

Oglala Lakota College

Co-Curricular Assessment Framework



Assessment Committee

Draft

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Co-Curriculum at Oglala Lakota College

Introduction

Co-curriculum refers to activities outside of regular instruction, to further enhance student learning outcomes.

Oglala Lakota College is committed to graduating well-rounded students grounded in *Wolakolkiciyapi*-learning Lakota ways of life in the community-by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.

Students at Oglala Lakota College deserve the highest quality education possible; therefore co-curricular activities are essential in the facilitation in the development of the student in the core of *Wolakolkiciyapi* model. Through various domains the student will grow in intellectual development, emotional development, social development and cultural development rooted in the values of respect, generosity, wisdom, fortitude, bravery and humility. Creative and positive thinking are some the facets of student development and the outcome of Extracurricular activities. Co-Curricular activities have a wide horizon to meet the local culture and social development of the student.

Oglala Lakota College prides itself on providing its students with avenues to excel both in and out of the classroom. Co-curricular activities complement traditional education by offering a range of experiences that help students hone and develop interpersonal skills, as well as explore creative, cultural, physical, societal, and spiritual ways of connecting with and learning more about themselves and others. All of these are necessary for students to become successful individuals and contributing members of the larger community.

Students' involvement in activities outside class invigorates them and helps them realize their potential. The skills they learn from involvement with a group, a community service project, mentorships, or the creative arts can be transferred to other aspects of their lives and help them blossom into civic-minded citizens.

Assessment of Co-Curricular Activities

Whereas co-curricular activities have been offered at OLC for many years, they have not been included in the assessment process. It is the purpose of this document to lay out the framework for assessment of co-curricular activities.

OLC's co-curriculum is guided by the College's vision, mission, and purposes (see Appendix A). It helps students achieve the learning outcomes at the general education, course, and program level. As such, OLC's Overall Co-Curricular Outcomes (OCCOs) are aligned with the General Education Outcomes (GEOs; see Appendix B) but also enhance them. Academic and non-academic units contribute to the co-curriculum. The non-academic units involved are Woksape Tipi (library), Agriculture and Natural

Resource Department, TRIO (Student Support Services), the Enrollment Management Office, and each individual college center

Overall Co-Curricular Goal:

OLC provides assistance to students to improve retention, persistence, and completion

Overall Co-Curricular Outcomes (OCCOs):

- OCCO 1: OLC supports student research that strengthens nation building (tribal purposes of OLC; OLC Strategic Goal III; General Education Outcomes 5-8)
- OCCO 2: OLC provides a nurturing environment where Lakota values can be exemplified (cultural purposes of OLC; OLC Strategic Goal 1B; General Education Outcome 1)
- OCCO 3: OLC provides access to a diverse set of information resources to support students' achievement of their learning outcomes (academic purposes of OLC; OLC Strategic Goal II; General Education Outcomes 1-11)
- OCCO 4: OLC supports service learning, the enhancement of classroom instruction by community service (community purposes of OLC; OLC Strategic Goal VII; General Education Outcomes 1-11)
- OCCO 5: OLC provides students the opportunity to participate in the governance system to have input in the decision-making process and to gain necessary knowledge and skills (tribal and community purposes of OLC; OLC Strategic Goal II; General Education Outcomes 1-3, 7-8)
- OCCO 6: OLC provides guidance for student wellness so students' physical and mental health allows them to achieve their learning outcomes (tribal purposes of OLC; OLC Strategic Goal II; General Education Outcome 1)

The alignment of unit-level co-curricular outcomes to the OCCOs, GEOs, OLC Purposes, goals identified in the Strategic Plan and Higher Learning Commission criteria (<http://policy.ncahlc.org/Policies/criteria-for-accreditation.html>) is illustrated in table 1.

Table 1: Alignment of Unit-Level Co-Curricular Learning Outcomes with Overall Co-Curricular Outcomes (OCCO), General Education Outcomes (GEO), Strategic Plan Goals, Purpose Category, and HLC Criteria.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
ACADEMIC UNITS							
Business	Encourage professional growth through organization, leadership, marketing and promotional experience	<ul style="list-style-type: none"> Chamber of Commerce Encouragement of student involvement in student groups American Indian Business Leaders (AIBL) 	3, 5	5, 7	1a, 2, 7	Academic	3.E.1., 3.E.2.
	Increase the participation of Oglala Lakota College students in business and entrepreneurial endeavors through education and leadership development prospects	<ul style="list-style-type: none"> Parade of Lights Chamber of Commerce Student groups American Indian Business Leaders (AIBL) 	3, 4, 5	5, 7	1a, 2, 7	Tribal, Academic, Community	3.E.1., 3.E.2.
Education	To provide information specific to teacher education at OLC	<ul style="list-style-type: none"> Provide orientation to the students 	3	6	2	Academic	3.D.2., 3.D.3., 3.E.1.
	To provide resources and preparation geared towards the Praxis test	<ul style="list-style-type: none"> Students attend Praxis training session 	3	5	1a, 2	Academic	3.D.2., 3.D.3., 3.E.1.
Foundational Studies							
Graduate Studies	Students will embrace the guiding principle in acclimating to the guidance given regarding program policies and procedures and the application of that information to student activities	<ul style="list-style-type: none"> Graduate orientation 	2, 3	1	2	Academic	3.D.3., 3.E.1.
Humanities and Social	Students reinforce and enhance their degree-related knowledge	<ul style="list-style-type: none"> AIHEC speech competition AIHEC writing competition 	1, 3, 4	1-11	1a, 3, 7	Tribal, Academic,	3.B.3., 3.B.5.,

