



NORTHWEST COMMISSION ON COLLEGES & UNIVERSITIES REPORT(S):

Year Seven Evaluation of Institutional Effectiveness (EIE) Self-Evaluation Report August 20, 2025

And

Blackfeet Community College Policies, Regulations, and Finance Review August 14, 2025

Year Seven
Evaluation of Institutional Effectiveness (EIE)
Self-Evaluation Report



Blackfeet Community College

August 20, 2025

Submitted to:
Northwest Commission on Colleges and Universities

**BFCC Year Seven,
Evaluation of Institutional Effectiveness (EIE) Self-Evaluation Report**

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I. Institutional Overview

In October 1974, the Blackfeet Tribal Business Council chartered the BFCC by Executive Action to "...provide post-secondary and higher educational services..." to the residents of the Blackfeet Nation and surrounding communities. The impetus for this action grew from early tribal efforts to provide an educational opportunity to its residents in a physically, climatically, and culturally isolated area.

The Blackfeet Tribe, in its relationship with the federal government as a sovereign nation, is recognized as a nation within a nation through treaties, laws, and executive orders. In the late 1960s, federal programs and laws resulted from tribal efforts to promote their people's health, education, and welfare.

The Indian Education Act of 1972 and the Office of Economic Opportunity programs of the 1964 Act provided new resources for tribes to provide adult education. The Blackfeet Tribe took advantage of these programs in its quest to develop itself economically and promote self-sufficiency, recognizing that the development of human resources is integral to improving the Blackfeet Tribe. A Timeline of the Tribal College Movement and AIHEC

In 1972, the Blackfeet Tribal Business Council established a 10-year comprehensive plan for the Blackfeet Nation. B.C.C. identified needs and goals through needs assessments and studies required for implementing federal programs. The plan identified the need for a community college, workforce/technical school, new facilities, and educational programs.

In 1976, the Blackfeet Board of Tribal Educators, under the auspices of the Blackfeet Tribal Business Council, agreed with Flathead Valley Community College of Kalispell, Montana, to offer extension courses on the reservation. Flathead Valley Community College, via a Title III Strengthening Institutions Grant, then established an extension center on the Blackfeet Reservation. Subsequently, coordinators were hired to supervise and implement programs and courses. Students at BFCC earned credits from Flathead Valley Community College since BFCC was not an independent, accredited entity.

The Tribally Controlled Colleges and Universities Assistance Act of 1978, as amended (TCCUA), authorizes Federal assistance to institutions of higher education that are formally controlled or have been formally sanctioned or chartered by the governing body of an Indian tribe or tribes.

The NWCCU Commission on Colleges granted candidacy status in December 1979. In early 1979, the Blackfeet Board of Regents took action to become an independent institution. The College sought candidacy status for accreditation from the Northwest Association of Schools and Colleges (NWCCU). In 1980, Blackfeet Community College (BFCC) ended its satellite relationship with Flathead Valley Community College. This new status enabled BFCC to more closely tailor its offerings to the needs and interests of local students.

On December 11, 1985, BFCC received accreditation. After an extensive self-study review process, NWCCU reaffirmed the College's accreditation in 2000. More recently, the College was reviewed by NWCCU in 2010 for accreditation and was granted it with several findings, which the College addressed to ensure continued accreditation by NWCCU.

In 1994, BFCC became a 1994 Land Grant Institution established for the benefit of agriculture and the mechanical arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat.503:7 U.S.C. 301 et seq.), commonly known as the First Morrill Act. The Morrill Land-

Grant Acts are United States statutes that allowed for the creation of land-grant colleges in U.S. states using the proceeds from sales of federally owned land, often obtained from Native American tribes through treaty, cession, or seizure.

However, the Equity in Educational Land-Grant Status Act of 1994 provides land-grant status for certain Indian colleges and institutions (1994 Institutions). It authorizes appropriations to establish an endowment for such Institutions instead of their extension. The 1994 Land Grant Institutions have missions to serve their consumers through higher education programs involving teaching, community outreach, and research. The 1994 Land Grant Institutions primarily serve Native American populations, typically located in remote, underserved communities that lack access to higher education. BFCC launched its first bachelor's degree program in 20225 upon receiving approvals for the BSN program from NWCCU in 2021. BFCC celebrated the 50th anniversary of its founding.



The *Reaching for the Stars Story Robe* honors the history of BFCC. The artwork, created by John Isaiah Pepion, illustrates key milestones and achievements of BFCC over the years. The stories depicted were recorded with input from the founders, past administration, and alumni, capturing the spirit, resilience, and cultural legacy of the college.

II. Preface

II.A. Brief Update of Institutional Changes

The last report submitted to NWCCU by BFCC was the institution's Year Six-Standard Two: Policies, Regulations, and Financial Review (PRFR) Self-evaluation Report. The report was submitted in September 2024. Since its last report to the Northwest Commission on Colleges and Universities (NWCCU) in 2024, BFCC has undertaken significant institutional improvements to advance its mission and ensure alignment with accreditation standards. These changes reflect BFCC's sustained commitment to institutional effectiveness, sound governance, student success, and community engagement.

In January 2024, BFCC welcomed a newly appointed [Board of Trustees](#). The Board has since completed comprehensive training on governance responsibilities and is in the process of approving a Code of Conduct. Monthly meetings between the Board and administration now serve as a regular venue to review college policies and address fiscal oversight, reinforcing transparency and accountability.

To address issues related to delayed audits, BFCC hired a new Chief Financial Officer and implemented revised accounting, budgeting, and auditing procedures. These reforms ensure timely financial reporting and future compliance. As of the 2024–2025 academic year, BFCC has completed its financial audit for 2021 and is near completion of 2022, with formal submission scheduled for Fall 2025. BFCC is anticipating and preparing for changes in funding disbursement regarding Title IV and Bureau of Indian Education (BIE) funding and working with those agencies to mitigate impacts on students.

The college has enhanced its internal governance structure by forming cross-functional committees focused on Strategic Planning, Data Management, and Institutional and Student Support. To strengthen student success and degree mobility, BFCC appointed a full-time Dual Enrollment and Transfer Coordinator tasked with supporting articulation agreements and student transitions between institutions.

Institutional policies have undergone comprehensive updates. Revisions were made to the Employee Policies and Procedures and the Student Handbook. BFCC has also implemented approved new policies regarding Employee Fraternization, Corrective Action, Grievance, Grant Compensation, and an annual Safety Report, which was approved July 23, 2024, by the BFCC Board of Trustees. Additionally, academic support services have expanded to include improved first-year writing placement processes and summer bridge programs designed to better prepare students for college-level work. A recently revised [Faculty Manual](#) and [Student Handbook](#) will be approved at the September 19, 2025, Board meeting.

A significant institutional milestone was achieved with the launch of BFCC's Strategic Plan in Fall 2024. The plan charts a path for sustainable growth and aligns college initiatives with its mission and core themes. The plan primarily focuses on campus and community engagement, connecting success and wellness, and developing new four-year programs of study. In support of this plan, BFCC secured a \$1.9 million grant to support faculty and staff professional development, including credential attainment and capacity-building initiatives. BFCC established the Accreditation and Strategic Planning team starting in the Fall 2025 meeting to discuss, document, and determine progress made in the implementation of goals and objectives.

