

# **Year Three Peer Evaluation Report**

**Little Big Horn College  
Crow Agency, Montana  
April 15-17 2013**

*A confidential report of the findings prepared for the  
Northwest Commission on Colleges and Universities*

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## **I. Evaluators**

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## **II. Introduction**

Little Big Horn College (LBHC) is a public two-year community college chartered by the Crow Tribal Council in 1980. They are located in Crow Agency, Montana the capital of the Apsaalooke Nation.

The college provides educational programming to the approximately 9,000 Crow Indians living on a Reservation land base of 2.2 million acres.

Average enrollment at the college over the past three years is 370 students. Students commute to the campus from six reservation towns, the cities of Hardin and Billings, and from outlying rural locations.

LBHC offers six Associate Degrees, three Associate of Science Degrees, and three one-year certificates. The college has seventy-four full time employees which includes fifteen faculty, six administrators, and fifty-two staff. The college also employs twenty-one adjunct faculty.

The college is governed by a twelve member Board elected from six Reservation districts. Members serve four year terms.

Of particular note is the capital expansion that has taken place on campus since 2002. Six new buildings culminating in 2011 with the opening of the 35,000 square foot Health and Wellness Center.

\* Little Big Horn College is to be congratulated for its significant role in supporting their community both in the Hundred Year Flood in late spring of 2011 and the wild land fires that burned hundreds of thousands of acres on the Reservation during the summer of 2012.

## **III. Assessment of the Self-Evaluation Report and Support Materials**

The materials were generally well developed and presented. While a few gaps were identified, the documentation was sufficient for the committee to complete their review.

#### **IV. Topics Addressed as an addendum to the Self-Evaluation Report**

*NWCCU Letter of February 15, 2013 states, "The Commission requires that Little Big Horn College take appropriate action to insure that Recommendations 1 and 2 are addressed and resolved within the prescribed two year period. The Commission continued the Warning imposed in July 2012, with respect to issues raised in these recommendations."*

**Recommendation 1: With respect to the College's strategic planning and governance infrastructure, the evaluators recommend that Little Big Horn College demonstrate that its strategic planning is informed by the analysis and evaluation of appropriately-defined assessment data to determine the extent of its effectiveness in mission fulfillment. Similarly, the Board must demonstrate evaluation of its performance in a formalized assessment process to ensure effectiveness and efficiency in its operation, duties and responsibilities (Standards 2.A.6, 2.A.8, 3.A.2; and 5.A.2).**

**Recommendation 2: While acknowledging the deliberate progress in the assessment of student learning outcomes for degree and certificate programs, the evaluators recommend that the College demonstrate that the results of assessment are used to inform planning, decision-making, and learning support practices to improve teaching and learning (Standard 4.B.1 and 4.B.2).**

**Year One Report, recommendation that: The College will further delineate the acceptable thresholds of mission fulfillment and the core themes benchmarks.**

The challenge posed in both of these recommendations might best be described in four parts. The first part is to create a useful framework of outcomes and indicators at the course, program, and mission level. Secondly, the institution must establish an on-going process or methodology for collecting data. Third, the institution must establish a plan for analyzing the data; and finally, the institution must create productive feedback loops where the information/analysis is applied to planning and problem-solving. One additional step would be for the institution to assess its own assessment and review the usefulness of their indicators.

The college now has an assessment director with staff support (unusual for a college of this size). The evidence is clear that over the past 18 months the college has taken significant steps in clarifying outcomes, indicators, and also in collecting data. They have also created a schedule at the Board and institution level for analyzing the data for planning and decision-making.

Follow up in 24 months would be warranted in terms of a report that further clarifies their progress and demonstrates how they have applied their data to inform and or solve institutional challenges.

Regarding the second part of Recommendation 1, the Board is currently in the process of reviewing tools for self-evaluation and should have a process in place by summer 2013.

