

Little Big Horn College

Year One Self-Evaluation Report



March 1, 2012

Table of Contents

Institutional Context.....	1
Preface.....	2
a) Update on Institutional changes.....	2
b) Response to NWCCU Recommendation.....	3
Chapter One-Standard 1: Mission, Core Themes, and Expectations.....	6
Section I: Standard 1.A Mission.....	7
Section II: Standard 1.B Core Themes.....	8
Core Theme One: Access to Educational/Training Opportunities.....	11
Core Theme Two: Commitment to Community Education & Outreach.....	14
Core Theme Three: Dedicated to the Enhancement of Culture & Language.....	16
Section III: Conclusion.....	18

INSTITUTIONAL CONTEXT

On January 24, 1980, the Crow Tribal Council passed a resolution (resolution #80-17) sanctioning and recognizing the Charter of the Little Big Horn College. This action empowers Little Big Horn College to operate as the official institution of post-secondary education of the Crow Tribe of Indians (tribal members call themselves Apsaalooke).

The Charter from the Crow Tribal Council authorizes Little Big Horn College for purposes of “establishing, maintaining and operating educational institutions at the post-secondary 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. LBHC was granted accreditation status in 1990, by the Northwest Commission on Colleges and Universities and became 1994 Land Grant Institution. Members of the 1994 Land Grant Institutions are Tribal Colleges and Universities.

Little Big Horn College (LBHC) is a public two-year community college located in the town of Crow Agency, Montana. Crow Agency is the “hub” of the Apsaalooke Nation’s Government. The Apsaalooke Nation Executive Branch, Legislative Branch and the Judicial Branch, as well as the Bureau of Indian Affairs and Indian Health Services are located in Crow Agency. Typically, the unemployment rate fluctuates between 45-65%, depending on which source you gain your information from, and the rate fluctuates with seasons. Five year estimates from the 2006-2010 U.S. Census Bureau estimates that unemployment is 22.4%. The Census Bureau also estimates that the tribal population is approximately 6,600 members, but the Tribal Records indicate that the enrolled tribal members living on the Crow Indian Reservation to be closer to 9,000.

The administrative office of the College is located adjacent to the Bureau of Indian Affairs. The current LBHC Student Union Building, which was the first building, utilized at the current campus site is formerly the Crow Tribal Gym Building which was in shambles and was considered condemned. The original building when converted into college use; consisted of six classrooms, a gymnasium, media production facilities, shower rooms, six offices, a snack bar and library facilities. At the present time, the LBHC Campus has seven buildings in use; Driftwood Lodges (Classroom Building), Student Union Building, the Library/Archives/ Administration Building, the Cultural Learning Lodge, the Maintenance Office, Rez Protectors Study Hall, and the new Health and Wellness Center. There are a few other facilities that are utilized for storage.

Little Big Horn College does not have Dormitory Facilities or Student Housing, although a donated house in Hardin, thirteen miles from Crow Agency is used for Athletic housing. Available housing is very limited in the surrounding area communities. Unless, a student or an employee lives in Crow Agency or a nearby community, the nearest community that may have available housing is Hardin. Aside from the athletes, all others commute daily. Some students commute 110 miles one-way, each day. For two faculty members, they commute to work over 200 miles one-way each day.

LBHC currently offers six Associate of Arts degrees and three Associate of Science degrees to its student body of an average of 400 students. Student enrollment consists largely of Crow Tribal members, who

the Development Office. The Focus Group, along with the Development Office met five times to determine what LBHC's Core Themes would be and what the indicators of achievements would be for each core theme. The first meeting on November 30, 2011, the College President and Vice-President of Chief Dull Knife College were invited to provide some insights to what to prepare for with the Year One Evaluation Report. From this meeting, the group came up with three potential Core Themes. At the second meeting on December 7, 2011, Administrators, along with President Yarlott, the three Core Themes with slight modifications were adopted. Beginnings of a list of meaningful indicators of achievement were developed, with the understanding that it was a work in progress. The three Core Themes adopted were:

1. Access to Educational/Training Opportunities,
2. Commitment to Community Education & Outreach,
3. Dedicated to Enhancement of Culture & Language

The group met on December 14, 2011 and again on February 16 & 17, 2012 to continue work on the Year One Evaluation Report.

