

# Little Big Horn College Year Seven Self-Evaluation Report February 2017



Submitted to the  
Northwest Commission on Colleges and Universities  
By Little Big Horn College President David Yarlott, D. Ed.

Submission Date:

2/28/2017

LITTLE



---

## Little Big Horn College Mission Statement

Little Big Horn College, a 1994 Land Grant Institution, is the Crow higher education and cultural center that grants Associate of Arts, Associate of Science and Applied Science degrees and certificates in area 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 bi-cultural aspects of the Crow Indian community. Little Big Horn College is committed to the advancement of the Crow Indian family and community building.

**Our Vision** is to make our own future, not wait for it to come to us,

Is to leave a footprint, for our children and other to follow,

Is to make a difference in some one's life,

Is to provide an opportunity, where there may seem to be none,

Is to be the college of choice, for our community and beyond,

Is to be the hub for retention and enhancement of the *Apsaalooke* culture and language

Is to be the best that we can possibly be,

**We are . . . Little Big Horn College!**

---

### LBHC Core Themes

Core Theme 1 – Access to Educational and Training Opportunities

Core Theme 2 – Commitment to Community Education and Outreach

Core Theme 3 – Dedication to the Enhancement of the Crow Culture and Language





---

# Little Big Horn College Year Seven Self-Evaluation Report February 2017

## Table of Contents

	Page
<b>1) Institutional Overview</b>	<b>8</b>
<b>2) Basic Institutional Data Form</b>	<b>10</b>
<b>3) Preface</b>	<b>17</b>
a) Update on Institutional Changes Since the Year Three Report in 2013	17
b) Response to Topics Previously Requested by the Commission	19
i) Spring 2012 – Year One Peer-Evaluation Recommendations	19
ii) Spring 2013 Year Three Peer Evaluation – Recommendations	20
iii) Ad Hoc Report March 2015	21
iv) Ad Hoc Report on Financial Management Policy March 2015	32
<b>4) Standard 1 - Mission, Core Themes and Expectations</b>	<b>34</b>
a) Executive Summary of Eligibility Requirements 2 & 3	34
b) Standard 1.A <i>Mission</i>	34
i) Little Big Horn College Mission Statement	37
ii) Interpretation of Mission Fulfillment	37
iii) Articulation of an Acceptable Threshold, Extent or Degree of Mission Fulfillment	38
c) Standard 1.B <i>Core Themes</i>	
i) <b>Core Theme One – Access to Educational and Training Opportunities</b>	<b>42</b>
(1) Brief Description of the Core Theme One	
(2) Objectives To Be Achieved Via The Core Theme	
(3) Indicators of Achievement of the Respective Core Theme Objectives	
(4) Rationale for the Selection of the Respective Indicators of Achievement	
ii) <b>Core Theme Two – Commitment to Community Education and Outreach</b>	<b>48</b>
(1) Brief Description of the Core Theme One	
(2) Objectives To Be Achieved Via The Core Theme	
(3) Indicators of Achievement of the Respective Core Theme Objectives	
(4) Rationale for the Selection of the Respective Indicators of Achievement	
iii) <b>Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language</b>	<b>50</b>
(1) Brief Description of the Core Theme One	
(2) Objectives To Be Achieved Via The Core Theme	
(3) Indicators of Achievement of the Respective Core Theme Objectives	
(4) Rationale for the Selection of the Respective Indicators of Achievement	
<b>5) Standard 2 – Resources and Capacity</b>	<b>54</b>
a) Executive Summary of Eligibility Requirements 4 through 21	54
b) Standard 2.A <i>Governance</i>	58

c) Standard 2.B <i>Human Resources</i>	69
d) Standard 2.C <i>Education Resources and Disclosure – Substantive Changes Pending</i>	77
e) Standard 2.D <i>Student Support Resources</i>	87
f) Standard 2.E <i>Library and Information Resources</i>	98
g) Standard 2.F <i>Financial Resources</i>	115
h) Standard 2.G <i>Physical and Technological Infrastructure</i>	120
<b>6) Standard 3 – Institutional Planning - Year Seven Report</b>	<b>124</b>
a) Standard 3.A <i>Institutional Planning</i>	125
<b>7) Core Theme Planning, Assessment and Improvement</b>	<b>134</b>
a) <b>Core Theme One – Access to Educational and Training Opportunities</b>	<b>134</b>
i) Planning	134
ii) Assessment	138
iii) Improvement	146
b) <b>Core Theme Two – Commitment to Community Education and Outreach</b>	<b>151</b>
i) Planning	151
ii) Assessment	154
iii) Improvement	156
c) <b>Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language</b>	<b>158</b>
i) Planning	158
ii) Assessment	161
iii) Improvement	162
<b>8) Mission Fulfilment, Adaptation and Sustainability</b>	<b>170</b>
a) <b>Eligibility Requirements 22 &amp; 23</b>	<b>170</b>
Eligibility Requirement 24	170
b) Standard 5.A <i>Mission Fulfilment</i>	170
c) Standard 5.B <i>Adaptation and Sustainability</i>	176
<b>9) Conclusion</b>	<b>186</b>

## ATTACHMENTS

Attachment 1 – Little Big Horn College Charter, 1980 and amendments in 1993 and 2006 – JAR 06-02.

Attachment 2 – Little Big Horn College Charter and Amending Resolutions

Attachment 3 – LBHC Board of Trustees Manual

Attachment 4 – LBHC Audit FY 2015-16

Attachment 5 – Little Big Horn College Catalog

Attachment 6 – Little Big Horn College Student Handbook

Attachment 7 – Little Big Horn College Human Resources Procedures Manual

Attachment 8 – Little Big Horn College Organizational Chart 2016-17

**EXHIBITS – A list of Exhibits is provided at the end of this Report and are numbered by the Standard.**



# Little Big Horn College Year Seven Self-Evaluation Report February 2017

## 1) Institutional Overview

The Crow Tribal Council chartered Little Big Horn College on January 24, 1980. Resolution #80- 17 empowered Little Big Horn College to operate as the official institution of post-secondary education of the Crow Tribe of Indians, the *Apsaalooke People*. See Attachment 1 – Little Big Horn College Charter, 1980 and amendments in 1993 and 2006 – JAR 06-02.

The Charter from the Crow Tribal Council authorizes Little Big Horn College for the purposes of “establishing maintaining and operating educational institutions at the post-secondary level on the Crow Indian Reservation” with education, vocational and technical programs and curricula leading to degrees and certificates that may be granted by the college. LBHC achieved initial accreditation in 1989, granted by the Northwest Commission on Colleges and Universities. In 1994, Little Big Horn College became a federal 1994 Land Grant Institution, with the nation’s Tribal Colleges and Universities. Little Big Horn College (LBHC) is a **public two-year community college** located in the town of Crow Agency, Montana. Crow Agency is the capital of the Crow Nation. The Executive, Legislative and Judicial Branches, and the federal agencies, the Bureau of Indian Affairs of the U.S. Department of the Interior and the Indian Health Services of the U.S. Department of Health and Human Services, are all located in Crow Agency.

Little Big Horn College serves the Crow Tribe of Indians, on the Crow Indian Reservation, a land base of 2.2 million acres (larger than Rhode Island and smaller than Connecticut). The Crow Tribal Enrollment in February 2017 is 13,500 members, among whom approximately 9,000 reside on or near the Crow Indian Reservation. Unemployment rates fluctuate between 22.5% and 45% with the seasons.

Little Big Horn College had a **Fall enrollment average of 240 FTE students** (average over past three years), among whom 93% are Crow Indian, 5% other American Indian tribes and 2% non-Indian. The average retention rate for first time full-time freshmen returning the following Fall semester is 49% (Fall 2012 to 2015). The FTE was 243.5 for Academic Year 2014/15; 235 for Academic Year 2015/16 and 252 for Fall 2016.

The College campus is located adjacent to the Bureau of Indian Affairs facility in Crow Agency. The current LBHC Student Union Building, is the first campus building and formerly a tribal gymnasium, and has been remodeled and extensively upgraded. This original historic building was converted to college uses in the 1980’s and 1990’s, consisting of six classrooms, a gymnasium, media production facilities, shower rooms, six offices, a snack bar and library facilities. The College campus in 2017 consists of seven buildings, six constructed since 2002: Driftwood Lodges (Classroom building), Student Union Building, the Library/Archives and Administration Building, the Cultural Learning Lodge, and the Health and Wellness Center.

Additional buildings include the Maintenance Office, the Water Research Office.

LBHC is a **commuter campus**. Students travel to campus daily from six reservation towns and cities of Hardin and Billings (immediately off the Reservation) and rural areas of the entire Reservation. Student commutes vary from a few blocks away in the town of Crow Agency to 85 miles one-way from the town of Pryor in the west end of the Reservation. The college is a partner in student transportation services with the Crow Nation Transit Authority, from all the Reservation towns, Billings and Hardin.



The Little Big Horn College offers six Associate of Arts degrees with eleven options, three Associate of Science degrees with eleven options, one Associate of Applied Science degree and seven one-year certificates to the students. Fifteen fulltime and twenty-one adjunct faculty members instruct these programs and certificates. The College has sixty-eight **full-time employees**: six administrators, ten faculty and fifty-two staff members. Among the faculty, administration and staff, 87% are enrolled Crow Tribal members, 3% members of other tribal nations, and 10% non-Indian. Over half of the College employees are LBHC Alumni. A concerted effort has been made to “grow our own scholars and administrators,” to acquire highly qualified personnel who best fit the rural and reservation setting, and who are role models to our students. The educational overview of the employees: 6% hold doctoral degrees, 19% have master’s degrees, 34% have bachelor’s degrees, 26% have associate degrees and 14% are non-degreed.

The Little Big Horn College Board of Trustees consists of 6-8 representatives. Trustees are selected through a nomination and appointment process by the Board of Trustees. Trustees serve on staggered 3-year terms.

<b>Little Big Horn College --- The Year Seven Report Planning and Policy Committee:</b>	
President’s Council:    President David Yarlott, Chair	
Administrative Dean, David Small	Chief Financial Officer Aldean Good Luck
Student Services Dean TeAtta Old Bear	Chief Information Officer Franklin Cooper
Human Resources Director Shalene Old Coyote	Academics Dean, Frederica Lefthand
<b>SWOT Coordinating Team and Facilitators</b>	
<b>Accreditation Liaison Janine Pease, Chair</b>	
Student Success Center Director Patricia Whiteman	Human Services Faculty Eric Tiner
Sponsored Programs Coordinator Curtis Rides Horse	Custodian Ron Gramling
Water Studies Coordinator Velma Pickett	Assistant Librarian Edwin Springfield
Rev-Up Math Instructor Bethina Nomee	Data Coordinator Kimmy Walks
Accreditation Liaison Officer Janine Pease	Assessment Officer Mandy Plainfeather
<b>Accreditation and Assessment Coordinating Committee</b>	
<b>Coordinating Committee Chair</b>	
Accreditation Liaison Officer Janine Pease	Data Coordinator Kimmy Walks
Assessment Officer Mandy Plainfeather	Chief Information Officer Franklin Cooper
<b>Campus-wide Participation: Administrators, Faculty, Staff, Students, Board Members</b>	
Mission and Core Themes Alignment and Planning	
Faculty/Staff Orientation, Co-Curriculum Alignment and Planning	
SWOT Focus Groups	*            Mission Scorecard
Assessment Data Collection	*            Graduate Placement Survey



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

**BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Little Big Horn College

Address: 8645 South Weaver Drive, P.O. Box 370

City, State, ZIP: Crow Agency, Montana, 59034

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: \_\_\_\_\_

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based

Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal

Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term

Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date

sed February 2011

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Total credits Summer/Fall and Spring divided by two terms, divided by 12 (fulltime student)=FTE.

**Official Fall 2016 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: 7/1/2016 6/30/2017	One Year Prior Dates: 7/1/2015 – 6/30/2016	Two Years Prior Dates: 7/1/2014 – 6/30/2015
Undergraduate	252	235	243.5
Graduate			
Professional			
Unclassified			
Total all levels	252	235	243.5

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall \_\_\_\_\_(most recent year) Student Headcount Enrollments**

Classification	Current Year Dates: 7/1/2016- 6/30/2017	One Year Prior Dates: 7/1/2015-6-30-2016	Two Years Prior Dates: 7/1/2014-6/30/2014
Undergraduate	297	559	518
Graduate			
Professional			
Unclassified			
Total all levels	297	559	518

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number      Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	9				5	3		2
Associate Professor								
Assistant Professor								
Instructor	11				5	4	1	1
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
------	-------------	-----------------------

Professor	\$35,657	8.4
Associate Professor		
Assistant Professor		
Instructor	\$7,239	2.2
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	July 1st to June 30th Little Big Horn College			
Reporting of income:	Accrual Basis	Modified Accrual Basis Government Funds	Accrual Basis	Auxiliary Enterprises
Reporting of expenses:	Accrual Basis	Modified Accrual Basis Government Funds	Accrual Basis	Auxiliary Enterprises

**BALANCE SHEET DATA**

ASSETS	Last Completed FY Dates:6/30/2016	One Year Prior to Last Completed FY Dates:6/30/2015	Two Years Prior to Last Completed FY Dates:6/30/2014
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	(25,591)	171,358	312,698
Investments	55,066	54,779	57,120
Accounts receivable gross	2,389,673	2,124,326	1,902,668
Less allowance for bad debts	(2,034,681)	(1,828,924)	(1,667,392)
Inventories	155,755	149,966	123,245
Prepaid expenses and deferred charges	71,845	62,418	54,959
Other (identify)			
Due from	1,275,711	874,617	541,933
<b>Total Unrestricted</b>	1,886,788	1,608,540	1,325,231
Restricted			
Cash	13,779	13,779	13,779
Investments	3,173,162	3,166,877	3,177,322
Other (identify)			
Due from			
<b>Total Restricted</b>	3,186,941	3,180,656	3,339,004
<b>TOTAL CURRENT FUNDS</b>	5,482,867	4,789,196	4,664,235
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash			
Investments	409,257	514,626	391,107
Other (identify)			
Due from			
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	409,257	514,626	391,107
<b>PLANT FUND</b>			
Unexpended			
Cash			
Investments			
Other (identify)			
<b>Total unexpended</b>			
Investment in Plant			
Land			
Land improvements	522,490	520,556	559,959

Buildings	14,477,495	15,200,948	15,938,544
Equipment	238,617	354,049	450,346
Library resources-Vehicles	171,881	12,846	29,210
Other (identify) Works of Art, CIP	112,316	48,471	25,028
<b>Total investments in plant</b>	<b>15,522,799</b>	<b>16,136,870</b>	<b>17,003,087</b>
Due from			
Other plant funds (identify)			
<b>TOTAL PLANT FUNDS</b>	<b>15,522,799</b>	<b>16,136,870</b>	<b>17,003,087</b>
<b>OTHER ASSETS (IDENTIFY)</b>	<b>6,786,949</b>	<b>6,801,150</b>	<b>6,815,351</b>
<b>TOTAL OTHER ASSETS</b>	<b>6,786,949</b>	<b>6,801,150</b>	<b>6,815,351</b>
<b>TOTAL ASSETS</b>	<b>27,792,724</b>	<b>28,242,342</b>	<b>28,725,871</b>

**BALANCE SHEET DATA (continued)**

LIABILITIES	Last Completed FY Dates:6/30/16	One Year Prior to Last Completed FY Dates:6/30/15	Two Years Prior to Last Completed FY Dates:6/30/14
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	226,145	0	0
Accrued liabilities	332,470	644,454	597,669
Students' deposits	0	0	0
Deferred credits	330,839	172,164	178,179
Other liabilities (identify)	0	0	0
Due to	751,582	0	0
Fund balance	228,654	203,057	206,164
<b>        Total Unrestricted</b>	<b>1,833,690</b>	<b>1,019,675</b>	<b>982,012</b>
Restricted			
Accounts payable	N/A	N/A	N/A
Other (identify)	N/A	N/A	N/A
Due to	N/A	N/A	N/A
Fund balance	N/A	N/A	N/A
<b>        Total Restricted</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>TOTAL CURRENT FUNDS</b>			
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	N/A	N/A	N/A
Quasi-endowed	N/A	N/A	N/A
Due to	N/A	N/A	N/A
Fund balance	N/A	N/A	N/A
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>        Total unexpended</b>	<b>0</b>	<b>0</b>	<b>0</b>
Investment in Plant			
Notes payable	11,712,550	11,871,785	12,068,713

Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	<b>11,712,550</b>	<b>11,871,785</b>	<b>12,068,713</b>
<b>OTHER LIABILITIES (IDENTIFY)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL OTHER LIABILITIES</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL LIABILITIES</b>	<b>13,546,240</b>	<b>12,891,460</b>	<b>13,050,725</b>
<b>FUND BALANCE</b>	<b>14,246,484</b>	<b>15,350,850</b>	<b>15,675,146</b>

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
Tuition and fees	695,043	630,471	858,627
Federal appropriations			
State appropriations			
Local appropriations Charges for services	236,852	239,142	265,215
Grants and contracts	6,132,957	5,800,837	5,625,363
Endowment income	(21,032)	164,140	569,137
Auxiliary enterprises	356,268	384,398	368,305
Other (identify) Scholarships & Other Revenue	456,432	1,197,882	688,219
	7,856,520	8,416,870	8,373,866
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	665,193	1,343,321	1,348,134
Research	474,615	294,207	224,510
Public services	315,318	286,279	358,821
Academic support	1,122,443	852,810	709,868
Student services	1,723,723	1,559,620	1,733,817
Institutional support	2,327,054	2,087,775	2,266,404
Operation and maintenance of plant	551,733	510,809	448,582
Scholarships and fellowships	1,019,331	1,070,122	1,591,221
Other (identify)			
Mandatory transfers for:			
Principal and interest	175,270	186,566	195,221
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General	8,374,680	8,191,509	8,876,919
Auxiliary Enterprises			
Expenditures	551,551	549,657,	562,911
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises	551,551	549,657	562,911
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>8,926,231</b>	<b>8,741,166</b>	<b>9,439,830</b>

OTHER TRANSFERS AND AD- DITIONS/DELETIONS			
EXCESS [deficiency of revenues over ex- penditures and mandatory transfers (net change in fund balances)]	(1,069,711)	(324,296)	(1,064,964)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 6/30/16	One Year Prior to Last Completed FY Dates: 6/30/15	Two Years Prior to Last Completed FY
For Capital Outlay	11,941,454	12,074,842	12,274,877
For Operations	N/A	N/A	N/A

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Head- count	Faculty Headcount
None.				

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
--	-----------------	-------------------------------	----------------------	-------------------



None.				
-------	--	--	--	--

## 2) Preface

### 3.a Overview of Little Big Horn College in 2017

#### Montana 2010 to 2017.

Changing conditions in **Montana** impact Little Big Horn College both positively and negatively. For the positive, Montana supported economic development initiatives on the seven Montana Reservations and implemented a new law to support tribal languages materials development and revitalization initiatives. Montana supports the Non-Beneficiary student (non-Indian) for educational operations at Little Big Horn College. For the Crow Nation, this meant three community summits to discuss the Crow language strength, and the production of an online Crow language learning app. Despite job losses in 2008, 2009 and 2010, the region is recovering from the recession; The South Central Region of Montana expects a 1.1% growth rate or 1,150 added jobs annually in projected employment over the next decade (Montana Labor and Industry, "Estimating Future Workforce Needs." 2015). the unemployment rate is 4%. Healthcare, Construction and Accommodation are the largest employing industries. The coal industry in eastern Montana has suffered a precipitous downturn in the past five years, decreasing revenue to the state and respective counties. This has had a negative impact on Crow owned coal as well, a leading source of revenue to the Crow Nation.

#### The Crow Nation 2012 to 2017.

In July 2016, The Crow Reservation had an unemployment rate of 11.2%, right behind the Blackfeet Nation with the highest unemployment rate of 12.6% (Montana Labor and Industry, Montana Economy at a Glance" 2015). However, the **Crow Nation** estimates unemployment rates to be much higher, in a range of 24% to 50% depending on the seasons. The Crow Nation owns a wealth of natural resources on the reservation lands. Since the 1970's, the Crow Tribe has received considerable economic support for government and services from the coal industry. In the past two years, the diminishing market for coal has seriously decreased the Crow Nation's revenue, and in turn, the size and scope of the tribal government. Following tribal elections in November 2016, the Crow Nation new leadership downsized the tribal employees from approximately 1100 in October 2016 to 200 in February 2017. This devastating loss of tribal income immediately placed hundreds of tribal families on unemployment and public assistance. Tribal elections influence College enrollment levels; with elections every four years, enrollment has decreased by 20%. LBHC received \$1 Million/Yr Cigarette Tax Refund from Montana, in just one year, 2006. We received funds from the Cigarette Tax from 2005-2010. The last disbursement in 2010 was \$300,000. However, the Crow Tribe paid for loans acquired by the Crow Tribe to assist in completing the LBHC Library building.

#### The College during the Self-Evaluation Period 2010-11 to 2016-17

**Leadership.** President David Yarlott has taken key leadership roles in tribal colleges' higher education organizations during this report period. He is currently the president of the American Indian Higher Education Consortium, the American Indian College Fund and the Montana Tribal Colleges Association. Dr. Yarlott has provided essential insight and momentum to the tribal college movement, to build the position of the tribal colleges and heighten levels of cooperation with federal departments and programs, on behalf of the tribal colleges. He holds a leadership position in an international Indigenous athletic games organization.

**College Rates of Retention, Graduation and Transfer Out.** The college first time, full-time freshman **retention rate** rose to 63% (cohort 2011) and has since been 53% (cohort 2012), 43% (cohort 2013), 50% (cohort 2014) and 41% (cohort 2015). College retention rates have been positively impacted by the First Year Experience Program (started in Fall 2012) and the Student Success Center (initiated in 2013). The student **graduation rate** has also shown strength: for 200% of time to graduate or four years - 39% (Cohort 2009), 39% (Cohort 2010), 28% (Cohort 2011) and 28% (Cohort 2012). LBHC subscribed to the National Student Clearinghouse Research Center of the National Center for Higher Education Management Systems (NCHEMS). Preliminary reports show a graduates **transfer out rate** of 45% on the composite for Spring 2013 and 2014 graduates, T98. These are measures of mission elements 1, 2 and 3 fulfillment and core theme 1 achievement.

**College Divisions.** The **Academic Division** consolidated the Department Heads (2), one in STEM and one in Crow Studies, social sciences and the humanities. Dr. Timothy McCleary accepted the Department Head position in the fall of 2013. In part, this consolidation occurred due to the departure of the Department Head of math, science and technology. Faculty turnover has impacted the fulltime/adjunct balance in all programs. The **Administration Division** administers the Title IX compliance and Policy, the Title IX Committee meetings and designated investigators. The Dean coordinated welding and CDL highway construction courses as a community service. Master architect Mr. Ron Juneau joined the staff for spring 2015 primarily in facilities planning and upkeep. The **Student Affairs Division** expanded student services to the Student Success Center, Fall of 2013. The highly effective First Year Experience Coordinator passed away suddenly in the fall of 2013; and a replacement was appointed in the fall 2014.

**College Financial Policy and Clean Audits.** Contracted auditors reported to the Board of Trustees that the College is in a state of excellent financial health. The Chief Finance Officer and the Finance Office Staff revised the LBHC Financial Policy in the Fall of 2015. The submission of an Ad Hoc Report on Financial Policy brought the Finance offices into focus on the upgrades and updates for the policy. The Commission accepted the newly revised Financial Policy in February 2016.

**Student enrollment fluctuation.** The college has experienced the fluctuation of student enrollment levels over the past five years. The enrollment has ranged from 235 to 260 fte. However, during the past three years, the enrollment has hovered at 240 FTE. The President's Council analysis of this change in enrollment involves multiple factors that include Crow tribal political transitions; Crow Reservation feeder high school enrollment downturns, increasing high school dropout rates and low educational achievement scores, and Pell Grant limitations.

**Health and Wellness Center.** In November of 2011, LBHC completed the construction of the Health and Wellness Center, a 35,000 square feet "green" building. Little Big Horn College received a Title III grant for the purpose of the Health and Wellness Center facility completion, in FY 2013. The grant supported the completion of construction of the Health and Wellness Center, a facility that contains four large classroom spaces to hold courses and conduct healthy awareness programs. The intent of the facility is

for students, faculty, staff, administrators and the community to participate in programs and courses developed to promote health and fitness and to serve the Crow Indian public related healthy activities.

**Student Success Center.** The Student Success Center, organized in the Fall of 2013, assists students with New Student Orientation, Academic Advising, Suspension/Reinstatement assistance, and personal counseling. The SSC collaborates with the First-Year Experience Coordinator regarding Financial Aid applications and monitors attendance issues with the college faculty members. The SSC also offers mentoring and tutoring to new and continuing students. Tutor Nights are held during mid-term and final exam weeks. Scholarship workshops are offered in collaboration with a writing instructor for the American Indian College Fund and Tribal Education Scholarships. The SSC sponsors activities during Native American Week and cultural activities within the campus community.

**Professional Development.** Department Head Dianna Hooker completed a Doctorate in Education. Also, in the Academic Division, two Doctorates are in Progress: Frederica Lefthand, Academic Dean, and Sara Plaggemeyer, Science Faculty member, at Montana State University - Bozeman.

**Café and Transit Service.** The college developed two essential auxiliary services: the Internet Café and Student Transit. The Internet Café, in the SUB, provides daily breakfast and lunch options at low costs to the students and with the added service of Wifi access. The Student Transit services provides free transportation for commuting students from all towns on and near the Crow Reservation (Billings, Hardin, St. Xavier, Lodge Grass, Fort Smith, Wyola and Pryor). This service is a college partnership with the Crow Transit Authority.

### 3 b Response to Topics Previously Requested by the Commission

#### Document History.

**Year One and Year Three Reports.** Little Big Horn College submitted the Year One Report – Mission and Core Themes Self-Evaluation Report to the Northwest Commission on Colleges and Universities (NWCCU) in March 2012. An on-campus visit of the NWCCU Evaluation Team was held in April 2012. The Year Three Resources and Capacity Report Self-Evaluation Report was submitted in March 2013, along with responses to the Year One Report recommendations. An on-campus visit of the NWCCU Evaluation Team was held in May 2013.

#### Spring 2012 – Year One Peer-Evaluation Recommendations

- 1 The evaluators recommend that the College clearly articulate acceptable thresholds or extent of mission fulfillment. (Standards 1.A. 2).
- 2 The evaluators recommend that the College continue to review and revise its objectives and indicators of achievement to ensure that they are appropriate, comprehensive, meaningful, assessable and verifiable. (Standard 1.B.2).

**Accreditation Reaffirmed.** The Northwest Commission on Colleges and Universities reaffirmed the Little Big Horn College accreditation in July 2013, based on the Year Three Resources and Capacity Self-Evaluation Report (March 2013), the on-campus Evaluation Team Visit (May 2013) and the Peer Evaluation Report (May 2013).

**The College Year Three Report submitted in March of 2013 – Five Recommendations in NWCCU Letter July 2013, Initiatives in Response to the Recommendations.** With the receipt of the Peer-Evaluation Report and Recommendations, Little Big Horn College developed a series of initiatives in response to the recommendations. The Ad Hoc Report of March 2, 2015, documented the initiatives and made appropriate adjustments and improvements in response to the two recommendations from 2012 and the five recommendations from 2013.

#### **Spring 2013 Year Three Peer Evaluation - Recommendations**

- a) The Evaluation Committee recommends the College develop policies and procedures regarding safe use, storage, and disposal of hazardous or toxic materials (2.G.2).
- b) The Evaluation Committee recommends the College comply with Federal requirements in accordance with regulations of the Title IX, ADA/Section 504 - Accommodations for Students with Disabilities, and Clery Act reporting (Standards 2.A.15, 2.D.2, 2.D.13).
- c) The Evaluation Committee recommends the College define how administrative and student support services contribute to core themes and mission fulfillment (Standards 1A.2, 1.B.2).
- d) The Evaluation Committee recommends the College continue its work developing and integrating assessment outcome analysis for planning and decision-making (Standards 1.A.2, 1.B.2). Assessment Outcomes
- e) From Year One Report – Mission Fulfilment and Core Theme Accomplishment – NWCCU Letter July 2011 – *Objectives and Measures*

**Ad Hoc Report March 2015 with Initiatives in Response to these recommendations – NWCCU Letter accepted responses with three recommendations.**

- a) It is recommended that the College clearly articulate an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).
- b) It is recommended that the College continue to review and revise its objectives and indicators of achievement to ensure that they are appropriate, comprehensive, meaningful, assessable and verifiable (Standard 1.B.2).
- c) It is recommended that the College develop clearly defined policies approved by the Board, regarding oversight and management of financial resources, including reserves (Standard 2.A.30, Standard 2.F.1).

**The Commission requested Recommendation 3 be addressed in an Ad Hoc Report** without a visit in Fall 2015. Recommendations 1 and 2 to be addressed in the Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report in Spring 2017. “A *Notice of Concern* was issued related to Recommendations 1, 2 and 3...College to address them with urgency” (NWCCU July 27, 2015 letter).

**Ad Hoc Report October 2015 with initiatives in response to the recommendation on financial resources and policy, with NWCCU Letter accepted responses.**

**The Commission accepted the College Fall 2015 Ad hoc Report** on Recommendation 3, “The Commission determined that its expectations regarding Recommendation 3 of the Spring 2015 Ad Hoc Report have been met. In accepting this Ad Hoc Report, the Commission removed the *Notice of Concern* Issued at its June 24-25 meeting for Standards 2.A.30 and 2.F.1 (NWCCU February 5, 2016 letter).

### 3b Recommendation #1 Ad Hoc Report To NWCCU – March 2015

**a. The Evaluation Committee recommends the College develop policies and procedures regarding safe use, storage, and disposal of hazardous or toxic materials (2.G.2).**

In June of 2013, Mountain States Environmental Services collected and removed for disposal all expired and unused laboratory chemicals. The chemical clean-up cost was approximately \$6,000.00. This cost is not expected in the future due the LBHC hazardous waste storage and disposal plan.

The college science department purchased new chemical storage cabinets for corrosive (acid/base/nitric acid), flammable, and poisons in 2013. These are the categories of hazardous wastes defined by EPA. Potentially hazardous chemicals used in the LBHC science laboratories are currently being stored in these locked cabinets with access only by LBHC science faculty.

#### Maintenance and Facilities Management

The college retained Mr. Ron Juneau, a Master Architect, in December 2014. The management and disposal of toxic materials are among his primary responsibilities. With the Maintenance Department, Mr. Juneau reviewed the chemicals storage in both maintenance and building repair and renovation. The Maintenance Department will transition the separately stored maintenance supplies in all campus buildings to a wall mounted pre-mixed chemical dispenser system, in lieu of large volumes of cleaning chemicals. The selected approach alleviates the potential hazards with storing cleaning chemicals in closed closets throughout the campus facilities. The existing chemicals will be used until they are depleted (March 2015 projection). The construction supplies are relatively few. Paint stored in the campus building are scheduled for relocation in exterior enclosed storage buildings. A newly drafted facilities management plan (submitted to President Yarlott on 01 Feb 2015) includes preventive maintenance items and procedures for staff and building operation. In a review of the college greenhouse and all out buildings in January 2015, no hazardous materials were encountered.

### Recommendation #2 - 2013 Year Three Evaluation Report - Title IX, ADA and the Clery Act

**b) The evaluation committee recommends the College comply with Federal requirements in accordance with regulations of the Title IX, ADA/Section 405 – Accommodations for Students with Disabilities, and Clery Act reporting (Standard 2.A.12, 2.D.2, 2.D.13).**

#### Title IX and Violence Against Women Act

The United States Department of Education requires each college to appoint a Title IX Officer. The Dean of Administration Mr. David Small has been appointed the Title IX Officer by the college president. In July 2014, the Dean of Administration attended a weeklong training session on Title IX Compliance. Subsequently, Dean David Small structured an Ad Hoc Committee for Title IX and Violence Against Women, to address the development of Title IX provisions at Little Big Horn College. In February 2015, the Ad Hoc Committee was organized through a comprehensive membership representative of college divisions. They have established: the role of the committee, the goals and objectives, the meeting schedule and an organizational structure. The Title IX Ad Hoc Committee members are:

**LBHC Title IX Ad Hoc Committee Members and Roles**

<b>Name</b>	<b>Title IX Role</b>	<b>LBHC Position</b>
1 David Small	Title IX Coordinator	Dean of Administration
2 Te-Atta Old Bear	Title IX Coordinator for Students	Dean of Students
3 Shaleen Old Coyote	Title IX Coordinator for Employees	Human Resource Director
4 Curtis Rides the Horse	Title IX Investigator	Sponsored Programs Officer
5 Justin Oleyte	Title IX Investigator	– IT Computer Tech
6 Patricia Whiteman	Title IX Investigator	Student Success Center Director
7 Kimmy Walks	Title IX Investigator	Financial Aid Assistant
8 Frank Cooper	Advisor	Chief Information Officer
9 Mandy Plain Feather	Advisor	Assessment Officer
10 Janine Pease	Advisor	Faculty Member and Accreditation Officer

**Role of the Title IX Committee**

The role of the Title IX Committee is to establish a comprehensive Title IX compliance plan for Little Big Horn College as required by Title IX of the Education Amendments of the 1972 (Title IX), 20 U.S.C., and its implementing regulations, 34 C.F.R. Part 106, prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance.

**Goal and Objectives**

**Goal.** The goal of the Title IX Committee is to provide a safe learning environment for all students, employees and community members within the Little Big Horn College campus surrounding community.

**Objectives.**

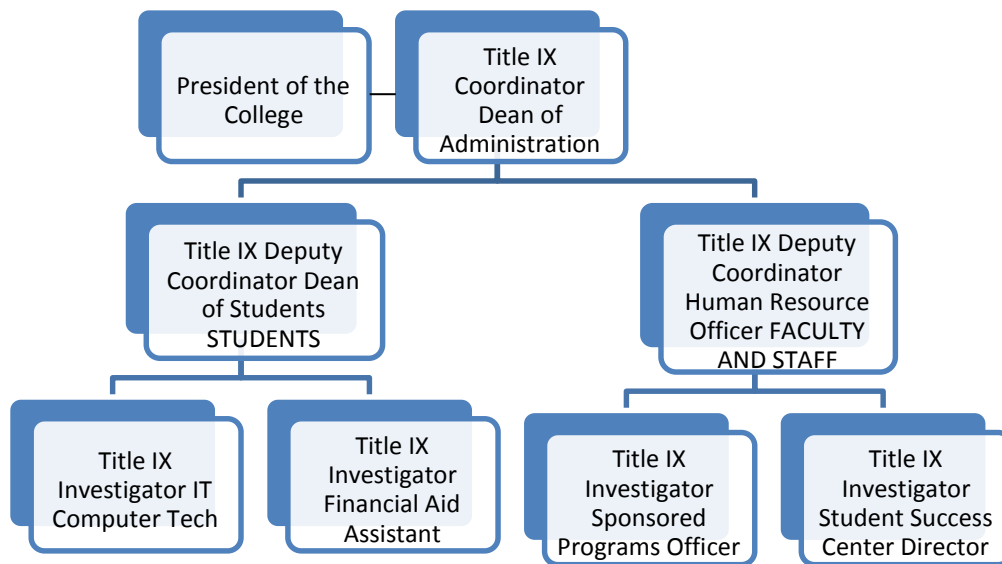
- Identify responsible Title IX personnel for the program implementation.
- Organize the Title IX Committee structure and the role of Coordinator, Deputy Coordinators and Investigators, and additional personnel as needed.
- Identify training needs for personnel, student advocates, faculty members and Board of Directors. The training will be a continual process similar to the professional development policy of Little Big Horn College.
- Establish and implement Title IX policy and procedure and plan of operation that are compatible with the Clery Act and Violence Against Women Act Reauthorization Act (VAWA).
- Identify and publish grievance procedures for students and college employees (adopted and published currently).
- Identify and implement reporting procedures.
- Disseminate the policy to the general public via all media, including the campus web site,

The LBHC catalog, student handbook and faculty policies and procedures, application forms and written communications distributed annually to each student and employee.

- Identify off-campus/on-campus resources, include in plan of operation.
- Incorporate the Title IX Committee in to the LBHC organizational structure after Board of Trustees approval.

The Ad Hoc committee has a bi-weekly meeting schedule until such time as a comprehensive Title IX operational plan has been adopted by the Little Big Horn College Board of Trustees. After adoption by the Board of Trustees, the organizational structure listed below will be responsible for all Title IX activities at Little Big Horn College.

### Little Big Horn College Title IX Committee Organizational Chart



### Americans with Disabilities Act

In response to this recommendation, the Little Big Horn College Catalog 2013-2015 has the entry “Disability Support Services” on page 24:

#### Disability Support Services.

**Little Big Horn College is committed to providing equal educational opportunities for students with disabilities. Appropriate accommodations are provided for students with disabilities. LBHC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students, parents and faculty are encouraged to speak with their advisor regarding questions about support services and accommodations. All information pertaining to a students’ disability will be kept confidential.**

The LBHC Student Handbook for Academic Year 2013-14 (page 14) and 2014-15 (page 14) contain this same entry.

**ADA Officer Designation.** The Dean of Student Services designated the Student Success Center Director Ms. Patricia Whiteman the ADA Officer for the Student Services Division. During the Summer and Fall of 2014 the ADA Officer collaborated with the First Year Experience Program Coordinator Salena Hill to research ADA educational services and accommodations appropriate to tribal colleges and their students. This inquiry led to the development of ADA Procedures approved by the Dean of Student Services for use throughout the Student Services Division, in February 2015.

### **Services to Students with Disabilities**

**Procedures for Students with Disabilities.** The Student Success Center has developed a procedure in working with students with disabilities. The procedure has been adopted by the Dean of Student Services for the next three-year period. This procedure will be amended into the LBHC Catalog and Student Handbook for 2015 – 2017 (publication in July 2015).

Process of identifying students with disabilities:

- 1) Student checks box on Admissions Application.
- 2) Admissions Clerk notifies Student Success Center
- 3) Student Success Center contacts student.
- 4) Student provides documentation - documentation accepted:
  - a. IEP (Individualized Education Plan),
  - b. 504 Plan,
  - c. Physician/Psychologist verification and
  - d. Other documents.
- 5) Student Success Center can complete intake
  - a. Identify specific accommodations
  - b. Explain Alternative Testing Procedures, Student Rights and Responsibilities, Note Taking Services, equipment use, building and classroom access.
  - c. Contact instructors via email regarding accommodations needed.
  - d. Assign staff/mentor/tutor to assist student with specific accommodation needs.
  - e. DSS files will be kept in Student Success Center Director's Office. LBHC will provide Staff/Tutor Mentors with appropriate training for providing accommodations to students while adhering to FERPA Law.

**Campus Facilities ADA Accommodation. Master Architect Appointed to Facilities Management and Planning.** In January 2015, the college retained Mr. Ron Juneau, Master of Architecture, for facilities management and planning. He will perform a campus-wide handicap accessible report following the national ADA compliance requirements. This report is projected to be complete by March 2015. The last such review was performed in AY 2010 upon the completion of the Student Union Building renovations.

Campus buildings constructed since 2005 have been built with ADA accommodations: curb cuts, parking spaces, entrances and classroom doors adequately widened for wheelchair access, elevators where buildings have second story classrooms and offices, restroom stalls for wheelchair access.



## OClery Act of the Higher Education Act

The Clery Act requires the appointment of the campus crimes officer. The Dean of Student Services Te-Atta Old Bear has that designation. The Little Big Horn College falls within the State of Montana – County of Big Horn and the Crow Indian Reservation. The regional crime survey provided on the college website, <http://www.lbhc.edu/> is for the year 2014 for the town of Crow Agency, MT. The official crime data is received from the Crow Tribal Police (jurisdiction on the Crow Indian Reservation).

Campus Safety and Security is a section in the LBHC Student Handbook, page 9, which covers “the Campus safety and security officer by building”, the “Annual Crime Report,” the “Violent and Sexual Offenders Disclosure Requirement,” and “Felony

**Recommendation #3 - Ad Hoc Report of March 2015 - - Administrative and student support services contribute to core themes and mission fulfillment (1.A.2, 1.B.2).**

**c. The Evaluation Committee recommends the College define how administrative and student support services contribute to core themes and mission fulfillment (Standards 1A.2, 1.B.2).**

**Mission and Core Themes Alignment.** The college divisions of 1-Student Services, 2-Finance and 3-Administration aligned their programs and services within the Mission Elements and Core Themes and respective objectives as they are formulated in the Year One Report. Together, the division members reviewed and discussed the LBHC Performance Report 2014-15. Programs directors, office managers and service providers designated an alignment or “fit” of their respective services and student learning outcomes. The accreditation and assessment officers facilitated these work sessions.

A series of work sessions facilitated the alignment process. Each division dedicated approximately five hours to the alignment process. First they discussed the student learning dimension of their services. Each of the staff isolated their specific contributions to the student learners’ college career development. This endeavor was characterized by some struggle to conceptualize college services as students learning experiences. Program directors frequently described their programs in terms of deliverables, and initially identified direct student interaction, with learning tasks, intentional knowledge building and the advancement of student skills and ability development toward mastery of the various services. The most recent series of meetings were held in January and February 2015 to bring the alignment process to its current status. The alignment asks for the name of the program or services, the number of participants and requires a means of measuring the participant/student/community members’ learning.

A unified mission element alignment chart represents the work of the Student Services, Finance and Administration Divisions. This section of the unified report is for Mission Elements 1, 2 and 3. This alignment process contributed to an in-depth understanding of the Co-Curriculum of the College. An appreciation of the comprehensive or surround environment of the college for all students was established for the essential student learning administration, finance office and student services provide and the engagement these services build in the students’ commitment to their education and to the college. The united programs and services mission (and core themes) alignment statements are provided for review in 3.A. Exhibit 5.

**Little Big Horn College - Mission Element Alignment – Unified Chart – February 2015**

Little Big Horn College - Mission Element Alignment – Unified Chart – February 2015

Student Services and Administration Divisions of the College

LBHC Mission Elements 1, 2 and 3 – Educational and Training Opportunities

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

College Division	Service/Program Alignment		
Student Services	<p><b>Student Success</b></p> <p><b>Service 1:</b> ED 100 Skills for Success – Section 01</p> <p><b>Measure/Evaluation:</b> track students who successfully complete ED 100</p>	<p><b>Service 2:</b> ED 100 Skills for Success – Section 02</p> <p><b>Measure/Evaluation:</b> track students who successfully complete ED 100</p>	
	<p><b>Administration</b></p> <p><b>USDA Agriculture</b></p> <p><b>Service 1:</b> AS degree in science: agriculture Rangeland Ecology and Management option</p> <p><b>Measure:</b> student enrollment: Fall: 4 Spring: 2 AI: 100% FT: 100% Female: 50% graduates: 0</p>	<p><b>Administration</b></p> <p><b>USDA Agriculture</b></p> <p><b>Service 2:</b> AS degree in science: agriculture Livestock Mgmt. option (pilot)</p> <p><b>Measure</b>” student enrollment: Fall 2014: 7 AI: 100%,FT: 100% Female: 71% Spring 2015: 6 AI: 100% FT: 100% Female: 67% graduates: 0 (1 applicant)</p>	<p><b>Administration</b></p> <p><b>USDA Agriculture</b></p> <p><b>Service 3:</b> instruction: AG 210 “Economics of Ag Business” (pilot)</p> <p><b>Measure:</b> student enrollment: 3 course completion: 1 withdraw: 2</p>
<b>Administration - USDA Agriculture</b>			

Objective 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 1:** Academic advising for First Year students

**Measure:** Compass placement scores

**Service 4:** Student Recruitment

**Measure:**  
New student enrollment each semester

**Service 2:** Financial aid counseling – grants and scholarship applications

**Measure:** Completed FAFSA and AICF scholarships

**Service 5:** Compass Exam  
**Measure:** Placement scores and track number of students who complete exam

**Service 3:** One on One counseling with Freshman

**Measure:** track academic progress each semester

**Service 6:** New Student Orientation

**Measure:** Track number of students who attend

Student Services Student Success Center	<p><b>Service 7:</b> attend college night at local high schools <b>Measure:</b> submit applications to admissions clerk.</p>	<p><b>Service 8:</b> schools to complete admissions into college, attend FAFSA nights, <b>Measure:</b> Number of students who completed FAFSA online.</p>	<p><b>Service 9:</b> Visit K-12 schools for recruitment. <b>Measure:</b> Number of visits, contacts made with students and teachers.</p>
	<p><b>Service 10:</b> Scavenger Hunt – learning campus resources <b>Measure:</b> Scavenger Hunt form with signatures</p>	<p><b>Service 11:</b> Time Management tools <b>Measure:</b> Student submits 24hour schedule</p>	<p><b>Service 12:</b> Budgeting <b>Measure:</b> Students submit personal budget form</p>
	<p><b>Service 1:</b> Academic advising for First Year students <b>Measure:</b> Compass placement scores</p>	<p><b>Service 2:</b> Financial aid counseling – grants and scholarship applications <b>Measure:</b> Completed FAFSA and AICF scholarships</p>	<p><b>Service 3:</b> One on One counseling with Freshman <b>Measure:</b> track academic progress each semester</p>
	<p><b>Service 4:</b> Recruitment <b>Measure:</b> New student enrollment each semester</p>	<p><b>Service 5:</b> Compass Exam <b>Measure:</b> Placement scores and track number of students who complete exam</p>	<p><b>Service 6:</b> New Student Orientation <b>Measure:</b> Track number of students who attend</p>
	<p><b>Service 7:</b> Scavenger Hunt – learning campus resources <b>Measure:</b> Scavenger Hunt form with signatures</p>	<p><b>Service 8:</b> Time Management tools <b>Measure:</b> Student submits 24-hour schedule</p>	<p><b>Service 9:</b> Budgeting <b>Measure:</b> Students submit personal budget form</p>

	<p><b>Service 10:</b> academic advising (range option)  <b>Measure:</b> number of contacts as per records of discussion: 15</p>	<p><b>Service 11:</b> academic advising (livestock option)  <b>Measure:</b> number of contacts as per records of discussion: 48</p>	<p><b>Service 12:</b> Agriculture Scholarships:                  Fall: 1                  Spring: 3  <b>Measure:</b> Scholarship recipients attend and complete academic year.</p>
Finance Office	<p><b>Service 1:</b> Place a Hold on student accounts, due to debt owed to the college  <b>Measure:</b> ten (10) students/semester, with personal finance planning process, delivered</p>		

**LBHC Core Themes Alignment – Excerpt**

**Finance – Chief Finance Officer – Aldean Good Luck, CFO**

Core Theme ➔	<p>Mission Elements 1- Assoc Degrees, 2-diverse learning opportunities, 3 –student success services  <b>Core Theme One – Educational and Training Opportunities</b></p>
Core Theme Objectives	<p>1.3 Individual Student Goals</p>
Program-Measures-	<p><b>Screen for Pell Grant:</b> 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.</p>
Service-Measures	<p><b>Student Debt/Hold:</b> A student with a Hold on their account is placed on hold at \$1,500 debt owed to the college, who then has to go through a series of steps, the checklist and their last step is to see the CFO.</p>

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

Core Themes ➔	<p>Mission Elements 1- Assoc Degrees, 2-diverse learning opportunities, 3 –student success services  <b>Core Theme One – Educational and Training Opportunities</b></p>	<p>Mission Element 4 – meet community needs  <b>Core Theme Two – Community and Outreach</b></p>	<p>Mission Element 5 – preserve Crow culture and language  <b>Core Theme Three – Crow Language and Culture</b></p>		
Core Theme Objectives	<p>1.1 Open Access college</p>	<p>1.3 Individual Student goals</p>	<p>2.1 Community Collaboration</p>	<p>2.2 Partnering with local schools and community</p>	<p><b>3.1 Crow language in college experience</b></p>

Program-Measures-	<b>Program 1:</b> New Student Orientation	<b>Program 2:</b> Academic Advisement	<b>Program 5:</b> Col- lege Fairs – in- cluding LBHC career fair	<b>Program 6:</b> Recruiting – lo- cal school visits	<b>Program 7:</b> Native American Week, ses- sions in the Crow lan- guage.
Service-Measures	<b>Program 3:</b> Financial Literacy activities	<b>Program 4:</b> Budgeting skills, money management	<b>Program 8:</b> Student Resource Fair	<b>Program 9:</b> Maintain con- tact with local programs & col- leges	<b>Program 10:</b> K-12 Crow story at each school
Program Measures			<b>Program 11:</b> Tracking stu- dent partici- pants.	<b>Program 12:</b> Tracking student participants – HS seniors going to college	

**Recommendation #4 Ad Hoc Report of March 2015 - The LBHC Assessment Plan 2013 brings together the campus-wide evaluation and assessment processes.**

**d. The Evaluation Committee recommends the College continue its work developing and integrating assessment outcome analysis for planning and decision-making (Standards 1.A.2, 1.B.2). Assessment Outcomes**

**Little Big Horn College Assessment Plan, 2013 – Executive Summary.**

**Overview.** The LBHC Assessment Plan, adopted in February of 2013, established a framework for assessing how well LBHC achieves its mission and core themes. The Board of Trustees, administration, faculty and staff members utilize the Plan for an annual process of data driven assessment. That process includes data collection, data analysis, results and outcomes review with acceptable thresholds of mission accomplishment and benchmarks for achievement of the core themes. Further, from these steps in the assessment process, faculty and staff identify appropriate adjustments and/or adaptations of educational strategies for services improvement.

**Assessment Cycle and Leadership.** 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 College President, Dr. David Yarlott coordinates the LBHC Assessment Plan and Process Steps with the president’s council. The Assessment Officer, Planning/Accreditation Officer and the Data Coordinator provide critical assistance in the process.

**2) LBHC reports institutional data to national educational databases 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 AKIS). A summary of the data is included in the **LBHC Annual Performance Report (Plan - 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 Schedule of **Internal Analyses is convened by President Yarlott, and coordinated by the Deans;** data analyzed for 5 years' patterns and trends: a-Faculty and Staff Orientation – July or August annually; b- Board of Trustees Retreat – Winter Break, December; c-Student Services Division --- Winter Break Retreat; d-Academic Division –Program Learning Outcomes Assessment Weeks – December & May; and Administrative Division --- Summer Semester July. **External analysis** provides a comparison to peer institutions: tribal colleges in the west, plains and Midwest states, and the Rocky Mountain Region, 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 service in relation to the peer institutions in higher education.

**Attachment 1 – LBHC Assessment Plan (LBHC Strategic Plan, LBHC Learning Outcomes Plan, LBHC Mission and Core Themes, LBHC Performance Report, LBHC Data Sets from IPEDS and AIMS AIKS).**

**Recommendation #5 -Ad Hoc Report of March 2015 – Mission Fulfillment and Core Theme Accomplishment, from Year One Report.**

**e) From Year One Report – Mission Fulfillment and Core Theme Accomplishment – NWCCU Letter July 2011 – Objectives and Measures**

The college faculty and staff utilized the LBHC Performance Report as a resource to update the Mission Fulfillment tables. They compared recent achievement measures to the Acceptable Thresholds, to determine whether the institution was lower than target (<target, on-target, on-target) or above target (>target). This is noted in right hand column.

**Articulation of an Acceptable Threshold or Extent of Mission Fulfillment, Mission 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).

