

## Little Big Horn College

### Year One Report – Sept 2018

#### Standard 1.A: Mission 2017-19 Catalog, page 2

The mission statement of Little Big Horn College 2006 to 2017 was particularly long, and a goal from the Fall 2018 Orientation was a determination to maintain the meaning of the four statements in this mission statement and achieve a more concise coherent statement. From the Board of Trustees, faculty, staff and administration an expression of loyalty to this Mission Statement was realized. However, the length of the statement needed to be addressed. The President charged the President's Council with the task: word smith a concise mission statement that preserves the essential meaning of the 2006 – 2017 statement in one to two sentences. On September 11, 2018, the council members accomplished this task with the president.

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***Mission Statement 2006-2017:** Little Big Horn College, a 1994 Land Grant Institutions, is the Crow higher education and cultural center that grants Associate of Arts, Associate of Science and Applied Science degrees and certificates in areas that reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities, offering instruction by traditional and distance education methods. The College is dedicated to the professional, vocational and personal development of individual students for their advancement in higher education or the workplace and inspiring Crow and American Indian scholarship. The College is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bi-cultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.*

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**Mission Statement, Refined and Concise is Approved by the President's Council on September 11, 2018:**

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***Mission Statement 2018:** Little Big Horn College offers high quality degrees, certificates and programs for professional, workforce and personal development that brings prosperity and leadership to Crow Country; and preserves, protects and perpetuates the Apsaa'looke language, history and culture.*

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#### Standard 1.B: Core Themes



**Core Theme 1 – Access to Educational and Training Opportunities.**

**Core Theme 2 – Commitment to Community Education and Outreach**

**Core Theme 3 – Dedication to the Enhancement of the Crow Culture and Language**

**\*New\* Core Theme 4 – Assure Student Success**

Introduction. Core Theme Task Groups designed and drafted the Core Themes Objectives, activities and indicators of achievement. The Task Groups were comprised by members of the college division that performs/delivers a majority of the educational services within the respective Core Theme. For example, the Dean of Academics, members of the Faculty and the IT Assistants met on Core Theme 1 – Education and Training Opportunities; the Dean served as convener and chair. The Core Theme Task Groups met for two hours during the 2018 Fall Orientation in the Black Canyon of the Big Horn Mountains, August 21-23, 2018. Here are the Core Themes with Objectives. The Task Groups are posted by name and position in Appendix D.

#### **Core Themes with Objectives**

**Core Theme 1: Education and Training Opportunities.** LBHC prepares students for success through effective educational practices, places students by assessed skills, provides quality programs for para-professions, transfer to four- year colleges and for workforce entry.

Objective 1- The College offers Associate of Arts, Associate of Science and Associate of Applied Science program of study, for employment and transfer to a senior institution.

Objective 2- – The College delivers certificate programs, one-year in length, in areas of economic need for students whose goals are short term and preparation for entering the workforce.

Objective 3 – The College will develop a bachelor’s degree in the field of education with a specialty in teaching the Crow language and for teacher certification.

Objective 4 – The College implements an Intrusive Advising Process for improved student registration, satisfactory progress and programs of study completion in cooperation with the Student Affairs Division.

Objective 5 – The College offers developmental courses in reading, writing and mathematics to prepare students for college level studies.

**Core Theme 2: Community Outreach.** Little Big Horn College prepares students and Crow Indian Reservation community members with opportunities for continuing education through partnerships with community organizations and schools.

Objective 1 – The College forms partnerships with education and social services organizations for community education and programs.

Objective 2 – The College promotes and educates in the fields of agriculture and community development, for youth, adults and families.

**Core Theme Three – Crow Language, Culture and History.** Little Big Horn College provides associate degrees and general education courses in the Crow Language, Culture and History, as well as preserves, protects and perpetuates the Crow Language.

Objective 1 – The College provides an Associate of Arts degrees in Crow Studies and Native American Studies and a certificate in tribal management.

