Student Engagement (SENSE) is designed to provide a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time. Six categories contain survey items that address key areas of the entering-student experience. Benchmark scores are standardized to a mean of 50 and a standard deviation of 25 across all entering student respondents. The college gives the survey every two years and uses the results to monitor progress on related institutional student success initiatives and gauge its performance against similarly-situated colleges. Below are findings in the survey's five climate factor areas.

SENSE Survey Results, 2019				
Climate Factor	FDLTCC	Small Colleges	Achieving the Dream Colleges	Top-Performing Colleges
	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score
Early Connections	73.5	59.2	54.0	69.8
High Expectations and Aspirations	54.5	49.7	49.3	57.9
Clear Academic Plan and Pathway	68.0	55.7	52.0	63.1
Effective Track to College Readiness	46.5	51.8	51.2	62.5
Engaged Learning	55.4	53.0	52.1	64.9
Academic and Social Support Network	61.5	52.6	51.2	59.9

IV. Special Initiatives in Student Learning at FDLTCC

Core component 4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Core component 5C. The institution engages in systematic and integrated planning.

In summer 2017, through the Project Success initiative of the Great Lakes Guaranty Authority (now Ascendium), FDLTCC joined with the tribal colleges of the American Indian Higher Education Consortium (AIHEC) to become part of Achieving the Dream (ATD), a national organization focused on improving student success and equity in higher education through data-driven evaluation and decision making. With ATD as a focusing mechanism, FDLTCC re-energized and reorganized its student success initiatives, hired a full-time institutional researcher, became a participant in the National Clearinghouse, and has improved student success indicators and campus-wide communication and use of data to drive discussions and decisions. In summer 2019, FDLTCC was among six colleges to receive an additional three years of ATD support to implement a holistic student support model (“Serving Native Students with Holistic Student Supports Project”), and in 2022, FDLTCC was named an Achieving the Dream Leader College.

FDLTCC’s work with ATD intersects with two major Minnesota State initiatives: Guided Learning Pathways and Equity 2030. It also overlaps with the college’s institutional strategic plan, particularly Strategic Direction 4: Advancing and Promoting a Quality Education, which includes attention to retention and persistence, addressing developmental education, improving student supports, building the college’s data reporting capacity, and achieving specialized accreditations, among other things. The data reported below provide snapshots of the primary areas of student learning in the college’s ATD timelines that the college monitors and uses for decision making.

A. Key Performance Indicators

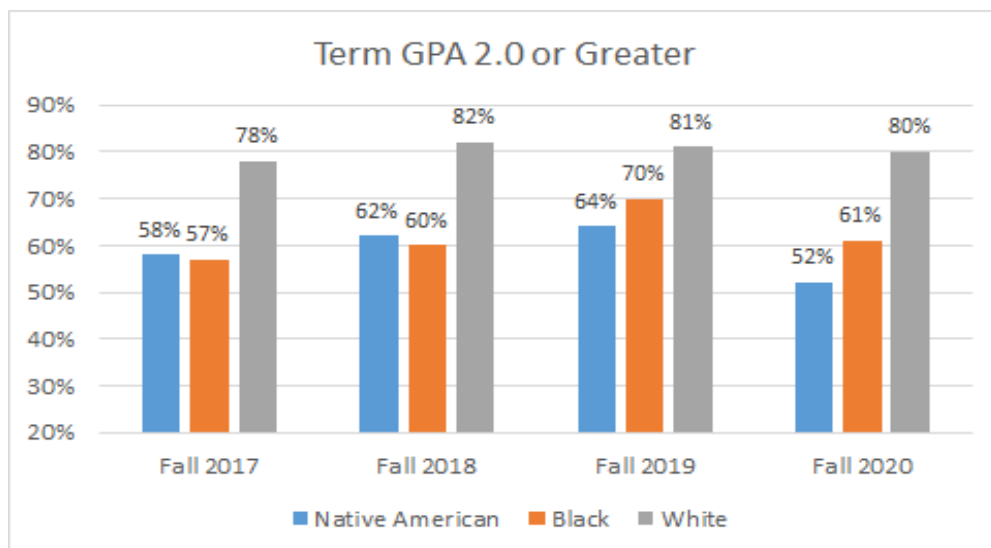
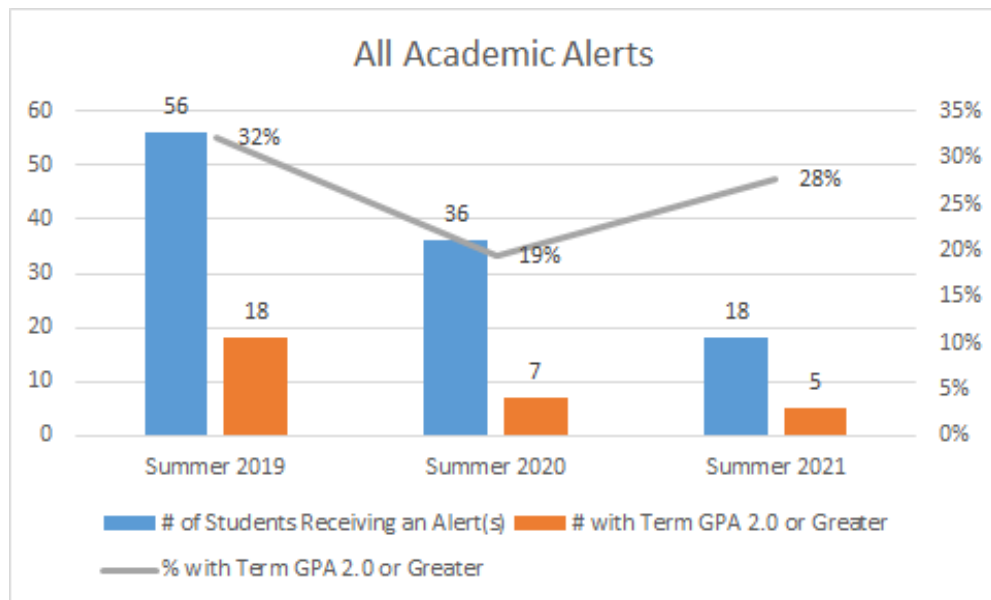
FDLTCC reports annually on the key performance indicators listed below. The data are drawn from a combination of resources, including Minnesota State's data warehouse and the CCSSE and SENSE surveys noted previously in this report. It includes the college's goals for improving retention of specific student populations, as well as improving student support services.

