2024 LBHC Scorecard – Detailed (07.28.2024)

See the 2024 scorecard summary for a one page summary.

Status: ● met goal   △ close to or making progress to meeting goal   ■ not close to meeting goal

Goal 1. Crow language, culture, and history

Objective 1a. Courses integrate Crow perspectives and knowledge

Description: Courses integrate Apsáalooke perspectives and knowledge.

Evidence if successful: The amount of time that faculty report integrating Apsáalooke perspectives and knowledge increases each year and faculty share ideas on how to integrate Apsáalooke perspectives more in their classes.

Data

Baseline (2019)	Most recent	Goal for 2024	Status to date	Source of data / evidence	Person responsible for reporting
In 2019, overall, faculty reported courses integrated Crow perspectives to a lesser degree.	i. Faculty reported an average of 40% in 2023-24 and 43% in 2022-23 of class time they integrated Crow perspectives and knowledge, both of which were higher than 2019. ii. In July 2023 and May and Aug 2024 workshops, faculty shared examples of how they integrated Crow perspectives and knowledge in classes they taught those years and goals for the following years.	i. Faculty report an increase in the % of class time they feel they integrated Apsáalooke perspectives and knowledge. ii. Faculty share ideas on how to integrate Apsáalooke perspectives more in their classes.	●	2023-24 integrating Apsáalooke perspectives report 2022-23 integrating Crow perspectives and knowledge report	Dean of academics and faculty council

Next steps to increase integration of Apsáalooke perspectives: See the 2023-24 report (p. 3) listing ways faculty intend on integrating Apsáalooke perspectives and knowledge this coming year. Also, several cultural learning opportunities and outings were offered in summer 2024 (e.g., outings to Cody, Pryor). In addition, individual faculty have their own professional networks with faculty from other tribal college and share ideas.

Objective 1b. Active teaching, learning, and assessment strategies

Description: Instructors use active teaching, learning, and assessment strategies in all classes.

Evidence if successful: The percent of time that faculty report using active teaching, learning, and assessment strategies increases each year and faculty share ideas about how to use more active teaching, learning, and assessment strategies in their classes.

Data

Baseline (2019)	Most recent	Goal for 2024	Status to date	Source of data / evidence	Person responsible for reporting
In 2019, overall faculty reported using active teaching, learning, and assessment strategies to a lesser degree.	i. Faculty reported an average of 54% in 2023-24 and 37% in 2022-23 of class time they used active teaching, learning, and assessment strategies, both of which were higher than 2019. ii. In July 2023 and May and August 2024 workshops, faculty shared examples of how they used active teaching, learning, and assessment strategies in classes they taught those years and goals for the following years.	i. Faculty report an increase in the % of class time they feel they used active teaching, learning, and assessment strategies. ii. Faculty share ideas about how to use more active teaching, learning, and assessment strategies in their classes.	🟢	2023-24 integrating active learning, teaching, and assessment strategies report 2022-23 active teaching, learning, and assessment strategies report	Dean of academics and faculty council

Next steps faculty will take to increase active TLA strategies in all classes: See the 2023-24 integrating active learning, teaching, and assessment strategies report (p. 2) listing ways faculty intend on integrating more active teaching, learning, and assessment strategies in 2024-25. Faculty will seek out trainings for active learning, teaching, and assessment strategies and request funding.

Objective 1c. Crow culture and language activities

Description: LBHC offers continuing education and Crow cultural enrichment and language activities to students, faculty, staff, and the wider community.

Evidence if successful: Faculty and staff reflect on the list of activities offered each year and discuss how to improve for the following year.

Data

Baseline (2018-19)	Most recent	Goals for 2023-24	Status to date	Source of data / evidence	Person responsible for reporting
In 2018-19, employees reported offering a significant amount of activities. During and just after the pandemic, activities disappeared or declined dramatically.	In 2023-24, LBHC offered about the same activities than it did in 2018-19 (pre-pandemic) and a little more than it did in 2022-23. Faculty and staff reflected on the list of activities offered in 2023-24 and discussed how to improve for the following year at retreats and orientations. In 2022-23, LBHC offered the same level of activities as it did in 2018-19 (pre-pandemic) and in July 2023 faculty discussed how to improve for the following year.	Increase student-family activities (yes, a little). Improve advertising: Still want to create a calendar and list of events (LBHC has a billboard and a newsletter; maybe have more social media and website advertising). LBHC is also looking to hire a PR position. Promote traditional games more in 2023-24 (yes, a little) Faculty and staff reflect on the list of activities offered in 2023-24 and discuss how to improve for the following year (yes, somewhat at retreats and orientations).	⚠️	List of culture and language activities offered in 2022-23 and 2023-24.	Dean of students services, dean of academics

Next steps to improve: Communicate and work as a team more to increase the quality, quantity, and communication of the activities.