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
Science	and skills through department sponsored clubs, mentoring, field-based projects, and other activities conducted outside of the classrooms	<ul style="list-style-type: none"> • Student researchers • Art exhibition • Field trips 				Community	3.D.5., 3.E.1., 3.E.2.
	Students enhance their learning experiences gained in the classroom and their co-curricular participation by completing self-reflective activities	<ul style="list-style-type: none"> • Course journals • Blogging • Book club 	3	1-3, 5-11	2	Academic	3.E.1.
Lakota Studies	Expand connections with K-12 school systems	<ul style="list-style-type: none"> • Language contest 	3, 4	1-3	1b, 6, 7	Tribal, Cultural, Community	3.B.3, 3.B.4., 3.E.1., 3.E.2.
	Participate/support reservation community activities	<ul style="list-style-type: none"> • Night Dance 	2	1	7	Tribal, Cultural, Community	3.B.4., 3.B.5., 3.E.1., 3.E.2.
Social Work							
Math, Science & Technology	Community members discover STEM concepts	<ul style="list-style-type: none"> • Student researchers • Science fair • Make & take • Lakota Nation Invitational • Little Shop of Physics open house • Family Café • STEM outreach (presence at schools) 	4	5-7	7	Community	3.E.1., 3.E.2.
	Students examine career and academic opportunities	<ul style="list-style-type: none"> • Student researchers • Science fair • AIHEC 	3	4-7	1a, 2, 3	Tribal, Academic	3.D.3, 3.E.1.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> • Summer Teacher Research • Recruitment & teaching • Lakota Nation Invitational • Tutors • Little Shop of Physics open house • Field trips • World's largest science experiment • Intern presentation in high school classrooms – recruitment • NASA Science, Engineering, Mathematics & Aerospace Academy (SEMAA) • Star lab • K-12 Science, Engineering, Mathematics & Aerospace Academy • Robots – NXT LEGO & Wee bots • Family Café • Astronomy • STEM outreach (presence at schools) 					
	Students and community discuss scientific theories	<ul style="list-style-type: none"> • Science fair • AIHEC • Field trips • World's Largest Science Experiment 	3, 4	1-7	7	Academic, Community	3.B.3., 3.B.5., 3.E.1., 3.E.2.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> • Intern presentation in high school classrooms – recruitment • NASA-SEMAA • Star lab • K-12 Science, Engineering, Mathematics & Aerospace Academy • Robots – NXT LEGO & Wee bots • Astronomy • STEM outreach (presence at schools) 					
	Student researchers summarize their research with an oral presentation or develop a poster	<ul style="list-style-type: none"> • Student researchers • Science fair • AIHEC • Summer Teacher Research • Recruitment & teaching • Lakota Nation Invitational • Little Shop of Physics open house • World’s largest science experiment • Intern presentation in high school classrooms – recruitment • NASA-SEMAA 	1, 3	2-7, 9	3, 7	Academic, Community	3.B.3., 3.B.5., 3.E.1., 3.E.2.
Nursing	Provide information on program admission and application requirements	<ul style="list-style-type: none"> • Mandatory Nursing Student Orientation 	3	5	2	Academic	3.D.2., 3.D.3., 3.E.1.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
	Provide an introduction to Lakota Culture and Values	<ul style="list-style-type: none"> Mandatory Nursing Student Orientation 	1	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	Provide information regarding OLC email usage and library cards	<ul style="list-style-type: none"> Mandatory Nursing Student Orientation 	3	9	2	Academic	3.D.5., 3.E.1.
Vocational Education	Automotive Program: Demonstrate professionalism and related soft skills	<ul style="list-style-type: none"> Repair vehicle operating systems Interpret service information Exhibit safety practices and procedures Prepare students to pass ASE industry test 	3, 4	1	1a	Academic	3.E.1.