## **V. Eligibility Requirements**

The Evaluation Committee reports that the institution is in compliance with those Eligibility Requirements not covered by Standard's One and Two. Those Eligibility Requirements that are redundant with Standard One and Two will be covered under each standard.

## **VI. Standard One - Mission, Core Themes, and Expectations**

### **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.**

The institution is in compliance with this standard. However, the college might consider a few suggestions. The mission statement is a statement of institution purpose. Statements of purpose should be measurable. Therefore, only measurable statements of purpose should be included in the statement. This does not preclude the institution from having a "vision statement" which might include more global goals or aspirations. Additionally, it is suggested that the college's mission showcase the mission components (core themes) more prominently. This might include separating the transfer mission from the workforce mission thereby creating separate core themes, indicators, and data collection methodology.

### **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.**

The college is largely in compliance with this standard. As a suggestion, the college might consider developing a basic skills core theme separate from the transfer and workforce core

themes. Additionally, while much of core theme development has been focused on instruction, it is suggested that the college begin to articulate how other functional areas of the college, such as student services and finance, support the achievement of core theme objectives. Such an activity leads to a greater understanding of how the institution as a whole supports mission fulfillment.

**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.**

The college is in compliance with this standard.

## **VII. Standard Two - Resources and Capacity**

### **Governance**

**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.**

The college is in compliance with this standard.

**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.**

NA

**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.**

The college is in compliance with this standard.

### **Governing Board**

**2.A.4. The institution has a functioning governing board consisting of at least five voting members, a majority of whom have 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 college is in compliance with this standard.

**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.**

The college is in compliance with this standard

**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 will be reviewing its Board Policy Manual in the summer of 2013.

**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 retains hiring and firing authority. It is suggested that in the spirit and intent of this standard that the Board and the CEO re-examine this policy and consider giving the CEO full authority over the operation of the institution.

**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 completed its most self-evaluation in February 2013. Currently, they are reviewing evaluation instruments.

## **Leadership and Management**

**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.**

College is in compliance with this standard.

**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 college is in compliance with this standard.

**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 is in compliance with this standard. It should be noted that the college in response to the significant demands of institutional assessment has hired an assessment officer with staff support. Such a commitment is unusual for small colleges.

## **Policies and Procedures**

### Academics

**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 are outlined in the faculty handbook (p.9-11), the student handbook (p. 27), and in the college catalog (p. 14).

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

The library web site posts use policies for both the college’s library and archive resources, including the collection policy, gift policy, library bill of rights policy, intellectual freedom policy, use of library room policies, loan of laptops policy and the archives policies and procedures. The library and archives staff enforces these policies for both physical and electronic resources. The circulation policy is provided to each patron when they receive their library card.

**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 policy is published in the college catalog on p.10. The policy is designed to allow for the transfer of the maximum course credits earned at accredited undergraduate programs at institutions of higher education, including all accredited tribal colleges. The college participates in the state-wide “Transfer Initiative” program. This program focuses on the transferability of college credits throughout the state with an emphasis of standardizing course numbers.

## Students

### **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.**

Students' rights and responsibilities are clearly stated and available in the Student Handbook and catalog, which is provided to students during orientation and registration. The catalog includes policies and procedures regarding academic honesty and a Student Complaint Resolution to resolve appeals/grievances. The evaluator did not find evidence of policies and procedures for accommodations for persons with disabilities required by ADA/Section 504).

Concern: The evaluator did not find evidence of policies and procedures regarding accommodations for persons with disabilities (required through ADA/Section 504).

### **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 to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.**

Admission and placement policies are clearly stated in the Student Handbook and catalog. LBHC uses Compass for placing students into mathematics, reading, and composition courses. The placement scores are consistent with the Montana University System to assure that LBHC classes are transferable to the public in-state universities. Students may request an opportunity to appeal or challenge their placement through individual instructor tests and writing samples. Academic regulations are clearly defined and published in the catalog and include policies on continuation in and termination from educational programs.