Objective 2 – Partner with the Schools, the Crow Language Consortium and other organizations to promote the Crow language, culture and History.

Objective 3 – Preserve and protect the Crow language culture and history through the provision of the LBHC Library and Archives.

**Core Theme Four – Student Success.** LBHC prepares students for success and implements initiative to engage and retain students so they attain their educational goals.

Objective 1 – Retention of students, new Freshman, continuing and returning, at rates that are at least 50% from Fall to Fall, to promote education progress toward graduation.

**Core Themes with Objectives; Indicators of Achievement and Intended Outcomes**

Core Theme 1: Education and Training Opportunities. LBHC prepares students for success through effective educational practices, places students by assessed skills, provides quality programs for para-professions, transfer to four- year colleges and for workforce entry.

Objective 1- The College offers Associate of Arts, Associate of Science and Associate of Applied Science program of study, for employment and transfer to a senior institution.	
<b>Indicators of Achievement</b> Graduation rate of First Time Full Time Freshman, by cohorts at 100%, 150% and 200% of normal time. Transfer-out rate for LBHC Graduates. Library Orientation for library and archives resources in General Education Classes.	<b>Intended Outcomes:</b> Graduation rate of first-time freshman: 25% at 150% of normal time; 2% increase per year. Transfer-out rate equal to peer tribal colleges, with 2% increase annually. 75% of the first time freshman
Rationale: The choice of indicators are consistent with the measures required by the national data bases of IPED, AIMS and the National Clearinghouse.	

Objective 2- – The College delivers certificate programs, one-year in length, in areas of economic need for students whose goals are short term and preparation for entering the workforce.	
<b>Indicators of Achievement</b> LBHC Graduation rates at 150% and 200% of time. General Education courses completion rate.	<b>Intended Outcomes:</b> LBHC Graduation rates of ____% LBHC student General Education courses completion rate of 50% baseline; 5% improvement annually in completion rate.
Rationale: The choice of indicators are consistent with the measures required by the national databases of IPED, AIMS and the National Clearinghouse.	

Objective 3 – The College will develop a bachelor’s degree in the field of education with a specialty in teaching the Crow language and for teacher certification.	
<b>Indicators of Achievement</b> Course syllabi written for 15 upper division courses. Student Learning outcomes established for capstone courses Course completion rates annually. Persistence rate Fall to Spring of education students, new program	<b>Intended Outcomes</b> Course completion rates of 65% baseline, with 5% increased per year. Persistence rate of 75% Fall to Spring annually, compared to peer institutions.
Rationale: The course syllabi for the program of study in education will be evident as an indicator of achievement with the program development. Faculty will develop learning outcomes for the degree programs. In the second year, with the program starting, course completion rates will be available through the Jenzabar system. Persistence is a matter of comparing Fall to Spring within the Academic year, to promote satisfactory progress and encourage positive student retention patterns.	

<b>Objective 4 – The College implements an Intrusive Advising Process for improved student registration, satisfactory progress and programs of study completion in cooperation with the Student Affairs Division.</b>	
Indicators of Achievement Students records in the Jenzabar Advising Module	Intended Outcomes Goal of 70% participation rate in year 1, with 5% increase annually.
Rationale: The participation rate will be available through the Jenzabar data summary reports; and the checklist process for the Intrusive Advising will be available through the Registrar's Office (completion of registration).	

<b>Objective 5 – The College offers developmental courses in reading, writing and mathematics to prepare students for college level studies.</b>	
Indicators of Achievement Developmental Course completion rates for Reading for College, Developmental Writing. Developmental Course completion rates for Development Mathematics.	Intended Outcomes Developmental course completions rates equal to tribal colleges rates, 50% currently. Percentage of students who earn a "C" or higher to advance to the college level curriculum
Rationale: The Math Pathways, an online mathematics course for development math provides a summary report of completion rates. AIMS reports provide the developmental courses completion rates with the peer institutional developmental courses completion rates.	

