

Indigenous Learning Outcomes at Turtle Mountain College

Turtle Mountain College (TMC) has adopted the following Indigenous Learning Outcomes (ILOs) to promote student learning that is aligned to concepts of indigeneity. These outcomes are sought to be expressed throughout all courses at TMC so as to position student learning intentionally within the [institutional mission](#).

- **ILO 1: Tribal Sovereignty and Self-Determination**
Examine methods to enhance tribal sovereignty and/or self-determination via nation-to-nation relationships.
- **ILO 2: Worldviews, Diversity, and Opportunity**
Analyze the worldviews of Native American and/or non-Native groups as they pertain to inclusion, diversity, and/or opportunity.
- **ILO 3: Land and Identity**
Investigate interconnectedness between land, culture, and identity within Native American societies.
- **ILO 4: Native Language and Community Engagement**
Demonstrate understanding of Anishinaabemowin or Michif as expressions of identity, culture, and/or community.
- **ILO 5: Native Knowledge in Career Fields**
Relate principles of Native American knowledge to strengthen impact on career field(s).
- **ILO 6: Colonization and Decolonization**
Investigate colonizing influences and/or methods of decolonization to alleviate systemic barriers.
- **ILO 7: Leadership and Service**
Demonstrate culturally grounded leadership and/or service that strengthens community well-being

Data collected from these outcomes reflects the institution's commitment to continuously facilitate and develop indigenous awareness and identity throughout the institution.

These outcomes were updated fall 2025 by the TMC student learning committee, and TMC has been assessing ILOs since academic year 2023-24. Further, these outcomes (and previous iterations of them) have been adapted in part from the [ILOs at Confederation College](#), which were created by Negahneewin Council and licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#). The outcomes at TMC have further been informed by TMC students, faculty, staff, and community elders starting in early 2020. Identification of need for this process originated from qualitative data findings in historical TMC program reviews.

Below is a rubric developed by the TMC student learning committee; this tool is intended to guide indigenous learning across diverse courses at TMC.

Indigenous Learning Outcomes (ILO) Rubric – Turtle Mountain College

Assessment Framework Statement:

Turtle Mountain College (TMC) adopts the Indigenous Learning Outcomes (ILO) Rubric as a formal framework for academic and cultural assessment. This Assessment framework ensures that all instructional programs support TMC's mission, uphold Tribal sovereignty, and promote the cultural, intellectual, and community values of the Turtle Mountain Band of Chippewa (TMBC).

Purpose:

The purpose of this Assessment framework is to establish a standardized institutional approach for integrating and assessing Indigenous knowledge systems, language, sovereignty, and leadership within all academic programs. This Assessment framework formalizes the use of the ILO Rubric to align academic assessment with the College's mission, philosophy, and tribal educational responsibilities.

Assessment Framework Rationale:

TMC maintains a core responsibility to preserve and strengthen the cultural heritage, language, and sovereign rights of the Turtle Mountain Band of Chippewa. The Indigenous Learning Outcomes Rubric serves as a foundational tool ensuring the incorporation of tribal knowledge, values, and ways of learning into curriculum design, instruction, and assessment.

Performance Levels:

- Inconclusive – In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)
- Emerging – Beginning awareness, demonstrates limited skills/knowledge, needs guidance.
- Developing – Demonstrates growing proficiency, applies with some independence.
- Mature – Advanced capability, consistently applies skills/knowledge with depth.

	Inconclusive 0	Emerging 1	Developing 2	Mature 3
ILO 1: Tribal Sovereignty and Self-Determination Examine methods to enhance tribal sovereignty and/or self-determination via nation-to-nation relationships.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Recognizes basic differences between Native American and non-Native perspectives on sovereignty and/or self-determination.	Analyzes how Native American and/or non-Native views influence tribal sovereignty and/or self-determination.	Evaluates sovereignty issues and articulates strategies to strengthen tribal self-determination, with examples tied to TMBC governance and nation-to-nation relationships.
ILO 2: Worldviews, Diversity, and Opportunity Analyze the worldviews of Native American and/or non-Native groups as they pertain to inclusion, diversity, and/or opportunity.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Identifies basic examples of Native American and/or non-Native worldviews regarding inclusion, diversity, and/or opportunity.	Compares and contrasts worldviews to demonstrate awareness of inclusion, diversity, and/or opportunity.	Critically analyzes multiple worldviews, applying lessons from TMBC traditions of respect, kinship, and/or inclusion to promote equity in community and/or professional contexts.
ILO 3: Land and Identity Investigate interconnectedness between land, culture, and identity within Native American societies.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Describes how land influences culture, language, or traditions.	Compares Native American perspectives on land with those of other groups.	Evaluates how historical, political, or environmental changes impact Native American land identities, with emphasis on TMBC heritage and/or the role of Turtle Mountain homelands.
ILO 4: Native Language and Community Engagement Demonstrate understanding of Anishinaabemowin or Michif as expressions of identity, culture, and/or community.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Recognizes or uses common words/phrases in Anishinaabemowin or Michif in cultural contexts and/or explains why language matters.	Explains the cultural significance of key words or phrases and/or applies them in discussions.	Integrates Anishinaabemowin or Michif into presentations, stories, or teachings demonstrating how language shapes TMBC cultural identity and ways of knowing and/or participates in or supports TMBC language revitalization.

	Inconclusive 0	Emerging 1	Developing 2	Mature 3
ILO 5: Native Knowledge in Career Fields Relate principles of Native American knowledge to strengthen impact on career field(s).	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Identifies basic aspects of Native American knowledge relevant to a career field.	Applies Native American knowledge to professional contexts and/or connects cultural principles to career responsibilities.	Consistently integrates TMBC values (reciprocity, community, respect) to enhance professional practice, leadership, and/or innovation.
ILO 6: Colonization and Decolonization Investigate colonizing influences and/or methods of decolonization to alleviate systemic barriers.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Identifies examples of colonizing forces and/or demonstrates initial awareness of decolonization.	Explains colonization's impacts and/or explores practices of decolonization in specific contexts.	Critically analyzes colonizing systems and/or applies decolonization strategies, with reference to TMBC history, resilience, and/or cultural renewal.
ILO 7: Leadership and Service Demonstrate culturally grounded leadership and/or service that strengthens community well-being.	In the submitted assignment, there is insufficient evidence for the outcome. (Leave blank if assignment was not submitted.)	Participates in service or shows interest in leadership.	Collaborates with others in service or leadership roles, and/or begins to take initiative.	Leads or sustains community-based projects grounded in TMBC values and/or empowers others through service.