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LITTLE BIG HORN COLLEGE MID-CYCLE REPORT



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Jr.-President

Little Big Horn College

8/27/2020

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INSTITUTIONAL OVERVIEW

The Crow Tribal Council chartered Little Big Horn College (LBHC) on January 24, 1980. Resolution #80-17 authorized the college to operate as the official institution of postsecondary education for the Crow people, with amendments in 1993 and 2006. The charter expresses the purposes:

“Little Big Horn College... establishing, maintaining, and operating educational institutions at the postsecondary level on the Crow Indian Reservation, with education, vocational and technical programs and curricula leading to degrees and certificates that may be granted by the college.”

In 1994, Little Big Horn College became a federal 1994 Land Grant Institution, with the nation’s Tribal Colleges and Universities. The college is a public two-year community college, located in the town of Crow Agency, the capital of the Crow Nation. The tribal nation’s executive, legislative and judicial branches of government, the federal agencies of the Bureau of Indian Affairs of the U.S. Department of the Interior and the Indian Health Services of the U.S. Department of Health and Human Services, are all located in Crow Agency.

Little Big Horn College serves the Crow Tribe of Indians, on the Crow Indian Reservation, a land base of 12.2 million acres (larger than Rhode Island and smaller than Connecticut). The tribal enrollment is 13,500 members, among whom approximately 9,000 reside on or near the Crow Indian. Unemployment rates fluctuate between 22.5% and 45% with the seasons.

Little Big Horn College has the infrastructure of administration, faculty, staff and members of the Board, facilities, resources, and materials to achieve the College Mission and Core Themes. The College has monitored both the internal and external environments to maintain a strong

and effective organization to serve Crow Indian students and our Crow Indian People. Little Big Horn College has provided programs of study, facilities, employees, and structures to be a community college of highest quality. Qualifications in the administration, faculty and staff are exemplary in academics, professional experience and quite uniquely, in Crow Indian eminent culture, language and community knowledge. The ratio of faculty to students provides great advantages to Crow and American Indian students of diverse ages and preparations, for success in programs of study and preparation for employment or transfer. Campus Technology and the Library and Archives are at optimum levels of operation and service contributing to our outstanding learning environment. The student services provide comprehensive academic and co-curricular services to ensure strong student learning, rates of retention, persistence, and graduation. Although Little Big Horn College lacks a tax base, the Congressional appropriations have held steady and the college has consistently earned grants and contracts in strategic areas of need and growth, that more than maintain a healthy financial position; and audits have demonstrated that health. We are *Ammaachimua Apsaalooke Itchik*, a Fine College of the Crow People.

Cultural Values and Evaluation Practice

Exploring and naming our values is a first step in developing an Indigenous approach to evaluation. To establish a Framework for evaluation, we explored ways of knowing and central values that resonated throughout our research. We believe that these influence an approach to evaluation in several ways. Our epistemologies tell us that context is critical, and we can only come-to-know within a program's setting and situation. Our programs are place-based and must be designed and evaluated in ways that understand our connections to place. We recognize the unique gifts of everyone and cannot be limited to using only narrow measures of merit or achievement to assess learning. Community is central to our sense of ourselves as a people and should be considered in our evaluation practice. Finally, sovereignty dictates that evaluation belongs to the tribe and community and should be practiced in ways that help us learn and move forward.

PART I: Mission Fulfillment

Mission Fulfillment- 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: wordsmith 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.

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.

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

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. Approved by board of Trustees

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution’s operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that it’s planning and implementation processes are sufficiently flexible so that the institution is able to address

unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The Board of Trustees review of the Performance Report. In the Board annual retreat in June, a discussion of the data sets within Core Themes allows for a year to year comparison with previous LBHC achievements, as well as with peer institutions data and national scale trends on student achievement. Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The Mission Elements and Core Themes Objectives each have a series of measures that can evidence the achievement of the mission thresholds and core themes benchmarks.