**Core Theme 2: Community Outreach. Little Big Horn College prepares students and Crow Indian Reservation community members with opportunities for continuing education through partnerships with community organizations and schools.**

<b>Objective 1 – The College will form partnerships with education and social services organizations for community education and programs.</b>	
Indicators of Achievement Participation rates in the student career fairs Participation rates of seniors in career development sessions	Intended Outcomes Interest cards completed as the beginning of student/college correspondence.
Rationale: The college data base participation in the American Indian Measures of Success program collects data on community participation in events; this data will indicate the extent to which invited schools actually participate.	

<b>Objective 2 – The college will promote and educate in the fields of agriculture and community development, for youth, adults and families.</b>	
Indicators of Achievement Recruitment – focus groups, survey data and demographics. interventions	Intended Outcomes Understanding methods to outreach  Communication should be included -- - could fall under partnerships
Rationale: Rationale: The college data base participation in the American Indian Measures of Success program collects data on community participation in events; this data will indicate the extent to which invited schools actually participate.	



**Core Theme Three – Crow Language, Culture and History.** Little Big Horn College provides associate degrees and general education courses in the Crow Language, Culture and History, as well as preserves, protects and perpetuates the Crow Language, Culture and History in the Library/Archives collections.

<b>Objective 1 – The college will provide an Associate of Arts degrees in Crow Studies and Native American Studies and a certificate in tribal management.</b>	
<b>Indicators of Achievement</b> *Majors in the AA in Crow and Native American Studies *Enrollment and completion rates in Crow Studies Courses, General Education Crow Studies courses (Crow Language I and II, SocioFamilial Kinship, Crow History)	<b>Intended Outcomes</b> Five majors in each of the AA program, with 2% increase annually. 75% of the student enrollment enrolled in one Crow Studies course, with 2% increase annually. 65% completion rate for Crow Studies courses measured in AIMS, with 5% increase annually.
Rationale: The course completion rate indicates the students who complete assignments, tests and attend class to acquire the essential knowledge provided in this coursework series. The AIMS data system collects completion rates for specified Crow Studies courses, both in the program of study and those suggested in the General Education Curriculum.	

<b>Objective 2 – The college will form partnerships with the Schools, the Crow Language Consortium and other organizations to promote the Crow language, culture and History.</b>	
<b>Indicators of Achievement</b> Participation rates in summit and culture bowl. Enrolment of 20 students per class. Immersion Classes learning 25 vocabulary sets per academic year.	<b>Intended Outcomes</b> Student participants 50 total from four schools, increase by 2% annually. Enrollment in classes Curriculum assess in Chickadee Lodge School, students learning of 30 sets of vocabulary annually.
Rationale: The college data base participation in the American Indian Measures of Success program collects data on community participation in events; this data will indicate the extent to which invited schools actually participate. The Immersion school operated by the college has a set of 25 to 30 vocabulary sets and students in the school have individual inventories performed at the close of each academic year.	

<b>Objective 3 – Preserve and protect the Crow language culture and history through the provision of the LBHC Archives.</b>	
<b>Indicators of Achievement</b> Holdings of the Library and Archives on the history and culture of the Crow in remote locations	<b>Intended Outcome</b> %___ holdings accessible through digitization %___ holdings placed in remote locations of Pryor and Wyola
Rationale: The digitization of collections will be available for observation based on the college library website of digitized resources; this total will be available annually by the archives data collection. These will be calculated as a percentage of those holdings planned for posting in remote reservation locations.	

