

**March 2**  
**2015**

**Little Big Horn College  
Year Three Evaluation  
Ad Hoc Report 2015**

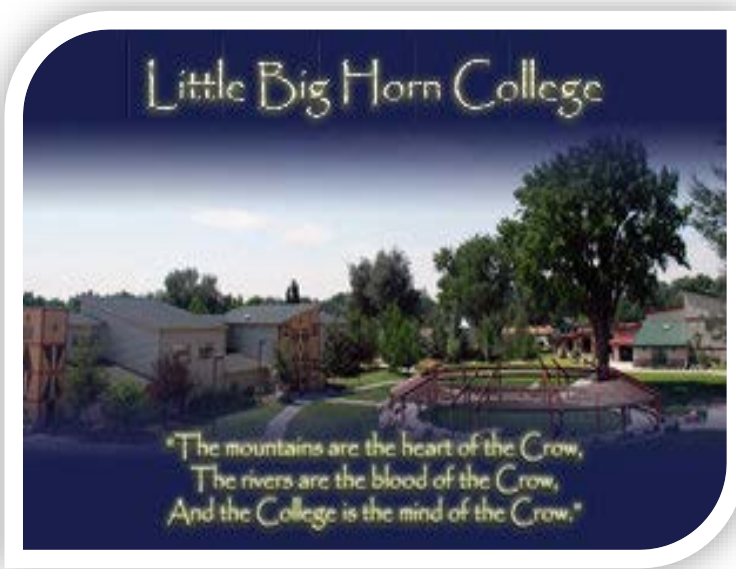
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**NWCCU Year One  
Evaluation Report  
Recommendations  
1 & 2, Spring 2012**

**NWCCU Year Three  
Evaluation Report  
Recommendations  
1, 2, 3, 4 & 5 Spring  
2013**



# Little Big Horn College Year Three Evaluation Ad Hoc Report 2015

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# Little Big Horn College Year Three Evaluation Ad Hoc Report 2015

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## Introduction

### 1 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 Report – Resources and Capacity 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.

**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).

**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. This Ad Hoc Report of March 2, 2015, documents the institutional initiatives organized to make appropriate adjustments and improvements in response to the two recommendations from 2012 and the five recommendations from 2013.

### 2. Context for the report

Little Big Horn College was evaluated by Evaluation Teams of the Northwest Commission on Colleges and Universities for the Year One Report in the Spring of 2012 and the Year Three Report in the Spring of 2013. The Commission accepted the Year Three Report and reaffirmed accreditation in July 2013. The October 17, 2014 letter from NWCCU President Sandra Elman stated:

**“The Northwest Commission on Colleges requested that Little Big Horn College submit an Ad Hoc Self-Evaluation Report with no visit in spring 2015.”**

The recommendations to be addressed are as follows:

#### Spring 2012 – 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).

### Spring 2013 – Recommendations

1 – The evaluation committee recommends the College develops policies and procedures regarding safe use, storage, and disposal of hazardous or toxic materials. (Standard 2.G.2).

2 – 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. (Standards 2.A.12, 2.D.2, 2.D.13).

3 – The evaluation committee recommends the College define how administrative and student support services contribute to core themes and mission fulfillment. (Standard 1.A.2, 1.B.2).

4 – The evaluation committee recommends the College continue its work developing and integrating assessment outcome analysis for planning and decision-making. (Standard 1.A.2, 1.B.2).

5 – The evaluation committee recommends that the College develop clearly defined policies, approved by the Board, regarding oversight and management of financial resources, including reserves. (Standard 2.A.30, 2.F.1).

## 3. Institutional Changes since the Year Three Report

### Vocational Education Planning and Development.

Little Big Horn College is part of a Department of Labor multi-college consortium for the development of vocational training. The project was developed in partnership with local businesses, in response to anticipated vocational manpower needs. The Department of Labor Strengthening Workforce Alignment in Montana's Manufacturing and Energy Industries, SWAMMIE Grant, will support curriculum development and instruction in Carpentry, Welding, Plumbing, Electrical –Industrial/Residential, Diesel Mechanics, Oil / Gas Rigging and Heavy Equipment / Commercial Driver's License (lead institution – Helena College of the Montana University System). At the associate degree level, three areas of program development are planned in Energy Research and Design, with Certification in Hydro Technician, Wind Technician or Solar Technician. The initial pilot program is in Heavy Equipment / Commercial Driver's License.

### College Enrollment

The college student enrollment levels have varied slightly over the last four years. The average Indian Student Counts are shown here AY 2011-12 400.5 ISC, AY 2012-13-370.8, AY 2013-14-371.87 and **AY 2014-15 – 440 ISC (projected)**. A clear pattern has shown among first-time full-time students: three fourths of the students are ages 18 to 24 years of age.

## College Rates of Retention, Graduation and Transfer Out

The college first time, full-time freshman **retention rate** rose to 63% (cohort 2011) and 53% (cohort 2012) from 35% (cohort 2010). College retention rates have been positively impacted by the college initiatives: the First Year Experience Program (started in Fall 2012) and the Student Success Center (initiated in 2013). The student **graduation rate** has also shown an increase: for 100% of time to graduate or two years - 11% (Cohort 2008), 20% (Cohort 2009) and 20% (Cohort 2010). The graduation rate for 150% of time or three years was 11% for Cohort 2008, 28% for Cohort 2009 and 2010. LBHC subscribed to the **National** Student Clearinghouse Research Center of the National Center for Higher Education Management Systems (NCHEMS), The initial report shows a **transfer out rate** of 45% on the composite for 2012-13 and 2013-14 graduates, T98. These are measures of mission element 1, 2 and 3 fulfillment and core theme 1 achievement.

