

Assurance Argument

Keweenaw Bay Ojibwa Community College

Review date: 10/26/2020

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

The institution's mission is articulated publicly and operationalized throughout the institution.

KBOCC was [chartered](#) by Ordinance No. 75-1 of the Keweenaw Bay Indian Community on July 12, 1975, as a non-profit educational corporation, allowing KBOCC to establish and grant post-secondary degrees and certificates.

KBOCC's mission statement reads as follows: *Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post-secondary education rich in Ojibwa culture, tradition and beliefs that support life-long learning.*

The KBOCC mission statement is shared publicly with students, alumni, employees and the community via multiple communicative vehicles ranging from the [KBOCC website](#) and the [KBOCC Facebook page](#) to more internally utilized documents such as the [KBOCC Student handbook](#), the [KBOCC Employee Handbook](#), the [BOR manual](#) and the [KBOCC College Catalog](#).

1. The mission was developed through a process suited to the context of the institution.

The [mission statement](#) is reviewed annually by the College President and the BOR. Minor revisions have been made to the KBOCC mission statement since 1998 and with the [review of the mission in 2020](#), it is current. The original KBOCC mission statement was formally confirmed and adopted on June 13, 2012 by the governing BOR.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of

research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The current [mission statement and vision statement](#) do reflect KBOCC's emphasis on providing a post-secondary education and tribal community employment needs.

The mission statement inspires KBOCC faculty and staff to provide quality and challenging culturally-responsive academic programs to prepare students for one or more of the following paths;

- Enroll in four-year institutions,
- Secure employment with the KBIC or another tribal nation or inter-tribal entity,
- Secure employment in the workforce in the local community or beyond, *and/or*
- Gain new or necessary skills contributing to individual development (e.g. computer skills).

An essential goal of KBOCC's existence and purpose is to contribute to Anishinaabe cultural revitalization and resurgence. Three examples of this are; **a)** Anishinaabe language fluency, **b)** knowledge and practice of Anishinaabe governance and **c)** original ways of believing (Anishinaabe spirituality).

As each member of the College's executive team is relatively new to their distinct positions and two of them are new to KBOCC, all three look to KBOCC's mission statement for guidance in the College's strategic planning efforts.

To meet the goal of "education... that supports life-long learning", the mission statement includes KBOCC's commitment to host and support a significant number of co-curricular activities throughout the year for students, employees and members and youth of the surrounding communities.

The [KBOCC vision statement](#) reads as follows: *Keweenaw Bay Ojibwa Community College will serve as the principal higher educational institution for the L'Anse Indian Reservation and surrounding communities by providing quality academic and vocational programs rich in Ojibwa culture that empower students to fulfill their dreams of a superior education.*

In 2019 the KBOCC [vision statement](#) was updated to reflect the college's desire to offer vocational programs. The process was led by the BOR and reviewed by the KBOCC administration, faculty and staff.

The [new vision statement](#) was [approved](#) by the KBOCC BOR in response to KBIC community members requesting certificate programs that support more immediate employment goals, as opposed to academic degree programs.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

Nature and Scope: KBOCC clearly articulates the nature of higher education offerings and services through its declaration of the following within its mission: **A)** to provide post-secondary education, **B)** to provide education rich in Ojibwa culture, tradition and beliefs, and **C)** to support life-long learning.

All academic programs require an [Anishinaabe Studies](#) course which underlines KBOCC's priority of Ojibwa culture across the curriculum. In the past four years, KBOCC has planned, hosted, co-hosted and supported an impressive list of [activities](#), [events](#) and programs; many of them promote

new skills that seek to foster life-long learning habits. This has included two consecutive years of hosting via web a [national mental health annual conference](#) coordinated by the Minnesota Psychological Association until the format was changed in 2019 to discrete, recorded events, rather than a day-long live broadcast. These conferences offered continuing education credits for mental health professionals without the cost of travel and related expenses and were not offered elsewhere within a reasonable travel distance. We need to add in some faculty input here

Primary Intended Constituents: The KBOCC [mission statement](#), [vision statement and belief statement](#) collectively cement the College's deep connection to the KBIC Tribal Council, KBIC community members, and other tribal nation citizens through its recognition of American Indian identity. As a recognized [American Indian-serving institution](#) and a member of the [American Indian Higher Education Consortium \(AIHEC\)](#), KBOCC looks to the KBIC tribal citizens as the primary intended constituents.

Secondary Intended Constituents: KBOCC does serve all students and community members from the surrounding rural areas of Michigan's Upper Peninsula who wish to enroll in academic programs, to pursue courses related to personal fulfillment or to participate in extracurricular activities. In light of changes with online course and academic program development, the reach of KBOCC in the future may well extend beyond Michigan and even the United States.

KBOCC fulfills the scope and nature of its guiding principles in part by communicating with KBIC tribal council representatives and local businesses to assess educational and employment needs. The Dean of Student Services serves as a Board Member to for our local school board. Dean of Instruction, Dr. Virtanen, is a Board Member for our local Baraga Chamber of Commerce and President Sherman is on the Board for a local Women's Shelter called the Ripley House and is a Board Member for a Racial Justice grassroots committee. Environmental Science Chair Dr. Kozich sits on several local, regional, and state steering committees involving environmental organizations and employers. KBOCC strives to meet the educational requests of its constituents.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The make-up of our [student body](#), conforming to the definition of TCU as 51% Native, is appropriate to our designation as a TCU, and it governs all academic and support programing across campus.

Every program is grounded in Anishinaabe cultural content and supports language/identity transmission via Anishinaabe cultural content. [Anishinaabe Studies](#) is foundational across all degree programs, but it supports transfer to four-year degree programs. [Early Childhood education](#) addresses current community needs in supplying staffing for [Little Eagles](#) and our [OCC Daycare](#) as well as providing minimum qualification support for [CDA certification](#). The [Environmental Sciences](#) program provides employees for our tribal Natural Resources Department, and it also supports transfer for those wishing to earn four-year degrees. Our [Business program](#) supports the creation of indigenous business enterprises and also supplies trained employees for tribal operations. [Stop-out certificates](#) provide credentialing for students whose educational path is different from a traditional student population and idiosyncratic to KBOCC student needs.

Student support, addressing matters ranging from holistic needs, to academic support, to pedagogy, to physical needs, such as transportation and childcare as well as [emergency aid](#), are formulated with the needs of our specific students in mind. We actively seek information from students in formulating support programing so that we address cultural needs and wellness related to the whole student as

evidenced in our Cultural and Wellness programming, our counseling services, and all student services programming.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The [KBOCC mission statement](#) is clearly articulated and strategically placed within multiple vehicles of communication that are **A)** internal to the employees, faculty, students, and alumni but also **B)** assessable to external constituents such as the surrounding communities and the general public.

A) KBOCC clearly articulates the **mission statement** to internal constituents through the following pieces of public information.

- [2020-2022 College Catalog](#)
- [2018-20205 Employee Handbook](#)
- [2018-2020 Student Handbook](#)
- [BOR Manual](#)
- Public locations on campus (e.g. library)

The mission statement is not currently in the faculty guidebook, but rather in the employee handbook which is required reading of *all* new employees. However, the mission statement will likely be in future editions of the guidebook. Its placement there would be a good means of communicating updates to long-time faculty.

B) External modes of communication that clearly articulate the **mission statement** to the general public include the following:

- [College Website](#)
- [College Facebook page](#)

Leadership of KBOCC, when interviewed for [press releases](#) and/or media engagement, refers to the mission statement.

Building from the mission statement, the [vision statement](#) is clearly articulated and strategically placed within multiple vehicles of communication that are **A)** internal to the employees, faculty, students and alumni but also **B)** accessible to external constituents such as the surrounding communities and the general public.

A) KBOCC clearly articulate the vision statement to internal constitutes through the following pieces of public information

- [2020-2022 College Catalog](#)
- [2020 Student Handbook](#)
- [Current BOR Manual](#)
- Public locations on campus (e.g. library)

The vision statement is not currently in the employee handbook although this is under consideration for future editions.

B) External modes of communication that clearly articulate the **vision statement** to the general public include the [College Website](#)

Building on the mission and vision statements are the **eleven belief statements**. These are introduced in the [College Catalog](#) as “put forth by the Board of Regents and College administration”. However, the [2020-2025 Strategic Plan](#) enhances that introductory statement to read, “The administration and Board of Regents have set forth these beliefs *and are accountable to them*”. The eleven belief statements are listed below.

1. Education is a worthwhile endeavor and is the foundation for success.
2. Everyone has the right to an accessible and affordable education.
3. Everyone can learn.
4. Everyone deserves a safe environment for learning.
5. Education is a shared responsibility.
6. Learning is a lifelong process.
7. Those who teach must never cease to learn.
8. Everyone is unique and has value.
9. Everyone needs to maintain a sense of dignity.
10. Strength comes from diversity.
11. The earth is our community.

These **belief statements** are strategically placed within multiple vehicles of communication that are **A)** internal to the employees, faculty, students, and alumni, but also **B)** assessable to external constituents such as the surrounding communities and the general public.

A) KBOCC clearly articulates these **eleven belief statements** to internal constitutes through the following pieces of public information.

- [2020-2022 College Catalog](#)
- [2018-2025 Employee Handbook](#)
- [Student Handbook](#)
- [BOR Manual](#)
- [2020-2025 Strategic Plan](#)

B) External modes of communication that clearly articulate the **eleven belief statements** to the general public including the [College Website](#).

Framed by the combination of the mission statement, vision statement and belief statements, KBOCC has set forth **ten statements of purpose**. These purpose statements are identified in the College Catalog as **Program Direction**. In the College Catalog, these first nine below are identified as purposes. In the [2020-2025 Strategic Plan](#), these statements are identified **as goals** *and* include a 10th goal.

1. Promote and preserve the Ojibwa culture by offering courses in Ojibwa language, history, and culture and an array of culture activities.
2. Provide educational opportunities leading to certificates and associate degrees.
3. Encourage and prepare students to pursue advanced degrees.
4. Offer assistance for transfer to four-year colleges and universities.
5. Provide occupational/career programs for employment opportunities in tribal organizations, governmental agencies, and the private sector.
6. Provide instruction for students who desire to upgrade or enhance their skills.
7. Provide community education programs that meet the changing needs of the Keweenaw Bay Indian Community and surrounding area.

8. Prepare and encourage students through guidance, advising, and counseling to meet their personal, academic, and career aspirations.
9. Offer students job placement assistance.
10. *Foster a sense of belonging on campus.*

A) KBOCC clearly articulates these **nine statements of purpose** to internal constituents through the following pieces of public information.

- [2020-2022 College Catalog](#)
- [2018-2025 Employee Handbook](#)
- [Student Handbook](#)
- [BOR Manual](#)
- [2020-2025 Strategic Plan](#)

B) External modes of communication that clearly articulate the **nine statements of purpose** to the general public include the [College Website](#).

Guided by the mission, vision, belief statements and the nine statement of purpose, the KBOCC has created **the Strategic Plan** which clearly lists current institution purposes, priorities and on-going and forthcoming action plans. The [2020-2025 strategic plan](#) is shared through the internal communication system known as SharePoint.

Sources

- 2020-2022 KBOCC Catalog FINAL
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- 2020-2022 KBOCC Catalog FINAL (page number 50)
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- 2020-2022 KBOCC Catalog FINAL (page number 61)
- 2020-2022 KBOCC Catalog FINAL (page number 64)
- 2020-2022 KBOCC Catalog FINAL (page number 65)
- AA_Career_Fair
- AA_KBOCC_Catalog_18-20
- AA_KBOCC_Catalog_18-20 (page number 7)
- AA_KBOCC_Catalog_18-20 (page number 44)
- AD_Charter
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- AD_Mission_Vision_Beliefs_2020
- AIHEC
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

The institution's mission demonstrates commitment to the public good.

The College recognizes the importance of commitment to the public good formally through its charter. As noted above, KBOCC was [chartered](#) by KBIC on July 12, 1975, by Ordinance No. 75-1. The Charter states, "*Pursuant to the authority granted by Section (1) of Article VI, Paragraph (c) and Paragraph 5, Part (e) of the tribe's Corporate Charter thereof, the Keweenaw Bay Indian Community chartered a public corporation, Keweenaw Bay Ojibwa Community College.*"

The College [mission statement](#)'s inclusion of "*our* American Indian heritage" also points to the significance of commitment to the public (community) good by acknowledging and by regularly practicing the recognized cultural values known as the [Ojibwa seven grandfather teachings](#). These seven teachings will be discussed more thoroughly under Criterion 2 as they are directly tied to ethical behavior, expectations and responsibilities.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

KBOCC actions and decisions align with its designation as a public educational organization; evidence of which is articulated within the operating objectives of the [2020-2025 Strategic Plan](#).

Objective 1: *Academic programs*: Maintain and enhance quality academic and vocational programs to meet community needs.

Objective 2: *Institution-wide Assessment*: Use assessment for continual quality improvement in all college programs.

Objective 3: *Student Services*: Improve recruitment, retention, and persistence leading to student success.

Objective 4: *Intellectual Capital*: Expand and retain intellectual capacity.

Objective 5: *Administrative capital*: Develop resources to improve operations.

Objective 6: *Community Outreach*: Develop and increase opportunities for College, Community and

Tribal interface.

Objective 7: *Learning Resources*: Improve student access to learning resources.

Four interrelated contexts that directly connect to the actions contributing to the public good are outlined in the [2020-2025 Strategic Plan](#). These contexts are **I. Tribal** and **II. Community** -- a pairing that identifies *who* will benefit from the public good and **III. Cultural** and **IV. Academic** -- another pairing which indicates in what ways they will benefit from the public good. This circle of four contexts reflects an institutional framework that successfully integrates the four directions of the Ojibwa medicine wheel.

Listed below are the four interrelated contexts and the related purpose statements. These guide the [2020-2025 strategic plan](#) -- as well as the on-going action plans and daily decisions within the college. These statements reflect an understanding that in its educational role KBOCC serves the public, not solely the institution, and thus entails a public obligation. Detailed narratives about several of the below statements are discussed in multiple sections of this assurance argument.

I. TRIBAL

- A. Promote and preserve the Ojibwa culture by offering courses in language, history, and culture.
- B. Provide the Keweenaw Bay Indian Community with an educated workforce.
- C. Coordinate and cooperate with tribal entities to improve the quality of life for the Keweenaw Bay Indian Community.
- D. Provide educational programs that meet the changing needs of the Keweenaw Bay Indian Community.

II. COMMUNITY

- A. Promote awareness of individual connectedness to national and global communities.
- B. Provide occupational/career programs for employment opportunities in tribal organizations, government agencies and private industry following graduation.
- C. Promote understanding and acceptance of cultural and social diversity.
- D. Support K-12 education in local communities.
- E. Provide lifelong learning through continuing education opportunities and community activities.
- F. Support community members in maintaining healthy lifestyles.

III. CULTURAL

- A. Incorporate Ojibwa cultural values into a learning framework.
- B. Provide opportunities that support teaching, learning, and practicing traditional ceremonies

and spirituality.

C. Research, study and disseminate Ojibwa arts, literature, and philosophy.

D. Provide leadership to maintain and revitalize Ojibwa language.

IV. ACADEMIC

A. Provide educational opportunities leading to certificates and associate degrees.

B. Encourage and prepare students to pursue advanced degrees.

C. Create pathways for transfer to four-year colleges and universities.

D. Provide instruction for students desiring to upgrade and enhance their skills.

E. Prepare and encourage students through guidance, advising, and counseling to meet their personal, social, academic, and career aspirations.

F. Promote student success and civic responsibility in educational and life goals.

G. Support graduates in achieving gainful employment.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The College operates as a non-profit with [501c3 status](#) and has no investors, parent organizations or supporting external interests. KBOCC conducts operations in accordance with the corporate [Charter](#) which describes the purposes of the corporation, or College, in Article IV.

The Charter's Purposes that most accurately depict the institution's educational responsibilities – as opposed to supporting external interests -- are listed as follows:

Section 1. To provide educational programs and/or to establish and operate educational institutions at the post-secondary level on the L'Anse Indian Reservation and at other locations.

Section 2. To provide vocational, technical, and workforce training.

Section 3. To provide opportunities that support teaching, learning, and practicing traditional/cultural ceremonies, diversity, and spirituality.

Section 4. To operate exclusively for non-profit purposes; and no part of the income or assets of the corporation shall be distributed to, nor be to the benefit of, any individual.

KBOCC currently has a [Memorandum of Agreement](#) (MOA) with KBIC's tribal council (the elected governance board). This governing council recognizes and respects that KBOCC operates independently. This alliance between the KBIC tribal council and KBOCC is an open partnership as the KBIC tribal president does attend several BOR meetings throughout the year as a guest and the KBOCC president reports to tribal council at their meetings as needed.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

KBOCC's [mission and companion documents](#) (e.g. vision, belief statements, etc.) identify KBIC as its primary and most important constituency, along with residents of the L'Anse reservation and surrounding communities.

A [community survey](#) for the summer 2019 powwow was given with 35 community members and 27 students who were also community members. The survey was conducted on July 26-28, 2019. To host this during the tribe's community powwow is strategic thinking to obtain a wide variety of voices providing feedback. The following question were posed:

- Is the survey taker interested in taking any classes to earn a two-year degree?
- What time that works best?
- Interest in online learning?
- Interest in new 2- year programs and what would the survey taker like to see?
- Demographics include the survey taker to choose age, gender, race, county of residency.
- An open-ended question of any event, workshop, class or program not currently offered that you would like to see offered.

The results of the 64 surveys were tallied and then discussed with the Assessment Coordinator and Dean of Instruction.

A [Recruitment Survey](#) of KBIC members was completed on November 25, 2019 at the KBIC tribal center during the annual Christmas check disbursement day; a particularly strategic decision as this day is a high traffic day. The total number of surveys completed was 260. R. Frost, Assessment Coordinator compiled data charts. This information was shared with the Dean of Instruction to use for information and community needs. The following questions posed to KBIC tribal members:

- Gender – male, female, or other
- Age – 5 different category choices
- Best time to take classes – 3 different times (mornings, afternoons or evenings)
- Barriers from coming to KBOCC – 6 different brackets (transportation, childcare, tutoring, location, cost, or other)
- What new programs would you most be interested to see here at KBOCC?

KBOCC's other external constituencies also include other KBIC enterprises and departments. KBOCC's involvement in environmental activities with the KBIC Tribal Natural Resources Department and through externally funded grants and partnerships with both [AIHEC](#) and the [AICE](#) in the areas of behavioral health and early childhood education demonstrates that the College and its partner organizations together value the **“earth as our community.”** KBOCC's many collaborative efforts illustrate that the College, its community partners and external constituencies uphold the belief that **“education is a shared responsibility.”**

Sources

- AD_501c3_Approval_Letter
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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

KBOCC, as a [tribal college](#), is dedicated to multiculturalism and diversity in both the immediate context of the American Indian community as well as the broader global community. KBOCC, serving as the only institution of higher learning on the L'Anse Indian Reservation, addresses its role in a multicultural society by linking and engaging students to a wide variety of internal and external organizations, individuals and activities promoting diversity in a global economy. The college provides a culturally sensitive learning environment. KBOCC takes a leading role in meeting the challenges and changing needs facing the KBIC and its relationship to the global marketplace.