**Rationale.** 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 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. Subsequent years' data and a below/on/above target call of the data.

Programs and Services that Fulfill the College Mission #1, #2 & #3. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included	
Measures and Baselines	Acceptable Threshold for Fulfillment of Mission Key Element #1, 2 & 3
<p>1. Indian Student Count AIMS AKIS Table 1.2 *Baseline: 463 Fall 2010</p> <p>2. Number of Associate and Certificates awarded, Figure 3 – IPEDS *Baseline: 62 Spr 2011</p> <p>3. Graduation rate @ 200% Figure 10-IPEDS *Baseline: 17% 2007 cohort</p> <p>4. Transfer Out Baseline 10% 2007 cohort</p>	<p>1. Indian Student Count • <b>Threshold</b> 400 ISC by Fall 2015 Fall 2013 371 ISC &lt;target. Fall 2014 440 ISC &gt;target</p> <p>2. Number of degrees and certificates awarded *<b>Threshold:</b> 70T Spr 2013 55T Spr 2014 &lt;target</p> <p>3. Graduation rate @ 200% *<b>Threshold:</b> 18% 2008 cohort, 39% 2009 cohort &gt;target 39% 2010 cohort &gt;target</p> <p>4. Transfer-out rate *<b>Threshold:</b> 10% 2008 cohort 10% 2009 cohort on-target 7% 2010 cohort &lt;target Transfer-out rate: graduates 2012-13 &amp; 2013-14 45% T98 <b>National Clearinghouse</b> &gt;target</p>

**Core Theme One – Access to Education and Training Opportunities**  
**Objective 1.1: LBHC is an open access institution.**

Expected Effects - 1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals, enroll in LBHC.	
Indicators of Achievement & Baseline	Benchmarks
<p>1. <b>Baseline:</b> American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11</p> <p><b>Baseline:</b> 1<sup>st</sup> time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11.</p>	<p>Remedial placement is not available</p> <p><b>Benchmark:</b> American Indian 95%, Crow Tribal members 97%, 55% women by AY 2014-15.</p> <ul style="list-style-type: none"> <li>• <b>96% Amer Ind &amp; 64% women Fall 2011</b></li> <li>• <b>96% AI &amp; 63% women Fall 2012</b></li> <li>• <b>96% AI on-target &amp; 67% women Fall 2013</b> &lt;target</li> </ul> <p>2. <b>Benchmark:</b> 1<sup>st</sup> time entering students; 60% 25 years and older, 65% placement in remedial</p> <ul style="list-style-type: none"> <li>• <b>Ages 18-24 75% Fall 2011-12</b> &gt;target</li> <li>• <b>Ages 18-24 69% Fall 2012-13</b> on-target</li> <li>• <b>Ages 18-24 72% Fall 2013-14,</b> &gt;target</li> </ul>
Expected Effects - 1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.	

Indicators of Achievement & Baseline	Benchmarks
<p><b>1.Percent of all undergraduates receiving aid by type of aid</b>  <b>Baseline:</b> Any grant 70%; Pell grants 70% AY 2012-13.</p>	<p><b>1.Percent of all undergraduates receiving aid by type of aid.</b>  <b>Benchmark:</b> Any grant 75% and Pell Grants 75% by AY 2014-15</p> <ul style="list-style-type: none"> <li>• 56% Any grant, all undergraduate students AY 2013-14 .....&lt;target</li> <li>• 56% Pell grant, all undergraduate students AY 2013-14 .....&lt;target</li> <li>• 87% Any student financial aid, full-time, first-time, degree seeking undergraduate students, AY 2013-14 &gt;target</li> <li>• 62% Pell Grant, full-time, first-time, degree seeking undergraduate students, AY 2013-14 ..... &lt;target</li> </ul>

**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 Crow Nation building approach links the Crow Reservation and regional occupational outlook to campus academic and vocational programs.

<b>Expected Effects - 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.</b>	
Indicators of Achievement	Benchmarks
<p>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.</p> <ul style="list-style-type: none"> <li>•Graduation rate and Transfer-out rate, Figure 10 IPEDS and</li> <li>•The National Student Clearinghouse data 2012-13 and 2013-14.</li> </ul> <p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>*AY 2010-11 • 436 ISC;</li> <li>•16 associate degree programs;</li> <li>•18% graduation rate fulltime, first time degree seeking students 200% of normal time</li> <li>•10% transfer-out rate</li> <li>•55% average. Completion rate in Gen Ed Core AY 2012-13</li> <li>•First time Full time Freshman Retention Rate of 35% in AY 2011-12.</li> </ul>	<p><b>1. Indian Student Count</b>  <b>*Benchmark:</b> •450 ISC by AY 2014-15</p> <ul style="list-style-type: none"> <li>*Fall 2013 371 ISC &lt;target</li> <li>*Fall 2014 440 ISC (projected) &lt;target</li> </ul> <p>•16 associate degree programs</p> <p><b>2. Graduation Rates @ 200%</b>  <b>*Benchmark:</b> 18% graduation rate fulltime, first time degree seeking students 200% of normal time</p> <ul style="list-style-type: none"> <li>*18% graduation rate 2008 cohort on target</li> <li>*39% graduation rate 2009 cohort &gt;target</li> <li>*39% graduation rate 2010 cohort &gt;target</li> </ul> <p><b>3. Transfer-out Rate</b>  <b>*Benchmark:</b> transfer-out rate 10% 2008 cohort;</p> <ul style="list-style-type: none"> <li>*10% 2009 cohort on-target</li> <li>*7% 2010 cohort &lt;target</li> <li>•Transfer-out rate: graduates 2012-13 &amp; 2013-14 in a composite, T98 is 45%, National Student Clearinghouse &gt;target</li> </ul>



	<p><b>Benchmark: First time Full Time Freshman Retention Rate 5% increase per year.</b></p> <p>*Retention Rate 65% AY 2012-13; &gt;target</p> <p>*Retention Rate 53% AY 2013-2014 &gt;target</p>
--	--

**Ad Hoc Report on Financial Management Policy – Submitted on October 20, 2015; NWCCU Response January 2016**

**The Benefits of Policy Analysis to Little Big Horn College.** Financial Policies and Procedures revisions were warranted in several areas for the way in which the policies had become outdated, particularly where new systems required adjustments. The policies analysis showed several integral financial functions, including budget, audit, auxiliary services and construction accounts were overlooked in the 2006 financial policy. The Finance Office documented the college processes and procedures in each of the areas, and brought them into the policies to represent the extensive and comprehensive financial resources oversight and management functions that do occur annually. The Finance Office research on non-profit financial policies was instructive and built on quality professional practices.

**Anticipated Agenda for Financial Policies and Procedures Development, 2015-2016.** The Finance Office completed a schedule of policies and procedures development (review, revision and expansion) in this fiscal year. This included the annual budget preparation and review, within the Board of Trustees quarterly agenda (December 2015), the delineation of internal and external controls (February), broader involvement of the college divisions in the budget development (April), and expanded documentation of the Auxiliary Services and Construction Accounts financial management procedures (July).

**The Board of Trustees and Finance Committee Role in Financial Management.** The specific role of the Board of Trustees in the review and approval of the budget, audit and the investment/reserves appears in both the policies and the Board of Trustees Manual. In practice, the schedule of board and finance committee meetings showed irregularity over the two previous fiscal years. While this is in part due to the transition from monthly to quarterly Board meetings, it revealed the need to insure the quarterly Board agendas contained the oversight and management of the financial resources of the college. Furthermore, the Finance Committee role has shown to be infrequent, with in the college budget, audit and endowment/reserve accounts and policy development. For the most part, the Board of Trustees had functioned as a committee of the whole on matters of finance.

**Conclusion.** Little Big Horn College responded to the recommendation and developed college financial policies and the role of the Board of Trustees in that policy development in the period of July 2015 to October 2015. The college realized four benefits:

- Updated and revised Financial Policies and Procedures, approved by the Board Finance Committee with an agenda for continued policy development;
- Clarified role of the Board and the Finance Committee in the integral oversight and management of the institution’s financial resources;
- A mandate to facilitate the annual Board financial oversight and management calendar/agenda within the newly established quarterly Board of Trustees meeting schedule; and,
- Clarified role of the Board Finance Committee in these processes.

**The Commission accepted the College Fall 2015 Ad hoc Report** on Recommendation 3, “The Commission determined that its expectations regarding Recommendation 3 of the Spring 2015 Ad Hoc Report have been met. In accepting this Ad Hoc Report, the Commission removed the *Notice of Concern* Issued at its June 24-25 meeting for Standards 2.A>30 and 2.F.1” (NWCCU February 5, 2016 letter).



LBHC Students at the American Indian Higher Education Conference 2015

## 4) Standard 1 - Mission, Core Themes and Expectations

### 4.a Executive Summary of Eligibility Requirements 2 & 3

#### Eligibility Requirement 2: Authority.

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 governed the college. In 1992, the Crow Tribal Council amended the Charter to elect Trustees in district-based elections. In 2006, Crow Nation Legislature and the Crow Tribal Chairman reaffirmed the College Charter with revisions by the (JAR06-02).

#### Eligibility Requirement 3: Mission and Core Themes.

LBHC Board of Trustees reviewed and re-affirmed the Little Big Horn College Mission Statement in 2010 and in 2016, with the understanding that the Trustees would re-evaluate the Mission Statement periodically. The Trustees are aware of the Core Themes development through their participation in the Accreditation Focus Group and annual Board Retreats in June, on mission fulfillment and achievement of core themes. The Board of Trustees received the Year One Report, with updates, in the Year Three Report, and the LBHC Performance Report.

### 4b. 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.**

Report in April 2012; further review and affirmation of the Mission interpretation and Core Themes occurred in February 26, 2013 in a Special Meeting of the Board and at the Board Retreat in October 2016.

#### 4.b.i. Mission Statement of Little Big Horn College.

##### 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, 2015-17, page 2.**

The current mission statement was approved by the College Board of Trustees in 2003, and reaffirmed in 2010 and 2016. 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. The Mission Statement 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.

#### 4.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 session resulted in specific baselines and thresholds to measure mission fulfillment. Data sets were designated from IPEDS and AIMS AKIS. *The measures were updated in March 2015 by the accreditation coordinating committee. In January and February 2017, to compare Threshold with Achieved; a five roundtables of faculty and staff recorded achieved measures and issued a statement of below target, on-target or above target.*

#### **4.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 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 italics blue font; updates in February 2017 are noted in Italics. Additional measures were added in 2015: First time Fill time Freshman Retention Rate, Advisement and Orientation participation rates, and student research participation. The Co-Curriculum Participation was added in 2017.*

<b>Programs and Services that Fulfill the College Mission Elements #1, #2 and #3.</b>	
<b>1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included</b>	
<b>*Measure of Achievement Baseline</b>	<b>Acceptable Threshold <i>Achieved Measures/Academic Year – below target, on-target, above target</i></b>
<b>1. Indian Student Count AIMS AKIS Table 1.2</b> <ul style="list-style-type: none"> <li><b>.Baseline: Indian Student Count</b> 463 Fall 2010</li> </ul>	<b>1. Indian Student Count</b> <ul style="list-style-type: none"> <li><b>Threshold: Fall 2015 400 ISC</b>                      371 ISC Fall 2013 &lt; target.                      440 ISC Fall 2014 &gt;target                      235 FTE Fall 2015 &lt;target</li> </ul>
<b>2. Number of Associate and Certificates awarded, Figure 3 – IPEDS</b> <ul style="list-style-type: none"> <li><b>Baseline: 62T Spring 2011</b></li> </ul>	<b>2. Number of degrees and certificates awarded</b> <ul style="list-style-type: none"> <li><b>Threshold: 70T Spring 2013</b>                      55T Spring 2014 &lt;target                      55T Spring 2015 &lt;target                      33T Spring 2016 &lt;target</li> </ul>
<b>3. Graduation Rate @200%</b> <ul style="list-style-type: none"> <li><b>Baseline:17% Cohort 2007</b></li> </ul>	<b>3. Graduation rate @ 200%</b> <ul style="list-style-type: none"> <li><b>Threshold: 18% 2008 cohort,</b>                      39% 2009 cohort &gt;target                      39%2010 cohort &gt;target                      28% 2011 cohort &gt;target                      28% 2012 cohort &gt;target</li> </ul>
<b>4. Transfer Out Rate, Figure 10-IPEDS</b> <ul style="list-style-type: none"> <li><b>Baseline: 10% 2007 cohort</b></li> </ul>	<b>4. - Transfer-out rate</b> <ul style="list-style-type: none"> <li><b>Threshold: 10% 2012 Cohort</b>                      10% 2009 Cohort on target                      7% 2010 Cohort &lt;target                      23% 2011 Cohort &gt;target                      13 &amp; 2013-2014 45% &gt;target                      National Clearinghouse</li> </ul>
<b>5.First time Full Time Freshman Retention Rate</b> <ul style="list-style-type: none"> <li><b>Baseline: AY 2010-2011 36%</b></li> </ul>	<b>5.First time Full Time Freshman Retention Rate</b> <ul style="list-style-type: none"> <li><b>Threshold: 5% increase per year from 36% AY 2010-2011</b>                      Retention Rate 65% AY 2012-2013 &gt;target                      Retention Rate 53% AY 2013-2014 &gt;target                      Retention Rate 50% AY 2014-2015 &gt;target                      Retention Rate 41% AY 2015-2016 &lt;target</li> </ul>
<b>6. Co-Curriculum Participation: National Conferences, student government and leadership, club participation, athletic programs</b> <ul style="list-style-type: none"> <li><b>Baseline: 2013-2014 T181</b></li> </ul>	<b>6. Co-Curriculum Participation</b> <ul style="list-style-type: none"> <li><b>Threshold:T 200 by 2016-2017 AY</b>                      Co-Curriculum T145 2014-2015 &lt;target                      Co-Curriculum T490 2015-2016 &gt;target</li> </ul>

<p><b>7. Research opportunities for LBHC students</b> AIMS AKIS Table 6.1. Research Placements</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 44T students 2010-2011</li> </ul>	<p><b>7. Research opportunities for LBHC students</b></p> <ul style="list-style-type: none"> <li><b>Threshold:</b> 50T by 2014-2015 AY                     <ul style="list-style-type: none"> <li>48T 2011-2012 AY &gt;target</li> <li>82T 2013-2012 AY &gt;target</li> <li>18T 2014-2015 AY &lt;target</li> </ul> </li> </ul>
--	--

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.

**4.b.III. Articulation of an Acceptable Threshold or Extent of Mission Fulfillment, 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.**

Mission Key Element #4 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 Key Element #4 and Baseline	Acceptable Thresholds Mission Key Element #4
<p><b>1. Student</b> research focused on the Crow community.</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 44T AY 2010-11</li> </ul>	<p><b>1. Community based research projects</b> participation level (AIMS AKIS) Table 6.1 – Research, Teaching and Active Learning; Activities</p> <ul style="list-style-type: none"> <li><b>Threshold:</b> Student Research 50T AY 2014-15                     <ul style="list-style-type: none"> <li>48T 2011-2012 AY &gt;target</li> <li>82T 2013-2012 AY &gt;target</li> <li>18T 2014-2015 AY &lt;target</li> </ul> </li> </ul>
<p><b>2. Public College sponsored events</b> <b>a. Lectures offered to the Services to the community</b></p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 150T AY 2012-2013</li> </ul>	<p><b>2. Participation of the public in college sponsored events</b></p> <ul style="list-style-type: none"> <li><b>Threshold:</b> 200T by AY 2014-15                     <ul style="list-style-type: none"> <li>84T 2014-2015 AY &lt;target</li> </ul> </li> </ul>
<p><b>3. Outreach/public programs offered</b></p> <ul style="list-style-type: none"> <li><b>Baseline: 399T 2010-2011</b> Financial Literacy Training Health Services, Land Grant</li> </ul>	<p><b>3. Community Education Participation and Program</b></p> <ul style="list-style-type: none"> <li><b>Threshold: 350T by 2014-2015 AY</b> <ul style="list-style-type: none"> <li>564T 2013-2014 AY &gt;target</li> <li>146T 2014-2015 AY &lt;target</li> </ul> </li> </ul>
<p><b>4. Land Grant Programs</b></p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 399T AY 2010-11</li> </ul>	<p><b>4. Land Grant Programs</b></p> <ul style="list-style-type: none"> <li><b>Threshold:</b> 350T by AY 2014-15                     <ul style="list-style-type: none"> <li>3715T AY 2012-13 &gt;target</li> </ul> </li> </ul>

<p><b>5. Graduate placement rates in the community</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> LBHC Development Office Graduate Placement Study Spring 2012</li> <li>• <b>Baseline:</b> T27/55% S 2012</li> </ul>	<p><b>5. Survey of LBHC Graduate Placements; T35 graduates placed by December 2012.</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> T35/64% graduates 2014-2015 AY  <i>Graduate Placement T27/55% S2012 &lt;target</i>  <i>Graduate Placement T28/60% S2013 &lt;target</i>  <i>Graduate Placement T30/54% S2014 &lt;target</i>  <i>Graduate Placement T35/65% S2015 on target</i>  <i>Graduate Placement T22/55% S2016 &lt;target</i></li> </ul>
<p><b>6. Partnerships with community stakeholders</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 10 partnerships with tribal and community programs and departments (Academic Division Data, 2012).</li> </ul>	<p><b>6. Partnerships with the Crow Indian Community</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> 15 partnerships with tribal and community programs and departments by AY 2015  <b>No new data is available, 02/2015.</b></li> </ul>
<p><b>7. Institutional Review Board</b></p> <p><i>Little Big Horn College (LBHC) seven member Institutional Review Board (IRB) was approved by the Office for Human Research Protections (OHRP) as Federal wide Assurance (FWA) 00017400 on June 9, 2011. Although, IRB00008294-LBHC IRB#1 currently listed as inactive, is however, in progress of IRB renewal and again deferring to Montana State University's (MSU) IRB.</i></p>	

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

**4.b.iii. Articulation of an Acceptable Threshold or Extent of Mission Fulfillment, Key Element 5: The College strives to preserve, protect and perpetuate the Crow culture and language (Sentence 3 of the Mission Statement).**

The Key Mission Element #5 is derived from the 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.” This reflects the focus of the college on the Crow Indian people, the *Apsaalooke* language and culture. Little Big Horn College has an enrollment that is 98% American Indian; 95% are Crow Indian tribal members and descendants. 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 with Baseline	Acceptable Thresholds of Mission Key Element #5 – Crow Culture and Language
<p><b>1. Crow Studies and American Indian Studies Program of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 175T, 56% completion AY 2010-11</li> </ul>	<p><b>1. Crow Studies courses enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> 150T, 70% completion rate by AY 2014-15  <i>135T, 63% completion AY 2012-13 &lt;target</i>  <i>106T, 74% completion AY 2012-2014 &lt;target</i>  <i>107T, 54% completion AY 2014-2015 &lt;target</i>  <i>86T, 55% completion AY 2015-2016 &lt;target</i></li> </ul>



<p><b>2.Crow Language series in the Crow Studies Program</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b>108T, 56% completion AY 2010-11</li> </ul>	<p><b>2.Crow Language Courses enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> 125T, 70% completion by AY 2014-15</li> </ul> <p>135T AY 2012-13 &lt;target, 63% completed &gt;target            98T AY 2013-2014 &lt;target, 74% completed &lt;target            74T AY 2014-2015 &lt;target, 63% completed &lt;target            73T AY 2015-2016 &lt;target, 47% completed &lt;target</p> <p>Note: Crow Summer Institute 2015 had T45 and Crow Summer Institute 2016 had T55. These totals were not reported to the AIMS AKS.</p>
<p><b>3.Workshops and training that integrate the Crow culture and language into programs of study curricula</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 605T AY 2010-11</li> </ul>	<p><b>3.Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> 750T AY 2014-15</li> </ul> <p>441T AY 2012-2013 &lt;target            489T AY 2013-2014 &lt;target            422T AY 2014-2015 &lt;target</p>

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.

#### 4.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 Accreditation Focus Group developed the Core Themes 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 in the additional “benchmarks” column that is provided on each core theme and respective objectives.

**4c.i. Core Theme One: 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.

Core Theme One: Educational and Training Opportunities	
Objective 1.1: LBHC is an open access institution.	
<b>Expected Effects 1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals enroll in LBHC.</b>	
Indicators of Achievement	Benchmarks
<p>1. Percent of all students enrolled, by race/ethnicity and percent of students who are women IPEDS Figure 1.</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11</li> </ul> <p>2. First-time entering Students Demographics AIMS AKIS Table</p> <p>1.3.</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 1<sup>st</sup> time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11.</li> </ul>	<p><b>1. Percent of American Indian and Women Enrollment</b></p> <ul style="list-style-type: none"> <li><b>Benchmark:</b> American Indian 95%, Crow Tribal members 97%, 55% women by AY 2014-15.  <b>96% Amer Ind &amp; 64% women Fall 2011 on-target</b>  <b>96% AI &amp; 63% women Fall 2012 on-target</b>  <b>96% AI on-target &amp; 67% women Fall 2013 on-target</b></li> </ul> <p>2. First-time entering students demographics.</p> <ul style="list-style-type: none"> <li><b>Benchmark:</b> 1<sup>st</sup> time entering students; 60% 25 years and older, 65% placement in remedial  <b>Ages 18-24 75% Fall 2011-12 &gt;target</b>  <b>Ages 18-24 69% Fall 2012-13 &gt;target</b>  <b>Ages 18-24 72% Fall 2013-14, &gt;target</b></li> </ul> <p><b>Note: Remedial placement is available for only one year.</b></p>
<b>Expected Effects 1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.</b>	
Indicators of Achievement	Benchmarks
<p><b>2</b> Percent of all undergraduates receiving aid by type of aid AY 2010-11, IPEDS Figure 8.</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> Any grant 70%; Pell grants 70%</li> </ul>	<p><b>Benchmark:</b> Any grant 75% and Pell Grants 75% by AY 2014-15</p> <p><i>56% Any grant, all undergraduate students AY 2013-14</i>  <i>.....&lt; target</i>  <i>56% Pell grant, all undergraduate students AY 2013-14</i>  <i>.....&lt;target</i>  <i>87% Any student financial aid, full-time, first-time, degree seeking undergraduate students, AY 2013-14</i>  <i>.....&gt;target</i>  <i>62% Pell Grant, full-time, first-time, degree seeking undergraduate students, AY 2013-14</i>  <i>.....&lt;target</i></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 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.

<b>Expected Effects - 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.</b>	
<b>Indicators of Achievement &amp; Baseline</b>	<b>Benchmarks</b>
1. Indian Student Count AIMS AKIS Table 1.2 <ul style="list-style-type: none"> <li><b>.Baseline: Indian Student Count</b> 463 Fall 2010</li> </ul>	<b>1. Indian Student Count</b> <ul style="list-style-type: none"> <li><b>Threshold: Fall 2015</b> 400 ISC  <span style="color: blue;">371 ISC Fall 2013 &lt; target.</span>  <span style="color: blue;">440 ISC Fall 2014 &gt;target</span>  <span style="color: blue;">_____ Fall 2015</span></li> </ul>
3. <b>Graduation Rate @200% time</b> Table 4.1 and 4.2 AIMS AKIS. <ul style="list-style-type: none"> <li><b>Baseline:</b>17% Cohort 2007</li> </ul>	<b>2. Graduation rate @ 200% time</b> <ul style="list-style-type: none"> <li><b>Threshold:</b> 18% 2008 cohort,  <span style="color: blue;">39% 2009 cohort &gt;target</span>  <span style="color: blue;">39%2010 cohort &gt;target</span>  <span style="color: blue;">28% 2011 cohort &gt;target</span>  <span style="color: blue;">28% 2012 cohort &gt;target</span></li> </ul>
4. <b>Transfer-out rate</b> , Figure 10 IPEDS <ul style="list-style-type: none"> <li><b>.Baseline:</b> 10% <b>AY 2013-14</b></li> </ul>	<b>4.Transfer-out rate</b> <ul style="list-style-type: none"> <li><b>Threshold:</b> 10% 2012 Cohort  <span style="color: blue;">10% 2009 Cohort on target</span>  <span style="color: blue;">7% 2010 Cohort &lt;target</span>  <span style="color: blue;">23% 2011 Cohort &gt;target</span>  <span style="color: blue;">13 &amp; 2013-2014 45% &gt;target</span>  <span style="color: blue;">National Clearinghouse</span></li> </ul>

<p>5. <b>Completion Rate</b> in General Education Core AIMS AKIS Table 5.2 2010-11 A</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 43% Ave AY 2010-11</li> </ul>	<p>5. General Education Curriculum Completion Rate</p> <ul style="list-style-type: none"> <li>• <b>Threshold: Increase 5%/year</b>  <i>61% Average Rate Of Gen Ed Completion &gt;target</i>  <i>57% Average Rate of Gen Ed Completion &gt;target</i>  <i>45% Average Rate of Gen Ed Completion &lt;target</i></li> </ul>
<p><b>Expected Effects 1.2.2 Students engage with faculty, staff, and the community in undergraduate research activities.</b></p>	
<p><b>Indicators of Achievement &amp; Baseline</b></p>	<p><b>Benchmarks</b></p>
<p>1. Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1.</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 44T AY 2010-11 in research, teaching.</li> </ul>	<p><b>1.Student Research, Teaching and Active Learning</b>  <b>Benchmark:</b> 50T AY 2014-15</p> <p>T43 2013-14 &lt;target  T18 2014-15 &lt;target  T104 2015-16 &gt;target</p>
<p>2. Career Advising and Seminars AIMS AKIS Table 6.1.</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 159T career advising and seminars.</li> </ul>	<p><b>2. Career advising and seminars</b>  <b>Benchmark:</b> 175T career advising and seminars.</p> <p>161T 2013-14 &lt;target  117T 2015-16 &lt;target</p>
<ul style="list-style-type: none"> <li>• <b>3. Co-Curriculum Participation:</b> National Conferences, student government and leadership, club participation, athletic programs</li> <li>• <b>Baseline:</b> Co-Curriculum T181 2013-2014</li> </ul>	<p><b>3. Co-Curriculum Participation, <del>Extra-curricular Activities</del></b></p> <ul style="list-style-type: none"> <li>• <b>Threshold: T 200 by 2016-2017 AY</b>  <i>Co-Curriculum T145 2014-2015 &lt;target</i>  <i>Co-Curriculum T490 2015-2016 &gt;target</i></li> </ul>
<p><b>4. Student Support Services</b> For Their Academic Achievement – <b>Academic Development</b> Activities, AIMS AKIS Table 6.1.</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> Students In Orientation 65T Attended academic workshop 194T</li> </ul>	<p><b>4. Students in Orientation</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark:</b> maintain headcount levels to AY 2014-15.  <i>T143 Orientation 2013-14 AY &gt;target</i>  <i>T93 Orientation 2014-15 AY &gt;target</i>  <i>T124 Orientation 2015-16 AY &gt;target</i></li> </ul>
<p>5. Participated First Year Experience Workshop 194T.2010-11 AY.</p>	<p>5.Participated in the First Year Experience Workshop</p> <ul style="list-style-type: none"> <li>• <b>Benchmark:</b> Maintain headcount levels to AY 2014-15  <i>T84 First Year Experience 2013-14 &lt;target</i>  <i>T55 First Year Experience 2014-15 &lt;target</i>  <i>T94 First Year Experience 2015-16 &lt;target</i></li> </ul>

**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 10<sup>th</sup> 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 on multiple levels: developmental course completion rates, the general education core courses completion, and the overall associate degrees completion.

<b>Expected Effects: 1.3.1 Students make progress toward meeting academic and career goals.</b>	
<b>Indicators of Achievement and Baseline</b>	<b>Benchmarks</b>
<p>1 Fall Enrollment Survey Summary Less Than Four year institutions – undergraduate Retention and</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 1<sup>st</sup> time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11..</li> </ul>	<p>1. 1. First time full-time student retention rate</p> <p><b>Benchmark:</b> – increase by 5% by 2014-15.</p> <p>Retention Rate 65% AY 2012-2013 &gt;target</p> <p>Retention Rate 53% AY 2013-2014 &gt;target</p> <p>Retention Rate 50% AY 2014-2015 &gt;target</p> <p>Retention Rate 41% AY 2015-2016 &lt;target</p>
<p>2. Graduation Rate by Cohort, IPEDS Fall 2010-11.</p> <p><b>Baseline:</b>17% Cohort 2007</p>	<p>2. <b>Graduation rate @ 200% time</b></p> <ul style="list-style-type: none"> <li><b>Threshold:</b> 18% 2008 cohort,</li> <li>39% 2009 cohort &gt;target</li> <li>39%2010 cohort &gt;target</li> <li>28% 2011 cohort &gt;target</li> <li>28% 2012 cohort &gt;target</li> </ul>
<b>Expected Effects: 1.3.2 students succeed in developmental and general education courses and course sequences.</b>	
<p>1. <b>Completion Rate</b> in General Education Core AIMS AKIS Table 5.2 2010-11 A</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 43% Ave AY 2010-11</li> </ul>	<p>1. General Education Curriculum Completion Rate</p> <ul style="list-style-type: none"> <li><b>Threshold: Increase 5%/year</b></li> <li>61% Average Rate Of Gen Ed Completion &gt;target</li> <li>57% Average Rate of Gen Ed Completion &gt;target</li> <li>45% Average Rate of Gen Ed Completion &lt;target</li> </ul>
<p>2. First-time entering students’ demographics</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 1<sup>st</sup> time entering students, Age range 70% under 1824, 73% placement in remedial.</li> </ul>	<p>2. First –time entering students’ demographics.</p> <ul style="list-style-type: none"> <li><b>Benchmark:</b> 1<sup>st</sup> time entering students; 60% 25 years and older, 65% placement in remedial</li> <li>Ages 18-24 75% Fall2011-12 &gt;target</li> <li>Ages 18-24 69% Fall 2012-13 &gt;target</li> <li>Ages 18-24 72% Fall 2013-14, &gt;target</li> </ul>
<b>Expected Effects: 1.3.3 Students of varying age, gender and educational needs have access to student support services at LBHC</b>	
<p>1. <b>Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1</b></p> <p><b>Baseline:</b> 44T students 2010-2011</p>	<p>1. <b>Research opportunities for LBHC students</b></p> <ul style="list-style-type: none"> <li><b>Threshold:</b> 50T by 2014-2015 AY</li> <li>48T 2011-2012 AY &gt;target</li> <li>82T 2013-2012 AY &gt;target</li> <li>18T 2014-2015 AY &lt;target</li> </ul>
<p>2. Career Advising and Seminars AIMS AKIS Table 6.1.</p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 159T career advising and seminars.</li> </ul>	<p>2. <b>Career advising and seminars</b></p> <p><b>Benchmark:</b> 175T career advising and seminars.</p> <p>161T 2013-14 &lt;target</p> <p>117T 2015-16 &lt;target</p>

<p><b>3 Student Support Services – Orientation Participation – Academic Development Activities, AIMS AKIS Table 6.1.</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> Students In Orientation 65T</li> </ul>	<p><b>3. Students in Orientation</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark:</b> maintain headcount levels to AY 2014-15.  <i>T143 Orientation 2013-14 AY &gt;target</i>  <i>T93 Orientation 2014-15 AY &gt;target</i>  <i>T124 Orientation 2015-16 AY &gt;target</i></li> </ul>
---	---

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:** Highly qualified faculty expertise and leadership combine with curricular excellence and applied learning experiences to provide excellent programs of study at Little Big Horn College. Academic achievement emerges from this dynamic learning process, in conventional classrooms, lab, field based and in technology-mediated learning environments. Engaged, qualified, and well-prepared faculty face the complex demands of instruction, for a Crow and American Indian student body of diverse ages and levels of academic preparation.

<p><b>Expected Effects: 1.4.1 The college maintains highly qualified Faculty for the instruction</b></p>	
<p><b>Indicators of Achievement</b></p> <p>1 The Faculty Members are appropriately credentialed in their discipline,  <b>Baseline:</b> faculty in transfer and general education core courses have advanced degrees in discipline, and professional experience,</p>	<p><b>Benchmarks</b></p> <p>1. The Faculty Members are appropriately credentialed in their discipline,                  Benchmark:  <b>Year 2015-2016.</b> LBHC employs a total of 10 Fulltime and 12 Part time faculty employees. R  <i>Race/ethnicity include full-time faculty employed include 80% NA (12)- 20% Non-Natives (3) with part-time faculty consist of 81% NA (29)- 19% Non-Native (7) employed at LBHC. Gender with full-time faculty consists of 20% Men (3)- 80% Women (12) and part-time faculty has 47% Men (17)- 53% Women (19).</i></p>
<p>2. Faculty (full-time/Parttime) demographics reflect the ethnic, racial, and cultural makeup of the Crow Indian Reservation service area. and ethnic/racial and cultural makeup of the service area, for teaching excellence.</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b></li> </ul>	<p>2. Faculty (full-time/Parttime) demographics reflect the ethnic, racial, and cultural makeup of the Crow Indian Reservation.</p> <p><b>Benchmark:</b>                  Data is unavailable on the adjunct faculty development.</p>

<b>Expected Effects - 1.4.2 Faculty maintain discipline expertise and applies best practices and current thinking in their teaching.</b>	
<p><b>Indicators of Achievement</b></p> <p>2. Faculty participates in professional development</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b></li> </ul>	<p><b>Benchmarks</b></p> <p>Title III Program to provide support for faculty and staff development in discipline reflecting the college mission.</p> <p><b>Benchmark:</b></p> <p>2016-17 - Advanced Degrees in progress  <i>Sara Plaggemeyer, in progress Ph.D</i>  <i>Neva Tall Bear, in progress Masters of Science.</i></p> <p><i>2016-17 Workshop/Training's</i>  <i>2014-2015 Luella Brien, CA Instructor- NACADA</i>  <i>2014-2015 Teri Lea McCormick-Business Instructor- Global Leadership</i>  <i>2015-2016 Dr. Timothy McCleary – Department Head- Smithsonian</i>  <i>2016-2017 Dr. Timothy McCleary- Friends of Native Arts Lecture</i></p>
<b>Expected Effects - 1.4.3 Faculty engage in the assessment of student learning and program review.</b>	
<p><b>Indicators of Achievement</b></p> <p>1. Course assessments and review of program learning outcomes occur with Faculty members in the lead role.</p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b></li> </ul>	<p><b>Benchmarks</b></p> <p><b>1. Program learning outcomes.</b></p> <p><b>Benchmark:</b> Program learning outcomes are summarized by the faculty committees annually, and provide for continuous teaching and learning improvement.</p> <p>See program learning outcomes improvements p. 178 of this Report.</p>
<p>2. The LBHC faculty have peer, student and administrative evaluations on a routine basis, reflecting the service area demographics.</p> <p><b>Baseline:</b></p>	<p><b>2. The LBHC faculty have peer, student and administrative evaluations</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark:</b> Student evaluation of courses and faculty are performed each semester for each class; these are on file with the Academic Dean.</li> </ul>

**4.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.**

The Crow Tribe of Indians chartered Little Big Horn College 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 education and service programs that emphasize leadership, youth, economic and agricultural development. Additionally, the college designs and implements community based engagement activities, 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.

Objective 2-1: Collaborating with the Crow Indian Community.	
<b>Expected Effects:</b> 2.1.1 Community outreach programs offered involve community members, tribal, regional and state organizations and businesses in leadership and economic development.	
<b>Indicators of Achievement</b> 1.Outreach/public programs offered Financial Literacy Training Health Services, Land Grant <b>Baseline: 399T 2010-2011</b>	<b>Benchmarks</b> 1.Community Education Participation and Program • <b>Threshold: 350T by 2014-2015 AY</b> <i>564T 2013-2014 AY &gt;target</i> <i>146T 2014-2015 AY &lt;target</i>
2.Land Grant Programs • <b>Baseline: 399T AY 2010-11</b>	2.Land Grant Programs • <b>Threshold: 350T by AY 2014-15</b> <i>3715T AY 2012-13 &gt;target</i>
<b>Expected Effects:</b> 2.1.2 LBHC curriculum enriched by community education and programs, in agriculture, tourism, leadership and economic development.	
<b>Indicators of Achievement</b> 1.Workshops and training that integrate the Crow culture and language into programs of study curricula • <b>Baseline: 605T AY 2010-11</b>	<b>Benchmarks</b> 1.Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2 • <b>Threshold: 750T AY 2014-15</b> <i>441T AY 2012-2013 &lt;target</i> <i>489T AY 2013-2014 &lt;target</i> <i>422T AY 2014-2015 &lt;target</i>

**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.



<b>Objective 2.2: Partnering with local school districts and the Crow Indian community at-large.</b>	
Expected Effects: 2.2.1 LBHC designs and develops educational services for career development	
<b>Indicators of Achievement</b> 1. Career development opportunities, AIMS AKIS Table 6.1 Student Activities – Career Development • Baseline: 300T 2010-11 AY	<b>Benchmarks</b> 1. Career development opportunities • Benchmark; maintained at 2010-11 level for 2014-15, 300T
<b>2. Workshops and training that integrate the Crow culture and language into programs of study curricula</b> • <b>Baseline:</b> 605T AY 2010-11	<b>2. Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2</b> • <b>Threshold:</b> 750T AY 2014-15 <i>441T AY 2012-2013</i> <target <i>489T AY 2013-2014</i> <target <i>422T AY 2014-2015</i> <target

**4.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.**

**Objective 3.1 - 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.

**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.

<p><b>Objective 3.1: LBHC promotes the Crow Language through the college experience.</b></p> <p><b>Objective 3.2: Apsaalooke/Crow Knowledge is the foundation for all programs of study.</b></p>	
<p>Expected Effects: <b>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.</b></p>	
<p><b>1.Crow Studies and American Indian Studies Program of Study</b></p> <ul style="list-style-type: none"> <li><b>Baseline:</b>175T, 56% completion AY 2010-11</li> </ul>	<p><b>1.Crow Studies courses enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses</b></p> <ul style="list-style-type: none"> <li><b>Threshold: 150T, 70% completion rate by AY 2014-15</b></li> <li>135T, 63% completion AY 2012-13 &lt;target</li> <li>106T, 74% completion AY 2012-2014 &lt;target</li> <li><b>107T, 54% completion AY 2014-2015 &lt;target</b></li> <li><b>86T, 55% completion AY 2015-2016 &lt;target</b></li> </ul>
<p><b>2.Crow Language series in the Crow Studies Program</b></p> <ul style="list-style-type: none"> <li><b>Baseline:</b>108T, 56% completion AY 2010-11</li> </ul>	<p><b>2.Crow Language Courses enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses</b></p> <ul style="list-style-type: none"> <li><b>Threshold: 125T, 70% completion by AY 2014-15</b></li> <li>135T AY 2012-13 &lt;target, 63% completed &gt;target</li> <li>98T AY 2013-2014 &lt;target, 74% completed &lt;target</li> <li><b>74T AY 2014-2015 &lt;target, 63% completed &lt;target</b></li> <li><b>73T AY 2015-2016 &lt;target, 47% completed &lt;target</b></li> </ul> <p><i>Note: Crow Summer Institute 2015 had T45 and Crow Summer Institute 2016 had T55. These courses were not reported to the AIMS AKIS, due to their unique Crow language content and purpose.</i></p>
<p><b>3.Workshops and training that integrate the Crow culture and language into programs of study curricula</b></p> <ul style="list-style-type: none"> <li><b>Baseline:</b> 605T AY 2010-11</li> </ul>	<p><b>3.Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2</b></p> <ul style="list-style-type: none"> <li><b>Threshold: 750T AY 2014-15</b></li> <li>441T AY 2012-2013 &lt;target</li> <li><b>489T AY 2013-2014 &lt;target</b></li> <li><b>422T AY 2014-2015 &lt;target</b></li> </ul>

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. The Crow Tribe of Indians chartered LBHC and therefore it represents an act of 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; 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**

**Indicators of Achievement**

**1. Research opportunities for LBHC students**  
AIMS AKIS Table 6.1. Research Placements

- **Baseline:** 44T students 2010-2011

**Benchmarks**

**1. Research opportunities for LBHC students**

- **Threshold:** 50T by 2014-2015 AY
 

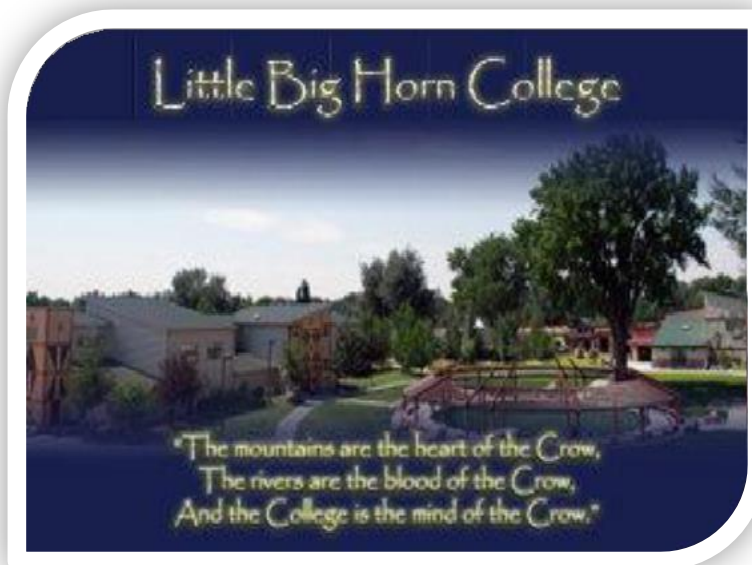
48T 2011-2012 AY	>target
82T 2012-2013 AY	>target
18T 2014-2015 AY	<target
104T 2015-2016 AY	>target



Little Big Horn College, Class of 2016 Graduates, at Graduation.

Little Big Horn College  
Crow Nation  
Crow Agency Montana

# Little Big Horn College Year Three Self-Evaluation



Submitted to:  
Northwest  
Commission on  
Colleges and  
Universities

Submitted March 2013; *Updated February 2017*

By President David Yarlott, D. Ed.

# Little Big Horn College Year Three Self Evaluation Report

## Updated March 2017

### 5) Standard 2 – Resources and Capacity

#### 5.a Executive Summary – Eligibility Requirements 4 through 21

##### 4 OPERATIONAL FOCUS AND INDEPENDENCE

The Crow Tribe of Indians chartered Little Big Horn College through Tribal Council Resolution #80-17 in 1980. The college is empowered to operate as the official institution of post-secondary education of the Crow Tribe of Indians, the *Apsaalooke People*. The college purposes is “establishing, maintaining and operating educational institutions at the post-secondary level on the Crow Indian Reservation.”

Little Big Horn college is an independent public two-year community college located in Crow Agency, Montana, accredited by the Northwest Commission on Colleges and Universities in 1990. Little Big Horn College became a federal Land Grant Institution in 1994.

##### 5 NONDISCRIMINATION

LBHC has a policy of non-discrimination in the delivery of educational services and employment. The college is an equal opportunity employer, and does not discriminate in its hiring or employment or any program participation on the basis of race, sex, sexual orientation, age, creed, color or national origin (Personnel Policy Manual p. 28 & 29). The college adheres to federal acts: Civil Rights Act, Age Discrimination Act, and the Americans with Disabilities Act.

##### 6 INSTITUTIONAL INTEGRITY

Little Big Horn College’s Board of Trustees, administrators, faculty, staff and students are held to high ethical standards, and therefore understand the standards of conduct of professional higher education, its roles, obligations, responsibilities and behaviors. In accordance with the college mission, Little Big Horn College manages and operates the college services and programs, and implements relations with the general public, the Commission, and external organizations with the highest of ethical standards.

##### 7 GOVERNING BOARD

Prior to July 6, 2016, The Board of Trustees consisted of twelve voting members, all elected by popular vote, and 3 non-voting representatives from different Councils of LBHC. The 12 trustees represent 6 community districts of the Crow Reservation. Two members are elected from their respective districts to four-year-terms. Each elected trustee is an enrolled Crow Tribal member. The election procedure is administered by college. At the July 6, 2016 Board of Trustees meeting, the trustees passed a motion to reduce the number of trustees from 12 to 6-8 members. The selection process was also changed from an election, to a nomination and appointment process.

Prior to March 4, 2014, The Board meets on a monthly basis, with special sessions as needed. At the March 4, 2014 Board of Trustees meeting, the trustees passed a motion to change the frequency of meetings from a monthly basis, to a quarterly basis. The change was made to reduce meeting expenses.

##### 8 CHIEF EXECUTIVE OFFICER

The President, Dr. David Yarlott, serves as the Chief Executive Officer for Little Big Horn College. Dr. Yarlott holds a doctorate of education from Montana State University – Bozeman, in adult and higher education. The Board policies delegate specific authority to the President and call for an annual performance evaluation. The President is a full time, 12-month professional, and chief executive officer of the college, who reports directly to the Board of Trustees.

#### **9 ADMINISTRATION**

Little Big Horn College provides the necessary support for all its operational functions and services with well qualified committed administrative staffing and support services. The college has retained administrators all of whom are Crow Tribal members who are qualified with regard to experience and education. Located on the Crow Indian Reservation and dealing with predominately Crow students, the college gives preference to enrolled Crow members and other Native American applicants. Administrative support is given in personnel, supplies, equipment, workspace and other tangible items that may be required. Additional support is provided in training opportunities, professional development, promotional opportunities, encouragement, and sufficient authority to perform duties. Some of the support items are dependent on availability of resources.

#### **10 FACULTY**

Little Big Horn College employs a core of well qualified Master's and Ph.D. level full time faculty whose expertise and number covers the academic needs of the college's education program. Currently, LBHC employs 9 full time faculty and . Each faculty is a member of the Faculty Council that meets monthly during the Academic Year and as needed during the summer months. The Faculty Council is involved with all academic programs, student advising, and holds ex officio status at the Board of Trustees meetings. The Department Head and Faculty Council President are also members of the Academic Council, which provides additional input for institutional policies. Faculty members participate in professional growth via in-service and individual professional development opportunities supported by institutional and grand funds. Release Time or Sabbaticals are options upon approval from the Trustees. The demands from the community for culturally based courses at times necessitate the use of Eminent Scholars that have Crow cultural knowledge.

#### **11 EDUCATIONAL PROGRAM**

Little Big Horn College offers six Associate of Arts degrees with eleven options, two Associate of Science degrees with eleven options, one Associate of Applied Science and seven One Year Certificates. Students are required to have campus residency with respect to twenty semester credit hours earned at Little Big Horn College. Students have access to library resources that include technological systems that allow students to access resources from other colleges. The College required writing across the curriculum in its course offerings and students are required to complete the Crow Language course to meet degree requirements.

#### **12 GENERAL EDUCATION AND RELATED INSTRUCTION**

Little Big Horn College requires candidates for the associate of arts, associate of science and applied science degrees to complete a minimum of sixty (60) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete thirty-one to thirty-three (31-33) general education core requirement credits as well as the Program of Study required thirty credits. The General Education Core Requirements are designed to provide graduates in all programs with a broad educational foundation by preserving and protecting the Crow culture and language while advancing individuals in scholarship and higher education. These 30-33 credits consist of the Crow Language (6), Crow Studies (3), Quantitative Reasoning (4), College Writing I (3), Education Seminar of Public Speaking or College Writing II (3), Skills for Success (1), Natural Science (6-7), Diversity and Social Science (3) and Arts and Humanities (3). Two additional areas are across the curriculum: technology and library fluency. The one-year certificate programs

require a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students must complete the nine credits (9) related instruction courses in communication (3), computation (3) and human relations (3), aligned with the certificate program. Student learning outcomes for these are on page 48 and 49 of the LBHC Catalog.

### **13 LIBRARY AND INFORMATION RESOURCES**

Library resources are available on campus to students and faculty with access to information resources and instruction in information skills critical to their educational programs of study and instructional needs. The Library serves as the Crow Community Library and is open to the public during business hours. The Library website provides online resources (periodicals and archival materials) to patrons around the clock, with remote access. The Archives is an integral part of the College Library and is conveniently located adjacent to the main library. It serves as a major resource for many fields of study and is an essential resource to researchers who seek historical information on the Crow people. The Little Big Horn College Archives strives to preserve the culture and history of the Crow Indians.

### **14 PHYSICAL AND TECHNICAL INFRASTRUCTURE**

Little Big Horn College has the instructional and computer technology systems in place to support the academic needs of the students and faculty and business operations. The Information Systems Technology Department is responsible for all aspects of the college's technology infrastructure and services. The network and computer hardware and software are updated on regular cycles. Portable presentation multimedia carts are available to the instructors and workshops. Wireless network internet is present throughout the campus and serves the students staff and public.

The physical infrastructure of Little Big Horn College has developed around the factors of student and community need as well as development of new technology regarding oil exploration and development of Crow Tribal natural resources. Using the Cherette Planning process for community planning and Integrated Project Delivery for our construction delivery method, LBHC has been able to expand very rapidly in a concise and effective manner. By following the LEED "green building construction process" our building are; environmentally friendly, reduce waste sent to landfills, conserve energy and water, are healthier and safer for occupants, and reduce harmful greenhouse gas emissions. The college has found these processes and methods fit our tradition and culture, and, we will continue to use them in all future campus expansion.

### **15 ACADEMIC FREEDOM**

Little Big Horn College has always maintained an atmosphere of free academic expression and independence for its students and faculty. Faculty and students are free to examine and test all knowledge appropriate to their discipline within the policies stated in the College Policy Manuals.

### **16 ADMISSIONS**

Little Big Horn College has an open door admissions policy to any individual with a High School Diploma or a GED Certificate seeking education. Individuals over 55 years of age qualify for a tuition waiver, but must pay fees and book costs. College employees and Board of Trustees may take one course per semester on a tuition waiver, but are responsible for fees and books. Admissions information is published in the official college catalog.

### **17 PUBLIC INFORMATION**

All public information as required appears in the official Little Big Horn College Catalog and LBHC Student Handbook, located on the website <http://www.lbhc.edu>. The Little Big Horn College catalog provides essential information and data on the mission and core themes, entrance requirements, grading policy, information on academic programs (courses, degree and program completion requirements, expected learning

outcomes, course sequences and projected timelines for degree and certificate completion). Further, the catalog contains academic, finance, administrative and student services rules and regulations on student conduct, tuition, fees and other costs, refund policies, opportunities for financial aid, library and archives services, and the academic calendar. The concluding catalog section gives the names, qualifications and contact information for college administration, faculty, staff and programs. The catalog is available on the college website on 24 hours/7 days per week basis.

**18 FINANCIAL RESOURCES**

Little Big Horn College seeks and utilizes many different sources of funds to ensure adequate support of its programs and services including federal appropriations received through the Tribally Controlled Community Colleges Assistance Act of 1978, tuition revenue, sponsored programs/grants and development resources. Through its main source of funding – the college is mandated TCU fund’s for core educational and operating expenses.

**19 FINANCIAL ACCOUNTABILITY**

Little Big Horn College has an independent certified public accountant audit all financial records each year. The Little Big Horn College Board of Trustees approves the appointment of a new independent auditor every three to five years.