Objective 1d. Digitizing archival collections

Description: LBHC digitizes and publishes online Crow archival audio-visual collections (with the understanding there are proprietary and cultural intellectual property rights).

Evidence if successful: (1) Digitize at least 300 video and audio recordings per year and (2) Receive frequent email requests from LBHC, other college instructors, and the Crow school to use the Mukurtu archival collection.

Data

Baseline (2019)	Most recent	Goal for 2024	Status to date	Source of data / evidence	Person responsible for reporting
In 2019, LBHC had digitized at least 300 video and audio recordings (but they were not online yet). Received few email requests.	*2024*: i. There are at least 1,000 audio and video recordings online now, including 23 full collections. Digitized far more than 300 recordings this year. ii. Usage has increased on the Mukurtu archival collection. iii. Added more collections (e.g., arrow throwing tournaments, college symposiums, cultural enrichment videos). iv. Added 10 virtual displays to cultural codex (e.g., introductory explanatory videos to tease people to look at the full collection). *2023:* i. Digitized at least 300 video and audio recordings per year. ii. The website opened formally in October 2022, so requests started increasing at that time.	i. Digitize at least 300 video and audio recordings per year. ii. Expect more requests and hope shortly to be able to count the number of website hits so we can track it in the future. iii. Add more collections (e.g., arrow throwing tournaments). iv. Add virtual displays to cultural codex (introductory explanatory videos to tease people to look at the full collection).	● LBHC successfully accomplished all the items in the goal column.	Mukurtu archival collection Cultural Codex	Jon, Jane Holds the Enemy, and Tim B

Next steps to improve: Through the continued work of the audiovisual technician, under the supervision of the archivist, LBHC plans to continue to reach the benchmark of 300 digitized items every year for the foreseeable future.

Goal 2. Student success: Learning outcomes assessment

Objective 2a. General education learning outcomes (GELO) assessment

Description: Students develop the foundational skills integral to their professional, academic, and personal lives.

Evidence if successful: Faculty consult and adjust teaching and learning practices based on GELO assessment.

Data

Baseline	Most recent	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
NA	In 2023-24, 10 GELO assessment reports were submitted by 10 faculty (see GELO webpage). Each GELO had at least one formal assessment completed. In May 2024, faculty consulted about how to improve teaching and learning and reported on which next steps from last year they followed through with and how it went. See the summary of 2022-23 and 2023-24 faculty reflections on GELO assessment. In 2022-23, 15 GELO assessment reports were submitted by 12 faculty (see GELO webpage). Faculty reflected on their findings (students' strengths and struggles), how to improve the GELO process, actions to improve student learning, and actionable next steps.	Implement regular GELO assessment. (completed) Faculty will update gen ed learning requirements and outcomes in 2023-24. (completed) Faculty consult and adjust teaching and learning practices based on GELO assessment. (somewhat) Work towards institutionalizing the GELO process. (a little)	⚠️	GELO webpage Summary of 2022-23 and 2023-24 faculty reflections on GELO assessment	Dean of academics

Next steps: LBHC needs to institutionalize the GELO process. A group of faculty will be trained to spearhead the GELO and PLO processes. Faculty would like to have a comprehensive strategic plan involving all stakeholders (including faculty, students, and community members) that aligns to the GELO level.

Objective 2b. Program learning outcomes (PLO) assessment

Description: Students develop the skills required to perform duties to entry level standards in their profession or those required to transfer to a four-year college.

Evidence if successful: Faculty consult and adjust teaching and learning practices based on PLO assessment.