KBOCC is a partner in the Michigan Inter-Tribal Land Grant System (MILES). This partnership seeks to build the foundation for a seamless, integrated, and intentional Land Grant System in Michigan serving all Michigan Tribal Nations and communities. The MILES partnership team has been selected to receive the 2020 [MSU Extension Diversity and Multiculturalism Award](#).

Expansion of online courses were being planned prior to the impact of the COVID-19 pandemic. However, with the pandemic, more online, hybrid and hi-flex courses are currently being offered for the purposes of health and safety. As a result, the college is [well-prepared](#) to continue to offer these valuable approaches to distance learning in the future.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

I. Curriculum examples. Classroom assignments and projects reflect the importance and necessity of **A)** informed citizenship and **B)** workplace success.

One notable example of **A) informed citizenship** within the curriculum is represented in the KBOCC's annual [Tribal Council Candidate Forum](#) that is organized by the Anishinaabe Studies Department, the AS232 Tribal Government class and the Student Government. The forum is moderated by the Student Government's President (also contributing to student workplace and leadership skills). Candidates participating in the forum are tribal citizens officially running for tribal

government seats. This forum began in 2015 to encourage students to become civically and politically active, as well as to foster informed decision-making in response to tribe's election process. This Tribal Council Candidate forum also serves the public good in that candidates answer a range of pre-submitted questions from the KBOCC student body. The event is always widely publicized as free and open to the public and it has been made available for livestream viewing.

One prominent example of **B)** workplace success is the impressive number of graduates of the Criminal Justice associate degree program who have successfully completed training with the [Michigan Department of Corrections](#).

II. Co-curriculum examples. KBOCC also hosts a number of co-curricular activities, events, and gatherings that provide opportunities for **A)** informed citizenship and **B)** workplace success.

One remarkable example of *A) informed citizenship* as a topic of a co-curricular activity is reflected in as a topic of a co-curricular event called [Human Trafficking Awareness event](#)

One noteworthy example of **B) workplace success** as a featured topic of a co-curricular activity is reflected in the [annual career fair](#).

KBOCC has hosted a significant number of events, activities, and programs; these gatherings are showcased through flyers and announcements over four slide show presentations. They are arranged in the four directions per the Medicine Wheel Framework. The east represents and showcases the work being done for our little ones, the [children](#). The south represents and showcases the work being done for our [youth](#). The west represents work in the area of [KBOCC student development](#). The north represents [student and faculty successes](#).

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Manaaji'idiwin is the Ojibwa word for respect and is one of the [Ojibwa seven grandfather teachings](#). KBOCC recognizes the significance of developing social awareness of the global community in which all humans live and fosters a professional environmental – through processes and activities – that demonstrate respectful attention to human diversity as appropriate to KBOCC's [mission](#) and for the constituencies the College serves.

[Admission to KBOCC](#) is open to all eligible applicants regardless of age, race, color, religion, sex, marital status, disability or national or ethnic origin. As an open-enrollment institution, KBOCC accepts all students qualified to enroll, either as degree-seeking, auditing students, dually enrolled, or with ability to benefit. While most students are Native American, non-Native students are welcome, too, and afforded the same opportunities and benefits as any other student. Within the context of Manaaji'idiwin, the principles of academic freedom are underscored, bringing to fore its broadest intent in valuing what can be learned when respect is foundational and core to the academic endeavor.

KBOCC's process of [hiring instructors](#) reflects inclusivity of qualified applicants regardless of age, race, color, religion, sex, marital status, disability, or national or ethnic origin. KBOCC's process of hiring [non-faculty employees](#) reflects inclusivity of qualified applicants regardless of age, race, color, religion, sex, marital status, disability or national or ethnic origin. Hiring at KBOCC is done with an eye toward employing the individual who will best fulfill the functions of the position under hire. The TERO policy is observed, ensuring that Native candidates are considered and grown into positions.

This policy allows for the development of needed expertise within the Native community and also to ensure that the idea of Manaaji'idiwin is embedded into the institutional fiber because it is foundational to the knowledge base within the college community. In concert with TERO is the fact that the best person for each position is located without regard to details outside the analysis of expertise.

For [professional development](#), faculty and staff are [notified](#) by a campus wide email when the administration receives information on professional development opportunities that center on enhancing social awareness and increasing inclusion in the workplace. Development activities are made available that address core requirements for positions; therefore, IT and the Registrar are afforded training in our LMS for matters pertaining to IT as it is related to their positions and which is different from the training in the [Faculty Common](#) and instructional tools required for faculty. Likewise, development for the accounting director and HR is position specific to enhance their professional acumen. While tailored to enhance performance, development opportunities are made available to all on campus. These come from [AIHEC](#), [Achieving the Dream](#), and other entities and can directly enhance employee performance. As well development activities are sometimes contracted, such as the Jenzabar Informaker training that was provided to Student Services personnel and to faculty and administrative staff.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

KBOCC fosters a climate of [Manaaji'idiwin](#) (respect) throughout the KBOCC community and welcomes respectful academic discussion and debate on a variety of ideas and perspectives. However, to expand on such a climate from an Ojibwa cultural lens; *all beings of Creation across the globe are interconnected* including -- but not limited to -- stone nation, plant nation, oak nation, fish nation, deer nation, as well as human nations. Equitable and respectful treatment is a sacred value that pertains *to all beings* of the world. Such Indigenous critical consciousness spans both time and geographical space in that these are ancient teachings that have been practiced and are still found across the globe within Indigenous communities.

The ideas of respect are interwoven into the curricula and throughout the campus conversation that occurs among all members of the campus community. It is commonplace to hear conversations among faculty and students that consider the ramifications beyond our current spaces and inhabitants of those spaces, to imagine how the our ideas impact our neighbors and the earth we inhabit, from origins in history to implications seven generations ahead. The aspects of this discussion connect academics with student opportunities in specific ways. The discussions in the Environmental Sciences program review lead to stronger connections among Anishinaabe Studies' humanities concerns and led to the creation of coursework in [Environmental Justice and Ethics](#), a course connecting indigenous values and concepts of rightness and value systems. It appears is such special topics courses as [ES207 How We Talk about Our Earth](#), a course co-taught by Michigan Technological University faculty and guest speakers, sharing divergent perspectives, a course which centers on conceptualizations of what earth is and on our human and non-human relations that are constituted via the conceptualizations available within each perspective.

The conversations resulting from the investigation reach beyond the classroom and into the consciousness of the guests visiting the classroom to partake of the discourse that investigates and respects knowledge at the level of its theoretical foundations and the understandings that are supported by its investigation. These core discussions operate only because of the climate of Manaaji'idiwin within which it functions.

To draw on the example of Environmental Sciences is possible because of its recent and thorough [program review](#). Such examples are formulated equally well via the conversations occurring within other academic disciplines. This is found in the way in which the four directions are incorporated into the Early Childhood Education classrooms, in [Little Eagles](#) and in our ECE curriculum, for example. It also occurs within areas that fall outside academics per se, in the way in which the business program chair draws in the broad spectrum of career avenues available at [Career Fair](#), not just the transfer institutions, but the trades, government services, healthcare, businesses, schools, technology, manufacturing, and more. Student support, for example, is available for all students needing respectful services to ensure that they have access to learning that is meaningful, regardless if the student is an elder or holds a GED or is a [dually enrolled high school student](#) or someone taking advantage of career and technical education offerings. When understanding respect as a core value of all, it makes sense to provide for learning meaningfully.

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- WEST_Students_Activities

1.S - Criterion 1 - Summary

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

Summary

The College's [mission](#) is both seated in culture and transparent to the community it serves. Foundational documents are shared internally with employees and students and the BOR and externally with the general public. Such documents are available in both print form on the College campus and digitally through the official [website](#). In relation to the value of Ojibwa culture to the College's mission, all [BOR members](#) must be tribal members in order to ensure an approach to education steeped in Ojibwa culture, tradition and beliefs, and to serve the local population. College beliefs are demonstrated in numerous ways and through many activities to ensure that the College serves the varied constituents with their differences in age, cultural background and individual need. Through this service to its students, the College strives to imprint the importance of life-long learning alongside an ideal of individual value while being a safe space for learning.

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2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

Integrity and Ojibwa Tradition

KBOCC's commitment to integrity is rooted in the [Seven Grandfathers Teachings of the Ojibwa](#). The College's commitment to these ethical teachings is expressed in the [Code of Ethics](#) which states that employees are expected to "carry out their professional duties, obligations, and responsibilities with integrity and conduct themselves in accordance with the college's mission statement and the Seven Teachings of the Anishinaabe." Close connections between these Teachings and the College's standards of integrity are also found in the [Student Handbook](#), the [Board of Regents Manual](#), the [Faculty Guide](#) and the [Employee Handbook](#).

1. The institution develops and the governing board adopts the mission.

The institution with the input of faculty, students, and staff develops the [mission](#) and the Board of Regents makes the final decision. The [mission](#) is reviewed annually, and it was decided to not change the mission this year. The Board of Regents felt that the [mission](#) continues to drive the college forward and does not need to be changed.

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Code of Ethics

Operating with integrity is demonstrated by KBOCC employees acknowledging through [personal signature](#) that they have read, understood, and agreed to abide by the employee [Code of Ethics](#). The BOR has a separate [Code of Ethics](#) which members acknowledge through personal signature that they have read, understood and agreed to uphold. These are more fully detailed in the sections below.

Financial Integrity

The College operates in a manner of integrity and faithful stewardship of the resources entrusted for its mission. The Keweenaw Bay Ojibwa Community College uses [Generally Accepted Accounting Principles \(GAAP\)](#) to provide transparent financial statements. The College undergoes an annual audit of the financial statements by independent auditors to ensure compliance with these principles. [Audit reports](#) provided by our independent auditors confirm that the financial information is prepared in conformity with GAAP and show that the College is fiscally responsible in oversight of its funds and in compliance with laws, regulations, and provisions of contracts or grant agreements.

[Financial statements](#) are assembled by a third-party CPA to assist with oversight of GAAP standards. The Board of Regents review the [quarterly financial reports](#), [annual audit](#), and [projected budget](#) for the upcoming year. The Board establishes financial policies and approves the budgets once adjustments have been implemented. To prevent fraud and error, the College separates duties for each employee. These [internal control policies](#) are reviewed by independent auditor's to assess for any weakness or deficiency.

An [MOA](#) between the College and KBIC's Tribal Council further promotes financial integrity. Criteria in the [MOA](#) assure that [fiscal policies and procedures](#) are followed. KBOCC is required to provide a [quarterly report](#) to the Tribal Council. This provides another layer of financial oversight.

The College's Office of Sponsored Programs (OSP) ensures the financial integrity of grants and [contracts awarded](#) to KBOCC. The [Employee Handbook](#) and [Accounting Procedures Manual](#) contains policies and procedures to ensure financial integrity by all employees in a variety of situations such as travel, acceptance of gifts and use of equipment.

Academic Integrity

KBOCC has multiple policies and processes in place to ensure integrity in academic functions. Faculty Council approves all academic policies before going to the BOR for final approval. The [College Catalog](#) has a clearly defined statement covering [academic integrity](#). Also, KBOCC requires an [academic integrity statement](#) in all syllabi. Statements are to be transparent on the components of academic integrity and clearly state the penalties for cheating and plagiarism. A list of [syllabus requirements](#) is found in the Faculty Guidebook. Additionally, the [Student Handbook](#) includes a statement on academic integrity on p. 13.

Processes for ensuring academic integrity are specified and carried out regularly. Each semester, the College conducts a [pre-semester meeting](#) and [a student orientation](#), both of which include an overview of what academic integrity means to KBOCC. Processes addressing academic dishonesty are clearly spelled out in [Student Handbook](#) and [Faculty Guidebook](#). Students are required to sign a [academic integrity pledge](#) at the beginning of each semester.

KBOCC has procedures in place and outlined in [College Catalog](#) to ensure integrity for instructional processes including grades, course instruction, academic status, re-admission and degree completion. When issues cannot be resolved by course instructors, the Faculty Council acts on students' appeals and petitions.

Family Education Rights and Privacy Act (FERPA)

Under [FERPA](#), KBOCC must protect the privacy of student records. FERPA training is required of

faculty and staff and upon completions, [certification](#) is included in the employee's file . FERPA is reviewed at [Student Orientation](#) and is also included in the [College Catalog](#) and [Student Handbook](#) beginning on page 10.

Faculty

To ensure the quality of its academic offerings, KBOCC requires that faculty are [properly credentialed](#) to teach courses and their credentials are listed in the [College Catalog](#). Faculty credential requirements can be found in the [Faculty Guide](#). In Fall 2020, there are four academic department chairs who also teach as part of their administrative load: one has earned a Ph.D., and three have earned a Master's Degree. In addition to those credentials, the Anishinaabe Studies chair earned the required 18 graduate credits in Native American Studies and the Early Children Education Department chair is working towards the required 18 graduate credits. KBOCC has an impressive list of 19 adjunct faculty members spanning many departments, three have earned terminal degrees (PhD/MFA) in their respective programs, and 10 of them have earned a Master's Degree with one currently working toward a Ph.D., and the remainder of adjuncts have appropriate degrees and credentials (i.e. Anishinaabe language certification) for their subject matter and level of program. In addition to credentials, the faculty work as a team to [peer review](#) each other on a regular basis; this adds to the deeper dimension of conversation with delivery styles, creativity in the classroom etc. that are working well and areas of opportunity.

Integrity in Hiring Practices

The BOR underwent a [search](#) for the new permanent President in 2018. After deliberation regarding needs for the college, the BOR created an appropriate [job description](#), and an announcement for a new College President was posted on the organization website on December 12, 2017, with a deadline of applications required before February 6, 2018. Throughout this timeframe the position was advertised on the KBOCC website as well as local newspapers. The [job description](#) listed the Human Resources staff member as primary contact for submission of applications. However, the Human Resources person left KBOCC in January 2018. As such, the Director for the Office of Sponsored Programs (OSP) was asked to take over as the primary contact for applications. Four applicants submitted materials for consideration prior to the application deadline. OSP housed the application in a locked file cabinet until the documents were requested by the BOR for review. The BOR ascertained that one candidate did not meet the minimum qualifications and was removed as a potential candidate. Candidates were then selected for interviews by the Board of Regents. The new President, Lori Ann Sherman, was selected and began her service in May of 2018.

Searches for faculty, staff, and administrators are undertaken in a careful, responsible and transparent fashion. All employment openings are posted both [internally and externally](#) for a minimum of two weeks prior to hiring. After the closing date of the position announcement, the appropriate Department Head reviews all applications to determine eligibility according to the qualifications listed in the job description. Applications for Department Heads are reviewed by the President.

In the case of [immediate family members](#) of current faculty or staff applying for employment, alternate staff members conduct the interview and voting process. Immediate family, for these purposes, is defined as: spouse, parents, children, siblings, grandparents and grandchildren. Interviews are held by the Department Head and two staff members. After the final selection has been made, the successful applicant is notified by the Department Head. Hiring practices are shared within the [Employee Handbook](#).

The College makes every effort to recruit and hire the most qualified individuals available for all positions. Preference in filling vacancies is given to qualified [American Indians](#). The College reserves the right to invoke American Indian preference for all positions to be filled, which is in accordance with the Indian Preference Law. Preference is also given to qualified veterans and [alumni](#) of the College.

Legal Compliance

KBOCC requires all employees to abide by Federal labor laws, rules and regulations as documented in the [Employee Handbook](#). When such labor laws, rules and regulations are in conflict, the Sovereignty of the KBIC will take precedence, i.e., legal matters concerning employment at Keweenaw Bay Ojibwa Community College will be heard in KBIC Tribal Court.

Sexual Harassment

Key policies addressing ethics in the workplace concern [sexual harassment](#) are found in the employee handbook beginning on p. 41. KBOCC has a sexual harassment policy that clearly explains to all employees that sexual harassment will not be tolerated by any staff member.

Computer Use

The [Computer Use Policy](#) is found in the Employee Handbook on p. 39 requires employees to use computing resources in accordance with the College's high ethical standards.

Privacy and Confidentiality of Personnel Records

All [KBOCC personnel records](#) are housed in the Human Resources Department where information is kept private and confidential and maintained in a locked file cabinet located in the Administrative Assistance Office. Access to the file cabinet is limited to the Administrative Assistant. Viewing logs are kept ensuring confidentiality and access given to those deemed necessary.

Discipline and Grievance Procedures

KBOCC expects satisfactory standards of behavior, conduct and attendance from all its employees and students.

EMPLOYEES

Rules and procedures associated with [Disciplinary or Termination Actions](#) are found in the KBOCC Employee Handbook beginning on p 64. The aim is to ensure prompt, consistent and fair treatment for all employees and students and to encourage improvement in individual conduct or performance.

[Grievance and Appeals Procedures](#) for employees are found in the KBOCC Employee Handbook beginning on page 66. These procedures provide clear and transparent guidance for employees to raise concerns, problems and complaints or to appeal any disciplinary action without fear of reprisal. Appeals to disciplinary action adds integrity into the disciplinary proceedings by making the overall discipline process fair as possible.

STUDENTS

Complaint procedures for students regarding courses are found in the [College Catalog](#) on p. 22.

Grievance procedures for students concerning financial aid are found in the [College Catalog](#) on p. 26.

Integrity in Auxiliary Functions

Auxiliary functions at KBOCC include the bookstore, fitness center, Three Sisters' Café and childcare. Each auxiliary has established its own [policies and procedures](#) to ensure integrity in its operations.

The [KBOCC bookstore](#) provides a list of [required textbooks and costs](#) on the College's website prior to the start of the semester. The College provides textbook information in accordance with the disclosure requirements for institutions participating in federal financial aid.

The [Three Sisters' Café](#) provides the campus community and the general public with fresh, delicious low-cost meals 5 days a week and also provides the meals served in the College's daycare. The Three Sisters' Café' is currently closed to the public due to COVID-19 regulations and precautions. Currently, the Café provides services solely to contracted businesses.

The [Fitness Center](#) is available at no cost to the students, employees, and alumni at the College. The Fitness Center is currently closed due to COVID-19 regulations.

The [OCC Child Care Center](#) and [Migiizinsag](#) offers quality, reliable care to children of KBOCC students, staff/faculty and the community. [Migiizinsag](#) has received [5 star](#) from the Michigan Department of Education; the highest rating such a program can achieve.

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2.B - Core Component 2.B

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.

Argument

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

KBOCC is committed to presenting clear, complete, and accurate information to prospective students and the public. Information regarding KBOCC's [academic programs](#), [faculty](#) and [staff](#), [admission requirements](#), [costs and fees](#), and [accreditation](#) is shared through multiple means of media and formats with the [College Catalog](#) being the most comprehensive document.