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

Co-curricular programs play an important role at LBHC and the College clearly states its relationship including roles and responsibilities in the Student Handbook. Co-curricular programs including AISES (American Indian Science and Engineering Society), AIHEC

(American Indian Higher Education Consortium), Films and Media club, Indian Club (Biiluuka Alaaxuuche), Rodeo Club, Student Government, and men's and women's basketball. LBHC also operates co-curricular programming through its new Health and Wellness Center providing social engagement, and student leadership and involvement opportunities. The College does not currently have a student publication.

### Human Resources

#### **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 College maintains and publishes its human resources policies and procedures through the Human Resources Procedural Manual and Faculty Handbook. The policies and procedures are reviewed regularly to ensure they are consistent, fair, and equitably applied. There is a clear process for amending the policies and procedures.

#### **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.**

Employees attend an orientation explaining conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Information is also provided in the Human Resources Procedural Manual and Faculty Handbook. Employees are asked to sign an Employee Orientation Form to ensure they are apprised of and understand their rights.

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

All human resources records are kept in a locked and fireproof cabinet in the Human Resources Office with restricted key access to the office and cabinet. Employees are asked to sign a confidentiality form to ensure they comply with privacy requirements regarding employee records.

### Institutional Integrity

#### **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 publications show consistency and accuracy in content and presentation.

**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.**

The college is in compliance with this standard.

**.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 world views, it gives clear prior notice of such codes and/or policies in its publications.**

The LBHC Board Manual sufficiently clarifies Board expectations and conflict of interest issues.

**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.**

The college does enter into agreements with other institutions regarding a variety of research projects. The process and the results of these projects are governed by consortium agreements. An example would include Little Big Horn College faculty and students' participation in research activities supported by National Institutes of Health and National Science Foundation in partnership with Montana State University

**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 college is in compliance with this standard.

**2.A.26 If 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 State and Federal Law.

#### Academic Freedom

**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 college's academic freedom and responsibility policy has been approved by the board and is published in the Board Policy Manual on p. 28. The academic dean, department leads and faculty report that the policy is effective and those issues of academic freedom surrounding content have been minor to non-existent at the college.

**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 pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, 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 free to examine thought, reason, and perspective of truth. Moreover, they allow others the freedom to do the same.**

The College Catalog (p. 30-31) clearly outlines the parameters for the pursuit and dissemination of independent thoughts and knowledge for administrators, instructors, staff and students. These parameters support the standard.

**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.**

The Faculty Handbook (p. 10) addresses the parameters of research and publication of results.

#### Finance

**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.**

Little Big Horn College is organized with twelve Board of Trustees who are actively involved with college leadership in the financial and planning functions of the College. A Board appointed Finance Committee serves as the primary governing Board committee which considers, develops and review policies pertaining to the financial, capital, physical and human resources issues of the College. This committee then makes recommendations to the full Board of Trustees. The Board also has an appointed Trustee who reviews the financial information of the College and reports on this information at the meetings for further review and discussion.

As such, the Board oversees policies which include budget and appropriations, tuition and fees, borrowing, planning, development, and maintenance of facilities, real property, investments and strategic planning.

All of the financial functions of the College are organized under and report to the Dean of Administration who has a direct reporting line to the College President. Functions reporting to the Dean of Administration include cashiering, budgeting, accounts payable, accounting functions, internal audit, student financial aid administration, grants, contract administration, purchasing, and all payroll related functions. This reporting structure appears adequate for LBHC.

## **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.**

During 2012-2013, LBHC employed 15 full-time faculty, 15 part-time faculty, 48 full-time staff, 6 part-time staff employees, and five administrators. Based on interviews with administration, staff and students there is evidence to support the institution employs a sufficient number of qualified personnel to maintain its support and operation functions.

Job descriptions are reviewed regularly and reflect the duties, responsibilities, and authority of the positions.