	Automotive Program: Apply theory of vehicle operating systems	<ul style="list-style-type: none"> Repair vehicle operating systems Interpret service information Exhibit safety practices and procedures Prepare students to pass ASE industry test 	3, 4	5	1a	Academic	3.E.1.
	Automotive Program: Diagnose vehicle operating systems	<ul style="list-style-type: none"> Repair vehicle operating systems Interpret service information Exhibit safety practices and procedures Prepare students to pass ASE industry test 	3, 4	5, 7	1a	Academic	3.E.1.
	Electrical Program: Classify the use of common electrical materials	<ul style="list-style-type: none"> Exhibit proper safety techniques and procedures Analyze blueprints and isometric drawings 	3	5	1a	Academic	3.E.1.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> • Demonstrate proper techniques and procedures for installation of electrical systems • Perform skillfully the installation of light fixtures, outlets, and household equipment • Apply knowledge of model electrical code rules and regulations • Present State of SD apprenticeship card and knowledge 					
	General Construction Program: Student will demonstrate problem solving, creativity, and resourcefulness	<ul style="list-style-type: none"> • Exhibit problem solving, creativity, and resourcefulness • Exhibit safety practices and procedures • Demonstrate framing skills • Apply interior finish techniques • Perform exterior finish applications • Perform estimating/print reading functions • Present industry or union credentials & knowledge 	3, 4	5, 7	1a	Academic	3.E.1.
ADMINISTRATIVE UNITS							
Student Support Services	The TRIO Student Support Services Program provides tutoring and other services to assist students in	<ul style="list-style-type: none"> • Peer mentoring • Life skills workshops 	3, 5	1-6, 9, 11	2	Academic	3.D.1., 3.D.2., 3.E.1.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
(TRIO)	succeeding in their coursework						
AG. Extension	Support community (or community support) training needs and coordinate with national, regional, local USDA priority areas. Value – Respect for Uncke Maka Grandmother Earth.	<ul style="list-style-type: none"> Participate in a community service project – Wazi Paha 	2, 4	1, 4-7	7	Cultural, Community	3.B.5., 3.E.1., 3.E.2.
Enrollment Management Office	Develop and facilitate recruiting activities in local area schools that service Native American populations	<ul style="list-style-type: none"> Manage the early alert system Visit all area targeted schools and institutions and disseminate OLC information to potential/targeted group Increase knowledge of Oglala Lakota College to participants 	3	1	2	Academic	3.D.1., 3.E.1.
Library (Woksape Tipi)	Woksape Tipi provides students the infrastructure and guidance to conduct literature search in print and online media	<ul style="list-style-type: none"> Provide orientation to students on the use of the database research and other tools and resources available to the students 	3	6	2	Academic, Community	3.D.4., 3.D.5., 3.E.1.
INDIVIDUAL COLLEGE CENTERS							
Cheyenne River College Center (CRCC)	CRCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Encouragement ceremony National Bison Day Lakota Advocates/OLC Christmas Dinner for Big Foot Riders Lowampi ceremony Weekly sweat lodge Lakota storytelling Honoring for graduating students 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> Buffalo kill 					
	CRCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	CRCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	CRCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	CRCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Eagle Nest College Center (ENCC)	ENCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Honoring the graduates ceremony Thanksgiving ceremony and dinner Wolakota Gathering at Eagle Nest Butte 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	ENCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	ENCC holds a variety of orientations and workshops for	<ul style="list-style-type: none"> Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2.,

