

FDLTCC Annual Report of Student Learning

2022 - 2023



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Table of Contents

Note to Readers	2
About FDLTCC.....	3
I. Who are the Students of FDLTCC?	4
II. Student Learning at FDLTCC.....	8
A. Competencies Across the Curriculum	8
Core Competencies by Reporting Year	9
Learning Goals by Core Competency.....	9
Assignment Type by Reporting Year	10
Target Met or Not Met by Assignment Type	10
B. Academic Assessment Records Database.....	11
C. Cultural Standards.....	12
D. Co-curricular Learning	13
Internships and Research Experiences.....	14
Nandagikendan Academy for Entering College Students.....	14
Law Enforcement and Nursing Mandatory Service Hours.....	16
E. Graduate Exit Exam/ETS Proficiency Profile.....	16
Total Skills Scores.....	17
Skills Subscores.....	19
Context-Based Subscores	21
FDLTCC-specific Grad Exit Exam Questions	23
F. Licensure Exams	32
G. Related Employment and Continuing Education.....	33
III. Student Learning Support at FDLTCC.....	34
A. Qualified Faculty and Staff.....	34
B. CCSSE	35
C. SENSE	36
IV. Special Initiatives in Student Learning at FDLTCC.....	37
A. Key Performance Indicators	38
B. Academic Alerts, Satisfactory Academic Progress, and Retention.....	40
C. Mid-term Grades.....	42
D. Corequisite Model in College-level English and Math.....	43
Appendix	46
A. Assessment Plan 2020 – 2025	46

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 academic 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 (*Manaa'ji'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 2019 – 2023

Admission Category	FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
	#	%	#	%	#	%	#	%	#	%
High School	1,421	61.1%	1,195	58.4%	1,271	64.3%	1,221	65.6%	1,283	63.2%
Undergraduate Regular	384	16.5%	351	17.2%	299	15.1%	269	14.5%	309	15.2%
Undergraduate Transfer	448	19.3%	410	20.0%	315	15.9%	289	15.5%	333	16.4%
Undergraduate Other	71	3.1%	89	4.4%	91	4.6%	81	4.4%	104	5.1%
Total	2,324	100.0%	2,045	100.0%	1,976	100.0%	1,860	100.0%	2,029	100.0%

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

Table 2 – Undergraduate Enrollment by Age Category, FY 2019 – 2023

Age Category	FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
	#	%	#	%	#	%	#	%	#	%
18 or less	87	9.6%	86	10.1%	61	8.7%	55	8.6%	69	9.2%
19 - 20	193	21.4%	170	20.0%	123	17.4%	123	19.2%	132	17.7%

21 - 24	204	22.6%	174	20.5%	138	19.6%	108	16.9%	130	17.4%
25 - 34	223	24.7%	221	26.0%	201	28.5%	190	29.7%	191	25.6%
35 - 44	111	12.3%	101	11.9%	100	14.2%	97	15.2%	127	17.0%
45 - 54	63	7.0%	67	7.9%	48	6.8%	39	6.1%	50	6.7%
55 +	21	2.3%	30	3.5%	32	4.5%	26	4.1%	46	6.2%
Unknown	1	0.1%	1	0.1%	2	0.3%	1	0.2%	1	0.1%
Total	903	100.0%	850	100.0%	705	100.0%	639	100.0%	746	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.

Residency	FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
	#	%	#	%	#	%	#	%	#	%
Resident	2,199	94.6%	1,889	92.4%	1,866	94.4%	1,778	95.6%	1,923	94.8%
Non-Resident	109	4.7%	130	6.4%	91	4.6%	75	4.0%	96	4.7%
Unknown	16	0.7%	26	1.3%	19	1.0%	7	0.4%	10	0.5%
Total	2,324	100.0%	2,045	100.0%	1,976	100.0%	1,860	100.0%	2,029	100.0%

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

Gender	FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
	#	%	#	%	#	%	#	%	#	%
Female	1,329	57.2%	1,157	56.6%	1,206	61.0%	1,118	60.1%	1,182	58.3%
Male	990	42.6%	878	42.9%	760	38.5%	760	38.5%	826	40.7%
Unknown	5	0.2%	10	0.5%	10	0.5%	11	0.6%	21	1.0%
Total	2,324	100.0%	2,045	100.0%	1,976	100.0%	1,976	100.0%	2,029	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.

Race / Ethnicity	FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
	#	%	#	%	#	%	#	%	#	%
Am. Indian/Alaskan	171	7.4%	179	8.8%	162	8.2%	159	8.5%	162	8.2%
Asian	30	1.1%	27	1.3%	18	0.9%	23	1.2%	18	0.9%
African American	82	3.4%	95	4.6%	63	3.2%	42	2.3%	63	3.2%
Hisp. of Any Race	88	3.6%	68	3.3%	45	2.3%	47	2.5%	45	2.3%
Native Hawaiian	2	0.1%	0	0.0%	1	0.1%	1	0.1%	1	0.1%
Nonresident Alien	0	0.0%	2	0.1%	0	0.0%	0	0.0%	0	0.0%
White	1,790	76.7%	1,516	74.1%	1,510	76.4%	1,411	75.9%	1,510	76.4%
Two or More Races	149	6.8%	129	6.3%	127	6.4%	134	7.2%	127	6.4%
Unknown	12	1.1%	29	1.4%	50	2.5%	43	2.3%	50	2.5%
Total	2,324	100.0%	2,045	100.0%	1,976	100.0%	1,860	100.0%	2,029	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.

Institution	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
FDLTCC	213	165	179	162	159	201
Hibbing CC	40	34	19	11	11	N/A
Itasca CC	40	44	31	31	27	N/A
Lake Superior CC	103	116	97	91	78	68
Mesabi Range CC	49	53	35	32	36	N/A
MN North College (Itasca, Mesabi, Hibbing, Rainy River, and Vermilion)	N/A	N/A	N/A	N/A	N/A	102
Rainy River CC	10	10	12	6	5	N/A
Pine TC	18	13	14	19	35	14
Vermilion CC	8	17	11	8	13	N/A
Bemidji State Univ.	182	176	175	184	183	169

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. Data are sourced from the State of Minnesota SLEDS database available at: [Minnesota SLEDS \(mn.gov\)](http://mn.gov). Table 7 shows FDLTCC’s student awards by ethnicity for fiscal years 2017 – 2023.

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
FY	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
2022	American Indian	24	28
	Asian	1	1
	Black	5	6
	Hispanic	1	2
	Hawaiian / Pacific	0	0
	White	107	124
	Unknown / Uncoded	1	1
	Total	139	162
2023	Race / Ethnicity	Unduplicated Headcount	Degrees Awarded
	American Indian	33	45
	Asian	2	2
	Black	3	3
	Hispanic	0	0
	Hawaiian / Pacific	0	0
	White	102	152
	Unknown / Uncoded	5	9
	Total	145	211

Source: Student Academic Awards

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, 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 faculty review.

Core Competencies by Reporting Year

Reporting Year

- 2019-2020
- 2020-2021
- 2021-2022

Core Competency

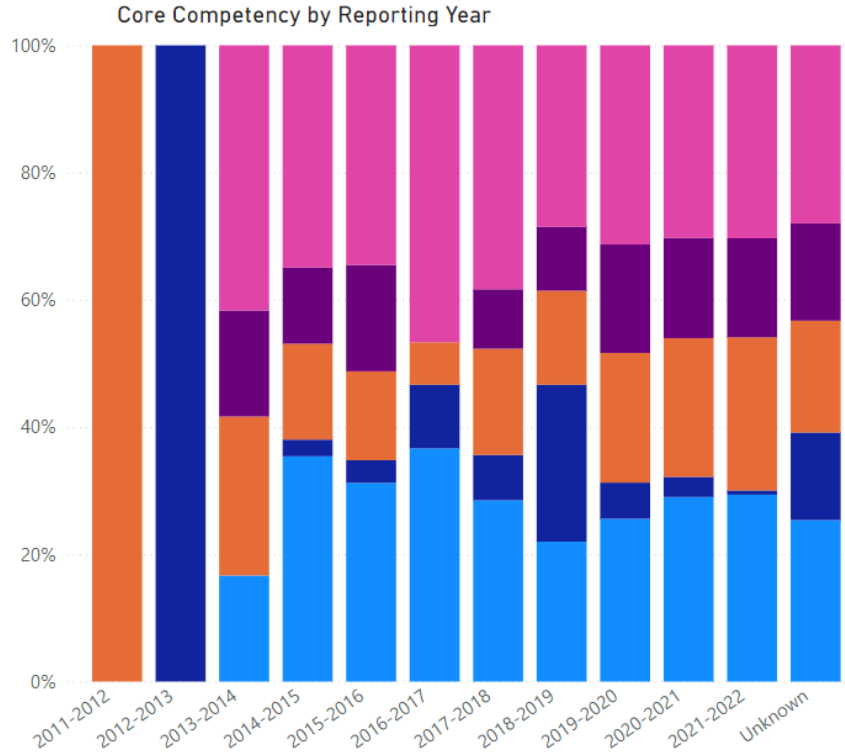
- Ability to Communicate
- Culture
- Information Literacy
- N/A
- Problem Solving

Department Name

- Discipline - Accounting
- Discipline - American I...
- Discipline - Anishinaab...
- Discipline - Anthropolo...
- Discipline - Art
- Discipline - Biology
- Discipline - Business
- Discipline - Career Plan...
- Discipline - CDEV
- Discipline - Chemical D...
- Discipline - Chemistry
- Discipline - Computer ...
- Discipline - Corrections
- Discipline - Early Childh...
- Discipline - Economics
- Discipline - English
- Discipline - EUT
- Discipline - Geography
- Discipline - Geology

Core Competency

- Problem Solving
- N/A
- Information Literacy
- Culture
- Ability to Communicate



Learning Goals by Core Competency

Reporting Year

- 2019-2020
- 2020-2021
- 2021-2022

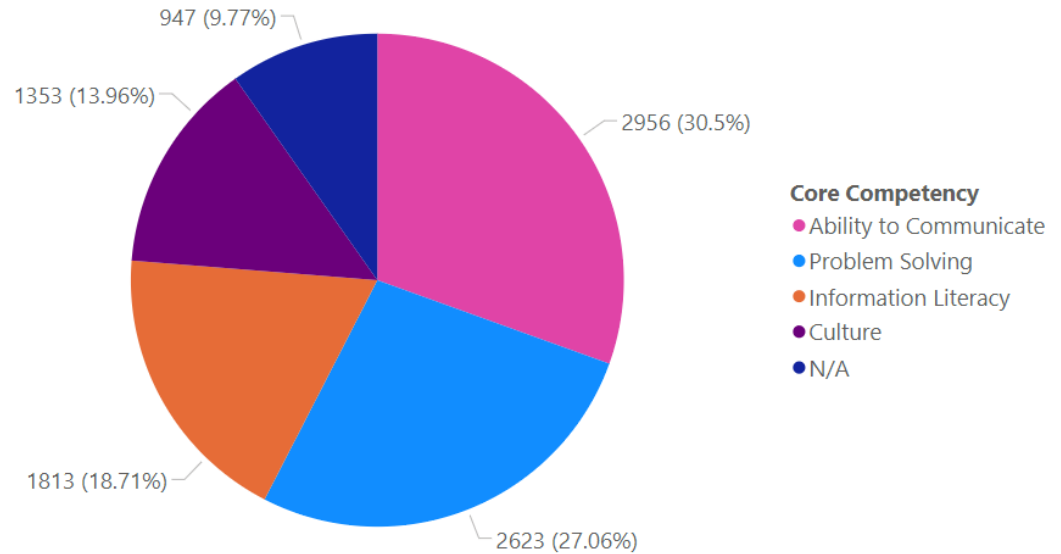
Assessment Type

- Classroom Rubric
- Content-Specific Assignment
- Course Pass Rates
- Create CD
- Discussion
- Exam/Quiz - In Class
- Exam/Quiz - Practice for Li...
- Field Placement/Internship
- Group Project
- Lab Project
- On-line Discussion
- On-line Quiz/Exam
- Paper

Department Name

- 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



Assignment Type by Reporting Year

Reporting Year

- 2019-2020
- 2020-2021
- 2021-2022

Core Competency

- Ability to Communicate
- Culture
- Information Literacy
- N/A
- Problem Solving

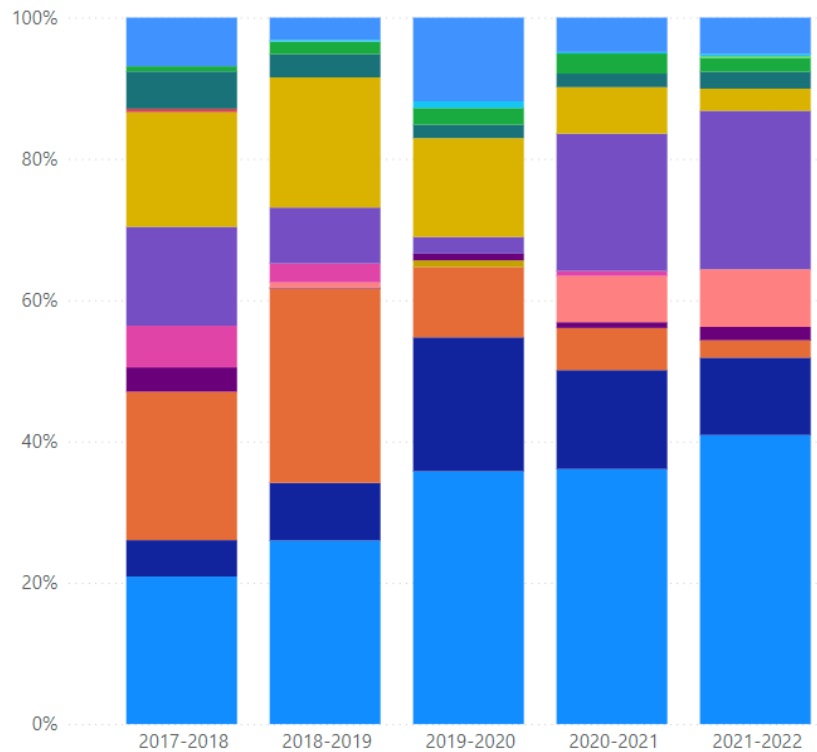
Department Name

- Discipline - Accounting
- Discipline - American In...
- Discipline - Anishinaab...
- Discipline - Anthropol...
- Discipline - Art
- Discipline - Biology
- Discipline - Business
- Discipline - Career Plan...
- Discipline - CDEV
- Discipline - Chemical D...
- Discipline - Chemistry
- Discipline - Computer S...
- Discipline - Economics
- Discipline - English
- Discipline - Geography
- Discipline - History
- Discipline - Human Ser...
- Discipline - Law Enforce...
- Discipline - Math

Assessment Type

- Content-Specific Assignment
- Discussion
- Exam/Quiz - In Class
- Field Placement/Internship
- Group Project
- Lab Project
- On-line Discussion
- On-line Quiz/Exam
- Paper
- Portfolio Review
- Presentation/Performance
- Project
- Simulation
- Unknown
- Written Assignment

Assessment Type by Reporting Year



Target Met or Not Met by Assignment Type

Reporting Year

- 2019-2020
- 2020-2021
- 2021-2022

Assessment Type

- Classroom Rubric
- Content-Specific Assignment
- Course Pass Rates
- Create CD
- Discussion
- Exam/Quiz - In Class