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

LBHC has systems in place to regularly evaluate administrators and staff. New employees are placed on 90-day probationary period and receive evaluations from supervisors. Annual performance evaluations are conducted on each employee and filed in the Human Resources office. After reviewing sample administration and staff evaluation, there was evidence that evaluations occur regularly.

**2.B.3 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.**

The College demonstrates a strong commitment to providing a variety of professional development opportunities for faculty, staff, and administrators. Each employee is provided up to \$1,500 per year for credit-based programs including certificate, associate, undergraduate and graduate degrees. Employees may also apply for up to \$500 to attend trainings, workshops, seminars, and conferences. The College allows up to three credit hours of college courses and three credits in health activities per semester. Many staff members expressed appreciation for these opportunities including several that have completed degrees as a result of the professional development support.

Compliment: The College is to be complimented on its commitment and dedication to ensuring professional development opportunities and resources are available to staff to enhance their effectiveness in supporting learning and student success.

Compliment: The College is to be complimented on cultivating a campus culture that is committed and dedicated to preserving and perpetuating the Crow culture.

**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 educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

During 2012-2013, LBHC employed 15 full-time and 15 part-time faculty - all with appropriate qualifications. According to interviews with administrators and faculty, the College employs sufficient number of faculty to achieve its educational objectives and has policies in place to assure integrity of its academic programs. Of the full-time faculty, six hold doctorate degrees; five have master's degrees, and four hold bachelor's degrees with professional expertise and experience.

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

Based on conversations with faculty and reviewing documentation regarding faculty responsibilities and workload, the College provided evidence it meets this standard. Faculty responsibilities and workloads are clearly stated in the Faculty Handbook. Academic deans and department heads are responsible for ensuring fair workloads. Full-time faculty teach a workload of 15-16 credits per semester and department heads teach

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; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including 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 for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

All faculty are evaluated on a regular, systematic, substantive, and collegial manner. Evaluations include student feedback every semester, faculty peer evaluations every other year, and department head evaluations at least once every three years. Individual faculty members also provide self-evaluations. Plans are developed between the faculty and department area regarding areas identified for improvement. The evaluation process is identified in the Faculty Handbook and completed portfolios are kept in the Human Resources office.

## **2.C Education Resources**

**2.C.1 The 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.**

The college presented evidence that this standard is being met. Student learning outcomes are being assessed for all programs, with analysis of results and recommendations for improvements provided.

**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.**

The college presented evidence that this standard is being met. Student learning outcomes are published on all course syllabi and program learning outcomes are published in the college catalog for all programs of study, including certificates and degrees.

**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 college presented evidence that this standard is being met. Student achievement is documented through grades, course completions and student learning outcomes assessment. Credit is awarded according to institutional policy outlined in the college catalog (p. 14-15).

**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.**

The college presented evidence that this standard is being met. Programs design is reviewed by faculty, department chairs, Academic Council, President's Council and the Board of Trustees. Admission and graduation requirements are clearly defined and published in the college catalog (p. 8-10, 20).

**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.**

Faculty initiate the design and revision of curriculum. Their proposals are reviewed by the Department Chairs and approved by the Academic Council, President's Council and the Board of Trustees. Faculty serve on Academic Council. Faculty have a major role in the selection of new faculty and serve on faculty screening committees. There is wide-spread evidence of faculty developing and assessing student and program learning outcomes.

**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.**

The number of library/information literacy sessions conducted by library staff has steadily been increasing. A two-hour Skills for Success course is now required for all students. This course includes the teaching of library skills.

**2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.**

The college does not have written guidelines or policies for the awarding of credit for prior experiential learning. However, the college does evaluate prior experiential learning for the potential awarding of credit if a student inquires. It is suggested that the college develop written guidelines and policies in this area and publishes them in the college catalog and on the website. Guidelines and procedures for challenging a course are given in the college catalog (p. 17).

**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.**

The college catalog (p. 9-10) outlines the procedures for transfer of credit to the college. The Academic Council, Dean of Academics, department heads, faculty and the registrar determine which credits will transfer to the college. Transfer credits are subject to regular review to ensure compliance with statewide standards.

