

Little Big Horn College Year Three Evaluation Ad Hoc Report 2015

Attachments	Page
A. Little Big Horn College Mission and Core Themes, Updated February 15, 2015	2
B. Little Big Horn College Performance Report January 2015	19
C. Little Big Horn College Assessment Plan for 2013	36
D. LBHC Administration and Student Services – Mission Elements and Core Themes	
Alignment	59

Attachment A

1. CHAPTER ONE – STANDARD 1: MISSION, CORE THEMES AND EXPECTATIONS – Revised Jan 20, 2015

6.a. Executive Summary of Eligibility Requirements 2 and 3.

Eligibility Requirement 2: Authority.

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

On January 24, 1980, the Crow Tribal Council of the Crow Tribe of Indians passed Resolution #80-17 sanctioning and recognizing the Charter of Little Big Horn College. The Charter empowers Little Big Horn College to operate as the official institution of post-secondary education of the Crow Tribe of Indians. At the time of the Charter, the Crow Central Education Commission, a Crow Tribal Committee was established as the governing body for the college. In 1992, the Charter was amended by the Crow Tribal Council to elect Trustees in district-based elections. In 2006, the College Charter was reaffirmed with some revisions by the Crow Nation Legislative Branch and the Crow Tribal Chairman (JAR 06-02).

Eligibility Requirement 3: Mission and Core Themes.

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degree. The institution devotes all or substantially all, of its resources to support its educational mission and core themes.

The Little Big Horn College Mission Statement was reviewed and re-affirmed by the LBHC Board of Trustees in 2010, with the understanding that the Trustees would re-evaluate the Mission Statement in the next few years. The Trustees are aware of the Core Themes development through their participation in the Accreditation Focus Group and the meetings on mission fulfillment and achievement of core themes. The Board of Trustees received the Year One

Report in April 2012; further review and affirmation of the Mission interpretation and Core Themes occurred in February 26, 2013 Special Meeting of the Board.

6.b. STANDARD 1.A. MISSION

1.A.1. The institution has a widely published mission statement approved by its governing board that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort and drives from, and is generally understood by its community.

1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

6.b.i. Mission Statement of Little Big Horn College.

<p>The Mission Statement of Little Big Horn College</p>
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<p><i>Little Big Horn College, a 1994 Land Grant Institution, is the Crow high education and cultural center that grants Associate of Arts and Associate of Science degrees and certificates in areas that reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities, offering instruction by traditional and distance education methods. The College is dedicated to the professional, vocational and personal development of individual students for their advancement in higher education or the workplace and inspiring Crow and American Indian scholarship. The College is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.</i></p>

-Little Big Horn College Catalog, 2011-2013, page 2.

The current mission statement was approved by the College Board of Trustees in 2003, and re-affirmed in 2010. Since then, the College faculty, staff, administration, Board of Trustees and community members reviewed it most recently as part of the strategic planning process in January and April of 2012. The mission statement is widely published, appearing on the college website, in the academic catalog, annual reports, and posted in a majority of College offices and facilities. It is published in College program brochures, and faculty, student and staff

handbooks. The President and College representatives refer to the College Mission Statement in public presentations.

6.b.ii. Interpretation of Mission Fulfillment.

The LBHC Mission Statement is unique and is appropriate for a two-year community college and provides context and meaning for all LBHC academic, student services and community programs and services. LBHC is unique, as a tribal college, created to provide educational opportunities for the Crow Indian Reservation residents, the Crow People. The **key elements of the Mission Statement** were identified by the Accreditation Focus Group meetings review and analyses:

- Key element 1 - The College provides educational opportunities to the Crow Indian Tribal Members and Crow Indian Reservation community (Sentences 1 and 2 of the Mission Statement);
- Key element 2 - The College encompasses diverse learning opportunities typical to a community college (Sentence 4 of the Mission Statement);
- Key element 3 - The College focuses efforts on students, to assist them in the achievement of their education goals (Sentence 2 of the Mission Statement);
- Key element 4 - The College acknowledges the responsibility to be responsive to the community needs (Sentence 4 of the Mission Statement); and
- Key element 5 - The College strives to preserve, protect and perpetuate the Crow culture and language (Sentence 3 of the Mission Statement).

The LBHC Accreditation Focus Group held four sessions to review and examine the Mission Statement, to delineate the five key elements of the Mission Statement and to develop the three Core Themes in January 2012. The President convened a work session of the entire faculty, staff and administration to articulate acceptable thresholds of mission fulfillment on December 19, 2012. The work of the campus community of the Key elements 1, 2 and 3, Key Element 4, and Key Element 5 resulted in specific baselines and thresholds that indicate mission fulfillment. Data sets were designated as appropriate measures, from IPEDS and AIMS AKIS. This work appears in the Standard 1.A. Mission and Standard 1.B. Core Themes, in Chapter One of this Report.

6.b.III. Articulation of an Acceptable Threshold or Extent of Mission Fulfillment, Key Elements 1, 2 and 3.

- The College provides **educational opportunities** to the Crow Indian Tribal Members and Crow Indian Reservation community (Sentences 1 and 2 of the Mission Statement);
- The College encompasses **diverse learning opportunities** typical to a community college (Sentence 4 of the Mission Statement);
- The College **focuses efforts on student success**, to assist them in the achievement of their education goals (Sentence 2 of the Mission Statement).

Little Big Horn College is dedicated to the academic, vocational, and personal education and development of individual Crow and American Indian students for their advancement in higher education, the workplace and the Crow Indian community; and, to inspire Crow and American Indian scholarship. The college provides quality academic and vocational programs of study and academic and student support services that fulfill the college mission. The College faculty and academic support services staff identified the Baseline and Acceptable Thresholds of Mission Fulfillment on December 19, 2012, 8 hours of deliberation; 4 with faculty and academic support staff, and 4 hours with administration and staff members. The session results are provided in columns 2 and 3 in the ensuing charts on acceptable thresholds for mission fulfillment.

Updates for IPEDS and AIMS/AIKS on [February 12, 2015](#) are noted in the Mission Fulfillment charts in blue font.

Programs and Services that Fulfill the College Mission	Baseline	Acceptable Threshold
1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included	<ul style="list-style-type: none"> • Indian Student Count AIMS AKIS Table 1.2 Baseline: 463 Fall 2010 • Number of Associate and Certificates awarded, Figure 3 – IPEDS Baseline: 62 Spr 2011 • Graduation rate and Transfer-out rate, Figure 10-IPEDS Baseline Grad Rate: 17% 2007 cohort Baseline Transfer Out 10% 2007 cohort 	<p>Threshold:</p> <ul style="list-style-type: none"> • Indian Student Count 400 ISC by Fall 2015 Fall 2013 371 ISC <target. Fall 2014 440 ISC >target • Number of degrees and certificates awarded 70T Spr 2013 55T Spr 2014 <target • Graduation rate @ 200% threshold: 18% 2008 cohort, 39% 2009 cohort >target 39%2010 cohort >target • Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort; 7% 2010 cohort <target • Transfer-out rate: graduates 2012-13 & 2013-14 45% T98 • National Clearinghouse >target

		<ul style="list-style-type: none"> • First time Full Time Freshman Retention Rate 5% increase per year. • First time Full Time Freshman Retention Rate 65% AY 2012-13; 53% AY 2013-2014 >target
	Baseline: AY 2010/11 <ul style="list-style-type: none"> • 100% academic advisement, orientation • 60% first time students, • 100% First Year Experience program 	Threshold: <ul style="list-style-type: none"> • 100% advising • 80% orientation • 100% First Year Experience program, by Fall 2014
3..Research opportunities for LBHC students	AIMS AKIS Table 6.1.Research Placements Baseline: <ul style="list-style-type: none"> • 44T students 2011 	Threshold: <ul style="list-style-type: none"> • 5% increase by 2015 • 48T 2011-2012 AY >target

Note: Analysis of data collected on these indicators in academic year 2010/2011 will provide baseline data to determine the extent of mission fulfillment, in providing access to Educational/Training Opportunities.

Key Element 4: The College acknowledges the responsibility to be responsive to the community needs. (Sentence 4 of the Mission Statement), Core Theme Two: Commitment to Community Education and Outreach.

The second core theme, Commitment to Community Education and Outreach, is derived from the College Mission Statement, “commitment to developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities and to the advancement of the Crow Indian family and community building.” Two objectives have been identified which include community building and lifelong learning. College programs and services that achieve mission fulfillment are enumerated here, with baseline and acceptable thresholds.

Programs and Services that Fulfill the College Mission	Baseline & Acceptable Threshold
1.Research focused on the Crow community.	<ul style="list-style-type: none"> • Community based research projects participation rates (AIMS AKIS) Table 6.1 – Research, Teaching and Active Learning Activities & Table 6.2 Student Community and Cultural Activities. Baseline: 44T AY 2010-11 48T 2011-2012 AY >target Threshold: 50T AY 2014-15
2.College sponsored events a. Lectures offered to the public b. Services to the community	<ul style="list-style-type: none"> • Participation of the public in college sponsored events Baseline: 150T AY 2012-13 Threshold: 200T AY 2014-15
3.Outreach/public programs offered,	<ul style="list-style-type: none"> • Community Education Participation and Program

Land Grant Programs	Completion AIMS AKIS Table 1.5. Baseline: 399T AY 2010-11 3715T AY 2012-13 >target Threshold: 350T by AY 2014-15
4. Graduate placement rates in the community	<ul style="list-style-type: none"> Employer survey of LBHC Graduate Placements Baseline: Research is underway with the Crow Tribe and reservation employers to establish the baseline; LBHC Development Office Graduate Placement Study Spring 2012; T35 graduates placed by December 2012. Threshold: T35 graduates placed in the “on or near the Reservation” within 6 months of graduation. AY 2014-15
5. Partnerships with community stakeholders	<ul style="list-style-type: none"> Partnerships with the Crow Indian Community Baseline: 10 partnerships with tribal and community programs and departments (Academic Division Data, 2012). No new data is available, 02/2015. Threshold: 15 partnerships with tribal and community programs and departments by AY 2015
6. Institutional Review Board	<ul style="list-style-type: none"> Research Projects reviewed by IRB; IRB reliant on MSU-Bozeman IRB due to joint NIH funding, LBHC IRB still in development stage.

Institutional Assessment Data will be used to determine the college’s mission fulfillment of the Commitment to Education & Outreach.

Key Element 5: The College strives to preserve, protect and perpetuate the Crow culture and language (Sentence 3 of the Mission Statement), Also Core Theme Three: Dedicated to the Enhancement of the Crow Culture & Language

The third core theme is derived from the LBHC College Mission Statement, “the college is committed to the preservation, perpetuation and protection of Crow Indian culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian Community.” Programs and services of Little Big Horn College that fulfill the mission are provided here with acceptable thresholds.

Programs and Services that Fulfill the College Mission	Baseline & Acceptable Threshold
1. Workshops and training that integrate the culture and language into programs of study curricula	<ul style="list-style-type: none"> Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2 Baseline: 605T AY 2010-11 Threshold: 750T AY 2014-15 441T AY 2012-13 <target
2. Crow Studies and American Indian Studies Program of Study	<ul style="list-style-type: none"> Course enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses Baseline: 178T, 56% completion AY 2010-11 270T 63% completion AY 2012-13 T>target, cpl <target

	Threshold: 200T, 70% completion AY 2014-15
3. Community events on the Crow culture and language	<ul style="list-style-type: none"> Student Community and Cultural Events, AIM AKIS Table 6.2 Baseline: 302T AY 2010-11 385T AY 2011-12 >target; 316T AY 2012-13 <target Threshold: 350T AY 2014-15
4.Crow Language series in the Crow Studies Program	<ul style="list-style-type: none"> Course enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses Baseline:178T, 56% completion AY 2010-11 135T AY 2012-13 <target, 63% completed <target Threshold: 200 T, 70% completion AY 2014-15

Institutional assessment data will determine the extent to which the college mission is fulfilled, for the Core Theme Three - Dedication to the Enhancement of the Crow Culture & Language.

6.c. CORE THEMES

Standard 1.B. Core Themes.

1.B.1. The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objective of its core themes.

Core Theme Development. The first, second and third elements of the Mission Statement are -- to provide (1) educational and (2) diverse learning opportunities, with a (3)focus on student success, --- these are consolidated into **Core Theme One: Access to Educational/Training Opportunities**. Element Four, responsiveness to community needs, was rendered into the **Core Theme Two: Commitment to Community Education and Outreach**. The fifth and final element, the unique culture and language of the Crow People, has become **Core Theme Three: Dedicated to the Enhancement of the Crow Culture and Language**. The Core Themes were developed by the Accreditation Focus Group in four meetings in January 2012. The Benchmarks were developed in a full-day meeting of the college faculty, staff and administration, on December 19, 2013. The work on the benchmarks is represented here in the additional “benchmarks” column that is provided on each core theme and respective objectives.

6.c.i. Core Theme 1: Access to Educational & Training Opportunities

Objective 1.1: LBHC is an open access institution.

Rationale: LBHC is committed to ensuring education is provided, available, and accessible to the Crow and American Indian populations that historically have been underserved. Open access plays a central and strategic role in improving the educational attainment levels of the Crow Indian Community. The college is continuously adapting to the ever-changing economic and social needs of the Crow and regional communities it serves, providing opportunities for learning and training. Note: Columns 2-Indicators of Achievement, and Column 3 – Benchmarks were delineated in a four-hour long meeting of College staff, faculty and administrators on December 19, 2012.

Expected Effects	Indicators of Achievement	Benchmarks
1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals, enroll in LBHC.	<p>1 Percent of all student enrolled, by race/ethnicity and percent of students who are women IPEDS Figure 1.</p> <p>2 First-time entering Students Demographics AIMS AKIS Table 1.3.</p>	<p>Baseline: American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11</p> <p>Benchmark: American Indian 95%, Crow Tribal members 97%, 55% women by AY 2014-15.</p> <ul style="list-style-type: none"> • 96% Amer Ind & 64% women Fall 2011 • 96% AI & 63% women Fall 2012 • 96% AI on-target & 67% women Fall 2013 <target <p>Baseline: 1st time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11.</p> <p>Benchmark: 1st time entering students; 60% 25 years and older, 65% placement in remedial</p> <ul style="list-style-type: none"> • Ages 18-24 75% Fall 2011-12 >target • Ages 18-24 69% Fall 2012-13 on-target • Ages 18-24 72% Fall 2013-14, >target • Remedial placement is not available
1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.	<p>2 Percent of all undergraduates receiving aid by type of aid AY 2010-11, IPEDS Figure 8.</p>	<p>Baseline: Any grant 70%; Pell grants 70%</p> <p>Benchmark: Any grant 75% and Pell Grants 75% by AY 2014-15</p> <ul style="list-style-type: none"> • 56% Any grant, all undergraduate students AY 2013-14 <target • 56% Pell grant, all undergraduate students AY 2013-14 <target • 87% Any student financial aid, full-time, first-time, degree seeking undergraduate students, AY 2013-14 >target • 62% Pell Grant, full-time, first-time, degree seeking undergraduate students, AY 2013-14 <target

Note: The college maintains excellent academic and student support services at no cost to students. This is of paramount importance to ensure those who need access to higher education have full access to academic support services. In doing so, LBHC is mindful of the value in removing barriers to improve student access to comprehensive educational opportunities.

Objective 1.2: LBHC is committed to successful programs of study at the two year associate degree level and excellent academic support programs.

Rationale: The role of the college faculty and student support systems is to provide programs of study and services that develop students’ knowledge and understanding of their unique Crow and American Indian cultural identity and their chosen academic and vocational fields. Little Big Horn College makes available to all students experiential learning opportunities, which use Crow Indian knowledge for the benefit of the student and the tribal community it serves. Educational planning, goal-setting, and linkages between schooling and career opportunities are made in respect for and relevant to Crow and Native American cultures, histories, land and resources, and economies. The college service learning opportunities support students’ educational goals and contribute to academic achievement. The Crow nation building approach links the Crow Reservation and regional occupational outlook to campus academic and vocational programs; a linkage of significant value to students with curricular achievement.

