

**Assurance Argument**  
**Oglala Lakota College - SD**

8/30/2017

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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*A more thorough description of the planning and budgeting process is found in the response to Criterion 5.c.1. 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*

Oglala Lakota College is an evolving institution. The Pine Ridge Indian Reservation and the Cheyenne River Reservation are sovereign dependent nations. This concept is rarely taught in US schools and if it is, is rarely fully understood. The political concept of sovereign dependent nations has roots going back as far as the Roman Empire. The US Constitution recognizes the sovereign nature of Tribes and as such recognizes that Tribes have a right and responsibility to grow, expand and thrive in ways that are appropriate for their people.

A result of colonial activity in the United States was the creation of reservations. The US Government purposefully removed Native people from their land to areas that were deemed less desirable. Those who did not move onto the reservations were hunted and exterminated or forcibly relocated. In creating treaties with the tribes to establish the reservations, the US Government recognized the sovereign nature of tribal people as well as recognized that relationship in Section 8 of the US Constitution. The 1868 Fort Laramie Treaty established the responsibility of the US Government to fund education on the Pine Ridge and other reservations. [1868 treaty \(Page 4\)](#)

Oglala Lakota College is a direct result of the Lakota people of both the Pine Ridge and Cheyenne River reservations acting in a sovereign manner. In 1969, a decade after the US Government attempted to terminate Native rights, the Oglala Sioux Tribal Council began a process that would ultimately create a charter to establish the college in 1971. That initial charter language called for the creation of a program that would not only start a Tribal College, but would also regulate other institutions which might want to offer degrees on the reservations. The charter statement was a statement declaring sovereign control over the education of the people.

**"to establish and operate institutions granting post-secondary degrees and certificates, especially that of the Associate of Arts, and /or enter into agreements with public or private**

**agencies to offer higher education on the reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Reservation . . ." [Mission Statements \(Page 1\)](#)**

As the college evolved so to did its mission. By 1978 the language to describe the mission of the institution had evolved to use the term "purpose". That purpose and mission were described in a self-study produced for North Central accreditation. [Mission Statements \(Page 3\)](#). By 1986 the Board, in a culturally appropriate manner, brought together local boards, community members, faculty, staff and students to reflect on the past decade and to re-evaluate the mission statement. The new mission was approved by the Oglala Sioux Tribe in August of 1987.

By 1997 another decade had passed and the Board again requested a review of the mission statement of the College. This 1997 version stressed the importance of cultural preservation and concepts of Tribal self-determination. [Winter Count \(Page 11\)](#).

This regular review of the mission of the College was held again in 2012 with the adoption of the current vision and mission statements posted on the OLC web site. [Board Mission Approval Minutes, OLC 2016-17 Catalog \(Page 6\)](#) This long-standing process of bringing the people together to dialogue, discuss, argue and explore the possibilities of our College is a tradition at OLC and is deeply connected to the cultural values of the community which we serve.

*2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

As an open admission institution, Oglala Lakota College faces significant challenges regarding retention, persistence and completion of students. Any person with a high school diploma or GED may enter OLC and work toward a degree. Each year the President asks the Assessment Office to determine completion rates and to do some comparisons with other institutions. As evidence of this is an internal document that shows that, using the 2010 cohort as a base, OLC brought in 261 entering freshmen with a 10% completion rate after 6 years. This number is compared to the University of South Dakota (USD) which enrolled 37 Native American entering freshmen, of which 24 Native American entering freshmen were Pell eligible. The USD Pell eligible students who were economically similar to OLC students have a 12% graduation rate. The incoming freshmen requirement at USD includes a minimum ACT score of 22, a GPA and class ranking requirement and letters of support. OLC does not require any of these things and yet it appears that OLC is attaining a completion rate similar (2% point difference) to the South Dakota flagship university. [Comparison between USD](#)

Each year the College publishes a catalogue of course offerings which is widely distributed across the reservations and Rapid City. In the opening remarks, President Shortbull states:

**From its inception in 1971, our college's mission has been to provide educational credentials to our students so they could compete for employment opportunities on the Pine Ridge Indian Reservation. As a result of having a college on the reservation, Lakota people are now employed in teaching, nursing, human services, business, computer, and vocational educational positions on the Pine Ridge Reservation. [OLC 2016-17 Catalog \(Page 7\)](#)**

This ties to the mission of the college. It can be seen in the alignment between degree program offerings and the economic, health, social and educational needs of the community. Evidence of this may be found in the 2015 Occupational Survey. This survey was conducted by an external consulting group to determine the educational needs of the Reservation. The study found that there was alignment between college offerings and community needs. This may be found under the section

heading: alignment of college programs. [oc sur rep 3.16 \(1\) \(Page 17\)](#)

When considering the mission of the College, the way we will build our community is to make education accessible to as many people as we can. The South Dakota Board of Regents reports 590 Native students across the entire six school Board of Regents system. This is a drop from 656 in 2000. OLC's current enrollment of over 1,300 students represents twice the number of Native students in the Board of Regents system. [FY17Factbook \(Page 15\)](#)

OLC's work is critically important and by opening the doors to admitting all potential students we are building our communities where traditional higher education systems have failed. OLC has learned that all students come to our doors ready to be college students. They may not be academically ready, may not fully understand the requirements of being a college student, but they are admitted to our system with open arms, to begin their unique journey in learning. We take in these students, help them where they are through our Foundational Studies program, get them to advance into degree programs and over time help them improve their lives. (<http://www.olc.edu/departments/foundational.htm>) A thorough reporting on the incoming students is reported in the Annual Report to OLC Constituents (AROLCC) and is evidence that OLC is attending to the specific admission needs of students. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 11\)](#)

The College maintains a decentralized system of delivery. Critical to that process is placement of staffing in centers to assure that students receive both individual and academic support. Personnel includes academic counselors, tutors, transportation and administrative staff. [Center Staffing and Enrollment](#) data shows the number of positions in each center and their respective enrollments. Given the needs of our students, the student to support staff ratio is low to assure that every student has a relationship with at least one of the staff people at the college center.

The enrollment profile of OLC is aligned with the mission of the institution. OLC seeks to rebuild the Lakota Nation through education. The enrollment reflects the community nature of that Mission. The student body is comprised of 95% Native people with a diversity (63% Oglala and 18% Cheyenne River) that reflects the tribes served by OLC and the families which have intermarried with other tribes. The College does not discriminate and encourages non-Indians to come to OLC, which is reflected in a 5% non-Indian population. [Fast Facts January 2016 \(Page 3\)](#)

*3 The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)*

OLC's planning for budgeting and mission support mirrors the collaborative nature of the governance structure. The President and Vice President for Business create the budget for submission to the Board which reflects the needs and input from the Center Directors, academic departments and other supporting systems. All activity is aligned with the mission of the College.

The core of the process is the Institutional Effectiveness Process. [olc\\_iep\\_model](#). This model creates a distributed reporting process which allows Center Directors, academic department chairs and the rest of the administration to identify needed areas of work, determine new growth areas and align strategically with Board of Trustee priorities to create information for the budgeting process.

Each year the President and Vice President for Business create a core budget and then work with the Vice President for Instruction and Center Directors to assure that the budget is aligned with the mission and purposes of the institution. Budget modifications occur twice per year in the event items are overlooked or unexpected expenses occur. All budgeting is focused on the mission of the institution.

A more thorough description of the planning and budgeting process is found in the response to Criterion 5.c.1.

## Sources

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- 1868 treaty
- 1868 treaty (page number 4)
- Board Mission Approval Minutes
- Center Staffing and Enrollment
- Comparison between USD
- Fast Facts January 2016
- Fast Facts January 2016 (page number 3)
- FY17Factbook
- FY17Factbook (page number 15)
- Mission Statements
- Mission Statements (page number 1)
- Mission Statements (page number 3)
- Mission Statements (page number 7)
- oc sur rep 3.16 (1)
- oc sur rep 3.16 (1) (page number 17)
- OLC 2016-17 Catalog
- OLC 2016-17 Catalog (page number 6)
- OLC VIsion and Mission Statement
- olc\_iep\_model
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 11)
- Winter Count
- Winter Count (page number 11)
- Winter Count (page number 20)

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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*1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

The mission of OLC is clearly articulated and communicated through numerous areas of media outlets so to be accessed by the students, staff, general public and contributors to the College. Activities and events that are highlighted in the following documents are guided by the vision, mission and purposes of the institution. The documents provide information and support collaborative ventures with internal and external stakeholders in the OLC served community as stated in Goal VII of the Strategic Plan. The newsletter and the condensed annual report of the institution are mailed to a broad audience consisting of but not limited to the – Oglala Sioux Tribal Council, OLC Board of Trustees, government agencies, foundations, corporations, businesses, community members, and to individual contributors and family foundations. [strategic plan \(Page 6\)](#), [OLC 2016 annual report](#),

All potential students receive a student handbook that identifies the mission of the institution. This handbook is posted to the OLC web site. ([student handbook](#)) Additionally, students receive a college catalog that is published each year that provides information about the College's mission. [OLC 2016-17 Catalog \(Page 6\)](#)

The publications; catalogs, handbooks, weekly bulletins, etc, are distributed to the College Centers on the Pine Ridge Reservation, the Cheyenne River Reservation and the He Sapa center in Rapid City, South Dakota. The weekly bulletin is emailed to all students and staff, posted on the website and broadcasted on KILI Radio. KILI Radio is the tribal radio station that has a footprint which reaches the entire Pine Ridge Reservation and has a translator station in Rapid City.(KILI is found on 90.1 f.m., 88.7 f.m. covering at least a 200 mile radius or can be accessed at [kiloradio.org](http://kiloradio.org)) KILI and KOLC TV provide cultural and other educational information to the communities. KOLC TV makes available,either prerecorded or streaming live, major events at the college, tribal council meetings and other events across the reservation that would be of interest to the college constituents and the general public. KOLC TV is the public access channel for the reservation.

[WklyBulletin 3 6 2017](#)

[WklyBulletin 4 3 2017](#)

[PressRelease\\_Graduation\\_2016](#)

[PressRelease\\_AIHEC\\_2017](#)

[KOLC TV weekly schedule](#)

*2 The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

As was discussed in core component 1A.1. the College Board has evolved the mission of the institution periodically to assure currency and to reflect the ever changing needs of its constituency. The mission then guides all aspects of the work at the College.

Evidence of this reflection may be found in the college catalog which provides students with a description of the mission and then the policies, procedures, degree program descriptions and course status sheets that emanate from that mission. [OLC 2016-17 Catalog](#) Additionally, student handbooks provide students a direct linkage to the purposes of the institution. [student\\_handbook](#)

It is important to note that a clear expectation of the Board is student understanding of Lakota Culture and Language. There is a tendency for Native people to be placed into a single ethnicity in the United States. This tendency ignores the reality of the unique nature of the hundreds of tribes and cultures which make the North American continent one of the more culturally diverse regions in the world. Because of this, and the impact of K-12 systems heavily influenced by governmentally developed standards, students often come to OLC without having studied their own tribal culture and language. Every graduate of Oglala Lakota College must take a core set of courses in Lakota Language and Culture. ([OLC 2016-17 Catalog \(Page 41\)](#)) This has an impact on student completion rates as degree programs are often longer than standard programs because of additional hours needed to assure students have studied their own culture.

OLC has taken their core mission beyond the scope of delivering courses. It provides community activities which teach and extend the understanding of traditional land use, arts, crafts and cultural values. Evidence of this are events, such as the Wazipaha/Fall Festival and the summer artist series held in OLC's Historical Center are seen as public relations events as well as service to the communities.

[OLC Wazi Paha 2015](#)

[OLC Wazi Paha 2016](#)

Evidence of activities in the College Center regarding reaching out to the community in order to inform and expand community understanding of the mission can be found in the activities reporting that is part of the work of the Center Staff. An example of this evidence is the Pahin Sinte College Center activity report on an encouragement ceremony. Activities that bring the community together to understand more deeply the cultural processes of the Lakota people. [february\\_2016\\_PSCC\\_activity\\_report](#)

Evidence of information disseminated through multiple media sources include the OLC *Wicah'pi* (Star/newsletter), the *Wicah'pi Cikala* (Little Star/weekly bulletin), Annual Report, Press Releases as needed, fundraising publications, brochures, flyers, the condensed Annual Report, the weekly show

on KILI radio and KOLC TV.

[OLC\\_2016\\_annual\\_report](#)

[OLC\\_2015\\_annual\\_report](#)

[KOLC TV weekly schedule](#)

[OLC Wazi Paha 2015](#)

[OLC Wazi Paha 2016](#)

[PressRelease\\_AIHEC\\_2017](#)

[PressRelease\\_Graduation\\_2016](#)

[WklyBulletin 3 6 2017](#)

[WklyBulletin 4 3 2017](#)

*3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

Oglala Lakota College, like all Tribal Colleges, are chartered from their tribes to focus their efforts on creating educational opportunities for tribal citizens. As an open admission institution, OLC assures that anyone who is interested and willing to attend OLC can do so as part of fulfilling the mission to Rebuild the Lakota Nation through Education. Admission requirements are not based on Tribal citizenship but are broadly defined to assure that all people interested in coming to OLC to learn may do so. [OLC 2016-17 Catalog \(Page 14\)](#)

## Sources

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- february\_2016\_PSCC\_activity\_report
- Head Start Conference Room Activities
- KOLC TV weekly schedule
- Oglala College Center Activities 14-16
- OLC 2016-17 Catalog
- OLC 2016-17 Catalog (page number 6)
- OLC 2016-17 Catalog (page number 14)
- OLC 2016-17 Catalog (page number 41)
- OLC Wazi Paha 2015
- OLC Wazi Paha 2016
- OLC\_2015\_annual\_report
- OLC\_2016\_annual\_report
- Pine Ridge College Center Activities 16-17
- Piya Wiconi Campus Activities

- PressRelease\_AIHEC\_2017
- PressRelease\_Graduation\_2016
- strategic\_plan
- strategic\_plan (page number 6)
- student\_handbook
- WklyBulletin 3 6 2017
- WklyBulletin 4 3 2017

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### *1. The institution addresses its role in a multicultural society*

Oglala Lakota College vision and mission states "students will acquire relevant knowledge, skills, and values to make a living in a diverse world". ([OLC Vision and Mission Statement](#) posted on OLC Web-Site). This guiding principal is addressed in multiple ways across the institutions. Three examples of this are the requirement of Lakota Studies across the curriculum, the General Education framework and the annual Graduate Employer Survey.

Oglala Lakota College, like all tribal colleges, has the challenge of working with a student body which has been impacted by nearly two centuries of US Governmental policy to assimilate students into mainstream America. For our students to be competent in living in a globally connected multicultural world, we have identified the need to ensure that all students have a strong grounding in their own culture. It is from this grounding that they can then move out and work within other cultural constructs. As a result of this, OLC requires every student to take a core set of courses in Lakota Studies. Students at the Bachelor's degree level are required to take 15 credits in Lakota studies and students at the Associates Arts degree level are required to take 9 credits in Lakota studies. [OLC 2016-17 Catalog \(Page 41\)](#)

In the past four years, Oglala Lakota College has been actively engaged in a systemic process to identify and assess general education learning outcomes. These outcomes are described in the General Education section of the Catalog. ([OLC 2016-17 Catalog](#)) The General Education framework provides for a structure for OLC to ensure that students meet the overall goal of students exemplifying Wolakolkiciyapi: the Lakota way of life, leading to a harmonious life. The General Education Framework has six identified Core Values which are Disposition, Written and Oral Communication, Quantitative Reasoning, Critical Thinking, Technology and Diversity.

OLC participated in the Higher Learning Commission's General Education Academy from 2011-2016. ([Academy Poster](#)). This process was rich in fertilizing ideas about how OLC students are being prepared for their careers. The process created an assessment framework that specifies eleven General Education Outcomes (GEOs) underneath the six categories of learning. The General Education Committee uses embedded assessment to measure GEO-achievement levels in general education and program level courses The Spring 2017 General Education Report on diversity directly examines the importance of diversity.

The General Education Diversity report indicated that students are assessed for understanding of diversity at three levels: Introductory, Intermediate and Mastery. Students in 400 level courses were expected to be able to articulate their understanding of their degree content in the context of diversity. For example, in the Nursing program, students developed a power point presentation about nursing in

cross-cultural settings. [General Education Annual Reporting](#)

Each year the graduates of Oglala Lakota College head out into the workforce and OLC follows them. In the spring of each year, OLC conducts a graduate employer survey that seeks to determine how employers view OLC graduates. Two questions in the survey target graduate performance using Lakota values in the workplace and the ability to work with co-workers. As graduates often end up in multi-cultural settings, the ability to work with co-workers of diverse backgrounds is important. The annual employer survey indicates that graduates of OLC are succeeding in working in diverse environments. ([OLC Employer Satisfaction Survey Report, SP 2017](#))

Oglala Lakota College ensures that students understand their roles while "walking in two worlds". The rebuilding of the Lakota Nation through education continues to be a center piece of the institution's mission. An aspect of this is the recognition of the diversity within the Native American community. Mainstream universities rarely instruct all students on the wide diversity within the boundaries of the United States. OLC students are introduced through the College's participation annually in the American Indian Higher Education (AIHEC) student conference. North America, like Europe, is divided into many different language and cultural groups. The US Government recognizes over 540 Native Tribes in the United States alone. OLC provides opportunities for students to learn about other tribes by participating with them annually. [presented 2015-2016 \\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 103\)](#)

In working with AIHEC, OLC gathers data about our work and shares it with the other Tribal Colleges. The AIHEC AIMS database is used to gather information from the colleges and disseminate that information to member institutions, the US Congress and Administration and other interested supporters.

OLC, through the AIHEC AIMS Report and through its own analysis works to help students, staff and faculty understand the demographics of the Reservation and College. In the College's Fast Facts demographic data it is interesting to note that OLC has significantly more women than men in the bachelor and masters programs. This has been a recognized concern for many years at the College. To address this issue, the college has expanded vocational education offerings and has increased efforts to recruit men into the institution. The evidence of this successful push can be seen in the enrollment in spring of 2017. For the first time in this history of the college, the number of entering Freshmen who are male is greater than the female population. This is evidenced in the demographic compilations published in the 2016 Fast Facts compared with the 2015 Fast Facts. [Fast Facts January 2016 \(Page 2\) FAST\\_FACT2015](#)

As an open admission institution, OLC accepts all students who come to us for education. The Foundational Studies program has identified that 87% of students face a need for pre-college preparation in the areas of Reading, English Grammar and Math. [Foundational Studies CARS Program 2017](#) There is a lack of services for students who leave high school from special needs programs, and OLC's academic counselors work hard to help those students achieve success. Students who have been in special needs programs are not identifiable. During orientation, the Enrollment Management Office and Counseling staff encourage students to self-identify and work on an individual basis with the Center staff and faculty on any special accommodations needed.

In the Fall of 2017 the enrolled students reported the following:

Cognitive	4
ADD/ADHD	20

Visually Impaired	10
Hearing Impaired	5
Physical/Mobility	19
Mental/Emotional	12
Other	24

These numbers represent 7.2% of the total enrollment for the fall of 2017 identified as having special needs.

## Sources

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- 2016-17\_GEO Report
- 2016-2017 Gen\_Ed\_Assessment Interim
- 2016-2017 Gen\_Ed\_Assessment Interim (page number 10)
- Employer Survey 2016
- Employer Survey 2016 (page number 9)
- Fast Facts January 2016
- Fast Facts January 2016 (page number 2)
- FAST\_FACT2015
- Foundational Studies CARS Program 2017
- General Education Annual Reporting
- OLC 2016-17 Catalog
- OLC 2016-17 Catalog (page number 40)
- OLC 2016-17 Catalog (page number 41)
- OLC Vision and Mission Statement
- OLC\_AssessmentAcademy\_Poster FINAL
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 103)

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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***1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.***

Oglala Lakota College has as a central mission "To Rebuild the Lakota Nation through Education" These are no mere words or sentiment, but are active beliefs which guide all aspects of the institution. The decentralized nature of the College has its roots in the need to help rebuild small communities. College Centers become the hub of communities and though enrollments may be small, these Centers provide important resource to anyone who needs them. For example, at the White Clay College Center, numerous activities are offered including traditional Ehanni Wicohan Hand Games, Suicide Prevention Workshops, combined Spiritual Walks with Loneman School and a Thanksgiving Dinner for the community. ([2015-2016\\_WCCC\\_Annual\\_Report](#))

Each College Center has a local board, which is comprised of elected members from the community who provide guidance on a monthly basis to the center director and staff. The local boards tie the college to the community where the centers are located. Each month the local boards meet with the Center Directors and discuss issues ranging from student recruitment, activities, physical plant needs and other community centered needs. The main Board of Trustee member representing that district is a member of the local board and can bring local issues and concerns to the main Board of Trustees meetings. A central file of District Center minutes, going back nine years, is held in the President's office. [Local Board Minutes](#)

The College is in contact with employers across the two reservations served and in surrounding communities. Each year, employers who hire OLC graduates are surveyed to determine if OLC graduates are meeting their expectations. Information from those surveys guide conversations and influences decision making. In conversation with departments the data returned from the employer surveys has shown that employers are overwhelmingly positive about the OLC graduates. As a result, few direct changes in the system have been necessary in the past few years. [2015\\_Graduate\\_Employment\\_Report](#)

***2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.***

Oglala Lakota College is a non-profit chartered organization of the Oglala Sioux Tribe. The Tribe

vests the responsibility of administering higher education services to the College Board of Trustees. There are no financial investors or external interests involved in the College. The focus of the institution is education of students within the parameters of the mission: To Rebuild the Lakota Nation through Education. [OLC Policy 10-002](#)

***3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.***

Oglala Lakota College provides many services to a wide range of constituents across the Reservations it serves. Two examples are included below.