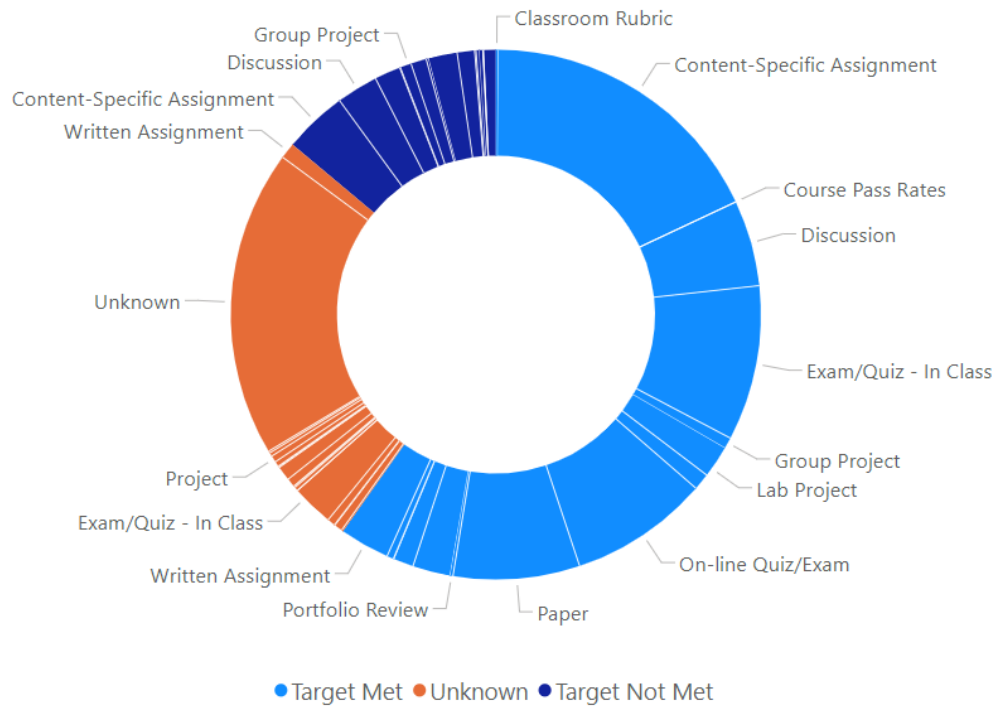
Department Name

- Discipline - Accounting
- Discipline - American Indian...
- Discipline - Anishinaabe Lan...
- Discipline - Anthropology
- Discipline - Art
- Discipline - Biology
- Discipline - Business
- Discipline - Career Planning
- Discipline - CDEV
- Discipline - Chemical Depen...
- Discipline - Chemistry
- Discipline - Computer Science

Core Competency

- Ability to Communicate
- Culture
- Information Literacy
- N/A

Target Met / Not Met by Assignment Type



B. Academic Assessment Records Database

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 this narrative per dashboard reporting below:

Unit
Discipline - English

Course Number
All

Outcome Status
All

Core Competency
All

Evaluation
All

Discipline	Course Number	Course Name	Learning Goal Name	Learning Goal	Outcome Status
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-10	Summarize literary response and literary analysis. (A)	Active
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-20	Recognize a variety genre's within children's literature specific to the American Indian culture. (B)	Active
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-30	Select and assess a wide range of engaging texts representing various genres and cultures. (C)	Active
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-40	Engage with children in a classroom with a selection of materials that match reading levels, interests, cultural, and linguistic backgrounds. (B)	Active
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-50	Participate in a cultural storytelling project about the Anishinaabeg culture. (D)	Active
Discipline - English	AMIN/ENGL 2200	American Indian Children's Literature	AMIN/ENGL 2200-60	Use effective listening and communications skills. (A)	Active
Discipline - English	ENGL 0092	College Prep English I	ENGL 0092-10	Use technology (including Microsoft Word, D2L, and email) to create, save, edit, and publish writing.	Active

Outcome Status	Core Competency Mapped To	Assessment Terms	Assessment Type	Assessment Method	Reporting Year
Active	Information Literacy	2019-5 (Spring 2019)	Paper	First generation essay.	2018-2019
Active	Ability to Communicate	2019-5 (Spring 2019)	On-line Quiz/Exam	Complete the required readings for the course.	2018-2019
Active	Problem Solving	2019-5 (Spring 2019)	Presentation/Performance	Participate in in class evaluations of children's books.	2018-2019
Active	Ability to Communicate	2019-5 (Spring 2019)	Content-Specific Assignment	Teaching reflections.	2018-2019
Active	Culture	2019-5 (Spring 2019)	Content-Specific Assignment	Write your own children's book.	2018-2019
Active	Information Literacy				
Active	Information Literacy				

Reporting Year	Result	Evaluation	Number of Students Assessed	Number of Students in Class	Number of Students Meeting the Criterion	Campus	Action Taken
2018-2019	Of students completing the course, 75% of students earned a C or above.	Target Met				Cloquet	
2018-2019	Average grades were 75.9%.	Target Met				Cloquet	
2018-2019	50% of students did so.	Target Not Met				Cloquet	Action Date: 05/14/2019 Action: Provide supporting materials to clarify expectations for preser
2018-2019	100% of elementary education majors scored a C or higher on this assignment.	Target Met				Cloquet	
2018-2019	37% of student projects reflect Anishinaabeg themes and cultures.	Target Met				Cloquet	

C. 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.

STUDENT NAME _____



Please indicate the course that this evaluation relates to:

Anishinaabe Language III

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? Gikendaasowin
Please provide a brief explanation for selecting this/these response(s).

To learn the language is to learn a way of life.
To learn who we are and become reconnected
brings healing for Anishinaabe.

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

D. 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 2022				
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%
Spring 2022/Summer 2022	\$8,400.00	4	3	75%
Fall 2022	\$28,305.00	6	5	83%
TOTALS	\$224,616.00	86	80	93%
*Internship sites impacted by COVID 19 pandemic				
Source: Ascendium Biannual and Annual Reports, 2017 - 2023				

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 9/4/2022	Modules completed (out of 7)	Fall 2022 Enrolled	Fall 2022 GPA	Spring 2023 Enrolled	Spring 2023 GPA
1	71%	5	Y	0	N	
2	71%	5	Y	4	Y	3
3	100%	7	Y	2.57	Y	3.3
4	57%	4	Y	2.92	Y	2
5	100%	7	Y	2.75	Y	N/A
6	86%	6	Y	N/A	Y	2
7	71%	5	Y	3.75	Y	4
8	43%	3	Y	2.5	Y	1.57
9	100%	7	Y	3.76	Y	2.76
10	86%	6	Y	2.5	Y	3.46
11	100%	7	Y	0	N	N/A
12	71%	6	Y	0	N	N/A
13	100%	7	Y	3.25	Y	2
14	29%	2	Y	0	Y	3.5
15	29%	2	Y	0.69	Y	0
16	14%	1	Y	0	Y	0
17	29%	2	Y	2.23	Y	N/A
18	100%	7	Y	0.3	Y	0.8
19	100%	7	Y	3.57	Y	0
20	100%	7	Y	0.25	Y	N/A
21	57%	4	Y	2	N	
22	100%	7	Y	3.3	Y	1.42
23	100%	7	Y	2.15	Y	2.75
24	100%	7	Y	4	Y	4
25	29%	2	Y	3.8	Y	4

Academy Analysis

% Modules completed	73.7%
% Enrolled in Fall 2022	100%
Average Academy Fall 2022 GPA	2.2
Average FDLTCC Overall Fall 2022 GPA	2.8
Academy retention Fall to Spring	80%
FDLTCC retention Fall to Spring	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 2022 – 2023.

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.

E. Graduate Exit Exam/ETS Proficiency Profile

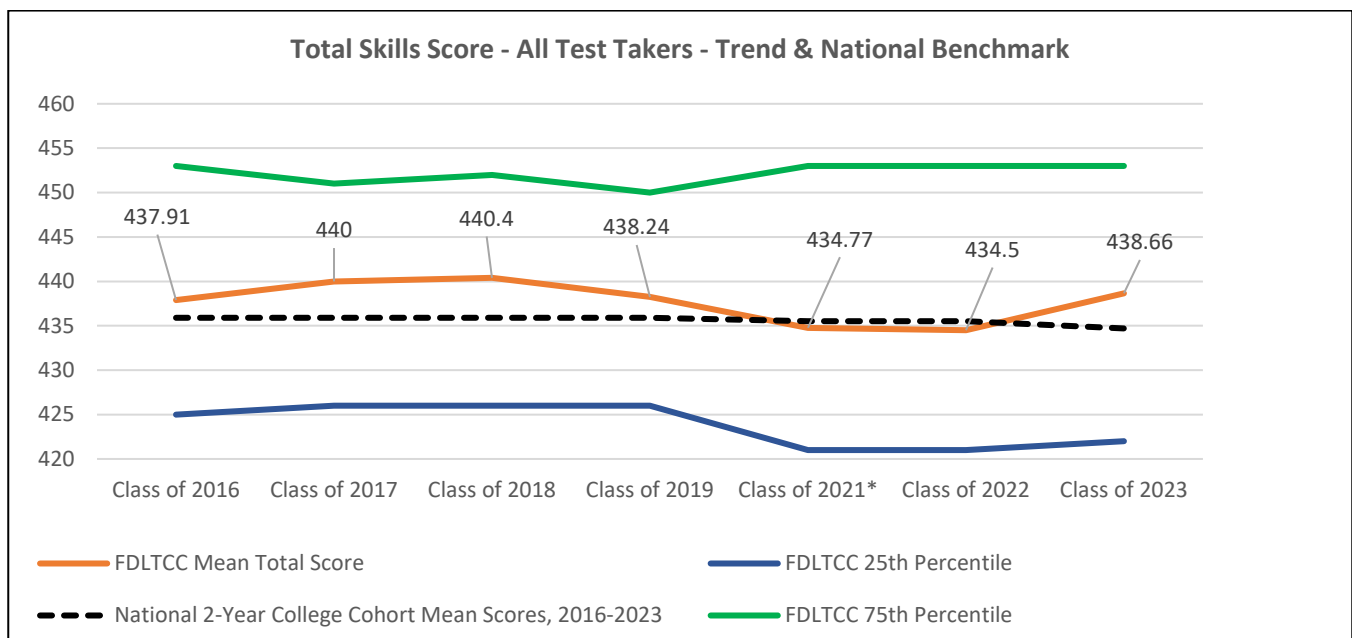
Core component 4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

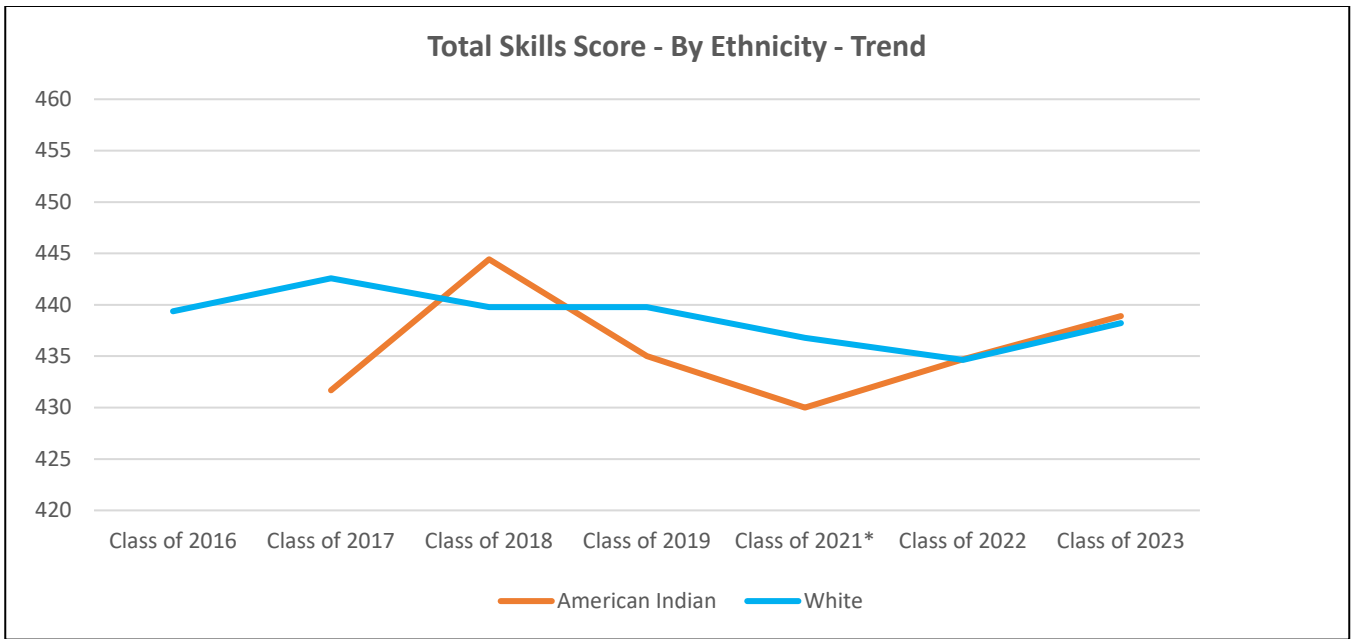
The ETS Proficiency Profile is used to gauge the proficiency of FDLTCC's graduating students across academic skill and subject proficiency areas. Data are compared against the performance of peer colleges nationally and document the college's outcome trends. The Graduate Exit Exam has ten component areas 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.

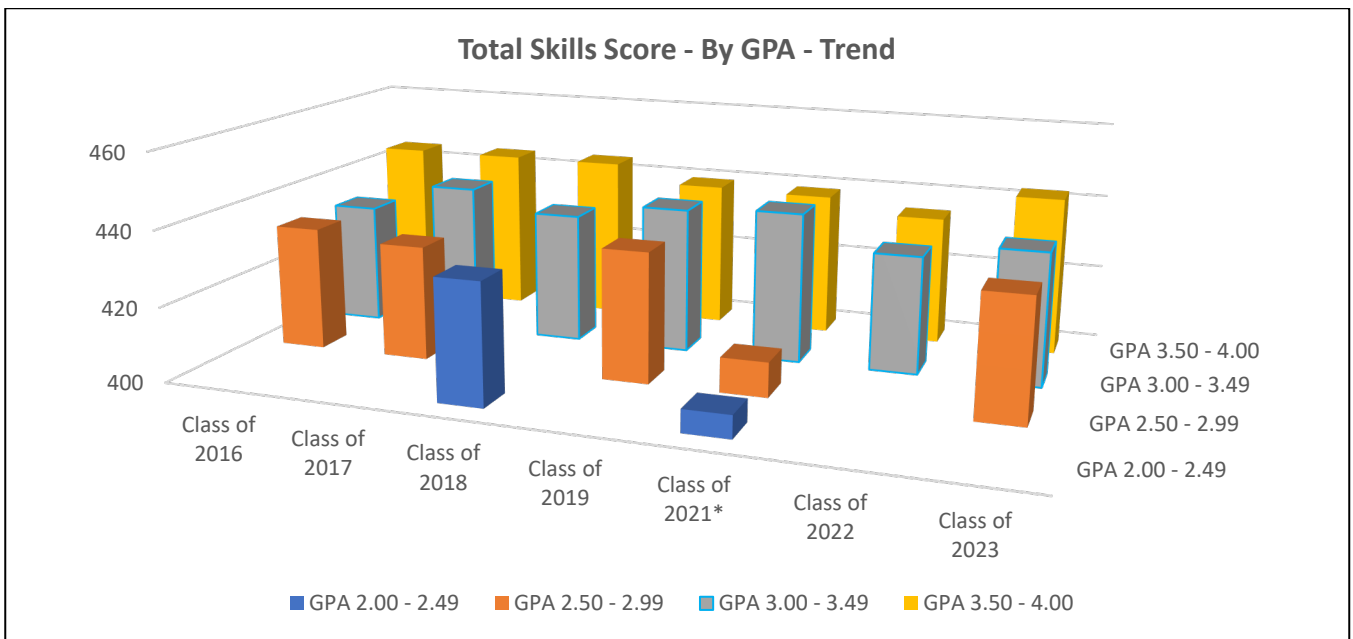
The tables below provide an overview of the performance scores of FDLTCC’s graduates in relation to national benchmarks and by performance trends across time. It encompasses three perspectives: 1. Total skills scores, 2. Skills Subscores, and 3. Context-based Subscores. In some instances, total score data has been suppressed when the count of students scoring is 10 or less. Also, the Class of 2021 had a lower than normal number of testtakers and is therefore noted for smaller sample size with an asterisk. 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

