



American Indian Measures for Success (AIMS)

# AIMS Key Indicator System

Part A: Quantitative Indicators (AKIS-2019)

**MASTER SPREADSHEET**

**Red Lake Nation College**

July 2019



**American Indian Higher Education Consortium  
American Indian Measures for Success (AIHEC-AIMS)**

**AIMS Key Indicator System 2019 (AKIS 2019)**

The AIHEC American Indian Measures for Success (AIHEC-AIMS) project has two goals: 1) to define relevant quantitative and qualitative indicator data of American Indian student success, as determined by the tribal colleges, and 2) to develop and implement a strategy for collecting, analyzing, and presenting annually the success indicator data using electronic information management tools. Through data collection and analysis, this project provides the foundation for systemic reform that significantly increases - and for the first time, accurately measures - American Indian success in higher education.

At the spring 2004 meeting, the AIHEC Board of Directors passed the following resolution in support of the AIHEC-AIMS project:

“The AIHEC Board of Directors should take an active role in the development of a definition of Tribal College and University student success and should support the AIHEC-Lumina initiative. Further, each Tribal College should participate, to the maximum extent possible, in all activities associated with the initiative.”

The AIMS Key Indicator System (AKIS) was developed under the guidance of the AIMS Advisory Panel and Tribal College and University presidents and registrars. AIHEC would like to express its appreciation for the time and effort given during the development of the instruments.

AKIS 2019 consists of two parts:

- Part A: Quantitative Indicators (Microsoft Excel®)
- Part B: Qualitative Indicators (Microsoft Word®)

Thank you in advance for your participation in the AIHEC-AIMS project! Please complete AKIS 2019 by **Monday, December 2, 2019**.

If you have any questions regarding AKIS 2019, please contact Katherine Cardell by email at [kcardell@aiheec.org](mailto:kcardell@aiheec.org) or by phone at (703) 838-0400 x105.

**NO EXTENSIONS ON DEADLINE**

**If any data are incomplete when submitted, the report will be rejected and considered LATE.**







Indicator 6: Student Activities	Shieleen Omen
Indicator 7: Personnel Demographics, Professional Development, Research, and Outcomes	Mandy Schram
Indicator 8: Students with Disabilities Enrollment and Graduation	Nokomis Paiz
<b>Notes:</b>	
<b>Please certify that your institution's President has seen and approved this submission.</b>	
Dan King	Brandon Spears
President's Name & Signature	Certified By
	Date



Institution Indian Student Count and Full-Time Equivalent Counts AY 2018-19											
Please enter your institution's Indian Student Count and Full time Equivalent (FTE) numbers. These should match the numbers provided to the BIE.											
AY 2018-19 Terms	Part-Time AI/AN Students	Part-Time Non-Native Students	Full-Time AI/AN Students	Full-Time Non-Native Students	Part-Time AI/AN Credits	Part-Time Non-Native Credits	Full-Time AI/AN Credits	Full-Time Non-Native Credits	A/AN CEU Credits TOTAL	Average ISC (see note)	FTE (see note)
Summer 2018	0	0	0	0	0	0	0	0	0		
Fall 2018	49	5	78	0	248	37	1044	0	80.5		
Winter 2019	0	0	0	0	0	0	0	0	0		
Spring 2019	49	3	59	2	326	17	796	27	91.03		
<b>TOTAL</b>	<b>98</b>	<b>8</b>	<b>137</b>	<b>2</b>	<b>574</b>	<b>54</b>	<b>1840</b>	<b>27</b>	<b>171.53</b>		

Indian Student Count

1) Determine ISC:  $ISC = (PT\ AI/AN\ Credits + FT\ AI/AN\ Credits\ for\ all\ terms) \div 12.$

2) If total AI/AN CEUs = 0, divide ISC by 2 (or 3 for quarter-term TCUs) for the average ISC. Insert this value in the average ISC cell.  
If total AI/AN CEUs > 0, go to step 3.

3) If total AI/AN CEUs  $\div 12 < 10\%$  of the ISC, add all AI/AN CEUs to the AI/AN credits, divide by 12, divide again by 2 (or 3 for quarter-term TCUs) for the average this value in the average ISC cell.  
If total AI/AN CEUs  $\div 12 > 10\%$  of the ISC, add 10% of the ISC to the AI/AN credits, divide by 12, divide again by 2 (or 3 for quarter-term TCUs) for the average this value in the average ISC cell.

