# LBHC Scorecard - Detailed (07.02.2024)

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 Crow perspectives and knowledge.

*Evidence if successful*: The amount of time that faculty report integrating Crow perspectives and knowledge increases each year.

*Data*

| Baseline (2019) | Most recent | Goal for 2024 | Status to date | Source of data / evidence | Person responsible for reporting |
|---|---|---|---|---|---|
| In 2019, overall, faculty reported that courses integrated Crow perspectives to a lesser degree. | In 2022-23, faculty reported an average of 43% of class time they felt they integrated Crow perspectives<br><br>In 2023-24, faculty reported an average of 45% of class time they felt they integrated Crow perspectives.<br><br>In July 2023 and July 2024 meetings, faculty shared examples of how they integrated Crow perspectives and knowledge in classes they taught those years and goals for the following years. | Implement the goals outlined in the July 23 1a report. - | ● | July 2023 1a report<br><br>2024 program review summary report | Dean of academics (Tim) and faculty council |

## 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.

*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. | In 2022-23, faculty reported an average of 37% of class time they felt they used active teaching, learning, and assessment strategies. In 2023-24, faculty reported an average of 40% of class time they felt they used active teaching, learning, and assessment strategies. In July 2023 and May 2024 meetings, 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. | Faculty report an average of 40% of class time they felt they used active teaching, learning, and assessment strategies. Implement the goals outlined in the July 2023 1b report. | ● | July 2023 1b report 2024 program review summary report | Dean of academics (Tim) and faculty council |

**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. | See the list of activities offered in 2022-23 and 2023-24. | Increase student-family activities (student activities). Improve advertising. Crate a calendar and list of events (maybe on the website). Promote traditional games (student activities coordinator) | 🟢 In 2023-24, LBHC offered the same level of activities as it did in 2018-19 (pre-pandemic)…and more than 2022-23. In 2022-23, LBHC offered the same level of activities as it did in 2018-19 (pre-pandemic). LBHC has been successful in this area | List of culture and language activities offered in 2022-23 and 2023-24. | Dean of students services, dean of academics, faculty council |

## 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 fewer email requests. | *2024*: There are at least 1,000 audio and video recordings online now, including 23 full collections. Digitized far more than 300 recordings this year. Usage has increased on the Mukurtu archival collection. Added more collections (e.g., arrow throwing tournaments, college symposiums, cultural enrichment videos). Added 10 virtual displays to cultural codex (e.g., introductory explanatory videos to tease people to look at the full collection). <br><br> *2023:* Digitized at least 300 video and audio recordings per year. The website opened formally in October 2022, so requests started increasing at that time. | LBHC will digitize at least 300 video and audio recordings per year. <br><br> Expect more requests and hope shortly to be able to count the number of website hits so we can track it in the future. <br><br> Will add more collections (e.g., arrow throwing tournaments). <br><br> Add virtual displays to cultural codex (introductory explanatory videos to tease people to look at the full collection). | 🟢 <br><br> LBHC has successfully accomplished all the items in the goal column. | Mukurtu archival collection <br><br> Cultural Codex | Jon, Jane, and Tim B |

# Goal 2. Student success: Learning outcomes assessment

## 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. <br><br>In 2022-23, 15 GELO assessment reports were submitted by 12 faculty (see GELO webpage). <br><br>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) <br><br>Faculty will update gen ed learning requirements and outcomes in 2023-24. (completed) <br><br>Faculty consult and adjust teaching and learning practices based on GELO assessment. | 🟢 | GELO webpage <br><br>Summary of 2022-23 and 2023-24 faculty reflections on GELO assessment | Dean of academics |

## 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). | Implement regular PLO assessment. (complete)<br><br>Faculty consult and adjust teaching and learning practices based on PLO assessment. | ● | PLO webpage<br><br>Summary of 2022-23 and 2023-24 faculty reflections on PLO assessment | Dean of academics |
| | 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). | | | | |