A significant challenge to the communities across the Pine Ridge and Cheyenne River Reservations is the lack of public libraries. Communities do not have a tax base or the donor resources to fund simple reading programs in the summer for children or to let alone manage construction and maintenance of a library facility. Oglala Lakota College has been designated the public library for the Pine Ridge Reservation. The Woksape Tipi (House of Wisdom) library is open twelve months of the year, providing services to community members. The Library also provides a build your own library program for youth across the reservation during the summer months. ([Woksape Tipi Program Review 2017](#)) Cheyenne River has not designated the center library as the public library but the library is open to public use.

In 2005 Oglala Lakota College assumed direction of the Pine Ridge Reservation Head Start Program. The Tribe was going to lose the program and the College was approached to manage the program. As a result of these discussions, and recognizing the importance of early childhood education, OLC agreed to manage Head Start. The demand for the Head Start program continues to grow, challenging OLC to provide enough spots to meet the needs of the children of the Reservation. An unintended consequence of this relationship is the identification of parents who have dropped out of high school and need a G.E.D. As the College also provides G.E.D. services across the Reservation, this relationship creates a synergy between all levels of education. [Head Start Annual Report](#)

The Reservation community is a vibrant place. People across the 5,000+ square mile area are continually seeking ways to build and rebuild community and economy in a challenging location. The College's Vocational Education program and Ag Extension Office have worked with the Thunder Valley CDC to provide technical support and placement of students to gain important skills in sustainable construction methods as part of the General Construction Associates of Arts program. The Ag Extension Office also coordinates the annual Wazipaha Festival which showcases gardening and craft work in the communities. [OLC Wazi Paha 2017](#)

A significant issue facing all tribal colleges is the preservation of language. The Lakota Language has been consistently threatened by the educational systems placed on the reservation. Generations of students were physically and emotionally abused for using their native language. OLC has a long history of working in the area of language preservation. In recent years, the Board of Trustees took the step of working to develop a language immersion school for parents and students who wished for an elementary experience that was Lakota based. The OLC immersion school provides a place for students to learn the language. Two past graduates of the Lakota Studies program have children in the immersion school. [presented 2015-2016 october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 75\)](#)

## Sources

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- 2015\_Graduate\_Employment\_Report
- 2015-2016\_WCCC\_Annual\_Report
- 2015-2016\_WCCC\_Annual\_Report (page number 5)
- Head Start Annual Report
- Local Board Minutes
- OLC Policy 10-002
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- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 21)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 75)
- Woksape Tipi Program Review 2017
- Woksape Tipi Program Review 2017 (page number 13)

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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Oglala Lakota College's mission is clear to the stakeholders of our institution. As was discussed in Criterion 1.A, the OLC Board of Trustees works with multiple stakeholder groups to review and re-embrace the mission on regular cycles. This collaborative process helps provide clarity on the mission of the institution.

As was discussed in criterion 1.B, the mission is made public in multiple media sources. In addition to the print and on-line sources mentioned in 1.B, OLC also publishes the mission statement on KOLC, the cable access channel for the Reservation. KOLC is popular as it broadcasts local sporting events and educational events, specializing in cultural programming. Placing the mission there reminds people of the role OLC plays in our community.

The mission drives the work at OLC. Evidence of this may be found in the Annual Report to OLC Constituents. This thorough report is structured around the strategic plan for the college which is built around achieving the mission. An example of this can be found in the goal statements in the AROLCC which points to activities to achieve the mission and vision of the institution.[presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 9\)](#)

In summary, OLC is a mission driven institution which uses data to determine if we are meeting our mission and as importantly to ensure that the mission is appropriate for our ever changing community.

### Sources

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- [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\)](#)
- [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(page number 9\)](#)

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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Oglala Lakota College operates with integrity and transparency in all aspects of its operations. Tribal codes, federal and state law concerning administration of a college are adhered to. Fair and ethical policies for its students, employees, administration and boards are made public through the Oglala Lakota College web site (OLC.edu) and through the publication of catalogs, handbooks and other policy manuals.

The Oglala Lakota College Board of Trustees is the final authority for the College as defined in the OLC Charter. [10-001 Charter](#) The Boards powers are defined in policy and include, but are not limited to, granting of degrees, entering into cooperative agreements, conducting business and other activities which are required to faithfully administer the responsibilities of the institution. [10-003 powers](#), [12-004](#)

Oglala Lakota College's Board of Trustees is made up of thirteen members; one member appointed by the Tribal President, one appointed by the Tribal Education Committee, a member from the OLC Council of Elders, a Student Senate representative, and nine who are voted in by their District membership. The election process is clearly defined in policy. It provides an opportunity for each of the nine Districts to have voice in the College. Board of Trustee members also serve on the local boards. [12-006-1 Election Procedure](#) The OLC organization chart, which is published in multiple places but most easily found under the governance section of the web site, identifies the place for local boards in the system. [organization\\_chart](#) The role of local boards is outlined in policy. [21-002 Local Boards](#)

The Board of Trustees is responsible for fiscal oversight of the institution and ensures an annual audit is completed according to applicable laws and ordinances. The most recent audit contained no findings. [Audit Findings](#) A more thorough description of the auditing process may be found in section five.

The Oglala Lakota College personnel office, in conjunction with the Vice President for Instruction, publishes a hand book for faculty and staff. [Faculty Handbook](#) The handbook outlines institutional expectations including teaching load ([Faculty Handbook \(Page 11\)](#)) employee benefits ([Faculty Handbook \(Page 23\)](#)), employee assistance ([Faculty Handbook \(Page 30\)](#)), and employee grievance ([Faculty Handbook \(Page 37\)](#)).

The College is an equal opportunity employer with authority to employ Indian Preference under

Federal law. [61-400 Indian Preference](#) The College also gives preference to hiring veterans as a recognition of the cultural role Akicita play in Lakota society. [61-400](#)

Student rights and services are outlined in the student handbook which is available in printed and on-line versions. The student handbook describes admission and course information from the Registrar Office, ([student\\_handbook \(Page 20\)](#)), student rights and responsibilities ([student\\_handbook \(Page 22\)](#)), statement of ethical principles for the Financial Aid office, ([student\\_handbook \(Page 42\)](#)), a full description of available grants to students ([student\\_handbook \(Page 43\)](#)), clearly defining costs of tuition and fees ([student\\_handbook \(Page 56\)](#)) and outlines the student complaint and grievance process ([student\\_handbook \(Page 62\)](#)). FERPA rights are explained in the handbook as well. [student\\_handbook \(Page 32\)](#)

The college publishes Board of Trustee minutes on the web site as well as planning documents for academic and non academic units. <http://www.olg.edu/administration/governance.htm>

## Sources

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- 10-001 Charter
- 10-003 powers
- 12-004
- 12-006-1 Election Procedure
- 21-002 Local Board Policy
- 21-002 Local Boards
- 61-400
- 61-400 Indian Preference
- Audit Findings
- Faculty Handbook
- Faculty Handbook (page number 11)
- Faculty Handbook (page number 23)
- Faculty Handbook (page number 30)
- Faculty Handbook (page number 37)
- organization\_chart
- student\_handbook
- student\_handbook (page number 20)
- student\_handbook (page number 22)
- student\_handbook (page number 32)
- student\_handbook (page number 42)
- student\_handbook (page number 43)
- student\_handbook (page number 56)
- student\_handbook (page number 62)

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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Oglala Lakota College is dedicated to providing clear and accurate information to students, the faculty, the Tribe and to other interested constituents. Information is distributed across multiple media in multiple ways. The following gives evidence to those activities.

#### On-Line Web Site

The Oglala Lakota College web site has been designed as an information warehouse for college stakeholders. Found at [www.olec.edu](http://www.olec.edu), the web site index page (opening page) provides drop down menus for Administration, Academics, Students and General Services. [index](#) The data presented provides the user with access to Course Scheduling, the College Catalog, Annual Reporting, Board Minutes, Accreditation information and a great deal more information about the College. The design is such that any information needed to attend, administer or access the institution is available. The web page is constantly being updated to meet the ever growing needs of the institution.

[about](#): The About page gives information about Accreditation, History, Donations, Vision Mission and Purpose.

[administrative](#): The administrative page provide policies, assessment, planning, employee assistance, etc.

[vp-instruction](#) The Academics tab provides Courses, Academic Department, IRB, Faculty Handbook and other links.

[new\\_students](#) The Students link provides all information students need for enrollment, financial aid, handbooks and student organizations.

[olec\\_services](#) Services gives students link to the OLC Library, Student Information System (Jenzabar), Email, Moodle and KOLC.

#### College Catalog

The College Catalog ([OLC 2016-17 Catalog](#)) is available in both on-line and print formats. It provides clear information about degree offerings, course descriptions, registration and financial aid information. The Catalog is produced annually and is the responsibility of the Vice President for Instruction. The Instructional Affairs standing committee of the Piya Wiconi Okolokiciye approves all course changes and new programs from September to February of each year. These changes are incorporated in the catalog. The Piya Wiconi Okolokiciye is the College Senate which has four standing committees. The system is described on the OLC web site at: <http://www.olec.edu/administration/governance.htm>.

#### Handbooks

The College prints student handbooks annually and also posts them on the web site. Handbooks provide policy information on student/employee rights, process for grievance, sexual harassment, American with Disability Act and other guaranteed rights. The handbooks also discuss information on financial aid and registration. [student\\_handbook](#), [Faculty Handbook](#),

Some Departments create program specific handbooks. Evidence of these are the Business and Nursing Department's handbooks. [Nursing Handbook](#) [business\\_student\\_handbook](#)

### **Promotion of the College, Marketing and Student Recruitment**

The College promotes OLC in four ways. No one method is primary, as we recognize that we have a wide range of users and access points across the reservation. As an aside, in a 2017 technology survey (which was conducted using a web based survey), 18% of students responded that they did not have Internet access at home emphasizing the need for OLC to use many forms of promotion to get information to students.

The four methods OLC uses are the web site, KILI Radio, Wicha'pi Cinkala (weekly bulletin) and KOLC. Promotion is more fully described in Assurance 1.B, but in short, the college has a weekly program on the reservation radio station, KILI which reaches Pine Ridge and Rapid City listening areas. KOLC is a cable access channel that services the Pine Ridge reservation. The weekly bulletin is delivered to each center and distributed from there and the web site is described above. [WklyBulletin 4 3 2017](#).

### **Class Schedules**

Class scheduling is a significant challenge with numerous sites. OLC has a detailed process for course scheduling which is outlined in the OLC policy manual. The process includes all Center Directors and is managed by the Vice President for Instruction. Schedules are developed and then disseminated through the centers. [72-150-1](#)

### **Tuition and Fees**

Tuition and Fees are clearly articulated in the catalog. [OLC 2016-17 Catalog \(Page 30\)](#). The same information is provided in the student handbook [student\\_handbook \(Page 56\)](#) and is available on the OLC web site. OLC publishes detailed information about Financial Aid and works to assure that any new scholarships which become available out of the printing cycle are advertised through the Centers, KILI and KOLC.

### **Accreditation Relationships**

OLC posts accreditation relationships in the college catalog [OLC 2016-17 Catalog \(Page 8\)](#) and on the OLC Web site at <http://olc.edu/about/accreditation.htm> under the *About* tab.

## **Sources**

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- 72-150-1
- about
- administrative
- business\_student\_handbook
- Faculty Handbook
- index
- new\_students
- Nursing Handbook
- OLC 2016-17 Catalog
- OLC 2016-17 Catalog (page number 8)
- OLC 2016-17 Catalog (page number 30)
- olc\_services
- student\_handbook
- student\_handbook (page number 56)
- vp-instruction
- WklyBulletin 4 3 2017

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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1. *The governing board's deliberations reflect priorities to preserve and enhance the institution.*

The Oglala Lakota College Board of Trustees duties are defined in policy:

**The organization, management, and control of Oglala Lakota College is vested in the Board of Trustees, which exercises the powers and discharges the duties imposed by Tribal Council Laws. [20-000 Board Operations Policy](#)**

The policy goes on to describe the role of the Board in providing oversight that assures the preservation and enhancement of the institution. Evidence of this may be found in the BOT minutes which are made public on the OLC web site at: <http://olc.edu/administration/governance.htm>. Minutes document deliberation on finances, personnel and other pertinent activities of the overall institution. ([OLC BOT Minutes 2016.07.31](#)) The example set of minutes provided includes decisions on contracting, personnel, business office operations and scholarships.

Throughout its forty-six year history, the OLC Board of Trustees has made many decisions which have resulted in sustaining and growing the institution. Two decisions which are described below have had dramatic impact on OLC. One was the inclusion of the Pine Ridge Reservation Head Start Program and the other the creation of the Cheyenne River College Center.

The Board of Trustees worked with the Oglala Sioux Tribe to develop and submit a proposal to the federal system to absorb Head Start into the College functions. This has been a mutually beneficial, symbiotic relationship. Head Start has stabilized under the College's financial and management umbrella and OLC early childhood students have been able to learn in a hands on environment.

The creation of the Head Start program at OLC was a long process. The Oglala Sioux Tribe, by resolution asked the OLC Board of Trustees to open discussion of encompassing Head Start under the College umbrella. ([BOT Action on Head Start Program 2-22-05 \(Page 3\)](#)) The resultant Oglala Sioux Tribe Resolution which created the formal relationship with OLC. ([OST Resolution on Head Start Program](#)). In May of 2005 the Board took action to submit a formal proposal to the federal system to take over management of Head Start. ([BOT Action on Head Start Program 5-12-05 \(1\) \(Page 2\)](#))

A second example of enhancing the institution is the creation of the Cheyenne River College Center. The Cheyenne River Sioux Tribe has had a long history of attempts to stabilize college coursework for their people. Cheyenne River Community College was initially chartered in 1973 and offered its initial classes in 1975. Enrollment in the college remained relatively low, which resulted in limited growth of the institution. In 1999 Cheyenne River Community College changed its name to Si Tanka University and shortly thereafter purchased Huron University. Si Tanka was accredited by HLC from 2002 through 2006. The University faced significant financial challenges and was forced to close in 2006. At that point, the President of Oglala Lakota College approached the Cheyenne River Sioux Tribe with the possibility of creating the Cheyenne River Center within the Oglala Lakota College. This was realized in an MOU between the CRST and OLC in 2006. [MOU with CRST on CRCC](#)

Through the leadership of the Board, Oglala Lakota College has grown to be the largest provider of higher education to Native American students in South Dakota. OLC's enrollment of more than 1,300 students represents a figure twice as large as the entire South Dakota Board of Regents system. [Board of Regents 2017 Fact Sheet \(Page 15\)](#) The Board of Regents identifies 590 Native American Students across the BOR system in their 2017 publication.

*2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

Oglala Lakota College evolved in the 1970's with a decentralized approach to deliver educational services across the Reservation. Faculty traveled to the students, rather than the students travelling to the faculty. As the demographics of the Reservation changed, and the needs were articulated through the local boards and the Board of Trustees, some changes have resulted.

Evidence of these changes may be found in the decision on the part of the BOT to establish dormitory space for students. OLC has never had a centralized campus system, but increasing housing pressure (overall lack of housing) resulted in the BOT considering the creation of dormitory space for students. In 2003 the BOT authorized the development of what would become two dormitories for the college. [Board Action on Student Dorms 01-30-03 \(Page 3\)](#) This request came from two board members who had experience working with the Tribal Housing Program and who brought interest from their local boards.

A second piece of evidence of internal constituent change by the Board of Trustees is the OLC transportation system. This system, initially titled "course deliver" was the result of internal data analysis regarding student completion rates. Student data indicated that students were not completing courses fast enough to get their bachelor degrees in six years. One of the identified barriers was transportation from their home center to the center where the course they needed was being offered. The BOT considered a delivery system that provided van service between centers to allow students to attend classes at remote centers. [Bot minutes 2014-07-28 \(Page 1\)](#) The transportation plan was developed as a draft by the internal structure of the college and was approved by the BOT. [Transportation plan Draft June 272014](#)

*3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.*

The Board of Trustees takes very seriously its role as the final decision making branch of OLC governance. The OLC Board Operation Policy ([20-000 Board Operations Policy](#)) clearly defines the role of the Board in three specific areas of work:

1. Formulating and interpreting educational policies.
2. Delegating administrative duties.
3. Making a continuous appraisal of progress.

The BOT has gone further to define a code of ethics that is agreed to by all board members. This code clearly states:

**To resist every temptation and outside pressure to use my position as a Board member to benefit either myself or any other individual or agency apart from the total interest of the College; [20-007 Board Ethics \(Page 2\)](#)**

It is difficult to "prove" independence, but in the tenure of our current President (26 years) there has never been a board member removed because of ethics violations at OLC. The OLC Charter has proven a resilient document which has allowed the College to function without direct interference from Tribal Government. The College leadership has always focused on the interests of the institution and the students we serve.

*4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

The College Board of Trustees formally recognizes its important role in setting policy and providing general oversight to the College. It has formalized this process in policy by vesting day to day management authority in the hands of the President and through that position management of the rest of the institution. This is evidenced in the OLC Policy [30-000 Administration](#). In this policy the President is in authority and works with administrative team to assure the institution is achieving the vision and goals set by the Board.

In like manner, the Board has vested in the administration, and particularly in the academic division including faculty, the responsibility of oversight of curriculum development and other academic matters. This may be found in policies [70-000 Faculty Curriculum Development](#) and [70-200-1 Faculty Procedure](#).

## Sources

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- 20-000 Board Operations Policy
- 20-007 Board Ethics
- 20-007 Board Ethics (page number 2)
- 30-000 Administration

- 70-000 Faculty Curriculum Development
- 70-200-1 Faculty Procedure
- Board Action on Student Dorms 01-30-03
- Board Action on Student Dorms 01-30-03 (page number 3)
- Board of Regents 2017 Fact Sheet
- Board of Regents 2017 Fact Sheet (page number 15)
- BOT Action on Head Start Program 5-12-05 (1)
- BOT Action on Head Start Program 5-12-05 (1) (page number 2)
- BOT Action on Head Start Program 2-22-05
- BOT Action on Head Start Program 2-22-05 (page number 3)
- Bot minutes 2014-07-28
- Bot minutes 2014-07-28 (page number 1)
- MOU with CRST on CRCC
- OLC BOT Minutes 2016.07.31
- OST Resolution on Head Start Program
- Transportation plan Draft June 272014

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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The Oglala Lakota College Board of Trustees described academic freedom in policy [76-100 Academic Freedom](#). The discussion of ideas and creation of an environment free of restrictions to the flow of ideas is a condition that OLC strives to attain. The core of academic freedom at OLC is the opportunity to teach our students that they have a "voice", to hear that "voice" and to give opportunity to express themselves.

The first evidence of this work may be found in the Woksape Tipi Information Literacy Standards. Each semester OLC's library, working with the academic departments, provide courses to students focused on information literacy. Standard Five of this important instruction asks students to consider the legal rights they have regarding freedom of speech, censorship and intellectual property. The College uses the American Library Association (ALA) standards as the basis for their Information Literacy Standards, the nationally recognized benchmark for Colleges and Universities. [Library Literacy Standards \(Page 5\)](#)

In order to track the degree of use of discussion in courses the OLC Assessment Office reviewed the 320 syllabi posted on the OLC Master Syllabus List. This list is posted on the OLC web site and represents the current course offerings at OLC. Syllabi on the Master List are developed by departments and are used as the basis for all syllabi at the College. The analysis of the course syllabi showed that over 86% of courses at OLC identify open discussion as a significant part of the course. The importance of giving student voice in class and helping them gain the skills related to free expression can be evidenced in the 50% of courses that not only identify discussion as a part of the course, but also actively grade students on discussion. A graduate at OLC needs to know how to express themselves freely, thus OLC teaches students to have dialogue and to participate in open discussion. [Class Discussion](#)

OLC provides students an opportunity to publish their ideas into the broader community. As is discussed in Core Component 3e, students are able to perform in their content areas at competitions where they can express themselves and in publications. The Wounwapi (OLC Literary Journal) is good evidence of students being provided an opportunity for free expression. [Wounwapi\\_Final \(Page 6\)](#)

Faculty at Oglala Lakota College are able to pursue research without interference from College administration. The interests of faculty is exemplified in the annual OLC Research Symposium. Topics can, and do, range from joint faculty/student interest to individual faculty research. [2016 OLC RESEARCH SYMPOSIUM Schedule](#)

A second example of the importance of freedom of expression is in the creation of the course syllabi. Course syllabi are created by faculty with their departmental colleagues. The templates for syllabi are provided, but faculty are able to adjust instructional methodology and add content within the guidelines of the student learner outcomes identified by the faculty in the creation of the course syllabi. As a result, OLC posts over 320 course syllabi on their master list, available on the OLC

web site. [http://www.olec.edu/academics/olec\\_master\\_syllabi.htm](http://www.olec.edu/academics/olec_master_syllabi.htm)

## Sources

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- 2016 OLC RESEARCH SYMPOSIUM Schedule
- 76-100 Academic Freedom
- Class Discussion
- Library Literacy Standards
- Library Literacy Standards (page number 5)
- Wounwapi\_Final
- Wounwapi\_Final (page number 6)

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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*1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.*

Research on and about Lakota people has been a concern of the Tribe since 1879. It is an irony, not lost on the Lakota themselves, that the United States Government sent out researchers from the Bureau of Ethnology in 1879 to begin to document the cultures and histories of Native people after a hundred years of US policy to exterminate Native communities. Since that time, researchers annually arrive on the reservation seeking to understand and document the communities.