NOTE: All CEUs must be as determined and verified under the law (471). Please follow all guidance as per the Bureau of Indian Education regarding the counting

Full-Time Equivalent  
 $FTE = (PT\ AI/AN\ Credits + PT\ Non-AI/AN\ Credits + FT\ AI/AN\ Credits + FT\ Non-AI/AN\ Credits) \div 12.$  Insert this value in the FTE cell.

**Notes:**







Institution	Red Lake Nation College
<p><b>Indicator 1: Overall Institution Profile</b>  <b>Table 1.2b: Institutional Narrative / AY 2018-19</b></p>	
<p><b>Please insert a profile/description of your institution. Include, but do not limit the profile to, details about the institution's location, land mass, population, establishment, programs, and what makes the institution unique. (See sample documents for examples.)</b></p> <p>The Red Lake Nation College was chartered by the Red Lake Band of Chippewa Indians in 2001 to provide higher education opportunities to tribal members living on and near the Red Lake Reservation. Prior to the opening of the Red Lake Nation College, Red Lake members were forced to drive over two hours round trip daily in order to attend college. The rural location of the reservation, the high cost of transportation, and daycare costs were all huge barriers to attending college for Tribal Members. The Red Lake Nation College is currently a Candidate Institution with the Higher Learning Commission.</p> <p>The marketing slogan of the Red Lake Nation is "A Great Place to Start!" We want students to attend RLNC and earn an Associate in Arts Degree, move on to attain a Bachelor's Degree, Master's Degree, Doctorate Degree or Professional Degree, and eventually, come back and help the reservation community grow and prosper. Our main goals are to provide an excellent, culturally relevant higher education that also prepares our students for the 21st-Century job market. During their education at</p> <p><b>Please share the top two successes of your institution for Academic Year 2018-19.</b></p>	
<p>1. RLNC established first ever, permanent funding through DOE Title IV, USDA Land Grant Status and AICF. After our successful HLC accreditation progress in 2016, we immediately began seeking independent funding through the DOE for Title IV, USDA for Land Grant Status funding and the AICF through our AIHEC status. We were successful in establishing new revenue sources for all three of these important funding sources for all Tribal Colleges. 2. RLNC made major continuous improvements in our college technology through adding software, cost effective vendors and cloud based services to manage our college learning management platform (Canvas), student management system (Populi), technology platform (Google cloud), accounts payable (Kissflow) and financial aid management (Weber Consulting). The helps us manage our college operations in the most efficient, cost effective manner.</p> <p><b>Please share one or two significant challenges faced by your institution in AY 2018-19 (e.g., faculty changes, natural disaster, funding cuts, etc.).</b></p>	
<p>Constant threats to our Federal funding such as the challenges to the Title IV programs being potentially cut in half. For example, losing at least \$500K per year in Title IV funding, would be a huge challenge for us as a small Tribal College to overcome.</p>	



Red Lake Nation College

Institution

Indicator 1: Overall Institution Profile

Table 1.3a: First Time Entering Students Demographics / AY 2018-19  
 Please enter the institution's first time entering student enrollment, background, and characteristics, including first-time freshman and transfer-in students who are attending this institution for the first time. All data on this page are for the first time entering students only-- not the entire institution.

Time period: AY 2018-19 (Summer 2018 to Spring 2019)

Question	First Time Entering Student Enrollment					
	AI/AN			Non-Native		
	Male	Female	Other	Male	Female	Other
Full Time	23	35	0	4	2	0
Part Time	13	22	0	4	3	0
Dual enrolled	1	13	0	1	4	0
Dual credit	0	0	0	0	0	0
<b>Total</b>	<b>36</b>	<b>57</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>0</b>

Explain any not reported.

First Time Entering Students Pre-College Preparation

Question	AI/AN			Non-Native		
	Male	Female	Other	Male	Female	Other
	Graduated High School with Diploma	26	47	0	6	4
Earned GED	10	10	0	2	1	0
Enrolled under Ability to Benefit provision	0	0	0	0	0	0
Dual enrolled/dual credit	1	13	0	1	4	0
Have No High School Diploma or GED (not enrolled in HS)	0	0	0	0	0	0
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>

Should equal the totals for the Enrollment table.