# Goal 2. Student success: Course success

## 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)<br><br>2016-17: 41% (250) - baseline<br><br>2017-18: 45% (211)<br><br>2018-19: 33% (196)<br><br>2019-20: 26% (193)<br><br>2020-21: 35% (227)<br><br>2021-22: 37% (215)<br><br>2022-23: 47% (220) | 47% (220 enrollment)<br><br>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 |

## 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)*<br>2016-17: 45% (193) – baseline<br>2017-18: 51% (242)<br>2018-19: 50% (240)<br>2019-20: 50% (236)<br>2020-21: 34% (311)<br>2021-22: 35% (244)<br>2022-23: 41% (250) – most recent | 41% (250 enrollment)<br><br>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.<br><br>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).<br><br>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. | ⚠️ | Selected general education course completion report (on LBHC's student success data webpage)<br><br>Also, see course success rates by discipline and course success rates by demographics by year. | Frank, Joey, Kimmy |

# Goal 2. Student success: Progression

## 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) <br><br> 2016-17: 47% (87) - baseline <br><br> 2017-18: 38% (79) <br><br> 2018-19: 47% (79) <br><br> 2019-20: 74% (42) <br><br> 2020-21: 30% (91) <br><br> 2021-22: 55% (69) <br><br> 2022-23: 60% (72) | 60% (72 new students in fall) <br><br> Equity gaps: Older students and part-time students have lower fall-to-spring retention rates. | Increases from the baseline year | ⚠️ | Fall-to-spring and fall-to-fall retention rates report (on LBHC's student success data webpage) | Frank, Joey, Kimmy |

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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.

## 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 the fall semester continue at LBHC the following fall semester.<br>Academic year: Fall-to-fall  retention rate (# new students in fall)<br>2016-17: 28% (87) - baseline<br>2017-18: 25% (79)<br>2018-19: 33% (79)<br>2019-20: 45% (42)<br>2020-21: 25% (91)<br>2021-22: 48% (69)<br>2022-23: 46% (72) | *2022-23:*<br>46% (72 new students in fall)<br>Equity gaps: Older students and part-time students have lower fall-to-fall retention rates. | Increases from the baseline year | ⚠️<br>Note: This is a combined score for (1) and (2) | <u>Fall-to-spring and fall-to-fall retention rates report</u> (on <u>LBHC's student success data webpage</u>) | 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.<br>Fall-to-fall retention rate (Note: The number in parentheses is the number of first-time full-time students in the adjusted fall cohort.)<br><br>  \| 2016-17 \| 2017-18 \| 2018-19 \| 2019-20 \| 2020-21<br>LBHC \| 37% (54) \| 67% (57) \| 34% (70) \| 24% (63) \| 50% (36)<br>Avg/total 6 peers \| 62% (288) \| 66% (178) \| 55% (193) \| 59% (209) \| 36% (173) | *2020-21:*<br>LBHC: 50% (36)<br>Avg/total 6 peers: 36% (173)<br>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 |

## 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.<br><br>Year: 3-year graduation rate (# new students in fall)<br>2014-15: 4% (52) – baseline year's data<br>2015-16: 7% (92)<br>2016-17: 10% (87)<br>2017-18: 10% (79)<br>2018-19: 10% (79)<br>2019-20: 24% (42)<br>2020-21: 7% (91) – most recent year's data (covid) | 2020-21: 7% (91, covid)<br><br>Equity gaps: Males, older students, and part-time students have lower graduation rates. | Increases from the baseline year | ⚠️<br><br>Note: This is a combined score for (1) and (2) | Graduation rates and numbers (on LBHC's student success data webpage) | 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.<br><br>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:*<br>LBHC: 25% (36)<br>Peers: 23% (173)<br>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 (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) |

## 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 | | ● Over the past 7 years, 69% of graduates successfully passed their vocational licensure tests (6%), continued school (24%), or worked in the field (39%). | 2017-23 vocational success rates (on student success data webpage) | Berthina, Sharon, Eric |
| | % | # | % | # | % | # | % | # | % | # | | | |
| No licensure, school, work | 0% | 0 | 21% | 5 | 35% | 6 | 50% | 8 | 31% | 19 | | | |
| 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 | | | |

*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.

Note: 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.