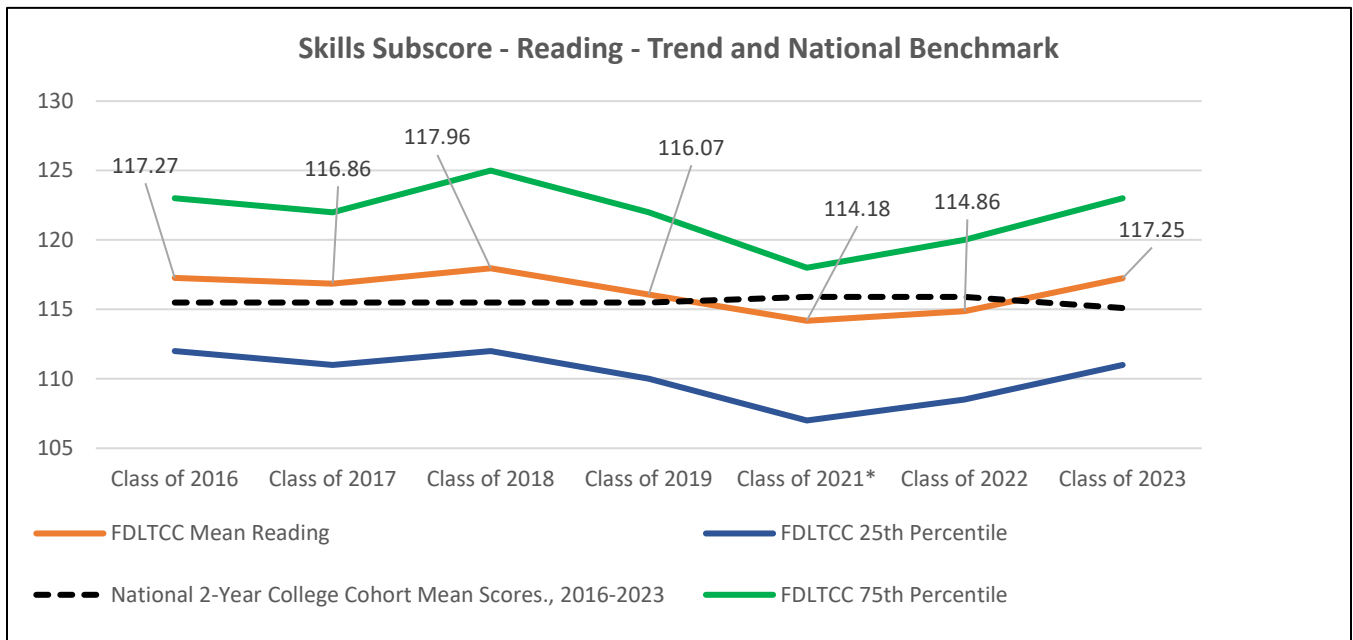
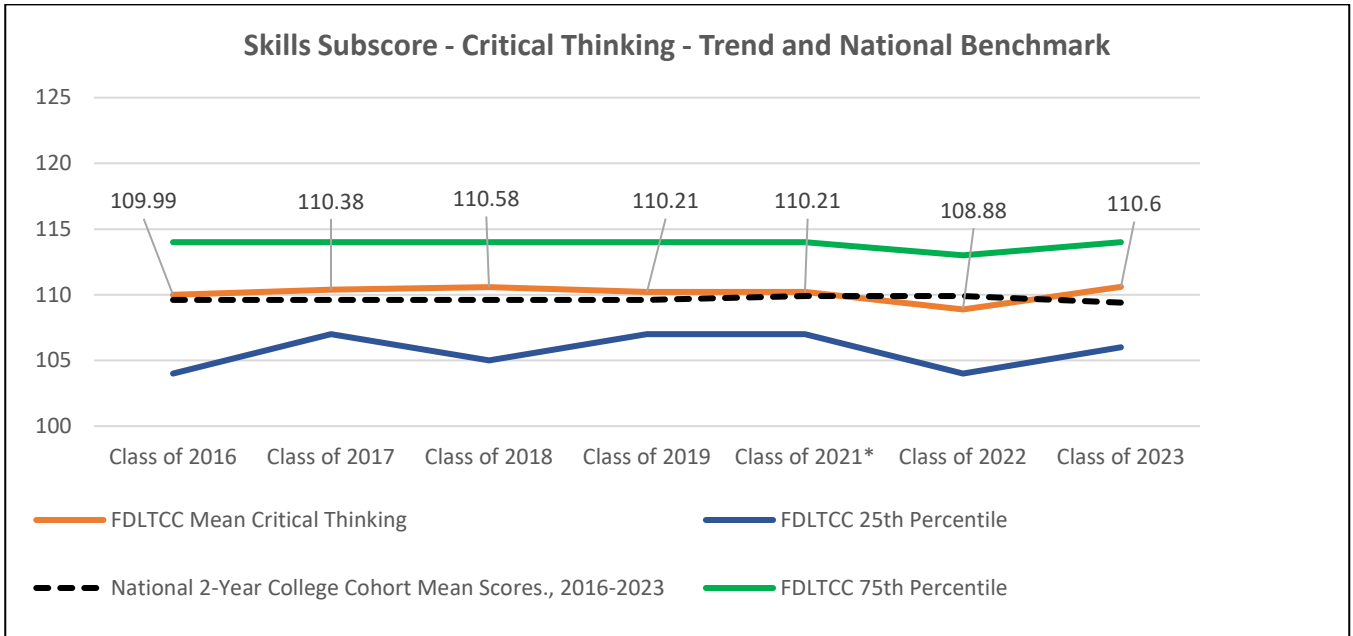




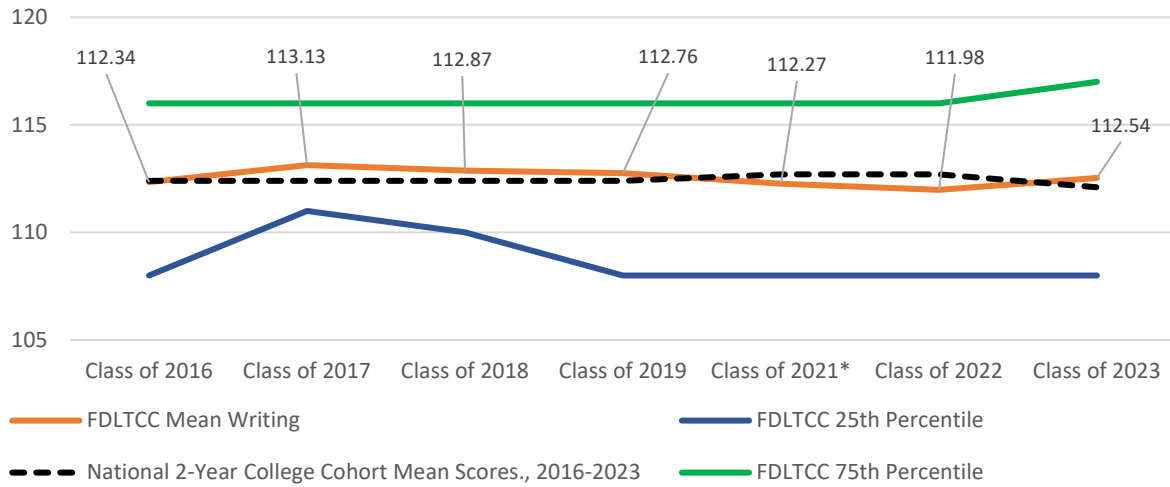
*Only two student groups are represented due to low numbers of other groups.



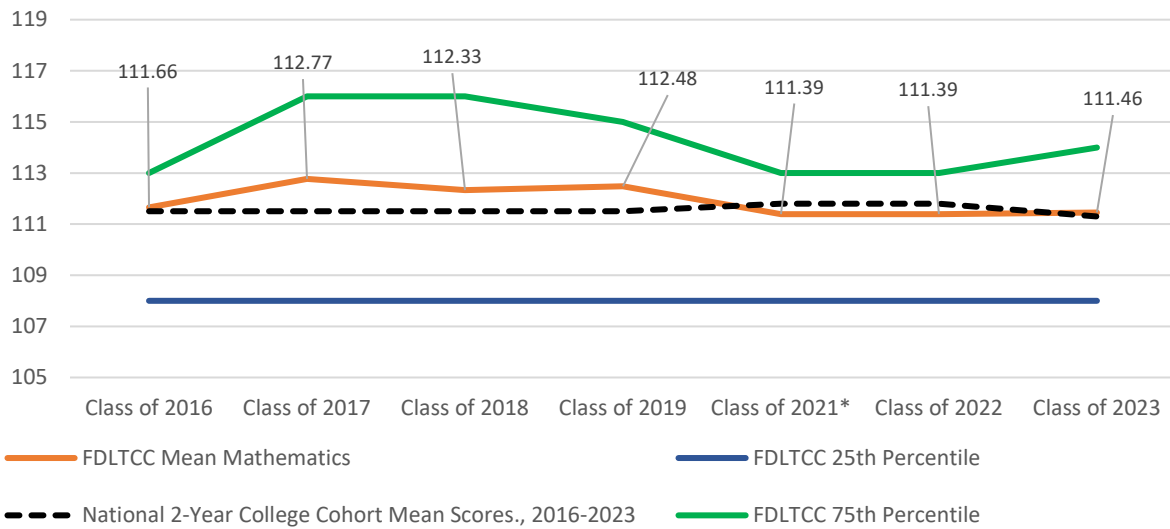
Skills Subscores



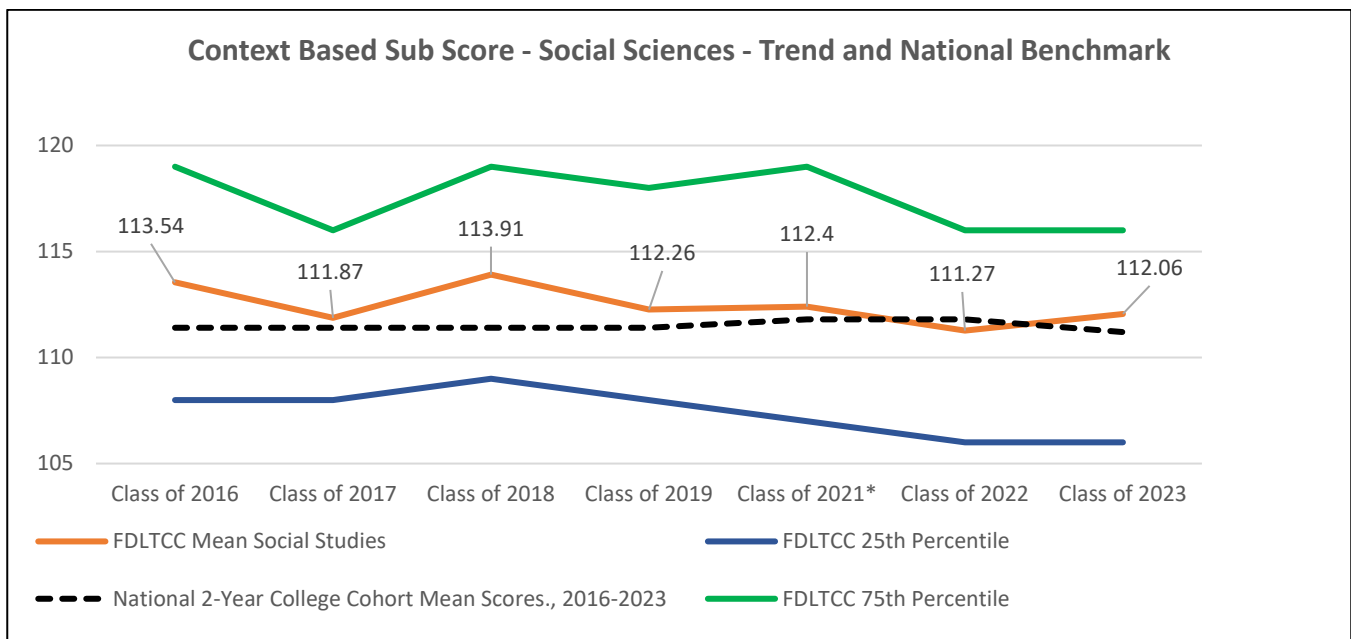
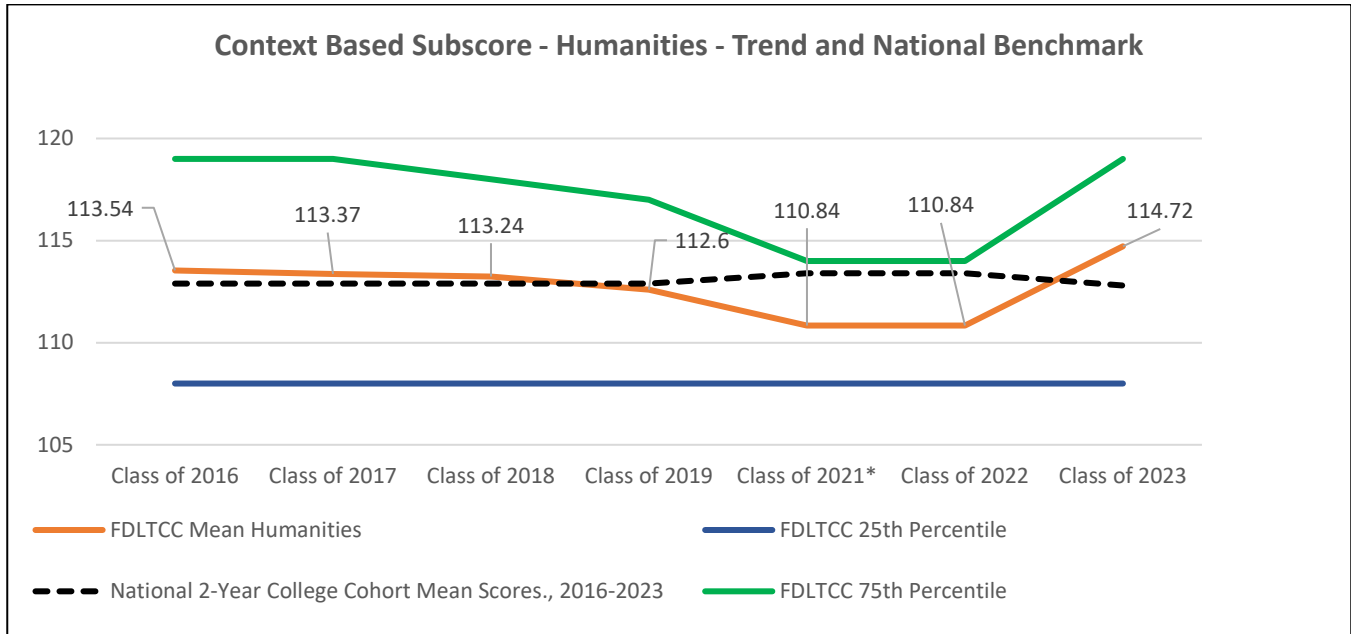
Skills Subscore - Writing - Trend and National Benchmark