The professionally qualified personnel perform the annual external financial audit in accordance with generally accepted auditing standards in the United States of America. Little Big Horn College’s Finance Office is responsible for the preparation and fair presentation of these financial statements that includes the design, implementation, and maintenance of internal free from material misstatement, whether due to fraud or error. The audit is completed no later than nine months after the end of Little Big Horn College’s fiscal year. Upon completion, the college administration presents the appropriate and comprehensive institutional audit report to the Board of Trustees for review and approval. The audit submission is made on eZ-Audit, [www.ezaudit.ed.gov](http://www.ezaudit.ed.gov), and Federal Audit Clearinghouse, [erd.fac@census.gov](mailto:erd.fac@census.gov), for federal agencies affiliated with Little Big Horn College for submission.

**20 DISCLOSURE** Little Big Horn College communicates all substantive changes to the Northwest Commission on Colleges and Universities. The College also makes available to the Commission and its representatives all documents and communications necessary to carry out its evaluation and accreditation functions.

**21 RELATIONSHIP WITH THE ACCREDITATION COMMISSION**

Little Big Horn College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission Policy.



## 5.b STANDARD 2.A GOVERNANCE

**Standard Two: by documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.**

**2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

Prior to July 6, 2016, The Board of Trustees consisted of twelve voting members, all elected by popular vote, and 3 non-voting representatives from different Councils of LBHC. The 12 trustees represent 6 community districts of the Crow Reservation. Two members are elected from their respective districts to four-year terms. Each elected trustee is an enrolled Crow Tribal member. The election procedure is administered by college. At the July 6, 2016 Board of Trustees meeting, the trustees passed a motion to reduce the number of trustees from 12 to 6-8 members. The selection process was also changed from an election, to a nomination and appointment process.

Prior to March 4, 2014, The Board meets on a monthly basis, with special sessions as needed. At the March 4, 2014 Board of Trustees meeting, the trustees passed a motion to change the frequency of meetings from a monthly basis, to a quarterly basis. The change was made to reduce meeting expenses.

**2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

N/A.

**2.a.3. The institution monitors its compliance with the commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

Little Big Horn College does not participate in collective bargaining agreements. As for legislative actions and external mandates, Little Big Horn College does comply with Commission Standards that pertain to the college.

**2.A.4. Institution has a functioning governing board consisting of at least five voting members, a majority of whom has no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.**

The Little Big Horn College Board of Trustees consists of 6-8 representatives. Trustees are selected through a nomination and appointment process by the Board of Trustees. Trustees serve on staggered 3-year terms. See LBHC Board Manual 2016, page 1.

**2.A.5. The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

In the Board Manual, the Sub-Committee section, page 2 states “Sub-committees are not allowed to take official board action. They are to make recommendations, unless otherwise specified by the Board, by official Board action or in any policy set by the Board.” The Board Member Code of Conduct, Board Manual p. 5, says no individual member has authority to act alone.

**2.A.6. The Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

The board meets on a quarterly basis. The board reviews areas of concern as they arise. The last time the policies, the organization and operation were reviewed was in 2016. The Trustees Manual was adopted in June 2016.

**2.A.7. The Board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

The board is responsible for the recruitment and selection of the chief executive officer, the president. The Board of Trustees delegates the authority and responsibility for all College operations to the CEO/President. The CEO/President is evaluated on an annual basis, with December 15<sup>th</sup> as the target date for completing the evaluation. The most recent President’s Evaluation by the College Board occurred in June 2016. Exhibit \_\_\_\_ is the president’s evaluation 2017.

**2.A.8. The Board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

“The board shall be responsible for the evaluation of the effectiveness of the operations of the college,” in the Board Manual section 4.1 Appraisal and Evaluation, 2016, page 5. The most recent board self-evaluation was performed in June 2016. See 2.A.8 Exhibit 1 for the Board Self-Evaluation for 2016.

2.A.9 the institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

All employees hired at LBHC, must provide proof of qualifications by submitting an official college transcript to ensure qualified personnel are employed at LBHC. Position descriptions are officially filed in the Human Resources Office to ensure position documentation. Department Head, Dean(s), Office Chiefs, and the President are aware of their respective responsibility and accountability.

Employees are provided the position descriptions as well as an orientation to the college and an overview of the LBHC Personnel Procedural Manual: Staff Policy Manual. Specific administrative personnel are assigned planning, organizing and managing aspects of the institution. The assessment of the institutional achievements and effectiveness is a shared responsibility as described in the LBHC Assessment Plan. The college organizational chart is Attachment 8 of this report.

**2.A.10 The institution employs an appropriately qualified chief executive officer with full- time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

The board hired David Yarlott, Jr., Ed D., in July of 2002. Dr. Yarlott has a Doctorate degree in Higher Education from Montana State University. His full-time responsibility is to Little Big Horn College. He sits on the Board of Trustees as an ex-officio member, and does not vote in any decisions. Dr. Yarlott is a graduate of Little Big Horn College, and holds an undergraduate degree from Montana State University-Bozeman. Initially He was the men’s basketball coach parttime. Following his undergraduate and master’s degrees, David joined the LBHC Faculty and instructed business administration coursework. He advanced to Department Head, and then Dean of Academics. Dr. Yarlott currently serves as the president of the American Indian Higher Education Consortium, the American Indian College Fund and the Montana Tribal Colleges Association. He has extensive and eminent training and experience in the forest fire industry and brings the college expertise in disaster management. Dr. Yarlott is an enrolled member of the Crow Tribe and speaks the Crow language fluently. 2.A.10 Exhibit \_\_1\_\_ is President Yarlott’s Resume.

**2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.**

The college employs a sufficient number of qualified administrators, all of whom are Crow tribal members. This table provides an overview of names, positions, highest academic degree, date of conferral, their chosen major field and the institution from which they graduated. Further, three of the six administrators are LBHC graduates and are fluent in the Crow language (Yarlott, Good Luck and Old Bear). The six administrators comprise the President’s Council, the internal administrative governing council.

TABLE 2.B.1.-3 ADMINISTRATORS AT LBHC

	Administrators	Position	Degree	Conferred	Major	Institution
M	Yarlott, David Jr.	President	Doctor of Education	6/8/1999	Higher Education	Montana State University
M	Small, David	Dean of Administration	Bachelor of Arts	6/11/1982	Marketing, Advertising	Montana State University
F	Good Luck, Aldean	Chief Finance Officer	Master of Bus Adm	4/22/2010	Business Administration	University of Mary
F	Lefthand, Frederica	Dean of Academics	Bachelor of Arts Master of Arts	5/10/1996	Media & Theatre Arts Public Relations	Montana State University
F	Old Bear, Te-Atta	Dean of Student Af-	Master of Bus Adm	4/22/2010	Business Administration	University Of Mary
M	Cooper, Frank	Chief Information Of-	Master of Bus Adm	9/14/2007	Business Administration	Gonzaga University

**2.A.12 Academic policies --- including those related to teaching, service, scholarship, research and artistic creation – are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

Academic policies related to teaching, service, scholarship, research and artistic creation are published

in the LBHC Catalog (statement of academic freedom) and the LBHC Faculty Manual. The LBHC Personnel Policies and Procedural Manual was most recently revised in February 2017. The LBHC Faculty Manual was revised during AY 2016-17. The LBHC Student Handbook/Calendar is updated annually in the summer. Proposed changes are made to a policy, and sent by email to the faculty and staff. The President's Council reviews and approves these policies; and then the policies are distributed to the college community. Major policies are approved at the Board level, including the Board Manual, the Faculty Manual, the Staff Policy and Procedural Manual, and the Title IX Policy.

The LBHC Catalog also contains many of these policies. The college catalog is revised and updated every two years in June/July. First time, full and part-time students utilize the catalog at orientation and registration each semester, and in ED 100 Skills for Success. All programs of study are described, including the General Education Requirements. The faculty members contribute to the catalog revision, and once published, review the new catalog at summer and/or fall orientations. The LBHC Catalogs, current and past, are posted on the college website.

**2.A.13 Policies regarding access to and use of library and information resources --- regardless of format, location, and delivery method---are documented, published, and enforced.**

Most of the Library policies are on the Library web site <http://lib.LBHC.edu> under the LBHC Library tab. These include:

- the Collection Policy
- the Gift Policy (part of the Collection policy)
- the Library Bill of Rights Policy (part of the Collection policy)
- the Intellectual Freedom Policy (part of the Collection policy)
- policies on the use of library rooms
- the policy on the loan of laptops
- Archives policies and procedures
- Library and Archives Committee

The circulation policy is given to each library patron when they register and get their library card. These policies are utilized in the library and archives on a daily basis.

**2.A.14. The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.**

The Transfer of College Level Credits starts on page 13 in the Little Big Horn College Catalog. [http://www.LBHC.edu/academics/catalog/LBHC\\_Catalog\\_2015-17.pdf](http://www.LBHC.edu/academics/catalog/LBHC_Catalog_2015-17.pdf). Little Big Horn College updates its catalog every 2 years. See Attachment 5 – Little Big Horn College Catalog 2015-17.

Little Big Horn College has a policy for the transfer of credit, page 13 of the Catalog. This policy is designed to permit students to transfer-in the maximum course credits earned at other accredited institutions. Little Big Horn College will accept for transfer all college-level credit earned in an undergraduate program at institutions of higher education, which are regionally accredited or were regionally accredited when the student attended the institution. Little Big Horn College will accept for transfer all college-level credits earned in undergraduate programs at all tribal colleges that are accredited.

Little Big Horn College is a participant in the statewide program called the “Transfer Initiative” developed by the Fifty-ninth Montana Legislature and commissioned by the Board of Regents and Montana University Systems. This initiative focuses on the transferability of college credits throughout the state with an emphasis of standardizing course numbering. Faculty Learning Outcomes Councils conducted periodic meetings to meet these objectives and focused on comparable learning objectives in the courses. The outcome and process is a state-based inter-institutional credit transfer agreement for the primary purpose of accepting courses when students transfer to or from other Montana higher education institutions.

The department in which a transfer applicant plans to declare a program of study will evaluate transcripts upon the request of the applicant. The students will be informed as to the transfer courses to be accepted toward the program of study and which courses must yet be completed for the associate degree or certificate program. The Dean of Students officially transfers all accepted credits to the student’s official academic record when the student has completed 10 semester credits at Little Big Horn College.

Students transferring from Little Big Horn College to other Montana institutions under the “Transfer Initiative” are advised to meet with an advisor at the respective institutions to review transcripts, and develop a plan of study. Other considerations in transferring include the application process, formal acceptance, and financial aid applications or other requirements for attending. The “Transfer Initiative” allows many college credits to be accepted throughout the state that were discussed during the Faculty Learning Outcome Councils. The MUSTI numbering indicates the transfer initiative review and acceptance of LBHC courses within the system.

**2.A.15 Policies and procedures regarding students’ rights and responsibilities – including academic honesty, appeals, grievances, and accommodations for persons with disabilities – are clearly stated, readily available, and administered in a fair and consistent manner.**

Student rights and responsibilities begin on page 22 of the LBHC Student Handbook/Calendar. This section of the handbook is reviewed yearly before the next annual printing of the document. It is provided to every student both at orientation or registration and additional copies are available in the office of the Dean of Students, the Registrar’s office and the Admissions office.

The LBHC Catalog addresses students’ rights and responsibilities beginning on page 12 with admission to the college and placement testing. It continues on covering many subjects such as transfer (page 13), registration (page 14), academic regulations (page 16), academic progress (page 32), academic dishonesty (page 18), graduation requirements (page 23), financial aid and scholarships (page 30), conduct (page 30), complaint resolution (page 33), student services (page 35), information technology (page 39), and advising (page 44). Individual class syllabi also contain duplicate statements reflecting items of academic dishonesty and other student responsibilities.

The LBHC Catalog, page 24, publishes a list of student support services and tutor and student guidelines. Students that need special accommodations may utilize available services. The commitment to Title IX is on page 21 of the Student Handbook.

**2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities at assure a reasonable probability of student success at a level commensurate with the institutions expectations. Its policy regarding continuation in and termination from its educational programs**

– including its appeal process and readmission policy – are clearly defined, widely published, and administered in a fair and timely manner.

**The policy for admission to LBHC** is clearly stated on page 12 in the LBHC catalog, See Attachment 5 – LBHC Catalog 2015- 2017. The policy is reviewed every two years and changes are published in the next catalog. Our admissions policy is consistent with most two-year community college policies.

Placement tests are given to all first-time entering students (page 14 of the catalog) to help determine the correct placement in math, reading, and writing classes. LBHC uses the Accuplacer Test for placement in these disciplines. Cut scores for entry into math, reading and writing courses are consistent with scores used in the Montana University System to assure that LBHC classes are equivalent to the university counterparts for ease in transferability to other institutions. Individual instructors give students the opportunity to change the placement based on additional in-class tests and/or writing samples if requested by the student. Emphasis is to get the student placed in the right class for success.

Academic regulations are published on page 15, 17 and 18 of the catalog. They outline the regulations for academics: declaring a major, credit overloads attendance, withdrawals, core requirements, honors, minimal progress, probation, suspension, academic dishonesty, and records. Academic progress begins on page 32.

**2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the role and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

**Student Organizations.** Student Organizations play an important role in the co-curricular programs of Little Big Horn College. All students are encouraged to participate and become members and leaders of the Student Organizations and our community. Student learning outcomes are established for the student organizations and these are published in the LBHC Catalog, including leadership, budgeting, cooperation, skills development and public speaking.

Student Affairs oversees a wide variety of co-curricular programs. Currently we have the American Indian Science and Engineering Society, the American Indian Higher Education Consortium, the Range Club, the Indian Club (*Biiluuka Alaaxuuche*), and the LBHC Student Government. There are faculty or staff advisors for all student organizations. LBHC sponsors intercollegiate Men’s and Women’s Basketball. The student organizations play a critical role as co-curricular activities to the programs of student. See page 27/28 of the LBHC Catalog.

Students represent LBHC in diverse activities including athletics, competitions, and national and regional conferences or other events as authorized by the college. To be eligible to represent LBHC, the student must be full time and have at least “C” or better in all courses enrolled in at the time the request to participate is made. **2015-2017 Little Big Horn College Catalog pg 35 and** in the Student Handbook Part VIII. Student Organizations page 12.

Students representing LBHC must adhere to all LBHC policies, including the Alcohol and Drug Policy. LBHC has a Zero Tolerance Agreement Form students will sign which clearly states the regulations and the penalties for violations. Students who violate any LBHC policies while representing the College will return home immediately at their own expense. See the Little Big Horn College Catalog 2015-17, page 43. The Violent and Sexual Offenders policy provides for tracking of convicted sex offenders enrolled at or employed by the college. The college commitment to Title IX is stated in the LBHC Catalog on page

42.

**Health and Wellness Center.** The Health and Wellness Center (HWC) offers co-curricular programs that provide for physical fitness and health, social engagement, student leadership and involvement, through its open enrollment and services. The departments are professionally credentialed and experienced directors oversee co-curricular programs consistent with best practices.

The Health and Wellness program is in part funded by memberships to the facility by the public and through student fees. All enrolled students are provide no cost admission through their student fees.

Policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regards to organized student clubs and their activities. These Policies and procedures are in the LBHC Catalog section of student organizations, page 27/28.

**2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

The LBHC Policies and Procedural Manual/Staff Policy Manual. In accordance with hiring procedures, when an employee is hired at LBHC, the HR director conducts an orientation explaining the policies and procedures of LBHC. New employees sign a form to indicate they received a Policies and Procedural Manual. In signing, the employee understands their job duties and employee rights and responsibilities for the information contained in the Little Big Horn College – Policies and Procedural Manual. To ensure all employees are treated fairly and consistent, a (90-day evaluation – see attached employee performance appraisal) evaluation is conducted with their supervisor(s) and a pay increase is given upon a satisfactory evaluation. A yearly performance appraisal is completed for all employees and placed in their personnel file. This ensures fair and equitable treatment of all employees and students working for LBHC.

**2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

All employees must attend an orientation explaining conditions of employment, their work assignments, rights and responsibilities and criteria of the procedures including an evaluation reviewed with an employee during the 90-Day probation period, then, on a yearly basis to ensure fairness with employee and supervisor(s). Retention is increased by ensuring fairness, abiding by policies and procedures as well as work conditions of employment by processing employee promotions and pay increases. The disciplinary and termination process is discussed during orientation with awareness of the appeal and grievance procedure.

Employees sign off on this Policy and Procedures form the first day of employment to ensure they are aware of expectations and responsibilities. Evaluations are conducted on employees to ensure work assignments are completed on a yearly basis, each employee has obligations and responsibilities according to their job description maintained in the Human Resources Office (see policy procedure). Fairness is exhibited according to procedures for conducting employee evaluation (processed during the probation period of 90-days and again, on a yearly basis). Employee retention is maintained by adhering to the needs of the employees, promoting pay increases through evaluations (after 90-day evaluation/every other year or with a completion of a higher degree) and termination procedures (see policy procedure) process before an employee can be terminated, giving an employee an opportunity to appeal.

Please see 2.A.18-19 Exhibit 1. Employee Performance Appraisal Forms, 2.A.18-19-20 Exhibit 2. Employee Orientation form for Policies & Procedures.

**2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.**

Each employee must have signed the Employee Orientation Form signifying they comply with LBHC Policy and Procedures, which is placed in their personnel file. All personnel files are kept in a locked and fire-proof cabinet in the HR office. The HR office must comply with LBHC policy manual regarding any organization or individuals requesting information on any employee or matters pertaining to any employee. An employees records are kept confidential. Also, all student employees must sign a confidentiality form to ensure that the employee maintains their agreement by adhering to LBHC policy manual (copies are kept in each department). Any outside organization placing an employee at LBHC, must sign a confidentiality form.

See Exhibit 2.A.20. Employee Orientation Form and 2.A.20 Exhibit 3. Student Confidential Information Form.

**2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrated that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

The college published materials accurately reflect the academic program offerings, page 48 - 101. Through the LBHC Catalog presents programs of study, plans of study and degree requirements. The catalog lists the courses are required, when they are offered, and prerequisites (if any). The college's webpage also contains the same information. The school calendar is published in the Catalog and the Webpage. The college, under the leadership of the faculty, updates the catalog every two years. Staff and administration supply policy changes and updates to strive for the accuracy in offerings and schedules as possible.

Brochures published to promote our programs and attract students to enroll in the college are designed to reflect the college programs and services as published in the catalog. Often these brochures are used for recruiting and marketing of the college. Every effort is made to assure the information in the brochures is accurate and current.

**2.A.22. The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

Grievances or complaints are submitted to the Human Resources Office by employees (Supervisor, Dean and President is advised), students (notice is given to Dean of Student Affairs), and any faculty (notice of incident is given to the Dean of Academics and Department Heads). Grievances and complaints are addressed in a fair and timely manner, with notice given to the respective Supervisor, Dean and President of the LBHC. All issues are scheduled to be heard in a meeting with superiors, therefore, resolving all issues



involved and to ensure fair outcome.

**2.A.23. The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.**

The LBHC Board Manual, page 21, Chapter 4 , Section 2 “Conflict of Interest” states the administrators, faculty and staff shall not take employment, consulting that are in conflict with their college duties.

The Faculty Manual, states the faculty members are required to report all outside employment to their respective Department Head and/or Dean to prevent any conflicts of interest.

The LBHC Staff Policy Manual 2017, page 66, that any conflicts of interest will be remedied; prohibits employees from filing for the Board of Trustees within three years of LBHC employment.

**2.A.24. The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

Little Big Horn College faculty and students’ participation in research activities supported by National Institutes of Health and National Science Foundation research projects. Through consortium agreements with Montana State University, the LBHC students submit their proposals to the IRB at Montana State University for review and approval. *Update. Little Big Horn College (LBHC) seven member Institutional Review Board (IRB) was approved by the Office for Human Research Protections (OHRP) as Federal wide Assurance (FWA) 00017400 on June 9, 2011. Although, IRB00008294-LBHC IRB#1 currently listed as inactive, is however, in progress of IRB renewal and again deferring to Montana State University’s (MSU) IRB.*

See 2.A.24 Exhibit 1 for the LBHC IRB Draft Plan of Operations.

**2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “accreditation” and “candidacy” (and related terms) only when such status is conferred by an accreditation agency recognized by the u. S. Department of education.**

The Northwest Commission on Colleges and Universities accredits LBHC. This information is provided in the LBHC Catalog, page 2 and 9, along with a brief college history, candidacy for accreditation in 1984, and the 1989 achievement of initial accreditation. This accreditation and college history information is in the Staff Policy Manual on page 7. The term “accredited” is defined and acknowledged on the college official letterhead.

**2.A.26 The institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services with clearly defined roles and responsibilities is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institutions, adheres to institutional policies and procedures, and complies with the commission’s standards of accreditation.**

Commercial activities at Little Big Horn College are governed by Crow Tribe, state and federal law. When LBHC enters into contractual agreements with external entities for products or services performed on the institution's behalf, the scope of work for those products or services is stipulated in a written and approved contract that is consistent with state and federal law maintains the integrity of LBHC. Any agreements into which LBHC enters is consistent with the mission and goals of LBHC and complies with the NWCCU standards.

**2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.**

The LBHC Catalog has a statement on academic ethics, freedom, and responsibility, pages 16. The LBHC policies and procedure manual publish an overall ethical statement: academic ethics, academic freedom, academic responsibility and the copyright law, page 12. Personnel records are also addressed on pages 18 and in the Board Manual page 31, and the employee code of conduct is on pages 20-21. Student rights are addressed in the Student Handbook page 22, which is published and provided to students each year. Student records and the Right of Privacy are published on page 13 of the Student Handbook and page 22 of the LBHC Catalog 2015-17.

The Title IX Policy, Violence Against Women is provided on page 42 in the LBHC Catalog, in the LBHC Policies and Procedural Manual on page 21 and in the Board Manual on page 12.

**2.A.28 Within the context of its mission, core themes and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, and administrators and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspective of truth. Moreover, they allow others the freedom to do the same.**

In the context of the Mission LBHC promotes independent thought and knowledge through developing degree programs that reflect the Crow Indian Reservation in both economic opportunities and social needs. The college is dedicated to the advancement of higher education and inspiring Crow and American Indian Scholarship. The LBHC Policies and Procedure Manual page 12 and the Faculty Manual clearly establish an Academic Ethics standard, page 9. This includes "the free pursuit of learning for the students", "respect confidentiality and privacy in all matters", "avoid exploitation of students, Crow community, and Crow culture", "Behave professionally and courteously toward other staff, faculty, Board members, and affiliated agency members" and "uphold high standards of conduct".

**2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

Section 2.5 addresses Academic Freedom on page 12 of the Policies and Procedures Manual and page 10 of the Faculty Handbook. The first bullet indicates academic freedom for the instructor with regard to re-

search and publication of the results based on understanding with the institution. The second bullet deliberates the freedom to discuss classroom subjects but warns of introducing controversial matter that is not related to the academic topic. The third section addresses disclosure of individual opinions as such, and not institutional views. This also addresses freedom of speech when an individual speaks or writes as a citizen.

**2.A.30. The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.**

- d) **Ad Hoc Report on Financial Management Policy** – Submitted on October 20, 2015; NWCCU Response January 2016, (Standard 2.A.30, Standard 2.F.1). *Update for Year Seven Report.*

The Benefits of Policy Analysis to Little Big Horn College. Financial Policies and Procedures revisions were warranted in several areas for the way in which the policies had become outdated, particularly where new systems required adjustments. The policies analysis showed several integral financial functions, including budget, audit and auxiliary and construction accounts were overlooked in the 2006 financial policy. The Finance Office documented the college processes and procedures in each of the areas, and brought them into the policies to represent the extensive and comprehensive financial resources oversight and management functions that do occur annually. The Finance Office research on non-profit financial policies was instructive and built on quality professional practices.

Anticipated Agenda for Financial Policies and Procedures Development, 2015-2016. The Finance Office completed a schedule of policies and procedures development (review, revision and expansion) in this fiscal year. This included the annual budget preparation and review, within the Board of Trustees quarterly agenda (December 2015), the delineation of internal and external controls (February), broader involvement of the college divisions in the budget development (April), and expanded documentation of the Auxiliary Services and Construction Accounts financial management procedures (July).

The Board of Trustees and Finance Committee Role in Financial Management. The specific role of the Board of Trustees in the review and approval of the budget, audit and the investment/reserves appears in both the policies and the Board of Trustees Manual. In practice, the schedule of board and finance committee meetings showed irregularity over the two previous fiscal years. While this is in part due to the transition from monthly to quarterly Board meetings, it revealed the need to insure the quarterly Board agendas contained the oversight and management of the financial resources of the college. Furthermore, the Finance Committee role has shown to be infrequent, with in the college budget, audit and endowment/reserve accounts and policy development. For the most part, the Board of Trustees had functioned as a committee of the whole on matters of finance.

Conclusion. Little Big Horn College responded to the recommendation and developed college financial policies and the role of the Board of Trustees in that policy development in the period of July 2015 to October 2015. The college realized four benefits:

- Updated and revised Financial Policies and Procedures, approved by the Board Finance Committee with an agenda for continued policy development;

- Clarified role of the Board and the Finance Committee in the integral oversight and management of the institution’s financial resources;
- A mandate to facilitate the annual Board financial oversight and management calendar/agenda within the newly established quarterly Board of Trustees meeting schedule; and,
- Clarified role of the Board Finance Committee in these processes.

The Commission accepted the College Fall 2015 Ad hoc Report on Recommendation 3, “The Commission determined that its expectations regarding Recommendation 3 of the Spring 2015 Ad Hoc Report have been met. In accepting this Ad Hoc Report, the Commission removed the Notice of Concern Issued at its June 24-25 meeting for Standards 2.A>30 and 2.F.1” (NWCCU February 5, 2016 letter).

Little Big Horn College leadership and the Board of Trustees are involved in the financial planning function and regularly review the results of operations through informal and formal financial reports.

## 2.B. STANDARD 2.B HUMAN RESOURCES

**2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.**

**See Attachment 8, for the Little Big Horn College Organizational Chart, 2016-17.**

**Year 2011-12.** LBHC employs a total of 19 Full-time and 21 Part-time faculty employees. The following graphs of Race/Ethnicity include full-time faculty employed include 74% NA (14) – 26% Non-Native (5) with part-time faculty consist of 71% NA (15) – 29% Non-Native (6) employed at LBHC. Gender with full-time faculty consists of 58% Men (11) – 42% Women (8) and part-time faculty has 43% Men (9) – 57% Women (12).

**Year 2013-2014.** LBHC employs a total of 15 Fulltime and 18 Part time faculty employees. The following graphs of race/ethnicity include full-time faculty employed include 73% NA (11)- 27% Non-Natives (4) with part-time faculty consist of 83% NA (15)- 17% Non-Native (3) employed at LBHC. Gender with full-time faculty consists of 47% Men (7)- 53% Women (8) and part-time faculty has 83% Men (15)- 17% Women (3).

**Year 2014-2015.** LBHC employs a total of 14 Fulltime and 26 Part time faculty employees. The following graphs of race/ethnicity include full-time faculty employed include 71% NA (10)- 29% Non-Natives (4) with part-time faculty consist of 88% NA (23)- 12% Non-Native (3) employed at LBHC. Gender with full-time faculty consists of 50% Men (7)- 50% Women (7) and part-time faculty has 46% Men (12)- 54% Women (14).

**Year 2015-2016.** LBHC employs a total of 10 Fulltime and 12 Part time faculty employees. The following graphs of race/ethnicity include full-time faculty employed include 80% NA (12)- 20% Non-Natives (3) with part-time faculty consist of 81% NA (29)- 19% Non-Native (7) employed at LBHC. Gender with full-time faculty consists of 20% Men (3)- 80% Women (12) and part-time faculty has 47% Men (17)- 53% Women (19).

**Table 2.B.1.-1 Faculty LBHC 2014-2017 (Bold indicates current faculty)**

M/F	Faculty	Postion	Degree	Conferred Date	Major	Institution
F	Brien, Gretchen	Communication Arts	Bachelors of Science	2002	Education	MSU-Billings
F	Brien, Luella	Communication Arts	Bachelors of Arts	2006	Journalism	University of Montana
F	Cummins, Amber	Science Instructor	Bachelors of Science	2012	Nursing	Montana State University
F	Eastman, Dorcella	Math Instructor	Bachelors in Science <i>Master of Science In Progress</i>	1993	Sociology + 9 Math	Rocky Mountain College
M	McCleary, Tim	Faculty - Department Head History, Crow Studies	Doctor of Philosophy	2008	Anthropology	University of Illinois
F	McCormick, Teri Lea	Faculty - Business	Bachelors of Science	2015	Business	Rocky Mountain College
F	Morrison, Gerlinda	Science Instructor	Doctor of Physical Therapy	2004	Physical Therapy	University of Montana
M	Morsette, Jonah	Math Instructor	Bachelors of Science	2010	Hydraulics	Montana State University
F	Peregoy, Sharon	Education Instructor	Master of Science	1993	Curriculum Instruction – Education	Seattle City College
M	Plaggemeyer, Jack	Science Instructor	Doctor of Philosophy	2006	Biological Science	Montana State University
F	Plaggemeyer, Sara	Faculty - Environmental Science	Master of Education	2007	Curriculum and Instruction	Montana State University
M	Real Bird, Lanny	Business Instructor	Doctor of Education	1994	Adult Higher Education	MSU
F	Real Bird, Raphaele	Faculty - Crow Studies Emeritus	Bachelors of Science +	1978	Elementary Education	MSU - Billings
M	Stops, William	Math Instructor	Master of Science	2004	Engineering Mathematics	MSU
F	Tall Bear, Neva	Science Instructor	1- Bachelors of Science 2-Public Health Certificate Program	2002	Nursing	1-Montana State University 2-Johns Hopkins Center for American Indian Health
M	Tiner, Eric	Faculty - Human Services, Addiction Counseling	Master of Science	2006	Human Services	Abilene Christian University

<b>Table 2.B.1.-2 Adjunct Faculty at LBHC 2014-2017 (Bold indicates current Adjunct)</b>						
<b>M/F</b>	<b>Adjunct Faculty</b>	<b>Postion</b>	<b>Degree</b>	<b>Conferred Date</b>	<b>Major</b>	<b>Institution</b>
M	Bull Chief, Emerson	Crow Studies Instructor	Doctor of Philosophy	2016	American Studies	Montana State University
<b>M</b>	<b>Davis, Thomas</b>	<b>Welding Instructor</b>	<b>Master of Science</b>	<b>1976</b>	<b>Education</b>	<b>University of Missouri</b>
F	Falls Down, Valerie	Multi-Cultural Development Psychology Instructor	Bachelors of Science	2002	Elementary Education	Montana State University
F	Good Luck, Christine	Addiction Counseling Instructor	Master of Science	2002	Counseling	Montana State University
F	Harjo, Roberta	Crow Studies Instructor	Master of Science	2012	Native American Studies	Montana State University
<b>M</b>	<b>Harris, Jay</b>	<b>American Indian and Business Law Instructor</b>	<b>Juris Doctorate</b>	<b>2009</b>	<b>Law</b>	<b>University of Colorado</b>
M	He Does It, Raphael	Science Instructor	Bachelors of Science	2009	Biology	University of North Dakota
F	He Does It, Vera	Agriculture Instructor	Bachelors of Science	1989	Animal Science	MSU -Bozeman
F	Iron, Mary	Early Childhood Instructor	Bachelors of Science	2008	Early Childhood Development	Montana State University
<b>M</b>	<b>Knows His Gun, Allen</b>	<b>Crow Studies Instructor</b>	<b>Master of Arts</b>	<b>2005</b>	<b>Native American Studies</b>	<b>Kansas University</b>
F	Lawton, Terri	Elementary Ed. Instructor	Master of Science	2006	Education	Walden University
F	Left Hand, Alanya	Computerized Accounting Instructor	Associates of Science Bachelors of Science <i>In progress</i>	2012	Accounting	LBHC MSU -Billings
M	Lefthand, Wendell	Information Systems and Developmental Math Instructor	Bachelors of Science. <i>In progress</i>		University Studies	Montana State University
<b>M</b>	<b>Morgan, Mike</b>	<b>Fabrication Instructor</b>	<b>Bachelors of Science</b>	<b>2009</b>	<b>Agri. Marketing</b>	<b>Missouri State University</b>
F	Old Coyote, Tamara	Science Instructor	Bachelors of Science	2010	Environmental Studies	Montana State University
<b>M</b>	<b>Pretty Weasel, Monty</b>	<b>CDL Instructor</b>	<b>Special Credentials</b>	<b>2009</b>	<b>Truck Driving Experience</b>	<b>Salish Kootenai College</b>

F	Singer, Riley	Agriculture Instructor	Bachelor of Science	2016	Business Administration Management	Rocky Mountain College
F	Stewart, Doris	Crow Studies, Education Instructor	Bachelors of Education	1975	Education	Eastern Montana College
M	Stewart, Jared	Martial Arts Instructor	Special Credentials	2016	Jiu Jitsu	LBHC
M	Swank, Timothy	CDL Instructor	Special Credentials	2009	Truck Driving Experience	Salish Kootenai College
M	Stops, Jacob	Science Instructor	Bachelors of Science	2015	Environmental Science	Haskell Indian Nations University
F	Tall Bear, Neva	Science Instructor	1-Bachelors of Science 2-Public Health Certificate	2002	Nursing	1-Montana State University 2-Johns Hopkins Center for American Indian Health
F	Von Essen, Elizabeth	Anthropology, History Instructor	Master of Science	2012	Anthropology	University of California Santa Cruz
M	Windy Boy, Sam	Math Instructor	Bachelors of Science	2007	Mathematics	Montana State University
F	Young, Sara	Information Systems Instructor	Master of Science +45	1978	School Administration	Montana State University

TABLE 2.B.1.-3 ADMINISTRATORS AT LBHC

	Administrators	Position	Degree	Conferred	Major	Inst.
M	Yarlott, David Jr.	President	Doctor of Educa-	6/8/1999	Higher Education	Montana State University
M	Small, David	Dean of Administration	Bachelor of Arts	6/11/1982	Marketing, Advertising	Montana State University
F	Good Luck, Aldean	Chief Finance Officer	Master's of Business Adin	4/22/2010	Business Administration	University of Mary
F	Lefthand, Frederica	Dean of Academics	Master of Science	5/10/1996	Media & Theatre Arts, Pub	Montana State University
F	Old Bear, Te-Atta	Dean of Student Affairs	Master's of Bus Adm	4/22/2010	Business Administration	University of Mary
M	Cooper, Frank	Chief Information Officer	Master of Bus Adm	9/14/2007	Business Administration	Gonzaga University

**Staff for Year 2011-12.** LBHC employs 51 Full-Time and 3 Part-Time staff employees. The following graph of Race/Ethnicity include full-time staff employed included 74% NA (45) - 26% Non-Natives (3) and with part-time staff consist of 100% NA (6) & 0% Non-Natives employed at LBHC. Gender with full-time staff consists of 31% Men (15) - 69% Women (33) and part-time staff has 83% Men (1) and 17%

Women (5).

**Staff for Year 2012-13.** LBHC employs 48 Full-Time and 6 Part-Time staff employees. The following graph of Race/Ethnicity include full-time staff employed included 94% NA (45) - 6% Non-Natives (3) and with part-time staff consist of 100% NA (6) & 0% Non-Natives employed at LBHC. Gender with full-time staff consists of 31% Men (15) - 69% Women (33) and part-time staff has 83% Men (5) and 17% Women (1).

**Staff for Year 2013-2014.** LBHC employs 54 Fulltime and 1 Part Time staff. The following graph of Race/Ethnicity include full-time staff employed included 94% NA (51)- 6% Non-Natives (3) and with part-time staff consist of 100% NA(1)& 0% Non-Natives (0) employed at LBHC. Gender with full-time staff consists of 35% Men (19), 65% Women (35) and part time staff has 0% Men (0) and 10% Women (1).

**Staff for Year 2014-2015.** LBHC employs 57 Fulltime and 6 Part Time staff. The following graph of Race/Ethnicity include full-time staff employed included 95% NA (54), 5% Non-Natives (3) and with part-time staff consist of 100% NA (6), 0% Non-Natives (0) employed at LBHC. Gender with full-time staff consists of 33% Men (19), 67% Women (38) and part time staff has 50% Men (3) and 50% Women (3).

**Staff for Year 2015-2016.** LBHC employs 57 Fulltime and 3 Part Time staff. The following graph of Race/Ethnicity include full-time staff employed included 95% NA (54), 5% Non-Natives (3) and with part-time staff consist of 100% NA (3), 0% Non-Natives (0) employed at LBHC. Gender with full-time staff consist of 37% Men (21), 63% Women (36) and part time staff has 33% Men (1) and 67% Women (2).

All employees are required to submit an original transcript to ensure legal documentation is filed in personnel file to adhere in maintaining qualified personnel for selection of their position. Any position available at LBHC will be advertised for 10 days in the local newspaper, on the website and via email. Job descriptions reflect duties, responsibilities and authority of the employee's position.

### **2.B.1. Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

A new employee will be placed on an initial 90-day probationary period. Upon completion of the probation period, an evaluation is completed and reviewed to process in initiating a pay increase; based on the completion of satisfactory recommendations from supervisor(s).

An annual performance appraisal or evaluation is conducted on each employee. The supervisors conduct evaluations of each faculty/staff member; these are submitted to the HR office.

### **2.B.2. The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

**Overview.** For Staff members, a staff development survey is conducted and via email or mail. The HR Director sends out training advertisements for professional growth and development opportunities, grant-writing training, and employment opportunities. These opportunities notices are projected to



help employees by providing professional development within their disciplines or employment. These training sessions, seminars and workshops may enhance professional skills to enhance their effectiveness in fulfilling their college roles, duties, and responsibilities.

**Title III Professional Development.** The Title III grant supports staff/faculty professional development. The objectives set for this component of the project are that, the **Little Big Horn College** staff will attend trainings, workshops, seminars to stay current in their fields as evidenced gaining knowledge, skills, updating regulations or certificates and by providing improved services.

**Eligible activities** might include stipends to meet the cost of attending appropriate trainings or workshops at or away from campus, receiving continuing educations credits, conducting planning or research, writing grants or arranging consultations or in-service trainings. Within staff prioritized allocations whenever such activities, involvement or memberships can be demonstrated to improve the quality of instruction at Little Big Horn College.

**The focus** of staff/faculty professional development awards will be on activities or individual credential development that supports the academic, student support or institutional operational programs, enhance student success or retention or to keep staff/faculty members current in their fields.

- 1) Staff/faculty may propose coursework, including certificate, associate, undergraduate or graduate degree completions work that is relevant to their regular staff/faculty assignment or to related areas where there is an institutional need. Funds may be requested by an individual only once in any given budget year up to \$1500 per year, per individual. They should involve credit, skills upgrade from an accredited or appropriate institution, or training program and funds are reimbursed if the individual fails to completed or pass such coursework.
- 2) Staff/faculty may apply for funds to attend training, workshops, seminars related to their field. Only one application per individual per year up to \$500.00 for such funds will be awarded, page 57 of the Staff Policy. Requests should be in advance to allow for staff/faculty council review and advanced registration and travel discounts if possible. A trip report will be required with-in five days upon returning. It should include a listing of session's topics, new contacts and how information gained will benefit the institution.

In order to assure equal access, the Staff and Faculty Councils, with the advice of a staff/faculty committee will review, revise and adopt appropriate policies. It will attempt to insure that funding opportunities are made available to all Little Big Horn College staff on an equitable basis and that new applicants will have higher (but not absolute) priority over previous grantees to encourage maximum distribution of funds.

The recommendations for staff/faculty Professional Development Funds toward advanced degrees or training are as follows:

#### CRITERIA

It is recommended that all applicants meet the following requirements:

1. Full-time employee
2. In good standing/cannot be on probation
3. Acceptance letter from the graduate program for advance degrees

4. Letter addressing the relevance of the degree to student and LBHC
5. An agreement on Payback. Payback is at a 2:1 ration (ex: two semesters of employment for one semester of funds used)
6. Professional Development must be in area of discipline
7. Training, education or information must benefit job duties
8. Request must be detailed and complete (plan of study and /or proposal)
9. Non-completion may result in payback of funds The

Approval Process will be as follows:

1. Request from individual
2. Supervisor review and recommendation to Council (Staff or Faculty)
3. Council review and recommendation, reflected by minutes to President's Council/Staff Council
4. President's Council/ Staff Council review and decision

Little Big Horn College Faculty Council developed the criteria in 2000 and 2006, and adopted through staff and administrative reviews. The following LBHC Faculty members have received support for Professional Development during Academic Years 2014-15, 2015-16, 2016-17 period:

Advanced Degree

Sara Plaggemeyer, in progress Ph.D

Neva Tall Bear, in progress Masters of Science. Public Health Certificate, John's Hopkins Center for the American Indian

Workshop/Training's

2011-2012 Dr. Gerlinda Morrison – NIH training on Human Subjects Research, IRB organization

2014-2015 Luella Brien- NACADA

2014-2015 Teri Lea McCormick- Global Leadership

2015-2016 Dr. Timothy McCleary- Smithsonian

2016-2017 Dr. Timothy McCleary- Friends of Native Arts Lecture

**2.B.4 Consistent with its mission, core themes, programs, services and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its education objective, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

The college has 9 full-time faculty members and 12 part-time/adjunct instructors in the current semester. Of the full-time faculty, two hold doctorate degrees, two have master's degrees and one of those has doctorate in progress. Five hold bachelor's degrees, accompanied with professional expertise and extensive professional experience. The senior faculty members have 25+ and 24+ years teaching experience at LBHC. The newest faculty members have two years teaching experience at the college, but have faculty mentors with much more experience. The average class size is about 12 students. The current faculty/student ratio is 1:15.

The college recruits the best, most highly qualified instructors for available teaching positions; full-time, part-time and adjunct. Searches are advertised both locally and regionally, in an effort to attract more highly qualified applicants. Section 4.3 page 29 of the Faculty Manual outlines the procedure for recruitment and appointment of faculty.

Faculty are encouraged to engage in a variety of professional development activities to improve their knowledge base and skills within their discipline, increasing effectiveness and broadening their understanding of the world.

Peers, students and *the Department Head* evaluate faculty members. The evaluations help improve teaching and program offerings. Page 23 of the Faculty Manual publishes the procedure for faculty evaluation.

Faculty members are responsible for the assessment of Program Learning Outcomes. This process provides that all programs of study are assessed on a regular basis to assure the integrity of each program.

**2.B.5. Faculty responsibilities and workloads are commensurate with the institutions expectations for teaching, service, scholarship, research and/or artistic creation.**

Faculty responsibilities, page 21 of the LBHC Faculty Handbook, clearly delineate the faculty workloads and other responsibilities associated with being a faculty member. All faculty members are required to work with the Academic Dean and their Department Head to ensure a fair workload when pursuing activities outside of teaching; i.e. research, scholarship, etc... The Academic Dean makes sure the published guidelines are followed. Faculty teach an academic load of 15-16 credits per semester. The Department Head teaches 12 credits per semester, with one course release time for administrative duties. Other release time may be granted for research or degree completion.

**2.B.6. All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated. It utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities. This includes evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations, and provides for administrative access to all primary evaluation data. Where areas of improvement are identified, the institution works with the faculty to develop and implement a plan to address identified area of concern.**

At LBHC all faculty members are considered teaching faculty; some may have partial release time for research or education. The purpose of the evaluation is to encourage and assist all faculty members to develop and perform to the best of their ability. Students evaluate the faculty members every semester, peers evaluate their colleagues every other year, and Department Head evaluates faculty members at least once every three years. The results of this evaluation are summarized by the Department Head and shared with the individual faculty member being evaluated and the Academic Dean. Improvement plans and/or plans of advancement are discussed between the faculty member and Department Head. Areas in which additional training would be helpful or should be required are designated. If funding is available to the faculty member, they may apply for funding from the college to work toward the evaluation recommendations.

Continuous faculty are evaluated every semester with student evaluations, every other year through peer evaluations and every third year by their respective Department Head and/or Dean of Academics. A portfolio system is used to evaluate all faculty members. See Page 23 of the Faculty Handbook.

**2.C.1 Institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.**

LBHC has a clear mission statement that guides the development of the programs it offers. The content and rigor of the degree and certificate programs are consistent with the College's mission. Every degree and certificate program offered by LBHC has identified program-learning outcomes that indicate what students will be able to understand and do after completing their programs. The standards for student learning apply to all LBHC programs offered.

LBHC offers the following degrees: six Associate of Arts degrees, four Associate of Science degrees, one Associate of Applied Science and seven One Year Certificates (two of which are community service training).

#### **ASSOCIATE OF ARTS DEGREES**

1. Associate of Arts in Business
2. Associate of Arts in Crow Studies
3. Associate of Arts in Education
4. Associate of Arts in Human Services
5. Associate of Arts in Liberal Arts
6. Associate of Arts in Directed Individualized Studies

#### **ASSOCIATE OF SCIENCE**

1. Associate of Science in Mathematics
2. Associate of Science in Health
3. Associate of Science Biology/Natural Resources
4. Associate of Science in Agriculture

#### **ASSOCIATE OF APPLIED SCIENCE DEGREE**

1. Associate of Applied Science in Information Systems: Information Technology

#### **ONE-YEAR CERTIFICATES**

1. One Year Certificate in Business: Accounting Assistant (Pilot Program)
2. One Year Certificate in Business: Tribal Management
3. One Year Certificate in Early Childhood Education (Pilot Program)
4. One Year Certificate Information Systems: Technology Assistant
5. One Year Certificate Information Systems: Office Assistant Options
6. One Year Certificate Highway Construction (Community Service)
7. One Year Certificate Welding Technology & Fabrication (Community Service)

The College continues to work towards clarifying all internal requirements and parameters for various degrees. The current practice is to rely upon historical precedent, academic reviews and guidelines from appropriate program guidelines. The programs of study have purposes and career directions discussed in the College Catalog description. The Academic Council and the President's Council both require this detail.

**2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes.**

**Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

Within each academic department of the College, faculty with teaching responsibilities have identified student learning outcomes for each degree or certificate program offered. These documents are made available to students in written form in each of the departments. In addition, all programs articulate the program learning outcomes in the program of study entry in the 2011-2013 LBHC Catalog (<http://www.LBHC.edu>). Examples of program learning outcomes are provided here as follows:

Students will:

- Be able to demonstrate basic knowledge and understanding of basic concepts and practices of Crow Indian culture (Crow Studies General Education Core Requirement, page 51)
- Be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas. (Quantitative Reasoning General Education Core Requirement, page 51)
- Be able to demonstrate use of business concepts and terms, and effectively communicate using business language (Business Administration, page 54)
- Be able to demonstrate and exhibit standards of professional practice; demonstrate awareness of ethical behaviors and social responsibilities in the rapidly changing environment. (Business Management, page 54)
- Be able to research subject matter relevant to Native Americans and Crow Indians. (Crow Studies, page 56)
- Be able to compare and contrast the traditional Indigenous learning and teaching practices of Native Americans and the Crow Indians with current educational practices. (Elementary Education, page 60)
- Technical skills: Develop a working knowledge of techniques used to gather and analyze information in environmental studies, including project design, sampling, measurement, statistical and graphical analysis and other computational skills. (Natural Resources/Environmental Science, page 82)
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies both on and off traditional Crow land. (Pre-Medicine, page 88).
- Prepares a student for entry level positions in tribal management with understanding and applications in office procedures, cultural studies and communication (One Year Certificate: Crow Studies: Tribal Management, page 98)

Program learning outcomes are articulated in the Catalog, and assessed on a predictable cycle through the Program Learning Outcomes Process. In this process, faculty teaching in the programs target and measure student learning outcomes, review and evaluate outcomes and recommend improvements for teaching and learning as appropriate. See Exhibit 2.C.2 for **the LBHC Programs Learning Outcomes Plan**.

**2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

The LBHC Catalog (2015-17, pages 16) states the credit is assigned in the following description of ratio

of hours per week devoted to the course of study:

- A unit used in computing the amount of work required for graduation. One unit requires three hours of student work per week meaning one hour in lecture/class plus two hours of study time. Certain subjects may require additional class time, such as internships, practicum or laboratory classes. In this catalog, credits given for a course are shown opposite the course number and title in the course description.

**2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

General Education Core Requirements and degree requirements are provided in the 2015-17 LBHC Catalog on page 51. Course schedules of 115 to 120 courses, list the offerings each semester, developed and based on the catalog. See 2.C.4 Exhibit 1 for course schedules.

New and revised programs and courses are designed by departments/department curriculum committees and reviewed by the Department Head, the Academic Council, and the Presidents Council as appropriate. Detailed curriculum mapping is performed through the program learning outcomes process, a review helps to ensure that degree and certificate programs have a coherent structure with the necessary course breadth, depth, sequencing and appropriate synthesis of learning. Individual departments may conduct a reviews on a three year schedule.

Degree programs are designed in a coherent fashion that leads to student achievement of desired learning outcomes. Graduation requirements was delineated in the LBHC Catalog in a “Plan of Study” that distributes the general education core requirements and the program requirements over a two year or four semester period. The “Program of Study” lists the Program of Study Requirements, by course title, credits and semester offered; listed in sequence. The General Education Core requirements are reiterated with each program of study. The Catalog provides a two-page layout of program descriptions, Program Learning Outcomes, Sample Plan of Study, Program of Study Requirements and the General Education Core Requirements. This layout is consistent to each program of study, see LBHC Catalog pages 54 to 101.

**2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

LBHC faculty exercises a major role in the design, approval, implementation and revision of the curriculum through the Academic Department and the Academic Council.

As described in Standard 2.C.2, faculty with teaching responsibilities take responsibility for fostering and assessing student learning outcomes and their success.

**ASSOCIATE OF ARTS DEGREES**

1. Associate of Arts in Business
2. Associate of Arts in Crow Studies
3. Associate of Arts in Education
4. Associate of Arts in Human Services
5. Associate of Arts in Liberal Arts

**Faculty with Program Responsibility**

- Teri Lee McCormick  
Tim McCleary, Ph. D.  
Raphaelle Real Bird  
Eric Tiner, M.S.  
Janine Pease, D. Ed.

- 6. Associate of Arts in Directed Individualized Studies Tim McCleary, Ph.D.

ASSOCIATE OF SCIENCE	Faculty with Program Responsibility
1. Associate of Science in Mathematics	Dorsey Eastman, MS in Progress
2. Associate of Science in Health	Neva Tall Bear (adjunct), MS in Progress
3. Associate of Science Biology/Natural Resources	Sara Plaggemeyer, MS; Ph.D. in progress
4. Associate of Science in Agriculture	Birgit Graf, MS

ASSOCIATE OF APPLIED SCIENCE DEGREE	Faculty with Program Responsibility
1. Associate of Applied Science in Information Systems: Information Technology	Dean Frederica Lefthand MS, Sarah Young, MS

ONE YEAR CERTIFICATES	Faculty with Program Responsibility
1. One Year Certificate in Business: Accounting Assistant (Pilot Program)	Teri Lee McCormick, MS
2. One Year Certificate in Business: Tribal Management	Teri Lee McCormick, MS
3. One Year Certificate in Early Childhood Education (Pilot Program)	Doris Stewart, BS. Ed.
4. One Year Certificate Information Systems: Technology Assistant	Dean Frederica Lefthand MS, Sarah Young, MS
5. One Year Certificate Information Systems: Office Assistant Options	Dean Frederica Lefthand MS, Sarah Young, MS
6. One Year Certificate Highway Construction (Community Service)	Berthina Nomee, Coordinator
7. One Year Certificate Welding Technology & Fabrication (Community Service)	Berthina Nomee, Coordinator

Faculty members at LBHC play a key role in hiring new faculty. The faculty search committee consists of one faculty member, a staff member and the Committee Chair. The committee reviews candidates through screening the applications, interviewing finalists and making reference checks; then selects a finalist and alternate. The Committee Chair prepares a memo to convey the committee’s hiring recommendation to the President. The President makes the selection. This approach ensures that faculty members play a major role in hiring colleagues.