Number of HS Graduates Who Graduated From

Question	AI/AN			Non-Native		
	Male	Female	Other	Male	Female	Other
	Public High School not located on a reservation	7	11	0	6	3
Reservation-based public High School	15	28	0	0	0	0
BIA school	2	2	0	0	1	0
Tribal or Contract High School	0	0	0	0	0	0
Other High School	2	6	0	0	0	0
<b>Total</b>	<b>26</b>	<b>47</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>0</b>

Total should equal the yellow Graduated High School with Diploma line in the Pre-College Preparation table.

Explain any not reported.

Age Range of Students

Question	AI/AN			Non-Native		
	Male	Female	Other	Male	Female	Other
	Students who are 14 & Younger	0	0	0	0	0
Students who are 15-17	1	13	0	1	3	0
Students who are 18-21	3	12	0	2	1	0
Students who are 22-24	1	6	0	1	1	0
Students who are 25-34	15	17	0	0	1	0
Students who are 35-49	11	16	0	5	2	0
Students who are 50-64	6	5	0	0	1	0
Students who are 65 & Older	0	1	0	0	0	0
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>

Should equal the totals for the Enrollment table.

Explain any not reported.



Speakers of AI/AN Languages							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
None	23	40	0	7	5	0	Should equal the totals for the Enrollment table.
Limited	13	28	0	1	4	0	
Conversational	1	2	0	0	0	0	
Fluent	0	0	0	1	0	0	
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	
(Dependent Status) Number of Students Who Are							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
Single - No Children	17	34	0	6	3	0	Should equal the totals for the Enrollment table.
Single with dependent children	16	34	0	2	5	0	
Married - No Children	0	0	0	0	1	0	
Married with dependent children	4	2	0	1	0	0	
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	
Responsible for elderly family members in home	5	6	0	0	1	0	
(First Generation Status) Number of Students Who Are							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
First Generation Students	27	53	0	7	7	0	Should equal the totals for the Enrollment table.
Not First Generation Students	10	17	0	2	2	0	
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	
Primary Residence is							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
On / near reservation (within 60 miles)	35	68	0	7	8	0	Should equal the totals for the Enrollment table.
In-State	37	70	0	9	9	0	
Out-of-State	0	0	0	0	0	0	
<b>Total</b>	<b>37</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	
Financial Background							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
Average family income (\$) in student's household	\$14,470	\$14,167	\$0	\$168	\$2,244	\$0	We are not including Non Degree seeking students & our High school students.
Number of students eligible for federal financial aid	31	47	0	4	2	0	
Number of students in need, but not eligible for federal financial aid	2	5	0	0	1	0	
<b>Total</b>	<b>33</b>	<b>52</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	
Number of Students Who							Explain any not reported.
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
Are Veterans	6	0	0	1	0	0	We were not tracking if students had participated in a Head Start Program
Participated in a Head Start Program	N/A	N/A	N/A	N/A	N/A	N/A	

Skill Assessment / Placement Test Results													
Test Type	Test Name	Taking Test						Placed in Remedial/Developmental Course Based on Results					
		AI/AN			Non-Native			AI/AN			Non-Native		
		Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other
Reading	Accuplacer	35	61	0	5	6	0	10	15	0	1	0	0
Writing / Composition	Accuplacer	35	61	0	5	6	0	10	15	0	1	0	0
Mathematics	Accuplacer	35	61	0	5	6	0	4	9	0	1	0	0
Notes:													



Institution		Red Lake Nation College					
Indicator 1: Overall Institution Profile							
Table 1.3b: General Student Population Demographics / Fall 2018							
Please enter the institution's general student population background, and characteristics, including first-time entering students.							
Time period: Fall 2018							
TOTALS from Tab 4.2a Fall Enrollment							
This line will autofill when Tab 4.2a is complete. Use this to doublecheck entries on this tab. DO NOT type numbers in these cells.	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
	42	84	0	8	6	0	
Age Range of Students							
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
Students who are 14 & Younger	0	0	0	0	0	0	
Students who are 15-17	3	14	0	1	2	0	
Students who are 18-21	7	20	0	2	1	0	
Students who are 22-24	2	5	0	0	0	0	
Students who are 25-34	13	19	0	0	1	0	
Students who are 35-49	11	20	0	5	2	0	
Students who are 50-64	6	5	0	0	0	0	
Students who are 65 & Older	0	1	0	0	0	0	
<b>Total</b>	<b>42</b>	<b>84</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	
Should equal the totals for the Enrollment table.							
Speakers of AI/AN Languages							
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
None	23	48	0	6	2	0	
Limited	16	35	0	1	4	0	
Conversational	3	1	0	0	0	0	
Fluent	0	0	0	1	0	0	
<b>Total</b>	<b>42</b>	<b>84</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	
Should equal the totals for the Enrollment table.							
(Dependent Status) Number of Students Who Are							
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
Single - No Children	23	38	0	6	2	0	
Single with dependent children	15	43	0	1	4	0	
Married - No Children	0	1	0	0	0	0	
Married with dependent children	4	2	0	1	0	0	
<b>Total</b>	<b>42</b>	<b>84</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	
Responsible for elderly family members in home	6	5	0	0	1	0	
Should equal the totals for the Enrollment table.							
(First Generation Status) Number of Students Who Are							
Question	AI/AN			Non-Native			
	Male	Female	Other	Male	Female	Other	
First Generation Students	29	66	0	6	5	0	
Not First Generation Students	13	18	0	2	1	0	
<b>Total</b>	<b>42</b>	<b>84</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	
Should equal the totals for the Enrollment table.							