On January 23 & 24, 2012, Consultant Kathy Isaacson was on campus to assist LBHC with its Strategic Planning. Over the two days, Ms. Isaacson met with the President, Administrators, Students, Faculty, Staff, Board of Trustees and Community Members to collect information to what they would like to have or see happen at LBHC. From the information she has gathered, she has categorized the information and have developed an on-line survey. The on-line survey was just finalized February 28, 2012 and is being made available for participation until the March 9, 2012 deadline. An April 18, 2012 campus visit is scheduled with Ms. Isaacson. On that date, an all inclusive meeting will be conducted on campus. Any interested LBHC employee, student, Board of Trustee and Community member can participate. If there is a need for an added meeting with Consultant Isaacson, it will be arranged. The results from the Strategic Planning sessions will be a documented LBHC Strategic Plan.

LBHC continues to work on improving the areas that were "Recommendations". Each recommendation is noted, followed by activities conducted to continue addressing the areas.

Recommendation One

The Committee recommends that Little Big Horn College clearly define its evaluation and planning process and that the College conduct institutional research that is integrated with and supportive of institutional evaluation and planning that includes a systematic review of all institutional research efforts, including evaluation processes and planning activities to document their effectiveness (Eligibility Requirement 17, Standard 1.B).

- 1) Communication improvements are strengthening the planning and review process. Little Big Horn College is continuing the training of employees to JENZABAR. The Finance portion was finally fully implemented this past year. Full implementation and with proper training, the use of the software will improve not only the communication process but program efficiency.
- 2) The JENZABAR information system allows us to modify and improve our administrative policies and procedures to coincide with the training and actual use of the system so that management

graduate. The faculty have designed program learning outcomes, collected measures of the learning, evaluated, analyzed and interpreted the results, recommended program improvement, and made adjustments in program courses for continuous program improvement. The PLO results will summarize in an annual report to the Academic Dean.

The Program Learning Outcomes Plan was designed by the Little Big Horn College Faculty; they have the central role in the plan implementation. Measures were chosen as learning outcomes assessment document from the existing program instruction and from the LBHC Development Office. The plan is cyclical, the Annual PLO Report and the Annual Institutional Assessment Report will positively impact the institutional effectiveness of Little Big Horn College.

Recommendation Three

The Committee recommends that the College and its Board of Trustees continue to clarify the roles of the Board particularly as it relates to Board duties and responsibilities as found in the Little Big Horn College Policy Manual (adopted August 29, 2006) (Standards 6.B.3).

The LBHC Board of Trustees is in the process of conducting District Meetings; two meeting will be combined with two districts. At these district meetings, LBHC information, data and goals will be presented to the district constituents. Administrators will be available for questions at each meeting. The schedule meetings are as follows.

March 7, 2012	Pryor District
March 13, 2012	Lodge Grass/Wyola Districts
March 14, 2012	Big Horn District
March 15, 2012	Black Lodge/Center Lodge Districts

At these district meetings, the Trustees with assistance from the Administrators will distribute surveys for community members to complete. These surveys will be collected and forwarded to Consultant Kathy Isaacson.

Recommendation Four

In light of significant turnover in administrative staff and lack of consistency in maintaining initiatives, the committee recommends that the President engage in the leadership and management of the institution's assessment and evaluation of learning outcomes, and their subsequent use in strategic planning; including consideration of consolidating responsibilities into one administrative position such that assessment, evaluation, and use of results are monitored easily and evaluated regularly for progress toward institutional goals (Standards 6.C.3, 6.C.5, 6.C.6 and 6.C.7).

Little Big Horn College's mission was reviewed and re-affirmed by the LBHC Board of Trustees in 2010, with the understanding that the trustees would re-evaluate in the next few years. Although the Trustees are aware of the work on developing the Core Themes, and have been presented to them, as of the last board meeting the Core Themes was not final. They will be presented to the trustees at the next scheduled board meeting.

SECTION 1: MISSION

Standard 1.A

- 1.A.1 *The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort, and drives from, and is generally understood by, its community.*
1. A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent and acceptable threshold or extent of mission fulfillment.*

The Mission Statement of Little Big Horn College

LBHC Mission Statement is; Little Big Horn College, a 1994 Land Grant Institution, is the Crow higher education and cultural center that grants Associate of Arts and Associate of 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 bicultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.

The current mission statement was approved by the Board of Trustees in 2003, and then re-affirmed again in 2010. Since then Faculty, staff, board, and community members have reviewed it periodically as part of the strategic planning process. The mission statement is widely published, appearing on the college website, in the academic catalog, annual reports, and majority of offices have it posted on doors and walls. It is also published in college created brochures, faculty and staff handbooks. The president and other college representatives refer to the mission statement in public presentations.