### 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.

### Institutional Divisions.

The **Academic Division** consolidated the Department Heads (2), one in science, technology, engineering and math and one in Crow Studies, social sciences and the humanities. Dr. Timothy McCleary was appointed the Department Head in the Fall of 2013. In part, this consolidation was prompted by the departure of the Department Head of math, science and technology Dr. Diana Hooker. The **Administration Division** accepted responsibility for the Title IX compliance in the summer of 2013, and took the leadership role for the vocational program planning and development. Master architect Mr. Ron Juneau joined the staff in January 2015 primarily in facilities planning. The **Student Affairs Division** expanded student services to include a Student Success Center in the Fall of 2013. The highly effective First Year Experience Coordinator (in

place since Fall 2012) passed away suddenly in the Fall of 2013; a replacement was appointed in the Fall 2014.

#### 4. The Ad Hoc Report Preparation

The Ad Hoc Report has been prepared by the college divisions directly related to the recommendations. The following chart gives the administration, faculty and staff involved in the initiatives and response in the Ad Hoc Report.

Report Year and Recommendation Number	LBHC Administration, Faculty and Staff Assigned
Year One Report 2012, Recommendation 1 – Extent of Mission Fulfillment	President David Yarlott, ALO – Accreditation Officer Janine Pease, Assessment Officer – Mandy Plainfeather
Year One Report 2012, Recommendation 2 – Core Theme Achievement	President David Yarlott, ALO – Accreditation Officer Janine Pease, Assessment Officer – Mandy Plainfeather
Year Three Report 2013, Recommendation 1 – Toxic Materials Management	Science Faculty Sarah Plaggemeyer and Gerlinda Morrison Facilities Manager and Planner Ron Juneau
Year Three Report 2013 , Recommendation 2 – Title IX, ADA and Clery Act	President David Yarlott, Title IX - Dean of Administration David Small; ADA – Dean Te-Atta Old Bear, Student Success Center Director Patricia Whiteman, Student Success Center Director Salena Hill and Facilities Manager and Planner Ron Juneau; Clery Act – Dean Te-Atta Old Bear
Year Three Report 2013, Recommendation 3 – Mission & Core Themes Alignment	President David Yarlott, ALO – Accreditation Officer Janine Pease, Assessment Officer – Mandy Plainfeather; Divisions of Students Services, Finance and Administration
Year Three Report 2013, Recommendation 4 – Assessment Outcomes Analysis	President David Yarlott, ALO – Accreditation Officer Janine Pease, Assessment Officer – Mandy Plainfeather
Year Three Report 2013, Recommendation 5 – Financial Resources Management	Chief Finance Officer Aldean Good Luck

#### 5. 2012 Year One Evaluation Report, Recommendation 1 - Extent of Mission Fulfillment.

Spring 2012 Recommendation 1 – The evaluators recommend that the College clearly articulate acceptable thresholds or extent of mission fulfillment. (Standards 1.A. 2).

Little Big Horn College has designated the Year One Report as a vital document, which has become a focal point for Fall orientation, strategic planning, environmental scans of the internal and external community, and for alignment of the educational programs and services.

The Year One Report was updated with official data ( IPEDS and AIMS/AIKS) on February 12, 2015. **These are noted in the Mission Fulfillment charts in blue font**. The most recent data is compared to the “acceptable threshold” set in 2013 and given a <target for below target; on target for measures that meet the target; or, >target for above target.

**An Excerpt** is presented here for Mission Elements 1, 2 and 3, Objectives 1, 2 and 3.

**LBHC Year One Report – Mission Fulfillment and Core Themes Accomplishment.**

The Year One Report with the Mission Elements and Core Themes development are vital documents that provide continual measurement of the mission acceptable thresholds.

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

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

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

Programs and Services that Fulfill the College Mission	Baseline	Acceptable Threshold
1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included	<ul style="list-style-type: none"> <li>• Indian Student Count AIMS AKIS Table 1.2 <b>Baseline:</b> 463 Fall 2010</li> <li>• Number of Associate and Certificates awarded, Figure 3 – IPEDS <b>Baseline:</b> 62 Spr 2011</li> <li>• Graduation rate and Transfer-out rate, Figure 10-IPEDS</li> </ul>	<p><b>Threshold:</b></p> <ul style="list-style-type: none"> <li>• Indian Student Count 400 ISC by Fall 2015 <b>Fall 2013 371 ISC &lt;target.</b> <b>Fall 2014 440 ISC &gt;target</b></li> <li>• Number of degrees and certificates awarded 70T Spr 2013 <b>55T Spr 2014 &lt;target</b></li> </ul>