Question	Primary Residence Is						Non-Native Female	Non-Native Male	Non-Native Other	Explain any not reported.
	AI/AN			Non-Native						
	Male	Female	Other	Male	Female	Other				
On / near reservation (within 60 miles)	40	84	0	6	6	0				
In-State	42	84	0	8	6	0				
Out-of-State	0	0	0	0	0	0				
<b>Total</b>	<b>42</b>	<b>84</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>			Should equal the totals for the Enrollment table.	
Question	Financial Background						Non-Native Female	Non-Native Male	Non-Native Other	Explain any not reported.
	AI/AN			Non-Native						
	Male	Female	Other	Male	Female	Other				
Average family income (\$) in student's household	\$15,500	\$18,887	\$0	\$316	\$0	\$0				
Number of students eligible for federal financial aid	31	60	0	4	0	0			We are not including our Non-degree seeking students and high s	
Number of students in need, but not eligible for federal financial aid	3	3	0	0	1	0				
<b>Total</b>	<b>34</b>	<b>63</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>			Should be less than or equal to the totals for the Enrollment table.	
Question	Number of Students Who						Non-Native Female	Non-Native Male	Non-Native Other	
	AI/AN			Non-Native						
	Male	Female	Other	Male	Female	Other				
Are Veterans	4	1	0	1	0	0				
Notes:										



Institution		Red Lake Nation College				
Indicator 1: Overall Institution Profile						
Table 1.4: Institution Student Retention and Completion						
Please enter the total number of students entering the institution for the first time in Fall 2018, including transfers.						
Cohort Retention						
Cohort	First time Entering	Graduated*	Transferred to another college or university	Withdrew or stopped out	Other Exclusions	Returned
Fall 2018 Cohort	Fall 2018	AY 2018-19	AY 2018-19	AY 2018-19	AY 2018-19	Fall 2019
	93	0	0	56	0	37
Fall 2018 Cohort (A*CF scholarship recipients only)	17	0	0	8	0	9
* Please note that these graduates should not be counted as returning in Fall 2019 students for purposes of retention even if they return to pursue another credential. Once they have graduated, they are no longer first-time students.						
Complete this section first for all students and then for recipients of scholarships from the American Indian College Fund.						
Retention Rate	Percentage					Percentage
What is your institution's overall retention rate?	37%	What is the retention rate for A*CF scholarship recipients only?				64%
Graduation Rate	Percentage					Percentage
What is your institution's graduation rate?	27%	What is the graduation rate for A*CF scholarship recipients only?				*N/A
Persistence Rate	Percentage					Percentage
What is your institution's persistence rate?	57%	What is the persistence rate for A*CF scholarship recipients only?				83%
Successful Course Completion						
Please enter the total number of COURSES.						
Student Type	Term	# of Courses in which Students Enrolled	# of Courses Successfully Completed	Successful Course Completion by Term	Successful Course Completion for Year	
Non-Degree Seeking	Summer	0	0	#DIV/0!		
Non-Degree Seeking	Fall	45	30	67%		



	Winter	0	0	#DIV/0!	
Non-Degree Seeking	Spring	47	30	64%	65%
Degree Seeking	Summer	0	0	#DIV/0!	
Degree Seeking	Fall	416	195	47%	
Degree Seeking	Winter	0	0	#DIV/0!	
Degree Seeking	Spring	366	181	49%	48%

\* This will count students multiple times.