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
	students	<ul style="list-style-type: none"> Study skills workshop 					3.D.3., 3.D.5., 3.E.1.
	ENCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	ENCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
East Wakpamni College Center (EWCC)	EWCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Student encouragement ceremony 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	EWCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	EWCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	EWCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> Student organization members participate in student senate and Piya Wiconi Okolakiciye 					
	EWCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
LaCreek College Center (LCCC)	LCCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> 	2	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	LCCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	LCCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	LCCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	LCCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Pahin Sinte College	PSCC provides a nurturing environment where Lakota values	<ul style="list-style-type: none"> Encouragement ceremony 	2, 6	1	1b	Cultural	3.B.4., 3.E.1.,

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
Center (PSCC)	can be exemplified						3.E.2.
	PSCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	PSCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	PSCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	PSCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Pass Creek College Center (PCCC)	PCCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Encouragement ceremony 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	PCCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	PCCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation Info booth at PC Powwow Multicultural workshop Sunday student support group 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5.,

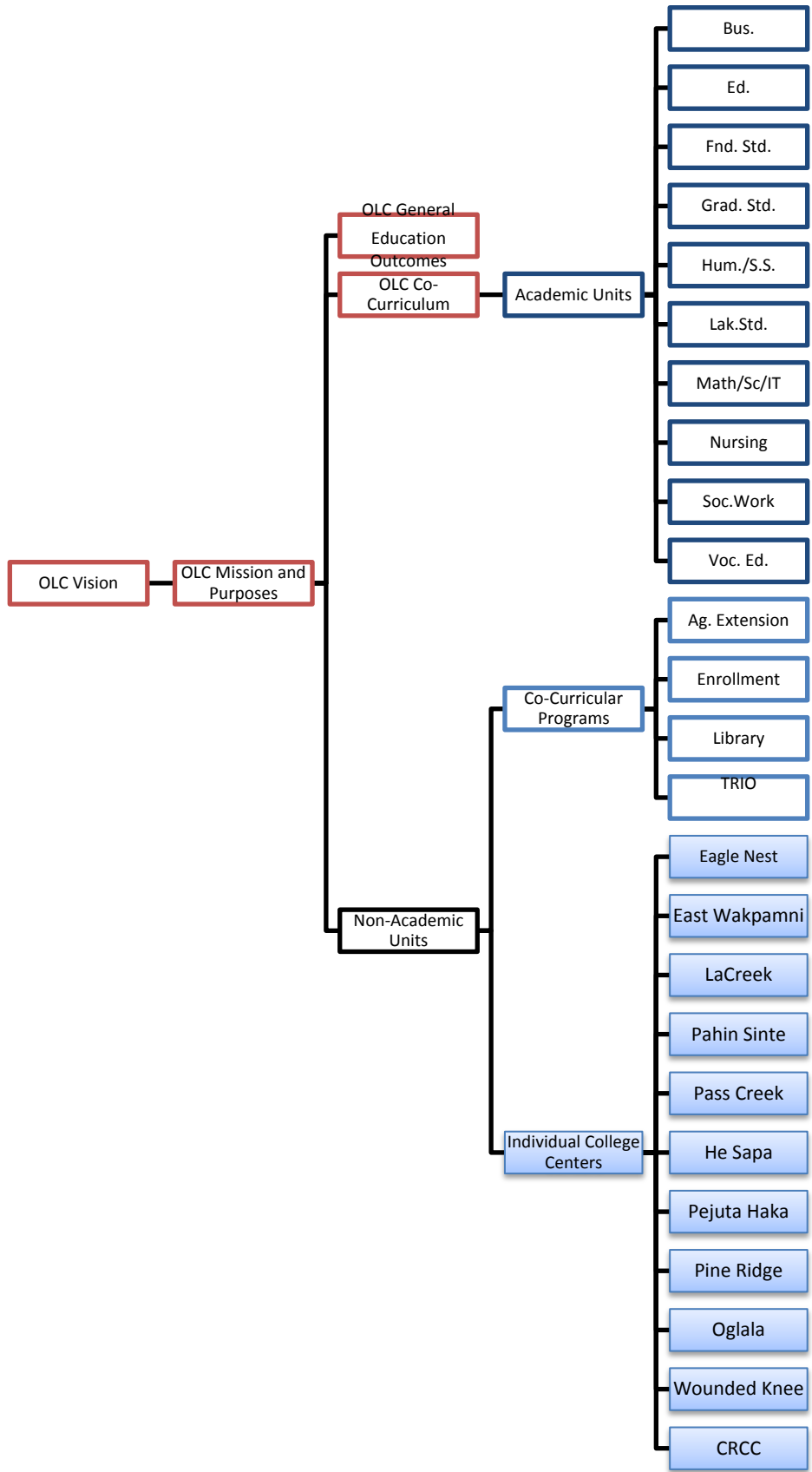
Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> Suicide prevention training 					3.E.1.
	PCCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	PCCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
He Sapa College Center (HSCC)	HSCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Encouragement ceremony Tipi raising Student appreciation ceremony Thanksgiving Welcome back ceremony Honoring of graduates 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	HSCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	HSCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation Research and writing workshops Workshop for FAFSA 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	HSCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2.,

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 					5.B.3.
	HSCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Pejuta Haka College Center (PHCC)	PHCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> Encouragement ceremony Multi-cultural teaching Graduate day closing year ceremony 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	PHCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> Advising Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	PHCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> Student orientation Open House Film presentations Suicide prevention training 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	PHCC maintains a student organization	<ul style="list-style-type: none"> Hold annual elections for student organization officers Hold regular student organization meetings Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	PHCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> Assist students with career selection Provide study skills workshops 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.

Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		•					
Pine Ridge College Center (PRCC)	PRCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> • Encouragement ceremony 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	PRCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> • Advising • Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	PRCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> • Student orientation • Open House 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	PRCC maintains a student organization	<ul style="list-style-type: none"> • Hold annual elections for student organization officers • Hold regular student organization meetings • Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	PRCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> • Assist students with career selection • Provide study skills workshops • 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Oglala College Center (OCC)	OCC provides a nurturing environment where Lakota values can be exemplified	•	2	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	OCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> • Advising • Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	OCC holds a variety of orientations	• Student orientation	3	1-11	2	Academic	3.D.1.,