The College [website](#) is the primary public vehicle of communication to the global audience. Accreditation granted by the Higher Learning Commission is on the website's home page. The required [HLC Mark of Affiliation](#) is visible and accessible on the homepage and [accreditation status](#) is up to date and easily verifiable through clicking the link.

Specific pages are aligned with appropriate links on the College website (www.kbocc.edu).

- Degree programs and certificates are listed under [Academics](#)
- Admission requirements, tuition and fees, and the Net Price Calculator are listed under [Admissions](#)
- Community programs are listed under [Community Programs](#)
- The College's mission, vision and history are under [About Us](#)
- Contact information for faculty and staff is under [Faculty & Staff](#)
- Consumer Information, Student Right to Know disclosures, and the Annual Security Report are found under [Student Services](#)
- KBOCC is in compliance with [Title IX](#) and presents this information. however, it is also important to note that College employees have [completed](#) training on this important information.

KBOCC also regularly maintains a [Facebook page](#); this avenue is useful for immediate announcements such as weather inclement closings in the winter season. Multiple designated individuals shared responsibility for accurate updates to the Facebook page.

KBOCC has demonstrated an [impressive relationship](#) with the region's primary news source, WLUC-TV 6, the NBC affiliate. Locally, the KBIC tribe operates a radio network, Eagle Radio, consisting of two stations, WCUP-FM and WGLI-FM as well as a monthly newsletter. College representatives share news releases and announcements with these two local media entities as needed

as opposed to re-inventing the wheel in-house.

President Sherman has implemented the creation of a video series, [Nashke](#); individual programs that are shared on the [KBOCC Facebook](#). *Nashke* means a look into in Ojibwa. It provides information vignettes which informs the viewers with insight to College happenings; events, dates to sign up for classes, and general information. The audio portion of these videos are played on the weekly locally-produced radio program, *Indigenous Insights*, which is featured on the tribe's radio network. Once the pandemic had started, the President produced a *Nashke* on how KBOCC was going to start back up and what that would look like for the KBIC community.

The College and numerous departments maintain multiple pages on [Facebook](#); the [KBOCC webpages](#) are updated regularly by the IT department.

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.

The [College Catalog](#) and [Student Handbook](#) are published and updated on a regular basis to serve as comprehensive informational guides to the programs, services, and policies of the college. To ensure accuracy, the College Catalog and Student Handbook are reviewed each year by faculty and staff to ensure they contain correct and up-to-date information. [Addenda](#) are incorporated into the College Catalog and Student Handbook which capture additions and changes after they have been printed, as well as correcting errors and omissions in the original versions. These comprehensive guides are also linked on the College website.

KBOCC's [schedule of classes](#) includes information on classes and current semester fees. The Dean of Instruction is responsible for ensuring these documents are accurate. Each academic department produced a [brochure](#) that outlines degree requirements; each academic program brochure is created in cooperation with admissions to ensure accuracy. Each academic department is also responsible for promoting their courses to increase enrollment. Student Services creates its own distinct [brochure](#).

During the initial [admission process](#), students receive information tuition, fees, payment options academic program requirements for their declared major and advisor contact information. Once successfully registered, students then obtain a schedule, access to the [MYKBOCC portal](#) and email login information and student ID. One week before the semester starts, all new students are encouraged to attend the [Student Orientation](#), either online or onsite, where they will meet staff, receive information on student resources, college policies, and academic procedures. This also provides students the opportunity to become familiar with the College and obtain any answers to questions they may have before classes start.

KBOCC offers a variety of valuable resources through the [MYKBOCC Student Portal](#). Once logged-in, students can view the program progress, request appointments with [advisors](#), review financial aid information, view [grades](#), view invoices, take tutorials and pay their bills. Students can also conduct degree audits and alternate major explorations. The [MYKBOCC](#) online portal also allows advisors to review their advisees' degree progress in real time. This system helps ensure that students are advised accurately on what courses need to be taken and the intended timeline of degree completion.

[KBOCC's student portal](#) doubles as a Learning Management System (LMS). The platform is

made available to any student actively enrolled in any course. For courses which are held fully online, all correspondence is conducted through the portal. Instructors utilize the Portal in all elements of communication including the posting of assignments, video lectures, handouts, syllabi, attendance, and grades. The portal also has integrated test features and real-time grading feedback and an embedded academic alert system.

Annual reports

KBOCC compiles an annual report of information which is shared with the [American Indian Higher Education Consortium](#) and the [Bureau of Indian Education](#).

Quarterly Reports

[Quarterly Reports](#) provide the KBOCC President with on-going updates of departments and offices on the campus. The President summarizes these quarterly reports and shares that information with the BOR.

Academic Calendars

[Academic calendars](#) are posted on the KBOCC website, the KBOCC student portal, and social media pages.

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.

#1 – Promote and preserve the Ojibwa culture by offering [courses](#) in Ojibwa language, history, and culture and an array of cultural activities

#2 – Provide education opportunities leading to [certificate and associate degrees](#)

#3 – Encourage and prepare students to pursue advance degrees

#4 – [Offer assistance](#) for transfer to four-year colleges or universities

#5 – Provide [occupational/career programs](#) for employment opportunities in tribal organizations, governmental agencies, and the private sector.

#6 – Provide instruction for students who desire to upgrade or enhance their skills

#7 – Provide [community education programs](#) that meet the changing needs of the KBIC and surrounding area

#8 – Prepare and encourage students through guidance, advising, and counselor to meet their personal, academic, and [career aspirations](#).

#9 – Offer students job placement assistance.

Through multiple grant awards over the past few years, KBOCC has been able to fulfill these above purposes through multiple events, activities, structural changes, youth outreach, as well as addressing distinct needs for students in response to COVID-19. The multiple slide presentations serve as evidence of the promotion and implementation of such endeavors:

- [KBOCC Library](#)
- [Criminal Justice](#)
- [Recruitment Efforts](#)
- [Children](#)
- [Youth Outreach](#)
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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

KBOCC is governed by its [Board of Regents \(BOR\)](#) consisting of eight members. The BOR has authority over approving policy, the hiring of the President, and ensuring decisions being made support the mission of the College and community. The BOR [meets](#) on a monthly basis or in a special meeting called whenever it should be necessary. Each [BOR member](#) must be an enrolled tribal citizen of KBIC to ensure that the Ojibwa culture, history, and language are a priority as well as the priority of strategizing to fulfill tribal employment needs. Board members are required to have at least an Associate degree; elders are excluded from this academic requirement. Board members are appointed by the Board of Regents according to its [bylaws](#) and represent the interest of all people served by the College/ BOR [Code of Ethics](#). Board applications must have prior approval from the [KBIC Tribal Council](#) before being considered as a candidate.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

KBOCC's BOR orientation includes training with regard to the following College processes and policies: financial policies; academic policies and practice. Board members are highly encouraged to attend training provided by the Higher Learning Commission (HLC), [American Indian Higher Education Consortium](#) (AIHEC) and other organizations which offer professional development or [training opportunities](#). Due to COVID-19, trainings in 2020 were cancelled or limited.

The BOR meets its legal and fiduciary responsibilities by routinely reviewing and signing off on college financial matters, including receiving materials regarding the external auditing process and in approving raises and expenditures proposed by the President. Distribution of funds to individual employees [requires BOR signature](#) for disbursement.

The BOR is charged with reviewing and updating policies and working with staff and faculty to ensure that they protect and support staff, faculty and students. The Board [reviews and approves](#) all new academic programs subsequent to internal faculty processes, and they participate actively in providing the vision for academic programs via the [Strategic Planning](#) process, where the directions for moving forward are developed and the strategic personnel assigned. The BOR approved, first, the exploration of and, subsequently, the choice to move forward with online classes and programs.

The BOR actively supported college participation in programs to enhance the College's ability to understand its strengths, weaknesses and challenges, via the [Achieving the Dream Program](#), in order to understand its position in relation to other similar institutions as well as to develop internal data streams in order to measure how well the College meets the needs and expectations of all its constituents. These data streams assess student and academic affairs and financial interests and open opportunities for effective communication to facilitate transparent decision making.

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The [Board of Regents manual](#) states on page 7 that, with every decision the BOR makes, they should ask themselves, "How will this help us serve the College and community better?" In accordance with this guiding principle, the BOR has made a number of decisions and took several actions that have enhanced the quality of the Colleges' programs, services, and operations in the past few years.

A sample list of notable decisions from the past three years are listed below and are linked to BOR minutes in the evidence file.

1. Approval of the [2020 Strategic Plan](#)
2. Hiring of the new permanent [College President](#)
3. Purchase of the [Arts & Agricultural Center](#)
4. Research the need for [4-year degree programs](#)
5. Explore the implementation of [online degree programs](#)

KBOCC Student Government representatives attend BOR meetings to present students' opinions and concerns as needed.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Chairman of the BOR and the President of the college work together to craft the board agendas for all meetings. When a concern is brought before the board through an agenda item, it is carefully considered as to how it may impact the college's internal and external constituencies. As the board is composed of a diverse set of [KBIC members](#), some of whom live nearby and others who live outside of the local community, this makeup of the board allows for the relevant interests of all constituencies impacted to be heard and considered. Due to the diverse makeup of the board, if differing opinions are voiced as to the impact of each decision, the board carefully weights all options and makes their decision based upon numerous factors taking into account the best interests of all constituents.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The KBOCC BOR, the [sole governing body of the College](#), performs its responsibilities without undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

The BOR's [Code of Ethics](#) states that members must "focus [their] efforts on the mission of the College." Additionally, members are mandated to "Not vote on or be part of any College issue, or be involved in any area where there is either a perceived or direct conflict of interest." All members are required to read, sign and abide by the [Code of Ethics](#). In addition to the conflict of interest statement in the [Code of Ethics](#), members are also required to follow a conflict of interest policy and sign an annual conflict of interest disclosure statement identifying any real or perceived [conflicts of interest](#).

The [Board of Regents manual](#) states clearly that the BOR is to protect the College from outside influence. It also states that if the KBIC Tribal Council or another external entity attempt to interfere with the daily oversight of the college, KBOCC would be in significant jeopardy of losing its accreditation with the Higher Learning Commission. Specificity of this oversight from the KBIC Tribal Council is necessary; in previous years, the KBIC Tribal Council acted as the Board of KBOCC. The College sought autonomy by establishing its own Board in 1998. The KBIC Tribal Council, however, continues to [support KBOCC](#) by providing annual funding. However, due to Covid-19, funding from the Tribe has been temporarily suspended.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The BOR respects the daily role and responsibilities of the College's administrators and faculty as they function interdependently from each another. The [BOR manual](#) clearly creates an appropriate separation between the BOR's role and President's role. The Board delegates day-to-day management of the institution to the President, who then seeks assistance with leadership from the Dean of Instruction to oversee academic affairs with assistance from the [Faculty Council](#) (made up of Academic Department Chairs). The President also seeks assistance with leadership from Dean of Student Services as that person oversees the entire Student Services staff. The President oversees the remaining portions of the organization structure. KBOCC's organizational chart is shared on the College website and in the employee handbook. This [organizational chart](#) provides an overview of reporting lines.

The [Employee Handbook](#) outlines that the President shall serve as the Chief Executive Officer of the College and that the general administration and operation of the College is delegated by the BOR to the President. Members of the BOR are expected to [channel all communications](#) with KBOCC employees through the President. The [BOR Manual](#) also provides guidelines to determine if concerns are a BOR issue or something better handled by the President. The [BOR manual](#) also states that, while the BOR must approve the overall College budget, the President is responsible for its implementation.

The Faculty Council develops, reviews, and recommends action on academic matters of the College. [Faculty Council bylaws](#) state their purposes, reporting lines and membership. Faculty members participate in academic matters primarily through Faculty Council and the [Assessment Committee](#). Through these committees, faculty are able to exercise effective oversight of all academic matters such as curriculum and assessment, academic needs and faculty professional development.

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- KBOCC_OrgChart
- SS_KBOCC_ATD_3_year_action_plan

2.D - Core Component 2.D

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

Argument

2D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

The College's [Freedom of Expression](#) policy is found on p. 5 of the College Catalog. This policy affords the entire College community the broadest freedom of expression possible to further each individual's pursuit of truth. The policy reads as follows:

At KBOCC, freedom of expression is of the utmost importance. Such freedom is felt to be absolutely critical to the growth, learning and development of the individual because it allows for the exchange of knowledge and ideas. This right is applied equally to all individuals in the College community. KBOCC expects communication to take place in a manner that is respectful of divergent perspectives and opinions. Any form of disrespect will not be tolerated.

KBOCC's strong commitment to the pursuit of truth is demonstrated through the adoption of [Seven Grandfathers Teachings](#). Three of these teachings are truth, wisdom and respect. The concept of freedom of expression along with the Seven Grandfather Teachings are discussed in the [College Success Seminar](#), a course that students complete in their first year at KBOCC. This provides a good starting point for discussion about freedom of expression and the pursuit of truth as it applies to the personal lives, as well as how it can be applied in an academic setting.

[Anishinaabe Studies](#) is the central component to expanding upon the discussion of truth from the Ojibwa perspective. Since every student is required to take a course in [Anishinaabe Studies](#), this ensures that students will discuss the Anishinaabe ways of doing, thinking, beliefs, knowledge, and perspectives that have long been ignored or forgotten in the pursuit of Western truth.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

As will be demonstrated below and through evidence presented, KBOCC has a myriad of policies and procedures that mandate responsible acquisition, discovery and application of knowledge by its faculty, staff and students. Additionally, the faculty communicate this level of integrity to students not only on syllabi, but through practice and role modeling.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

KBOCC provides oversight and support services to faculty, students and staff who are engaged in [research activities](#). The [Institutional Review Board](#) (IRB) is the mechanism for the College to provide oversight to ensure compliance and maintain quality academic standards. Five serving IRB members obtain training to ensure professional standards and ethical behavior. The current [IRB Chair](#) has extensive research credentials and has completed numerous trainings and certifications relevant to research ethics.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

KBOCC students are provided with [guidance](#) on what is ethical and not ethical. KBOCC faculty are required to include the academic integrity statement in all [syllabi](#).

Research support services is a joint effort of Faculty, Academic Coaches/Tutors, OSP, and Library personnel. In a collaborative effort, the College's professional tutor, library staff, and the Dean of Student Services facilitate tutoring and academic coaching services through a wide array of activities.

Both formal and informal meetings between the tutor, library staff, and the Dean of Student Services are employed to hone concerted efforts in bringing quality services to KBOCC students. Additionally, the Dean of Instruction makes requests to enhance services. During the COVID-19 pandemic,

voiceovers were created to show students how to easily search the online catalog. This is now part of the library services page and has inspired three other library services slide shows that are now available to students.

[Capstone](#) students work in cohorts with faculty oversight to address research challenges and identify opportunities for improvement. Library personnel assist Capstone students in conducting library research using the Michigan Electronic Library, JSTOR, Gale, and other print and online sources. Included in this is Boolean searches, truncation, proper citing, and the integrity of sources. Faculty have been encouraged to schedule these services for full classrooms. Exploring resources is also conducted on an individual, on-request basis in the library.

3. The institution provides students guidance in the ethics of research and use of information resources.

Within the [KBOCC College Success Seminar](#), students are introduced to basic skills involving accessing and evaluating a broad spectrum of informational sources, including how to select and use those sources ethically. As part of their English composition sequence, students learn how to use primary and secondary sources in their writing. In [College Composition I](#), students are shown how and why to cite sources, and this reinforced in [Composition II](#). The [Student Success Center](#) offers informational writing resources, including handouts and flyers addressing plagiarism and how to apply proper citations in written work. It is also designed to help students reinforce concepts learned in class, including ethical and appropriate use of information.

Ethical considerations are emphasized in the College's [general education program](#). General Education Learning Outcome 8 states that students will be able to "Locate information in print materials, online, or through observation and experimentation" and contains a criterion that measures all students' ability to access and use information ethically and legally. This criterion is measured by assessing the students' ability to describe the ethical and legal requirements in access and use of information and by evaluating their application of ethical information use strategies in written work.

4. The institution enforces policies on academic honesty and integrity.

The [College Catalog](#) mandates that academic honesty and integrity are expected of all students. Also, as stated in the [Faculty Guide](#), KBOCC requires an academic integrity statement to be included in all [syllabi](#); such a [statement](#) must present clearly discuss the components of academic integrity as well as describe the consequences for cheating and plagiarism. The [Student Handbook](#) states plagiarism is violation of the College's Student Code of Conduct. Additionally, the Student Code of Conduct explains what plagiarism is and that it is a violation of the Student Code of Conduct.

As stated above, the [College Catalog](#) states that academic honesty and integrity are expected of all students, and the Student Handbook makes it clear that academic dishonesty is a violation of the [Student Code of Conduct](#). According to the Student Handbook, academic dishonesty includes:

- Plagiarism.
- Copying another's work during an examination.
- Using unauthorized notes or aids during an examination.
- Taking an examination for another student.
- Collaboration with any other person during a test without instructor authorization.
- Obtaining or attempting to obtain an unreleased test.

- Submitting research and assignments prepared by others or with unauthorized aid. A student who intentionally assists another in the act of cheating or plagiarism may be subject to disciplinary action as well.

The enforcement of academic honesty and integrity in courses is the responsibility of the instructors.

Instructors [address instances](#) of academic dishonesty on a case by case basis with sanctions ranging from receiving an F on an assignment to failing the course or other sanctions as specified in the course syllabus. When disciplinary action is required, infractions are reported to the Dean of Student Services and addressed according to the [Student Code of Conduct](#). The same process is followed for ethical violations outside of classes. Students may appeal any academic dishonesty charges to the Faculty Council as stated in the [Student Handbook](#).

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2.S - Criterion 2 - Summary

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

Summary

KBOCC strives to operate in a respectful manner and with integrity in all aspects of its operations; academic, financial, grant awards and projects, student services, and auxiliary functions. KBOCC's ethical beacon is rooted in the [Seven Grandfathers Teaching](#) of the Ojibwa which greatly influence the College's code of ethics.

Students, faculty, and staff engage in the pursuit and ethical documentation of knowledge, emphasized through the College's [Student Success Center](#), the [Institutional Review Board](#), and the [College Success Seminar](#).

Sources

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3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

KBOCC participates in the [Michigan Association of Collegiate Registrars and Admissions Officers \(MACRAO\)](#) to work with regional colleges and universities to ensure both quality and transferability of its courses. KBOCC is also a signatory of the [Michigan Transfer Agreement \(MTA\)](#) which allows students who complete the MTA requirements to transfer their general education courses as a block. KBOCC has implemented a [cycle](#) of ongoing program review of every five years with the first successful program review completed in 2018. KBOCC also implements a regular Course Learning Outcome review each semester.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

KBOCC leadership and faculty [review](#) and [revise degree programs](#) and courses continuously to keep academic offerings current and relevant. Changes are consolidated and published within each new edition of the [College Catalog](#) at a minimum of every two years. To assist with continuity and student performance expectations, a [syllabus template](#) is shared with faculty and instructors.

