

# Little Big Horn College Performance Report 2016-2017

Edition 6

February 1 2017



**The Little Big Horn College Performance Report provides to the campus community assessment data that are measures college services. The data sets designated are significant measures of college mission fulfillment and serve as benchmarks for the college core themes accomplishment. The Performance Report is part of the overall college assessment process, implemented for the purpose of comprehensive and continuous college improvement.**

Measures of  
Mission  
Fulfillment &  
Core Theme  
Accomplishment

# Little Big Horn College

## Performance Report 2016-17

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# LBHC Performance Report 2016-17

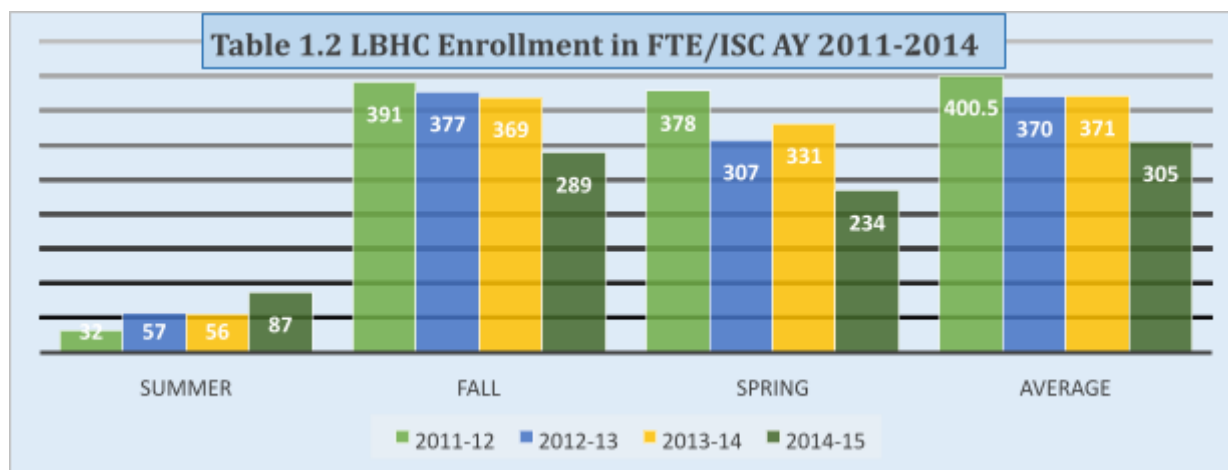
**Introduction.** The Little Big Horn College Performance Report provides to the campus community for the assessment of college services. These data sets are significant for their value in measuring the achievement of the college mission and the benchmarks that accomplish the college core themes. The data selected are from two databases: IPEDS and AIMS AKIS. This report is part of the LBHC Assessment Plan process, issued by the LBHC President’s Office with assistance from the LBHC Assessment Office.

## Core Theme 1: Education and Training Opportunities

### 1.1 Average Enrollment Each Fall, (IPEDS Figure 1). Students Ethnicity and Women, Fall 2011 to Fall 2015, % in Peer Institutions Fall 2014 (AIMS 2014-15 Comp Data).

Table 1.1 LBHC Students Enrolled by Ethnicity & Women	Fall 2011 LBHC	Fall 2012 LBHC	Fall 2013 LBHC	Fall 2014 LBHC	Fall 2015 LBHC	TCU’s n=32 F 2014
American Indian Alaska Native	95%	96%	96%	98%	95%	85%
Black or African American	2%	1%	1%	1%	1%	0%
White	2%	2%	2%	1%	3%	7%
Women	64%	63%	67%	60%	63%	63%

### 1.2 Enrollment in FTE/ISC Fall 2011, 2012, 2013, 2014 (AIMS AKIS Table 1.2). Peer tribal colleges average enrollment for Fall Semester 2013 was 541 ISC, n=34.



Source: AIMS AKIS Table 1.2 AY 2011-12; AY 2012-13; AY 2013-14; AY 2014-15

**1.3 AY Enrollment of Indian/Non-Indian Student Headcount for AY 2010-11, 2013-14, 2014-15 (AIMS AKIS Table 1.3).**

<b>LBHC Student Headcount Part-time Students, AY 2010-11, 2013-14, 2014-15</b>						
	<b>AY 2010-11</b>		<b>AY 2013-14</b>		<b>AY 2014-15</b>	
	<b>PT AI</b>	<b>PT Non-AI</b>	<b>PT AI</b>	<b>PT Non-AI</b>	<b>PT AI</b>	<b>PT Non-AI</b>
<b>Summer</b>	133	7	64	4	54	7
<b>Fall</b>	67	4	57	4	32	1
<b>Spring</b>	74	2	70	2	33	9
<b>Totals</b>	274	13	191	10	119	17

Source: AIMS AKIS Table 1.2, AY 2010-11/AY 2013-14.