As a tribally chartered two-year degree-granting institution and a 1994 land-grant college, BFCC also offers a Bachelor of Science in Nursing and remains a committed member of the American Indian Higher Education Consortium (AIHEC). In Fall 2024, the college enrolled 350 students, of whom approximately 96% identify as American Indian. BFCC continues to expand language collaborations, research capacity, and transfer pathway programs with colleges and universities across Montana and with institutions serving the Blackfoot Confederacy in Alberta, Canada.

Together, these efforts demonstrate BFCC's substantial progress since its last report and underscore its ongoing efforts to meet accreditation expectations while advancing educational opportunities for its students and community.

II.B. Outstanding Recommendations

Between 2017 and 2025, BFCC successfully addressed and rectified the recommendations identified by NWCCU in 2018. Specifically:

1. **Strategic Planning (Standards 3.A.1–3.A.4):**
BFCC developed and documented a comprehensive strategic plan that provides clear direction for achieving mission fulfillment. This plan was created through broad engagement of faculty, staff, students, and community stakeholders in establishing institutional priorities. It encompasses all significant elements of College operations, including academic programs, administrative functions, and student services, and incorporates systematic methods for evaluating progress against measurable benchmarks regularly.
2. **Assessment and Improvement Framework (Standards 4.A–4.B):**
BFCC collaboratively developed a systematic framework for assessment and improvement. The College now has a clear and measurable definition of mission fulfillment, established thresholds for core theme indicators of achievement, and implemented consistent assessment and improvement practices across all major units, including instruction, student services, and administrative services.
3. **Governance and Oversight (Standards 2.A.1–2.A.2):**
BFCC worked with the Tribal Council and Board of Trustees to affirm and operationalize their respective boundaries, clarify governance roles, and establish effective communication channels. This has strengthened support for College priorities while ensuring appropriate Tribal Council oversight and maintaining independent College operations.
4. **Leadership Stability and Succession Planning (Standards 2.A.4, 2.A.9, 2.A.10):**
BFCC identified internal and external factors contributing to leadership transitions and formulated plans to increase institutional stability through effective governance practices. The College has adopted strategies to ensure stable leadership and succession planning during periods of transition, thereby strengthening institutional continuity and resilience.
5. **Assessment of Student Learning (Standard 3.A.2):**
Building upon the foundational work of faculty and division chairs, BFCC advanced its assessment of student learning by identifying desired learning outcomes, implementing systematic assessment measures, and using assessment results to improve instruction. These efforts ensure alignment between instructional improvement and the College's mission and core theme accomplishment.

Through these measures, BFCC has demonstrated institutional commitment to mission fulfillment, accountability, and continuous improvement, thereby strengthening its capacity to serve the Blackfeet Nation, the Browning community, and all students.

III. Standard One

Standard One – Student Success, and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

It is the vision of BFCC to strengthen and enrich our Blackfeet Nation and universal community through quality education integrating the Nii-tsi-ta-pi World of Knowledge.

In Recognition of the fact that we all have values that are shaped and developed through our interactions with others and that these values shape our thoughts and actions, the students, staff, administration, and Board of Trustees of BFCC adopt the following core values:

Tsi-Ksi-Ka-Ta-Pi-Wa-Tsin – The Blackfeet Way of Knowing embodies Blackfeet culture and spirituality in philosophy, thought, and action, affirming the central role of Indigenous knowledge systems in education. Nin-na-wa-tsin – Being a Leader calls on us to act with professionalism, integrity, and responsibility in all human interactions. Ini-yimm – Respect reminds us to honor ourselves, others, diverse ideas, and the natural world. Ni-ta-pi-pa-ta-pi-tsin – Living in a Good Way encourages honesty and ethical behavior in thought and action. Ii-yi-kah-kii-ma-tsin – Trying Hard represents our dedication, commitment, and sincerity in pursuing personal and collective goals. Aoh-kan-otah-tomo – Accepting Everyone emphasizes the importance of embracing the unique talents, perspectives, and contributions of every individual. Finally, Ii-ta-mii-pa-ta-yoip – Happy Living inspires us to find joy through humor, laughter, and appreciation of life.

At BFCC, our Core Values are deeply rooted in the Blackfeet worldview and serve as guiding principles for academic excellence, personal growth, and community well-being. These values reflect the spiritual, cultural, and ethical foundations of the Niitsitapi people and are integrated into every aspect of college life. The commitment to these Core Values is reflected in the [2024-2026 Strategic Plan](#).

Mission statement and goals: "The purpose of BFCC is to provide the Blackfeet Nation and our "Universal Community" access to quality educational programs that prepare students for

achievement in higher education, meaningful employment, basic skills instruction, and continuing education while integrating the Blackfeet Culture and language.”