\*\* Successful completion means passing with a grade of A, B, C, CR (credit), or P (pass)

**NOTES**

\* Fall 18 is the first year of RLNC participation in AICF awards







Institution		Red Lake Nation College	
<b>Indicator 2: Financial Resources and Student Costs</b>			
<b>Table 2.1: Student Tuition, Financial Aid, and Costs / AY 2018-19</b>			
Please enter the tuition cost per credit hour, the total amount of financial aid received and the number of students receiving aid, and undergraduate student costs.			
Sources and Amount of Financial Aid	Total Dollar Amount	# of Recipients	
American Indian College Fund Full Circle Scholarship	\$15,375	5	
American Indian College Fund Scholarship	\$103,202	43	
Federal Pell Grants	\$376,852	103	
Federal Supplemental Educational Opportunity Grant	\$0	0	
Direct Federal Student Loans	\$0	0	
State Scholarships/Grants	\$224,190	84	
Academic Competitiveness Grant	\$0	0	
School-to-Work	\$0	0	
Tribal Scholarships	\$195,650	76	
Tuition Waiver/Discount	\$28,613	20	
Other Scholarships	\$8,468	5	
Federal College Work Study	\$0	0	
State Work Study	\$0	0	
Institutional Work Study	\$0	0	
<b>Notes:</b>			
incl MISP w/ state scholarships&grants, incl VA/GI bill on other scholarships			



Institution	Red Lake Nation College		
Indicator 2: Financial Resources and Student Costs			
Table 2.2: Non-Federal Operational Funding / AY 2018-19			
		Tribal Funding	State Funding
Operational Funding from the Tribe (non-scholarship)		\$0	\$37,714
Construction Funding from the Tribe		\$0	\$24,009
Notes:			



Institution		Red Lake Nation College			
<b>Indicator 3: Physical Resources</b>					
<b>Table 3.1a: Daycare and Early Childhood Learning Facilities</b>					
Please briefly summarize the institution's buildings. Identify building usage by main function. Reproduce this work sheet as needed. If building is used for multiple purposes (e.g. classroom and laboratory) please list building name as many times as necessary and identify total square feet for each main function.					
<b>Does your institution have daycare or other early childhood learning facilities?</b>					
Yes					
If so, how many children are served?	13	Age range	6 months-5 years	What is the cost to attend?	\$0
Whose children attend (Students, Faculty/Staff, General Community)?	Students/General community	Who operates the facility?		Tribe	
Do TCU students work in the facility? (Yes/No)	No				
If so, in what capacity? (Yes/No)					
Interns, teaching aides, or other capacity tied to the students' studies					
Hired employees					
Volunteers					
<b>Notes:</b>					



<b>Institution</b> Indicator 3: Physical Resources Table 3.2: Library Facilities / AY 2018-19	Red Lake Nation College  <b>Library Improvements / Acquisitions during academic year</b> AY 18-19 The Medweganooonind's Library holdings increased from 7750 to 10222. The IMLS Enhancement Grant was used to increase holdings, host events, hire interns, attend conferences and trainings, and purchase needed supplies.  <b>Notes:</b>
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Student Enrollment and Completion by Program Offering  
Annual Completion and Post-Completion Activities

Institution Red Lake Nation College

Please enter the number of students who completed their programs during AY 2018-19.

**Do not change anything in the colored cells. Program offerings carry over from previous tab.**

			AI/AN			Non-Native			TOTAL						
			Male	Female	Other	Male	Female	Other							
Liberal Arts/General Studies	Liberal Education	AA	Number of Completers												
		Completers admitted to another credential/degree program							3	9	0	0	0	12	
		Completers gainfully employed after Completion							2	1	0	0	0	3	
		Completers who completed remedial courses during their time at the TCU							2	7	0	0	0	9	
		Completers who received A*CF support at some point during their coursework							1	1	0	0	0	2	
Social Science	Social and Behavioral Sciences	AAS	Number of Completers							2	6	0	0	0	8
		Completers admitted to another credential/degree program							0	0	0	0	0	0	
		Completers gainfully employed after Completion													
		Completers who completed remedial courses during their time at the TCU													
		Completers who received A*CF support at some point during their coursework													
		Number of Completers													
		Completers admitted to another credential/degree program													
		Completers gainfully employed after Completion													
		Completers who completed remedial courses during their time at the TCU													
		Completers who received A*CF support at some point during their coursework													
		Number of Completers													
		Completers admitted to another credential/degree program													
		Completers gainfully employed after Completion													
		Completers who completed remedial courses during their time at the TCU													
		Completers who received A*CF support at some point during their coursework													
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															
Number of Completers															
Completers admitted to another credential/degree program															
Completers gainfully employed after Completion															
Completers who completed remedial courses during their time at the TCU															
Completers who received A*CF support at some point during their coursework															