**Core Theme Four – Student Success – LBHC prepares students for success and implements initiative to engage and retain students so they attain their educational goals.**

**Core Theme Four - Student Success - Objective 1 – Provide mentors, tutors and skills for success to retention students, new Freshman, continuing and returning, at rates that are at least 50% from Fall to Fall, to promote education progress toward graduation.**

<b>Indicators of Achievement</b>	<b>Intended Outcome</b>
Fall to Fall first time full time freshman retention rates, by IPEDS for recent cohorts. through the Fall to Spring all students persistence rate 60% in the Advising Modules of Jenzabar students, Administer the SENSE survey of student 75% engagement to Freshman students. students.	36% retention baseline; increased 5% annually next five years. persistence rate from Fall to Spring, all Students with 5% increase annually. participation rate in Advising Module, all  75% participation rate in the SENSE survey, with indication of 50% students indicating they have engaged learning and 50% have a clear academic plan and pathway, 3% increase annually

The SENSE survey is a standardized benchmark score that allows the college to gauge and monitor college performance in engaged learning and clear and academic plan and pathway, among other benchmarks in the survey.



**Scorecard of Mission and Core Themes Achievement.**

The Little Big Horn College Scorecard for Core Theme Indicators of Achievement will be issued annually in the Fall of each academic year, based on the most recently available data from the official data courses, IPEDS and AIMS and the National Clearinghouse. The Score will be based on the achieved data marks of A=Above Target, O=On Target and B=Below Target. The Acceptable Threshold for Mission is 75% of these chosen Indicators of Achievement will be A=Above Target and O=On Target. This Scorecard will be published to the campus community and to stakeholders through the Crow Indian Reservation, as well as posted on the college website.

<b>Scorecard of Little Big Horn College Core Theme Indicators of Achievement</b>					
	#	Indicator of Achievement	Baseline from three previous years' average	Benchmark	
Core Theme 1: Education and Training Opportunities	Obj 1-1	Associate Degree Graduation rate 200% of normal time from IPEDS	Latest Cohort at 28% graduation rate of 200% of normal time	Target – increase by 3% annually	
	Obj 1-1	Library Orientation for Information Literacy; LBHC Library survey	4 Gen Ed courses/year = 60 students/ year 75% satisfactory	6 Gen Ed courses/year = 90 students/year 85% satisfactory	
	Obj 1-2	Certificate Graduation rates of 200% of normal time from IPEDS	Latest Cohort at 28% graduation rate of 200% of normal time	Target – increase by 3% annually	
	Obj 1-2	General Education courses completion rates, AIMS data	Gen Ed course completion rate of 50% from 3 previous years' average	Target of 3% increase from baseline annually.	
	Obj 1-3	Course Syllabi written for 15 courses	Seven in year one; seven in year two.	Target of seven in year one, seven in year two.	
	Obj 1-3	Program courses completion rates for education bachelors	New Program, courses offered in Year 2 of this period.	Completion rate of 60% with 2% increase annually	
	Obj 1-3	Persistence rates for Fall to Spring annually; data generated in Jenzabar	New program, estimate 60%	Completion rate of 60% with 2% increase annually	
	Obj 1-4	Student participation in Advising Module on Jenzabar	Advising Module participation rate of 70% of all fulltime students	Target of 70% participation rate in year 1 with 5% increase annually	
	Obj 1-5	Developmental courses completion rates in math, reading and writing, data in AIMS	Baseline of 45% in three previous years	Year 1 target of 50% completion rate with 3% increase annually	
	Obj 1-6	Completion of the SENSE survey with view of the "Effective Track to College Readiness."	SENSE survey in Year 1 to indicate 55% of entering freshman are underprepared for college-level work.	Year 2 target of 3% increase in college-level readiness	
Core Theme 2: Community Outreach	Obj 2-1	Participation rates in student career fairs	Baseline from three previous years	Target of 3% increase annually	
	Obj 2-1	Participation rates of high school seniors in career sessions	Baseline of 50% from three previous years	Target of 3% increase annually	
	Obj 2-2	Focus groups survey on agriculture community workshops	Baseline – new data; 60% positive learning results from checklists "I have learned..."	Target of 3% increase annually	
	Obj 3-1	Number of majors in Crow and Native American Studies, data	Baseline of 5 majors in three previous years' average	Target of maintaining the 5 majors annually	

