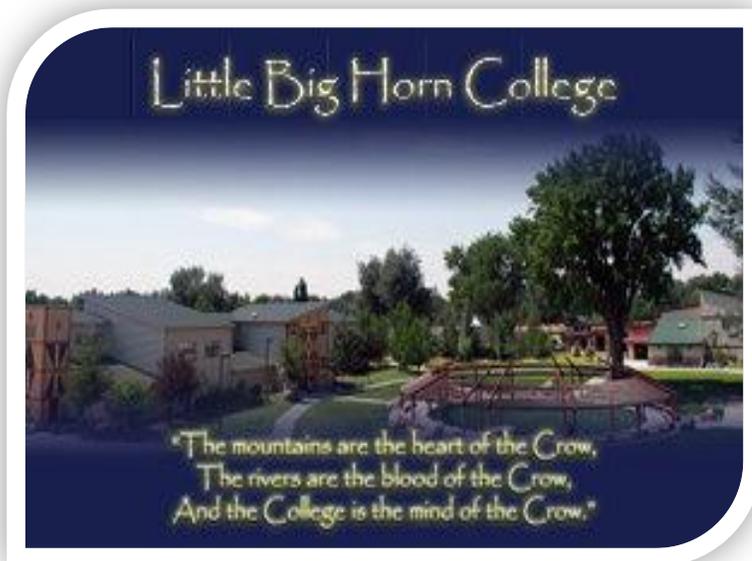


**Little Big
Horn College
Crow Nation
Crow Agency
Montana**

Little Big Horn College Year Three Self-Evaluation



Submitted to:

**Northwest
Commission
on Colleges
and
Universities**

March 1, 2013

1. Introduction

Little Big Horn College, located in Crow Agency, Montana, the Capital of the Crow Indian Reservation, is a public two-year tribal community college. LBHC is the post-secondary institution of education and training for the *Apsaalooke* Nation and the surrounding communities in south central Montana.

Since the inception through a charter by the Crow Tribal council in 1980 to the current date, there has been a myriad of events in the development of the college. The growth of the college in terms of student enrollment, personnel, expansion of the campus, changing technology, fluctuations of resource availability (financial and material), and changing regulations at all levels has influenced the development of the college and the services it provides. Many of the events have proven beneficial, such as increased enrollment and the expansion of the campus. Some have been more challenging, such as increased enrollment and the expansion of the campus. Changes as evident by these two topic areas can both be very rewarding, but also present challenges in resource availability.

Whatever opportunities may arise or the different challenges that may be posed, little big Horn College has committed to provide optimum services for its students and the Crow Indian community. In July of 2012 at the college Employee orientation, the administration presented what was called "Our Vision" as a section of a power-point presentation. That vision is as follows:

Our Vision . . .

- **Is to make our own future, not wait for it to come to us,**
- **Is to leave a footprint, for our children and others to follow,**
- **Is to make a difference in some one's life,**
- **Is to provide an opportunity, where there may seem to be none,**
- **Is to be the college of choice, for our community and beyond,**
- **Is to be the hub for retention and enhancement of the Apsaalooke' Culture and Language,**
- **Is to be the best that we can possibly be,**
- **We are...Little Big Horn College!**

Our commitment is to the Mission of the College; its existence in our Crow Indian community, and to strive to meet the needs of our students and community for education and training, to meet the needs of the community and to preserve and protect the Crow culture and language.

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Attachment 1 – Little Big Horn College Assessment Plan

Attachment 2 – Little Big Horn College Charter and Amending Resolutions

Attachment 3 – LBHC Board of Trustees Manual

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Attachment 5 – Little Big Horn College Catalog

Attachment 6 – Little Big Horn College Student Handbook

Attachment 7 – Little Big Horn College Human Resources Procedural Manual

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Exhibits

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Topic 2 Exhibit – Program Learning Outcomes Binders, all programs.

2.A. Governance 2.A.18-19 Exhibit 1. Employee Performance Appraisal Forms.doc

2.A.18-19-20 Exhibit 2. Employee Orientation form for Policies & Procedures.doc

2.A.20 Exhibit 3. Student Confidential Information Form.

2.A.23 Exhibit 1 – LBHC IRB Plan of Operations, Draft

2.C. Education Resources

2.C.10 Exhibit 1 General Education Core Requirements PLO implementation.

2.D. Student Support Resources

2.D.1 Exhibit 1 LBHC Student Transportation

2.D.1 Exhibit 2 LBHC Daycare Policies and Procedures

2.D.7 Exhibit 3 LBHC Student Records management Information Release Form

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2.E.2. Exhibit 2: Long Range Plan through 2014

2.E.2. Exhibit 3: 2005 Library Building Plan

2.E.2. Exhibit 4: 2012 Evaluation Report on the Little Big Horn College Library and Archives

2.E.3. Exhibit 5: List of Courses with Library Instruction

2.E.3. Exhibit 6: Library Speaker Series/Cultural Enrichment Course Speakers and Topics and Related Materials

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

Little Big Horn College

Year Three Self Evaluation Report

3. INSTITUTIONAL OVERVIEW

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

The Charter from the Crow Tribal Council authorizes Little Big horn College for the purposes of “establishing maintaining and operating educational institutions at the post-secondary level on the Crow Indian Reservation” with education, vocational and technical programs and curricula leading to degrees and certificates that may be granted by the college. LBHC was granted accreditation status in 1990, by the Northwest Commission on Colleges and Universities. In 1994, Little Big Horn College became a federal 1994 Land Grant Institution, with the nation’s Tribal Colleges and Universities.

Little Big Horn College (LBHC) is a **public two-year community college** located in the town of Crow Agency, Montana. Crow Agency is the capital of the Apsaalooke Nation’s government. The Apsaalooke Nation’s Executive, Legislative and Judicial Branches, and the federal agencies, the Bureau of Indian Affairs of the U.S. Department of the Interior and the Indian Health Services of the U.S. Department of Health and Human Services, are all located in Crow Agency.

Little Big Horn College serves the Crow Tribe of Indians, residing on the Crow Indian Reservation, a land base of 2.2 million acres (larger than Rhode Island and smaller than Connecticut. The Crow Tribal Enrollment in February 2013 is 13,500 members, among whom approximately 9,000 reside on or near the Crow Indian Reservation. Unemployment rates fluctuate between 45% and 65% with the seasons. The five year average unemployment rate is 22.4% .

Little Big Horn College had a **Fall enrollment average of 370 students** (average over past three years), among whom 93% are Crow Indian, 5% other American Indian tribes and 2% non-Indian. The average retention rate for first time freshmen returning the following Fall semester is. Indian Student Count was 377 for Fall 2012; 363 for Fall 2011 and 372 for Fall 2010.

The College administrative offices are located adjacent to the Bureau of Indian Affairs facility. The current LBHC Student Union Building, the first campus building and formerly a tribal gymnasium, is utilized at the current campus. This original historic building was converted to college uses in the 1980’s and 1990’s, consisting of six classrooms, a gymnasium, media production facilities, shower rooms, six offices, a snack bar and library facilities. The College campus in 2013 has 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. A few additional buildings are used for storage.

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

The Little Big Horn College offers **six Associate of Arts degrees, three Associate of Science degrees** and three one-year **certificates** to the students. Instruction for these programs and certificates is provided by fifteen fulltime faculty members and twenty-one adjunct faculty members.

The College has seventy-four **full-time employees**: six administrators, fifteen faculty and fifty-two staff members. Among the faculty, administration and staff, 81% are enrolled Crow Tribal members, 11% members of other tribal nations, and 8% non-Indian. Over half of the College employees are LBHC Alumni. A concerted effort has been made to “grow our own scholars and administrators,” to acquire highly qualified personnel who best fit the rural and reservation setting, and who are role models to our students. The educational overview of the employees: 8% hold doctoral degrees, 22% have master’s degrees, 38% have bachelor’s degrees, 20% have associate degrees and 11% are non-degreed.

Little Big Horn College is governed by a twelve member **Board of Trustees**, all enrolled tribal members. The college based councils are represented on the board in a non-voting capacity. Two trustees are elected from each of the six geo-political districts of the Crow Indian Reservation for a total of twelve. They serve four year terms.

4. NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

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

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

Institution: Little Big Horn College

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

City, State, ZIP: Crow Agency, MT 59022

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: N/A

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

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

Program or School	Degree Level(s)	Recognized Agency	Date
None			

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Undergraduate Credit Hours divided by 30). **Official Fall 2011 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: 7/1/11-6/30/12	One Year Prior Dates: 7/1/10-6/30/11	Two Years Prior Dates: 9/1/09-8/31/10
Undergraduate	372	363	377
Graduate	na	na	na
Professional	na	na	na
Unclassified	na	na	na
Total all levels	372	363	377

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

Official Fall 2011 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 7/1/11-6/30/12	One Year Prior Dates: 7/1/10-6/30/11	Two Years Prior Dates: 9/1/09-8/31/10
Undergraduate	545	869	960
Graduate	na	na	na
Professional	na	na	na
Unclassified	na	na	na
Total all levels	545	869	960

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

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	18	6	1	0	9	9	0	5
Lecturer and Teaching Assistant								
Research Staff and Research Assistant		4			1	2		1
Undesignated Rank								

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

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$32,079.16	7
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

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

Fiscal year of the institution: Little Big Horn College

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 06/30/2009	One Year Prior to Last Completed FY Dates: 06/30/2010	Two Years Prior to Last Completed FY Dates: 06/30/2011
CURRENT ASSETS			
Cash and cash equivalents	2,497,075	1,954,687	1,903,116
Restricted cash	669,199	747,412	422,069
Investments	59,961	70,467	46,045
Restricted investments	1,803,019	2,215,768	2,461,498
Accounts receivable	828,399	1,000,108	1,020,276
Prepaid expenses	1,820	55,165	58,727
Inventory	0	91,936	110,734
Internal balances	0	0	0
Due from other funds	0	32,337	81,709
Due from other governments	957,913	992,638	483,337
Capital assets, net	0	12,248,010	17,509,546
Total Current Assets	6,817,386	19,408,528	24,097,057
Noncurrent Assets			
Land and improvements	458,624	458,624	458,624
Buildings and improvements	10,177,327	11,961,814	11,961,814
Machinery and equipment	1,981,760	2,035,684	2,112,196
Vehicles	458,127	458,127	458,127
Works of art	6,500	6,500	6,500
CONSTRUCTION IN PROGRAMS	482,714	377,062	6,330,750
ACCUMULATED DEPRECIATION	(2,441,130)	(3,049,801)	(3,818,465)
Total noncurrent assets	11,123,922	12,248,010	17,509,546
TOTAL ASSETS	17,941,308	31,656,538	41,606,603
Liabilities			
Current liabilities			
ACCRUED LIABILITIES	284,121	494,288	841,334
ACCRUED PAYROLL	101,082	123,681	105,580
Due to other funds		32,339	81,709
Deferred revenue	330,942	240,985	463,713
Accrued interest payable	7,197	9,486	10,408
Short-term debt	0	0	1,658,831
Current maturities of long-term debt	32,029	34,895	38,019
Current maturities of compensated absences	6,741	9,310	25,839
Total current liabilities	762,112	944,984	3,225,433
Noncurrent liabilities			
Long-term debt	52,923	36,627	20,470
Capital leases payable	62,086	43,247	22,609
Accrued compensated absences	47,429	48,625	48,625
Total noncurrent liabilities	162,438	128,499	91,704
TOTAL LIABILITIES	924,550	1,073,483	3,317,137
NET ASSETS			

Invested in capital assets, net of related debt	10,976,884	12,168,136	15,769,617
Restricted	2,550,012	2,923,181	2,976,965
Unrestricted	3,489,862	3,243,728	2,033,338
TOTAL NET ASSETS	17,016,758	18,335,045	20,779,920

REVENUES	Last Completed FY Dates:06/30/2009	One Year Prior to Last Completed FY Dates:06/30/2010	Two Years Prior to Last Completed FY Dates:06/30/2011
Tuition and fees	910,894	990,525	978,438
Federal appropriations	0	0	0
State appropriations	0	0	0
Local appropriations	516,187	150,000	0
Grants and contracts	6,391,278	6,871,864	8,859,724
Endowment income	96,339	213,130	46,816
Auxiliary enterprises	65,818	50,616	82,447
Other (identify) Contributions, Charges for goods & services, Misc.	1,078,030	1,467,511	969,864
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General	0	0	0
Instruction	797,763	637,914	731,707
Research	792,829	1,079,500	807,159
Public services	758,621	815,061	221,633
Academic support	1,224,715	1,020,135	640,194
Student services	1,367,771	1,363,134	3,651,917
Institutional support	1,801,680	2,257,557	5,352,118
Operation and maintenance of plant	334,969	394,475	551,595
Scholarships and fellowships	1,302,947	1,707,198	1,767,581
Other (identify)	0	0	0
Mandatory transfers for:			
Principal and interest	59,439	42,493	47,774
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	8,440,734	9,317,467	13,771,678
Auxiliary Enterprises	57,728	54,697	115,918
Expenditures	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	57,728	54,697	115,918
TOTAL EXPENDITURE & MANDATORY TRANSFERS	8,498,462	9,372,164	13,887,596
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	104,050	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	656,044	169,777	(2,800,336)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:06/30/2009	One Year Prior to Last Completed FY Dates:06/30/2010	Two Years Prior to Last Completed FY Dates:06/30/2011
For Capital Outlay	147,038	114,769	1,739,929
For Operations	0	0	0

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

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

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

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

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

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
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➤ **Little Big Horn College has NO off-campus sites for programs and academic credit.**

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

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

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

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

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

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

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

➤ **Little Big Horn College has NO programs and academic credit courses offered at sites outside the United States.**

5. PREFACE

5.a. UPDATE ON INSTITUTIONAL CHANGES SINCE THE YEAR ONE REPORT

Student Success Center. In November of 2011, LBHC completed the construction of the Health and Wellness Center, a 35,000 square feet “green” building. Little Big Horn College received a Title III grant for the purpose of the Health and Wellness Center facility completion, in FY 2013. The grant supports the completion of construction of the Health and Wellness Center, a facility that contains four large classroom spaces to hold courses and conduct healthy awareness programs. The intent of the facility is for student, faculty, staff, administrators and the community to participate in programs and courses developed to build awareness of health related to illness and to participate in healthy activities.

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

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

Student enrollment fluxuation. The college has experienced the fluctuation of student enrollment levels over the past five years. The enrollment five years ago reached an all time high at 450 FTE. However, during the past three years, the enrollment has hovered at 370. The President’s Council analysis of this change in enrollment involves multiple factors: the natural disasters of a one-hundred-year flood, extreme drought and wildfires in south and south central Montana; Crow tribal political transitions; feeder high school enrollment downturns, dropout rates and low educational achievement scores; and Pell Grant limitations. These factors are detailed in the “Topic 4 Before the Commission.”

Land Grant Extension, Community Training. Little Big Horn College extension program organized and provided training and technical assistance for the Crow reservation community members on the Keeps Eagle and Cobell Settlements. The **Keeps Eagle Case is a \$760 million Settlement** with the United State Department of Agriculture (USDA) resulted from agency discrimination against Native Americans ranchers and farmers, by denying them equal access to credit in the USDA Farm loan programs .The college provided training to Crow Indian land

owners and operators, attended by a total of forty-eight Crow Indian community members. The **Cobell** Settlement of Individual Indian Monies resolved a class action lawsuit that found the federal government violated its duties by mismanaging trust accounts and individual Indian trust lands. The college assisted a total of fifty-seven Crow tribal members with an information seminar.

Land Grand Extension Service, Youth and Agricultural Development. Little Big Horn College – Economic and Community Development is a component for all agricultural and land based needs of youth and adults. The first component is the local youth loan program, which provides real world hands on experiences of daily tasks associated with running their own business as a rancher. The second component is Strategic Land Planning. The goal is to empower youth and adults with knowledge and practices needed to regain full control over their own lands and natural resources. The third component is Youth Leadership Development. The goal is to bring awareness of Crow culture and traditions related to chieftainship.