**2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

**Library/Information Fluency Sessions in Classes.** The College has recently returned to a process for delivering information fluency classes to all students through a two-hour section of the required Skills for Success course. This course provides first time college students the framework for success in their college courses by covering fundamentals such as note taking, test taking, time management and library skills. The Assistant Librarian teaches the Information Fluency sessions.

**Update:** Across the curriculum, the number of Library/Information Literacy sessions in classes fluctuates from twelve in 2013-2014 to four in 2014-2015, ten in 2015-2016 and none in fall 2016. However, of those sessions, the vast majority of these sessions are for general education courses, courses with a broad student enrollment. See Exhibit 7: List of Courses with Library/Information Instruction.

**2.C.8. The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures, which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

All transfer students must submit an official transcript from each college and or university attended. Transfer Student Admission starts on page 12-13 in the Little Big Horn College Catalog and on the Little Big Horn College website <http://www.LBHC.edu/admissions>.

The Academic Council, Dean of Academics, Department Head, Faculty, and Registrar determine which credits from student's previous institutions are transferable to Little Big Horn College. Transfer credits are subject to regular review to ensure compliance with statewide standards.

Transfer of College Level Credits start on page 13 in the LBHC catalog or on the LBHC website <http://www.LBHC.edu/admissions>.

**2.C.9 The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.**

Little Big Horn College requires candidates for the associate of arts, associate of science and applied science degrees to complete a minimum of sixty (60) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete thirty-one to thirty-three (31-33) general education core requirement credits as well as the Program of Study required thirty credits. The General Education Core Requirements are designed to provide LBHC graduates in all programs with an Indigenous educational foundation that preserves, protects and perpetuates the Crow culture and language, Core Theme Three – the enhancement of the Crow culture and language. This unique aspect of general education requirements serves the Crow Indian people, while advancing the individuals in scholarship and higher education. The Core Theme One – educational and training opportunities is provided through the programs of study and general education core requirements. Two additional areas are across the curriculum: technology, library fluency, student services and the health and wellness center learning outcomes. Student learning outcomes for these are on page 48 and 49 of the LBHC Catalog.

1. Crow Language (CL) 3-6 credits
2. Crow Studies (CS) 3 credits
3. Quantitative Reasoning (Q), 3-4 credits



4. College Writing (W), 4 credits
5. College Seminar (S), 3 credits
6. Skills for Success (SK), 1 credit
7. Natural Science (N), 7-8 credits
8. Diversity & Social Science (D & SS) 3 credits
9. Arts & Humanities (A& H), 3 credits

“The GEGRs are designed to develop the student’s problem-solving skills in and beyond their disciplines and to provide effective research and study skills crucial to collegiate success and life goals.”

Therefore, GEGRs afford general competencies to meet specific academic disciplinary requirements of the majors. GEGRs should be taken in a student’s first year to guarantee the necessary foundation for academic success.

The candidates for the one-year certificates are required to complete a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Students are required to complete the related instruction core requirements in the areas of communication, computation and human relations, aligned with the certificate program, for a credit total of nine (9) related instruction credits.

**2.C.10 The institution demonstrates that the general education components of its transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.**

The GEGR coursework requirements are designed to provide a broad educational foundation by preserving, perpetuating and protecting the Crow culture and language while advancing individuals in scholarship and higher education, the mission of Little Big Horn College. All areas of general education have identified student-learning outcomes (SLOs) on Pge 48 and 49 of the current catalog. All courses in the GEGR are assessed on a three-year cycle. The learning outcomes for the nine areas are:

The **Crow Language** General Education Core Requirement: Students will be able to demonstrate basic knowledge and understanding of the spoken and written Crow Language.

**Crow Studies** General Education Core Requirement: Students will be able to demonstrate knowledge and understanding of basic concepts and practices of Crow Indian culture.

**Quantitative Reasoning** General Education Core Requirement: Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas.

**College Writing** General Education Core Requirement: Students will demonstrate and apply the ability to communicate effectively in writing.

**College Seminar** General Education Core Requirement: Students will demonstrate and apply the ability to communicate effectively in written and spoken forms.

**Skills for Success** General Education Core Requirement: Students will be able to demonstrate and utilize basic academic fundamentals such as note-taking, test-taking, and time management.

**Natural Science** General Education Core Requirement: Students will be able to apply scientific methods investigate and draw conclusions about the natural world.

**Diversity & Social Science** General Education Core Requirement: Students will be able to identify and apply basic perspectives and principles as expressed and utilized in the various fields of the social sciences.

**Arts & Humanities** General Education Core Requirement: Students will be able to identify and utilize analytical, critical, and speculative methods in understanding the human condition as articulated in literature, philosophy, religion, and the visual and performing arts.

The General Education Core Requirements Program is assigned to a PLO Committee for the measurement of student learning outcomes. This committee has interdisciplinary faculty membership, for the review and analysis of measures of learning outcomes, and the continuous improvement of the courses in the program. See Exhibit 2.C.10 for the General Education Core Requirements PLO implementation Catalog 2015-17, Pages 48-49.

The table below provides the enrollment and completion data for the General Education Core Requirements. The PLO Committee on the GEGR reviews this data annually. This data is from AIMS AKIS Indicator 5, Table 5.2: Academic Core Curriculum Course Enrollment and Successful Completion, **AY 2012-13 through AY 2015-16**. The Year Three Report of March 2013 provided data from AY 2019-10 and 2010-11.

**1.11 \*Course Completion Rates – General Education Core Curriculum AY 2012-13 to 2015-16 (AIMS AKIS Table 5.2).**

General Education Core Courses		Total 2012-13	Percent 2012-13	Total 2013-14	Percent 2013-14	Total 2014-15	Percent 2014-15	Total 2015-16	Percent 2015-16
Completion with a Grade C or Better									
English I CA 101 68% TCU Compl.	Enrolled			92		60		94	
	Completed			50	54%	30	50%	42	45%
	Withdrew/D/F			42		39		52	
Comm. Public Speaking CA 211 80% TCU Compl	Enrolled			8		1		14	
	Completed			6	75%	1	100%	4	29%
	Withdrew/D/F			2		0		10	
College Algebra MA 121, MA 145 MA 151	Enrolled			56		60		44	
	Completed			31	59%	32	62%	24	59%
	Withdrew/D/F			25		28		20	
Intro to Computers IS 101	Enrolled	10		28		12		17	
	Completed	8	80%	15	54%	5	42%	8	47%

	Withdrew/D/F	0		13		7		9	
<i>Native American Studies I</i> CS 101 & CS 103	Enrolled	77		106		107		86	
	Completed	45	58%	78	72%	58	50%	47	55%
	Withdrew/D/F	13		28		49		39	
<i>Native American Studies II</i> CS 131, 136 & 211	Enrolled	16		98		74		73	
	Completed	12	75%	73	75%	47	65%	34	54%
	Withdrew/D/F	4		25		27		39	
<i>Science (Life Sci)</i> SC 114	Enrolled	32		65		57		41	
	Completed	16	50%	43	66%	29	51%	23	56%
	Withdrew/D/F	5		22		32		18	
<i>Science (Physical)</i> SC 101, SC 116 SC 121	Enrolled	24		88		48		40	
	Completed	9	38%	45	44%	22	50%	18	40%
	Withdrew/D/F	2		43		26		22	
<i>Humanities</i> CS 108	Enrolled	17		28		14		16	
	Completed	7	41%	20	71%	4	29%	6	38%
	Withdrew/D/F	3		8		10		10	
<i>Social Sciences</i> HI 201	Enrolled	13		28		14		15	
	Completed	7	54%	12	43%	6	43%	4	27%
	Withdrew/D/F	1		16		8		11	

**Remedial/Developmental Course Enrollment/Completion.** Little Big Horn College enrolls 70 to 85 first-time entering students each year. Entering students often lack the necessary skills they need to succeed in college. The college provided remedial/developmental courses in writing and mathematics, for the purpose of raising their skills for their entry into college level studies. The Year Three Report of March 2013 provided Academic Years 2009-10 and 2010-11 data. This table is updated for Academic Years 2010-11 through 2015-16 - Developmental Courses enrollment and completion (with a Grade of C or better, AY 2011-12 not included).

Indicator 5: *Course Enrollment and Completion AY 2010-11 to 2015-16 Table 5.5: LBHC Remedial/Developmental Course Enrollment and Completion of Grade C or Better – AIMS AKIS Table 5.5 and LBHC Jenzabar System					
	Academic Year 2010-11	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16

<b>Writing/ Composition CA 095 All TCU's 12-13 62%</b>	Enrolled	84	72	67	53	43
	Completed	31/37%	39/63%	34/50%	22/42%	23/53%
	Withdrew/ D or F	8/10%	10/14%	33/50%	31/58%	20/47%
<b>Devel. Mathematics MA 061, 065, 096 All TCU's 12013 61%</b>	Enrolled	267	258	234	169	160
	Completed	76/28%	82/42%	89/38%	49/28%	71/44%
	With- drew/D or F	42/16%	62/24%	145/61%	129/71%	89/55%
Source: AIHEC AIMS 2009-2010 Fact Book: p. 21. "Raising course completion rates is especially important for students enrolled in developmental courses, because failure or dropout at that level prevents students from taking college level work; it also impacts their financial aid eligibility. Over the past seven years, TCU students have experienced increased success in this arena."						

**2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

The candidates for the one-year certificates are required to complete a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete the related instruction core in the areas of communication, computation and human relations, aligned with the certificate program. See this related studies requirement on pages 98 to 101. As each of the One Year Certificates are described, the concluding sentence in the program overview is "The Related Studies Requirements\* of writing, computation and human relations are included in the Plan of Study (BU122, \*MA 096 and \*CA 112).

The related instruction program has established Student Learning Outcomes:

- Quantitative Reasoning General Education Core Requirement: Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas.
- College Writing General Education Core Requirement: Students will demonstrate and apply the ability to communicate effectively in writing.

All students entering Little Big Horn College without previous college work take the Accuplacer placement exams in the areas of mathematics, reading and writing. Students are required to take developmental courses if necessary to develop their skills essential to college-level success.

**2.C.12. – 2.c.15. Graduate programs. N/a.**

**2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.**

The Continuing Education Unit at Little Big Horn College is aligned in Mission Element #4 – Community Services and Core Theme Two – Community Education and Outreach. LBHC Extension Service Program

offers non-credit workshops and seminars for the Crow Indian community in the areas of Agriculture, Community Resources, Economic Development and Tribal and Tribal Business Information, Tourism, Internship and Education. (page 37). The CEU is instructed fifteen hours for one Continuing Education Unit.

**Minimum and Maximum Enrollment.** Some continuing education courses and conferences are offered contingent on enrolling a minimum number of learners. If minimum enrollment is not met, the course may be cancelled. In other cases, enrollment may be limited to a maximum, with enrollment processed on a first come/first served basis. Applicants will be notified if not accepted into the course or conference.

**Materials Policy.** Refunds on materials vary by program.

**Registration and Fees.** Course and conference prices vary by program. Full payment for courses/conferences is typically due at the time of registration; however, some may require a deposit with the balance to be paid before the conference begins. Financial aid is not available for non-credit courses.

**Refund and Cancellation Policy.** Cancellations before the course or conference begins will be assessed a processing fee. There will be no refunds after the course or conference begins. Occasionally programs have special refund policies which are stated in the course description.

**Continuing Education Units.** CEU offerings vary by program. Some conferences offer continuing education units as part of the registration fee. Most courses offer optional CEUs, in which fees may be due at time of registration. The fee is not refundable. CEUs will not be counted toward degree programs nor will financial aid be available.

**2.C.17. The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.**

CEU non-credit courses are developed, reviewed and approved in the same process credit courses follow.

**2.C.18. Granting CEUs guided by norms, policy w/ PLO's**

Workshops for CEU and/or Credit Courses start on page 27 in the Faculty Handbook. CEU's are assigned to respective faculty by discipline for the program learning outcomes review.

**2.C.19. The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.**

The college faculty members must directly sponsor all Continuing Education Units; each program will review, analyze and improve the CEU offering. CEU's are reviewed in the PLO Rotation Schedule during the two or three year round of review.

## 2.C. – DISCLOSURE – SUBSTANTIVE CHANGES – SUBMISSION

Little Big Horn College has identified three associate degree programs and three one-year certificate programs that require the NWCCU Substantive Change Prospectus Process. The College initiated three programs of study related to already existing programs, with over half of the course requirements being new courses. These programs are: Addiction Studies AA founded on Human Services, Agriculture AS founded on Natural Resources Management, and Individualized Studies AA founded on Liberal Arts. The Prospectus' for these associate degree programs are fully developed. The LBHC Academic Council will review them on March 01, 2017 (approximately). The College Catalogs for 2011-13, 2013-15 and 2015-17 offer these three programs, despite the fact they lack Substantive Change Review. We intend to correct this oversight and bring these programs into the proper review and analysis as required.

In addition, the single one-year certificate program started as a pilot is: Tribal Business Certificate (founded on Business/Office Assistant One Year Certificate). The College participates in a multi-campus Department of Labor grant, Rev-Up. For two years, the DOL grant support for short-term CEU/non-credit training has provided Welding and Truck Driving training courses. The College has determined these two workforce development programs will be submitted to NWCCU in the Substantive Change Process to bring them into the credit/One Year Certificate programs with related studies requirements.

## 5 e STANDARD 2.D. STUDENT SUPPORT RESOURCES

### 2.D Student Support Resources

#### **2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support the student learning needs.**

Broad academic and student support is provided to Little Big Horn College students:

- No cost tutoring services for math, writing, science, information systems and business classes, especially for the students in the developmental core program
- Academic counseling (plan of study development, compass testing and placement, and selecting appropriate courses when registering)
- Assistance for students in contacting instructors
- Applications for scholarships
- Assistance with obtaining summer employment
- Planning for student's transition to a four-year institution (selecting a four-year college, securing advisors at the transfer institution, transfer contacts for financial aid, childcare and housing).

The support, planning and guidance services provided by the Title III program promote higher student retention, persistence and graduation rates at Little Big Horn College.

The Title III also supports student employment. To assist in the day-to-day college operations, qualified full-time students are placed in the college departments and offices: Finance, Bookstore, Cafeteria,

Registrar/Admission, Financial Aid and Information Technology labs.

**Tutoring Services** – students can request tutoring services by completing a tutor request form available at the Title III office located at the **Student Union Building** (in SUB Rm 211, The Student Success Center). Tutoring is available in all subject areas.

**Tutors** – The Title III program employs qualified students as academic tutors. LBHC students are encouraged to become tutors, to share their academic skills by assisting other students to be successful in all subject areas. All tutors are required to complete a sixteen-hour tutor training class at the beginning of each semester.

The goal of the Title III Tutoring services is to help LBHC students achieve their full academic potential. Tutoring sessions start and conclude at any time by mutual agreement between the student and the tutor.

**Tutors and Students Obligations.** Tutors and their respective students establish meeting times and schedules for their tutoring sessions through a contract system. Contact and communication information is shared, to promote efficient time use.

**The Tutoring Services Staff** administer the tutor request forms, relay messages among and between tutors and their assigned students, and coordinate communications with LBHC faculty members.

**Internships:** Students may apply for an internship positions, supported and sponsored by the Title III grant program.

**Student support services** are outlined in the **Little Big Horn College Student Handbook – 2016-17**, pages 13-15.

**2.D.2. The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

Little Big Horn College participated fully in the emergency response to the Little Big Horn River Flood of 2011, the Lodge Grass live shooter incident in 2011 and the Crow Reservation wild fires 2012. Little Big Horn College fully cooperates with the Big Horn County Department of Emergency Service and Montana Disaster and Emergency Services. Little Big Horn College attends the Big Horn County Local Emergency Planning Committee (LEPC). The College adopts the LEPC procedures.

Currently the college has camera systems, radios, flat screens and an Inter-office phone system to track and relay emergency information. Each campus building has security cameras. The Custodian/Maintenance personnel have radios for rapid communication and serve as security in case of an emergency. Designated staff and faculty have Red Cross/CPR certification. The Little Big Horn College participates in the Big Horn County Emergency Task Force, a comprehensive, sustainable program that has the safety of all county citizens, including students, staff, faculty and community, as a priority. The Plan provides information on services, programs, policies and reporting procedures. The practices ensure that disclosures are in full compliance with federal and state regulations. Scheduled training is provided to campus personnel regarding Clery Act Reports, campus safety and violence prevention.

**2.D.3. Consistent with its mission, core themes, and characteristics, the institution recruits and admits**

**students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

### **First Year Experience Program.**

The First Year Experience Program initiated strategies to increase student enrollment in the Spring Semester of 2011. The Program has two focus groups of students: traditional college-aged students and returning adult students. First-time entering students at Little Big Horn College are evenly divided between the two student groups, with a slight majority of students enrolling directly from schools on or near the Crow Indian Reservation: Hardin High School, Lodge Grass High School, Labre Catholic High School Academy and Plenty Coups High School. The first-time entering students are required to take the Compass Tests for placement in the College Preparation Program (Remedial/Developmental courses) OR the General Education Core Program. In the Fall of 2011 there were 75 first-time entering students enrolled at Little Big Horn College.

**Orientation and Registration.** The first time entering students have an orientation to the college experience, for three to four days prior to each semester:

- Each student is required to take the Compass placement test to see where they should be placed in their Math, Reading, & Writing classes
- Students receive the results of their placement tests and instructions for enrollment in the College Preparation Program OR the General Education Core Program.
- Students design a plan of study as a guide for their educational career at LBHC, based on the programs of study offered at the college.
- Students register for classes in consultation with Academic Advisors
- Students' class schedules are submitted to the First Year Experience Program.

**First Year Experience Monitoring and Academic Assistance.** Each semester, First Year students' midterm grades and class attendance data are monitored. The First Year Coordinator identifies students with grades that fall below a "C" and/or excessive absences. This review prompts immediate contact and intervention with the identified students. Provision is made for appropriate student services that may include tutoring, consultation on study skills and appropriate student support services (i.e. transportation assistance, daycare services). The First Year Experience Coordinator is under the Title III program on a ten-month basis for the first year funded by the Department of Education and began in Fall 2011 and is continued through the Academic Year 2016-17.

**Student Recruitment.** The Little Big Horn College student services staff designed and implemented a comprehensive student recruitment agenda and strategies that address the recruitment of first-time entering students and returning adult students. The past year of recruitment activity is in the following overview (chart below). The broad-based student recruitment activities focus on first-time students and parents contact in five feeder high schools, and adult student and community contact with career days held at LBHC for campus tours and "get acquainted" events. The aim of this active and comprehensive agenda is to recruit 75% or 75 to 80 of the graduating class each spring for enrollment in the following Fall Semester, and 50 returning adult students. See 3.A.1. Exhibit 3 for the LBHC Student Recruitment Plan, 2013 – 17.



***Disability Support Services. (Ad Hoc Report of March 2015). Update in 2017.*** Little Big Horn College is committed to providing equal educational opportunities for students with disabilities. Appropriate accommodations are provided for students with disabilities (Learning and/or Physical Disabilities). LBHC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students, parents, and faculty are encouraged to speak with their Advisor and Student Services regarding questions about support services and accommodations. Please see the Student Success Center for identifying/reporting procedures. Students also have the option to self-identify at any time during their college career; students can go to any instructor and/or staff at Student Services to self-identify their learning or physical (including temporary) disability. Instructors can also refer students to student the Student Success Center Director. All information pertaining to a student's disability are kept confidential and will be adhered to under the FERPA Law. See Exhibit \_\_\_\_ for the LBHC Disability Support Services

Process of identifying students with disabilities:

1. Student identifies having a disability on their Admissions Application.
2. Admissions Clerk notifies Student Success Center.
3. Student Success Center contacts student.
4. Student provides documentation
  - a. Documentation accepted:
    - i. IEP (Individualized Educational Plan)
    - ii. 504 Plan
    - iii. Physician/Psychologist verification
    - iv. Other documentation
5. Student Success Center will complete intake with the student
  - a. Identify specific accommodations.
  - b. Explain Alternative Testing Procedures, Student Rights & Responsibilities, Note Taking services, equipment use, building and classroom access.
  - c. Contact instructors via email regarding accommodations needed.
  - d. Assign staff/mentor/tutor to assist student with specific accommodations.
  - e. Student files are kept in Student Success Center Director's Office.

**2.D.4. In the event of program elimination of significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.**

LBHC has a history without many substantive program changes or program eliminations. In the event that one of these occurs LBHC has a practice of working individually with each associated student to develop a plan of study to allow them to complete the program they have begun.

These plans of study are developed between the student and academic advisor, and then brought before Academic Council to approve the "new" completion plan of study. The practice ensures the student will complete a degree they have begun in a reasonable timeframe.

**2.D.5. The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:**

**a) Institutional mission and core themes:** The Institutional Mission is on page 2 of the LBHC Catalog for 2015-17. Planning for the new college catalog for 2013-2015 will include the Core Themes immediately following the college mission statement, on page 2 (approximately).

**2).Entrance requirement and procedures:** Admissions requirements and procedures start on page 8 in the LBHC catalog, <http://www.LBHC.edu/admissions>. Additionally, the Admissions and Registration processes are on page 14 in the LBHC Student Handbook. The LBHC grading policy is provided in the Catalog on page 14.

**Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings.**

Information on the associate degrees and certificate programs of study and courses, including degree and certificate completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings begin on page 50.

All students seeking Associate of Arts or Science Degrees are required to complete thirty-one or thirty-three (31-33) General Education Core Requirement credits as well as the Program of Study's required credits. Students seeking a One Year Certificate are required to complete the Related Instruction Requirements. Information on academic programs and courses are on provided on pages 48-101 in the LBHC catalog and on the LBHC website <http://www.LBHC.edu/academics>. Course descriptions, the frequency of course offerings and Montana University System numbering are on pages 103-136 in the LBHC catalog and on the LBHC website <http://www.LBHC.edu/academics/catalog>.

- 1) **Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;** the names, titles, degrees held, and conferring institutions for administrators and full-time faculty are provided in the college catalog beginning on page 123.
- 2) **Rules, regulations for conduct, rights, and responsibilities;** Rules and regulations for conduct, rights, and responsibilities are on page 22 of the Student Handbook; Tuition, fees, and other program costs are on page 3 of the LBHC Catalog.
- 3) Tuition, fees, and other program costs, page 3 and 33 of the LBHC Catalog;
- 4) **Refund policies and procedures for students who withdraw from enrollment;** Refund policies and procedures for students who withdraw from enrollment are provided on page 15 of the Catalog.
- 5) **Opportunities and requirements for financial aid;** Opportunities and requirements for student financial aid are delineated on page 17 of the Handbook and page 30 the college catalog.
- 6) **Academic Calendar.** The LBHC catalog provides the academic calendar information, page 5 of the Catalog and pages 7-9 of the Handbook.

**2.D.6. Publications describing educational programs include accurate information on: a) national**

**and/or state legal eligibility requirements for licensure of entry into an occupation of profession for which education and training are offered; and b) descriptions of unique requirements for employment and advancement in to the occupation or profession.**

Programs of study such as addiction studies, pre-nursing, pre-medicine, and pre-engineering have information on necessary timelines for transfer applications to four-year programs of study. This information is given in various class syllabi. Academic advisors have guidelines for student transfer in these fields of study.

**2.D.7. The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

**Data Security statement.** The Admissions and Registrar Director maintain student records. Network file and database management is administered by the Information Systems Technology department. On a routine schedule, student records are scanned and saved onto a secure file server (restricted user access). Nightly data backups to storage tapes are ran on these files. The campus management student records database Jenzabar EX is backed up hourly during regular business hours and is fully backed up to tape nightly securely over the network. Security and data loss prevention are maintained by having the file server, the database Jenzabar EX server and data backup server located separately in network distribution facilities across campus. Data base backup tapes are securely stored in a fireproof vault in a remote location away from the file, database and data backup servers. Periodic recovery tests are run on these back up tapes to ensure their reliability.

The hardcopy student records, including the college student data forms that have student information (not in the FAFSA form), authorization to furnish & release information form (that gives the financial aid staff its administration of its programs, and verification worksheet if selected and all other information on verifying income. Hardcopy student transcripts that have not been converted to scanned images are stored in a Halon fire-protected safe.

An assurance of Confidentiality of Student Records is provided on page 22 of the catalog. The college complies with the Federal Family Educational Rights and Privacy Act, noted on page 22 of the catalog, page 13 in the Student Handbook. Annually, the Dean of Student Services provides FERPA training for the faculty and staff at the Fall Semester orientation meeting.

The Admissions and Registrar Director maintain student records. On a routine schedule, student records are scanned and saved on the main server at LBHC. Since the Spring Semester of 2012, all LBHC student records are protected in locked fire proof filing cabinets in the Admissions Office, located in the Student Union Building. The Dean of Students and Registrar Director authorize and approve access to student records by specific Admissions and Registrar Office staff members. Access is restricted; for filing and specified student support services only. See 2.D.7 Exhibit 1 Student Records management and information Release Form.

**2.D.8...The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships and grants) is published and made available to prospective and enrolled students.**

A wide range of financial support is made available to students. This information is kept current, comprehensive, and widely promoted and accessible. Catalog, student handbook and website resources are extensive and include detailed information on how to apply, eligibility, deadlines, and types of financial aid. The webpage contains links to financial aid resources including the Free Application for Federal Student Aid (FAFSA).

LBHC assures accountability by the required annual reporting in all categories of financial aid. Links to these reports are available on the web in a variety of venues, including the Financial Aid webpage. Data on estimated cost of attendance and financial aid are also available in the LBHC website (<http://www.LBHC.edu/finaid/>). See Catalog Pg. 30-31 Student Handbook Pg. 17.

**2.D.9. Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.**

A full program of financial aid and scholarships is provided to LBHC students and published in the catalog pages 30-31 and student handbook page 17. Policies regarding Title IV refunds and return of funds are provided, page 15 of the Catalog .

Little Big Horn College does not offer student loans; therefore, no repayment obligations are published. Students with defaulted loans from their previous attendance in other institutions are given contact information on their default status, as part of the routine financial aid meetings.

**2.D.10. The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.**

Advising protocol is given in the college catalog, pages 44-47. Advisors lists are provided to each student at registration and are posted in many offices on campus. Initial advisement is provided in the student orientation, required of each first-time entering student. Academic advisement begins with a discussion of the College Preparation Core courses and/or the General Education Core courses, dependent on student placement results from the Compass Testing program. Students are referred to an academic advisor as part of the initial steps in the registration process. The next step is a review of the Programs of Study offered by the college, and a review of the required courses for the associate degree and certificate programs of highest interest to the student. With advisor assistance, each student develops a plan of study, and semester course schedule. Plan amendments may be designed by students with advisor assistance, in the event that a student does not pass a required class, a class conflict arises, or if course sequences are at issue. Registration at LBHC requires an advisor signature, and each course on the semester schedule must have the respective faculty member's initials. Page 41 in the catalog provides the student with a checklist for the advisement process. Programs of study promote degree completion in four to six semesters, pages 51-101 in the Catalog.

**2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.**

Beginning in July 2014, and each subsequent summer, the LBHC Student Services Staff and the Admin-

istration Division Staff (community service and outreach) performed a Mission and Core Themes alignment for Core Theme One, focused on the LBHC co-curriculum, with student learning outcomes, purpose and assessment measures. The co-curriculum consists of student clubs and out of class learning experiences that contribute to student growth and development, student retention and persistence, engagement and success, and have the primary learning outcomes of leadership, cooperation, budget management, skills building and individual responsibility.

The Health and Wellness Center, (HWC), is heavily invested in the mission of Little Big Horn College. The connection between the college and the Health and Wellness Center impacts the social needs, personal development and builds community among the students, faculty, and staff and the surrounding community. Co-curricular activities that are offered on a revolving basis are sports camps, student employment and leadership development youth summer activities, drop-in wellness access, student club leadership, community gatherings for sporting events. These activities align with both Core Theme One – Educational and Training Opportunities and Core Theme Two – Community Education and Outreach. Please note in the Graphic #7, the Health and Wellness Center Mission and Core Themes Alignment and Planning.



Driftwood Lodges Building, Little Big Horn College

Graphic #7

LITTLE BIG HORN COLLEGE ACADEMICS DIVISION

Institutional Planning Work Session		Faculty Staff Orientation		August 05, 2015	
MISSION ELEMENT #1	MISSION ELEMENTS #2	MISSION ELEMENTS #3	MISSION ELEMENTS #4	MISSION ELEMENT #5	
Educational Opps		Diverse learning apps	Student Success Efforts	Community Needs	Crow Culture/Lng
CORE THEME #1 - Access to Education & Training Opportunities			CORE THEME #2	CORE THEME #3	

**LIBRARY/ARCHIVES MISSION ELEMENT 1 TO 5, CORE THEMES 1, 2 AND 3**

Major services: speaker series, larfo fluency, ancestry research, summer reading program, research assistance, archiving materials

PREPARED BY TIM B, EDWIN S, ROBERTA W, MARY W, CRYSLYN N, LIBRARY AND ARCHIVES STAFF

Major Accomplishment /ay 2013-14	Major Accomplishments AY 2014-15	Major Plans for AY 15-16 Core Themes 1, 2 and 3	Major Plans for AY 16-17 Core Themes 1, 2 and 3
Speaker Series, Children's Summer Reading Programs, Citation Crew Collection, Process Collection in Archives, Charles Capell Collection, Student Survey, Computer Replacement, Prism software	Speaker Series, Children's Summer Reading Programs, Complete College Development Plan	Speaker Series, Children's Summer Reading Programs, Student Survey, Digitize A/V Collection, Implement Prime	Speaker Series, Children's Summer Reading Programs, Student Survey, Digitize A/V Collection, Teaching & Utilizing Prime



**HEALTH AND WELLNESS CENTER MISSION ELEMENT 1-3, AND 4; CORE THEMES 1, 2**

Major services: health and wellness provides a foundation for community/students on health well-being. Partnerships exist with programs, schools, youth, in activities and education. Representation of LBHC sports/school - national level.

PREPARED BY TANA S, JESSICA N.C., RAYLEE, SAGE

Major Accomplishments AY 2013-14	Major Accomplishments AY 2014-15	Major Plans AY 2015-16 Core Theme #1: Education and Diverse Learning Opportunities, Student Success Efforts	Major Plans AY 2016-17 Core Theme #2 Community Needs
Due to a change in staff, information is not available	Increased community involvement (memberships, youth participation, and facility management); overall increased earnings and business improvements	Health and Wellness Program revision; Provide more educational opportunities for students; unique courses of study, Facility Upkeep	Providing more membership options, LBHC Athletic Outreach/Events/Planning and FUNDRAISING; Youth Programs (camps, games, activities), Facility Upkeep.

**HHMU MISSION ELEMENTS 1-3 AND 4; CORE THEME 1 OBJ 1.1 AND 1.3; CORE THEME 2 OBJ 2.1 AND 2.2; CORE THEME 3 OBJ 3.3**

Major services - research opportunities and committed to collaboration with Crow Indian community

SUBMITTED BY NEVA STALLBEAR, SHIREENA OLD ELK AND REVA STEWART

Major Accomplishments AY 2013-14	Major Accomplishments AY 2014-15	Major Plans AY 2015-16 Core Theme #2: Education and Diverse Learning Opportunities, Student Success Efforts	Major Plans AY 2016-17 Core Theme #3: Community Needs
Disease prevention and community awareness; Exposed student to scholarships and higher education opportunities.	Involved more community members in research and furthered community awareness.	Continue to expand community prevention and awareness in all Seven districts on the Crow Reservation; share data with IRB.	Recruit students and incorporate lab training in class setting.

The HWC is within the Academics Division. The Athletic Director/Wellness Center Manager, Assistant to the Athletic Director, head coaches and their assistants, administer the programs offered by the Health and Wellness Center.

**2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

Little Big Horn College’s goal is to have their auxiliary units be self-supporting operations. The services include the following departments: Food Service (Dining), Bookstore. Policy changes for auxiliary units are proposed and approved through the Board of Trustee meetings.

The auxiliary budget process is included in the LBHC’s budgeting timeline process. Budgeting process, expenditures and salaries for the auxiliary services support the Colleges’ mission and Board of Trustees’ goals. The President’s Council reviews rate increases for items and every attempt is made to make items on-campus as affordable as possible for students. The bookstore manages a process that ensures timely availability of course materials.

In 2010, LBHC Student Union Building (SUB) had a major renovation in which had a major renovation that included the Bookstore, Food Service (Dining), and Daycare. **The Bookstore** not only expanded size and space but into apparel as well. A larger selection of clothing, school supplies, etc. The bookstore is at a position to use a point of sale system since its expansion and recommendation of the 2011 audit to better tract inventory.

**College Cafeteria.** Food Service (Dining) plays an integral part for the student services and athletics. The Food Service provides breakfast and lunch for the athletes who participate in the men/women’s basketball program, and for students, staff and faculty by purchase. The Cafeteria provides nutritious food for purchase, and wireless technology outside the college classrooms. Students Services had a barbeque style luncheon during Fall Semester “Welcome Bash” for new, transfer, and returning students The foreign students that we have in the Basketball program really utilize the internet Café to make the connections back home and enjoy a good meal at the same time. The Café accommodates students on a limited budget, with reasonable food prices. The greater Crow Agency community also comes to the Cafeteria.

**Daycare Services.** Another recent addition to the student union building was the daycare center. The Song Bird Daycare of the Crow Tribe oversees daycare. The LBHC Daycare Center serves the young children of LBHC students. **The Center** admits student’s children ages 2-3, with the enrollment limit of 20 children. The enrollment limit is based on the renovated and appropriate space at the college daycare facility. The center is a licensed daycare facility, under the rules and regulation of the State of Montana. The LBHC students pay from \$26.00 - \$31.00 monthly. Services are provided from 8:30 am -4:30 pm, Monday through Friday, during the each Academic term. Please see. 2.D.1 Exhibit 2 LBHC Daycare Policies and Procedures, Handbook p 15 and the Catalog, p 25.

**Student Transportation Services.** LBHC students ride the Crow Tribal Transit System buses, free of charge. The college arranged a partnership with the Crow Tribal Transit Authority where students may ride to and from Billings (65 miles), Fort Smith (45 miles), St. Xavier (24 miles), Pryor (75 miles), Lodge Grass (24 miles), Hardin (12 miles) and Wyola (36 miles). Also, LBHC faculty and staff members ride the

transit from all these locations. Students commuting from these towns on and near the Crow Indian Reservation come from long distances, and the transit transportation provides a no cost option to catching rides or raising daily gas money for making the trip. The transit buses arrive on campus at 8:30 am and leave from campus at 3:30 pm daily. This schedule is benefits students with study time. Please see 2.D.1 Exhibit 1 LBHC Student Transportation, in the Handbook page 19 and page 26 in the Catalog.

**2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co- curricular programs are consistent with those for other students.**

The college sponsors two intercollegiate sports, women’s and men’s basketball. The college is a member of the National Junior College Athletic Association (NJCAA), with in Region IX. NJCAA regulations require intercollegiate athletic programs to be designed as an integral part of the educational system and to be an active part of the student body.

The core foundation of the Athletic program at LBHC is to provide outstanding athletes a quality two-year degree level of postsecondary education, and, the opportunity for Crow and American Indian athletes to compete in regional and national basketball competition.

The Admissions Office admits all prospective student-athletes to LBHC; the athletic department plays no role is accepting or denying admission to the college.

The Office of Financial Aid awards athletic scholarships. Athletes receive a scholarship up to, but no more, than room, board, fees, other fees, books, tuition, and one round trip travel to and from home per academic year.

Students participating in athletics at LBHC are held to academic and behavioral standards of accountability, see page 34/35 of the Catalog. Students who participate in the basketball programs are held to the same academic standards as all other LBHC students, including fulltime enrollment in the General Education Core Program, associate degree program requirements, and respective and acceptable academic progress measures. On a continuous basis and prior to athletic travel, the college athletic department receives academic progress reports on the athletes. Coaches notify the college faculty members of required travel time that causes class absence. The LBHC Athletic Policy is **2.D.13 Exhibit 1**.

The athletic department is committed to uphold the policies and procedures set in place by both LBHC and the NJCAA. Twice annually, the college submits eligibility certification for all athletes.

**2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs.** N/a.



## 5f Standard 2.E. Library and Information Resources

**2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

A major improvement in library and archives services has been the construction of a new purpose-built facility near the center of campus. This 9,500 square foot building dedication was on June 11, 2008. It has become a central gathering place for the College and community.

The mission of Little Big Horn College Library is:

- Support the curriculum of Little Big Horn College
- Support the research needs of Little Big College
- Provide information resources and recreational reading materials to the Crow community

**Supports the curriculum and research needs of LBHC** The Library has three roles which are congruent with the mission and values of the institution and serve to further these values and fulfill the mission of the College. The library's primary purpose is to support the curriculum and mission of Little Big Horn College; its collections and information resources in all formats are intended to support the work of students and faculty based upon the programs of study offered by the College. This role is congruent with the core theme of training in education as the library and archives support all of the educational programs of study.

In the liberal arts, sciences and Crow Studies programs of study, the library supports the curriculum through a carefully put together acquisitions profile with vendor Yankee Book Peddler from which new books in all areas of the curriculum are selected. Similarly, periodical databases are selected which support the programs of study under these three broad areas.

To support the College's role as a transfer institution, the library provides both print and electronic resources for students, study space, and word processing software for student papers. These enable the students to succeed in their coursework that paves the way for transfer to a four-year institution.

**Serves as a public library for the community** The Library also serves an important role as the public library for the Crow Indian Reservation. A major part of the mission of the Little Big Horn College is "the advancement of the Crow Indian family through understanding and knowledge of pertinent issues and participation in community building" (Little Big Horn College Mission Statement) and the library plays a major role in helping the College fulfill this aspect of its mission. This also supports the core theme of community education and outreach as it extends beyond the classrooms of the College to all types and levels of education. Materials for general reading, viewing and listening, children's collections, as well as career development materials are particularly important in the Library's fulfillment of this role. Finally, Little Big Horn College Library and Archives maintains an extensive range of Native American and Crow-specific materials in all formats. These materials are available to the Crow community, the students and faculty of Little Big Horn College and to interested researchers from outside the community.

**Update:** Community members attend the Cultural Enrichment presentations every Thursday during the fall and spring semesters. The community is a majority of the attendees. In addition, over the last few years, 5 to 29 children have attended the summer children's reading program ages five to twelve.

**Archives** The Little Big Horn College Archives, a department of the Library, is an integral and extensive means by which the Library helps the College fulfill its mission. The mission of the Little Big Horn College Archives states that it "promotes the culture and history of the Crow Indians through the preservation of manuscripts, personal papers, official reports, photographs, and video/audio recordings on the historical and contemporary life of the Crow Indian people."

"The Archives acquires, organizes, describes, protects, preserves, and makes accessible this wide variety of materials to help perpetuate the culture and history of the Crow community and to assist in building self-knowledge, identity, and purpose for the Crow people." Together with the Library, the Archives supports the curriculum of the College and the research of scholars, while also helping to advance the Crow family through understanding, documentation and knowledge of its history, culture, language and heroes both past and present.

**Personal Research Assistance and Training** In addition to the 9,500 square foot facility, the Library and Archives provide access to electronic resources and personal research assistance on-site and through both Internet (<http://lib.lbhc.edu>) and telephone contact with librarians and the archivist. Additionally, both the Library and Archives sponsor cultural and educational programs as well as training in the use of resources, electronic as well as physical.

**Staff and Resources** The Library and Archives serve the needs of the LBHC students and faculty as well as the entire Crow Reservation community (3,594 square miles and approximately 7,900 residents) with a staff of six fulltime employees including the Library Director, the Assistant Librarian, the Technical Library Assistant, two aides and the Archivist. In addition, a few part-time student work study and HRDC employees assist with the work of the library and archives when funding allows. The Library's catalog includes 24,162 volumes and provides access to 48 databases and nearly 12,000 electronic journals. The Library also holds nearly 3,000 films in video and DVD formats concerning topics taught in course work, topics of importance for Crow culture, and titles for general recreational use. The children's collection contains nearly 1,500 books and other materials in addition to two computers for the use of children 3 to 13.

**Update:** There is an Audiovisual Technician person in the Archives through 2018 who works on the digitization of the audiovisual resources on this IMLS funded project. The library now provides access to 86 databases due to the increased purchasing power afforded through the new TRAILS consortium. The total volumes held by the library is now 17,342. The roughly 7,000 print volume difference is due to weeding the stacks and, especially, the weeding of magazines and journals. The weeding followed the collection assessment which was noted would be done in the 2013 report. Likewise, for the same reason, the volumes in the children's area are now down to roughly 600. There are actually six computers for the under 16 age group, two in the children's collection area and four on the main floor adjacent to the public computers.

TABLE # 1 PRINT COLLECTION VOLUMES, MEAN AGE AND CIRCULATION DATA BY LC SUBJECT AREA

LC CLASS	SUBJECT	TOTAL VOLUMES	MEAN AGE	CIRC AY 2010-11	CIRC AY 2011-12	CIRC 50% Fall 2012 ACTUAL	CIRC AY 2012 -13 ESTIMATE
A	General Works	69	1987	2	3	0	
B	Philosophy, Psychology, Religion	927	1982	63	90	18	
C	Auxiliary Sciences of History	153	1973	2	17	4	
D	World History (not Americas)	664	1977	36	37	20	
E	History of Americas (U. S.) - American Indians	5,661	1980	428	496	354	
F	History of Americas - State/region & non U.S.	1,322	1976	36	33	81	
G	Geography, Anthropology, Recreation	790	1980	43	53	15	
H	Social Sciences	2,467	1985	110	50	24	
J	Political Science	308	1978	5	9	2	
K	Law	682	1984	19	12	7	
L	Education	538	1984	11	25	0	
M	Music	137	1976	8	25	7	
N	Fine Arts	353	1977	10	24	4	
P	Language & Literature	3,355	1982	283	264	118	
Q	Science	1,612	1984	48	80	19	
R	Medicine	974	1990	71	15	12	
S	Agriculture	523	1981	18	36	10	
T	Technology	690	1983	11	26	2	
U	Military Science	95	1980	3	4	1	
V	Naval Science	7	1980	0	2	0	
Z	Bibliography, Library Science, Info Resources	55	1984	4	0	0	
Crow	Crow-related materials	1,539	1979	328	364	192	
<b>TOTALS</b>		<b>24,162</b>	<b>1980</b>	<b>1,534</b>	<b>1,665</b>	<b>890</b>	<b>1,780</b>

This table indicates that use of the collections as measured by circulation statistics has been increasing at a rate of 7 to 8% and based on just the fall term it is anticipated that the increase will continue. This table also shows the mean age of the materials in the collections by classification number and provides the evidence of the need for a new assessment of the collections and renewed efforts to raise the mean age of materials being used in a number of disciplines including medicine and the social sciences.

*Update.* The circulation (excluding the popular DVDs and the juvenile books) has gone down 30% from 2012-2013 to 2015-2016 and 80% from 2012-2013 to the projected total for 2016-2017 (fall semester circulation of 152 x 2 semesters=304). The circulation of popular DVDs and juvenile/children’s books has likewise had a massive fall. The reasons for this drop in circulation include the rising use of electronic versus print resources, the decline in enrollment at the College, and the fact that there were no information fluency/library use sessions requested by faculty in fall 2016. Circulation data

**Update: Table #1 Circulation of Physical Collection**

**Archival Resources** The Archives holds inactive college records of continuing historical and administrative importance and historical manuscripts, personal papers, official reports, and video/audio recordings on the historical and contemporary life of the Crow Indian people. Online access is provided to a wide range of images and text concerning the Crow Indian people, their home, their history, chiefs, traditions, lan-

guage, law, genealogy and kinship, Crow oral literature and a bibliography of core printed materials concerning the Crow people. The Archives' collections include 991 linear feet of files in addition to maps, oral histories, National Archives microfilm and microfilm of early Billings and Hardin newspapers, photographs, family histories, and rare and out-of-print materials. 45 linear feet of materials were processed in 2011 and 34 in 2012. This does not include the processing of maps, microfilm, and photographs during 2011 to 2013.

While there are many highlights, collections of importance include the following collections. These collections see the most use due to the valuable material they hold.

- Joseph Medicine Crow Collection
- Frederick Hoxie Collection
- Eloise White Bear Pease Collection
- Ann Big Man Collection
- Crow Indian Historical Collection

What makes each of these collections unique and draws users to them is that they hold diverse material drawn from the National Archives, scholarly research, secondary sources, and sources directly produced by the Crow tribe.

**Update:** There are currently 1,015 linear feet of documents in the Archives. This includes the nationally significant Charles J. Kappler Collection which was processed in 2015. Mr. Kappler was an attorney for several tribes in the United States in the first half of the twentieth century and was the author of *Indian Affairs, Laws and Treaties*, a standard reference work in the field of Indian law still used today.

The Archives has recently been awarded two grants. The first in 2015 from the Institute of Museum and Library Services (IMLS) in the amount of \$150,000 is to digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet. The second was awarded in 2016 from the National Endowment for the Humanities (NEH) in the amount of \$100,000 is to have a selection of LBHC faculty gather post WWII Crow oral history narratives from elders who experienced several significant events in Crow history before they pass away. The transcripts of these interviews will then be taken by the faculty members, developed into course modules and integrated into several of their humanities and Crow Studies courses. The work on this will begin in the spring of 2017.

**Consortia and Interlibrary Loan** The Library broadens the currency, depth and breadth of access to materials through a number of formal and informal relationships with other libraries and groups of libraries. The Library provides Interlibrary Loan Services for all using both the OMNI Consortium which consists of nine other academic institutions including Montana State University – Bozeman, Montana State University – Billings, Carroll College, Chief Dull Knife College, Dawson Community College, Montana State University-Great Falls, Montana State University-Northern, Rocky Mountain College, and the University of Great Falls, as well as the Montana Shared Catalog which now includes the holdings of more than 150 libraries, primarily public, school and small special libraries in addition to the Montana State Library's holdings. Together with these resources and those available through OCLC's World Cat the LBHC community has access to the holdings of the world through interlibrary loan service. In addition, the Library is actively engaged in the formal activities of the AIHEC (American Indian Higher Education Consortium) member libraries but also relies upon Montana members in particular for networking, peer relationships and cooperative endeavors.

The Archives lists all its collections in the National Union Catalog of Manuscript Collections.

**Update:** The Library has joined the new TRAILS (Treasure State Academic Information & Library Services) consortium which consists of all 24 academic libraries in Montana. This new consortium with its enhanced group purchasing power has greatly upgraded the ability of LBHC to acquire electronic resources – periodical databases and e books. For example, our old subscription to Ebsco’s Academic Search Complete cost us \$6,500 but under TRAILS pricing, will be about \$1,200. Even more incredible, Ebsco’s e book Academic Collection subscription would cost \$4,800 per institution annually if each library were to purchase it individually but through TRAILS will be only \$234.76.

A subset of 17 TRAILS members has joined together in a joint Primo union catalog which not only contains our holdings information, but is a discovery system which also searches articles and books in one search. The corresponding library staff user interface, Alma, also allows us access to more efficient cataloging and interlibrary loan services/functions than our old system did. And we still have interlibrary loan access to all libraries in the state via the Montana Shared Catalog and internationally via the Online Computer Library Center (OCLC).

The Library is also a member of the Tribal College and University Library Association (TCULA) and Library Director Bernardis is the president of the organization for the 2016-2017 year.

**24/7 Access** Members of the Crow community have 24/7 access to the LBHC Library and Archives electronic resources, guides, databases, interlibrary loan and purchase request forms, and the LBHC catalog and the catalogs of the OMNI and Montana Shared Catalog members. They may also send an email message to any staff member to request information, to make a suggestion or to otherwise interact with the Library or Archives. The LBHC Library also has a Facebook presence which is used to alert students and the community regarding events, Library and Archives news, and as a gateway for communication to the library.

**Update:** The 24/7 access also includes access to the TRAILS/Primo catalog and discovery system.

**Database Usage** At the time of the 2005 accreditation report, the library reported 3,005 annual searches in the databases then available. The increase in database use since then is nearly 400%. The following table illustrates the database usage in terms of number of searches for the current and past two years.

TABLE # 2 DATABASE USAGE

	AY 2010-2011	AY 2011-2012	Fall term 2012	AY 2012-2013 Estimate
Ebscohost Databases	2,468	3,886	6,768	13,536
Others	227	520	305	610
<b>TOTAL SEARCHES</b>	2,695	4,406	7,073	14,146

For a complete list of all databases, see Exhibit 1. The increase in the last two years is indicative of the corresponding increase in library/information fluency sessions in which the library staff worked with various classes. Part of the instruction was specifically on searching the databases. In spring 2012, there were six library instruction sessions and in fall 2012, it rose to ten sessions.

*TABLE # 1 CIRCULATION OF PHYSICAL COLLECTION (BOOKS, JOURNALS & AUDIOVISUAL MATERIALS)  
DATA BY LC SUBJECT AREA*

<b>LC CLASS</b>	<b>SUBJECT</b>	<b>CIRC AY 2012-13</b>	<b>CIRC AY 2013-14</b>	<b>CIRC AY 2014-15</b>	<b>CIRC AY 2015-16</b>	<b>FALL 2016</b>
A	General Works	0	0	0	0	0
B	Philosophy, Psychology, Religion	59	88	86	70	7
C	Auxiliary Sciences of History	14	28	14	14	1
D	World History (not Americas)	35	70	74	42	17
E	History of Americas (U. S.) - American Indians	471	318	212	169	18
F	History of Americas - State/region & non U.S.	96	67	36	15	11
G	Geography, Anthropology, Recreation	26	76	47	39	4
H	Social Sciences	56	87	56	71	4
J	Political Science	2	8	14	4	0
K	Law	15	5	13	11	0
L	Education	7	13	6	6	1
M	Music	15	13	8	6	0
N	Fine Arts	9	2	6	8	0
P	Language & Literature	170	117	236	160	15
Q	Science	67	168	70	49	6
R	Medicine	35	34	90	44	2
S	Agriculture	34	31	6	15	2
T	Technology	4	14	8	9	3
U	Military Science	3	11	15	8	4
V	Naval Science	2	1	4	1	1
Z	Bibliography, Library Science, Info Resources	1	0	0	1	0
Crow	Crow-related materials	382	366	297	303	56
	Subtotal	1,503	1,517	1,298	1,045	152
POP DVD	Popular DVD	3,465	4,572	1,932	2,425	407
JUV	Juvenile	182	127	70	70	5
<b>TOTALS</b>		<b>5,150</b>	<b>6,206</b>	<b>3,300</b>	<b>3,540</b>	<b>564</b>

**Update:** For an updated list of all databases, see Exhibit 1.

Table # 2 Database Usage

	AY 2013-2014	AY 2014-2015	AY 2015-2016	Fall Term 2016
Ebscohost Databases	2,834	3,897	4,799	751
Other databases	480	139	379	23
Total Searches	3,314	4,036	5,178	774

From AY 2014, searches went up in AY 2015 and again in AY 2016. The usage in fall 2016 was down tremendously, paralleling the drop in circulation of physical materials. The number of searches has gone down 70% from 2015-2016 to the projected total for 2016-2017 (fall semester searches of 774 x 2 semesters=1,548). The reasons for this drop in searches include the rising use of electronic versus print resources, the decline in enrollment at the College, and the fact that there were no information fluency/library use sessions requested by faculty in fall 2016.