The Charter of Oglala Lakota College, written in 1971, alludes to this concern for oversight of research and higher education on the reservation. In particular:

"enter into agreements with public and private agencies to offer higher education on the Reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Indian Reservation."  
[10-001](#)

The College Board of Trustees approved an updated Institutional Review Board (IRB) policy in 2003 that assures oversight of research by faculty and students. [74-000 IRB](#) The IRB committee, has a formal process for research approval. Evidence includes the [IRB Steps for Submission](#) and other information available on the IRB web site. [irb web site](#)

*2. Students are offered guidance in the ethical use of information resources.*

OLC has formal and informal processes in place to engage students in the ethical uses of information resources. An example of this thinking may be found in the OLC Archives Code of Ethics. Cultural values are an integral part of the College and the idea that students will live in a manner that is described as Wolakolkiciyapi: living in a Lakota way that leads to a harmonious life. The archival program specifically addresses cultural values as they pertain to the handling and management of research materials. [70-823 Archives Code of Ethics](#).

Pages 46-53 of the Student Handbook describes Internet use, copyright and other topics related to student's ethical use of information resources. [student handbook \(Page 64\)](#) In addition the Master Course Syllabi for the departments include statements about academic integrity and plagiarism. Evidence of this can be found in a 200 level business class syllabus. [BAD253 principles\\_of\\_management \(Page 7\)](#)

Each semester the OLC Library provides classes on the use of information resources. A significant part of the library literacy instruction is the ethical use of information resources. In March of 2017 the library was reviewed by a librarian from the University of South Dakota. The attached report provides evidence that the library staff are instructing students in proper citation of research materials to avoid plagiarism and to ethically use information resources. [Oglala Lakota College Woksape Tipi Review \(De Jager-Loftus\) 2017 \(Page 4\)](#)

### *3. The institution has and enforces policies on academic honesty and integrity*

Academic honesty and integrity are expected by the OLC Board of Trustees, administrators, faculty, staff and students as described in policy. Students may be expelled or suspended for infringement of academic honesty. [76-300 Academic Honesty](#) Evidence that students receive this policy may be found in the [student handbook \(Page 38\)](#), and [2012-2013 graduate studies handbook \(Page 37\)](#).

Periodically the occurrence of plagiarism must be investigated. The Vice President for Instruction has overseen hearings in the past year where students have been suspended or expelled from the College for this type of behavior. Most recently a graduate student was suspended from the program for plagiarism. [Academic Discipline](#)

To assure that each student knows this is an important part of OLC's integrity, Master Class Syllabi reflect the policies regarding academic honesty and integrity. Evidence of this may be found in an Education Department syllabus.

[ED283 Foundations of Education with Sophomore Experience mar2014 \(Page 4\)](#)

Faculty review ethics and integrity while reviewing the course requirements.

## Sources

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- 10-001
- 2012-2013\_graduate\_studies\_handbook
- 2012-2013\_graduate\_studies\_handbook (page number 37)
- 70-823 Archives Code of Ethics
- 74-000 IRB
- 76-300 Academic Honesty
- Academic Discipline
- BAD253\_principles\_of\_management
- BAD253\_principles\_of\_management (page number 7)
- ED283\_Foundations\_of\_Education\_with\_Sophomore\_Experience\_mar2014
- ED283\_Foundations\_of\_Education\_with\_Sophomore\_Experience\_mar2014 (page number 4)
- IRB Steps for Submission
- irb web site
- Oglala Lakota College\_Woksape Tipi Review (De Jager-Loftus) 2017
- Oglala Lakota College\_Woksape Tipi Review (De Jager-Loftus) 2017 (page number 4)
- OLC Notice Report 10.29.15
- student\_handbook
- student\_handbook (page number 38)
- student\_handbook (page number 64)

## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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Oglala Lakota College provides high quality educational services to the people of the Oglala Sioux and Cheyenne River Sioux tribes. It acts through authority derived from its Charter [10-001](#) that establishes the Board of Trustees. The Board acts with in a publicly defined manner based on clearly articulated powers and authority. [10-003 powers](#)

The Board vests its vision and authority to the administration, faculty, students and community through publicly available documents like the [Faculty Handbook](#), [student handbook](#) and through the college web site: [www.olec.edu](http://www.olec.edu). The Board governs in a collaborative fashion with all stakeholders through the Piya Wiconi Okolokiciye. The Piya Wiconi Okolokiciye allows all stakeholders to consider, deliberate and support the mission and vision of the institution. [PWO Bylaws](#).

OLC is fiscally responsible. It conducts annual audits and in 2016 succeeded in an audit with no material findings. The institution is fiscally stable and the administration of funds meets and exceeds federal audit requirements. [Audit Findings](#)

### Sources

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- 10-001
- 10-003 powers
- 12-004
- Audit Findings
- Faculty Handbook
- organization\_chart
- PWO Bylaws
- student\_handbook

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

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1. *Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

Oglala Lakota College has a systematic process in place to ensure all courses and programs are appropriate to the degree or certificate awarded. This process is embedded in OLC policy ([37-000-1](#)) which calls on the Vice President for Instruction to manage a process which ensures regular reviews of departments and programs in the College. The procedure for this review is outlined in the Academic Program Review documents [Academic Program Review Form](#) which defines a process that utilizes an external evaluator to review all aspects of each academic program. In the past two years, OLC has worked closely with South Dakota State University, the Land Grant university for South Dakota, to provide experts to assist in program reviews. The College maintains a calendar that seeks to assure that all academic departments and degree programs are reviewed regularly, normally within a five year time frame as evidenced in the [Program Review Calendar](#).

The Program Review process is based on a self-study approach that asks the Departments to consider the strength and appropriateness of their courses, student learning outcomes and assessment practices. An interesting aspect of the review process is the evaluation of the linkage between the degree programs/certificates and community need. This dialogue is important to tie the process into the mission of the College: Rebuilding the Lakota Nation through Education. This linkage to need results in programs/degrees/certificates appearing for some years and then being dropped after the market for graduates has been saturated. It also can result in programs of study being dropped and then added again when the need arises.

Evidence of program reviews most recently conducted are the reviews of the Business Department and Foundational Studies program review and changes. In the case of Foundational Studies, a thorough review resulted in dramatic changes to the program. Foundational Studies began outreach to the local high schools, created a summer enhancement program and developed a process for students who were not college ready to receive one-on-one tutoring through the existing GED

tutoring program at the college. A description of the process as it relates to the Foundational Studies review can be found in the OLC Notice Report from October of 2015 pg 83. [OLC Notice Report 10.29.15](#) Evidence that it is in practice may be found through the Foundational Studies link on the OLC web site. A power-point is available to interested students explaining the College Academy of Readiness Summer (CARS) program. [Foundational Studies CARS Program 2017 \(4\)](#)

The Business Department review occurred in the Spring of 2017. The information provided by the SDSU consulting team gave guidance to the development of the department's Institutional Effectiveness Plan. In the Business Department's program review the department identified its process for ensuring that courses were teaching to identified Student Learning Outcomes and ensured that students were learning what was needed. The program uses the Major Field Test, an externally created assessment, to ensure that what students are learning align with accepted practice in their degree fields. Evidence of this alignment is described in the Business Department Program Review pg. 18. [Academic Program Review Form Business Dept \(1\)](#)

Finally, currency in programs is a constant conversation at OLC. The mission of the College drives the need for both regular program reviews and for expansion into new areas within those programs. All levels of the academic program seek to expand and adapt to changes in their degree fields. The two programs described above are evidence of the importance placed on regular review of academic programs and services at the undergraduate degree levels. Another piece of evidence can be found in OLC's Vocational Education program.

Housing is a very real challenge on the Pine Ridge Indian Reservation. The OLC Construction program builds homes, remodels existing structures and looks to "alternative" building methods to meet housing needs in our communities. Evidence of this can be found in a pamphlet published by the Vocational Program describing construction projects. In the pamphlet, the program describes how it builds homes, remodels elderly housing and partners with the Northwest Area Foundation, the University of Colorado and the South Dakota School of Mines and Technologies to meet housing needs. An interesting aspect of this work has been the construction of an "off grid" home that utilizes straw bale construction and solar power generation in partnership with the Thunder Valley LLC. Students learn the latest techniques in construction in a program that is tailored to the needs of the reservation. [okk\\_brochure](#)

## ***2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.***

Evidence of the complexity that OLC faces in ensuring that the different levels of degree programs are clearly differentiated by the guiding standards of those programs is best described by the history of the OLC Education Department.

Oglala Lakota College has a long history of providing teacher education preparation to our community. The College began providing accredited teacher certifications programs through a joint venture with Black Hills State University Spearfish, SD and then in 1998 was certified at the Bachelor's degree level by the South Dakota Department of Education. In 2000 OLC was further authorized to grant a Master's degree in Educational Administration.

In 2012 the South Dakota Department of Education had concerns about the assessment processes in place at OLC. The department had a strong assessment program in place at the graduate level but needed to improve at the undergraduate level. By creating Student Learning Outcomes specifically for the undergraduate program, aligning all syllabi to the expected standards and creating matrices that assures that students at all levels are being taught what they need to be taught, OLC was able to

receive a five year approval for its teacher education programs at all levels. Evidence of the differentiation between the graduate and undergraduate programs can be found in the Departments Standards Alignment Matrix, the SDDOE-BOE Accreditation Report and the minutes from the SD Board Of Education recognizing the teacher education programs at OLC.

[EdDept\\_Goal\\_PLO\\_SLO\\_Standards\\_Alignment\\_Matrix\\_july2014](#),  
[SDDOE\\_BOE\\_Report\\_Accreditation\\_2012\\_2014](#), [SDBOE\\_Minutes\\_Nov\\_2014](#)

The Education Department provides degree programs at the Associate of Arts level as well. Evidence of the articulation of differences at the AA level can be found in the course syllabi that are disseminated to students during the start of classes and may be found on the department web site. The attached syllabus is an Early Childhood Program class. Review of the Student Learner outcomes provides evidence that the course is aligned with program and institutional goals while also being aligned with external certificate program.

[MasterSyllabus\\_ECH323\\_Materials\\_and\\_Techniques\\_II\\_for\\_Infant\\_Toddler\\_and\\_Pre-K\\_Centers\\_feb2016](#)

A review of other syllabi will provide further evidence that each department has identified student learning outcomes (SLO) for courses. Evidence of this can be found across the curricular offerings, including the Lakota Studies department. An example is the syllabus for the LSci203 Traditional Lakota Foods class that is popular among students at OLC.

[LSci203\\_traditional\\_lakota\\_foods%2C\\_plants%2C\\_and\\_herbs](#). The SLO's have been created by each department and are published in the Master Syllabus for each class. In some cases, departments have identified expected assignments in the Master Syllabus to assure that all faculty, full-time and adjunct, are providing consistent instruction and assessment of student learning. An example of this evidence may be found in a Humanities and Social Science department syllabus.

[SoSc103\\_Introduction\\_to\\_social\\_science\\_syllabus\(Page\\_3\)](#)

OLC faculty are constantly reviewing and assuring that course offerings are clearly articulated at all levels and that they are appropriate to those levels of learning.

***3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality***

Since its inception, Oglala Lakota College has provided educational services utilizing a decentralized approach to course delivery. Faculty travel from site to site, working in communities that are miles apart in remote areas of the reservation. This concept of going to the students has resulted in there being no main campus at OLC. This fact was fully described in the 2017 Multi-Site report to HLC.

There are nine districts on the Pine Ridge Reservation and a Center in each of those districts. Over the years, OLC expanded service to the Rapid City community by developing the He Sapa Center. Ten years ago OLC offered to deliver service to the Cheyenne River Sioux Tribe in what has become known as the Cheyenne River Center. As was fully described in the HLC Multi-Site Report, all sites provide coursework that is consistent with the Program Learning Outcomes and Student Learning outcomes of each program. [2017\\_Oglala\\_Lakota\\_College\\_HLC\\_Multivisit\\_Report](#)

Evidence that OLC is meeting the goals of the institution can be found in the HLC Report back to OLC regarding the Multi-Site visit. In that report, OLC was found to be reaching the expectations of HLC in providing equitable service to all students regardless of where they take classes or in what modalities those classes are delivered. [Oglala Lakota College Multi Site Review HLC Report](#)

It is important to note that during the Multi-Site review the HLC representative drove over 412 miles and spent at least six hours driving to visit three of the College Centers and the administrative building at Piya Wiconi, seven miles outside of Kyle. The College assures that faculty, both full-time and adjunct provide consistent delivery through the use of common syllabi, support from College Center Staff and by creating common understandings of service through monthly all-staff meetings.

Each semester the academic department chairs conduct classroom observations of faculty to assure that faculty are providing the highest quality of instruction possible. Evidence of this process may be found in the departmental annual reports [2015-2016\\_business\\_annual\\_report \(Page 27\)](#) which report observations made by department chairs. In some circumstances, particularly for departments with more offerings, a seasoned faculty member will be asked to conduct observations and report to the chairperson. The observation protocol includes a detailed feedback process for the faculty member to assure that the faculty member is learning from the process as well as assuring that the content and delivery is appropriate for the degree program. Evidence of this is a classroom observation from the Graduate program. [Completed Evaluation](#)

Oglala Lakota College provides courses in three modes of delivery: Face to Face, Synchronous Video Conferencing, and Asynchronous Web Based instruction. Each college center has at least one, and in some cases two, classroom video conferencing units. This allows faculty to teach students in multiple centers simultaneously. OLC also has a process for providing classes asynchronously via a Moodle interface. The Assessment Office tracks student performance and completion in these modes to assure that students are being successful regardless of the delivery mode. Evidence of this is the Distance Learning Report that was distributed to the academic chairs and the center directors. The report shows that with synchronous video conferencing students do as well, if not slightly better, than face to face delivery students. There is concern about the success rates for asynchronous delivery and this issue is being discussed and addressed at the departmental levels. [Distance Learning report](#)

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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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*1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*

The Oglala Lakota College general education program is an evolving curriculum that mirrors the developmental aspects of the College mission. OLC has a long history of continuous improvement models embedded in its processes. The College participated in the HLC Assessment Academy, creating a General Education team that was cross representative of the academic departments. OLC participated in the academy from 2011-2016. The final results of the work were distilled in a poster that was presented during the HLC Academy in Chicago. [OLC\\_AssessmentAcademy\\_Poster FINAL](#)

The general education process created by the Assessment Academy Team reflects that foundational belief in the need for faculty to assess student performance to assure that program objectives are being met and for guidance to improve student learning. The exciting aspect of the more recent work has been the expansion of this thinking to a broader set of outcomes that more fully defines the expectations of OLC students.

The general education framework aligns with the mission of the College by identifying the context of the academic work within a Lakota world view. If an institution is to "Rebuild the Lakota Nation through Education", then the educational systems must strive to work within the context of that nationalism. The general education framework is based on the concept of Wolakolkiciyapi: to live in the Lakota way of life. The six core value statements, and the eleven objectives, provide a framework for understanding the world through that perspective. [general\\_education\\_web\\_site](#)

Oglala Lakota College has taken a further step by creating a position, Faculty General Education Director, who oversees the data collection and analysis portion of this work.

*2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

Oglala Lakota College submitted a Notice Report to HLC in 2013. One of the areas cited in that report regarded efforts at the College to assess student learning including the general education requirements. ([OLC Notice Report 10.29.15](#) pg. 54) Since that report, Oglala Lakota College completed the HLC General Education Assessment Academy in the Fall of 2016. This five year academy experience has resulted in an evolving process that aligns with the mission, educational offerings and degree levels of the institution. The team members from the academy worked across departments to create a framework that was responsive to generally held principles of higher education while wrestling with that implementation in a Lakota college setting.

A key concept that evolved from the dialogue concerning General Education at OLC is Wolakolkiciyapi. The goal of OLC General Education is that students will exemplify Wolakolkiciyapi. To quote the General Education description found on the OLC web site ([http://olc.edu/departments/general\\_education.htm](http://olc.edu/departments/general_education.htm))

**"The goal of OLC General Education is that students will exemplify Wolakolkiciyapi. Wolakolkiciyapi is a philosophical concept, a mutual agreement for continued peace and harmony within one's life and community. It exemplifies Lakota virtues including compassion, bravery, fortitude, generosity, patience, humility, and wisdom. By continuing to improve him or herself through the practice of Wolakolkiciyapi, the student may better him or herself and the community" [general\\_education web site](#)**

The General Education Assessment Academy Team developed General Education Outcomes that are defined in six core values:

- Disposition
- Written and Oral Communication
- Quantitative Reasoning
- Critical Thinking
- Technology
- Diversity

The core values are further defined through eleven outcome statements. While the core values align with OLC mission, educational offerings and degree levels, the academy team utilized the Association of American Colleges and Universities (AACU) value rubrics to assure General Education Courses were identified for transfer of skills to other institutions. The development of OLC's General Education Framework as a result of the participation in the HLC Assessment Academy is depicted on the poster prepared for OLC's graduation from the Academy. [OLC\\_AssessmentAcademy\\_Poster\\_FINAL](#)

The General Education Framework reflects the ongoing dialogue, and in some ways tension, between the culturally based goals of the wider HLC represented institutions and the sovereign needs of the Oglala Sioux Tribe. With a mission to "Rebuild the Lakota Nation through Education", it is clear that OLC is assuring students are able to function within their own communities while also gaining the skills and understandings necessary to function in the larger US economy while continuing to operate within the value structures of Lakota communities, both on and off the reservations. [General](#)

### [Education Annual Reporting](#)

*3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*

In reviewing the College Catalog, a reader is struck by the clear application of learning to the Lakota environment. All students, in every degree program, are instructed in Lakota language and philosophy. All students are required to take core courses in English, Math, Speech and some level of computer technology in the form of the MIS Applied information Processing course. Using this base of core courses, degree programs then expand the student's experience to build expertise in the content of the degree program.

Courses like, BAD 413, Reservation Entrepreneurial Operations, Ed 303E Indian Studies for Education, SPCm 223 Multi-Cultural Communication, Bio 443 Range Ecology, to name a few are upper level courses that build on a common core to assure students are developing skills reflective of the changes in the environments around them. Faculty endeavor to assure students learn solid information from the scholarly community while applying that knowledge to the reservation and off-reservation environments. ([College Catalog](#))

Faculty regularly review textbooks and instructional materials to assure currency in educational concepts. Evidence of this may be found in departmental planning documents. For example, the Business Department annual report recognizes the work of faculty to assess and review materials being used in courses. [2015-2016 business annual report \(Page 7\)](#)

*4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*

A core component of the General Education Framework for OLC is the concept of Diversity. During the 2016-17 academic year the faculty were asked to create a statement of Diversity for their departments. [Diversity Department Definitions](#) Using these department level diversity definitions, the General Education Committee created a rubric that is based on the Association of American Colleges and University rubrics on Intercultural Knowledge. [AAC&U Intercultural Knowledge Rubric](#)

Using this nationally recognized tool, OLC created a diversity rubric which guided work of the General Education committee in assessing student mastery of diversity concepts [Diversity Rubric 2016-17](#). The Final report of the General Education Committee shows that OLC recognizes the need to engage students in a deeper understanding of human and cultural diversity in the world while building that understanding on a platform based in Wolakolkiciyapi.

OLC contacts graduates a year after graduation to find out where they are working and contacts their employers to determine if the graduates are meeting their (the employer's) expectations. The 2015 graduating class saw 3% of the graduates working "off reservation" in the Rapid City area. This is an indication that the majority of the students leave OLC to work in an employment context that is culturally similar to their home environments. [2015 Graduate Employment Report](#) OLC requires all students to receive instruction in Lakota Culture and Language as a form of preparation for work in the larger community that they will serve.

Oglala Lakota College provides students with an opportunity to work with faculty that represent their own culture and the cultures of other people. Oglala Lakota College has a significant number of faculty who are Native American, most of whom are Lakota. The South Dakota Board of Regents

system identifies 15 faculty in their entire system who are Native American. This represents 1% of the total faculty population for the Board of Regents system. [Board of Regents 2017 Fact Sheet \(Page 60\)](#) Oglala Lakota College has 21 Native American faculty, representing 41% of its faculty. [Faculty Ethnicity](#) This opportunity to receive instruction from both Native and Non-Native Faculty creates an environment of learning that is truly diverse.

*5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.*

Oglala Lakota College fulfills its mission through a focus on teaching and learning. Faculty are encouraged to hone their skills as teachers and to bring students into a deeper understanding of the content they are teaching. The scholarship, creative work and presentation of ideas is focused on the Lakota Nation and though it is often seen as locally important, does receive regional and national recognition.

The contributions to the larger community can be seen across all departments. Faculty work closely with students to research and present information. Three examples of this can be found in the Humanities, Business and Math & Science Departments.