5.b. TOPICS REQUESTED BY THE COMMISSION

Overview

Little Big Horn College received the Commission letter of November 30, 2012, which states, “in addition to accepting the Financial Resources Review, the Commission continued the *Warning* imposed in July 2012, based on Recommendation 1 and 2 of the Fall 2011 Ad Hoc Peer 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).

Topics Requested by the Commission.

Topic 1 - 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).

Topic 1a – Institutional Assessment and Mission Fulfillment.

Year One Report - April 2012. The institutional research capacity of the college has been strengthened through the installation and implementation of the data management system JENZABAR. The finance module was implemented in 2010-11, along with extensive staff training for its full utilization. Finance joins the previously installed and implemented modules for improved institutional information and therefore management of personnel and resources.

The Jenzibar Suite fully integrates finance, human resource, registration, and student financial aid functions. Financial reporting has been enhanced by timely reports, to enable program staff to better manage resources. All institutional data is centralized on a secure server for immediate access and retrieval.

Institutional Planning. The College President convened a committee-at-large for institutional planning. This campus wide planning committee-at-large provides each individual faculty and staff member a voice in the process and ownership in the LBHC vision for the future. College administrators have the authority to form Ad-hoc committees to support flexible and appropriate decision-making.

The **College Councils** participate in the long term strategic planning as well as short term planning initiatives. The President's Council members facilitate the strategic planning sessions. The Council members represent the College divisions (academics, student services, finance and administration), that give a comprehensive planning approach. Council members have a clearly stated duty, role and responsibility to the planning process and the implementation of the institutional plans.

The Little Big Horn College adopted an Institutional Assessment Plan in the Fall of 2010. The assessment plan is responsive to the College mission and goals. The Development Office collects institutional data and presents reports to the college divisions: the academic, student services, finance and administrative divisions, and to the Board of Trustees.

Year Three Report – March 2013. The LBHC Assessment Plan 2013 brings together the campus-wide planning, evaluation and assessment processes.

Little Big Horn College Assessment Plan, 2013 – Executive Summary. See Attachment 1 – LBHC Assessment Plan (LBHC Strategic Plan, LBHC Learning Outcomes Plan, LBHC Mission and Core Themes, LBHC Performance Report, LBHC Data Sets from IPEDS and AIMS AIKS).

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

Assessment Plan Approval. The LBHC Board of Trustees formally adopted the revised LBHC Assessment Plan, including assessment procedures, on February 25, 2013. Assessment and evaluation have been continuous since the founding of the college in 1980, in the process of self-study in college accreditation.

Assessment Cycle and Leadership. The LBHC assessment cycle moves through several steps. Each college division (Academics, Administration, Student Services, Finance and Community Service) presents expected outcomes or targets for the coming year. All of the stages described below continue throughout the year. The LBHC Assessment Plan and Process Steps are coordinated by the College President, Dr. David Yarlott, with the five college Deans. Critical assistance has been received from Assessment Office staff, Department Heads and members of the faculty.

1) **Data Collection** LBHC collects quantitative and qualitative data throughout the annual assessment cycle. The quantitative data collected covers:

- a) **LBHC student enrollment and academic achievement related data:**
- b) **Programs Learning Outcomes Assessment:** Programs of Study, One Year Certificates, General Education Requirements, Developmental Education Requirements, Library and

Technology Services, Course enrollment and completion. See the **LBHC Programs Learning Outcomes Plan, 2012-13.**

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

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

- 4) **Outcomes Expected** outcomes are statements of what each division and LBHC expect to accomplish in the coming one to four years (Short Range Plan) and the next five to ten years (Long Range Plan). The data is applied to determine the degree to which the expected outcomes have been achieved, in relation to the accepted thresholds of mission accomplishment and the benchmarks for core themes achievement. The results of the planning sessions and annual achievements are summarized by the Deans of the divisions and incorporated into the **LBHC Performance Report, see Attachment 3.**

The LBHC Year One Report provided the “acceptable thresholds for mission accomplishment” and the “benchmarks for the achievement of the three institutional Core Themes. These are restated here for the purposes of the LBHC Assessment Plan, see **Attachment 5 of the Plan for the Articulation of an Acceptable Threshold or Extent of Mission Fulfillment and Core Themes Benchmarks.**

The **key elements of the Mission Statement** (Catalog, p. 2) were identified by the Accreditation Focus Group meetings review and analyses in January 2012:

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

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

- Core Theme 1: Access to Educational and Training Opportunities
- Core Theme Two: Commitment to Community Education & Outreach
- Core Theme Three: Little Big Horn College is dedicated to the enhancement of the Crow culture and language

5) **College Planning.** The Little Big Horn College divisions hold annual planning sessions. The data summary information and data analysis related to the goals and outcomes of that division are presented and discussed. During the annual LBHC Institutional Planning meeting, each Dean presents a summary of the outcomes of the previous year and goals for the next academic year. It is also a time for the LBHC Board of Directors to request clarification and explanation of events, activities and outcomes. Deans also ask the board members for recommendations or direction on specific issues. Additionally, see the **Little Big Horn College Strategic Plan, Attachment 4 of the LBHC Assessment Plan.**

6) **Implementation.** The College President’s Council, through division leaders, is responsible for implementation of the goals, outcomes, data collection, and data analysis. Most goals involve more than one division working in concert. Accomplishment of implementation steps is shared during the routine faculty and staff meetings. Following these assessment

discussions, the goals for the coming year are incorporated into the LBHC strategic plan, the LBHC RAMS Plan for the future.

Topic 1b. LBHC Board of Trustees Roles and Responsibilities.

Ad Hoc Report, April 2012. The LBHC Board of Trustees is in the process of conducting district meetings. The meetings were held in March 2012. The trustees representing each respective district will lead the session and convening the district meetings. The focus will be on general College information, students student accomplishments and college services. The mission and goals of the college will be presented and discussed with the Crow tribal community participants. College administrators will assist with the presentations at each meeting. The schedule is:

Date of the District Meetings	Crow Reservation District
March 7, 2012	Pryor District
March 13, 2012	Lodge Grass/Wyola Districts
March 14, 2012	Big Horn District
March 15, 2012	Black Lodge/Center Lodge Districts

A community survey will be distributed to the Crow Indian community members, for their input and perspectives for the college strategic planning. The surveys will be provided to the strategic planning facilitator consultant Kathy Isaacson.

March 2013. The LBHC Board of Trustees assigned the Board Manual development to an Ad Hoc Committee, in February 2013. The committee received assistance from the LBHC Development Office and the President’s Office to research model board manuals from other tribal colleges. The Ad Hoc Committee presented a draft to the Special Meeting of the LBHC Board on February 25, 2013, with issues identified for further review: evaluation instrument identification and board responsibilities.

Topic 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 – April 2012. The Programs Learning Outcomes Plan of 2010-2011 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.

March 2013. The Spring Semester 2012 program learning outcomes focused on the program committees meetings; three full days were devoted to the PLO process. The college supported three days after the semester and graduation concluded for the meetings. The May 2012 agenda for program learning outcomes included (see Exhibit - Commission Topic 2 – Program Learning Outcomes May 2012 Agenda):

1. PLO Committee Meetings to review and analyze measures of the Spring 2012 courses, and student achievement data sets, recommend adjustments and plan for Fall 2012.
2. A meeting with the Dean of Students, the Registrar, and the First Year Experience Coordinator to discuss the Compass Test scores, scoring process, placement in math and writing, and the required ED 100 Skills for Success class required of all first-time entering students.
3. PLO Committee for General Education Core Requirements and Related Instruction Core Programs, and the Committee for Remedial and Development Core Requirements

Program. The interdisciplinary committee members discussed writing requirements in the writing classes and throughout the core courses, to align the learning outcomes for writing.

4. Update of the PLO binders on file with the LBHC Development Office, with use of checklists to bring all committees up to a standard for documents.

In December 2012, the PLO Committees met to convene members, acquire the designated PLO measures, and follow through with the scheduled review, analysis and recommendation process. During the Spring Semester 2013, Committee have met independently, for designating the measures scheduled for review for Spring semester courses, and to complete the Fall semester processes. The overview of the PLO Committees review, analysis, recommendation and improvements processes is provided by the Dean of Academics and the two Department Heads, this is Exhibit – Commission Topic 2 – Overview of PLO Learning Improvement Apr 2012– March 2013. The overview will involve the information on each PLO Committee:

PLO Committee: Science AS – Pre-Nursing (example)	PLO results
1. Leadership-Chair and contact	1. Analysis and review
2. Committee members	2. Recommendations to Instructors
3. Meetings with minutes	3. Adjustments in course outlines and/or learning activities
4. Measures /documentation.	4. Subsequent learning improvements.
5. Dean or Department Head Review	5. Development Office File Checklist

Each PLO Overview is located the specific program binder, as well as in the master PLO file to serve as the central records of the PLO process. Further, the PLO Binders for each AA and AS program of study and the certificate programs, Library and Technology, will be available in the Exhibits for Topic 2, Overview of PLO Committee Process and PLO Results.

The Programs Learning Outcomes Plan became a significant section of the LBHC Assessment Plan, as Attachment 2. The PLO Plan was approved by the Board of Trustees in the Special Meeting of the Board on February 25, 2013. See Attachment 1 – LBHC Assessment Plan (of this Report).

Topic 3. Year One Report, recommendation that: The College will further delineate the acceptable thresholds of mission fulfillment and the core themes benchmarks.

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

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

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

The Mission Elements 1, 2 and 3 were the focus of the campus-wide work session, to establish acceptable thresholds for mission fulfillment (Dec 2012). This excerpt is provided to demonstrate that work. This delineation is provided for Mission Elements 4 and 5 respectively.

Programs and Services that Fulfill the College Mission	Baseline	Acceptable Threshold
1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included	<ul style="list-style-type: none"> • Indian Student Count AIMS AKIS Table 1.2 Baseline: 463 Fall 2010 • Number of Associate and Certificates awarded, Figure 3 – IPEDS 	<ul style="list-style-type: none"> • Indian Student Count threshold: 400 ISC by Fall 2015 • Number degrees and certificates awarded threshold: 70T Spr 2013 • Graduation rate threshold:

<p>Baseline: 62 Spr 2011</p> <ul style="list-style-type: none"> • Graduation rate and Transfer-out rate, Figure 10-IPEDS <p>Grad Rate Baseline: 17% 2007 cohort</p> <ul style="list-style-type: none"> • Transfer Out Baseline: 10% 2007 cohort 	<p>18% 2008 cohort, 18% 2009 cohort</p> <ul style="list-style-type: none"> • Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort
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Core Theme Development. The first, second and third elements of the Mission Statement are -- to provide (1) educational and (2) diverse learning opportunities, with a (3) focus on student success, --- these are consolidated into **Core Theme One: Access to Educational/Training Opportunities.** Element Four, responsiveness to community needs, was rendered into the **Core Theme Two: Commitment to Community Education and Outreach.** The fifth and final element, the unique culture and language of the Crow People, has become **Core Theme Three: Dedicated to the Enhancement of the Crow Culture and Language.** The Core Themes were developed by the Accreditation Focus Group in four meetings in January 2012. The Benchmarks were developed in a full-day meeting of the college faculty, staff and administration, on December 19, 2013. The work on the benchmarks is represented here in the additional “benchmarks” column that is provided on each core theme and respective objectives.

Below is Core Theme One – Access to Educational/Training Opportunities, Objective 1- successful programs of study at the two year level. This is an excerpt from the Core Themes benchmarks for achievement section in Chapter One of this Report.

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
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<p>1.2.1 LBHC offers associate degree and certificate programs relevant to the manpower needs on and near the Crow Indian Reservation; LBHC Students complete degrees and certificates in relevant fields of study for transfer to a senior institution or for entry into the workforce.</p>	<p>1 Student Enrollment and Graduation by Major Group, Table 4.1 and 4.2 AIMS AKIS.</p> <ul style="list-style-type: none"> •Academic Core Curriculum Course Enrollment and Successful Completion AY 2010-11 AIMS AKIS Table 5.2. •Graduation rate and Transfer-out rate, Figure 10 IPEDS. 	<p>Baseline: AY 2010-11</p> <ul style="list-style-type: none"> • 436 ISC; •16 associate degree programs; •43% ave. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate <p>Benchmark: by AY 2014-15</p> <ul style="list-style-type: none"> • 450 ISC; •16 associate degree programs; •55% average. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate
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Topic 4. Based on the Fall Financial Resources Review for May 2012 and October 2012, the Commission requested that, “in accepting the FRR the Commission noted that the college has experienced a decline in student enrollment. Accordingly the Commission requests that in addition to the information required in the institution’s Spring 2013 Year Three Report, the college include a thorough description and analysis of the institution’s student services and its capacity to recruit students and support student retention.”

Student Services - Student Recruitment

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

**LBHC Recruitment Process Agenda/Activity
Academic Year 2012-13**

Place of Recruitment	Date	Agenda	Strategies
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Little Big Horn College	July 18, 2012 – 4 – 7 pm	4:00 Welcome & Introductions: Dean of Administrations FERPA Power Point Admissions/pre-survey packets 4:30- Booths open: Reps introduce their Programs. Library, Admissions, Fin. Aid, Crow Tribe High Education, Book Store, Financial Literacy, BIA Social Services, IHS Community Health, SAMSHA/HIV project, LBHC Garden Project. 4:30 Compass Testing-Frank RW Campus Tours-Alda G. TIII Interns Parent Meeting: Jennifer Flat Lip Crow Tribe higher ed. 5:30–Dinner will be served for seniors Parents & booths participants 6:30-Compass Testing, campus tours, hand out post-surveys 7:00-closing remarks, questions.	LBHC Day started to encourage the parents and their 2012 graduating seniors to complete enrollment before entering college, introduce LBHC students life on campus, the importance of paperwork completion especially what LBHC offers to students. A pre and post survey was handed out to all participants of the event. Also LBHC Day is a recruitment effort before Fall semester started. Invited all Local High Schools; Hardin HS, Lodge Grass HS, Plenty Coups HS, Northern Cheyenne HS, St. Labre, Billings HS.
Little Big Horn College	September 4-7, 2012 4 th – first day of classes	Information regarding orientation, registration and deadlines.	Sent letters to individuals that inquired about enrolling for fall semester.
Plenty Coups High School	October 3, 2012	Meet with high school juniors & seniors for recruiting. And scheduled meeting with Pryor Public school principal to start contacting classrooms for the school year.	HS counselor had Called list of inquiries – providing family emergency and Pryor Public school scheduled us for another time but did not contact us. He said to schedule classrooms after the holidays.
Hardin High School	October 8, 2012 4-7pm	Little Big Horn College Day at Hardin High School. Begin admission process 4:00 LBHC presentation by Alda G.& Frank RW 4:30– 7pm Admissions application Financial Aid Transcript & Certificate of Indian Birth 7 pm-closing/questions	Two students completed admissions And given prizes, Hardin school counselors provided LBHC T-shirts to all students attended.
Job's for Montana-Billings, MT	October 9, 2012 9am-12pm	Career Fair: 20 local high schools are invited for career and job fair. From 9 am to 11:00 each school is scheduled to attend booths.	Frank RW and Alda G set a table for recruitment, catalogs, applications

			talk to students interested or if they have questions.
LBHC Community Resource Fair	October 24, 2012 11am-2pm	LBHC sub Lounge student awareness of resources available in the community for them.	Alda G. & Frank RW 12 booths participated.
Parent/Teacher Conference	Hardin High School 3-5pm	Set up booth to meet with parents and student to interest and recruit for LBHC.	LBHC staff members meet parents to distribute LBHC publications, interest students and parents in LBHC as an available college choice
Parent/Teacher Conference	Plenty Coups High School 3-6 pm	Set up booth to meet with parents and recruit students.	LBHC staff members meet parents to distribute LBHC publications, interest students and parents in LBHC as an available college choice
Northern Cheyenne Tribal School	Busby, MT	Coordinate with MT Talent Search Coordinator to meet with graduating seniors to recruit for LBHC.	Staff discussed with HS seniors the affordability of LBHC as a college choice, and unique LBHC fields of study.
Hardin High School	Srs & Parents Financial Aid Night	5-8pm 5:00 dinner with Srs & Parents 6:00 financial aid power point pres. 6:30-8pm work with parents & Srs to complete financial aid application on-line.	Assisted 9 students to completed applications, increased commitment to enrollment at LBHC.
Lodge Grass High School	Parent Financial Aid Night	4-7 pm	cancelled
Little Big Horn College	Annual Career Fair	11- 2pm 20 booths of colleges, local agencies participated the event. 5 High Schools were invited only Hardin high school showed. LBHC students attend to meet with 4 year colleges.	Some schools did not have school because of Girls and Boys Basketball tournaments.
Little Big Horn College	AG Expo March 19, 2012	10am – 2pm Set a booth to recruit High School and Junior High students; lodge Grass Schools, Plenty Coup & Pryor schools, Wyola School, Pretty Eagle Academy, Hardin Schools.	These are planned events that showcase the LBHC campus to the participants from regional high schools and prospective adult students.
Little Big Horn College	March - May	Schedule recruiting to all local schools	Visit schools & invite campus visits.