<b>LBHC Student Headcount Full-time Students, AY 2010-11, 2013-14 &amp; 2014-15</b>						
	<b>AY 2010-11</b>		<b>AY 2013-14</b>		<b>AY 2014-15</b>	
	<b>FT AI</b>	<b>FT Non-AI</b>	<b>FT AI</b>	<b>FT Non-AI</b>	<b>FT AI</b>	<b>FT Non-AI</b>
<b>Summer</b>	50	2	55	1	94	5
<b>Fall</b>	325	16	262	10	211	5
<b>Spring</b>	306	17	224	11	156	3
<b>Totals</b>	681	35	642	22	461	13

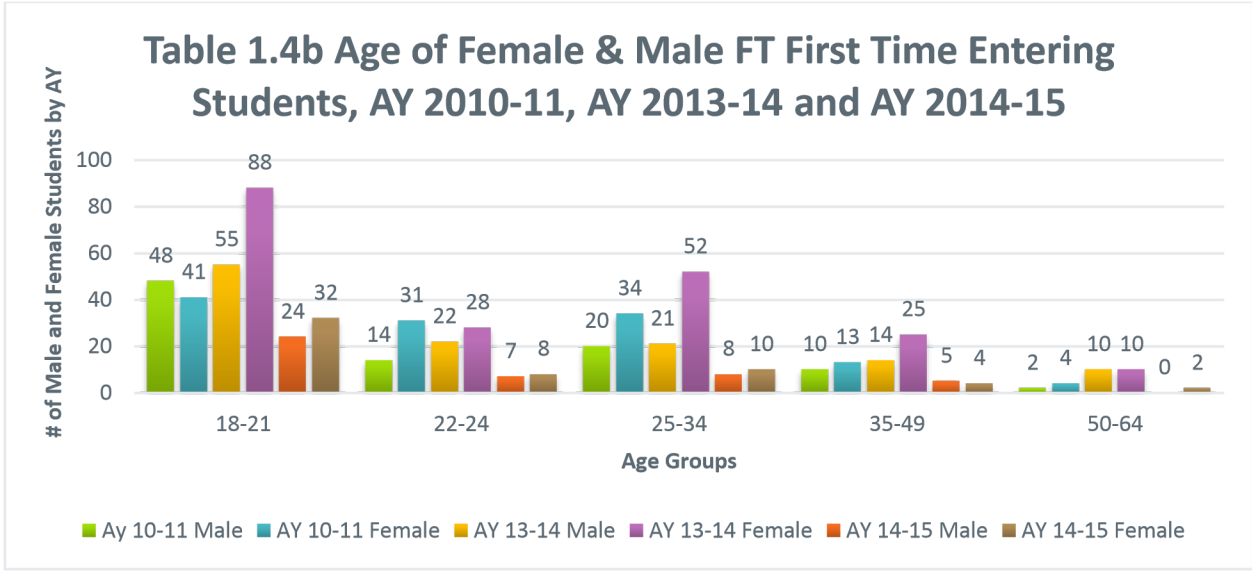
Source: AIMS AKIS Table 1.2, AY 2010-11/AY 2013-14.

**1.4a Age of First Time Entering Students AY 2010-11 to 2014-15; 1.4b Age of Female and Male Students AY 2010-11 TO AY 2014-15 (AIMS AKIS Section 1.4).**

Analysis: Little Big Horn College has a student enrollment dominated by younger adult students. From 2010-11 to 2014-15, the age group of eighteen to twenty-one-year-old students has ranged from 68% to 75%. AIMS Tribal Colleges and Universities Quick Facts reported for AY 2014-15 all TCU's 52% 25 years of age and under; age 25 years to age 64 years was 36% and 1% in the 65 years and older.

<b>Table 1.4a LBHC First Time Entering Students - Age Range of Students</b>										
First Time Students	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Age Range										
16-24	77	69%	128	75%	87	69%	83	72%	70	70%
25-34	14	13	18	16%	17	13%	16	14%	18	18%
35-49	15	14	19	11%	8	6%	15	14%	9	10%
50-64	7	6	5	3%	10	8%	8	7%	2	2%

	113		170		132		122		101	
Source: AIMS AIKS Section 1.4 First Time Entering Students, Age Range										



1.5

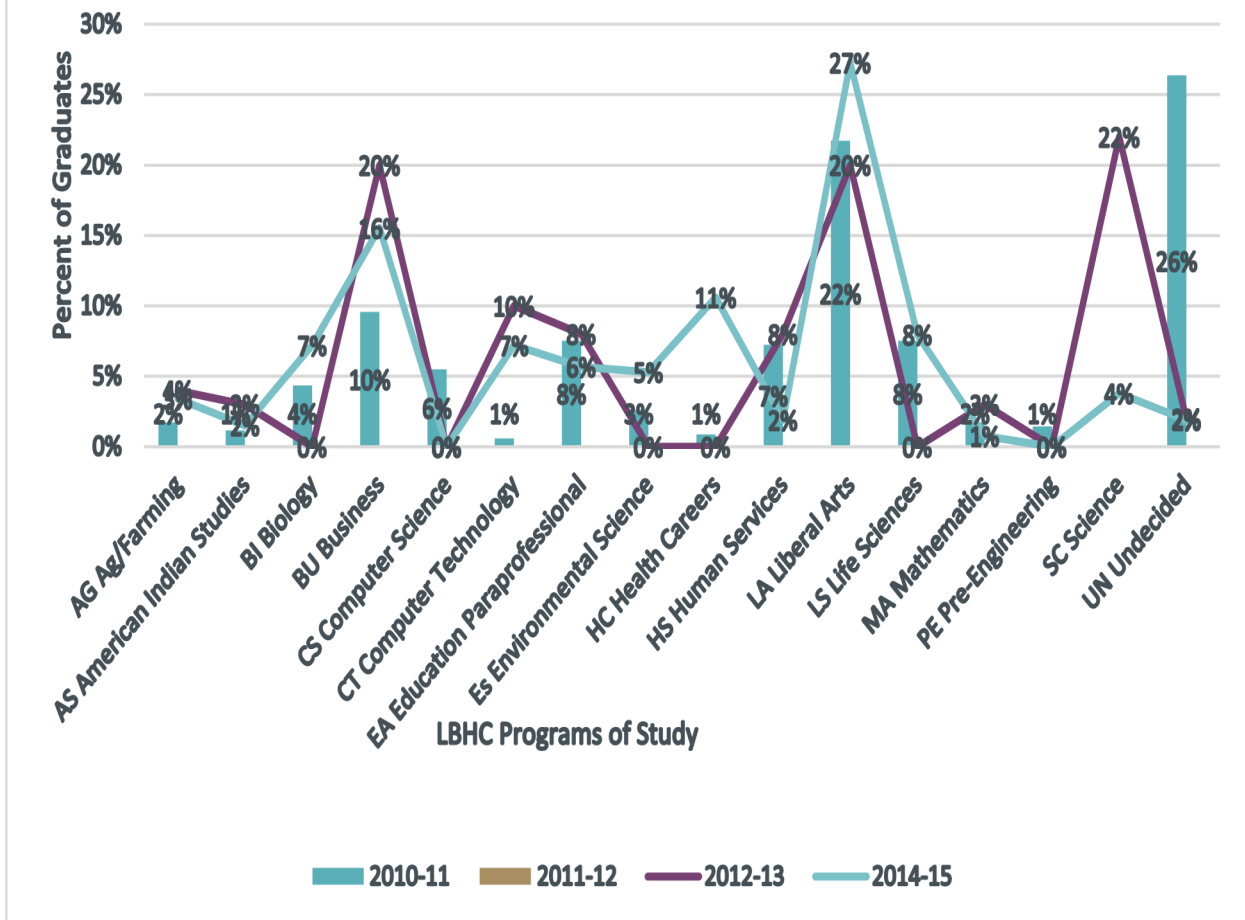
**Distribution of Majors Chosen by Students, AY 2010-11 to 2014-15 (AIMS**