Concern: It is a concern that the college is granting credit for prior learning without written guidelines or procedures to follow.

## **Undergraduate Programs**

**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.**

The college's associate transfer degree program required 31-33 credits from nine categories of general education core requirements. These requirements represent an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. The college's certificate programs require the 9 total credits of related instruction in the communication, computation and human relations disciplines, which align with the intended program outcomes.

**2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and 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 college's transfer associate degree programs have identifiable and assessable learning outcomes related to those programs. The faculty regularly assess these general education learning outcomes within each program area.

**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 college's certificate programs have identifiable and assessable learning outcomes that align with the program's intended outcomes. The faculty regularly assess these related instruction components within each program area. These related instruction components are taught by general education faculty.

## **Graduate Programs.**

N/A

## **Continuing Education and Non-Credit Programs**

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

The college provided evidence that this standard is being met. Most continuing education courses are complimentary with existing degree programs offered by the college.

### **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.**

Faculty are appropriately involved in the planning and evaluation of the institution's continuing education activities. Credit courses are not currently approved by the college's Academic Council. Student achievement is assessed in these courses. Clearly defined procedures are being formalized for both faculty and enrollment services.

### **2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.**

The college provided evidence that this standard is being met.

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

A formalized system of tracking and recording both credit and non-credit continuing education is being implemented.

Concern: It is a concern that not all continuing education courses for credit have been approved by the Academic Council. Also, there is not a program level assessment plan in place for continuing education.

## **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 student learning needs.**

The College provides several programs and services to support student learning needs which are consistent with its educational programs and methods of delivery. Programs and services include free tutoring services, First Year Experience program including a required Skills for Success course, academic advising, assistance with transferring to four-year institutions, and assisting with student internships. Many of the support programs and services are funded through a Federal Title III grant.

**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.

The College faces many challenges with natural disasters including flooding and wild fires. The College has made provisions for the safety and security of its campus and serves as a refuge for community victims of disasters. The College has an Emergency Management Plan and safety provisions across the campus including camera systems, radios, flat screens and inter-office phone systems for emergencies. While crime statistics are printed in the Student Handbook, the evaluator did not find evidence that the College was in compliance with all of the Federal Clery Act requirements.

Concern: The evaluator did not find evidence the College was in compliance with all of the Federal Clery Act requirements.

**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.**

LBHC recruits and admits students with the potential to benefit from its educational offerings. The College has an outreach coordinator that has a broad-based recruitment process including high school visitations, College days for prospective students, advertising, attending college and career fairs, working with parents and families, and working elementary and middle schools students. The College has recently implemented a new First Year Experience program to orient students to the campus including course placement and advising. First year students are tracked and monitored throughout the

year and are required to take a Skills for Success course, which includes information on programs of study, academic requirements, graduation and transfer policies among other relevant student success topics.

Compliment: The College is to be complemented on its intentional outreach efforts and programing around First Year Experience and Skills for Success course to further student learning and student success.

**2.D.4 In the event of program elimination or 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.**

According to campus administrators and staff, the College has not had many substantive program changes or eliminations and has not experienced program elimination recently. The College has a past practice of working with individual students to allow them to complete the program within a reasonable time.

**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; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.**

The College publishes the above items in its catalog with two exceptions “a” and “e”. Section “a” includes the core themes, which were established after the current catalog was published. Section “e” includes the degrees held and conferring institutions for administrators and faculty. Previous catalogs published this degree information. The College indicated both exceptions will be corrected in the new catalog.

**2.D.6 Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.**

LBHC has one program directed toward licensure for entry into a profession: Human Services, Addiction Counseling Option. Information on the requirements for completion and employment are provided to students during the initial advisement process and are listed in the program of study. The necessary requirements to apply for testing with the State of Montana for this license are met in the program courses.