The Scorecard – Calculation of Mission Fulfillment. Approaching the Scorecard on Mission Fulfillment and Core Theme Achievement has taken more than an ounce of institutional fortitude. Have we fulfilled our mission? Will this institutional data result in meaningful measures of the College? The Mission has been a guiding document that we have kept in our institutional life since the college founding in 1980. Of course, we fulfill our Mission. On each of the data sets for both Mission Thresholds and Core Theme Benchmarks, a comparison was made for the years' data. A measure that equaled the Threshold was "On-Target"; the measure that was lower than the Threshold was "Below Target," and when the measure exceeded the Threshold, it was "Above Target." This gave more focus on the Threshold as the standard than on the achieved yearly number or percentage. This Scorecard will be presented to the campus community, all stakeholders, and the public annually in the spring about the previous academic year and for institutional improvement. (see appendices #6)

Introduction to Planning at Little Big Horn College

LBHC planning evolved from standard strategic planning to an integrated planning process with the Mission Elements/Objectives and the Core Themes/Objectives as the framework and guiding principles of planning. LBHC is committed to the College Mission and Core Themes.

Planning is flexible to respond to the grant and contract opportunities that fit the long-term strategic plan; as well as the annual budgeting/plan necessitated by the annual appropriations process of the primary funding, the Tribal Colleges Act.

Little Big Horn College publishes the learning outcomes for each program of study and certificate program in the biennial catalog, the most recent being 2017-19. Faculty PLO

committees review and analyze program learning outcomes measures. They utilize student achievement and learning data. The LBHC Performance Report presents student achievement data sets organized by Core Theme. These include student retention and graduation rates; General Education (all disciplines), Developmental Education (writing and math) and Crow Studies courses completion rates. The PLO Plan requires curriculum mapping and transferability studies. VALUE Rubrics are in use by the General Education PLO Committee. The Co-Curriculum (student clubs, activities, and educational services) has established student-learning outcomes in leadership, budgeting, cooperation, and skills development. The review and analysis of program learning outcomes and co-curricular student learning outcomes are implemented for the purpose of student learning improvement.

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies

The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies. The planning process is a cycle of institutional activity that follows this sequence: Lead, Think, Plan and Act (Graphic #3 see appendix). Each of the four major planning activities engage the campus community in parts or steps.

Little Big Horn College Strategic Planning Process. See Graphic #3 in Appendix. The Lead quadrant regards the authority to serve the Crow Indian community and the college commitment and dedication to the institutional Mission and Core Themes. The assessment of the educational opportunities and services is carried out to identify and understand the degree of institutional effectiveness against the standard or threshold established for mission fulfilment and the benchmarks set for core theme achievement. The college leadership brings in the college constituents' input for the student and community benefit. As the college operates, the president and the president's council monitor and analyze the measures of services and opportunities, and the students' educational record. To facilitate this process, the college chose to assemble, by Core Theme, key sets of institutional data on students' achievement and organizational services, ---the Little Big Horn College Performance Report. Our annual strategic planning process was cut short because of Covid-19 Pandemic, the majority of the faculty and staff were unable to get to work which affected our strategic planning process during the LBHC staff orientation.

Part II: Student Achievement

Student Achievement - The institution provides a brief overview of the student achievement measures as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in bench marking its student achievement efforts. In

providing the overview, the institution may consider published indicators including, but not limited to, persistence, completion, retention, and post-graduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success among students from underserved communities.

The college student enrollment levels have varied slightly over the last four years. The average Indian Student Counts are shown here: AY 2015-16 total ISC, Unavailable; AY 2016-17 281 ISC; AY 2017-18 326 ISC; AY 2018-19 299 ISC. A clear pattern has shown among first-time full-time students; three fourths of the students are ages 18 to 24 years of age.

The college first time, full-time freshmen retention rate rose to 28% (cohort 2017) and 29% (cohort 2018) from 25% (cohort 2016).