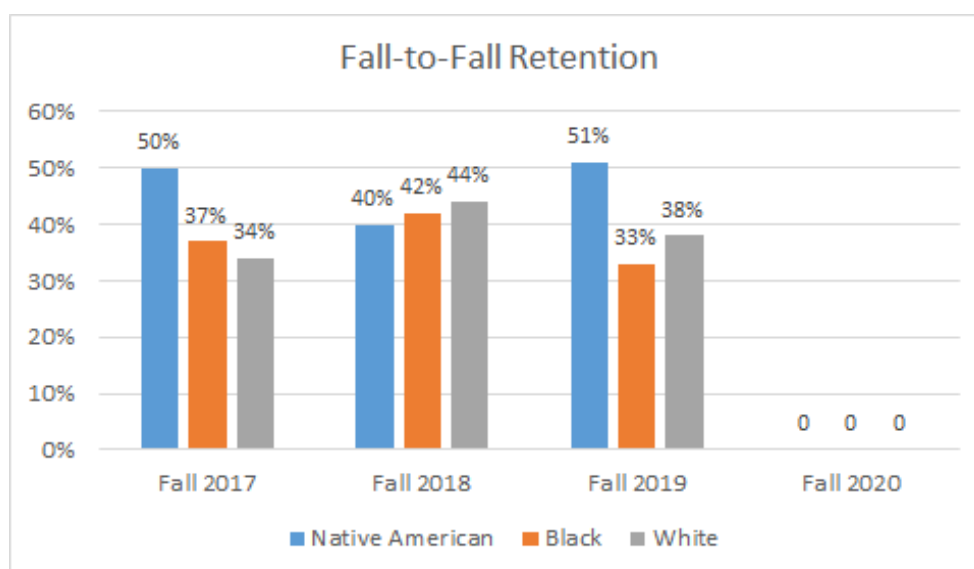
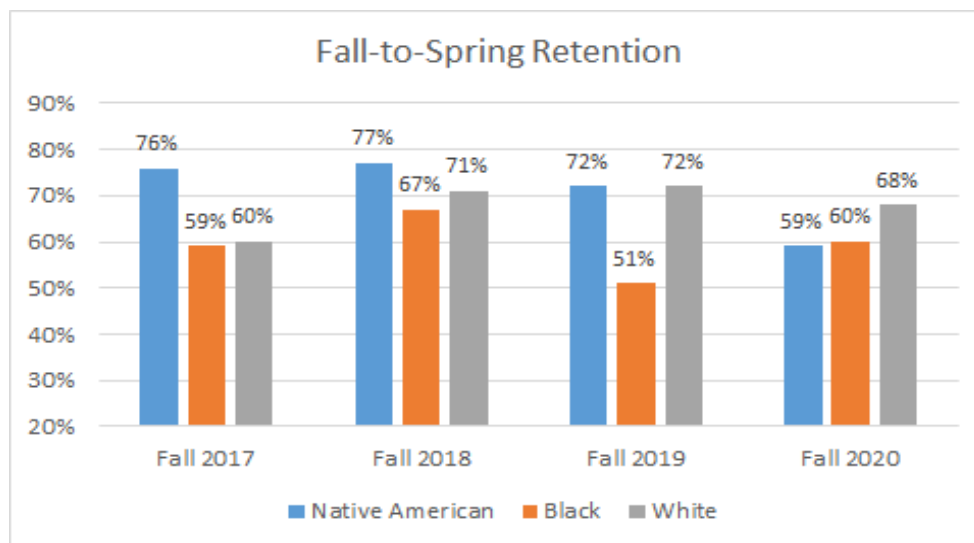
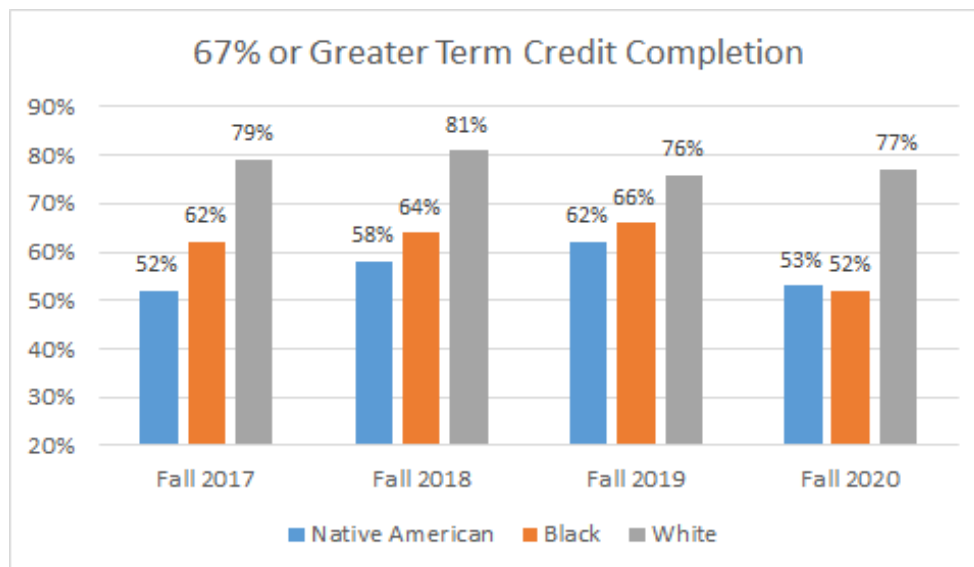
Measures for Goals/Strategic Actions	Cohort Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Fall Term KPI's						
Students who complete 6 credits in the first term	All new entering undergraduate students	74%	58%	75%	67%	60%
Students who complete 12 credits in the first term	All new entering undergraduate students	44%	33%	48%	44%	31%
Increase course completion for all students	All on-campus students	74%	71%	70%	70%	70%
Increase term GPA of Native American students	Undergraduate Native American students	2.6	2.3	2.4	2.6	2.5
Increase term GPA of first-year students	Undergraduate first-time college students	2.5	2.0	2.2	2.5	2.3
Increase term GPA of housing students	All students living in campus housing	2.2	1.9	2.4	2.3	2.1
Increase term GPA of student athletes	All students participating in college athletics	2.4	2.3	2.4	2.3	1.8
First Year KPI's						
Credits completed divided by credits attempted	All on-campus students	79%	78%	78%	74%	Not available
Credits completed divided by credits attempted	All undergraduate students	78%	77%	78%	73%	Not available
Students who complete college level English in their first year	All new entering undergraduate students	32%	23%	28%	28%	Not available
Students who complete college level math in their first year	All new entering undergraduate students	12%	9%	14%	14%	Not available
Students who complete both college-level math and college-level English in their first year	All new entering undergraduate students	5%	5%	8%	7%	Not available
Second Year KPI's						
Students (%) who return the next year after their first fall term (fall-to-fall retention)	All new entering undergraduate students	43%	41%	40%	39%	not available
Increase fall-to-fall retention rate of Native American students by 2.5%	New undergraduate Native American students	45%	50%	40%	47%	not available
Increase fall-to-fall retention of first-year students by 2.5%	New entering undergraduate first-time college students	44%	44%	43%	48%	not available
Increase fall-to-fall retention of housing students by 2.5%	New entering students living in housing	36%	46%	40%	39%	not available
Increase fall-to-fall retention of student athletes by 2.5%	New entering students participating in college athletics	44%	41%	42%	29%	not available
Custom Institutional KPI						
Improve fall 2021 SENSE "Early Connections" score from 73.5 to 80 (our fall score was 54.1)	All new entering on-campus students	not a survey year	54.1	not a survey year	73.5	not a survey year