	<p><b>Baseline</b> Grad Rate: 17% 2007 cohort  <b>Baseline</b> Transfer Out 10% 2007 cohort</p>	<ul style="list-style-type: none"> <li>• Graduation rate @ 200% threshold: 18% 2008 cohort, <b>39% 2009 cohort &gt;target</b>  <b>39%2010 cohort &gt;target</b></li> <li>• Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort; <b>7% 2010 cohort &lt;target</b></li> <li>• Transfer-out rate: <b>graduates 2012-13 &amp; 2013-14 45% T98 National Clearinghouse &gt;target</b></li> </ul>
2.Academic and Student Support Services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities	<p><b>Baseline: AY 2010/11</b></p> <ul style="list-style-type: none"> <li>• 100% academic advisement, orientation</li> <li>• 60% first time students,</li> <li>• 100%First Year Experience program</li> </ul>	<p><b>Threshold:</b></p> <ul style="list-style-type: none"> <li>• 100% advising</li> <li>• 80% orientation</li> <li>• 100% First Year Experience program, by Fall 2014</li> </ul>
3..Research opportunities for LBHC students	<p>AIMS AKIS Table 6.1.Research Placements</p> <p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>• 44T students 2011</li> </ul>	<p><b>Threshold:</b></p> <ul style="list-style-type: none"> <li>• 5% increase by 2015</li> <li>• <b>48T 2011-2012 AY &gt;target</b></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.

## 6. 2012 Year One Evaluation Report, Recommendation 2 - Core Theme Achievement

Spring 2013 – Recommendation 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.

**Year One Report – Core Themes Accomplishment.** The LBHC Assessment and Accreditation Offices update the College Year One Report with the most recent measures of Mission Fulfillment and Core Theme Achievement. The college divisions have reviewed the Core Themes with Objectives annually, for analysis, a determination of below target, on-target and above target, and for strategic decision making and overall institutional improvement.

The Y1 Report excerpt is for Core Theme 1 – Access to Educational and Training Opportunities. **The updated data is entered in dark blue with an indication of comparison with the benchmark,** noting the most recent official data from IPEDS or AIMS as of February 15, 2015.



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

### Objective 1.1: LBHC is an open access institution.

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

Expected Effects	Indicators of Achievement	Benchmarks
<p><b>1.1.1 Crow Indian students and Montana Indian tribal members of varying ages, and broad based educational goals, enroll in LBHC.</b></p>	<p><b>1</b> Percent of all student enrolled, by race/ethnicity and percent of students who are women IPEDS Figure 1.</p> <p><b>2</b> First-time entering Students Demographics AIMS AKIS Table 1.3.</p>	<p><b>Baseline:</b> American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11 <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 &lt;target</b></li> </ul> <p><b>Baseline:</b> 1<sup>st</sup> time entering students, Age range 70% under 18-24, 73% placement in remedial AY 2010-11. <b>2.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% Fall2011-12 &gt;target</b></li> <li>• <b>Ages 18-24 69% Fall 2012-13 on-target</b></li> <li>• <b>Ages 18-24 72% Fall 2013-14, &gt;target</b></li> <li>• <b>Remedial placement is not available</b></li> </ul>
<p><b>1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.</b></p>	<p><b>2</b> Percent of all undergraduates receiving aid by type of aid AY 2010-11, IPEDS Figure 8.</p>	<p><b>Baseline:</b> Any grant 70%; Pell grants 70% <b>Benchmark:</b> Any grant 75% and Pell Grants 75% by AY 2014-15</p> <ul style="list-style-type: none"> <li>• <b>56% Any grant, all undergraduate students AY 2013-14 &lt;target</b></li> <li>• <b>56% Pell grant, all undergraduate students AY 2013-14 &lt;target</b></li> <li>• <b>87% Any student financial aid, full-time, first-time, degree seeking undergraduate students, AY 2013-14 &gt;target</b></li> <li>• <b>62% Pell Grant, full-time, first-time, degree seeking undergraduate students, AY 2013-14 &lt;target</b></li> </ul>

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

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

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

Expected Effects	Indicators of Achievement	Benchmarks
<p><b>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></p>	<p><b>1</b> Student Enrollment and Graduation by Major Group, Table 4.1 and 4.2 AIMS AKIS.</p> <ul style="list-style-type: none"> <li>•Academic Core Curriculum Course Enrollment and Successful Completion AY 2010-11 AIMS AKIS Table 5.2.</li> <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> AY 2010-11</p> <ul style="list-style-type: none"> <li>• 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>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• <b>450 ISC by AY 2014-15;</b></li> <li>• <b>Fall 2013 371 ISC</b> &lt;target</li> <li>• <b>Fall 2014 440 ISC (projected)</b> &lt;target</li> <li>• <b>First Time Full Time Freshman Retention Rate</b></li> <li>• <b>16 associate degree programs; •</b></li> <li>• <b>18% graduation rate fulltime, first time degree seeking students 200% of normal time</b></li> <li>• <b>18% graduation rate 2008 cohort, on target</b></li> <li>• <b>39% graduation rate 2009 cohort &gt;target</b></li> <li>• <b>39% graduation rate 2010 cohort &gt;target</b></li> <li>• <b>10% transfer-out rate</b></li> <li>• <b>Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort; 7% 2010 cohort &lt;target</b></li> <li>• <b>Transfer-out rate: graduates 2012-13 &amp; 2013-14 in a composite, T98 is 45%, National Student Clearinghouse &gt;target</b></li> <li>• <b>First time Full Time Freshman Retention Rate 5% increase per year.</b></li> <li>• <b>First time Full Time Freshman Retention Rate 65%</b></li> </ul>