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

<p>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.</p>	
<p>Indicators of Achievement Intended Fall to Fall first-time full-time freshman 5% annually rates, by IPEDS for recent Fall to Spring all student’s persistence rate Students in the Advising Modules of Jenzabar Administer the SENSE survey of student 75% engagement to Freshman students. students.</p>	<p>Outcome retention 36% retention baseline; increased cohorts. through the next five years. 60% 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</p>
<p>The SENSE survey is a standardized benchmark score that allows the college to gauge and monitor college performance in engaged learning and clear academic plan and pathway, among other benchmarks in the survey.</p>	

a. Achieving the Dream

The ATD Core Team anticipates interaction with the ATD Coaches in the following areas:

- 1-Student Success Strategies related to Advising and Registration, research on best practices at community and tribal colleges, and in the application of Intrusive Advising Methods.
- 2-Specialized work sessions on implementing the action plan, by division, to deal with the challenge areas as they arise (for example, students who register late and the problems that accompany their late arrival on campus), and in the effective use of existing resources.
- 3-Assistance with the data measures interpretation and use for the process of monitoring progress with both priorities. (see Achieving the Dream report in appendix #2)

In the beginning with participation in Achieving the Dream, Little Big Horn College surveyed all employees and selected students on campus. The 'ATD Team' came up with priorities they have implemented on campus. These priorities were placed in the Student Success Action Plan.

1. Priority number one is "To promote student success, Little Big Horn College will establish an intrusive advising process for well-advised students who possess program and career pathway knowledge, make educated decisions and demonstrate self-sufficiency, through highly trained and intrusive academic advisors, both faculty/staff members." This priority resulted in staff and students concerned about better advising.
2. The second priority in our plan is implementing "Information Technology Development for Student Success." From these priorities, the college staff and administrators have implemented online advising. We have used the Jenzabar system in the past years, but we added an advising module to help better serve the students and the staff and faculty. This proved to be a great move on our part since we already had the program, we just implemented an additional module that was available but had not been in use by our institution.

The outcome of the module has proved to be a success with everyone on campus and has eliminated procedures that required hard copies. Our applications are now submitted online, and other aspects of paperwork will soon be available in an online version. Registration of classes is now done online, and yes, our institution still had faculty and advisors submit a hard copy version until we implemented the advising module. This helped faculty administer online supplementation of their own classes. Jenzabar trainers were brought in throughout the Fall 2018 Semester to help the institution get familiar and implement the use of these new modules in a system we had already been using. Staff responsibilities were added, especially with the faculty members and the Registrars and Admissions office.

We are continuing to get familiar with the new modules and a more efficient admissions and advising process. We are learning as we go, but this was a great decision and opportunity for our institution.

There are multiple success stories with regards to student success. The following is an example of the support we have seen with the students. We had a nontraditional student enroll in classes three years ago. She was a great student and worked as a mentor through another program. She is a single mother to twin girls. She applied for assistance with food, utility bills, rent, and gas vouchers through the ATD Program. She was a great business student who earned scholarships, but with the support of the program, she graduated with honors with an Associates Degree in Business Administration. She then applied for a job with the college and is now working and using her degree to run the college bookstore. She is familiar with the student process at Little BigHorn College and is a great asset to our community and college.

PART III: Programmatic Assessment Overview

The Faculty has continuously participated in assessment of the programs offered at LBHC, and in response to the most recent NWCCU recommendations have prioritized and completed the following three items.

1. Program Review Policy
2. Ad Hoc submitted in reference to NWCCU Recommendation 1 for Year Seven Report and Visit.
3. Year 2 program reviews

Program Review Policy

The initial response to the recommendation was to write, approve, and apply a program review policy at LBHC. The initiation of the process of the adoption of a program review policy began in February of 2019 with development of the first draft by LBHC Accreditation Liaison Officer, Dr. Janine Pease, and LBHC assessment officer Mandy Plainfeather. The initial draft was presented to LBHC Faculty Council on February 26, 2019 for review and revision. With revisions the policy was approved by faculty in September of 2019. The approval of the policy continued and was approved by LBHC Academic Council. The approved policy is provided in this report as the pdf Final LBHC Program Review Policy Sep 04 2019.

Ad Hoc Report

The Ad Hoc Report on Program Policy Review submitted on September 14, 2019 to the Northwest Commission on Colleges and Universities in response to NWCCU Year Seven Report and Visit, Peer Evaluation Report 2017, Recommendation 1-Program Review Policy included the approved program review process policy, a description of the structure of the program review reports to be submitted, specifically identified specific data to be included in program review reports and a schedule for program reviews through the time period of the 2021-2022 academic year. to be implemented for assessment and review of the degree programs at Little Big Horn College.