Improve fall 2021 SENSE scores related to Academic Advising: Clear Academic Plan & Pathway from 68 to 75. (Fall 2017 score was 54.8)	All new entering on-campus students	not a survey year	54.8	not a survey year	68	not a survey year
Improve 2021 CCSSE Special Focus score related to Academic Advising & Planning for those responding "Never" and "One Time" from: "How many times have you met (in person or online) with an academic advisor?" from 60.9 to 65%. (2017 score was 52.3%)	All on-campus students	not a survey year	52.3	not a survey year	60.9	not a survey year
Improve fall 2021 SENSE scores related to Academic Advising: "An advisor helped me to set academic goals and to create a plan for achieving them" from 56% to 65%. (Fall 2017 score was 50%)	All new entering on-campus students	not a survey year	50	not a survey year	56	not a survey year
Improve fall 2021 SENSE scores related to Academic Advising: "A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take" for those responding "Agree" and "Strongly Agree" from 69% to 75%. (Fall 2017's score was 33.8%)	All new entering on-campus students	not a survey year	33.8	not a survey year	69	not a survey year
Improve fall 2021 CCSSE career counseling score related to this question: "How often have you used the following services during the current academic year?" 1. Career Counseling - reduce our fall 2019 score for those responding "Never" and "One Time" from 81.9% to 50%	All on-campus students	not a survey year	79.9	not a survey year	81.9	not a survey year