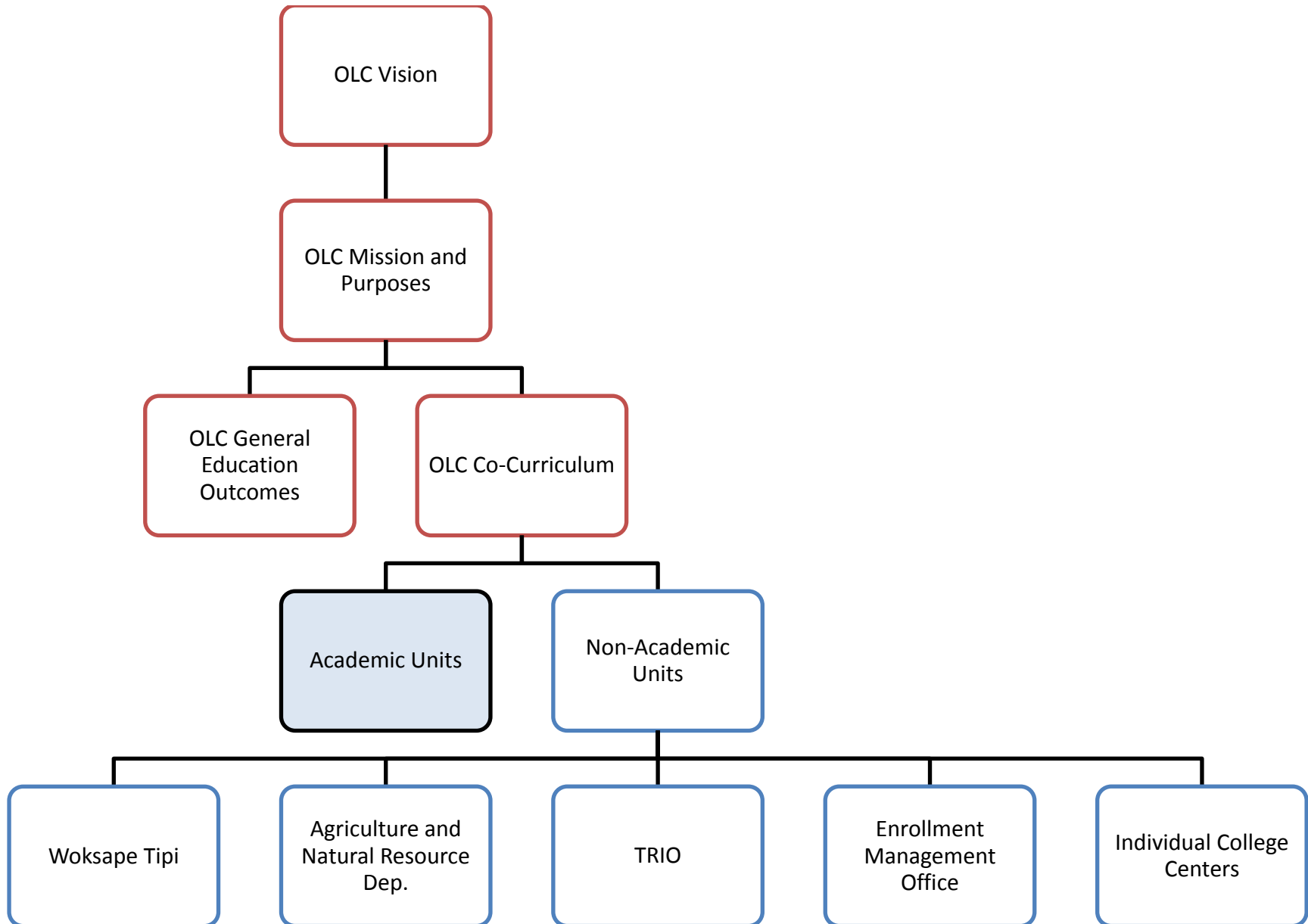
Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
	and workshops for students						3.D.2., 3.D.3., 3.D.5., 3.E.1.
	OCC maintains a student organization	<ul style="list-style-type: none"> • Hold annual elections for student organization officers • Hold regular student organization meetings • Student organization members participate in student senate and Piya Wiconi Okolakiciye 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.
	OCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> • Assist students with career selection • Provide study skills workshops • 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.
Wounded Knee College Center (WKCC)	WKCC provides a nurturing environment where Lakota values can be exemplified	<ul style="list-style-type: none"> • Welcome back ceremony • Lakota Leadership Conference 	2, 6	1	1b	Cultural	3.B.4., 3.E.1., 3.E.2.
	WKCC uses an individualized approach to increase retention, persistence, and completion	<ul style="list-style-type: none"> • Advising • Using early alert system 	3	1-11	2	Academic	3.D.1., 3.D.3., 3.E.1.
	WKCC holds a variety of orientations and workshops for students	<ul style="list-style-type: none"> • Student orientation 	3	1-11	2	Academic	3.D.1., 3.D.2., 3.D.3., 3.D.5., 3.E.1.
	WKCC maintains a student organization	<ul style="list-style-type: none"> • Hold annual elections for student organization officers • Hold regular student organization meetings 	5	1-3, 7-8	2	Tribal; Community	2.C.2., 3.E.1., 5.B.2., 5.B.3.