**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.**

Student records are securely retained in locked, fireproof cabinets in the Admissions and Records Office with restricted access to those records. Electronic files are stored in Jenzabar (student information system), with hourly back up during business hours and fully backed up to a tape nightly. The server is located in a separate building across campus and recovery tests are ran to ensure reliability of the backup system. The College publishes policies for confidentiality and release of student records in its Student Handbook and catalog including FERPA and processes for the release of information.

**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, grants, and loans) is published and made available to prospective and enrolled students.**

The College provides a wide range of financial support consistent with its mission, student needs, and institutional resources. Information about Federal, state, institutional, and private scholarships are published in the catalog. Examples include the Free Application for Federal Student Aid (FAFSA) Pell grant and work-study opportunities. The College does not administer Federal loan programs. State aid examples include the Montana Higher Education Grant, Tuition Assistance Program, Montana Governors Program, and the Montana Space Program. Tribal scholarship and grant options are also published including Crow Agency scholarships, American Indian College Fund, American Education Foundation, American Indian Services, and Johnson's Scholarship. Institutional work-study and athletic scholarships are also published.

**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.**

LBHC does not offer student loans. Students with defaulted loans from other institutions are provided contact information on deferment processes.

**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.**

Academic advising begins with orientation and advising during the First Year Experience and Skills for Success course. Students are also assigned a faculty advisor that is knowledgeable of the curriculum, program requirements, and graduation requirements. The advising requirements and responsibilities are defined and published 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.**

Co-curricular programs are consistent with the institution's mission, core themes, programs, and services and are governed appropriately. Programs include student clubs, student government, and athletics. The Health and Wellness Center is heavily invested in the mission of the College and offers programs and activities such as sports camps, youth summer activities, drop-in wellness access, student club leadership, community gatherings, academic classes geared towards physical fitness, and student employment and leadership development.

**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.**

The College operates two auxiliary services: food service and bookstore. Both services support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. During the staff meeting, employees were highly complementary and proud of the food service providing a good meal for reasonable prices to the campus and surrounding community. The bookstore works with instruction to ensure timely book orders and works with student services to provide services such as book vouchers to allow students to get books while they are waiting for financial aid disbursement. Employees and students felt they had input regarding these services at the campus.

**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.**

LBHC has both a women's and men's basketball team and is a member of the National Junior College Athletic Association (NJCAA). The admission requirements and procedures for admissions, academic standards, and degree requirements are consistent with those of other students. While the College has administrative oversight of athletics, there was not evidence to support oversight of a designated Title IX coordinator. There appears to be preferential treatment of athletes in the form of providing financial assistance for housing that is not consistent with other students.

Concern: The evaluator did not find evidence of institutional oversight of a designated Title IX coordinator.

Concern: There appears to be preferential treatment of athletes in the form of providing financial assistance for housing this is not consistent with other students.

**2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

LBHC does not offer distance education courses or programs.

## **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.**

The college provided evidence that this standard has been met with the exception of appropriate level of currency. The college self-identified that printed materials in some disciplines, such as medical, were not as current as they could be.

**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.**

Through regular surveys to students and faculty, data is gathered and used to formulate a library and archives strategic plan. The library and archives committee advises and recommends the allocation of the general fund for the library budget. The library director develops and submits an updated three year plan for library development.

**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.**

The college provided evidence that this standard has been fully met. Both faculty and staff verbally confirmed that this standard is being met.

**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.**

In addition to faculty and student surveys, an outside consultant was hired to provide an in-depth evaluation and review of library and archives operations. The resulting report was used to guide the development of the new library and archive strategic plan. Skills for Success student course evaluations are also regularly used as part of the library assessment plan.

Compliment: The library and archival staff should be complimented on their use of internally gathered data, stakeholder survey data and use of a library consultant to develop and implement a strategic plan tied to mission fulfillment.