LITTLE BIG HORN COLLEGE MISSION, CORE THEMES, OBJECTIVES AND MEASURES 2018-20

Core Theme Three – Crow Language, Culture and History		in AIMS			
	Obj 3-1	Completion rates in Crow Studies Courses, data in AIMS	Baseline of 60% in three previous years' average	Target of 3% increase per year	
	Obj 3-2	Participation rates in summit and culture bowl	Baseline of 50 in year 1	Target of 3% increase per year	
	Obj 3-2	Immersion classes enrollment per class	Baseline is 15 students per class x two classes	Target is 15 students per class x n classes	
	Obj 3-3	Immersion classes learning vocabulary sets per year	Baseline is 25 vocabulary sets per year per class based on knowledge inventories	Target – maintain the 25 vocabulary sets per year per class	
Core Theme Four – Student Success	Obj 3-4	Digitize archival collections for remote access	Baseline of 10 collections in Year 1	Target – maintain the 10 collections annually	
	Obj 4-1	Retention rates from Fall to Fall of first time freshman	Baseline of 40% on three previous years' average	Target of 3% increase per year	
	Obj 4-1	SENSE survey taken by 70% of the first time freshmen	Baseline of 50% indicate Academic and Social Support as part of engagement	Target of 55% indication of engagement from support services, with 3% increase annually	
	Obj 4-1	SENSE survey take by 70% of first time freshmen	Baseline of 50% indicate they have a clear academic plan and pathway	Target of 55% indication of clear academic plan and pathway, with 3% increase annually	
	Obj 4-2	Persistence rates from Fall to Spring all students	Baseline – a new measure to be established in Year 1	Target of 3% increase annually	
<b>Little Big Horn College Scorecard: _____% Above Target, _____% On Target, _____% Below Target</b>					

## CONCLUSION

### Mission and Core Themes.

In the Year One Report, Little Big Horn College has expressed the values from the Crow lifeways and culture that underlie the mission statement. This campus community process brought a resounding affirmation of the Mission Statement as reflective of the institution and its role in the Crow Indian Nation.

The College Core Themes address the essential elements of the College Mission. Three Core Themes are affirmed as well, as received from the previous septennial period: 1- Education and Training Opportunities, 2-Community Outreach and Service, and 3-Crow Language, History and Culture. A fourth Core Theme is newly established based on the essential need to emphasize student services for success, titled: Student

Success. The Core Themes will be assessed by carefully chosen indicators of achievement for each Core Theme Objective that are in nature transactional (participation rate and completion rates) and transformational (measures of value added in learning).

The Core Theme Objectives were formulated through a broad campus participation process of division task groups assembled in the Fall Orientation for 2018. Each objective has assessable and verifiable indicators that directly measure the fulfillment of that objective. The benchmarks for indicators are desired outcomes. By establishing these benchmarks, the College envisions the education growth of students in their students, their preparation for chosen professions and accomplishment of workforce related trades, as well as community services and efforts to preserve, protect and perpetuate the Crow language, history and culture.

The acceptable mission thresholds, expressed in Core Theme Objectives indicators of achievement will be published in a **Scorecard of College Mission Achievement**, which enumerates the chosen Core Theme objective related indicators of achievement by data type, baseline from three previous year's college data, benchmark established, and the actual achieved data. The college established the Scorecard to generate a complete picture of whether these benchmarks have been achieved; with the intent for mission fulfillment seventy percent of these indicators will be realized on target or above target—the institution will have met the benchmark. This Scorecard will be presented to the campus community, all stakeholders and the public annually in the Fall about the previous academic year and for institutional improvement.

**It is expected that the mission elements, core themes, objectives and indicators of achievement represent the essential institutional effort to ascertain whether Acceptable Thresholds of the Mission have been met. This effort and process is taken up for the express purpose of institutional improvement.**