The OLC Humanities Department has reached out to support student publication and performance. For example, senior Darin Janis. Darin graduated in June of 2017 with a degree in English. He is currently published in the Tribal College Journal [Darren Janis TCJ](#), a nationally read magazine that highlights the best in Tribal College authors. In addition to the Tribal College Journal, Darin has been encouraged by faculty to be a leader in the Pine Ridge community in supporting poetry and writing. He worked with OLC faculty to create the Wounwapi/We Write, a literary journal of student writings of Oglala Lakota College. [Wounwapi\\_Final \(Page 31\)](#) Darin also won awards at the annual American Indian Higher Education Consortium Spring Conference competitions in speech and poetry. [AIHEC Awards](#)

In a similar manner, OLC Business students competed in the annual AIHEC competition and took third place. Each spring OLC sends teams to compete in academic competitions with students from over thirty tribes. Students are able to meet other tribal college students from across the United States in one of most culturally diverse student conferences in the country. [AIHEC Awards](#)

Students in the Math & Science department participate in conferences and publications at both the regional and national levels. In addition to competing in the AIHEC Conference, the math and science students traveled to Washington DC to participate in conferences sponsored by the National Science Foundation. Students like Jared Hamilton have been able to travel to Washington DC to work collaboratively with professors from other universities on projects of interest to them and to the reservation community as a whole. Jared's power point presentation on air circulation patterns across the reservation will add to the growing knowledge base to inform tribal leaders about the potentials of wind energy on the reservation. [UM 2016 Hamilton](#) A second student example would be Joni Tobacco's work on soils. Joni presented her findings and graduated in 2012 with an Associate of Arts degree. She is now working for the Tribal Natural Resources Office and is currently conducting aquifer studies in conjunction with researchers from the University of Wisconsin. [Tobacco & LaGarry FALCON 2015](#)

Although OLC is in a remote location and does not receive sufficient funds to be considered a research based institution, the faculty at OLC have a history of publication and active scholarship. A leader in that regard at OLC is Hannan LaGarry who has significant publications in his field of geology. The Pine Ridge Reservation is located in an interesting geological area, with the Black Hills

to the west and the Badlands to the north. Dr. LaGarry has taken advantage of this location to publish nationally recognized books and journal articles concerning the land formations in the area. He was also a contributor to the nationally recognized Handbook of Soil Sciences in 2013 and in recent years has been actively presenting on soils in the northwestern Nebraska and southwestern South Dakota areas. Wysocki et al 2000, [Geological Survey in Nebraska](#)

OLC recognizes the need for research and growth at all levels of the institution. The Vocational Education Annual Report from 2014-15 is an example of professional collaborations at all levels of the institution. The OLC Construction Trade program worked closely with the South Dakota School of Mines and Technology to introduce students to the installation of solar panels in a demonstration straw bale home. The project showed future construction trade graduates how to build with solar panels integrated into the home system. [2014-2015\\_applied\\_science\\_annual\\_report \(Page 7\)](#)

Students in the Education Department at OLC have participated in a number of events that take them across the State and Nation. Evidence of this activity may be found in the weekly newsletter that describes student participation in the South Dakota Indian Education Summit and a NASA based project that took OLC students to the Johnson Space Center as part of the Rising Star Educator Program. [Newsletter Sept 23](#)

Finally, Oglala Lakota College has created an expectation that faculty will be constantly improving and growing both in their academic content and in their understanding of Lakota language and culture. These expectations are identified in policy and require faculty to build portfolio's which describe the instructors progress in five categories: Lakota Language, Teaching, Scholarship, Service to the College and Service to the Community. [76-530](#) In development of this report, faculty portfolios proved too large to be attached as a pdf file for evidence. We encourage the team to contact Dr. Shannon Amiotte to review example portfolios.

OLC is a dynamic place for students and faculty alike. As a growing and adapting institution, OLC's faculty and students seek to create an atmosphere tied to the College mission of Rebuilding the Lakota Nation through Education.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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*1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.*

Oglala Lakota College, like most tribal colleges, is located in what can be best described as a remote area. The placement of reservations in locations unwanted by the US Government and settlers who acquired prime agricultural lands in the 1800's has, and continues to have, an impact on recruitment of faculty at OLC. Despite the distances, lack of housing, absence of urban services, Oglala Lakota College has a stable and dedicated faculty. The retention rate of faculty is at 89% annually. ([Fast Facts January 2016 \(Page 7\)](#)) This figure has been stable for the past three years. This stability allows for continuity from year to year in instruction and allows for stability in the non-classroom roles of faculty.

It takes a very dedicated, and in many ways, remarkable person to be a full-time faculty member at OLC. The faculty travel from College Center to College Center, delivering classes in person and across the Internet. They face driving long distances, poorly maintained roads, regular winter storms and often are driving in the dark after night classes. They meet with students, take part in Center activities and also work on committees and departmental activities. Despite these challenges, OLC has been able to recruit faculty who establish themselves and stay with the institution. This does not mean OLC has many people applying for positions. In preparation of this statement the Human Resource Office noted that in five most recently filled or advertised positions, the College received few applications. Evidence is in the table below.

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Department	Position	Number of Applicants	Comments
Math and Science	Math Instructor	2	Both Qualified Applicants live outside the US and require Visa Permitting
Humanities and Social Science	Social Science Instructor	3	One applicant was selected, two did not meet all criteria established for hiring
	Literature	3	One was hired
Education	Education Instructor	3	Still in Process
Lakota Studies	Lakota Studies Instructor	8	One Temporarily Hired and opened till filled

OLC has been able to fill positions throughout the forty-seven year history of the institution. It has even been blessed with faculty members who come to OLC on sabbatical years to teach and gain knowledge about working with Native people.

Faculty classroom and non-classroom expectations are established in OLC policy. [61-310](#). This includes working closely with their department chairs to assure that master syllabi for their departments are regularly revised and updated. These syllabi are used by both Faculty and Adjunct Faculty to guide instruction and provide information to students. Additionally, the faculty is expected to maintain office hours in the Centers so students can access them outside of class and to participate in the Piya Wiconi Okolakiciye governance system. Classes are offered Monday through Thursday, allowing ample time for committee meetings and planning on Fridays. The Office of the Vice President for Instruction and Academic Department Chairs monitor course loads to assure that there is sufficient faculty to carry out the work identified in the policy.

In the Spring of 2017, the full-time Faculty (not including Department Chairs) taught 242 sections of courses for an average course load of 5.04. This included independent study assignments (GRC's). The table below, compiled from the Jenzabar system for the Spring 2017 term, shows the total course sections offered and the class size of each section. This is important evidence in clearly understanding faculty loads.

Class Size	Number of Sections
1 - 5	87
6 - 10	90
11 - 20	72
20 - 30	17
31 - 38	2

Total Sections	268
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Based on the evidence above, it is important to note that the majority of class sections at OLC are small. Though faculty have to prepare to teach, regardless of enrollment size, the smaller classes assure that faculty are able to get to know each student early in the semester and can build a rapport with them over the course of the 15 week cycle. The distances between Centers mean that full-time faculty are fully engaged at OLC and are working at capacity.

Individual Academic Departments monitor and report course loads annually. Evidence of this may be found in the Business Departments annual report. [2015-2016 business annual report \(Page 2\)](#)

The Vice President of Instruction, Department Chairs, and District College Centers monitor the class size during the scheduling meetings. Board policy sets a maximum number of students per course at 30 students [72-200](#). In the 2017 Spring Semester the Faculty and Department Chairs taught 268 class sections with an average class size of 9.5 students, meaning that 66% of courses taught by full-time faculty had less than 10 students, as evidenced in the chart above. Class minimums are also set in policy 72-200 at six for 100 and 200 level courses and four for 300 and 400 level courses. Students who need a particular course may request an independent study course (Graduate Requirement Course) through their department chair.

Oglala Lakota College offered 510 sections for the fall of 2017 semester. Registration closed on August 17, 2018. By the end of registration, Oglala Lakota College closed 124 sections due to not having enough students enrolled to meet the minimum class size of six for 100-200 level courses and four for 200-300 level courses and the realignment and audit of faculty and adjunct faculty based on OLC's faculty qualifications policy. A total of 386 sections made. Of the 386 courses made full-time faculty teaches a total of 276 sections and 110 sections are taught by adjunct faculty and staff used as an adjunct.

Table 2017 Fall Courses offered and courses made.

Instruction	Sections	Sections	Percent
	offered	made	made
Adjunct faculty	173	110	64%
Faculty	337	276	82%
Total	510	386	76%

Oglala Lakota College offers classes face to face, online, and distance delivery using OLC Distance Delivery system (Pictel) at each of the District College Centers. Oglala Lakota College offered 339 classes. A total of 295 (87%) classes are taught face to face with nine (3%) courses offered online and 35 (10%) courses offered via Pictel during the fall of 2017.

Full-time faculty instructs 199 (67%) face to face classes while Adjunct Faculty instruct 96 (33%) of

the 295 face to face classes offered for the fall 2017 semester. Full-time faculty instruct all nine online classes offered. The Pictel classes can connect two or three sights and are scheduled depending on student need and the location of the students. A total of 68 sections are delivered through Pictel to make up the 35 Pictel classes offered.

Full-time faculty instruct 31 (89%) of Pictel course offered with four (11%) Pictel course taught by Adjunct. The Two adjunct instructors are teaching for the Graduate Studies Department and two for the undergraduate department in upper division professional core courses: BAD 243 Business Law and LLAW 403 Criminal Law Procedures.

Table Fall 2017 Mode of delivery by Full Time Faculty and Adjunct Faculty

<b>Mode of Delivery</b>	<b>Full time Faculty</b>	<b>%</b>	<b>Adjunct Faculty</b>	<b>%</b>	<b>Total</b>	<b>% total</b>
Face to Face	199	67%	96	33%	295	87%
Pictel	31	89%	4	11%	35	10%
Online	9	100%	0	0%	9	3%
<b>Total</b>	<b>239</b>		<b>100</b>		<b>339</b>	

The table above shows that full-time faculty is teaching 239 (71%) of overall courses with 100 (29%) being taught by Adjunct Faculty. OLC currently has 60 full-time faculties including academic department chairs (8) and the Faculty General Education Director (1). Academic Department Chairs and the Faculty General Education Director have a teaching responsibility of 2 classes per semester unless on an approved alternate schedule. Qualified staff is allowed to teach during the evening hours provided that it does not conflict with their regular duties. Staff who teach are considered adjunct. A total of 58 full-time faculties and 66 adjuncts are teaching during fall 2017. However, a majority (71%) of the classes are being taught by full-time faculty. The following table shows the amount of faculty and adjunct faculty we are using for the fall 2017 semester.

<b>Instruction</b>	<b>Number used for fall 2017 semester</b>
Adjunct Faculty	59
Staff as Adjunct	7
<b>Total Adjunct</b>	<b>66</b>
Full-Time Faculty	52
Chairs	6
<b>Total Full -Time Faculty</b>	<b>58</b>
<b>Total Combined Full -Time and Adjunct</b>	<b>124</b>

Oglala Lakota College depends on adjunct faculty to fill courses which are not able to be filled by full-time faculty. Over the course of the past eight years, the Adjunct Faculty teach an average of 29% of the offered courses. [Table 4](#) Though this is a significant number of sections filled by adjuncts, it is not out of the norm in Higher Education and might even be considered lower than is typical of a community or rural institution.

*2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.*

To address this sub-component, it is important to note that OLC does not provide dual credit, so there is not a process to assure high school faculty teaching dual courses meet OLC qualifications. In a like manner, OLC does not contract with an external partner to provide courses and all consortial programs fall under the transfer policies for the College. This means that credits must follow the approval process and the granting credits must come from accredited institutions.

OLC does expend significant energy to assure that all full-time and adjunct faculty are appropriately qualified. The Oglala Lakota College Board of Trustees has established qualifications for faculty. [61-100](#) The Vice President for Instruction and Academic Department Chairs collaborate to assure that all faculty meet the qualifications set forth by the Board of Trustees.

The Oglala Lakota College administration was informed by HLC that all instructors must be appropriately qualified according to the HLC Guidelines for Determining Qualified Faculty. Ongoing dialogue with the HLC liaison resulted in the Vice President for Instruction, in collaboration with South Dakota State University, conducting a credential audit for all full-time Faculty in the summer of 2016. Evidence of this work is the attached file that give guidance to the HR Department and the Vice President to assure that all full-time faculty are in compliance in the Fall of 2017 ([3 C Table](#).) A total of 62 full-time faculty, including chairs, were reviewed. Chairs are employed full time with the responsibility of teaching two classes according to OLC policy [61-320](#). The table below shows that 76% or higher possess a masters degree or higher. A total of 58% of OLC faculty and chairs possess a Masters Degree with an overall of 18% who hold either a Ph.D., Ed.D, JD., or Doctor of Chiropractic Degree.

Individuals with Bachelor Degrees instruct AA level courses. The two individuals with an HS Diploma and expertise teach general construction courses, and the two individuals who possess certifications and licensure hold a Master Plumber license and a diploma from the National Institute for Automotive Service. All instruct courses in the Vocational Education Department. The individual with an AAS degree teaches for the Nursing program. This individual is on an AA to MSN degree plan approved by the State Board of Nursing.

<b>Credential</b>	<b># faculty</b>	<b>% faculty</b>
Known Related Experience and High school Diploma	2	3%
AAS	1	2%
Certificates or Licensure	2	3%
Bachelors Degree	10	16%
Master's Degree	36	58%
ED.D.	3	5%
Ph.D.	6	10%
JD	1	2%
Dr. Chiropractic	1	2%
Total	62	100%

Adjunct applications, transcripts and resume are used to assure that faculty are in compliance with OLCs qualifications for teaching. The Academic Department Chairs complete an adjunct approval form to review and approve an adjunct for specific courses needed each semester. [Adjunct Approval Form](#) OLC policy 61-110 Qualification standards policy provides the guidelines for approval. [61-110 Faculty Qualifications Policy NEW \(2\) \(2\)](#).

The Oglala Lakota College Board of Trustees is focused on assuring that the institution maintains academic integrity while providing the highest instructional quality possible in a challenging environment. In the past year, the college governance structure has been in regular conversation concerning faculty qualifications. Evidence of this are policies adopted by the Board of Trustees that create a process for improving faculty that includes emeritus professors. [61-130 Faculty Ameritus Policy and 61-130-1 procedure NEW \(2\) \(2\)](#) This process allows the Vice President of Instruction to bring together emerging faculty to work closely with veteran faculty members to build skills and expand the possibility of course offerings.

Additional to the Ameritus Faculty, the Board of Trustees has also established a peer mentoring process that is aligned with the faculty qualification policy [61-120 Faculty Peer Mentor Policy New \(2\) \(2\)](#), [61-110 Faculty Qualifications Policy NEW \(2\) \(2\)](#)

Though the above three policies are in place, it does not change the constant effort to assure that sections of courses are being taught by qualified faculty. Evidence of this may be found in the Fall, 2017 course cancellation figures.

*3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

The Board of Trustees has set an expectation of annual evaluation for all instructors. The policy calls for collaboration between Center Directors and Department Chairs. [\(76-500 Evaluation\)](#)

Evidence that evaluation is occurring is found in the annual reporting process. Each department chairperson is responsible to assure that their full time and adjunct faculty are evaluated annually. This is then reported to the Vice President for Instruction through the annual reporting process. An example of this may be found in the previously cited business department report. [2015-2016 business annual report \(Page 27\)](#)

The evaluation procedure that has been approved by the Board of Trustees and is part of the policy manual. [76-530 Faculty Procedure](#) The procedure does two things for the Department Chairs. It establishes a timeline for evaluation and equally important establishes a professional development planning process for Faculty. This process will be more thoroughly discussed in the next section of this criteria.

Department Chairs conduct course observations of all faculty members on an annual basis. An example of a completed evaluation form is attached. [Completed Evaluation](#) Additionally, the College conducts course evaluation surveys for every course every semester. This process is done through the Jenzabar system. An on-line survey is added to the student class interface. The students are then directed by their faculty and center staff to complete the surveys for each class. [Course Evaluation Survey](#) The course survey is available to department chairs for each individual faculty members and faculty members may access their individual class results. Student names are not available to faculty members. Each semester the data is aggregated to the institutional level and put in a report to the chairs and is published to the OLC web site. [Course Evaluation Report](#)

[Spring 2017](#)

*4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

Oglala Lakota College does not have a faculty tenure system that is typical of many colleges and universities. The process that has evolved at OLC is described in the evaluation procedure. [76-530 Faculty Procedure \(Page 2\)](#) The evaluation procedure establishes the creation of professional development plans, a portfolio process for evaluation of those plans and incentives to faculty for completing the process. Due to the size of portfolios, an example for evidence has not been uploaded. We encourage the team to review the portfolios during their visit to the Piya Wiconi administrative building.

This process has been instituted to assure that instructors keep current in their disciplines and are attentive to personal professional development. Each year the OLC budget includes fiscal resources for faculty to attend conferences, take courses and to expand their knowledge of their discipline. Evidence of this is reported annually in the Annual Report to Oglala Lakota College Constituents. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 114\)](#)

Professional development is monitored by the Vice President for Instruction and the Department Chairs on an annual basis. Evidence of this activity is reported in the Academic Department Annual Reports. One example is the Humanities Department. [2015-2016\\_humanities\\_annual\\_report \(Page 76\)](#)

*5. Instructors are accessible for student inquiry.*

The faculty expectations established by the Board require faculty to have office hours in the District Center in which they are teaching each week. A minimum is set of one hour per course in the policy under section B number 5. [61-310](#) Additionally, the procedure identifies that faculty are to be available to mentor students under section B number 11. [76-530 Faculty Procedure \(Page 2\)](#)

Student contact is critically important to the success of OLC students. The Enrollment Management Office has created an Early Alert system that is computer based and provides faculty a way to identify student needs. Student contacts on early alert, mentoring, advisement, etc. are monitored and reported annually in the Department Annual reports. An example of the monitoring of student access is in the Humanities Annual Report. The citation is multiple pages and includes advisement and other contacts over the subsequent pages. [2015-2016\\_humanities\\_annual\\_report \(Page 84\)](#)

*6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

College Center Directors are responsible for assuring that student support services staff receive appropriate training. This is conducted either by attendance at a central location or through travel to conferences or workshops. Funding is available through the Center Budgets. Evidence of Professional Development is available in the Center annual reports. [2016-2017 Annual Reporting final 6-9-17 Pine Ridge \(Page 3\)](#)

The TRIO program also provides support in the area of tutoring and provides professional development to TRIO counselors.

As discussed in the OLC Multi-Site Report, OLC staff are expected to create an annual Work Expectation Form which includes professional development activities for the supporting staff members. The report goes on to describe how money is budgeted each year for these activities. [2017 Oglala Lakota College HLC Multivisit Report \(Page 33\)](#)

The OLC Human Resources Office maintains a master list of professional development activities attended by Center staff and other departmental staff members. The activities listed are reported in Center and Department annual reports and are included in Center and Department planning. Evidence of this activity is the Master List that is maintained for staff. [Staff Master List](#)

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

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### *1) The institution provides student support services suited to the needs of its student populations*

The first reality of Oglala Lakota College is distance. It is challenging for guests who come to OLC to grasp the significant distances between places, the economic disadvantage and access to educational resources. The Pine Ridge Reservation, Cheyenne River Reservations and for that matter all of western South Dakota is a place where local people measure distance in terms of time. A simple example might help clarify. If the President of OLC began a journey at the Oglala College Center, the most south-westerly college center in the OLC system and began to travel to visit all the college centers and the administrative building at the Piya Wiconi site, he will have to drive 531 miles, spending at least nine (9) hours and four minutes behind the wheel of the car. [Pine+Ridge](#) He will have crossed from Tribal land, past Federally Controlled Grasslands, a National Park and will have ended up near the site of the Wounded Knee Massacre site. If he decides to actually stop the car and visit the people in the Centers, necessitating an overnight stay, he must choose his route carefully as only Martin, Piya Wiconi, Eagle Butte and Rapid City have hotels.

In the event the President gets hungry on his journey he has limited opportunity for food. All the communities have a local "convenience" store where hermetically sealed sandwiches can be purchased for high prices and "zapped" in the microwave along with some chips and sugary fizzy drinks. Only five of the sites have anything that resembles a restaurant. In Martin he has a choice of Dairy Queen or Subway. If he forgets his video cord for his LCD projector in the Pine Ridge Center, he has to wait till he gets to Rapid City to find a replacement, as there is no place to purchase a cord anywhere else along his route. Finally, he will have to check on the weather as road conditions can vary in the winter, with white out conditions common from the prairie blizzards that are part of where he lives.

According to the US Census Bureau, Small Area Income and Poverty Estimates, the counties that OLC serves are in the bottom 1 % of counties nation-wide for poverty. Ziebach County and Oglala Lakota County are in the bottom ten percent with poverty rates of 47.1% and 44.2% respectively.

([https://www.census.gov/did/www/saipe/data/interactive/saipe.html?s\\_appName=saipe&map\\_yearSelector=2015&map\\_geoSelector=aa\\_](https://www.census.gov/did/www/saipe/data/interactive/saipe.html?s_appName=saipe&map_yearSelector=2015&map_geoSelector=aa_)

Oglala Lakota College has adapted to this environment to meet the needs of students in multiple small rural communities. The initial organizational structure was the development of District Centers. As was more fully described in the OLC Multi-Site report to HLC, each district has a local board which provides support for a staff of dedicated professionals to support students.

[2017 Oglala Lakota College HLC Multivisit Report Page 9, \(organization chart\)](#) The staff size varies, dependent on the enrollment at the Center. The three largest centers by enrollment are Rapid City, Pine Ridge and Cheyenne River.

Center staff include Directors, who oversee all aspects of the local center activities, maintain relationships with the local board members and are supervised by the OLC President. Each Center has at least one, and in some cases multiple counselors. The OLC counselor position is responsible for providing academic counseling to students as well as providing support to faculty in maintaining relationships with students. The counselors work closely with faculty in academic advisement as well as providing students supports in financial aid assistance. OLC provides tutoring services to students through the TRIO funded program in the Centers. Additionally, each center has a GED tutor who works with students to achieve a high school diploma equivalency (GED) [Center Staffing and Enrollment](#).

The College Centers are the face of OLC. Faculty travel to the Centers to meet with students and to conduct classes. Each year the Center staff play a significant role in assuring students are able to complete classes. Evidence of this work may be found in the Center Annual Reports which are posted under the Assessment Office web page on the OLC.EDU web site. As an example of this, the LaCreek College Center, located in Martin, South Dakota, reported that they held workshops that ranged from creation of educational portfolios and financial aid assistance to helping create traditional arts and crafts. [2015-2016 LCCC Annual Report%20%282%29 \(Page 10\)](#) Students are able to work through their student organizations in each center to create ideas for workshops that assist students in staying engaged to their college experience.