B. Academic Alerts, Satisfactory Academic Progress, and Retention

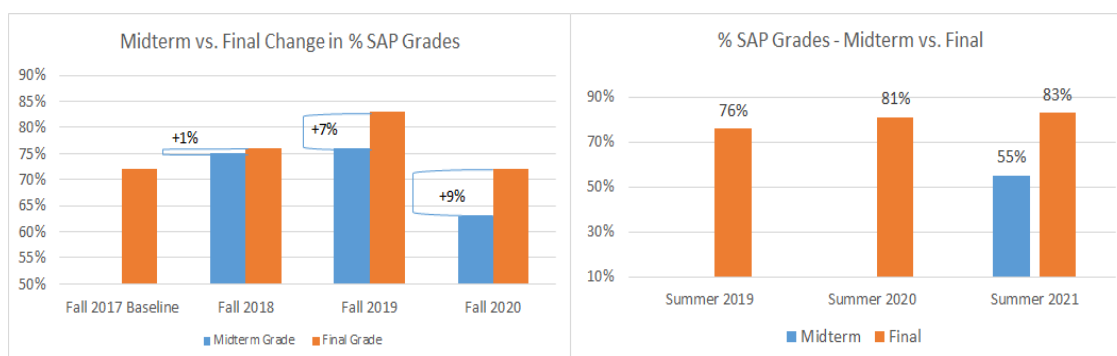
FDLTCC has a longstanding history of monitoring retention and student success in real time through the use of academic alerts, which faculty voluntarily submit to student services staff, who then attempt to contact the student and remedy the situation. Across the past decade, the academic alert reporting process at FDLTCC has morphed from being a home-grown on-paper process to becoming part of the college's North Star (Star Fish) CRM. The college tracks how many faculty participate in the academic alert system, the number of academic alerts submitted, and the names and identification numbers of students. Data from the academic alert process enables the college to examine how interventions affect student outcomes after grades have been issued, which in turn is reported out to campus during campus-wide meeting days. The data below provide an example of semester/term reporting.





C. Mid-term Grades

As part of its involvement with Achieving the Dream, FDLTCC's core data team (the ATDream Team) reviewed a variety of data related to student success and retention at FDLTCC and generated a list of possible focus areas, one of which was mid-term grades, a leading indicator of student success that enables faculty and staff to address concerns while students are still in a class. The initiative was implemented in 2018, data was collected and evaluated, and decisions were made based on those results. After a successful pilot, mid-term grades were scaled up in 2019 – 2020 to include all faculty and students, and in 2020 – 2021, the process for collecting mid-term grades was incorporated into FDLTCC's North Star (Star Fish) CRM. The impact on student success is reported semesterly at campus-wide duty day meetings. The goals of the initiative are to: Increase successful completion of courses, decrease F's, increase W's (which do not affect GPA), and to ultimately reduce the number of students in the "unsatisfactory" Academic Progress (SAP) process. The data below reflect semesterly reporting and trend analysis.



Midterm Grade Results: 2017 - 2020

2017 Baseline Final grades	2018 Pilot Final grades	2019 Final grades	Normal year results	2020 Final grades (COVID 19)
A-C: 72%	A-C: 75.5%	A-C: 83%	+11%	A-C: 72%
D-F: 18%	D-F: 16.5%	D-F: 13%	-5%	D-F: 12%
*I/W: 10%	*I/W: 8%	*I/W: 14%	+14%	*I/W: 15%

*I indicates a final grade of "Incomplete." W indicates a final grade of "Withdraw."

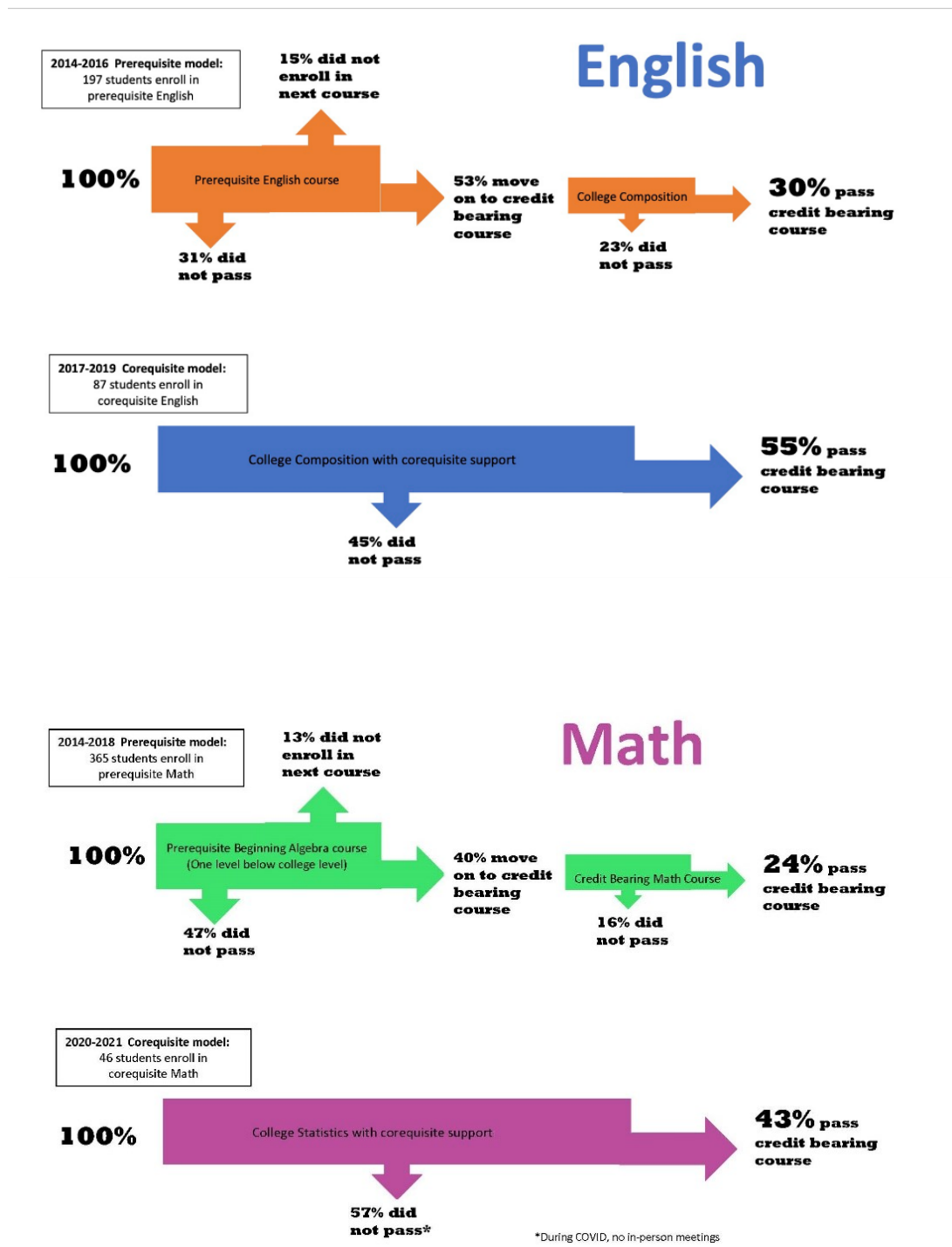
D. Corequisite Model in College-level English and Math