Student Services at Little Big Horn College - Student Retention.

First Year Experience Program.

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

In the Fall of 2011 seventy-five (75) first-time entering students enrolled at Little Big Horn College.

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

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

First-Year Entering Students are required to enroll in the General Education Core Required course – “Skills for Success,” a 3 credit course that provides students with study skills strategies, and career planning tasks. The following table provides the Compass Test results for two academic years, 2011-12 and 2012-13.

**Table 2.D.3. LBHC First Time Entering Students
Compass Test Results, AY 2011-12 and AY 2012-13
Percentage Placed in General Education Core Courses**

Compass Scores Award Year 2011-12	Fall n- 75	Spring
Math	34%	34%
Reading	69%	67%
Writing	44%	39%
Compass Scores Award Year 2012-13	Fall	Spring
Math	35%	30%

Reading	70%	71%
Writing	38%	42%

First Year Experience Monitoring and Academic Assistance. Each semester, First Year students’ midterm grades and class attendance data are monitored. The First Year Coordinator identifies students with grades that fall below a “C”, enrollment dropping from full-time to part-time, and/or excessive absences. This review prompts immediate contact and intervention strategies with the identified students. Provision is made for appropriate student services: tutoring, consultation on study skills and appropriate student support services (i.e. transportation assistance, daycare services).

The First Year Experience Coordinator is funded under the Title III program on a ten month budget for the first year funded by the Department of Education and is expected to begin prior to the beginning of the 2011.

Pell Grant and Part-time Employment Limitations. Students have a limitation on the PELL , given the current cap on number of semesters supported for the associate level. The cap is particularly difficult for LBHC students, as a high percentage of them are placed in the pre-college core courses, which in effect delay their entry into the college level courses. In addition to the Pell Grant cap on semesters, the extremely rural location of the Crow Indian Reservation and Little Big Horn College leaves the students without reasonable supplementary income options. In other town and city locations, college students have access to part-time employment options to combine with Pell and other forms of financial aid, to assist them with meeting their living expenses while attending college. This rural circumstance has a deleterious effect on the students, their income, and their ability to persist in college.

Budget Projection Process and Student Enrollment Fluctuations. LBHC’s planning process centers on realistic projections supported by enrollment projections and tuition. Each yearly cycle, the planning includes projections and consideration of current and future obligations of the college. This deliberate and thoughtful planning process ensures that LBHC operates within available resources each year.

Little Big Horn College receives operational funding as 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 difficulty. LBHC receives money from the charging of tuition and fees from student the rest of the major funding source is derived from grants and awarded by federal, state and private sources.

The decrease in the enrollment over the past several years has had an impact with our budget projections, due to the enrollment loaded revenue from the Tribally Controlled Colleges and Universities Act. In 2010, the flood was a major natural disaster that effected students. Another factor is the political environment that we experience on the Crow Indian Reservation

where every four years is an election year which means employment for some of the students and will not return or withdraw from college.

Impact of the Hundred Year Flood – Late May through early June 2011, Little Big Horn College was impacted, as was the entire Crow Indian Reservation by major floods on the three main rivers of the reservation. All six major communities/towns on the reservation are near the banks of these rivers. The flood waters encroached onto the Little Big Horn College Campus, flood waters surrounding the colleges Maintenance Office and coming to within several feet of the Student Union Building and the Driftwood Lodges Classroom Building.

On the second day of the flood incident, College Administrators committed to support the Flood Relief Efforts and volunteered to assist the Incident Command. The college was designated as an Emergency Shelter for displaced community members, became a Food Service Provider for the Incident, and became the Collection and Distribution Center for donations; both material items and funds.

After the flood waters had receded, the damage and impacts of the floods remained much longer. Families could not return to homes that experienced water damage. Displaced families moved in with family and friends, and an oral report made by FEMA Representatives claimed that one household had eight families, 40 people under one roof. Many of our students experienced similar situations. Some of these students did not return the following Fall Semester.

Impact of Wildland Fires – The summer of 2012, Wildland Fires ravaged our Crow Reservation Lands, burning over hundreds of thousand acres. Wildfires although sporadic in the beginning became more severe middle part of June, burning timber, grasslands and agricultural croplands. Many of the community members joined the Firefighting forces as Firefighters or support personnel.

Little Big Horn College again became involved in the Incident, providing meals for the firefighting personnel.

Fires continue into November of 2012 in some areas. A good number of the firefighters were students at Little Big Horn College. When courses began, a few quit firefighting and enrolled in classes. Many tried enrolling and working with faculty to keep up with their courses. These individuals were advised to do one or the other. A few still enrolled, hoping that the situation would work out. Others decided that making some money was more important and stayed with firefighting.

Tribal Elections – Fall of 2012, the Crow Tribal Nation had elections for Officers for the Executive Branch of the Tribal Government. Many students, in hopes of obtaining jobs chose to not enroll at Little Big Horn College.

1. CHAPTER ONE – STANDARD 1: MISSION, CORE THEMES AND EXPECTATIONS

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

Eligibility Requirement 2: Authority.

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

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

Eligibility Requirement 3: Mission and Core Themes.

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

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

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

6.b. STANDARD 1.A. MISSION

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

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

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

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

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

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

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

6.b.ii. Interpretation of Mission Fulfillment.

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

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

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

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

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

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

Programs and Services that Fulfill the College Mission	Baseline	Acceptable Threshold
1. Academic programs designed for professional development and transfer to senior institutions; 3 certificate programs included	<ul style="list-style-type: none"> • Indian Student Count AIMS AKIS Table 1.2 Baseline: 463 Fall 2010 • Number of Associate and Certificates awarded, Figure 3 – IPEDS Baseline: 62 Spr 2011 • Graduation rate and Transfer-out rate, Figure 10- IPEDS Grad Rate Baseline: 17% 2007 cohort • Transfer Out Baseline: 10% 2007 cohort 	<ul style="list-style-type: none"> • Indian Student Count threshold: 400 ISC by Fall 2015 • Number degrees and certificates awarded threshold: 70T Spr 2013 • Graduation rate threshold: 18% 2008 cohort, 18% 2009 cohort • Transfer-out rate: 10% 2008 cohort; 10% 2009 cohort
2. Academic and Student Support Services that include advisement, first year freshman services, tutoring, transportation, daycare and health and wellness activities	<ul style="list-style-type: none"> • Student Activities, Academic and Extracurricular Baseline: 100% academic advisement, orientation 60% first time students, First Year Experience program 100% 	<ul style="list-style-type: none"> • Threshold: 100% advising 80% orientation 100% First Year Experience program, by Fall 2014
3..Research opportunities for	<ul style="list-style-type: none"> • AIMS AKIS Table 	<ul style="list-style-type: none"> • Threshold: 5% increase by

LBHC students	6.1. Research Placements Baseline: 44 students 2011	2015
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Analysis of data collected on these indicators in academic year 2010/2011 will provide baseline data to determine the extent of mission fulfillment, in providing access to Educational/Training Opportunities.

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

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

Programs and Services that Fulfill the College Mission	Baseline & Acceptable Threshold
1. Research focused on the Crow community.	<ul style="list-style-type: none"> Community based research projects participation rates (AIMS AKIS) Table 6.1 – Research, Teaching and Active Learning Activities & Table 6.2 Student Community and Cultural Activities. Baseline: 44T AY 2010-11 Threshold: 50T AY 2014-15
2. College sponsored events a. Lectures offered to the public b. Services to the community	<ul style="list-style-type: none"> Participation of the public in college sponsored events Baseline: 150T AY 2012-13 Threshold: 200T AY 2014-15
3. Outreach/public programs offered, Land Grant Programs	<ul style="list-style-type: none"> Community Education Participation and Program Completion AIMS AKIS Table 1.5. Baseline: 399T AY 2010-11 Threshold: 350T by AY 2014-15
4. Graduate placement rates in the community	<ul style="list-style-type: none"> Employer survey of LBHC Graduate Placements Baseline: Research is underway with the Crow Tribe and reservation employers to establish the baseline; LBHC Development Office Graduate Placement Study Spring 2012; T35 graduates place by December 2012. Threshold: T35 graduates placed in the “on or near the Reservation” within 6 months of graduation.
5. Partnerships with community stakeholders	<ul style="list-style-type: none"> Partnerships with the Crow Indian Community Baseline: 10 partnerships with tribal and community programs and departments (Academic Division Data, 2012). Threshold: 15 partnerships with tribal and community programs and departments by AY 2015

6. Institutional Review Board

- Research Projects reviewed by IRB; IRB reliant on MSU-Bozeman IRB due to joint NIH funding, LBHC IRB still in development stage.

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

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

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

Programs and Services that Fulfill the College Mission	Baseline & Acceptable Threshold
1. Workshops and training that integrate the culture and language into programs of study curricula	<ul style="list-style-type: none"> • Student Community and Culturally Relevant Activities, Campus Learning Activities – AIMS AKIS Table 6.2 Baseline: 605T AY 2010-11 Threshold: 750T AY 2014-15
2. Crow Studies and American Indian Studies Program of Study	<ul style="list-style-type: none"> • Course enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses Baseline: 178T, 56% completion AY 2010-11 Threshold: 200T, 70% completion AY 2014-15
3. Community events on the Crow culture and language	<ul style="list-style-type: none"> • Student Community and Cultural Events, AIM AKIS Table 6.2 Baseline: 302T AY 2010-11 Threshold: 350T AY 2014-15
4. Crow Language series in the Crow Studies Program	<ul style="list-style-type: none"> • Course enrollment and completion rates, AIMS AKIS Table 5.2 Native American Studies Courses Baseline: 178T, 56% completion AY 2010-11 Threshold: 200 T, 70% completion AY 2014-15

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

6.c. CORE THEMES

Standard 1.B. Core Themes.

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

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

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

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

Objective 1.1: LBHC is an open access institution.

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

Expected Effects	Indicators of Achievement	Benchmarks
1.1.1 Crow Indian students and	1 Percent of all student enrolled, by race/ethnicity	Baseline: American Indian 95%, Crow Tribal members 97% of AI; 66% women. AY 2010-11

Montana Indian tribal members of varying ages, and broad based educational goals enroll in LBHC.	and percent of students who are women IPEDS Figure 1. 2 First-time entering Students Demographics AIMS AKIS Table 1.3.	Benchmark: American Indian 95%, Crow Tribal members 97%, 55% women by AY 2014-15. Baseline: 1 st time entering students, Age range 70% under 18-24, 73% placement in remedial. 2.Benchmark: 1 st time entering students; 60% 25 years and older, 65% placement in remedial
1.1.2 LBHC Students of varying age, gender and educational needs have access to financial assistance.	2 Percent of all undergraduates receiving aid by type of aid AY 2010-11, IPEDS Figure 8.	1.Baseline: Any grant 70%; Pell grants 70% Benchmark: Any grant 75% and Pell Grants 75% by AY 2014-15

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
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.	1 Student Enrollment and Graduation by Major Group, Table 4.1 and 4.2 AIMS AKIS. •Academic Core Curriculum Course Enrollment and Successful Completion AY 2010-11 AIMS AKIS Table 5.2. •Graduation rate and Transfer-out rate, Figure 10 IPEDS.	Baseline: AY 2010-11 • 436 ISC; •16 associate degree programs; •43% ave. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate Benchmark: by AY 2014-15 • 450 ISC;

		<ul style="list-style-type: none"> •16 associate degree programs; •55% average. completion rate in Gen Ed Core; •18% graduation rate fulltime, first time degree seeking students200% of normal time •10% transfer-out rate
1.2.2 Students engage with faculty, staff, and the community in undergraduate research activities.	1 Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars-AIMS AKIS Table 6.1.	<p>Baseline: 44T AY 2010-11 in research, teaching.</p> <p>Benchmark: 50T AY 2014-15</p> <p>Baseline: 159T career advising and seminars.</p> <p>Benchmark: 175T career advising and seminars.</p>
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.	<p>Baseline: AY 2010-11 Students receiving: academic advising – 605T headcount, first time entering students in orientation 65T; attended academic workshop 194T; participated first year experience workshop 194T.</p> <p>Benchmark: maintain headcount levels for AY 2014-15.</p>

Objective 1.3: LBHC is committed to the unique and individual students' educational goals.

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

Expected Effects	Indicators of Achievement	Benchmarks
1.3.1 Students make progress toward meeting academic and career goals	1 Fall Enrollment Survey Summary Less Than Four year institutions – undergraduate Retention and Graduation Rate Cohort, IPEDS Fall 2010-11.	<p>Baseline: First time full-time student retention rate – 36%, Fall 2010.</p> <p>Benchmark: First time full-time student retention rate – increase by</p>

1.3.2 students succeed in developmental and general education courses and course sequences.	2 Students successfully complete developmental and general education courses. AIMS AKIS	5% by 2014-15. Baseline: 1 st time entering students, Age range 70% under 18-24, 73% placement in remedial. Benchmark:
1.3.3 Students of varying age, gender and educational needs have access to student support services at LBHC.	3. Student Research, Teaching and Active learning Activities AIMS AKIS Table 6.1. Career Advising and Seminars-AIMS AKIS Table 6.1..	Baseline: AY 2010-11 Students receiving: academic advising – 605T headcount, first time entering students in orientation 65T; attended academic workshop 194T; participated first year experience workshop 194T. Benchmark: maintain headcount levels for AY 2014-15.

The general education program provides students with a broad foundation of skills and knowledge beyond their chosen curriculum. The program prepares students to succeed in society and contributes to professional success. LBHC students who complete a degree or certificate have received instruction that contributes to the development of well-rounded individuals.

Objective 1.4: LBHC is committed to teaching excellence

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

Expected Effects	Indicators of Achievement	Benchmarks
1.4.1 The college maintains highly qualified Faculty for the instruction.	1 The Faculty Members are appropriately credentialed in their discipline, and evaluated by students, peers and the academic dean. 4.1.3 Faculty (full-time/Part-time) demographics reflect the ethnic, racial, and cultural makeup of the Crow Indian Reservation service area.	Baseline: faculty in transfer and general education core courses have advanced degrees in discipline, and professional experience, and ethnic/racial and cultural makeup of the service area, for teaching excellence. Benchmark: the LBHC faculty have peer, student and administrative evaluations on a routine basis, reflecting the service area demographics.
1.4.2 Faculty maintain	2.Faculty participates in	Benchmark: Title III Program to

discipline expertise and applies best practices and current thinking in their teaching.	professional development.	provide support for faculty and staff development in discipline reflecting the college mission.
1.4.3 Faculty engage in the assessment of student learning and program review.	3.Course assessments and review of program learning outcomes occur with Faculty members in the lead role.	Benchmark: Program learning outcomes are summarized by the faculty committees annually, and provide for continuous teaching and learning improvement.

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

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

Description.