A significant challenge for OLC has been the delivery of courses to students. Students living in rural poverty, often with dependents, are unable to relocate to a central campus for classes. A consequence of this is the tendency for students to prefer to stay close to their "home" center. OLC has addressed this issue in a couple of ways.

First, as Internet technologies slowly became available to the reservations, OLC took full advantage and began offering courses in synchronous delivery via classroom video conferencing and asynchronously via a Moodle on-line interface. Annually the Technology Department surveys students and analyzes the performance of students in distance delivery modalities. Evidence of this is the Distance Learning report from spring of 2016, an internal report used by Department Chairs and Center Directors in planning. Students who utilize Pictel (brand name of the classroom video conferencing system) appear to be doing as well as students in face to face courses. This is not the case with Moodle asynchronous courses. [Distance Learning report \(Page 2\)](#)

A challenge with internet based instruction at OLC is access to the internet. In the annual technology survey, it should be noted that 18% of faculty and students do not have internet access at home. Additionally, only 60% of students have internet available on a computer, with fully 20% only having data access on a cell phone. Though students have been reported by Center staff to be typing term papers on their cell phones and submitting them in that way, this method of course delivery is not optimal. [Tech Survey Data](#)

The cost of providing faculty to where students are located, and of delivery of courses via synchronous video conferencing, resulted in the development of a course delivery system that is based on vans taking students to centers for their classes. [Transportation plan Draft June 272014](#) The transportation plan was fully implemented in the Fall of 2016, though some vans were in service in 2015. Center Annual Reports are showing a significant amount of mileage on the vans and a longitudinal study is underway to determine if students who are being transported are as successful in classes as those who are not.

As of the Fall of 2017, OLC has evolved to multiple ways of delivering courses to students. Faculty travelling to centers to teach, faculty teaching across distance via video conferencing or asynchronous web based instruction and the delivery of students to faculty via the transportation system are all ways that are being used to provide students with opportunities to access the classes they need. In all cases, students are supported by Center staff and a relatively new office called the Enrollment Management Office (EMO). The EMO works directly with Center Staff and Faculty to manage the Early Alert Process.

Early Alert is best described in the EMO Annual Report [EMO Annual Report 2015- 2016 \(Page 8\)](#). This process ties all student support system services together by allowing faculty to enter concerns about students into an on-line form embedded in the Student Information System (Jenzabar). The EMO Early Alert system is part of an overall strategy cited in the OLC HLC 2015 Notice Report to increase support to students across all the Centers. [OLC Notice Report 10.29.15 \(Page 51\)](#)

The enrollment management data has been used by the Center counselors and directors in a number of ways. First is a recognition that there needs to be an on-going and strong connection between faculty and center staff. Faculty and center staff combine efforts in academic advising, which will be more fully discussed in section 3 of Core Component 3D. The data also indicated a need to reach out to schools which resulted in a strong outreach to local schools in conjunction with Foundational Studies, which will be described in section 2 of this core component.

Each year OLC administers the National Survey of Student Engagement (NSSE). This survey provides information on student satisfaction and engagement with the services at OLC. It focuses on faculty supports, but also reflects the overall satisfaction with the institution. Evidence of this may be found in the 2016 Snapshot which shows that students rated OLC higher in overall satisfaction than their peers in other similar colleges and universities. [NSSE](#) This data is provided to Center Directors and academic chairs to inform their deliberations related to creation of Institutional Effectiveness Plans.

OLC also surveys students during each semester to determine how they are rating their classes. These course evaluations are used by the faculty and Center staff to determine if students are feeling supported in their classes. The evidence from these surveys indicate a strong support for the academic efforts of the faculty and staff at OLC. It is also important to note that students rate their efforts toward their learning process. This is reported in the Student Effort graph that is part of the report. [Course Evaluation Report Spring 2017](#)

Students entering a District College Center can expect to find personnel who will assist them in gaining access to courses, navigate the on-line registration process, provide support in receiving financial aid and assure that they will get to their classes via the transportation system. Many of the Centers provide meals for the students and have created a place for social and cultural activity as well as academic progress.

OLC does provide early entry opportunities to students at all area high schools. Students must be in their Junior or Senior years and must pass the Accuplacer assessment into English 103 (Freshman English I) to be eligible for the process. The Assessment Office tracks Early Entry students as evidenced in the annually produced Fast Facts section of the web site. [Fast Facts January 2016 \(Page 2\)](#)

*2) The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*

The OLC Foundational Studies Department, working with the Enrollment Management Department, reaches out to local high schools, providing Accuplacer exams to those schools. Accuplacer is a Pearson product that is used to determine reading and writing skill levels of students along with math and algebra skills. OLC has established cut scores in Accuplacer to determine where a student places in the Foundational Studies system. Of the 279 students assessed in the fall of 2015 at both the high schools and older incoming freshmen, 87% required reading and writing skills development. OLC has created a process for identifying students, placing them in appropriate levels and providing them support to complete and matriculate into college courses. Evidence of this may be found in the Annual Report to OLC Constituents. [presented 2015-2016 \\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 20\)](#)

The College Center staff work with the faculty to provide on-going activities to support students academically. The centers work to provide tutoring, writing workshops, math workshops and other academic supports. Evidence of this may be found in the annual reports from the District Centers. [2016-2017 PSCC Annual Report \(Page 14\)](#)

*3. The institution provides academic advising suited to its programs and the needs of its students*

In recent years, the term "intrusive advising" has become widely accepted as a model for addressing the needs of minority students in low-income settings. OLC has been practicing this process for decades and is a good example of the benefits and challenges of this type of advisement.

OLC's advising process can be seen as a bifurcated approach to academic advisement. Students entering OLC do so at their local college center. Upon entering, a student is assigned a counselor. Due to loads, the counselors may also share advising duties with the Center Directors. OLC asks students to declare a major as entering freshmen. This allows the academic departments to assign a faculty member to begin advising the students in their first semester.

Center staff begin with entering students by having the student complete an Accuplacer exam, as was described above in section 2. The student works directly with the counselor to create an initial, first semester schedule based on Accuplacer scores and student interest. The Center counselor assures that a student has an assigned OLC email address, Jenzabar access user ID and is aware of financial aid opportunities. In the past two years, the OLC counselors have been improving an advisement template for this interaction. [Student Advising Meeting Final Version Spring 2017](#) The advising meeting template provides an opportunity to gather information from students about their ability to navigate the OLC email and student information system, assure they are on track for classes in the next semester and identify issues that might impact persistence and retention issues. The data that is gleaned from this process is illustrated in [Porcupine College Center Spring 2017 Counseling Data](#), and provides invaluable information to the staff about trends in their student body. This template has been used at the eighth week of the semester. Recent planning meetings with Center staff and EMO staff indicate that the process will be used twice a semester with students as a checkpoint on progress.

At the beginning of each semester, faculty travel to the Centers to meet with students in their degree areas. Faculty are assigned students for academic counseling in the degree area in which they teach. Evidence of this activity is reported in the Annual Report to OLC Constituents. [presented 2015-2016 october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 91\)](#)

As was described above, the Early Alert system managed by the Enrollment Management Office adds a relatively new layer to advisement of students. This process, added to the Center staff and faculty efforts, results in students being contacted multiple times throughout a semester to ensure they are having their needs met.

*4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).*

## **Library**

Woksape Tipi (House of Wisdom): Oglala Lakota College has evolved a decentralized library system to augment student learning. The library, titled Woksape Tipi, is both a place and a service. Each College Center houses a small library collection with four or five public access computers with printers. Students and community members may go to the Centers to access the library holdings. This is done through the Woksape Tipi web site [WOKSAPE Home Page 2017](#).

The Woksape Tipi building is at the Piya Wiconi Administrative building. It is a two story building that houses a book collection, archives, television studio and meeting space. The facility is designated the public library for the reservation and as such has a significant children's book collection. The book collections for the Woksape Tipi site and the District Centers both augment instruction and provide general reading materials to the community. [WOKSAPE Print Collection 2017](#)

Given the distances between communities, the Woksape Tipi staff regularly visit the Centers to provide direct support to students. The Library staff have created a strong library literacy program which is delivered across the system to students in coordination with their classroom instructors. [WOKSAPE Spring Outreach Schedule 2017](#) Additionally, the Woksape Tipi system is tied to the South Dakota Library Network, which allows students access to the research information available to college students across the State as well as on-line databases which provide full-text resources to students.

## **Archives**

A significant feature of the Woksape Tipi facility is the Archives. Oglala Lakota College is a leader in the Tribal Archives movement. Starting in 1985, the archives has been gathering a wide range of collections pertaining to life on the Pine Ridge Reservation. Researchers from around the world come to the Archives to conduct research and students are able to access the collections for their own studies. [2015\\_2016\\_woksape\\_annual\\_report \(Page 19\)](#)

## **Scientific Laboratories**

The Piya Wiconi Site has a 7,200 square foot science lab facility that houses the following:

GIS/GPS

Environmental Wet Labs

Biology Lab  
Chemical labs  
Flight Simulator Lab

This site also stores the Geo-Probe for deep soil and geological sampling and holds the Tribal Botanical Repository.

Three College Centers have full science labs that include a water, gas and chemical handling facility. These wet labs are in Pine Ridge, Rapid City and Eagle Butte.

### **Computer Access**

The He Sapa, Pine Ridge and Cheyenne River centers each have two labs with twenty (20) computers in each lab. The Nursing department has a 20 computer lab and all the other college centers have labs with 15 computers. Each lab has a dedicated printer.

Four of the Centers: Pejuta Haka, Pahin Sinte, Pine Ridge and He Sapa have laptop carts with 20 laptops available for student check out during business hours.

Additionally, each center has from two to five computers with printers in their college center libraries for student use.

Total computer to student ratio is approximately 1:3.

All Centers have WIFI access that is open to student use.

### **Nursing Program Facilities**

Oglala Lakota College has a nursing facility adjacent to the Indian Health Services Hospital campus in Pine Ridge, SD. Nursing students accepted into the program take classes at this site and are able to complete clinical hours at the IHS Hospital. This site has dormitory facilities for nursing students.

### **Student Housing**

OLC provides limited housing for the Pine Ridge and Kyle Campuses. These facilities are two bedroom apartments that can be made available to students with children.

### **The Land**

Oglala Lakota College is in a unique position to assure that students can study the needs of their communities in many faceted ways. Students in environmental programs are able to gather plants, test water quality and conduct research in their home communities. Social Work students are able to work directly with elders to discuss ways to live healthy lives and Education students are able to discuss teaching theory in their communities with parents, elders and youth. Unlike off reservation researchers who come to study the community, OLC students are of the community.

The HLC Multi-site visit in the Spring Semester of 2017 provided a summary of the facilities at OLC:

**For the communities in which the centers are located, the OLC facilities are one of the mainstays of community life and social interchange. The facilities are modest but invaluable to the people who look to them for educational opportunities and community interactions. [Oglala Lakota College Multi Site Review HLC Report \(Page 5\)](#)**

5. *The institution provides to students guidance in the effective use of research and information resources.*

Each year the Woksape Tipi staff travel to Centers to provide direct instruction to students on the effective use of research and information sources. Evidence of this process may be found in the annual Woksape Tipi reports. [2015\\_2016\\_woksape\\_annual\\_report \(Page 5\)](#)]

Students who seek a bachelor's degree, and a majority of the Associate of Arts degrees, at OLC are required to pass English 113 (Freshman English II). Some Associate of Arts degrees do not require Freshman English II: for example, plumbing. The Freshman English II course focuses specifically on the effective use of research and information sources. [English 113 Master Syllabus \(Page 9\)](#)

All course syllabi require some level of writing. Evidence of this may be found in the OLC Master Syllabi listing. Faculty review course expectations and work with students to specifically research in their content areas. Students are supported by the center staff and Woksape Tipi staff on an individual basis. [http://www.olc.edu/academics/olc\\_master\\_syllabi.htm](http://www.olc.edu/academics/olc_master_syllabi.htm)

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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*1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

Oglala Lakota College has sought to be attentive to and to strengthen the role co-curricular activities play in the lives of the students. The issue of co-curricular activities was addressed in the OLC Notice Report of 2015. In that report the College described how it was addressing and assessing co-curricular activities. [OLC Notice Report 10.29.15 \(Page 58\)](#)

The Notice report built off the work of the Co-Curricular Framework which divides co-curricular activities into academic and non-academic activities. [co\\_curricular\\_assessment\\_framework\\_v12](#)

A result of this division is the opportunity to ensure that co-curricular activities are fully embedded in the academic department assessment strategies and are fully aligned with the mission and student learning outcomes that stem from that mission. Evidence of this may be found in the Humanities Institutional Effectiveness Report that shows the planning to engage students in a co-curricular activity of creating and publishing a literary journal. [2015-2016\\_HSS\\_IER \(Page 24\)](#) That literary journal was produced and published through a South Dakota Council on the Humanities grant. This experience provided students with the opportunity to link writing assignments from the courses to learning about the publishing aspects of literature. [Wounwapi\\_Final \(Page 2\)](#) It is a goal of the department to produce a journal every other year, so our hope is to publish again in 2018.

Another example of the importance of co-curricular activities at the department level may be found in the annual AIHEC competitions. AIHEC is an organization that hosts an annual student conference in the spring term of each year. An aspect of AIHEC is competitions in a variety of areas. Students at OLC work with faculty to prepare for the competitions as part of their academic work.

The Business department lists AIHEC as an activity to help improve retention and persistence. The goal of encouraging students to participate in an effort to build persistence is being measured over time. Evidence of this activity may be found in the Institutional Effectiveness Plan for 2016-17 academic year [2016-2017\\_bus\\_IEP \(Page 4\)](#) and in the resultant participation in the AIHEC Conference. Humanities, Math & Science and the Business department are heavily involved in the AIHEC Competitions as can be seen in the results sheet from the President's Office. [InterculturalKnowledge. AIHEC Awards](#)

*2. The institution demonstrates any claims it makes about contributions to its students' educational*

*experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development*

Oglala Lakota College contributes to student experiences beyond the classroom. The co-curricular activities which are part of the rich environment of OLC are evidenced in numbers of ways.

Each year the Humanities Department holds a research symposium for students. This symposium allows students and faculty to conduct research as a key component of their classes and then present that research in a formal way to the college community. [2016 OLC RESEARCH SYMPOSIUM Schedule](#), [2017 OLC RESEARCH SYMPOSIUM Schedule](#)

A second piece of evidence may be found in the planning and reporting documents from the College Centers. An area of concern is that students are able to learn Wolakolkiciyapi as defined in the General Education Guidelines. [general\\_education\\_web\\_site \(Page 1\)](#) To help students live in this way, cultural activities are planned and carried out in the College Centers. Evidence of this is in the Cheyenne River Institutional Effectiveness Plan (IEP) which identifies cultural activities as part of the student experience for the 2016-2017 academic year. [2016-2017\\_CRCC\\_IEP \(Page 1\)](#) In the White Clay College Center Institutional Effectiveness Report there is evidence that activities were held in that academic year. [2015-2016\\_WCCC\\_IER \(Page 1\)](#)

OLC students are given an opportunity for a wide range of experiences. This includes collaborations with the South Dakota School of Mines and Technology in the fields of Engineering, ([OSSPEEC Poster Session](#)) participating in educational conferences like the South Dakota Indian Education Conference, ([Newsletter Sept 23 \(Page 2\)](#)) and to work nationally with tribes across the United States and Canada in the annual American Indian Higher Education Consortium student conference. [O LC\\_Spring\\_2017\\_NL \(Page 5\)](#) OLC students were featured on a regional television station, KOTA Territory, highlighting their success in collaboration with the School Of Mines and Technology.

OLC also provides opportunities for internships. The Math and Science Department provides internships through a National Science Foundation TCUP grant program. Evidence of this activity is the current TCUP report that indicates the number of student interns as part of that program. [Yuowanca-20170809 \(Page 12\)](#) An exciting new initiative funded through the Department of Education and the Project Success program is the opportunity to significantly increase the number of paid internships at OLC. The attached proposal to Project Success provides the current published information on student internships ([OLC Paid Internship Manual \\$9 per revision \(Page 3\)](#)) and provides evidence that for the next three years OLC will be able to expand paid internships to students.

The assurance statement above gives us an opportunity to talk about our students and graduates as they work within our community. OLC has had a significant economic impact on the Pine Ridge Reservation. The College worked with an external firm to determine the economic impact on the reservation. This study, published in 2015, shows the overall impact of the college on our community. [OLC Wichapi winter 2015 economic impact, Oglala\\_MainReport\\_1314\\_Draftv3, Oglala\\_ExecSum\\_1314\\_Draftv2](#)

An example of a community action project requires graduate students to conduct and present about service learning processes at the end of their program. Smaller projects happen at the class level (for example Tribal Finance has a project built into the syllabus) with the final capstone being a formal process identified in the program handbook. [2012-2013\\_graduate\\_studies\\_handbook \(Page 26\)](#) An example report from a service project is also attached as evidence. [The Indiginization of Evaluation](#)

## [Final Draft](#)

Finally, a challenge facing all small, rural, communities is that people are busy. As the majority of OLC students can be seen as "non-traditional" (according to the Assessment Office 77% of OLC students have dependents) it is typical for students to take longer to graduate. It is common for students to come to OLC, take classes, stop out, work in the community and then some day return to OLC. As part of preparation for the HLC visit, the Assessment Office gathered data on the current Oglala Sioux Tribal Council. Of the twenty-one tribal council members, the President, Vice President, Secretary and Treasurer, Fourteen (14) percent have degrees from Oglala Lakota College and fully 69% are currently working on degrees at Oglala Lakota College. [Tribal Council](#)

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## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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In summarizing Criterion 3, it became clear to the writers of this document that OLC works. As an institution OLC assures all courses are of the highest quality possible, it reaches across great distance to deliver those courses and assures that regardless of the delivery method, course offerings meet the needs of students.

The College has a conscious process of assuring that all programs are current through the regular program review process ( [Program\\_Review\\_Calendar](#)). This process, combined with the annual review of courses by each department of student performance, assures that what is being taught is what students need. Added to this is the constant endeavor of assuring that faculty meet high standards of preparation, as described in Criterion 3c, and to the provision of professional development opportunities for faculty and staff. OLC goes one step further by annually asking employers about graduate performance, closing the loop on assuring that OLC provides the highest quality of education possible.

OLC has always been a de-centralized system. As noted in the HLC multi-site report, the College provides services across both reservations and the He Sapa Center equally and with a critical eye toward quality. It is important to note that the HLC multi-site report found no discrepancy with the education and process at each of the Centers and that the institution was "adequate" in all categories.

Finally, OLC does monitor its delivery and in the light of changing technologies has a history of tracking student progress across multiple delivery modes. It is important to note that the findings regarding purely web-based instruction has been explored by faculty and staff and is resulting in changes in preferred delivery.

### Sources

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- [Program\\_Review\\_Calendar](#)

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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1. *The institution maintains a practice of regular program reviews.*

Annual program reviews have been part of the OLC process since the late 1970's. In reviewing documents in the College archives, we found a program evaluation checklist that was taken from Oklahoma and applied to the vocational program in 1978. [1976\\_checklist\\_eval\\_program](#). This regular practice of program review is evidenced in the College Policy manual as a formal charge to the President of the College and his/her designee. [37-000-1](#)

Program reviews are held in five year cycles at OLC as outlined in the calendar. [Program\\_Review\\_Calendar](#). The program review process is clearly articulated in the program review form. [Academic\\_Program\\_Review\\_Form](#) This form identifies areas that programs are to consider and establishes the use of external reviewers. In recent years, OLC has created a relationship with South Dakota State University to provide experts for the review process.

The most recent program review is evidenced in the Business Department Review. [Academic](#)

[Program Review Form Business Dept \(1\)](#). The review is a self-study of the department with an external component to ensure that the program is meeting acknowledged standards and to discuss possible innovations, strengths and areas which need improvement. The Business Department receives a report from the reviewers and the ideas in that report are folded into the departments Institutional Effectiveness Plan.

Further evidence of program review activity may be found in the Spring 2016 Program Review Report from South Dakota State University. [OLC Program Review Foundational Studies](#) The process of reviewing Foundational Studies resulted in the development of the CARS/CARFs program for students requiring foundational courses. Evidence of this may be found in the power point presentation used with Center staff and students to describe the program. [Foundational Studies CARS Program 2017 \(Page 13\)](#).

The program review cycle has proven very beneficial to the ongoing growth of OLC as it has helped the institution identify strong programs as well as programs in need of revisions. OLC has expanded this process by creating the annual Institutional Effectiveness Planning process which provides a mechanism for self-study by each department. [olc\\_iep\\_model](#)

*2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*

Oglala Lakota College has evolved a rigorous process to assure that credits awarded have meaning. The process begins with program development which is initiated as a result of research conducted by the administration and departments on needed programs in the community. Evidence of this is the Occupational Survey conducted to determine community needs. [oc sur rep 3.16 \(1\)](#) Programs are developed by departments and then submitted to the Piya Wiconi Okolakiciye system where the program courses, assessments and syllabi are created and approved. [PWO Bylaws](#) The Administration received programs from PWO and includes the planning into the budgets and ultimately the College Board of Trustees approves the program. The Board of Trustees has a standing program committee that reviews changes to the academic program. [Board Minutes](#)

Once a program is approved, faculty are hired or assigned to courses through the Human Resources Program. Department Chairs and the Vice President for Instruction assure that faculty are qualified to teach and once hired, the master syllabus for the courses, developed by PWO are provided to the instructors. An example of the syllabus is provided for evidence.

[SoSc103 Introduction to social science syllabus](#) The syllabus assures that students are clearly informed as to what they are to learn, how they will be assessed and the outcomes expected of the course.