KBOCC faculty design and enhance each of its academic programs to meet required levels of rigor based on widely accepted practices in higher education. All academic programs and related courses are listed in the [KBOCC College Catalog](#) pp. 40-69. Design requirements for credit hours, program length, and [approval of new courses and programs](#) are governed by the Faculty Council and discussed in the [Faculty Council bylaws](#). Information on new courses and programs is also outlined in the [Faculty Guidebook](#) on p. 27.

The KBOCC College Catalog provides evidence of the following

- [program-level admissions requirements](#)
- compliance with federal policy for [credit hours requirements](#)

[Academic program reviews](#) are part of the assessment process. Program reviews ascertain the degree to which program outcomes are being met, draw on data from assessment of student learning, seek consultation with transfer institutions and employers, and showcase educational research, and disciplinary associations.

The Environmental Science Department's [2018 program review](#) featured panelists from partner institutions Michigan Technological University (MTU) and Northern Michigan University (NMU), who assisted with curriculum development and revision to better align KBOCC courses to those of relevant 4-year programs. As a result, for instance, students transferring to NMU's Environmental Studies and Sustainability program can now complete a substantial amount of that program's required coursework at KBOCC. The program review panel also featured local and regional employers and Anishinaabe cultural knowledge-holders, all of whom provided valuable, documented views of expected student performance upon completion of the program.

Informal conversations with peer and transfer institutions has also garnered comparative qualitative data to assist with academic program transferability between institutions. For example, *Native American Voices: A Reader* is the required text for [Introduction to Anishinaabe Studies](#) at KBOCC; this decision came as a result to utilize the same text as the introductory Native American Studies course at nearby Northern Michigan University.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

KBOCC [currently offers](#) seven associate degrees and nine certificates along with two certificates of completion as of the 2020-2022 Catalog. Students enrolled in [LS 103 College Success Seminar](#) or [LS 133 Online College Success Seminar](#) will discuss the definition and value of learning outcomes. Distinct program learning goals and outcomes are also clearly articulated for each associate degree program and are published within the following platforms and documents:

- [College website](#)
- [College Catalog](#)
- [Program Brochures](#)
- [Capstone Seminar syllabus](#)

Each [certificate program](#) has a program summary and learning outcomes which are differentiated from the associate degree programs in its discipline. Certificate programs can ladder into associate degree programs. For instance, the [Environmental Science Certificate Program](#) includes only courses that fulfill requirements in the Associate of Science degree program. The same can be said for the [Child Development Certificate](#) in relation to the Associate Degree in Early Childhood Education. The [CJ Certificate](#), offered by the Liberal Studies Department, includes courses that would serve as a [CJ concentration](#) in a Liberal Studies Associate degree. Other certificate programs, such as the new [Environmental Studies and Sustainability Certificate program](#), branch into directions that foster transfer into specific 4-year programs at partner institutions.

Additionally, course learning outcomes are distinct and clearly articulated on each syllabus. Course learning outcomes are also summarized in [College Outcome Matrix](#) located in Assessment materials that are shared with instructors at the start of each semester and published in the Appendix starting on page 65 of the Faculty Guidebook. Program outcomes and General Education Learning outcomes are also mapped across all courses and shared in [Appendix C](#) on p. 65. These outcomes are determined collaboratively in Faculty Council in their assessment work and distributed to faculty via

the [Faculty Guidebook](#).

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

KBOCC demonstrates concern for ensuring quality and consistency of courses offered at all locations including remote sites by using a [syllabi template](#) for continuity, the [same textbooks](#) across multiple sections of one course, and when possible the same instructors for [courses offered](#) at alternate sites or in alternate modalities as courses offered face-to-face on the main campus.

KBOCC executive leadership and department chairs have taken steps to increase on-line instruction delivery in response to the COVID-19 pandemic as a measure to support student and faculty safety.

Plans for KBOCC to explore and implement methods of providing distance-learning course offerings and academic program offerings had been in the works prior to the outbreak of the pandemic. This enhancement of delivery has been outlined as a sub-objective, under objective 1 in the [2020-2025 Strategic Plan](#). Faculty have participated in [online delivery professional development](#). Policies and processes have been developed to support online learning which are outlined in the [Faculty Guidebook](#), starting on page 31, where faculty oversight, course observations, course management and design are addressed. [Online faculty oversight](#) is defined in detail on p. 42 of the Faculty Guidebook. In addition [Online Faculty Orientation](#) and correction of performance issues are address.

Direct supervision of online faculty is the responsibility of the Dean of Instruction or the Dean's designee, which would be the disciplinary Faculty Chair. For instance, the Dean of Instruction or the Anishinaabe Studies Faculty Chair is responsible for observing and supporting Anishinaabe Studies faculty in both on campus and online venues.

Orientation materials for faculty are available directly in the [Faculty Portal](#) under the Academic tab. In addition, pedagogical support materials are provided in the Faculty Guidebook under the heading [Online Course Policies](#), including sample rubrics, discussion topics, the flow of a course overall, and the flow of work within a week to meet learning outcomes.

Subsequent to the materials developed for the current accreditation cycle, these policies have been strengthened in the 2020-2025 Faculty Guidebook which is in the approval process and scheduled for the Board of Regents to review at their October 2020 meeting.

New instructors' courses are [observed](#) a minimum of four times per semester, with support provided to them by the Dean of Instruction and their Faculty Chair. Observations are intended to provide opportunity to support faculty in developing their online teaching skills and to share methods for delivery in online formats.

IT support is provided in house by our IT Help Desk. Additional training is provided by via American Indian Higher Education Consortium, by the College, via recorded materials from Jenzabar, and Jenzabar University via YouTube.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The KBOCC [Faculty Council](#) routinely address enhancements to educational programs and minutes from those meetings are uploaded in the Faculty Council SharePoint, an online sharing and storing platform. In the past year, Faculty Council has reviewed changes to multiple programs including the [Environmental Studies and Sustainability Certificate](#), the [Small Business Start-Up Certificate](#), the [Child Development Certificate](#), and the [Certified Nurse Assistant Program](#).

The process of developing new academic programs or changes within academic programs or course delivery styles begins with [Faculty Council](#) and then moves to the approval process by the Board of Regents and finally to the HLC. The process of development of new courses and programs is managed by Faculty Council and outlined in [Faculty Council Bylaws](#). It is also referenced in the [Faculty Guidebook](#) on p. 27.

[Advanced secondary enrollment](#) has been primarily from students in the Early Childhood Education Program with six to eight students each year attending morning classes on campus.

Students have joined faculty to present at [academic conferences](#), have served as co-authors on [scholarly publications](#) and have assisted with the delivery of information and educational materials in [community outreach settings](#). Students also [present capstone projects](#) to KBOCC faculty and staff and general public guests. These opportunities expand student experiences in the area of communicating information as well as mastering modes of intellectual inquiry.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The [general education program](#) of Keweenaw Bay Ojibwa Community College supports the college's mission of providing quality post-secondary educational programs rich in Ojibwa culture, tradition, and beliefs that promotes lifelong learning. General education courses complement existing academic programs and courses.

The KBOCC College catalog clearly articulates the purpose of [General Education](#) at the college, the overall content and course offerings as well as the six learning outcomes. Once completed, successful students will have met [outcomes](#) in the following areas: communication skills; reasoning skills; critical thinking skills; information literacy skills; ethics and responsibility; and Anishinaabe culture. These learning outcomes cover a broad yet necessary range skills for one to transfer to a four-year institution or transition into the workforce.

All courses, including general education courses, incorporate Anishinaabe perspectives or content as prescribed in the [KBOCC mission statement](#). Additionally, skills obtained through general education may further foster lifelong learning habits of students.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The [general education program](#) was developed based on the requirements of the [Michigan Association of Collegiate Registrars and Admissions Officers transfer agreement](#) and comparisons with peer and transfer institutions. The College's general education requirements represent a broad range of disciplines and perspectives. They include composition, [Ojibwa Language and Culture](#), mathematics or a quantitative science course, laboratory science, social science, and humanities. The addition of the [College Success Seminar](#) provides a setting for developing and applying intellectual skills and attitudes across the disciplines. These skills, including analytical, ethical, quantitative, and communicative skills, are also practiced and developed in coursework in students' majors and in their capstone courses.

The College's general education learning outcomes are incorporated into all [degree programs](#). Both the former and current general education learning outcomes contain a communication outcome and an information gathering outcome. The goal of the communication outcome that students are able to prepare and deliver oral presentations and write competently. The goal of the information gathering outcome that students are able to access the needed information and use information ethically and legally. Student achievements in this area are recorded in the General Education Assessment Reports of [2015-2018](#) and [2018-2020](#). Each comes with recommendations for adjustments to further enhance student success.

The General Education Assessment Reports of [2015-2018](#) and [2018-2020](#) examined the math course learning outcomes. The studies showed significant improvement in student success rates in math courses with the implementation of the Carnegie Math Curriculum. The numbers of students enrolling and the rates of success of those enrolled showed [marked improvement](#). This positive change is also documented in the [2018-2020](#) General Education Assessment Report where the new curriculum is implemented.

The [above study](#), completed in Summer 2020, also indicated a change was necessary to the way the co-curricular support was being offered. As a co-requisite, MA099 showed low student achievement; however, the co-enrolled math course it was designed to support showed high student achievement. The result was a negative impact on student GPAs because of their poor performance in the non-credit-bearing support course. Instead of providing support in a co-requisite course, regular and dedicated math tutoring hours are being provided. Data from this pilot will be used to determine if a different configuration to the math offerings will be needed to ensure that support is available where needed without negative impact to GPA when it is not needed.

[Writing across the Curriculum](#) efforts were also put into place, with data gathered for consecutive years. This data was left under-analyzed due to the labor-intensive nature of scoring written work. However, in the upcoming assessment cycle, beginning in Fall 2020, a [simplified scoring sheet](#) and [rubric](#) has been developed and implemented for WAC assignments and it has been shared with all faculty to capture and score writing samples from every course. This data will be used for curricular development, whether that indicates changes in course sequences to better scaffold learning, or to adjust pedagogy or curriculum to ensure that core writing competency is achieved across the curriculum.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The KBOCC Board of Regents (BOR) is committed to diversity. Administration and the BOR approved the [eleven belief statements](#) of which multiple statements reinforce such commitment. These statements include but are not limited to.

- Strength comes from diversity
- Everyone is unique and has value
- Everyone deserves a safe environment for learning

KBOCC expressions of diversity include, but are not limited to, encompassing physical and mental capability, ethnicity, religion, culture, race, age, gender and sexual orientation.

KBOCC students/employees have regular exposure to different cultures and traditions that are brought to KBOCC through the diverse staff/faculty that the students interact with. While we offer many [Native American Cultural](#) events we also host other cultural events as well.

Many KBOCC students are also Finnish and the Dean of Instruction, who also has a Finnish background, attends conferences centered on Finnish culture, and serves on editorial and review boards that address Finnish-American cultural and literary scholarly materials. KBOCC also sponsored Sami speaker, [Marie Kvernmo](#).

KBOCC also recognizes the tremendous diversity of Native American cultures and offers students opportunities to learn about other tribes from across the nation. Students annually attend the [AIHEC student conference](#), which brings together students from tribes across North America. Venues for this conference rotate across U.S. regions, and each year's conference emphasizes the Native cultures of that region. KBOCC also brings guests of various Native cultures to campus for college-wide special events; a recent example was a 2019 visit by [Dr. Karletta Chief](#), a Dine hydrologist from Arizona. In other cases, KBOCC classes travel to tribal communities in the region to learn about their cultures. The 2019 Dendrology (ES121) class spent two days at the [Menominee reservation](#) learning about their culture and forest management practices. The Anishinaabe Studies Department sponsored a

viewing of a documentary on [Two-Spirits](#) to raise awareness on two-spirits and Native LGBT issues.

The College cultivates an environment that values diversity. Awareness of and respect for diversity are incorporated across all instructional levels and in all departments, including curricular, co-curricular, and extra-curricular activities. For example, students in the 2017 Introduction to Earth Science (GS105) class created a [poster](#) celebrating African American History Month titled “Celebrating African Americans in Science”, which is on display in the Wabanung Campus. [HU110 World Cultures](#) examines traditional worldviews, religions, practices, and customs of the peoples of various world regions.

Enhancing diversity in the curriculum is an ongoing goal for the academic affairs department. Diversity has been enhanced by adding courses to present diversity content, and by expanding diversity content in existing courses. Humanities requirements in the course catalog are designed to introduce students to diversity objectives. These courses include [AR103 Art Appreciation](#), [AR204 Anishinaabe Art Forms](#), [EN210 World Literature](#), [EN255 Modern Anishinaabe Literature](#), and [HU110 World Cultures](#). The Environmental Science Department developed two humanities-themed courses as part of its 2018 program review, with the assistance from partner institutions, to further enhance diversity across the curriculum. These courses are [ES218 Environmental Justice and Ethics](#) and [ES219 Anishinaabe Environmental Studies](#). A [Human Geography](#) course was also developed and offered in Spring 2020.

A variety of [cultural services](#) are provided to students and [cultural programming](#) is open to all KBOCC constituents throughout the calendar year. Such services and programming reinforce the KBOCC mission statement while simultaneously also recognizing the diversity among tribal nations. [AS 101 Introduction to Anishinaabe Studies](#) and [AS102 Anishinaabe Values and Philosophy](#) are two courses that examine diversity among Native people and their cultures. AS210 Traditional Story Telling is another.

[Student Services](#) and the [Student Success Center](#) support the diverse needs of students for academic development. These resources are available to enhance KBOCC students’ academic performance by striving to help students achieve their highest academic potential with support.

Any student in need of [reasonable accommodations](#) due to a disability is supported. Students who have been out of school for a long time, those with GEDs, with family responsibilities, and those in recovery are all supported. This is achieved by offering qualified students the tools and support to ensure access to all programs and activities. Support comes in the form of tutoring, counseling, emergency aid, alternate assignments, and careful placement to ensure students’ academic programs follow a path that scaffolds success.

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Each academic degree program requires KBOCC students to complete a [capstone project](#) as its [program-end assessment](#). In addition to meeting required program and general education learning outcomes, these capstone projects strive to demonstrate to students the method and practice of research and scholarship required at a four-year institution as well as potential workforce opportunities.

Work in the end of this assessment cycle has added an option for a traditional Anishinaabe oral presentation to Capstone to provide those who wish to pursue this option. Work on it has been

addressed by our Anishinaabe Studies Faculty Chair who networked with tribal elders and teachers.

To complement the general education learning outcomes, each specific degree program has identified learning outcomes for research, communication, and adaptable skills tailored to that program. For instance, Environmental Science (ES) students regularly engage in the collection, analysis, and communication of scientific information as outlined in the ES Department's mission, learning outcomes, and degree program requirements. [Capstone projects](#) for students in Environmental Science center on posters which are often presented at national conferences and published in scholarly journals. Students in Business create a Business plan for their [Capstone projects](#). Early Childhood Education has implanted a [portfolio option](#) for students to more adequately reflect their needs for developing curricular tools and materials in their careers and further education options. KBOCC faculty and students (at all levels) produce scholarship and create knowledge through basic and applied research activities. [Research activities](#) support the mission in enhancing the quality of students' educational experiences, increasing student engagement, and addressing community concerns.

In addition to research scholarship, creative works are produced by the KBOCC college community and highlight the unique perspectives of both faculty and students. The scholarship and creative work produced contribute to discovery of knowledge and promote life-long learning.

- Our Environmental Science Faculty Chair has presented at many [conferences](#) in person and online, [published several papers](#), and involved students in publication and presentation of work at national conferences and workshops.
- Our Early Childhood Education Chair has attended regional and national conferences in the field and has brought students through the process of hosting our first annual college [Powwow](#).
- Our Anishinaabe Studies Faculty Chair has launched the [Anishinaabe Spiritual Growth](#) group to support wellness on campus.
- Our Business Faculty Chair routinely presents workshops for Chambers of Commerce as well as liaising with regional business and government entities to enhance their presence on campus. She has coordinated a [Career Fair](#) that has been well attended by local high school students and businesses.

In the spring of 2017, the College hosted an [art exhibit](#) that featured student artwork created as work as requirements by art courses offered. The College held a public reception of the art exhibit. Evidence of the exhibit is demonstrated here with slides showcasing some of the student work that was generated.

Output of research, scholarship and creative output is documented in quarterly reports and annual reviews.

KBOCC's Academic Departments worked together to create opportunities for students in the areas of scholarship, creative work, and the discovery of knowledge that strongly reflects the institution's mission, including research that is directly linked to the local tribal community.

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3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

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

KBOCC currently has the faculty and staff needed to operate at a high level of quality with programs and student services. While all colleges and universities seek to be able to hire more 'hands on deck' this small, but mighty team currently on board at KBOCC continually offers programming that is community-centered, student-focused, and respects Ojibwa culture. Even with the COVID-19 pandemic, the College worked very hard to remain student-focused while some programs had to change format or be postponed.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

KBOCC has sufficient, [well-qualified faculty and staff](#) to meet its goal of providing high-quality, student-focused educational programs. Many of the employees and faculty are tribal citizens which is appropriate for the mission and constituencies of KBOCC. As noted above, another notable culture and population are Finnish-Americans.

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

The College employs a full-time Dean of Instruction. Each academic program has a full-time chair, two of whom have been at KBOCC for 10 years or longer. Depending on the semester's identified teaching needs, the College [employs](#) qualified full- and part-time instructors to ensure appropriate teaching loads and provide specialized expertise. The available pool of adjuncts currently certified to teach includes 27 members across the spectrum of disciplines offered on campus.

The KBOCC academic leadership and full-time faculty members are responsible for overseeing the curriculum and setting academic standards for student performance, establishing credentials, and assessing student learning. Department chairs are [responsible](#) for supervision of academic programs within the department.

KBOCC is considering offering four-year degrees, and careful planning is underway in order to ensure that the programming can be sustained. Nursing/Health Sciences is one program that will take more than two years to offer, but not necessarily four years. Nursing and/or Health Sciences is currently being planned, with a [grant](#) being written to the NSF and IHS to fund the developments in these areas. Health Sciences can be seen as a transitional program, moving toward a full four-year degree option. The three-year Nursing Program is drafted and will be presented to Faculty Council early in the next accreditation cycle, with needs assessment, student interest surveys, employment options all having been studied as part of preliminary steps to developing the program. Currently, three courses that will be integral to Nursing pre-requisites are drafted and being offered as lab science electives.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

KBOCC's [current faculty team](#) includes 4 full-time and 27 part-time faculty members. Of this total number of faculty, five have terminal degrees with four PhDs and one MFA; 19 have Master's degrees with one of the 19 currently enrolled in a PhD program and one has a Master's degree in a related field and is working toward the 18-credit requirement of graduate courses in her specific program; three have BS degrees with additional credentialing, one in vocational/technical instruction has an Associate's degree with alternate credentialing, and two have BS degrees with distinct certifications in relation to Anishinaabe cultural or language knowledge.