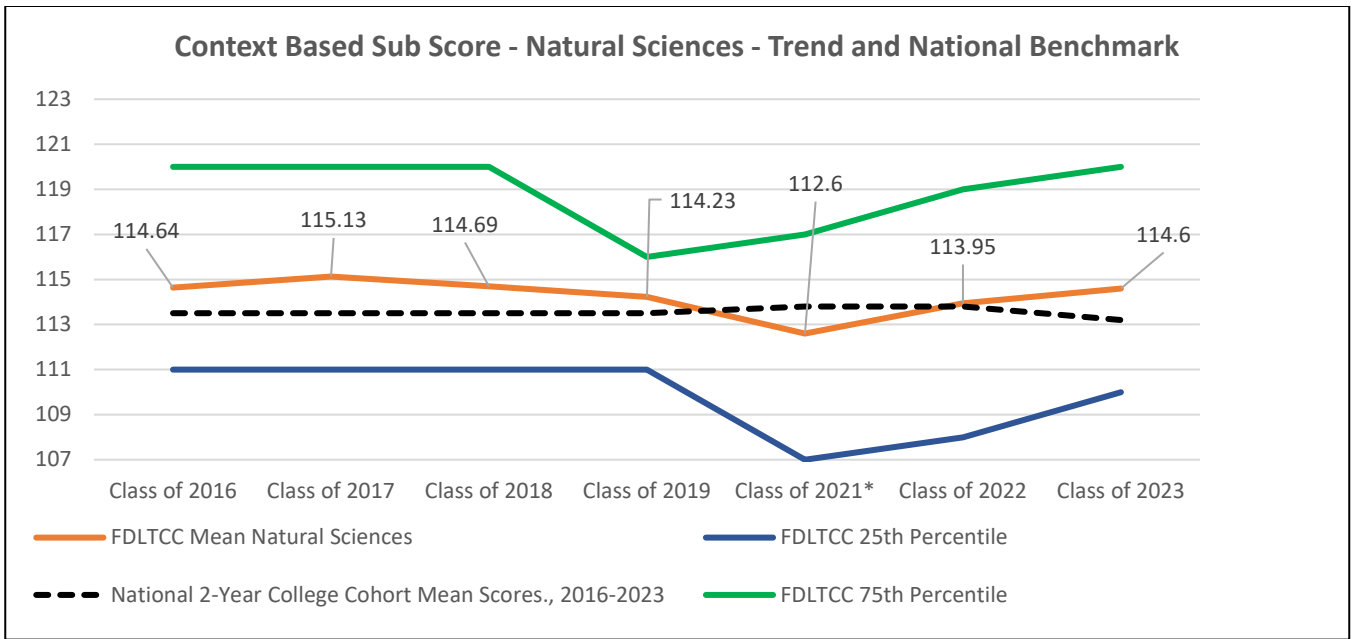


Skills Subscore - Mathematics - Trend and National Benchmark



Context-Based Subscores

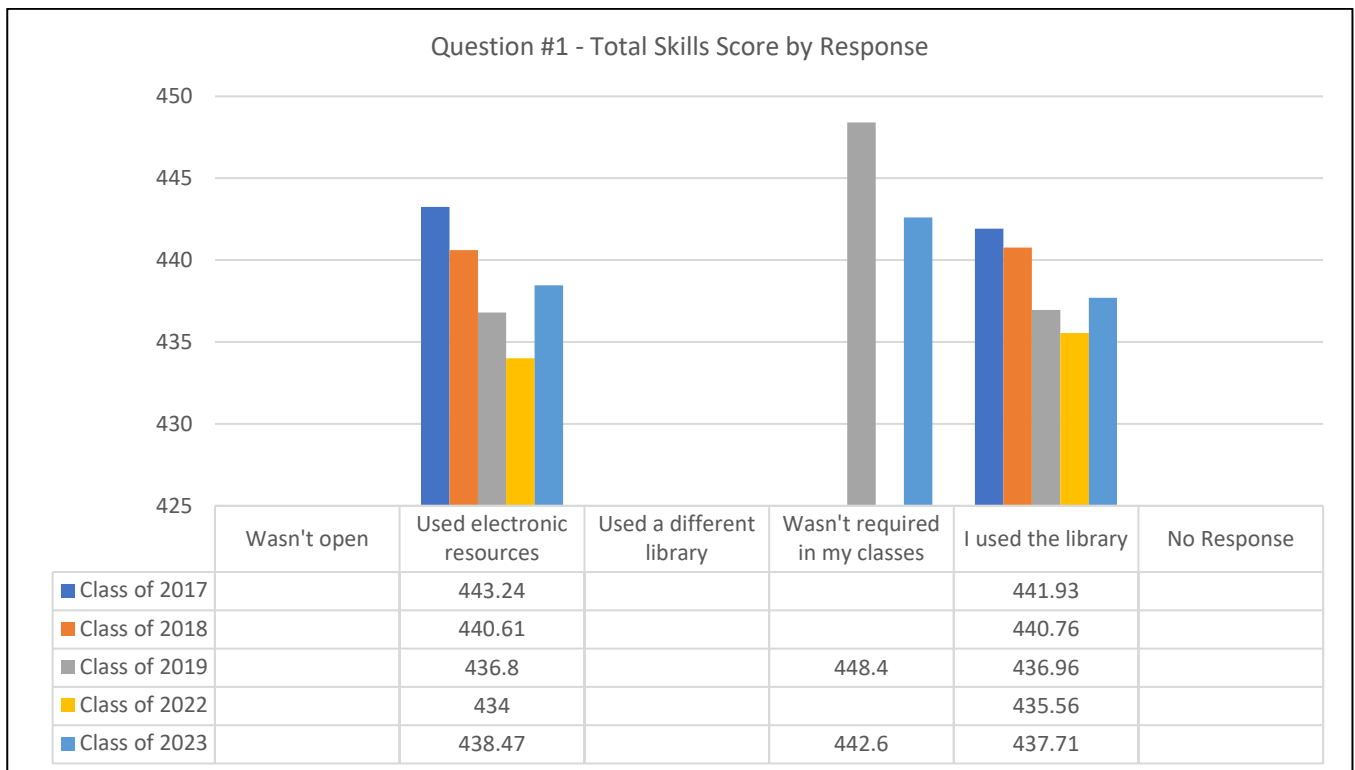
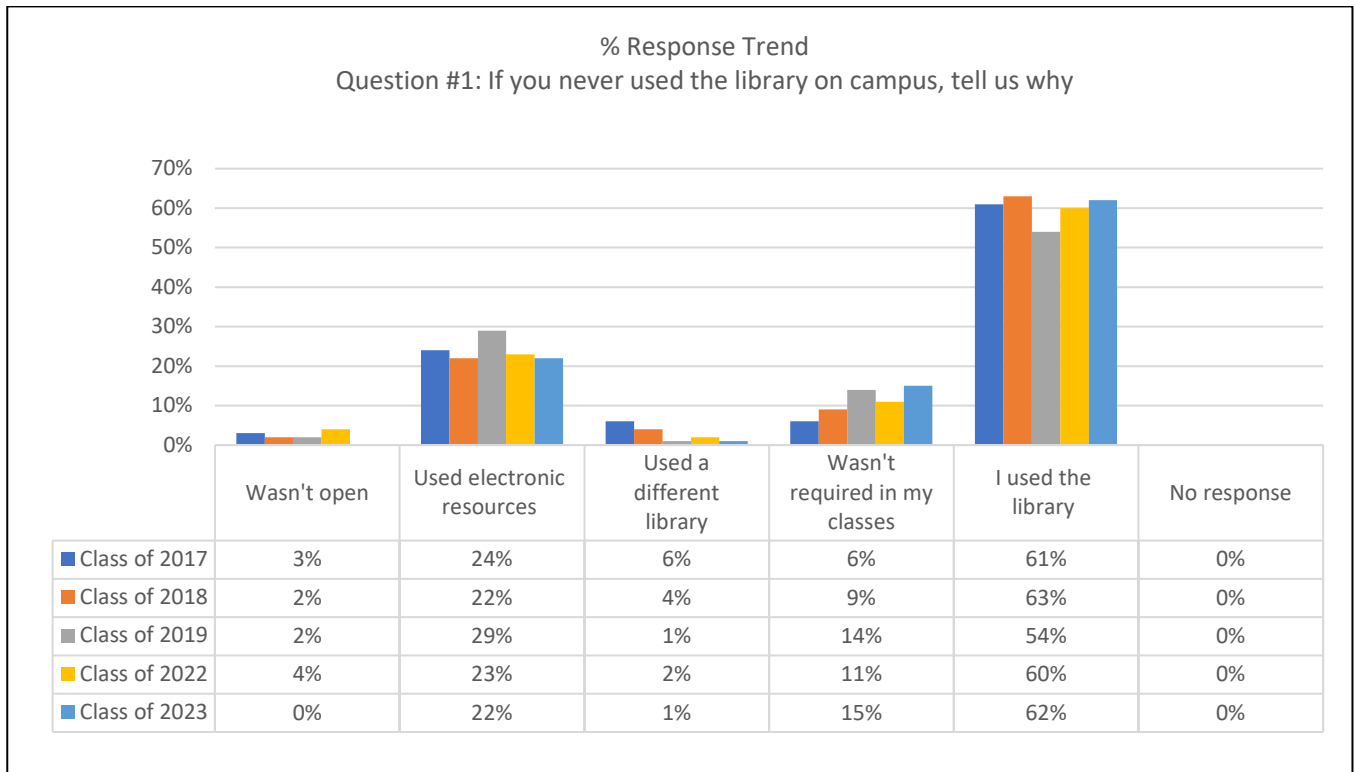




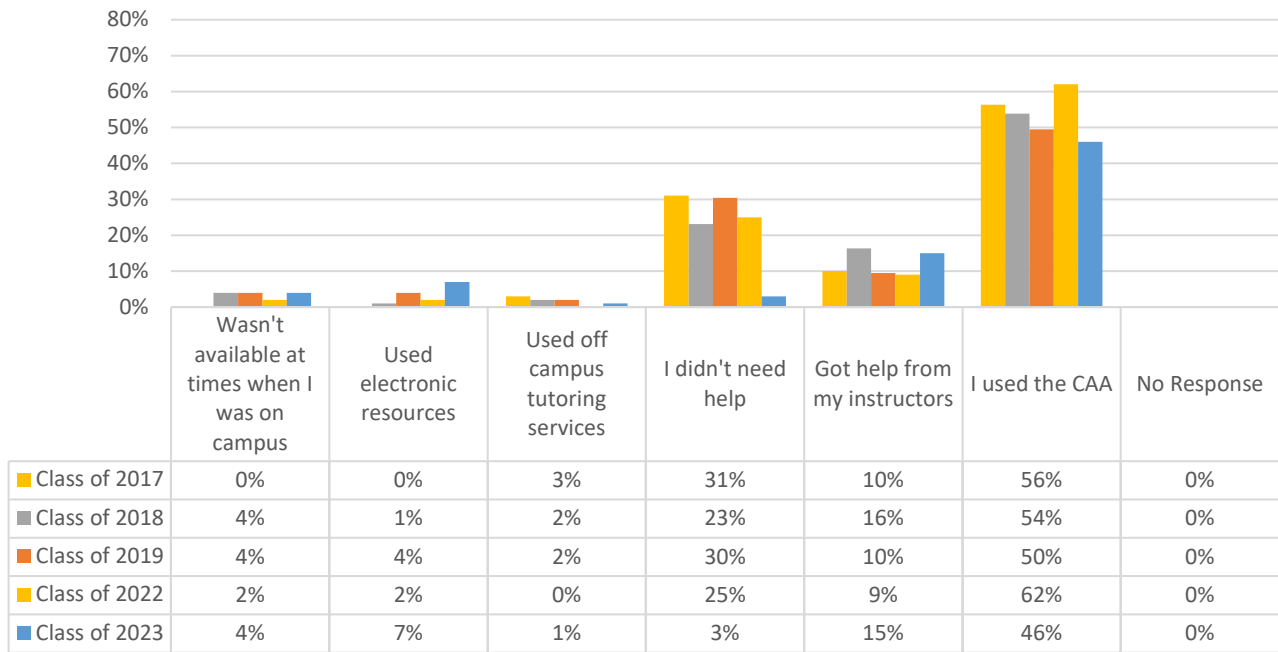
The ETS Proficiency Profile is also used to collect information on matters specific to the college. These include questions related to mission and students’ experience with diversity, library use, the use of tutors, course registration, participation in campus activities, credits taken at other colleges, 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.

*Note the class of 2021 administration was online and a lower than normal number of graduates participated in the learning assessment.

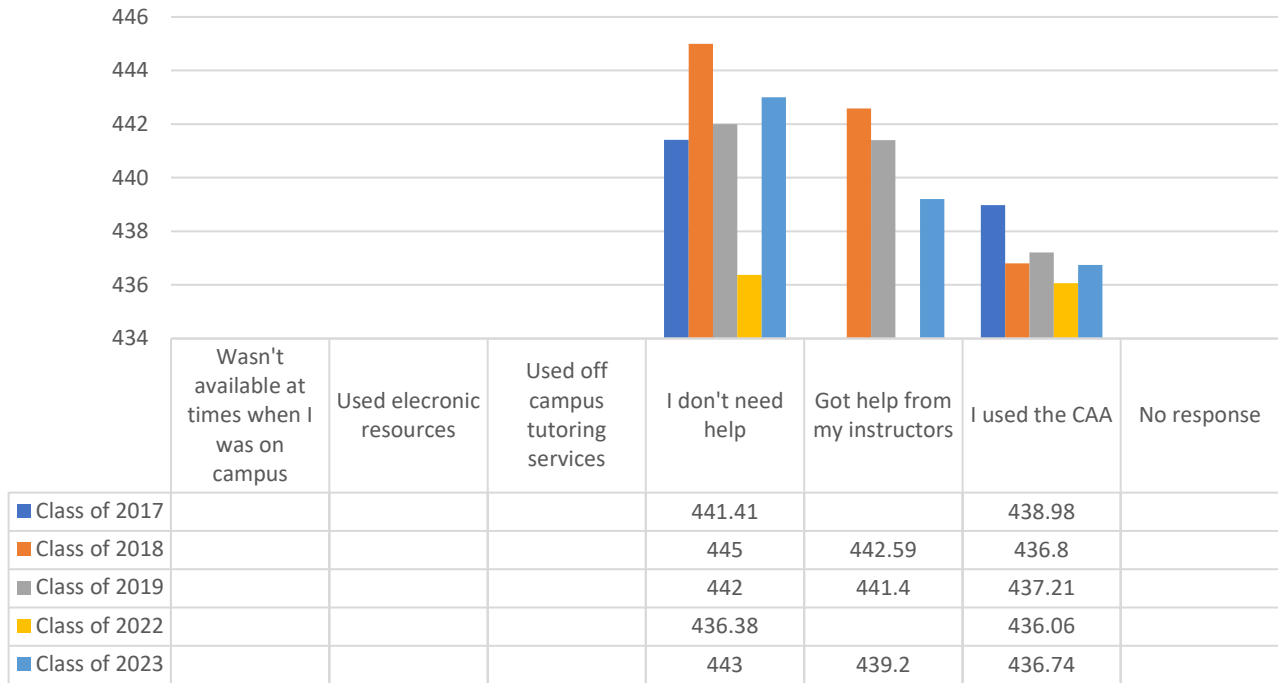
FDLTCC-specific Grad Exit Exam Questions



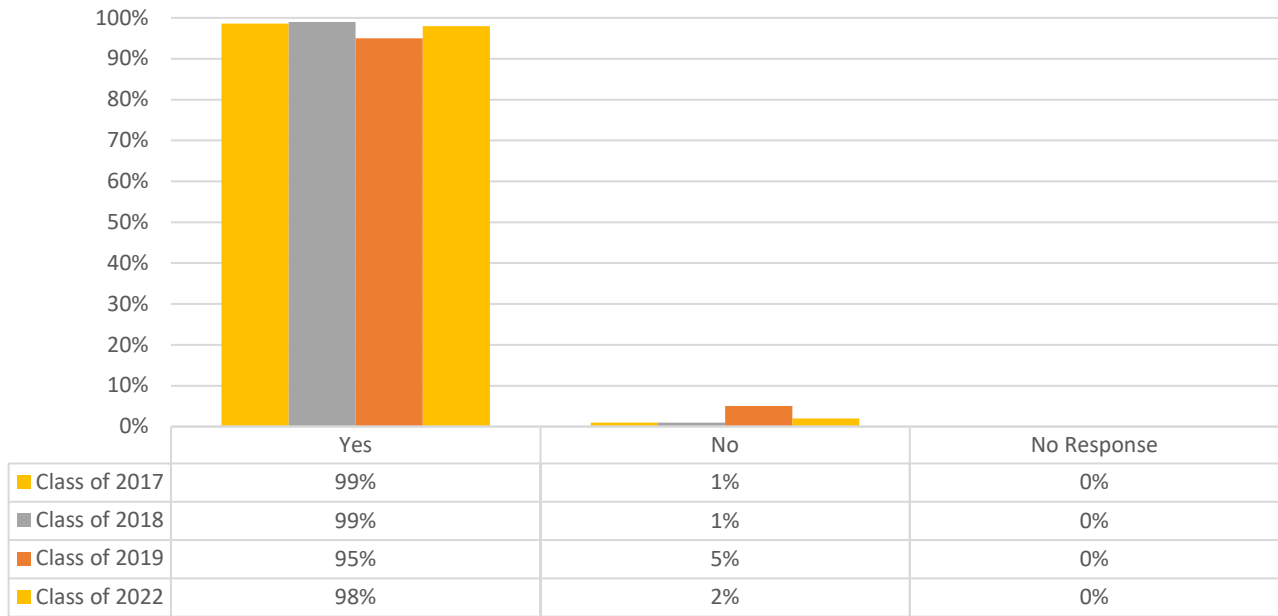
% Response Trend
Question #2: If you never used the CAA (Center for Academic Achievement), tell us why