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

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

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

Expected Effects	Indicators of Achievement	Benchmarks
2.1.1 Community outreach programs offered involve community members, tribal, regional and state organizations and businesses in leadership and economic development.	1 LBHC community programs adapt, and respond to leadership and economic trends. Baseline: 399 community members; and, 387 students participated, AIMS AKIS Table 1.5: Community Education Participation	Benchmark: The college will maintain the community programs participation rates of 400T community members and 380 students through 2014-15.

	and Program Completion in 2010-11.	
2.1.2 LBHC curriculum enriched by community education and programs, in agriculture, tourism, leadership and economic development.	2 LBHC graduates participate in community based learning experiences to increase the relevance of their degree achievement. Baseline: 399T community members; and, 387 students participated, AIMS AKIS Table 1.5: Community Education Participation and Program Completion in 2010-11.	Benchmark: The college will maintain the community programs participation rates of 400T community members and 380 students through 2014-15.

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

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

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

learning activities and community service.	Activities 605T, in AY 2010-11.	
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6.c.iii. Core Theme Three: Little Big Horn College is dedicated to the enhancement of the Crow Indian culture and language.

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

Description:

One of the strengths of the tribal college experience is the open access students have to the tribal cultural learning experiences. The Crow cultural knowledge is shared both inside and outside the classroom by Apsaalooke tribal scholars and researchers, local cultural teachers, Crow language speakers, community leaders, advocates and elders. The college students are the heirs of the Crow Indian cultural knowledge. The community is strengthened by the students’ knowledge of Crow and American Indian cultural identity through the teaching of tribal histories, language, and culture. As a community-based and tribally-based institution, LBHC seeks to provide a tribal college experience that enriches their Crow language and cultural knowledge.

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

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

Expected Effects	Indicators of Achievement	Benchmarks
3.1 Students in all programs of study will have community and campus based learning experiences in the Crow Indian language, history and culture.	1 Students will have open access to college sponsored cultural learning experiences. LBHC students’ community service and culturally relevant activities	Benchmark: The levels of community service and culturally relevant activities participation will be maintained at AY 2010-11 levels through AY 2014-15,

Crow Indian language and cultural activities will promote and foster a strong and resilient self- identity.	participation; Baseline: AIMS AKIS Table 6.2 Student Community and Cultural Activities –Community Service 160T and Culturally Relevant Activities 605T, in AY 2010-11.	Community Service 160T and Culturally Relevant Activities 605T.
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Objective 3.2: Apsaalooke/Crow Knowledge is the foundation for all programs of study.

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

Expected Effects	Indicators of Achievement	Benchmark
3.2 Programs of study require course(s) in Crow Indian language, history and culture.	<p>1 LBHC Students required to attain Crow language, culture and history knowledge.</p> <ul style="list-style-type: none"> • AIMS AKIS Table 5.2. AY 2010-11 Academic Core Curriculum Course Enrollment and Successful Completion, Crow language and Crow Studies courses enrollment and completion rates. <p>Baseline: AY 2010-11</p> <ul style="list-style-type: none"> • 436 ISC; •57% average completion rate in Crow language and Crow Studies courses. 	<p>Benchmark: by AY 2014-15</p> <ul style="list-style-type: none"> • 450 ISC; and •60% average completion rate in Gen Ed Core, Crow language and Crow studies courses.

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

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

Rationale: By placing an increased emphasis on student research, the college educates undergraduate students not only to be consumers of knowledge, but producers of knowledge. LBHC is chartered by the Crow Tribe of Indians, therefore, it represents Indian self-

determination. That means the college will determine the definition of community-based and tribally-based research and scholarship. The college strives to preserve, perpetuate and protect the Crow culture and language; and, this effort supports our mission.

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

7. Chapter Two: Standard Two Resources and Capacity

7.a. Executive Summary of Eligibility Requirements 4-21

4. OPERATIONAL FOCUS AND INDEPENDENCE

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

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

5. NON-DISCRIMINATION

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

6. INSTITUTIONAL INTEGRITY

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

7. GOVERNING BOARD

The Board of Trustees consists of twelve voting members, all elected by popular vote, and 3 non-voting representatives from different Councils of LBHC. The 12 trustees represent 6

community districts of the Crow Reservation. Two members are elected from their respective districts to four-year-terms. Each elected trustee is an enrolled Crow Tribal member. The election procedure is administered by college. The Board meets on a monthly basis, with special sessions as needed.

8. CHIEF EXECUTIVE OFFICER

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

9. ADMINISTRATION

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

10. FACULTY

Little Big Horn College employs a core of well qualified Master's and Ph.D. level full time faculty whose expertise and number covers the academic needs of the college's education program. Currently, LBHC employs 15 full time faculty. Each faculty is a member of the Faculty Council which meets monthly during the Academic Year and as needed during the summer months. The Faculty Council is involved with all academic programs, student advising, and is represented at the Board of Trustees meetings by the Faculty Representative. Department Heads are also members of the Academic Council, which provides additional input for institutional policies. Faculty members participate in professional growth via in-service and individual professional development opportunities supported by institutional and grant funds. Release Time or Sabbaticals are options upon approval from the Trustees. The demands from the community for culturally based courses at times necessitate the use of Eminent Scholars that have Crow cultural knowledge.

11. EDUCATIONAL PROGRAMS

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

12. GENERAL EDUCATION AND RELATED INSTRUCTION

Little Big Horn College requires candidates for the associate of arts and associate of science degrees to complete a minimum of sixty (60) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete thirty-eight (38) general education core requirement credits as well as the Program of Study required credits. The GE Core Requirements are similar to those required in the Montana University System, for ease of transfer. The candidates for the one-year certificates are required to complete a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete the related instruction core in the areas of communication, computation and human relations, aligned with the certificate program.

13. LIBRARY AND LEARNING RESOURCES

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

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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

The physical infrastructure of Little Big Horn College has developed around the factors of student and community need as well as development of new technology regarding

oil exploration and development of Crow Tribal natural resources. Using the Churette Planning process for community planning and Integrated Project Delivery for our construction delivery method, LBHC has been able to expand very rapidly in a concise and effective manner. By following the LEED “green building construction process” our building are; environmental friendly, reduce waste sent to landfills, conserve energy and water, are healthier and safer for occupants, reduce harmful greenhouse gas emissions. The college has found these processes and methods fit our tradition and culture, we will continue to use them in all future campus expansion.

15. ACADEMIC FREEDOM

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

16. ADMISSIONS

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

17. PUBLIC INFORMATION

All public information as required appears in the official Little Big Horn College Catalog and LBHC Student Handbook, located on the website <http://www.lbhc.edu>. The Little Big Horn College website provides 24/7 access to the college mission and core themes, entrance requirements, grading policy, information on academic programs (courses, degree and program completion requirements, expected learning outcomes, course sequences and projected timelines for degree and certificate completion), rules and regulations to student conduct, tuition, fees and other costs, refund policies, opportunities for financial aid, library and archives services, the academic calendar and the names, qualifications and contact information for college administration, faculty, staff and programs.

18. FINANCIAL RESOURCES

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

19. FINANCIAL ACCOUNTABILITY

Little Big Horn College is audited annually by an independent certified public accountant. The Little Big Horn College Board of Trustees approves the appointment of a new independent auditor every three to five years.

20. DISCLOSURE

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

21. RELATIONSHIP WITH ACCREDITATION COMMISSION

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

7.B. NWCCU – STANDARD TWO - RESOURCES AND CAPACITY

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

7.C. STANDARD 2.A 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.

Little Big Horn Colleges Board Manual identifies the system of governance, along with the authority, roles and responsibilities on pages 5-9 of the 2006 Board Manual.

In the decision-making process, the governance structure within the college has the Student Body Government, Faculty Council, Staff Council and the President's Council. Each of these have non-voting members sitting on the Board of Trustees. Each member has the authority to speak on behalf of their constituents at the Board meetings, but are not able to vote.

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

N/A.

2.A.3. The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

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

2.A.4. 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.

Little Big Horn College has twelve elected trustees from six Crow Indian Reservation geographical districts, two from each district. None have any contractual, employment or financial interest in the college. The roles, responsibilities and authority of the Trustees are described in the “draft” LBHC Board Manual.

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

In the Board Manual in the Sub-Committee section, there is a sentence that states *“Sub-committees are not allowed to take official board action. They are to make recommendations, unless otherwise specified by the Board, by official Board action or in any policy set by the Board.”* It further is reinforced in the Board Code of Conduct with wording that says that no individual member has the authority to act alone.

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

The board meets on a monthly basis, on the third Thursday of each month. The board reviews areas of concern as they arise. The last time the policies, the organization and operation were reviewed was in 2010. At the time, it was determined that no changes were needed. The plan is for the board to review the Board Policy Manual in 2013, and the tentative timeframe is 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 is responsible for the recruitment and selection of the chief executive officer. The CEO/President is delegated with the authority and responsibility of the operations of Little Big Horn College. The CEO/President is evaluated on an annual basis, with December 15th as the target date for completing the evaluation.

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 currently performs self-evaluations on an annual basis, the most recent completed in February 2013. Currently they are considering several external evaluation instruments.

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

All employees hired at LBHC, must provide proof of qualifications by submitting an official college transcript to ensure qualified personnel are employed at LBHC. Position descriptions are kept in the Human Resources Office to ensure position documentation. Department Heads, Dean(s) and the President are aware of their respective responsibility and accountability. Employees are provided the position descriptions as well as an orientation to the college and an overview of the Personnel Policies and Procedures. Specific administrative personnel are assigned planning, organizing and managing aspects of the institution. The assessment of the institutional achievements and effectiveness is a shared responsibility as described in the LBHC Assessment Plan. The college organizational chart is Attachment _8_ of this report.

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

The board hired David Yarlott, Jr., EDD in July of 2002. Dr. Yarlott has a Doctorates degree in Higher Education. His full-time responsibility is to Little Big Horn College. He does sit on the board as an ex-officio member, and does not vote in any decisions.

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.

Little Big Horn College employ’s five administrators; Dean of Academics, Dean of Students, Dean of Administration, Chief Finance Officer and Chief Information Officer. These administrators along with the President are members of the President’s Council.

The Dean of Academics has a Master’s Degree in Public Relations and is working on her Doctorate in Education.

The Dean of Students has a Master’s Degree in Business Administration.

The Dean of Administration has a Bachelor’s Degree in Speech Communication. He has many years of experience in supervisory roles with the Crow Tribal Government, K-12 Schools and various other agencies and organizations.

The Chief Finance Officer has a Master’s Degree in Business Administration.

The Chief Information Officer has a Master’s Degree in Business and a Bachelor’s in Information Systems.

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 found in the LBHC Faculty Handbook, the LBHC Policies and Procedures Manual and the LBHC Student Handbook/Calendar, See Attachment 6 – LBHC Student

Handbook. These policies are reviewed and updated when the documents are revised. There is no set schedule for the revision of the Faculty Handbook or Policies and Procedures Manual, however revisions have typically been made every 5 years. The LBHC Student Handbook/Calendar is updated yearly. If changes are made to a policy, they are emailed to the faculty and staff and the documents are updated with the next printing.

The LBHC catalog also contains many of these policies. It is updated every two years and reviewed by students at orientation and also in the Skills for Success Class, required of all first time entering students. The new catalog is reviewed by faculty and staff at summer and/or fall orientation.

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

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

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

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

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

The Transfer of College Level Credits starts on page 10 in the Little Big Horn College Catalog. http://www.lbhc.edu/academics/catalog/LBHC_Catalog_201113.pdf. Little Big Horn College updates its catalog every 2 years. See Attachment 5 – Little Big Horn College Catalog 2011-2013.

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

Little Big Horn College is participating in the state-wide program called the “Transfer Initiative” developed by the 59th Montana Legislature and commissioned by the Board of Regents and Montana University Systems. This initiative focuses on the transferability of college credits throughout the state with an emphasis of standardizing course numbering. Faculty Learning Outcomes Councils conducted periodic meetings to meet these objectives and focused on offering comparable learning objectives in the courses discussed. The outcome and process is a state-based inter-institutional credit transfer agreement for the primary purpose of accepting courses when students transfer to or from other Montana higher education institutions.

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

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

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

Student rights and responsibilities begin on page 9 of the LBHC Student Handbook/Calendar. This section of the handbook is reviewed yearly before the next annual printing of the document. It is provided to every student either at orientation or registration and additional copies are available in the office of the Dean of Students, the Registrar’s office and the Admissions office.

The LBHC Catalog addresses students’ rights and responsibilities beginning on page 8 with admission to the college and placement testing. It continues on covering many subjects such as transfer (page 10), registration (page 11), academic regulations (page 12), academic progress (page 17), academic honesty (page 18), graduation requirements (page 19), financial aid and scholarships (page 20), conduct (page 30), complaint resolution (page 33), student services (page 35), computer usage (page 39), and advising (page 40). Individual class syllabi also contain duplicate statements reflecting items of academic honesty and other student responsibilities.

The Student Handbook/Calendar, page 19, publishes a list of student support services and tutor and student guidelines. Students that need special accommodations may utilize available services.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities at assure a reasonable probability of student success at a level commensurate with the institutions expectations. Its policy regarding continuation in and termination from its educational programs – including its appeal process and readmission policy – are clearly defined, widely published, and administered in a fair and timely manner.

The policy for admission to LBHC is clearly stated on page 8 in the LBHC catalog, See Attachment 5 – LBHC Catalog 2011- 2013.. The policy is reviewed every two years and changes are published in the next catalog. Our policy is consistent with most two year community college policies.

Placement tests are given to all first-time entering students (page 9 of the catalog) to help determine the correct placement in math, reading, and writing classes. LBHC uses the Compass Test for placement in these disciplines. Cut scores for entry into math, reading and writing courses are consistent with scores used in the Montana University System to assure that LBHC classes are equivalent to the university counterparts for ease in transferability to other institutions. Individual instructors give students the opportunity to change the placement based on additional in-class tests and/or writing samples if requested by the student. Emphasis is to get the student placed in the right class for success.

Academic regulations are published on page 12 of the catalog. They outline the regulations for academics: declaring a major, credit overloads attendance, withdrawals, core requirements, etc. Academic progress begins on page 17 and clearly explains honors, minimal progress, probation, suspension, honesty, and records.

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.

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

Student Organizations play an important role in the co-curricular programs of Little Big Horn College. All students are encouraged to participate and become members and leaders of the Student Organizations and our community.

Policies and procedures have been established that clearly states the roles and responsibilities of students and the College with regards to activities. These Policies and procedures are in the **Student Handbook Part VIII. Student Organization page 21-24.**

Students representing LBHC must adhere to all LBHC policies, including the Alcohol and Drug Policy. Students will sign a Contract for Participation which clearly states the regulations and the penalties for violations. Students who violate any LBHC policies while representing the College will return home immediately at their own expense.

Little Big Horn College Catalog 2011-2013 page 35.

Student Affairs oversees a wide variety of co-curricular programs, currently we have the AISES (American Indian Science and Engineering Society), the AHIEC (American Indian Higher Education Consortium), Films and Media Club, the Indian Club (Biiluuka Alaaxuuche), the Rodeo Club, the Student Government and the Men's and Women's Basketball. There are faculty or staff advisors for all student organizations.

Students represent LBHC in diverse activities including athletics, competitions, and national and regional conferences or other events as authorized by the college. To be eligible to represent LBHC, the student must be full time and have at least "C" or better in all courses enrolled in at the time the request to participate is made. **2011-2013 Little Big Horn College Catalog pg 35.**

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

The Health and Wellness program is in part funded by memberships to the facility by the public and through student fees. All enrolled students are granted free admission through their student fees.

Student Organizations. Student Organizations play an important role in the co-curricular programs of Little Big Horn College. All Students are encouraged to participate and become members and leaders of the Student Organizations and our community.

Policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regards to organized student clubs and their activities. These Policies and procedures are in the **Student Handbook Part VIII. Student Organization page 21-24, See Attachment .**

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.