In response to the HLC's requirement for 18-credits in graduate study in a program taught, the Anishinaabe Studies Faculty Chair enrolled in and successfully completed 18 Native American Studies graduate credits from Northern Michigan University beyond the Master's degree she already holds in a related field. Currently, the Early Childhood Development Faculty Chair is working towards obtaining the required 18-credits. She also holds a Master's degree in a related field.

The College's [faculty credentials policies](#) define desired and minimum faculty credentials and describe processes for advancing faculty members' qualifications. Current instructors' credentials comply with these policies. The College requires the same credentials for dual credit, contractual, or consortia faculty as for any other instructors.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The College has established and published policies and procedures for [faculty evaluation](#). Evaluation data are collected and compiled and analyzed at least annually. Evaluation measures for instructors include review of syllabi, [classroom observations](#), student course surveys, [self-](#)

[assessments](#), and completion of professional development.

Faculty are encouraged to engage in conference attendance and scholarly output as part of their regular activities. With COVID-19, there has been a concerted effort to move faculty development toward developing proficiency in online instruction, and several avenues have been developed for this training, including the use of AIHEC resources, contracting Top Hat services, utilizing materials from Achieving the Dream, and making use of Carnegie Math Pathways educational opportunities to assist faculty in developing skills needed for success in online teaching. As a result of these [trainings](#), some faculty gained their first experiences delivering national conference research presentations in Zoom-style online formats.

The Business Faculty Chair has also mentored many new faculty in our platform-specific tools, and we have built a uniform [Faculty Common](#) to make available tools and training materials to support our faculty in developing new skills that will help them to meet the challenges we face currently for creating welcoming and viable virtual learning spacing for our students. All faculty have a pre-structured course platform that provides a 15-week layout of coursework and discussion boards so that faculty can easily upload lessons and topics to center each week's assignments throughout the course. The location of course tools for announcements and handouts is the same in every course, so faculty need not address the larger structural issues of course development and can focus on content development. While facilitating instructional development for faculty, the outcome also provides for a uniform structure of the student learning experience so that they can easily navigate the platform and locate learning materials similarly, regardless of which course they enter.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Completion of [faculty professional development](#) is monitored and included in the College's American Indian Key Indicator System (AKIS) reporting as well as faculty members' individual annual evaluations.

Funds for professional development are included in [departmental and academic affairs budgets](#). The College presents on-site professional development in addition to supporting faculty in completing graduate courses and attending conferences, workshops, and other events.

Professional development topics may be discipline-specific, related to Anishinaabe culture, or pedagogical – including assessment of student learning, teaching with technology, adaptive instruction, and similar topics.

6. Instructors are accessible for student inquiry.

All faculty and instructors are required to keep [scheduled office hours](#) for student contact, and publish those schedules on course syllabi. [Syllabi](#) must also include instructor contact information. The College provides student and instructor e-mail addresses and supports a web-based learning management system to give students additional means of access to instructors. Due to COVID-19, faculty keep office hours by Zoom or Teams and are able to engage in much more flexible scheduling times because of the reduction in commute time for all involved.

Beyond listed requirements, KBOCC instructors make themselves available to students in a variety of informal campus settings, including student organizations, co-curricular events, and [college outreach events](#). Instructors are involved, active, and accessible in the community, providing examples of

civic engagement as well as opportunities for interaction with students outside the classroom.

According to [Capstone exit interviews](#), instructors are accessible for student inquiry and offer assistance when necessary.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The College ensures that student support services needs are met by hiring the highest quality candidates while honoring the College's policy of [Native American preference](#) in hiring. All staff are provided with training upon hire and on an on-going basis. [Student support services staff](#) have a degree and/or appropriate prior work experience.

The College encourages its student support services staff members to participate in [professional development activities](#) and, to ensure this, provides several resources through which these activities may be completed. The objectives of professional development are to help staff enhance their job skills, obtain job-related knowledge and information, increase productivity and efficiency, feel empowered, and/or prepare for higher-level positions.

All employees, not eligible for other financial aid, may enroll in one tuition-free KBOCC course per semester. Textbooks and course fees are the employee's responsibility. Up to four hours of paid educational leave per week is allowed for the purpose of encouraging professional development.

Funding to offset costs for staff professional development is determined on an annual basis depending on the college budget. Each student affairs departmental budget includes professional development funding and many sponsored programs include support for professional development.

To receive approval for use of College funds for professional development, staff members should complete a [professional development plan form](#) and an [educational leave form](#) (if applicable).

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

The institution provides support for student learning and resources for effective teaching.

KBOCC provides not only support for student learning, the faculty strive to be creative with delivery styles as well as continually respectful of the mission and Ojibwa culture. Most institutions of higher education would delightfully embrace more resources to strengthen application of best practices in teaching, but KBOCC's resources currently support student learning and resources necessary for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

The [KBOCC student body](#) is made up of both students who are tribal citizens and non-Native students; a wide age range from [dually-enrolled](#) high school students to elders; first-generation college students; and a wide range of academic preparation from those who are academically under-prepared with non-academic high school coursework and those with GEDs, all the way to recent graduates who have taken academic courses and are well-prepared for college; some students are full-time with no outside employment or family responsibilities and some have multiple jobs and families to support.

All students receive support and encouragement from KBOCC faculty and staff in a number of ways; Faculty are approachable and encouraging, and they make appropriate [referrals](#) to students for [academic counseling](#) and [personal counseling](#), academic support, cultural support and even to [physical fitness](#) resources. Student support services identified [tutoring](#) and academic coaching as key student needs. Below is a list of areas on campus designed to support a wide range of student needs.

- The [College Success Seminar](#) is a required course for all incoming students and is designed to equip students with the tools necessary to succeed in college. Students learn about campus resources, how to effectively manage time, study, take notes, increase organizational skills, take tests, use college technology, and access information.
- The [KBOCC Library](#) provides services and resources to support KBOCC students throughout

their college career. Library staff assist students with accessing and locating needed information and [provide research instruction](#) either one-on-one or to whole classes.

- The College's Anishinaabe Studies Faculty Chair, Denise Cadeau, hosts the [Anishinaabe Wellness group](#).
- The [Student Success Center](#) (SSC) provides an array of support services for promoting student success including but not limited to tutoring, academic coaching, test prep and test proctoring.

The SSC houses four desktop computers and has ample space for individual and group study. It is connected to the library and can be partitioned off for group study. Students can receive help by appointment or during library hours from our professional tutor and library staff. Outside of library hours, the SSC is open as a study area whenever the college is open. Due to COVID-19, arrangements have been made for students to lease laptops, or depending on the academic program, such as Environmental Science, grants have been awarded for students to utilize a [laptop](#) free of charge that they get to keep upon meeting satisfactory performance in the Fall 2020 semester.

- The Student Success Center is also home to Career Services, which assists students with developing and pursuing career goals. Students learn about [resumes](#), cover letters, interviewing techniques, internships, self-assessment, networking, and career opportunities. The Career Center also helps students in the selection of a degree program when they are undecided. A library of career books are available for students to browse, as well as available internet access to the Michigan Works! system (a resource for those seeking employment) and multiple job search and career development sites.
- The [academic alert referral system](#) is a communication tool that provides support for students who are having academic difficulty or are disengaged. Academic alerts are submitted by instructors to Student Services staff through the MYKBOCC portal as needed during the semester. This system helps coordinate administrative and academic support services.
- For students with [documented disabilities](#), instructors provide [reasonable accommodations](#) as specified in the student's documentation. Reasonable accommodations typically include oral examinations, extended exam-taking time, visual aids, adapted pace of classroom lessons, and other individualized instruction as appropriate.
- KBOCC recognizes that [childcare services](#) are important for the non-traditional student body it serves. Located across the street from the Wabanung Campus, the College's childcare service is available to all members of the KBOCC community, including faculty, staff, and students. Childcare hours are Monday through Friday, from 6:00 a.m. to 5:30 p.m.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Learning support and [preparatory instruction](#) begins with the placement examinations required of new students. Accuplacer was used as a stand-alone placement tool until Fall 2020 when the results of the most recent review indicated that change is needed. Developmental courses are available for students needing college preparatory work in composition or mathematics, or for students desiring to refresh their skills prior to enrolling in advanced courses. Years since graduation and high school grades in Math and English are used in conjunction with standardized

test scores to place students in foundational courses.

Transfer students are placed according to evaluation of their previous college course work. KBOCC provides learning support to address the ongoing academic needs of students through the [College Success Seminar](#) course or the [Online College Success](#) course, the KBOCC Library, and the [Student Success Center](#). Academic advisors also monitor students' performance in coursework and recommend services and success strategies as needed.

3. The institution provides academic advising suited to its offerings and the needs of its students.

[Academic Advising](#) at KBOCC is designed to recognize the individual needs of the students. A strong network of academic advisors is available to KBOCC students. Each degree seeking student is assigned a specific Department Chair advisor according to their degree program. With the phasing out of the Developmental Education Coordinator position and the resignation of the Dean of Student Services in 2018, adjustments were made to connect the advising process to the academic areas or student. Currently, advising is done by Faculty Chairs in each discipline, and the Dean of Instruction advises guest and dual enrollment students.

Once students are assigned a permanent academic advisor (typically the Department Chair of the students' degree program), students' academic progress is closely monitored by that advisor. Academic alerts are now incorporated into the advising stream, generated within the College's [Jenzabar Learning Management System](#), and are forwarded to advisors and to the Student Success Center staff. Advisors track students' degree progress and alert students of non-classroom opportunities for learning, including internships, work-study, and co-curricular events sponsored by each department. Advisors assist with career planning, completion of Capstone research projects, and transfer to other institutions.

Another recent improvement in the College's academic advising process occurring in 2016 was the transition of KBOCC Placement Exam proctoring from the Admissions Officer to the Developmental Education Coordinator. In 2018, further improvement was made by connecting placement testing with the Student Success Center staff. This information is forwarded to faculty advisers who, with input from Faculty Council, [place students](#) in appropriate classes. This shift connects advising with programs of study directly in the form of the faculty advisers and also retains the connection with the Student Success Center.

When faced with issues beyond the scope of academic advising or coaching, advisors may [refer](#) students to the Dean of Student Services, who in turn may refer students to additional community resources.

Pages 48 through 50 of the Faculty Guidebook share information on [services](#) available to students. It informs adjunct faculty who are outside the advising and placement process of the resources available and where to refer students, including information on placement, counseling, disability services, test proctoring, tutoring and workshops, and internships, as well as other college and community services available to them.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

KBOCC possesses the necessary infrastructure to support effective teaching and student learning. The College is spread out over multiple locations and has general classroom facilities at both campuses (Wabanung and Niiwin Akeaa Center) and [workshop, gardening and sustainability resources](#) are available at the Pelkie facility.

Many classrooms have a whiteboard and are equipped with a projector that is able to be connected to the instructor's laptop. The equipment is maintained by IT. Both campuses have a classroom equipped with distant learning capabilities. Other standard technology and audiovisual resources are available for instructional use, including cameras, video recorders, document readers, and smart boards. Internet access is available on all College computer workstations. In addition, wireless internet is available throughout all buildings. Both campuses have plotters for printing large multi-colored posters. ArcView software is available in the main computer lab of the Wabanung Campus for GIS coursework and student/faculty research. Upgrades to the Baraga Campus have made it ready for [Certified Nurse Assistant clinical training](#), and the computers there have been upgraded to address student testing needs for certification in preparation for application as a testing site for such training with the State of Michigan.

The [MYKBOCC Web Portal](#) is available to all students and employees. It allows instructors and students to interact with each other through discussion boards, advising and coursework. Through the portal, students gain access to their course pages, learning-related materials, grades, student records, financial aid and billing. KBOCC employees access the portal for their payroll and human resources information.

To ensure reliable online instruction and support overall college operations during the COVID-19 pandemic, funding through the [American Indian College Fund](#) allowed KBOCC to purchase technology equipment and supplies for student, faculty and staff. Zoom licences were purchased to allow for faculty to host online classes and meetings. Twelve laptop computers were purchased to be available for faculty and student use. Fifty surge protectors and fifty flash drives were purchased for all college personnel including administration, faculty and staff. An additional fifty flashdrives were purchased for students that will be enrolled in Fall 2020 courses.

The Wabanung campus has a [dedicated science classroom](#) that accommodates twenty students. It doubles as a "dry laboratory", with chemical- and fire-proof flooring and furniture. The modular table arrangement also accommodates a multi-table workstation in the back of the room for small group activities. The adjacent science lab seats twelve students across three workstations and has an additional large instructor workstation at the front of the room. Infrastructure for biology curriculum includes refrigerators, freezers, a necroscopy table, and a ventilation system. The lab has a whiteboard and portable A/V system plus ample storage space for all relevant supplies. Photos of these facilities are [here](#).

Connected to this lab is a second, smaller room that currently serves as a research lab. It is furnished with ample work surfaces and cabinetry for storage. This lab has a locked door accessed only by faculty; therefore, it also provides a doubly-secure location for storing valuable research equipment, samples, and data.

Environmental Science student assistants also have a small, shared office space across from the KBOCC library. This room is ideal for quiet study and independent work, as well as for storing department-issued supplies for research such as laptop computers and clothing for field work.

The Niiwin Akeaa Center in Baraga is refitted to address our nascent Health Sciences offerings in

our Certified Nurse Assistant Programs as well as corollary offerings in CPR and other emergency interventions. This facility is equipped with [clinical and lab test-out](#) space. It is in the process of being equipped as a testing center for certification exams for students exiting our certificates of completion programs in health areas.

KBOCC in the process of seeking grant funding to enhance sciences options to include Chemistry and Physics laboratories. In addition, KBOCC uses virtual labs for Anatomy and Physiology provided through the Virtual Body resources.

The Arts & Agriculture Center provides classroom space and outdoor learning areas for community-based workshops. This Center is part of the [KBOCC Facilities Master Plan](#). Plans to complete renovations to increase facility accessibility are available in the [Arts & Agriculture Center Action Plan](#). Objectives of this action plan align with outcomes in the [Strategic Plan](#).

The [KBOCC library](#) has regular hours and, at student and faculty request, will accommodate extended hours to their needs. The KBOCC library participates in the Upper Peninsula Region of Library Cooperation (UPRLC), a group striving to improve and extend library services across Michigan's Upper Peninsula and northern lower Michigan.

In addition, KBOCC students have access to the Ojibwa Community Library, which has the largest collection of Native American materials in Michigan's Upper Peninsula. The Interlibrary Loan service at the Ojibwa Community Library allows KBOCC students, faculty, and staff to borrow from other libraries if items are not available at the College's library.

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3.S - Criterion 3 - Summary

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

Summary

KBOCC is committed to ensuring that relevant and high-quality courses and programs are being developed and revised. Resources provided comply with best practices common to community colleges, including academic and [student support services](#). Outside funding for instructional activities and development of curriculum is routinely sought, and collaborations among all stakeholders ensure that each constituency's needs are addressed. Our [mission](#) is infused throughout our institution in meaningful ways so that it enhances the educational experiences provided to our students. Faculty are appropriately [credentialed](#) and [supported](#) in the instruction and professional development. The Deans of Instruction and Student Services ensure students are [supported](#) with carefully planned curricular and co-curricular programming. As well, [support services](#) are coordinated among departments to best meet student needs. Faculty Chairs and the Dean of Instruction ensure that all faculty members are supported in their teaching by providing mentorship and [resources](#) in a collaborative and supportive instructional team. Each new semester is set in motion with a [meeting](#) that provides training and support for faculty in their duties to incorporate culture, assessment, and WAC into their coursework. [Online instructional resources](#), [support](#) and policies are in place to ensure that all faculty are able to effectively manage the hybrid and online learning environments that we find ourselves working within, given the pandemic that impinges on our country. The initial intention was to create a single online program and develop [materials](#) to [support](#) faculty through that endeavor. However, the work of [faculty and staff](#), with the incorporation of student input, have accelerated the implementation, support for, and policy revision surrounding online instruction so that all member of our faculty have the resources, guidelines, and support to succeed in the online venue.

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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

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Argument

The institution ensures the quality of its educational offerings.

Ultimate responsibility for the quality of the college's educational programs, learning environments, and support services resides with the Board of Regents (BOR). As stated in the [College Charter](#) and [BOR bylaws](#), the Board maintains oversight responsibilities of the College's [strategic planning](#), [budgeting](#), and approval of proposed policies and academic programs.

The BOR receives quarterly reports from all departments and may mandate additional reporting or information-gathering to fulfill oversight responsibilities. The BOR receives [financial quarterly reports](#) from relevant offices and may likewise request additional reporting. BOR approval is required for catalog revisions, new program applications, facilities planning and implementation, policies presented in the [Faculty Guidebook](#), and Student Services policies and procedures. While adjunct faculty and Faculty Chair annual reviews are not provided directly to the Board of Review, this information is housed with Human Resources and is available to the BOR upon request.

KBOCC demonstrates responsibility for educational quality through collaborative, stimulating, and

challenging learning environments to enhance performance and growth for every student. Administrators, faculty, and staff are continually working to structure learning spaces, improve collaborative processes and employ appropriate tools to help students achieve desired learning outcomes. The concern for quality learning spaces and resources is evident in the efforts to [supply students](#) with laptops or tablets during the COVID crisis, in addition to continuous upgrade of existing lab spaces. In addition to computer technology, [science labs](#)—virtual and physical—are routinely upgraded; Field experiences in all classes are adapted to best meet student needs and the environmental constraints of the moment. The faculty and support services work together to establish a high degree of trust and respect, and set clear and high expectations. Instructors and academic coaches are committed to student success, and seek [student feedback](#) regularly by using assessments and surveys to measure and document progress and create a collaborative learning space.

Students, faculty, staff and BOR participated in taking the [ICAT survey](#) in order to identify needs and improvements in technology, teaching, learning, and equity. Through the support of the [Achieving the Dream](#), Program, the College was able to utilize these survey results to assess areas of strength and improvement, under constant the [leadership](#) of a data coach and leadership coach. The goal of the [Project Success](#) program is to create a student success centered culture which increases student retention and completion.

KBOCC demonstrates responsibility for the quality support services through providing advocacy, intervention, prevention and referral services in order to promote student success, both academic and non-academic. We are cognizant of the fact that we are educating whole student. We take that role seriously when we think of how their lives impact and are impacted by the learning activities they engage. [Support services](#) through the Student Success Center provide a number of services such as test preparation, study sessions, proctoring exams, resume development, transfer search, and job opportunities. Academic coaching with a professional tutors is available to assist students needing additional help. In addition, [reasonable and effective accommodations](#) are provided to students upon request with appropriate documentation with general, state, tribal, and college guidelines. [Co-curricular cultural activities](#) also serve to nurture the whole student, and Anishinaabe learning outcomes in every course are seen as part, not all, of the impetus toward the creation of a learning environment that is nurturing of the whole person.