As students are taking courses, department chairs and seasoned faculty members conduct observations of faculty to assure that what is being taught in the courses is aligned with the master syllabus. Evidence of the observations is attached. [Completed Evaluation](#) Faculty input mid-term grades in the Jenzabar student information system and assure that students are completing course evaluations in a confidential on-line setting. The students report if the courses are meeting the identified outcomes as evidenced in the course evaluation report. [Course Evaluation Report Spring 2017](#)

Once a semester ends, faculty submit grades to the Registrar's office. At that point the Registrar assigns a credit and upgrades the transcript on Jenzabar.

The Registrar does not award credits for experiential learning or prior learning. In the event a student does request to receive a credit for a course without taking the course the Registrar does have the

ability to have students take a competency examination for the credits. Evidence of this is in policy [70-950](#). According to the Registrar's Office in the Spring of 2017 29 students were assessed and received classes for 19 students. The process is the responsibility of the Registrar and Vice President for Instruction with the assistance of the academic department Chairs.

*3. The institution has policies that assure the quality of the credit it accepts in transfer.*

The College has defined acceptance of transfer credits. This is evidenced in policy [70-900 Transfer Credit Policy](#). The procedure for this policy is for the Registrar to work directly with Academic Department Chairs to review transfer requests as they apply to the desired degree program.

*4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

OLC does not offer dual credit programs for high school students. Please note: for the purposes of this report, we are defining dual credit as courses taught in the high school by high school faculty where students receive both high school and college credits. The ease of access to college centers in each community allows high school students who are taking classes to do so in the College Centers rather than in their schools.

OLC does allow students to take Early Entry classes. [80-200](#) This policy is in place to ensure that courses offered in the Early Entry process will be the same as all other college courses.

OLC approves all courses through the Piya Wiconi Okolakiciye system. The Instructional Affairs committee, comprised largely of faculty and Center Directors, meets monthly and has as a primary duty to review and approve all courses and programs. Courses, and changes to courses are approved in a "two reading" process where the committee reviews the course or degree. The committee determines if the degree is appropriate to the mission of the College or if the course is appropriate to the degree. It also assures that student learning outcomes are in place and has, as a standing committee, and assessment sub-committee which reviews assessment for all new courses and programs. Evidence of this activity may be found on the OLC web site at:

[http://olc.edu/administration/committees/instructional\\_affairs.htm](http://olc.edu/administration/committees/instructional_affairs.htm). For the purposes of this report, evidence is provided through the attached minutes. [Instructional Affairs Meeting Minutes \(Page 3\)](#)

Rigor of courses and student expectations are assured in the Student Learning Outcomes (SLO) process for all courses. Departments set SLO's for classes that are then articulated in the Master Syllabi for those courses. The syllabi are then distributed to all faculty teaching a course and both full-time and adjunct faculty are expected to ensure that students achieve the defined SLO for the course they are teaching. Evidence of this process may be found in the example syllabus for Social Science 103. [SoSc103 Introduction to social science syllabus \(Page 2\)](#)

Faculty qualifications are controlled by the Department Chairs and Vice President for Instruction. A more detailed description of the faculty qualification process and control may be found in 3c.1 in this document.

Oglala Lakota College maintains Woksape Tipi (roughly translated House of Wisdom). This name change was instituted upon completion of the new facility at the Piya Wiconi administrative site. Prior to that time, the service was called the Learning Resources Center (LRC). The evolution, like

the building, reflect the importance OLC places on assuring student access to learning resources in a culturally appropriate manner. Woksape Tipi houses a library facility which provides intellectual control to the print resources of the institution. Student's may access an on-line catalog from any center to find and acquire reading materials owned by OLC and to gather up print materials from other libraries through Inter-library loan. The library also provides significant access to on-line databases that provide full-text information to students. [2015\\_2016\\_woksape\\_annual\\_report](#)

The Library provides service to each center through a regular delivery and support process. A full-time librarian is assigned to move materials between centers and to provide library literacy instruction to students.

A second service emanating from the Woksape Tipi facility is the Archives. This service collects, organizes, maintains and preserves primary source information regarding the Oglala Lakota people. The archivist is a formally trained professional holding a Master in Library Science with a background in archival methodology. The institution has made a commitment to maintaining the archival collections for the use of students and other researchers. The archives reports progress as a part of the library annual report. [2015\\_2016\\_woksape\\_annual\\_report \(Page 19\)](#)

Another resource that is supported and maintained in the facility is KOLC. This is the college's television station that services cable access channels in all the Pine Ridge communities. KOLC broadcasts learning content through its regular programming.

*5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

Oglala Lakota College has three departments that maintain their own specialized accreditation: The Social Work department/program is accredited through the Council of Social Work Education (CSWE), the Nursing department/program is accredited by the South Dakota Board of Nursing, under the National Council of State Boards of Nursing (NCSBN) Model 3, and the Education department is accredited through the National Council for Accreditation of Teacher Education (NCATE). The National Council for Accreditation of Teacher Education is now called the Council for the Accreditation of Teacher Education (CAEP).

### **Oglala Lakota College Social Work Department**

The Department of Social Work offers the bachelors (BSW) degree in social work. The BSW program was accredited in June 2010 for four years by the Council on Social Work Education. On March 9, 2015 accreditation was reaffirmed for another 8 years, ending in June 2022.

The Council's Educational Policy and Accreditation Standards (EPAS, [www.cswe.org](http://www.cswe.org)) guided formation of the program. As part of the Department's efforts to earn reaffirmation of accreditation, we have adopted the 2008 standards that has us organize the curriculum according to 10 competencies and 41 practice behaviors. Competency-based education is an outcome performance approach to curriculum design. [BSW Program Evaluation](#) Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. At the end of a student's time in the social work program, s/he will be able to demonstrate mastery of all 41 practice behaviors.

### **Oglala Lakota College Nursing Department**

The Nursing Department at Oglala Lakota College (OLC) currently aligns with the South Dakota Board of Nursing, under the National Council of State Boards of Nursing (NCSBN) Model 3: Deem national nursing accreditation as meeting board approvals. Boards of Nursing (BON) deem national nursing (CCNE or NLN-AC) accreditation as meeting state approvals, though they continue to approve those schools that don't voluntarily get accredited. The BON is available for assistance with statewide issues (i.e the nursing shortage in that state); boards retain the ability to make emergency visits to schools of nursing, if requested to do so by a party reporting serious problems; and the BON has the authority to close a school of nursing, either on the advice of the national nursing accreditors or after making an emergency visit with evidence that the school of nursing is causing harm to the public. Initial approval processes are conducted before accreditation takes place.

The Nursing Department at OLC has maintained state board approval, until recently as allowed by NCSBNs models of approval/accreditation. The 2016 site visit resulted in the program being placed on probationary status by the BON for one year due to the first time test takers low pass rate of the National Council Licensure Examination (NCLEX) [education](#). Although this might seem disconcerting, the threshold for the Board of Nursing is 75% completion rates for students. OLC's rate is 71.3% and is impacted by the small number of annual graduates from the nursing program. As a result of this concern, an action plan was drafted with plans to submit to the BON at the April board meeting (Appendix A). Plans to pursue national accreditation are also currently underway through the Commission of Nursing Education Accreditation (CNEA), with submission of the initial pre-accreditation application in August of 2018 [Board of Nursing Letter](#). The action plan was submitted and accepted/approved by the Board of nursing. This will further align OLC with NCSBNs recommendation that all nursing programs be nationally accredited by 2020.

### **Oglala Lakota College Education Department**

Through the South Dakota Department of Education's past partnership with the National Council for Accreditation of Teacher Education (NCATE), Oglala Lakota College's teacher preparation program is currently accredited based on the NCATE standards, protocol, and review process. (South Dakota Board of Examiner Report, October 21, 2014; South Dakota Board of Education Minutes. [SDBOE\\_Minutes\\_Jan\\_2013\(1\)](#) [SDBOE\\_Minutes\\_Nov\\_2014\(1\)](#))

A conceptual framework for the Education Department was developed during the 2005-2006 academic year. The framework outlined the vision, mission and purposes of the teacher preparation program, identified four overall goals for the program (supported by research-based best practice) and created the initial program structure and assessment system for the partnership between the South Dakota Department of Education (SD DOE) and NCATE (the National Council for Accreditation of Teacher Educators) for State accreditation of teacher preparation programs.

Once every seven years, teacher preparation units and programs are formally reviewed by a South Dakota State Board of Examiners Team and recommendations are made for continuation of program approval status to the South Dakota Board of Education. On January 14, 2013 the South Dakota Board of Education granted Oglala Lakota College a two year, Conditional Approval status based on the October 21-24, 2012 accreditation visit and SD Board of Examiners report recommendations to allow the OLC Education Department time to fully implement a unit and assessment system. (South Dakota Board of Examiner Report, October 21-24, 2012; South Dakota Board of Education Minutes, January 14, 2013)

The OLC Education Department developed student learning outcomes (SLOs) during the Fall 2012 semester and aligned these outcomes to State SD DOE and National teacher preparation standards in January of 2013. All coursework in the Education Department was then aligned to the following

teacher preparation standards: South Dakota Department of Education Administrative Rule 24:53:04:06 (SD DOE), the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development, the Association for Childhood Education International (ACEI) Standards for Elementary Education, the National Association for the Education of Young Children (NAEYC) Standards, the National Science Teachers Association (NSTA) Standards and the Council for Exceptional Children (CEC) Standards. Assessment plans were developed for Associate of Arts and Bachelors degrees in the Education Department during the spring semester of 2013. Program learning outcomes (PLOs) were developed during the 2013-2014 academic year to further clarify the outcomes of each associate and bachelor degree program within the department.

A follow-up accreditation visit was conducted on October 21, 2014. The findings, as reported by the SD State Board of Examiners Team Chair, indicated that the OLC teacher preparation program had met the required standards. On November 17, 2014 the SD State Board of Education approved the OLC Educator Preparation Program for a five-year period. (South Dakota Board of Examiner Report, October 21, 2014; South Dakota Board of Education Minutes, November 17, 2014)

In March of 2014 the SD Department of Education entered into a partnership with the Council for the Accreditation of Educator Preparation (CAEP) for program review and accreditation. Two members of the OLC Education Department attended a training session, in the fall of 2015, to become program reviewers for the SD DOE under this new program accreditation system. At the present time the Education Department is preparing to revise and refine programs to meet additional requirements found within the CAEP Standards. For example, OLC's current candidates must maintain a minimum GPA of 2.8, which exceeds the minimum 2.6 established by the South Dakota Department of Education. As of AY 2016-2017 new candidates to OLC's teacher preparation program must meet a higher 3.0 minimum GPA as required by CAEP for entrance into teacher preparation. The 2016-2017 academic year was the first year educator preparation programs in South Dakota were reviewed using the CAEP standards.

Our next accreditation visit by SD DOE State Board of Examiners will be in the Fall of 2019.

*6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).*

OLC conducts two types of studies to determine the employment needs of the Reservation and the satisfaction of employers with OLC graduates.

The first is a comprehensive employment survey. This survey was completed by an external consultant firm, Mitom.inc. Mitom.inc is a company headed by Tom Allen, a former resident of the Pine Ridge Reservation and formerly a Vice President for Development at Oglala Lakota College. Mitom.inc provides consulting services to multiple tribal programs including the OST Housing Authority. Employment data on the Reservation can be elusive, and it is felt that Mitom.inc has sufficient contacts within the overall reservation community to provide solid reliance on the data.

The employment survey showed that OLC's programs are targeting areas of need on the reservation. In particular, teacher education, social work and tribal administration. Since the College's mission is to rebuild the Lakota nation through education, it is important to assure that graduates are filling needed positions. Evidence of this may be found in this report. [oc sur rep 3.16 \(1\) \(Page 17\)](#) The

report provides suggestions for expansion into areas of weakness and is used for planning purposes in the institution. Example of this are the suggestion for a Commercial Drivers License Program.

The second study that is conducted annually is the employer satisfaction survey. The 2016 employment report is submitted as evidence. [2015\\_Graduate\\_Employment\\_Report \(1\)](#) This report provides information about graduates who are continuing their education.

[2015\\_Graduate\\_Employment\\_Report \(1\) \(Page 13\)](#) It is interesting to note that majority of students are continuing at OLC or in two cases on to South Dakota Board of Regent's institutions, though the graduates from the Social Work program are moving on to the Washington University in St. Louis for their Master's in Social Work.

The employer survey seeks to understand how employers value aspects of graduates' preparation, including skills determined in the General Education framework. Starting on pg. 27 of the report evidence is included on how employers rate the OLC graduates in specific skill sets.

[2015\\_Graduate\\_Employment\\_Report \(1\) \(Page 27\)](#)

Finally, as the mission of the College is to Rebuild the Lakota Nation through Education, the report provides a breakdown of graduates by College Center. This allows local boards to see how their graduates are doing and to create an opportunity for dialogue about community needs at the local board level. [2015\\_Graduate\\_Employment\\_Report \(1\) \(Page 3\)](#)

Occasionally, departments conduct specific employer surveys to better understand the community needs for programming. Evidence of this may be found in the most recent Humanities Department program review report. Humanities conducted an employer survey specific to their degrees and it is referenced in the program review as part of the OLC process for ensuring vigor and constant improvement in the academic programs. [HSS Program Review \(Page 15\)](#)

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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*1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals*

In August of 2015, Oglala Lakota College submitted a report to HLC titled the OLC Notice Report. That report was in response to concerns regarding aspects of the management of the institution. The Notice Report reported on how programs at OLC were reviewed and how data from this review process resulted in change in programs. ([OLC Notice Report 10.29.15](#) pg. 82).

A significant part of the learnings from the HLC Notice process has been the importance of ongoing assessment at all levels of the institution. Key to that growth has been the creation and assessment of student learning outcomes for all academic programs. The 2015-2016 Annual Report to OLC Constituents (AROLCC Report) provides evidence of departments creating student learning outcomes and assessing those outcomes in a systematic way to drive programmatic decision making. Table 90 of the AROLLC Report identifies the number of SLOs created by each department and the percentage of those SLOs met. ([presented 2015-2016\\_october fina AROLLC for SPC nov 21 2016 \(1\)](#) pg. 139).

Table 90 shows that the SLO process is developing at OLC. Seven of the nine undergraduate departments reported evaluation of SLOs in the annual reporting. During the 2016-17 academic year the remaining departments (Vocational Education and Graduate Studies) have created SLOs and will report them in their 2016-17 AROLLC Reporting. [presented 2015-2016\\_october fina AROLLC for SPC nov 21 2016 \(1\) \(Page 138\)](#)

*2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

Evidence of this process is the Business Department's individual course assessment form. Every faculty member completes an Individual Course Assessment Form (ICAF) for each class taught. [ICAF\\_2016\\_2017](#) This self-assessment document gathers information from each faculty member about their classes and requires reflection on student performance by all faculty members. All departments utilize the ICAF procedure at the end of each semester.

Assessment of SLOs has been focused in the past on written artifacts. In the recent year, OLC Departments have been using "authentic" assessments that are aligned with internal (OLC) and

external (Certification Program) outcomes. An example of this is the Social Work SLOs which are aligned with the Council on Social Work Education student learning outcomes or the National Council for Accreditation of Teacher Educators in the case of the Education Department. ([Ed Handbook Revisions August 2016](#) pg 13) The Education Departments use of portfolio assessment allows students to show growth over time descriptions of their learning and to allow integration of video presentation.

The College has a growing number of internships that enrich student program learning. These internships are designed to help student apply the learning they have acquired in real-world settings. Internship credits are assigned in a similar way as regular credits, a master syllabi governs the internship and is approved through the committee structure. The resulting syllabus described the intern activity and defines how that internship will be assessed. Evidence of this may be found in the Business Department's Internship Master Syllabus handbook. [BAd 496 Field Experience](#)

### *3 The institution uses the information gained from assessment to improve student learning.*

A good example of the use of student assessment data for improvement of student learning can be found in the AROLCC Report for 2016. During the 2015-2016 academic year the Foundational Studies Department assessed SLOs. Student work was examined and assessed using a rubric developed by the department faculty. Student performance was analyzed and a decision was made to re-structure Foundational Studies. All entering students at OLC are required to take the Accuplacer Exam (Pearson Product) which determines reading, English and math levels. Cut scores on the Accuplacer determined student placement in either English 083, 093 or 103 and Math 083, 093 or 103. After analysis of student performance, it was determined that English and math students placing in the 083 categories were in need of more intense tutoring than could be managed in a traditional three hour course. The Department, working with the OLC GED program restructured its process to assign all 083 students a tutor, it removed 083 from the college credit cycle and created a summer program for 083 and 093 students called the College Academy of Readiness Summer (CARS) program and the College Academy Readiness Fall and Spring (CARFS) program. Students who test into this level are not charged tuition or fees and receive instruction in a one-on-one setting with books provided by the College. Students in this program are currently being tracked and final data analysis will be completed in the Spring of 2018. ([presented 2015-2016 october fina AROLCC for SPC nov 21 2016 \(1\)](#) 118-124), [Adjunct Orientation 12-10-16 CARS CARF](#), [Foundational Studies CARS Program 2017](#).

Assessment of co-curricular programming at OLC is an on-going challenge. The HLC Notice report identified co-curricular assessment as a need and OLC has begun to develop a process to attend to that need. The de-centralized learning environment of OLC creates challenges to co-curricular activities that are not often part of centralized campus life. Student activities are planned, primarily, at the District College Center level. District Centers range in size from 316 students at the Rapid City He Sapa Center to 32 students at the East Wakpamni Center in Batesland, SD. [Center Staffing and Enrollment](#) As was described in the HLC Multi-Site report, OLC has no centralized campus, rather, the eleven centers provide services across the reservation.

A result of the decentralized campus environment is that many activities which are common on centralized campuses simply don't exist at OLC. Center staff work to create activities which will support student learning, but tend to focus on building of positive environment activities that seek to increase persistence rates. In the 2016-17 academic year, Center staff began a series of dialogues with the Enrollment Management team, Assessment Office and Academic Chairs to explore how to create co-curricular activities that could be measured for impact. The notes from a meeting held in June are evidence of the ongoing dialogue related to this issue. [Center Directors meeting June 15 2017 notes](#)

The result of these activities has been to define measurable outcomes for co-curricular activities at the college. These activities are reported in the Center Institutional Effectiveness Plans. Evidence of this planning is attached in the LaCreek College Center Institutional Effectiveness Plan. [2017-18\\_LCCC\\_IEP](#)

Student input into the assessment system includes course evaluations that give both quantitative and anecdotal information to faculty regarding their teaching. This data is collected and distributed at the end of each semester during the Assessment Day's activities for consideration by faculty. Evidence can be found in the attached report from the Assessment Office. [Course Evaluation Report Spring 2017](#) Department Chairs can disaggregate the Course Evaluation data on the Jenzabar system by faculty member to have specific conversations about effectiveness of courses along with review of faculty collected assessment.

Specific departments may use inter-departmental assessment instruments. An example of this is the Nursing Department which utilizes the Assessment Technology Institute (ATI) System in assessing students comprehension of various areas related to nursing and health care. The program allows for testing, evaluation and recommendations for enhancing student learning. The results are used by the nursing faculty to address gaps in student understandings.

*4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members*

The challenge, and elegance, of the OLC system is that all faculty are in some ways part of the assessment process in a substantial way. Faculty participate through reflections on their practice using the ICAF forms as described above. This information is brought together at the Department level for general discussion and planning. In addition, each department gathers artifacts and holistically scores those artifacts to determine if SLOs are being met as described in the AROLCC report table 90. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\)](#)

Departmental assessment on a semester by semester basis is a core practice at Oglala Lakota College. The College administration has set aside two days at the end of each semester for "assessment days" activities. Departments meet and review the performance of students related to program Student Learning Outcomes and make adjustments, as needed, to instruction based on student performance. [F2017-S2018 Calendar](#)

As programs are reviewed, this information is used to determine new programming, which moves through the college governance system as described above in the Foundational Studies example. Faculty are deeply involved in assessment in a continuous manner.

## Sources

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- 2017-18\_LCCC\_IEP
- Adjunct Orientation 12-10-16 CARS CARF
- BAd 496 Field Experience
- Center Directors meeting June 15 2017 notes
- Center Staffing and Enrollment
- Course Evaluation Report Spring 2017

- Ed Handbook Revisions August 2016
- F2017-S2018 Calendar
- Foundational Studies CARS Program 2017
- ICAF 2016 2017
- OLC Notice Report 10.29.15
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 138)

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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*1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*

Oglala Lakota College faculty and staff have been focused on the issues of retention, persistence and completion rates for a number of years. This section will build off the reporting already done regarding this issue in the HLC OLC Notice Report from October of 2015. The report gives evidence of the planning for and implementation of an office of Enrollment Management and the creation of an Enrollment Management Plan in the fall of 2013. [OLC Notice Report 10.29.15 \(Page 39 - 53\)](#)

The plan as described in the report calls for a per annum growth in retention and persistence at a minimum of 2%. Additionally, the college is evolving a multi-part process to address these important issues. The Enrollment Management Office has evolved over the past three years to work collaboratively with the faculty and college centers, creating an opportunity and conduit for common planning and activity. Evidence of this work falls within three categories, recruitment, Early Alert, and intrusive advising.

Oglala Lakota College is an open admission institution. As such, anyone interested in attending OLC may come and become part of the educational process. Students who come to OLC and are not reading at the 10th grade level find a place in the Foundational Studies program and the College faculty and staff work to assure those students are prepared for college courses. [Foundational Studies CARS Program 2017 \(4\)](#) A significant issue related to retention and persistence of students is a successful recruitment process. The Enrollment Management Office has evolved a recruitment process tailored to the needs of the reservation communities. OLC does not recruit students abroad, rather it focuses all efforts on recruitment of Lakota students in local schools and communities. Entering Freshmen at OLC are part of an On-Boarding process that includes skills assessment, orientation to College life and registration/Jenzabar instruction.