HR Policies & Procedure Hand book is in place (since 2007). In accordance with hiring procedures, when an employee is hired at LBHC, the HR Director conducts an orientation explaining the Policies and Procedures of LBHC. This form is signed by the employee indicating they were given a Personnel Manual. In signing, the employee understands their job duties rights and responsibilities for the following information contained in the Little Big Horn College – Policies and Procedural Manual. To ensure all employees are treated fairly and consistent, a (90-Day Evaluation – see attached Employee Performance Appraisal) evaluation is conducted with their supervisor(s) and a pay increase is given upon a satisfactory evaluation. A yearly evaluation is submitted for all employees and placed in their personnel file to ensure employees are treated fairly with consistency and equitably or fairness is applied to all employees and students working for LBHC

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

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

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

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

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

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

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

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

The college published materials accurately reflect the academic program offerings, page 46-136. Through the LBHC catalog students can see exactly how to complete their programs and degree requirements. The catalog clearly shows what courses are needed, when they are offered, prerequisites (if any) and contains the school calendar. The college's webpage also contains the same information. The college, under the leadership of the faculty, updates the catalog every two years as a new catalog is published. Staff and administration supply policy changes and updates to strive for the most accurate depiction of our offerings and schedules as possible.

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

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

Any grievances or complaints submitted to the HR office with employees (Supervisor, Dean and President is advised), students (notice is given to Dean of Student Affairs), and any faculty (notice of incident is given to the Dean of Academics and Department Heads) issues are addressed in a fair and timely manner with notices given to the Supervisor, Dean and President of the LBHC. All issues are schedule with a meeting with superiors, therefore, resolving all issues involved and ensure fair outcome.

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

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

Little Big Horn College faculty and students participation in research activities supported by National Institutes of Health and National Science Foundation research projects. Through consortium agreements with Montana State University, the LBHC students submit their proposals to the IRB at Montana State University for review and approval. The Little Big Horn College IRB is in the initial stages of development. See 2.A.24 Exhibit 1 for the LBHC IRB Draft Plan of Operations.

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

LBHC is accredited by NWCCU. This information is published in our current catalog, page 2. We provide a history of applying for candidacy in 1984, receiving candidacy and six years later in 1990 achieving accreditation by the Northwest Commission on Colleges and Universities. This is also published on page 8 of our Student Handbook/Calendar and in the Faculty manual on page 4. The term “accredited” is also a defined and acknowledged on the college official letterhead.

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. When LBHC enters into contractual agreements with external entities for products or services performed on the institution’s behalf, the scope of work for those products or services is stipulated in a written and approved contract that is consistent with State and Federal Law maintains the integrity of LBHC. Any agreements into which LBHC enters is consistent with the mission and goals of LBHC and complies with the NWCCU Standards.

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

The LBHC Faculty Handbook approved by the College Board in 2010 publishes policies and statements regarding academic ethics, freedom, and responsibility (pages 9 -11). The LBHC Policies and Procedure Manual publish an overall Ethical Statement: Academic Ethics, Academic Freedom, Academic Responsibility and the copyright law (pages 10 – 13). Personnel

records are also addressed on pages 15 – 19 and the employee code of conduct is on pages 19 - 20. Student rights are addressed in the Student handbook, which is published and provided to students each year at the front of the Student Handbook/Calendar. Page 10 provides a list of the student rights including but not limited to: “Freedom of inquiry, speech and assembly”, “Freedom from threats”, and the “Right to study and learn in an atmosphere of academic freedom”. Student records and the Right of Privacy are published on page 13 - 14.

A specific policy regarding sexual harassment is provided on page 31-32 of the LBHC Policies and Procedure Handbook.

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

In the context of the mission LBHC promotes independent thought and knowledge through developing degree programs that reflect the requirements of the Crow Indian Reservation both in economic opportunities and social needs. The college is dedicated to the advancement in higher education and inspiring Crow and American Scholarship. The LBHC Policies and Procedure Manual and the Faculty Manual clearly establish Academic Ethics standards, page 9. This includes “the free pursuit of learning for the students”, “respect confidentiality and privacy in all matters”, “avoid exploitation of students, Crow community, and Crow culture”, “Behave professionally and courteously toward other staff, faculty, Board members, and affiliated agency members” and “uphold high standards of conduct”. Page 10 of the Student Handbook/Calendar also affirms the student rights, not limited to, “freedom of inquiry, speech, and assembly”, “freedom from unfair or obscene treatment from others”, and the “right to study and learn in an atmosphere of academic freedom.”

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

Section 2.5 addresses Academic Freedom on page 12-13 of the Policies and Procedures Manual and page 10 of the Faculty Handbook. The first bullet indicates academic freedom for the instructor with regard to research and publication of the results based on understanding with the institution. The second bullet deliberates the freedom to discuss classroom subjects but warns of introducing controversial matter which is not related to the academic topic. The third section addresses disclosure of individual opinions as such, and not institutional views. This also addresses freedom of speech when an individual speaks or writes as a citizen.

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

fundraising, cash management, debt management, and transfers and borrowings between funds.

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

The Board's Finance Committee serves as the primary governing Board committee to consider matters and develop and review policies pertaining to the financial, capital, physical and human resources of the college and make recommendations to the full Board of Trustees. Selected responsibilities relating to this standard follow.

- **Budget and appropriations.** 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. (LBHC's financial planning process is further described in Standard 2.F.3.
- **Tuition and fees.** The President's Council considers and makes recommendations to the Board of Trustees on all fees and charges.
- **Borrowing.** The College does not utilize inter-fund borrowing as a financial practice. Any other borrows to meet projects are approved by the Board of Trustees.
- **Planning, development, and maintenance of facilities.** This committee shall consider matters related to physical assets of the College. This includes the selection of architects and engineers, plans and specifications, the taking of bids, and the award and execution of contracts.
- **Real property.**
- **Classified and administrative exempt employees.** This committee shall consider and matters related to classified and administrative/professional employees, including workplace policies.
- **Investments.** This committee shall consider and make recommendations concerning investment policies and guidelines; monitor the performance of the investments as reported from the Investment Officer and Joseph Eve Certified Public Accountants.
- **Strategic planning.** The President's Council reviews the business and finance strategic plan and ensures that the Finance Department actively strives to achieve strategic planning goals as established by the College's strategic planning.

Every three years or as deemed necessary the Chief Financial Officer sends out requests for proposals to various accounting firms in the region. The RFP's are then analyzed by the President's Council. A recommendation is made and the Board of Trustees review and approve the auditor firm selection.

The overall financial management of Little Big Horn College has continued to improve and be refined. The added position and restructuring of the finance office has allowed for the effective financial functioning of LBHC.

7.C. STANDARD 2.B HUMAN RESOURCES

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

See Attachment 8, for the Little Big Horn College Organizational Chart, 2012-2013.

Year 2010-11 LBHC employs a total of 17 Full-time and 21 Part-time faculty employees. The following graphs of Race/Ethnicity include full-time faculty employed include 71% NA (12) – 29% Non-Native (5) with part-time faculty consist of 76% NA (16) – 24% Non-Native (5) employed at LBHC. The graph indicates Gender with full-time faculty consist of 41% Men (7) – 59% Women (10) and part-time faculty has 62% Men (13) – 38% Women (8).

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

Year 2012-1. LBHC employs a total of 15 Full-time and 15 Part-time faculty employees. The following graphs of Race/Ethnicity include full-time faculty employed include 67% NA (10) – 33% Non-Native (5) with part-time faculty consist of 47% NA (7) – 53% Non-Native (8) employed at LBHC. The graph indicates Gender with full-time faculty consist of 53% Men (8) – 47% Women (7) and part-time faculty has 40% Men (6) – 60% Women (9).

Table 2.B.1.-1 Faculty at LBHC						
F/ M	Faculty	Position	Degree	Conferred Date	Major	Inst.
F	Brien, Luella	Faculty - Communication Arts	Bachelor of Arts	5/13/2006	Journalism	UofMT
M	Conway III, Celil Peter	Faculty - Men's Coach	Bachelor of Science	5/9/2003	Business Management	MSU-Boz
F	Holds, Roses	Faculty - Information Systems	Bachelor of Science	5/15/2008	Applied Management	RMC-Bil
F	Hooker, Dianna	Faculty - Dept Head - Math	Doctor of Education	5/7/2010	Education/Curriculum & In	MSU-Boz
M	Kohn, Jon	Faculty - Communication Arts	Master of Education	5/9/1992	Education/General Curriculum	MSU-Bil
M	McCleary, Tim	Faculty - Dept Head - History	Doctor of Philosophy	5/11/2008	Anthropology	Uof Illinois
M	Morrisette, Jonah	Faculty - Computer Science	Bachelor of Science	12/19/2008	Earth Science/Geohydrology	MSU-Boz
F	Morrison Gerlinda	Faculty - Science	Doctor of Physical T	5/15/2004	Physical Therapy	UofMT
M	Plaggemeyer,	Faculty - Physical	Doctor of	12/19/2003	Biological Science	MSU-

	John	Science	Philosophy			Boz
F	Plaggemeyer, Sara	Faculty - Environmental Science	Master of Education	5/11/2007	No Plains Trans to Teach	MSU-Boz
M	Real Bird, Lanny	Faculty - Business	Doctor of Education	5/9/1997	Education/Min-Adult & Higher	MSU-Boz
F	Real Bird-Paz, Lark	Faculty - Crow Studies	Master of Arts	5/8/2009	Native American Studies	MSU-Boz
F	Real Bird, Raphaelle	Adj Faculty - (3/4)	Bachelor of Science	12/12/1978	Education - Elementary	MSU-Bil
M	Simpson, Lane	Faculty - Human Services	Bachelor of Science	04/30/2011	Management	Uof Mary
M	Stewart, Roy	Faculty - Education	No transcript on file		No Transcript on File	
M	Stops, William	Faculty - Math	Master of Education	12/15/1978	Education	MSU-Boz
M	Stordahl, Mark	Faculty - Women's Coach	Bachelor of Science	5/8/1993	Education - Secondary	MSU-Bil
F	Tall Bear, Neva	Faculty - Science	Bachelor of Science	5/10/2002	Nursing/Min Nat Amer Stu	MSU-Boz

Table 2.B.1.-2. Adjunct Faculty at LBHC

	Adjunct Faculty	Position	Degree	Conferred Date	Field of Study	Inst.
F	Backbone, Pamela	Adjunct Faculty - Bachelors	Bachelor of Science	May 2005	Early Childhood education	MSU-Boz
F	McFarland, Josh	Adjunct Faculty - Masters		degree based on	contract pay for Master's	
F	Pease, Janine	Adjunct Faculty-Doctorate	Doctor of Education	June 1994	Adult and Higher Education, Sociology	MSU-Boz
M	Tiner, Eric	Adjunct Faculty - Masters		degree based on	contract pay for Master's	
M	Stewart, Robin	Adjunct Faculty - Masters		degree based on	contract pay for Master's	
M	Stewart, Jared	Adjunct Faculty	Master of Science	05/1992	Rehaviitation	MSU-Billings
F	Whiteman, Gail	Adjunct Faculty - Masters	No transcript on file	degree based on	contract pay for Master's	
F	Eggers, Mari	Faculty Researcher - Masters	Master's of Science	12/16/2005	Biological Science	MSU-Boz

Table 2.B.1.-3 Administrators at LBHC

	Administrators	Position	Degree	Conferred Date	Major	Inst.
M	Yarlott, David Jr.	President	Doctor of Education	6/8/1999	Education	MSU-Boz
M	Small, David	Dean of Administration	Bachelor of Arts	6/11/1982	General	MSU-Boz
F	Good Luck, Aldean	Chief Finance Officer	Master's of Bus Adm	4/22/2010	Business Administration	UofMary
F	Lefthand, Frederica	Dean of Academics	Bachelor of Arts	5/10/1996	Media & Theatre Arts	MSU-Boz
F	Old Bear, Te-Atta	Dean of Student Affairs	Master's of Bus Adm	4/22/2010	Business Administration	UofMary
M	Cooper, Frank	Chief Information Officer	Master's of Bus Adm	9/14/2007	Business Administration	Gonzaga U

Staff for Year 2010-11. LBHC employs a total of 56 Full-Time and 3 Part-Time staff employees. The following graph of Race/Ethnicity include full-time staff employed included 91% NA (51) - 9% Non-Natives (5) and with part-time staff consist of 100% NA (3) & 0% Non-Natives (0) employed at LBHC. The graph indicates Gender with full-time staff consist of 64% Men (20) - 36% Women (36) and part-time staff has 67% Men (2) and 33% Women (1).

Staff for Year 2011-12. LBHC employs a total of 51 Full-Time and 3 Part-Time staff employees. The following graph of Race/Ethnicity include full-time staff employed included 74% NA (45) - 26% Non-Natives (3) and with part-time staff consist of 100% NA (6) & 0% Non-Natives employed at LBHC. The graph indicates Gender with full-time staff consist of 31% Men (15) - 69% Women (33) and part-time staff has 83% Men (1) and 17% Women (5).

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

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

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

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

An annual performance evaluation is conducted on each employee. Each evaluation is filed in the personnel file. These evaluations are conducted by supervisors of each faculty/staff member and submitted to the HR office.

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.

Overview. For Staff members, a staff development survey is conducted and via email or mail, the HR Director sent out training advertisement for professional growth, grant writing opportunities, and also, employment opportunities are advertised. These notices of opportunities are projected to help employees by providing professional development within their areas of discipline or employment by providing training and workshops to enhance skills,

which will help employees enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

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

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

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

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

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

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

CRITERIA

It is recommended that all applicants meet the following requirements:

1. Full-time employee
2. In good standing/cannot be on probation
3. Acceptance letter from the graduate program for advance degrees
4. Letter addressing the relevance of the degree to student and LBHC
5. An agreement on Payback. Payback is at a 2:1 ration (ex: two semesters of employment for one semester of funds used)
6. Professional Development must be in area of discipline
7. Training, education or information must benefit job duties
8. Request must be detailed and complete (plan of study and /or proposal)
9. Non-completion may result in payback of funds

The Approval Process will be as follows:

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

This was developed by the Little Big Horn College Faculty Council in 2000 and 2006 it was adopted through the staff and administration.

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

The college has 15 full-time faculty members and 8-10 part-time/adjunct instructors per semester. Of the full-time faculty, six hold doctorate degrees, five have master's degrees and one of those has nearly completed a doctorate as well. Four hold bachelor's degrees, accompanied with professional expertise and experience. The senior faculty members have 25+ and 24+ years teaching experience at LBHC. The newest faculty members have two years teaching experience at the college, but have faculty mentors with much more experience. The average class size is about 12 students. The current faculty/student ratio is 1:15.

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

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

Faculty members are evaluated by peers, students and the respective Department Head. The evaluations are used to help improve teaching and program offerings. Page 23 of the Faculty Handbook publishes the procedure for faculty evaluation.

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

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

Faculty responsibilities, page 21 of the LBHC Faculty Handbook, clearly delineate the faculty workloads and other responsibilities associated with being a faculty member. All faculty members are required to work with the Academic Dean and their Department Head to ensure a fair work load when pursuing activities outside of teaching; ie research, scholarship, etc... The Academic Dean makes sure the published guidelines are followed. Faculty teach an academic load of 15-16 credits per semester. 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 members 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 of improvement are identified, the institution works with the faculty to develop and implement a plan to address identified area of concern.

The LBHC Faculty Handbook, page 23 specifies the faculty evaluation process. At LBHC all faculty members are considered teaching faculty; some may have partial release time for research or education. The purpose of the evaluation is to encourage and assist all faculty members to develop and perform to the best of their ability. Students evaluate the faculty members every semester, peers evaluate the colleagues every other year, and Department Heads do evaluations of their faculty members at least once every three years. The evaluations include student input, peer input and input from the individual being evaluated, as well as any other pertinent source of information. The results of the evaluation are summarized by the Department Head and shared with the individual faculty member being evaluated and the Academic Dean. Improvement plans and/or plans of advancement are discussed between the faculty member and Department Head. Areas in which additional training would be helpful or should be required are designated. If funding is available the faculty member may apply for funding from the college to work toward the evaluation recommendations.

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

7 d STANDARD 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.

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

LBHC offers the following degrees: Associate Arts and Science and One Year Certificates.