		AY 2012-13; 53% AY 2013-2014	>target
<b>1.2.2 Students engage with faculty, staff, and the community in undergraduate research activities.</b>	1 Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars- AIMS AKIS Table 6.1.	<b>Baseline:</b> 44T AY 2010-11 in research, teaching. <b>Benchmark:</b> 50T AY 2014-15 • <b>48T 2011-2012 AY</b> <span style="float: right;">&gt;target</span>	<b>Baseline:</b> 159T career advising and seminars. <b>Benchmark:</b> 175T career advising and seminars.
1.2.3 Students have access to academic and student support services for their academic achievement, progress toward a career, and lifelong learning.	1 Student Academic Research and Extracurricular Activities – Academic Development Activities, AIMS AKIS Table 6.1	<b>Baseline:</b> AY 2010-11 Students receiving: • academic advising – 605T headcount, • first time entering students in orientation 65T; • attended academic workshop 194T; • Participated first year experience workshop 194T.	<b>Benchmark:</b> maintain headcount levels AY 2014-15.

**Little Big Horn College Performance Report – January 20, 2015.** The Little Big Horn College Assessment Plan of 2013 established a Performance Report that is presented to all college divisions annually. This report is organized by Core Theme and is comprised of official institutional data reported to the IPEDS – Integrated Postsecondary Education Data System of the National Center for Education Statistics and the AIMS AKS – the American Indian Management System of the American Indian Higher Education Consortium. Excerpts from the performance report are provided in Spring 2013 – Recommendation 4 on page 21 of this report. **The LBHC Performance Report 2014-15 is Attachment B.**

The **American Indian Higher Education Consortium (AIHEC) AIMS Resources Center** provides current information about the AIHEC AIMS database system. The Center also serves as a collaboration environment to support the ongoing data collection and analysis work. Portal members include the Tribal Colleges and Universities staff involved with the collection and reporting of the AIHEC AIMS survey data, the AIHEC database management and analysis team, and senior TCU and AIHEC management. Portal discussion forums are provided to exchange information about the data collection effort, request assistance and to discuss new ideas about the AIHEC AIMS system. AIHEC AIMS database reference materials and samples of data collection forms, screens and reports will also be provided. <http://aims.aihec.org/Pages/AIMS-Home.aspx/>.

## 7. 2013 Year Three Evaluation Report, Recommendation 1 - Toxic Materials Management.

Spring 2013 – Recommendation #1 – The evaluation committee recommends the College develops policies and procedures regarding safe use, storage and disposal of hazardous or toxic materials (Standard 2.G.2).

## Hazardous Waste Management Plan for Little Big Horn College Science Department

Science Laboratories at LBHC do utilize substances that are described as hazardous and therefore require a hazardous waste management plan. This plan includes plans for proper storage, proper paperwork, and proper disposal of these hazardous materials. The focus of this plan is to minimize the production of hazardous waste that may be harmful to human health and/or the environment.

LBHC will follow the guidelines set by EPA Region 8 and the Montana Department of Environmental Quality (MT DEQ) as categorized as a Conditionally Exempt Small Quantity Generator (CESQGs) and will follow the requirements set by the Code of Federal Regulations: 40 CFR 261.5. The classification of this type of generator is defined by the generation by the Science department at Little Big Horn College to be less than 100kg of hazardous waste per month or less than 1kg of acute hazardous waste per month.

40 CFR 261.5- Special requirements for hazardous waste generated by conditionally exempt small quantity generators link on Website: <http://www.epa.gov/wastes/hazard/generation/cseiq.htm>

Montana DEQ; Montana's hazardous waste generators requirements

<http://deq.mt.gov/HazWaste/hazGenReq.mcp>

Hazardous Waste Listing link on Website: <http://www.epa.gov/wastes/hazard/wastetypes/listed.com>

Hazardous Waste Regulations: User-friendly reference documents:  
<http://www.epa.gov/wastes/hazard/refdocs.htm>

Montana Department of Environmental Quality: <http://deq.mt.gov/HazWaste/default.mcp>

Purchase of potentially hazardous materials for classroom and laboratory use:

Purchase of hazardous materials is often necessary for the curriculum used and grant research done at LBHC. In purchasing these materials the faculty will be responsible to supply the needed information for classification before the purchase of these items to an appointed science faculty committee for determination of need and feasibility of the purchase in accordance with the storage and disposal requirements as set by EPA.

MSDS papers for all chemicals must be submitted. Correct storage requirements and a description of use within the classroom along with classroom safety information will need to be submitted. A description of the method which will be used for disposal must also be submitted, whether immediate disposal or long term storage (longer than 1 month).

RCRA Training module-Introduction to Hazardous Waste Identification (PDF) link on Website: <http://www.epa.gov/hazard/wastetypes/characteristics.htm>

MSDS available at [www.fishersci.com](http://www.fishersci.com)

Storage of potentially hazardous materials for classroom and laboratory use:

Storage of laboratory chemicals will follow guidelines provided by Fisher Scientific and Flinn Scientific. These two companies are major supply companies that LBHC uses for purchase of laboratory chemicals and each provides information on safe chemical storage and disposal. Inventory of all chemicals will be reviewed by an appointed science faculty committee every year indicating chemicals present, the quantity, and where the chemical is being stored. This inventory will be utilized to determine any disposal needs at that time.