Expected Effects	Indicators of Achievement	Benchmarks
<p>1.2.1 LBHC offers associate degree and certificate programs relevant to the manpower needs on and near the Crow Indian Reservation; LBHC Students complete degrees and certificates in relevant fields of study for transfer to a senior institution or for entry into the workforce.</p>	<p>1 Student Enrollment and Graduation by Major Group, Table 4.1 and 4.2 AIMS AKIS. •Academic Core Curriculum Course Enrollment and Successful Completion AY 2010-11 AIMS AKIS Table 5.2. •Graduation rate and Transfer-out rate, Figure 10 IPEDS and •The National Student Clearinghouse data 2012-13 and 2013-14.</p>	<p>Baseline: AY 2010-11</p> <ul style="list-style-type: none"> • 436 ISC; • 16 associate degree programs; • 18% graduation rate fulltime, first time degree seeking students 200% of normal time • 10% transfer-out rate • 55% average. completion rate in Gen Ed Core AY 2012-13; <p>Benchmarks:</p> <ul style="list-style-type: none"> • 450 ISC by AY 2014-15; • Fall 2013 371 ISC <target • Fall 2014 440 ISC (projected) <target • 16 associate degree programs; • • 18% graduation rate fulltime, first time degree seeking students 200% of normal time • 18% graduation rate 2008 cohort, on target • 39% graduation rate 2009 cohort >target • 39% graduation rate 2010 cohort >target • 10% transfer-out rate • Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort; 7% 2010 cohort <target • Transfer-out rate: graduates 2012-13 & 2013-14 in a composite, T98 is 45%, National Student Clearinghouse >target
<p>1.2.2 Students engage with faculty, staff, and the community in undergraduate research activities.</p>	<p>1 Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars- AIMS AKIS Table 6.1.</p>	<p>Baseline: 44T AY 2010-11 in research, teaching. Benchmark: 50T AY 2014-15</p> <ul style="list-style-type: none"> • 48T 2011-2012 AY >target <p>Baseline: 159T career advising and seminars. Benchmark: 175T career advising and seminars.</p>
<p>1.2.3 Students have access to academic and student support services for their academic achievement, progress toward a career,</p>	<p>1 Student Academic Research and Extracurricular Activities – Academic Development Activities, AIMS AKIS Table</p>	<p>Baseline: AY 2010-11 Students receiving:</p> <ul style="list-style-type: none"> • academic advising – 605T headcount, • first time entering students in orientation 65T; • attended academic workshop 194T; • Participated first year experience workshop

and lifelong learning.

6.1

194T.

Benchmark: maintain headcount levels AY 2014-15.

6.c.i. Core Theme 1: Access to Educational & Training Opportunities

Objective 1.1: LBHC is an open access institution.

Rationale: LBHC is committed to ensuring education is provided, available, and accessible to the Crow and American Indian populations that historically have been underserved. Open access plays a central and strategic role in improving the educational attainment levels of the Crow Indian Community. The college is continuously adapting to the ever-changing economic and social needs of the Crow and regional communities it serves, providing opportunities for learning and training. Note: Columns 2-Indicators of Achievement, and Column 3 – Benchmarks were delineated in a four-hour long meeting of College staff and administrators on December 19, 2012.

Expected Effects	Indicators of Achievement	Benchmarks
1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals enroll in LBHC.	<p>1 Percent of all student enrolled, by race/ethnicity and percent of students who are women IPEDS Figure 1.</p> <p>2 First-time entering Students Demographics AIMS AKIS Table 1.3.</p>	<p>Baseline: American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11 96% Amer Ind & 64% women Fall 2011 96% AI & 63% women Fall 2012 96% AI on-target & 67% women Fall 2013 <target Benchmark: American Indian 95%, Crow Tribal members 97%, 55% women by AY 2014-15. Baseline: 1st time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11. Ages 18-24 75% Fall 2011-12 >target Ages 18-24 69% Fall 2012-13 on-target Ages 18-24 72% Fall 2013-14, >target Remedial placement is not available 2. Benchmark: 1st time entering students; 60% 25 years and older, 65% placement in remedial</p>
1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.	<p>2 Percent of all undergraduates receiving aid by type of aid AY 2010-11, IPEDS Figure 8.</p>	<p>1. Baseline: Any grant 70%; Pell grants 70% 56% Any grant, all undergraduate students AY 2013-14 <target 56% Pell grant, all undergraduate students AY 2013-14 <target 87% Any student financial aid, full-time, first-time, degree seeking undergraduate students, AY 2013-14 >target 62% Pell Grant, full-time, first-time, degree seeking undergraduate students, AY 2013-14 <target 2. Benchmark: Any grant 75% and Pell Grants 75% by AY 2014-15</p>

The college maintains excellent academic and student support services at no cost to students. This is of paramount importance to ensure those who need access to higher education have full access to academic support services. In doing so, LBHC is mindful of the value in removing barriers to improve student access to comprehensive educational opportunities.

Objective 1.2: LBHC is committed to successful programs of study at the two year associate degree level and excellent academic support programs.

Rationale: The role of the college faculty and student support systems is to provide programs of study and services that develop students’ knowledge and understanding of their unique Crow and American Indian cultural identity and their chosen academic and vocational fields. Little Big Horn College makes available to all students experiential learning opportunities, which use Crow Indian knowledge for the benefit of the student and the tribal community it serves. Educational planning, goal-setting, and linkages between schooling and career opportunities are made in respect for and relevant to Crow and Native American cultures, histories, land and resources, and economies. The college service learning opportunities support students’ educational goals and contribute to academic achievement. The Crow nation building approach links the Crow Reservation and regional occupational outlook to campus academic and vocational programs; a linkage of significant value to students with curricular achievement.

Expected Effects	Indicators of Achievement	Benchmarks
<p>1.2.1 LBHC offers associate degree and certificate programs relevant to the manpower needs on and near the Crow Indian Reservation; LBHC Students complete degrees and certificates in relevant fields of study for transfer to a senior institution or for entry into the workforce.</p>	<p>1 Student Enrollment and Graduation by Major Group, Table 4.1 and 4.2 AIMS AKIS. •Academic Core Curriculum Course Enrollment and Successful Completion AY 2010-11 AIMS AKIS Table 5.2. •Graduation rate and Transfer-out rate, Figure 10 IPEDS.</p>	<p>Baseline: AY 2010-11 • 436 ISC; •16 associate degree programs; •43% ave. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate AY 2013-14 • 491 Headcount, 298 FTE <target • Benchmark: by AY 2014-15 • 450 ISC; •16 associate degree programs; •55% average. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate</p>
<p>1.2.2 Students engage with faculty, staff, and the community in undergraduate research activities.</p>	<p>1 Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars-AIMS AKIS Table 6.1.</p>	<p>Baseline: 44T AY 2010-11 in research, teaching. Benchmark: 50T AY 2014-15 Baseline: 159T career advising and seminars. Benchmark: 175T career advising and seminars.</p>
<p>1.2.3 Students have access to academic and</p>	<p>1 Student Academic Research and Extracurricular Activities</p>	<p>Baseline: AY 2010-11 Students receiving: academic advising – 605T headcount, first</p>

student support services for their academic achievement, progress toward a career, and lifelong learning.	– Academic Development Activities, AIMS AKIS Table 6.1.	time entering students in orientation 65T; attended academic workshop 194T; participated first year experience workshop 194T. Benchmark: maintain headcount levels for AY 2014-15.
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Objective 1.3: LBHC is committed to the unique and individual students’ educational goals.

Rationale: As an open access college, Little Big Horn College has a greater challenge in achieving the academic success of our students. Forty-five percent of first time entering LBHC students are returning adult students; while 55% come directly from four local feeder high school districts, where 10th grade test scores are consistently below “proficient.” The Compass placement tests place 98% of fall 2012 first-time degree-seeking freshman in developmental courses. The students’ ability to complete transfer or workforce preparation programs hinges upon their success in the developmental courses program first. Consequently, the college measures students’ educational progress in multiple levels: development course completion rates, the general education core courses completion, and the overall associate degrees completion.

Expected Effects	Indicators of Achievement	Benchmarks
1.3.1 Students make progress toward meeting academic and career goals	1 Fall Enrollment Survey Summary Less Than Four year institutions – undergraduate Retention and Graduation Rate Cohort, IPEDS Fall 2010-11.	Baseline: First time full-time student retention rate – 36%, Fall 2010. Benchmark: First time full-time student retention rate – increase by 5% by 2014-15.
1.3.2 students succeed in developmental and general education courses and course sequences.	2 Students successfully complete developmental and general education courses. AIMS AKIS	Baseline: 1 st time entering students, Age range 70% under 18-24, 73% placement in remedial. Benchmark:
1.3.3 Students of varying age, gender and educational needs have access to student support services at LBHC.	3. Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars-AIMS AKIS Table 6.1..	Baseline: AY 2010-11 Students receiving: academic advising – 605T headcount, first time entering students in orientation 65T; attended academic workshop 194T; participated first year experience workshop 194T. Benchmark: maintain headcount levels for AY 2014-15.

The general education program provides students with a broad foundation of skills and knowledge beyond their chosen curriculum. The program prepares students to succeed in

society and contributes to professional success. LBHC students who complete a degree or certificate have received instruction that contributes to the development of well-rounded individuals.

Objective 1.4: LBHC is committed to teaching excellence

Rationale: LBHC provides programs of study that combine the highly qualified faculty expertise and leadership with curricular excellence and applied learning experiences. Academic achievement emerges from this dynamic learning process, in conventional classrooms, field-based and in technology-mediated learning environments. Engaged, qualified, and well-prepared faculty face the complex demands of instruction, to a student body of diverse ages and levels of academic preparation.

Expected Effects	Indicators of Achievement	Benchmarks
<p>1.4.1 The college maintains highly qualified Faculty for the instruction.</p>	<p>1 The Faculty Members are appropriately credentialed in their discipline, and evaluated by students, peers and the academic dean. 4.1.3 Faculty (full-time/Part-time) demographics reflect the ethnic, racial, and cultural makeup of the Crow Indian Reservation service area.</p>	<p>Baseline: faculty in transfer and general education core courses have advanced degrees in discipline, and professional experience, and ethnic/racial and cultural makeup of the service area, for teaching excellence. Benchmark: the LBHC faculty have peer, student and administrative evaluations on a routine basis, reflecting the service area demographics.</p>
<p>1.4.2 Faculty maintain discipline expertise and applies best practices and current thinking in their teaching.</p>	<p>2.Faculty participates in professional development.</p>	<p>Benchmark: Title III Program to provide support for faculty and staff development in discipline reflecting the college mission.</p>
<p>1.4.3 Faculty engage in the assessment of student learning and program review.</p>	<p>3.Course assessments and review of program learning outcomes occur with Faculty members in the lead role.</p>	<p>Benchmark: Program learning outcomes are summarized by the faculty committees annually, and provide for continuous teaching and learning improvement.</p>

6.c.ii. Core Theme 2: Commitment to Community Education & Outreach

Mission Alignment. Element Four of the Mission Statements is responsiveness to community needs. This was rendered into **Core Theme Two: Commitment to Community Education and Outreach.**

Description.

Little Big Horn College was chartered by the Crow Tribe of Indians for the educational development of the Crow Indian Nation. The College became a Land Grant Institution in 1994, and through that resource development, has become a center for community programs that emphasize leadership, youth, economic and agricultural development. Additionally, the college designs and implements community based engagement activities and non-credit courses and events that feature the Crow Indian community, as unique in land base, language, history and culture. Student learning opportunities must incorporate the community base, including both community service and research.

Objective 2-1: Collaborating with the Crow Indian community.

Rationale: LBHC collaborates with Crow tribal and Crow Indian community and business partners to provide broad-based community education and non-credit program learning. As a Land Grant Institution, LBHC provides Extension Services programs for up-to-date knowledge and skills that engage the Crow Indian community at-large, in issues and capacity building that build the Crow Indian individuals, family and community.

Expected Effects	Indicators of Achievement	Benchmarks
2.1.1 Community outreach programs offered involve community members, tribal, regional and state organizations and businesses in leadership and economic development.	1 LBHC community programs adapt, and respond to leadership and economic trends. Baseline: 399 community members; and, 387 students participated, AIMS AKIS Table 1.5: Community Education Participation and Program Completion in 2010-11.	Benchmark: The college will maintain the community programs participation rates of 400T community members and 380 students through 2014-15.
2.1.2 LBHC curriculum enriched by community education and programs, in agriculture, tourism, leadership and economic development.	2 LBHC graduates participate in community based learning experiences to increase the relevance of their degree achievement. Baseline: 399T community members; and, 387 students participated, AIMS AKIS Table 1.5: Community Education Participation and Program Completion in 2010-11.	Benchmark: The college will maintain the community programs participation rates of 400T community members and 380 students through 2014-15.

Objective 2.2: Partnering with local school districts and the Crow Indian community at-large.

Rationale: To provide a comprehensive educated society, educational institutions need collaboration to foster a culture that values academic preparation and success. This begins with linking pre-school, k-12, and higher education around the common goal of quality educational attainment. Building strong ties with local school districts is essential for LBHC to develop appropriate, well-designed, and progressive learning experiences. The collaboration among educational levels gives students a well designed education pathway to follow.

Expected Effects	Indicators of Achievement	Benchmarks
2.2.1 LBHC designs and develops educational and career development opportunities for high school juniors and seniors, and for future students.	1 LBHC provides career fairs and exploration opportunities for high school students and prospective adult students; 2 career fairs annually; 4 high school field learning experiences in the LBHC college classrooms and labs. Baseline: AIMS AKIS Table 6.1 Student Activities – Career Development; 300T AY 2010-11.	Benchmark: Career Development opportunities and services maintained at 2010-11 level through 2014-15, 300T..
2.2.2 LBHC faculty, staff, administration and students are engaged in Crow Indian community at-large, for Crow Indian culturally enriched community-based learning activities and community service.	2 LBHC faculty, staff, and students community service and culturally relevant activities; Baseline: AIMS AKIS Table 6.2 Student Community and Cultural Activities –Community Service 160T and Culturally Relevant Activities 605T, in AY 2010-11.	Benchmark: The levels of community service and culturally relevant activities participation will be maintained at AY 2010-11 levels through AY 2014-15, Community Service 160T and Culturally Relevant Activities 605T.

6.c.iii. Core Theme Three: Little Big Horn College is dedicated to the enhancement of the Crow Indian culture and language.

Mission Alignment: The third core theme is derived from the College Mission Statement “the college is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian Community.”

Description:

One of the strengths of the tribal college experience is the open access students have to the tribal cultural learning experiences. The Crow cultural knowledge is shared both inside and outside the classroom by Apsaalooke tribal scholars and researchers, local cultural teachers, Crow language speakers, community leaders, advocates and elders. The college students are the heirs of the Crow Indian cultural knowledge. The community is strengthened by the

students’ knowledge of Crow and American Indian cultural identity through the teaching of tribal histories, language, and culture. As a community-based and tribally-based institution, LBHC seeks to provide a tribal college experience that enriches their Crow language and cultural knowledge.

Objective 3.1: LBHC promotes the Crow Language through the college experience.

Rationale: LBHC recognizes that the Crow Indian cultural knowledge of our students is just as important as their academic and cognitive development in their chosen fields of study. Our mission statement reflects the college role of incorporating language and cultural knowledge in the curriculum and in all aspects of the college. As a community-based and tribally-based institution, LBHC seeks to build tribal communities by educating our students at the post-secondary level. LBHC students are the future tribal leaders, as well as leaders in the local reservation districts. The LBHC experience seeks to emphasize the importance of education and cultural knowledge in the lives of our students.

Expected Effects	Indicators of Achievement	Benchmarks
<p>3.1 Students in all programs of study will have community and campus based learning experiences in the Crow Indian language, history and culture. Crow Indian language and cultural activities will promote and foster a strong and resilient self- identity.</p>	<p>1 Students will have open access to college sponsored cultural learning experiences. LBHC students’ community service and culturally relevant activities participation; Baseline: AIMS AKIS Table 6.2 Student Community and Cultural Activities –Community Service 160T and Culturally Relevant Activities 605T, in AY 2010-11.</p>	<p>Benchmark: The levels of community service and culturally relevant activities participation will be maintained at AY 2010-11 levels through AY 2014-15, Community Service 160T and Culturally Relevant Activities 605T.</p>

Objective 3.2: Apsaalooke/Crow Knowledge is the foundation for all programs of study.

Rationale: The College integrates the Crow Indian culture and language into all the programs of study through the general education curriculum that requires the Crow Language and features Crow Studies humanities and social science course options. The learning outcomes for General Education, the associate degree programs in Liberal Arts, Crow Studies, American Indian Studies. Education and Early Childhood Education, and Human Services emphasize the Crow tribal language and interdisciplinary cultural knowledge.

Expected Effects	Indicators of Achievement	Benchmarcks
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3.2 Programs of study require course(s) in Crow Indian language, history and culture.

1 LBHC Students required to attain Crow language, culture and history knowledge.
 • AIMS AKIS Table 5.2. AY 2010-11 Academic Core Curriculum Course Enrollment and Successful Completion, Crow language and Crow Studies courses enrollment and completion rates.
Baseline: AY 2010-11
 • 436 ISC; •57% average completion rate in Crow language and Crow Studies courses.