Associate of Arts in Business Administration

Associate of Arts in Business Administration: Small Business Management Option

Associate of Arts in Crow Studies

Associate of Arts in Crow Studies: Native American Studies Option

Associates of Arts in Education: Elementary Education Option

Associates of Arts in Education: Early Childhood Education Option

Associate of Arts in Human Services

Associate of Arts in Human Services: Addiction Counseling Option

Associate of Arts in Human Services: Psychology Option

Associates of Science in Information Systems: Computer Desktop/Network Support Option

Associate of Arts in Liberal Arts

Associates of Science in Mathematics

Associates of Science in Mathematics: Pre-Engineering Option

Associate of Science in Science: Community Health Option

Associate of Science in Science: Environmental Health Option

AS in Science: Natural Resources/Environmental Science Option

AS in Science: Tribal Natural Resources/Environmental Science Option

Associate of Science in Science: Biology Option

Associate of Science in Science: Pre-Medical Option

Associate of Science in Science: Life Science/Pre-Nursing Option

Associate of Science in Agriculture: Rangeland Ecology and Management Option

Associate of Science in Agriculture: Livestock Management Option (Pilot Program)

The College continues to work towards clarifying all internal requirements and parameters for various degree designators. The current practice is to rely upon historical precedent, external reviewers and guidelines from appropriate program accrediting bodies when proposing a new degree program. Documentation of degree goals and objectives is met through College Catalog description and submissions to the Academic Council and the President's Council both of which require this detail.

2.C.2. The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

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

Students will:

- Be able to demonstrate basic knowledge and understanding of basic concepts and practices of Crow Indian culture (Crow Studies General Education Core Requirement, page 47)
- Be able to apply quantitative (mathematical and statistical) concepts and operations to solve problems, interpret data and communicate ideas. (Quantitative Reasoning General Education Core Requirement, page 47)
- Be able to demonstrate use of business concepts and terms, and effectively communicate using business language (Business Administration, page 50)
- Be able to demonstrate and exhibit standards of professional practice, demonstrate awareness of ethical behaviors and social responsibilities in the rapidly-changing environment. (Business Management, page 52)
- Be able to research subject matters relevant to Native Americans and Crow Indians. (Crow Studies, page 54)
- Be able to compare and contrast the traditional Indigenous learning and teaching practices of Native Americans and the Crow Indians with current educational practices. (Elementary Education, page 58)
- Technical skills: Develop a working knowledge of techniques used to gather and analyze information in environmental studies, including project design, sampling, measurement, statistical and graphical analysis and other computational skills. (Natural Resources/Environmental Science, page 80)
- Human and Cultural Perspective: Demonstrate an understanding of the social, economic, political and legal aspects of environmental studies both on and off traditional Crow land. (Pre-Medicine, page 84)

- Prepares a student for entry level positions in tribal management with understanding and applications in office procedures, cultural studies and communication (One Year Certificate: Crow Studies: Tribal Management, page 96)

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

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

The LBHC Catalog (2011-2013, pages 14 &15) states the credit is assigned in the following description of ratio of hours per week devoted to the course of study:

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

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

General Education Core Requirements and degree requirements are provided in the 2011-2013 LBHC Catalog on pages 46-47 and 50-102 respectively.

New and revised programs and courses are designed by departments/department curriculum committees and reviewed by the Department Head of originating department, the Academic Council, the Presidents Council as appropriate. This level of review helps to ensure that degree and certificate programs have a coherent structure with the necessary course breadth, depth, sequencing and appropriate synthesis of learning. Individual departments may conduct a review on a regular basis. Programs set objectives, a sample of which is measured annually for end of the program assessment reports.

Degree programs are designed in a coherent fashion that leads to student achievement of desired learning outcomes.

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

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

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

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

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

There has been an increase in library/information fluency sessions in which the library staff worked with various instructors in various classes. In all of AY 2012, there were eight library instruction sessions and in the fall semester of 2012 alone, there were ten sessions. One great advantage for a small institution is that it is easy for the Library and the teaching faculty to know and communicate with one another and for the Library staff to be aware of new initiatives, changes in programs and grant-funded and other special projects.

In the outside evaluation of the Library by consultant Mary Bushing, she found that those who have arranged for a librarian to train their classes regarding the use of library resources both print and electronic have been pleased with the results and expressed a desire to do more to further these collaborations.

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

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

All transfer students must submit an official transcript from each college and or university attended. Transfer Student Admission starts on page 9 in the Little Big Horn College Catalog and on the Little Big Horn College website <http://www.lbhc.edu/admissions> .

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

Transfer of College Level Credits start on page 10 in the LBHC catalog or on the LBHC website <http://www.lbhc.edu/admissions> .

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

Little Big Horn College students need to complete 31-33 credits from the nine categories of General Education Core Requirements (GECR). Completion of the GECRs provides the student with a comprehensive survey of major areas of intellectual pursuit. GECRs have been carefully chosen to meet these needs and are demonstrable through the Student Learning outcomes. Therefore, other courses may not be substituted for GECRs. GECRs cannot also be used as program courses and students must earn a grade of "D" or better in the General Education Core

The nine categories of General Education Core Requirements and the number of credits necessary in each are:

1. Crow Language (CL) 3-6 credits
2. Crow Studies (CS) 3 credits
3. Quantitative Reasoning (Q), 3-4 credits
4. College Writing (W), 4 credits
5. College Seminar (S), 3 credits
6. Skills for Success (SK), 3 credits
7. Natural Science (N), 7-8 credits
8. Diversity & Social Science (D & SS) 3 credits
9. Arts & Humanities (A& H), 3 credits

"The GECRs are designed to develop the student's problem-solving skills in and beyond their disciplines and to provide effective research and study skills crucial to collegiate success and life goals."

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

The candidates for the one-year certificates are required to complete a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete the related instruction core in the areas of communication, computation and human relations, aligned with the certificate program, for a credit total of 9 related instruction credits.

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

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

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

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

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

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

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

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

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

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

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

The table below provides the enrollment and completion data for the General Education Core Requirements. This data is provided to the PLO Committee on the GECR. This data is from AIMS AKIS Indicator 5, Table 5.2: Academic Core Curriculum Course Enrollment and successful Completion, AY 2010-11.

Little Big Horn College - Crow Agency, Montana							
Indicator 5: Course Enrollment and Completion							
Table 5.2: Academic Core Curriculum Course Enrollment & Successful Completion							
Academic Year 2010-11							
Semester		Su 10	Fall 10	Spr 11	Total	Percent	All Tribal Colleges 09/10
Gen Ed Core Courses				Enrolled		Completed	
English I CA 101	Enrolled	0	87	53	140		
	Completed	0	42	24	66	47%	59%
	Withdrew	0	10	10	20	14%	22%
Comm. Public Speaking	Enrolled	9	13	19	41		
	Completed	7	6	10	23	56%	67%
	Withdrew	1	1	5	7	17%	19%
College Algebra	Enrolled	11	26	27	64		
	Completed	5	13	5	23	36%	55%
	Withdrew	1	2	6	9	14%	25%
Intro to Computers IS 101	Enrolled	5	26	17	48		
	Completed	4	11	7	22	46%	58%
	Withdrew	1	2	2	5	10%	19%
Native American Studies	Enrolled	8	101	66	175		
	Completed	7	60	33	100	57%	67%
	Withdrew	0	14	15	29	16.5%	19%
Native American Studies II	Enrolled	8	48	52	108		
	Completed	6	33	32	71	66%	n/a
	Withdrew	0	2	10	12	11%	
Science (Life Sci)	Enrolled	0	47	84	131		
	Completed	0	23	49	72	55%	n/a

	Withdrew	0	8	13	21	16%	
Science (Physical)	Enrolled	0	80	35	115		
	Completed	0	39	7	46	40%	n/a
	Withdrew	0	23	18	41	36%	
Humanities	Enrolled	17	29	42	88		
	Completed	13	12	23	48	55%	n/a
	Withdrew	1	4	6	11	12%	
Social Sciences	Enrolled	20	84	116	220		
	Completed	16	54	66	136	62%	n/a
	Withdrew	1	27	18	46	21%	

Source: AIMS AKIS Indicator 5: Course Enrollment and Completion, Table 5.2: Academic Core Curriculum course Enrollment and Successful Completion/AY 2010-11.

Remedial/Developmental Course Enrollment/Completion. Little Big Horn College enrolls 70 to 85 first-time entering students each year. Entering students often lack the necessary skills they need to succeed in college. The college provided remedial/developmental courses in writing and mathematics, for the purpose of raising their skills for their entry into college level studies.

Little Big Horn College - Crow Agency, Montana Indicator 5: Course Enrollment and Completion Table 5.5: Remedial/Developmental Course Enrollment and Successful Completion Academic Year 2010-11							
Remedial/Developmental Courses Enrollment /Completion	Seme ster	Su 10	Fall 10	Spr 11	Total	Percent	All Tribal Colleges 09/10
					Enrolled	Completed	
Writing/ Composition CA 100	Enrolled	0	54	30	84		
	Completed	0	19	12	31	37%	63%
	Withdrew	0	6	2	8	10%	22%
Pre-College Math <MA 161	Enrolled	6	145	116	267		
	Completed	3	45	28	76	28%	59%
	Withdrew	1	16	25	42	16%	19%

AIHEC AIMS 2009-2010 Fact Book: p. 21, "Raising course completion rates is especially important for students enrolled in developmental courses, because failure or dropout at that level prevents students from taking college level work; it also impacts their financial aid eligibility. "

Over the past seven years, the TCU's have experienced increased success in this arena.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support

program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The candidates for the one-year certificates are required to complete a minimum of thirty (30) semester credit hours with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students are required to complete the related instruction core in the areas of communication, computation and human relations, aligned with the certificate program.

The related instruction program has established Student Learning Outcomes:

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

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

2.C.12. – 2.C.15. Graduate Programs. N/A.

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

LBHC Extension Service Program offers non-credit workshops and seminars which are provided to the community in the areas of Agriculture, Community Resources, Economic Development and Tribal and Tribal Business Information, Tourism, Internship and Education. (page 37).

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.

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

Workshops for CEU and/or Credit Courses start on page 27 in the Faculty Handbook.

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

7 e STANDARD 2.D. STUDENT SUPPORT RESOURCES

2.D. Student Support Resources

2.D.7 Exhibit 3 LBHC Student Records management Information Release Form

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

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

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

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

The Title III also supports student employment. Qualified full-time students are selected and placed in the college departments to assist in the day to day operations: Finance, Bookstore, Cafeteria, Registrar/Admission, Financial Aid and Information Technology labs.

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

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

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

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

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

Internship: Students who are interested in applying for the internship position must fill out an application packet. Application packets can be picked up in the Title III Office (upstairs in the student union building, Room 211).

Student support services are outlined in the **Little Big Horn College Student Handbook – 2012-2013**, pages 19-21, Part VII.

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.

Because of the flood of 2011, the live shooter incident in the Lodge Grass community 2011 and 2012 wild fires, Little Big Horn College will review, implement and establish a comprehensive Emergency Management Plan. Big Horn County Department of Emergency Service and Montana Disaster and Emergency Services will assist with this effort. Little Big Horn College does participate in the Big Horn County Local Emergency Planning Committee (LEPC). The College will review current procedures and adjust and update if necessary. Currently the college has camera systems, radios, flat screens and Inter-office phone system to track and relay information. Each of the buildings on campus has security cameras except for the recently renovated Student Union Building. The Custodian/Maintenance personnel have radio's for rapid communication. They also double as security in case of emergency, each have Red Cross/CPR certification. The Little Big Horn College Emergency Management Plan is a comprehensive, sustainable program which will have the safety of students, staff, faculty and community as a priority. The Plan will provide information on services, programs, policies and reporting procedures. These practices ensure that disclosures are in full compliance with federal and state regulations. Scheduled training will be provided to campus personnel regarding Clear Information, campus safety and violence prevention.

2.D.3. Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

First Year Experience Program.

The First Year Experience Program initiated strategies to increase student enrollment in the Spring Semester of 2011. The Program has two focus groups of students: traditional college-

aged students and returning adult students. First-time entering students at Little Big Horn College are evenly divided between the two student groups, with a slight majority of students enrolling directly from schools on or near the Crow Indian Reservation: Hardin High School, Lodge Grass High School, Labre Catholic High School Academy and Plenty Coups High School. The first-time entering students are required to take the Compass Tests for placement in the College Preparation Program (Remedial/Developmental courses) OR the General Education Core Program.

In the Fall of 2011 there were 75 first-time entering students enrolled at Little Big Horn College.

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

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

Table 2.D.3. provides the Compass Test results for two academic years, 2011-12 and 2012-13.

Table 2.D.3. LBHC First Time Entering Students

Compass Test Results, AY 2011-12 and AY 2012-13

Compass Scores Award Year 2011-12	Fall n-75	Spring
Math	34%	34%
Reading	69%	67%
Writing	44%	39%

Compass Scores Award Year 2012-13	Fall	Spring
Math	35%	30%
Reading	70%	71%
Writing	38%	42%

First Year Experience Monitoring and Academic Assistance. Each semester, First Year students' midterm grades and class attendance data are monitored. The First Year Coordinator identifies students with grades that fall below a "C" and/or excessive absences. This review prompts immediate contact and intervention with the identified students. Provision is made for appropriate student services, that may include tutoring, consultation on study skills and appropriate student support services (i.e. transportation assistance, daycare services).

The First Year Experience Coordinator is funded under the Title III program on a ten month budget for the first year funded by the Department of Education and is expected to begin prior to the beginning of the 2011.

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

LBHC Recruitment Process Agenda/Activity		Academic Year 2012-13	
Place of Recruitment	Date	Agenda	Strategies
Little Big Horn College	July 18, 2012 – 4 – 7 pm	4:00 Welcome & Introductions: Dean of Administrations FERPA Power Point Admissions/pre-survey packets 4:30- Booths open: Reps introduce their Programs. Library, Admissions, Fin. Aid, Crow Tribe High Education, Book Store, Financial Literacy, BIA Social Services, IHS Community Health, SAMSHA/HIV project, LBHC Garden Project. 4:30 Compass Testing-Frank RW Campus Tours-Alda G. TIII Interns Parent Meeting: Jennifer Flat Lip Crow Tribe higher ed. 5:30–Dinner will be served for seniors Parents & booths participants 6:30-Compass Testing, campus tours, hand out post-surveys 7:00-closing remarks, questions.	LBHC Day started to encourage the parents and their 2012 graduating seniors to complete enrollment before entering college, introduce LBHC students life on campus, the importance of paperwork completion especially what LBHC offers to students. A pre and post survey was handed out to all participants of the event. Also LBHC Day is a recruitment effort before Fall semester started. Invited all Local High Schools; Hardin HS, Lodge Grass HS, Plenty Coups HS, Northern Cheyenne HS, St. Labre, Billings HS.
Little Big Horn College	September 4-7, 2012 4 th – first day of classes	Information regarding orientation, registration and deadlines.	Sent letters to individuals that inquired about enrolling for fall semester.
Plenty Coups High School	October 3, 2012	Meet with high school juniors & seniors for recruiting. And scheduled meeting with Pryor	HS counselor had Called list of inquiries – providing family emergency and Pryor Public

		Public school principal to start contacting classrooms for the school year.	school scheduled us for another time but did not contact us. He said to schedule classrooms after the holidays.
Hardin High School	October 8, 2012 4-7pm	Little Big Horn College Day at Hardin High School. Begin admission process 4:00 LBHC presentation by Alda G. & Frank RW 4:30– 7pm Admissions application Financial Aid Transcript & Certificate of Indian Birth 7 pm-closing/questions	Two students completed admissions And given prizes, Hardin school counselors provided LBHC T-shirts to all students attended.
Job's for Montana-Billings, MT	October 9, 2012 9am-12pm	Career Fair: 20 local high schools are invited for career and job fair. From 9 am to 11:00 each school is scheduled to attend booths.	Frank RW and Alda G set a table for recruitment, catalogs, applications talk to students interested or if they have questions.
LBHC Community Resource Fair	October 24, 2012 11am-2pm	LBHC sub Lounge student awareness of resources available in the community for them.	Alda G. & Frank RW 12 booths participated.
Parent/Teacher Conference	Hardin High School 3-5pm	Set up booth to meet with parents and student to interest and recruit for LBHC.	LBHC staff members meet parents to distribute LBHC publications, interest students and parents in LBHC as an available college choice
Parent/Teacher Conference	Plenty Coups High School 3-6 pm	Set up booth to meet with parents and recruit students.	LBHC staff members meet parents to distribute LBHC publications, interest students and parents in LBHC as an available college choice
Northern Cheyenne Tribal School	Busby, MT	Coordinate with MT Talent Search Coordinator to meet with graduating seniors to recruit for LBHC.	Staff discussed with HS seniors the affordability of LBHC as a college choice, and unique LBHC fields of study.
Hardin High School	Srs & Parents Financial Aid Night	5-8pm 5:00 dinner with Srs & Parents 6:00 financial aid power point pres. 6:30-8pm work with parents & Srs to complete financial aid application on-line.	Assisted 9 students to completed applications, increased commitment to enrollment at LBHC.
Lodge Grass	Parent	4-7 pm	cancelled

High School	Financial Aid Night		
Little Big Horn College	Annual Career Fair	11- 2pm 20 booths of colleges, local agencies participated the event. 5 High Schools were invited only Hardin high school showed. LBHC students attend to meet with 4 year colleges.	Some schools did not have school because of Girls and Boys Basketball tournaments.
Little Big Horn College	AG Expo March 19, 2012	10am – 2pm Set a booth to recruit High School and Junior High students; lodge Grass Schools, Plenty Coup & Pryor schools, Wyola School, Pretty Eagle Academy, Hardin Schools.	These are planned events that showcase the LBHC campus to the participants from regional high schools and prospective adult students.
Little Big Horn College	March - May	Schedule recruiting to all local schools	Visit schools & invite campus visits.