At the time of the Ad Hoc Report submission, three programs had been reviewed. These included Addiction Studies associate of Arts Program, Agriculture Associate of Science Program, Directed Individualized Studies Associate of Arts or Science Program. These reviews were submitted as part of the Ad Hoc Report. The completion of these specific program reviews was the first step of the implementation of the program review process which has continued to date through the program of review for two additional programs. Data presented in the document as part of the Ad Hoc structure of the report were collected from sources such as AIMS/AKIS, IPEDS, LBHC Jenzabar databases and included the LBHC Mission Fulfillment and Core Themes Scorecard and the Score Card of LBHC Core Theme Indicators of Achievement.

1. Year 2 Program Reviews

Approved by the Faculty Council August 24, 2020 as an adjustment to the original schedule presented in the Ad hoc report, the following programs were reviewed during the spring and summer semesters of 2020:

Associates of Arts in Human Services (Psychology option)

1. Summary of Program Strengths.

The strengths of the Associates of Arts in Human Services (Psychology Option) program of studies are:

- The program curriculum is useful to students for immediate application to the health and helping needs of the Crow community,
- The Human Services (Psychology Option) courses articulate to the Montana University System, and
- The practicum placements provide workforce experience while providing occupational support and potential employment for local community programs in the helping professions.

2. Summary of Program Weaknesses

Program improvements should be implemented at the program learning outcome, student learning outcome, and achievement indicators-level. A review, comparison, and revision of PLO's could develop more concrete, measurable, and focused learning outcomes that are more reflective of those required in similar degrees offered by four-year and commensurate two-year institutions.

These needed reviews, comparisons, and revisions may also generate more valid data in future program reviews.

a. Program Priorities for the Next Three Years.

1. Conduct a review of Program Learning Outcomes (PLO's) for similar degrees in Human Services or Psychology from (1) three four-year institutions to which LBHC Human Services graduates typically transfer and (2) two commensurate Tribal/Community colleges. After reviewing the published PLO's of these institutions, key elements reflected in those institutions' PLO's can be extracted. The extracted elements can be categorized to develop major concepts for inclusion in the revision of LBHC's Associates of Arts in Human Services (Psychology Option) PLO's.

2. After revising current Associates of Arts in Human Services (Psychology Option) PLO's, the Human Services Committee will review revisions and provide feedback. Once this feedback has been incorporated, changes will be submitted to the Dean of Academics for approval and submission to the President's Council.

3. Following approval from the President's Council, student learning outcomes stated in the course outlines will need to be reviewed and revised. These outcomes should clearly demonstrate achievement of the revised PLO's.

4. Indicators of student achievement of learning outcomes should be selected from current assessment artifacts. Where assessments do not reflect student learning outcomes, assessment items need to be added to reflect student achievement of each learning outcome.

Associates of Arts in Education

Little Big Horn College submits this Academic Program Review, for the study and analysis of the Associate of Arts degree program in Education, Elementary Education Option.

a. Strengths. The LBHC Education department program of study and course content was designed to provide the foundation and cultivate students' skills to teach diverse learners and interact with families that are linguistically and culturally relevant. The college collaborates with area schools and early child organizations for placement of

students in internships, and practicums. In addition, the program collaborates with area schools to provide classroom observations, class presentations, lab activities and Crow Culture and Language Family activities. The program recruits master teachers from the area schools to be mentors or coaches for the students. Also Crow elders are invited to present in specific courses to share the Crow cultural perspective. The area schools have hired Education majors with AA degrees as Classroom assistants to have more Crow or Native American personnel on the teaching staff.

- a. Weaknesses/Challenges.** The LBHC Education Program relies heavily upon adjunct instructors to deliver some of the curriculum, ie music, art, math. As a result, there is some inconsistency in student assessment. It would be beneficial for the program to find funding to add one additional full-time instructor with education credentials and experience. Program improvements should be implemented at the program learning outcome, student learning outcome, and achievement indicators-level. These needed reviews, comparisons, and revisions may also generate more valid data in future program reviews.