The LBHC mission statement is unique and is appropriate for a two-year community college and provides context and meaning for all LBHC supporting programs and services. LBHC is unique in a sense that this institution is a Tribal college was created to provide educational opportunities for the Crow Reservation, by the mission and goals established by the original Crow Central Education Commission. The mission statement provides:

The characteristics of Little Big Horn College's mission guides overall mission fulfillment. Articulated mission characteristics are a strong commitment to access to the educational & training opportunities, community education & outreach, and dedication to the enhancement of the Crow Culture & Language. The establishment of measures, data collection, and data analysis will make available evidence for achievement of the goals for the core themes which are assembled from mission characteristics.

Access to Educational/Training Opportunities is the first core theme, derived from the mission characteristics of the dedication to the professional vocational and personal development of individual students for their advancement in higher education or the workplace and inspire Crow and American Indian scholarship. Three goals have been identified which include offering quality recruitment/retention, vocational/Technical, and technology transfer. Examples of indicators of mission fulfillment in providing access to Educational/Training opportunities include:

- Academic program outcome assessment
- Placement rates of graduates
- Student retention rates
- Services provided through student support services
- Institutional Assessment Surveys
- Services and resources provided by the Library
- Research and technology opportunities for students
- Recruitment of reservation wide high school students
- Technology training and education for LBHC faculty and staff
- Up to date classroom technology

Analysis of data collected on these indicators in academic year 2011/2012 will provide baseline data for determining the extent of mission fulfillment, in providing access to Educational/Training Opportunities.

Commitment To Community Education & Outreach the second core theme, is derived from the mission characteristics of its commitment to developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities and the advancement of the Crow Indian family and community building. Two goals have been identified which include community building and lifelong learning. Examples of indicators of mission fulfillment in providing the commitment to community education & outreach:

- Research focused on the Crow community
- Lectures offered to the public
- College sponsored events and outreach/public programs offered
- Student/faculty satisfaction with cultural/outreach programs
- Participation of the public in college events/activities
- Donations to the community
- Graduate placement rates in the community
- Partnerships with community stakeholders

Core Theme 1: Access to Educational & Training Opportunities

Mission Alignment: The College is dedicated to the professional, vocational and personal development of Crow and American Indian students for their advancement in higher education, into the Crow Indian Community and the work place for the expansion of Crow and American Indian Scholarship.

Description: Student success is the reason for the college’s existence. Student success occurs through a coordinated, cooperative effort across every department and work group on campus—from admissions and programs of study, to graduation and transfer, job placement and continuing education.

Student success at LBHC is supported not only through its flexible and accessible educational programs of study, but also through academic and student support programs that offer advising, financial planning assistance, highly qualified faculty, library and archives, educational labs, and other learning resources to an increasingly diverse student body. Little Big Horn College welcomes and serves; 1) degree-seeking students, both Associate of Arts degrees, Associate of Science degrees, and certificate programs; 2) students pursuing credentials, the Associate of Applied Science and one year certificate programs that lead to employment or advancement; 3) students gaining a basic skills education; 4) students honing their academic skills to enable them to further their educational attainment; and 5) lifelong learners. Throughout the educational process the college promotes excellence in students and encourages them to challenge themselves to meet their goals and reach their full potential.

Commitments, Expected effects, Indicators of Achievement, and Rationale

Objective 1: LBHC is an open access institution

Rationale: LBHC is committed to ensuring education is provided, available, and accessible to the Crow and American Indian populations that historically have been underserved. Open access plays a central and strategic role in improving the educational attainment levels of the Crow Indian Community. The college is continuously adapting to the ever-changing economic and social needs of the Crow and regional communities it serves, providing opportunities for learning and training.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 Students of varying demographics and educational needs are increasingly attracted to LBHC.	1.1.1 Enrollment demographics equitably reflects the communities served by age, gender, single parents, first generation students, vocational and personal development students. 1.1.2 All populations are adequately served.
1.2 Students of varying demographics and educational needs have access to financial assistance and academic support services.	1.2.1 Economic assistance is available to students who need it. Pell Grant and scholarship recipient levels and participation, unmet need calculations. 1.2.2 Students receive appropriate enrollment and academic support services; tutoring services, technology access, library and archives usage, advising hours, lab, practicum and internships, internet access, and evening hours of services.

freshman tested into developmental courses for math, writing, technology and reading. The ability of students to graduate in either the workforce preparation programs or transfer programs hinges upon success in these developmental courses. Consequently, measuring educational progress at LBHC is better described as multiple academic achievement levels, in addition to the traditionally used graduation rates. Reviewing classroom success rates, developmental courses completion, time in pursuit of two year degrees, aids the college in improving the classroom experience for all students.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 Students make progress toward meeting academic and career goals	3.1.1 Students' persist toward their educational goals.
3.2 students succeed in developmental and general education courses and course sequences.	3.2.2 Students successfully complete developmental and general education courses. 3.2.2 Based on students goals, students successfully complete course sequences within disciplines, achieve level gains from pre-college to college level, and transition from basic skills to pre-college and college level.