*2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.*

OLC uses the Accuplacer assessment instrument to determine student reading and math levels prior to registration. All students entering OLC for the first time are assessed and then placed into English 083,093 or 103 depending on their reading scores and Math 083,093, 103, depending on scores. The Foundational Studies Department and the Enrollment Management Department collaborate on reaching into the local schools and GED program to assess/place incoming students. The evidence of this work is reported in the Annual Report to OLC Constituents. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 21\)](#) A very real issue that faces entering freshmen is that only 22% of them are academically ready for College as measured by Accuplacer. In the fall of 2016, 48% of entering freshmen were recruited from local high schools. [Fast Facts January 2016 \(Page 2\)](#) This data is impactful to our understanding of retention and persistence as OLC students are in large part not coming directly from high school in a smooth trajectory. 52% of students are either high school drop-outs or are coming to OLC years after they have graduated. This data has implications on all persistence and completion efforts.

Once students have been recruited and assessed, the Enrollment Management Office hosts a Freshmen Orientation at the Piya Wiconi Administrative complex. The initial Freshmen Student Orientation reached 38 students who represented half the enrolled students for the fall of 2015 semester. A challenge facing OLC is Freshmen pre-registration. The students who pre-enrolled were student who, for the most part, matriculated from the high schools and GED program. A large number, over 50%, who enrolled in the fall did so during the week prior to classes starting and didn't make it to the orientation. Evidence of the orientation is found in the EMO Annual Report. [EMO Annual Report 2015- 2016 \(Page 17\)](#)

To address the issue of on-boarding students who missed the Orientation at the Piya Wiconi site, the District Centers hold their own student orientations. Evidence is available in the District Center Institutional Effectiveness Reports. The IEP's report for the District Centers focus specifically on persistence and retention. [2015-2016\\_hesapa\\_IER \(Page 6\)](#). At the He Sapa (Rapid City) Center orientations were held for both Fall and Spring semesters. Annual Reports are posted on the OLC web site ([www.olc.edu](http://www.olc.edu)) under the Assessment Office.

Students who enroll at OLC are taught to access the Jenzabar student management system. Each student receives an OLC email address. Center counselors work with new students to assure they have what they need during the first week of class. An issue that was discovered in analyzing persistence data revolved around books. It is common knowledge in higher education that college books are expensive and that expense can become a barrier to student success. OLC instituted a textbook loan process in 2014 that allows students who have need to borrow textbooks for the semester. Evidence can be found in a report from the Financial Aid Office which manages this process with the OLC Bookstore. [Book Loan Numbers](#)

The Jenzabar student information system is affective in tracking and intervention of student enrollment and retention. The modules are fully developed for Financial Aid, Registrar, Billing, Attendance, Early Alert, Grading, Course Evaluation, and student communication. Faculty can upload syllabi, course reading assignments, and communicate directly with students through OLC e-mail that is linked to Jenzabar. This system allows for seamless tracking of student progress and productivity.

Once students are registered for classes they are enrolled in the Early Alert module in the Jenzabar system. The Early Alert module allows faculty to record concerns about students in a confidential

manner. The Early Alert screen [OLC Early Alert Faculty Interface](#) shows how faculty can leave a message with the Enrollment Management Office and that message is then forwarded to the student's counselor. Since some centers have more than one counselor, a faculty member may or may not be teaching when that counselor is on duty. This system allows for tracking of student concerns.

Early Alerts are tracked by Center and the Enrollment Management Office works with faculty, students and if necessary OLC Student Support Services office to intervene to assure students are coming to class and being successful in class.

In an effort to promote retention and completion, the Enrollment Management Office hosted a job fair at the Piya Wiconi site in the Spring of 2016. The job fair invited regional businesses, schools and others interested in hiring OLC graduates to come and meet the students. The first job fair was a success with 111 students attending the event. [EMO Annual Report 2015- 2016 \(Page 6\)](#)

*3, The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data*

There is evidence that OLC takes the issue of persistence, retention and completion seriously as it is a major strategic goal of the institution. Each District center reports on their efforts to increase rates in their Institutional Effectiveness Reports. [2015-2016\\_hesapa\\_IER \(Page 3\)](#). In like manner, academic departments also consider actions related to Persistence and Retention in their planning processes as evidenced in their annual reports. [2015-2016\\_business\\_annual\\_report \(Page 15\)](#)

In the Spring semester of 2017 the EMO and Assessment Office coordinated meetings to address concerns about persistence and retention. Oglala Lakota College has measured retention by determining the number of students who are enrolled in a fall term who are also enrolled the following fall term. Persistence has been measured by determining the students who were enrolled in the Fall term and returned in the following Spring semester. The College was averaging a 64% persistence rate with a 45% retention rate over a three year period. The Assessment Office looked at persistence from Spring 2016 term to Fall 2016 term and found that only 35% of students who were enrolled in the Spring term were enrolled the following fall. As a result of this analysis, coordinated meetings are being held between the Center staff and the Academic Departments to take action on this issue. The power point that is provided for evidence of this had a dual purpose. One purpose was to provide instruction on the use of data for academic decision making for the faculty and staff and the other purpose was to look at numbers to begin conversation about addressing the issue. Pages 12 and 13 show the numbers shared with the group. [Center Staff Professional Development March 23 2017 \(Page 12\)](#)

The outcomes of these meetings has been impactful. The group identified a need to become more "intrusive" with advising and to begin to track those students who had "stopped out" of the system. Evidence of this may be found in the Eagle Nest College Center report. [A note to the HLC Committee: This data is not published and is used internally for decision making purposes. The data sets are so small that it is felt there is a possibility that student's rights to privacy might be infringed][Eagle Nest College Center](#)

A second action taken as a result of the collaboration has been the adoption of the intrusive advisement form. This form along with the data that it produces allows for a clearer picture of student persistence and retention. A critical issues facing OLC students is the issue of "Pace of Progression". This issue ties completion of courses to financial aid eligibility. The Form that is attached is completed by the counselor and student during a one-on-one interview process. The attached evidence is used internally to discuss strategies to assist students. The form itself [Student Advising](#)

[Meeting \(Page 1\)](#) is being utilized by all Centers to identify issues with students. The graphs that follow show specific issues facing OLC students. [Student Advising Meeting \(Page 2\)](#)

The data from the advisement forms is being used to drive the Center Institutional Effectiveness Plans for the 2017-2018 academic year. This process is evolutionary. Due to the timing of this reporting process, the impact of this work will not be measured until the 2017-2018 academic year.

*4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

Each year OLC reports the graduation rates for the College. This is done following the IPED's process of tracking cohorts of students across a 4,6 and 8 year cycle. OLC has and reports to IPED's rates for cohorts and is currently following the 2008 Cohort. The graduation rates for the 2008 cohort are at 10% for the six year rate as reported in IPEDs. It is our hope that the activities we have implemented will create the greatest possible impact on students and completion rates. For example, an initiative started as a result of these concerns is the development of the Enrollment Management Office and the Early Alert System that is embedded in the Jenzabar Student Information System. [EMO Annual Report 2015- 2016 \(Page 17\)](#)

Tribal Colleges have a long history of sharing best practices as related to serving American Indian populations. During the March, 2017 American Indian Higher Education Consortium Spring Conference, OLC co-hosted a five hour session with assessment directors from other tribal colleges. One of the things that was shared was the Student Data Collection headings from the OLC FTE Jenzabar Reports. The FTE Report provides, in spreadsheet form, detailed information about students, including information about credit hours completed, credit hours attempted, degree status, etc. This data is a core piece of data that is used for IPEDs reporting and more importantly to create information for OLC staff regarding student progress. [Handout for OLC \(Page 1\)](#)

The ongoing questions raised from the data being collected about students are currently being answered with the data collection tools at hand. As questions become more complex, it will not be surprising that specific software programs may be installed to assist in data collection and reporting. At this point in time, the tools we provided a comprehensive and accurate picture of the situations facing our students.

As part of the process for considering this core component, the Assessment Office posted the core components on the wall in the administrative building's round conference room. Faculty were asked to review the component arguments, evidence and to make additions, comments and recommendations. One faculty comment bears mentioning in this response. The faculty member, after reviewing data collection, assessment processes, student information systems and all that we do to collect information about students reminded us that we must include something about "the struggles of our students". The students at OLC, for the most part, come from communities that have been purposefully oppressed by the United States Government. They come from the most severe poverty in the country and have for generations continue to struggle to maintain their culture and families. Each student who succeeds to complete a course, to take what they have learned and improve their community and to hopefully graduate is more than a success. Those students are heroic. We look forward to working with the HLC visiting team to help them see and understand the enthusiasm, energy and most of all, hope that our students bring to their education at OLC.

## Sources

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- 2015-2016\_business\_annual\_report
- 2015-2016\_business\_annual\_report (page number 15)
- 2015-2016\_hesapa\_IER
- 2015-2016\_hesapa\_IER (page number 3)
- 2015-2016\_hesapa\_IER (page number 6)
- Book Loan Numbers
- Center Staff Professional Development March 23 2017
- Center Staff Professional Development March 23 2017 (page number 12)
- Eagle Nest College Center
- EMO Annual Report 2015- 2016
- EMO Annual Report 2015- 2016 (page number 6)
- EMO Annual Report 2015- 2016 (page number 17)
- Fast Facts January 2016
- Fast Facts January 2016 (page number 2)
- Foundational Studies CARS Program 2017 (4)
- Handout for OLC
- Handout for OLC (page number 1)
- OLC Early Alert Faculty Interface
- OLC Notice Report 10.29.15
- OLC Notice Report 10.29.15 (page number 39)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 21)
- Student Advising Meeting
- Student Advising Meeting (page number 1)
- Student Advising Meeting (page number 2)

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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Criterion Four seeks to understand how Oglala Lakota College takes responsibility for assuring that students receive a high quality learning experience through continuous monitoring of, reflection on, and implementation of changes based on student performance data. The College has been, and continues to be, an institution that seeks to assure that students and graduates can be assured the highest quality of learning possible.

One of the impactful things about periodic accreditation reviews is the opportunity to reflect on the history of our institution. OLC has been reviewing programs, evaluating faculty and staff and seeking improvement since the start of the institution. As part of this process we dove into the OLC archives and found a program evaluation checklist that was used by the College to assure that the programs were meeting the needs of the community. We also found faculty evaluations and staff evaluations which reflect concepts used today. It has also been interesting to see the evolution of thought in the process. We also discovered that OLC has often used other institution's models and adapted them for our own use. The checklist from 1976 came from Oklahoma, but fit OLC's mission at that time. [1976\\_checklist\\_eval\\_program1976\\_employee\\_eval1976\\_ins\\_self\\_eval](#)

Oglala Lakota College revised its policy manual in 2002 and part of that revision codified the practice of regular "unit evaluation" which has resulted in the regular program review processes described in this section. As was discussed in Core Component 3.A, OLC's commitment to assuring high quality programs is evidence in the annual practices of the institution. [37-000-1](#). The annual review of programs speaks to the institutional will to open the programs up for external review and to seek ongoing, continuous improvement of those programs. [Program\\_Review\\_Calendar](#)

Beyond the regular review of programs, OLC has developed an assessment framework that assures the continuous gathering of data and reflection on that data for improvement. Evidence of this is the OLC reporting process which is made public as part of the Assessment section of the OLC web site. [OLC Reporting Process](#). This circular process, so typical of continuous improvement models, does not start, so much as spin.

Faculty teach to student learning outcomes which are developed by departments, who create the outcomes based on recommendations from program reviews, the guidance of the stakeholders in defining the mission of the College and from information pouring in from the Institutional Effectiveness Plans and Reports.

OLC has dedicated resources to assure this is done. Evidence of this may be found in two places. First, OLC employs 2.5 FTE dedicated to assessment. The Assessment office has a Director and Data Assistant. The College also maintains a .5 FTE General Education Director who's primary work is assessing the General Education Framework. Additionally, each year two full days of faculty and staff time are dedicated to assessment. Evidence of this commitment can be seen in the attached Academic Calendar for May of 2017 which is posted on the OLC website. [Academic Calendar](#)

The Assessment Director, in conversation with the Human Resources Director and the Vice President for Business have determined that the annual expenditure for assessment at OLC is in excess of \$ 350,000.00. This includes salaries, travel, and physical supports. Added to this is the time spent on assessing and meeting external certification program requirements and OLC's expenditures can reach over \$ 400,000.00 or 3-4% of budget. In a community that is plagued with poverty, this is a significant investment to assure that processes are in place to bring the best education to our students.

OLC has a long commitment to assuring quality and a commitment to providing the best service to the students at the college. Although it is a long quote, the findings from the HLC Multi-Site Review best explain the ongoing commitment of OLC to continuous improvement.

**Each “unit” of the College (i.e., academic units, or programs and administrative units) of OLC engages in a yearly cycle of Institutional Effectiveness Planning and Institutional Effectiveness Reporting. The IE Plans and the IE Reports from all units are aggregated into an Annual Report for Oglala Lakota Colleges Constituencies. Each academic program is a unit and has a single program chair who oversees the delivery of program curriculum across all centers. To ensure quality instructional oversight, each required course in an academic program has a course coordinator.**

**Non-academic units function similarly: the administrative center for non-academic unit administration is at the Piya Wiconi, in Kyle, SD, but the staff delivering key services are located in each of the centers. Non-academic units include financial aid, registrar, information technology, human resources, student accounts, the library, TRIO and GED programming, agricultural extension, the employee assistance program, etc.**

**Effective administrative oversight and communication between and amongst the centers and the Piya Wiconi (administrative center) in Kyle, SD is fostered via a strong culture of group meetings. The center directors meet monthly as a group with the president of the College. Once a month the faculty and staff of the centers meet at the Piya Wiconi, and Friday of each week is held free of classes and used as an All-Staff Friday at the centers for planning, meeting, and coordinating.**

**In asking faculty and staff about how often they travel to the Piya Wiconi and/or to other centers, the reviewer heard repeatedly that such meetings and travel are a habitual feature of employees of OLC.**

**The Institutional Effectiveness Plan (IEP) created by each unit conveys up the administrative hierarchy plans for the year ahead as well as resources needed to achieve plans and maintain facilities or quality of instruction. The yearly plans and resource requests are folded into the yearly budget-building cycle via the IEP. The directors at each center visited confirmed the adequacy of IEP and budget-cycle process for providing sufficient resources for the centers despite the fact that resources must be closely managed. Twice in the yearly cycle, the center director meets with the VP of Business to review budgets and make adjustments if necessary. [Oglala Lakota College Multi Site Review HLC Report \(Page 4\)](#)**

To put things simply: OLC is determined to rebuild the Lakota Nation through Education. To do this, we must constantly improve and strive to meet the needs of our students, our community and the children who have yet to come into this world. We do that by constantly becoming better, not because of external reviews, but because that is simple what we do.

## Sources

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- 1976\_checklist\_eval\_program
- 1976\_employee\_eval
- 1976\_ins\_self\_eval
- 37-000-1
- Academic Calendar
- Oglala Lakota College Multi Site Review HLC Report
- Oglala Lakota College Multi Site Review HLC Report (page number 4)
- OLC Notice Report 10.29.15
- OLC Reporting Process
- Program\_Review\_Calendar

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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*1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.*

Oglala Lakota College has sufficient resources to fulfill its mission and to increase its capacity to serve students. In the past forty-six years, OLC has grown from an idea to one of the largest employers on the Pine Ridge Reservation. The human energy represented in the College touches all aspects of life on the Pine Ridge Reservation. Oglala Lakota College has expanded to meet the needs of the Reservation community as evidenced in the OLC Occupational Survey which indicates that the greatest area of need for jobs are areas the College is addressing. [oc sur rep 3.16 \(1\) \(Page 19\)](#)

The recent HLC Multi-site Report considered the issue of adequate facilities for the College. As there is no central campus, the Multi-Site review opens a window into the general workings of the institution. Evidence that facilities are sufficient is found in the report and the recommendation that space be allocated for "after hours" activities has been noted and is part of ongoing conversations. [Oglala Lakota College Multi Site Review HLC Report \(Page 5\)](#)

### Fiscal Resources

The institution's strategic plan ensures that academics remain its core purpose. This is explained in Goal IV of the strategic plan where decisions for providing financial resources consistent with the OLC mission are broken into three objectives.

Objective 1 is to provide financial resources to the academic and support services efforts of the

college. This subsection is central to the mission of OLC and ensures that the financial resources available to the college are used to assist in the education of students for professional and vocational employment opportunities in Lakota country.

Objective 2 is to continue fund raising activities to increase the college endowments for faculty salaries and student scholarship. This ensures students will be able to continue to attend OLC and qualified faculty will be available to produce a quality education to the students.

Objective 3 is to provide faculty and employee salaries comparable to other tribal colleges of similar size. Quality instruction focused on successful student completion rates are critical to Lakota country. [Strategic Plan \(Page 6\)](#)

These three objectives assist in the advancement of the college's strategic plan while making optimal use of resources that are allocated to it. These objectives demonstrate that the college is aware of the costs associated with attendance and the resources necessary to minimize these costs and provide quality instruction by employing its resources efficiently.

During the 2014-15 fiscal year, the independent auditor's report prepared and presented by Casey Peterson & Associates reported \$33,299,798 in expenses in the governmental activities section of the statement of activities for the year ended September 30, 2015. This total amount is broken down among the following categories: Instruction is \$7,486,807 (22%); Scholarship and Fellowship for student support is \$8,861,711 (27%); Public Service, which includes Head Start and Early Head Start, Athletics, Lakota Woglaka Wounspe, and Television Production, totals \$5,985,702 (18%); Academic Support, \$4,281,608, as a result of being a decentralized campus, includes all of the college centers, counselors, and tutors in the various locations (13%), Institutional Support, \$3,468,422 (10%), includes the Business Office, Payroll, Student Accounts, Grant Management, and the Vice-President for Business, Vice-President for Instruction, Janitors, Information Technology, President's Office, and Personnel; Student Services, \$1,259,237 (4%), is composed of financial aid and student support services; Operation and Maintenance, \$759,176 (2%) is for maintenance crews across the college centers; Fundraising, \$936,940, (3%). This breakdown clearly shows that the majority of the college's annual expenses are used to support its current educational programs and plans to continue maintain and strengthen their quality in the future. (2015-16 Audit)

## **Human Resources**

Oglala Lakota College is a well established and stable organization. Faculty retention is high and there is a tendency for faculty to become established and work for many years at providing high quality teaching and improving programs. Likewise, Center Staff have significant longevity, creating a stable environment for students. The current Faculty have an average tenure of 9 years and the Center Directors average 17 years of service. As is evidenced in the College's published Fast Facts document, there are significant numbers of people with stable history at OLC to create consistency in the institution while maintaining a healthy influx of younger people to bring new and exciting ideas into the institution. [Fast Facts January 2016 \(Page 7\)](#)

Under the resources that are available to the college, Oglala Lakota College is appropriately staffed. That departments of the College have the necessary staff to support the operations of the College. We determine that by having program reviews conducted in five year cycles. This is in Oglala Lakota College policy [37-000](#). An example of program review, found in our sources file is the review done for Foundational Studies, Lakota Studies and Vocational Education. [OLC Program Review Foundational Studies](#)

Each year the College provides funding for faculty to improve their education. The annual budget includes a line for professional development that can be accessed by faculty to continue their education. The Board of Trustees has identified this as a significant need and addresses that need through policy as is evidenced in [67-300](#).

### **Technology Infrastructure**

Oglala Lakota College has led the way in development of Internet based resources on the Pine Ridge Reservation. In 1989 OLC developed the first wide area network that linked the then nine college centers to the library and allowed for the first use of email through the Educational Native American Network (ENAN). Since that time, OLC has continued to work locally with Golden West Telecommunication, the Oglala Sioux Tribe and other vendors to create and access an impressive data network. The result of this work is that each college center has computer labs, video conferencing classrooms, wireless WIFI networks that are all accessible to students. Currently the college maintains a 1:3 computer to student ratio as was described in Core Component 3D.4.

Technology infrastructure is usually an area in an institution which is elusive. User needs change with changes in technology and the tendency is for institutions to struggle with keeping up with the new tools coming from Silicone Valley and the rest of the world. At OLC, the Technology Office conducts annual surveys to identify needs and directions, along with conversations with Department Chairs and Center Directors. Evidence of this is the results from the 2017 technology survey. [Tech Survey results](#)

The College Technology Office leads the development of five year plans to build the infrastructure. The current technology plan is ending and a new planning cycle has started. The initial draft of the plan for the next cycle is evidence of this work. [Tech Plan 2018](#) This work does not mean that our network is perfect all of the time, but given the thousands of connections each week, the infrastructure appears to be working, though evolving.

*2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*

The College has no superordinate entity, and all resources are used to support educational and supporting purposes.

*3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities*

Oglala Lakota College was founded as a vision for a future. The Oglala Sioux Tribe, having been removed from its traditional lands, hunted to near extinction, had its people massacred and then its culture attacked in US Government run schools, had the audacity to believe that a tribally controlled college could exist. The OLC administration has concerns about the use of the term "realistic" in this core component question. Use of this term can be viewed as highly subjective and open to interpretation. There are those in the past who have viewed the existence of a Tribal College on the Pine Ridge Reservation as unrealistic. OLC has show decade after decade that it meets, and in many ways exceeds, the expectations of both internal and external constituents.

OLC makes public the vision and mission of the institution via the OLC web site and in other public documents. [OLC Vision and Mission Statement](#) The strategic planning of the institution is based on the vision and mission of the institution. [Strategic Plan](#). Each year the institution reports out on its

progress in the Annual Report to OLC Constituents and through that process plans for the future, constantly adapting to the changes in the world facing our community. ([presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 7\)](#))

*4. The institution's staff in all areas are appropriately qualified and trained.*

The Board of Trustees has established an expectation that all staff be qualified for the work they do at the institution. The Human Resources Department follows policy [61-100](#), set by the Board to assure that all positions have a job description that clearly identifies job expectations and qualifications for the job. As evidence of this is the attached job description [VA\\_493 Community Continuing Education Coordinator](#). This position oversees the GED program at the College.