4. Priorities.

1. Indicators of student achievement of learning outcomes should be selected from current assessment artifacts. Where assessments do not reflect student learning outcomes, assessment items need to be added to reflect student achievement of each learning outcome.
2. More resources to support additional full time instructors for the Education Program.
3. Review Program Learning Outcomes as we transition into new standards.

In evaluation of the results of the program review of the initial or year one programs and the year two programs (information submitted to this point), all of the program reports [SG1] met major components, but the requirement for student artifact assessment. To meet this in the future we will make the [SG2] following recommendations which will be submitted to LBHC faculty council at the monthly faculty meeting in September 2020.

4. Modify Program Learning Outcomes for programs to include focuses on the base knowledge needed for an individual to have in order to successfully enter into the related workforce or transfer to a four-year institution at upper level of the same or similar degree program.
5. Program Learning Outcomes will be re-evaluated for each program in such a format that can be supported by quantitative measures.
6. Align courses within a degree program. Alignment will allow all of the program learning outcomes to be met in the structure of program curriculum even though not all program learning outcomes will not be expected to be met in every course.

7. Committee members will identify every assessment cycle, student learning artifacts such as tests and assignments that quantitatively measure if program learning outcomes are being met.
8. Continuous collection of the identified student learning artifacts will occur between the assessment cycle of reporting.
9. Committee members will assemble a student learning and achievement report with quantified data and analysis collected from the student artifacts selected during the past and current reporting cycles.

Summative assessment

During this cycle of assessment, significant changes have occurred that impacted program reviews and will impact this next year of program reviews. The recent retirement of LBHC's Accreditation Liaison Officer, has resulted in a shift of responsibility to faculty. This will impact the review process as it is no longer centralized, and will now need to be scheduled around very diverse schedules and teaching loads of faculty members. The faculty and administration have been working collectively to identify a new timeline, and the additional element necessary to fully assess student learning at the program and institutional level, so that we may close the loop on our assessment process. We anticipate a significant amount of work will be done this fall to move the institution forward, and that we will have completed a full cycle by our Year 7 site visit.

Also the Covid-19 impact has led to a major change in the format in which courses are offered. The movement of courses to online as required faculty to re-evaluate course presentation and student requirements and significantly changed the format of assessment artifacts that have been collected over the past few years. Faculty will need to address this and revise the program review policy to maintain consistency in the review process.

PART IV: Moving Forward to the Year 7 report

Moving forward with Program Assessment and Review

As stated in our Ad hoc report, our assessment and program reviews are a learning progress and so will be adjusted to produce, strengthen and provide consistency in the review process, both in process and in time. Five programs at this time have been evaluated and have been reported in the way and format defined in the LBHC Program Review Policy. In year two it was found that a key component was not included in the year two reports or within the supporting documents of those reports. In re-evaluation of the reports and supporting documents of the program reviews of the initial or year one, the same key component was missing. All of the program review reports met major components, but the requirement for student artifact

assessment was missing. To meet this requirement in the future the program review committee members of year two make the following recommendations which will be submitted to LBHC faculty council at the monthly faculty meeting in September 2020.

1. Modify Program Learning Outcomes for programs to include focuses on the base knowledge needed for an individual to have in order to successfully enter into the related workforce or transfer to a four-year institution at upper level of the same or similar degree program.
2. Program Learning Outcomes will be re-evaluated for each program in such a format that can be supported by quantitative measures of student learning.
3. Align courses within a degree program. Alignment will allow all of the program learning outcomes to be met in the structure of program curriculum even though not all program learning outcomes will not be expected to be met in every course.
4. Committee members will identify every assessment cycle, student learning artifacts such as tests and assignments that quantitatively measure if program learning outcomes are being met.
5. Continuous collection of the identified student learning artifacts will occur between the assessment cycle of reporting.
6. Committee members will assemble a student learning and achievement report with quantified data and analysis collected from the student artifacts selected during the past and current reporting cycles.