**AKIS Section 1.5).** The programs of study of Liberal Arts, Business, and Science are the programs with the highest number of majors in 2014-15. **LBHC percentages vary in American Indian Languages and Students -4%, Business +4%, Liberal Arts +8%, Social Science +3% and STEM +10% from the TCU Aggregate.**

TCU Aggregate/ LBHC Enrollment by Major Group, Fall 2014  
(AIHEC AIMS Comparative Data 2014-15)

Major Group	Percentage of Enrollment		Major Group	Percentage of Enrollment	
	TCU Aggregate	LBHC		TCU Aggregate	LBHC
American Indian Languages & Studies	3.9	1.5%	Social Science	6.9%	10.6%
Business	11%	15.5%	STEM	18%	28.4%
Computer Science/Tech	3.6%	7.2%	Vocational Career	11.2%	0.0%
Education	8.3%	5.7%	Undeclared	14%	1.9%
Liberal Arts	21%	29.2%			

**Table 1.5 LBHC Enrollment by Majors in Programs of Study  
AY 2010-11 to AY 2014-15**



**1.6 Fall Enrollment by Ethnicity; American Indian, Crow Indian, Other Tribes Fall 2011, Fall 2012 & Fall 2014 (AIMS AKIS Table 1.3).**

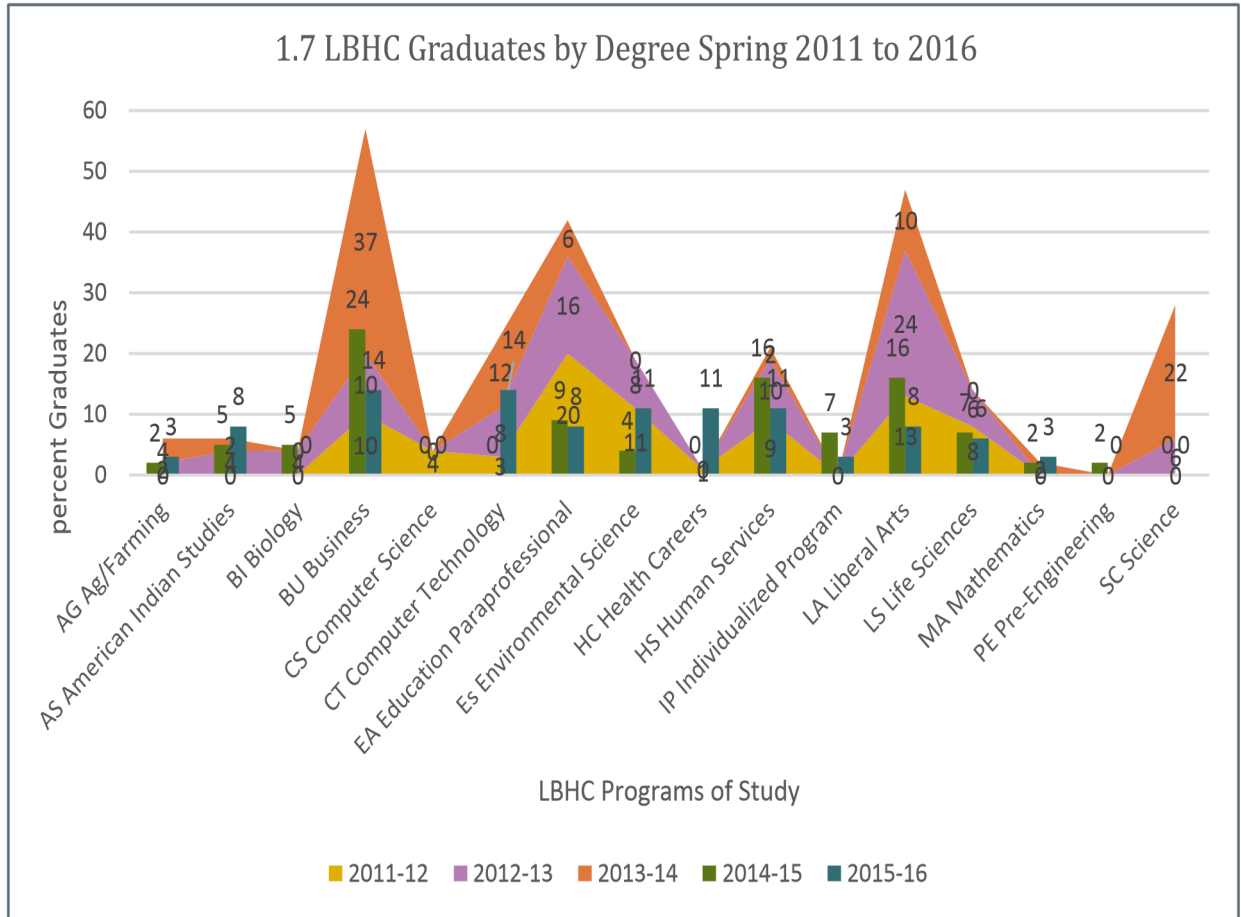
For the **Fall 2011**, American Indians were 95% of the student body. The tribal affiliations of students enrolled at the college were: Crow – 327, Northern Cheyenne – 6, Apache – 4, Fort Belknap Indian Community – 3, Shoshone 2, and Non-specific federally recognized tribe - 4.