Spring 2019	13	3	6	3	4	0	10	7	3	2
Summer 2018										
Native American Studies Fall 2018	4	1	2	1	1	0	22	12	13	10
Winter 2019										
Spring 2019	8	0	3	0	2	0	13	8	9	4

**Non-Native**

Course	Term	Male				Female				Other	
		Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Enrolled	Successful Completion
		English Composition I	Summer 2018	0	0	0	0	0	0	0	0
	Fall 2018										
	Winter 2019										
	Spring 2019	0	0	0	3	1	1	0	0	0	0
English Composition II	Summer 2018										
	Fall 2018	0	0	0	0	0	0	0	0	0	0
	Winter 2019										
	Spring 2019	0	0	0	0	0	0	0	0	0	0
Communications	Summer 2018										
	Fall 2018	0	0	0	0	0	0	0	0	0	0
	Winter 2019										
	Spring 2019	0	0	0	0	0	0	0	0	0	0
College Mathematics	Summer 2018										
	Fall 2018	2	0	2	0	0	0	0	0	0	0
	Winter 2019										
	Spring 2019	0	0	0	0	0	0	0	0	0	0
Native American Studies	Summer 2018										
	Fall 2018	0	0	0	0	0	0	0	0	0	0
	Winter 2019										
	Spring 2019	0	0	0	0	0	0	0	0	0	0

**Notes:**

I put ENGL 2300 in for English Composition 2 since that is what we used last year. It was also not offered in the Spring 2019 semester.



Institution		Red Lake Nation College										
Indicator 5: Course Enrollment and Completion												
Table 5.5: Remedial/Developmental Courses												
Please identify your												
Course	Course ID(s)	Course Title(s)		Credits Given								
Reading	ENGL 0900	Writing & Reading Skills		3								
Writing/Composition	ENGL 0900	Writing & Reading Skills		3								
Mathematics	MATH 0900	Algebra Skills		3								
American Indian/Alaska Native												
Course	Term	Male		Female		Other						
		Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw		
Reading	Summer 2018											
	Fall 2018	4	1	2	9	2	5	0	0	0	0	0
	Winter 2019											
	Spring 2019	10	4	4	9	5	3	0	0	0	0	0
Writing/Composition	Summer 2018											
	Fall 2018	4	1	2	9	2	5	0	0	0	0	0
	Winter 2019											
	Spring 2019	10	4	4	9	5	3	0	0	0	0	0
Mathematics	Summer 2018											
	Fall 2018	4	1	2	8	3	3	0	0	0	0	0
	Winter 2019											
	Spring 2019	2	0	2	2	1	1	0	0	0	0	0
Non-Native												
Course	Term	Male		Female		Other						
		Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw		
Reading	Summer 2018											
	Fall 2018	1	0	1	0	0	0	0	0	0	0	0
	Winter 2019											
	Spring 2019	0	0	0	0	0	0	0	0	0	0	0
Writing/Composition	Summer 2018											
	Fall 2018	1	0	1	0	0	0	0	0	0	0	0
	Winter 2019											
	Spring 2019	0	0	0	0	0	0	0	0	0	0	0

	Summer 2018																			
Mathematics	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Winter 2019																				
Spring 2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Notes:</b>																				
Followed the same passing requirement (C grade or higher) found in sections 5.1 & 5.2																				



**Institutive Red Lake Nation College**

**Indicator 5: Course Enrollment and Completion**

**Table 5.7: Online and Distance Course Enrollment and Successful Completion / AY 2018-19**

Please enter Online and Distance Course Information.