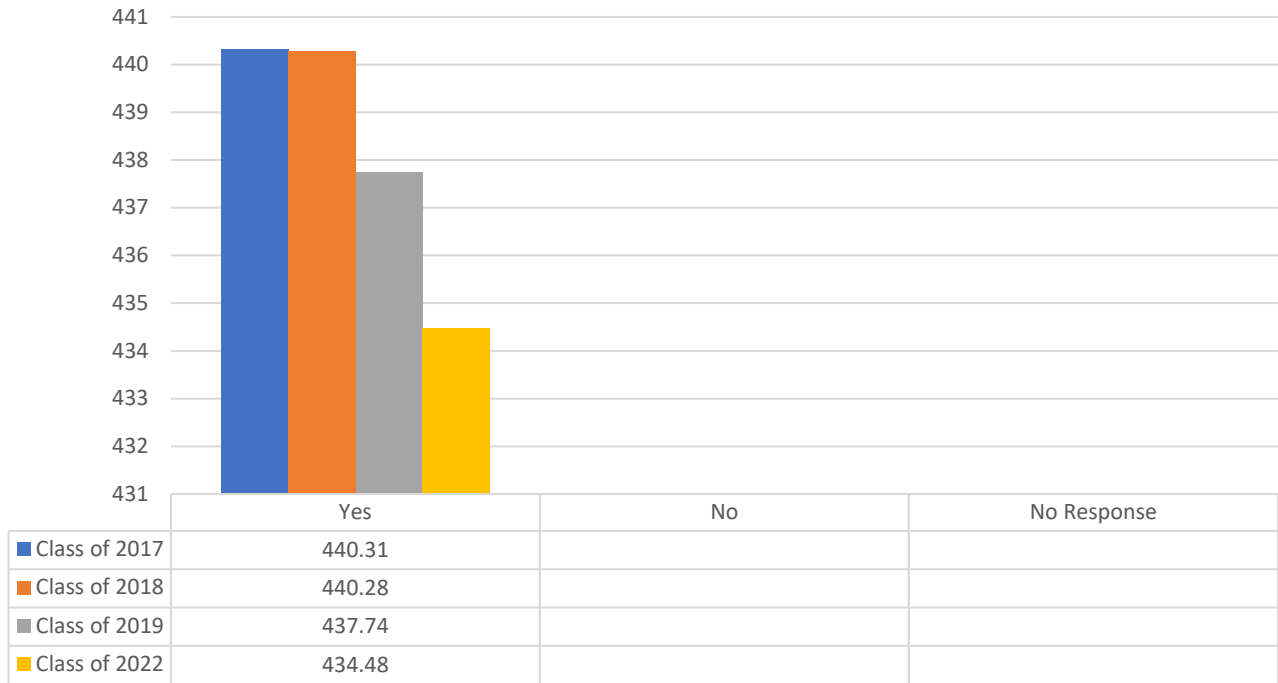
Question #2 - Total Skills Score by Response



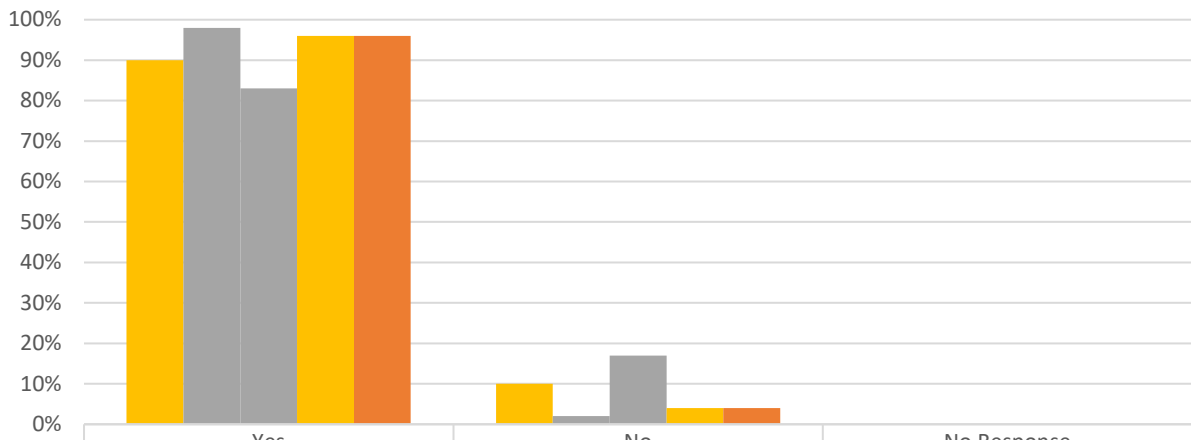
% Response Trend
Question #3: Have you interacted with people of a culture different from yours while at FDLTCC?



Question #3 - Total Skills Score by Response

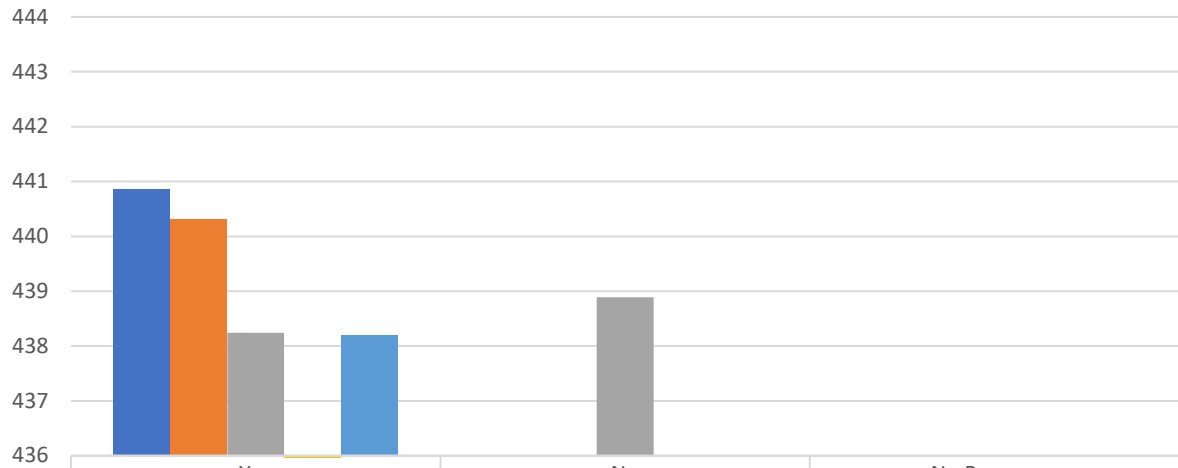


% Response Trend
Question #4 - Have you benefited from the cultural diversity present at FDLTCC?



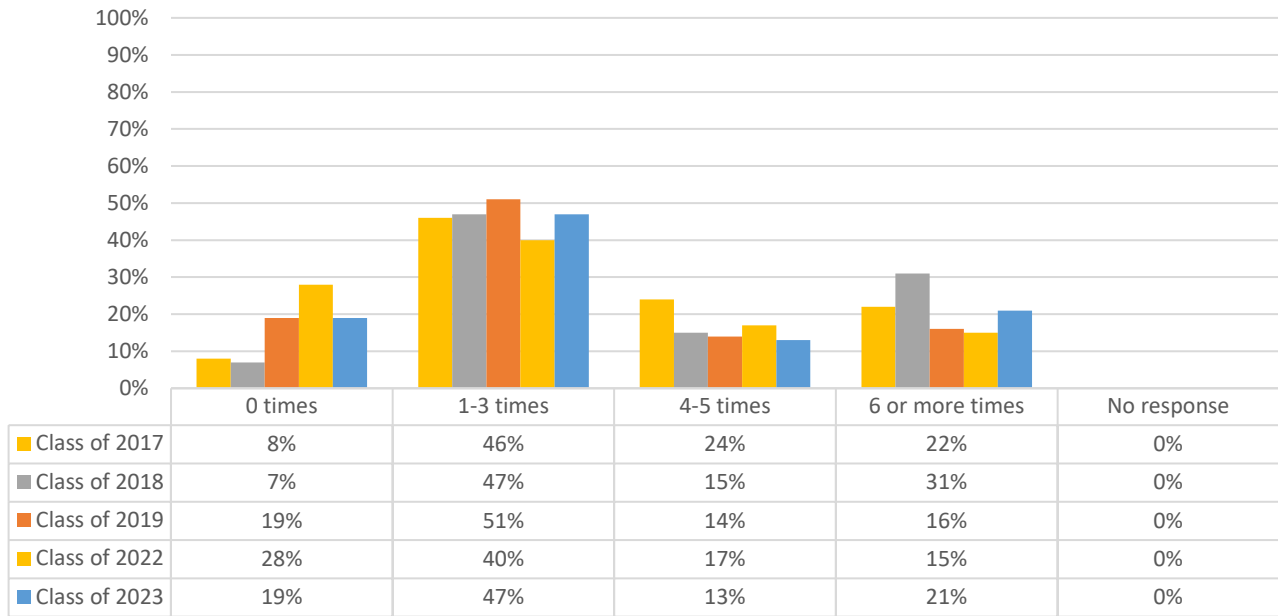
	Yes	No	No Response
Class of 2017	90%	10%	0%
Class of 2018	98%	2%	0%
Class of 2019	83%	17%	0%
Class of 2022	96%	4%	0%
Class of 2023	96%	4%	0%

Question #4 - Total Skills Score by Response

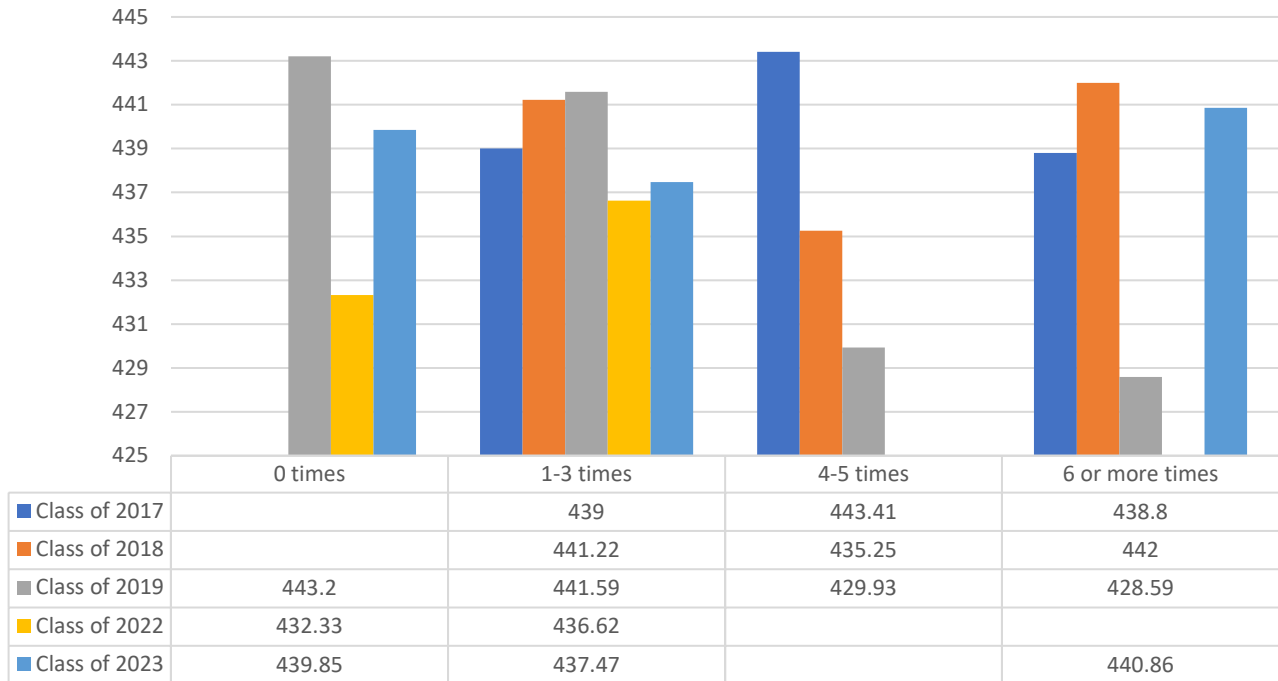


	Yes	No	No Response
Class of 2017	440.86		
Class of 2018	440.31		
Class of 2019	438.24	438.89	
Class of 2022	434.65		
Class of 2023	438.20		

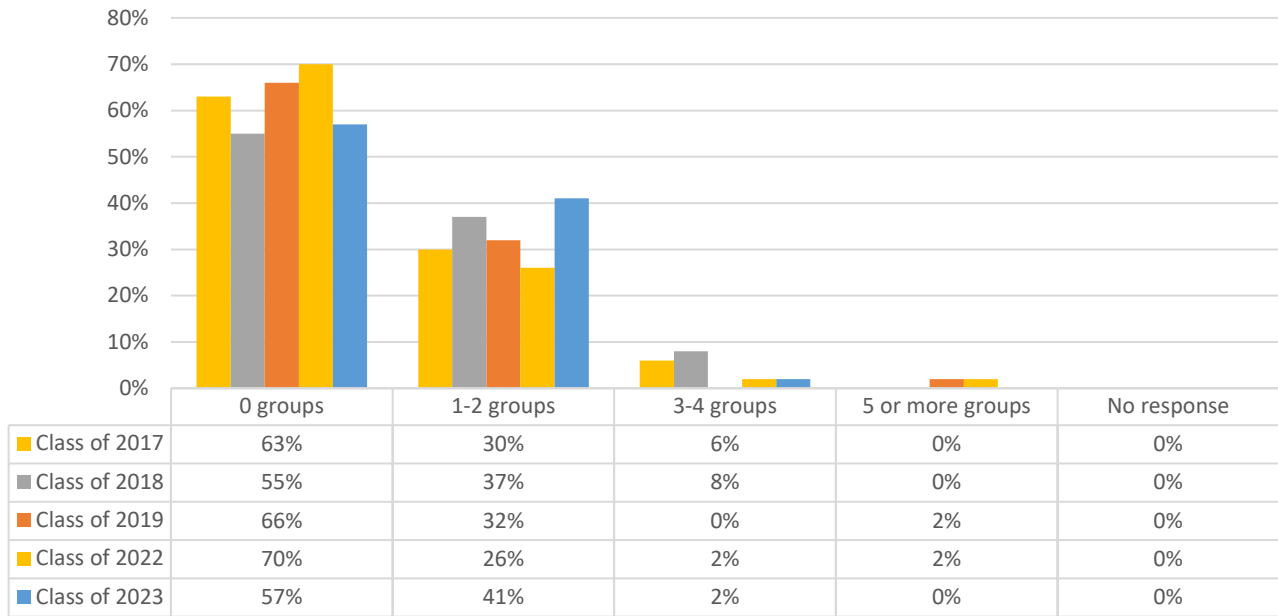
% Response Trend
Question #5: How many times did you participate in special events on campus? (e.g., Giving Thanks Feast, Food for Thought, Job Fairs, athletic events, etc)



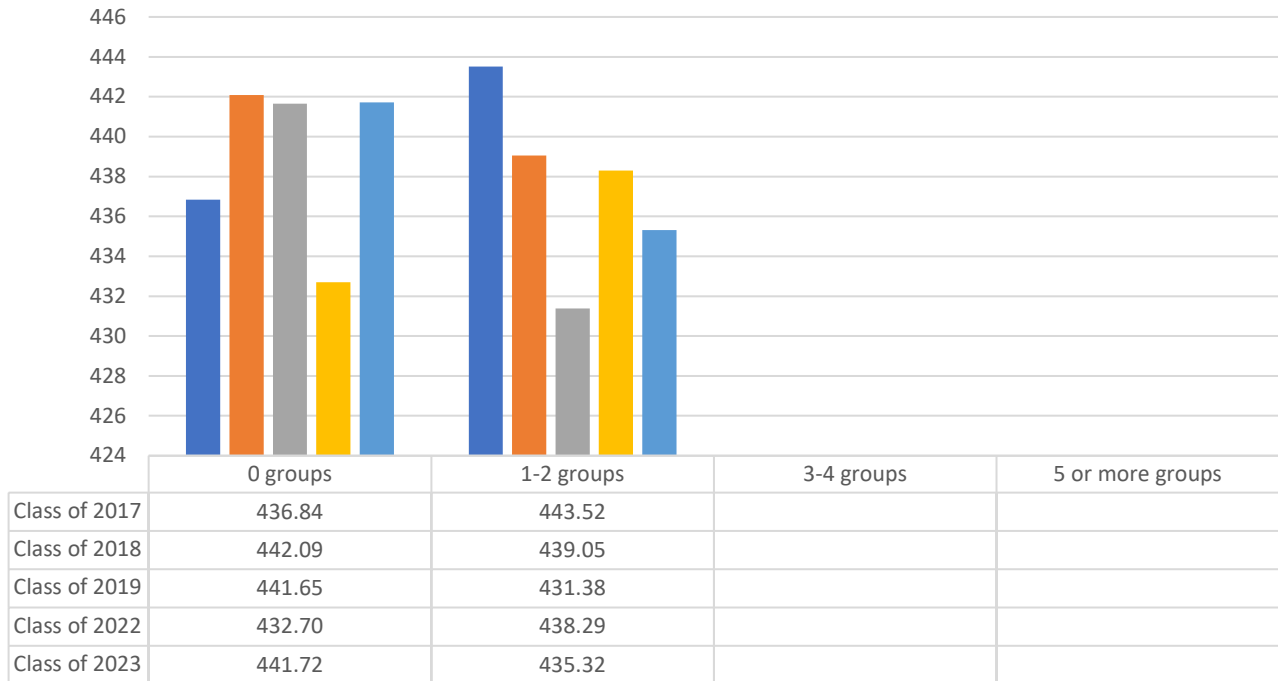
Question #5 - Total Skills Score by Response