1. The institution maintains a practice of regular program reviews and acts upon the findings.

This component was met with concerns during the fall 2016 review and part of the subject of the [interim report](#) due in the fall of 2018. When KBOCC hired an Assessment Coordinator in the fall of 2017, she was given the task of developing the [Program Review Guide](#) and presenting it to the Assessment Team for revisions and ultimately to the BOR for approval. This document was finalized for use on December 13, 2017.

The first program to undergo review was Environmental Science (ES) during AY17-18. The ES Department Chair collaborated extensively with the Assessment Coordinator with the development of the [program review guide](#) and the collection of necessary information to complete the program review. The Department Chair presented his [completed report](#) to the assessment team on June 5, 2018 and the Assessment Committee's [completed rubric](#) recommended that, in most areas, the program should be enhanced. As a result of this program review, the ES Department Chair made curricular changes to update the CLOs to be more in line with the College's mission and culture, proposed some new courses to fill in the gaps discovered, and removed others from regular rotation because they were no longer fulfilling a programmatic purpose. The development and revision of courses also resulted in the ES Associate Degree and Certificate programs attaining greater

alignment with 4-year programs at relevant partner institutions, whose faculty were represented on the program review committee.

KBOCC was thus successful in creating a process, outlined in the [Program Review Guide](#), for submitting a formalized academic program review. The first academic program (ES) was promptly able to submit such a [review](#) in 2018 and other programs are slated to follow in these footsteps. Early Childhood Education (ECE) was [scheduled](#) for the review process next, but turnover in the Department Chair position necessitated a realignment of the review cycle. In turn, the Liberal Studies (LS) Department conducted a program review, but the submitted work was deemed incomplete and has been sent back for revision by Faculty Council. Although the LS review process was not completed, it spurred initial discussions into possible re-focusing of the program based on difficulties encountered in the review. Similarly, the [Program Review Guide](#) will be examined for possible revisions during 2020-2021. Looking ahead, the [program review calendar](#) has been revised such that in 2021-2022, the Business (BS) and ECE departments will complete their program reviews together. It is anticipated that the LS program review will follow BS and ECE in 2022-2023.

Program Reviews are completed on a [five-year cycle](#) as dictated by the Assessment Team calendar. A [schedule](#) is found in the Program Review Guide which is available to faculty and staff on the SharePoint. The Department Chair prepares the Program Review Report draft for the external advisory committee and then it is evaluated and approved internally by the Assessment Team. A [program timeline](#) identifies all deadlines for each step of the program review.

College catalog revision reviews are accomplished as part of the assessment cycle where the learning outcomes from each course, mapped onto the program learning outcomes, are analyzed and presented in a report that reveals needed changes or developments at the course and/or program level. Using a two-year cycle, there is nimble response to changing conditions and the facilitation of document updates, including the [Faculty Guidebook](#) where course and program outcomes are shared with faculty and the [College Catalog](#) where information is made available to students.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The College's standards for credits, grades, and degree programs are stated in the [College Catalog](#). KBOCC awards [semester course credits](#) based on the standard of one hour of credit per 15 hours of instruction. The College also follows standard [grading](#) practice in A-F, 0.0 through 4.0 grading, satisfactory academic performance [guidelines](#), Freshman/Sophomore [class standing](#) designations, and minimum completed credits and [GPA graduation requirements](#). KBOCC does not award credit for experiential learning or prior learning.

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

Keweenaw Bay Ojibwa Community College's [transfer policy](#) is stated in the Catalog and Faculty Guide. Transfer evaluations are conducted by the Dean of Instruction and transfer credits are formally accepted and recorded only upon receipt of an official transcript from the transfer institution.

To establish course equivalence, the College reviews course descriptions from the sending institution catalog and, when necessary, consults course syllabi for more detailed information. Department Chairs and faculty experts (in the case of mathematics) are consulted to determine the

appropriateness and/or best equivalence for transferred courses. The College participates in the Michigan Association of Collegiate Registrars and Admissions Officers ([MACRAO](#)) and the [Michigan Transfer Agreement](#) (MTA) as part of its long-term efforts to assure quality in both sending and receiving transfer credits.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures 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.

The [Faculty Council](#) has direct and primary responsibility for educational programs. It is an academic governing body comprised of all full-time faculty, the Dean of Instruction, the Dean of Student Services, and adjunct faculty or student services staff who wish to participate as non-voting guests. New members of Faculty Council are assigned a mentor among the existing members, but the small size of the council allows for easy informal access to support from other members. The Faculty Council often recruits specific personnel (e.g., adjunct faculty, Student Services staff) to meetings when topics to be addressed directly involve those individuals. A common example is the involvement of math adjunct faculty in formal decisions involving math curriculum.

As stated in the [Faculty Council Bylaws](#), Faculty Council oversees all courses and curricula offered by the college, subject to approval by the Board of Regents. Evidence of Faculty council actions are included in the Dean of Instruction's [Quarterly Reports](#) that are composed and shared with the President.

All new courses, changes to program curricula, or modification of general education requirements must be approved by [Faculty Council consensus](#). Broader responsibility for review and revision of general education and degree programs is demonstrated by the revisions made for the bi-annually updated editions of the College Catalog. All catalog revisions are made by Faculty Council before they are presented to the BOR. New courses within existing programs are proposed to Faculty Council, including their descriptions and learning outcomes. Following [needs assessments](#) and viability studies, new programs are proposed in their entirety including the program description, program learning outcomes and all courses with descriptions and learning outcomes.

The [Faculty Council](#) exercises primary authority for approval of courses, their rigor, and student learning expectations. [Proposals](#) for new courses must be submitted to the Faculty Council at least thirty days in advance of being offered to students and must include a course description, suggested course number and prerequisites, learning outcomes, and a rationale for their development and offering. To be approved, the course description and learning outcomes must indicate an appropriate level of rigor for college instruction and for the assigned course number, and course learning outcomes must be articulated using measurable verbs, following established [best practices](#). [Course learning outcomes](#) must contribute to program and/or general education learning outcomes. Faculty Council considers the function of the proposed course within general education or a degree (or both) and its relationship with existing courses. From this, the Council determines the appropriate prerequisites for the course, or its potential use as a prerequisite for more advanced courses, or both.

The College monitors course rigor and expectations for learning outcomes through its [assessment](#) and [evaluation](#) processes, including student course ratings, [classroom observations](#), and assessment of student learning outcomes. The College defines its [faculty credentials](#) and requires the same level of credentialing throughout each program.

Courses which enroll high school students for [dual credit](#) are exactly the same courses, with the same or similarly qualified faculty, as those offered to degree-seeking students. In fact, most such courses are open to students in both populations. In most cases, students have access to exactly the same learning resources. The majority of [dual-credit courses](#) are connected to KBOCC's ECE program.

L'Anse High School provides funding for their high school students to take Ojibwa language as their second language at KBOCC. Howard Kimewon (language instructor for KBIC) works with Anishinaabe language teachers on professional development. The former Anishinaabe language faculty earned Anishinaabe – language immersion credentials from Bay Mills Community College. The new Anishinaabe language teacher who began in F2020 has submitted evidence of [credentials](#) along with all of the faculty credentials.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The College has no specialized accreditation affiliations.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Keweenaw Bay Ojibwa Community College is eager to follow the [success](#) of its graduates. Being a small rural community, knowledge of graduates' whereabouts is often communicated through small-town channels. At this time, a formal alumni survey has not yet been institutionalized under the relatively new administration. Nonetheless, academic Department Chairs are often able to track their graduates' post-graduation journeys and maintain [records](#) of employment and/or successful transfers to 4-year programs.

College leadership is organizing an alumni task force to establish a formal survey to be distributed annually on October 1. The survey will be a comprehensive instrument to assess alumni employment rates and continued education, as well as to assess how well-prepared KBOCC alumni are for employment or further education. College faculty and staff will obtain samples of graduate surveys from other Tribal Colleges as well as provide input on the instrument to keep the survey distinct to reflect KBOCC's special traits.

KBOCC faculty and staff did reach out to graduates from the past four years in September 2020 to garner feedback on their progress. A total number of 29 graduates responded. The [questionnaire](#) included two potential pathways of information: Did the graduate enter another institution of higher education or did the graduate enter the workforce? From those two primary pathways, sample questions included

- Are they employed?
- If so, does position align with graduate's academic pathway at KBOCC?
- Did the skills or credentials obtained at KBOCC assist with securing employment?
- Are they attending another institution of higher education?
- If so, what are they studying?
- Did the skills or credentials obtained at KBOCC assist with the transfer process?

From the faculty in Criminal Justice, [twenty students completed](#) the Liberal Studies Criminal Justice

sequence and all twenty were employed immediately after completion with the Michigan Department of Corrections.

Informal [interviews](#) of early childhood education employers indicate that KBOCC graduates are current in the early childhood field *and enthusiastic* about their profession. The KBIC pre-primary program director reports that KBOCC graduates have a thorough grounding in the theoretical basis of early childhood development, use early childhood best practices and professional standards, and show awareness of current issues in early childhood. The KBIC Head Start program uses KBOCC as its primary source of employee development.

Similarly, the KBIC Natural Resources Department (NRD), which is the primary local employer of ES graduates, reported in 2018 that our [graduates](#) enter the workforce very well-prepared for NRD employment. The NRD Director served as a panelist on the 2018 ES program review and her comments were formally incorporated into the review report.

KBOCC intends to conduct regular [surveys](#) using a comprehensive instrument to survey alumni employment rates and continued education, as well as to assess how well prepared KBOCC alumni are for employment or further education.

Turnover and vacancy in the Dean of Student Services position have impeded implementation of this initiative, but progress is being made since the position was staffed earlier in 2020. Data required for reporting for the new [Certified Nurse Assistant program](#) necessitates development of these reporting channels as well.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Following its mission, the College recently adopted an Indigenized approach to assessment of student learning. A [Medicine Wheel framework](#) is used to conceptualize the four-step assessment process – implement, assess, analyze and revise. A presentation on the process was completed at the 5th Annual [TCU Faculty Research Conference](#), hosted by the American Indian College Fund, on Completing the Circle: Assessment, Decolonization, and the Medicine Wheel. This assessment approach is embedded into the fabric of the KBOCC instructional cycle on a continuing basis, ensuring that instructors engage in assessment as a routine part of their instructional duties. These data inform program and general education assessments as indicated via the curriculum mapping document. The assessment informs curricular decisions, from program revision/development and new program development, to course content, sequencing and revision decisions.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

The College has ongoing and effective processes for assessment of student learning and achievement of learning goals, from [course level learning outcomes](#) (CLOs) to the program level learning outcomes (PLOs) and PLO sub-components they are linked to, as well as the many co-curricular offerings available to students college-wide. Findings from assessment reporting guide many recent decisions that demonstrate the college's commitment to the educational outcomes of its students.

All KBOCC instructors participate in assessment of course learning outcomes (CLOs). By the third week of each semester, instructors in each course select two CLOs to be measured during that semester, and submit their [CLO selections](#) to the Dean of Instruction to record. The selection of CLOs to assess is guided by findings from previous assessment reporting cycles. For instance, a CLO may be chosen for assessment if the previous offering of the course revealed poor attainment of that outcome. In other instances, CLOs that haven't been recently assessed are prioritized. Department Chairs who oversee assessment within their programs may request to their respective adjunct instructors for specific CLOs to be emphasized and assessed in their courses. At the end of each semester, instructors complete the [Learning Outcomes Report Survey](#) to provide details about the instrument used to assess the two outcomes, the evidence that was collected, results, and what

may be done differently regarding those [outcomes](#) in future offerings. These data are provided to Faculty Chairs who conduct bi-annual program assessment reports which incorporate the CLO data.

Assessment Plan

- Anishinaabe Studies: [2016-2018](#), [2018-2020](#)
- Business: [2016-2018](#), [2018-2020](#)
- Early Childhood Education: [2016-2018](#), [2018-2020](#)
- Environmental Science: [2016-2018](#), [2018-2020](#)
- Liberal Studies: [2016-2018](#), [2018-2020](#)

Assessment Report

- Anishinaabe Studies: [2016-2018](#), [2018-2020](#)
- Business: [2016-2018](#), [2018-2020](#)
- Early Childhood Education: [2016-2018](#), [2018-2020](#)
- Environmental Science: [2016-2018](#), [2018-2020](#)
- Liberal Studies: [2016-2018](#), [2018-2020](#)

General education and program learning outcomes (PLOs) for all academic departments are assessed through a [capstone course](#), which is the “crowning” course of all degree programs. The completed capstone projects provide an occasion for faculty members to use [common guidelines](#) to assess student achievement. This analysis occurs through use of general education and discipline-specific rubrics. [Capstone rubric results](#) are used to assess students’ mastery of general education and program student learning outcomes. Faculty serving on the Assessment Committee independently assess the students’ capstones projects using the rubrics and then come together as a group to compare their ratings of each rubric item. Any initial disagreements about ratings are resolved by discussion among the faculty until a consensus is reached. Samples of students’ completed projects have been shared with the evidence: [Poster 1](#), [Poster 2](#), [Business Plan](#), [Paper](#), [Paper](#)

PLOs are also incorporated into course curriculum for students to gain skills and experiences that will be necessary in their ensuing capstone course. For instance, in many ES courses students complete group (or class) [poster projects](#) that enhance their skills with [literature reviews](#) (including proper citation), data collection and presentation, and the use of PowerPoint software. In other instances, students deliver oral [PowerPoint presentations](#) on research projects embedded into the course curriculum. Since its 2016 HLC review, the college has increased efforts such as these to more effectively link course assignments to CLOs and PLOs as well as to beneficial student learning experiences. It also reflects [student feedback](#) indicating that they need more experiences with these skills before entering their capstone course. Thus, assessment data is directly linked to student success.

General Education learning outcomes are directly assessed in composition and mathematics courses and elsewhere. These data are located in the General Education Assessment Plans and Reports for [2015-2018](#) and [2018-2020](#). Findings from the reports authored in 2018 and 2020 have resulted in the refining of student placement guidelines in math and composition courses which is shared with advisers in the [Accuplacer Score Sheet](#) Fall 2020.

The College’s Assessment Coordinator, along with the [Assessment Committee](#), is responsible for ensuring that effective assessment processes are taking place. The Assessment Committee, a subset of Faculty Council, meets regularly to [discuss](#) ongoing assessment activities and planning as well as to

make recommendations regarding assessment. In February 2020, the full-time Assessment Coordinator left KBOCC. An interim Assessment Coordinator was hired in the summer of 2020. A search for a permanent coordinator will take place by the end of the calendar year 2020.

The process of bi-annual assessment reporting provides an opportunity for academic Department Chairs to conduct a comprehensive review of students' progress toward course-level and program-level learning outcomes. Each 2-year cycle begins with the development and implementation of a [departmental assessment plan](#). The assessment plan outlines departmental assessment goals for the 2-year period, which are typically based on findings from the previous cycle's report. The assessment plan, formatted in grid style, also serves as the template for the cycle's eventual [assessment report](#). The grid lists PLOs and their respective sub-components, for which the findings from corresponding CLOs used for assessment are reported on in the final assessment report. Thus learning outcomes at all levels are effectively linked, from specific instruments used for assessment (i.e., class assignments) to CLOs to PLOs.

Departmental CLOs and PLOs are also linked through the process of curriculum mapping. Through various formats, academic Department Chairs and Assessment Committee members can demonstrate the ways that CLOs, PLOs, and PLO sub-components are integrated, and at various level of rigor, across departmental curricula. For example, mapping can be presented in [graphical](#), [list](#), and [tabular](#) formats. The [curriculum mapping process](#) helps ensure that learning outcomes are linked in a logical fashion and that students' learning experiences will assuredly involve appropriate amounts of exposure to learning outcomes with whatever elective paths they choose within a program.

Other aspects of academic departments' performance are recorded in departmental evaluation reporting. Evaluation reporting follows the same process as assessment reporting, utilizing similarly-formatted 2-year plans and final reports in grid formats. Compared to assessment reports that focus on students' attainment of learning outcomes, [evaluation reports](#) focus, for instance, on departmental accomplishments regarding co- and extra-curricular events, recruitment/retention statistics, community outreach activities, sponsored programs activities, partnerships with employers and 4-year programs, and the like. The breadth of content in evaluation reports compliments the focused nature of assessment reports to fully illustrate each department's performance and help identify areas for improvement.

Co-curricular events are assessed through [surveys](#) completed by attendees. Co-curricular events are linked to departmental CLOs and/or PLOs, and survey results for all events are summarized in departmental evaluation reports. Discussions are underway regarding additional methods of assessing co-curricular events, including the potential development of specific co-curricular learning outcomes. Furthermore, some Department Chairs are already in collaboration with appropriate persons at larger tribal colleges (e.g., Salish Kootenai College, Haskell Indian Nations University) to learn about additional strategies for the [assessment of co-curricular events](#). A suggestion shared that KBOCC is likely to adopt, is the linking of co-curricular events to broad departmental goals in addition to (or instead of) specific learning outcomes.

Student surveys are also used to guide activities in co-curricular programs such as the College's Native Food Pathways (NFP) program. This program secured funding for several multi-day visits to regional universities, and [surveys](#) were used in the planning stages to assess students' interest in various institutions and 4-year programs. Thus, student feedback directly determined the details of these rich and valuable excursions, providing students expense-paid trips to learn about the institutions they were most interested in potentially transferring to.

In addition to assessment and evaluation reports, KBOCC also obtains feedback from students every semester through the use of [course evaluation surveys](#), which are administered at the end of the semester. Data is processed and reports are generated for instructors. The Dean of Instruction reviews these reports and provides for instructor development where needed through targeted coaching, sharing pedagogical materials, and providing instructional resources to enhance instructor performance. Additional insight from students can be gleaned from annual Faculty Member of the Year [surveys](#) completed by students, in which they often share views on the value of their educational experiences relevant to specific programs and courses in addition to instructors.

Assessment and evaluation reports are shared with the Dean of Instruction and the Faculty Council via the Assessment Committee. The reports provide a critical foundation for recently-expanded assessment efforts such as the program review process that KBOCC successfully implemented in [2017-2018](#).

2. The institution uses the information gained from assessment to improve student learning.

KBOCC routinely uses information gained from assessment at various levels to improve student learning.

At the conclusion of each semester, instructors are required to complete the [course learning outcomes report survey](#) to share details about evidence collected, report results, and reflect on what can be done differently in future course offerings. Instructors also complete an annual [self-evaluation](#) in which they critically reflect on results of their courses throughout the year.

[Peer evaluations](#), completed annually generate important feedback for instructors. Every KBOCC instructor is evaluated at least once annually through a classroom observation conducted by the Dean of Instruction or the instructor's Department Chair. A [classroom assessment](#) form is completed and is subsequently reviewed by the observer and the instructor. This process provides valuable feedback to instructors in numerous aspects of their effectiveness in the classroom, particularly regarding areas for potential improvement. Signed classroom assessment forms are kept on file in the office of the Dean of Instruction, with a copy going to the instructor. The classroom observation process is particularly valuable in its ability for the neutral peer-observer to ascertain student engagement in the learning process.