### **Library/Archives Hours**

The Library is open the following hours: Monday -  
Thursday 8 AM – 7 PM Friday  
8 AM – 5 PM

The Library remains open until 8 PM on scheduled Tutor Nights assuming student interest and need requires these extra hours. In addition, the library is open until 8 Monday through Thursday during Finals week. Although students regularly request weekend hours, there has been no consensus regarding which day or which segment of the day would be convenient for the students and others. In addition, transportation is limited on the Reservation so that many cannot reach campus without tribal transit transportation and that does not stretch to cover hours outside of the usual class schedules. In the summer, the Library is open 8 AM until 5 PM five days a week.

The Archives are now open Monday through Thursday 8 AM until 5 PM and on Friday 8 AM until 12 noon. Upon request, appointments can be arranged to fit the mutual convenience of the researcher and archivist.

**Update:** There are reduced hours now as we close on Fridays at noon along with the rest of the College. It should also be noted that there are very few students in the Library during evening hours Monday through Thursday. The Archives is now open Monday through Friday 8 am to 5 pm.

**Computers, Furnishings, Rooms** There are 11 student computers, five adult public computers (which can also be used by students) and six children’s computers in the Library. The student and adult computers have the entire Microsoft Office suite on them, thus allowing the students to work on class assignments. There are ten study carrels, eight tables with 23 chairs, six children’s chairs, 15 easy chairs, two couches and two love seats. In addition to the small group study room, the Library has the Library Programs Room that can be used for meetings, programs, and additional study space when the need arises.

**Update:** There are actually 13 easy chairs. And the number of student computers is now up to 13.

**Crow Environment of Library** Perhaps the most unique feature of the library is its Crow environment. Parts of the floor are painted in Crow designs, the metal fireplace is in the shape of a tipi, the walls are adorned with both Crow-themed framed prints by the late Crow artist Earl Biss and Crow historical photos. The Library also contains a restricted Crow Special Collection room that has research space for those interested in these print materials that do not circulate.

**Equipment** The circulating Crow Collection and the general Native American collection are housed on open stacks and do circulate to any registered borrower in good standing. Equipment for viewing DVDs or VHS cassettes is available to enable clients to view curriculum, Crow-specific, or recreational films in the Library as well as borrowing them for use elsewhere. Photocopying and printing equipment are available for clients and staff members during open hours to assist clients with research or other inquiries.

**Update:** There is no charge for printing which the financially strapped students appreciate. The Library/Archives staff also has state of the art video equipment with a \$4,000 chip-based HD video camera with accessories and a very powerful computer to handle the large video files. The video camera is used on a weekly basis to record the Cultural Enrichment presentations as well as community events such as Crow Fair and Handgame tournaments and some political events.

## **2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

### **Update:**

**2.E.2.** Exhibit 2: Library/Archives Strategic Plan through 2017

**2.E.2.** Exhibit 3: 2012 Evaluation Report on the Little Big Horn College Library and Archives. The 2012 Evaluation Report on the Library and Archives will be updated within the next two years.

**2.E.2.** Exhibit 4: 2014 Collection Assessment

**2.E.2.** Exhibit 5: 2016 Collection Development Policy

**Working with Faculty** The Library Director works with individual faculty members to identify and acquire resources appropriate for the current programs and the needs of students. The faculty is involved in evaluating databases and has been invited to select resources for purchase as the need arises. One great advantage for a small institution is that it is easy for the Library and the teaching faculty to know and communicate with one another and for the Library staff to be aware of new initiatives, changes in programs and grant-funded and other special projects.

**Library and Archives Committee and Strategic Plan** The Little Big Horn College Library and Archives Committee is charged with meeting four times a year but the committee has been meeting at least bimonthly since September in order to develop a new strategic plan in conjunction with the College's work on an institutional strategic plan. The topical areas of the new plan will be Writing Across the Curriculum, Student Success Center, Collections, Crow Across the Curriculum, Special Needs, Technological Capacity, and PR/Advertising. At this point the committee has set goals in each area and in March, library staff will draft action plans to be considered by the committee as a whole. Then the draft will be written by the staff



with committee review and approval. The final plan must be approved by the LBHC Board of Trustees. The Library Committee expects to have the new plan completed by spring 2013 with implementation to begin immediately.

The Committee’s charge is to “advise and recommend” regarding the Library and Archives mission, policies and programs and to recommend the allocation of the general fund for the library budget. The Committee voting members are: two faculty members appointed by the academic department heads, the instructor of the Research Writing course, a student, Head of the I.T. Department, the Dean of Academic Affairs, and a representative of the staff council.

Nonvoting members include the Library Director, Assistant Librarian, Archivist, one rotating member of the library staff and any other faculty or employee interested in the work of the committee.

**Update:** The plan has been updated and covers through 2017. The final topical areas/strategic initiatives are: 1) Build and improve collections/resources to provide greater access to appropriate resources for all stakeholders; 2) Engaging with all stakeholder groups in order to increase access and usage of the Library and Archives; 3) Participate in the development and implementation of the Writing Across the Curriculum program; 4) Working in conjunction with the faculty, Student Success Center, and First Year Experience staff, the Library and Archives will provide necessary and appropriate assistance and accommodations for students; and 5) The Library will improve its technological capacity to meet the needs of all stakeholders.

It should also be noted that the Library Committee meets at the start of each fall and spring semester to plan the topics and speakers for that semester’s Cultural Enrichment presentations. Finally, the Committee met twice in the spring of 2016 to plan the oral history project and proposal which was funded by NEH.

**Other Planning Documents** There have been other planning documents created and/or utilized by the library. Each year as a part of the IMLS/LSTA Basic (and sometimes Enhancement) grants, the Library Director submits an updated three year plan for library development. The latest version (see Exhibit 2) includes the areas of Technology, Community/Public Services and Outreach, Holdings/Information Resources, Staff, Academic Services/ Library Instruction, and Crow Specific Activities. In addition, a Building Plan for the new library was written in 2005 by expert professional library consultant Mary Bushing after consultation with library staff and the architects (see Exhibit 3). This was utilized in the library design and construction.

**Use of the Library’s Physical Collections** The use of the library’s physical collections has increased over the years, as shown by the table below (a more detailed chart can be found in Table # 1 in section 2E1).

**TABLE # 3 CIRCULATION OF PHYSICAL COLLECTION (BOOKS, JOURNALS & AUDIOVISUAL MATERIALS)**

AY 1999-2000	AY 2003-2004	AY 2010-2011	AY 2011-2012
Start of 21 <sup>st</sup> Cen-	10 year accreditation	Recent two academic years	
623	1,581	1,534	1,665

During the 13 year period since the beginning of the 21<sup>st</sup> Century, many academic libraries have seen a

gradual decrease in the circulation of their physical collections. This decrease has been the result of a preference by students and faculty to use electronic information in the form of ebooks, databases, electronic journals and nonproprietary Internet resources whenever possible. At LBHC there has been a slight increase in the use of the print and audiovisual collections in addition to the nearly 400% growth in the use of databases over the previous eight years. This increase can be attributed to a number of factors including the new facility, the increase in student FTEs (278 in AY 2007, 372 in AY 2012), the increase in class assignments that require students to use a broader range of resources, and the efforts by the librarians regarding collaborative work with faculty as well as their active involvement in the information literacy efforts of the College.

**Update:** The statistics in this table have already been updated as part of Table 1 in section 2.E.1. There is also commentary about those statistics following the table.

A large percentage (+/- 50%) of the total circulation of books is comprised of materials from the Crow Collection and the other Native American and U.S. History materials located in the library. In addition, approximately 37% of the titles loaned to other libraries fall into these same subject areas. This attests to the fact that the Crow and Plains Indian materials in particular represent not only a strength for the LBHC Library but also they contribute many unique titles to the collective holdings of libraries elsewhere.

**Update:** The Crow and Native American holdings still comprised 45% of the circulation total in 2015-2016 not including the popular DVD and juvenile material.

**Library Survey** As a result of the increase in the use of the Library by the community, the Library staff members have instituted computer use procedures to help guarantee student access to computers regardless of the number of local citizens also using the Library's resources for Internet access. In the spring of 2007 and 2012, the Library distributed a survey to students concerning the students' use of resources and the facility while also soliciting comments about improvements, needed changes and directions for the future (See Exhibit 4 to see the survey and information on the results, contained within the evaluation of the Library and Archives by outside consultant Mary Bushing).

The spring 2012 survey of library use by students indicated very positive attitudes regarding their satisfaction with the library. The average number of credit hours being taken that term by the 107 students who completed the survey was 14.65 and on a scale of 0 to 4 they gave the library the following scores:

Convenient = 3.43  
Friendly = 3.36  
Responsive=3.36  
Helpful=3.41  
Efficient=3.31

Approximately 1/3 (34) of the students use the library in the morning and only 16 indicated they used the library in the early evening. The vast majority of students used the library from 11 AM to 5 PM each day. This is partly explained by the fact that many students rely on the tribal transit to get to and from the College and they do not have access to other transportation.

While approximately 1/3 of the students indicated they would like the library open later in the evenings and on weekends only a few students have responded to earlier attempts at expanded hours.

When queried regarding their reasons for using the library 60 students said they use it primarily for access

to the Internet and another 40 use it primarily to use word processing and 29 indicated they used other software to write their papers or complete assignments. There were 41 who responded that they used the library for quiet study when such space was available. Less than 30 students used the library for library-related purposes, namely, research.

Two of the negative themes in the student comments from the 2012 spring survey were that the noise in the library interfered with the ability to study or do serious work there and that the age of the collections are inappropriate for the course work with the exception of the historical material related to Native American issues and specifically Crow Studies. The library staff members have responded to the first issue by being more vigilant in monitoring noise levels and by encouraging students and others to use other campus venues for the purposes of social activities.

**Update:**

Exhibit 6: Spring 2016 Student Library Survey and Results

The following is a summary of student responses to the spring 2016 library survey.

**Majors and Classes Utilizing the Library --**

The Little Big Horn College student library survey for spring 2016, which consisted of 73 completed surveys, indicates that the majority of students who utilize the library fall under four majors: Human Services (17), Nursing (17), Liberal Arts (15), and Business Administration (10). The classes with the most students visiting the library/where library use was required were College Writing with 18 students, Sociology with 10, Crow Socio-Familial Kinship with 8, Developmental Psychology with 6 and Survey of Humanities with 5.

**Resources Used --**

When asked about the resources they utilized, 43 students indicated General Internet searching was their main resource while 30 noted it as books and another 20 chose Crow Resources on the library website. Furthermore, 35 students stated that they used the library databases when utilizing the library.

**Staff Helpfulness --**

When asked about the library staff's helpfulness, students rated the staff as either very useful, useful, adequate, semi-adequate, or not useful. As seen in the following table, most of the students see the staff in a positive light and very few see them in a negative light.

	Very Useful	Useful	Adequate	Semi-adequate	Not useful
<b>Student Response</b>	37	13	17	4	2

**Library Visitation Frequency --**

The frequency with which the students visited the library was as follows: 25 indicated they visited daily, 24 weekly, 19 monthly and only 7 stating never.

**Purposes in Using the Library --**

Two of the main reasons students come to the library is to use the Internet and to write their research papers. These two choices were picked equally on the survey at 49 apiece. The third most chosen reason for visiting the library was to study (41). All other reasons were less than half of the latter figure.

Which Collections Would You Like Improved? --

According to the survey, students feel that these collections could use some improvement: Crow Collection (21), Educational DVDs (19), Popular DVDs (18), and Young Adult (12). Other collections that were listed but that were not chosen as many times as the previously mentioned collections are our periodical, children, electronic information, Native American, and general stacks.

Choose One Thing to Improve the Library --

Some of the comments students made on what the library could improve on were the hours. Eight students stated that they needed to be extended to at least 8pm and two students mentioned weekend hours. Two stated that there needs to be more tables, and 3 others stated that a coffee machine or coffee shop is needed in the library.

What Do You Like Best About the Library? --

Most of the comments stated that the library is fine as is, and that the computers/Internet, staff, and the atmosphere were what they liked best.

**Collection Assessment** The library is responding to the second concern, that of the age of the print materials, by planning a full assessment of the approximately 23,000 books and serials in the circulating collections during 2013. A statistical analysis of the circulating book collections has revealed that the mean age of these materials is slightly more than thirty-two years with mean publication dates hovering near 1980. See Table 1 in section 2E1 for more details. The last assessment of the collections and revisions to the Collection Management Policy were completed in 2004.

Like all academic libraries, LBHC has had to revise the collections, the policies concerning these collections and the management of the transition from physical collections to digital ones. The assessment will involve both the gathering of quantitative data regarding each subject/discipline segment of the collection and qualitative data.

The quantitative data will include numbers of items, mean age, circulation statistics, identification of titles never used, turnover rate and comparison of questionable titles with those listed in Resources for College Libraries (the replacement for Books for College Libraries).

The qualitative aspect of the assessment will consist of examining each item for condition, level of content and redundancy with other materials handling the same material. During this step culling will occur for materials deemed to be out of date, misleading, or in poor condition.

Following these steps, a new profile of the collection will be developed, collection goals set, and revisions made to the acquisition plans and processes. The Library Committee will be then asked to provide assistance with any necessary changes to the Collection Management Policy. The entire process is expected to be completed during spring of 2014.

**Update:** The collection assessment and culling was done in 2013 and 2014 by the library staff in conjunction with Mary Bushing. See Exhibit 4 for the assessment. The revised Collection Development Policy was drafted in 2015, discussed by the Library Committee, revised and approved by the Library Committee in

April 2016. See Exhibit 5 for the new policy. The revised selection profile for the notification of new books from book distributor Yankee Book Peddler was done in 2015.

**Evaluation by Skills for Success Students** In addition to the survey, student evaluation of the Skills for Success course is part of library assessment as one section of the evaluation covering the time spent on library instruction in class. In the spring of 2012, 90 of 96 students strongly agreed or agreed that they got the services/information they needed while 95 of 96 strongly agreed or agreed that they were pleased with the quality of services or information they got. 89 of 96 strongly agreed or agreed they were satisfied with library services.

**Update:** The Skills for Success course has not been including a library/information skills component as regularly in the last few years as it did in the past and thus we do not have their evaluations.

See 2.E.3. Exhibit 5: List of Courses with Library Instruction; and 2.E.3. Exhibit 6: Library Speaker Series/Cultural Enrichment Course Speakers and Topics and Related Materials.

**2.E.3. Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

**Library/Information Literacy Sessions in Classes** The College has recently returned to a process for delivering information literacy classes to all students through a required two-hour section of the Skills for Success course. This course provides first time college students the framework for success in their college courses by covering fundamentals such as note taking, test taking, time management and library skills. The library section is taught by the Assistant Librarian. In addition, in the 2011-2012 academic year and the fall 2012 semester together, six general education required courses had library instruction sessions (see Exhibit 5 for the list). 12 classes have had Crow cultural content as part of library instruction in the same time period.

**Update:** The Skills for Success course has not been including a library/information skills component as regularly in the last few years as it did in the past. Across the curriculum, the number of Library/Information Literacy sessions in classes has gone up and down from twelve in 2013-2014 to four in 2014-2015, ten in 2015-2016 and none in fall 2016. However, of those sessions that have been held, the vast majority of them are for general education courses. See Exhibit 7: List of Courses with Library/Information Instruction.

**Individual and Faculty Assistance** Individual assistance in research related questions is provided by library staff for anyone during regular library hours of service and the librarians and archivist are also willing to work with individual faculty members to assist them in designing assignments that further information literacy in meaningful ways that are appropriate given the collections and electronic information resources available at the College.

**Library Speaker Series/Cultural Enrichment Course** A series of programs for students in the Crow Indian Cultural Enrichment course which is also open to community members has been hosted by the Library during the past few years. These programs center upon topics of Crow culture, language, history and current issues of importance thus furthering the core themes of “the enhancement of Crow culture and language” and the “commitment to community education and outreach.” This program has been going on for the past six years and has featured programs most often given by elders on topics such as the Crow

Clan System, Traditional Dress of Crow Women, the Yellowtail Dam Controversy, and The Sacred Tobacco Society. Attendance at these sessions is usually in the 10 to 20 range (see Exhibit 6 for more detail on this program). Many classes in the general education and Crow Studies curriculum award points for students attending the library speaker series.

**Update:** This series of presentations has been going on for 11 years now during the fall and spring semesters. See Exhibit 8: Library Speaker Series/Cultural Enrichment Course Speakers and Topics.

**Crow Cataloging Enhancement IMLS Grant** The ability of all to locate core Crow information has been greatly improved by an IMLS (Institute of Museum and Library Services) Enhancement Grant in 2011-2013 that is enabling the Library to expand typical bibliographic records for print items (primarily books and pamphlets) with enhanced summary information, local subject headings and a name index. The goal is to have at least 500 records expanded by the conclusion of the grant cycle, September 30, 2013. In addition, student/public workshops on researching Crow topics and ancestors in the catalog, the Crow census database on the web page, and the Ancestry.com and Heritage Quest databases commenced in 2013.

**Update:** this project was extended another year through 2014 and a total of about 900 items were cataloged, nearly twice the 500 item goal. From 2013-2015, 54 persons attended five workshops on researching Crow topics and ancestors in the Library catalog, on the Library website, in the Crow Census Database, and in the Ancestry.com and Heritage Quest products.

**2.e.4 the institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

**Surveys** The Library periodically solicits feedback, suggestions and evaluations from those who use their facilities, services and resources. They do this in a variety of ways in order to receive as much useful guidance as possible for the purposes of both daily decision-making and strategic planning. The Library periodically distributes a survey to students and regularly receives a response from approximately 30% of the students representing both full and part-time individuals across a range of academic programs.

The library also plans to implement a short survey of feedback and evaluation from faculty, especially those faculty members who have their classes receive training by library staff members. The feedback will help the librarians to improve the content for these sessions and to improve their own teaching methods. The Librarians are particularly interested in tracking how students use the information they receive in these sessions and how useful the Information Literacy classes are in aiding students in their course work.

**Outside Evaluation** In addition, faculty members and administrators have provided comments and suggestions to an outside consultant (Mary Bushing) through an interview process as part of an in-depth evaluation and review of library and archives operations. The most recent review was conducted in autumn 2013 and the resulting report is being used to adjust and provide practical details to the new strategic plan currently being prepared. See exhibit 4 for the report.

Individual faculty members were interviewed regarding their experiences using the library and its resources and how they perceive their students' use of the library and its resources. All of the faculty members expressed pride in the new LBHC Library and its staff and services.

Faculty who teach in the Humanities and Social Sciences were especially enthusiastic concerning the library and its service to both faculty and students. Those who teach classes in Crow Studies or American

history also expressed their hopes that they might work more closely with the Archivist in engaging students in primary research using both the Crow book collections and the rich archives collections. Those who have arranged for a librarian to speak with their classes regarding the use of library resources both print and electronic have been pleased with the results and expressed a desire to do more to further these collaborations.

Faculty in the physical sciences also expressed positive experiences working with the Library Director in obtaining appropriate databases and print resources for the use of their students and described a number of specific assignments they regularly give to their students requiring them to use appropriate electronic sources provided through the library.

With the exception of a few individuals whose students use textbooks exclusively in their course work, the faculty expressed strong support for the library and the renewed collaboration between librarians and teaching faculty to assist students in developing information fluency.

The only negative note matched that expressed by a number of students and that was a concern about the level of noise in the library.

**Quality of library and information resources and services** The library and archives evaluates the quality of its resources and services periodically through student surveys, Skills for Success student course evaluations and reports by outside consultants. Mary Bushing has done reports on the overall library and archives operations (2005 and 2013) and University of Montana archives director Donna McCrea has done evaluation and planning with the Archives in 2009 and 2011 (See archives evaluation reports in Exhibit 7).

**Update:** An external evaluation is scheduled for 2018 to review progress and evaluate the Library and Archives.

#### ADEQUACY OF LIBRARY AND INFORMATION RESOURCES AND SERVICES

**Table # 4 Staffing:** The following table summarizes the positions in the Library and Archives.

<i>Position</i>	<i>Responsibilities</i>
Library Director	Overall direction of library, grant writing and implementation, resources development, supervises Archivist
Assistant Librarian	Oversees the day to day operation of the Library, supervises the staff, does library instruction sessions, does original cataloging, reference
Technical Library Assistant	Copy cataloging, interlibrary loan
Library Aide (2)	Processing of library materials, circulation, reference, periodicals
Archivist	Reference, processes (arranges and describes) archival materials, performs conservation

**Update:**

**Table # 3 Staffing**

Position	Additional Responsibilities/New Position
Library Director	Supervises Assistant Librarian, co-director of oral history project
Archivist	Oversees and assists in digitization project, co-director of oral history project
Audiovisual Technician	Digitizes archival audiovisual materials, creates metadata for them, occasionally videotapes cultural presentations and events

**Table # 5 Budget Overview:** The following table summarizes the General Fund Library budget for the last three years. **Update: Table # 4 Budget Overview:** The following table summarizes the General Fund Library budget for the most recent three years.

<i>Year</i>	<i>Line Item</i>	<i>Budget</i>
2012-2013 to 2014-2015	Publications	\$15,000
	Acquisitions	\$10,000
	Supplies	\$8,000
2015-2016	Publications	\$15,000, zeroed out in March
	Acquisitions	\$10,000, zeroed out in March
	Supplies	\$8,000, zeroed out in March

*Budget zeroed out due to LBHC financial constraints.*

**Table # 6: Grants Overview:** The following table summarizes the library grants for the last three years.

<i>Year</i>	<i>Funding Source</i>	<i>Amount</i>	<i>Purpose</i>
2011-2012	IMLS Native American Basic Grant w/Educational Option	\$7,000	Subscriptions, speakers' honoraria, conference attendance
2011-2012	Title III – U.S. Department of Education*	\$33,200	Purchase of databases, DVDs, books, wireless upgrade
2011-2013	IMLS Native American Enhancement Grant	\$135,311	Make Crow Collection more accessible via enhanced and expanded cataloging
2012-2013	IMLS Native American Basic Grant w/Educational Option	\$7,000	Children's materials, speakers' honoraria, computers, public library planning
2012-2013	Title III – U.S. Department of Education*	\$38,000	Purchase of resources print & electronic, equipment & supplies

\*library portion of grant to LBHC

Through these grants, LBHC has purchased resources and electronic infrastructure such as a wireless upgrade and the annual cost to support its portion of the library integrated system, and consultation for library/archives evaluation and planning.

**Update:**

**Table # 5: Grants Overview:** The following table summarizes the library/archives grants for the most recent three years.

<i>Year</i>	<i>Funding Source</i>	<i>Amount</i>	<i>Purpose</i>
2011-2014*	IMLS Native American Enhancement	\$135,311	Make Crow Collection more accessible via enhanced and expanded cataloging



2013-2014	IMLS Native American Basic Grant w/Educational/Assessment Option	\$7,000	Honoraria for the Cultural Enrichment speakers, purchase of computers, consultant in weeding (de-selection) of our collection; travel Lib. conference
2013-2014	Title III – U.S. Department of Education**	\$38,000	Purchase of new microfilm reader-printer, renewal print subscriptions, electronic databases
2014-2015	IMLS Native American Basic Grant w/Educational Option	\$7,000	Speakers' honoraria, video consultant, purchase two laptops
2014-2015	Title III – U.S. Department of Education**	\$38,095	Video camera, microfilm, databases, Wi-Fi, copiers
2015-2016	IMLS Native American Basic Grant w/Educational Option	\$7,000	Speakers' honoraria, video consultant, Crow photos
2015-2016	Title III – U.S. Department of Education**	\$38,095	Training, mini DV deck, conference, databases
2015-2018	IMLS Native American Enhancement Grant	\$149,283	Digitize Crow audiovisual materials and put on Internet

\* Got a one year extension; \*\*library portion of grant to LBHC

**Utilization of library and information resources and services.** The library and archives evaluates their utilization of resources through circulation reports, database usage reports, student surveys, and reports by outside consultants.

**Security of library and information resources and services.** With the new library, the library purchased a state of the art security system consisting of security gates just inside the library doors. If someone leaves the library with library materials that they have not checked out, the system alarm goes off.

**Online/Web Security of library and information resources and services** The IT department is responsible for the security of the library network. The patron computer workstations are protected with antivirus firewall software, Fortres Grand security software and Time Limit management software which restricts access to the computers. Fortres Grand provides restrictive security for public access computers. Time Limit management software provides a method to implement custom Usage Policies for public library computer access. Access to the patron computers can be obtained through a signup process at the library's front desk. The library's webpage is maintained on a web-server that that is administered by the Information Systems Technology Department. A hardware firewall appliance is utilized to restrict access into the library's network.

***Update:** the vendor backs up the new library Alma system regularly so it can always be restored if there is any problem. The digitized content of the archival audiovisual Crow historical and cultural recordings have a three tiered backup system – a server, data tapes, and a Cloud hosted service.*

**Cooperative Arrangements in library and information resources and services** The OMNI consortium, of which LBHC is a member, provides the library catalog, interlibrary loan services, and keeps the system costs lower than if the library had a solo system. The Tribal College and University Libraries Association (TCULA) sometimes joins together to purchase databases at a better price than if purchasing alone. The

Montana State Library makes available at a discounted cost the services of OCLC (Online Computer Library Center), a worldwide consortium of libraries, for copy cataloging and interlibrary loan services. It also provides statewide discounted rates for access to the Ebscohost suite of 37 databases.

**Update:** As noted earlier, the larger TRAILS consortium has replaced the OMNI consortium and has provided deep discounts for access to 86 databases.

See 2.E.4. Exhibit 7: 2009 and 2011 LBHC Archives Evaluation Reports.

## 5 g STANDARD 2.F. FINANCIAL RESOURCES

**2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

The Finance Department of Little Big Horn College (LBHC) has an important responsibility to ensure there is a sufficient cash flow to support its programs and services to the faculty, staff, and students. Its daily operations are not interrupted to a high quality services to the college.

As of June 30, 2016, the college was in a stable financial position, increasing net assets of 13% over the prior year. Revenues increased 15.2% as well due to enrollment and tuition while expenditures were managed at a sustainable level. LBHC does not have an operating reserve at this time but is part of our long-range goals.

LBHC's planning process centers on realistic projections supported by enrollment projections and tuition. Each yearly cycle, the planning includes projections and consideration of current and future obligations of the college. This deliberate and thoughtful planning process ensures that LBHC operates within available resources each year. The campus wide budgeting process is presented in more detail in 2.F.2.

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Little Big Horn College receives operational funding as an allocation from Congress based on the Indian Student County (ISC) from the previous year. Based on the Tribally Controlled Colleges and University Act (Public Law 95-471) Congress appropriates educational and operational funds to the tribal colleges per Indian Student Count. Financial planning is made difficult from key factors; first, the fluctuating student enrollment total among all the Tribal Colleges funded by Congress, and second the increase or decrease in the Congressional appropriation to Tribal Colleges as a whole, and third to the college's own enrollment level. In addition, LBHC receives revenue from the paid student tuition and fees. Major funding is derived from discretionary grants awarded by federal, state and private sources.

LBHC budget process begins with each department-making requests to their Deans. The deans, CFO, and President prioritize the requests based on the institution's prior year's expenditures, strategic planning for all Core Themes, and institutional assessment data. These priorities are established and then incorporated into the budget for presentation to the Board of Finance Committee and finally to the Trustees

for acceptance of the LBHC’s annual budget. See the LBHC Financial Policy of 2015, Attachment \_\_\_\_.

## 5.0 FINANCIAL INDICATORS – TABLES FROM THE LBHC PERFORMANCE REPORT NOV 2016

### 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	FY 2015
TCCCU to LBHC	\$1,785,040.00	\$2,239,150.00	\$1,976,780.00	\$1,976,780.00	\$2,235,370.00

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

Core Revenues	Little Big Horn College FY 2011	TCU's 2011 N=22	Little Big Horn College FY 2013	TCU's 2013 N=24	Little Big Horn College FY 2014
1. Tuition and Fees	9%	6%	430/2%	7%	\$670/3%
2. State Appropriations	0	0	0	0%	0%
3. Local Appropriations	0	0	0	0%	0%
4. Government Grants & Contracts	56%	68%	18,594 70%	71%	\$17,509 74%
5. Private gifts, grants, contracts	2%	3%	0	1%	0%
6. Investment Return	1%	0	1,063/4%	0%	\$1,807/8%
7. Other core revenues	32%	12%	6.406/24%	8%	\$3,558/15%

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

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

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

Table 5.3a Core Expenses 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	Little Big Horn College FY 2014

<b>Instruction</b>	7478/29%	2545	2670/9%	3503 or 12%	4,569/16%
<b>Research</b>	114/0%	2200	2407/8%	1704 or 6%	761/3%
<b>Public Service</b>	180/1%	1270	1602/5%	2064 or 7%	1,216/4%
<b>Academic Support</b>	1826/7%	1892	2000/6%	1938 or 7%	2,406/9%
<b>Institutional Support</b>	7507/29%	6771	8712/28%	8461 or 29%	7,681/27%
<b>Student Services</b>	2606/10%	3240	9405/30%	5453 or 19%	5,876/21%
<b>Other core expenses</b>	6495/25%	4908	4411/14%	5725 or 20%	5,672/20%

**2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

- e) **Little Big Horn College Ad Hoc Report to NWCCU on Financial Management Policy – Sub-**mitted on October 20, 2015; NWCCU Response January 2016, (Standard 2.A.30, Standard 2.F.1). *Update for Year Seven Report.*

***The Benefits of Policy Analysis to Little Big Horn College.*** Financial Policies and Procedures revisions were warranted in several areas for the way in which the policies had become outdated, particularly where new systems required adjustments. The policies analysis showed several integral financial functions, including budget, audit and auxiliary and construction accounts were overlooked in the 2006 financial policy. The Finance Office documented the college processes and procedures in each of the areas, and brought them into the policies to represent the extensive and comprehensive financial resources oversight and management functions that do occur annually. The Finance Office research on non-profit financial policies was instructive and built on quality professional practices.

***Anticipated Agenda for Financial Policies and Procedures Development, 2015-2016.*** The Finance Office completed a schedule of policies and procedures development (review, revision and expansion) in this fiscal year. This included the annual budget preparation and review, within the Board of Trustees quarterly agenda (December 2015), the delineation of internal and external controls (February), broader involvement of the college divisions in the budget development (April), and expanded documentation of the Auxiliary Services and Construction Accounts financial management procedures (July).

***The Board of Trustees and Finance Committee Role in Financial Management.*** The specific role of the Board of Trustees in the review and approval of the budget, audit and the investment/reserves appears in both the policies and the Board of Trustees Manual. In practice, the schedule of board and finance committee meetings showed irregularity over the two previous fiscal years. While this is in part due to the transition from monthly to quarterly Board meetings, it revealed the need to insure the quarterly Board agendas contained the oversight and management of the financial resources of the college. Furthermore, the Finance Committee role has shown to be infrequent, with in the college budget, audit and endowment/reserve accounts and policy development. For the most part, the Board of Trustees had functioned as a committee of the whole on matters of finance.

***Conclusion.*** Little Big Horn College responded to the recommendation and developed college financial policies and the role of the Board of Trustees in that policy development in the period of July 2015 to October 2015. The college realized four benefits:

- Updated and revised Financial Policies and Procedures, approved by the Board Finance Committee with an agenda for continued policy development;
- Clarified role of the Board and the Finance Committee in the integral oversight and management of the institution's financial resources;
- A mandate to facilitate the annual Board financial oversight and management calendar/agenda within the newly established quarterly Board of Trustees meeting schedule; and,
- Clarified role of the Board Finance Committee in these processes.

**The Commission accepted the College Fall 2015 Ad hoc Report** on Recommendation 3, "The Commission determined that its expectations regarding Recommendation 3 of the Spring 2015 Ad Hoc Report have been met. In accepting this Ad Hoc Report, the Commission removed the Notice of Concern Issued at its June 24-25 meeting for Standards 2.A>30 and 2.F.1" (NWCCU February 5, 2016 letter).

**2.F.1 The institution ensures timely and accurate financial information through its use of an appropriate account system that follows generally accepted accounting principles and through its reliance on an effective systems of internal controls.**

Little Big Horn College uses the JENZABAR accounting software. The software is set up specifically for use by colleges and universities. The software follows all regulations pertaining to generally accepted accounting principles. The system is periodically updated and the technical support needed has been average. The system was first implemented in July 1, 2007.

**2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support that institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

Little Big Horn College has Long-term debt at this time. The LBHC Health and Wellness Center has a facility loan with First Interstate Bank of Hardin, MT. All other building funds are secured before the start of each project is undertaken. All building funds are secured before the start of each project is undertaken. All short-term debt is budgeted in advance with the annual budgeting process. All grants and contracts are drawn down on a reimbursement basis. No long-term debt is projected to be undertaken in the near future.

**2.F.2 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

The financial relationship between Little Big Horn College's education and general operations to its auxiliary enterprises is best demonstrated by the priorities in the budgeting process. The first and foremost priority is instruction. Salaries for faculty are appropriated to ensure high standards of teaching and learning through sufficient number of instructors for each educational program. Adequate facilities are also high priority and financial resources are allocated according to this

priority.

In seeking funds through grants and through the budgeting process, auxiliary enterprises and sponsored programs are submitted and accepted to provide support to instruction research or public service functions of the college. By assuming legal responsibility, the institution recognizes that these awards are made to the college and not to individuals.

Little Big Horn College does not have the kind of auxiliary enterprises of many large universities, such as student housing operations, theatres, and museums. Little Big Horn College's auxiliary enterprises generally come in the form of individual projects and time-limited programs.

The Little Big Horn College Finance Office administers these sponsored programs by providing support services before, during, and following completion of the project. There are many financial opportunities for tribal colleges to coordinate with consortiums, bridge programs, and summer youth programs. LBHC pursues these types of auxiliary enterprises as long as they dovetail with the mission and goals of the college.

The college recognizes that auxiliary enterprises do not balance education and general operations but rather support activities for student services, community services, and scholarships. Little Big Horn College defines for its purposes auxiliary enterprise as self-supporting operations. This is seen as a sound policy since any withdrawal of funds for substantial services will create fiscal problems.

**2.F.3 For each year of operation, the institution undergoes an external financials audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

Each year Little Big Horn College undergoes an annual external financial audit by the professional qualified personnel in accordance with generally accepted auditing standards in the United States of America. Little Big Horn College's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

The responsibility of WIPFLI LLP, CPA's and Consultants is to express opinions on these financial statements based on their audit. WIPFLI LLP conducts their audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that Wipfli LLP plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. Every three years, the President and the President's council review the contract with WIPFLI LLP.

The audit performed by Wipfli LLP is completed no later than nine months after the end of Little Big Horn College's fiscal year. The results are reported in an appropriate and comprehensive manner by the administration to the Board of Trustees for review. The audit is submitted on eZ-Audit, [www.ezaudit.ed.gov](http://www.ezaudit.ed.gov), and

the Federal Audit Clearinghouse, [erd.fac@census.gov](mailto:erd.fac@census.gov), for federal agencies affiliated with Little Big Horn College to review. See **Attachment 10** for the 2015 LBHC Audit.

**2.F.4 All institutional fundraising activities are conducted in a professional and ethical manner and comply with government requirements. If the institution has a relationship, with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has written agreement that clearly defines its relationship with that organization.**

Little Big Horn College fundraising activities are conducted in a professional and ethical manner and comply with government requirements. Little Big Horn College President is on the board for the American Indian College Fund (AICF), engaged in fundraising activities for scholarships for students who attend Tribal Colleges in Indian Country. These scholarships assist students to achieve their educational goals.

Little Big Horn College has an agreement with Nittany Grantworks, an organization that supports LBHC's mission. Nittany Grantworks provides services, work in a professional manner, and complies with all federal, state, and local laws applicable to the work to be performed.

LBHC also has the Land Grant Endowment and the American Indian College Fund (AICF) Cultural Preservation Grant to support or be able to rely on to meet unmet needs.

## 5 h STANDARD 2.G. PHYSICAL AND TECHNICAL INFRASTRUCTURE

### Physical Infrastructure

**2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.**

Little Big Horn College provides a safe, secure and accessible environment for the students. The planning and construction of each building takes into account the needs of the student body.

The Master Plan developed by Little Big Horn College used the Charrette planning process which included student and community involvement. A healthy learning and working environment is an objective that supports Little Big Horn College's responsibility to its students and the community. The buildings are planned and constructed to be accessible, safe and secure thereby allowing for space in which students are able to learn and succeed in their respective academic classroom environments.

**Maintenance and Facilities Management.** The college retained Mr. Ron Juneau, a Master Architect, in December 2014. The management and disposal of toxic materials are among his primary responsibilities. With the Maintenance Department, Mr. Juneau reviewed the chemicals storage in both maintenance and building repair and renovation. The Maintenance Department will transition the separately stored maintenance supplies in all campus buildings to a wall mounted pre-mixed chemical dispenser system, in lieu of large volumes of cleaning chemicals. The selected approach alleviates the potential hazards with storing cleaning chemicals in closed closets throughout the campus facilities. The existing chemical will be used until they are depleted (March 2015 projection). The construction supplies are relatively few. Paint stored in the campus building are scheduled for relocation in exterior enclosed storage buildings. A newly drafted facilities management plan (submitted to President Yarlott on 01 Feb 2015) includes preventive maintenance items and procedures for staff and building operation. In a review of the college greenhouse and all out buildings in January 2015, no hazardous materials were encountered.

**2.G.1. The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

*Update, Ad Hoc Report March 2015.* In June of 2013, Mountain States Environmental Services collected and removed for disposal all expired and unused laboratory chemicals. The chemical clean-up cost was approximately \$6,000.00. This cost is not expected in the future due the LBHC hazardous waste storage and disposal plan described above.

The college science department purchased new chemical storage cabinets for corrosive (acid/base/nitric acid), flammable, and poisons in 2013. These are the categories of hazardous wastes defined by EPA. Potentially hazardous chemicals that are used in the LBHC science laboratories are currently being stored in these locked cabinets with access only by LBHC science faculty.

**2.G.2. The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

Little Big Horn College operates from a Master Plan for college expansion and development. The Master Plan provides direction and planning for all future improvement and construction to the college campus. It is a goal of campus construction to have a “green, zero net gain” campus. The intent is to produce more energy than the campus needs, we would then sell the excess back to the energy cooperative. The planning for campus building construction involves the needs of our students and community. All new construction follows the Leadership in Energy and Environmental Design (LEED). This is an internationally recognized green building program. It provides building owners and operators with a framework for identifying and implementing practical and measurable building, construction, operations and maintenance solutions. It allows for long-range educational plans, while providing healthy indoor spaces for the building occupants. The energy savings will allow for lower operating costs and increase asset value. The Maintenance Department will be able to gather and track information regarding the conditions of each building for improvement of maintenance and operation during the lifecycle of the buildings on campus.



**2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.**

Little Big Horn College is expanding to meet the growing needs of the students and community. Currently the college has completed the Preliminary Architectural Report (PAR) for the Little Big Horn College Education and Technical Training Center (Vo – Tech Center). The new vo-tech center will offer certification in these occupations; Carpentry, Welding, Electrical, Heavy Equipment, Diesel Mechanics and Commercial Driver License. With the development of the Bakken Oil Field and emphasis of Alternative Energy, the design and construction of a new vo – tech center will support additional certification and curriculum demands of a skilled workforce.

**Technical Infrastructure, Section Updated 2017**

**2.G.5 consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

*Update in 2017.* Since 2013 the information technology department support personnel has been reduced to three. Due to budget constraints it has been decided that the college will not replace tech personnel along with other positions throughout the college to not replace people as they leave for other opportunities.

The college has upgraded its internet bandwidth to a 100/100 mb ethernet connection and was on a three-year contract with the local telephone company Nemont. During the last quarter of the year 2013, Nemont was finalizing the installation of a fiber optic high-speed internet. Little big horn college was fortunate to be their first customer to be hooked into this new service. During the three-year contract the 100/100mb connection has served the college well. During the last quarter of 2016 Nemont offered the college a 1gb/1gb sdsI internet connection at a substantially lower cost compared to the 100/100mb Ethernet connection. This newer higher speed internet connection is serving the college well and has been very reliable.

With the use of high-speed internet, the college has begun to utilize more cloud-based services. The campus management system Jenzabar has been moved to the cloud and is installed on top tier secure Internet servers. Jenzabar is connected through Windows based Remote Desktop service and can only be accessed from the college’s campus network. The financial aid software Powerfaids has also been moved to the cloud based servers which Jenzabar is utilizing.

With the availability of the high-speed internet bandwidth the college will begin moving forward with upgrading add-on services to Jenzabar to begin offer hybrid classes with in class and online components.

Currently the college’s webpages reside on in house servers residing on campus. Over the following months the webpages [www.lbhc.edu](http://www.lbhc.edu) and [lib.lbhc.edu](http://lib.lbhc.edu) will be moved to off campus cloud based web servers.

The campus telephone system was replaced with a new Shoretel telephone system in the first quarter of 2015. The older telephone system was beginning to show its age.

A new computer lab has been set up in the Driftwood lodges building at the beginning of the Spring semester in 2017. Computer Lab CL151 had been used as a technical support office for several years but it was

decided that the room needed to be reverted into a computer lab to better serve the student body. This brings the computer labs to four labs in the Driftwood Lodges. Also computers are available to students in the Science labs in the Driftwood Lodges.

**2.G.6** the institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

*Updated in 2017.* The Information Technology Department personnel is available to all groups of people who come on campus. This includes not only students and staff but also visitors on campus. The campus has Wireless internet available throughout the campus and is available to those who come on campus. The library utilizes Fortress Grand software and Time Limit Manager, which limits the time that people are allowed to use a computer. The software also restricts which areas on the computer a user is able to access.

Internet firewall systems and Antivirus software are in place to restrict access to certain undesirable websites and also protect the campus network from intrusions and viruses.

In 2015 the business office had a Jenzabar consultant come in and train the business offices in the use of Jenzabar's business modules such as Payroll, Accounts Payable and Accounts Receivable.

**2.G.7 technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

*Updated in 2017.* Technology Support Staff is generally consulted with when planning for changes to the campus such as implementing new services. The library recently installed a wireless network system through consultation of the technology support staff. Currently through the direction of the technology support department the college is installing a new video surveillance system in the Library/Administration buildings and the Health and Wellness center.

Generally, when the college plans, writes and implements grants, the technology support department is utilized in the grant writing process. Since technology and the implementation of it touches most areas of the college and those who come on the college campus, the technology support department is involved in all areas of the college on a daily basis.

**2.G.8** the institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technology infrastructure is adequate to support its operations, programs, and services.

*Updated in 2017.* Through an annual budgeting process beginning with the President's council, technology needs are planned into the budget. Computer labs, faculty and staff computers are refreshed on a four-year cycle. Software is upgraded as it comes available. Firewall and Antivirus service contracts are renewed every three to four years. The college has always maintained an adequate technology infrastructure to support its academic learning environment and supporting the mission of the college.

The technology support staff along with other college personnel work together on strategic planning which generally directs which technologies the college will be planning to implement in the future. With the availability and use of high-speed gigabit Internet service, the college will utilize and rely more on Cloud computing technologies, creating and offering online classes and pursuing new opportunities for the college and its learning environment.



## 6) Year Seven Report – Standard 3 – Institutional Planning

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

### Introduction to Planning at Little Big Horn College

LBHC planning evolved from standard strategic planning to an integrated planning process with the Mission Elements/Objectives and the Core Themes/Objectives as the framework and guiding principles of planning. LBHC is committed to the College Mission and Core Themes.

Planning is flexible to respond to the grant and contract opportunities that fit the long-term strategic plan; as well as the annual budgeting/plan necessitated by the annual appropriations process of the primary funding, the Tribal Colleges Act.

Planning evidence: The Year One Report is revisited annually during a specified series of meetings both in the full faculty and staff meetings and assemblies as well as in the division of the college (academics, student services). Upgrades and updates in the Mission Thresholds and recent assessment data, as well as Core Theme benchmarks compared to recent student achievement are updated. College programs and services align their services with the Mission and Core Themes and respective objectives.

#### **Eligibility Criterion 22 STUDENT ACHIEVEMENT**

Little Big Horn College publishes the learning outcomes for each program of study and certificate program in the biennial catalog, the most recent being 2015-17. Faculty PLO committees review and analyze program learning outcomes measures. They utilize student achievement and learning data. The LBHC Performance Report presents student achievement data sets organized by Core Theme. These include student retention and graduation rates; General Education (all disciplines), Developmental Education (writing and math) and Crow Studies courses completion rates. The PLO Plan requires curriculum mapping and transferability studies. VALUE Rubrics are in use by the General Education PLO Committee. The Co-Curriculum (student clubs, activities and educational services) has established student-learning outcomes in leadership, budgeting, cooperation and skills development. The review and analysis of program learning outcomes and co-curricular student learning outcomes are implemented for the purpose of student learning improvement.

### **3.A Institutional Planning**

**3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies. 3. A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.**

The planning process is a cycle of institutional activity that follows this sequence: Lead, Think, Plan and Act (Graphic #1). Each of the four major planning activities engage the campus community in parts or steps.

#### **Little Big Horn College Strategic Planning Process. See Graphic #1.**

The **Lead** quadrant regards the authority to serve the Crow Indian community and the college commitment and dedication to the institutional Mission and Core Themes. The assessment of the educational opportunities and services is carried out to identify and understand the degree of institutional effectiveness against the standard or threshold established for mission fulfillment and the benchmarks set for core theme achievement. The college leadership brings in the college constituents input for the student and community benefit. As the college operates, the president and the president's council monitor and analyze the measures of services and opportunities, and the students' educational record. To facilitate this process, the college chose to assemble, by Core Theme, key sets of institutional data on students' achievement and organizational services, ---the Little Big Horn College Performance Report. From the initial publication in Spring 2013, the Report has had six editions that provide periodic and critical updates in these chosen assessment measures.



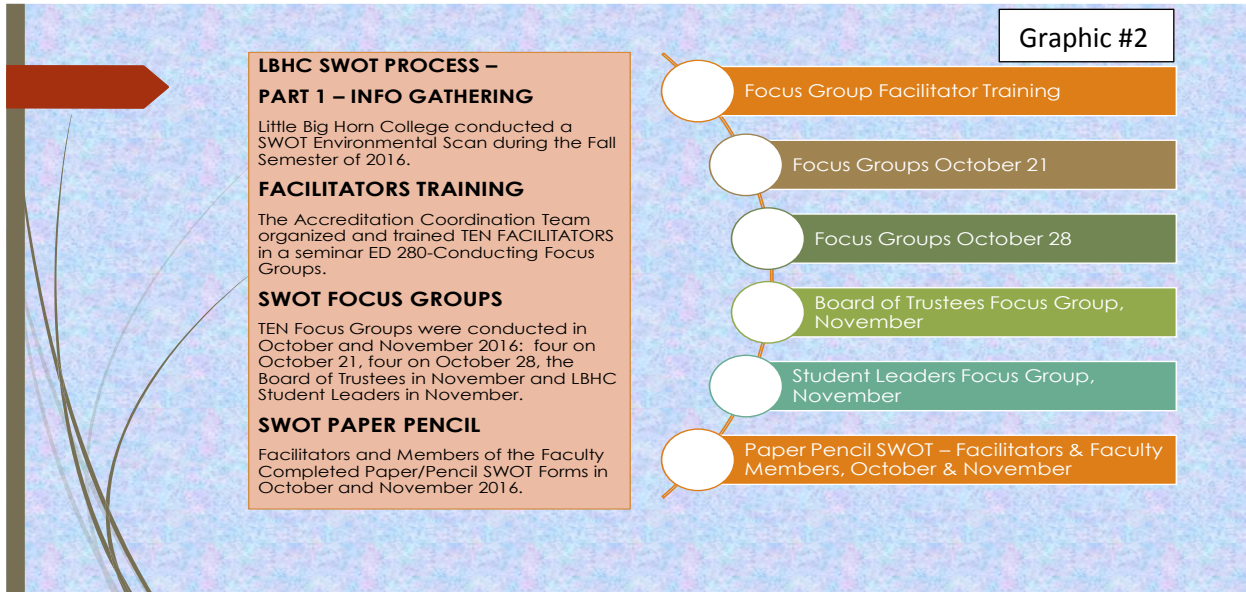
The **Think** quadrant demands from the entire campus community a study of the internal and external environments of the College serving the Crow Nation, the *Apsaalooke* People. The College President, the chief planning officer, invites the college stakeholders, the students, alumni, administrators, faculty, staff and Board of Trustees to carefully and thoughtfully consider the Strengths, Weaknesses, Opportunities and Threats of the college's internal organization and external conditions. They are asked to take a realistic look at the surrounding conditions, both positive and negative, of the Crow Indian Reservation and the greater Yellowstone River Region of south central Montana.

The **Think quadrant** of the cycle is an open-minded island of time when all points of view are requested, welcomes, into the environmental scan, no matter how diverse the sources of information. The participants vary in social or political position, memberships in the college divisions and departments, Crow tribal clans or families, youthful or aged, from both men and women, and from the six geographic districts of the Crow Reservation. This scan is a massive listening session, wherein all voices, both in the Crow language or in English, are recorded in anonymity. A comprehensive base of information in the SWOT categories is comprised. In fall 2013 and fall 2016, Little Big Horn College implemented focus groups of eight to ten members, to implement talking circles, as a means of gathering the information in the four categories.

The College Assessment and Accreditation Officers trained ten Facilitators in focus group conduct, to facilitate the talking circles and record the information and points of view, and finally, to bring the information into a united data base. In fall 2016, eighty participants, placed in 10 to 12 focus groups (see Graphic #2) contributed over 700 items of information, which Facilitators organized by Core Theme and topic, and printed into a wall signs format for voting purposes. Participants placed color-coded stickers in each SWOT category, to identify the four choices in strengths, weaknesses, opportunities and threats. The results of the SWOT environmental scan were announced to the campus assembly. The Facilitators Group conveyed these to the President, the President's Council and the Board of Trustees. The Strengths of the 2016 SWOT are provided in Graphic #3 organized by Core Theme, then highest vote.

This graphic illustrates the Environmental Scan SWOT

Process undertaken by Little Big Horn College during the months October, November and December of 2016 and with results reported in January 2017. While the process of the SWOT may be a methodology found on a common basis, the accreditation and assessment officers coordinated the ten Facilitators, staff and faculty from throughout the college, to implement the process. The ground rules adopted provides a basis for listening and bars debate and verbal countering. Each voice is heard and each item of information and point of view is



recorded. Although the SWOT is implemented for the Resulting Significant SWOT items, the benefit extends to the participants for their sequential discussions, the listening, and their broad based appreciation for one another’s perspectives, dedication and commitment to the college and its improvement.