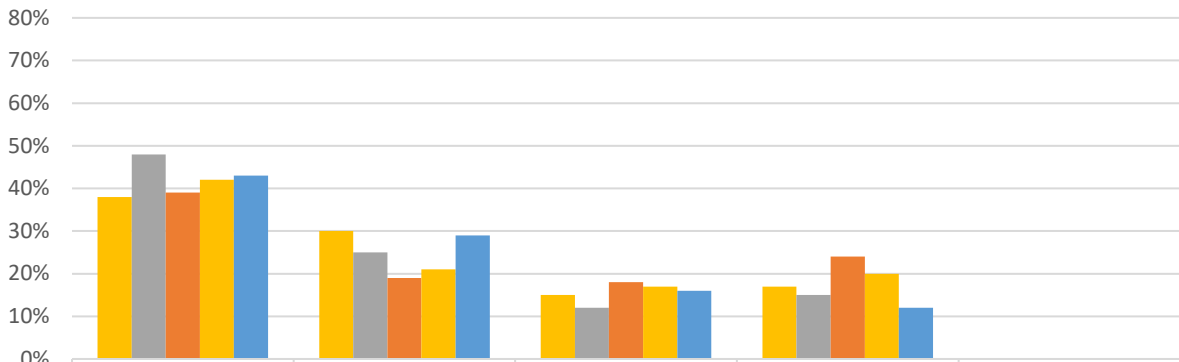
% Response Trend
Question #6: How many extra-curricular teams/clubs did you participate in? (e.g., varsity athletics, rocket club, student government)



Question #6 - Total Skills Score by Response

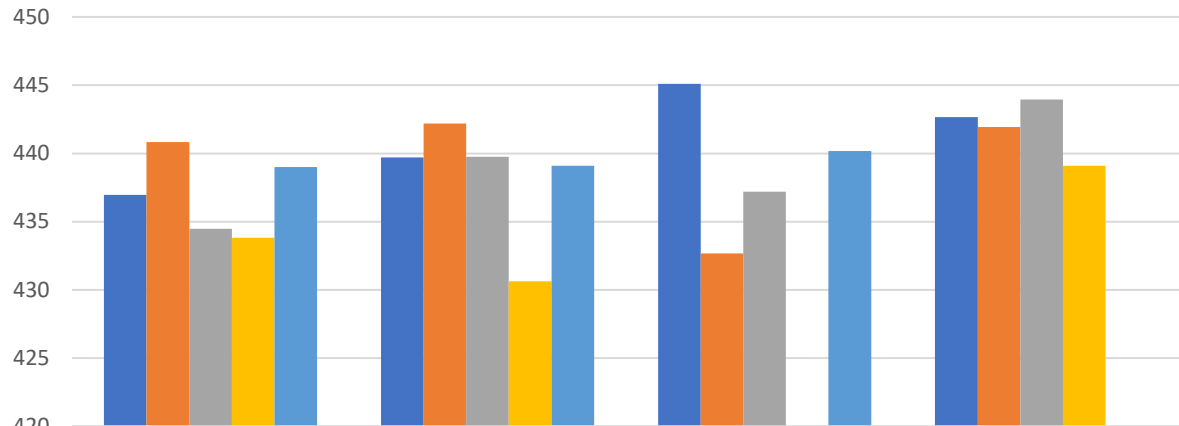


% Response Trend
Question #7: How many classes did you take from other institutions in order to complete your degree with FDLTCC?



	0 classes at other institutions	1-2 classes at other institutions	3-5 classes at other institutions	6 or more classes at institutions	No reponse
Class of 2017	38%	30%	15%	17%	0%
Class of 2018	48%	25%	12%	15%	0%
Class of 2019	39%	19%	18%	24%	0%
Class of 2022	42%	21%	17%	20%	0%
Class of 2023	43%	29%	16%	12%	0%

Question #7 - Total Skills Score by Response

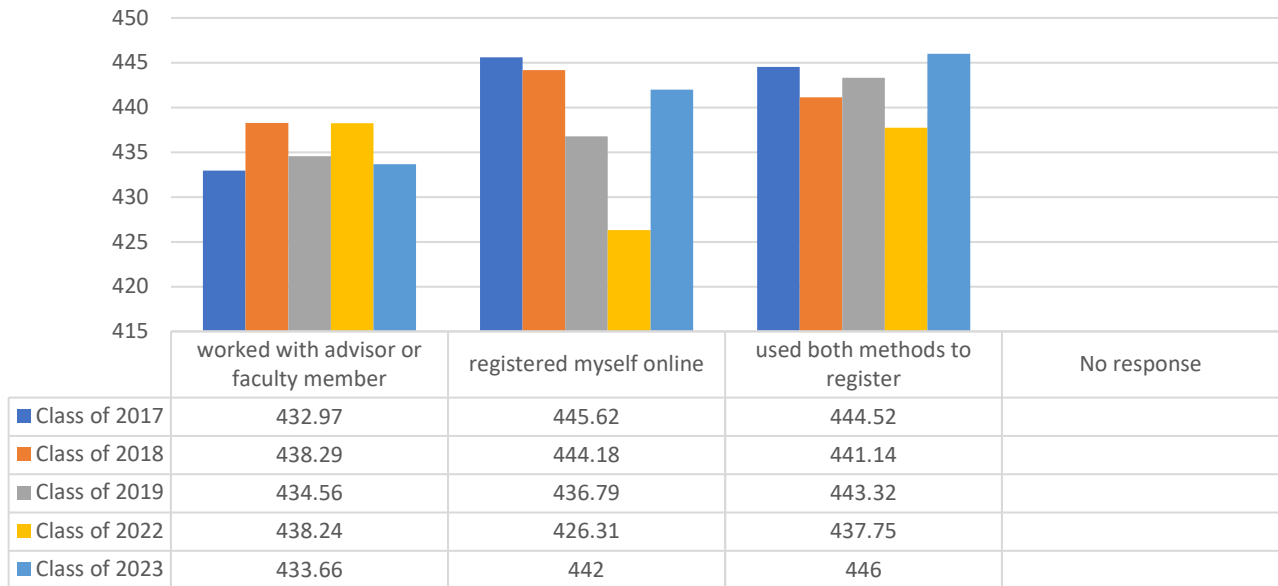


	0 classes at other institutions	1-2 classes at other institutions	3-5 classes at other institutions	6 or more classes at other institutions
Class of 2017	436.96	439.71	445.09	442.67
Class of 2018	440.84	442.19	432.67	441.94
Class of 2019	434.49	439.75	437.21	443.96
Class of 2022	433.82	430.64		439.09
Class of 2023	439.00	439.10	440.18	

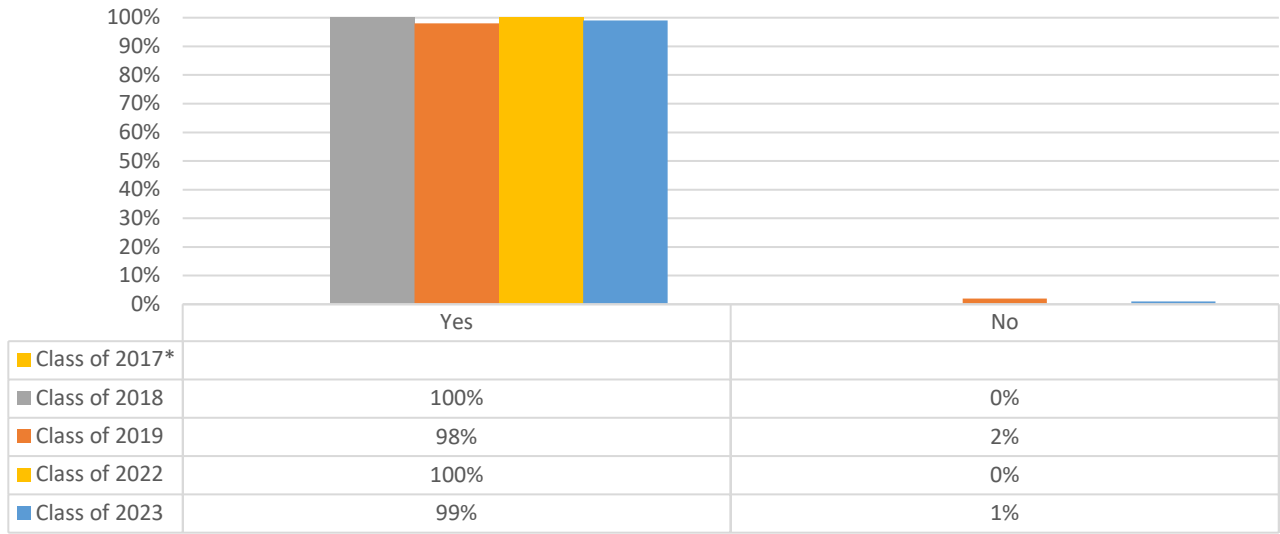
% Response Trend
Question #8: When I registered for classes at FDLTCC I usually_____



Question #8 - Total Skills Score by Response

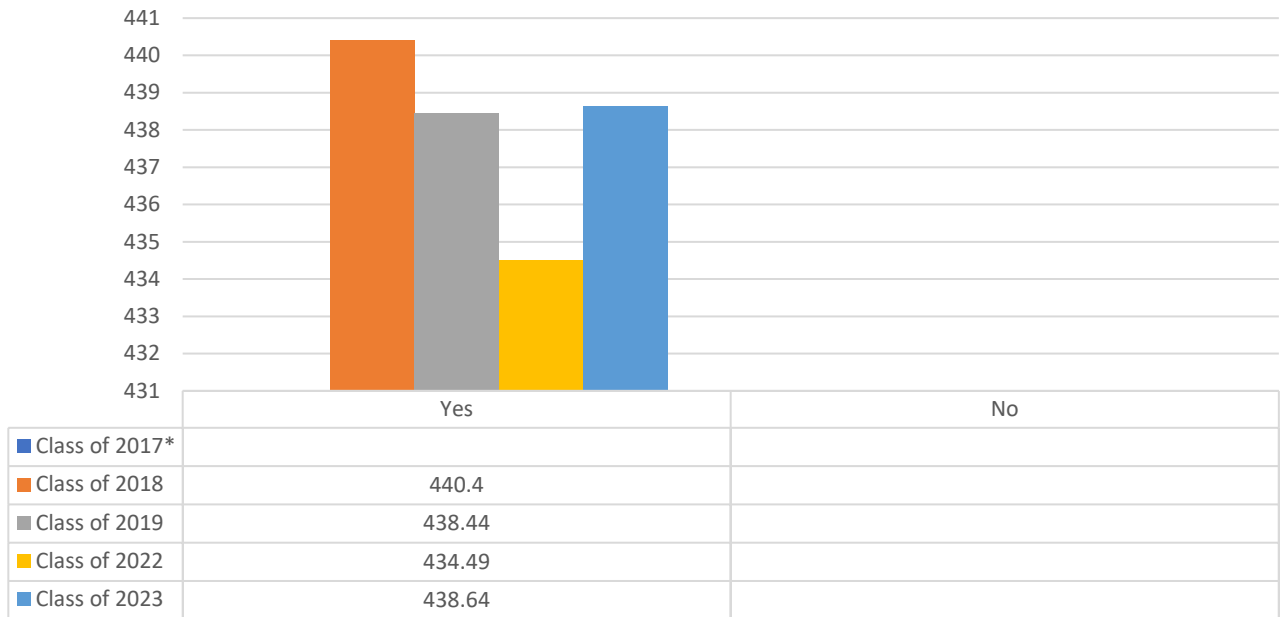


% Response Trend
Question #9: Do you have a positive relationship with at least one FDLTCC faculty or staff?



*question was not asked in 2017

Question #9 - Total Skills Score by Response



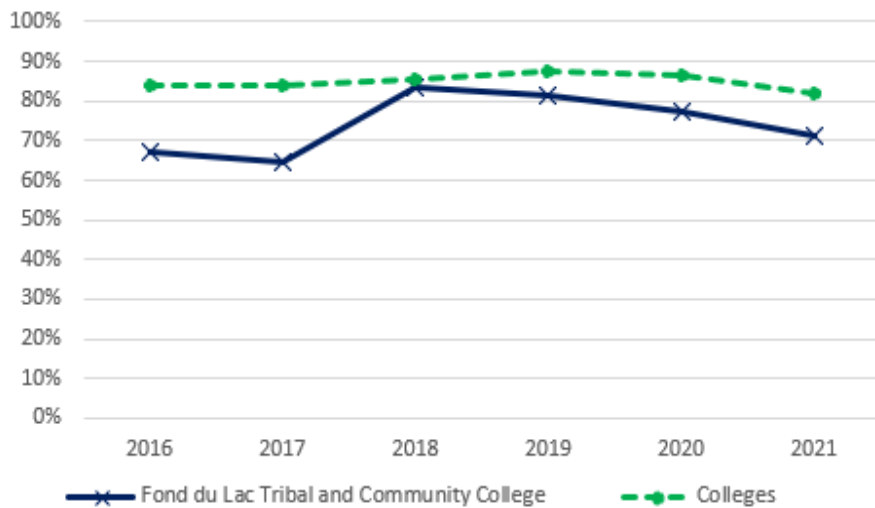
*question was not asked in 2017

F. 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 seventy-one percent.



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



Percent Passing Exams

	2016	2017	2018	2019	2020	2021
Fond du Lac Tribal and Community College	67.0%	64.8%	83.6%	81.2%	77.4%	71.2%
Colleges	83.7%	83.8%	85.4%	87.7%	86.4%	81.9%

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

	2016	2017	2018	2019	2020	2021
Fond du Lac Tribal and Community College	94	71	67	69	62	52
Colleges	3,334	3,295	3,070	3,127	2,972	3,044

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.

G. 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/>>.

Status of Graduates by Program / Major Class of 2020-21 Fond du Lac Tribal and Community College Count and Percent of Total by Classification

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continuing Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Work	Related Employment Rate
<i>Anishinaabe and American Elementary Education - Associate of Science (131202)</i>											
2	0	0	0	0	0	0	0	2	2	2	100.0%
100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	
<i>Anishinaabe Language - Certificate (161001)</i>											
4	1	0	0	2	0	0	0	7	5	5	100.0%
57.1%	14.3%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	100.0%	71.4%	71.4%	
<i>Business/Financial Services - Associate of Science (520801)</i>											
0	0	0	0	0	1	0	1	2	0	1	0.0%
0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	100.0%	0.0%	50.0%	
<i>Chemical Dependency - Certificate (511501)</i>											
3	1	0	0	4	1	0	0	9	4	5	80.0%
33.3%	11.1%	0.0%	0.0%	44.4%	11.1%	0.0%	0.0%	100.0%	44.4%	55.6%	
<i>Corrections - Associate of Science (430102)</i>											
0	0	0	0	1	0	0	0	1	0	0	N/A
0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	N/A	
<i>Criminal Justice - Associate of Applied Science (430107)</i>											
2	1	2	0	9	0	0	5	19	3	5	60.0%
10.5%	5.3%	10.5%	0.0%	47.4%	0.0%	0.0%	26.3%	100.0%	15.8%	26.3%	
<i>Early Childhood Development - Associate of Applied Science (190708)</i>											
3	1	0	0	0	0	0	0	4	4	4	100.0%
75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	
<i>Electric Utility Technology - Associate of Applied Science (460301)</i>											
1	0	0	0	0	0	0	0	1	1	1	100.0%
100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	
<i>Environmental Science - Associate of Science (030104)</i>											
0	0	0	0	2	0	0	0	2	0	0	N/A
0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	N/A	
<i>Geographic Information Systems - Associate of Science (450702)</i>											
1	0	0	0	0	1	0	0	2	1	2	50.0%
50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	100.0%	50.0%	100.0%	
<i>Geospatial Technologies - Certificate (450702)</i>											
0	0	0	0	3	0	0	0	3	0	0	N/A
0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	N/A	