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. (See Scorecard LBHC Core Theme Indicators of Achievement in Addendum Table

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 spring about the previous academic year and for institutional improvement. (see appendices #6)

Addendum

1. Accreditation Recommendation

Recommendation 2: Spring 2017 Mission Fulfillment and Sustainability: Little Big Horn College regularly review its assessment process to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (2010 Standard 4.A.6)

Recommendation 2: Review of Assessment Process.

The college Assessment Team and the President's Council overviewed the LBHC Assessment Plan, the Self-Evaluation Year Seven Report and the NWCCU Peer-Evaluation for Year Seven Report. This review isolated specific areas of concern:

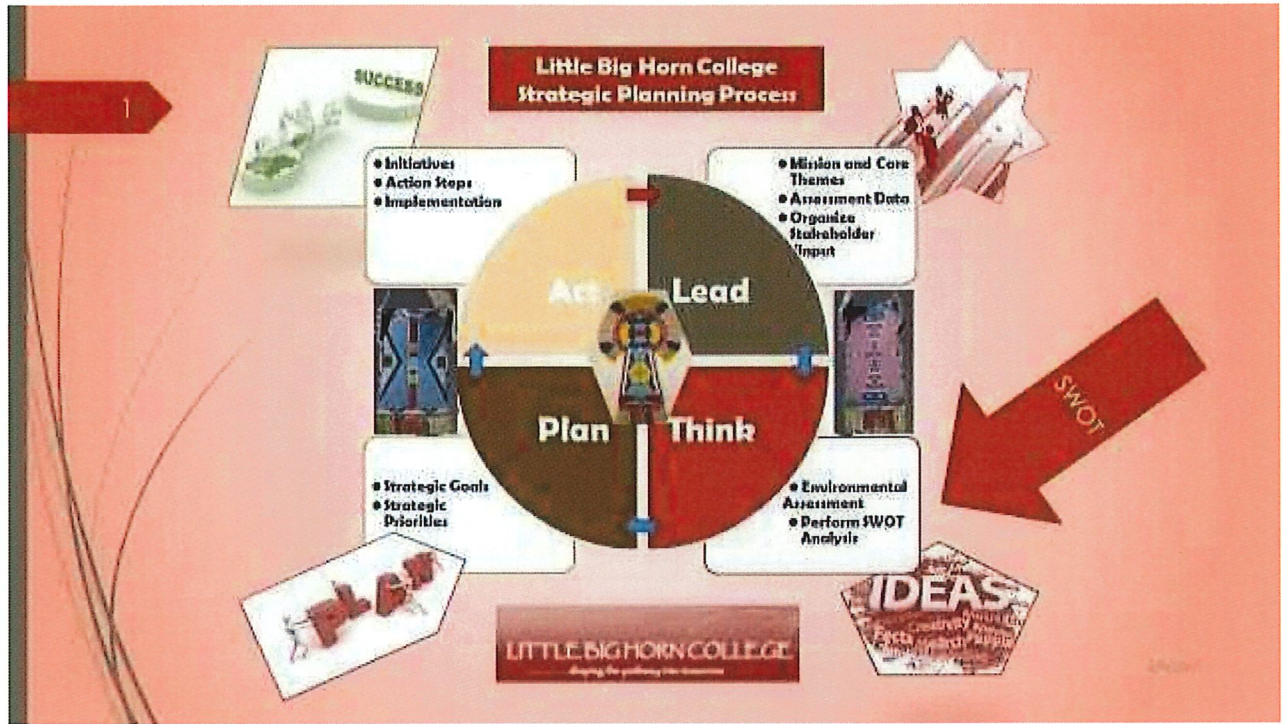
Indicators of Achievement: were too numerous and sometimes lacked direct alignment to the Core Theme, had baselines in a year with unique or unusual qualities, some lack clarity in meaning or connection to the objective, and are predominately interactional versus transformational

Student Learning Outcomes: to promote consistency and student learning improvement, faculty members' participation needs accountability, as the current system is voluntary;

The Assessment Team and President's Council have set institutional assessment Improvements to make the assessment process.