Course	Term	# Courses Offered	American Indian/Alaska Native														
			Male			Female			Other			Male					
			Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw	Enrolled	Successful Completion	Withdraw			
Online	Summer 2018	0															
	Fall 2018	0															
	Winter 2019	0															
	Spring 2019	1	3	0	1	14	9	4	0	0	0	0	0	0	0	0	0
Hybrid Courses	Summer 2018	0															
	Fall 2018	3	10	2	2	30	14	7	0	0	0	0	0	1	0	0	1
	Winter 2019	0															
	Spring 2019	2	5	2	1	15	6	5	0	0	0	0	0	0	0	0	0
Distance BY TCU	Summer 2018	0															
	Fall 2018	0															
	Winter 2019	0															
	Spring 2019	0															
Distance TO TCU	Summer 2018	0															
	Fall 2018	0															
	Winter 2019	0															
	Spring 2019	0															

**Notes:**

Using the C grade of higher requirement used in sections 5.1 & 5.2. No Distance learning programs, we only offer online and hybrid courses.



Institution	Red Lake Nation College
<b>Indicator 6: Student Activities</b>	
<b>Table 6.1: Student Academic Research and Extracurricular Activities / AY 2018-19</b>	
Please indicate if any students were involved in the activity. If yes, enter number of students (or m, if number is missing) participating in institution or grant supported activities during the academic year Summer 2018 - Spring 2019. If no, enter zero.	
<b>Academic Development Activities</b>	
Students who Attended Orientation	# Students 204
Students who Attended high school Bridge program	44
Students who Participated in faculty/alumni mentoring program	140 (Fall 18), 118 (Spring 18)
Students who Participated in service learning program	74
Students who Participated in First Year Experience program	73
Students who Received tutoring	40
<b>Academic Awards</b>	
Students who Received academic award(s) from your college	# Students 73
Students who Received academic award(s) from outside college	m
<b>Research, Teaching and Active Learning Activities</b>	
Students who Have been a Research Assistant/Involved in Independent Research	# Students 0
Students who Participated in on-campus research internship	0
Students who Participated in off-campus research internship (including summer programs)	0
Students who Participated in an International Learning Experience	0
Students who Served as a Peer Tutor	1
<b>Financial Support</b>	
Students who Received financial support (federal, tribal, state, TCU, or A*CF need-based)	# Students 87 (FA18), 76 (SP19) 163 (total)
Students who Received merit scholarships	11 (FA18), 5 (SP19)
Students who Received athletic scholarships	0
Students who Participated in work-study program	0
<b>Extracurricular Activities</b>	
Students who Presented or competed at a national conference (oral, poster, etc.)	# Students 0
Students who Involved in student government or other leadership program	18
Students who Participated in student clubs, including chapters of national organizations	18
Students who participated in organized athletic programs on campus	0
<b>Career Development</b>	
Students who Received career advising (including seminars and workshops)	# Students 77
Students who Participated in non-research internship program (term, summer, etc.)	21
<b>Service to the Community</b>	
	# Students



Students who Participated in organized community service volunteer activities (other than service learning program)	0
Students who Participated in tribal boards or community organizations	0
Students who Volunteered to help with community cultural events, including powwows	m
Students who Participated in culturally relevant activities on campus, other than academic courses	204
<b>Student Services Offered</b>	<b># Students</b>
Daycare services (number of children served)	13
Students who received Housing (on-campus dorms)	0
Students who received Parenting skills classes and workshops	0
Students who received Transportation services (bus, van service, gas cards, etc.)	22
Students who received Financial literacy education programs and workshops	204
Students who received Health/wellness services, including behavioral health counseling	227
<b>Please list health/wellness services offered (e.g., diabetes screening, suicide prevention counseling, hearing and vision testing, nutrition counseling, etc.)</b>	
Mental health counseling, crisis services during and outside of office hours, Suicide prevention counseling, mindfulness techniques, cultural wellness	
<b>TCU Community Partnerships</b>	
<b>Does your institution:</b>	<b>Yes/No</b>
Partner with Local K-12 System	Yes
Partner with tribe Economic development planning	Yes
Partner with tribe Community/social development	Yes
Partners with IHS or other organizations on health/wellness	Yes
Partners with Industry/business (including Tribe) Job Training	Yes
Partners with Industry/business (including Tribe) Economic development opportunities	Yes
List top 3 employers on the reservation or in the TCU service area (if TCU not located on a reservation).	Red Lake Band of Chippewa Red Lake Seven Clans Casino Red Lake IGA
List services TCU provides to tribe/community (non-academic), e.g., bus service, public housing, etc.	N/A



**Notes:**

For the behavioral health counseling and culturally relevant student participant numbers, we are using how many times our counselor met wit