Consistent with its mission, FDLTCC's curriculum includes developmental education in math and English. Through the college's long-standing relationship with Adult Basic Education (ABE), which has been located on campus since 2009, students utilize free-of-charge skill-building resources in the areas of reading, math, and English if they do not place into or are hesitant to enroll in developmental- and college-level courses. Two of FDLTCC's math and English faculty were part of the Minnesota State system's team charged with implementing the Developmental Strategic Roadmap (DESR), a legislatively-driven initiative to improve developmental education in Minnesota. As a result of this involvement, in 2017, FDLTCC's English department developed a corequisite model that enabled students to enroll in their college-level English course and, if placement scores indicated need for skill-building, to simultaneously enroll in a support course. This was also consistent with FDLTCC's work with Achieving the Dream and with Minnesota State's guided pathways initiative. The model is structured as follows:

- ◆ Same instructor for college-level course and corequisite course
- ◆ Students who place into support course enroll in college-level English (ENGL 1101, 3 cr.) and corequisite support course (ENGL 0094, 2 cr.)
- ◆ Class composition mingles 20 students who place directly into ENGL 1101 and 10 students who place into the corequisite ENGL 0094.
- ◆ Corequisite course begins 15 minutes after the college-level course ends
- ◆ Corequisite course includes:
 - ◆ Relevant, scaffolded assignments to complete college-level work
 - ◆ Immediate intervention and feedback
 - ◆ Stronger relationship with instructor
 - ◆ Greater student investment

In 2020, as part of Minnesota State's Strong Start to Finish (SSTF) math pathways project, and based on the success of the English corequisite model, FDLTCC's Math department piloted a similarly-structured corequisite for its MATH 1030 Introduction to Statistics course, which approximately seventy-five percent of FDLTCC's students take to fulfill their college-level math requirement. The college-level course is paired with MATH 0025 Statistics Preparation as the support course for those whose placement score indicates the need for additional skill-building.

The college's corequisite model addresses concerns regarding potential gateway courses and is consistent with a guided pathways approach to completion, as well as with Minnesota State's general goal of having students complete college-level Math and English requirements during their first year of college. FDLTCC monitors the effectiveness of its corequisite model, the successful results of which have led to numerous presentations in conferences at Minnesota State, Achieving the Dream, and the University of Texas' Dana Center. FDLTCC monitors the effectiveness of its corequisite model in a variety of ways, including the formats below.



In addition to the general overview of the model's effectiveness, FDLTCC also examines the model's effectiveness for specific student populations. The results below are disaggregated data pertaining to the performance of First Time Ever in College (FTEIC) students at FDLTCC enrolled in the English co-requisite:

FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
Overall	31	23%	43	38%	40	36%	24	32%	-5	8

FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
Ethnicity										
White	16	25%	22	44%	18	37%	13	33%	-3	8
American Indian	11	25%	9	36%	9	30%	6	29%	-1	4
African American	4	18%	6	20%	13	42%	3	27%	-15	9
Gap/Difference (percentage point)										
White - Am In		0		-8		-7		-5		
White - Afr Am		-7		-24		5		-6		
Am In - Afr Am		-7		-16		12		-1		

FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
Gender										
Female	14	23%	21	47%	15	36%	13	30%	-5	7
Male	17	24%	22	32%	25	37%	11	33%	-3	10

FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
Pell Status										
Pell Recipient	20	21%	25	33%	32	40%	12	27%	-13	6
Non-Pell Recipient	11	30%	18	47%	8	28%	12	39%	11	9

FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
First-Generation Status										
First-Gen Student	21	22%	27	36%	28	36%	13	25%	-11	3
Non-First-Gen Student	10	26%	16	41%	12	38%	11	46%	8	20