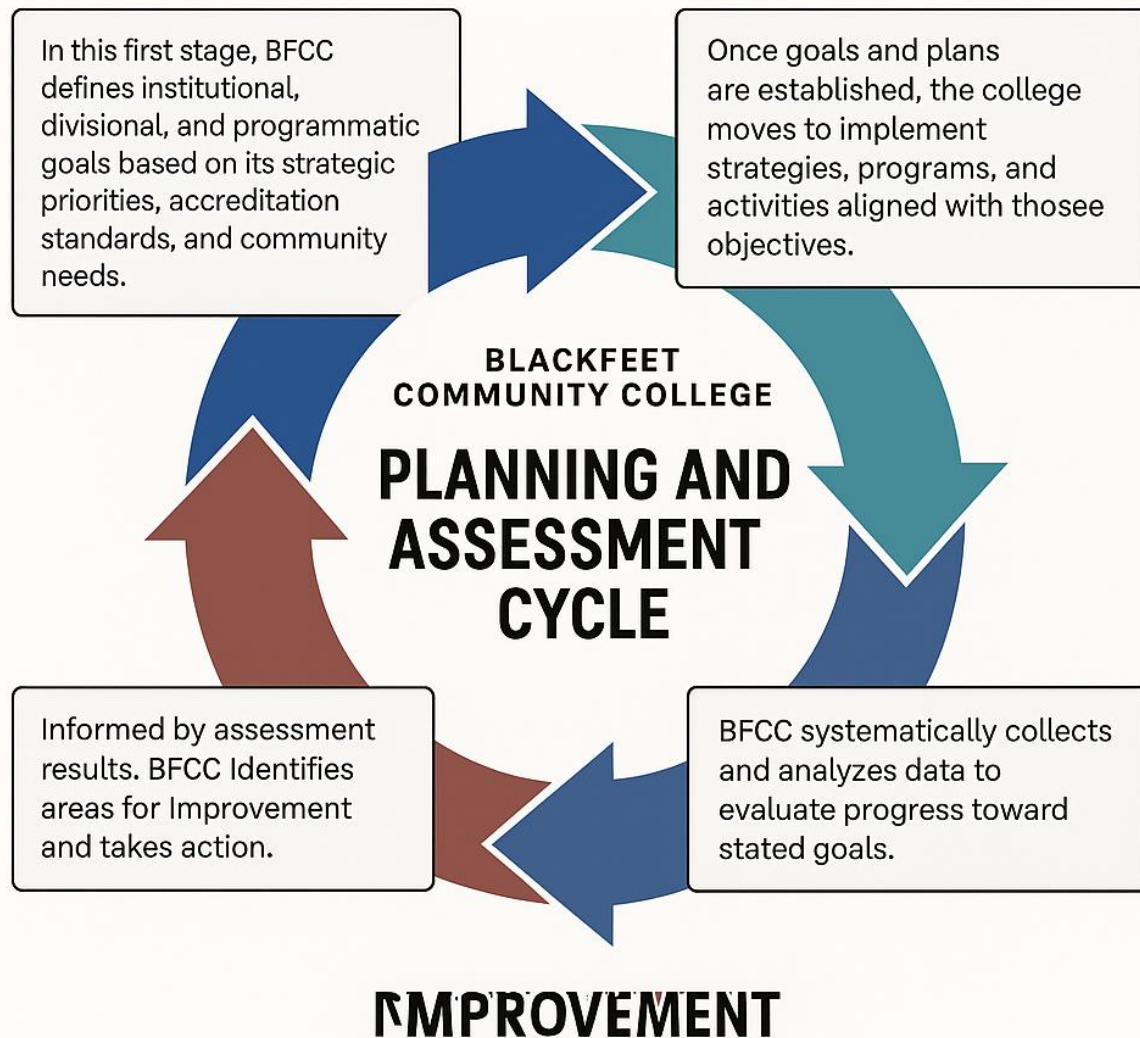
1. Access – providing access to all community service district members who desire education and training, enabling them to pursue life-long opportunities.
2. Achievement in Higher Education – providing an opportunity for students to earn academic degrees and supporting their transfer to upper-division higher education institutions.
3. Meaningful Employment – provides students an opportunity to earn degrees and certificates that would qualify them to gain meaningful employment.
4. Basic skills – providing students with programs and courses that will increase their likelihood of academic success.
5. Continuing Education – providing the community with courses and programs that enrich community life and support lifelong education
6. Integrating Blackfeet Culture and Language – providing programs and courses that sustain the past and promote the vitality of the Blackfeet Nation's future.

BFCC is committed to ensuring that all these values are incorporated into all that we do, fulfilling the vision and mission of BFCC.

Together, these Core Values create a culturally grounded and inclusive environment where students, faculty, and staff are empowered to thrive, lead, and contribute meaningfully to the Blackfeet Nation and the broader world.

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.



BFCC employs a continuous, four-stage planning and assessment cycle to ensure institutional effectiveness, student success, and alignment with its mission and core values. This cycle is grounded in a commitment to data-informed decision-making and meaningful engagement across academic and administrative units.

1. **Planning** – In this first stage, BFCC defines institutional, divisional, and programmatic goals based on its strategic priorities, accreditation standards, and community needs. Planning involves collaboration among faculty, staff, administrators, and stakeholders to set measurable objectives that support student learning, cultural relevance, and workforce development.
2. **Implementation** – Once goals and plans are established, the college moves to implement strategies, programs, and activities aligned with those objectives. This includes delivering

academic instruction, student services, professional development, policies and procedures, and operational initiatives with fidelity to the college's mission and strategic plan.

3. **Assessment** – BFCC systematically collects and analyzes data to evaluate progress toward stated goals. This includes the assessment of student learning outcomes, program performance, service effectiveness, and institutional benchmarks. Both direct and indirect measures are used to ensure a comprehensive understanding of outcomes.
4. **Improvement** – Informed by assessment results, BFCC identifies areas for improvement and takes action to refine strategies, update curricula, reallocate resources, program reviews, and enhance services. This stage closes the loop by using evidence to drive change, strengthen student achievement, and inform the next cycle of planning.

The development of the [2024-2026 BFCC Strategic Plan](#) was grounded in this approach to planning, goal-setting, and problem-solving. Through this ongoing cycle of Planning, Implementation, Assessment, and Improvement, BFCC fosters a culture of accountability, transparency, and continuous improvement that honors the Blackfeet Way of Knowing while advancing educational excellence.

Assessment of Institutional Effectiveness

Core theme 1: Access

BFCC is deeply committed to its core theme of **Access** by ensuring that higher education and college resources are available and attainable for the diverse student population it serves.

BFCC provides dual enrollment opportunities with Browning High School and Heart Butte High School, allowing local students to earn college credit at no cost through grant-supported courses offered directly in their high schools.

Through its open admissions policy, BFCC welcomes all students who have earned a high school diploma or a High School Equivalent Credential (GED or HiSET), further supporting equitable entry into higher education. The Workforce Development Division also strengthens access by offering HiSET preparation and testing from February to May, giving community members clear pathways into college-level study.

BFCC offers student readiness and transition programming to help new learners succeed, including the Emerging Scholar summer program, [New Student Orientation](#) each August, and the BFCC 101 course. These initiatives connect students with faculty, advisors, and campus resources while teaching essential academic and study skills.

Financial accessibility is expanded through comprehensive financial aid support. The Financial Aid Office provides direct assistance with the FAFSA, participates in Title IV federal programs such as the Pell Grant, FSEOG, and Federal Work-Study, and offers extensive information in the [2024-2026 BFCC Catalog](#) and [Student Handbook](#). In addition, BFCC students benefit from significant scholarship opportunities—including over \$331,000 awarded from the American Indian College Fund in 2023–2024—as well as support from programs like the Greer Foundation, Spirit of Sovereignty, Native Forward, and the Elouise Cobell Scholarship. BFCC further reduces financial barriers by offering tuition waivers for employees, elders, dual enrollment students, and first-time, first-year students.

BFCC also promotes lifelong and community-based learning through outreach and programming at the Medicine Spring Library, USDA Extension, Knowledge Carriers Lodge, the Emerging Lifelong Learning Center, and Workforce Education initiatives.

Finally, to ensure education is accessible regardless of personal or geographic barriers, BFCC continues to expand its course delivery through in-person, online, and hybrid options supported by the Canvas Learning Management System, helping students overcome challenges such as childcare, transportation, or distance.

Through these combined efforts, BFCC demonstrates its strong commitment to eliminating barriers and creating meaningful pathways for all students to access higher education, professional development, and lifelong learning.

Core theme 2: Achievement in Higher Education

BFCC is dedicated to fostering student achievement by creating clear and supportive pathways to higher education. To ensure that students can seamlessly continue their academic journeys, BFCC has established Memoranda of Understanding (MOUs) with regional universities, expanding opportunities for transfer and advanced study.

To further support academic mobility, BFCC adopted the Montana University System's standard course numbering, enabling courses to transfer more efficiently and ensuring students receive full credit for their academic work.