Chemical Stockroom Handbook found at the Fisher Scientific Website:  
[www.fishersci.com](http://www.fishersci.com)

MSDS for classroom use by teachers link at website: [www.flinnsci.com](http://www.flinnsci.com)

Chemical Management Resource Guide for School Administrators:  
<http://www.epa.gov/opptintr/pubs/chemmgmt/resourceguide.pdf>

Montana Department of Environmental Quality:  
<http://deq.mt.gov/HazWaste/schoollab/default.mcp#Inventorying/Safety>

### **Disposal of potentially hazardous materials for classroom and laboratory use:**

Disposal of laboratory chemicals that are potentially hazardous will be evaluated on a yearly basis. Determination of the quantity of disposal hazardous wastes that LBHC produced during this year will be determined by generated waste by classroom laboratory experiments and/or scientific research, expiration dates, and chemicals that are unused or not needed in current curriculum or research will be made. Disposal of the chemicals will be done through a commercial certified disposal company yearly if necessary. If disposal is not necessary yearly a clean-up will be done every three years at maximum.

Disposal plan for all hazardous materials

[http://leg.mt.gov/bills/mca\\_toc/index.htm](http://leg.mt.gov/bills/mca_toc/index.htm)

Mountain States Environmental Services 406-24-4777

Contact: Brad Fimrite

<http://www.mountainstatesenvironmental.com>

Montana DEQ list of Waste Disposal Companies link on website:

<http://deq.mt.gov/HazWaste/schoollab/default.mcp#Resources>

### **Recent Science Laboratory Clean-up**

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.

## **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.

### **8. 2013 Year Three Evaluation Report, Recommendation 2 - Title IX, ADA and the Clery Act**

Spring 2013 – Recommendation #2 – 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.

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

The Title IX Ad Hoc Committee members are:

<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.

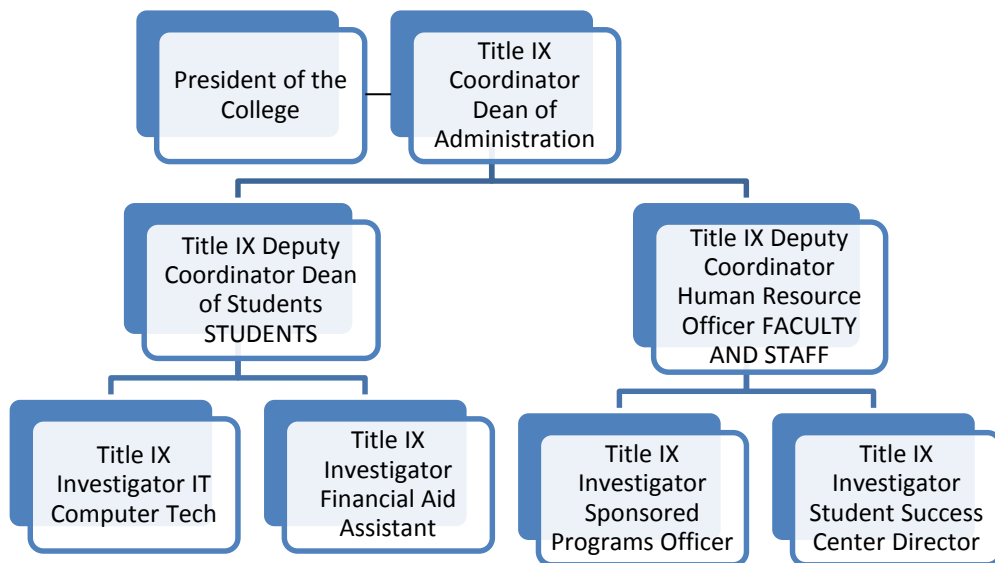
#### **Objectives.**

- 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



Organizational Chart Notes:



- Title IX Coordinator provides oversight and assistance with the Title IX Deputy Coordinators and Investigators.
- Title IX Deputy Coordinators oversee all investigations in their areas of responsibility. They will assist Title IX Investigators when necessary.
- Title IX Investigators will be responsible for all investigations in their areas of responsibility, and assist other investigators if necessary.

**Student Athletics – Basketball.** The Title IX operational plan will also include the student athlete population of Little Big Horn College. In 2006 Little Big Horn College began competing in the National Junior College Athletic Association (NJCAA). The NJCAA rules and guidelines require the Equity in Athletics Report. LBHC prepares a report annually as required by the Equity in Athletics Disclosure Act of 1994. The report includes information relative to the numbers of students, male and female, who are participating in the basketball program of the college. Little Big Horn College operates the athletic program in accordance with the equity requirements regarding male /female/student athletics and the general student population.

**College Athletes Housing.** At the time of the Year Three Report and visit, the college provided housing for both male and female athletes, players on the interscholastic basketball team. The athletes were housed in two residential homes in the city of Hardin, Montana, twelve miles from the campus. The visitors expressed concern that housing was provided exclusively for athletes and no housing for non-athletes. Since the visit, in the Summer of 2014, the lease for the men’s house was not renewed. In the Fall semester of 2014, Male athletes, along with two male non-athletes were housed in the residential home (owned by the college) that previously housed the female athletes. Female athletes have secured housing independently.