Data

Baseline	Most recent	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
NA	In 2023-24, 14 curriculum maps and plans were updated or created for degrees or certificates; 9 degrees (or degree options) or certificates formally assessed a PLO; and all 6 faculty who completed a PLO report in 2022-23, reflected on the results of next steps (closing the loop) and submitted updated reports (see PLO webpage). In May 2024, faculty consulted about how to improve teaching and learning and reported on which next steps from last year they followed through with and how it went. See the summary of 2022-23 and 2023-24 faculty reflections on PLO assessment. In 2022-23, 6 degrees (or degree options) updated their PLOs, created curriculum maps and plans, and completed a formal assessment for one PLO (see PLO webpage). Faculty reflected on their findings, actions to improve student learning, and actionable next steps (see summary report).	Implement regular PLO assessment. (complete) Faculty consult and adjust teaching and learning practices based on PLO assessment. (somewhat) Work towards institutionalizing the PLO process. (somewhat)	⚠️	PLO webpage Summary of 2022-23 and 2023-24 faculty reflections on PLO assessment	Dean of academics

Next steps: LBHC needs to institutionalize the PLO process. A group of faculty will be trained to spearhead the GELO and PLO processes.

Goal 2. Student success: Course success

Objective 2c. Developmental course completion rates

Description: Students enrolled in developmental courses complete them successfully, so they can move on to college-level courses.

Evidence if successful: The percent of developmental course enrollments in math (MA 061, 065, 096), reading (CA 050), writing (CA 095), and academic literacy (CA 085, replaced writing and reading in 2023-24) in an academic year completed with a C grade or higher or S or P grades increases each year.

Data

Baseline (2016-17)	Most recent (2022-23)	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
Year: CCR% (enrollment) 2016-17: 41% (250) - baseline 2017-18: 45% (211) 2018-19: 33% (196) 2019-20: 26% (193) 2020-21: 35% (227) 2021-22: 37% (215) 2022-23: 47% (220)	47% (220 enrollment) Equity gaps: Developmental course completion rates for math are between 0 and 22% lower than those for communication arts.	Increases from the baseline year.	🟢	Developmental communication arts and math courses completion report (on LBHC's student success data webpage)	Frank, Joey, Kimmy

Next steps to generate and use student success data: LBHC needs to institutionalize generating and using student success data and reports to make institutional decisions. LBHC will form a student success data committee (including administrators, staff, students, and faculty) to be responsible for ensuring student success data are used, conversations occur, and next steps are taken to improve student success. All decision-making bodies (including the Board of Trustees) need to review student success data to make institutional decisions.

Objective 2d. Selected general education course completion rates

Description: Students enrolled in general education courses complete them successfully, so they can move on to higher level coursework.

Evidence if successful: The percent of general education course enrollments (CA 101, 201, 211; MA 121; CS 131) in an academic year completed with a C grade or higher or S or P grades increases each year.

Data

Baseline (2016-17)	Most recent (2022-23)	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
Year: CCR% (enrollment) 2016-17: 45% (193) – baseline 2017-18: 51% (242) 2018-19: 50% (240) 2019-20: 50% (236) 2020-21: 34% (311) 2021-22: 35% (244) 2022-23: 41% (250) – most recent	41% (250 enrollment) Over the past 11 years, the average course success rates separately for communication arts, Crow studies, and math fluctuated from 28% to 67% and all are within the range of the others. For the last 6 years, in terms of all courses overall, program course success rates ranged from 25% to 79% (course success rates by discipline). Equity gaps: For the last 6 years, in terms of all courses overall, male students, younger students, and students with dependents had lower course success rates (course success rates by demographics by year).	Increases from the baseline year. Work towards institutionalizing the student success data process (see next steps below).	⚠️	Selected general education course completion report (on LBHC's student success data webpage) Also, see course success rates by discipline and course success rates by demographics by year.	Frank, Joey, Kimmy

Next steps to generate and use student success data: LBHC needs to institutionalize generating and using student success data and reports to make institutional decisions. LBHC will form a student success data committee (including administrators, staff, students, and faculty) to be responsible for ensuring student success data are used, conversations occur, and next steps are taken to improve student success. All decision-making bodies (including the Board of Trustees) need to review student success data to make institutional decisions.

Goal 2. Student success: Progression

Objective 2e. Fall-to-spring retention rates (persistence)

Description: New students beginning in the fall semester, continue at LBHC in the following spring semester.

Evidence if successful: The percent of new students[1] enrolled in the fall semester who re-enroll the following spring semester increases each year.