In addition, BFCC has developed 2+2 programs in Anthropology, Elementary Education, and Social Work, providing structured pathways for students to earn their associate degree at BFCC and then transition smoothly into bachelor's degree programs. Recognizing the growing need for healthcare professionals, BFCC also created a pre-nursing program that builds essential skills and prepares students for success in the college's own four-year Bachelor of Science in Nursing (BSN) program.

Through these initiatives, BFCC demonstrates its unwavering commitment to academic achievement by equipping students with the knowledge, skills, and pathways they need to reach their educational and professional goals.

Core theme 3: Meaningful Employment

BFCC is dedicated to preparing students for meaningful employment by connecting academic programs directly to workforce opportunities and professional success. Through the Nursing program's clinical experiences, practicums, and experiential learning, students gain hands-on skills that directly apply to careers in healthcare. BFCC also supports students financially and professionally through paid internships, work-study positions, student employment, and work waivers, giving them valuable workplace experience while completing their studies.

To further promote career readiness, BFCC established the Career Closet, funded by private donors, which provides graduating students with professional clothing or specialized equipment needed to enter their chosen fields. The Career Center and NACTEP STEM programs also create clear pathways to rewarding careers in areas such as record management, hydrology, and tribal law.

Additionally, BFCC offers a wide range of Career and Technical Education (CTE) courses and training, including industry trades, technical writing, CDL licensing, and CNA certification, ensuring students have access to high-demand, workforce-aligned programs.

Through these combined efforts, BFCC affirms its strong commitment to equipping students with the skills, experience, and resources necessary to achieve meaningful and lasting employment.

Core theme 4: Basic Skills

BFCC is committed to equipping students with the essential academic and cultural skills needed for success in higher education, the workplace, and the community. To ensure that students begin their studies at the appropriate level, BFCC provides diagnostic assessments in Math and Writing at the start of each semester, followed by access to online and in-person labs designed to build proficiency and confidence.

BFCC offers a remedial Math course sequence (M065, M066, M098, and M105) to help students strengthen foundational skills and prepare for success in college-level mathematics. While remedial College Writing courses are not offered, BFCC uses placement diagnostics to identify writing needs and provides targeted support for first-year students. In addition, BFCC offers a range of writing courses—including research writing, technical writing, and field-specific courses like Business Writing—that develop fundamental communication skills essential for both academic success and career readiness.

Students also can gain foundational knowledge in the Blackfeet language, culture, and history through courses that progress from beginning to advanced levels, supporting both cultural preservation and personal growth.

Finally, BFCC's General Education Core courses are intentionally designed to strengthen reading, writing, and critical thinking, ensuring students master the essential skills needed to succeed throughout their degree programs and beyond.

Through these initiatives, BFCC demonstrates its strong commitment to teaching and reinforcing the basic skills that provide the foundation for lifelong learning and achievement.

Core theme 5: Continuing Education

BFCC is dedicated to serving not only its students but also the broader community by offering courses, programs, and initiatives that enrich community life and promote lifelong education. Through program-based professional development and research opportunities, BFCC strengthens workforce skills while fostering community partnerships that extend the impact of higher education beyond the classroom. The college contributes directly to community well-being by graduating students in Social Services, preparing professionals who return to serve and support the Blackfeet Nation.

With support from USDA funds, BFCC provides opportunities to engage in cultural, lifeways, and experiential learning that strengthen identity and tradition. The Medicine Spring Library hosts frequent programs such as arts and crafts workshops and storytelling. At the same time, the Knowledge Carriers Lodge offers elders and community members a welcoming space to share knowledge, create crafts, and engage in meaningful social interaction.

In addition, BFCC continues to expand opportunities for continuing education units (CEUs) and community learning through the emerging Lifelong Learning Center, ensuring that education remains accessible and relevant at every stage of life.

Through these efforts, BFCC affirms its commitment to sustaining cultural vitality, fostering lifelong learning, and enhancing the quality of life for the Blackfeet community.

Core theme 6: Integrating Blackfeet Culture and Language

BFCC is firmly committed to sustaining the past and ensuring the vitality of the Blackfeet Nation's future by integrating Blackfeet culture and language across its programs, courses, and community initiatives. With support from the RDI grant, BFCC funds cultural activities that engage both the campus and the broader community, creating opportunities for shared learning and cultural revitalization.

The college integrates student and institutional support for Blackfeet language and culture through program development, infrastructure investment, and community engagement that honor and preserve cultural identity. Central to these efforts is the Knowledge Carrier Lodge, which works in partnership with Piikani Studies, Medicine Spring Library, USDA-funded initiatives, tribal programs, and local nonprofits to deliver culturally specific programming. These collaborations provide the community with meaningful opportunities to engage in and sustain Blackfeet arts, language, lifeways, and traditions.

Through these initiatives, BFCC demonstrates its ongoing commitment to serving as both an educational institution and a cultural steward, ensuring that Blackfeet knowledge and practices remain a vibrant and living part of the community for generations to come.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The institutional assessment framework was reestablished in 2023 following years of neglect by prior administrations, which had led to the 2018 NWCCU recommendations. With his appointment as President, Dr. Brad Hall launched a comprehensive series of reforms to align BFCC with NWCCU Standards One and Two and with the expectations of peer institutions. This report highlights the progress made since Fall 2023 and documents the organizational improvements currently underway. The plan, developed by the President and his leadership team and still evolving, outlines an integrated set of goals, objectives, and key performance indicators (KPIs) that guide the evaluation and measurement of institutional mission fulfillment.

1. Access

Goal: Ensure equitable access to educational opportunities for all members of the Blackfeet Community and service district.

- Objective 1: Increase enrollment among underrepresented groups.
 - Indicator A: Year-over-year increase in first-generation student enrollment.
 - Indicator B: Annual enrollment growth rate of adult/non-traditional students.
- Objective 2: Expand access to distance and flexible learning.
 - Indicator A: Percentage of courses available in hybrid/online formats.
 - Indicator B: Student satisfaction survey results on course accessibility.
- Objective 3: Enhance outreach and community engagement.
 - Indicator A: Number of outreach events, workshops, or community visits held annually.

- Indicator B: Growth in applications received from outreach-targeted communities.

2. Achievement in Higher Education

Goal: Support student success in earning degrees and transferring to higher education institutions.

- Objective 1: Increase degree and certificate completion rates.
 - Indicator A: Annual graduation rates by program.
 - Indicator B: Number of degrees and certificates awarded each academic year.
- Objective 2: Strengthen transfer pathways to four-year institutions.
 - Indicator A: Number of signed 2+2 articulation agreements.
 - Indicator B: Percentage of graduates who successfully transfer within one year.
- Objective 3: Improve academic support services.
 - Indicator A: Utilization rate of tutoring, writing center, and advising services.
 - Indicator B: Student-reported satisfaction with academic support services.

3. Meaningful Employment

Goal: Prepare students with skills and credentials for gainful, career-relevant employment.