Related Work Full-time	Related Work Part-time	Unrelated Work Seeking Related	Unrelated Work Not Seeking Related	Continuing Education	Available for Work but Unemployed	Unavailable for Work	Status Unknown	Total Graduates	Total Related Work	Total Available for Related Work	Related Employment Rate
<i>Health Sciences Broad Field - Associate of Science (510000)</i>											
0	3	0	0	0	0	1	1	5	3	3	100.0%
0.0%	60.0%	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	100.0%	60.0%	60.0%	
<i>Human Services - Associate of Applied Science (440000)</i>											
0	3	0	0	4	0	0	0	7	3	3	100.0%
0.0%	42.9%	0.0%	0.0%	57.1%	0.0%	0.0%	0.0%	100.0%	42.9%	42.9%	
<i>Law Enforcement - Associate of Science (430107)</i>											
6	0	2	0	3	2	0	4	17	6	10	60.0%
35.3%	0.0%	11.8%	0.0%	17.6%	11.8%	0.0%	23.5%	100.0%	35.3%	58.8%	
<i>Law Enforcement Skills Training - Diploma (430107)</i>											
5	2	3	0	0	1	0	1	12	7	11	63.6%
41.7%	16.7%	25.0%	0.0%	0.0%	8.3%	0.0%	8.3%	100.0%	58.3%	91.7%	
<i>Liberal Arts and Sciences - Associate of Arts (240101)</i>											
<i>(This program a transfer degree designed to prepare students for further education and not necessarily for employment.)</i>											
16	9	3	3	39	4	0	13	87	25	32	78.1%
18.4%	10.3%	3.4%	3.4%	44.8%	4.6%	0.0%	14.9%	100.0%	28.7%	36.8%	
<i>Multimedia Production - Associate of Applied Science (090702)</i>											
1	0	0	0	0	0	0	0	1	1	1	100.0%
100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	
<i>Multimedia Production - Certificate (090702)</i>											
0	0	0	0	0	1	0	0	1	0	1	0.0%
0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	
<i>Nursing - Associate of Science (513801)</i>											
16	4	0	0	0	1	0	1	22	20	21	95.2%
72.7%	18.2%	0.0%	0.0%	0.0%	4.5%	0.0%	4.5%	100.0%	90.9%	95.5%	

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 14:1), 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					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Fond du Lac Tribal and Community College	18.1%	21.3%	24.0%	19.1%	20.8%	25.0%
Colleges	11.4%	12.3%	12.9%	13.5%	13.9%	14.1%

	Number Employees of Color (numerator of reported percent)					
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Fond du Lac Tribal and Community College	28	30	35	25	26	30
Colleges	1,038	1,094	1,132	1,161	1,154	1,155

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, 2023					
Climate Factor	FDLTCC	Small Colleges	Tribal Colleges	Achieving the Dream	Overall Cohort
	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score
Active and Collaborative Learning	49.1	51.8	57.7	49.5	50.0
Student Effort	47.8	50.4	56.1	50.5	50.0
Academic Challenge	40.9	50.5	51.8	50.5	50.0
Student-Faculty Interaction	48.0	52.9	62.1	50.6	50.0
Support for Learners	50.1	51.2	58.4	50.9	50.0

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, 2022				
Climate Factor	FDLTCC	Small Colleges	Achieving the Dream	Overall Cohort
	Benchmark Score	Benchmark Score	Benchmark Score	Benchmark Score
Early Connections	49.7	56.9	52.7	50.0
High Expectations and Aspirations	39.0	50.5	51.0	49.3
Clear Academic Plan and Pathway	48.2	54.3	50.3	52.0
Effective Track to College Readiness	28.9	50.5	50.0	51.2
Engaged Learning	46.5	51.6	50.7	52.1
Academic and Social Support Network	52.0	51.2	49.2	51.2

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.

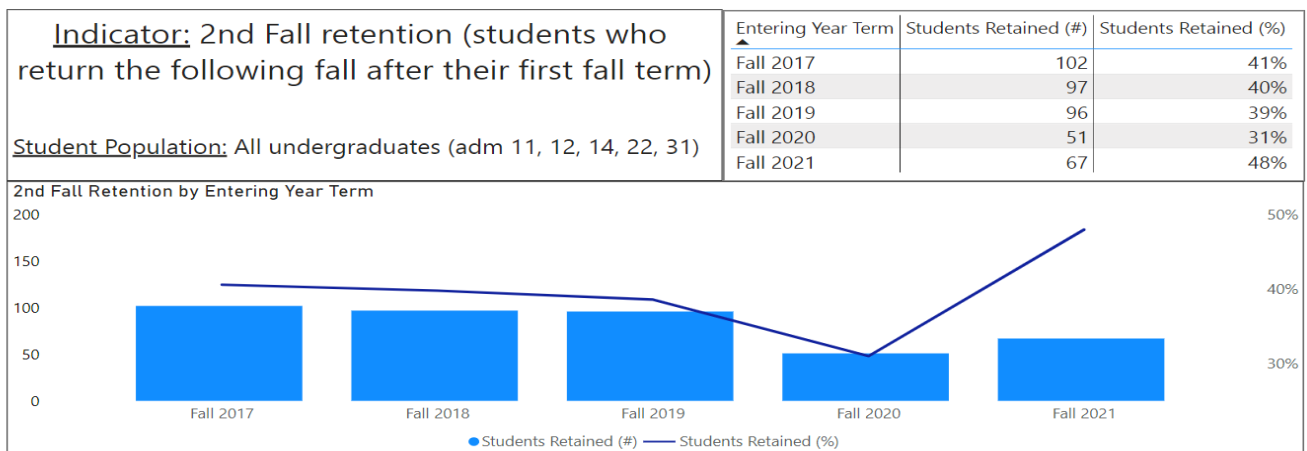
Measures for Goals/Strategic Actions	Cohort Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Fall Term KPI's							
Students who complete 6 credits in the first term	All new entering undergraduate students	74%	58%	75%	67%	60%	66%
Students who complete 12 credits in the first term	All new entering undergraduate students	44%	33%	48%	44%	31%	36%
Increase course completion for all students	All on-campus students	74%	71%	70%	70%	70%	71%
Increase term GPA of Native American students	Undergraduate Native American students	2.6	2.3	2.4	2.6	2.5	2.4
Increase term GPA of first-year students	Undergraduate first-time college students	2.5	2.0	2.2	2.5	2.3	3.6
Increase term GPA of housing students	All students living in campus housing	2.2	1.9	2.4	2.3	2.1	2.4
Increase term GPA of student athletes	All students participating in college athletics	2.4	2.3	2.4	2.3	1.8	2.4
First Year KPI's							
Credits completed divided by credits attempted	All on-campus students	79%	78%	78%	74%	75%	75%
Credits completed divided by credits attempted	All undergraduate students	78%	77%	78%	73%	73%	74%
Students who complete college level English in their first year	All new entering undergraduate students	23%	28%	28%	33%	21%	26%
Students who complete college	All new entering undergraduate students	9%	14%	14%	16%	13%	14%

level math in their first year							
Students who complete both college-level math and college-level English in their first year	All new entering undergraduate students	5%	8%	7%	8%	7%	7%
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%	31%	48%
Increase fall-to-fall retention rate of Native American students by 2.5%	New undergraduate Native American students	45%	50%	40%	47%	41%	44%
Increase fall-to-fall retention of first-year students by 2.5%	New entering undergraduate first-time college students	44%	44%	43%	48%	33%	55%
Increase fall-to-fall retention of housing students by 2.5%	New entering students living in housing	36%	46%	40%	39%	31%	61%
Increase fall-to-fall retention of student athletes by 2.5%	New entering students participating in college athletics	44%	41%	42%	29%	N/A	82%

The college implemented an interactive KPI web dashboard in May 2021 to provide focus student and academic performance data all stakeholders and the public in a transparent medium. KPIs listed in the table above are updated annually on the college’s institutional research webpage. Below is an example of this campus data literacy effort:



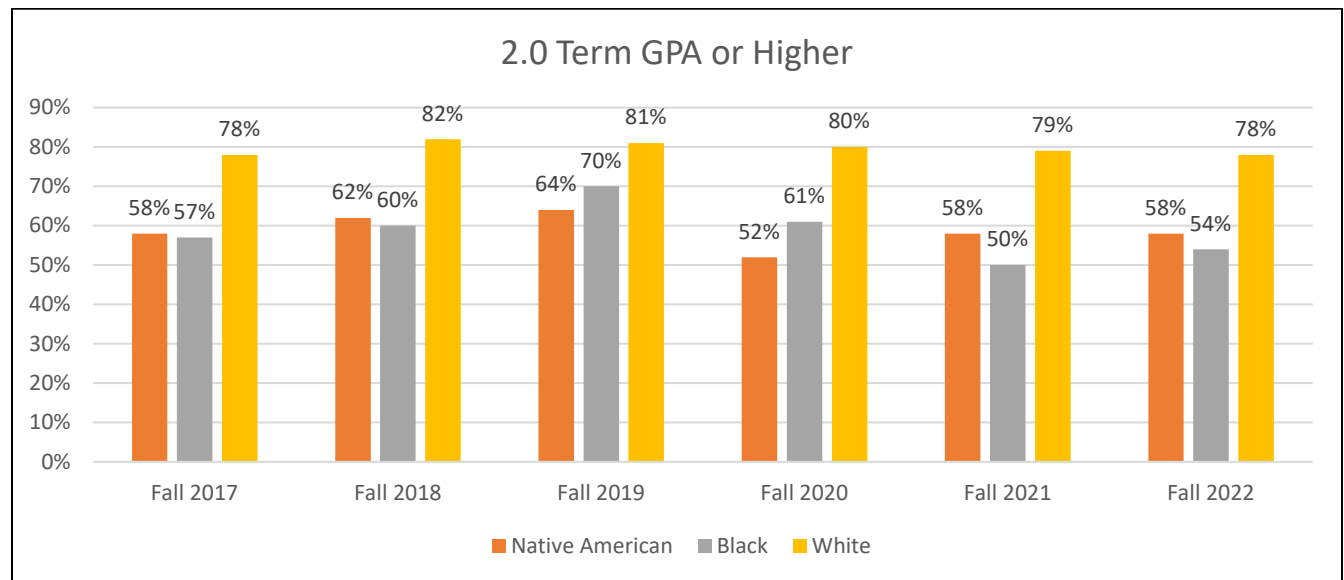
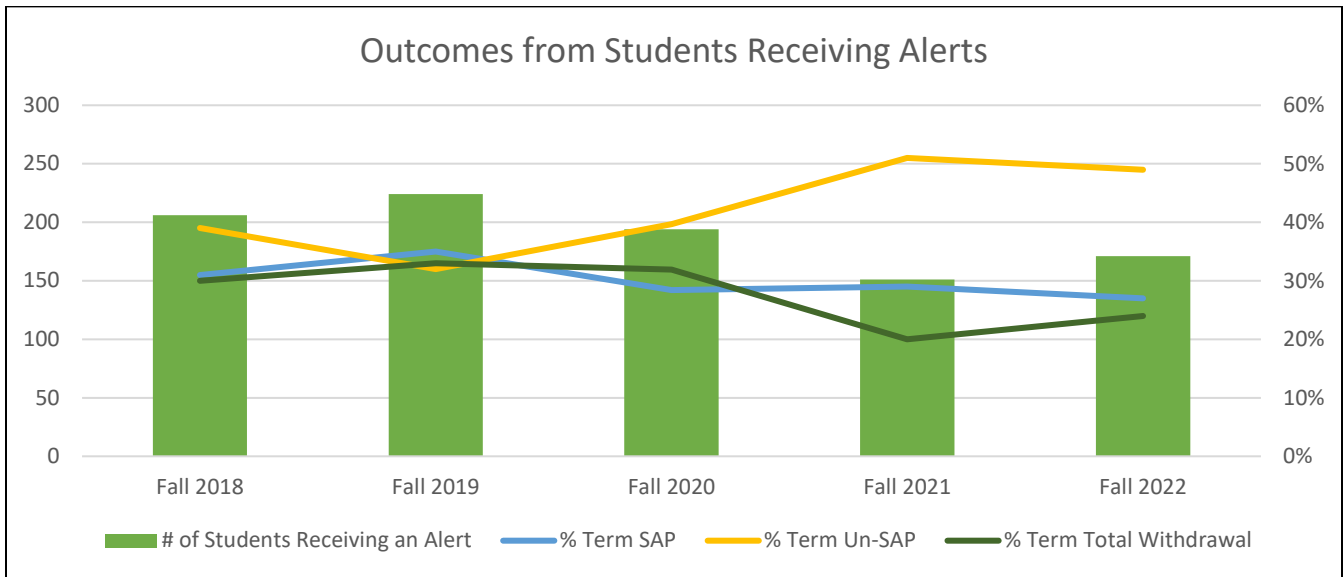
Key Performance Indicator -- 2nd Fall Retention



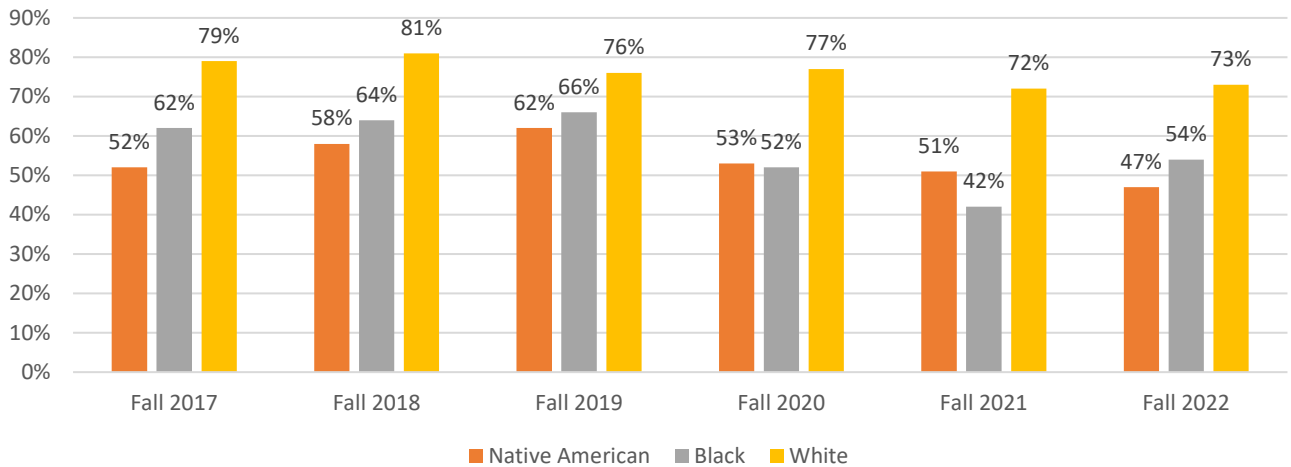
Data: Operational data, students by term

B. Academic Alerts, Satisfactory Academic Progress, and Retention

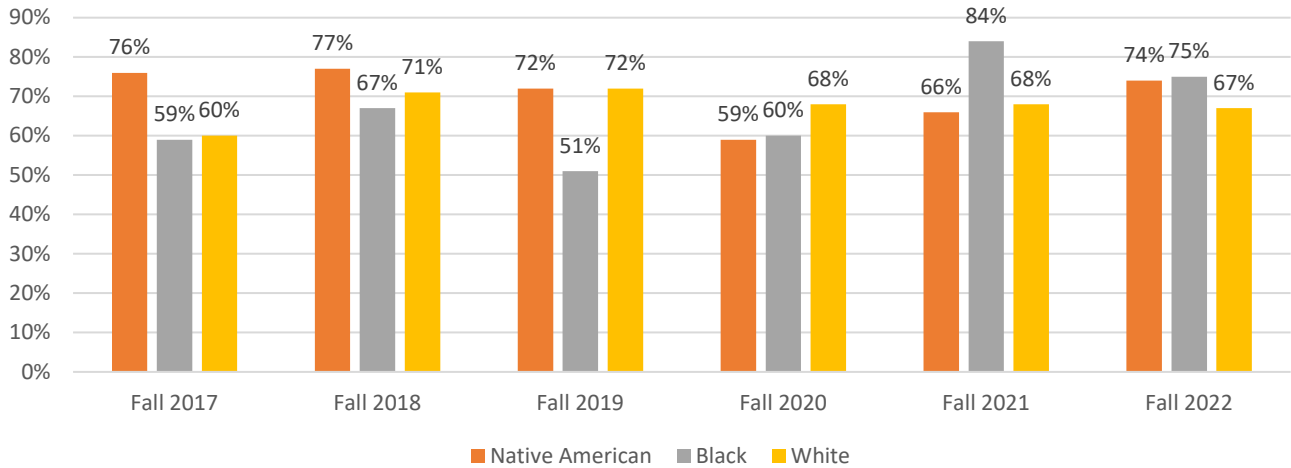
FDLTCC has a longstanding history of monitoring retention and student success in real time through the use of academic alerts, which faculty voluntarily submit to student services staff, who then attempt to contact the student and remedy the situation. Across the past decade, the academic alert reporting process at FDLTCC has morphed from being a home-grown on-paper process to becoming part of the college’s North Star (Starfish) 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.