**Graphic #3**

**SWOT Environmental Scan at Little Big Horn College** Summarized by: Janine Pease, D. Ed.

**Results of the SWOT Voting, December 21, 2016**

**STRENGTHS** These Strengths items received 6 or more votes, all levels of importance.

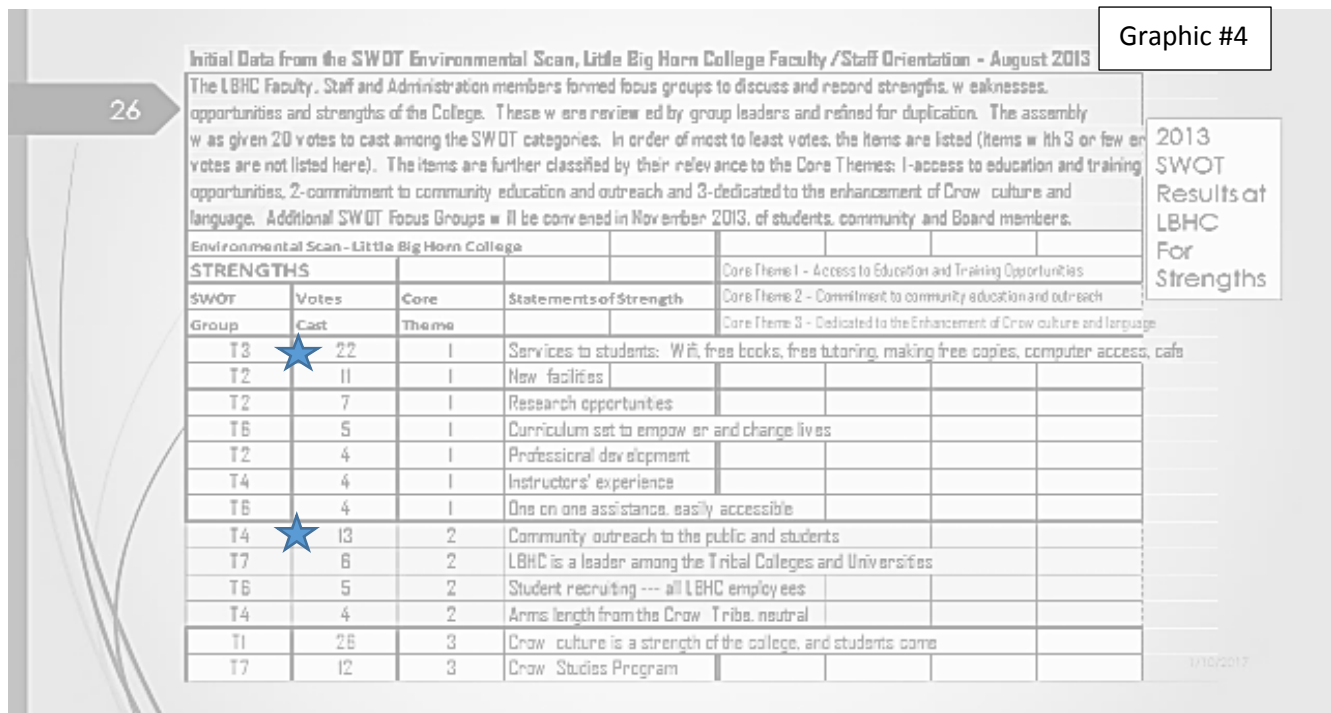
The Composite score is 1st-4 pts, 2nd-3 pts, 3rd-2 pts, 4th-1 pt; added together.

The Score	Voter's Choices				The Strengths Item
	1st	2nd	3rd	4th	
53	12	0	1	3	Information from SWOT Focus Groups
40	3	1	11	3	Having a local college helps student with cultures shock; easier to transition to off reservation opportunities
24	3	2	0	6	Lower cost of tuition in comparison to 4-Year institutions
23	3	2	2	1	Serves as a bridge to 4-Year institutions.
23	2	1	4	4	The size is so small, so there is less of a chance to fail and more one to one time with faculty and students.
23	2	1	4	4	Employees have the opportunity to gain more knowledge and go after advanced degrees and professions.
12	0	2	2	2	Culture - continue speaking the Crow language.
19	4	1	0	0	Culture oriented activities, events, Crow Indian culturally rich campus
29	0	5	5	4	Provides mentors, turos and internships.

process in planning occurs when the SWOT results are conveyed to the President and the President’s Council. For the most recent SWOT process, the Strength voting placed highest significance on Core Theme items: “Having a local college keeps the students from having cultures shock, makes an easier transition to off-reservation opportunities” (53 points) and “lower cost of tuition in comparison to 4-Year institutions”. The Chief Planning Officer President Yarlott discussed the SWOT results and made these points:

- The Little Big Horn College has seriously limited discretionary funds for immediate response to identified and highly significant needs.
- The most significant SWOT priorities may be addressed in the short or long term depending on the nature of the items or concerns.
- Little Big Horn College is eligible for a myriad of grant funding; and the most significant SWOT priorities may be addressed through grants or contract development.

The college has a Title III Developing Institutions Grant from the US Department of Education. These resources are allocated to address highest priority SWOT items. In the Fall 2013 SWOT (Graphic #4), a highest priority in Strengths was “services to students, free tutoring, making free copies, computer access.” Beginning in the Fall of 2013, the college opened the Student Success Center, using Title III support.



The third quadrant **PLAN** pertains to the strategic priorities designed during the planning work session held in the annual summer orientation. The example posted here is from the Information Technology Department. The departments and divisions of the college each complete the strategic planning form, that aligns the department and service with the Mission Elements, Core Themes and specific CT objectives. The departments are required to highlight accomplishments of the past two years (retrospective), the major plans for the immediate year and the upcoming year’s anticipated accomplishments. A second and integral part

of this work session is the alignment of the entire campus community. The work below was accomplished in 2015, and a second round of this planning took place in the summer orientation in 2016.

➤ **Graphic #5 - Little Big Horn College Information Technology Division –  
➤ Mission Elements 1-3 & Core Theme 1**

LITTLE BIG HORN COLLEGE PLANNING/WORK SESSION FACULTY STAFF ORIENTATION – BLACK CANYON YOUTH CAMP AUGUST 05, 2015				
MISSION ELEMENT #1 <b>Educational opportunities</b>	MISSION ELEMENT #2 <b>Diverse learning opportunities</b>	MISSION ELEMENT #3 <b>Student success efforts</b>	MISSION ELEMENT #4 <b>Community needs</b>	MISSION ELEMENT #5 <b>Crow culture and language</b>
CORE THEME #1 – ACCESS TO EDUCATION & TRAINING OPPORTUNITIES			CORE THEME #2 COMMUNITY EDUCA- TION & OUTREACH	CORE THEME #3 CROW CULTURE AND LANGUAGE

Information technology - mission elements #1, #2 and #3 –Educational Opportunities, Diverse Learning opportunities and student success efforts;

Core Theme #1 Educational and training opportunities

**MAJOR SERVICES:** THE INFORMATION TECHNOLOGY DIVISION PROVIDES TECHNICAL SUPPORT SERVICES CAMPUS WIDE. Prepared by Franklin Cooper-CIO, Jay Russell, Justin Oleyte, Priscilla Hogan, Jalen Pretty On Top.

<b>Major Accomplishment /AY 2013-14</b>	<b>Major Accomplishments AY 2014-15</b>	<b>Major Plans for AY 15-16</b>	<b>Major Plans for AY 16-17</b>
The IT Department installed high speed Ethernet, and maintained all IT systems.	The IT Department focused on migrating data to cloud services, and maintained all IT services.	Continue IT services to the entire LBHC campus; and focus on the Jenzabar System, to expand access by students and staff members.	Continue IT services to the entire LBHC campus; and increase staff ability/layout; install and implement network-monitoring software.
➤ The IT department implemented high-speed internet, connecting new supportive hardware, migrating Jenzabar to the cloud services.	(no information provided)	1.1 – The IT department will upgrade Jenzabar system, increasing access for students and staff; upgrading the phone system.	The IT department will increase staff and faculty ability to access data; the layout for the tech support room will be arranged for efficiency.
➤ The IT department implemented high-speed internet connections.	The IT department install high-speed reliable internet connection migrating Jenzabar to cloud services.	#1-The IT department will build on Jenzabar to increase access for students and staff.  #2-The IT department will revamp network room and IT staff services.	#1-The IT department will improve staff members' ability to input data and pull data for institutional reports.



**The fourth quadrant is ACT.** This is the section of the planning process that launches initiatives, implements chosen approaches to problem areas that have been highlighted for action. Newly chosen approaches will be implemented for the improvement of the student achievement and services of the college.

Other institutional planning efforts related to Core Theme One at Little Big Horn College are:

- Campus Master Plan (Core Theme One), 3.A.1. Exhibit 1.
- Title III Proposal – Goals and Objectives – Five Years (Core Themes and Institutional Organization) 3.A.1. Exhibit 2.
- Student Recruitment Plan (Core Theme One), 2.D.3 Exhibit 1
- LBHC Library Plan (Core Themes One, Two and Three), 2.E.2. Exhibit 4.
- LBHC Emergency Management Plan (Core Themes One, Two and Three), Exhibit 2.

Each division and department of the college participates in a Mission Element and Core Theme alignment and planning process during the summer College Orientation Retreat. For the past two summers (August 2015 and July 2016), the faculty, administration, students, board members, and staff have completed a departmental or office planning document that spans four years: two years' accomplishments in retrospect, the immediate year's major plans, and the anticipated upcoming year's major plans. This planning takes place in the faculty/staff/administration/board and student assembly. Participants align themselves by Mission Elements and Core Theme, and physically stand to understand who across the institution is also aligned in the Core Theme and specific objective. Graphic #5 is the Alignment and Planning Document for the Information Technology Department, August 2015.

### **3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.**

Little Big Horn College participates in the collection of institutional data through two national data collection systems: IPEDS and AIMS. These two systems bring essential and meaningful data from throughout the college. Data sets from these two systems were chosen as highest priority for publication to the entire campus community for their direct relationship to the Core Themes, to institutional and financial data --- The LBHC Performance Report. Now in the 6<sup>th</sup> Edition, the LBHC Performance Report presents data sets for three to five years and where available, peer institution data from the nation's tribal colleges. The peer colleges' data sets are from IPEDS and AIMS, as well. The Report give the campus community consistent data pertinent to the success of the institution and over a period of year, not a snap shot of the most recent year. From this multi-year data presentation, patterns are apparent and staff/faculty can analyze Mission achievement. Further, the position of the Little Big Horn College and peer institutions, helps examine the college record relative to the educational effectiveness of similar community colleges. Attachment \_8\_ is the LBHC Performance Report, 2017.

### **3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.**

Little Big Horn College convenes the planning work session in July. Full campus participation in the planning brings four results:

- first, the programs and services of each department or division align their educational services with the Core Themes,
- second, the respective administrators, faculty and staff recognize their key achievements two years and one year in retrospect;
- In light of this past record, the department/division personnel designate their immediate year expected achievements, and
- finally, the division/department staff and faculty anticipate the achievements one year hence.

This process encompasses a four-year period for the entire institution in these areas, aligned by Core Theme and objective.

**Environmental Scan.** Further, all campus constituents participated in the internal and external environmental scanning focus groups, for the comprehensive information gathering, then the voting for most significant strengths, weaknesses, opportunities and threats categorized in Core Themes.

The annual planning work sessions and the SWOT environmental scans provide clear priorities for the institution. The responsibility of the college leadership, the President and the President's Council, is to address the priorities with data informed decisions and resource allocations.

Congressional authorization and appropriations of the Tribally Controlled Community Colleges Assistance Act of 1978 funds Little Big Horn College for operational and educational costs. The TCU funding is at a level over this report period around \$5,000 per Indian Student Count. The TCU funding combines with the student payment of tuition and fees to support the core operations of the college. The strategic priorities identified through the planning process that require resources beyond the fairly minimal TCU plus tuition/fees support must be earned through a means of aggressive fund-raising--essentially grant-writing and competition in federal, state and private discretionary grants and contracts.

Within the Core Themes one, two and three, the College has outlined the initiatives developed in answer to recognized strategic priorities. Each of these represent a complex and often complicated and time-consuming effort to measure the needs of the college, college students, areas of instruction, student services and community needs. Each of these represent the submission of a competitive grant proposal in national and regional annual grant competitions, and successful awards.

Strategic Initiatives Core Theme One: Access to Educational and Training Opportunities.

1. **CORE THEME 1 - Student Services – Student Success Center.** Funded by the Title III Multi-Year Grant.
2. **CORE THEME 1 - First Year Experience Program** Funded by the Title III Multi-Year Grant.
3. **CORE THEME 1 - Development Courses – Writing, Reading and Mathematics.** Funded by the Title III Multi-Year Grant.
4. **CORE THEME 1 - Title III – U.S. Department of Education grant funds** of \*\$33,200 were programmed to purchase databases, DVDs, books, wireless upgrade in 2011-2012
5. **CORE THEME 1 IMLS Native American Enhancement Grant\$ funds** of 135,311 made the Crow Collection more accessible via enhanced and expanded cataloging in 2011-2013.
6. **CORE THEME 1 Title III – U.S. Department of Education** grant funds of \$38,000 purchased resources both print & electronic, as well as equipment & supplies, in 2012-2013.

7. **CORE THEME 1 Title III** – Title III – U.S. Department of Education\*\*, grant funds of \$38,000 for the Purchase of new microfilm reader-printer, renewal print subscriptions, electronic databases, 2013-2014.
8. **CORE THEME 1 IMLS Native American Basic Grants with Education Opportunities**, grant funds for \$7,000 for Speakers' honoraria, video consultant and purchase of two laptops. 2013-2014.
9. **CORE THEME 1 Title III** – U.S. Department of Education\*\*grant funds of \$38,095 for Video camera, microfilm, databases, and wifi, copiers. 2014-2015.
10. **CORE THEME 1 IMLS Native American Basic Grant w/Educational Option**, grant funds of \$7,000 for Speakers' honoraria, video consultant, Crow photos in 2015-2016.
11. **CORE THEME 1 Title III** – U.S. Department of Education\*\*for \$38,095 to support Training, mini DV deck, conference, databases, 2015-2016.
12. **CORE THEME 1 IMLS Native American Enhancement Grant** for funds of \$149,263 to digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet in 2015-2018.
13. **CORE THEME 1 the National Endowment for the Humanities (NEH)** awarded LBHC for \$100,000 to gather oral history narratives for the humanities and Crow Studies coursework curriculum, 2016-18.
14. **CORE THEME 1 - Title III Professional Development.** The Title III grant is designed for staff/ professional development.
15. **CORE THEME 1 – Program Learning Outcomes.** The Program Learning Outcomes Committees of LBHC Faculty members use data to identify factors in the educational process that are meaningful to student learning and academic achievement.

Strategic Initiatives - Core Theme Two: Commitment to Community Education & Outreach.

- 1- **CORE THEME 2 - Department of Labor, Montana based consortium – Department of Labor REV-UP GRANT.**
- 2- **CORE THEME 2 - MLS Native American Basic Grant w/Educational Option**\$7,000 Children's materials, speakers' honoraria, computers, public library planning 2012-2013.
- 3- **CORE THEME 2 - Community Services - USDA Equity Project – Healthy Living Through Gardening.**
- 4- **CORE THEME 2 - Guardians of Living Water Project, funded by the MSU Center for Health Equity in Rural Montana** to develop children's science literacy and appreciation of water-related environments
- 5- **CORE THEME 2 - Land Grant Extension, Community Training in Reservation Land Tenure, funded by the USDA, Extension Service.**
- 6- **CORE THEME 2 - Land Grant Extension Service, Youth and Agricultural Development, funded by the USDA, Extension Service.**

Strategic Initiatives - Core Theme Three: Little Big Horn College is dedicated to the enhancement of the Crow culture and language.

*1- **CORE THEME 2** **MLS Native American Basic Grant** w/Educational Option \$7,000 Children's materials, speakers' honoraria, computers, public library planning 2012-2013.*

*2- **CORE THEME 3** **Crow Summer Institute** – In a partnership with the Crow Language Consortium and The Language Consortium of Bloomington IN, Little Big Horn College has offered two-week long summer seminars.*

*3- **CORE THEME 3** the **National Endowment for the Humanities (NEH)** awarded LBHC for \$100,000 to gather oral history narratives for the humanities and Crow Studies coursework curriculum, 2016-18.*

**3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.**

Little Big Horn College participated fully in the emergency response to the Little Big Horn River Flood of 2011, the Lodge Grass live shooter incident in 2011 and the Crow Reservation wild fires 2012. Little Big Horn College fully cooperates with the Big Horn County Department of Emergency Service and Montana Disaster and Emergency Services. Little Big Horn College attends the Big Horn County Local Emergency Planning Committee (LEPC). The College adopts the LEPC procedures.

Currently the college has camera systems, radios, flat screens and an Inter-office phone system to track and relay emergency information. Each campus building has security cameras. The Custodian/Maintenance personnel have radios for rapid communication and serve as security in case of an emergency. Designated staff and faculty have Red Cross/CPR certification. The Little Big Horn College Emergency Management Plan is a comprehensive, sustainable program that has the safety of students, staff, faculty and community as a priority. The Plan provides information on services, programs, policies and reporting procedures. The practices ensure that disclosures are in full compliance with federal and state regulations. Scheduled training is provided to campus personnel regarding Clery Act Reports, campus safety and violence prevention.



Driftwood Lodges Classroom Building at Little Big Horn College

## 7) Core Theme Planning, Assessment and Improvement

### 7a Core Theme One – Access to Educational Training Opportunities - **PLANNING, Assessment and Improvement**

The College Planning integrates the original Strategic Plan of 2012-13 with the Core Themes and respective Objectives. Since 2013-14, the LBHC campus community has focused on the Core Themes as a framework for planning. At the summer faculty/staff orientation, the participants (85+ in all divisions and departments) align their educational services with the Core Theme, respective Objective(s) and expected effect, where their services apply to the student and community educational development. Together in their departments and divisions, they conceptualize the way their professional expertise and office services contribute to the achievement of the Core Theme, related objectives and expected effects. Further, they reflect on the

past two year's accomplishments, delineate major emphases for the immediate years, document the anticipated service accomplishments, , and anticipate the next year of activity and service.

For each Core Theme, the Objectives and Expected Effects are enumerated. This is the kind of presentation that the campus community confronts, studies and with which they plan, for the current and coming year.

## **Core Theme One – Access to Education and Training Opportunities – Objectives- Planning, Assessment and Improvement**

### **Objective 1.1: LBHC is an open access institution.**

- 1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals,
- 1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.

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

- 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 student for transfer to a senior institution or for entry into the workforce.
- 1.2.2 Students engage with faculty, staff and the community in undergraduate research activities
- 1.2.3 Student have access to academic and student support services for their academic achievement, progress toward a career and lifelong learning.


### **Objective 1.3: LBHC is committed to the unique and individual students' education goals.**

- 1.3.1 Students make progress toward meeting academic and career goals.
- 1.3.2 Students succeed in developmental and general education courses and course sequences.
- 1.3.3 Students of varying age, gender and educational needs have access to student support services at LBHC.

### **Objective 1.4; LBHC is committed to teaching excellence.**

- 1.4.1 The college maintains highly qualified faculty for the instruction.
- 1.4.2 Faculty maintain discipline expertise and applies best practices and current thinking in their teaching.
- 1.4.3 Faculty engage in the assessment of student learning and program review.

The Summary LBHC Planning Chart below gives the Mission Key Elements related to the Core Theme 1, Core Theme Objectives, the Strategic Priorities from campus wide planning in 2012-13, the SWOT 2013 results and the SWOT 2016 results.

	<p>⇒ <b>Key Element #1</b> – The College provides educational opportunities to the Crow Indian Tribal members and the Crow Indian Reservation community (Sentences 1 and 3 of the LBHC Mission Statement).</p> <p>⇒ <b>Key Element #2</b> – The College encompasses diverse learning opportunities typical to a community college (Sentence 4 of the Mission Statement).</p> <p>⇒ <b>Key Element #3</b> – The College focuses efforts on student success, to assist them in the achievement of their educational goals (Sentence 2 of the Mission Statement).</p>
<p>Core Theme One Objectives 2011-17</p>	<p><b>Core Theme 1 - Access to Educational and Training Opportunities</b></p> <p>Objective 1-1: LBHC is an open access institutions</p> <p>Objective 1-2: LBHC is committed to successful programs of study at the two year associate degree level and excellent academic support programs</p> <p>Objective 1-3: LBHC is committed to the unique and individual student’s education goals.</p> <p>Objective 1-4: LBHC is committed to teaching excellence.</p>
<p>Strategic Priorities 2012-2017</p>	<ul style="list-style-type: none"> <li>✓ <b>The LBHC Student Success Center</b> will prepare students for success toward holistic lifelong learning while having the full spectrum of their needs met.</li> <li>✓ <b>Sustainability</b> strategies are the key to the creation of a viable Crow standard of living and quality of life.</li> <li>✓ <b>Technological Capacity building</b> on campus will enable all students, staff, and faculty to learn, teach, research, and communicate efficiently and effectively.</li> <li>✓ <b>Student Housing</b> will enable more commitment and ownership of the college experience, while keeping students on campus enhancing retention.</li> </ul>
<p>Core Theme One SWOT Results 2013-2014</p>	<p><b>Strengths-</b> -Votes 22-Services to students: Wi-Fi, free books, free tutoring, free copies, and computer access. S-Votes 11-New facilities.</p> <p><b>Weaknesses-</b> Votes 15-loss of ISC after census date. W-Votes 15-Pell disbursement at 7 weeks, students come to class without money.</p> <p><b>Opportunities-</b> Votes 12-Dorms. On campus housing, vocational center. O-Votes 11-Capital investment tax relief to establish an endowment for LBHC (not just scholarships).</p> <p><b>Threats-</b> Votes 8-More financial cuts in the TCU, Federal grants and LBHC General Fund. T-Votes 8-Low pay, no benefits, inflation and cost of living adjustments are low or non-existent.</p>

**Strengths – Score 53** – Having a local college helps students with culture shock, easier to transition to off reservation opportunities. **Score 40** – lower cost of tuition in comparison to 4-year institutions. **Score 29** – Students---it’s because of them we are here.

**Weaknesses – Score 53** – Faculty with no teaching experience, there is no faculty training, orientation. **Score 36** – Lack of student recruitment and retention. **Score 35** – Our students have a lot of opportunities but the students don’t come to class.

**Opportunities – Score 57** – Offer on-line courses. **Score 30** – Seek programs that will strengthen Little Big Horn College students and potential students. **Score 27** – Student housing by working with the Crow Tribe and the Crow Tribal Housing authority.

**Threats – Score 128** – Loss of quality staff and faculty members. **Score 16** – Students lack preparation in high school. **Score 13** – Need more academic/vocational-technical and trade programs. \*Composite Score – 4 pts for 1<sup>st</sup> choice, 3 pts for 2<sup>nd</sup> choice, 2 pts for 3<sup>rd</sup> and 1 pt for 4<sup>th</sup>.

## Planning in Each College Division, Alignment.

Each college division and department has annual planning work sessions. The planning work sessions are a significant part of the summer orientation at Black Canyon Youth Camp in the Big Horn Mountains on the Crow Indian Reservation. The department and/or division members are assigned to align their services and programs within the Mission Elements and the Core Themes. With the Core Theme alignment as a foundation, the department then delineates each program and service, and describes major accomplishments for AY 2013-14, AY 2014-15; major plans for the current year (AY 2015-16) and for the next year AY 2016-17. This provides a four-year track of achievements, immediate plans and those for the future academic year, across the entire institutions. The Planning/Work Session data is provided below for the LBHC Information Crow Studies Program and Academic Assessment. The data for accomplishments and planning is provided to the President’s Council on an annual basis. See Graphic #8 below.



**CROW STUDIES: MISSION ELEMENT 5 – PRESERVE, PROTECT AND PERPETUATE THE CROW LANGUAGE; CORE THEME #3 – PROMOTE LANGUAGE, CROW LANGUAGE KNOWLEDGE**  
 Major services: provide core crow studies courses; incorporate crow language and crow culture into other courses  
 PREPARED BY GERLINDA M., DORIS S., LUCRETIA TH AND FREDERICA LH.

Major Accomplishment /ay 2013-14	Major Accomplishments AY 2014-15	Major Plans for AY 15-16 Core Themes 3 – Crow Language and Culture	Major Plans for AY 16-17 Core Theme 3 – Crow Language and Culture
Provide core crow studies courses; incorporate crow language and Crow culture into other courses	Provide core crow studies courses; incorporate crow language and Crow culture into other courses	1-Student evaluation, add section, or questions on Crow Culture; 2-Instruction of Crow Language and Crow Studies Courses	1-Student evaluation, add section, or questions on Crow Culture; 2- Instruction of Crow Language and Crow Studies Courses

**ACADEMIC ASSESSMENT AND ACCREDITATION: MISSION ELEMENT 1 – 3 EDUCATIONAL OPPORTUNITIES, DIVERSE LEARNING OPPORTUNITIES AND STUDENT SUCCESS EFFORTS; CORE THEME #1**  
 Major services: provide program learning outcomes coordination and implementation; curriculum study; catalog revision  
 PREPARED BY JANINE P., MANDY FT

Major Accomplishment /ay 2013-14	Major Accomplishments AY 2014-15	Major Plans for AY 15-16 Core Themes 1 – Educational Opportunities, Diverse Learning Opportunities and Student Success Efforts	Major Plans for AY 16-17 Core Theme 1– Educational Opportunities, Diverse Learning Opportunities and Student Success Efforts
Orientation of faculty members, assignments of the programs of study for program learning outcomes process; implementation of FLO Committee functions; LBHC Performance Report	1-Orientation of faculty members, assignments of the programs of study for program learning outcomes process; implementation of FLO Committee functions; 2- curriculum study and catalog revision 3-Faculty Handbook revision and draft 4-LBHC Performance Report	1-Orientation of faculty members, assignments of the programs of study for program learning outcomes process; implementation of FLO Committee function 2-Annual Report 3-Ad Hoc Report on Financial Management to NWCCU	1-Orientation of faculty members, assignments of the programs of study for program learning outcomes process; implementation of FLO Committee function 2-Year Seven Report Team organization, coordination of Report preparation, YR7 Report preparation and submission 3. Policy review, revision and implements coordination

**3.B ONE - Core Theme One – Access to Educational Training Opportunities - Planning, ASSESSMENT and Improvement**

The college made the commitment to provide to the campus-wide community the institutional assessment data related to the Core Themes. Core Theme 1 is Access to Educational and Training Opportunities. Ten data sets are present the measures of the education and training opportunities --- achievements. The initial performance report gave a two or three year glance at key measures; this 6<sup>th</sup> Edition of the Report has four or five years of data on the college as well as the comparison data with peer institutions, the Nation’s Tribally Controlled Colleges and Universities. The Faculty members in the program learning outcomes committees are required to monitor, review and analyze two sets of this data in their deliberations. Commonly the PLO Committees have examined the General Education Course Completion Rates, the Development Education

Courses Completion Rates, the First Time Full time Student Retention Rates and Graduation Rates. Here is the table of contents related to the Core Theme 1.

**CORE THEME 1: EDUCATION AND TRAINING OPPORTUNITIES**

- 1.1 Average Enrollment Each Fall, Student Ethnicity and Women, Fall 2011 to Fall 2014 (IPEDS Figure 1).
- 1.2 Enrollment in FTE/ISC Fall 2011, Fall 2012, Fall 2013 & Fall 2014(AIMS AKIS Table 1.2).
- 1.3 AY Enrollment of Indian/Non-Indian Student Headcount for AY 2010-11, 2013-14 and 2014-15 (AIMS AKIS Table 1.3).
- 1.4b Age of First Time Entering Students Fall 2011 to Fall 2014 (AIMS AKIS Section 1.4). 1.4b Age of Male and Female Students AY 2010-11 to AY 2014-15.
- 1.5 Distribution of Majors Chosen by Students AY 2010-11 to 2014-15(AIMS AKIS Section 1.5).
- 1.6 Fall Enrollment by Ethnicity; American Indian, Crow Indian, Other Tribes Fall Terms 2011, 2012, & 2014 (AIMS AKIS Table 1.3).
- 1.7 Graduation Spring 2012 through 2015 (IPEDS Figure 3).
- 1.8 Student Retention Rates Fall 2011 to 2014 (IPEDS Figure 10).
- 1.9 Graduation Rates by Cohort 2007 to Cohort 2012 (IPEDS Figure 10 & Figure 11).
- 1.10 Student Graduates Rate of Transfer-out Cohort 2008, Cohort 2010 and Cohort 2011 (IPEDS Figure 10).

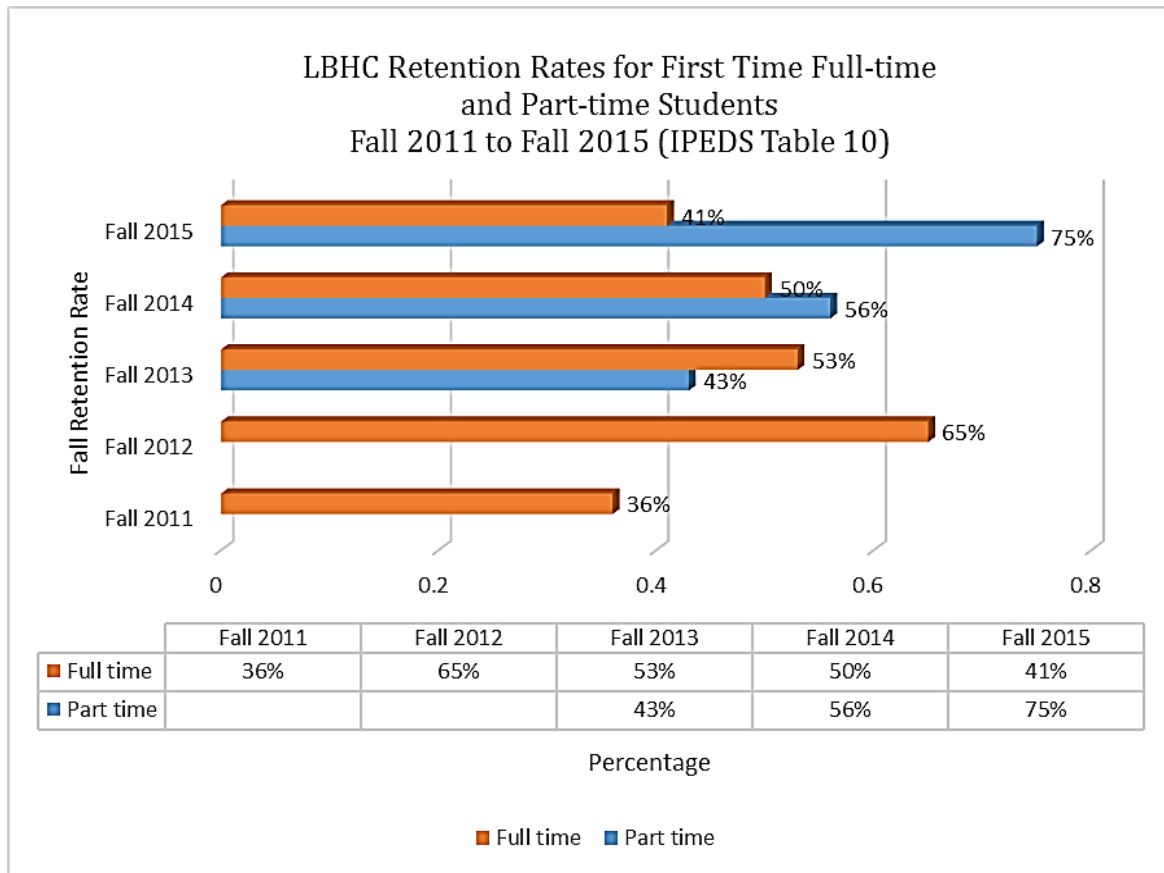
The following tables are an excerpt from the LBHC Performance Report February 2017 Edition 6. These data sets are presented for Core Theme One measures of LBHC student and institutional achievement.

**1.10 Student Graduates Rate of Transfer-out, Cohort 2008, 2010 and 2011 (IPEDS Figure 10).** The Transfer-out rates are the Student-Right-To-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfer out. This is calculated as a percent of total entering students.

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

**1.8 First-time Fulltime and Part-time Student Retention Rates Fall 2011 through Fall 2015 (IPEDS Figure 10).** Peer institutions (n=28) retention rate for was 43% for Cohort 2011 and

Peer institutions (n=31) retention rate was 48% for full-time students for Cohort 2013. AIHEC AIMS Comparison Data shows the TCU First Year Aggregate Retention Rate for Fall 2015 at 40%. The LBHC Institutional Retention Rate for AY 2014-15 was 39%.



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

	Little Big Horn College			Peer Institutions N=19		
	100%	150%	200%	100%	150%	200%
Cohort of 2007	2%	17%	18%	8%	18%	22%
Cohort of 2008	11%	11%	18%	-	-	-
Cohort of 2009	20%	28%	39%	6%	15%	18%
Cohort of 2010	20%	28%	39%	15%	16%	16%
Cohort of 2011	9%	22%	28%	n/a	11% BCC	18% BCC
Cohort of 2012	20%	20%	28%	9% BCC	19% BCC	n/a

**1.12 \*Course Completion Rates – College Preparation (AIMS AKIS Table 5.5).** Remedial/Developmental Course Enrollment/Completion. Little Big Horn College enrolls 70 to 80 first-time entering students each year. Entering students often need skills development to succeed in college. The college provides developmental courses in reading, writing and mathematics to raise their academic skills for entry into college level studies.

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

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

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

## Evaluations at Little Big Horn College

Several departments and divisions of the college have annual or periodic comprehensive evaluations. These institutional assessment and improvement efforts impact the quality of services to students and the community. This is a list of those evaluations.

### Little Big Horn College Evaluations: Purpose, Results and Improvements

#### Core Theme One – Access to Educational and Training Opportunities

1. **Library Services – Student Survey**

Purpose: The purpose of the LBHC Library Student Survey is to gauge the participation of the LBHC students in the library services. This is administered concurrent with the Student Evaluation of Faculty and Courses during the Spring Semester.

Times Administered during Self-Evaluation Period: This survey is administered annually in the Spring Semester, most recently In April 2016.

Results:, 73 students from a variety of majors and classes took the student library survey. Most who utilize the library fall under four majors: Human Services (17), Nursing (17), Liberal Arts (15) and Business Administration (10). Most (49) indicated that Internet searching was one of the main reasons they used the library along with writing their research papers (49) and to study (41). Other than general Internet searching, a number indicated that they used the books (30), Crow resources on the library website (20) and the library databases 35).

Improvements: The Library Committee has set a benchmark in 2013-14 of an expanded number of information fluency sessions to increase student library uses.

2. **Library Comprehensive Evaluation**, five year evaluation performed by librarian Dr. Mary Bushing, Purpose: External review and analysis of Library and Archives operations, effectiveness and efficiency.

Times Administered during Self-Evaluation Period: the Library Evaluation was completed in Fall 2013. The next External Evaluation is scheduled for 2018.

Results: (From Executive Summary) The Library and Archives provide highest quality professional customer service, and professional involvement in the life of the college. The use of electronic resources is growing and the addition of appropriate eBooks further enhance access for all. Operations have brought the library into the 21<sup>st</sup> Century and made it a true academic gateway for student and faculty alike. Continued are needs for professional development for all library staff. Issues of noise and computer use must be addressed. Commendations were made for the leadership, empowerment, teamwork and follow-through of the library and archives staff. See 2.E.2. Exhibit \_2\_, Library Comprehensive Evaluation 2013 and 2.C.6. Exhibit 1 for a list of the Library Literacy/Fluency Sessions.

Improvements: The new facility is the most noticeable improvement; the entire atmosphere and the employees' dedication to service for individual and institution as a whole have improved in many ways.

3. **Student Evaluation of Faculty/Courses**

Purpose: .The Academic Dean administers the Student Evaluation of Faculty/Courses for every course every semester, instructed by full-time and part-time faculty members.

Times Administered during Self-Evaluation Period: Each semester, following mid-term.

Results: The results of these are summarized; Faculty members reviews these summaries with the Dean of Academics, should they fall below average in score.

Improvements: In the event results fall below average in score, the Department Head and Faculty member identify the areas of weaknesses and devise a mutually acceptable strategy to ameliorate the weak area. Subsequent evaluations are monitored to provide follow up to the strategy adopted.

**4. Curriculum Review in the Academics Division.**

Purpose: The publication of the catalog is the biennial review of the programs of study of the college. The Catalog Revision Team with the Academics Dean reviewed all programs of study for outcomes, courses, prerequisites, co-requisites, course sequencing and transferability of the courses and programs.

**Times Administered** during Self-Evaluation Period: The programs of study review was completed in May and June 2013, reviewed and adopted by the Academic Council and President's Council. Results:

Improvements: Courses outside the General Education Requirements and Programs of Study were taken out of the LBHC Catalog. See 2.C.2 Exhibit 2, LBHC Curriculum Review, 2015.

**5. Faculty Self-evaluations and peer evaluations.** The Faculty Council adopted the Revised Faculty Manual, with provisions for self and peer evaluation. February 2017.

Purpose: The Faculty Council members perform self- evaluate and peer evaluations to gain insight on teaching methods, style and effectiveness, as a part of their instructional improvement process.

Times Administered during Self-Evaluation Period: periodic, starting with AY 2016-17.

**Results:** These evaluations are in the first round of administering, and Faculty may volunteer results to the Department Head. See Faculty Portfolios, 2016, 2.A.18-20, Exhibit \_\_2\_\_.

Improvements: Faculty may individually address concerns from this evaluation process.

**6. Title III Evaluation** – U.S. Department of Education grant, multi-year.

Purpose: The Title III Evaluation was summative, to assess the effectiveness of the project, based on the project objective.

Times Administered during Self-Evaluation Period: The evaluation was performed after the third year of the grant.

Results: The main accomplishments are the Health and Wellness Center construction completion, the purchase of lab and field based research materials, assessment office staff support, student retention and persistence initiatives of the First Year Experience and Student Success Center.

Improvements: The recommended improvements are upgraded means of office communications, budgeting for the upcoming period of the grant, and communication of the project objectives to the LBHC campus.

**6. Faculty and Staff Survey of LBHC Graduate Placements, Spring 2012 to Spring 2016.**

Purpose: To determine the rate of LBHC graduate placement in organizations, agencies and businesses in the greater Crow Indian Community (on or near the Reservation), as a measure of building the community.

Times administered during the Self-Evaluation Period: February 2017.

Results: The survey was a part of the assessment data that measures Mission Element #4 and Core Theme Two – Community Education and Outreach. The LBHC Faculty and Staff gathered in a two-hour long assembly, divided into five roundtables, and reviewed five years of LBHC Graduates. Eminent knowledge of our community, our relatives and friends brought out information on employment, placement of employment, transfer and transfer institution, home and family

focus (young parents), and unknown/deceased/mission/incarcerated. This is the result: **Graduate Employment Placement Rate T27/55% S2012; T28/60% S2013; T30/54% S2014; T35/65% S2015; and T22/55% S2016.** See 3.B. Exhibit LBHC Graduates Survey 2012 to 2016.

## Program Learning Outcomes Plan

### Steps to LBHC Programs of Study - Program Learning Outcomes Plan, See 2.C.2, Exhibit 1.

- 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; these were published in the LBHC Catalog 2013-15. The learning objectives published in the 2015-17 LBHC Catalog were listed within each of the programs of study.
- 3) **Curriculum and Instruction.** The program curriculum provides 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.** The GECCR coursework requirements are designed to provide a broad educational foundation by preserving, perpetuating and protecting the Crow culture and language while advancing individuals in scholarship and higher education, the mission of Little Big Horn College. All areas of general education have identified student-learning outcomes (SLOs). All courses in the GECCR are assessed on a three-year cycle. SLOs for the nine areas are, See **2.C.10 Exhibit 1** for the General Education Core Requirements PLO:
  - a. The **Crow Language** General Education Core Requirement: Students will be able to demonstrate basic knowledge and understanding of the spoken and written Crow Language.
  - b. **Crow Studies** General Education Core Requirement: Students will be able to demonstrate knowledge and understanding of basic concepts and practices of Crow Indian culture.

- c. **Quantitative Reasoning** General Education Core Requirement: Students will be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas.
- d. **College Writing** General Education Core Requirement: Students will demonstrate and apply the ability to communicate effectively in writing.
- e. **College Seminar** General Education Core Requirement: Students will demonstrate and apply the ability to communicate effectively in written and spoken forms.
- f. **Skills for Success** General Education Core Requirement: Students will be able to demonstrate and utilize basic academic fundamentals such as note-taking, test-taking, and time management.
- g. **Natural Science** General Education Core Requirement: Students will be able to apply scientific methods investigate and draw conclusions about the natural world.
- h. **Diversity & Social Science** General Education Core Requirement: Students will be able to identify and apply basic perspectives and principles as expressed and utilized in the various fields of the social sciences.

#### 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. PLO Committees meet each semester at winter break and at the conclusion of the academic year in May. The documentation/measures scheduled for review at that time are before the Committee. The Committee maintains minutes of committee members in attendance, documents under review, recommendations, next actions and 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
    - 4. Curriculum maps
    - 5. Transfer and articulation research and data
    - 6. Review of Assessment data from the LBHC Performance Report
  - 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 advanced courses that culminate the major; two data sets on the program (majors



and degree 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 PLO Committee Chair and at least one other member of the faculty selects the appropriate measures for each learning objective. Each PLO Committee reviews, evaluates, analyzes and reports the assessment measures.

**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 or Introductory 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:**

- a. A program matrix or map and specific program objectives provide a visual of the courses that make up a program and assessment courses and the schedule of the assessment. Programs without matrices or objectives will follow the programs assessment schedule for the programs in the development of these documents.

**9) LBHC Program Learning Outcomes**

- All Programs of Study
- All One-Year Certificates
- General Education Program Requirements
- Developmental Education Program
- Related Instruction Program Requirements
- Program Learning Outcomes for Library and Information Resources
- Campus Technology
- The Co-Curriculum

**3.B Core Theme One – Access to Educational Training Opportunities - Planning, Assessment and IMPROVEMENTS**

Core Theme One - Improvements at Little Big Horn College

The following list represents strategic initiatives in Core Theme 1 – Access to Educational and training Opportunities. Little Big Horn College has no discretionary use revenue, once educational and operating costs are addressed. The College has an aggressive fund-raising strategy to address highest need, prioritized areas of education services and community programming. Each of these have extensive needs statements,

implementation plans and realistic budgets. With an appropriate grant or contract competition, the proposed activities and services ---- the proposal is submitted to funding sources, federal, state and private. This list enumerates successfully proposed and funded initiatives.

**1. CORE THEME 1 - Student Services – Student Success Center.** The Student Success Center was organized in the Fall Semester of 2013. The Center assists students with New Student Orientation, Academic Advising, Suspension/Reinstatement assistance, and personal counseling as needed. The SSC collaborates with the First-Year Experience Coordinator regarding Financial Aid applications and monitors attendance issues with the college faculty members. The SSC also offers mentoring and tutoring to new and continuing students at LBHC. The SSC and Title III coordinate and manage Tutor Training. Tutor Nights are offered during mid-term and final exam weeks. Emergency school supplies are provided to students on an as-needed basis. Scholarship workshops are offered in collaboration with a writing instructor for the American Indian College Fund and Tribal Education Scholarships. The SSC sponsors activities during Native American Week and cultural activities within the campus community.

Support services for students with disabilities being offered are: alternative testing, coordinated services with state vocational rehabilitation services and faculty training to include accommodations for students with disabilities, and identifying assistive technology software and equipment.

**2. CORE THEME 1 - Student Services – First Year Experience Program**

**First Year Experience Program Purpose, initiated in fall 2012.**

The First Year Experience Program initiated strategies to increase student enrollment in the Spring Semester of 2011. The Program has two focus groups of students: traditional college-aged students and returning adult students. First-time entering students at Little Big Horn College are evenly divided between the two student groups, with a slight majority of students enrolling directly from secondary schools on or near the Crow Indian Reservation: Hardin High School, Lodge Grass High School, Labre Catholic High School Academy and Plenty Coups High School. The first-time entering students are required to take the Compass Tests for placement in the College Preparation Program (Remedial/Developmental courses) OR the General Education Core Program. In the Fall of 2011 seventy-five (75) first-time entering students enrolled at Little Big Horn College.

**First Year Experience Monitoring and Academic Assistance.** Each semester, First Year students' midterm grades and class attendance data are monitored. The First Year Coordinator identifies students with grades that fall below a "C", enrollment dropping from full-time to part-time, and/or excessive absences. This review prompts immediate contact and intervention strategies with the identified students. Provision is made for appropriate student services: tutoring, consultation on study skills and appropriate student support services (i.e. transportation assistance, daycare services).

The First Year Experience Coordinator is funded under the Title III program on a ten month budget for the first year funded by the Department of Education and is expected to begin prior to the beginning of the 2011.

**3. CORE THEME 1 - Development Courses – Writing, Reading and Mathematics supported by Title III.**

The PLO Committees for General Education and Developmental Education adopted a textbook series for the development writing courses CA 050-Reading for College and CA 095 Developmental Writing. The instruction emphasizes paragraph writing in CA 050 and essay writing in CA 095, in tandem with the use of graphic organizers for ten types of academic reading and writing.

4. **CORE THEME 1 - Title III – U.S. Department of Education grant funds** of \*\$33,200 were programmed to purchase databases, DVDs, books, wireless upgrade in 2011-2012
5. **CORE THEME 1 IMLS Native American Enhancement Grant\$ funds** of 135,311 made the Crow Collection more accessible via enhanced and expanded cataloging in 2011-2013.
6. **CORE THEME 1 Title III – U.S. Department of Education** grant funds of \$38,000 purchased resources both print & electronic, as well as equipment & supplies, in 2012-2013.
7. **CORE THEME 1 Title III – Title III – U.S. Department of Education\*\***, grant funds of \$38,000 for the *Purchase of new microfilm reader-printer, renewal print subscriptions, electronic databases, 2013-2014.*
8. **CORE THEME 1 IMLS Native American Basic Grants with Education Opportunities**, grant funds for \$7,000 for *Speakers’ honoraria, video consultant and purchase of two laptops. 2013-2014.*
9. **CORE THEME 1 Title III – U.S. Department of Education\*\***grant funds of \$38,095 for *Videocamera, microfilm, databases, and wifi, copiers. 2014-2015.*
10. **CORE THEME 1 IMLS Native American Basic Grant w/Educational Option**, grant funds of \$7,000 for *Speakers’ honoraria, video consultant, Crow photos in 2015-2016.*
11. **CORE THEME 1 Title III – U.S. Department of Education\*\***for \$38,095 to support *Training, mini DV deck, conference, databases, 2015-2016.*
12. **CORE THEME 1 IMLS Native American Enhancement Grant** for funds of \$149,263 to *digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet in 2015-2018.*
13. **CORE THEME 1 the National Endowment for the Humanities (NEH)** awarded LBHC for \$100,000 to *have a selection of LBHC faculty gather post WWII Crow oral history narratives from elders who experienced several significant events in Crow history. Course modules and content will be developed from the interview transcripts. These will enhance Crow culture and language instruction in the humanities and Crow Studies courses. The work on this will begin in the spring of 2017.*
14. **CORE THEME 1 - Title III Professional Development.** The Title III grant is designed for staff/ pro-

professional development. The objectives set for this component of the project are that, the **Little Big Horn College** staff will attend trainings, workshops, seminars to stay current in their fields as evidenced gaining knowledge, skills, updating regulations or certificates and by providing improved services. **The Focus** of staff/faculty professional development awards will be on activities or individual credential development. This builds the academic, student support or institutional operational programs, enhance student success or retention or to keep staff/faculty members current in their fields.

**15. CORE THEME 1 – Program Learning Outcomes.** The Program Learning Outcomes Committees of LBHC Faculty members use data to identify factors in the educational process that are meaningful to student learning and academic achievement. PLO Improvements – highlights of improvements to student learning through the PLO process.

Program of Study	Evidence	Improvements
Addiction Studies	The program content emphasizes of counseling theories and techniques. Objective #3 stated “talk about counseling theory as it pertains to bicultural similarities and differences.”	PLO Objective#3 updated to reflect demonstrated knowledge and skills in various counseling theories and basic counseling techniques.
Agriculture	The PLO for Agriculture most recently convened in Fall and Spring of 2015-16. Three agenda items were considered: the level of majors, the culminating exam/project in the most advance AG course, and the transfer of courses work to Montana State University-Bozeman.	The data on the Agriculture majors was reviewed, with regard to majors and to course completion rates. The project for the most advanced Agriculture class was a Business Plan for a ranch. None of the students in the course had taken a business class with business planning prior to this course; the products were insufficient; discussion of another means of measuring learning should be identified and installed in the course. Transferability discussions resulted in a course content comparison for introductory AG courses.
Information Systems	The IS PLO Committee performed a curriculum comparison IS major courses at LBHC with transfer institutions MSU-Billings and MSU-Bozeman. The IS courses instructed at LBHC transferred as elective credit; a program of study could not be identified for transfer. AY 2014-15.	The PLO Committee recommended the IS associate degree be designated an associate of applied science, for workforce training and placement in workplace settings in the immediate region.
General Education Program	Data sets reviewed by the General Education Program PLO are Compass Test placement rates, developmental education placement and completion rates and general education completion rates over five years. Among First	The Mathematics PLO Committee established a map of the mathematics classes. The adopted online mathematics program makes having an articulated math curriculum possible. The map was designed to account for matching course

time fulltime students, the placement percentage in math is \_\_\_\_ in developmental courses.

contents. The map further established a pre-requisite of College Algebra for Introduction to Statistics.

Mathematics

Math PLO committee compared the textbook choice in Fall 2016 were workbooks first published by LBHC in the 1980's. Montana University Units utilize online 100 and 200 level mathematics.

In view of the math completion rates, the Math PLO committee sought advice from MSU-Billings City College. The advice received led them to subscribe to the math online program for the full series of math from development Basic Math through Calculus II.

Science

The Spring 2017 PLO for Science programs of study has met to update the curriculum map in science. New faculty have been appointed to instruct the introductory science courses. The Science PLO has agreed to outline course content, to better designate the student learning outcomes connected to the programs of study. Prior PLO committees have focused on the more advanced courses; this emphasis is the foundational/introductory courses content.

One point that science faculty found that needed addressing was the alignment of course content of courses within each program. Turnover of faculty in the past two years has led to the structure of some courses to change. These courses were often introductory courses, leading to the structure of programs to weaken. Science faculty is currently addressing this by outlining each course to both line up with the program learning outcomes, course objectives, course content, and degree programs, focusing largely on introductory courses. Additionally science faculty are developing methods to help new faculty integrate more easily into teaching.

Crow and Native American Studies

In the fall of 2012 Crows Studies PLO met to review. Faculty consisted of Raphaelle Real Bird (Chair), Lark Paz and Tim McCleary. Introductory courses, including, CS101: Crow Language I, CS138: Crow Chiefs and CS138: Crow History. The assessment occurred in Spring of 2013 for Crow Language I. The assessment on the other two courses was not completed, because the instructor left and was not replaced.

Initial meetings reviewed packets developed on each class which included syllabi, exams, course work, learning objectives, faculty descriptions of alignment of courses to PLOs and AIMS/AKIS and enrollment completion rates.