Benchmark: by AY 2014-15
 • 450 ISC; and •60% average completion rate in Gen Ed Core, Crow language and Crow studies courses.

To assess whether the cultural outcomes are met, students have to demonstrate an understanding of 1) sense of belonging, and 2) what it means to be a tribal nation. Placing emphasis on the Crow language requirement is to provide a deep understanding of the culture and the language.

Objective 3.3: LBHC actively engages faculty and students in research and scholarship in support of the college mission and programs.

Rationale: By placing an increased emphasis on student research, the college educates undergraduate students not only to be consumers of knowledge, but producers of knowledge. LBHC is chartered by the Crow Tribe of Indians, therefore, it represents Indian self-determination. That means the college will determine the definition of community-based and tribally-based research and scholarship. The college strives to preserve, perpetuate and protect the Crow culture and language; and, this effort supports our mission.

Expected Effects	Indicators of Achievement	Benchmarks
<p>3.3 Students will be encouraged to be both consume and produce knowledge; promote increased student retention, and engage with highly qualified faculty in the community context.</p>	<p>1 LBHC provides opportunities for participation in Field based research and experiential learning, centered on the Crow Indian community. Student Research, Teaching and Active Learning Activities, AIMS AKIS Table 6.1. Baseline: 44T AY 2010-11 in research, assistant teaching.</p>	<p>Benchmark: 50T AY 2014-15 in research, teaching and active learning activities.</p>

Attachment B

LBHC Performance Report 2014-15 - Table of Contents

Core Theme 1: Education and Training Opportunities

- p. 3 1.1 *Average Enrollment Each Fall, Student Ethnicity and Women, Fall 2011, Fall 2012, Fall 2013 (IPEDS Figure 1).
- p. 3 1.2 *Enrollment in FTE/ISC AY 2011, 2012 & 2013 (AIMS AKIS Table 1.2).
- p. 4 1.3 * Enrollment of Indian and Non-Indian Student Headcount AY 2010-11 & Fall 2013-14 (AIMS AKIS Table 1.3).
- p. 4 1.4a. * Age of First Time Entering Students AY 2010-11 to 2013-14 (AIMS AKIS Table 1.2).
- p.5 1.4b. *Age of Male and Female Students AY 2010-11 & AY 2013-14.
- p. 6 1.5 *Distribution of Majors Chosen by Students AY 2010-11, AY 2011-12 and 2012-13 (AIMS AKIS Table 1.5).
- p. 7 1.6 *Fall Enrollment by Ethnicity; American Indian, Crow Indian, Other Tribes Fall Terms 2011 and 2012 (AIMS AIKS Section 1.3).
- p. 7 1.7a *Graduation Spring 2011 through 2014 (IPEDS Figure 3).
- p. 8 1.7b *LBHC Graduates by Degree, Spring 2011, 2012 & 2013 (AIMS AIKS Section 1.5).
- p. 9 1.8 *Student Retention Rates Fall 2011, 2012 & 2013 (IPEDS Figure 10).
- p. 9 1.9 *1.9 *Student Graduation Rates by Cohort 2007 to 2010 (IPEDS Figure 10 & Figure 11 and IPEDS Data Feedback Report 2012, 2013 and 2014).
- p. 9 1.10 *Student Graduates Rate of Transfer-out Cohort 2008 and Cohort 2010(IPEDS Figure 10).
- p. 10 1.11 Course Completion Rates – General Education Core Curriculum AY 2010-11, 2011-12 and 2012-13 (AIMS AKIS Table 5.2).
- p. 11 1.12 Course Completion Rates – College Preparation AY 2010-11, AY 2012-13 (AIMS AKIS Table 5.5)

Core Theme 2: Community Learning and Outreach

- p. 11 2.1 *Community Participation Rates in College Training and Programs AY 2010-11 & 2012-13(Table 1.4 and 6.2 AIMS AKIS)

- p. 12** **2.2: *Student, Community and Cultural Activities for AY 2010-11 and 2012-13 (AIMS AKIS Section 4.1)**

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

- p. 12** **3.1 * Enrollment in Crow Studies Courses AY 2010-11 & AY 2012-13(AIMS AKIS Table 5.2).**
- p. 12** **3.2 *Enrollment in Crow Language Courses AY 2010-11& AY 2012-13 (AIMS AKIS Table 5.2).**
- p. 13** **3.3 *Student Community and Cultural Activities Participation AY 2010-11 & AY 2012-13 (AIMS AKIS Table 6.2).**

4.0 Institutional Characteristics

- p. 13** **4.1 *College Full-time Equivalent Staff by Assigned Position Fall 2011, Fall 2012 & Fall 2013 (IPEDS Figure 12).**
- p. 13** **4.2 Faculty and Teaching Staff by Highest Degree and Teaching Load AY 2010-11 & AY 2012-13 (AIMS AKIS Table 7.2).**
- p. 14** **4.3 Library Facilities by Volumes, Periodicals, On-line Access, Collections AY 2010-11 (AIMS AKIS Table 3.2).**

5.0 Financial Indicators

- p. 14** **5.1 *Congressional Allocation AY 2011-12 Compared to Other Academic Years.**
- p. 15** **5.2 *Percent Distribution of Core Revenues by Source FY 2011 & FY 2013 (IPEDS Figure 14).**
- p. 15** **5.3a *Core Expenses Per FTE Enrollment by Function FY 2011 & FY 2013 (IPEDS Figure 15).**
- p. 16** **5.4 *Average Salaries of Full-time Instructional Staff Equated to 9 Month Contracts FY 2011 & 2013-14 (IPEDS Figure 13).**
- p. 16** **5.5 Average Net Price of Attendance for Full-time First-time Degree Seeking Undergraduate Students AY 2008-09, 2009-10, & 2010-11 (IPEDS Figure 5).**
- p. 17** **5.6 *Academic Year Tuition and Required Fees for full-time, first-time degree seeking undergraduates, (IPEDS Figure 4).**

LBHC Performance Report 2014-15

Introduction. The Little Big Horn College Performance Report is provided to the campus community for the assessment of college services. These data sets are chosen 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 data bases: 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, Students Ethnicity and Women, Fall 2011, Fall 2012, and Fall 2013, % in Peer Institutions Fall 2013 (IPEDS Figure 1).

Table 1.1 LBHC Students Enrolled by Ethnicity	Fall 2011 LBHC	Fall 2012 LBHC	Fall 2013 LBHC	Peer Institutions TCU’s n=32 F 2013
American Indian Alaska Native	95%	96%	96%	88%
Black or African American	2%	1%	1%	0%
White	2%	2%	2%	7%
Women	64%	63%	67%	63%

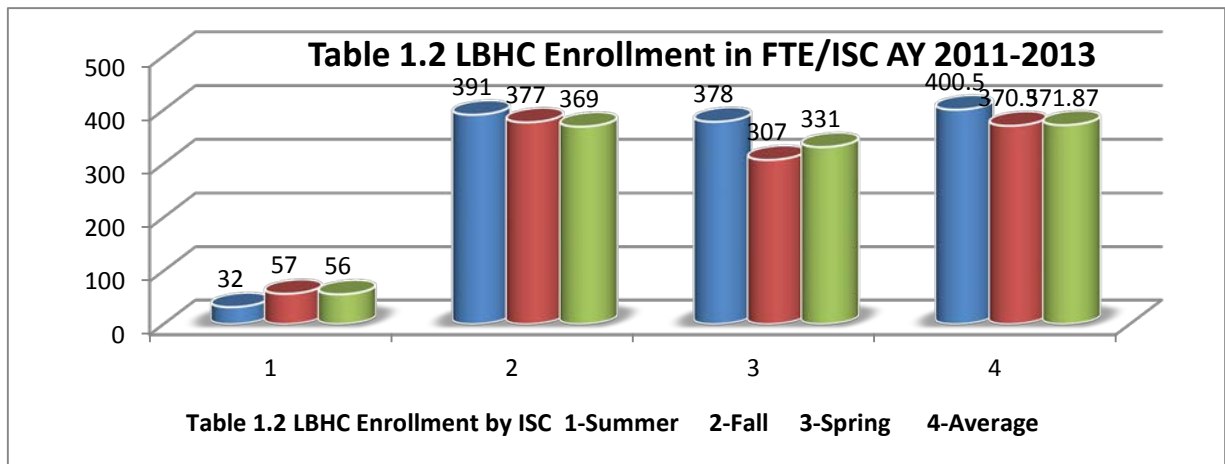
1.2 *Enrollment in FTE/ISC AY 2011, 2012 and 2013 (AIMS AKIS Table 1.2).

Peer tribal colleges average enrollment for Fall Semester 2013 was 541, n=34.

1 - Summer 2011 – 32 ISC; Summer 2012 – 57 ISC; Summer 2013 - 55 ISC;

2 -Fall 2011 – 391 ISC; Fall 2012-377 ISC; Fall 2013- 369 ISC;

3 - Spring 2012 -378 ISC; Spring 2013 – 307 ISC; Spring 2014 - 331 ISC



Source: AIMS AKIS Table 1.2 AY 2011-12, AY 2012-13 and AY 2013-14

1.3 * Enrollment of Indian and Non-Indian Student Headcount AY 2010-11 and 2013-14 (AIMS AKIS Table 1.3).

Table 1.3 Part-time Students AY 2010-11/AY 2013-14				
	Ay 2010-11		AY 2013-14	
	PT AI	PT Non-AI	PT AI	PT Non-AI
Summer 2010/2013	133	7	64	4
Fall 2010/2013	67	4	57	4
Spring 2011/2014	74	2	70	2
Totals	274	13	191	10

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

Table 1.3 Full-time Students AY 2010-11/AY 2013-14				
	AY 2010-11		AY 2013-14	
	FT AI	FT Non-AI	FT AI	FT Non-AI
Summer 2010/2013	50	2	55	1
Fall 2010/2013	325	16	262	10
Spring 2011/2014	306	17	224	11
Totals	681	35	642	22

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

1.4a *Age of First Time Entering Students AY 2010-11 to 2013-14 (AIMS AKIS Table 1.4).

Analysis: Little Big Horn College has a student enrollment dominated by younger adult students. From 2010-11 to 2013-14, the age group of eighteen to twenty-one year old students has ranged from 69% to 75%.

Table 1.4a LBHC First Time Entering Students - Age Range of Students AY 2010-11, 2011-12, 2012-13, 2013-2014								
Student	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14
Age Range	#	%	#	%	#	%	#	%
16-24	77	69%	128	75%	87	69%	83	72%
25-34	14	13	18	16%	17	13%	16	14%
35-49	15	14	19	11%	8	6%	15	14%
50-64	7	6	5	3%	10	8%	8	7%
Source: AIMS AIKS Section 1.4 First Time Entering Students, Age Range								

Table 1.4b Age of Female and Male Students AY 2010-11 & AY 2013-14; Totals & Percentages of Totals (AIMS AKIS Table 1.4).

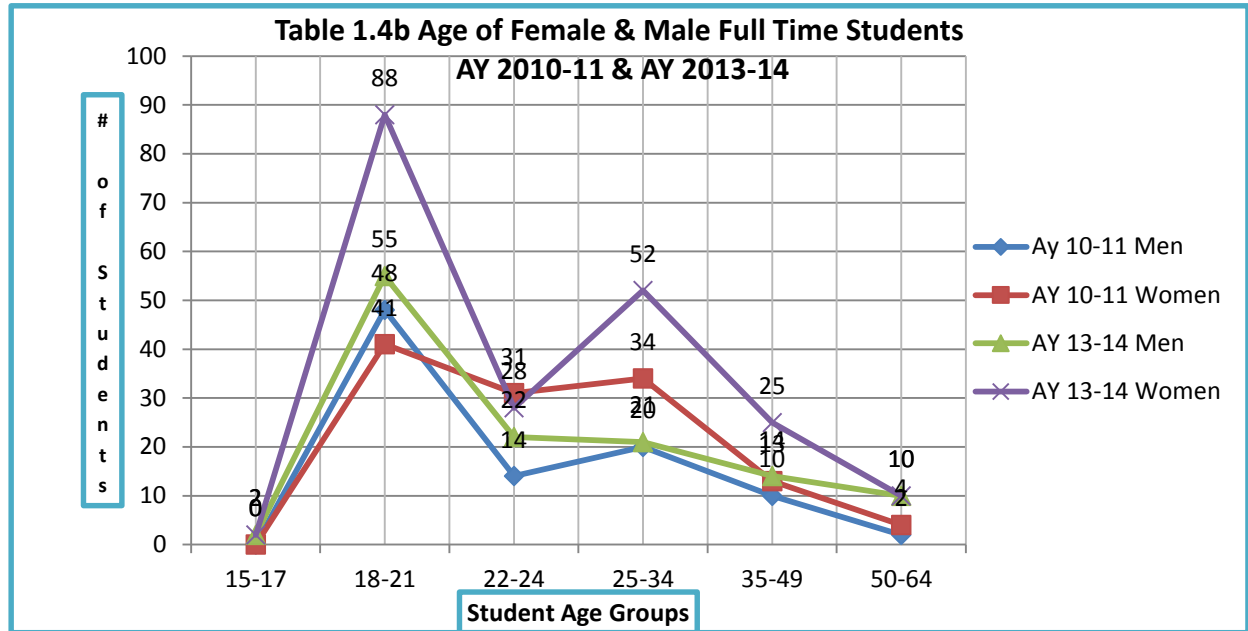
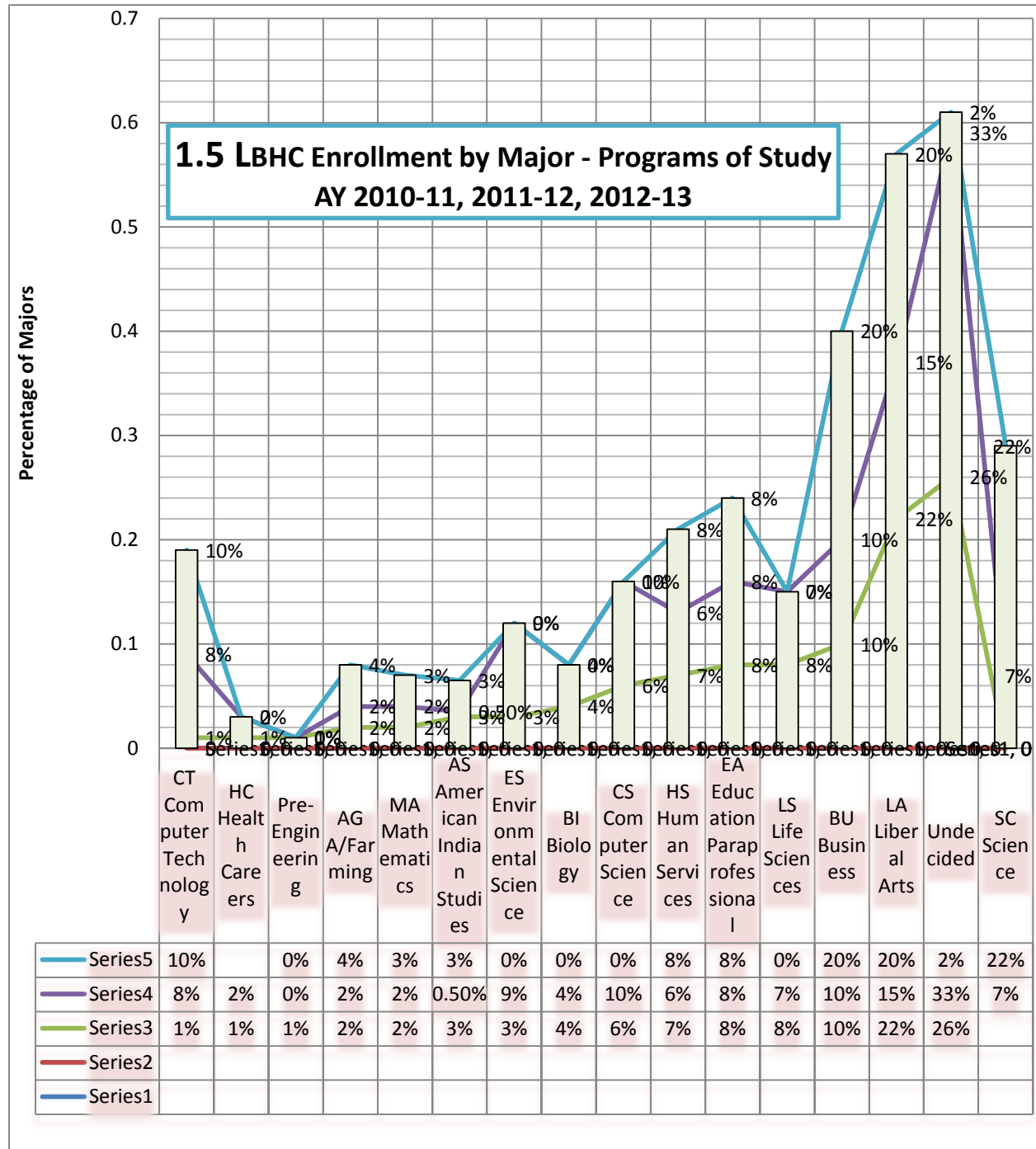


Table 1.4b Age of Female and Male Students AY 2010-11 & AY 2013-14; Totals & Percentages of Totals (AIMS AKIS Table 1.4).