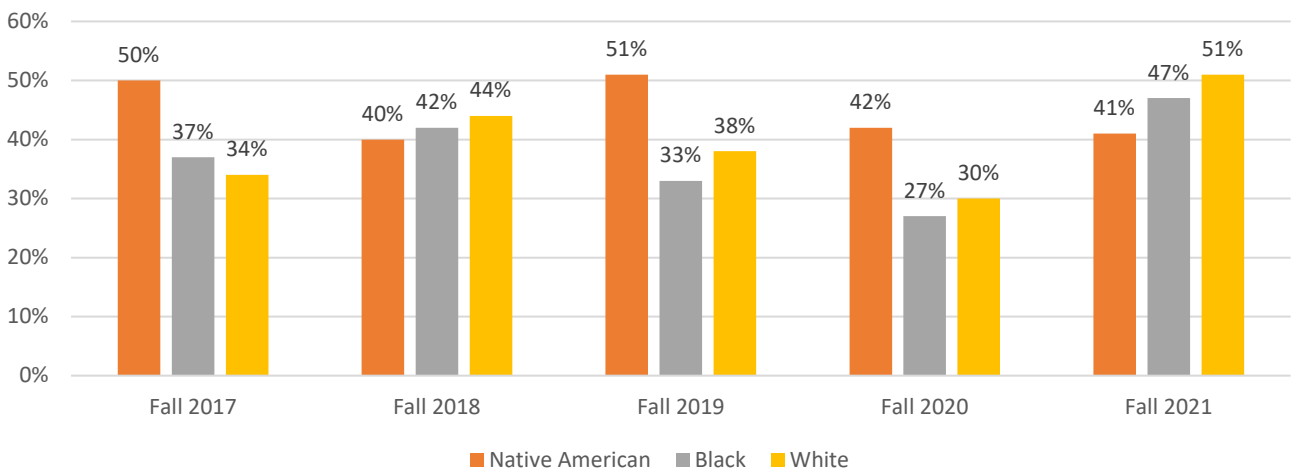
67% or Greater Term Credit Completion



Fall-to-Spring Retention

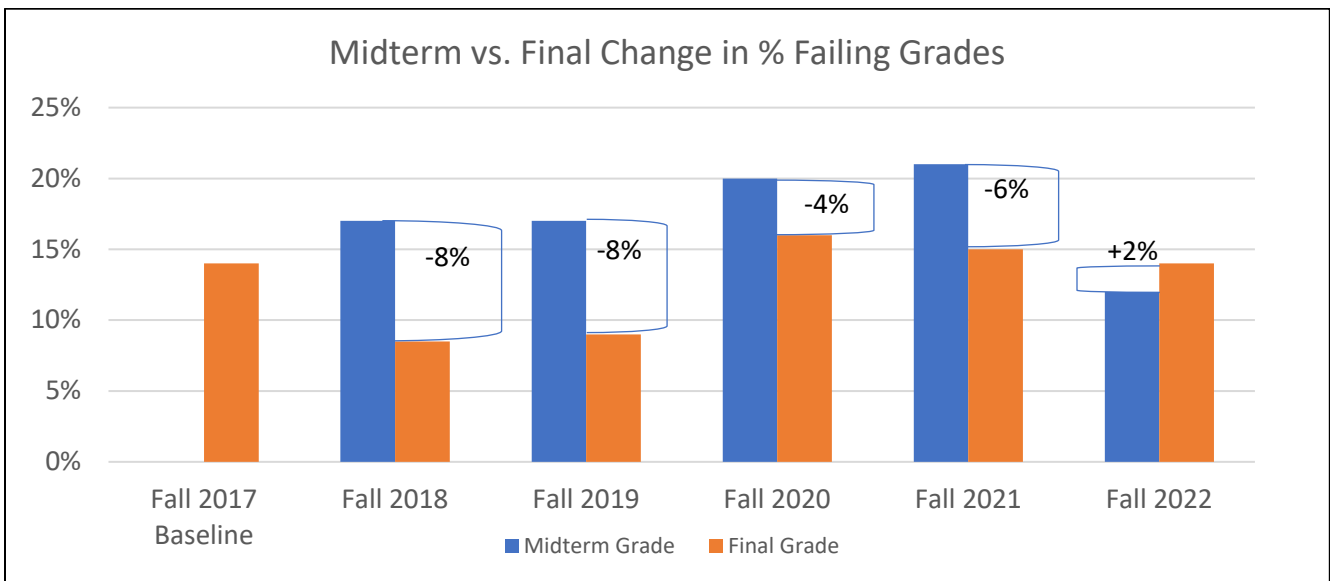
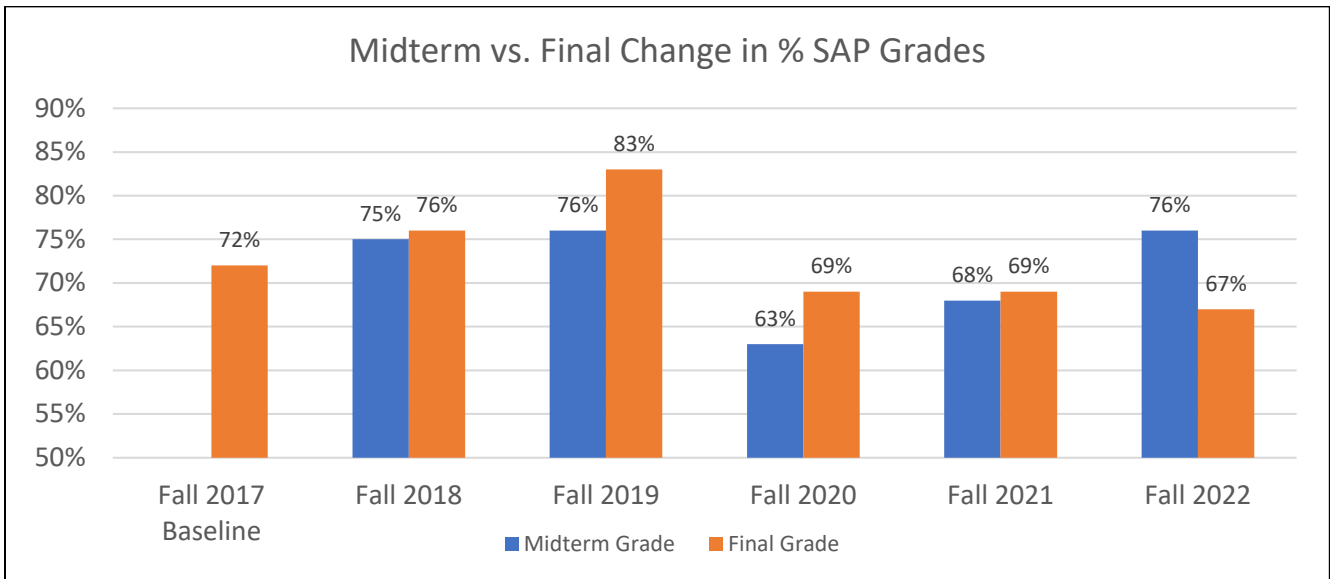


Fall-to-Fall Retention



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 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: Fall 2017 - 2022					
2017 Baseline Final grades	2018 Pilot final grades	2019 Final grades	2020 Final grades (COVID 19)	2021 Final grades (North Star)	2022 Final grades
A-C: 72%	A-C: 76%	A-C: 83%	A-C: 72%	A-C: 69%	A-C: 67%
D-F: 18%	D-F: 17%	D-F: 13%	D-F: 12%	D-F: 15%	D-F: 14%
*I/W: 10%	*I/W: 8%	*I/W: 14%	*I/W: 15%	*I/W: 16%	*I/W: 16%

D. Corequisite Model in College-level English and Math

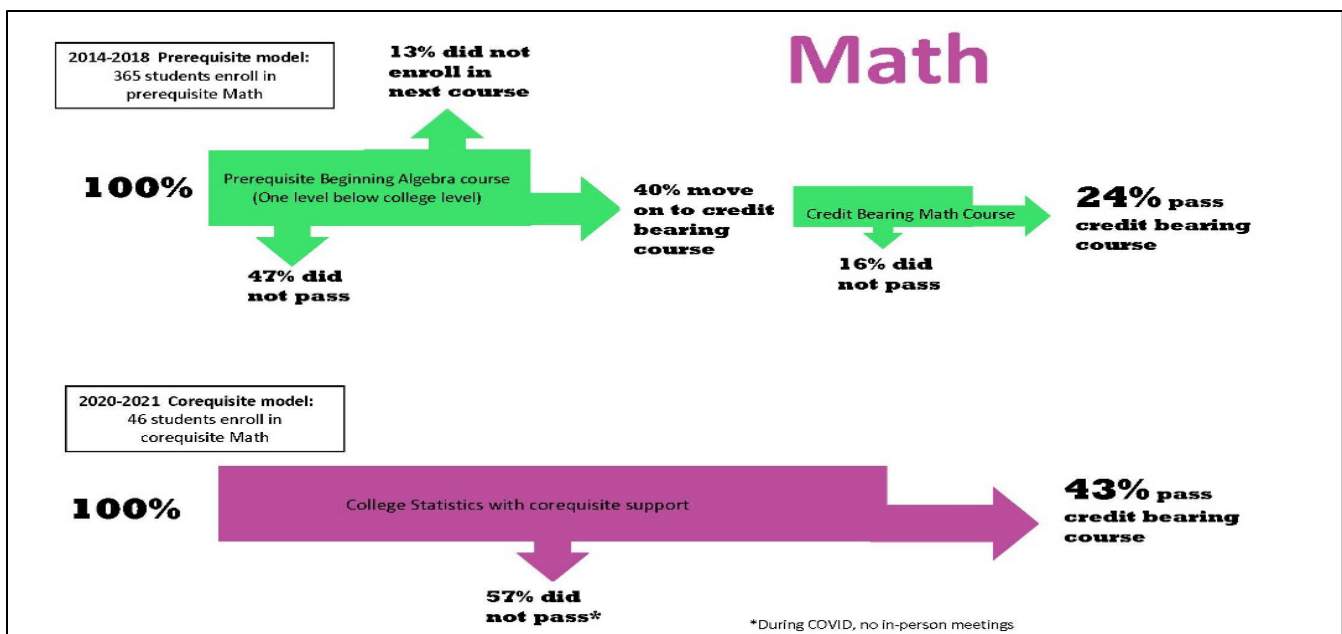
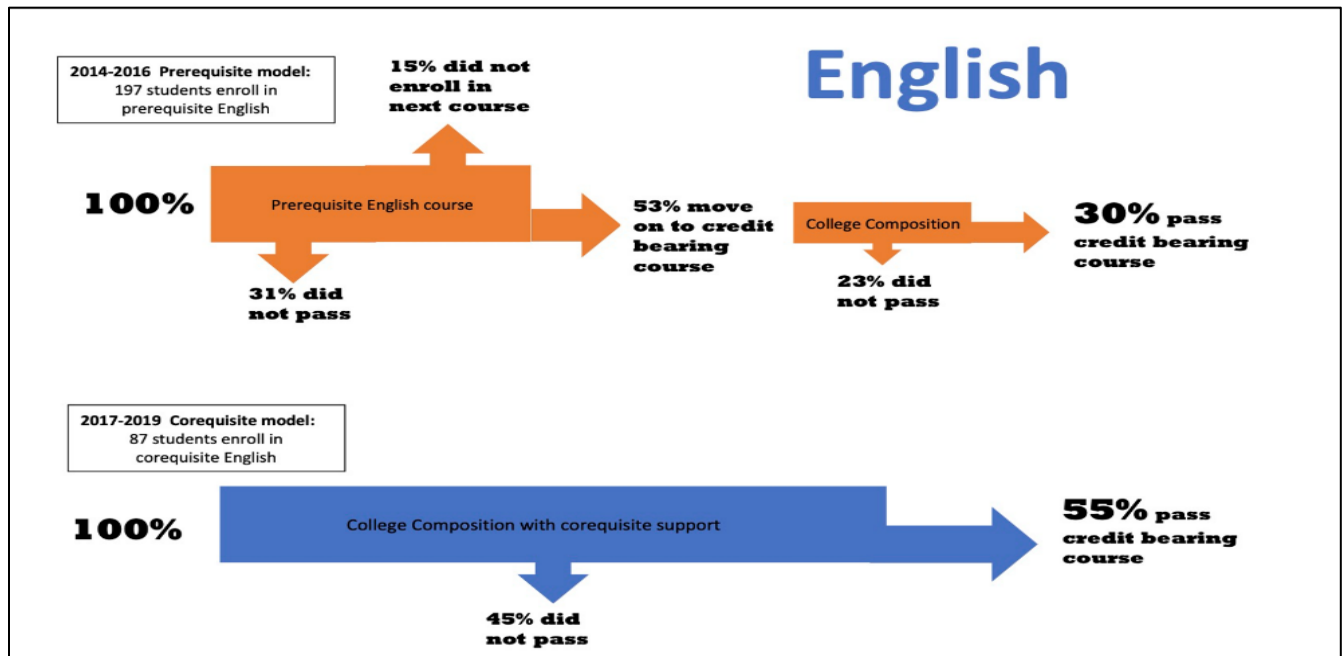
Consistent with its mission, FDLTCC's curriculum includes developmental education in math and English. Through the college's long-standing relationship with Adult Basic Education (ABE), which has been located on campus since 2009, students utilize free-of-charge skill-building resources in the areas of reading, math, and English if they do not place into or are hesitant to enroll in developmental- and college-level courses. In 2015-2016, 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. A cross-disciplinary team of FDLTCC faculty members met in the spring of 2016 to examine the long-term outcomes of FDLTCC students placed into developmental education courses. Dismayed by the data, faculty committed to a radical new approach, which sees developmental students through a lens of wholeness rather than deficiency and aligns with the college's unique identity as both a tribal and community college. In 2017, FDLTCC's English department piloted 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, American Indian College Fund, 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:

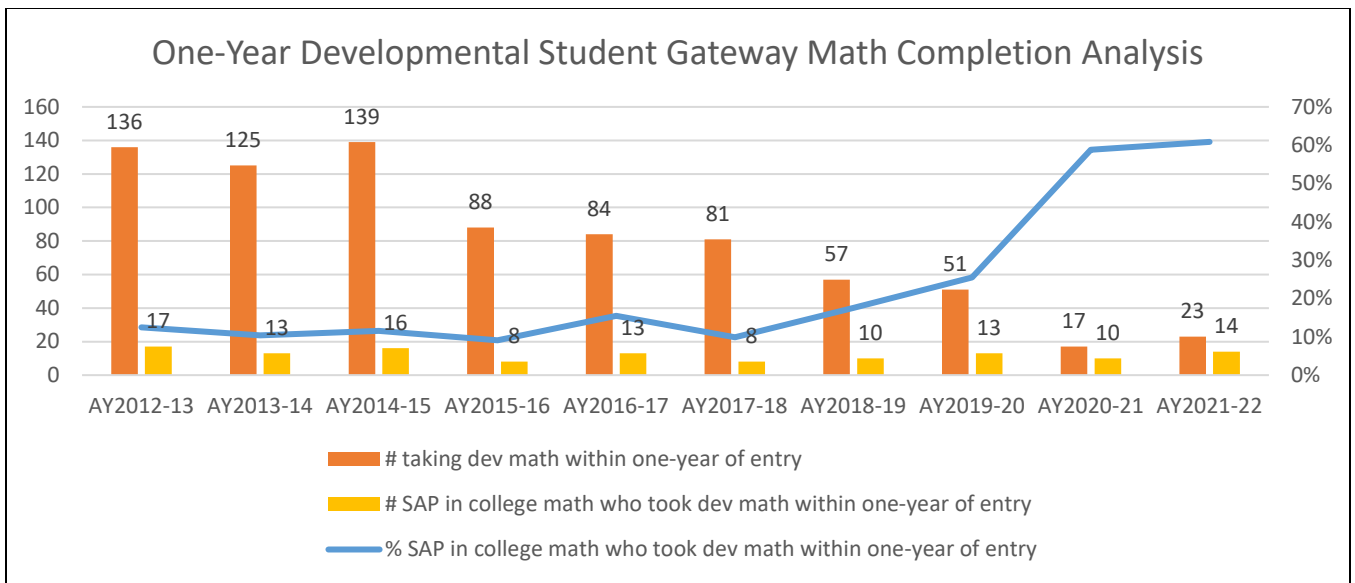
FTEIC Cohort →	Fall 2017		Fall 2018		Fall 2019		Fall 2020		1-Year Pct Point Change	3-Year Pct Point Change
Gateway/College-Level English-Only Completion	N	%	N	%	N	%	N	%		
Overall	31	23%	43	38%	40	36%	24	32%	-5	8

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

A. Assessment Plan 2020 – 2025

TBD