Crow Language I was aligned with Crow Studies PLOs. The fact that the one full-time Crow Studies Instructor position was not refilled, leaving the Crows Studies courses to be taught by one ¾ time instructor and part of the teaching load of a General Studies Instructor and adjuncts has meant that not all the courses have been properly reviewed, assessed, etc. The meeting on March 3, 2013 the remaining two members of the committee met and a template was developed for addressing this issue. Courses were designated for assessment in this template and each one is presently being outlined

**3.B TWO - Core Theme Two – Commitment to Community Education and Outreach - PLANNING, Assessment and Improvement**

The SWOT Process for fall 2016 provided Opportunities and Threats information. See Graphic #6 below for the Core Theme Two priorities: Opportunities: with 57 total points – Offer online courses; with 19 points – health and Wellness can reach out to local schools. Threats: with 37 total points – Tribal politics --- tobacco cigarette tax. These highest vote getters for Core Theme 2 were conveyed to the LBHC President’s Council, and will be considered to the development of strategic priorities. The Grant proposals that relate to community education and outreach are primarily those proposed to the United State Department of Agriculture, due to the broad area of possible programs for which the college is eligible. The USDA Extension Programs at Little Big Horn College has extensive planning sessions with community-based groups, for agricultural development, youth leadership, water quality, land and resources stewardship and conservation, and economic development. Each of the USDA programs at LBHC has plans that are the nexus of funding competitions.

Graphic #6  
Summarized by: Janine Pease, D. Ed.

**SWOT Environmental Scan at Little Big Horn College**  
**Results of the SWOT Voting, December 21, 2016**

OPPORTUNITIES						These Opportunities items received 6 or more votes, all levels of importance.					
CT 2	2	★ 57	8	4	4	5	Offer online courses.				
	2	19	3	1	1	2	Health and Wellness can reach out to local schools.				
	1	27	5	2	0	1	Seek programs that will strengthen LBHC student and potential students.				
	1	25	3	1	4	2	Free summer tuition.				
	1	25	1	2	6	3	Student housing by working with the Crow Tribe and Crow Tribal Housing Auth.				
	1	16	1	1	3	3	More visiting 4-Year Colleges.				
	1	19	1	3	2	2	Facilitate internships and research placement for our students in all career areas.				
THREATS						These Threats items received 6 or more votes, all levels of importance.					
CT 1	1	★ 136	32	1	2	1	Faculty --- loss of quality staff and faculty members.				
	2	37	0	10	2	3	Tribal politics --- tobacco cigarette tax.				
	2	38	2	6	4	4	Board members being controlled.				
CT 3	3	★ 40	0	4	11	6	There is a loss of the Crow language in the Crow Community.				
		14	0	2	1	6	Crisis situation, having better communication and having an emergency plan, knowing protocol.				
	2	9	0	0	1	7	Drugs, alcohol, security, threat to college safety.				
	2	14	0	2	3	2	No marketing of LBHC or updating of marketing materials.				

The 2016 SWOT process for scanning the internal and external environment provided priority items, see diagram above. The first noted is “CT 2” – with a score of 57, “Offer online courses.”

The graphic 2 LBHC Mission Key element #4 provides the Key Element #4 with correlate Core Theme 2.

## 2 LBHC Mission Key Element #4

**Key Element #4** – The College acknowledges the responsibility to respond to the Community needs.

1. Research focused on the Crow Community
2. College sponsored events: a-Lectures, b-Services to the community
3. Outreach/public programs offered, Land Grant programs
4. Graduate placement rates in the community
5. Partnerships with the community stakeholders
6. Institutional Review Board

Core Theme Two 2011-2017	<p><b>Core Theme 2: Commitment to Community Education and Outreach</b></p> <ul style="list-style-type: none"> <li>○ Obj 2.1 LBHC is committed to collaboration with the Crow Indian community.</li> <li>○ Obj 2.2 LBHC is committed to partnering with local school districts and the Crow Indian community at-large.</li> </ul>
Strategic Priorities 2012-2017	<ul style="list-style-type: none"> <li>✓ <b>Sustainability</b> strategies are the key to the creation of a viable Crow standard of living and quality of life.</li> <li>✓ <b>Technological Capacity building</b> on campus will enable all students, staff, and faculty to learn, teach, research, and communicate efficiently and effectively.</li> </ul>
Core Theme Two SWOT Results 2013-2014	<p><b>Strengths</b> - Votes 13-Community outreach to the public and students. S- Votes 6-LBHC is a leader among the Tribal Colleges and Universities.</p> <p><b>Weaknesses</b> - Votes 14-Customer service with positive environment; phone etiquette. W- Votes 7-Student recruitment tools are needed, but leads to frustration for the students and staff.</p> <p><b>Opportunities</b>-Votes 13-Connect with local businesses: radio stations, TC, mascot greeter, greet the public to events. O-Votes 12-Take advantage of local businesses in creating scholarships. O-Votes 12-More networking resources for K-12 (surrounding schools).</p> <p><b>Threats</b>- Votes 15-There is a lack of positive parental influence: student losing respect culture, language. T-Votes 12-Surrounding colleges competing programs.</p>
Core Theme Two SWOT Results 2016-2017	<p><b>Strengths</b> – <b>Score 11</b> – Library is public. <b>Score 10</b> – Health and Wellness Center – Utilization for health and fitness.</p> <p><b>Weaknesses</b> – <b>Score 14</b> – Campus security, no emergency management plan, updated security, cameras. <b>Score 8</b> – There is a lack of advertising of community events.</p> <p><b>Opportunities</b> – <b>Score 20</b> – summer camps/academic bridge programs. <b>Score 19</b> – Health and Wellness can reach out to local schools to promote health. <b>Score 18</b> – Offer GED/HiSET programs to prepare potential students to get their diplomas.</p> <p><b>Threats</b> – <b>Score 37</b> – Tribal politics – tobacco/cigarette tax money. <b>Score 14</b> – No marketing of LBHC or updating of marketing materials. <b>Score 14</b> – Crisis situations; having better communication and having an emergency plan.</p>

Graphic #8 illustrates the Planning Work Session data from the Rev-Up Department of Labor staff and faculty, the Extension Project on Crow Culture/Language, and the EPA Star Grant, 2015.

Page 2

<b>ETTC – REV-UP MISSION ELEMENT 1 – 4 EDUCATIONAL OPPORTUNITIES, DIVERSE LEARNING OPPORTUNITIES AND STUDENT SUCCESS EFFORTS AND COMMUNITY DEVELOPMENT; CORE THEME #1 &amp; #2: EDUCATIONAL/TECHNICAL EDUCATION AND COMMUNITY DEVELOPMENT</b> Major services: provide the CAS Certificate of Achievement, through occupational training and provide job placement working with TERO and Montana Job Service. PREPARED BY DALYNN W., BERTHINA N.			
Major Accomplishment /ay 2013-14  Project not begun in this AY.	Major Accomplishments AY 2014-15  Started seventeen in the training; 12 passed written CDL. Second cohort – 15 started; 7 passed written exam.	Major Plans for AY 15-16 Core Themes 1 – Educational Opportunities, Diverse Learning Opportunities and Student Success Efforts Core Theme 2 – Community Development  1-The CDL and Welding curricula will be developed and approved by the LBHC Curriculum Committee 2-Students will be recruited to the workforce programs CDL and Welding. 3 – Oil and gas safety curriculum will be explored.	Major Plans for AY 16-17 Core Theme 1 – Educational Opportunities, Diverse Learning Opportunities and Student Success Efforts; Core Theme 2 – Community Development  1. Students will be recruited to the workforce programs CDL and Welding. 2. Implement oil and gas safety curriculum
<b>EXTENSION - MISSION ELEMENT 4 COMMUNITY DEVELOPMENT TO 5 CROW LANGUAGE AND CULTURE; CORE THEMES 2 COMMUNITY DEVELOPMENT AND 3 CROW LANGUAGE AND CULTURE</b> Major services: the project promotes and trains tribal members to garden and youth learn skills to become chieftainship leaders. PREPARED BY LATONA OE AND KRISTI OC			
Major Accomplishment /ay 2013-14  The youth leadership project service 67 youth. The community gardens included 7 healing gardens, 8 farms and ranches and 32 entrepreneurs.	Major Accomplishments AY 2014-15  Youth leaders participated in a trip to the nation's capital. There were 8 community gardens; and several farmers and ranchers who planted gardens.	Major Plans for AY 15-16 Core Themes 2 and 3  A Crow Tribal Youth Council will be formed and participate in the Nation Indian Youth Forum. The gardening will concentrate on the healing garden, with local schools and teachers.	Major Plans for AY 16-17 Core Themes 2 and 3  The Crow Tribal Youth Council of 39 youth will participate in the National UNITY; the gardening will include healing, contemporary, and farms and ranchers.
<b>LBHC WATER QUALITY, EPA STAR GRANT MISSION ELEMENT 4 – COMMUNITY DEVELOPMENT TO 5 CROW LANGUAGE AND CULTURE, CORE THEMES 2 – COMMUNITY DEVELOPMENT AND 3 CROW LANGUAGE AND CULTURE</b> Major services: well water testing, health screening, spring and river water testing, how water effects food. PREPARED BY ADA B., AMANDA NA AND JOHN F.			
Major Accomplishments AY 2013-14  Collected well surveys, interviewed tribal elders.	Major Accomplishments AY 2014-15  Better understanding of types of questions for the IRE.	Major Plans AY 2015-16 Core Theme #1: Education and Diverse Learning Opportunities, Student Success Efforts  (No information provided)	Major Plans AY 2016-17 Core Theme #2 Community Needs  (No information provided)
<b>WATER QUALITY - MISSION ELEMENT #4 – COMMUNITY DEVELOPMENT AND #5 CROW LANGUAGE AND CULTURE, CORE THEMES #2 – COMMUNITY DEVELOPMENT AND #3 CROW LANGUAGE AND CULTURE</b>			



### 3.B Core Theme Two – Commitment to Community Education and Outreach - Planning, ASSESSMENT and Improvement

The college assessment office provides the institutional assessment data related to the Core Themes to the campus-wide community. Core Theme 2 is Commitment to Community Education and Outreach. Four data sets measure this Core Theme. The 6<sup>th</sup> Edition of the LBHC Performance Report has four years of data on the college. The Administrative Division with USDA and other community service related programs (Extension, Water Quality, Youth Leadership, College Garden) monitor, review and analyze these data in their deliberations. Here is the table of contents related to the Core Theme 2.

#### CORE THEME 2: COMMUNITY LEARNING AND OUTREACH

- 2.1 Community Participation Rates in College Training and Programs AY 2010-11 & 2015-16 (Table 1.4 and 6.2 AIMS AKIS).
- 2.2 Student, Community and Cultural Activities AIMS Section 4.1 Student Community and Cultural Activities for AY 2013-14 and 2014-15.

These two data sets are from the LBHC Year One Report 2017 that directly measure Core Theme 2: Community Education and Outreach.

#### **CORE THEME 2: COMMITMENT TO COMMUNITY EDUCATION AND OUTREACH**

Objective 2-1: Collaborating with the Crow Indian Community.	
<b>Expected Effects:</b> 2.1.1 Community outreach programs offered involve community members, tribal, regional and state organizations and businesses in leadership and economic development.	
<b>Indicators of Achievement</b> 1.Outreach/public programs offered Financial Literacy Training Health Services, Land Grant <b>Baseline: 399T 2010-2011</b>	<b>Benchmarks</b> 1.Community Education Participation and Program • <b>Threshold: 350T by 2014-2015 AY</b> 102T 2012-2013 AY <target 564T 2013-2014 AY >target 146T 2014-2015 AY <target
2.Land Grant Programs • <b>Baseline:</b> 399T AY 2010-11	2.Land Grant Programs • <b>Threshold:</b> 350T by AY 2014-15 2416T AY 2011-12 >target 3715T AY 2012-13 >target
<b>Expected Effects:</b> 2.1.2 LBHC curriculum enriched by community education and programs, in agriculture, tourism, leadership and economic development.	

<p><b>Indicators of Achievement</b></p> <p><b>1. Workshops and training that integrate the Crow culture and language into programs of study curricula</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 605T AY 2010-11</li> </ul>	<p><b>Benchmarks</b></p> <p><b>1. Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2</b></p> <ul style="list-style-type: none"> <li>• <b>Threshold:</b> 750T AY 2014-15</li> <li>441T AY 2012-2013 &lt;target</li> <li>489T AY 2013-2014 &lt;target</li> <li>422T AY 2014-2015 &lt;target</li> </ul>
--	--

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

**3.3 \*Student Community and Cultural Activities Participation AY 2010-11 through 2015-16 (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.
  - 84 students participated in 2013-14.
  - *74 students participated in 2014-15.*
  - *24 students participated in 2015-16.*
- “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.
  - 441 students volunteered for cultural event, including powwows, and participated in culturally relevant activities (other than courses) in Academic Year 2012-13
  - 1189 LBHC students participated in Academic Year 2010-11
  - *276 LBHC students participated in culturally relevant activities AY 2013-14*
  - *155 LBHC Students participated in culturally relevant activities AY 2014-15*
  - *172 LBHC Students participated in culturally relevant activities AY 2015-16.*

**Evaluations**

Evaluations are key to the assessment of Core Theme Two at Little Big Horn College. This table provides evaluation information on two areas: the campus climate survey conducted by the LBHC Staff Council and the LBHC Faculty and Staff Graduates Survey 2012 - 2016: 1-graduates employment on the Crow Indian Reservation and elsewhere, and, 2- graduates transfer patterns.

<b>Core Theme Two – Committed to Community Education and Outreach</b>
1-Campus Climate Survey of Faculty and Staff – LBHC Staff Council

Purpose: The Staff Council appointed a staff member set up a survey online, on LBHC campus climate based on a series of Staff Council meetings in August and September 2016. A committee of six (Faculty Council officers and members) designed the survey. There were 40 survey respondents, who completed the ratings on Survey Monday, November 2016. Survey approved by the Dean of Academics.

Times Administered during Self-Evaluation: Periodic.

Results: Faculty and staff expressed highly positive responses to questions about their role at the College: the highest rated strongly agree and agree were 80%– “I can get the information I need to do my job,” 87% – “I am proud to work for LBHC,” and 84% – “I feel that I set a good example.” In the disagree and strongly disagree, 47% - “I am satisfied with the information I receive from management on what’s going on with LBHC,” and 35% - “I feel the benefits (Healthcare & Fringe) LBHC offers meets my needs,” and 32% - “I am adequately recognized for my good work.”

Improvements: The Faculty Council conveyed the results to the President’s Council; with commendations in the first three categories and a request to discuss the three on the disagree and strongly disagree about information, benefits and good work recognition.

**2-Survey of LBHC Graduates – Five Years 2012 to 2016 – Performed by LBHC Administrators, Faculty and Staff**

Purpose: To understand the level of placements in the Crow Indian Reservation Workforce, as a service to the Crow Indian community, newly educated and skilled employees, also tribal members.

Times Administered during Self-Evaluation Period: Study for five years of LBHC Graduates

Results: The five classes have a surprising record of employment at 57.8% average and a transfer to senior institutions.

Improvements:

A Survey Conducted by the Faculty and Staff of Little Big Horn College						
LBHC Graduates Survey, Classes 2012, 2013, 2014, 2015 and 2016						
Average Employment Rate of 57.8%; Ranges from 22 low to 35 high; 54%low to 65% high						
LBHC Graduates	Employed	Transferred	At Home	Unemployed	Unknown	total
Class of 2016	22/55%	7/18%	6/15%	4/10%	0/0%	40
Class of 2015	35/65%	9/17%	4/7%	5/9%	0/0%	54
Class of 2014	30/54%	13/23%	3/5%	8/14%	0/0%	56
Class of 2013	28/60%	10/11%	2/4%	4/4%	2/4%	47
Class of 2012	27/55%	5/10%	3/6%	0/0%	3/6%	prison-1

**3.B Core Theme Two – Commitment to Community Education and Outreach - Planning, Assessment and IMPROVEMENT**

The following list represents strategic initiatives aligned with Core Theme Two – Commitment to Community Education and Outreach. Little Big Horn College has no discretionary use revenue, once educational and operating costs are addressed. However, the College has an aggressive fund-raising strategy to address highest need, prioritized areas of education services and community programming. Each of the programs listed below have extensive evidence based needs statements, best practices implementation plans and realistic budgets. With an appropriate grant or contract competition, the college proposed projects, activities

and services ---- **the proposal** is submitted to funding sources (federal, state and private). This list enumerates successfully proposed and funded initiatives serving the LBHC campus and community during this report period.

**1. CORE THEME 2 - Department of Labor, Montana based consortium – REV-UP GRANT.**

As a service to the Crow Indian Community, the College offers truck driving and highway construction and beginning welding training for Continuing Education Units. The College participates in multi-institutional partnership for high workforce training called REV-UP, funded by the Department of Labor. The partnership includes several Montana tribal colleges, as well as Montana University System units, City College in Billings and in Missoula, and Great Falls College. Field instruction labs for truck and heavy equipment driving occur with the Crow Tribe Roads Department in Crow Agency MT. Instruction labs and credentialed instructors for welding are coordinated with local high schools of Lodge Grass (24 miles to the south of the LBHC campus) and Hardin High School (12 miles north of the LBHC campus).

**2. CORE THEME 2 - MLS Native American Basic Grant w/Educational Option \$7,000 Children’s materials, speakers’ honoraria, computers, public library planning 2012-2013.**

**3. CORE THEME 2 - Community Services - USDA Equity Project – Healthy Living Through Gardening.**

Little Big Horn College serves the Crow Indian Reservation, which encompasses nearly 2.3 million acres. Principal land use is agriculture, yet the community experiences an elevated level of food insecurity. Due to fractionation, the vast majority of Crow lands is leased out to Non-Tribal members, and many Crow landowners feel alienated from their own land. The primary goal of the project is to increase the food security on the Crow Reservation. Methods and approaches to our goal include: 1- Compiling resource materials for land owners and ranchers, 2-Offering an agriculture degree program tailored to the economic, social and cultural needs of the community, 3-Ensuring student success by expanding recruitment, retention and transition strategies, and 4-Integrating formal and non-formal learning experiences by providing internships and community advancement opportunities. The project aims to reach a diverse population in our work towards economic empowerment and food security.

**4. CORE THEME 2 - Guardians of Living Water Project**

The Guardians of Living Water Project provides after school and summer activities to educate Crow children about the relationship between water and human health. The project will provide children and their community with steps to take to protect their rivers and streams and the Crow people’s health. Children will expand their science literacy and appreciation of the water-related environments in which they live. Project partners are the Crow Agency Elementary School and the MSU Center for Health Equity in Rural Montana.

**5. CORE THEME 2 - Land Grant Extension, Community Training in Reservation Land Tenure.**

Little Big Horn College extension program organized and provided training and technical assistance for the Crow reservation community members on the Keeps Eagle and Cobell Settlements. The **Keeps Eagle Case** is a \$760 million Settlement with the United State Department of Agriculture (USDA) resulted from agency discrimination against Native Americans ranchers and farmers, by denying them equal access to credit in the USDA Farm loan programs. The college provided training to Crow Indian landowners and operators, attended by forty-eight Crow Indian community members. The US Department of the Interior **Cobell Settlement** of Individual Indian Monies resolved a

class action lawsuit that found the federal government violated its duties by mismanaging trust accounts and individual Indian trust lands. The college assisted fifty-seven Crow tribal members with an information seminar.

**6. CORE THEME 2 - Land Grant Extension Service, Youth and Agricultural Development.**

Little Big Horn College – Economic and Community Development is a component for all agricultural and land based needs of youth and adults. The first component is the local youth loan program, which provides real world hands-on experiences of daily tasks associated with running their own business as a rancher. The second component is Strategic Land Planning. The goal is to empower youth and adults with knowledge and practices needed to regain full control over their own lands and natural resources. The third component is Youth Leadership Development. The goal is to bring awareness of Crow culture and traditions related to chieftainship.

**3.B Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language - PLANNING, Assessment and Improvement.**

The Core Theme Three pertains to the Crow Culture and Language. This Core Theme is derived from Key Mission Element #5. This graphic represents the Key Mission Element #5 – Crow Culture and Language, with the derived Core Theme 3 – Dedicated to the Enhancement of the Crow Culture and Language. The four objectives describe the means or methods by which the Crow language and culture will be enhanced. Strategic priorities were set out in the Strategic Planning Symposium in 2012. In the Fall of 2013, the college sponsored an environmental scan during the Fall Faculty and Staff Orientation. The 2016 Environmental Scan SWOT process highlighted the strength of the Crow cultures, in the college and the students. Note the SWOT summary with “CT 2” Core Theme 2 highest vote recipient for 2016 – “There is a loss of the Crow language in the Crow Community.”

Summarized by: Janine Pease, D. Ed.

SWOT Environmental Scan at Little Big Horn College									
Results of the SWOT Voting, December 21, 2016									
OPPORTUNITIES		These Opportunities items received 6 or more votes, all levels of importance.							
CT 2	2	★ 57	8	4	4	5	Offer online courses.		
	2	19	3	1	1	2	Health and Wellness can reach out to local schools.		
	1	27	5	2	0	1	Seek programs that will strengthen LBHC student and potential students.		
	1	25	3	1	4	2	Free summer tuition.		
	1	25	1	2	6	3	Student housing by working with the Crow Tribe and Crow Tribal Housing Auth.		
	1	16	1	1	3	3	More visiting 4-Year Colleges.		
	1	19	1	3	2	2	Facilitate internships and research placement for our students in all career areas.		
THREATS		These Threats items received 6 or more votes, all levels of importance.							
CT 1	1	★ 136	32	1	2	1	Faculty --- loss of quality staff and faculty members.		
	2	37	0	10	2	3	Tribal politics --- tobacco cigarette tax.		
	2	38	2	6	4	4	Board members being controlled.		
CT 3	3	★ 40	0	4	11	6	There is a loss of the Crow language in the Crow Community.		
		14	0	2	1	6	Crisis situation, having better communication and having an emergency plan, knowing protocol.		
	2	9	0	0	1	7	Drugs, alcohol, security, threat to college safety.		
	2	14	0	2	3	2	No marketing of LBHC or updating of marketing materials.		

# LBHC 3

## Mission Key Element #5

**Key Element #5:** Dedicated to the Enhancement of the Crow Culture and Language.

1. Workshops and training that integrate the culture and language into programs of study curricula.
2. Crow Studies and American Indian Studies programs of study.
3. Community events on the Crow culture and language.
4. Crow language series in the Crow Studies program.

<p>Core Theme Three and Objectives 2011-2017</p>	<p><b>Core Theme 3: Dedicated to the Enhancement of the Crow Culture and language.</b></p> <ul style="list-style-type: none"> <li>○ Obj 3.1 LBHC promotes the Crow language through the college experience.</li> <li>○ Obj 3.2 Apsaalooke/Crow knowledge is the foundation for all programs of study.</li> <li>○ Obj 3.3 LBHC actively engages faculty and students in research and scholarship in support of the college mission and programs.</li> </ul>
<p><b>Strategic Priorities</b> 2012-2017</p>	<ul style="list-style-type: none"> <li>✓ <b>Crow Studies Programs</b> (language culture, and history) should be implemented across the curriculum, with long-range plans for a 4-year Crow Studies degree.</li> <li>✓ <b>Sustainability</b> strategies are the key to the creation of a viable Crow standard of living and quality of life.</li> <li>✓ <b>Technological Capacity building</b> on campus will enable all students, staff, and faculty to learn, teach, research, and communicate efficiently and effectively.</li> </ul>
<p>Core Theme Three <b>SWOT Results</b> 2013-2014</p>	<p><b>Strengths</b>-Votes 26-The Crow culture is a strength of the Little Big Horn College, and students come to LBHC with that strength. S-Votes 12-The Crow Studies Program.</p> <p><b>Weaknesses</b> -none</p> <p><b>Opportunities</b> -none</p> <p><b>Threats</b> - -Votes 13-We are losing our Crow Indian identity, our language, and culture and clan system. T- Votes 9-Loss of Crow socio-familial cohesiveness, lack of discipline, not teaching the things that allowed us to survive, as a Native people, education (includes racism/academic gate-keeping).</p>
<p>Core Theme Three <b>SWOT Results</b> 2016-2017</p>	<p><b>Strengths – Score 19</b> Culturally oriented, i.e. cultural events, culturally rich environment. <b>Score 11 – Culture –</b> continue speaking the Crow language and Crow Studies. <b>Score 11 – Speaking the language</b> helps with the longevity of our language and culture.</p> <p><b>Weaknesses – Score 24 –</b> Lack of Apsaa’looke language used among the students.</p> <p><b>Opportunities – Score 12 –</b> Building partnerships with Indian Health Service, Crow Tribe and other businesses and agencies.</p> <p><b>Threats – Score 40 –</b> There is a loss of the Crow Language in the Crow Indian Community.</p>

Graphic #9 is the Planning Work Session data for the Financial Aid Office, alignment with Mission Element #5 – and Core Theme #3, Crow Culture & Language.

LITTLE BIG HORN COLLEGE Institutional Planning Work Session		Faculty Staff Orientation		August 05, 2015	
MISSION ELEMENT #1	MISSION ELEMENTS #2	MISSION ELEMENTS #3	MISSION ELEMENTS #4	MISSION ELEMENT#5	
Educational Opps	Diverse learning Opps	Student Success Efforts	Community Needs	Crow Culture/Lang	
CORE THEME #1 - Access to Education & Training Opportunities			CORE THEME #2	CORE THEME #3	
<p><b>FINANCIAL AID - MISSION ELEMENT #1 – EDUCATIONAL OPPORTUNITIES AND MISSION ELEMENT #5 – CROW CULTURE AND LANGUAGE, CORE THEME #1 ACCESS TO EDUCATION AND TRAINING OPPORTUNITIES OBJ 1.3; AND CORE THEME #3 – CROW CULTURE AND LANGUAGE – OBJ 3.3</b></p> <p>Major services: the LBHC Financial Aid Office provides students with financial aid, scholarship opportunities, filing FAFSA, the financial needs analysis, and determine the cost of attendance annually.</p> <p>PREPARED BY BEVERLY S.</p>					
Major Accomplishment /ay 2013-14	Major Accomplishments AY 2014-15	Major Plans for AY 15-16 Core Themes 1 and 3	Major Plans for AY 16-17 Core Themes 1 and 3		
Refer to report submitted.	Refer to report submitted.	The Financial Aid Office services to students will be measured by the numbers of students who have applied for financial aid using the FAFSA and through student attendance. An effort will be made to increase the # of students who apply for FA using the FAFSA. An education session will be provided for parents and students for financial aid planning.	The Financial Aid Office services to students will be measured by the numbers of students who have applied for financial aid using the FAFSA and through student attendance. An education session will be provided for parents and students for financial aid planning.		
<p><b>REGISTRAR'S AND ADMISSIONS OFFICE MISSION ELEMENTS 1, 2 &amp; 3 – EDUCATIONAL AND TRAINING OPPORTUNITIES, DIVERSE LEARNING OPPORTUNITIES AND FOCUS ON STUDENT SUCCESS; CORE THEME 1 AND CORE THEME #2 – COMMUNITY DEVELOPMENT</b></p> <p>Major services – The Registrar and Admissions Offices accept completed applications (how to fill out applications and submit proper documents); and to transfer credits from other institution (submission of transcripts)</p> <p>SUBMITTED BY DIONNE POT, INDY H., ARLENE D., SHEENA Y. (NOTE-CORRECTION ON CORE THEMES BY JPLEASD)</p>					
Major Accomplishments AY 2013-14	Major Accomplishments AY 2014-15	Major Plans AY 2015-16 Core Theme #2: Education and Diverse Learning Opportunities, Student Success Efforts	Major Plans AY 2016-17 Core Theme #3: Community Needs		
The registrar and admissions offices accepted completed applications (filled out applications and submitted proper documents); and transferred credits from other institutions (submission of transcripts).	The registrar and admissions offices accepted completed applications (filled out applications and submitted proper documents); and transferred credits from other institutions (submission of transcripts).	Special emphasis on inputting basic data in Jenzabar; completing reports for AIMS AKIS/IPEDS and BIE Reports. The registrar and admissions offices will assist students with the applications process (filling out applications and submitting proper documents); and with credit transfers (submission of transcripts).	Special emphasis on inputting basic data in Jenzabar; completing reports for AIMS AKIS/IPEDS and BIE Reports. The registrar and admissions offices will assist students with the applications process (filling out applications and submitting proper documents); and with credit transfers (submission of transcripts).		

### 3.B THREE - Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language - Planning, **ASSESSMENT** and Improvement

The college assessment office provides the institutional assessment data related to the Core Themes to the campus-wide community. Core Theme 3 is Dedicated to the Enhancement of the Crow Culture and Language. Three data sets measure this Core Theme. The 6<sup>th</sup> Edition of the LBHC Performance Report has five years of data on this Core Theme. All divisions of the college monitor, review and analyze these data in their deliberations. In specific, the Academics Division, programs of Crow and Native American Studies and the General Education Programs faculty examine the Crow language and Culture Preservation related data on the Crow Studies Courses, enrollment and completion. The Community Services related programs review and analyze the data on the student and community participation in Crow language and culture related events. Here is the table of contents related to the Core Theme 3.

#### CORE THEME 3: CROW LANGUAGE AND CULTURE PRESERVATION AND PROTECTION.

- 3.1 Enrollment in Crow Studies Courses AY 2010-11 & AY 2012-13 to 2015-16 (AIMS AKIS Table 5.2).
- 3.2 Enrollment in Crow Language Courses AY 2010-11& AY 2012-13 to 2015-16 (AIMS AKIS Table 5.2).
- 3.3 Student Community and Cultural Activities Participation AY 2010-11 & AY 2012-13 (AIMS AKIS Table 6.2). (partially updated).

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

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

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

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

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



### 3.3 \*Student Community and Cultural Activities Participation AY 2010-11 through 2015-16 (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.
  - 84 students participated in 2013-14.
  - *74 students participated in 2014-15.*
  - *24 students participated in 2015-16.*
- “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.
  - 441 students volunteered for cultural event, including powwows, and participated in culturally relevant activities (other than courses) in Academic Year 2012-13
  - 1189 LBHC students participated in Academic Year 2010-11
  - *276 LBHC students participated in culturally relevant activities AY 2013-14*
  - *155 LBHC Students participated in culturally relevant activities AY 2014-15*
  - *172 LBHC Students participated in culturally relevant activities AY 2015-16.*

## 3.B THREE - Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language - Planning, Assessment and **IMPROVEMENT**

The following list represents strategic initiatives in Core Theme Three – Dedicated to the Enhancement of the Crow Culture and Language. Little Big Horn College has no discretionary use revenue, once the core educational and operating costs are addressed. However, the College has an aggressive fund-raising strategy to address highest need, prioritized areas of education services and community programming. Each of the programs listed below have extensive evidence based needs statements, best practices implementation plans and realistic budgets. With an appropriate grant or contract agency’s competition, --- **the proposal** is submitted to funding sources (federal, state and private). This list enumerates successfully proposed and funded initiatives serving the LBHC campus and community during this report period.

**1.CORE THEME 2** **MLS Native American Basic Grant** w/Educational Option\$7,000 Children’s materials, speakers’ honoraria, computers, public library planning 2012-2013.

**2.CORE THEME 3** **Crow Summer Institute** – In a partnership with the Crow Language Consortium and The Language Consortium of Bloomington IN, Little Big Horn College has offered two summer seminars for fluent Crow speakers who teach Crow Indian children the Crow language and culture in the public and Catholic Schools on and near the Crow Indian Reservation. Summer 2015 had an enrollment of 45 and Summer 2016 had an enrollment of 55 teachers and teacher aids.

**3.CORE THEME 3** **National Endowment for the Humanities – Oral History Initiative** was proposed in October 2016 and funding notification has been received. This initiative will involve members of the LBHC Faculty and Library professional interviewing Crow Tribal Members whose experience and knowledge is

extensive in the decades of Crow Indian life and history of the 1940's, 1950's, 1960's and 1970's. This will be brought immediately into the Archives for arranging and describing and into the social sciences, humanities and the Crow Studies curriculum for students' learning opportunities.

***4.CORE THEME 1** IMLS Native American Basic Grant w/Educational Option, grant funds of \$7,000 for Speakers' honoraria, video consultant, Crow photos in 2015-2016.*

***5.CORE THEME 1** IMLS Native American Enhancement Grant for funds of \$149,263 to digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet in 2015-2018.*

**3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

The institution's comprehensive plan is the Mission and Core Themes and respective objectives. This process is integrated. Alignment with the Mission Elements and the Core Themes has created close ties to specific objectives and programs or services of the college.

**3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

**Strategic Priorities** - Title III resources, discretionary funding, addresses the greatest need areas: student success center – (Year), the first year experience office (year), the mentors and tutors in academic services (year), and services in the college library (year), accreditation leadership (year), assessment office (year). Further, the learning outcomes for the programs of study and the co-curriculum have support through TIII.

TIII has afforded the college with the part-time planning/accreditation officer, and part-time assessment officer, and full-time data coordinator.

**The Planning and Assessment Offices** acquire the current data from the IPEDS and AIKS to update the LBHC Performance Report annually. These data sets align with the Crow Themes, and staff and faculty reference this alignment during sessions on learning outcomes: the summer orientation, the program learning outcomes and co-curriculum learning outcomes annual planning sessions. See 3.B.2. Exhibit 1 – Title III Developing Institutions – Little

**3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

Institutional data on 28 sets, aligned with the Core Themes, updated and analyzed for three to five year patterns, are scored for the exceeded target, met target or fell below target.

## Summary of Standard Three

**Core Theme - Planning.** The analysis of planning, assessment and improvement for each of the three Core Themes of Little Big Horn College has brought full attention to the extent to which each of these have been achieved. While converting to the integrated planning model had its challenges at we started integrating

the planning process, it became more clear and as it was more user friendly to align with the Core Themes and to understand each office and programs “fit” into the college. Little Big Horn College has utilized the summer orientation session to focus on institutional planning, with the work session that aligns each program and service of the college, along with the documentation of accomplishments the past two years and the immediate plan for this year, then a look to one year hence. This process promoted a continuity of effort; literally illustrating the trajectory and patterns, strategic direction of the office or program. This year the planning process was directly tied to the environmental scan; and ten personnel from across all departments and divisions trained to facilitate the sessions, assisted with gathering the information, the categorized the information. Further, they conducted the voting process to acquire the highest rated points of information, issue and concern.

**Core Theme - Assessment.** The Assessment Plan provided a framework for the college and all its offices, departments and divisions, to become conversant in the data sets within the LBHC Performance Report. The revisiting of the Data, aligned by Core Theme, reinforced the tie each faculty and staff had to the assessment data and to the institution, as it provides the context for educational services provision. The islands in time when the entire faculty and staff reviewed the Performance Report became a point of reference and time of reflection on “how do I contribute to this data.” The impressions of college services have been methodically and routinely replaced with factual data. Moreover, the college personnel are deeply involved in the reporting of assessment data, to IPEDS and to AIMS. The full circle, generation of data, reporting data, receiving the reports back from IPEDS and AIMS, then applying the data to discussion of educational services, was illustrated to each and every member of the faculty and staff. The Report has the patterns of data over four or five years and compared to peer institutions. One example of the patterns showing effective services is the First-time Full-time Student Retention Rate. The student services staff noted the retention rate for 2012-13 was 63%. The comment was “let us continue to do what earned that rate!”

Beginning in July 2014, and each subsequent summer, the LBHC Student Services Staff and the Administration Division Staff (community service and outreach) performed a Mission and Core Themes alignment for Core Theme One, focused on the LBHC co-curriculum, with student learning outcomes, purpose and assessment measures. The co-curriculum consists of student clubs and out of class learning experiences that contribute to student growth and development, student retention and persistence, engagement and success, and have primary learning outcomes of leadership, cooperation, budget management, skills building and individual responsibility.

**Core Theme - Improvement.** With the assessment of student achievement and in institutional characteristics, the departments and divisions review and analyze the data related to their educational services and develop highest need areas. These are then addressed through strategic initiatives in each of the Core Themes. Little Big Horn College does not have surplus or discretionary revenue to allocate to identified needs and the appropriate initiatives that would address that need. Rather, the College identifies funding sources that are state, federal and private that might support educational activities aggressive fund-raising strategy to address highest need, prioritized areas of education services and community programming. Each of the programs listed below have extensive evidence based needs statements, best practices implementation plans and realistic budgets. With an appropriate grant or contract agency’s competition, ---- **the proposal** is submitted to funding sources (federal, state and private). This list enumerates successfully proposed and funded initiatives serving the LBHC campus and community during this report period.

## 8) Standard Four – Effectiveness and Improvement

**Eligibility Criteria 22. Student Achievement.** Little Big Horn College publishes the program learning outcomes for each of the Programs of Study in the biennial Catalog. These are available on the college web site as well as provided to all students and prospective students in paper copies from all college offices throughout the year. Assessment is carried out on a regular basis, including the program learning outcomes review, evaluation and improvement cycle performed by the LBHC Faculty members. The students' academic achievement and co-curricular participation rates are measured and monitored. These data are published in the Little Big Horn College Performance Report. Organized by Core Theme, these data sets show student course completions in general education core requirements and in developmental courses. First time fulltime freshman academic progress is carefully monitored by educators focused on their retention, persistence and achievement. Mentors and tutors partner with students to improve academic performance and advancement toward degree completion. This multi-dimensional assessment of student learning and achievement is carried out for the progress of each individual students and on a broader scale for the improvement of the learning opportunities throughout the College.

**Eligibility Criterion #23 –Institutional Effectiveness.** Evaluations are routine, to assess the college resources, capacity and effectiveness of operations. Students survey Library Services and evaluate courses and faculty. The academic programs of study and the curriculum are reviewed in detail in the preparation of program reviews and the Catalog preparation biennially. The Faculty Self and Peer Evaluations and the Staff Appraisals focus on the effectiveness of the campus personnel. The Library and the College Development Office are evaluated periodically. The college resources are audited annually. The Board of Trustees performs a self-evaluation and the President is evaluated by the Board annually. A survey most critical to institutional effectiveness is the LBHC Graduates Survey for information on graduate employment, transfer to senior institutions and unemployment. These evaluations, and the college participation in two data systems provide assessment data that is reported back to the college as a whole in the LBHC Performance Report, and organized by Mission Element and Core Theme. At two to three year intervals the college scores its Mission Fulfillment and Core Themes benchmarks achievement. The College performs an environmental scan to monitor the internal and external environment to heighten awareness of changing conditions that impact the health of the college. The Scorecard and the Scan results are published to the campus and the broader community, and are conveyed to the President's Council and Board of Trustees for their decision-making and overall institutional improvement.

### 4•A Assessment

**The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.**

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

**Little Big Horn College Assessment Plan, 2013 – Executive Summary. See Attachment 4 – LBHC Assessment Plan (LBHC Strategic Plan, LBHC Learning Outcomes Plan 2.C.2. Exhibit 1 - LBHC Mission and Core Themes, LBHC Performance Report Attachment 3, LBHC Data Sets from IPEDS and AIMS AIKS).**

**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 revised LBHC Assessment Plan, including assessment procedures, on February 25, 2013. Assessment and evaluation have been continuous since the founding of the college in 1980, in the process of self-study in college accreditation.

**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 five college Deans. Critical assistance has been received from Assessment Office staff, Department Heads and members of the faculty.

1) **Data Collection** LBHC collects quantitative and qualitative data throughout the annual assessment cycle. The quantitative data collected covers the comprehensive functions and services of the entire college. Through the college participation in IPEDS and AIMS, a myriad of factors are quantified. A schedule of data submission is coordinated by the College Data Coordinator and the Assessment Officer. Broad based participation in the data collection process is required.

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 AKIS). A summary of the data is included in the **LBHC Annual Performance Report (Plan - Attachment 4)** 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.

**Internal Analysis.** The Annual Schedule of **Internal Analysis is convened by President Yarlott, and coordinated by the Deans;** data analyzed for 5 years patterns and trends: a-Faculty and Staff Orientation – Fall Semester August; b- Board of Trustees Retreat – Winter Break, December; c-Student Services Division --- Winter Break Retreat; d-Academic Division –Program Learning Outcomes Assessment Weeks – December & May; and e-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 Region, 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.

- 3) **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 Deans of the divisions and incorporated into the **LBHC Performance Report, see Attachment 3.**

**4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

Evaluations related to each Core Theme have been provided within that respective discussion.

**4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Little Big Horn College collects, reviews and analyzed the completion rates in the General Education Requirements. This is a foundation of studies for students in all programs of study. Peer comparison data is also reviewed. This charts of Gen Ed Course Completion Rates is in the LBHC Performance Report, made available to all college constituents, semi-annually.



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

		Total 2012-13	Percent 2012-13	Total 2013-14	Percent 2013-14	Total 2014-15	Percent 2014-15	Total 2015-16	Percent 2015-16
<i>Grade C or Better</i>									
<i>General Education Core Courses</i>									
<b>English I</b> <b>CA 101</b> 68% TCU Compl.	Enrolled			92		60		94	
	Completed			50	54%	30	50%	42	45%
	Withdrew/D/F			42		39		52	
<b>Comm.</b> <b>Public Speaking</b> <b>CA 211</b> 80% TCU Compl	Enrolled			8		1		14	
	Completed			6	75%	1	100%	4	29%
	Withdrew/D/F			2		0		10	
<b>College Algebra</b> <b>MA 121, MA 145</b> <b>MA 151</b>	Enrolled			56		60		44	
	Completed			31	59%	32	62%	24	59%
	Withdrew/D/F			25		28		20	
<b>Intro to Computers</b> <b>IS 101</b>	Enrolled	10		28		12		17	
	Completed	8	80%	15	54%	5	42%	8	47%
	Withdrew/D/F	0		13		7		9	
<b>Native American</b> <b>Studies I</b> <b>CS 101 &amp; CS 103</b>	Enrolled	77		106		107		86	
	Completed	45	58%	78	72%	58	50%	47	55%
	Withdrew/D/F	13		28		49		39	
<b>Native American</b> <b>Studies II</b> <b>CS 131, 136 &amp; 211</b>	Enrolled	16		98		74		73	
	Completed	12	75%	73	75%	47	65%	34	54%
	Withdrew/D/F	4		25		27		39	
<b>Science (Life Sci)</b> <b>SC 114</b>	Enrolled	32		65		57		41	
	Completed	16	50%	43	66%	29	51%	23	56%
	Withdrew/D/F	5		22		32		18	
<b>Science (Physical)</b> <b>SC 101, SC 116</b> <b>SC 121</b>	Enrolled	24		88		48		40	
	Completed	9	38%	45	44%	22	50%	18	40%
	Withdrew/D/F	2		43		26		22	
<b>Humanities</b>	Enrolled	17		28		14		16	

<b>CS 108</b>	Completed	7	41%	20	71%	4	29%	6	38%
	Withdrawn/D/F	3		8		10		10	
<b>Social Sciences</b>	Enrolled	13		28		14		15	
<b>HI 201</b>	Completed	7	54%	12	43%	6	43%	4	27%
	Withdrawn/D/F	1		16		8		11	

**4.A.4 and 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

Little Big Horn College convened the July 2015 Summer Faculty/Staff Orientation at the Black Canyon Youth Camp in the Big Horn Mountains, for planning and achievement assessment. Each department and division of the college quite literally reviewed their programs and services, aligned them with the Mission Elements and Core Themes and respective objectives. Division members recorded their major accomplishments and major plans, for a two years retrospective and a two year glance ahead in services. See 4.A.4. Exhibit 1 for Mission and Core Theme Alignment – All Departments, 2015.

### Little Big Horn College Information Technology Division – Mission Elements 1-3 & Core Theme 1

LITTLE BIG HORN COLLEGE PLANNING/ WORK SESSION FACULTY STAFF ORIENTATION – BLACK CANYON YOUTH CAMP AUGUST 05, 2015				
MISSION ELEMENT #1 Educational opportunities	MISSION ELEMENT #2 Diverse learning opportunities	MISSION ELEMENT #3 Student success efforts	MISSION ELEMENT #4 Community needs	MISSION ELEMENT #5 Crow culture and language
CORE THEME #1 – ACCESS TO EDUCATION & TRAINING OPPORTUNITIES			CORE THEME #2 COMMUNITY EDUCA- TION & OUTREACH	CORE THEME #3 CROW CULTURE AND LANGUAGE
<b>INFORMATION TECHNOLOGY - MISSION ELEMENTS #1, #2 AND #3 – EDUCATIONAL OPPORTUNITIES, DIVERSE LEARNING OPPORTUNITIES AND STUDENT SUCCESS EFFORTS;</b> <b>CORE THEME #1 EDUCATIONAL AND TRAINING OPPORTUNITIES</b> Major services: The Information Technology Division provides technical support services campus wide. PREPARED BY FRANKLIN COOPER, JAY RUSSELL, JUSTIN OLEYTE, PRISCILLA HOGAN, JALEN PRETTY ON TOP.				
Major Accomplishment /ay 2013-14	Major Accomplish- ments AY 2014-15	Major Plans for AY 15-16 Core Theme 1 Educational and Training Opportuni- ties	Major Plans for AY 16-17 Core Theme 1 Educational and Training Opportunities	
The IT Department imple- mented high speed Inter- net connections.	The IT Department in- stall high speed reliable Internet connection mi- grating Jenzabar to cloud services.	#1-The IT Department will build on Jenzabar to in- crease access for students and staff.	#1-The IT Department will improve staff members abil- ity to input data and pull data for institutional reports.	



		#2-The IT Department will revamp network room and IT staff services.	
The IT Department implemented high speed Internet, connecting new supportive hardware, migrating Jenzabar to the cloud services.	(no information provided)	1.1 – The IT Department will upgrade Jenzabar System, increasing access for students and staff; upgrading the phone system.	The IT Department will increase staff and faculty ability to access data; the layout for the tech support room will be arranged for efficiency.
The IT Department installed high speed Ethernet, and maintained all IT systems.	The IT Department focused on migrating data to cloud services, and maintained all IT services.	Continue IT services to the entire LBHC campus; and focus on the Jenzabar System, to expand access by students and staff members.	Continue IT services to the entire LBHC campus; and increase staff ability/layout; install and implement network monitoring software.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The Program Learning Outcomes process requires faculty to utilize, review and analyze a minimum of two sets of student achievement data in the annual PLO Process. Faculty members may further acquire data through the Jenzabar system with regard to the courses in programs of study. The Chief Information Officer collaborates with faculty members when this type of request occurs.

## Standard Five – Mission Fulfillment, Adaptation, and Sustainability

**Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.**

### 5.A Mission Fulfillment

**Eligibility Criterion on Scale and Sustainability.**

Eligibility Criteria #24 **SCALE AND SUSTAINABILITY**

**This Year Seven Report** has demonstrated that Little Big Horn College has an infrastructure of administration, faculty, staff and members of the Board that combines with excellent facilities, resources and materials to achieve the Mission and Core Themes. The College has monitored both the internal and external environments to maintain a strong, agile and effective organization. Little Big Horn College has provided programs of study, facilities, employees and structures in organization to adequately serve the Crow Indian community as a high quality community based college. Qualifications in the administration, faculty and staff are exemplary in credentials, professional experience and in Crow Indian eminent cultural and community

knowledge. The ratio of faculty to students provides great advantage to students of diverse ages and preparations, for success. Technology and the Library and Archives educational services are at optimum level of operations. The student services provides comprehensive academic and co-curricular services to ensure strong student rates of retention, persistence and graduation. While Little Big Horn College lacks a tax base, the Congressional appropriations have held steady for tribal colleges, and the college has consistently earned grants and contracts in strategic areas of need and growth, to maintain a healthy financial position; clean audits, and excellent educational opportunities.

**The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.**

**5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.**

The Board of Trustees review of the Performance Report. In the Board annual retreat in June, a discussion of the data sets within Core Themes allows for a year to year comparison with previous LBHC achievements, as well as with peer institutions data and national scale trends on student achievement.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The Mission Elements and Core Themes Objectives each have a series of measures that can evidence the achievement of the mission thresholds and core themes benchmarks.

**The Scorecard – Calculation of Mission Fulfillment.** Approaching the Scorecard on Mission Fulfillment and Core Theme Achievement has taken more than an ounce of institutional fortitude. Have we fulfilled our mission? Will this institutional data result in meaningful measures of the College? The Mission has been a guiding document that we have kept in our institutional life since the college founding in 1980. Of course we fulfill our Mission. However, this septennial self-evaluation process, puts your institutional life on the line by bringing the indicators to the front, to the exact measures chosen. We hoped for the best result; we expected a fine outcome. However, the annual look at these “vital signs”, indicators, provided hints along the way, over the report period, that all is not perfect.

When Little Big Horn College submitted the Ad Hoc Report in March 2015, a step toward a Scorecard was taken (the LBHC Performance Report being the first step). On each of the data sets for both Mission Thresholds and Core Theme Benchmarks, a comparison was made for the years’ data. A measure that equaled the Threshold was “On-Target”; the measure that was lower than the Threshold was “Below Target,” and when the measure exceeded the Threshold, it was “Above Target.” This gave more focus on the Threshold as the standard than on the achieved yearly number or percentage.

Labeling the measures “<target”, “on-target” and “>target” gave a quality to the numbers that a mere chart or table did not. The prominent position of the Mission Threshold and Core Theme Benchmark also brought consideration for the chosen indicators. The questions the Assessment Team had were “is this a meaningful indicator?” and “is there better indicator or combination of indicators.” In a couple of cases, the available data was shallow, only just two years. The choice of “cultural events” in the Core Theme Three on Crow Culture and Language set the number of participants in a particular environment in which enormous meetings

occurred; and in subsequent years, college cultural events hardly compared with that issue-based meeting’s attendance and participation level. The Threshold number was unusually and unrealistically high in this instance. A view of five years of data provides a basis for reflection on “reasonable” to establish the Threshold number.

The Year Seven Report prompted deliberation on a scoring method. In an effort to keep it straightforward and understandable, we devised a scoring method. This gave a numerical value to the <target of 1, on-target of 2 and >target of 3. Within each objective, an average among the years of data was calculated. Then where there were several data sets, those were averaged. This provided a score for each objective and for the Core Theme. Core Theme One, Education and Training Opportunities, Objective 2 – programs of study, had seven data sets, each with four or five years of data. Using the Year One Charts, a column for the score was amended to the chart and the calculations made and recorded.

The application of the numbers resulted in a score for Mission Elements #1 - educational opportunities and #2 - diverse learning opportunities and #3 efforts for student success, of 2.19 or “On-Target,” as was the correlate Core Theme One – Education and Training Opportunities with a score of 2.21 “On-Target”. Mission Element #4 – responsiveness to community needs, was scored 2.06 or “On-Target,” with the correlate Core Theme #2 – that scored 1.5 or “Below Target.” The Mission Element #5 – enhancing the Crow Culture and Language, scored 1.167 or “Below Target,” with the correlate Core theme #3 – that scored 1.83 or “(Near) Below Target”. The Mission Element #5 and Core Theme #3, enhancing the Crow culture and language, have Thresholds set relatively high. Enrollment numbers in the Crow Studies and Crow Language classes were the chosen data set; and, the second data set gathered, but not calculated in the scorecard, was courses rates of completion. The second may give a slightly higher score.