For the **Fall 2012**, American Indians were 96% of the student body. The tribal affiliations of students enrolled at the college were: Crow – 284, Northern Cheyenne – 7, Navajo/Dine - 7 Apache – 4, 2 each from the Arapaho Tribe of the Wind River, Chippewa-Cree Indians of the Rocky Boy Reservation, Fort Belknap Indian Community, Kiowa Indian Tribe of Oklahoma, and the Ute Indian Tribe of the Uintah Reservation.



For the **Fall 2014**, American Indians were 98% of the student body. The tribal affiliations of students enrolled at the college were: Crow – 215 or 83%, Dine (Navajo) – 5, Northern Cheyenne – 5, Chippewa Cree – 3, Fort Peck Assiniboine/Sioux – 2.

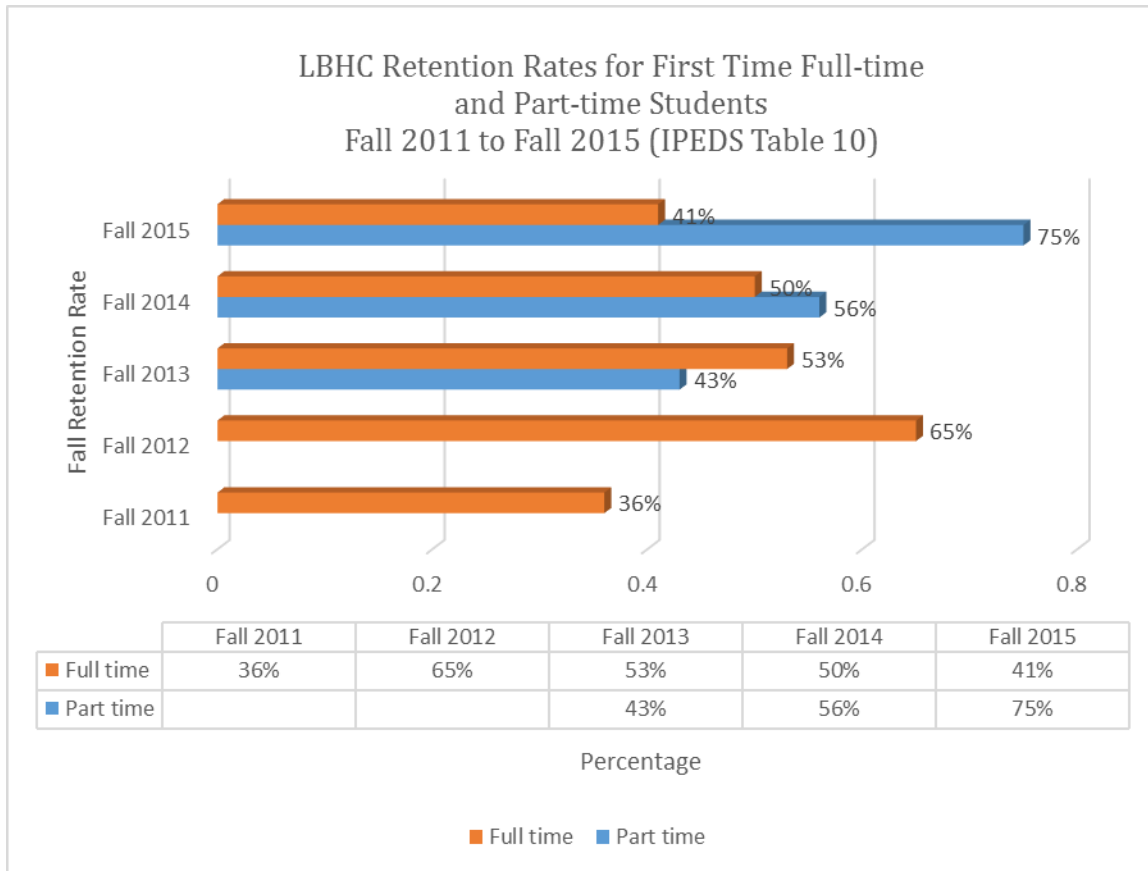
**1.7 Graduation Spring Semester 2015 Compared to Other Spring Terms of 2012 to 2016 (IPEDS Figure 3, AIMS AIKS 2014-15 Report and LBHC Registrar).**



1.7 LBHC Graduation Spring Semesters 2011 to 2016						
	S2011	S2012	S 2013	S2014	S2015	S 2016
Total	54	62	55	55	55	33
Women	44	40	39	39	40	24
Men	10	22	16	16	15	9

Source: IPEDS Figure 3 S2011to S2016 and from LBHC 2016 and AIMS AIKS Section 1.5 Graduates 2012, 2013

**1.8 First-time Fulltime and Part-time Student Retention Rates Fall 2011 through Fall 2015 (IPEDS Figure 10).** Peer institutions (n=28) retention rate for was 43% for Cohort 2011 and Peer institutions (n=31) retention rate was 48% for full-time students for Cohort 2013. AIHEC AIMS Comparison Data shows the TCU First Year Aggregate Retention Rate for Fall 2015 at 40%. The LBHC Institutional Retention Rate for AY 2014-15 was 39%.