- Objective 1: Align programs with labor market demand.
 - Indicator A: Number of programs revised or added based on workforce data.
 - Indicator B: Employer feedback ratings on graduate preparedness.
- Objective 2: Enhance career development services.
 - Indicator A: Number of students participating in internships, apprenticeships, or job-shadowing annually.
 - Indicator B: Student employment rate within six months of graduation.
- Objective 3: Strengthen employer partnerships.
 - Indicator A: Number of active employer advisory boards across divisions.
 - Indicator B: Annual increase in local employer partnerships.

4. Basic Skills

Goal: Strengthen foundational skills to improve student academic persistence and success.

- Objective 1: Expand developmental education offerings.
 - Indicator A: Enrollment in developmental courses in math, reading, and writing.
 - Indicator B: Completion rates for developmental education courses.
- Objective 2: Provide holistic student support for college readiness.
 - Indicator A: Percentage of new students completing orientation programs.
 - Indicator B: Participation rate in academic skills workshops.

- Objective 3: Improve persistence from developmental to college-level courses.
 - Indicator A: Percentage of students advancing from remedial to credit-bearing courses within one year.
 - Indicator B: Retention rate for students who completed developmental courses.

5. Continuing Education

Goal: Enrich community life by offering lifelong learning opportunities for personal and professional development.

- Objective 1: Expand non-credit community education programs.
 - Indicator A: Number of non-credit workshops and community courses offered annually.
 - Indicator B: Annual enrollment in continuing education programs.
- Objective 2: Promote workforce re-skilling and adult education.
 - Indicator A: Number of short-term certificates awarded to adult learners.
 - Indicator B: Employer-reported satisfaction with continuing education programs.
- Objective 3: Strengthen cultural and enrichment programs.
 - Indicator A: Attendance at cultural, artistic, and community enrichment events.
 - Indicator B: Participant feedback on program quality and cultural relevance.

6. Integrating Blackfeet Culture and Language

Goal: Sustain and revitalize Blackfeet culture, knowledge, and language through curriculum and community partnerships.

- Objective 1: Incorporate Blackfeet knowledge and language into all degree programs.
 - Indicator A: Percentage of courses with Blackfeet cultural learning outcomes.
 - Indicator B: Faculty participation rate in Blackfeet cultural integration training.
- Objective 2: Expand language revitalization efforts.
 - Indicator A: Number of students enrolled in Piikani Studies and Blackfeet language courses.
 - Indicator B: Proficiency gains demonstrated in language assessments.
- Objective 3: Strengthen partnerships with Blackfeet Confederacy institutions.
 - Indicator A: Number of collaborative programs, exchanges, or research projects established annually.
 - Indicator B: Student and faculty participation in cross-institutional cultural programs.

BFCC began the process of peer benchmarking in 2024; it established the following criteria for selecting comparable institutions:

Criteria for Selecting BFCC Peer Institutions

1. Mission Alignment
 - Tribal college with a mission centered on providing quality postsecondary education.
 - Commitment to preserving, maintaining, and revitalizing tribal languages and lifeways.
2. Geographic Context
 - Reservation-based institution.
 - Located in a rural setting.
3. Institutional Size
 - Comparable student body size: 100–400 FTE students.
4. Enrollment Characteristics
 - High percentage of students enrolled full-time.
 - High percentage of Indigenous (Native American) student enrollment.
5. Instructional Modality
 - Predominantly in-person class delivery.

Table 1: Institutional Data for Peer Benchmarking Cohort

The provided data presents the 12-month undergraduate enrollment for the 2022-23 academic year for six different tribal colleges, categorized by student type.

The total number of students enrolled at each institution varies significantly. The college with the highest total enrollment is Stone Child College with 521 students, followed by Blackfeet Community College (494) and Chief Dull Knife College (465). Aaniiih Nakoda College has the lowest total enrollment with 231 students.

Enrollment by Student Category

The data shows clear trends in the types of students enrolled. Across all six colleges, the most common student type is full-time, continuing, degree/certificate-seeking undergraduates, with a total of 956 students. Conversely, full-time, non-degree/non-certificate-seeking undergraduates have the lowest enrollment, with only 11 students in total across all institutions.

Highest Enrollment Category for Each Institution

While the overall trends are similar, each college has a unique enrollment profile:

- **Blackfeet Community College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (180 students).

- **Chief Dull Knife College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (151 students).
- **Aaniiih Nakoda College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (78 students).
- **Little Big Horn College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (191 students).
- **Sitting Bull College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (158 students).
- **Stone Child College:** The largest group is full-time, continuing, degree/certificate-seeking undergraduates (198 students).

For all six institutions, full-time, continuing, degree/certificate-seeking undergraduates represent the highest number of enrolled students.

The enrollment data for six tribal colleges during the 2022–23 academic year demonstrates both similarities and distinctions across institutions in terms of total enrollment and student categories.

Overall Enrollment by Institution

Enrollment levels vary considerably across the six institutions. Stone Child College reported the highest total undergraduate enrollment with 521 students, followed closely by Blackfeet Community College (494) and Chief Dull Knife College (465). In contrast, Aaniiih Nakoda College reported the lowest overall enrollment with 231 students. This variation highlights differences in institutional capacity, community demographics, and recruitment strategies.

Enrollment by Student Category

When examining enrollment categories, a consistent trend emerges across all institutions: the largest student group consists of full-time, continuing, degree/certificate-seeking undergraduates. Collectively, this category accounts for 956 students across the six institutions, demonstrating that the majority of students are pursuing structured academic pathways with a focus on completion. By contrast, the smallest group consists of full-time, non-degree/non-certificate-seeking undergraduates, with only 11 students enrolled system-wide. This suggests that students primarily enroll with the intent of completing a credential rather than for casual or non-degree purposes.

Highest Enrollment Category by Institution

Table 2
National Center for Education Statistics

UnitID	Institution Name	Part-time, non-degree/non-certificate-seeking undergraduate 12-month enrollment: 2022-23	Part-time, continuing, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23	Part-time, transfer-in, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23	Part-time, first-time, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23	Full-time, non-degree/non-certificate-seeking undergraduate 12-month enrollment: 2022-23	Full-time, continuing, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23	Full-time, transfer-in, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23	Full-time, first-time, degree/certificate-seeking undergraduate 12-month enrollment: 2022-23
180054	Blackfeet Community College	68	112	13	67	2	180	19	33
180160	Chief Dull Knife College	43	147	0	94	0	151	0	30
180203	Aaniiih Nakoda College	75	23	1	4	1	78	12	37
180328	Little Big Horn College	3	123	13	0	5	191	22	78
200466	Sitting Bull College	25	50	3	8	0	158	16	66
366340	Stone Child College	175	89	0	9	3	198	2	45

While enrollment profiles vary in scale, each institution shares a common pattern in that the full-time, continuing, degree/certificate-seeking undergraduates represent the largest group:

- Blackfeet Community College (180 students)
- Chief Dull Knife College (151 students)
- Aaniiih Nakoda College (78 students)
- Little Big Horn College (191 students)
- Sitting Bull College (158 students)
- Stone Child College (198 students)

This consistency across institutions underscores the importance of full-time enrollment in sustaining tribal college programs and achieving degree and certificate completions.