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

LBHC has a history without many substantive program changes or program eliminations. In the event that one of these occurs LBHC has a practice of working individually with each associated student to develop a plan of study to allow them to complete the program they have begun. These plans of study are developed between the student and academic advisor, and then brought before Academic Council to approve the “new” completion plan of study. The practice ensures the student will complete a degree they have begun in a reasonable timeframe.

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

a) Institutional mission and core themes: The Institutional mission is on page 2 of the LBHC catalog for 2011-2013. The Core Themes are new since the publication of the 2011-13 catalog, but have been made available as a supplemental publication page 3. Planning for the new college catalog for 2013-2015 will include the Core Themes immediately following the college mission statement, on page 2 (approximately).

b) Entrance requirement and procedures; Admissions requirements and procedures start on page 8 in the LBHC catalog, <http://www.lbhc.edu/admissions> . Additionally, the Admissions and Registration processes are on page 14 in the LBHC Student Handbook.

c) Grading policy; The LBHC grading policy is provided in the catalog on page 14.

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.

Information on the associate degrees and certificate programs of study and courses, including degree and certificate completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings begin on page 46.

All students seeking Associate of Arts or Science Degrees are required to complete thirty-one or thirty-three (31-33) General Education Core Requirement credits as well as the Program of Study's required credits. Students seeking a One Year Certificate are required to complete the Related Instruction Requirements. Information on academic programs and courses are on provided on pages 45-102 in the LBHC catalog and on the LBHC website <http://www.lbhc.edu/academics>. Course descriptions, the frequency of course offerings and Montana University System numbering are on pages 103-136 in the LBHC catalog and on the LBHC website <http://www.lbhc.edu/academics/catalog>.

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; the names, titles, degrees held, and conferring institutions for administrators and full-time faculty are provided in the college catalog beginning on page 138.

f) Rules, regulations for conduct, rights, and responsibilities; Rules and regulations for conduct, rights, and responsibilities are on page 12; Tuition, fees, and other program costs are on pages 24 & 37.

g) Tuition, fees, and other program costs;

h) Refund policies and procedures for students who withdraw from enrollment; Refund policies and procedures for students who withdraw from enrollment are provided on page 38.

i) Opportunities and requirements for financial aid; Opportunities and requirements for student financial aid are delineated on page 20 of the college catalog.

j) Academic calendar. The LBHC catalog provides the academic calendar information.

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

LBHC has only one program that is directed toward licensure for entry into a profession: Human Services, Addiction Counseling Option. The requirements necessary to apply for testing with the State of Montana for this license are met in the program courses. Information is provided to the student in the Human Services major, through the academic advisement process, and throughout the courses required in the program of study.

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

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

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

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

An assurance of Confidentiality of Student Records is provided on page 19 of the catalog. The college complies with the federal Family Educational Rights and Privacy Act, noted on page 32 of the catalog, page 13 in the Student Handbook, and page 65 in the Faculty Handbook. Annually, the Dean of Student Services provides FERPA training for the faculty and staff at the Fall Semester orientation meeting.

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

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding

the categories of financial assistance (such as scholarships and grants) is published and made available to prospective and enrolled students.

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

LBHC assures accountability by the required annual reporting in all categories of financial aid. Links to these reports are available on the web in a variety of venues, including the Financial Aid webpage, which includes the Common Data Set and the IPEDS Financial Aid Survey. Data on cost of attendance and financial aid are also available in the LBHC website (<http://www.lbhc.edu/finaid/>). Catalog Pg. 20-25 Student Handbook Pg. 15-19.

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

A full program of financial aid and scholarships is provided to LBHC students and published in the catalog pages 20-25 and student handbook pages 15-19. Policies regarding Title IV refunds and return of funds are provided.

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

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

Advising protocol is given in the college catalog, pages 40-44. Advisors lists are provided to each student at every registration and are posted in many offices on campus. Initial advisement is provided in the student orientation, required of each first-time entering student. Academic advisement begins with a discussion of the College Preparation Core courses and/or the General Education Core courses, dependent on student placement results from the Compass Testing program. Students are referred to an academic advisor as part of the initial steps in the registration process. The next step is a review of the Programs of Study offered by the college, and a review of the required courses for the associate degree and certificate programs of highest interest to the student. With advisor assistance, each student develops a plan of study, and semester course schedule. Plan amendments may be designed by students with advisor

assistance, in the event that a student does not pass a required class, a class conflict arises, or if course sequences are at issue. Registration at LBHC requires an advisor signature, and each course on the semester schedule must have the respective faculty member's initials. Page 41 in the catalog provides the student with a check list for the advisement process. Programs of study are designed and published in the catalog to provide a sequential course list to promote degree completion in four to six semesters, pages 50-102.

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

The Health and Wellness Center is heavily invested in the mission of Little Big Horn College. The connection between the college and the Health and Wellness Center impacts the social needs, personal development and builds community among the students, faculty, and staff and the surrounding community. Co-curricular activities that are offered on a revolving basis are sports camps, youth summer activities, drop-in wellness access, student club leadership, community gatherings for sporting events, academic classes geared toward physical fitness, and student employment and leadership development.

The programs that the Health and Wellness Center oversees is governed by the Athletic Director/Wellness Center Manager, Assistant to the Athletic Director, head coaches and their assistants, in addition to Little Big Horn College staff that are assisting in program supervision such as awards banquets, graduation and educational conferences/symposiums.

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

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

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

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

College Cafeteria. During the 2010 renovation, the **Food Service (Dining)** area was added on to service students, as well as the community. Food Service (Dining) plays an integral part for the student services and athletics. The Food Service provides breakfast and lunch for the athletes who participate in the men/women's basketball program. The LBHC has a cafeteria, serving breakfast and lunch daily. The Internet Café provides nutritious food for purchase, and wireless technology outside the college classrooms.. Students Services had a barbeque style luncheon during Fall Semester "Welcome Bash" for new, transfer, and returning students The foreign students that we have in the Basketball program really utilize the internet Café to make the connections back home and enjoy a good meal at the same time. The Café accommodates students on a limited budget, with reasonable food prices. The greater Crow Agency community also comes to the Cafeteria.

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

Student Transportation Services. LBHC students ride the Crow Tribal Transit System buses, free of charge. The college arranged a partnership with the Crow Tribal Transit Authority where students may ride to and from Billings (65 miles), Fort Smith (45 miles), St. Xavier (24 miles), Pryor (75 miles), Lodge Grass (24 miles), Hardin (12 miles) and Wyola (36 miles). Also, LBHC faculty and staff members ride the transit from all these locations. Students commuting from these towns on and near the Crow Indian Reservation come from long distances, and the transit transportation provides a no cost option to catching rides or raising daily gas money for making the trip. The transit buses arrive on campus at 8:30 am and leave from campus at 3:30 pm daily. This schedule is benefits students with study time. Please see 2.D.1 Exhibit 1 LBHC Student Transportation.

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

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

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

All prospective student-athletes are admitted to LBHC by the Admissions Office; the athletic department plays no role in accepting or denying admission to the college.

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

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

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

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

7 f Standard 2.E. Library and Information Resources

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

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

The mission of Little Big Horn College Library is:

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

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

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

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

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

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

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

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

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

Table # 1 Print Collection Volumes, Mean Age and Circulation Data by LC Subject Area

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

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

Archival Resources The Archives holds inactive college records of continuing historical and administrative importance and historical manuscripts, personal papers, official reports, and video/audio recordings on the historical and contemporary life of the Crow Indian people. Online access is provided to a wide range of images and text concerning the Crow Indian people, their home, their history, chiefs, traditions, language, law, genealogy and kinship, Crow oral literature and a bibliography of core printed materials concerning the Crow people. The Archive collections include 991 linear feet of files in addition to maps, oral histories, National Archives microfilm and microfilm of early Billings and Hardin newspapers, photographs, family histories, and rare and out-of-print materials. 45 linear feet of materials were processed in 2011 and 34 in 2012. This does not include the processing of maps, microfilm, and photographs during 2011 to 2013.

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

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

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

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

Higher Education Consortium) member libraries but also relies upon Montana members in particular for networking, peer relationships and cooperative endeavors.

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

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

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

Table # 2 Database Usage

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

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

Library/Archives Hours

The Library is open the following hours:

- Monday - Thursday 8 AM – 7 PM
- Friday 8 AM – 5 PM

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

The Archives are open Monday, Wednesday and Friday 8 AM until 4 PM and on Tuesday and Thursday 8 AM until 5 PM. Upon request, appointments can be arranged to fit the mutual convenience of the researcher and archivist.

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

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

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

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.

2.E.2. Exhibit 2: Long Range Plan through 2014

2.E.2. Exhibit 3: 2005 Library Building Plan

2.E.2. Exhibit 4: 2012 Evaluation Report on the Little Big Horn College Library and Archives

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

Library and Archives Committee and Strategic Plan The Little Big Horn College Library and Archives Committee is charged with meeting four times a year but the committee has been meeting at least bimonthly since September in order to develop a new strategic plan in conjunction with the College’s work on an institutional strategic plan. The topical areas of the new plan will be Writing Across the Curriculum, Student Success Center, Collections, Crow Across the Curriculum, Special Needs, Technological Capacity, and PR/Advertising. At this point the committee has set goals in each area and in March, library staff will draft action plans to be considered by the committee as a whole. Then the draft will be written by the staff with committee review and approval. The final plan must be approved by the LBHC Board of Trustees. The Library Committee expects to have the new plan completed by spring 2013 with implementation to begin immediately.

The Committee’s charge is to “advise and recommend” regarding the Library and Archives mission, policies and programs and to recommend the allocation of the general fund for the library budget. The Committee voting members are: two faculty members appointed by the academic department heads, the instructor of the Research Writing course, a student, Head of the I.T. Department, the Dean of Academic Affairs, and a representative of the staff council. Nonvoting members include the Library Director, Assistant Librarian, Archivist, one rotating member of the library staff and any other faculty or employee interested in the work of the committee.

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

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

Table # 3 Circulation of Physical Collection (books, journals & audiovisual materials)

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

During the 13 year period since the beginning of the 21st Century, many academic libraries have seen a gradual decrease in the circulation of their physical collections. This decrease has been the result of a preference by students and faculty to use electronic information in the form of ebooks, databases, electronic journals and nonproprietary Internet resources whenever possible.

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

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

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

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

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

Approximately 1/3 (34) of the students use the library in the morning and only 16 indicated they used the library in the early evening. The vast majority of students used the library from 11 AM to 5 PM each day. This is partly explained by the fact that many students rely on the tribal transit to get to and from the College and they do not have access to other transportation. While approximately 1/3 of the students indicated they would like the library open later in the evenings and on weekends only a few students have responded to earlier attempts at expanded hours.

When queried regarding their reasons for using the library 60 students said they use it primarily for access to the Internet and another 40 use it primarily to use word processing and 29

indicated they used other software to write their papers or complete assignments. There were 41 who responded that they used the library for quiet study when such space was available. Less than 30 students used the library for library-related purposes, namely, research.

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

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

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

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

The qualitative aspect of the assessment will consist of examining each item for condition, level of content and redundancy with other materials handling the same material. During this step culling will occur for materials deemed to be out of date, misleading, or in poor condition. Following these steps, a new profile of the collection will be developed, collection goals set, and revisions made to the acquisition plans and processes. The Library Committee will be then asked to provide assistance with any necessary changes to the Collection Management Policy. The entire process is expected to be completed during spring of 2014.

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

Planning for Public Library Role A review of the role of the Library as a public library will also occur this year in the fall. The plan for this review and evaluation is in the initial stages. The

review will include some form of survey, focus groups, and perhaps individual interviews with clients. This review, in conjunction with the review of resources, a revision of the Information Resources Policy and an identification of specific subject and format areas for emphasis in the fulfillment of the role of community library will assist the Library in better meeting the needs of the broader Crow community.

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

2.E.4. Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

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

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

Library Speaker Series/Cultural Enrichment Course A series of programs for students in the Cultural Enrichment course which is also open to community members has been hosted by the Library during the past few years. These programs center upon topics of Crow culture, language, history and current issues of importance thus furthering the core themes of “the enhancement of Crow culture and language” and the “commitment to community education and outreach.” This program has been going on for the past six years and has featured programs most often given by elders on topics such as the Crow Clan System, Traditional Dress of Crow Women, the Yellowtail Dam Controversy, and The Sacred Tobacco Society. Attendance at these sessions is usually in the 10 to 20 range (see Exhibit 6 for more detail on this program).

Crow Cataloging Enhancement IMLS Grant The ability of all to locate core Crow information has been greatly improved by an IMLS (Institute of Museum and Library Services) Enhancement Grant in 2011-2013 that is enabling the Library to expand typical bibliographic records for print items (primarily books and pamphlets) with enhanced summary information, local subject headings and a name index. The goal is to have at least 500 records expanded by the

conclusion of the grant cycle, September 30, 2013. In addition, student/public workshops on researching Crow topics and ancestors in the catalog, the Crow census database on the web page, and the Ancestry.com and Heritage Quest databases commenced in 2013.

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

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

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

Outside Evaluation In addition, faculty members and administrators have provided comments and suggestions to an outside consultant (Mary Bushing) through an interview process as part of an in-depth evaluation and review of library and archives operations. The most recent review was conducted in autumn 2012 and the resulting report is being used to adjust and provide practical details to the new strategic plan currently being prepared. See exhibit 4 for the report.

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

Faculty who teach in the Humanities and Social Sciences were especially enthusiastic concerning the library and its service to both faculty and students. Those who teach classes in Crow Studies or American history also expressed their hopes that they might work more closely with the Archivist in engaging students in primary research using both the Crow book collections and the rich archives collections. Those who have arranged for a librarian to speak with their classes regarding the use of library resources both print and electronic have been pleased with the results and expressed a desire to do more to further these collaborations.

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

With the exception of a few individuals whose students use textbooks exclusively in their course work, the faculty expressed strong support for the library and the renewed collaboration between librarians and teaching faculty to assist students in developing information fluency. The only negative note matched that expressed by a number of students and that was a concern about the level of noise in the library.