Table 1.4b Age of Female and Male Students AY 2010-11 & AY 2013-14								
	AY 10-11	Ay 13-14	AY 10-11	AY 13-14	AY 10-11	AY 13-14	AY 10-11	AY 13-14
Age	Men	Men	Women	Women	Total	Total	%	%
15-17	0	2	0	2	0	4	0	1%
18-21	48	55	41	88	89	143	47%	43%
22-24	14	22	31	28	45	50	19%	15%
25-34	20	21	34	52	54	73	22%	22%
35-49	10	14	13	25	23	39	10%	12%
50-64	2	10	4	10	6	20	2%	6%
Totals	94	124	123	205	217	329	100%	100%
Percentage	43%	38%	57%	62%				

1.5 *Distribution of Majors Chosen by Students, AY 2010-11, 2011-12, & 2012-13 (AIMS AKIS Section 1.5). The programs of study of Business, Liberal Arts, Science and Undecided are the programs with the highest number of majors. Note: Undecided was eliminated as an option in AY 2013-14.



LBHC Student Enrollment & Graduation by Major Group AY 2010-11							
Majors	Other	Associate of Arts		Associate of Science		Graduates	
		Majors	% of T	Majors	% of T	Graduates	% of T
AG Ag/Farming				6	7%	6	8%
AS American Indian Studies		4	2%			3	4%
BI Biology				15	16%	3	4%
BU Business		33	20%			13	16%
CS Computer Science				19	21%	3	4%
CT Computer Technology	1			2	2%	2	3%
EA Education Paraprofessional		26	16%			16	20%
ES Environmental Science				9	10%	9	11%
HC Health Careers				3	3%	1	1%
HS Human Services		25	15%			7	9%
LA Liberal Arts		75	46%			10	13%
LS Life Sciences				26	29%	6	8%
MA Mathematics				6	7%	0	0
PE Pre-Engineering				5	5%	0	0
UN Undecided	91					0	0
Totals	92	163	100%	91	100%	79	100%

Source: Table 4.2 Student Enrollment & Graduation by major Groups AY 2010-11, AIMS AKIS

254 Majors Total includes Undec

79 Graduates Total

1.6 *Fall Enrollment by Ethnicity; American Indian, Crow Indian, Other Tribes Fall Terms 2011 and 2012 (AIMS AKIS Section 1.3).

For the AY 2011-12, American Indians were 95% of the student body. The tribal affiliations of students enrolled at the college are: Crow – 327, Northern Cheyenne – 6, Apache – 4, Fort Belknap Indian Community – 3, Shoshone 2, and Non-specific federally recognized tribe - 4.

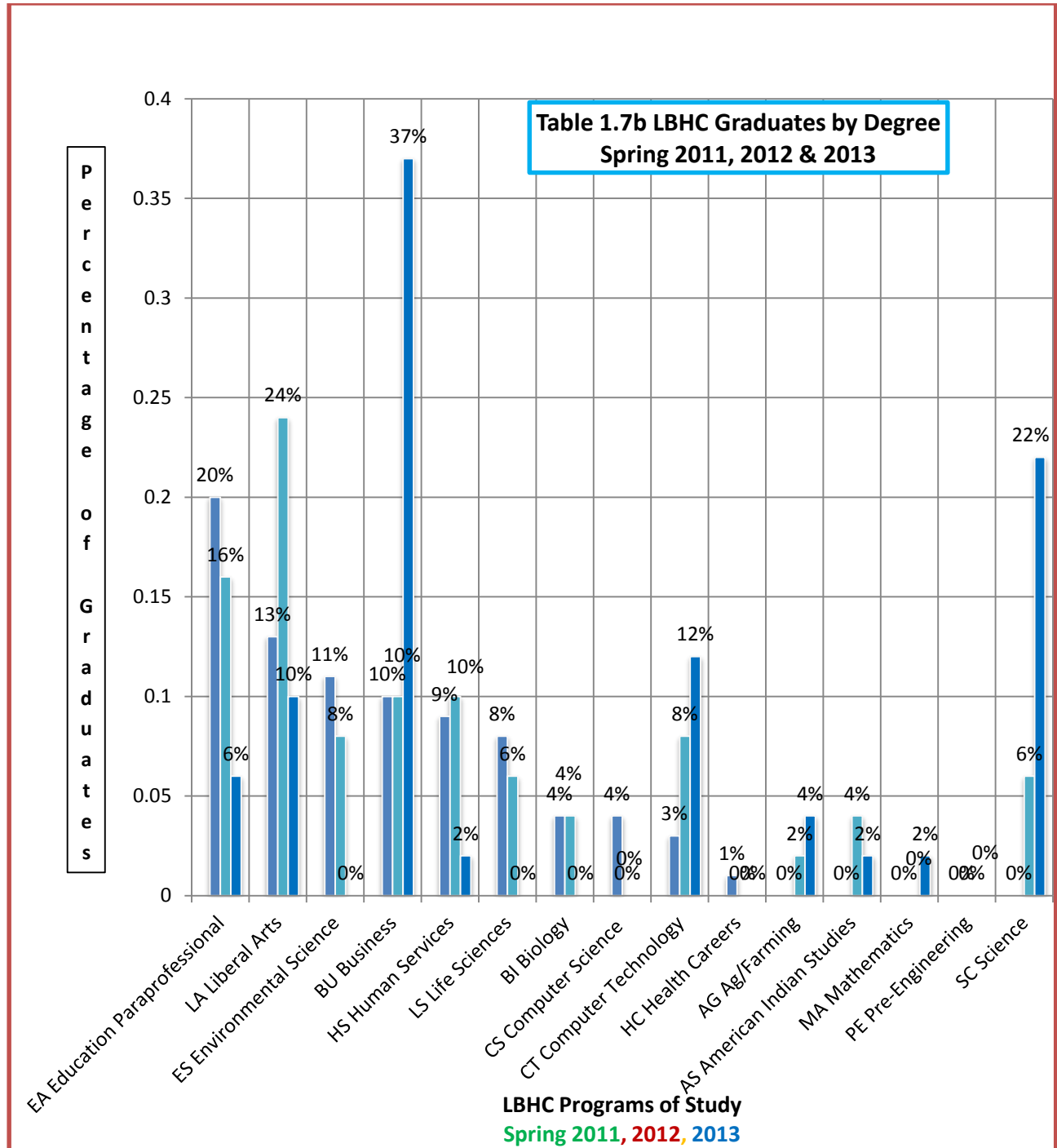
*For the AY 2012-13, American Indians were 96% of the student body. The tribal affiliations of students enrolled at the college are: Crow – 284, Northern Cheyenne – 7, Navajo/Dine - 7 Apache – 4, 2 each from the Arapaho Tribe of the Wind River, Chippewa-Cree Indians of the Rocky Boy Reservation, Fort Belknap Indian Community, Kiowa Indian Tribe of Oklahoma, and the Ute Indian Tribe of the Uintah Reservation.

1.7a *Graduation Spring 2011 to 2014 (IPEDS Figure 3).

	S2012	S2011	S 2013	S2014
Total	62	54	55	55
Women	40	44	39	39
Men	22	10	16	16

Source: IPEDS Figure 3 S2011, S2012, 2013 & 2014.

1.7b *LBHC Graduates by Degree, Spring 2011, 2012 & 2013 (AIMS AIKS Section 1.5).



Source: AIMS AIKS Section 1.5 Graduates 2011, 2012, and 2013

1.8 *Student Retention Rates Fall 2011, 2012 & 2013 (IPEDS Figure 10).

Fall 2011 - The retention rate for first-time students for Fall 2011 at **Little Big Horn College** was **36%**, **Peer institution (n=28) was 43%**. Retention rates are measured from the fall of first enrollment to the following fall.

Fall 2012 – The retention rate for first-time student for **Fall 2012 at Little Big Horn College** was **65%** for full-time students.

Fall 2013 – The retention rate for first-time students for **Fall 2013 at Little Big Horn College** was **53%** for full-time students and 45% for part-time students. Peer institutions' (n=31) retention rate is 48% for full-time students.

1.9 *Student Graduation Rates by Cohort 2007 to 2010 (IPEDS Figure 10 & Figure 11 and IPEDS Data Feedback Report 2012, 2013 and 2014).

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, 2-150% 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%

Table 1.9 Student Graduation Rates by Cohort 100%, 150%, & 200%						
Cohort	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%	-	-

Source: IPEDS Figure 10/11. Graduation rates of full-time, first-time degree seeking undergraduates.

1.10 *Student Graduates Rate of Transfer-out, Cohort 2008 and 2010 (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 transfers out. This is calculated as a percent of total entering students. The National Student Clearinghouse report for **2012-13 and 2013-14 reported 45% of the total two years' graduates transferred out to a senior institution.**

ΔLittle Big Horn College – 10%
Cohort of 2008

Δ Peer TCU Institutions N=16 – 7%
Cohort of 2008

ΔLittle Big Horn College – 7%
Cohort of 2010

Δ Peer TCU Institutions N=14 – 7%
Cohort of 2010

1.11 *Course Completion Rates – General Education Core Curriculum AY 2010-11, 2011-12 & 2012-13 (AIMS AKIS Table 5.2).

Table 1.11 Course Enrollment and Completion Academic Years 2010-11, 2011-12 & 2012-13

LBHC Academic Core Curriculum Course Enrollment and Successful Completion Rate

General Education Core Courses		Total 2012-13	Percent 2012-13	Total 2011-12	Percent 2011-12	Total 2010-11	Percent 2010-11	2011-12 All TCU's
<i>English I</i>	Enrolled	n/a		177		140		
<i>CA 101</i>	Completed			107	74%	66	47%	68%
	Withdrew			33		20	14%	
<i>Comm.</i>	Enrolled	n/a		45		41		
<i>Public Speaking</i>	Completed			33	85%	23	56%	80%
<i>CA 211</i>	Withdrew			6		7	17%	
<i>College Algebra</i>	Enrolled	n/a		61		64		
<i>MA 121, MA 145</i>	Completed			22	46%	23	36%	71%
<i>MA 151</i>	Withdrew			13		9	14%	
<i>Intro to Computers</i>	Enrolled	10		-	-	48		
<i>IS 101</i>	Completed	8	80%	-	-	22	46%	n/a
	Withdrew	0		-	-	5	10%	
<i>Native American Studies I</i>	Enrolled	77		135		175		
	Completed	45	58%	86	63%	100	57%	81%
	Withdrew	13		25		29	17%	
<i>Native American Studies II</i>	Enrolled	16		135		108		
	Completed	12	75%	86	63%	71	66%	n/a
	Withdrew	4		25		12	11%	
<i>Science (Life Sci)</i>	Enrolled	32		48		131		
<i>SC 114</i>	Completed	16	50%	33	68.7%	72	55%	60%
	Withdrew	5		8		21	16%	
<i>Science (Physical)</i>	Enrolled	24		-	-	115		
<i>SC 101, SC 116</i>	Completed	9	38%	-	-	46	40%	60%
<i>SC 121</i>	Withdrew	2		-	-	41	36%	
<i>Humanities</i>	Enrolled	17		115		88		
<i>CS 108</i>	Completed	7	41%	62	53.9%	48	55%	74%
	Withdrew	3		31		11	13%	
<i>Social Sciences</i>	Enrolled	13		115		220		
<i>HI 201</i>	Completed	7	54%	62	53.9%	136	62%	74%
	Withdrew	1		31		46	21%	

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

1.12 *Course Completion Rates – College Preparation AY 2010-11 and 2012-13 (AIMS AKIS Table 5.5)

Remedial/Developmental Course Enrollment/Completion. Little Big Horn College enrolls 70 to 85 first-time entering students each year. Entering students often need skills development to succeed in college. The college provides developmental courses in writing and mathematics for the purpose of raising their academic skills for their entry into college level studies. Courses are offered in writing, reading, and mathematics.

Table 1.12 *Course Enrollment and Completion Rates AY 2010-11 and 2012-13
LBHC Remedial/Developmental Course Enrollment and Successful Completion

		Total Enrolled LBHC 2012-13	Percent Completed 2012-13	Total Enrolled LBHC 2010-11	Percent Completed 2010-11	All Tribal Colleges 2012-13
Writing/Composition CA 095	Enrolled	72	-	84	-	
	Completed	39	63%	31	37%	62%
	Withdrew	10	14%	8	10%	
Developmental Mathematics MA 061, 065, 096	Enrolled	258	-	267	-	
	Completed	82	42%	76	28%	61%
	Withdrew	62	24%	42	16%	

Source: AIHEC AIMS 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."

Core Theme 2: Community Learning and Outreach

2.1 *Community Participation Rates in College Training and Programs AY 2010-11 (Table 1.5 & 6.2 AIMS AKIS). Youth learning and outreach are the first five listings.

Little Big Horn College Community Education	Participation in an 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 TIII	-	-	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
Total Participation	533	2416	3715

2.2: *Student, Community and Cultural Activities for AY 2010-11 and 2012-13 (AIMS AKS Section 4.1) indicates:

- “Service to the Community” ①159 LBHC students participated in 2010-11, ②152 students participated in 2011-12; and ③102 in 2012-13.
- “Culturally Relevant Activities” ①1189 LBHC students (headcount) participated in 2010-11, and ② Academic Year 2012-13 441 students participated in 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. Cultural events included powwows, and participated in culturally relevant activities (other than courses).

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

3.1 *Enrollment in Crow Studies Courses AY 2010-11 & 2012-13 and 3.2 Enrollment in Crow Language Courses AY 2010-11 (AIMS AKIS Table 5.2).

Crow Studies Courses at LBHC AY 2010-11 & AY 2012-13		Total 2012-13	Percent 2012-13	Total 2010-11	Percent 2010-11	Peer Inst 2010-11
Native American Studies I – CS 101 Crow Language I, CS 103 Conversational Crow	Enrolled	135		175		
	Completed	33	63%	100	57%	67%
	Withdrew	15		29	17%	19%
Native American Studies II CS 131-Introduction to Native American Studies, CS 136-Crow Socio-familial Kinship, and CS 211-Crow Indian Thought and Philosophy.	Enrolled	135		108		
	Completed	32	63%	71	66%	n/a
	Withdrew	10		12	11%	n/a

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.

Note: The AIM AKS data for 2012-13 combined NAS I and NAS II, the data here is divided in two.

3.3 *Student Community and Cultural Activities Participation AY 2010-11 and 2012-13 (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 (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.

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

4.2 *Faculty and Teaching Staff by Highest Degree and Teaching Load 2010-11 & 2012-13 (AIMS AKIS Table 7.2& Section 4.2). The table lists 2010-11/2012-13.

Degrees	American Indian 66%/83%		Non-Indian 33%/16%		Total
	Male	Female	Male	Female	
No degree	0	0	0	1	1
Associate	0	0	0	0	0
Bachelors	1/6	4/3	0	0	5/9
Masters	3/5	2/8	0/2	2/1	7
Doctorate	1/3	1/1	2/1	1/1	5
Other	0	0	0	0	0

Total	5/14	7/12	2/3	4/2	18
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4.3 *Library Facilities by Volumes, Periodicals, On-line access, Collections AY 2010-11 & 2013-14(AIMS AKIS Table 3.2).