### ●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.

## ●Clery 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 Convictions.”

### 9. 2013 Year Three Evaluation Report, Recommendation 3 - Mission & Core Themes Alignment, Administration and Students Services.

**Mission Element Alignment.** The college divisions of 1-Student Services, 2-Finance and 3-Administration aligned their programs and services within the Mission Elements 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 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’ career development. This endeavor was characterized by some struggle to conceive of services as 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 skill 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. The united programs and services mission (and core themes) alignment statements are provided for review in the **Attachment D** of this report.

**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.**

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


**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.**

<b>Student Services First Year Experience</b>	<b>Service 1:</b> Academic advising for First Year students <b>Measure:</b> Compass placement scores	<b>Service 2:</b> Financial aid counseling – grants and scholarship applications <b>Measure:</b> Completed FAFSA and AICF scholarships	<b>Service 3:</b> One on One counseling with Freshman <b>Measure:</b> track academic progress each semester
	<b>Service 4:</b> Student Recruitment <b>Measure:</b> New student enrollment each semester	<b>Service 5:</b> Compass Exam <b>Measure:</b> Placement scores and track number of students who complete exam	<b>Service 6:</b> New Student Orientation <b>Measure:</b> Track number of students who attend


	<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></p>	<p><b>Service 9:</b> Visit K-12 schools for recruitment. <b>Measure:</b></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 24-hour schedule</p>	<p><b>Service 12:</b> Budgeting <b>Measure:</b> Students submit personal budget form</p>
<b>Student Services Student Success Center</b>	<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></p>
<b>Finance Office Chief Finance Officer</b>	<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</p>		

## LBHC Core Themes Alignment – Excerpt

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

Core Themes 	<b>Core Theme One – Educational and Training Opportunities</b> <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>
Core Theme Objectives	<b>1.3 Individual Student Goals</b>
Program-Measures-	<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.
Service-Measures	<b>Student Debt/Hold:</b> A student with a Hold on their account is placed on hold at \$1,500 who has to go thru the check list and their last step is to see the CFO.

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

Core Themes 	<b>Core Theme One – Educational and Training Opportunities</b> <i>Mission Elements 1-Assoc Degrees, 2-diverse learning opportunities, 3 –student success services</i>		<b>Core Theme Two – Community and Outreach</b> <i>Mission Element 4 – meet community needs</i>		<b>Core Theme Three – Crow Language and Culture</b> <i>Mission Element 5 – preserve Crow culture and language</i>
Core Theme Objectives	1.1 Open Access college	1.3 Individual Student goals	2.1 Community Collaboration	2.2 Partnering with local schools and community	3.1 Crow language in college experience
Program-Measures-	Program 1: New Student Orientation	Program 2: Academic Advisement	Program 5: College Fairs – including LBHC career fair	Program 6: Recruiting – local school visits	Program 7: Native American Week
Service-Measures	Program 3: Financial Literacy activities	Program 4: Budgeting skills, money management	Program 8: Student Resource Fair	Program 9: Maintain contact will local programs & colleges	Program 10: K-12 Crow story at each school
Program Measures			Program 11: Tracking student participants.	Program 12: Tracking student participants – HS seniors going to college	

## 10. Year Three Evaluation Report, Recommendation 4 - Assessment Outcomes Analysis

**Spring 2013 – Recommendation 4 – The evaluation committee recommends the College continue its work developing and integrating assessment outcome analysis for planning and decision-making. (Standard 1.A.2, 1.B.2).**

**Institutional Assessment 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. The Little Big Horn College Assessment Plan is Attachment C.

**Data Analysis.** The data analysis is both internal and external. Internal analysis tracks the changes in data longitudinally. The external analysis compares LBHC data to other institutions of higher education, primarily the Tribally Controlled Colleges and Universities (TCU's) and community colleges nationally.

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

**The Little Big Horn College Performance Report** is provided to the campus community for the assessment of college services. The Report features data sets chosen for their value in measuring the fulfillment of the college mission and the accomplishment of the college core themes. The data is from IPEDS and AIMS AKIS. This report is part of the LBHC Assessment Plan process, issued by the LBHC President's Office with assistance from the LBHC Assessment and Accreditation Officers. The Assessment Office has two staff members: .75 fte Assessment Officer and 1.0 fte Data Coordinator. The LBHC Performance Report 2014-15 is attachment B. The LBHC Assessment Plan of 2013 is attachment C.

The Performance Report presents fourteen data sets that are measures of Core Theme One – Educational and Training Opportunities, two data sets that measure Core Theme Two – Community Outreach and Service; and three data sets related to the achievement of Core Theme Three – The Crow Culture and Language. Two more areas of the report are institutional characteristics with three data sets and financial indicators with five data sets. The aim is to provide three to five years of college data and peer institutions comparison data, provided by AIMS AIKS, the data management system of the nation's tribal colleges and universities ( thirty-eight TCU's).

The campus community schedules review and analysis of the Performance Report, by division. Further, the Fall staff and faculty orientation of 2013 and 2014 convened a two hour discussion on the Report and its meaning to the achievement of the core themes. The Board of Trustees accepted the Performance Report, initially in April 2013 and subsequently on December 12, 2014, accompanied with comprehensive discussions. The divisions Student Services, Finance and Administration studied the LBHC Performance Report as the foundation for the mission and core themes alignment process. The LBHC Faculty Members receive the Report for the on-going Program Learning Outcomes analysis, particularly the general education and remedial course completion rates.