**1.9 Graduation Rates by Cohort 2007 to 2012 (IPEDS Figure 10 & Figure 11 and IPEDS Data Feedback Report 2012, 2013, 2014, 2015).** Graduation Rates measure the percent of Normal Time or 100% of 2 years to completion of the associate degree. This chart shows data for 1-100% or 2 years, 2150% or three years and 3-200% of Normal Time or four years. The 150% graduation rate is the Student Right to Know (SRK) rates; the Normal time and 200%.

	Little Big Horn College			Peer Institutions N=19		
	100%	150%	200%	100%	150%	200%
Cohort of 2007	2%	17%	18%	8%	18%	22%
Cohort of 2008	11%	11%	18%	-	-	-
Cohort of 2009	20%	28%	39%	6%	15%	18%
Cohort of 2010	20%	28%	39%	15%	16%	16%
Cohort of 2011	9%	22%	28%	n/a	11% BCC	18% BCC

Cohort of 2012	20%	20%	28%	9% BCC	19% BCC	n/a
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**1.10 Student Graduates Rate of Transfer-out, Cohort 2008, 2010 and 2011 (IPEDS**

**Figure 10).** The Transfer-out rates are the Student-Right-To-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfer out. This is calculated as a percent of total entering students.

<b>Student Graduates Rate of Transfer-out, Cohorts 2008, 2010 &amp; 2011 (IPEDS Figure 10).</b>		
<b>Cohort of Fall Semester</b>	<b>Little Big Horn College</b>	<b>Peer Institutions</b>
Cohort of 2008	Little Big Horn College – 10%	Peer TCU Institutions N=16 – 7%
Cohort of 2010	Little Big Horn College – 7%	Peer TCU Institutions N=14 – 7%
Cohort of 2011	Little Big Horn College – 23%	Peer Institution Chief Dull Knife – 20%

**1.12 \*Course Completion Rates – College Preparation (AIMS AKIS Table 5.5)**

Remedial/Developmental Course Enrollment/Completion. Little Big Horn College enrolls 70 to 80 first-time entering students each year. Entering students often need skills development to succeed in college. The college provides developmental courses in reading, writing and mathematics for the purpose of raising their academic skills for their entry into college level studies.

Indicator 5: *Course Enrollment and Completion AY 2010-11 to 2015-16 Table 5.5: LBHC Remedial/Developmental Course Enrollment and Completion, Grade C or Better – AIMS AKIS Table 5.5 and LBHC Jenzabar System						
		<b>Academic Year 2010-11</b>	<b>Academic Year 2012-13</b>	<b>Academic Year 2013-14</b>	<b>Academic Year 2014-15</b>	<b>Academic Year 2015-16</b>
Writing/ Composition CA 095 All TCU's 12-13 62% All TCU's 14-15 66%	Enrolled	84	72	67	53	43
	Completed	31/37%	39/63%	34/50%	22/42%	23/53%
	Withdrew/ D or F	8/10%	10/14%	33/50%	31/58%	20/47%
Devel. Mathematics MA 061, 065, 096 All TCU's 12-13 61% All TCU's 14-15 63%	Enrolled	267	258	234	169	160
	Completed	76/28%	82/42%	89/38%	49/28%	71/44%
	Withdrew/ D or F	42/16%	62/24%	145/61%	129/71%	89/55%
Source: AIHEC AIMS 2009-2010 Fact Book: p. 21. "Raising course completion rates is especially important for students enrolled in developmental courses, because failure or dropout at that level prevents students from taking college level work; it also impacts their financial aid eligibility. Over the past seven years, TCU students have experienced increased success in this arena."						

**1.11 \*Course Completion Rates – General Education Core Curriculum AY 2010-11, 2011-12 & 2012-13 (AIMS AKIS Table 5.2).** .11 Course Completions Rates – General Education Core Curriculum AY 2010-11 to 2015-16 (AIHEC AIMS Table 5.2 and

<i>Grade C or Better General Education Core Courses</i>		Total 2012-13	Percent 2012-13	Total 2013-14	Percent 2013-14	Total 2014-15	Percent 2014-15	Total 2015-16	Percent 2015-16
<i>English I CA 101</i>	Enrolled			92		60		94	
	Completed			50	54%	30	50%	42	45%
<b>68% TCU Compl.</b>	Withdrew/D/F			42		39		52	
<i>Comm. Public Speaking</i>	Enrolled			8		1		14	
	Completed			6	75%	1	100%	4	29%
<i>CA 211</i> <b>TCU Completion 86%</b>	Withdrew/D/F			2		0		10	
<i>College Algebra</i>	Enrolled			56		60		44	
<i>MA 121, MA 145</i> <b>TCU Completion 68%</b>	Completed			31	59%	32	62%	24	59%
<i>MA 151</i>	Withdrew/D/F			25		28		20	
<i>Intro to Computers IS 101</i>	Enrolled	10		28		12		17	
	Completed	8	80%	15	54%	5	42%	8	47%
	Withdrew/D/F	0		13		7		9	
<i>Native American Studies I</i> <b>TCU Completion 80%</b>	Enrolled	77		106		107		86	
	Completed	45	58%	78	72%	58	50%	47	55%
<i>CS 101 &amp; CS 103</i>	Withdrew/D/F	13		28		49		39	
<i>Native American Studies II</i>	Enrolled	16		98		74		73	
	Completed	12	75%	73	75%	47	65%	34	54%
<i>CS 131, 136 &amp; 211</i>	Withdrew/D/F	4		25		27		39	
<i>Science (Life Sci) SC 114</i> <b>TCU Completion 76%</b>	Enrolled	32		65		57		41	
	Completed	16	50%	43	66%	29	51%	23	56%
	Withdrew/D/F	5		22		32		18	
<i>Science (Physical) SC 101, SC 116</i>	Enrolled	24		88		48		40	