Data

Baseline (2016-17)	Most recent (2022-23)	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
Year: Fall-to-spring retention rate (# new students in fall) 2016-17: 47% (87) - baseline 2017-18: 38% (79) 2018-19: 47% (79) 2019-20: 74% (42) 2020-21: 30% (91) 2021-22: 55% (69) 2022-23: 60% (72)	60% (72 new students in fall) Equity gaps: Older students and part-time students have lower fall-to-spring retention rates.	Increases from the baseline year. Work towards institutionalizing the student success data process (see next steps below).	⚠️	Fall-to-spring and fall-to-fall retention rates report (on LBHC's student success data webpage)	Frank, Joey, Kimmy

Next steps to generate and use student success data: LBHC needs to institutionalize generating and using student success data and reports to make institutional decisions. LBHC will form a student success data committee (including administrators, staff, students, and faculty) to be responsible for ensuring student success data are used, conversations occur, and next steps are taken to improve student success. All decision-making bodies (including the Board of Trustees) need to review student success data to make institutional decisions.

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[1] # of new students enrolled in the fall semester = All first time entering students in fall semester (who have less than 6 credits from LBHC). Includes all students who attempted credits (i.e., earned an A, B, C, P, S, D, I, F, W, NP, or U grade). Excludes all transfer students.

Objective 2f. Fall-to-fall retention rates

Description: (1) New students beginning in the fall semester continue at LBHC the following fall semester. (2) New LBHC students beginning in the fall semester continue at LBHC the following fall semester as often or more often than students at its peer colleges.

Evidence if successful: (1) The percent of new students enrolled in the fall semester who returned the following fall semester or earned a certificate by the end of summer semester increases each year. (2) The percent of first-time full-time students who enter in fall semester who return the following fall semester to LBHC and its 6 peer colleges (Blackfeet Community College, Fort Peck Community College, Stone Child College, Bay Mills Community College, College of the Muscogee Nation, and Lac Courte Oreilles Ojibwe College).

Data

Baseline (2016-17)	Most recent	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
(1) New students beginning in fall semester continue at LBHC the following fall. Academic year: Fall-to-fall retention rate (# new students in fall) 2016-17: 28% (87) - baseline 2017-18: 25% (79) 2018-19: 33% (79) 2019-20: 45% (42) 2020-21: 25% (91) 2021-22: 48% (69) 2022-23: 46% (72)	*2022-23:* 46% (72 new students in fall) Equity gaps: Older students and part-time students have lower fall-to-fall retention rates.	Increases from the baseline year. Work towards institutionalizing the student success data process (see next steps below).	⚠️ Note: This is a combined score for (1) and (2)	Fall-to-spring and fall-to-fall retention rates report (on LBHC's student success data webpage)	Frank, Joey, Kimmy
(2) New LBHC students beginning in the fall semester continue at LBHC the following fall semester as often or more often than students at its peer colleges. Fall-to-fall retention rate (Note: The number in parentheses is the number of first-time full-time students in the adjusted fall cohort.)	*2020-21:* LBHC: 50% (36) Avg/total 6 peers: 36% (173) For the past 5 years, LBHC has been within the range of its peer tribal colleges with a lot of year-to-year fluctuation.	LBHC is within or higher than the range of its peer tribal colleges		LBHC and its 6 peer colleges report (on LBHC's student success data webpage)	Frank, Joey, Kimmy

	2016-17	2017-18	2018-19	2019-20	2020-21
LBHC	37% (54)	67% (57)	34% (70)	24% (63)	50% (36)
Avg/total 6 peers	62% (288)	66% (178)	55% (193)	59% (209)	36% (173)

Next steps to generate and use student success data: LBHC needs to institutionalize generating and using student success data and reports to make institutional decisions. LBHC will form a student success data committee (including administrators, staff, students, and faculty) to be responsible for ensuring student success data are used, conversations occur, and next steps are taken to improve student success. All decision-making bodies (including the Board of Trustees) need to review student success data to make institutional decisions.

Objective 2g. Completion: Graduation rate (3-year)

Description: (1) LBHC students seeking an associate degree successfully graduate within 3 years. (2) LBHC students seeking an associate degree successfully graduate within 3 years as often or more often than students at its peer colleges.

Evidence if successful: (1) The percent of new students who enter in fall semester who complete a degree within 3 years (150% of the time (2) The percent of first-time full-time students who enter in fall semester who complete a degree within 3 years (150% of the time) at LBHC and its 6 peer colleges (Blackfeet Community College, Fort Peck Community College, Stone Child College, Bay Mills Community College, College of the Muscogee Nation, and Lac Courte Oreilles Ojibwe College).