The LBHC Performance Report is organized by Core Theme and is excerpted here to illustrate the Report format; two data sets for each of three Core Themes, the Institutional Characteristics and Financial Indicators. The Report was most recently updated on January 20, 2015.

## **Core Theme 1: Education and Training Opportunities**

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

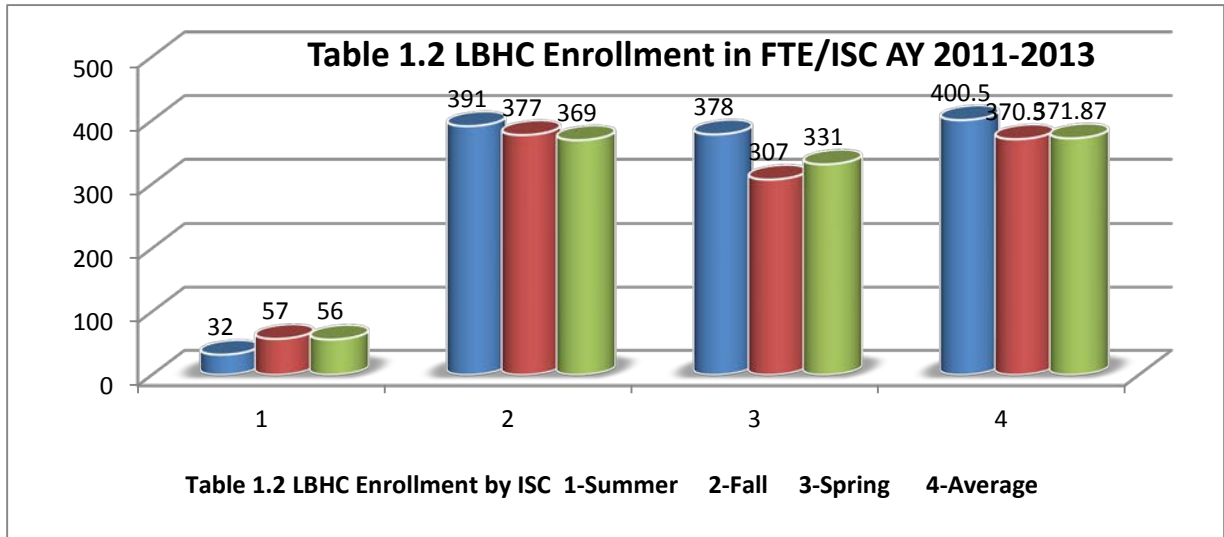
Peer tribal colleges average enrollment for Fall Semester 2013 was 541, n=34.

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

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

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





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

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

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

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

**Core Theme 2: Community Learning and Outreach**

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

Little Big Horn College Community Education	Participation in an Academic Year		
	AY 2010-11	AY2011-12	AY 2012-13
Youth Leadership K-5	12	396	-
Youth Leadership 6-8	39	-	75
Youth Leadership 9-12	165	179	155
Youth Ag Loan Program	-	-	38
Career Fair - Secondary	-	-	220
College Student TIII	-	-	624

Extension Outreach	134	-	-
Indianpreneurship	19	-	-
Tourism	25		-
USDA Agricultural Seminar	139	1025	1232
Crow Water Settlement	-	431	540
Crow Culture and Lang	-	385	316
Financial Literacy/Econ	-	-	110
<b>Health and Well-being</b>	-	-	<b>405</b>
<b>Total Participation</b>	<b>533</b>	<b>2416</b>	<b>3715</b>

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

- “Service to the Community” ① 159 LBHC students participated in 2010-11, ② 152 students participated in 2011-12; and ③ 102 in 2012-13.
- “Culturally Relevant Activities” ① 1189 LBHC students (headcount) participated in 2010-11, and ② Academic Year 2012-13 441 students participated in culturally relevant activities. These activities included culturally relevant learning activities on campus, learning traditional knowledge from tribal elders, cultural activities outside the college and in clan feasts and ceremonies. Cultural events included powwows, and participated in culturally relevant activities (other than courses).

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

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

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

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

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

### 3.3 \*Student Community and Cultural Activities Participation AY 2010-11 and 2012-13 (AIMS AKIS Table 6.2).

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

## 4.0 Institutional Characteristics

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

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

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

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

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

<b>Masters</b>	3/5	2/8	0/2	2/1	7
<b>Doctorate</b>	1/3	1/1	2/1	1/1	5
<b>Other</b>	0	0	0	0	0
<b>Total</b>	5/14	7/12	2/3	4/2	18

## 5.0 Financial Indicators

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

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

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

### 5.2 \*Percent Distribution of Core Revenues by Source FY 2011 & FY 2013 ()

**Table 5.2 Percent Distribution of Core Revenues by Source FY 2011 & FY 2013-  
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
<b>1. Tuition and Fees</b>	9%	6%	430/2%	7%
<b>2. State Appropriations</b>	0	0	0	0%
<b>3. Local Appropriations</b>	0	0	0	0%
<b>4. Government Grants &amp; Contracts</b>	56%	68%	18,594/70%	71%
<b>5. Private gifts, grants, contracts</b>	2%	3%	0	1%
<b>6. Investment Return</b>	1%	0	1,063/4%	0%
<b>7. Other core revenues</b>	32%	12%	6.406/24%	8%

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

### Programs Learning Outcomes

The Programs Learning Outcomes Plan of 2012-13 focuses on the student learning achieved with the associate degree and one-year certificate programs, the General Education Core Requirements Program, the Related Instruction Program, Development Education Program, and Library and Technology Resources. The LBHC Faculty have the central role in the program learning outcomes plan and its implementation. The process utilizes the Assessment Plan data sets in the evaluation of educational programs.