Appendix

FDLTCC Assessment Plan 2020 – 2025

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HISTORY

On September 30/October 1, 2019, FDLTCC underwent its mid-cycle review for the Higher Learning Commission's (HLC) Standard Pathway, a timeline that coincided with the next round of assessment planning for the college. The HLC's Criteria 3 and 4, both encompassing aspects of teaching and learning, were met without concerns; however, FDLTCC's assessment committee has based Assessment Plan 2020 – 2025 on the evaluating team's guidance and suggestions. Consistent with the college's history of assessment of student learning, the Assessment Plan 2020 – 2025 carries forward a focus on existing practices related to course-, program-, and institutional-based assessment practices while also introducing the team's guidance to incorporate the college's more recent efforts to use "data to determine factors that might be predictive in terms of student success and instrumental in tailoring student success. . . ."

Because student learning and success is central to FDLTCC, the Assessment Plan 2020 – 2025 intentionally overlaps with aspects of FDLTCC's 2025 Strategic Plan, particularly Strategic Direction 4 to "Advance a Quality Education," as well aspects of FDLTCC's *Annual Report of Student Learning*, FDLTCC's *Data Factbook*, and timelines associated with the college's involvement with Achieving the Dream.

Strategic Areas of Attention 2020 – 2025

General Review and Evaluation of Processes

1. Engage in an annual review, evaluation, and report-out of primary student learning data via the production of the *Annual Report of Student Learning*. Assessment committee will review and evaluate data during the fall of each year and present the *Annual Report of Student Learning* to faculty and staff at duty days prior to the start of spring semester each year.
2. In 2024, engage in a broad review and evaluation of Assessment Plan results from 2020 – 2024 and determine paths forward.

I. Co-curricular Assessment (Criterion 2)

1. By 2023, review FDLTCC's definition of "co-curricular" and identify and develop the tracking process for other possible co-curricular student experiences (e.g., student ambassadors, PTK, athletics, conference participation in poster/research presentations)
2. Continue to assess optional credit-based internships, the Nandagikendan (Seek to Learn) Academies, and volunteer experiences (nursing and law enforcement).

II. Teaching and Learning: Evaluation and Improvement (Criterion 4)

Core component 4A

1. Continue and build on established data reporting and review practices, such as Nuventive related to student learning, academic achievement, and related processes.
2. Establish a practice of including a brief and relevant data item in each standing committee meeting to increase campus awareness and discussion of data. An example would be a discussion of a KPI at the start of each AASC meeting.
3. Continue to practice and improve program review consistent with Minnesota State policy and procedure and on a 3-year cycle coupled with annual program data updates reported in the *Annual Report of Student Learning*.
4. Increase reporting of program learning outcomes in Nuventive.
5. Continue to develop, implement, and document Credit for Prior Learning opportunities in FDLTCC's academic programs in a manner consistent with Minnesota State policy and procedure
6. Continue to monitor and keep aligned Minnesota State transfer policies and FDLTCC procedures, including transparent posting of transfer policies and procedures on FDLTCC's website and in major printed materials, such as the college catalog.
7. Continue reporting dual enrollment (CITS) assessment of student learning in Nuventive and include such in the review and evaluation of assessment data.
8. Maintain documentation related to specialized accreditation and State approval boards, including ACEN, WINHEC, PELSB, BON, and POST.
9. Continue to run and review results from annual Minnesota State Graduate Follow-up Survey and annually disseminate general results broadly, such as at campus-wide meetings, the *Annual Report of Student Learning*, and FDLTCC Data Factbook.
10. Report in the *Annual Report of Student Learning* longitudinal views of student success
11. Continue to annually report key performance indicators (KPIs) related to Guided Learning Pathways, such as retention/persistence and completion.
12. Continue to refine and provide to internal and external audiences FDLTCC's Data Factbook and the *Annual Report of Student Learning*.

Core component 4B

1. Continue to monitor and improve licensure pass rates in each relevant program.
2. Maintain documentation related to specialized accreditation and State approval boards, including ACEN, WINHEC, PELSB, BON, and POST.
3. Develop the longitudinal view of ETS Proficiency Profile (FDLTCC Grad Exit Exam) results and establish an annual reporting practice through the *Annual Report of Student Learning* (report data in a disaggregated manner as able).
4. Develop the longitudinal view of assessment of student learning related to the Competencies Across the Curriculum (CAC) results and establish an annual reporting practice through the *Annual Report of Student Learning* (report data in a disaggregated manner as able).
5. Present and discuss longitudinal data related to student learning at campus-wide meeting days to broaden awareness and discussion of FDLTCC's student academic achievements.
6. Continue reporting dual enrollment (CITS) assessment of student learning in Nuventive and include such in the review and evaluation of assessment data.
7. Report in the *Annual Report of Student Learning* longitudinal views of student success
8. Continue to annually report key performance indicators (KPIs) related to Guided Learning Pathways, such as retention/persistence and completion.

Core component 4C

1. Continue to run and review results from annual Minnesota State Graduate Follow-up Survey and annually disseminate general results broadly, such as at campus-wide meetings, the Annual Report of Student Learning, and FDLTCC Data Factbook.
2. Report in the *Annual Report of Student Learning* longitudinal views of student success
3. Continue to annually report key performance indicators (KPIs) related to Guided Learning Pathways, such as retention/persistence and completion.
4. Continue to practice an annual review and reporting cycle of data related to student success initiatives reported via North Star, specifically academic alerts, academic progress reports, and mid-term grades, and generally, flags and kudos (disaggregate results as able).