	Total sf	Year Built	Volumes	Periodicals		Catalogue Online	Interlibrary Loan
				Print	Electronic		
LBHC Library	5,565	1981 & 1995	19,811	50	10,000	Yes	Yes
Update	9,500	2008	25,000	40	15,000		
Update	9,500	2010	32,000	25	15,000	Yes	Yes
Update	-	2013	25,545	26	12,000	Yes	Yes
Archives	3,200	2008	-	0	-	No	Yes
Archives	3,200	2010	-	0	-		
Library	9,500	2008	34,000	25	15,000	Yes	Yes
Archives	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 at 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 ()

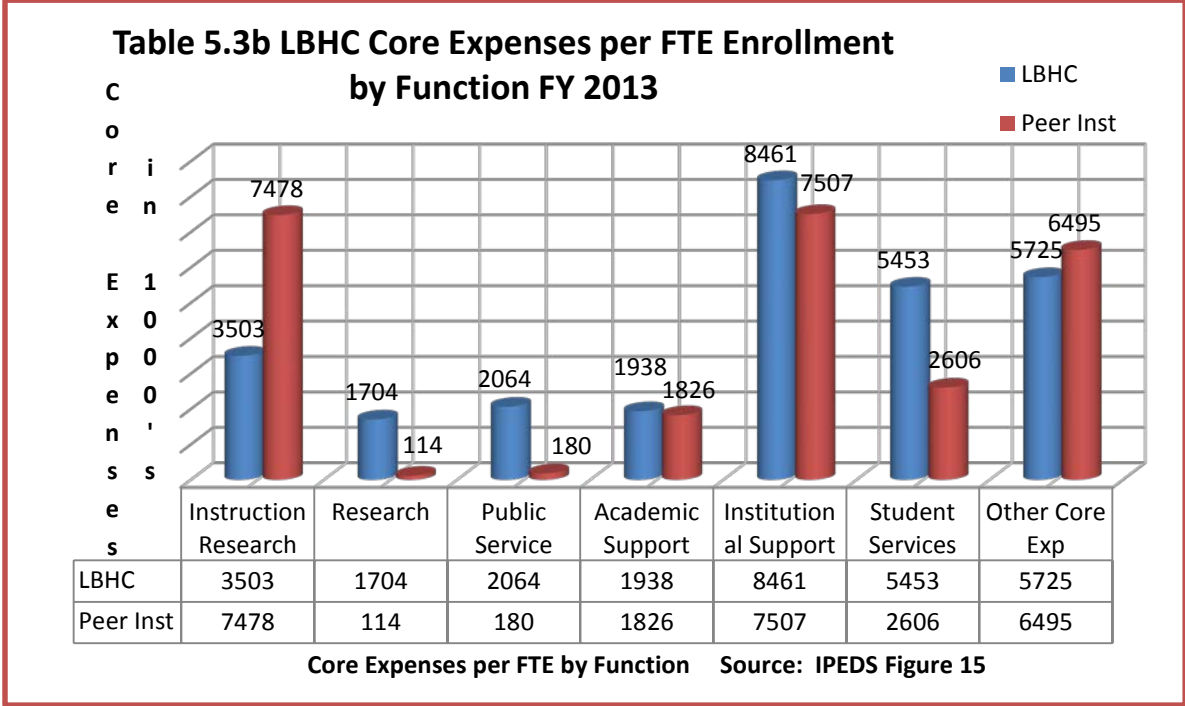
Core Revenues	Little Big Horn College FY 2011	TCU's 2011 N=22	Little Big Horn College FY 2013	TCU's 2013 N=24
1. Tuition and Fees	9%	6%	430/2%	7%
2. State Appropriations	0	0	0	0%
3. Local Appropriations	0	0	0	0%
4. Government Grants & Contracts	56%	68%	18,594/70%	71%
5. Private gifts, grants, contracts	2%	3%	0	1%
6. Investment Return	1%	0	1,063/4%	0%
7. Other core revenues	32%	12%	6.406/24%	8%

“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 (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.

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



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

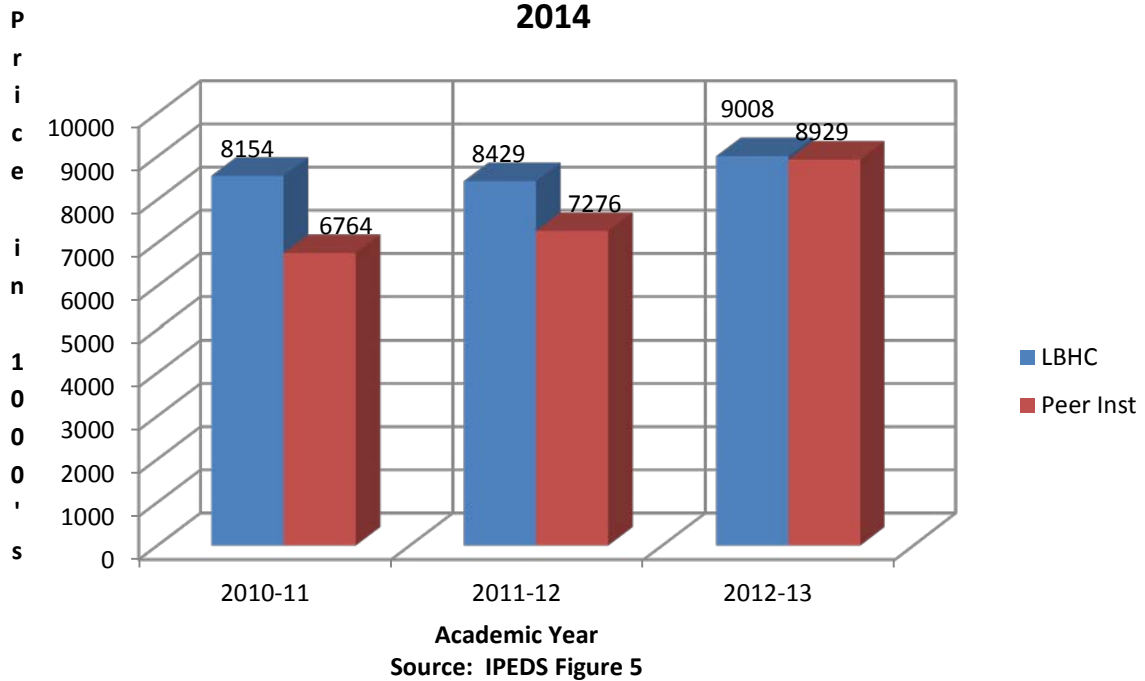
Figure 13 – IPEDS shows the average salaries of full-time instructional staff equated to 9 month contracts by academic rank. For all ranks:

- 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 and 2013-14 Little Big Horn College has an average instructional staff salary of \$34,074; peer institutions average instructor salary was \$42,696.

5.5 *Average Net Price of Attendance for Full-time, First-time Degree Seeking Undergraduate Students 2010-11, 2011-12, 2012-13 and 2013-14 (IPEDS Figure 5).

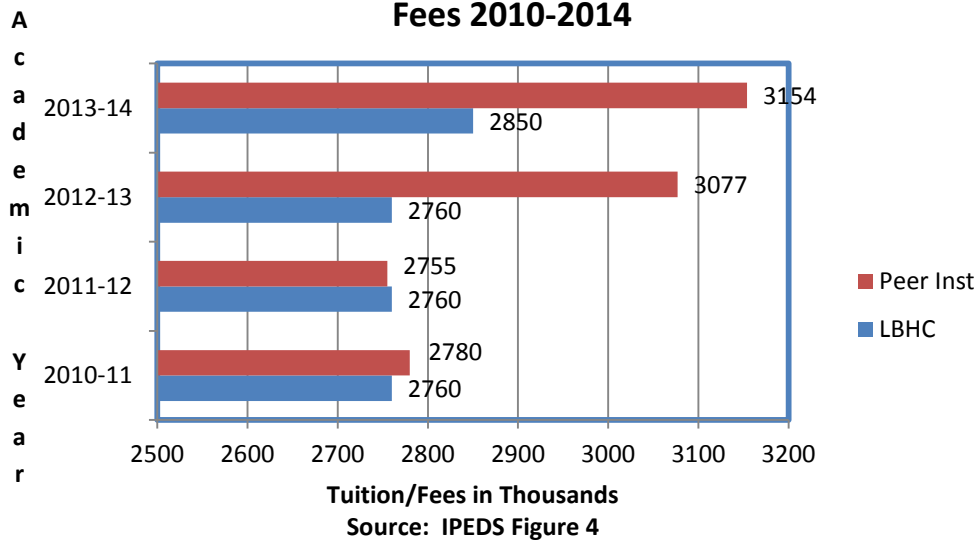
IPEDS Figure 5 indicates the average net price of attendance for full-time, first-time degree & certificate seeking undergraduate students receiving grant or scholarship aid: 2010-11, 2011-12, 2012-13 and 2013-14..

Table 5.5 LBHC Average Net Price of Attendance for Full-time, First-time Degree Seeking Students & Peer Institutions 2010-2014



5.6 *Academic Year Tuition and Required Fees for full-time, first-time degree seeking undergraduates (IPEDS Figure 4).

Table 5.6 LBHC Academic Year Tuition and Required Fees 2010-2014



Attachment C

Little Big Horn College Assessment Plan

Academic Year 2012-2015

Overview. The LBHC Assessment Plan establishes a framework for assessing how well LBHC achieves its mission and core themes. The Plan is utilized by the college board of trustees, administration, faculty and staff members for an annual system of data driven assessment. The process is based on the following: data collection, data analysis, results and outcomes review, comparison of results and outcomes with acceptable thresholds of mission accomplishment and benchmarks for achievement of the core themes, adjustment and/or adaptation of appropriate educational strategies for implementation and institutional improvement

Assessment Plan Approval. The LBHC Board of Trustees formally adopted the Assessment Plan, including assessment procedures, in February 2013. Assessment and evaluation have been continuous since the founding of the college in 1980, in the process of self-study in college accreditation. The college has engaged in annual data collection that represents the comprehensive college functions. The more recent self-evaluation components of the septennial accreditation cycle require the use of multiple data collection systems, both internal and external.

Assessment Cycle and Leadership. The LBHC assessment cycle moves through several steps. Each college division (Academics, Administration, Student Services, Finance and Community Service) presents expected outcomes or targets for the coming year. All of the stages described below continue throughout the year. The LBHC Assessment Plan and Process Steps are coordinated by the College President, Dr. David Yarlott, with the divisions leaders--- the four college Deans:

- Frederica Lefthand – Academics,
- Aldean Goodluck –Finance,
- David Small – Administration, and
- Teatta Old Bear – Student Services
- Franklin Cooper – Chief Information Officer

with assistance from staff and faculty: the Assessment Officer Mandy Plainfeather, Data Coordinator Mary Garcia, Department Head Dr. Tim McCleary, and faculty members Sarah Plaggemeyer –Science and Dr. Janine Pease – Humanities/Social Science.

- 1) **Data Collection** LBHC collects quantitative and qualitative data throughout the annual assessment cycle. The quantitative data collected covers:
 - a) **LBHC student enrollment and academic achievement related data:** Fall undergraduate student enrollment (full/part-time, ethnicity, gender, age), first time entering students demographics(full/part-time, ethnicity, gender, age), first time student cohort retention rates, course completion rates, student placement rates, and student retention and overall graduation rates-completers by ethnicity and gender, student enrollment and graduation by major, academic and vocational core curriculum courses enrollment and completion, student transfers, remedial/development courses enrollment and completion, student academic research, student to faculty ratio
 - b) **Programs Learning Outcomes Assessment:** Programs of Study, One Year Certificates, General Education Requirements, Developmental Education Requirements, Library and Technology Services, Course enrollment and completion. See the **LBHC Programs Learning Outcomes Plan, 2012-13.**
 - c) **LBHC Student Services Data:** student community and cultural activities (academic development, academic wards, research and active learning, financial support, extracurricular activities career development, service to community, cultural activities), financial aid to all students, types of student financial aid.
 - d) **LBHC Financial Resources Data:** undergraduate student charges, price of attendance, pricing information, student tuition, financial aid and costs, net pricing calculation, finance summary core revenues and expenses, debts and assets, expenditure and revenue data, endowment assets, scholarships and fellowships, , changes in net assets, revenues and additions, statement of net assets. Additionally, see the **LBHC Audit 2011-12.**
 - e) **LBHC Auxiliary and Community Services:** community education and program completion,
 - f) **LBHC Resources, Human and Facilities:** physical resources, library facilities, personnel demographics (faculty, teaching staff, administrator professional), employees by assigned position, number of staff by employment status and primary function professional development and service, faculty/staff research and creative activities, salaries of faculty/staff by full-time and part-time, ethnicity and gender, faculty/staff new hires by assignment, ethnicity and gender,

The data collected by the college are provided in an overview of specific reports and tables in the IPEDS and AIMS AIKS data systems. This overview is Attachment 1 of the LBHC Assessment Plan.

- 2) **LBHC reports institutional data to national educational data bases and systems:** Integrated Post-Secondary Education System (IPEDS), the Bureau of Indian Affairs (BIA), the American Indian Higher Education Consortium American Indian Measures of Success (AIHEC AIMS AIKS). A summary of the data is included in the **LBHC Annual Performance Report (Attachment 3)** presented to the Board of Directors.
- 3) **Data Analysis** The data analysis is both internal and external. Internal analysis tracks the changes in data longitudinally. The external analysis compares LBHC data to other institutions of higher education, primarily the Tribally Controlled Colleges and Universities (TCU's) and community colleges nationally.

The Annual Schedule of **Internal Analysis is convened by President Yarlott, and coordinated by the Deans**; data analyzed for 5 years patterns and trends:

- Faculty and Staff Orientation – Fall Semester August
- Board of Trustees Retreat – Winter Break, December
- Student Services Division --- Winter Break Retreat
- Academic Division –Program Learning Outcomes Assessment Weeks – December & May
- Administrative Division --- Summer Semester July

External analysis will be provided for each data set for comparison to peer institutions: tribal colleges in the west, plains and Midwest states, and the Rocky Mountain Regio, associate degree granting, and student enrollment of under 1000 students.. The purpose of data comparison is to determine national patterns and trends and establish the position of the Little Big Horn College levels of services in relation to the peer institutions. Further, the LBHC Development and Assessment Office will provide national data from the multiple higher education organizations where available and appropriate, for the purposes of national trends and patterns in major indicators. Data sources are: the American Indian Higher Education Consortium, The American Council on Education, the National Center for Education Statistics, the American Association of Community and Junior Colleges.

- 4) **Outcomes Expected** outcomes are statements of what each division and LBHC expect to accomplish in the coming one to four years (Short Range Plan) and the next five to ten years

(Long Range Plan). The data is applied to determine the degree to which the expected outcomes have been achieved, in relation to the accepted thresholds of mission accomplishment and the benchmarks for core themes achievement. The results of the planning sessions and annual achievements are summarized by the Vice Presidents of the divisions and incorporated into the **LBHC Performance Report, see Attachment 3.**

The LBHC Year One Report provided the “acceptable thresholds for mission accomplishment” and the “benchmarks for the achievement of the three institutional Core Themes. These are restated here for the purposes of the LBHC Assessment Plan.

The Mission Statement of Little Big Horn College

Little Big Horn College, a 1994 Land Grant Institution, is the Crow high education and cultural center that grants Associate of Arts and Associate of Science degrees and certificates in areas that reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities, offering instruction by traditional and distance education methods. The College is dedicated to the professional, vocational and personal development of individual students for their advancement in higher education or the workplace and inspiring Crow and American Indian scholarship. The College is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building. -Little Big Horn College Catalog, 2013-15, page 2.

The **key elements of the Mission Statement** were identified by the Accreditation Focus Group meetings review and analyses:

- The College provides educational opportunities to the Crow Indian Tribal Members and Crow Indian Reservation community (Sentences 1 and 2 of the Mission Statement);
- The College encompasses diverse learning opportunities typical to a community college (Sentence 4 of the Mission Statement);
- The College focuses efforts on students, to assist them in the achievement of their education goals (Sentence 2 of the Mission Statement);
- The College acknowledges the responsibility to be responsive to the community needs (Sentence 4 of the Mission Statement); and
- The College strives to preserve, protect and perpetuate the Crow culture and language (Sentence 3 of the Mission Statement).

The college has adopted the **Core Themes**:

- **Core Theme 1: Access to Educational and Training Opportunities**

- Core Theme Two: Commitment to Community Education & Outreach
- Core Theme Three: Little Big Horn College is dedicated to the enhancement of the Crow culture and language

- 5) **College Planning** Each of the Little Big Horn College divisions hold a planning session annually. The data summary information and data analysis related to the goals and outcomes of that division are presented and discussed. During the annual LBHC Institutional Planning meeting, each Dean presents a summary of the outcomes of the previous year and goals for the next academic year. It is also a time for the LBHC Board of Directors to request clarification and explanation of events, activities and outcomes. Deans also ask the board members for recommendations or direction on specific issues. Additionally, see the **Little Big Horn College Strategic Plan --- the LBHC RAMS Plan, Attachment 4.**
- 6) **Implementation** The College President’s Council, through division leaders, is responsible for implementation of the goals, outcomes, data collection, and data analysis. Most goals involve more than one division working in concert. Accomplishment of implementation steps is shared during the routine faculty and staff meetings. Following these assessment discussions, the goals for the coming year are incorporated into the LBHC strategic plan, the LBHC RAMS Plan for the future.