The program and certificate learning outcomes are published in the biannual College Catalog, for nine associate degrees and seven certificate programs. The Program Learning Outcomes Plan establishes continuous program assessment and teaching/learning improvement. The PLO Faculty Committees chose the measures for each program learning outcome and established a rubric for that measure. The PLO Committees convene as each term begins and concludes to review and analyze the PLO measures data, to interpret and recommend or commend evidence of learning. Faculty members assigned to the instruction of the programs are assigned to adjust or adapt course assignments and learning experiences for the improvement of program learning.

Each degree and certificate program has a permanent file of committee review, analysis and improvement activities. Documents maintained in the file indicate committee meetings, consultation and analysis processes, designation of course and programs improvements, and subsequent PLO review cycles. The two year associate degrees are on a two year schedule of data collection, PLO review and improvement; the one-year certificate programs review PLO measures annually. Files are centrally located in the Development Office as well as in the Committee chair's offices.

## **11. 2013 Year Three Evaluation Report, Recommendation 5 - Financial Resources Management and Reserves**

**Spring 2013, Recommendation 5 – The evaluation committee recommends that the College develop clearly defined policies, approved by the Board, regarding oversight and management of financial resources, including reserves. (Standard 2.A.30, 2.F.1).**

### **Financial Management and Reserves Policies**

The Chief Financial Officer Aldean Good Luck has presented the draft policies and guidelines on College Investments and Reserve Accounts. The Finance Committee of the Board of Trustees met to review the draft policies on February 19, 2015. Two members of the Finance Committee attended and three members of the College Administration. The portions in **bold print** were amended to the draft. This amended draft was approved by the LBHC Board of Trustees at a Special Meeting on February 24, 2015, with a quorum present.

#### **Investment Policies and Guidelines**

Purpose: To provide guidelines for managing the investments of the College in accordance with objectives determined by the College.

The policies seek to minimize the risk, flow external guidelines and to ensure a competitive rate to return. **The CFO and the President along with the finance committee of the Board of Trustees shall review the investment annually.**

The Board of Trustees has given the CFO and the President the authority to invest funds given on behalf of the endowment for funds not needed for immediate expenses **with the approval of the Board of Trustees.**

The funds shall be invested using sound judgment, discretion and prudence. A comparison of investment opportunities shall occur and money is to be placed in the investment that is most beneficial to the College

Type of Investments: All investments must be insured from the FDIC or assets must be pledged to cover the amount of money invested.

### **Tribal Colleges and Universities Reserve Account**

The Tribal Colleges and Universities Reserve Account is invested in an Income with growth objective, which is designed to provide income and some capital appreciation for investors with a low risk tolerance and a 3 to 5 year time horizon. It is a long-term target allocation of approximately 65% fixed income and a 35% equity investments. Historical returns for an income with growth portfolio are 4 to 5% annually.

## **12. Conclusion**

The new septennial accreditation process has brought Little Big Horn College multiple key benefits. The first is a full understanding and appreciation of the college mission and the core themes with a first person involvement in the role of each office or service in the fulfillment of the mission and the accomplishment of the core themes. The institutional commitment to the LBHC Performance Report has created a tool for campus-wide comprehensive measures of each core theme. No longer are members of the staff and faculty operating on assumptions or impressions on college effectiveness. The measures chosen for the Performance Report clearly communicate the impact of college programs and services.

The Mission elements and the Core Themes alignment of college services provided the opportunity for intensive discussions about students and community members learning throughout the college divisions. The conversion of program services to student learning outcomes occurred immediately for some staff members, and for others, the process is on-going. The contributions of each division to the fulfillment of mission and accomplishment of Core Themes is now shared.

The institutional assessment process has given insights and knowledge of college programs and services. The designation of under target, on target and greater than target has given rise to program improvement strategies where under target was the rating. On the other hand, the greater than target areas--- first time full time freshman retention, graduation and transfer-out rates are positive indicators of college services and programs that are effective and should be maintained as currently provided.

The toxic materials recommendation provided the impetus for campus-wide inventories of chemicals and potentially toxic materials. The Academics and Administration divisions (custodial and maintenance) assessed potential hazards, established safe storage and management methods, and disposed of outdated and hazardous chemicals properly. The management plans for future toxic and hazardous materials are in place and have entered their first cycles.

The federal mandates on disability, equity and crime have spurred considerable action and organization. The ADA student identification process has been approved and in enacted across the student services and academics divisions. The Title IX and Violence Against Women requirements are being met by the organization of the Title IX Ad Hoc Committee for safe campus initiatives. The Clery Act mandates for crime reporting are now updated. The college publications and website reflect the developments in all three areas.

The overall impetus created by the Ad Hoc Report for 2015 has built positive momentum for the upcoming Year Seven Report in Spring 2016.