Key Passages from HLC Site Visit Report 2019

I. Co-curricular Assessment (formerly Core Component 3E). Criterion 2: Integrity: Ethical and Responsible Conduct

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

Core Component 2.B (formerly known as Core Component 3.E)

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

HLC Site Visit Report, 2019: FDLTCC defines co-curricular offerings ‘as those primarily tied to credit and non-credit based experiences that are not required parts of degree programs’. . . FDLTCC has created institutional goals for student persistence and completion rates. In addition, FDLTCC tracks persistence and completion rates for various student cohorts groups (such as student athletes). However, FDLTCC acknowledged a need to develop learning outcomes for co-curricular activities and to track data outcomes related to efficacy of such offerings.

II. 4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

HLC Site Visit Report, 2019: During the site visit, FDLTCC identified strengths and areas for improvement related to the academic program review process. Conversations with faculty coupled with an examination of program reviews provide evidence of an evolving, strengthened program review process. Similarly, FDLTCC’s World Indigenous Nations Higher Education Consortium (WINHEC) specialized accreditation requires the creation and articulation of Indigenous cultural standards across tribal-related programs and courses. Implementation of these cultural standards was so successful that faculty and staff are now in the process of adopting the

indigenous cultural standards in all academic programs at FDLTCC. In addition, FDLTCC's specialized accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP), POST (law enforcement accreditation), specialized accreditation for nursing further evidence ongoing commitment to the continuous improvement process.

FDLTCC recently moved from a five-year academic **program review cycle** to a more holistic review of all programs on a three-year cycle. During the third year, FDLTCC reviews program elements such as alignment of program and course learning outcomes with institutional learning outcomes, student persistence and completion rates, student transfer rates, budget allocation, financial position, labor markets, strategic planning, and retention and graduation rates.

As noted, an examination of completed program reviews and the program review template provide evidence of institutional commitment to the program review process. Furthermore, these program processes align with the program review policies and procedures set forth by the Minnesota State system.

FDLTCC uses Advisory Boards to gain insight related to the community and business needs, to track FDLTCC's degree of success in meeting those needs, and to track student progress after graduation. The FDLTCC Human Services program has written transfer agreements with the College of St. Scholastica (CSS) and the University of Wisconsin (Superior), and CSS has been offering the Social Work degree on the FDLTCC campus for the past nine (9) years.

While onsite, the Vice President for Academic Affairs, the Director of Institutional Research, and the Assessment Committee provided evidence of data gathering, assessment, and use of data outcomes related to demographics and student persistence, completion, and retention rates. Equally important, academic calendars provide evidence of commitment to data analysis conducted during "Duty Days," the next of which is scheduled for November of 2019. Equally important, the Director of Institutional Research and Vice President for Academic Affairs noted a need to "drill down" deeper into the data to determine factors that might be predictive in terms of student success and instrumental in tailoring student success platforms for specific student cohort groups. This evidences the fact FDLTCC is emerging a data-driven system based on the unique institutional and student needs assessment.

4.B - Core Component 4.B

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

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

HLC Site Visit Report, 2019: FDLTCC's commitment to educational achievement and improvement is demonstrated in its assessment model that adopted implementation of the Four Core Competencies Across the Curriculum (CAC). The Four Competencies are institutional learning outcomes that provide the foundation for college, program, and course learning outcomes. The competencies are:

- Information Literacy,
- Ability to Communicate,
- Problem Solving, and
- Culture.

These competencies are embedded in course outlines and form the focus for assessment of student learning. They are also integrated with college and program learning outcomes, thereby serving to ensure alignment of institutional, college, program, and course learning objectives. Understandably, this level of sophistication is due, in part, to participation in the Achieving the Dream initiative.

Faculty and deans review the course outlines and alignment of the Four Competencies with program learning outcomes on a three-year basis. This review is designed to ensure currency and assessment of student attainment of learning outcomes and to improve alignment of institutional learning outcomes in college, program, and classes offerings. Specialized accreditation, certification, and licensure exam rates further provide evidence of institutional commitment to educational achievement and improvement and ongoing improvement of student learning.

FDLTCC administers the ETS Proficiency Profile as a Graduate Exit Exam. The Graduate Exit Exam affords the comparison of competencies on a national scale and allows latitude for tailoring of eight institutional questions. However, FDLTCC first reviewed this data in 2018 and admits that issues "have not been resolved" with the data. As such, FDLTCC has not performed longitudinal (year-after-year) data analysis of the Graduate Exit Exam. Similarly, FDLTCC is beginning to disaggregate data for Activity Planning Forms, co-curricular activities, student services, and academic support programs. Similar to the Graduate Exit Exam, FDLTCC not yet performed longitudinal data analysis for these initiatives.

The Interim President and Vice President of Academic Affairs acknowledged that FDLTCC is in the initial phases of data analysis and confirmed the need to perform more longitudinal data analysis. They acknowledged that year-after-year analysis of data outcomes is essential in terms of identifying different at-risk student cohort groups. They agreed that without longitudinal data analysis, it is difficult to determine the efficacy of student success platforms designed to improve student persistence, completion, and retention rates. The good news is that longitudinal data analysis is on the horizon as part of FDLTCC's participation in the Achieving the Dream tribal initiative.