BFCC in Comparison to Peer Institutions

BFCC (494 total students) ranks second in total enrollment among the six institutions, trailing only Stone Child College (521) and surpassing Chief Dull Knife College (465). Importantly, BFCC's largest enrollment category, full-time, continuing, degree/certificate-seeking undergraduates (180 students), aligns with trends observed at peer institutions, confirming that BFCC attracts and retains students who are committed to degree and certificate completion.

Relative to its peers, BFCC demonstrates strong overall enrollment, competitive with the largest tribal colleges in the dataset, and continues to serve a substantial number of students in its degree-seeking pathways. This positions BFCC as a leading institution within the tribal college system in both scale and alignment with national priorities for retention and credential attainment.

Here is an analysis of the undergraduate enrollment data for American Indian or Alaska Native students at several tribal colleges from 2017 to 2023.

The data shows fluctuating enrollment totals for most of the institutions over the seven years. While there isn't a single clear pattern of continuous growth or decline across all colleges, some general observations can be made:

- Overall Fluctuations: All six colleges experienced peaks and valleys in their enrollment numbers, indicating that enrollment is not consistently increasing or decreasing.
- Decline in Stone Child College: Stone Child College, which consistently had the highest enrollment, experienced a significant decrease. Its enrollment fell from a peak of **982** students in 2018 to 482 in 2023, representing roughly a 51% decline over five years.
- Relative Stability: While numbers change, Aaniiih Nakoda College and Blackfeet Community College appear to have the most stable enrollment over the period, with less dramatic fluctuations compared to the other institutions.

Table 3: American Indian Enrollment Highs and Lows

Highlights the peak and lowest enrollment years for each college:

Institution	Highest Enrollment	Year	Lowest Enrollment	Year
*Blackfeet Community College	528	2018	390	2022
Aaniiih Nakoda College	319	2018	173	2020
Chief Dull Knife College	432	2023	230	2021
Little Big Horn College	512	2021	388	2020
Sitting Bull College	406	2017	259	2021
Stone Child College	982	2018	482	2023

The enrollment data for American Indian and Alaska Native undergraduate students across six tribal colleges between 2017 and 2023 reveals notable fluctuations, with each institution experiencing both periods of growth and enrollment declines. While no institution demonstrates a continuous upward or downward trajectory across the entire seven-year period, several important patterns can be observed.

Overall Enrollment Trends

- **Fluctuations Across All Institutions:** Enrollment at each college rose and fell over the period, underscoring the challenges tribal colleges face in maintaining consistent enrollment levels due to demographic, economic, and community factors.
- **Sharp Decline at Stone Child College:** Stone Child College, historically the largest institution in this group, illustrates the most dramatic decline. Its enrollment decreased from a peak of 982 students in 2018 to 482 in 2023, a 51% reduction over five years. This steep drop reshapes the comparative scale of enrollments across the tribal college sector.
- **Relative Stability at BFCC and Aaniiih Nakoda College:** Unlike the large swings observed at Stone Child College, Little Big Horn College, and Chief Dull Knife College, both Blackfeet Community College (BFCC) and Aaniiih Nakoda College maintained comparatively stable enrollment across the years. While they experienced modest fluctuations, neither institution demonstrated the extreme peaks and valleys of their peers.

Enrollment Highs and Lows by Institution (2017–2023)

- Blackfeet Community College: High of 528 in 2018, low of 390 in 2022.
- Aaniiih Nakoda College: High of 319 in 2018, low of 173 in 2020.
- Chief Dull Knife College: High of 432 in 2023, low of 230 in 2021.
- Little Big Horn College: High of 512 in 2021, low of 388 in 2020.
- Sitting Bull College: High of 406 in 2017, low of 259 in 2021.
- Stone Child College: High of 982 in 2018, low of 482 in 2023.

Comparative Position of BFCC

Blackfeet Community College occupies a strong position within this group of tribal colleges. Its enrollment demonstrates stability rather than volatility, with differences between its peak (528 in 2018) and low point (390 in 2022) being less dramatic than the swings experienced by institutions such as Stone Child, Little Big Horn, or Chief Dull Knife.

In comparison:

- BFCC's lowest point (390) remains higher than Aaniiih Nakoda's lowest (173) and close to the low points of Sitting Bull (259) and Chief Dull Knife (230).
- BFCC's highest point (528) is well above the highs of Aaniiih Nakoda (319), Chief Dull Knife (432), and Sitting Bull (406), though below the temporary highs of Stone Child (982) and Little Big Horn (512).
- Unlike Stone Child College, which experienced a drastic long-term decline, BFCC demonstrates resilience with enrollments that fluctuate but avoid severe long-term decreases.

Overall, BFCC compares favorably to its peers by maintaining relatively consistent enrollment levels over time, demonstrating resilience against the dramatic shifts observed in other institutions. BFCC's stability suggests a strong base of community engagement, effective recruitment and retention strategies, and institutional capacity to sustain enrollment in ways that

support its mission. While it does not match Stone Child College’s historic peak numbers, BFCC’s steadiness positions it as one of the most reliable institutions in this dataset in terms of sustaining student enrollment.

Here is an analysis of the full-time, first-time undergraduate cohorts from 2016 to 2023. This data, specifically for first-time students, provides insight into new student enrollment trends.

- **Significant Fluctuations:** All colleges in the chart show significant year-to-year fluctuations in their full-time first-time cohorts. There is no clear, consistent trend of growth or decline across the board.
- **Recent Gaps in Data:** For several colleges, the data shows zero or very low enrollment for the 2022 and 2023 cohorts. For example, BFCC shows 0 students for both years, and Aaniiih Nakoda College also shows 0. **Largest Cohorts:** In general, Little Big Horn College and BFCC have historically had the largest cohorts of new full-time students. Stone Child College also had a notably large cohort in 2016.

Institution-Specific Analysis

- **BFCC:** This institution had strong new student cohorts from 2016 to 2020, with numbers ranging from 54 to 77.
- **Little Big Horn College:** This college shows the most consistent and often the highest number of new students, with cohort sizes ranging from 36 to 72 between 2016 and 2021. It also has the largest cohorts in the most recent years shown, with 46 in 2022 and 65 in 2023.
- **Chief Dull Knife College:** The college's new student cohorts are generally smaller and more inconsistent than those of Blackfeet Community College and Little Big Horn College. However, its most recent cohorts of 6 (2022) and 12 (2023) are its highest since 2017.
- **Aaniiih Nakoda College:** This college's numbers are consistently low, ranging from 0 to 39. Like Blackfeet Community College, it shows zero new students for the 2022 and 2023 cohorts.
- **Sitting Bull College:** This college reports zero full-time, first-time undergraduates for every year listed. This is a highly unusual trend that suggests this data either reflects a specific reporting metric where this college's students don't fit, or its new students are primarily part-time or transfer students.
- **Stone Child College:** Stone Child College shows a very sharp drop in new student enrollment after 2016. The cohort size went from 42 in 2016 to a range of 0-6 in subsequent years, and then to zero in 2022 and 2023. This indicates a significant shift in its new student enrollment profile.