Assessment information has been particularly critical in recent revisions to the College's math curriculum. The Carnegie math curriculum was adopted in 2017 based on several years of assessment data. The Assessment Committee had long-documented poor completion rates and excessive instances of the necessary re-taking of math courses when the curriculum followed a traditional algebra sequence. Findings from previous student surveys also indicated students' perceptions that they are "not good at math" and failed to see its relevance in their studies. Since the [Carnegie curriculum](#) was adopted, grades and completion rates have dramatically [increased](#).

Assessment of math curriculum also provided a foundation for revisions in program requirements that have resulted in greater student success. For instance, beginning in 2016 the Environmental Science program expanded its options for math requirements to include Probability and Statistics (MA201). Compared to traditional college algebra, students see the relevance of this course because they are required to apply statistical tests in their implementation of the scientific method, which is a required component of their [capstone projects](#). Thus the revised math curriculum has benefitted recent ES graduates by better-preparing them for their capstone projects. This claim is demonstrated by the fact that the capstone projects of two 2020 ES graduates have been [published](#) in peer-

reviewed [journals](#), indicating that the statistical rigor of students' work is appropriate and commendable.

Assessment of composition and capstone curriculum resulted in the discontinuation of allowing students to take [College Composition II](#) (EN202) and their [capstone course](#) concurrently. In previous years' exit surveys conducted at the end of the capstone course, students who took the courses concurrently often remarked that they felt stressed and under-prepared for the rigor of capstone writing. As of the 2020-2022 KBOCC Catalog cycle, all capstone students are now required to complete EN202 as a prerequisite to their capstone course.

An added benefit of the EN202 prerequisite is that it allows students to complete meaningful work towards their capstone projects at least one semester in advance of taking the capstone course. Students in [EN202](#) are strongly encouraged to write their required research paper on the topic involved in their ensuing capstone project. Thus, students now get an enormous head start with their capstone projects, completing an annotated bibliography and a literature review and collecting meaningful primary data (typically through community surveys) that enhances their eventual capstone project. Since this re-alignment was implemented, students have remarked that they enter capstone feeling much more prepared, and that the two courses sequenced together feel like "Capstone 1 and Capstone 2".

Information gained from [capstone assessment](#) is used to make improvements to courses, degree programs, and the general education program. During capstone presentations, the Assessment Committee makes observations, takes notes, and uses [rubrics](#) to assess the capstone presentation and corresponding written product. These assessments have led to continued [refinement](#) of the capstone process such as (1) two required oral practice presentations by students, (2) one optional oral presentation practice, (3) the required project proposal being due at week 2 instead of week 1, and (4) revised final grade weighting to ensure that students must present their project orally to pass the course. In the 2020-2022 Catalog cycle, the oral presentation has been reworked to allow for an option that includes a traditional talking circle, in keeping with traditional Anishinaabe gathering styles, and in response to student requests. As noted, the capstone course itself has been effectively streamlined with the required prerequisite of EN202. All of these revisions have been completed based on assessment data, with the ultimate and ongoing objective of improving student learning and success.

The curriculum mapping process has also helped enhance student learning by ensuring that students gain requisite skills for their capstone projects in departmental coursework. For example, past capstone students reported that they needed more experience in areas such as data presentation and use of PowerPoint to produce research posters. In response, in 2018 the ES department began incorporating class poster projects in [ES204](#) and [ES242](#) to ensure that all ES majors will gain these experiences. Combined with program revision in 2018, students must select one of these courses to meet the Applied Ecology elective required in the degree program. These efforts represent the clear and effective use of assessment data to improve student learning.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The Dean of Instruction, Dean of Student Services, and all full-time faculty participate in the analysis of assessment data and work collaboratively to make positive changes based on what those data reveal. Full-time faculty are members of the [Assessment Committee](#) and [Faculty Council](#). This has

resulted in a faculty-driven approach and has made assessment related activities frequent and constant, culminating in a thorough scrutiny of the culminating assignment created by students to demonstrate the accomplishment of General Education and Program Learning Outcomes, which naturally are scaffolded by the Course Learning Outcomes embedded within their curriculum. Academic Department Chairs also collaborate with adjunct instructors within their respective departments to articulate assessment needs and procedures and coordinate the collection and analysis of data.

Full-time faculty are also uniquely suited to serve on the [Assessment Committee](#) because they are in direct and weekly contact with students through their [full teaching loads](#) (10-12 contact hours per semester). They also serve as mentors to their respective students in the capstone course. Assessment of student capstone projects and presentation are thoroughly evaluated, as that is the culminating accomplishment of each student. Establishment of the capstone project has resulted in the creation of the following [rubrics](#) used by the diverse constituents of Faculty Council to assess the quality of that culminating project:

- [Capstone Presentation Rubric](#)
- [AS Capstone Rubric](#)
- [BS Capstone Rubric](#)
- [ECE Capstone Rubric](#)
- [ES Capstone Rubric](#)
- [ES Poster Rubric](#)
- [LS Capstone Rubric](#)
- [Gen Ed Learning Outcomes Capstone Rubric](#)
- [WAC Scoring Rubric](#)
- [KBOCC Written Communication Rubric](#)

A standard [exit interview](#) is recorded for each student following their Capstone experience. These are uploaded to the Faculty Council SharePoint site and analyzed collectively by Faculty Council to further refine the Capstone expectations.

All faculty participate in assessment at the course level by administering the [Writing Across the Curriculum](#) (WAC) assessments, [selecting](#) and [reporting](#) on course learning outcome evidence, and filling out the [curriculum mapping survey](#). While WAC data was collected for at least five years, it has historically been under-analyzed because of the labor-intensive process of analysis. A mechanism was developed to simplify the process. Starting in Fall 2020, instructors will score student accomplishment via a [holistic scoring rubric](#) and send that data via a scoring sheet to the Dean of Instruction who will aggregate and interpret the data which will be used in course and program refinements.

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4.C - Core Component 4.C

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

Argument

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

Retention, persistence, and completion rates are a central concern to the KBOCC team. The College is very aware of the "underrepresented" status that American Indians and other marginalized populations hold within in higher education. The College is also aware of its distinct positioning as a [tribal college](#) to merge appropriate goals and objectives with strategies that are culturally inclusive to the Ojibwa community. Below is an overview of what has been collected and reviewed as well as information on the most recent retention plan.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

The College's [retention plan](#) specifies strategies to retain students. The Dean of Student Services oversees the retention plan. However, due to a recent turnover in the Dean of Student Services position, the plan has not been implement thoroughly. KBOCC has ambitious, but attainable and appropriate, goals for retention and graduation that are set on measures of performance and guided by criteria. By including an objective related to retention and persistence, the [2020 College's Strategic Plan](#) affirms the significant importance of student retention, persistence and completion.

The [retention goals](#) are clearly defined in the retention plan. The retention plan goals include enhance student engagement, support, promote student success, and increase college-wide participation in retention efforts. Objectives have been prepared to help reach retention goals.

KBOCC considers specific goals in light of the student population. As we are a tribal college in a low- income rural area, part of our retention efforts focuses on addressing specific needs such as providing transportation and non-academic needs. Retention and completion rates are regularly

collected and reported to [IPEDS](#) and retention rates are reported to the American Indian Higher Education Consortium (AIHEC). These will be used to inform our improvement efforts. 2020 College's [Strategic Plan](#) affirms the significant importance of student retention, success and completion. .

The retention plan objective to improve student success by systematically addressing non-academic student needs is met in several ways. First, by offering a [College Success](#) course that goes beyond “traditional study skills” and teaches students to develop and nurture themselves physically, mentally, emotionally, and spiritually. Second, this objective was met through the College's [Emergency Aid Program](#). This program was developed in conjunction with the Achieving the Dream program, and provides assistance to students at risk of dropping out of college due to unexpected financial emergencies. This assistance helps students stay in college and meet their educational goals, ultimately, to secure a better financial future. And lastly, the Anishinaabe Spiritual Growth group meets the spiritual needs of students. The group provides the teachings and practices of Anishinaabe culture to help students grow spiritually and to live out the Anishinaabe concept of *mino-bimaadiziwin* (“the good life”).

KBOCC regularly collects, reviews, and reports retention and completion rates, and uses the data to improve retention efforts. [Retention](#) and [completion rates](#) are reported to the Integrated Postsecondary Education Data System (IPEDS) and [retention](#) is reported to the American Indian Higher Education Consortium (AIHEC). Student persistence data is collected and analyzed when determining the efficiency of currently used methods. This [data](#) is utilized for grant application and reporting.

Goals for student recruitment, enrollment, and completion are also defined at the program level in academic departments' bi-annual [evaluation plans](#), with corresponding objectives and measurement criteria outlined for each goal. Recruitment goals are established to set expectations for overall program interest and help guide Department Chairs' outreach efforts in terms of program visibility. Enrollment goals are often linked to offerings of new or revised curriculum. Completion goals are set attainable expectations of students' persistence over the reporting period with the objective of continued or expanded success in terms of numbers of graduates. Any of these goals may also be linked to broader departmental objectives, such as increasing the engagement of Native students or preparing students for employment or transfer to 4-year programs.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

Externally-funded programs and research activities support student internships that enhance student retention, persistence, and program completion. They do so by engaging students in meaningful co-curricular activities, providing income sources, and presenting opportunities for professional development through conference participation. For example, between 2017 and 2020 nine of ten ES graduates participated in externally-funded internships, and eight completed [capstone projects](#) on topics directly linked to the respective sponsored program. Through internships, students also benefit from the mentorship of the program director and other involved project personnel such as contracted project specialists. Internships often result in students "getting their foot in the door" at local employers, as has been evidenced by [recent graduates'](#) successes in gaining employment at the KBIC Natural Resources Department.

Program-level data relevant to student retention, persistence, and completion is collected by academic Department Chairs and included in bi-annual [evaluation reporting](#) submitted to the Dean of

Instruction and the Assessment Committee. These reports contain the data that was collected in accordance with that reporting period's evaluation plan. Findings in evaluation reports determine quantitatively if goals established in the plan were met or not. Findings also guide the development of the next reporting cycle's departmental evaluation plan. This department-level process is therefore cyclical, iterative, and responsive.

3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Information on student retention, persistence, and completion collected at the academic department level helps guide programmatic revisions in conjunction with 2-year reporting cycles. By design, departmental assessment and evaluation reporting coincides with the College's catalog cycle. Therefore, findings from departmental reports can effectively inform Department Chairs of apparent needs for curricular revisions in time for updated catalogs. Data on retention, persistence, and completion is also incorporated into the [academic program review](#) process. Long-term trends in retention, persistence, and enrollment can be compiled at the program level, as evidenced by this year-over-year [departmental spreadsheet](#).

In response to COVID-19, KBOCC became aware of threats to students' retention and completion due to the lack of technological resources required for online instruction. Specifically, students lacked computers to be able to complete their studies at home. The college responded by securing funding to provide students with laptop computers and other technological needs. The ES Department secured a \$10,000.00 grant from the Association of American Geographers to purchase 20 new HP laptops for students enrolled in ES courses. The ES Department Chair, with assistance from the BS Department Chair and IT Support Coordinator, established an [incentive program](#) whereby students were given laptops to use that they will be able to keep permanently upon meeting performance criteria in the fall 2020 semester, specifically by passing 8 or more credits of coursework.

As a result of COVID-19 pandemic, funds were received from the American Indian College Fund to support [student persistence and completion](#). This funding provided an opportunity for students targeted to graduate in the Spring 2020 semester to receive financial support. Eleven students applied for and received this funding. Each student that received funding completed the semester.

The Project Success [Paid Internship program](#) was funded by Ascendium. This provided meaningful work experience to students in their field of study. Retention data was collected after each semester. Over the three-year grant period thirty-one students completed paid internships, twenty-six of these students either re-enrolled or graduated the following term.

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.)

KBOCC collects and analyzes information on student persistence, retention, and completion of programs in alignment with [definitions and guidelines](#) established by the American Indian Higher Education Consortium's (AIHEC) [AIMS](#) reporting, in addition to federal reporting in KBOCC annual [IPEDS](#) surveys. Classifications of cohorts and practices for measuring and reporting retention, persistence, and completion are obtained from the [AKIS AIMS annual report](#) and [IPEDS Fall Enrollments](#), Completions, Graduation Rates, and [Outcome Measures](#) surveys. KBOCC has

established cohorts of (1) first-time full-time and (2) first-time part-time students every fall and spring; these cohorts are tracked to the subsequent fall and spring semesters to determine the percentage of students in each of the two cohorts that are retained each year and the percentage who graduate. Data are stored within the Jenzabar Student Information System and data reports are shared to appropriate faculty and staff for review, and further dissemination, as necessary.

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4.S - 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.

Summary

KBOCC continues to learn about and employ assessment of academic programs and student services practices. The College looks to the Board of Regents and the Faculty Council for [approval of courses](#), level of rigor in the courses, and student learning expectations. Alliance with the [Michigan Transfer Agreement \(MTA\)](#) provides further assurance of the quality of credits students receive in preparation for transfer to a public university within the State of Michigan.

KBOCC is especially interested in conducting annual [surveys of graduates](#) in order to gain more of an understanding of successes and areas of opportunity. When possible, KBOCC also seeks to formalize how to obtain feedback from local employers.

Students' quality of learning is assessed through the reporting of met [course learning outcomes](#) and their performance in [capstone courses](#). Co-curricular activities are evaluated by individual departments, and instructors practice self-evaluation in tandem with student faculty evaluation.

The [Assessment Committee](#) is made up of full-time faculty, following specific assessment guidelines, and all faculty participate in assessment. The College's retention and [strategic plans](#) are in place and under continual development.

Since its 2016 HLC review, KBOCC has taken several important steps to act on areas of concern that were identified in the review. Specifically, the College has been successful in the implementation of an [academic program review process](#), and in doing so has discovered areas for ongoing improvement alongside its documented success with the first [program review](#) in 2018. Additionally, the College has made determined efforts to link its rigorous collection of learning outcome data to tangible benefits in terms of student learning experiences. On this front, the College has made important revisions to course sequencing, implemented a new math curriculum to improve completion rates, revised capstone course curriculum, increased curriculum mapping, and is in the process of expanding assessment efforts with co-curricular activities. These efforts are driven by the wealth of feedback gained from students through surveys and interviews as well as by insight from relevant partners such as employers and university faculty.

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5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

The size of the College, as well as cultural context, affords the College administration the ability to be open and collaborative with faculty, employees and students. The President sends out weekly email updates. It is not uncommon for every employee to send out a college-wide message (for example announcing the free veggies from the community garden). Collaborative communicative processes are in place, structures are also in place. However, the size of the College team does allow for comfortable interactions at multiple levels.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

KBOCC's practice of shared governance promotes active and effective leadership while supporting collaboration that enables the institution to fulfill its [mission](#).

The Board of Regents is comprised of [eight members](#) who are selected by the Board. The Tribal Council [approves](#) candidates to the Board; however, the Board makes the final selection. The College's [Bylaws](#), [Charter](#), and [Board Manual](#) describe the roles and responsibilities of the Board. The Board is responsible for [hiring](#) and evaluating the President. The Board conducts [annual self-evaluations](#) of the Board to ensure the College is keeping with the [mission](#), preserving the culture, and make improvements in the financial structure, educational programs, human resources, and increase in student enrollment.

KBOCC's [administrative structures](#) promote [effective leadership](#) and support collaborative processes that enable the institution to fulfill its [mission](#). While the Board [provides direction](#) to the President, the [President](#) handles day-to-day operations of the College without [Board interference](#). The Board of Regents meets [monthly](#) with the President and administrative staff to receive information and take action as necessary. The Board also participates in [training](#) for governance and effective leadership on an annual basis. The Board works with the Deans as needed to approve [policies](#), programs, and recommendations from various committee structures.

2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Information gathered from students, faculty, and staff are used to assess engagement and perceptions of the institution's constituents. These assessment tools include [iCat survey](#) for faculty, staff, and Board members. The administration uses the results to change policy and enact new programs or to modify existing ones. With the [iCat survey](#) framework as a [guide](#), the College has integrated and aligned college success efforts such as redesigning developmental education, engaging faculty in student success, creating accessible data and information, implementing math pathways, and integrating planning and [advising systems](#) through [Jenzabar's online portal](#). The [iCat survey](#) was distributed in both 2017 and 2019 to all students, staff, faculty, and Board of Regents members. The survey aims to examine the critical elements necessary to support student success and build capacity to transform culture and student outcomes. This survey is built around five principles required for organizational change: (1) committed leadership; (2) a culture of evidence; (3) broad engagement; (4) systemic institutional improvement; and (5) equity. Collectively, the College was able to utilize the survey results to identify and transform adaptive capacity for aligning people, processes, technology, and resources into systems which enable students to achieve success. The [three-year Action Plan](#) was created with these capacities in mind.

To improve data practices and communications across the campus, the institution has implemented a data team and data coach through their [Achieving the Dream initiative](#). The data team meets biannually to share and discuss new technologies, institutional research and technology and data/data processing issues.

Academic administration uses data for academic planning purposes. This data is drawn from several streams, including data it seeks out from other sources or generates itself. Student and community interest surveys administered by the college admissions office is one stream from other sources which is used to identify potential academic programs of interest to those constituencies. These data, along with potential employer needs assessment, were used to establish feasibility of the [Certified Nurse Assistant Program](#) that was developed and approved in Spring 2020.

Assessment reporting via the General Education Assessment Reports of [2015-2018](#) and [2018-2020](#) were used to identify adjustments in Math curriculum.

The [2015-18](#) report demonstrated a weakness in student success in all Math courses and an elongated path to completion of the Math requirement in all associate degree programs. These data motivated the pilot of the Carnegie Math Curriculum that was made available via [Achieving the Dream](#) support. With the implementation of the Carnegie Math Curriculum in 2018, student success in Math courses was [dramatically improved](#) and the time to completion of the Math requirement was reduced.

The [2018-2020](#) General Education Assessment Report, however, indicated a needed change in the

structure of how Math co-curricular support be offered. Students were succeeding in the college-level Math requirement, but failing the Math support course, damaging their grade point averages. A readjustment of the co-curricular support from formal coursework to individual tutoring that cannot impact the GPS is being piloted to see if it better meets student needs. Data from the two-semester pilot will be used to reconfigure math support as needed in the 2021 academic year.

A [study](#) conducted by faculty and staff supported by the National Science Foundation was implemented to gather information regarding ease of transfer for our graduates to regional educational institutions. This study is designed to set groundwork for creating a Liberal Studies STEM degree that will provide options for four-year program entry. Over a three-month time period spanning July-September 2020, a team of two administrative staff, three faculty members, and the Dean of Instruction gathered data to set the groundwork for the planning process.

Extension programming considers community input when planning. [Data was gathered](#) from post evaluations and discussions with participants during an event. This data is considered during the development of future workshops.