Attachments: 1-Inventory of AIMS AIKS and IPEDS Data; 2-LBHC Learning Outcomes Plan 2011-12; 3-LBHC Institutional Performance Report 2011-12; 4-LBHC Strategic Plan 2012-2017.

LBHC ASSESSMENT PLAN --- ATTACHMENT 1 – INVENTORY OF AIMS AIKS AND IPEDS DATA

<p>Little Big Horn College AIMS AIKS Key Indicator System</p> <p>Part A: Quantitative Indicators (AKIS 2011 A)</p> <p>Master Jul- Spreadsheet 11</p>	<p>Overview: Little Big Horn College participates in the American Indian Higher Education Consortium American Indian Measures of Success-AIMS, Part A: Quantitative Indicators (AKIS-2011A). This in an overview of the Indicators and Data in Tables for Little Big Horn College for 2010-11.</p>	
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INDICATOR 1 - OVERALL Institution Profile

Table				
1.2	Indian Student Count:	Su 2010,	F2010,	S2011, Total
	Part-Time AI	Part-Time Non-AI	Full-Time AI Students	Full-time Non-AI Students
	Full-time AI Credits	Full-time Non-AI Credits	CEU AI Credits	CEU Non-AI Credits
	Five Largest Tribal Affiliations of Students Enrolled at Tribal College			
	Other Tribes Represented Within Student Body			
	Overall Institution Profile:			
Table				
1.3	First Time Entering Students Demographics/AY 2010-11			

First Time Entering Student Enrollment
 First Time Entering Students Pre College Preparation
 Age range of students
 Native Language Speakers
 Skill Assessment/Placement Test Results
 First Time Entering Student Background and Characteristics
 Number of students who graduated from public HS, Reservation HS, BIA school, Tribal HS, Other
 Number of students: single no children, single w/ dependents, married no children, married
 w/ dependent
 Number of students who are First Generation, Not First Generation, No Response
 Primary resident is on/near reservation (within 60 miles), In-State, Out of State, not reports
 Financial Background - Ave family income (\$) in student's household, eligible for fin aid,
 ineligible for aid

Table

1.4 Institutional Total Student Retention and Completion - New for 2011

Student Retention Rate - Data not available
 Successful course completion for F 2010, S 2011, Su 2011
 Institutional Persistence 2009-10 to 2010-11, rate of persistence

Table

1.5 Community Education Participation and Program completion/AY 2010-11

Crow Youth Leadership Development number of participants, student who completed, K-Grade 5
 Crow Youth Leadership Development number of participants, students who completed, Grade 6-8
 Crow Youth Leadership Development number of participants, students who completed, Grade 9-12
 Extension Outreach Extension State Grant
 Extension Outreach USDA
 Indianpreneurship Extension Outreach USDA
 Tourism Extension USDA
 Extension Outreach Extension USDA
 Extension Outreach Tribal Health Department

INDICATOR 2: FINANCIAL RESOURCES AND STUDENT COSTS

Table

2.1 Student Tuition, Financial Aid, and Costs/AY 2010-11

Tuition Cost per Credit
 Hour
 Sources and Amount of financial Aid
 Average Full Time Undergraduate Student costs for Academic Year AY 10-11
 Total Student
 Costs

INDICATOR 3: PHYSICAL RESOURCES

Table Building

3.1 Facilities

Existing buildings, Campus site, Year built, No. of Stories, Total sq.ft., Main Function, Own/Lease

Table 3.2 Library Facilities/AY 2010-11

Library Facility, total Sq.ft., Yr built/remodeled/ volumes/ Periodical/ Catalogue On-line Access, ILL, Comp Lab, Community
Special Cultural collections
Library Improvements/Acquisitions during academic year

Table 3.3 Instruction Research Equipment and Facilities Acquired AY 2010-11
Equipment Acquired ,
Notes

INDICATOR 4: STUDENT ENROLLMENT AND GRADUATION BY MAJOR GROUP

Table 4.1 Major Groups, Specific Majors and Degree Offered **16 Major Groups**

Table 4.2 : Major Group Fall Enrollment, Graduation & Post Graduate / AY 2010-11

- AC Accounting N/A
- AG - Agriculture and Farming
- AS - American Indian Studies
- BI - Biology
- BU - Business
- CS - Computer Science
- CT - Computer Technology
- EA - Education - Paraprofessional
- HC - Health Careers
- HS - Human Services
- LA - Liberal Arts
- LS - Life Sciences
- MA - Mathematics
- PE - Pre-Engineering/Engineering
- UN - Undeclared/not declared

Table 4.2: Major Group Fall enrollment, Graduation & Post Graduate Totals AY 2010-11

Fall Enrollment
Graduation Diploma, Certificate, Associate Degree, Employed after Graduation
American Indian, Non Indian, Male, Female

INDICATOR 5: COURSE ENROLLMENT AND COMPLETION

Table 5.1: Academic Core Curriculum Courses, Course, Course ID, Course Title(s), Credits Given

CA 101	English Composition I
CA 102, CA 203	English Composition II
CA 112	Communications
MA 121	College Algebra
IS 101	Introduction to Computers
CS 101, CS 103	Native American Studies
CS 131, CS 136, CS 211	Native American Studies II
SC 110+111, SC 112+113	Science (Life Science)
SC 101, 104-5, 116-117, 121-3	Science (Physical Science)
CA 106, CS 108, HU 101 & 136	Humanities
PY 101, SS 101 BU 105 & more	Social Science

Table 5.2: Academic Core Curriculum Course Enrollment and Successful Completion/AY 2010-11

Course, Number of Students, SU 2010, F 2010, Spr 2011	Complete		
	Enrolled	d	Withdrew
CA 101			
CA 102, CA 203			
CA 112			
MA 121			
IS 101			
CS 101, CS 103			
CS 131, CS 136, CS 211			
SC 110+111, SC 112+113			
SC 101, 104-5, 116-117, 121-3			
CA 106, CS 108, HU 101 & 136			
PY 101, SS 101 BU 105 & more			

Table 5.3: Vocational Core Curriculum Courses

Course, Course ID(s), Course Title(s), Credits Given
CA 101 English Composition I
BU 235 Communications
MA n/a
IS 104, 210, 220, 221, 240 Introduction to Computers
CS n/a
BU 105, Business

121, 230

Table 5.4: Vocational Core Curriculum Course Enrollment and Successful Completion/AY 2010-11

Course	Number of Students, SU 2010, F 2010, Spr 2011
CA	
101	Enrolled Completed Withdrew
BU	
235	
MA	
IS 104, 210, 220, 221, 240	
CS	
BU 105,	
121, 230	

Table 5.5: Remedial/Developmental Courses

CA	
051	Reading
CA	
095	Writing/Composition
MA 061,	
065, 096	Mathematics
SC	Science, N/A

Table 5.6: Remedial/Developmental Courses Enrollment and Successful Completion/AY 2010-11

Course	Number of Students, SU 2010, F 2010, Spr 2011
CA 051	Reading
CA 095	Writing/Composition
MA 061,	
065, 096	Mathematics
SC	Science, N/A

Table 5.7: Online and Distance Course Enrollment and Successful Completion AY 2010-11

- I. Online Courses, Number of, AY 2010-11
Courses Offered, Students Enrolled, Students Passed, Withdrew
Faculty Teaching Online Courses
- II. Distance courses Provided by Your Campus - N/A
- III. Distance Courses Provided to Your Campus - N/A

**INDICATOR 6: STUDENT
ACTIVITIES**

Table 6.1(11): Student Academic Research and Extracurricular Activities / AY 2010-11

Academic Development Activities, Students who..., number
Academic Awards, Student Who..., number

Research, Teaching and Active learning Activities, Students Who..., Number
 Financial Support, Students Who, Number
 Extracurricular Activities, Student Who..., Number
 Career Development, Students who..., Number

Table 6.2 (11): Student Community and Cultural Activities, and Student Services as a Result or Based on College Experience

Service to the Community, Student who (7 activities), number
 Culturally Relevant Activities, Students who ((4 activities), number
 Student Services Offered: counseling, daycare, healthwellness, housing, parenting,
 transportation, money mgmnt

INDICATOR 7: PERSONNEL DEMOGRPAHICS, PROFESSIONAL DEVELOPMENT, RESEARCH AND OUTCOMES

Table 7.1: Personnel Demographics / AY 2010-11

Number of Individuals Who are Faculty Only, AI, Non-Indian, FT, PT and M/F
 Number of Individuals Who Are Administrators Only, AI, Non-Indian, FT, PT and M/F
 Number of Individuals Who Are Staff Only, AI, Non-Indian, FT, PT and M/F
 Number of Individuals Who Are Both Faculty and Administrators/Staff, AI, Non-Indian, FT, PT and M/F

Table 7.2: Faculty, Teaching Staff, and Administrator Professional Demographic / AY 2010-11

Full Time Faculty, Teaching Staff and Administrators - Highest Degree Held
 American Indian and Non-Indian, Total
 Male,
 Female
 No Degree/Expert, Associate, Bachelors, Masters, Doctorate, Other, Total

Part Time Faculty, Teaching Staff and Administrators - Highest Degree held
 American Indian and Non-Indian, Total
 Male,
 Female
 No Degree/Expert, Associate, Bachelors, Masters, Doctorate, Other, Total

Teaching Staff Salaries and Teaching Load
 Full Time Average Salary per academic year, American Indian, Non-Indians
 Male/Female, Non Weighted Average
 Average # of courses taught each year, American Indian, Non-Indians
 Male/Female, Non Weighted Average
 Average # of students per course
 Male/Female, Non Weighted Average

Table 7.3: Faculty, Administrator, and Staff Professional Development and Service AY 2010-11

Professional Development Activities by number of faculty/admin/staff and person activities
 Attended Natl Conferences, Workshops, enrolled in study, summer prog.
 Faculty/Administrators/Staff Service Contribution by number of F/A/S and total hours

Student Support Services, Campus Activities/Committee Services
 Curriculum/Course Development, Lab Development/Enhancement
 Community Services as rep of the institution (tribal committee)

Table 7.4: Faculty Administrator/Staff Research, Creative Activities, and Outcomes AY 2010-11

Publications and Presentations by number of Faculty/Admin/Staff and Pub./Pres.

- Refereed Journal Papers submitted, Published
- Publications
- Conference Proceedings Published
- Scholarly creative cultural activities
- Professional Presentations at Natl Conferences
- Professional Presentations at on-campus workshops/seminars
- Professional Presentations at off-campus workshops/seminars

Proposals Submitted and Funded by number of Faculty/Admin/Staff and Number of Proposals

- Proposals Submitted for External Funding
- External proposals funded
- Total amount of funded Awards

Faculty Administrator/Staff support for Research by Number of Faculty/Admin/Staff and Hours

- Release Time Reduction of Course Load
- Provision of Professional Research Staff
- Provision of Student Research Assistant

INDICATOR 8: STUDENTS WITH DISABILITIES ENROLLMENT AND GRADUATION

Table 8.1: Enrollment and Graduation of students with disabilities/AY 2010-11 N/A

IPEDS Data at Little Big Horn College

Little Big Horn College is provided the IPEDS DATA FEEDBACK REPORT annually. The data for LBHC is provided for the current academic/fiscal year, and is given in tables and graphs with a comparison group of the thirty-two tribal colleges in the nation, to provide a context for interpreting the college statistics.

Figure 1. Percent of all student enrolled, by race/ethnicity and percent of students who are women: Fall 2011.

Figure 2. Unduplicated 12-month head count 2010-11, total FTE enrollment 2010-11, and full-and part-time fall enrollment for Fall 2011.

Figure 3. Number of sub-baccalaureate degrees and certificates awarded, by level: 2010-11.

Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates; 2008-09 to 2011-12.

Figure 5. Average net Price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid; 2008-09 to 2010-11.

Figure 6. percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid; 2010-11.

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2010-11.

Figure 8. percent of all undergraduates receiving aid by type of aid; 2010-11.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11.

Figure 10. Graduation rate and transfer-out rate (2008 cohort): graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2011).

Figure 11. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2007 cohort.

Figure 12. Full-time equivalent staff, by assigned position: Fall 2011.

Figure 13. Average salaries of full-time instructional staff equal to 9 month contracts, by academic rank; academic year 2011-12.

Figure 14. Percent distribution of core revenues, by source; Fiscal year 2011.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011

ATTACHMENT 2 – LITTLE BIG HORN COLLEGE PROGRAM LEARNING OUTCOMES PLAN

LITTLE BIG HORN COLLEGE PROGRAM LEARNING OUTCOMES PLAN, 2011-2015

Overview. Little Big Horn College established the Programs Learning Outcomes Plan of 2010-2011 focuses on the student learning achieved with the associate degree and certificate programs the General Education, Related Instruction, and College Preparatory or developmental core programs. The LBHC Program Learning Outcomes Plan is a part of the overall Little Big Horn College Assessment Plan.

Faculty Role. The Program Learning Outcomes Plan was designed by the Little Big Horn College Faculty; they have the central role in the plan design and implementation. Leadership for each of the academic programs comes from the LBHC faculty members.

Role of the Development Office. The three individuals in the Development Office; Assessment Officer, Development Office Administrative Assistant and the Data Coordinator holds the final PLO assessment plans for each program, assessment documentation in binders, and provides assistance to individual academic program PLO committees with records format, steps in assessment, meeting coordination.

Measures were chosen as learning outcomes assessment documents from the existing program instruction and from the LBHC Development Office. The plan is cyclical, the Annual PLO Report and the Annual Institutional Assessment Report will positively impact the institutional effectiveness of Little Big Horn College.

Based on the NWCCU Evaluator visit on October 6th, 2011, the feedback highly recommended the Science Programs program learning outcomes assessment. The LBHC academic council, president's council, and Dean of Academics have used the LBHC Science PLO assessment process as a model.

Steps to LBHC Programs of the Academic year 2011-2015 Assessment Process

- 1) **Department Mission and Goals;** The Mission of the LBHC programs are to provide associate degree and certificate graduates with the skills necessary for a successful career in their chosen field of study, and for transfer to the upper division of a four year degree program. In combination with the general education core, the individual associate degrees provide students with the opportunity to develop a foundation of knowledge, problem solving, communication, technical and teamwork skills needed to continue in higher education in their chosen field of study or for employment in a paraprofessional position.
- 2) **General Program Objectives.** Each program of study has program learning objectives. These describe the academic discipline, career and professional knowledge and skills the program is preparing graduates to achieve. LBHC faculty developed the program learning objectives in 2010. The objectives were published in the 2011-13 LBHC Catalog for each of the programs of study.
- 3) **Curriculum and Instruction.** The program curriculum is designed to provide a means for a student to develop all the knowledge, skills, and understanding needed for pursuing a future in the area of study designated through the choice of associate degree or certificate program. The foundation of the success of the program is the quality and focus of the curriculum delivered in a series of individual courses and learning experiences. The program courses at LBHC are designed to integrate new knowledge with prior knowledge that accumulates in specific career preparation. The LBHC courses are further designed for transfer, and content reflective of the Montana University System transferability program.
- 4) **General Educational Core Requirements – Objectives.**
 - a. **Knowledge Base:** a thorough understanding of the factual base, processes and relationship that constitute a working foundation in the specified field of interest.

- b. **Critical Analysis and Problem solving skills:** Develop the ability to critically analyze and formulate possible solutions to complex issues that includes conduct field and for some courses required laboratory investigations that will culminate in data analysis to include statistical hypothesis testing.
- c. **Communication Skill:** The ability to access, to comprehend, and communicate information to and from the many audiences required by practitioner in a chosen field of program and to demonstrate competency in presenting the results for some classes the field and laboratory investigations.
- d. **Technical skills:** Develop a working knowledge of techniques used to gather and analyze information in studies, including project design, sampling, measurement, if other courses require statistical and graphical analysis, and other computational skills.
- e. **Human and Cultural Perspectives;** An understanding of the social, economic, political and legal aspects of programs offered are influence both on and off traditional Crow language and culture.

5) Assessment Plan Documentation

- a. All programs develop a two year long schedule for assessment, for the gathering of documentation in the three areas of assessment.
- b. Committee meetings are scheduled each semester at winter break and at the conclusion of the Spring Semester in May. The documentation/measures scheduled for review at that time are before the Committee. The Committee must maintain minutes of committee members in attendance, documents under review, recommendations, next actions to be taken, next meeting scheduled.
- c. Annually, the Committee Chair is responsible to provide an PLO assessment summary to the LBHC Development Office and to the Dean of Academic Affairs, to include:
 - i. Program Learning Objectives
 - ii. Descriptions of assessments done to measure objective success/results of assessment.
 - 1. Course Description/Objectives
 - 2. Assessment documents and data reviewed, analyzed with results
 - 3. Assessment/future course of action, recommendations or commendations, adjustments and suggested improvements
 - iii. Schedule of assessment assignments, upcoming year
 - iv. Overall program improvements made based on the PLO Assessment Process.