Table 4: Peer Benchmarking Cohort Graduation Rates (150%-time)

Institution	Full-time fall 2022 cohort 2023	Full-time fall 2021 cohort 2022	Full-time fall 2020 cohort 2021	Full-time fall 2019 cohort 2020	Full-time fall 2018 cohort 2019	Full-time fall 2017 cohort 2018	Full-time fall 2016 cohort 2017
*Blackfeet Community College	0	0	66	77	61	54	63
Aaniiih Nakoda College	0	0	6	0	39	35	28
Chief Dull Knife College	12	6	0	0	24	15	17

Little Big Horn College	65	46	36	63	72	58	55
Sitting Bull College	0	0	0	0	0	0	0
Stone Child College	0	1	1	6	2	4	42

The data for full-time, first-time undergraduate cohorts at six tribal colleges between 2016 and 2023 provides insight into new student enrollment patterns and institutional trends related to degree completion within 150% of normal time. Several key findings emerge:

Overall Trends Across Institutions

- **Significant Fluctuations:** All colleges show notable year-to-year variations in their full-time, first-time cohorts. There is no consistent upward or downward trajectory, reflecting the challenges small tribal colleges face in maintaining stable new-student pipelines.
- **Recent Gaps in Data:** For several institutions, including Blackfeet Community College (BFCC) and Aaniiih Nakoda College, no students were reported for the 2022 and 2023 cohorts. This drop likely reflects disruptions in recruitment, reporting, or student enrollment profiles.
- **Largest Cohorts Historically:** Historically, BFCC and Little Big Horn College have enrolled the largest numbers of full-time, first-time undergraduates, while institutions like Sitting Bull College and Stone Child College show either consistently low or near-zero cohorts in recent years.

Institution-Specific Findings

- **Blackfeet Community College:**
BFCC reported strong and consistent new student cohorts between 2016 and 2020, ranging from 54 to 77 students, among the highest in the dataset. After 2020, however, BFCC's cohorts dropped to 0 for both 2022 and 2023, marking a significant departure from earlier performance.
- **Little Big Horn College:**
This institution demonstrates the most consistent recruitment of new students, with cohorts between 36 and 72 from 2016 to 2021, and maintaining strength in recent years with 46 students in 2022 and 65 in 2023.
- **Chief Dull Knife College:**
This college shows smaller, more inconsistent cohorts, typically under 25 students, but its recent cohorts of 6 in 2022 and 12 in 2023 mark an improvement over its zero enrollments in 2019 and 2020.
- **Aaniiih Nakoda College:**
Aaniiih Nakoda's cohorts are consistently small, ranging from 0 to 39 students over the period. Like BFCC, it reported 0 new full-time, first-time students in 2022 and 2023.
- **Sitting Bull College:**
Sitting Bull reports zero full-time, first-time undergraduates for all years in the dataset. This highly unusual pattern may reflect unique reporting practices or a student body largely composed of part-time or transfer students.

- Stone Child College:
Stone Child shows a sharp decline in new student cohorts after 2016. From a high of 42 students in 2016, it dropped to 0–6 students annually thereafter, with 0 in both 2022 and 2023.

BFCC in Comparison to Peer Institutions

Blackfeet Community College stands out as one of the strongest performers historically in enrolling full-time, first-time undergraduates. Between 2016 and 2020, BFCC’s cohorts were consistently large—ranging from 54 to 77 students—placing it in the same category as Little Big Horn College, which has been the most consistent high performer throughout the dataset.

However, the absence of new student cohorts in 2022 and 2023 places BFCC in a weaker recent position, mirroring challenges seen at Aaniiih Nakoda College and Stone Child College. Unlike Little Big Horn College, which has sustained strong enrollment through 2023, BFCC’s recent drop-off highlights a potential gap in recruitment and onboarding of first-time, full-time students.

In summary, BFCC compares favorably to its peers in terms of historical strength and consistency of full-time, first-time undergraduate cohorts, demonstrating one of the largest pipelines of new students from 2016 to 2020. However, the institution’s lack of reported cohorts in 2022 and 2023 is a critical concern. If not addressed, this recent decline could impact long-term retention and graduation outcomes. Compared to its peers, Little Big Horn College has managed to sustain new student enrollment more effectively in the most recent years, while BFCC shares enrollment challenges with Aaniiih Nakoda and Stone Child Colleges.

Table 5: Peer Benchmarking Cohort Transfer Out Rates

This table provides an excellent summary of the award data. As you can see, Blackfeet Community College awarded the most total degrees and certificates, and Chief Dull Knife College had the lowest total. Interestingly, Little Bighorn College and Sitting Bull College awarded the same number of total awards over the six years.

Summary of Undergraduate Awards (2018-2023)

Institution	Total Associate's Degrees	Total Certificates	Total Bachelor's Degrees	Grand Total Awards
Blackfeet Community College	323	82	48	453
Little Big Horn College	190	31	15	236
Sitting Bull College	175	0	61	236
Stone Child College	138	71	20	229
Aaniiih Nakoda College	162	23	14	199
Chief Dull Knife College	87	0	0	87

Sitting Bull College has the most consistent data, showing transfer-out rates for most years, with a high of **15%** in 2021.

Aaniiih Nakoda College had a high transfer-out rate of **31%** in 2017, but the data is sparse for other years.

Chief Dull Knife College had a transfer-out rate of **14%** in 2020 and **11%** in 2021.

Blackfeet Community College and **Stone Child College** show more sporadic data points, with rates ranging from **2%** to **13%**.

Little Big Horn College has no data recorded for any of the years listed in the table.

Table 6: Transfer Rates Comparison

Institution	Transfer-out rate total cohort 2023	Transfer-out rate total cohort 2022	Transfer-out rate total cohort 2021	Transfer-out rate total cohort 2020	Transfer-out rate total cohort 2019	Transfer-out rate total cohort 2018	Transfer-out rate total cohort 2017
Aaniiih Nakoda College				3		3	31
Blackfeet Community College		5			6		
Chief Dull Knife College			11	14		5	7
Little Big Horn College							
Sitting Bull College	4	2	15			5	
Stone Child College	5	10			2	13	6

The award and transfer-out data for six tribal colleges between 2018 and 2023 provides important insights into student outcomes, degree attainment, and institutional effectiveness.

Undergraduate Awards (2018–2023)

The distribution of associate’s degrees, certificates, and bachelor’s degrees across the six institutions reveals key differences in program capacity and degree completion:

- BFCC leads the cohort, awarding the highest total number of credentials (453), which includes 323 associate’s degrees, 82 certificates, and 48 bachelor’s degrees. This record demonstrates BFCC’s broad academic capacity and effectiveness in supporting students through completion across multiple program levels.
- Little Big Horn College and Sitting Bull College are tied with the second-highest total awards (236 each). While Little Big Horn emphasizes associate’s degrees (190) and certificates (31), Sitting Bull shows a distinctive profile with 61 bachelor’s degrees, the second-highest number of baccalaureate awards after BFCC.