Quality of library and information resources and services The library and archives evaluates the quality of its resources and services periodically through student surveys, Skills for Success student course evaluations and reports by outside consultants. Mary Bushing has done reports on the overall library and archives operations (2005 and 2012) and University of Montana archives director Donna McCrea has done evaluation and planning with the Archives in 2009 and 2011 (See archives evaluation reports in Exhibit 7).

Adequacy of library and information resources and services

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

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

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

<i>Year</i>	<i>Line Item</i>	<i>Budget</i>
2010-2011	Publications	\$15,000
	Acquisitions	\$10,000
	Supplies	\$8,000
2011-2012	Publications	\$15,000
	Acquisitions	\$10,000
	Supplies	\$8,000
2012-2013	Publications	\$15,000
	Acquisitions	\$10,000
	Supplies	\$8,000

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

<i>Year</i>	<i>Funding Source</i>	<i>Amount</i>	<i>Purpose</i>
2010-2011	IMLS Native American Basic Grant w/Educational Option	\$7,000	DVD checking/cleaning machine; Library Speaker Series/Cultural Enhancement speakers' honoraria; Original cataloging and archival consultation
2010-2011	Title III – U.S. Department of Education*	\$35,200	Purchasing resources and electronic infrastructure to support them
2011-2012	IMLS Native American Basic Grant w/Educational Option	\$7,000	Subscriptions, speakers' honoraria, conference attendance
2011-2012	Title III – U.S. Department of Education*	\$33,200	Purchase of databases, DVDs, books, wireless upgrade
2011-2013	IMLS Native American Enhancement Grant	\$135,311	Make Crow Collection more accessible via enhanced and expanded cataloging
2012-2013	IMLS Native American Basic Grant w/Educational Option	\$7,000	Children's materials, speakers' honoraria, computers, public library planning
2012-2013	Title III – U.S. Department of Education*	\$38,000	Purchase of resources print & electronic, equipment & supplies

*library portion of grant to LBHC

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

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

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

Online/Web Security of library and information resources and services The IT department is responsible for the security of the library network. The patron computer workstations are protected with antivirus firewall software, Fortres Grand security software and Time Limit management software which restricts access to the computers. Fortres Grand provides restrictive security for public access computers. Time Limit management software provides a method to implement custom Usage Policies for public library computer access. Access to the

patron computers can be obtained through a signup process at the library's front desk. The library's webpage is maintained on a web-server that is administered by the Information Systems Technology Department. A hardware firewall appliance is utilized to restrict access into the library's network.

Cooperative Arrangements in library and information resources and services The OMNI consortium, of which LBHC is a member, provides the library catalog, interlibrary loan services, and keeps the system costs lower than if the library had a solo system. The Tribal College and University Libraries Association (TCULA) sometimes joins together to purchase databases at a better price than if purchasing alone. The Montana State Library makes available at a discounted cost the services of OCLC (Online Computer Library Center), a worldwide consortium of libraries, for copy cataloging and interlibrary loan services. It also provides statewide discounted rates for access to the Ebscohost suite of 37 databases.

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

7 g STANDARD 2.F. FINANCIAL RESOURCES

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

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

As of June 30, 2011, the college was in a stable financial position, increasing net assets of 13% over the prior year. Revenues increased 15.2% as well due to enrollment and tuition while expenditures were managed at a sustainable level. LBHC does not have an operating reserve at this time but is part of our long range goals.

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

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

Little Big Horn College receives operational funding as an allocation from Congress based on the Indian Student County (ISC) from the previous year. Based on the Tribally Controlled 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; the rest of the major funding source is derived from grants and awarded by federal, state and private sources.

LBHC budget process begins with each department making request to their Deans. The deans, CFO, and President prioritize the requests 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.

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 budgeting process begins in April, three months before the beginning of the new fiscal year, which begins July 1st. 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 Finance 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. LBHC takes a conservative approach when budgeting to ensure the basic needs and operations of the College will met.

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 the technical support needed has been average. The system was first implemented in July 1, 2007 as recommend and used for 6 years.

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

Little Big Horn College has not long-term debt at this time. All building funds are secured before the start of each project is undertaken. All short-term debt is budgeted in advance with the annual budgeting process. All grants and contracts are drawn down on a reimbursement basis. No long-term debt is projected to be undertaken in the near future.

2.F.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.

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

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

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

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

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

2.F.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.

Every Three to five years a new auditor is selected by the Board of Trustees. The auditor is independent and has not conflict of interest with performing an A-133 audit of LBHC. All audits are conducted in accordance with generally accepted auditing standards and governmental necessary, is provided by the Chief financial Officer. All audits are in the finance office and are available to the public. The 2009, 2010, and 2011 audits are in compliance with the requirements. "Management of the College is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to Federal programs." Galusha, Higgins & Galusaha, PC. The current LBHC audit is pending for fiscal year 2012 ending June 30th. As required by law, audits are submitted in a timely manner to E-Z audit, Clearinghouse, and other agency by March 31st.

The budgeting process begins in April, three months before the beginning of the new fiscal year, which begins in July. 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 finance committee and then to the Board of Trustees for final approval. The Chief Finance Officer and the President retain a master budget for each fiscal year. LBHC takes a conservative approach when budgeting to ensure the basic needs and operations of the College will met.

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.

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

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

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

7 h STANDARD 2.G. PHYSICAL AND TECHNICAL INFRASTRUCTURE

Physical Infrastructure

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

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

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 has a procedure regarding Hazardous/Toxic materials. The college is currently working with Mountain States Environmental Service for disposal of material. The college also has contact with the U.S. Environmental Protection Agency Region 8 for advice and assistance regarding hazardous/toxic material storage, use or disposal. The college is also in a partnership with the Big Horn County Disaster and Emergency Services regarding participation with the LEPC (Local Emergency Planning Committee). Big Horn County DES is also assisting with the Little Big Horn College Emergency Management Plan. The college hazardous/toxic policy is currently under review and will have a comprehensive component with in the 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 Master Plan for college expansion and development. The Master Plan provides direction and planning for all future improvement and construction to the college campus. It is a goal of campus construction to have a “green, zero net gain” campus. The intent is to produce more energy than the campus needs, we would then sell the excess back to the energy cooperative. The planning for campus building construction involves the needs of our students and community. All new construction follows the Leadership in Energy and

Environmental Design (LEED). This is an internationally recognized green building program. It provides building owners and operators with a framework for identifying and implementing practical and measurable building, construction, operations and maintenance solutions. It allows for long-range educational plans, while providing healthy indoor spaces for the building occupants. The energy savings will allow for lower operating costs and increase asset value. The Maintenance Department will be able to gather and track information regarding the conditions of each building for improvement of maintenance and operation during the lifecycle of the buildings on campus.

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

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

. Technical Infrastructure

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.

Little Big Horn College's Information Systems Technology Department (ISTD) is responsible for all aspects of its technology systems and infrastructure. The ISTD is headed by the Chief Information Officer with a personnel of Four Information Technology Technicians. This group of individuals maintains the Campus's Enterprise Resources Planning Campus Management System Jenzabar EX, network systems, communications systems, desktop workstation environment and classroom presentation equipment. These resources adequately support the day to day operations on the campus.

The college uses Jenzabar EX products to maintain its campus management system. This Enterprise Resource Planning System software has been in place since July 2007. The Jenzabar EX modules utilized are Admission, Registration, Human Resources, Business Office and Financial Aid. This software is installed onto an Microsoft SQL database server. The Jenzabar Ex

database is accessed through client software which is installed on individual user's computers.

The Financial aid module in Jenzabar EX interfaces with a third party software system called PowerFaid by CollegeBoard. Student Financial Aid Awards are originated and generated in PowerFaid and then the transactions are transferred into the Jenzabar Ex Financial aid module for further processing.

The network system is split between four networks with each having its own Internet connection. The main function of the first network serves the administration, faculty and staff. Jenzabar EX is installed on this network. This is the main lbhc.edu domain network and is home to the main webpage <http://www.lbhc.edu> and library webpage <http://lib.lbhc.edu>. The Internet connection on this network are two T1 lines bonded together for a combined total of 3MB of Internet bandwidth.

The function of the second network is to server the class room environment and library. The Internet connection on this network consists of two bonded T1 lines for a maximum 3MB bandwidth.

The function of the third network is to server the Compass placement testing lab. The Internet version of Compass placement testing is used in this lab. The internet connection for this lab is a T1 line for a 1.5MB of bandwidth. This Internet connection is provided to the college free of charge through Bureau Indian Affairs, Bureau of Indian Education funding.

The fourth network is a relatively newly installed network which is used with the Vision Net video conferencing network services. The Internet connection for this network is a VDSL 30MB bandwidth.

The college uses a 3Com digital telephone system with voicemail that integrates directly into the network switches. This eliminates the need to maintain a separate wiring system which would be required for an analog telephone system. The college has had a block of 100 dial direct numbers and recently add another block of 40 dial direct numbers to accommodate the college's needs.

Workstation and server software including anti-virus license are on schedules for renewal. Currently Microsoft software is on a volume licensing annual renewal program that allows the college to stay up to date with the latest software releases of office and server software. The antivirus software is on a three year renewal schedule.

Access to technology in the classrooms includes several portable multimedia carts, three classroom computer labs that are each configured with the necessary software to support the classes that are taught in each room. The computer labs are open during the day for students to access when classes are not in session. Computer lab hours are 8am to 5pm Monday - Friday. The three science labs also have several computers setup in them for students to use with their science related studies. There are several wireless network access points located across

campus. Faculty and students have access to the wireless network on campus. Students may connect to the wireless network with their personal devices such as smartphones, tablet and laptop computers.

Computer resources available to students outside the computer and science labs are located in the library and in the Title III tutor lab. The library has 11 workstations exclusively for student use. The library also has laptop computers available for checkout for use while in the library. The Title III tutor lab has 4 workstations available for students.

The network infrastructure connecting the buildings together utilizes fiber optics, copper and wireless bridging technologies. The main campus network backbone interconnecting the college's main facilities includes both fiber and copper media. In areas where it would not be feasible to trench in a networking cable wireless bridging technologies are utilized.

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 offers its services to all departments of the college. If there is an area that is identified as needing technology support or training the ISTD will provide the appropriate training or instruction requested. Areas that seem to need the most instruction is in the use of Jenzabar EX which is the campus wide Enterprise resource management system. Administration, Faculty and Staff access different areas of the Jenzabar EX System. Instruction generally needs to be tailored to each individual's needs.

The college has identified through recent planning sessions that there is a growing need to implement a help desk technology to increase response to requests made to the technology ISTD. The system that is in place now allows requests to be phoned into the ISTD individual technician's telephones. This system is inefficient since response to requests may be delayed due to the technician being out of the office or busy on another project. Over the next few months help desk systems and processes will be identified and evaluated in time to be included with the next round of the budget process.

During the summer the college holds an all personnel retreat that requires each department to deliver a report, to those attending, on the status of each department. The Chief Information Officer at this time does deliver a verbal report to the LBHC personnel concerning the status of the college's technology and any changes coming in the near future. During this time question and concerns are addressed by those attending the meeting concerning the college's technology infrastructure.

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.

During the summers all personnel retreat, there is opportunity for all departments including the ISTD and all other college personnel who wish to participate in technology planning to get together and plan for the coming academic year. All ideas are welcome and considered. After the planning session, ideas begin to emerge and are reported back to the LBHC personnel present at the retreat. This planning session is used as a blue print for guiding the implementation of technologies for the coming academic year.

The college has been conducting exercises in long term planning ranging from 1 to 10 years into the future. Technologies have been discussed to support long range planning. Some of the concerns is increasing the bandwidth to the college. This is a concern since the local telco is not able to provide additional T1 lines or high speed gigabit Internet connections. The local telco has VDSL 30Mb connections available and the college may need to install additional VDSL connections to increase bandwidth until the promise of gigabit fiber optics has been made available to the Crow Agency community.

The limited access to Internet bandwidth also has hindered the college's desire to implement online classes. Adequate Internet bandwidth is a crucial factor to implementing and accessing cloud resources. Currently reliable high speed internet connections are not available to Little Big Horn College nor 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.

On an annual basis during the budget planning process the ISTD submits a budget to the President's office which includes renewing licenses for software such as the campus wide enterprise resource management software Jenzabar Ex and Microsoft licenses for office applications and servers updates. Computer systems and network hardware that are due for replacement are included in the budget request. After the initial budget has been proposed items are then prioritize based upon projected budget numbers. Limited contingency funds are built into this budget process to cover unforeseen technology needs and price increases.

The college has been fortunate during these lean budget years through careful planning and eliminating waste to maintain a technology infrastructure that supports its academic and business endeavors .

8 Report Summary & Conclusion

The Year Three Report for Little Big Horn College provides a comprehensive overview of the college, its mission and core themes. We recognize the changes in our institution since the Year One Report was submitted in April 2012, as well as responses to topics before the Commission. The Year One Report upgrades involved the campus community in considerations of mission fulfillment. The Year Three Report focused our institutional attention on the resources and capacity of our college, now in the thirty-third year of service to the Crow Indian Reservation, to the Apsaalooke People.

The institutional changes at Little Big Horn College since the Year One Report are in three major areas: the continued excellence in educational programs and the achievement and success of our Crow Indian students; the Land Grant and community service programs for youth development and agriculture/lands, and the challenge of enormous natural disasters accompanied with the uncertainties of Crow Tribal political transitions.

Topics before the Commission are institutional assessment and planning for improved effectiveness, Board of Trustees roles and responsibilities development, program learning outcomes assessment for the purpose of continued improvement of learning and teaching, and student services for student recruitment and retention. The last full scale self study for accreditation was in 2006. Since then, Focus visits, Ad Hoc Reports and the Year One Report have challenged Little Big Horn College to address critical issues to the college future. At present, the college is on *Warning* for the topics just reiterated, with a timeline for resolution of issues.

Chapter One, the Year One Report, engaged the entire campus in an in-depth consideration of the college mission, in August 2011 and January 2012. Five key mission elements and three Core Themes were developed in March 2012. Upgrading and updating the Year One Report prompted campus-wide participation in the articulation of the thresholds of mission fulfillment and the Core Themes Benchmarks for Achievement, in December 2012. This process involved faculty and staff in an analysis of our institutional purpose, from the multiple perspectives of our divisions and among the various generations and perspectives of the college family. It also entailed strategic planning with expert Kathy Isaacson, for institutional “rejuvenation.” The quest to identify and measure the acceptable thresholds of mission fulfillment allowed the college to view actual achievements compared to or in view of a “vision of the best Little Big Horn College can be.” As well, we measured the college achievements against and among the achievements of our peer tribal colleges and universities. The process permitted a reality check on our achievements versus our institutional vision potentials. In some specific measures of mission fulfillment, there were contrasts between and among our “institutional impressions,” “the actual data on programs and services,” and the “vision of the college future.” The Thresholds/Benchmarks experience created a clear view of institutional identity with a common vision of institutional purpose.

Chapter Two, the Year Three Report, convened the college leadership in the study of our institutional resources and capacities (eleven months following the Year One Report). The LBHC Accreditation Team worked arduously to document the institutional means to accomplish our mission and purpose. The new standards were assigned throughout the college divisions and departments for the process of institutional self-evaluation. The college leadership team developed responses to each of the standards in consultation with and assistance from a broad spectrum of the college professional expertise in all divisions. As a new process, the response development brought questions and multiple drafts; and, further, the Team took on this responsibility for the first time, with only just a few exceptions. The fresh eyes of our college's new generation of leaders helped document and delineate our governance methods, our means for decision making, and the connections between programs and services to the college mission. Finally, the Team has discovered the integration of the college divisions in the implementation of educational services through the self-evaluation and standards response process.

Institutional accreditation is integral to the mission of Little Big Horn College. Making the new septennial self-evaluation process work for our institution is of the utmost necessity. The new cycle seems continuous and even at times overlapping, even duplicative. However, the net result from the delineation of mission and core themes and the self-evaluation of resources and capacities has assisted our institution with the improvement of our effectiveness in educational programs and services delivery. Integrating this cycle of reporting and self-evaluation into the life of Little Big Horn College will give the college benefits that are significant in the short and long term for the achievement of our mission.

9. Attachments & Exhibits