	Completed	9	38%	45	44%	22	50%	18	40%
<i>SC 121</i>	Withdrew/D/F	2		43		26		22	
<i>Humanities CS 108</i>	Enrolled	17		28		14		16	
	Completed	7	41%	20	71%	4	29%	6	38%
	Withdrew/D/F	3		8		10		10	
<i>Social Sciences HI 201</i>	Enrolled	13		28		14		15	
	Completed	7	54%	12	43%	6	43%	4	27%
	Withdrew/D/F	1		16		8		11	

Source: AIMS AKIS Indicator 5: Course Enrollment and Completion, Table 5.2: Academic Core Curriculum Course Enrollment and Successful Completion.

## Core Theme 2: Community Learning and Outreach (not updated)

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**2.1 Community Participation Rates in College Training and Programs AY 2010-11 & 2012-13 (Table 1.4 & 6.2 AIMS AKIS). Youth learning and outreach are the first five listings.**

Little Big Horn College Community Education	Academic Year		
	AY 2010-11	AY2011-12	AY 2012-13
Youth Leadership K-5	12	396	-
Youth Leadership 6-8	39	-	75
Youth Leadership 9-12	165	179	155
Youth Ag Loan Program	-	-	38
Career Fair - Secondary	-	-	220
College Student Till	-	-	624
Extension Outreach	134	-	-
Indianpreneurship	19	-	-
Tourism	25	-	-
USDA Agricultural Seminar	139	1025	1232
Crow Water Settlement	-	431	540
Crow Culture and Lang	-	385	316
Financial Literacy/Econ	-	-	110
Health and Well-being	-	-	405
<b>Total Participation</b>	<b>533</b>	<b>2416</b>	<b>3715</b>

□ **Table 2.2: Student, Community and Cultural Activities for AY 2010-11 and 2012-13**

indicates:

- 159 LBHC students participated in “Service to the Community” in 2010-11. 152 students participated in 2011-12 and 102 in 2012-13.
- 1189 LBHC students (headcount) participated in “Culturally Relevant Activities” in 2010-11. These activities included culturally relevant learning activities on campus, learning traditional knowledge from tribal elders, cultural activities outside the college and in clan feasts and ceremonies. In the Academic Year 2012-13 441 student volunteered for cultural event, including powwows, and participated in culturally relevant activities (other than courses).

Source AIMS AKS Section 4.1 Student Community and Cultural Activities 2010-11 and 2012-13.

## Core Theme 3: Crow Language and Culture Preservation and Protection.

### 3.1 Enrollment in Crow Studies Courses AY 2010-11 & 2012-13 TO 2015-16 (AIMS AKIS Table 5.2). (LBHC Jenzabar Data System).

This data is from the Academic Core Curriculum Enrollment and Completion Data, AIMS AKIS Table 5.2. At LBHC, **Native American Studies I** includes CS 101-Crow Language I and CS 103-Conversational Crow. **Native American Studies II** includes CS 131Introduction to Native American Studies, CS 136-Crow Socio-familial Kinship and CS 211 Crow Indian Thought and Philosophy.

<b>Crow Studies Courses at LBHC</b>		<b>Total 2010-11</b>	<b>Total 2012-13</b>	<b>Total 2013-14</b>	<b>Total 2014-15</b>	<b>Total 2015-16</b>
<b>CS - Native American Studies I Peer Compl 67%</b>	Enrolled	175	135	106	107	86
	Completed	100/57%	85/63%	78/74%	58/54%	47/55%
	W/D/F	29/17%	50/37%	28/26%	49/46%	39/45%
<b>Native American Studies II Peer Inst n/a</b>	Enrolled	108	135	98	74	73
	Completed	71/66%	85/63%	73/74%	47/63%	34/47%
	W/D/F	12/11%	50/37%	25/26%	27/36%	39/53%

Source: Table 5.2 Academic Core Curriculum course Enrollment and Successful Completion, AIMS AKIS 2010-11 and 2012-13. All TCU's enrollment and completion rates, AIHEC AIMS 2009-2010 Fact Book, p. 21.

### 3.3 \*Student Community and Cultural Activities Participation AY 2010-11 and 201213 (AIMS AKIS Table 6.2). ○ “Service to the Community”

- 159 LBHC students participated in” in 2010-11.
  - 152 students participated in 2011-12
  - 102 students participated in 2012-13.
- “Culturally Relevant Activities” These activities included culturally relevant learning activities on campus, learning traditional knowledge from tribal elders, cultural activities outside the college and in clan feasts and ceremonies.
- 1189 LBHC students participated in Academic Year 2010-11
  - 441 students volunteered for cultural event, including powwows, and participated in culturally relevant activities (other than courses) in Academic Year 2012-13

## 4.0 Institutional Characteristics

#### 4.1 College Full-time Equivalent Staff by Assigned Position Fall 2011, Fall 2013, Fall 2014 (IPEDS Figure 12).

Little Big Horn College has a similar staffing pattern as peer tribally controlled colleges (N=32), with the exception of the "Instruction/research/public services staff" as a sector that is somewhat smaller proportionately, than colleague institutions.