This chart gives a summary of the scores. Here is the Scorecard for Little Big Horn College Mission Fulfillment and Core Theme Benchmark achievement.

<b>All Mission Elements, Average</b>	<b>Score 1.95</b>	<b>On Target</b>
1.Mission Element #1, education/training opps	Score 2.19	On Target
2.Mission Element #2- diverse learning opps	Score 2.19	On Target
3.Mission Element #3 – efforts for student success	Score 2.19	On Target
4. Mission Element #4- Community Outreach	Score 2.06	On Target
5.Mission Element #5 – Crow culture and language	Score 1.166	Below Target
<b>All Core Themes #1, #2, #3</b>	<b>Score 1.83</b>	<b>Near Target</b>
1.Core Theme #1 – Education/Training	Score 2.216	On Target
2.Core Theme #2 – Community Outreach	Score 1.5	Below Target
3.Core Theme #3 – Crow Culture and Language	Score 1.833	Near Target

**Little Big Horn College chosen measures of Mission Fulfillment have averaged to 1.95 on a three-point scale, where 2 is on-target. This means we have equaled the Threshold for Mission Fulfillment set in 2012. Little Big Horn College chosen measures of Core Theme Benchmarks have an average of 1.83 on a three-point scale, where 2 is on-target. This means the college is Below, but Near Target. A stand-out, Core Theme One scored 2.216 On-Target.**

The charts that follow are the calculations made according to the devised scoring method.

**Little Big Horn Mission Fulfillment and Core Themes Achievement Scoring Matrix**  
 Little Big Horn College - Mission Fulfillment SCORECARD

Mission Elements  
 Average 1.807936508  
**BELOW OR NEAR TARGET**

Mission Element 1-2-3 = 2.19; Mission Element #4 = 2.067; Mission Element #5 = 1.1167

Mission Element #1, #2 and #3: Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included. (

	Measure & Threshold		Calculation	Average	
1	Indian Student Count @ 450 Fall 2015		$1+3=4/2=2$		2
2	Number of Associate and Certificates @ 70T S13		$1+1+1=3/3=1$		1
3	Graduation Rates @ 20% in 200% time		$3+3+3+3=12/4=3$		3
4	Transfer Out Rate 20% Cohort 2012		$2+1+3+3=9/4=2.25$		2.25
5	First-time Full Time Frshmn Retention @ 5% Inc.		$3+3+3+2=11/4=2.75$		2.75
6	Co-curriculum Participation @ 200T AY 2016-17		$1+3=4/2=2$		2
7	Research Opportunities for students @ 50T 2014-15		$3+3+1=7/3=2.33$		2.333333333
			<b>ON-TARGET+</b>		<b>2.19047619</b>

Mission Element #4: The College acknowledges the responsibility to be responsive to the community needs. (Sentence 4 of the Mission Statement). Core Theme Two.

	Measure & Threshold		Calculation	Average	
1	Student research based on the Crow Community T50		$3+3+1=7/3=2.333$		2.333333333
2	Public participation in college events T200 2014-15		$1=1/1=1$		1
3	Outreach/public programs by public T350 2014-15		$3+1=4/2=2.0$		2
4	Land Grant Programs participation T350 2014-15		$3=3/1=3$		3
5	Graduate placement rates in Crow comm. T35 S 2012		$2=2/1=2.0$		2
6	Partnerships with the Community		no data		n/a
7	IRB Research Project reviewed		MSU IRB only		n/a
			<b>&lt;=&gt;TARGET</b>		<b>2.066666667</b>

Mission Element #5: The College strives to preserve, protect and perpetuate the Crow culture and language (Sentence 3 of the Mission Statement).

	Measure & Threshold		Calculation	Average	
1	Crow Studies courses enrollment & Compl rate 70%		$1+1+1+1=4/4=1$		1
2	Crow language series enrollment & Compl rate 70%		$3+1+1+1=6/4=1.5$		1.5
3	Student & Community partic in Cultural Events T750		$1+1+1=3/3=1$		1
			<b>BELOW TARGET</b>		<b>1.166666667</b>

**Little Big Horn College Core Theme One Achievement SCORECARE**  
**Obj #1 - 2.1667; Obj #2 - 1.9335; Obj #3 - 2.548; Obj #4 - n/a**

**Core Theme One**  
**Average 2.2164**  
**ON TARGET**

Core Theme #1 - Access to Educational and Training Opportunities

**Objective #1 - LBHC is an open access institution**

	Measure & Benchmark	Calculation	Average
1	Percent of student enrolled Amer Indian 95% 2014-15	$2+2+2=6/3=2$	2
2	First-time entering Students Demo. 60% 18-24 yr olds	$3+3+3=9/3=3$	3
3	Percent of undergrads receiving any grant 75% 2014-	$151+1+3+1=6/4=1.5$	1.5
		<b>ON TARGET+</b>	<b>2.167</b>

Core Theme #1 - Access to Educational and Training Opportunities

**Objective #2 - LBHC is committed to successful programs of study at the two year associate degree level and excellent academic support programs.**

	Measure & Benchmark	Calculation	Average
1	Indian Student Count 200 ISC Fall 2015	$1+3+1=5/3$	1.67
2	Graduation Rate 18% @ 200% time Cohort 2008	$3+3+3+3=12/4=3$	3
3	Transfer-out rate 10% 2012 Cohort	$2+1+3+1=7/4=1.75$	1.75
4	General Education Course Compl Rate 5% inc/yr	$3+3+1+7/3=2.33$	2.33
1	Student Research/Active Learning T50 AY 2014-15	$1+1+3=5/3=$	1.67
2	Career Advising and Seminars 175TAy 2014-15	$1+1=2/2=1$	1
3	Co-Curriculum Partic T200 AY 2014-15	$1+3=4/2=2$	2
4	Student Support Services - Orientation T65	$3+3+3=9/3=3$	3
5	First Year Experience Workshop T194 2014-15 AY	$1+1+1=3/3=1$	1
		<b>ON-TARGET</b>	<b>1.93519</b>

Core Theme #1 - Access to Educational and Training Opportunities

**Objective #3 - LBHC is committed to the unique and individual students' educational goals.**

	Measure & Benchmark	Calculation	Average
1	First time full time student retention rate 5% inc/yr	$3+3+3+1=7/4=$	2.5
2	Graduation Rate at 16% c008 Cohort	$3+3+3+3=12/4=3$	3
1	Gen Ed Core courses Compl Rate 5% inc/yr 2010-11	$3+3+1=7/3$	2.33
2	Firsttime fulltime student demos 60% 18-24 yrs	$3+3+3=9/3=3$	3
1	Student Research/Active Learning T50 2014-15	$3+3+3=9/3=3$	3
2	Career Advising and Seminars T175 2014-15	$1+1=2/2=1$	1
3	Student Support Services - Orientation T65 2014-15	$3+3+3=9/3=3$	3
		<b>ON-TARGET</b>	<b>2.547619048</b>

Little Big Horn College <b>Core Theme Two</b> Achievement SCORECARD Core Theme #2: Obj 1 - 2.00; Obj #2 - 1.00.				<b>Core Theme Two</b> <b>AVERAGE 1.5</b> <b>BELOW TARGET</b>	
<b>Core Theme #2: Commitment to Community Education &amp; Outreach.</b>					
<b>Objective #1 : Collaborating with the Crow Indian Community</b>				<b>ON TARGET 2.0</b>	
	<b>Measure &amp; Benchmark</b>		<b>Calculation</b>	<b>Average</b>	
1	Outreach Public Programming: financial/health T399		$3+1=4/2=2$		2
2	Land Grant Program Participation T350 by 2014-15 AY		$3=3/1=3$		3
3	Workshops and training with Crow culture, lang T750		$1+1+1+3/3=1$		1
			<b>ON-TARGET</b>		<b>2</b>
<b>Core Theme #2: Commitment to Community Education &amp; Outreach</b>					
<b>Objective #2: Partnering with the local school districts and the Crow Indian Community at-large.</b>					
				<b>BELOW TARGET 1.00</b>	
	<b>Measure &amp; Benchmark</b>		<b>Calculation</b>	<b>Average</b>	
1	Career Advising and Seminars T175 2014-15 AY, two years data.		$1+1=2/2=1$		1
2	Workshops & Training with Crow culture/lang T750, three years data.		$1+1+1=3/3=1$		1
			<b>BELOW TARGET</b>		<b>1</b>
Little Big Horn College <b>Core Theme Achievement SCORECARD</b> Core Theme 3: Obj 1 and Obj 2 - 1.1667; Obj 3 - 2.500				<b>AVERAGE 1.8333</b> <b>NEAR TARGET</b>	
<b>Objective 1: LBHC promotes the Crow Language through the college experience.</b>					
<b>Objective 2: Apsaalooke/Crow knowledge is the foundation for all programs of study.</b>					
	<b>Measure &amp; Benchmark</b>		<b>Calculation</b>	<b>Average</b>	
1	Crow Studies courses enrollment & Compl rate 70%, 4 years data, enrollment number		$1+1+1+1=4/4=1$		1
2	Crow language series enrollment & Compl rate 70%, four years data, enrollment number		$3+1+1+1=6/4=1.5$		1.5
3	Student & Community participation in Cultural Events T750, three years data		$1+1+1=3/3=1$		1
			<b>BELOW TARGET</b>		<b>1.16666667</b>
<b>Objective 3: LBHC actively engages faculty and students in research and Scholarship support of the college mission.</b>					
				<b>AVERAGE 2.5</b> <b>ON TARGET</b>	
	<b>Measure &amp; Benchmarks</b>		<b>Calculation</b>	<b>Average</b>	
1	Research opportunities for LBHC Students T50 2014-15, four years data.		$3+3+3+1=10/4=$		2.5
			<b>ON-TARGET</b>		<b>2.5</b>

## 5.B Adaptation and Sustainability

**5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.**

**5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement**

Evaluations are routine at Little Big Horn College, to assess the college resources, capacity and effectiveness of operations. Evaluations are taken seriously. These include: the Student Survey of Library Services, The Library Comprehensive Evaluation, the Student Evaluation of Faculty/Courses, The 2015 Curriculum Review in the Academics Division, Faculty Self and Peer Evaluations, the Staff Performance Appraisals, and the Title III Project Evaluation. Every Land Grant (USDA) grant has a term evaluation. The annual audit evaluates the College Finances. The Program Learning Outcomes process evaluates student learning in the programs of study and the co-curriculum (administrative and student services). The Board of Trustees performs a self-evaluation and the Board evaluates the President annually. Here are several evaluations described with the results and areas of improvement.

### Little Big Horn College Evaluations: Purpose, Results and Improvements

#### Core Theme One – Access to Educational and Training Opportunities

**1. Library Services – Student Survey**

**Purpose:** The purpose of the LBHC Library Student Survey is to gauge the participation of the LBHC students in the library services. This is administered concurrent with the Student Evaluation of Faculty and Courses during the Spring Semester.

**Times Administered during Self-Evaluation Period:** This survey is given annually in the Spring Semester, most recently In April 2016.

**Results:** 73 students from a variety of majors and classes took the student library survey. Most who utilize the library fall under four majors: Human Services (17), Nursing (17), Liberal Arts (15) and Business Administration (10). Most (49) indicated that Internet searching was one of the main reasons they used the library, along with writing their research papers (49) and to study (41). Other than general Internet searching, a number indicated that they used the books (30), Crow resources on the library website (20) and the library databases (35).

**Improvements:** The Library Committee has set a benchmark in 2013-14 of an expanded number of information fluency sessions to increase student library uses.

**2. Library Comprehensive Evaluation.** Professional higher education librarian Dr. Mary Bushing performed a five-year evaluation of the Library.

**Purpose:** External review and analysis of Library and Archives operations, effectiveness and efficiency.

**Times Administered during Self-Evaluation Period:** the most recent Library Evaluation was completed in Fall 2013. The next External Evaluation is scheduled for 2018.

**Results:** (From Executive Summary) The LBHC Library and Archives provide highest quality professional customer service, and involvement in the life of the college. The use of electronic resources is growing

and the addition of appropriate eBooks further enhance access for all. Operations have brought the library into the 21<sup>st</sup> Century and made it a true academic gateway for students and faculty alike. Continued are needs for professional development for all library staff. Issues of noise and computer use must be addressed. Commendations were received for the leadership, empowerment, teamwork and follow-through of the library and archives staff. See 2.E.2. Exhibit \_2\_, Library Comprehensive Evaluation 2013 and 2.C.6. Exhibit 1 for a list of the Library Literacy/Fluency Sessions.

Improvements: The new facility is the most noticeable improvement; the entire atmosphere and the employees' dedication to service for individual and institution as a whole have improved in many ways.

**3. Student Evaluation of Faculty/Courses**

Purpose: The Academic Dean administers the Student Evaluation of Faculty/Courses for every course every semester, instructed by full-time and part-time faculty members.

Times Administered during Self-Evaluation Period: Each semester, following mid-term.

Results: The results of these are available to Faculty members. The Dean of Academics maintains the files. When results fall below average in score, the Dean with the faculty member may develop a remediation plan.

Improvements: a mutually acceptable strategy to ameliorate the weak area in instruction if devised. Subsequent evaluations are monitored to provide follow up to the strategy adopted.

**4. Curriculum Review in the Academics Division.**

Purpose: The publication of the catalog requires a biennial review of the programs of study of the college. The Catalog Revision Team with the Academics Dean reviewed all programs of study for outcomes, courses, prerequisites, co-requisites, course sequencing and transferability of the courses and programs.

**Times Administered** during Self-Evaluation Period: The programs of study review was completed in May and June 2015, and reviewed and adopted by the Academic Council and President's Council. Results:

Improvements: Courses outside the General Education Requirements and Programs of Study were taken out of the LBHC Catalog. See 2.C.2 Exhibit 2\_, LBHC Curriculum Review, 2015.

**5. Faculty self-evaluations and peer evaluations. The Faculty Council adopted a provision for faculty self and peer evaluation. February 2017.**

Purpose: The Faculty Council members perform self- and peer evaluations to gain insight on their teaching methods, style and effectiveness, as a part of their instructional improvement process.

Times Administered during Self-Evaluation Period: periodic, starting with AY 2016-17.

**Results:** These evaluations are in the first round and Faculty may volunteer results to the Department Head. See Faculty Portfolios, 2016, 2.A.18-20, Exhibit \_\_2\_\_.

Improvements: Faculty may individually address concerns from this evaluation process.

**6. Title III Evaluation – U.S. Department of Education grant, multi-year.**

Purpose: The Title III Evaluation was summative, to assess the effectiveness of the project, based on the project objectives.

Times Administered during Self-Evaluation Period: The evaluation was performed after the third year of the grant.

Results: The main accomplishments are the Health and Wellness Center construction completion, the purchase of lab and field based research materials, assessment office staff support, student retention and persistence initiatives of the First Year Experience and Student Success Center.

Improvements: The recommended improvements are upgraded means of office communications, budgeting for the upcoming period of the grant, and communication of the project objectives to the LBHC campus.



**7. -Survey of LBHC Graduates – Five Years 2012 to 2016 –** Performed by LBHC Administrators, Faculty and Staff

Purpose: To understand the level of placements in the Crow Indian Reservation Workforce, as a service to the Crow Indian community, newly educated and skilled employees, also tribal members.

Times Administered during Self-Evaluation Period: Study for five years of LBHC Graduates

Results: The five classes have a surprising record of employment at 57.8% average and a transfer to senior institutions.

A Survey Conducted by the Faculty and Staff of Little Big Horn College						
LBHC Graduates Survey, Classes 2012, 2013, 2014, 2015 and 2016						
Average Employment Rate of 57.8%; Ranges from 22 low to 35 high; 54%low to 65% high						
LBHC Graduates	Employed	Transferred	At Home	Unemployed	Unknown	total
Class of 2016	22/55%	7/18%	6/15%	4/10%	0/0%	40
Class of 2015	35/65%	9/17%	4/7%	5/9%	0/0%	54
Class of 2014	30/54%	13/23%	3/5%	8/14%	0/0%	56
Class of 2013	28/60%	10/11%	2/4%	4/4%	2/4%	47
Class of 2012	27/55%	5/10%	3/6%	0/0%	3/6%	prison-1

7.

**5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.**

This Fall, 2016, over eighty of the college constituents participated in ten two-hour long focus groups to gather information in the four topics about the College. All participants returned to a series of voting days to prioritize the data gathered by Core Theme and Category. See Graphic #6 below for the Core Theme Two priorities: Opportunities: with 57 total points – Offer online courses; and with 19 points – health and wellness can reach out to local schools. The Threats receiving the highest scores: with 37 total points – Tribal politics --- tobacco cigarette tax. These highest vote getters for Core Theme 1 and 2 were conveyed to the LBHC President’s Council, and will be considered in the development of strategic priorities. Each of the USDA programs at LBHC has plans that are the nexus of funding competitions

The following charts are the SWOT results from the Fall 2013-14 environmental scan. The participation included over 100 college constituents, administrators, faculty, students, staff and board members. This time, voters cast four votes total, with no means of expressing choice of importance.

**SWOT Environmental Scan at Little Big Horn College**

Summarized by: Janine Pease, D. Ed.

**Results of the SWOT Voting, December 21, 2016**

CT 2

OPPORTUNITIES		These Opportunities items received 6 or more votes, all levels of importance.									
2	★ 57	8	4	4	5	Offer online courses.					
2	19	3	1	1	2	Health and Wellness can reach out to local schools.					
1	27	5	2	0	1	Seek programs that will strengthen LBHC student and potential students.					
1	25	3	1	4	2	Free summer tuition.					
1	25	1	2	6	3	Student housing by working with the Crow Tribe and Crow Tribal Housing Auth.					
1	16	1	1	3	3	More visiting 4-Year Colleges.					
1	19	1	3	2	2	Facilitate internships and research placement for our students in all career areas.					

CT 1

THREATS		These Threats items received 6 or more votes, all levels of importance.									
1	★ 136	32	1	2	1	Faculty --- loss of quality staff and faculty members.					
2	37	0	10	2	3	Tribal politics --- tobacco cigarette tax.					
2	38	2	6	4	4	Board members being controlled.					

CT 3

3	★ 40	0	4	11	6	There is a loss of the Crow language in the Crow Community.					
	14	0	2	1	6	Crisis situation, having better communication and having an emergency plan, knowing protocol.					
6											
2	9	0	0	1	7	Drugs, alcohol, security, threat to college safety.					
2	14	0	2	3	2	No marketing of LBHC or updating of marketing materials.					

**SWOT Environmental Scan at Little Big Horn College**

Summarized by: Janine Pease, D. Ed.

**Results of the SWOT Voting, December 21, 2016**

CT 1

WEAKNESSES		1st	2nd	3rd	4th	Weakness Items
1	★ 53	11	1	3	0	Faculty with no teaching experience, there is no faculty training, orientation for faculty, too small.
1	35	4	3	2	6	Our students have a lot of opportunities but the students don't come to class.
1	36	2	6	3	4	Lack of student recruitment and retention.
1	26	4	2	2	0	Student enrollment is low, results in budget cuts to certain programs, making it harder to employ quality faculty and staff.
1	33	5	4	0	1	There is a need for more permanent faculty, we used to have 19 faculty members
1	33	3	5	2	2	Student housing, interested student always ask about dorms and housing options in Hardin.
3	★ 44	3	2	11	4	Lack of the Crow language used among the students.
6	29	2	4	3	3	Communication among the Board, Administration and faculty.

CT 3

Results of the SWOT Voting, December 21, 2016; sorted by Composite Score and Core Them						
STRENGTHS		These Strengths items received 6 or more votes, all levels of imp				
e The Score	Voter's Choices				The Composite score is 1st-4 pts, 2nd-3 pts, 3rd-2 pts, 4th-1 pt; adde	Information from SWOT Focus Groups
	1st	2nd	3rd	4th		
1	53	12	0	1	3	Having a local college helps student with cultures shock; easier to transition
1	40	3	1	11	3	Lower cost of tuition in comparison to 4-Year institutions
1	29	0	5	5	4	Provides mentors, turos and internships.
1	24	3	2	0	6	Serves as a bridge to 4-Year institutions.
1	23	3	2	2	1	The size is so small, so there is less of a chance to fail and more one to one ti
3	23	2	1	4	4	Employees have the opportunity to gain more knowledge and go after adva
3	19	4	1	0	0	Culture oriented activities, events, Crow Indian culturally rich campus
3	12	0	2	2	2	Culture - continue speaking the Crow language.
WEAKNESSES		These Weaknesses items received 6 or more votes, all levels of im				
1	53	11	1	3	0	Faculty with no teaching experience, there is no faculty training, orientation
1	36	2	6	3	4	Lack of student recruitment and retention.
1	35	4	3	2	6	Our students have a lot of opportunities but the students don't come to clas
1	33	5	4	0	1	There is a need for more permanent faculty, we used to have 19 faculty me
1	33	3	5	2	2	Student housing, interested student always ask about dorms and housing op
1	26	4	2	2	0	Student enrollment is low, results in budget cuts to certain programs, makin
3	44	3	2	11	4	Lack of the Crow language used among the students.
6	29	2	4	3	3	Communication among the Board, Administration and faculty.
						for faculty, too small.
						harder to employ quality faculty and staff.
						in Hardin.
OPPORTUNITIES		These Opportunities items received 6 or more votes, all levels of imp				
1	27	5	2	0	1	Seek programs that will strengthen LBHC student and potential students.
1	25	3	1	4	2	Free summer tuition.
1	25	1	2	6	3	Student housing by working with the Crow Tribe and Crow Tribal Housing Au
1	19	1	3	2	2	Facilitate internships and research placement for our students in all career a
1	16	1	1	3	3	More visiting 4-Year Colleges.
2	57	8	4	4	5	Offer online courses.
2	19	3	1	1	2	Health and Wellness can reach out to local schools.
THREATS		These Threats items received 6 or more votes, all levels of importa				
1	136	32	1	2	1	Faculty --- loss of quality staff and faculty members.
2	38	2	6	4	4	Board members being controlled.
2	37	0	10	2	3	Tribal politics --- tobacco cigarette tax.
2	14	0	2	3	2	No marketing of LBHC or updating of marketing materials.
2	9	0	0	1	7	Drugs, alcohol, security, threat to college safety.
3	40	0	4	11	6	There is a loss of the Crow language in the Crow Community.
						knowing protocol.
6	14	0	2	1	6	Crisis situation, having better communication and having an emergency plan

green sticker for second-3 points, blue for third-2 points and yellow for fourth choice-1 point

LBHC Year Seven Report - Environmental Scan 2013-14

27

Environmental Scan - Little Big Horn College			
WEAKNESSES			
SWOT	Votes	Core	Statements of Weakness
Group	Cast	Theme	
T7	15	1	Loss of ISC after census date
T1	15	1	Pell disbursement at 7 weeks, student come to class without money
T4	11	1	Favoritism
T2	10	1	house keeping, cleanliness, respecting space
T1	10	1	Small college, we all wear different hats, unable to (also a strength to do all areas,
T6	9	1	Complacency - there is a minimalist attitude
T2	7	1	Employee benefits, wages
T2	6	1	Trust: students bad talking other students; employees bad talking other employees
T1	6	1	Students lack of college entry skills, low levels of student preparedness
T4	5	1	Non-transferable credits/ advisors be more advising
T6	5	1	Lack of dedication beyond scope
T3	5	1	Limited parking, space for campus expansion
T2	5	1	Not enough security
T1	5	1	Transportation - no gas to make it to the transit parking
T4	4	1	Waiting area for students, benches
T1	4	1	Student retention; economic situation and environment
T3	14	2	Customer service with positive environment; phone etiquette
T5	7	2	Student recruitment tools are needed
			but leads to frustration for the students and staff

2013 SWOT Results of LBHC for Weaknesses

1/10/2017

26

**Initial Data from the SWOT Environmental Scan, Little Big Horn College Faculty /Staff Orientation - August 2013**

The LBHC Faculty, Staff and Administration members formed focus groups to discuss and record strengths, weaknesses, opportunities and strengths of the College. These were reviewed by group leaders and refined for duplication. The assembly was given 20 votes to cast among the SWOT categories. In order of most to least votes, the items are listed (items with 3 or fewer votes are not listed here). The items are further classified by their relevance to the Core Themes: 1-access to education and training opportunities, 2-commitment to community education and outreach and 3-dedicated to the enhancement of Crow culture and language. Additional SWOT Focus Groups will be convened in November 2013, of students, community and Board members.

Environmental Scan - Little Big Horn College			
STRENGTHS			
SWOT	Votes	Core	Statements of Strength
Group	Cast	Theme	
T3	22	1	Services to students: Wifi, free books, free tutoring, making free copies, computer access, cafe
T2	11	1	New facilities
T2	7	1	Research opportunities
T6	5	1	Curriculum set to empower and change lives
T2	4	1	Professional development
T4	4	1	Instructors' experience
T6	4	1	One on one assistance, easily accessible
T4	13	2	Community outreach to the public and students
T7	6	2	LBHC is a leader among the Tribal Colleges and Universities
T6	5	2	Student recruiting --- all LBHC employees
T4	4	2	Arms length from the Crow Tribe, neutral
T1	26	3	Crow culture is a strength of the college, and students come
T7	12	3	Crow Studies Program

2013 SWOT Results at LBHC For Strengths

1/10/2017

Attachment – Environmental Scan 2013-14

Environmental Scan - Little Big Horn College								
OPPORTUNITIES					Core Theme 1 - Access to Education and Training Opportunities			
SWOT Grp	Votes	Core	Statements of Opportunity	August 2013	Core Theme 2 - Commitment to community education and outreach			
Group	Cast	Theme			Core Theme 3 - Dedicated to the Enhancement of Crow culture and language			
T5	12	1	Dorms, On campus housing, vocational center					
T7	11	1	Capital investment tax relief to establish an endowment for LBHC (not just scholarships)					
T7	9	1	Reclaim the Tobacco Tax money					
T4	6	1	Future students development to return and assist with our people					
T6	5	1	Increase needs in educational and vocational training					
T6	4	1	Opportunities in natural resources, science development					
T5	4	1	Merchandising (bookstore), building a brand, sending out clear message, coming up with					
T5	4	1	Curriculum development					
T1	13	2	Connect with local businesses: radio stations, TC, mascot greeter, greet the public to					
T2	12	2	Take advantage of local business in creating scholarships					
T3	12	2	More networking resources for K-12 (surrounding schools)					
T1	10	2	Technology development, offer night classes, computer classes, intro to advanced:					
T6	10	2	More opportunities to network					
T4	9	2	Land for the Ag programs for hands on learning opportunities, for the students and					
T3	6	2	Increased CEU learning with the Crow Tribe and communities: land resources, law ,					
			announcement,					
			school events					
			welcoming, develop videocommercial, show case events (rodeo,					
			provide ipad, kindle workshop for small groups					
			workshop for small group, community medical training, our own logo design					

1/10/2017

\*

Environmental Scan - Little Big Horn College								
THREATS					Core Theme 1 - Access to Education and Training Opportunities			
SWOT Grp	Votes	Core	Statements of Threat	August 2013	Core Theme 2 - Commitment to Community Education and Outreach			
Group	Cast	Theme			Core Theme 3 - Dedicated to the Enhancement of Crow Culture and Language			
T5	8	1	More financial cuts in the TCU, Federal grants and LBHC General Fund					
T4	8	1	Low pay, no benefits, inflation and cost of living adjustments are low or non-existent					
T5	7	1	Complacency and a resistance to change					
T2	7	1	Education is threatened by Western mentality; need to put an emphasis on indigenizing					
T7	6	1	Cycle of racism and oppression					
T7	5	1	Crime and vandalism in the Crow Indian community					
T5	4	1	Lack of childcare services					
T1	15	2	There is a lack of positive parental influence: students losing respect, culture, language, values.					
T3	12	2	Surrounding colleges competing programs					
T2	8	2	Politics, tribal and local					
T7	4	2	Unstable local and national economy and job market					
T6	4	2	Natural disasters (floods and fires)					
T4	13	3	We are losing our crow identity, our language, culture and clan system					
T7	9	3	Loss of Crow socio-familial cohesiveness,					
			lack of discipline not teaching the things that have allowed us to survive as a Native					
			people, education (includes racism/academic gatekeeping)					

1/10/2017

## Sustainability.

**Core Theme - Improvement.** With the assessment of student achievement and in institutional characteristics, the departments and divisions review and analyze the data related to their educational services and develop highest need areas. These are then addressed through strategic initiatives in each of the Core Themes. Little Big Horn College does not have surplus or discretionary revenue to allocate to identified pressing needs and the appropriate initiatives that would address those needs. Rather, the College matches funding sources that are state, federal and private with highest needed educational activities. Then the college develops appropriate and highly competitive grant proposals. This is a very aggressive fund-raising strategy to address highest need, prioritized areas of educational services, community programs and culture and language projects. Each of the programs listed below have extensive evidence-based needs statements, best practices implementation plans, realistic budgets and evaluation plans. With an appropriate grant or contract agency's competition, ---- **the proposal** submission is made to funding agencies and organizations (federal, state and private). This list enumerates **successfully proposed and funded initiatives** serving the LBHC campus and community during this report period.

**1.CORE THEME 1** IMLS Native American Basic Grant w/Educational Option, grant funds of \$7,000 for Speakers' honoraria, video consultant, Crow photos in 2015-2016. **CORE THEME 1** IMLS Native American Enhancement Grant for funds of \$149,263 to digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet in 2015-2018.

**2.CORE THEME 1 - Student Services – Student Success Center.** The Student Success Center was organized in the Fall Semester of 2013. The Center assists students with New Student Orientation, Academic Advising, Suspension/Reinstatement assistance, and personal counseling as needed. The SSC collaborates with the First-Year Experience Coordinator regarding Financial Aid applications and monitors attendance issues with the college faculty members. The SSC also offers mentoring and tutoring to new and continuing students at LBHC. The SSC and Title III coordinate and manage Tutor Training. Tutor Nights are offered during mid-term and final exam weeks. Emergency school supplies are provided to students on an as-needed basis. Scholarship workshops are offered in collaboration with a writing instructor for the American Indian College Fund and Tribal Education Scholarships. The SSC sponsors activities during Native American Week and cultural activities within the campus community.

### **3.CORE THEME 1 - Student Services – First Year Experience Program**

#### **First Year Experience Program Purpose, initiated in fall 2012.**

The First Year Experience Program initiated strategies to increase student enrollment in the Spring Semester of 2011. The Program has two focus groups of students: traditional college-aged students and returning adult students. First-time entering students at Little Big Horn College are evenly divided between the two student groups, with a slight majority of students enrolling directly from secondary schools on or near the Crow Indian Reservation: Hardin High School, Lodge Grass High School, Labre Catholic High School Academy and Plenty Coups High School. The first-time entering students are re-

quired to take the Compass Tests for placement in the College Preparation Program (Remedial/Developmental courses) OR the General Education Core Program. In the Fall of 2011 seventy-five (75) first-time entering students enrolled at Little Big Horn College.

**First Year Experience Monitoring and Academic Assistance.** Each semester, First Year students' mid-term grades and class attendance data are monitored. The First Year Coordinator identifies students with grades that fall below a "C", enrollment dropping from full-time to part-time, and/or excessive absences. This review prompts immediate contact and intervention strategies with the identified students. Provision is made for appropriate student services: tutoring, consultation on study skills and appropriate student support services (i.e. transportation assistance, daycare services).

The First Year Experience Coordinator is funded under the Title III program on a ten month budget for the first year funded by the Department of Education and is expected to begin prior to the beginning of the 2011.

#### **4.CORE THEME 1 - Development Courses – Writing, Reading and Mathematics supported by Title III.**

The PLO Committees for General Education and Developmental Education adopted a textbook series for the development writing courses CA 050-Reading for College and CA 095 Developmental Writing. The instruction emphasizes paragraph writing in CA 050 and essay writing in CA 095, in tandem with the use of graphic organizers for ten types of academic reading and writing.

**5.CORE THEME 1 - Title III – U.S. Department of Education grant funds** of \*\$33,200 were programmed to purchase databases, DVDs, books, wireless upgrade in 2011-2012.

**6.CORE THEME 1 IMLS Native American Enhancement Grant\$ funds** of 135,311 made the Crow Collection more accessible via enhanced and expanded cataloging in 2011-2013.

**7.CORE THEME 1 Title III – U.S. Department of Education** grant funds of \$38,000 purchased resources both print & electronic, as well as equipment & supplies, in 2012-2013.

**8.CORE THEME 1 Title III – Title III – U.S. Department of Education\*\***, grant funds of \$38,000 for the Purchase of new microfilm reader-printer, renewal print subscriptions, electronic databases, 2013-2014.

**9.CORE THEME 1 IMLS Native American Basic Grants with Education Opportunities**, grant funds for \$7,000 for Speakers' honoraria, video consultant and purchase of two laptops. 2013-2014.

**10.CORE THEME 1 Title III – U.S. Department of Education\*\***grant funds of \$38,095 for Video camera, microfilm, databases, and Wi-Fi, copiers. 2014-2015.

**11.CORE THEME 1 IMLS Native American Basic Grant w/Educational Option**, grant funds of \$7,000 for Speakers' honoraria, video consultant, Crow photos in 2015-2016.

. **12.CORE THEME 1 Title III – U.S. Department of Education\*\***for \$38,095 to support Training, mini DV deck, conference, databases, 2015-2016.

- . **13.CORE THEME 1** IMLS Native American Enhancement Grant for funds of \$149,263 to digitize the entire corpus of Crow cultural and historical audiovisual materials in the Archives and make most of it available on the Internet in 2015-2018.
- . **14.CORE THEME 1** the National Endowment for the Humanities (NEH) awarded LBHC for \$100,000 to have a selection of LBHC faculty gather post WWII Crow oral history narratives from elders who experienced several significant events in Crow history. Course modules and content will be developed from the interview transcripts. These will enhance Crow culture and language instruction in the humanities and Crow Studies courses. The work on this will begin in the spring of 2017.
- . **15.CORE THEME 1 - Title III Professional Development.** The Title III grant is designed for staff/ professional development. The objectives set for this component of the project are that, the **Little Big Horn College** staff will attend trainings, workshops, seminars to stay current in their fields as evidenced gaining knowledge, skills, updating regulations or certificates and by providing improved services. **The Focus** of staff/faculty professional development awards will be on activities or individual credential development. This builds the academic, student support or institutional operational programs, enhance student success or retention or to keep staff/faculty members current in their fields.

**CORE THEME 1** – Program Learning Outcomes. The Program Learning Outcomes Committees of HC Faculty members use data to identify factors in the educational process that are meaningful to student learning and academic achievement. PLO Improvements – highlights of improvements to student learning through the PLO process.

## **CORE THEME TWO: COMMUNITY EDUCATION AND OUTREACH**

### **1.CORE THEME 2 - Department of Labor, Montana based consortium – REV-UP GRANT.**

As a service to the Crow Indian Community, the College offers truck driving and highway construction and beginning welding training for Continuing Education Units. The College participates in multi-institutional partnership for high workforce training called REV-UP, funded by the Department of Labor. The partnership includes several Montana tribal colleges, as well as Montana University System units, City College in Billings and in Missoula, and Great Falls College. Field instruction labs for truck and heavy equipment driving occur with the Crow Tribe Roads Department in Crow Agency MT. Instruction labs and credentialed instructors for welding are coordinated with local high schools of Lodge Grass (24 miles to the south of the LBHC campus) and Hardin High School (12 miles north of the LBHC campus).

**2.CORE THEME 2 - MLS Native American Basic Grant** w/Educational Option \$7,000 Children’s materials, speakers’ honoraria, computers, public library planning 2012-2013.

**3.CORE THEME 2 - Community Services - USDA Equity Project – Healthy Living Through Gardening.** Little Big Horn College serves the Crow Indian Reservation, which encompasses nearly 2.3 million acres. Principal land use is agriculture, yet the community experiences an elevated level of food insecurity. Due to fractionation, the vast majority of Crow lands is leased out to Non-Tribal members, and many



Crow landowners feel alienated from their own land. The primary goal of the project is to increase the food security on the Crow Reservation. Methods and approaches to our goal include: 1-Compiling resource materials for land owners and ranchers, 2-Offering an agriculture degree program tailored to the economic, social and cultural needs of the community, 3-Ensuring student success by expanding recruitment, retention and transition strategies, and 4-Integrating formal and non-formal learning experiences by providing internships and community advancement opportunities. The project aims to reach a diverse population in our work towards economic empowerment and food security.

**4.CORE THEME 2 - Guardians of Living Water Project.** The Guardians of Living Water Project provides after school and summer activities to educate Crow children about the relationship between water and human health. The project will provide children and their community with steps to take to protect their rivers and streams and the Crow people's health. Children will expand their science literacy and appreciation of the water-related environments in which they live. Project partners are the Crow Agency Elementary School and the MSU Center for Health Equity in Rural Montana.

**5.CORE THEME 2 - Land Grant Extension, Community Training in Reservation Land Tenure.**

Little Big Horn College extension program organized and provided training and technical assistance for the Crow reservation community members on the Keeps Eagle and Cobell Settlements. The **Keeps Eagle Case is a \$760 million Settlement** with the United State Department of Agriculture (USDA) resulted from agency discrimination against Native Americans ranchers and farmers, by denying them equal access to credit in the USDA Farm loan programs. The college provided training to Crow Indian landowners and operators, attended by forty-eight Crow Indian community members. The US Department of the Interior **Cobell Settlement** of Individual Indian Monies resolved a class action lawsuit that found the federal government violated its duties by mismanaging trust accounts and individual Indian trust lands. The college assisted a total of fifty-seven Crow tribal members with an information seminar.

**6.CORE THEME 2 - Land Grant Extension Service, Youth and Agricultural Development.**

Little Big Horn College – Economic and Community Development is a component for all agricultural and land based needs of youth and adults. The first component is the local youth loan program, which provides real world hands-on experiences of daily tasks associated with running their own business as a rancher. The second component is Strategic Land Planning. The goal is to empower youth and adults with knowledge and practices needed to regain full control over their own lands and natural resources. The third component is Youth Leadership Development. The goal is to bring awareness of Crow culture and traditions related to chieftainship.

**CORE THEME THREE: THE ENHANCEMENT OF THE CROW CULTURE AND LANGUAGE**

**1.CORE THEME 3 MLS Native American Basic Grant** w/Educational Option\$7,000 Children's materials, speakers' honoraria, computers, public library planning 2012-2013.

**2.CORE THEME 3 Crow Summer Institute** – In a partnership with the Crow Language Consortium and The Language Consortium of Bloomington IN, Little Big Horn College has offered two summer seminars for fluent Crow speakers who teach Crow Indian children the Crow language and culture in the public

and Catholic Schools on and near the Crow Indian Reservation. Summer 2015 had an enrollment of 45 and Summer 2016 had an enrollment of 55 teachers and teacher aids.

**3.CORE THEME 3 National Endowment for the Humanities – Oral History Initiative** was proposed in October 2016 and funding notification has been received. This initiative will involve members of the LBHC Faculty and Library professional interviewing Crow Tribal Members whose experience and knowledge is extensive in the decades of Crow Indian life and history of the 1940's, 1950's, 1960's and 1970's. This will be brought immediately into the Archives for arranging and describing and into the social sciences, humanities and the Crow Studies curriculum for students' learning opportunities.

## 9) Conclusion.

### Assessment Moves from Arcane Documents to Institutional Vital Signs

The first step toward the scorecard was the LBHC Performance Report. The data sets designated to be on the “front and center” of the campus community attention began with a year or two of data. Year by year, the data was expanded. The institutional record in to the forefront, out into the Crow Indian public forum. While the College administration and Board of Trustees viewed the IPEDS Navigator, it was an episodic institutional memory. Now, the five-year college data record with the actual measures of key. Impressions or snap shots of the College achievement record became part of the past.

This being the first time through, the selection of data sets for each core theme seemed accessible and do-able. The two data systems in which our institutional participates gave us many options for those vital signs of mission thresholds and core themes benchmarks. IPEDS was a consistent and succinct set of data, which were particularly meaningful knowing that peer institutions data could be acquired, following the IPEDS definitions and guidelines. The definition of first-time fulltime freshman, the understanding of the entering Cohort, the graduation rates definitions for 100%, 150% and 200% time, have become after five years of discussion and confrontation of these data sets, terms used and readily understood across our campus among offices.

This being our initial commitment to data sets that described and measured our institution, we counted on the data we submitted to AIMS, the data system of the American Indian Higher Education Consortium. The reports back from AIMS were consistent in major sets of indicators, but for data that measured course completion rates for general education and developmental education, we had to access the Jenzabar held data through the Data Coordinator and the Chief Information Office. These are raw numbers, usually requiring additional refinement and calculations. The most likely to fall into this category were those tied to Core Theme Two and Core Theme Three. AIMS reports has been inconsistent in these two Core Themes. This made us return to the data source; our own original submissions.

During the second year of the data gathering for the LBHC Performance Report, we decided there were data that indicated institutional financial health that we wanted to have in the Report and began a section “Financial Indicators.”

The LBHC Performance Report quality reflects the care and precision with which our college staff and faculty have entered the data in the first submission. Further, some numbers reported back to us appeared unrepresentative of our institution. The research into the initial submission showed that precision in data collection would result in more reliable and factual information on our college. In contrast, the old adage “garbage in; garbage out” is a lesson for which we could have paid in decreased resources, but for the attention paid to the quality of the data entered into the two data systems by the Data Coordinator. With five years

invested into the assessment plan, we also that haste Makes waster. Since 2015, the Data Coordinator has established a year-round schedule of deadlines, and has become an integral expert to all the data systems sources in the college staff and faculty.

The necessity of assessment in our institutional life has brought a new appreciation for the Data Coordinator Kimmy Walks and the Assessment Officer Mandy Plainfeather. “Making Sense of All This” has been a big payoff for the faculty and staff across campus.

Each department, division, service and program of study are required to “adopt at least two data sets” aligned with their respective Core Theme. The staff in a department or program created a direct and consistent connection to these data sets, a connection to their services and programs. LBHC is a small institution, on a scale that makes it possible to have this type of discussion about assessment data.

### **The Septennial Cycle for Accreditation.**

The aspect of having a “living document” has brought us to a full cycle of policy review and revision. The side-by-side comparison of policies helped us bring all these documents into consistency, to better and more logically organize, operate and arrange our offices and personnel. We see policy as our agreed upon arrangements for institutional operations.

The Septennial Cycle for accreditation has provided continuous planning, assessment and improvement, through the Year One, Year Three and Year Seven Reporting segments in the cycle. The emphasis on the integration of strategic planning with the Mission and Core Themes brought a clearer pattern for annual discussion and commitment to strategic direction and priorities. The initiation of the LBHC Performance Report in 2013 and subsequent Reports right up until February 2017 gave a steady factual foundation of institutional record and identity in services and student achievement. Assumptions and impressions are no longer driving decisions at LBHC or spawning mistaken institutional definitions. The measurement of student learning and course completions, retention and graduation rates, student advising and mentoring, student research activities and participation in the co-curriculum have built an indelible identity, somewhat recognizable before 2013, but now definitively distinct from the previous LBHC and from peer institutions. Across the campus, we have built our expertise in these higher education practices, we have grown immensely and become a much improved college, serving our Crow Indian People.

As an institution of higher education, Little Big Horn College is fully self-identified by the Mission and Core Themes adopted and to which we have commitment. All positions, services, departments and divisions, without exception, are aligned with the Mission and Core Themes. The process of alignment in our college of scale has brought all faculty, staff, administrators and board members to a clear delineation of just how they fit within this higher education institution, and how their cooperation and efforts directly impact the outcomes in student learning, effective and efficient educational programs and services. Little Big Horn College is an institution of higher education ON-TARGET; we have achieved the Mission Thresholds and the Core Theme Benchmarks.

With this six-year long experience, we are ready to begin this process anew. There are, however, certain lessons learned:

1. Most of the measures of institutional achievement we chose in 2012 are strong indicators and have meaning, while others are less indicative of our Mission.

2. A few data measures were unavailable, and in some cases, our own data reporting systems need to be relied upon (in a couple of areas).
3. The Report writing is best done as a shared enterprise; making the information fully representative of the college.
4. The broad participation of the campus community in planning, assessment and improvement has been beneficial in many ways: the SWOT is completed, the Core Themes scored, and the campus functioned together as a cohesive unit of higher education. We have come to appreciate all parts of the organization as they contribute to the fulfillment of mission and achievement of the core themes.

Through the scoring process, certain measures related to college services brought a lower score than was expected. There are Thresholds and Benchmarks that we now see as set unreasonably high, due to an environment that influenced our decisions as to where these were set. On the other hand, aspects of our college data indicate improvements are necessitated. Viewing a five-year period, we now possess an improved and more realistic estimate of Thresholds and Benchmarks.

Is this Report like the Comprehensive Self Study of the past? In many ways, it is comprehensive, but the process has more vitality to it than the “snap shot” that the ten-year or final year had. Still, the culmination of this Report period is at hand, and we have made it to the completion line. We have made it to the mountaintop, with a vital process that required constant attention and vigilance to our origins, our purpose, our Mission and Core Themes.

**This Year Seven Report** has demonstrated that Little Big Horn College has the infrastructure of administration, faculty, staff and members of the Board, facilities, resources and materials to achieve the College Mission and Core Themes. The College has monitored both the internal and external environments to maintain a strong and effective organization to serve Crow Indian students and our Crow Indian People. Little Big Horn College has provided programs of study, facilities, employees and structures to be a community college of highest quality. Qualifications in the administration, faculty and staff are exemplary in academics, professional experience and quite uniquely, in Crow Indian eminent culture, language and community knowledge. The ratio of faculty to students provides great advantages to Crow and American Indian students of diverse ages and preparations, for success in programs of study and preparation for employment or transfer. Campus Technology and the Library and Archives are at optimum levels of operation and service contributing to our outstanding learning environment. The student services provide comprehensive academic and co-curricular services to ensure strong student learning, rates of retention, persistence and graduation. Although Little Big Horn College lacks a tax base, the Congressional appropriations have held steady and the college has consistently earned grants and contracts in strategic areas of need and growth, that more than maintain a healthy financial position; and audits have demonstrated that health. We are *Ammaachimua Apsaalooke Itchik*, a Fine College of the Crow People.

## **AMMAACHIMUUA APSAALOOKE ITCHIK – A FINE COLLEGE of the CROW PEOPLE**

## **Year Seven Report – Little Big Horn College Attachments**

Attachment 1 – Little Big Horn College Charter, 1980 and amendments in 1993 and 2006 – JAR 06-02.

Attachment 2 – Little Big Horn College Charter and Amending Resolutions

Attachment 3 – LBHC Board of Trustees Manual

Attachment 4 – LBHC Audit FY 2015-16

Attachment 5 – Little Big Horn College Catalog

Attachment 6 – Little Big Horn College Student Handbook

Attachment 7 – Little Big Horn College Human Resources Procedures Manual

Attachment 8 – Little Big Horn College Organizational Chart 2012-2013

### **Exhibits**

#### **2.A. GOVERNANCE**

2.A. Exhibit 1. 18-19 Employee Performance Appraisal Forms

2.A.7 Exhibit 1. The President’s Evaluation 2107, page 53

2.A.8 Exhibit 1. The Board of Trustee’s Self-Evaluation for 2107

2.A.10 Exhibit 1. The President’s Yarlott’s Resume, page 53

2.A.18-19 Exhibit 2. Employee Orientation form for Policies & Procedures, page 57-58

2.A.18-19-20 Exhibit 1. Employee Performance Appraisal Forms, page 58

2.A.20 Exhibit 2. Employee Orientation Form, page 59

2.A.20 Exhibit 3. Student Confidential Information, page 59

2.A.23 Exhibit 1 – LBHC IRB Plan of Operations, Draft

2.A.24 Exhibit 1 for the LBHC IRB Draft Plan of Operations page 61 Form

#### **2.C. EDUCATION RESOURCES**

2.C. Exhibit 3. Student Confidential Information Form. Page 59

2.C.2 Exhibit for the LBHC Programs Learning Outcomes Plan. Page 71

2.C.6 Exhibit 1. List of the Library/information Literacy Sessions in Classes, page 71

2.C.6 Exhibit 2. Skills for Success Course, page 72

2.C.10 Exhibit 1. For the General Education Core Requirements PLO implementation, page 74-75

2.C.10 Exhibit 1 General Education Core Requirements PLO implementation.

2.A.20. Exhibit Employee Orientation Form and 2.A.20 page 59

2.C.10 Exhibit for the General Education Core Requirements PLO implementation, page 75

#### **2.D STUDENT SERVICES**

2.D.3 Exhibit 1. LBHC Student Recruitment Plan, 2013-2017, page 79-80

- 2.D.3 Exhibit 2. LBHC Disability Support Services, page 80
- 2.D.7 Exhibit 3 LBHC Student Records Management Information Release Form, page 78
- 2.D.7 Exhibit 1 Student Records management and information Release Form, page 83
- 2.D.12 Exhibit 1 LBHC Daycare Policies and Procedures, page 85
- 2.D.1 Exhibit 2 LBHC Daycare Policies and Procedures, page 85
- 2.D.1 Exhibit 1 LBHC Student Transportation, page 86
- 2.D.12 Exhibit 2 LBHC Student Transportation, page 85
- 2.D.13 Exhibit 1 LBHC Athletic Policy, page 88

## 2.E. LIBRARY AND INFORMATION RESOURCES

- 2.E.1 Exhibit 1: List of All Library Databases, page 91
- 2.E.2 Exhibit 2: Long Range Plan through 2014
- 2.E.2.** Exhibit 3: Collection Assessment, page 93
- 2.E.3 Exhibit 3: 2005 Library Building Plan
- 2.E.3.** Exhibit 1: List of Courses with Library Instruction, page 94
- 2.E.3. Exhibit 2: Library Speaker Series/Cultural Enrichment Course Speakers and Topics and Related Materials, page 94
- 2.E.4 Exhibit 4: 2012 Evaluation Report on the Little Big Horn College Library and Archives
- 2.E.4 Exhibit 1: Archives Evaluation Report 2009 and 2011, page 96

## 2.F Finance

- 2.E.4.** Exhibit 7: 2009 and 2011 LBHC Archives Evaluation Reports
- 2.E.1 Exhibit 1 Library Databases, page 91
- 2.E.2.** Exhibit 2: Long Range Plan through 2014, page 91
- 2.E.2.** Exhibit 3: 2005 Library Building Plan, page 91
- 2.E.2.** Exhibit 4: 2012 Evaluation Report on the Little Big Horn College Library and Archives, page 91
- 2.F.5. Exhibit 2: LBHC Emergency Management Plan (Core Themes 1, 2 & 3) p. 119

## 3.A Institutional Planning

- 3.A.1. Exhibit 2: Title III Proposal – Goals and Objectives – Five Years (Core Themes and Institutional Organization) page 110
- 3.A.1. Exhibit 1: Campus Master Plan (Core Theme One), Exhibit   1  , page 110
- 3.A.1. Exhibit 3: Student Recruitment Plan (Core Theme One), Exhibit   3  , page 110
- 3.A.1. Exhibit 4: LBHC Library Plan (Core Themes One, Two and Three), Exhibit 4 page 111
- 3.A.1. Exhibit 5: LBHC Programs Mission Alignment Planning Work Sessions 2015 and 2016.
- 3.B. Exhibit 1: LBHC Graduates Survey 2012 to 2016.

.

,