3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

[Standing Committees](#) at KBOCC address the broad spectrum of needs across the campus community. Their functions are defined on pages 16 and 17 in the Employee Handbook. Ad Hoc Committees are formed as needed. Below is a list of working committees.

- Assessment Committee
- Faculty Council
- Finance Committee
- Student Services Committee
- Campus Safety Committee
- Financial Aid Committee
- Anishinaabe Advisory Committee
- Ad Hoc Committees

Each of these committees has defined memberships as per the Employee Handbook, with appropriately diverse membership as to provide for the desired focus and the needed diversity of perspective to make informed decisions.

Two additional committees serve specific purposes and include voices from the faculty, academic department heads, and student services staff.

- [Institutional Review Board](#)
 - The Institutional Review Board ensures collaboration among constituents in ensuring integrity in faculty and student research across campus. It convenes every semester to review Capstone research by students and as needed for other research projects by faculty and staff.
- [Ad Hoc Online Course Committee](#)
 - The Ad Hoc Online Course Committee incorporates voices from students, faculty, and staff to provide guidance in all aspects of online instruction, including consideration for both student and faculty needs in all aspects of online learning and the infrastructural

support all involved require to ensure quality learning opportunities are provided.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

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

The College resources for base funding stem from multiple entities including the KBIC tribal council, the Bureau of Indian Education (BIE) and the American Indian College Fund (AICF). The COVID-19 pandemic struck and the College is very mindful that some of these resources that contribute to the base, such as the KBIC Tribal Council, have had to temporarily suspend financial support. However, KBOCC is in a tremendous position to compose and obtain grants for almost all aspects of the College's needs (e.g. base funding, research, and programming).

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

KBOCC's staff in all areas are appropriately [qualified and trained](#). The Board of Regents, through its [approved budget process](#), provides [professional development](#) opportunities for all employees. Paid leave time of four hours per week is allowed to 40 hour full-time employees to attend classes. Staff are also allowed to attend conferences according to an approved professional development plan. [Professional development plans](#) are updated yearly or as needed. The College's philosophy of "[grow your own](#)" assists employees with increasing their credentials to become faculty, increase intellectual capital for the College or upgrade their job skills to fill higher level positions within the College. Transcripts and certifications are kept in human resources, along with documentation of professional development activities. [Policies](#) are in place for faculty credentials while all staff participate in activities that enhance their positions. Tribal College and other University policies are reviewed from time to time to determine the educational level or training desired for each position. [Job descriptions](#) are developed which incorporate job responsibilities and a list the ideal qualifications necessary for each position. Minimum qualifications for some positions allow opportunity for acquiring necessary credentials (i.e. Child Development Associate (CDA) Credential). Other specific job-related training is required to be completed as part of their employment (Financial Aid-federal student aid training). The [Accounting Director](#) is appropriately qualified, and [external audits](#) are conducted by well-qualified third-party Bluebird CPAs.

2. The goals incorporated into the mission and any related statements are realistic in light of the

institution's organization, resources and opportunities.

Grant opportunities are specifically sought with the mission in mind, with applications submitted to both [federal and non-federal agencies](#). Naturally, additional grants were required in response to the COVID-19 pandemic. Grant searches are guided by the [Strategic Plan](#) as well as [action plans](#) that are linked to the outcomes of the Strategic Plan. However, unanticipated opportunities also arise that merge well with the College mission. As such, the team at the College will work together to leverage such opportunities.

Below is a brief breakdown of the 2020 grant funding received:

COVID-19 assistance and relief (DOE, BIE, AICF, MCAN) \$1,569,301.00

Research [USDA-NIFA, QEM) \$225,000.00

Tribal Colleges and Universities (DOE, BIE) \$2,863,941.00

Other (Ascendium, Dollar General) \$179,000.00

TOTAL awarded grants for 2020 = \$4,837,242.00

A summary of granting agencies who have awarded KBOCC monies from multiple years are listed below.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

Even though the [Accounting Director](#), Ryan Perrigo, is relatively new to KBOCC, the BOR chair has expressed that Ryan maintains well-structure process for budgeting and for monitoring expenses. The annual operational budget process begins with input from the College's departments through the submission of the budget worksheet. The [Finance Committee](#) reviews the budgets, which are compiled by the Accounting Director. After review, recommendations are made to move line items to grants, as appropriate. After the budgets are completed, they are submitted to the Board of Regents for review and approval. At that time the Board may ask for justification, make revisions, and/or approve them.

When grants are awarded and funds are obtained, the Office of Sponsored Programs Director brings forth institutional grant budgets for approval according to the [Grant Policy](#). Any significant changes made to the budget are submitted to the granting agency for approval. Tribal fund grant requests based on the [MOA](#) are sent by the President to the Tribal Council for consideration.

Expenditures are monitored quarterly once financial statements are available from the accounting office. The [Finance Committee](#) reviews grant expenditures to ensure they are spending funds according to the grant. The Accounting Director provides general ledgers of various funds for review as needed by the Board of Regents. Quarterly financial reports are provided to supervisors to keep abreast of budget expenditures and monitor expenses.

The [annual audit](#) is reviewed by the Board and accounting policies are developed as recommended by the auditors to address any weak areas.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Keweenaw Bay Ojibwa Community College is in the process of constructing an [investment policy](#) to allow for investing of operational funds as part of continued growth of the college. Procedures being constructed are to use Edward Jones as the financial institution and follow a conservative approach of maintaining the principal investment. College staff are working closely with the Board of Regents when it comes to an investment policy but there is no defined strategic plan for the implementation of investments at this time.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

The institution engages in systematic and integrated planning and improvement.

Even with the turnover in positions at varying levels of the College, there has been growing momentum for academic programs, community-centered projects, collaboration with other institutions and agencies, as well as a significant amount of cultural knowledge gatherings. Such momentum happens with demonstrated planning and evaluation for improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Grant funding is available annually for several program areas. Grant funding is received from both [federal and non-federal agencies](#). Each grant is unique with specific objectives. Reporting requirements are determined by the funding agency.

Departments consider [mission](#) and [priorities](#) in developing their proposals. Next, the College's [Finance Committee](#) weighs needs and priorities of the various departments from a college-wide perspective. Finally, the [Board of Regents](#) reviews the overall proposal and its alignment with mission and the priorities identified in the [Strategic Plan](#). As previously described, operational and academic support is included in annual appropriations. Results of the student and community surveys along with input from local organizations and the tribal government are utilized when prioritizing new programs, support services, and student enrichment.

These grants include objectives which relate to the [mission](#) including cultural activities, community education, lifelong learning, and vocational education. Through the grant process, staff and faculty are invited to submit input on grant objectives and activities that relate to the mission and their departmental goals. Often, grants are interrelated across academics, culture, vocational education, lifelong learning, and professional development.

From Academic Year 2017-2018, below is a list of grant awards from multiple agencies with accompanying reports in the evidence file.

- American Indian College Fund - [Digital Library](#), [Restorative Teachings](#), [Van Vlack](#)
- American Indian Higher Education Consortium - NARCH [Q1](#), [Q2](#), [Q3](#), [Q4](#)
- [Bureau of Indian Education](#)
- Department of Education - [Part A](#), [Part F](#)
- [Environmental Protection Agency](#)
- Great Lakes Higher Education Guaranty Corporation - [Emergency Aid](#), [Internships](#)
- [Great Start to Readiness Program \(GSRP\)](#)
- [National Park Services](#)
- [UNITE](#)
- United States Department of Agriculture - National Institute of Food and Agriculture (NIFA) - [Extension](#), [Equity](#)

From Academic Year 2018-2019, below is a list of grant awards from multiple agencies with accompanying reports.

- [American Indian College Fund](#)
- [American Indian Higher Education Consortium](#)
- Ascendium (formerly Great Lakes Higher Education Guaranty Corporation) - [Emergency Aid](#), [Internships](#)
- [Bureau of Indian Education](#)
- Department of Education - [Part A](#), [Part F](#)
- [Great Start to Readiness Program \(GSRP\)](#)
- United States Department of Agriculture - National Institute of Food and Agriculture (NIFA) - [Extension](#), [Equity](#)

From Academic Year 2019-2020, below is a list of grant awards from multiple agencies with accompanying reports.

- [American Indian College Fund](#)
- [Ascendium](#)
- [Bureau of Indian Education](#)
- Department of Education - [Part A](#), [Part F](#), [HEERE](#)
- [Dollar General](#)
- [National Park Service](#)
- United States Department of Agriculture - National Institute of Food and Agriculture (NIFA) - [Equity](#), [Research](#)

Local funding sources also provide services related to our early childhood programs. [Michigan Great Starts for Quality's TEACH program](#) provides tuition support for students in ECE. Short term grants supplement operational funding for specific purposes that provide benefit to the College and community as follows: The [American Indian College Fund \(AICF\)](#) has provided funding for traditional art community activities. The AICF has also provided funding for [restorative teaching](#) through culture for young children.

The [American Indian Higher Education Consortium \(AIHEC\)](#) also provides funding for behavioral health assessment of students at tribal colleges. This program identifies barriers to education, potential health and wellness concerns, and alcohol/drug abuse.

One comprehensive example is the College's Arts & Agriculture Action Plan that was developed to meet the following objectives: Objective 1: Provide a safe and accessible learning environment for all students, employees, and community members; Objective 2: Build institutional capacity to support student academic success in the following topics: Arts, Agriculture, Food, Science; Objective 3: Provide community learning opportunities to promote interest in the following topics: Arts, Agriculture, Food, Science.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Assessment of student learning is a key priority and is central to the [College's Strategic Plan](#). KBOCC ensures funds are available for [Assessment Committee](#) members and other faculty and staff to attend assessment conferences for professional development.

Planning and the assessment of student learning are linked to the [budget](#) through departmental performance and report reviews. Department Chairs use information from their assessment reports to develop budget proposals. Reports are channeled through the assessment team and then via the Dean of Instruction to the President and are provided to the Board of Regents who review strengths, challenges and recommendations, which inform future planning and budget decisions.

Activities that promote student engagement and success are prioritized and included in budget allocations. The Board provides budget allocations based on departmental budget proposals to support student field trips, college visits, Ojibwa cultural teachings and other diversity events, internships, and scholarships.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The Faculty Council, Anishinaabe Advisory Committee, Student Services Department, Administration, Office of Sponsored Programs, and Board of Regents meet frequently to discuss departmental needs, recruitment and retention, student needs, infrastructure, facility plans, programming and opportunities.

Outreach to external constituent groups: Monthly meetings are held with various organizations such as the Baraga County Chamber of Commerce and the Communities That Care program where KBOCC provides membership to represent college interests and to serve as liaisons between the college and the community. Many cultural and community activities are held in cooperation with KBIC, specifically, the KBIC Natural Resources Department and the KBIC Health Department.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

During the [annual budget](#) process the [Finance Committee](#) meets to discuss the changes in operational and updates with grant revenues. Fluctuations may occur because of federal funding or enrollment depending on the source. Recommendations are made to the Board of Regents based on increases or decreases in revenue.

The annual funding from the [Keweenaw Bay Indian Community](#) is based on the previous year's revenue streams. A comparison from the previous year is made and the Tribal Council generally

accepts the proposed budget which funds administrative staff and faculty.

The [Bureau of Indian Education](#) provides operational revenue solely on Indian student count which changes annually and is based on a student's full-time or part-time status. This funding is mainly for operational staff, maintenance, housekeeping, and cafeteria staff and utilities. If decreases are made, necessary line items are moved to the general operational budget that is funded by KBIC and regular generated revenue.

Since the Department of Education grants do not fluctuate annually, no revisions are necessary. If enrollment increases significantly, additional funding allocations will be made based on student count. To address any changes in revenue, the Board of Regents meets to discuss line item revisions.

Currently, the Board of Regents is working with Northern Michigan University, a state-run public university, on a MOA. This MOA is for NMU to serve as a pass-through for KBOCC students so KBOCC tuition costs will be recognized under the Michigan Indian Tuition Waiver, a public agreement with tribes from the State of Michigan. This will provide additional annual funding based on Indian student count once it is approved.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

The Board of Regents is concerned with the environment and seeks ways to reduce utility waste through installation of LED Lighting installation and energy efficient roofing. Additionally, water stations were installed to reduce plastic water bottle waste. A building renovation objective was to create an energy-efficient main campus facility. The College was chosen as a finalist in the annual [Governor's energy excellence program](#).

KBOCC is a [land grant institution](#), allowing eligibility for various funding opportunities through the United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA). KBOCC has received funding from USDA NIFA for [Research](#), [Equity](#), and [Extension](#) programming. Each project funded in these areas supports the KBOCC [mission](#) by promoting post-secondary education and providing opportunities for life-long learning that incorporate our Ojibwa culture.

Many of the Extension and some of the Equity activities take place at the [KBOCC Arts & Agriculture Center](#). This center was acquired in 2016 and has undergone many renovations. The Center is intended to eventually provide indoor and outdoor learning space for college courses as well as hands-on workshops for the community. However, current activities are workshops that are developed and implemented through the Extension grant. The Extension grant project is titled *Native Food Pathways: Promoting Food Sovereignty*. The Equity grant titled, *Native Food Pathways: Establishing Roots and Building Connections*, has provided funding to develop the outdoor learning space. This space includes a hoop house, learning gardens, a fruit orchard, an apiary, and a small maple tree stand.

In response to anticipated demographic shifts, plans are being made to increase offerings to other reservation sites and school districts through distance education to increase overall enrollment. As well, the Baraga Campus is being renovated for delivery of Health Sciences curricula, with the implementation of the [Certified Nurse Assistant Program](#). This includes [classroom](#), clinical, and testing spaces for instruction, as well as faculty offices and secure supply storage areas. Grants to the [NSF and Indian Health Services](#) are in the works for supporting additional STEM and Health

Sciences curricular developments.

6. The institution implements its plans to systematically improve its operations and student outcomes.

The College uses its systematic evaluation and assessment processes for ongoing improvement. Plans are made, data are collected and analyzed, and information is applied to current activities and plans for the future. The College also learns from its direct experience, sometimes in in unanticipated ways. In all cases, the primary goal is to provide the best possible learning experiences for students.

KBOCC participates in the [Integrated Post-Secondary Educational Data System](#) (IPEDS) and [American Indian Key Indicators of Success](#) (AKIS) data reporting systems. For instance, the College has been particularly attentive to measures of enrollment, retention, and completion provided in the IPEDS and AKIS systems.

Institutional-level data are compiled for the [Consumer Information](#) and [Annual Security Reports](#) and Crime Statistics. Reports are made available to prospective students and the public on the College website. Each of these reports provides information which can be used for performance improvement, as well as to provide information to the public.

In creating and using documented evidence of performance, the Board and President focus on administrative functions. Since the budget is critical to improvement in services, the Board of Regents performs close monitoring with the accounting office and auditors, including an [annual audit](#).

The Keweenaw Bay Ojibwa Community College allocated the budget during the drafting of the [annual budget](#) by the [Finance Committee](#). The budget is allocated based on information of anticipated funds and future considerations of the college. Prior years are reviewed noting budget allocations and how actual expenditures matched the budget. This review is for minor and major areas of budget allocation. After initial resources are budgeted, each department submits a budget broken down by account. The budget is created for the current year. While future expectations are considered, the college does not develop budgets projecting multiple years.

Performance evaluations are completed annually for the [President](#) and the [Board of Regents](#). The Board of Regents conducts collective evaluations of the Board's performance and individual assessments of educational needs, which are addressed through professional development opportunities.

The President provides [quarterly reports](#) and updates on the status of all institutional objectives. [EVID sample of Quarterly Reports] The Board also makes use of institutional data and reports generated by internal departments.

In addition to [IPEDS](#) and [AKIS](#), the student services and academic departments use data drawn from the College's student data system to monitor a range of outcome and performance measures, such as course attendance, successful completion of gateway courses, student progress, and utilization of instructional capacity.

The departments provide activity reports to the President quarterly of which the President summarizes and reports to the BOR. Other evaluative data collected and reported on a routine basis include student course and event surveys, faculty evaluation results, and process or event

reviews conducted by faculty and staff. These data and indicators are also used in departmental evaluation and assessment processes.

The academic departments use structure evaluation plans and reports to monitor and improve their performance. Assessment plans and reports are used to measure students' achievement of learning outcomes, which are also a measure of the educational effectiveness. Departmental evaluation and assessment processes go beyond routine monitoring to focus on improvement. Links to identified plans and reports are linked below to the evidence folder.

Evaluation Plans

- Anishinaabe Studies - [2016-2018 Plan](#) / [2018-2020 Plan](#)
- Business Studies - [2016-2018 Plan](#) / [2018-2020 Plan](#)
- Early Children Education - [2016-2018 Plan](#) / [2018-2020 Plan](#)
- Environmental Studies - [2016-2018 Plan](#) / [2018-2020 Plan](#)
- Liberal Studies - [2016-2018 Plan](#) / [2018-2020 Plan](#)

Evaluation Reports

- Anishinaabe Studies - [2016-2018 Report](#) / [2018-2020 Report](#)
- Business Studies - [2016-2018 Report](#) / [2018-2020 Report](#)
- Early Children Education - [2016-2018 Report](#) / [2018-2020 Report](#)
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- Quarterly_Report_Q42017_AIHEC_NARCH_BH
- Quarterly_Report_Q42017_EPA_TeA

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

In the past four years, the College has responded to losses in base financial resources from the Keweenaw Bay Indian Community. Additionally the federal government has also threatened to limit funding to tribal colleges. President Sherman took action on the latter concern of federal funds by writing to representatives [Debbie Stabenow](#) and [Jack Bergman](#) about the critical need for resources for tribal colleges.

[Resources](#) are allocated toward meeting College goals, including ongoing integration of Anishinaabe culture and student support, providing students with [qualified faculty and staff](#), who in turn are offered opportunities of professional development.

Classroom capacity has greatly increased, technological services are more widely available, and more opportunities are being presented to students through research and service learning.

The [Board of Regents](#) meets monthly and has regular communication with the College's Deans, Faculty Council, Student Government, and Staff.

Students are encouraged to be involved on campus through the Student Government and other student organizations, co-curricular events, and leadership activities.

This intercommunication between all levels helps the College apply its resources to its [mission](#) and priorities of offering a culturally-rich education to its students on the L'Anse Indian Reservation and in the surrounding communities.

The College makes use of its continual assessment procedures in order to respond to fluctuations and to prepare for the future. Internal and external reports have already led the College to a number of changes, including transportation services for students to the new campus, improvement to recruitment strategies, behavioral health learning opportunities, and responding and adapting to changes and situations involving student aid. The College is continually seeking input from all stakeholders in order to assess current programs and respond to changing needs.

Sources

- AD_Mission_Vision_Beliefs_2020
- BOR_Board_Manual_2016
- FIN_Budget-to-Actual_18-19
- KBOCC_BOR_Staff_Faculty_Credential-List
- MI_KBOCC_Bergman
- MI_KBOCC_Stabenow