## **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.**

Little Big Horn College receives operational funding as an annual allocation from Congress based on the Indian Student Count (ISC) from the previous year. Based on the Tribally Controlled College and University Act (Public Law 95-471) Congress allocates an amount given each college per ISC. Increased enrollment from all Tribal Colleges and a minimal increase in the pool of monies allocated to Tribal Colleges as a whole have made financial planning difficult. LBHC receives money from the charging of tuition and fees from students and the rest of the major funding source is derived from grants awarded by federal, state and private sources.

Little Big Horn College is in a secure and stable financial position right now, however it was noted the College does not have an operating reserve at this time. At June 30, 2012 the complete Governmental Funds combined fund balance of the College was \$1,994,662, or 33% of the entity's total overall budget. The total Governmental Funds budget of Little Big Horn College for this same time period was a little over \$6 million dollars. Beyond the funding already received the staff of LBHC continues to invest time and energy into procuring new and maintaining consistent federal and state programs to ensure the campus continues to survive and hopefully grow. In addition to this funding the College also has a restricted nonspendable endowment fund in the amount of \$2,858,685, or 47% of the budget from TCU and Title III combined funds.

**2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

LBHC's planning process centers on realistic projections supported by enrollment projections, tuition and fees from the prior year. Each yearly cycle, the planning also 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 on an annual yearly basis.

**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**

.The LBHC budget process begins with each department making requests to their Deans. The Deans, CFO, and the President prioritize the request based on the institution's short term goals. These priorities are then incorporated into the budget and presented to the Board of Trustees for acceptance of the LBHC's annual budget.

The budgeting process begins in April, three months before the beginning of the new fiscal year. The budget is presented to the Board of Trustees in June and tentatively approved contingent on funding from Congressional allocation. Once the allocation is received adjustments are made to the budget and presented to the Board of Trustees for final approval. The tentative and final budgets, once approved, are made available to the

public. The Chief Financial Officer and the President retain a master budget for each fiscal year. Any department effected by budget revisions based on allocation is notified immediately, and all avenues are sought to alleviate any disruptions in the operations of the College.

**2.F.4 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 college and universities. The software follows all regulations pertaining to generally accepted accounting principles. The system is periodically updated and does produce timely and accurate financial information required by the College.

**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.**

LBHG has no long-term debt at this time. All building funds are secured before the start of each project. All short-term debt is budgeted in advance during the annual budgeting process. All grants and contracts are drawn down on a reimbursement basis.

**2.F.6 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.**

LBHC does not use general operational funds to support auxiliary funds nor does it use auxiliary funds to support general operational funds. The College recognizes that auxiliary funds do not balance education and general operations but rather support activities for student services, community services, and student scholarships. Little Big Horn College defines auxiliary funds as self-supporting operations.

**2.F.7 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.**

The College is required to have an external audit performed annually because of the receipt of Federal funding. Audits are performed by an external public accounting firm each year which audits the financial statements in conformity with Governmental Accounting and Auditing Standards. Every three to five years a new audit firm is selected by the Board of Trustees.

**2.F.8 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.**

LBHC receives funding from the American Indian College Fund (AICF) who is engaged in fundraising activities for scholarships for students who attend Tribal Colleges in Indian Country. The College also has an agreement with Nittany Grantworks, the Land Grant Endowment and the American Indian College Fund (AICF) Cultural Preservation Grant to help support or help rely on unmet needs of the institution.

Nittany Grantworks is a professional grant writing organization the College contracts with for necessary grant writing services. The company has an employee assigned to work with staff at LBHC to identify future projects and related funding.

Concern:

Despite the fact the College is in stable financial condition at this time, the evaluator is concerned the College has no operational reserve built up. It is suggested the College consider a reserve or carryover policy to help insure institutional long-term solvency. (2.F.1)

## **2.G Physical and Technical 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 creates and maintains physical facilities that are attractive 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. All LBHC campus facilities are compliant with Section 504 of the Americans with Disabilities Act (ADA) requirements.