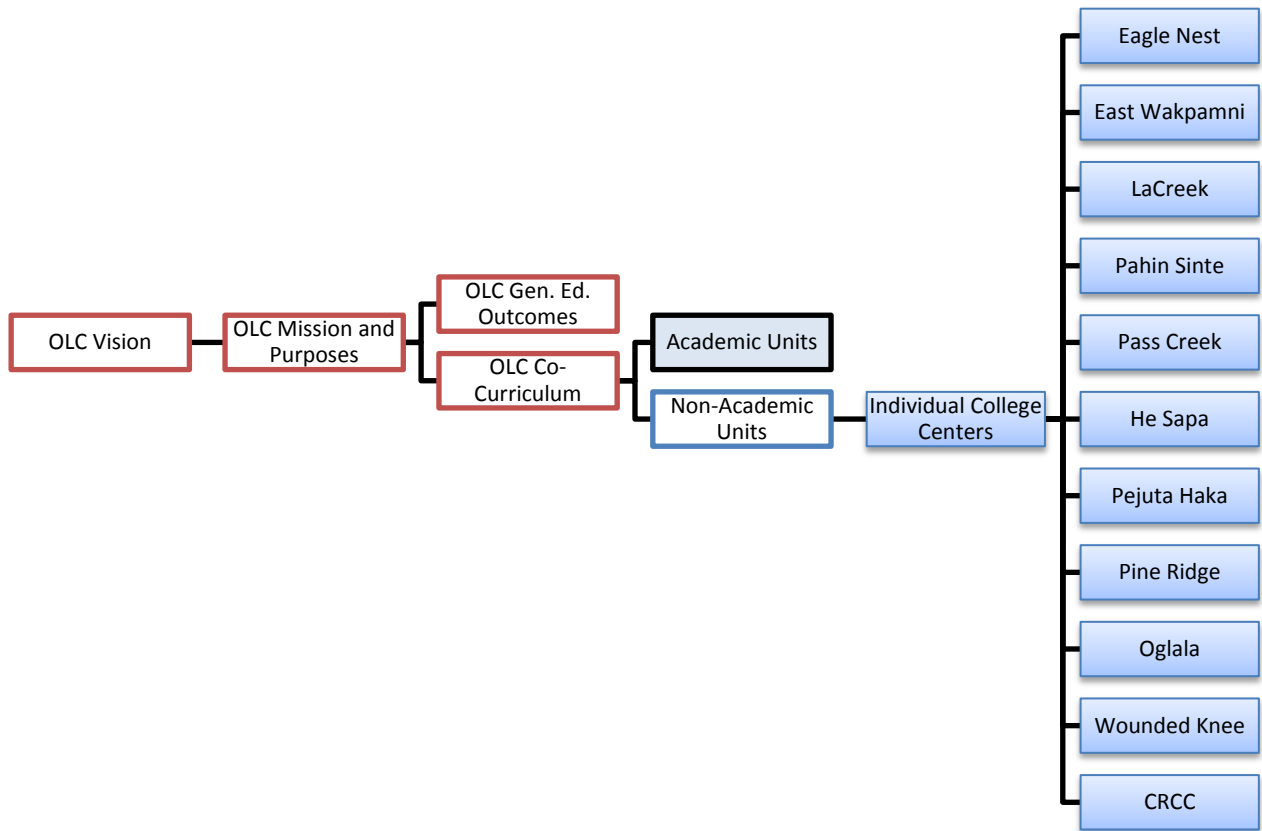
Unit	Co-Curricular Learning Outcome	Activities	OCCO	GEO	Strategic Plan Goals	OLC Purpose Category	HLC Criteria
		<ul style="list-style-type: none"> • Student organization members participate in student senate and Piya Wiconi Okolakiciye 					
	WKCC provides opportunities for gaining of study skills and personal development	<ul style="list-style-type: none"> • Assist students with career selection • Provide study skills workshops • 	6	1	2	Tribal	3.D.1., 3.D.2., 3.D.3., 3.E.1.



CO-CURRICULAR ORGANIZATIONAL FRAMEWORK

CO-CURRICULAR REPORTING PROCESS





Appendix A: Oglala Lakota College Statement of Vision, Mission and Purposes

Vision

Rebuilding the Lakota Nation through Education

Mission

The mission which emanates from the charter of the Oglala Sioux Tribe is to educate students for professional and vocational employment opportunities in Lakota country. The College will graduate well-rounded students grounded in Wolakolkiciyapi – learning Lakota ways of life in the community – by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.

Purposes

Tribal

- Provides the Lakota with outstanding graduates.
- Promotes the study and practice of tribal sovereignty.
- Works with tribal entities toward building our nation.
- Helps students to gain meaningful employment and live healthy lifestyles.

Cultural

- Utilizes Lakota cultural values in all learning frameworks.
- Celebrates Lakota culture including sacred songs and ceremonies.
- Research, study, facilitate, and disseminate Lakota language, culture and philosophy.
- Provides leadership to maintain and revitalize Lakota culture and philosophy.

Academic

- Encourages high student learning expectations through active and collaborative learning, which will be measured through assessment standards.
- Maintains a supportive campus environment through advising, counseling, tutoring, scheduling, and providing financial assistance.
- Practices open enrollment and students will acquire relevant knowledge, skills, and values to make a living in a diverse world, and to be a self-fulfilled person who is a contributing member of their family, community and tribe.
- Pursues the creation of Oglala Lakota University.

Community

- Supports local communities in educational and other development.
- Engages people as active, productive members of their tiospaye and communities.
- Offers frameworks for leadership development in the context of communities and organizations.
- Provides lifelong learning through continuing education and community activities.

Appendix B: General Education Assessment

General Education Mission

The Oglala Lakota College General Education provides opportunities for students to acquire and apply the skills and disposition necessary to become life-long learners and contributing members of their diverse local and global communities through Wolakolkiciyapi.

General Education Goal and Outcomes

OLC's unique mission is evident in the general education goal and outcomes. The general education program has a primary goal which filters through all aspects of the program.

General Education Goal: Students will exemplify Wolakolkiciyapi: Learning Lakota ways of life in community.

General Education Outcomes: OLC has eleven general education outcomes. The general education program encourages students to develop the knowledge, skills, and dispositions to be successful in their degree programs. The learning outcomes are grouped into six areas under Wolakolkiciyapi: written and oral communication, quantitative reasoning, critical thinking, technology, disposition, and diversity. The outcomes state that upon completion of a degree program, the student should be able to:

Disposition

1. Apply cultural values in a learning atmosphere.

Written and Oral Communication

2. Communicate effectively in writing using both Lakota and English.
3. Demonstrate oral communication skills in both Lakota and English.

Quantitative Reasoning

4. Apply quantitative analytical skills.

Critical Thinking

5. Examine concepts and theories across multiple contexts and disciplines.
6. Critically review resource material.
7. Develop ideas to address contemporary issues.
8. Critically examine sovereignty.