4.C - Core Component 4.C

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

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

HLC Site Visit Report, 2019: The Assurance Argument and committee meeting minutes provided evidence of commitment to improving student persistence, completion and retention rates. As evidence, FDLTCC provided data outcomes from participation in the Achieving the Dream program, data contained on the Minnesota State system Accountability Dashboard, and data contained in the Data Factbook that is published on the college website. Each contains data outcomes related to persistence, completion, retention, and graduation rates. The Data Factbook and Minnesota State system drill down into persistence and completion rates by ethnicity,

income, (as determined by Pell eligibility) and enrollment status (fulltime/part-time). Equally important, the Minnesota system requires publication of this data statewide and uses data outcomes to annually evaluate FDLTCC's president.

FDLTCC did acknowledge its institutional research processes are in the midst of change. FDLTCC recently hired an Institutional Research Director and is working with the Ascendium funded "Project Success" program and Achieving the Dream to embrace a more intensive data-driven approach to student persistence, completion, and retention analysis. This should provide more consistency in review of year-after-year data outcomes in order to identify factors that might be predictive in terms of at-risk student cohorts.

As noted, FDLTCC is participating in Achieving the Dream, a network of college and universities that provide on-site mentorship with a goal of creating a data-driven educational system to generate "student and community growth." In fact, FDLTCC has obtained a second three-year cycle with Achieving the Dream initiative, thereby providing future direction for data collection and analysis.

Similarly, the Strategic Plan 2025 and various initiatives, such as the advisor call lists, evidence commitment to improving student retention, persistence, and completion rates. FDLTCC also uses an "early alert system" to assist struggling students. In particular, FDLTCC has implemented a system that identifies students who are struggling during the first week of class and attempts to provide tutoring, mentoring, counseling, and emotional support. FDLTCC also provides the services of a Social Worker for students who might benefit from such services.

Conversations with students and FDLTCC employees describe the student support services as successful; however, FDLTCC is in the initial stages of accumulating and analyzing data to determine efficacy of student support platforms. Now that an Institutional Research Director has been hired, more data analysis and use of data outcomes is expected. Similarly, conversations with the Vice President of Academic Affairs, faculty, and the student support staff evidence an understanding of the need to improve student retention and completion rates. In fact, the student support staff and the registrar agreed that student success should be examined not only in terms of academic success, but also in terms of employment success after graduation or completion of a certificate. Overall, FDLTCC employees evidenced real dedication to celebrating student success and should be commended for that commitment.

III. Criterion 4 - Summary

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

FDLTCC demonstrates responsibility for the quality of its educational programs and support services. Similarly, FDLTCC evaluates effectiveness of student learning processes through data collection and analysis as evidenced by its assessment reporting infrastructure.

The faculty are committed to assessment as is evidenced by FDLTCC's membership in the Achieving the Dream initiative. The next step is for FDLTCC to utilize year-after-year data outcomes to identify predictive factors for various at-risk student cohort groups. Such longitudinal data is critical when establishing student success platforms designed to improve student persistence, completion, and retention rates.

DEFINITIONS

Assessment method: Faculty members are encouraged to use a variety of assessment methods in their classes. Assessment methods may include tests, quizzes, projects, presentations, short or long essays, field work, or demonstrations. Assessment methods relate to course learning outcomes.

CAC: Competencies Across the Curriculum. These are the FDLTCC's institutional level assessments that encompass information literacy, the ability to communicate, problem solving, and culture.

Course outline: By MSCF contract, a course outline is the official public documentation of the course and is the property of the college (as opposed to a syllabus, which is the intellectual property of a faculty member). The course outline contains the course learning outcomes as well as other important information about the course.

Course learning outcomes: Specific statements describing what students will be able to do on completion of the course. Course learning outcomes, being an integral part of the course outline, must be officially approved through the AASC.

Course goals: What the faculty member intends to teach and reflects the content of the course. These are usually included in the course syllabus.

Co-curricular: Offerings tied to credit- and non-credit-based experiences that are not required parts of degree programs, in most instances, but that add value and skills to the learning experience. At FDLTCC, these include credit-based internship and research experiences, non-credit but required community service hours in the nursing and law enforcement programs, and non-credit participation in the Nandagikendan academies for entering college students and returning college students.

Key performance indicators (KPIs): Key measures that indicate progress toward an intended result, such as credit completion, course completion, and degree completion.

Lagging indicators: Metrics that are output-oriented (summative), such as graduation, employment, and retention rates. Lagging indicators provide information "after the fact" and can't be impacted in "real-time."

Leading indicators: Metrics that are input-oriented (formative), such as mid-term grades, early alerts, and attendance reporting. Leading indicators provide information that can be acted on in order to change a circumstance.

Program learning outcomes: Specific statements describing what students will be able to do on completion of the program of study.

TracDat/Nuventive: Assessment activities are tracked through an assessment management system called TracDat/Nuventive. FDLTCC faculty, including faculty teaching in the college's dual enrollment (CITS) program, log their assessment data on a semesterly basis during the final grading period, and these data form the foundation of FDLTCC's view of course-level student learning.