6) Focus of Assessment.

The first area of assessment for individual programs of study at LBHC is the review, evaluation and analysis of key courses that are advanced, that culminate the major courses (i.e. Advanced Biology). The second area of the assessment involves the selection of two data sets on the program (majors and completion data) and/or courses (course completion rates). A third area is the transferability of courses into the senior institution destinations most frequently chosen by LBHC graduates/transfers. The

program faculty assessment chair and at least one other member of the faculty have selected measures for each learning objective. These are tangible measures of the learning that has taken place in the programs, a specific course, and brought to a designated courses assignment.

7)Schedule of Assessments with the specified Program curriculum at LBHC;

- a. Future program assessment dates will be determined at the program level (faculty) assessment in a meeting every year in December. This will allow planned continuation of the assessment plan for all programs.
- b. End date of individual program assessment will be dependent on the date of the completion of all key courses of the specific program assessment end dates.
- c. Schedule of Program courses included in the Assessment Plan;
 - i. Foundational Course
 - ii. Capstone Course
 - iii. Future Course assessment dates will be determined at a faculty assessment meeting each December. This will allow planned continuation of the assessment plan for the all programs.

8)Program Matrix and Specific Program Objectives:

- d. Program matrix and specific program objectives are provided as a visual of the courses that make up a program and assessment courses and the schedule of the assessment. Programs without matrixes or objectives will follow the programs assessment schedule for the programs in the development of these documents.

9)LBHC Program Learning Outcomes and Faculty Members Assigned

The LBHC Faculty members are assigned to design and implement the program learning outcomes plan for the programs. Figure 1 shows the Faculty chair assignments.

Figure 1 – Degree and Certificate Programs at LBHC and Faculty Assessment Assignments

Degrees	Programs	Assigned Faculty 2013-14	Assigned Faculty 2014-15
1. AA	Business Administration	Dr. Lanny Real Bird	Dr. Lanny Real Bird
2. AA	Small Business Management Option	Dr. Lanny Real Bird	Dr. Lanny Real Bird
3. AA	Crow Studies	Dr. Tim McCleary	Dr. Tim McCleary
4. AA	Native American Studies	Dr. Tim McCleary	Dr. Tim McCleary
5. AA	Education: Elementary	Sharon Peregoy	Sharon Peregoy
6. AA	Education: Early Childhood	Sharon Peregoy	Sharon Peregoy
7. AA	Human Services	Lane Simpson	Lane Simpson

8. AA	Psychology Option	Lane Simpson	Lane Simpson
9. AS	Information Systems	Roses Holds	Roses Holds
10. AS	Office Systems Management	Roses Holds	Roses Holds
11. AS	Multi-Media Option	Roses Holds	Roses Holds
12. AA	Liberal Studies	Dr. Tim McCleary	Dr. Tim McCleary
13. AS	Mathematics	William Stops/Jonah Morsette	William Stops/Jonah Morsette
14. AS	Pre-Engineering Option	Jonah Morsette	Jonah Morsette
15. AS	Community Health Option	Dr. Gerlinda Morrison	Dr. Gerlinda Morrison
16. AS	Environmental Health Option	Dr. Jack Plaggemeyer	Dr. Jack Plaggemeyer
17. AS	Natural Resources/Environmental Science Option	Dr. Jack Plaggemeyer	Dr. Jack Plaggemeyer
18. AS	Tribal Natural Resources/Environmental Science Option	Dr. Jack Plaggemeyer	Dr. Jack Plaggemeyer
19. AS	Biology	Sara Plaggemeyer	Sara Plaggemeyer
20. AS	Pre-medical Option	Neva Tall Bear	Neva Tall Bear
21. AS	Life Science/Pre-Nursing Option	Neva Tall Bear	Neva Tall Bear
22. AS	Directed Individualized Studies	Dr. Tim McCleary	Dr. Tim McCleary
One Year Certificates	Vocational/Field	Faculty Assigned	Faculty Assigned
One Year Certificate	Information Technology Assistant	Roses Holds	Dr. Tim McCleary
Pilot Programs	Vocational/Field	Faculty Assigned	Faculty Assigned
Associate of Arts	Addiction Counseling	Lane Simpson	Eric Tiner
Associate of Science	Agriculture: Range Management Option	Dr. Jack Plaggemeyer	Dr. Jack Plaggemeyer
One Year Certificate	Tribal Management	Dr. Lanny Real Bird	Dr. Lanny Real Bird
Campus-wide	Library/Learning Resources	Tim Bernardis	Tim Bernardis
Campus-wide	Information Technology	Frank Cooper	Frank Cooper
Division-wide	General Education Core Requirements	Luella Brien/Dr. Tim McCleary/Jonah Morrisette, Janine Pease	Luella Brien/Dr. Tim McCleary/Jonah Morrisette, Janine Pease
Division-	Related Instruction	Luella Brien/Dr. Tim	Luella Brien/Dr. Tim

wide	Requirements	McCleary/Jonah Morrisette	McCleary/Jonah Morrisette
Division-wide	College Preparatory/Developmental Program	Luella Brien/Dr. Tim McCleary/Jonah Morrisette/Salena Hill	Luella Brien/Dr. Tim McCleary/Jonah Morrisette/Salena Hill

The PLO Plan Implementation Process

The Program learning outcomes implementation; follows an annual or biennial cycle: the development of the program learning outcomes (Fall 2011), the choice of measures (documents and data sets) (ongoing), the acquisition of the measures from faculty/instructors, the analysis of measures and recommendation(s) for improvement (every semester based on the schedule), and the adjustment and revision of courses and the program for continuous improvement of learning outcomes.

While the LBHC uses the current assessment plan as a guiding template for institutional assessment practice as a calendar of assessments events, LBHC fosters learning environments that encourage institutional and departmental leadership to use and understand data and performance indicators in ways that best serve departmental goals and outcomes.

Since the beginning of the tribally controlled education movement, there has been substantial amount of discussion about how to integrate the traditional experiences and intentions of education environments that the Crow reservation wide schools and LBHC represent. Assessment of the effectiveness of LBHC as a tribal college and the assessment of student learning and experience must be examined in the greater context of Indian education. While striving to incorporate a model of continuous improvement through the use of assessment and data, and the integration of cultural traditions is important to the community we serve.

ATTACHMENT 3 – LBHC PERFORMANCE REPORT 2012-13

LBHC Performance Report 2012-13

The Little Big Horn College Performance Report is provided to the campus community for use in the assessment of college services. These data sets are chosen 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 data bases: IPES and AIMS AIKS. These are reported for a minimum of three years, and compared to the data for the peer group, the nation’s tribal colleges and universities.

Core Theme 1: Education and Training Opportunities

1.1 Average enrollment each semester, unduplicated headcount (IPEDS Figure 2).

1.2 Enrollment in FTE/ISC Fall 2011 compared to previous Fall terms (AIMS AIKS Table 1.2).

1.3 Fall Enrollment of new students by age compared to previous Fall terms (AIMS AIKS Table 1.3).

1.4 Average age of female students is: _____ ; males students is: _____ (AIMS AIKS Table 1.2).

1.5 Distribution of majors chosen by students (AIMS AIKS Table 4.2):

___% students in academic transfer programs

___% students in associate of arts programs of study

___% students in associate of science programs of study

___% students in “undecided” programs of study

___% students in certificates

___% students in College Preparation/Development Studies Program

1.6 Fall Enrollment by Ethnicity; American Indian, Crow Indian, Other Tribes compared to previous Fall terms (IPEDS Figure 1).

1.7 Graduation Spring Semester compared to other Spring Semesters (IPEDS Figure 3).

1.8 Student Retention Rates (AIMS AIKS Table 1.4).

1.9 Student Graduation Rates by Cohort (IPEDS Figure 10 & Figure 11).

1.10 Student Graduates Rate of Transfer (IPEDS Figure 10).

1.11 Course Completion Rates – General Education Core Curriculum (AIMS AIKS Table 5.2).

1.12 Course Completion Rates – College Preparation (AIMS AIKS Table 5.5)

Core Theme 2: Community Learning and Outreach

2.1 Community participation rates in college training and programs (Table 1.4 & 6.2 AIMS AIKS).

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

3.1 Enrollment in Crow Studies Courses (AIMS AIKS Table 5.2).

3.2 Enrollment in Crow Language Courses (AIMS AIKS Table 5.2).

3.3 Student Community and Cultural Activities Participation (AIMS AIKS Table 6.2).

4.0 Institutional Characteristics

4.1 College Full-time Equivalent Staff by Assigned Position (IPEDS Figure 12).

4.2 Faculty and Teaching Staff by Highest Degree and Teaching load (AIMS AIKS Table 7.2).

4.3 Library Facilities by volumes, periodical, on-line access, collections (AIMS AIKS Table 3.2).

5.0 Financial Indicators

5.1 Congressional Allocation per Indian Student Count, AY 2011-12 compared to other Academic Years

5.2 Percent distribution of core revenues, by source (IPEDS Figure 14)

5.3 Core expenses per FTE enrollment, by function (IPEDS Figure 15).

5.4 Average net price of attendance for full-time, first-time degree seeking undergraduate students (IPEDS Figure 5).

Little Big Horn College Strategic Plan 2012-2017-Top Strategic Priorities

*An all-inclusive effort of the Board of Trustees, the President, the Faculty, the students, the Staff, and the Community focusing on **Restoration and Rejuvenation***

LBHC Mission Statement

Little Big Horn College, a 1994 Land Grant Institution, is the Crow high education and cultural center that grants Associate of Arts and Associate of Science degrees and certificates in areas that reflect the developing economic opportunities and social needs of the Crow Indian Reservation and surrounding communities, offering instruction by traditional and distance education methods. The College is dedicated to the professional, vocational and personal development of individual students for their advancement in higher education or the workplace and inspiring Crow and American Indian scholarship. The College is committed to the preservation, perpetuation and protection of Crow culture and language, and respects the distinct bilingual and bicultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.
-Little Big Horn College Catalog, 2011-2013, page 2.

Top Strategic Priorities:

1. **The LBHC Student Success Center** will prepare students for success toward holistic lifelong learning while having the full spectrum of their needs met.
2. **Crow Studies programs** (language, culture, and history) should be implemented across the curriculum, with long range plans for a 4-year Crow Studies degree.
3. **Sustainability** strategies are the key to the creation of a viable Crow standard of living and quality of life.
4. **Technological Capacity Building** on campus will enable all students, staff, and faculty the ability to learn, teach, research, and communicate efficiently and effectively.
5. **Student Housing** will enable more commitment and ownership of the college experience, while keeping students on campus enhancing retention.

Little Big Horn College Strategic Plan 2012-2017 – Implementation Measures

Implementation measures: *Student Success Center*

Priority Goals
Battery of tests for all incoming students (both on paper and by interviews)
One year of preparation for college, with focus on: <ul style="list-style-type: none"> • Crow Studies • Information Literacy • Academic • Life Skills (including financial literacy) • Technological Supports • Health and Wellness
Use Student Mentors and Tutors
Possibly use Tribe Scholarship Fund
Hire a Coordinator to develop a plan for the Center, including special needs policies
Hire a counselor for Student Special Needs

Implementation Measures: *Crow Studies Programs*

Priority Goals
Consolidate Crow Resources into LBHC Library
Give faculty curriculum development time and resource release time or extend contract
Add “Crow Across Curriculum” to catalog
Convene committee to make a curriculum map for Crow Studies - 4 yr degree
Establish a capital campaign led by the Board for the creation of the CS program
Use the <i>integration of Crow culture across campus</i> to rejuvenate the college

Implementation Measures: *Sustainability*

Priority Goals
Increase Indian Student Count, for workforce development and entrepreneurship
<ul style="list-style-type: none"> • Use Distance Education to reach more rural students and increase ISC. • Explore the use of shorter term classes (6 weeks) or move to “quarter” system (rather than semesters) to aid in retention • Enhance the ETTC program to provide students with skills and opportunities • Create increased classroom capacity • Enhance student recruitment efforts

Collaborate with the Tribe to create a “Crow Economy” as an economic structure for development of resources.

- Create a Zero Net Gain campus, to honor the land and environment while allowing the college to be energy self-sufficient
- Expand Agricultural Program with donated (or leased) land from Tribe where LBHC students and faculty grow, manage, experiment in biomass, farming, marketing
- Develop Buffalo Meat Production pilot program where excess buffalo (extra capacity) are slaughtered, frozen, shipped, and marketed by the college.
- Develop a plan for the LBHC “incubator” to provide students with real life business opportunities and eventual revenue stream for college
- Explore Student Bank possibilities

Implementation Measures: Technological Capacity Building

Priority Goals

Strengthen bandwidth (1GB fiber optic)

- Begin with VDSL
- Aim for each building having its own Internet connection
- Collaborate with others who need access (Tribe, Court, his)

More access to computers (labs and classroom access) for on campus and online education.

- Upgrade Jenzabar with the Learning Management System
- Enable Vision Net for Distance Education capabilities. Establish a pilot “Technology Center” in Pryor, for courses offered by LBHC, using Incubator model.

Improve faculty professional development in technology with annual training

Students access to technological tools (emails, WIFI, bookstore options for notebooks)

Improve help-desk capabilities and technological leadership

- Create a help-desk that serves students, staff, and faculty for technology, maintenance and security.
- Students can manage and work at the help desk
- Help Desk software will be implemented that will collect and prioritize requests
- Staff will have radio communication
- Long term: serve community in technological help for a fee

Implementation Measures: *Student Housing*

Priority Goals
Investigate leasing (vs. owning and managing)
Investigate HUD, USDA, and Title III Construction Funds
Tie in with "Green Campus" to use recycled materials (freight cars, mud, straw bales)
If housing is a long term priority, then focus on improving transportation (more family friendly and longer hours) and child care.


Attachment D

LBHC Mission and Core Themes Alignment

Mission Element Alignment.				
Mission Element	Objectives	Service/Program Alignment	Service/Program Alignment	Service/Program Alignment
LBHC Mission Elements 1, 2 and 3 – Educational and Training Opportunities	1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included Student Services Student Success Center	Service: ED 100 Skills for Success Measure/Evaluation: track students who successfully complete ED 100	Service: Measure/Evaluation	
	1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included Student Services First Year Experience Program	Service: ED 100 Skills for Success Measure/Evaluation: track students who successfully complete ED 100	Service: Measure/Evaluation	
	1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included Administrati	Service 1: AS degree in science: agriculture Rangeland Ecology and Management option Measure/Evaluation: student enrollment: Fall: 4 Spring: 2	Service 2: AS degree in science: agriculture Livestock Mgmt. option (pilot) Measure/Evaluation: student enrollment:	Service 3: instruction: AG 210 “Economics of Ag Business” (pilot) Measure/Evaluation: student enrollment: 3 course completion: 1

	on USDA Agriculture	AI: 100% FT: 100% Female: 50% graduates: 0	Fall: 7 AI: 100% FT: 100% Female: 71% Spring: 6 AI: 100% FT: 100% Female: 67% graduates: 0 (1 applicant)	withdraw: 2
2. Academic and student support services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities for LBHC students. Student Services First Year Experience	Service: Academic advising for First Year students Measure/Evaluation: Compass placement scores	Service: Financial aid counseling – grants and scholarship applications Measure/Evaluation: Completed FAFSA and AICF scholarships	Service: One on One counseling with Freshman Measure/Evaluation: track academic progress each semester	
	Service: Student Recruitment Measure/Evaluation: New student enrollment each semester	Service: Compass Exam Measure/Evaluation: Placement scores and track number of students who complete exam	Service: New Student Orientation Measure/Evaluation: Track number of students who attend	
	Service: attend college night at local High schools, work with Measure/Evaluation: submit applications to admissions clerk.	Service: schools to complete admissions into college, attend FAFSA nights, Measure/Evaluation:	Service: Visit K-12 schools for recruitment. Measure/Evaluation:	
	Service: Scavenger Hunt – learning campus resources Measure/Evaluation: Scavenger Hunt form with signatures	Service: Time Management tools Measure/Evaluation: Student submits 24-hour schedule	Service: Budgeting Measure/Evaluation: Students submit personal budget form	