Technology

9. Demonstrate proficiency in the use of standard computer technologies.

Diversity

10. Examine the importance of diversity.
11. Examine the contexts of Lakota social organizations, communities and global networks.

Appendix C: Sample Institutional Effectiveness Plan for College Centers

OGLALA LAKOTA COLLEGE

COLLEGE CENTER ANNUAL ACTION PLAN:

AY 2014-15

OLC Strategic Goal I: Foster wololkiciyapi by incorporating Lakota spirituality, culture, and language acquisition throughout the college and within the communities it serves.				
Unit Strategic Goal x.x:				
Unit Strategic Outcome x.x: College Centers provide a nurturing environment where Lakota values can be exemplified				
Strategies	Measuring Tools	Expected Results	Actual Results	Improvements to Strategy
<i>What is the unit doing to meet the outcome specified above?</i>	<i>How does the unit measure to what degree the strategy was implemented and how effective this strategy was?</i>	<i>Estimation at beginning of year: How many times? How many participants? Expected results to survey?</i>	<i>Report at end of the year: How many times? How many participants? Survey results?</i>	<i>How will the strategy be revised for the future to decrease discrepancy between expected and actual results?</i>
Welcome Back / Encouragement Ceremony	# of ceremonies and # of participants	1 ceremony with 50 participants	1 ceremony with 30 participants	Ceremony will be announced earlier and more widely
Honoring of the graduates	# of participants	1 ceremony with 50 participants	1 ceremony with 58 participants	No improvements necessary

OLC Strategic Goal II: Provide student support services to facilitate persistence, retention, and completion of student educational goals.				
Unit Strategic Goal x.x:				
Unit Strategic Objective x.x: Counselors use an individualized approach to increase retention, persistence and completion				
Strategies	Measuring Tools	Expected Results	Actual Results	Improvements to Strategy
<i>What is the unit doing to meet the outcome specified above?</i>	<i>How does the unit measure to what degree the strategy was implemented and how effective this strategy was?</i>	<i>Estimation at beginning of year: How many times? How many participants? Expected results to survey?</i>	<i>Report at end of the year: How many times? How many participants? Survey results?</i>	<i>How will the strategy be revised for the future to decrease discrepancy between expected and actual results?</i>
Collaborate with faculty in using the early alert system	# of resolved early alerts; course-level retention rate	200 resolved early alerts; 60% course-level retention	150 resolved early alerts; 45% course-level retention	Organize training for faculty and counselors on when and how to use the early alert system; Increase efforts to keep student contact info up to date
Create individual plans for students struggling in their classes	# of completed plans; course-level retention rate	50 completed individual plans; 60% course-level retention	32 completed individual plans; 34% course-level retention	Organize training for counselors on when and how to complete individual plans

OLC Strategic Goal II: Provide student support services to facilitate persistence, retention, and completion of student educational goals.				
Unit Strategic Goal x.x:				
Unit Strategic Objective x.x: College centers hold a variety of orientations and workshops for students				
Strategies	Measuring Tools	Expected Results	Actual Results	Improvements to Strategy
<i>What is the unit doing to meet the outcome specified above?</i>	<i>How does the unit measure to what degree the strategy was implemented and how effective this strategy was?</i>	<i>Estimation at beginning of year: How many times? How many participants? Expected results to survey?</i>	<i>Report at end of the year: How many times? How many participants? Survey results?</i>	<i>How will the strategy be revised for the future to decrease discrepancy between expected and actual results?</i>
Hold an orientation for new students each semester	# of participants, # of orientations, participant feedback form results	1 orientation with 40 students	1 orientation with 20 students	Hand out flyer on orientation session when students register; have door prizes to encourage more students to attend
Organize academic and/or college success workshops based on student needs	# of workshops, # of participants, participant feedback form results	5 workshops with 100 participants total; 75% of respondents found workshops useful or very useful	2 workshops with 35 students total: 1st workshop: TOPIC: October 18, 2014, 13 participants 69% useful or very useful 2nd workshop: TOPIC: February 3, 2015, 17 participants 55% useful or very useful	Add more workshops based on topics indicated by participants on the feedback form

Appendix D: Sample Syllabus for Student Orientation

OGLALA LAKOTA COLLEGE

COURSE SYLLABUS & ADMINISTRATION

Fall 2014

Rebuilding the Lakota Nation through Education

Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: Student Orientation	Course Number:
Department:	Credit Hours:
Location:	Time & Day:
Instructor's Name:	Email:
Phones:	Mobile:
Office:	Office Hours:

Course Description (Wounspe Oyakapi): This orientation is designed to acquaint with OLC policies and procedures, academic requirements, financial aid requirements, technology requirements and other services that are available to the student.

Course Goal: The goal of this orientation is to provide information to students regarding registration, financial aid, policies and procedures, and other requirements and services.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E):

- Students identify financial aid opportunities and correctly complete the application procedure
- Students use Jenzabar to register for courses and to keep track of their attendance and grades
- Students make use of the resources available through Woksape Tipi (library)
- Students make use of programs, services and resources of the College
- Students are able to use OLC's technology
- Students are able to describe OLC policies and procedures
- Students can explain academic requirements
- Students are able to describe extra-curricular and co-curricular opportunities

Required Materials:

- Student Handbook
- College Catalog
- Orientation Packet

Assessment: Survey

Instructional Methodology: Instruction of this orientation is accomplished through a mixture of lecture, discussion, and physical involvement by the student. Students will read the handbook, catalog and orientation materials.