Data

Baseline (2016-17)	Most recent	Goal for 2024	Status	Source of data / evidence	Person responsible for reporting
(1) LBHC students seeking an associate degree successfully graduate within 3 years. Year: 3-year graduation rate (# new students in fall) 2014-15: 4% (52) – baseline year's data 2015-16: 7% (92) 2016-17: 10% (87) 2017-18: 10% (79) 2018-19: 10% (79) 2019-20: 24% (42) 2020-21: 7% (91) – most recent year's data (covid)	2020-21: 7% (91, covid) Equity gaps: Males, older students, and part-time students have lower graduation rates.	Increases from the baseline year. Work towards institutionalizing the student success data process (see next steps below).	⚠️ Note: This is a combined score for (1) and (2)	<u>Graduation rates and numbers</u> (on <u>LBHC's student success data webpage</u>)	Frank, Joey, Kimmy
(2) LBHC students seeking an associate degree successfully graduate within 3 years as often or more often than students at its peer colleges. 3-year graduation rate (Note: The number in parentheses is the number of first-time full-time students in the adjusted fall cohort.)	*2020-21:* LBHC: 25% (36) Peers: 23% (173) For the past 5 years, LBHC has been within the range of its peer tribal colleges with a lot of year-to-year fluctuation.	LBHC is within or higher than the range of its peer tribal colleges.		<u>LBHC and its 6 peer colleges report</u> (on <u>LBHC's student success data webpage</u>)	Frank, Joey, Kimmy

	2016-17 (baseline)	2017-18	2018-19	2019-20	2020-21 (most recent)
LBHC	22% (54)	2% (57)	10% (70)	13% (63)	25% (36)
Avg/total 6 peers	19% (288)	9% (178)	11% (193)	20% (209)	23% (173)

Next steps to generate and use student success data: LBHC needs to institutionalize generating and using student success data and reports to make institutional decisions. LBHC will form a student success data committee (including administrators, staff, students, and faculty) to be responsible for ensuring student success data are used, conversations occur, and next steps are taken to improve student success. All decision-making bodies (including the Board of Trustees) need to review student success data to make institutional decisions.

Objective 2h. Completion: Vocational graduate success

Description: Graduates with vocational certificates or degrees are successful and can pass vocational licensure tests, continue school, or work in the field.

Evidence if successful: The percent of graduates who successfully pass vocational licensure tests, continue school, or work in the fields. These are the programs with licensure requirements: building trades (journeyman license), elementary education school option (class 7 for paraprofessionals license), human services (addiction studies option, licensed addictions counselor), and highway construction (class "A" commercial driver's license).

Note: Each graduate is counted only once, based on their highest level of attainment: working in the field is the highest, then continuing school, earned licensure, and, finally, did not earn licensure, school, or work in the field. Also, graduates who have passed away or for whom there is no information are excluded. Because the number of graduates is so small, 7 years of data are calculated.

Data

The number and percent of graduates who successfully passed vocational licensure tests, continued school, or worked in the field from 2017-23											Status	Source of data / evidence	People responsible for reporting
	Building trades		Elementary education		Highway construction		Human services (addiction studies)		Overall				
	%	#	%	#	%	#	%	#	%	#			
No licensure, school, work	0%	0	21%	5	35%	6	50%	8	31%	19		2017-23 vocational success rates (on student success data webpage)	Berthina, Sharon, Eric
Yes licensure	0%	0	0%	0	18%	3	6%	1	6%	4			
Is continuing school	0%	0	33%	8	24%	4	19%	3	24%	15			
Is working in the field	100%	5	46%	11	24%	4	25%	4	39%	24			
Total	100%	5	100%	24	100%	17	100%	16	100%	62			

Status: Over the past 7 years, 69% of graduates successfully passed their vocational licensure tests (6%), continued school (24%), or worked in the field (39%).

Goal for 2024: The percent of graduates who successfully pass vocational licensure tests, continue school, or work in the field is at or above 50% for the last 7 years.

Next steps: This objective will be rewritten as it is not as meaningful as it was hoped. Faculty will design a more comprehensive way to document the progress of their graduates. For example, in the highway construction program a more meaningful way to track success is by looking at the percent of students who earned certificates or licensure in their field by the time they graduated. It is also hoped that LBHC will track alumni more formally.