Since 2002, LBHC has experienced growth in the physical infrastructure of its campus. These expanded and renovated buildings have added needed space that has improved the

campus facilities providing a comfortable and functional learning environment. The campus now houses seven buildings, six newly constructed since 2002. These buildings are the Driftwood Lodges Classroom building), Student Union Building, the Library/ Archives and Administration Building, the Cultural Learning Lodge, the Maintenance Office, Rez Protectors Study Hall, and the newest facility, the Health and Wellness Center.

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

Little Big Horn College currently has a process regarding Hazardous/Toxic materials. The College is currently in contact with the U.S Environmental Protection Agency (EPA) Region 8 for advice and assistance regarding hazardous/toxic material storage, use or disposal. They also work with the Mountain States Environmental Service for disposal of these materials.

Regarding emergency services, the college is in a partnership with the Big Horn County Disaster and Emergency Services (DES) regarding participation with the Local Emergency Planning Committee (LEPC). Big Horn County DES is also assisting with the Little Big Horn College Emergency Management Plan.

**2.G.3. 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 well-defined campus master plan for future college expansion and development with the assistance of the CTA Architects and Engineers. This master plan provides direction and planning for all future improvement and construction for the college campus. It is a goal of the college to have a “green, zero net gain” campus. Campus planning involves the needs of the students and community at large. All new construction follows the Leadership in Energy and Environmental Design (LEED) standards. Energy savings from this construction will allow for lower operating costs and an increase in overall net asset value.

The college used a charrette planning process for community planning and integrated project delivery for its construction delivery method. As such, LBHC has been able to expand very rapidly in a concise and effective manner. The college has found these processes and methods fit their tradition and culture.

Also, through this process 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. This proposed new facility will help support a trained skilled workforce for additional certifications and curriculum demands required by the community.

**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.**

Equipment available for instructional and non-instructional uses including computing and laboratory equipment is adequate to satisfy the mission and goals of the College and to meet educational and administrative requirements. The equipment available is maintained in proper operating condition and is replaced or upgraded as the College can based on annual funding.

**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.**

LBHC 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 (ISTD) 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 campus and serves students, staff and the public community.

**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.**

The ISTD department offers services to all college constituents across campus related to technology upgrades and training as appropriate. Also, during the summer the CIO delivers a verbal report to LBHC personnel concerning the status of the college's technology and any future changes the college is considering.

**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.**

The college utilizes annual summer personnel retreats to discuss and plan technology for the coming academic year. LBHC has also conducted exercises in long-term planning ranging from 1 to 10 years. One of the concerns identified through this comprehensive process is the need for increased campus bandwidth. This limitation has hindered the

college's desire to implement online classes. Currently reliable high speed internet connections are not available to Little Big Horn College or the Crow Agency community.

**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.**

The College has no formal written replacement plans but on an annual basis during the budget planning process the ISTD department submits budget requests which include renewing licenses for campus wide software and Microsoft licenses for all office applications. All computer systems and related network hardware scheduled for replacement are included in the requests. Limited contingency funds are also built into the budget each year to cover unforeseen technology needs and any potential price increases.

## **VIII. Recommendations and Commendations**

### Recommendations

1. The Evaluation Committee recommends the College develop policies and procedures regarding safe use, storage, and disposal of hazardous or toxic materials (2.G.2).
2. 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, 22.D.13).
3. 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).
4. 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).

### Commendations:

1. The Evaluation Committee commends the College's commitment and dedication to fulfilling its mission in preserving, perpetuating and protecting Crow culture and language.
2. The Evaluation Committee commends the College for its creativity in capitalizing on opportunities to plan, fund, construct and maintain campus facilities that provide a comfortable and functional learning environment.
3. The Evaluation Committee commends the library and archival departments on their collaborative approach with faculty in providing instructional resources, both physical and electronic.
4. The Evaluation Committee commends the College on the progress implementing its institution-wide assessment plan, especially in the areas of instructional and library/archival program assessment.