Lakota Perspective Provided Through: This course stresses **Wolakolkiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

TOPICAL CONTENT

Technology	Email Jenzabar
OLC Policies/ Student Handbook	Attendance Add/drop/total withdrawal Student responsibilities
Academics	College Catalog Declaring a major Status sheets Graduation application Bookstore Course substitutions Student Education Plan Advising
Financial Aid	PELL Eligibility LEU POP SAP Credit hour maximums Withdrawals Academic progress appeal Scholarships President’s list Billing statement FAFSA Gas voucher Higher ed FA distribution calendar Veterans benefits
Registrar	Jenzabar

	ID/Password Email Probation and suspension Course schedule Updated application/admission form Address change form Disclosure to directory information Student request form for information Student id form (pic and ID) Transcript request
Library	Library cards Search engines
Student Support services	Tutors and peer mentors Services offered Disability form
Resources	Suicide Prevention Lakota Federal Credit Union OST Transit Other services (community etc.)
OLC Accreditation Status	
Athletic information	
Co-Curricular Information	
Student Organization	
Schedule of Events	
College Success Tips	

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

http://warehouse.olec.edu/local_links/registrar/docs/student_handbook.pdf

Appendix E: Sample Participant Feedback Form

1. How old are you?	_____
2. What is your gender?	<input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other
3. What best describes your role?	<input type="radio"/> OLC student <input type="radio"/> Community member <input type="radio"/> OLC staff <input type="radio"/> OLC faculty <input type="radio"/> Other
4. If you are an OLC student: In which department are you pursuing a degree?	<input type="radio"/> Business <input type="radio"/> Humanities and Social Science <input type="radio"/> Education <input type="radio"/> Lakota Studies <input type="radio"/> Math, Science, and Technology <input type="radio"/> Nursing <input type="radio"/> Social Work <input type="radio"/> Vocational Education <input type="radio"/> Graduate Studies <input type="radio"/> Other
5. If you are an OLC student: How many semesters have you completed at OLC?	<input type="radio"/> 0 <input type="radio"/> 1-2 <input type="radio"/> 3-4 <input type="radio"/> 5-8 <input type="radio"/> 9 or more
6. How useful was this event for you?	<input type="radio"/> Very useful <input type="radio"/> Useful <input type="radio"/> Somewhat useful <input type="radio"/> Not very useful <input type="radio"/> Not useful at all
7. What was most useful at this event?	<input type="radio"/> [Topic A] <input type="radio"/> [Topic B] <input type="radio"/> [Topic C] <input type="radio"/> [Topic D]

8. What was least useful at this event?	<ul style="list-style-type: none">○ [Topic A]○ [Topic B]○ [Topic C]○ [Topic D]
9. What future events would you like to see organized?	

Appendix F: Sample Sign-in Form

District Centers
LOCATION here

Month/Year _____

Name of Activity: _____

Date of Activity: _____

Location _____

SIGN IN SHEET

Name: _____ Email _____		Gender: ___ M ___ F		Age: _____	
Who are you: (Indicate with an X)	OLC Student	Community Member	Staff	Faculty	Other:
Declared Major:	___ Business ___ Humanities/Social Science ___ Education ___ Lakota studies ___ Math, science, and technology ___ Vocational education ___ Social Work ___ Nursing ___ Graduate studies ___ Other (Explain) _____				

Name: _____ Email _____		Gender: ___ M ___ F		Age: _____	
Who are you: (Indicate with an X)	OLC Student	Community Member	Staff	Faculty	Other:
Declared Major:	___ Business ___ Humanities/Social Science ___ Education ___ Lakota studies ___ Math, science, and technology ___ Vocational education ___ Social Work ___ Nursing ___ Graduate studies ___ Other (Explain) _____				

Appendix G: Sample Activity Form

Note: this can change depending on program or center Oglala Lakota College

District Centers

LOCATION here

Community activity

Month/year:

Name of Activity:

Date of Activity:

Location:

	Gender	Under 16 yrs	16- 17	18- 25	25+	Total
Number of participants	Male					
	Female					
Total						

	Gender	Student	Community member	Staff	Faculty	Other	Total
Number Of Adults	Male						
	Female						
Total							

	Gender	Business	Humanities	Education	Lakota studies	Math, science, and technology	Vocational education	Social work	Nursing	Graduate studies	Other	total
Declared major	Male											
	Female											
Total												

Description of Activity

Objectives or Expected Outcomes:

--

Rationale for Activity: (for example: To help students gain a better understanding of.....

Materials or supplies used:

Evaluation method : was a questionnaire used, observations, etc. and results

Results:

NOTE MAYBE THIS DOES NOT APPLY FOR THE COMMUNITY ACTIVITIES, THEREFORE THE RESULTS WILL BE LISTED BELOW

Overall Analysis of Activity: (Explain how the activity is supporting student learning)

Overall assessment of Activity: (Were you able to achieve the objectives proposed for this activity? Why or Why not?)

Overall improvements for future activity: (What could have improved the activity)

Impact of Activity with student engagement:

Persistence:

Retention:

Submitted by: _____

Name

Date complete