The College Administration sets aside funding each year to assist staff who need additional training per Board policy. [67-300](#) Evidence of this can also be found in the detailed procedure description that sets out the purpose and processes for professional development. [67-300-1](#) Evidence that this process is working may be found in the Department and Center annual Reports. Each Department and Center identifies professional development activities per academic year. Attached is an example from the Education Department showing workshops and conferences attended by the faculty. [2015-2016\\_education\\_annual\\_report \(Page 77\)](#)

Oglala Lakota College provides funding for professional development as evidenced in the Annual Report to OLC Constituents. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 114\)](#) It also tracks professional development of staff to assure they are prepared for their positions. [Staff Master List](#)

*5. The institution has a well-developed process in place for budgeting and for monitoring expense*

Oglala Lakota College utilizes an inclusive budgetary process to assess and adjust as necessary, funding and staff assignments at all of its locations. Oglala Lakota College operates on an annual funding cycle from October 1 – September 30. The budgeting process includes all academic and nonacademic units. College Centers use a base annual budget. The budget is adjusted, as needed depending on the needs of that particular College Center. OLC's budgeting process provides flexibility while maintaining a balanced budget. The process allows for the budget modifications twice a year usually in February and August. The faculty and staff report needs through the annual reporting process. The College Center Directors meet monthly with the College President to assure that needs in the centers are being met.

The College's financial system is transparent. The Vice President for Business prepares monthly financial statements for the President. The College is audited annually and in the most recent audit has an unmodified opinion. [Audit Findings](#)

## Sources

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- 10-001 Charter
- 2015-2016\_education\_annual\_report
- 2015-2016\_education\_annual\_report (page number 77)
- 2017\_Oglala\_Lakota\_College\_HLC\_Multivisit\_Report
- 37-000
- 37-000-1
- 61-100
- 67-300
- 67-300-1
- Audit Findings
- Fast Facts January 2016
- Fast Facts January 2016 (page number 7)
- oc sur rep 3.16 (1)
- oc sur rep 3.16 (1) (page number 19)
- Oglala Lakota College Multi Site Review HLC Report
- Oglala Lakota College Multi Site Review HLC Report (page number 5)
- OLC Program Review Foundational Studies
- OLC Vision and Mission Statement
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
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- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 114)
- Staff Master List
- Strategic\_Plan
- Strategic\_Plan (page number 6)
- Tech Survey results
- Tech\_Plan\_2018
- VA\_493 Community\_Continuing Educatioin Coordinator

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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Oglala Lakota College, formerly named Oglala Sioux Community College received initial accreditation in 1978. Prior to that time "The College" as it is often referred to in the communities began as an outreach from the University of Colorado and in 1970, under the New Careers Program headed by Calvin Jumping Bull offered courses at four sites across the Reservation under the auspices of Black Hills State College.

On July 11th, 1970 the Oglala Sioux Tribal Council authorized planning for a reservation-based college and on March 4th, 1971 chartered the Lakota Higher Education Center (LHEC). The College grew from four sites to nine sites and by 1978 changed its governing board to nine members, elected from the political districts on the reservation, one member appointed by the Tribal Education Committee and one appointed by the Tribal President. This thirteen member board structure has been in place since that time. A short history of OLC is given as evidence. If the committee has the time, we recommend reading the entire document. If not, the description of the creation of the Board of Trustees is on page 20. [Winter Count \(Page 20\)](#) The Board of Trustees minutes are posted monthly on the OLC web site to inform all constituents of Board action.

In 1979 the College Master Planning Committee addressed the need for a participatory addition to the governance structure. In 1980 the Piya Wiconi Okolakiciye was created. The Piya Wiconi Okolakiciye a process, firmly embedded in OLC Policy and practice, which provides an opportunity for ALL faculty, staff, and students to participate in policy development and governance of the institution.

#### **Piya Wiconi Okolakiciye has three stated purposes:**

- 1 The Piya Wiconi Okolakiciye provides participation in the governance and policy-making processes for all components of the College community – students, staff and faculty. Piya Wiconi Okolakiciye actions occur within the existing administrative and policy-making structure of the College.
2. The Piya Wiconi Okolakiciye provides members of the components of the College a means through which they can assist the Board of Trustees and the President with planning.
3. The Piya Wiconi Okolakiciye provides a forum for the open discussion of major issues affecting

the College community.

**The specific functions of the Piya Wiconi Okolakiciye are:**

1. Piya Wiconi Okolakiciye recommends new policies to the President for review and possible introduction to the Board of Trustees.
2. Piya Wiconi Okolakiciye refers issues affecting the College to its standing committees for review and response to Piya Wiconi
3. Piya Wiconi Okolakiciye reviews recommendations from its standing committees.

[PWO Bylaws \(Page 3\)](#)

The three standing committees making up the Piya Wiconi Okolakiciye are Instructional Affairs, Student Affairs, and Institutional Development. All employees of the college are required to participate in Piya Wiconi Okolakiciye. Student organizations (which will be discussed later) elect one member to the Student Governance Committee (Student Senate) and select to serve on standing committees. As committee membership is largely voluntary, 75-80 % of the Instructional Affairs Committee is made up of OLC faculty

The committees create policy and once a policy is approved it next goes to the Piya Wiconi Okolakiciye. Piya Wiconi Okolakiciye is made up of 4 elected members from each of the three groups within the College, and these are the faculty, staff, and students. An adopted policy is then forwarded to the President who can veto for cause, refer back to the Committee process for further work, or present to the College's BOT Program Policy Committee. The majority of adopted policies come through the College's governance system. [PWO Bylaws \(Page 7\)](#)

The second process for decision making is that the President can recommend policy changes and new initiatives to the Board of Trustees for their approval. The President adheres to the protocol that major decision on academic decision making come from the faculty of the College. The second process is used during emergencies or times when a policy needs to be enacted very quickly.

While the OLC Board of Trustees has ultimate authority regarding policy, finance and growth of the College, the nature of the Mission of OLC, to rebuild the Lakota Nation through Education, has resulted in the creation of a sub-structure of boards to oversee the individual college centers. The local boards were created to assure that the local needs in each District were heard by the main Board of Trustees and to provide a place for student grievance and concern. [21-002 Local Board Policy](#)

Although this may seem cumbersome, the historic settlement patterns of the reservation and the development of nine geographically separate districts makes this system culturally appropriate. Main Board of Trustees members sit on the local boards and assure that the needs of their Districts and Centers are heard. This is evidenced in the OLC Organization Chart. [organization\\_chart](#)

Finally, each District Center supports a student organization. The student organizations each have their own by-laws and elect a student representative for the Student Senate. A more thorough description can be found on the OLC web site. It is reproduced in this document: [Student Organizations](#).

The elegance of the governance structure is that it assures that all stakeholders have a mechanism for voice in the College. More importantly, people in this system are required to do the heavy lifting of writing policy, discussing change, and advocating for new programs. It is possible for a person

working in a remote center to bring to the Piya Wiconi Okolakiciye and idea for improving their community through the college and that idea can and often does work its way to the Board of Trustees.

The beauty of this system is that it mirrors the respect inherent in the Lakota culture. In other cultures, communities have been historically brought together through force. Lakota culture is based on the respect of families (tiwahe) living in larger groups (tiyospaye) who are autonomous, but recognize the need for interdependence when joining with even larger groups (oyate). OLC's governance has cultural roots going back well before colonialism and works because the people here understand and live it.

In daily practice, the structure requires a great deal of work. Each month the college holds an "All Staff Meeting". At this meeting everyone working at the College comes together to share, discuss and plan for the future. Additionally, departments and administration hold monthly and bi-weekly meetings to assure that communication of policy, and completion of procedures continues throughout the year. OLC has an environment of collegiality and an environment where all members of the institution are free to discuss the issues facing the institution. [M-All Staff Mtg 2017-2018](#)

## Sources

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- 21-002 Local Board Policy
- Appendix 3 Cheyenne River MOU
- M-All Staff Mtg 2017-2018
- organization\_chart
- PWO Bylaws
- PWO Bylaws (page number 3)
- PWO Bylaws (page number 7)
- Student Organizations
- Winter Count
- Winter Count (page number 20)

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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*1. The institution allocates its resources in alignment with its mission and priorities.*

The Oglala Lakota College Board of Trustees is responsible for all revenues generated through the operations of the institution. [10-001 Charter](#) The Board vests the development of an annual budget in the hands of the College President, who assures that the annual budget aligns with the priorities established through the institutions planning process. [20-000](#).

Evidence of the plan may be found in the annual reports of the District Centers. [2016-2017 He Sapa Annual Reporting final 6-9-17 \(Page 3\)](#). Academic Departments express their priorities with the Vice President for Instruction through the annual reporting process and the strategic planning process ([Strategic Plan](#)) with a final annual compilation in the Annual Report to Oglala Lakota College Constituents. ([presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\)](#))

The Annual reports, Institutional Effectiveness Plans, Technology Plans and Facilities planning are all considered by the President in his collaborative construction of a final budget with the Vice Presidents. The final budget is approved by the College Board in September of each year with modifications occurring twice during each budget cycle depending on needs.

*2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

The core of the budgeting process is directly linked to the IEP/IER systems. Each year the academic department and non-academic departments create reports based on assessment of student learning, retention and persistence of students, student course evaluation data, employer data and student completion rates. The Model is best described on the OLC web site at: [http://olc.edu/administration/assessment/olc\\_iep\\_model.htm](http://olc.edu/administration/assessment/olc_iep_model.htm) [olc\\_iep\\_model](#). The Annual Report provides data tied directly to the strategic plan [Strategic Plan](#) and provides recommendations for the administration of upcoming year activities. Evidence of this in the Annual Report example points to a recommendation for the strengthening of the Enrollment Management Program. [presented 2015-2016\\_october fina AROLCC for SPC nov 21 2016 \(1\) \(Page 102\)](#)

The timeline for this process varies slightly but in general encompasses the timeframe of June-August for the completion of annual reports with the compilation of the AROLCC report in the Fall semester. The ability to modify throughout the year has allowed for sufficient flexibility while assuring that the overall budget is based solidly on the educational needs of students.

*3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

Oglala Lakota College utilizes an inclusive budgetary process to assess and adjust as necessary, funding and staff assignments at all of its locations. Oglala Lakota College operates on an annual funding cycle from October 1 – September 30. The budgeting process includes all academic and nonacademic units. College Centers use a base annual budget. The budget is adjusted, as needed depending on the needs of that particular College Center. OLC's budgeting process provides flexibility while maintaining a balanced budget. The process allows for the budget modifications twice a year usually in February and August. The faculty and staff report needs through the annual reporting process. The College Center Directors meet monthly with the College President to assure that needs in the centers are being met.

Oglala Lakota College gathers input from both internal and external groups in a systematic manner. Internally, faculty and staff have direct planning and governance input through the Piya Wiconi Okolakiciye system. [PWO Bylaws](#) Students provide direct input into the Board of Trustees with the Student Senate President sitting as a voting member of the overall Board. [Student Organizations](#) Finally, each college center has an elected local board which meets monthly to address issues of concern from the public. The main Board of Trustees members serve on the local boards as well as the main Board of Trustees. [organization\\_chart](#)

*4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.*

Oglala Lakota College has a sound understanding of the economic realities that influence its funding sources. The College has a diversified income stream that includes direct Federal Support from the Tribally Controlled College Act, an aggressive Direct Mail/Donations program, Tuition, Federal and State grants.

The President works directly with the Board, and Vice Presidents on anticipating revenue and the economy of the areas served. Evidence of this can be found in the planning around employment needs on the Pine Ridge Reservation. [oc sur rep 3.16 \(1\)](#).

Additionally, the college works with the American Indian Higher Education Consortium to provide information to Congress to assure that funding for tribal colleges remains consistent with the needs of the students. AIHEC is a well-respected advocacy organization in Washington DC. Oglala Lakota College is a founding member of AIHEC and the president serves as an AIHEC Board member. The initiatives of AIHEC are two-fold. To inform Congress and the rest of the world of the work of the tribal colleges and to provide information back to the tribal colleges about trends in funding and educational matters related to higher education. The Consortium gathers significant data on tribal colleges through the annual AIHEC AIMS data structure and provides invaluable assistance to OLC in understanding changes in policy that impact funding. [AIHEC](#) The AIHEC data directly impacts the OLC budget as funding for OLC flows through the Tribally Controlled College Act appropriation. Put simply, the Congressional appropriation is divided by the number of students in the system, resulting in the College's being informed of their annual allocation on a per-student accounting

process.

*5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

Oglala Lakota College has dedicated 2.5 FTE for institutional planning. The Assessment Office, working with the General Education Director, gather demographic data specific to the college and the areas served. The Technology department conducts regular surveys and works to anticipate changes in their annual technology planning. [Tech\\_Plan\\_2012](#)

Oglala Lakota College has a long history of seeking outside assistance in planning and understanding the changing nature of higher education. In the past, OLC has been assisted by a wide range of consultants, including those from other Tribal Colleges, the South Dakota Board of Regents and out of state support people. In the Spring of 2017, Oglala Lakota College has been invited, and is currently involved in a US Department of Education funded program title Project Success. In Project Success, the Department has identified programs that it feels have a proven record of assisting students in minority and low-income colleges. As a result of this initiative, OLC made a conscious decision to postpone the normal strategic planning cycle to take advantage of the consultation opportunities with Achieving the Dream.

The 2017-2022 Strategic Plan will be completed with the assistance of Achieving the Dream. OLC has been assigned an Achieving the Dream Coach, Dr. Armando Ferrara, a past president in the Miami Dade system. Dr. Ferrara and a data specialist, will be working directly with the President, Board and leadership team to assist OLC in the development of a plan which will continue to build on the strong foundation of our founder as we move into the future.

## Sources

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- 10-001 Charter
- 20-000
- 2016-2017 He Sapa Annual Reporting final 6-9-17
- 2016-2017 He Sapa Annual Reporting final 6-9-17 (page number 3)
- AIHEC
- Facilities Planning meeting minutes 6.15.15
- oc sur rep 3.16 (1)
- olc\_iep\_model
- olcfacpl 6.15(revised)
- organization\_chart
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1) (page number 102)
- PWO Bylaws
- Strategic\_Plan
- Student Organizations
- Tech\_Plan\_2012
- Tech\_Plan\_2018\_draft
- Technology\_Needs\_Assessment\_2017

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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Continuous improvement is a standard of activity at OLC and is part of the historic growth of the institution. The institutional planning process can be divided into three categories and evidence of that planning is supported by the documentation from those categories.

OLC has had the tools of institutional planning in place for many years. Often this is not made evident to external reviewers as internally continuous improvement is part of how the institution functions. HLC identified issues surrounding this transparency in its review that resulted in the OLC Notice Report from October of 2015. That report showed that OLC was active in internal assessment practices that were based on performance. The report identifies specific actions that were taken to address concerns and re-invigorate activity at the College. [OLC Notice Report 10.29.15 \(Page 27\)](#)

Since the 2015 report, the documentation of performance and operational experience continues. Evidence of this can be found in three categories of work: The Strategic Planning process with the Annual Report to OLC Constituents (AROLCC), the Institutional Effectiveness Planning and Reporting process that ties directly to instructional effectiveness and the Fiscal Planning processes with the annual audit as documentation for success.

OLC has a long history of strategic planning and with it the creation of annual reports. The decentralized nature of the college has required the evolution of reporting to all constituents regarding activities at the College. Evidence of this is the broad dissemination of the AROLCC report. The AROLCC report is produced from a "bottom up" process and is based on the College's Strategic Plan. Each program at the college creates information that is then compiled in the report. The Strategic Planning Committee meets and reviews the report ([Strategic Planning Mtg\\_Nov21\\_2016](#)) assuring accuracy and then passes the report on to the local boards who receive the document in a joint meeting held each October. [Agenda for the October Retreat 10-7-16 Sign in sheet for October Retreat 10-7-16](#) The report is then shared with the entire faculty and staff at a monthly "All Staff" meeting and then in its final form is approved by the Board of Trustees.

The AROLCC is designed to document many aspects of OLC and to provide departments, committees, and programs the data necessary to complete their work. It is retrospective, as it describes what has happened, introspective as it asks what is going on and future orientated as it gives guidance for future action. As such, it does not always show that OLC is fully successful, rather that there are issues which need to be addressed. [OLC Notice Report 10.29.15 \(Page 90\)](#)

A second category of planning is the OLC Reporting Process. This process is linked directly to the AROLCC process and focuses on the academic success of students. [OLC Reporting Process](#) Each academic department of the college, the college centers, enrollment management an auxiliary support

systems like the library are part of this process. Academic and Non-Academic units gather information about their work, set goals and annually report those goals in the Institutional Effectiveness Reports (IER) [2015-2016\\_sowk\\_IER \(Page 6\)](#)

The IER's are tied directly to the annually created Institutional Effectiveness Plans (IEP) which drive improved performance. Evidence of this can be found on each departments web site or in the Assessment web site at olc.edu. One of the many IEP's at the department level used for evidence is the 2016-17 Nursing Department plan. In that plan the department sets activities and measures to determine success. The blank columns become populated as the IER and then are used for subsequent year planning. [2016-2017\\_NUR\\_IEP \(Page 4\)](#)

Additional to the internal annual reporting process with the IEP/IER cycles, the Academic Departments also participates in improvement modeling through their other accreditation systems. As was more fully described in Core Component 3A.2, the Nursing, Social Work and Education Departments are part of regular assessment and analysis of program effectiveness through separate accrediting systems.

Finally, OLC has a strong commitment to fiscal responsibility. Each year OLC's Vice President for Business oversees preparation of the annual budget. The budget process includes an audit of programs to assure OLC is in compliance with Federal regulations. As evidence of this is the summary results statement for the 2016 annual audit. OLC had Financial Aid programs audited along with programs that fund the college, including Title III and Career and Technical Education. The Independent Auditor expressed an unmodified opinion with no findings on all programs audited. [Audit Findings](#) The Board approves the audit annually and OLC has a reputation for fiscal responsibility and planning.

The HLC Peer Review Committee members may want to refer to the entire Annual Report/IER/IEP web pages that are found on the Assessment page on the College web site:  
[http://www.olec.edu/administration/assessment\\_office.htm](http://www.olec.edu/administration/assessment_office.htm)

## Sources

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- 2015-2016\_sowk\_IER
- 2015-2016\_sowk\_IER (page number 6)
- 2016-2017\_NUR\_IEP
- 2016-2017\_NUR\_IEP (page number 4)
- Agenda for the July Retreat 07-29-16
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- Audit Findings
- OLC Notice Report 10.29.15
- OLC Notice Report 10.29.15 (page number 27)
- OLC Notice Report 10.29.15 (page number 90)
- OLC Reporting Process
- presented 2015-2016\_october fina AROLCC for SPC nov 21 2016 (1)
- sign in sheet for July Retreat 07-29-16
- Sign in sheet for October Retreat 10-7-16
- Strategic\_Planning\_Mtg\_Nov21\_2016

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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The Oglala Sioux Tribe is a sovereign nation. It exists because the people have planned for the future for tens of thousands of years, and despite the efforts of the US Government, State Governments and the bureaucracies they engender, continues to exist. As a chartered organization of the Oglala Sioux Tribe, Oglala Lakota College has been, and continues to plan for the future of our children.

The college's governance structures, as described in section 5b, provide ample opportunity for innovation, improvement of programs and introspection into the continued growth of the College. Strategic planning is at the center of the work. The annual reporting process clearly provides a structure for ongoing improvement.

The exceptional quality of OLC is the opportunity for communities who have been decimated by Federal and State regulations and policies to identify their educational needs, carry on on-going conversations about improving their communities and receive support from the main Board of Trustees through their local college centers.

OLC is successful, and sustainable because of its management of resources and thoughtful practices of stable fiscal management. These practices have resulted in the College being fiscally stable. The income portfolio of the institution shows multiple sources, no one of which would close the college if the funding stopped.

This mixture of Federal, State and Private funding sources allows the college to provide a rare opportunity for students. During the site review committee members are encouraged to ask the Registrar and Financial Aid officers about student debt. At OLC, there simply is none. Students do not take out loans to attend OLC. The College donor base has consistently provided funding to pay off all student debt upon graduation. This translates into a graduate who is not saddled with a high student loan debt when entering the work force.[89-120](#)

This level of stability is the result of decades of attention to building of the College endowment, of careful planning and of ongoing support of the Tribe in assuring the College is a stable force on the reservation.

Oglala Lakota College is an evolved institution. It has its roots as a community college which has grown to meet the needs of the Lakota people it serves. It provides a learning environment for all adult learners, from GED programming to Graduate programming in some of the most rural and impoverished areas of the United States. The often used metrics associated with mainstream institutions rarely apply directly to OLC and the successes of the institution go beyond typical bachelor degree granting institutions.

To summarize section five, and in some ways to reflect on the College as a whole, we may be well advised to consider the parting words of Anthony Fresquez. Anthony (Tony) worked at OLC from

1971 to 2015. He was a graduate of Holy Rosary Mission in Pine Ridge, SD, in his career he served as registrar, vice-president for instruction, president, and most importantly as an instructor. During his retirement honoring he made a telling statement: "Oglala Lakota College has been the most impactful force to the Lakota people since the advent of Colonialism". That the College is here, despite the neglect of State institutions, despite the disbelief of Federal bureaucrats, is testament to on going planning and care for the students and community we serve.

## Sources

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- 89-120