<b>*Little Big Horn College: Fall 2011, Fall 2013, Fall 2014</b>				
<b>Full-time Equivalent Staff by Assigned Position</b>	LBHC Fall 2011	LBHC Fall 2013	LBHC Fall 2014	Peer TCU's Fall 2011
Instruction/research/public service	20	23	39	27
Executive/administrative/managerial	6	10	17	9
Other professional (support/service)	23	29	23	21
Non-professional	23	15	15	22
Human Resources Component	IPEDS Figure 12.			

#### 4.2 Faculty and Teaching Staff by Highest Degree and Teaching Load 2010-11, 2012-13 & 2014-15 (AIMS AKIS Table 7.2& Section 4.2).

Degrees	American Indian 66%/83%						Non-Indian 33%/16%			
	Male			Female			Male		Female	
	10-11	12-13	14-15	10-11	12-13	14-15	10-11	12-13	10-11	12-13
<b>No degree</b>	0	0	0%	0	0	0%	0	0	1	0
<b>Associate</b>	0	0	10%	0	0	8%	0	0	0	0
<b>Bachelors</b>	1	6	51%	4	3	46%	0	0	0	0
<b>Masters</b>	3	5	32%	2	8	31%	0	2	2	1
<b>Doctorate</b>	1	3	7%	1	1	15%	2	1	1	1
<b>Other</b>	0	0	0%	0	0	0	0	0	0	0
<b>Total</b>	5	14	100%	7	12	100%	2	3	2	0

#### 4.3 Library Facilities by Volumes, Periodicals, On-line Access, Collections AY 2010-11 (AIMS AKIS Table 3.2).

<b>Little Big Horn College Physical Resources - Library Facilities</b>							
	Total sf	Year Built	Volumes	Periodicals		Catalogue Online	Interlibrary Loan
				Print	Electronic		



<b>LBHC Library</b>	5,565	1981 & 1995	19,811	50	10,000	Yes	Yes
<b>Update</b>	9,500	2008	25,000	40	15,000		
<b>Update</b>	9,500	2010	32,000	25	15,000	Yes	Yes
<b>Update</b>	-	2013	25,545	26	12,000	Yes	Yes
<b>Archives</b>	3,200	2008	-	0	-	No	Yes
<b>Archives</b>	3,200	2010	-	0	-		
<b>Library</b>	9,500	2008	34,000	25	15,000	Yes	Yes
<b>Archives</b>	3,200	2008	-	0	-		

Note: The Library has a Crow Indian collection consisting of 1,900 items on all facets of Crow Indian history, culture, and contemporary life. The Library also has a Crow Indian Archives that consists of papers, photographs, records, and recordings of both histories and oral histories.  
Source: Table 3.2 and Section 4.3; Library Facilities AY 2010-11 and 2012-13.

## 5.0 Financial Indicators

### 5.1 Congressional Allocation FY 2011-12 compared to other Academic Years.

Little Big Horn College receives support for educational operations from the Tribally Controlled Community Colleges and Universities Assistance Act, PL 95-471, 1978. This chart overviews the annual appropriations for four fiscal years, FY 2011 to FY 2014.

Fiscal Year	FY 2011	FY 2012	FY 2013	FY 2014
TCCCU to LBHC	\$1,785,040.00	\$2,239,150.00	\$1,976,780.00	\$2,235,370.00

### 5.2 Percent Distribution of Core Revenues by Source FY 2011, FY 2013 & FY 2014 (IPEDS Figure 14)

Core Revenues	Little Big Horn College FY 2011	TCU's 2011 N=22	Little Big Horn College FY 2013	TCU's 2013 N=24	Little Big Horn College FY 2014

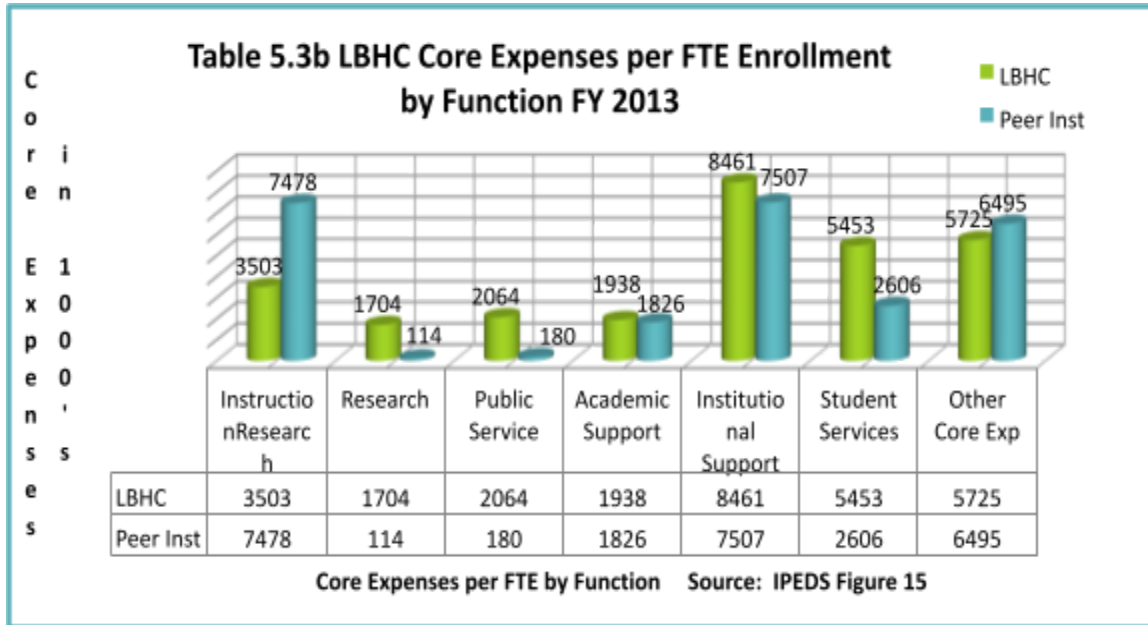
<b>1. Tuition and Fees</b>	9%	6%	430/2%	7%	\$670/3%
<b>2. State Appropriations</b>	0	0	0	0%	0%
<b>3. Local Appropriations</b>	0	0	0	0%	0%
<b>4. Government Grants &amp; Contracts</b>	56%	68%	18,594 70%	71%	\$17,509 74%
<b>5. Private gifts, grants, contracts</b>	2%	3%	0	1%	0%
<b>6. Investment Return</b>	1%	0	1,063/4%	0%	\$1,807/8%
<b>7. Other core revenues</b>	32%	12%	6,406/24%	8%	\$3,558/15%

“Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions. “

### 5. 3a and 5.3b Core expenses per FTE enrollment, by function, FY 2011 to FY 2014 (IPEDS Figure 15).

In FY 2013 Little Big Horn College exceeded peer institutions in the Core Expenses per FTE enrollment for the functions Research; Public Services, and Student Services. Other Core Expenses, Academic Support and Institutional Support are comparable to amounts per FTE at peer TCU institutions. The LBHC Instruction function is below that of peer institutions.

<b>Table 5.3a Core Expenses per FTE by Function</b>	<b>Peer TCU's FY 2013 n=33</b>	<b>Little Big Horn College FY 2011</b>	<b>Little Big Horn College FY 2012</b>	<b>Little Big Horn College FY 2013</b>	<b>Little Big Horn College FY 2014</b>
<b>Instruction</b>	7478/29%	2545	2670/9%	3503 or 12%	4,569/16%
<b>Research</b>	114/0%	2200	2407/8%	1704 or 6%	761/3%
<b>Public Service</b>	180/1%	1270	1602/5%	2064 or 7%	1,216/4%
<b>Academic Support</b>	1826/7%	1892	2000/6%	1938 or 7%	2,406/9%
<b>Institutional Support</b>	7507/29%	6771	8712/28%	8461 or 29%	7,681/27%
<b>Student Services</b>	2606/10%	3240	9405/30%	5453 or 19%	5,876/21%
<b>Other core expenses</b>	6495/25%	4908	4411/14%	5725 or 20%	5,672/20%



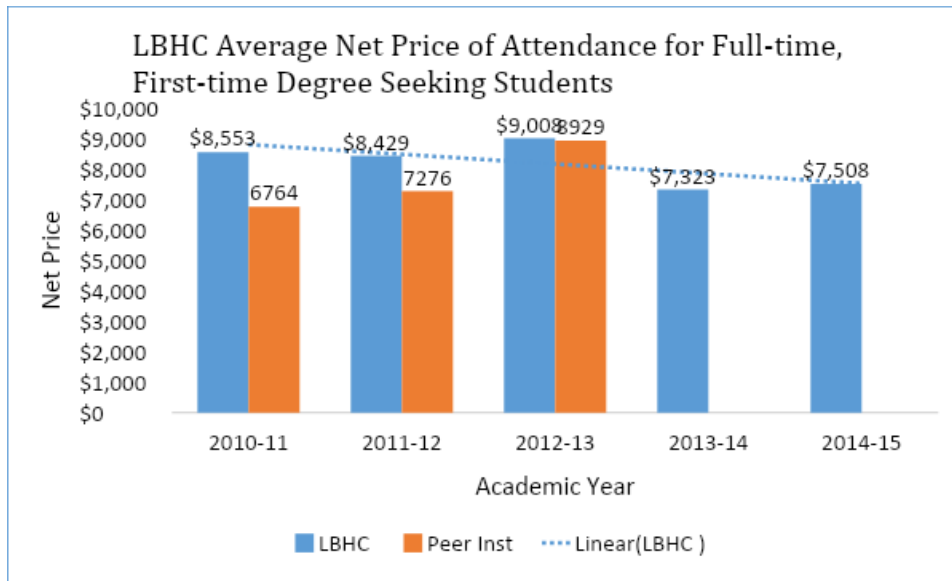
**5.3b. Average Salaries of Full-time Instructional Staff Equated to 9 Month Contracts.**

Figure 13 – IPEDS shows the average salaries of full-time instructional staff equated to 9 month contracts by academic rank. For all ranks:

- Little Big Horn College has an average instructional staff salary of \$32,079 (76% of peer average); peer TCU’s have an average salary of \$41,975.
- In the **Academic Year 2012-13, 2013-14, and 2014-15** Little Big Horn College has an average instructional staff salary of **\$34,074**; peer institutions average instructor salary was \$42,696.
- Little Big Horn College has an average instructional staff salary of **\$39,682** compared to the TCU Aggregate salary of \$45,464 (AIHEC AIMS Comparative Data 2014-15, p. 21).

**5.4 Average Net Price of Attendance for Full-time, First-time Degree Seeking Undergraduate Students 2010-11 to 2014-15 (IPEDS Figure 5).**

IPEDS Figure 5 indicates the average net price of attendance for full-time, first-time degree & certificate seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2014-15.



**5.5 Academic Year Tuition and Required Fees For Full-Time, First-Time Degree Seeking Undergraduates, (IPEDS Figure 4). Tuition and Fees for 2014-15 was \$2,860 and for 2015-16 was \$3,200 (IPEDS College Navigator 2017).**