<p>2. Academic and student support services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities for LBHC students</p> <p>Student Services Student Success Center</p>	<p>Service: Academic advising for First Year students Measure/Evaluation: Compass placement scores</p>	<p>Service: Financial aid counseling – grants and scholarship applications Measure/Evaluation: Completed FAFSA and AICF scholarships</p>	<p>Service: One on One counseling with Freshman Measure/Evaluation: track academic progress each semester</p>
	<p>Service: Recruitment Measure/Evaluation: New student enrollment each semester</p>	<p>Service: Compass Exam Measure/Evaluation: Placement scores and track number of students who complete exam</p>	<p>Service: New Student Orientation Measure/Evaluation: Track number of students who attend</p>
	<p>Service: Scavenger Hunt – learning campus resources Measure/Evaluation: Scavenger Hunt form with signatures</p>	<p>Service: Time Management tools Measure/Evaluation: Student submits 24-hour schedule</p>	<p>Service: Budgeting Measure/Evaluation: Students submit personal budget form</p>
	<p>Service: academic advising (range option) Measure/Evaluation: number of contacts as per records of discussion: 15</p>	<p>Service: academic advising (livestock option) Measure/Evaluation: number of contacts as per records of discussion: 48</p>	<p>Service: Agriculture Scholarships: Fall: 1 Spring: 3 Measure/Evaluation:</p>
<p>2. Academic and student support services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities for LBHC students.</p> <p>Finance Office Chief Finance</p>	<p>Service: Place a Hold on student accounts, due to debt owed to the college Measure/Evaluation: ten (10) students/semester</p>		

	Officer			
LBHC Mission Element 4 – Community Outreach and Service 	1. Research focused on the Crow Community	Service: Measure/Evaluation:	Service: Measure/Evaluation:	Service: Measure/Evaluation:
	2. College sponsored events, lectures, services Student Services First Year Experience	Service: Tribal College Career Fair Measure/Evaluation: Track student attendance	Service: Student Resource Fair Measure/Evaluation: Track student attendance	Service: Measure/Evaluation:
	3. Outreach/public programs offered, Land Grant Program Student Services Community Outreach	Service: Career Fair, new student orientation, annual student resource fair, financial Literacy Measure/Evaluation:	Service: activities, involved in community events, health fairs, high school sponsored events Measure/Evaluation:	Service: Visit K-12 for recruitment LBHC Measure/Evaluation:
	Outreach/public programs offered, Land Grant Program Administration USDA Extension Service	Service Strategic Land Planning Measure/Evaluation: Baseline: 36 AY2011-2012 Threshold: 65 Completion AY 2013	Service: Crow Strategic Land Planning Symposium Measure/Evaluation: n: 115 participants	Service: community events, health fairs, high school sponsored events. Measure/Evaluation: n: Baseline: 300 AY 2011/13 Threshold: 350 completion AY 2013

	4. Graduate placement rates in the community Administration LBHC Assessment Office	Service Measure/Evaluation:	Service Measure/Evaluation:	Service Measure/Evaluation:
	5. Partnerships with community stakeholders Student Services Community Outreach	Service: Career Fair, invite local programs & agencies to participate, invite all MT colleges. Measure/Evaluation:	Service: Crow Tribal Ed program, HRDC 7, TRIO ed program, Schools in Big Horn Co., National Park service, Indian Health Service Hospital Measure/Evaluation:	Service: Measure/Evaluation:
	Partnerships with community stakeholders Administration USDA Extension Service	Service: Community Mtg. Measure/Evaluation: AY 2012 2013 175 Participants 175	Service: Profit Mastery Workshop Measure/Evaluation: AY 2013 Participants 36	Service: Healing Gardens Measure/Evaluation: AY 2012 2012 Participants 7
	6. Institutional Review Board	Service Measure/Evaluation:	Service Measure/Evaluation:	Service Measure/Evaluation:
LBHC Mission Element 5 – Crow Language and Culture	1. Workshops and training that integrate the culture and language into programs of study curricula	Service Measure/Evaluation:	Service Measure/Evaluation:	Service Measure/Evaluation:
	2. Crow Studies and American Indian Studies Program of Study	Service Measure/Evaluation:	Service Measure/Evaluation:	Service Measure/Evaluation:
	3. Community	Service: Native	Service: K-12 Crow	

	events on the Crow culture and language Student Services First Year Experience	American Week, Crow Jeopardy, Crow Bingo, Native Games, Clan feed Day, Measure/Evaluation:	story to students at each school for recruitment of LBHC Measure/Evaluation: Student attendance	
	Community events on the Crow culture and language Administration USDA Extension Service	Service: Youth Leadership Camps Measure/Evaluation: AY 2010 2013 Participants 175	Service Measure/Evaluation:	
	4. Crow language series in the Crow Studies Program	Service Measure/Evaluation:	Service Measure/Evaluation:	Service Measure/Evaluation:

Student Services – Registrar’s Office and Admissions Office

Dionne Pretty On Top, Registrar; Julie Hugs, Registrar’s Clerk;

LBHC Mission Elements 1, 2, and 3:

Objectives:

- 1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included.**

Services: Admissions

Admissions identifies student as transfer, first time freshman, Special Students, and Readmit students. When a transfer student is identified; Admissions require official transcripts from college(s) that the student was previously enrolled in. All official transcripts from High School and GED are required before student can register for classes. As soon as official transcripts are received in Admissions, the Admission Clerk will stamp receive a date on the official transcript. A copy of the official transcript is submitted to the Registrar’s Office. Admissions Clerk will enter the official document into Jenzabar in Maintain Candidacy where the official transcript is checked as received. The official transcripts is filed in a lock safe fire proof cabinet.

Admissions will also help make copies of documents that are required at the transfer institution, which include unofficial transcripts, Certificate of Indian Blood, copy of social security card, and copies of immunization.

Admission requires a Declaration of Major to be submitted from all students. Admissions will double check the major on the students LBHC Application to match the major on the Declaration of Major form before Admission enters the major in Jenzabar. For first time entering students, Admissions requires the student's signature on the declaration of major form. Admission requires the student's signature, previous advisors signature, and new advisors signature for a change of major before submitting to Admissions. Admissions will stamp date receive the declaration of major form and will enter the official program of study in Jenzabar in Maintain Candidacy for first time entering students. Then Admissions will submit the official declaration of major form and change of major forms to the Registrar's Office.

Admissions will assist transfer students to fill out an official transcript request to the Registrar's Office.

Measure/Evaluation:

1.9 Student Graduation Rates by Cohort 2007 through 2010 IPEDS

2007 cohort: 10% completed 100% of normal time; 17% completed 150% of normal time; 18% completed 200% of normal time.

2008 cohort: 11% completed 100% of normal time; 11% completed 150% of normal time; 18% completed 200% of normal time.

2009 cohort: 20% completed 100% of normal time; 28% completed 150% of normal time; 39% completed 200% of normal time.

2010 cohort: 20% completed 100% of normal time; 28% completed 150% of normal time; 39% completed 200% of normal time.

1.10 Student Graduates Rate of Transfer-out, Cohort 2008 and 2010 (IPEDS)

2008 cohort transfer out rate 10%

2010 cohort transfer out rate 7%

Services: Registrar

During Registration, copies of the student's unofficial transcripts are sent with the students to meet with their academic advisors to select courses required in the program of study. Advisors are required to sign for approval on the official registration card. Each instructor also signs for approval to register in the class they teach.

When the Declaration of Major Form is submitted to the Registrar's Office, the declaration of major form is stamped date received and entered into Jenzabar in Student Information in the Degree tab. This major is then printed on the student's transcript and student schedules. The

Declaration of Major Form is returned back to Admissions to be filed in the students admission file.

All students are required to submit an official transcript from High School or GED before students can register for classes. When a transfer student is identified; Registrar will request for official transcripts from the college(s) that the student previously attended. As soon as official transcripts are received in Registrar/Admissions, a stamp date received is placed on the official transcript. A copy of the official transcript is submitted to the Registrar's Office. All courses are evaluated by the Registrar before credits are transferred. Registrar will contact the transfer schools to clarify courses, GPA calculations, and to check if the school is an accredited university or college. Registrar will transfer all quarter transfer credits to semester transfer credits in Jenzabar. Once all courses are entered, the unofficial transcript is double checked by a second person and corrections are made in Jenzabar.

When an official transcript is requested, Registrar will check through the transcript in Jenzabar for correct GPA calculations, incomplete grades are updated with correct final grades, Work in Progress grades are removed with correct final grades, majors are updated, old LBHC quarter credits are transferred as semester credits into Jenzabar, and course names with credits are double checked.

Registrar/Registrar Clerk will assist students to fill out their Official Transcript Request Form for transfer student. Registrar/Registrar Clerk will collect the transcript fee and will make a receipt for each official transcript request. A copy of the receipt is attached to the official transcript request. Official transcripts are printed on Tuesday and Thursdays and mailed on the same day. Official transcript request forms are filed in the Registrar's Office in a locked file cabinet.

Registrar/Registrar Clerk will assist transfer schools and/or transfer students on dates the official transcripts were mailed out, copies of official high school/GED transcripts, unofficial transcripts, CIB's, copy of social security cards, and copies of immunization for transfer students who have a release of information on file.

Measure/Evaluation:

1.10 Student Graduation Rates by Cohort 2007 through 2010 IPEDS

2007 cohort: 10% completed 100% of normal time; 17% completed 150% of normal time; 18% completed 200% of normal time.

2008 cohort: 11% completed 100% of normal time; 11% completed 150% of normal time; 18% completed 200% of normal time.

2009 cohort: 20% completed 100% of normal time; 28% completed 150% of normal time; 39% completed 200% of normal time.

2010 cohort: 20% completed 100% of normal time; 28% completed 150% of normal time; 39% completed 200% of normal time.

1.10 Student Graduates Rate of Transfer-out, Cohort 2008 and 2010 (IPEDS)

2008 cohort transfer out rate 10%

2010 cohort transfer out rate 7%

2. Academic and student support services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities for LBHC students

Services: Admissions

Advisement:

Admissions will identify student as transfer, first time freshman, Special Students, and Readmit students. Transfer students who submit a declaration of Major form are given a list of advisors with the advisors contact information. First time freshman students who submit a declaration major are sent to the Dean of Students, First Year Coordinator, and Student Success Director for advisement. Readmit students are asked if they are still in current major, if student had changed their major, Admissions will give student a change of major form to submit before registering for classes.

First year freshman services:

Admissions fill out an Inquiry Form for students who inquire about LBHC; potential students are sent LBHC applications, catalogs, financial aid information, advisor list, and other student services information.

During the New Student Orientation, admissions will inform students about the Admissions process and documents required before registering for classes. Admissions will check all first year freshman for completed files. If files are not complete, Admissions will give a check off list of what needs to be submitted to Admissions. After Applications are submitted, Acceptance Letters are sent out to students who complete Admission Requirements. Conditional Acceptance Letter are sent to students who have incomplete files in Admissions. Conditional Acceptance Letters are sent three times during the semester; beginning of the semester, midterms, and during finals.

Admissions will give the first year students a new LBHC ID number in Jenzabar.

Tutoring Services:

Admissions announces tutor schedules on the TV flat screen. Admissions/Registrar direct students to Tutoring Services.

Health and Wellness Activities:

Admissions assist LBHC Student Athletes with Admission Requirements.

Measure/Evaluation:

1.4a Age of First Time Entering Students AY 2010-11 through 2013-14
 Total number of first time entering students enrolled during 2010-11: 113
 Total number of first time entering students enrolled during 2011-12: 170
 Total number of first time entering students enrolled during 2012-13: 122
 Total number of first time entering students enrolled during 2013-14: 122

First Year Freshman:


Registrar/Admissions fill out an Inquiry Form for students who inquire about LBHC; potential students are sent LBHC applications, catalogs, financial aid information, advisor list, and other student services information.

During the New Student Orientation, Registrar/Registrar Clerk will inform students of the process of Registration, including maps and directions of registration. Important dates including withdrawing, last day to register, last day to add/drop are given to the students. Students are shown how to fill out a registration cards with proper signatures from instructors and advisors. All students are reminded to check if their files in Admissions is complete. Registrar/Registrar Clerk compiles a packet with a check off list for Admissions/Financial Aid, Registration directions, list of advisors, semester calendar, course schedule, math and English placement cheat sheets, registration cards, student schedule time table, and plan of study form are given to students during orientation. The Student Success Center will also put information in the packet.

Below is Directions for Registration for First Time Freshman and Transfer students.


Little Big Horn College Core Themes Alignment – February 2015

Administration – USDA Equity Grant – Birgit Graf


Core Themes 	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>			
Core Theme Objectives	1.1 Open Access College	1.2 Associate Degree Programs	1.3 Individual Student Goals	1.4 Teaching Excellence
Program-Measures-	1.1.1. See data from mission Element Alignment chart	1.2.1 AS in Science: agriculture Range Ecology	1.3.1 Student retention rate fall-spring 67 %	1.4.1. Ag faculty: 2 PhD, 1 MS,1 BS AI: 25%
Service-Measures	1.1.2 full tuition Scholarships: fall: 1=11% spring: 3=43% With GPA of 2.5	1.2.1. AS in Science: Agriculture Livestock Mgmt.	1.3.2. 44 % successfully complete developmental and general ed courses	1.4.3. Weekly meetings With Animal Science instructor; Faculty committee meeting: 1 (meeting minutes)

Program			Academic advising 100%	
Measures			Attended academic conference: 1	


Finance – Chief Finance Officer – Aldean Good Luck, CFO

Core Themes 	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>
Core Theme Objectives	1.3 Individual Student Goals
Program-Measures-	Screen for Pell Grant: Average 10 students per semester with about 10-15 minutes with each student. This helps us with students who are eligible for PELL and do not realize it because the students may never have made an application.
Service-Measures	Student Debt/Hold: A student with a Hold on their account is placed on hold at \$1,500 who has to go thru the check list and their last step is to see the CFO.

Finance – Accounts Payable – Dorcus Walks, Payroll Officer

Core Themes 	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>
Core Theme Objectives	1.3 Individual Student goals
Program-Measures-	Program: Student Payroll Students learn the payroll process, deadlines, timesheets, tax documents completion, and time management Measure: Completed student employee files; average time with student employees

Finance – Student Payroll – Elden Not Afraid, Accounts Payable Officer

Core Themes 	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>
Core Theme Objectives	1.3 Individual Student goals
Program-Measures-	I meet with 34 students twice a year to get their checks signed and I also inform them of the process the scholarships must go through before disbursement. This gives the students a better idea of the work involved to get to this point. Plus, I reiterate what Little Big Horn College (LBHC) Financial Aid informs the students during orientation which is to turn in their mid-term grades to Crow Education Department so that their second disbursement can be released to LBHC. This

process takes about one minute.

Student Services – First Year Experience Program – Salena Hill, Coordinator

Core Themes →	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>		
Core Theme Objectives	1.1 Open Access college	1.2 Associate Degree Programs	1.3 Individual Student goals
Program-Measures-	Program 1: New Student Orientation Measures: Track # of students who attend and register for courses	Service 2: ED 100 Skills for Success Measure: Track successful completion of students	Service 3: Academic Advising/Retention Measure: Tracking individual student meetings
			Service 4: Compass Placement Exam Measure: Track # of students who complete exam
Core Themes →	Core Theme Two – Community and Outreach <i>Mission Element 4 – meet community needs</i>		Core Theme Three – Crow Language and Culture <i>Mission Element 5 – preserve Crow culture and language</i>
	2.1 Community Collaboration	2.2 Partnering with local schools and community	3.1 Crow language in college experience
	Program 1: College Fairs Measures: Track # of students who attend and what organizations are represented, including tribal	Program 2: Recruiting – School visits Measures: Tracking number of students at each visit	Program 3: Native American Week Activities Measures: Track # of students who participate

Student Services – Community Outreach – Alda Good Luck, Outreach Coordinator

Core Themes →	Core Theme One – Educational and Training Opportunities <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>	Core Theme Two – Community and Outreach <i>Mission Element 4 – meet community needs</i>	Core Theme Three – Crow Language and Culture <i>Mission Element 5 – preserve Crow culture and language</i>
Core	1.1	1.3 Individual	2.1 Community
			2.2 Partnering
			3.1

Theme Objectives	Open Access college	Student goals	Collaboration	with local schools and community	Crow language in college experience
Program-Measures-	Program 1: New Student Orientation	Program 2: Academic Advisement	Program 5: College Fairs – including LBHC career fair	Program 6: Recruiting – local school visits	Program 7: Native American Week
Service-Measures	Program 3: Financial Literacy activities	Program 4: Budgeting skills, money management	Program 8: Student Resource Fair	Program 9: Maintain contact will local programs & colleges	Program 10: K-12 Crow story at each school
Program Measures			Program 11: Tracking student participants.	Program 12: Tracking student participants – HS seniors going to college	