- Each core theme will have approximately four measures, two that are quantitative with data from previous academic years for comparative purposes and with data from per institutions – the nation's tribal colleges and two that are transformational (the college (issue 4). The indicators chosen are from official higher education data systems in which the college participates: American Indian Measures System of the American Indian Higher Education Consortium AND the Integrated Postsecondary Education Data System (IPEDS) (issue 2). Objectives articulate specific intent that link to indicators of achievement precisely.
- The college performance report indicators of achievement will be organized by Core Theme and Objectives.
- Faculty duties include student learning outcomes as found in the updated 2018-19 Faculty Handbook:

Institutional planning process (Graphic #1)



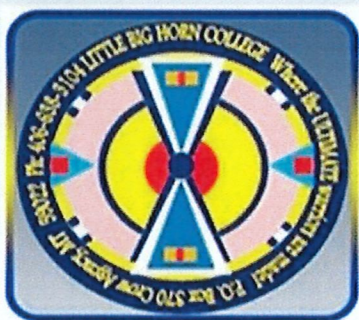
Appendix

1. Achievement the Dream (ATD): [TCU 3 year Action Plan for Little Big Horn College May 18 2018 Final \(1\) \(1\).pdf](#)
2. Program Review Education Option: [LBHC Education Elementary Program Review.pdf](#)
3. Program Review Psychology Option: [LBHC Program Review AA in Human Services \(Psychology Option\) August 21, 2020.pdf](#)
4. Program Review blank Template: [LBHC Program Review \(Blank\).pdf](#)
5. Adjusted Four Year Schedule for LBHC Program Reviews (Approved by Faculty Council on August 24, 2020).

Table – Adjusted Four Year Schedule for LBHC Program Reviews		
Year in Program Review Schedule	Programs Designated for Review	Faculty Chairs for Program Reviews
<p>Year One – Implementation Year 2018-2019</p>	<p>1. Human Services (Addiction Studies Option) AA</p> <p>2. Agriculture</p> <p>3. Directed Individualized Studies (AA or AS)</p>	<p>1. Eric Tiner, HS Instructor</p> <p>2. Sara Plaggemeyer, SC Instructor</p> <p>3. Timothy McCleary, Department Head, HI/CS Instructor</p>
<p>Year Two – 2019-2020 Completion Date: May 2020</p>	<p>4. Human Services (Psychology Option) AA</p> <p>5. Education (Elementary Education Option) AA</p>	<p>4. Eric Tiner, HS Instructor</p> <p>5. Sharon Peregoy, ED Instructor</p>

<p>Year Three – 2020-2021</p> <p>Completion Date: May 2021</p>	<p>6. Mathematics/Pre-Engineering AS</p> <p>7. Pre-Medicine AS</p> <p>8. Natural Resources Management and AS</p> <p>9. Crow Studies AA</p>	<p>6. Dorcella Eastman, MA Instructor</p> <p>7. Gerlinda Morrison, PM/SC Instructor</p> <p>8. Sara Plaggemeyer, SC Instructor</p> <p>9. Timothy McCleary, Department Head, HI/CS Instructor</p>
<p>Year Two – 2012-2022</p> <p>Completion Date: May 2022</p>	<p>10. Pre-Nursing AS</p> <p>11. Business Administration AA</p> <p>12. Liberal Arts AA</p>	<p>10. Neva Tall Bear, SC Instructor</p> <p>11. Jamie Riley, BU Instructor</p> <p>12. Timothy McCleary, Department Head, HI/CS Instructor</p>

6. 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 composed by members of the college division that performs/delivers most of the educational services within the respective Core Theme. For example, the Dean of Academics,

members of the Faculty and the Core Themes and objectives are listed below from the 2010 standards and are currently modified to be embedded into the new 2020 standards.

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.

7. Scorecard of LBHC Core Theme Indicators of Achievement

Scorecard of Little Big Horn College Core Theme Indicators of Achievement					
	#	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 full time 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 freshmen 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	
Core Theme Three—Crow Language, Culture & History	Obj 3-1	Number of majors in Crow and Native American Studies, data in AIMS	Baseline of 5 majors in three previous years’ average	Target of maintaining the 5 majors annually	
	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 takes 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	
Little Big Horn College Scorecard: ____% Above Target, ____% On Target, ____% Below Target					