The general education program provides students with broad foundation of skills and knowledge beyond subject of their curriculum. The program prepares students to succeed in society and contributes to professional success. LBHC students who complete a degree or certificate have received instruction that contributes to the development of well-rounded individuals.

Objective 4: LBHC commitments to teaching excellence

Rationale: LBHC Providing a well-designed curricula reflects the faculty and program excellence which provides opportunity to learn both within and across disciplinary boundaries for the unique student body of LBHC to adapt, resilient, and productive citizens now and in the future. Academic achievement emerges from the dynamics of the learning process, whether in conventional, and or technology-mediated. Engaged, qualified, and prepared faculty faced the complex demands to deliver instruction to student body of diverse ages, backgrounds, languages, and different levels of academic preparation. Faculty preparation and practice is on-going and learning is essential to all students.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
4.1 The college maintains qualified faculty	4.1.1 Faculty is appropriately credentialed in their discipline. 4.1.2 Faculty is evaluated by students and academic dean. 4.1.3 Faculty (full-time/Part-time) and staff demographic reflect the ethnic, racial, and cultural makeup of the service area.
4.2 Faculty maintain discipline	4.2.1 Faculty participates in professional development.
4.3 Faculty applies best practices and current thinking in their teaching.	4.3.1 Faculty revises syllabi and course delivery to reflect best practices and current thinking.
4.4 Faculty engage in the assessment of student learning and program review	4.4.1 Course assessment and program review occurs on with participation from faculty.

Objective 2: Partnering with local school districts.

Rationale: To provide a comprehensive educated society, educational institutions need collaboration to foster a culture that values academic preparation and success. This begins with linking pre-school, k-12, and higher education around the common goal of a quality educational attainment. Building strong ties with local school districts is essential for LBHC to develop appropriate, well-designed, and progressive learning experiences. These individuals are well prepared to succeed in postsecondary education and the workforce.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 LBHC designs and develops to educational attainment for future students.	2.1.1 LBHC creates and maintains alumni relationships. 2.1.2 LBHC Board of Trustees membership reflects the community.

Objective 3: Improves the quality of life within the community.

Rationale: Acknowledging the role the college plays within its community is vital to the success both of the college and of the Crow Tribe. The college maintains high levels of visibility through multiple avenues of engagement to ensure that it is well-positioned to promote and enhance the communities it serves.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 LBHC engages the community at large.	3.1.1 LBHC extends and encourages participation to its cultural enriched community by offering lifelong learning and activities. 3.1.2 LBHC collaborates with other educational institutions, social services agencies, businesses, and tribal, local, state, county governments. 3.1.3 LBHC employees and students are represented on community boards and committees. 3.1.4 LBHC student programs partner with the community.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 Programs have language and knowledge requirement.	2.1.1 Students persist towards attainment of language proficiency. 2.1.2 All degrees and certificates will have a Crow language requirement.

To assess whether the cultural outcomes are met, students have to demonstrate an understanding of 1) sense of belonging, and 2) what it means to be a tribal nation. Placing emphasis on the Crow language requirement is to provide a deep understanding of the culture, and understanding the language.

Objective 3: LBHC actively engages faculty and students in research and scholarship in support of the college’s mission and programs

Rationale: By placing an increased emphasis on research the college trains students not only to be consumers of knowledge, but producers of knowledge. Little Big Horn College is located in Crow Agency, Mt the heart of Crow Reservation. LBHC is chartered by the Crow Tribe therefore, it represents Indian self-determination. That means the college will determine its own definition of what community-based research and scholarship looks like based on Native American knowledge and perspectives. The college seeks to align itself to become active participants in the preservation, perpetuation, and protection of the Crow culture and language which supports our mission.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 Emphasis on research to train students not only to be consumers of knowledge, but producers of knowledge.	3.1.1 LBHC provides opportunities for participation in experiential research-based learning centered on community needs for students, staff and faculty.
3.2 Involving our students in research projects early on in their college journey can empower and lead to increased retention and persistence.	3.2.1 Publish research by students who are actively preserving, perpetuating, and protecting the Crow Culture and Language.