- Stone Child College awarded 229 total credentials, heavily represented in associate's degrees (138) and certificates (71).
- Aaniiih Nakoda College reported 199 awards, largely in associate's degrees (162).
- Chief Dull Knife College had the lowest number of completions with 87 total awards, exclusively at the associate's degree level.

This distribution highlights BFCC as the most comprehensive degree-granting institution in the set, with strengths in associate's, certificate, and bachelor's level programming.

Transfer-Out Rates

Transfer-out rate data, while less complete, provides further insight into how many students pursue continued education after leaving their tribal college:

- Sitting Bull College demonstrates the most consistent reporting of transfer-out data, peaking at 15% in 2021, suggesting a strong culture of student mobility toward further education.
- Aaniiih Nakoda College reported a notably high 31% transfer-out rate in 2017, though data for subsequent years are sparse.
- Chief Dull Knife College reported 14% in 2020 and 11% in 2021, moderate figures relative to peers.
- BFCC shows sporadic transfer-out data, with reported rates ranging between 2% and 13% depending on the year. This suggests some student mobility to other institutions, but with less consistency compared to Sitting Bull or Chief Dull Knife.
- Stone Child College shows similarly sporadic reporting, also ranging between 2% and 13%.
- Little Big Horn College reported no transfer-out data, leaving a gap in comparison.

BFCC Compared to Peer Institutions

BFCC compares favorably in terms of credential production, clearly leading all peers with 453 total awards, nearly double the output of Little Big Horn and Sitting Bull Colleges (236 each). This demonstrates BFCC's strong role in academic program delivery, student retention through completion, and institutional capacity to support a wide range of credentials, including bachelor's degrees.

However, in terms of transfer-out rates, BFCC's performance is less distinctive. Its reported rates (2%–13%) are moderate compared to Sitting Bull College's consistent transfer culture (up to 15%) and Aaniiih Nakoda's one-time peak of 31%. The sporadic reporting may also suggest that transfer tracking at BFCC is less developed than at some peer institutions.

Overall, BFCC emerges as the clear leader in student credential completion, awarding the most significant number and the broadest range of degrees and certificates between 2018 and 2023. While its transfer-out rates are present but inconsistent, BFCC's strong record of keeping students through to degree completion positions it as one of the most effective institutions in this dataset. Peer institutions such as Sitting Bull College and Chief Dull Knife College may

demonstrate higher or more consistent transfer-out rates. Still, none match BFCC's scale and diversity of academic awards.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Enrollment, Retention, and Holistic Student Support

BFCC is committed to supporting student success through comprehensive enrollment strategies, [retention initiatives](#), and holistic support services. BFCC participated in Project Success, administered by Achieving the Dream (ATD) and the Ascendium Education Group on behalf of the U.S. Department of Education, providing students with emergency aid grants, paid internships, and access to evidence-based programs such as GradReady® and Cohort Catalyst. These programs strengthen retention, improve graduation rates, and enhance cohort outcomes for Minority Serving Institutions.

To support enrollment, BFCC has implemented targeted recruitment strategies for local high school students, transfer students, non-traditional learners, and adult students through marketing campaigns, campus tours, information sessions, college fairs, and community outreach. The College manages the application and enrollment process, providing guidance, verifying documentation, coordinating admissions testing, supporting first-generation students, and facilitating [orientation](#) programs.

BFCC fosters dual enrollment partnerships with local high schools, developing articulation agreements, supporting students taking college courses, and tracking their progress. Extensive outreach and engagement initiatives include high school workshops, FAFSA completion nights, career and college preparation seminars, adult learner sessions, tribal information sessions, college preview days, and scholarship workshops. On-campus events such as open houses, campus tours, and program-specific sessions further strengthen student engagement.

The College prioritizes support for special populations, including veterans, first-generation students, adult learners, workforce development participants, and tribal members, through targeted workshops, scholarship assistance, and recruitment programs. Integrated student services, including mental health support, campus security, Student Accounts, Knowledge Carriers Lodge, bookstore services, IT support, internet access, printing, and a Career Center, provide holistic resources that address academic, personal, and professional development. Career support services include job skills workshops, resume and cover letter assistance, career and job search guidance, college transfer assistance, and access to the Montana Career Information System (MCIS).

BFCC also fosters campus community and engagement by designating time every Tuesday from 2:30–4:30 PM free of scheduled courses, allowing students, faculty, and staff to participate in activities and events that enhance student life and promote cross-campus interaction.

Through these comprehensive strategies, BFCC demonstrates its commitment to enrollment, retention, and holistic student support, ensuring that students have the resources, guidance, and opportunities needed to succeed academically, personally, and professionally.

Blackfeet Ways of Knowing

BFCC is deeply committed to advancing and sustaining Blackfeet Ways of Knowing by embedding Blackfeet culture, language, and knowledge systems across all aspects of teaching, learning, and research. Guided by Core Theme Six, Integrating Blackfeet Culture and Language, BFCC ensures that every grant proposal, program, and course includes an emphasis on Blackfeet ways of knowing, with proposals required to demonstrate alignment with this theme as well as at least two additional Core Themes.

Through innovative approaches that honor and integrate Blackfeet traditions alongside Western methodologies, BFCC has built a strong foundation for culturally grounded research and education. This includes initiatives supported by the NARCH and INBRE grants, the Native Science Field Center, USDA Extension and Equity programs, and the Knowledge Carriers Lodge, all of which expand learning opportunities that reflect the unique identity of the Blackfeet Nation.

Every BFCC academic program and course is required to include learning objectives that integrate Blackfeet culture and language, ensuring students engage with and carry forward the values, knowledge, and worldview of the Blackfeet people. BFCC also fosters international collaboration through emerging partnerships with Blackfoot Confederacy institutions in Canada—including Red Crow College, Old Sun Community College, and the Piikani Board of Education—working together on shared goals in language revitalization, research, and program development.

Through these efforts, BFCC demonstrates its unwavering dedication to preserving and strengthening Blackfeet Ways of Knowing while preparing students to navigate and shape the future with cultural pride, knowledge, and leadership.

Strategic Plan

BFCC has demonstrated its commitment to developing a comprehensive new [strategic plan](#) by engaging in a deliberate, inclusive, and sequential process that culminated in the adoption of the final plan in 2024. The process began in 2018 with a campus needs assessment to identify institutional priorities and areas for growth. In 2022, BFCC expanded its planning efforts by conducting a community needs assessment in Browning, MT, which included focus groups with residents to ensure that community perspectives and voices guided the direction of the college.

Building on these foundations, BFCC organized strategic planning sessions with faculty and staff to identify divisions and individuals capable of gathering data, initiating action steps, and adhering to an agreed-upon timeline for completing the plan. This collaborative approach ensured that the strategic plan reflected the strengths and aspirations of the entire college community.

The resulting strategic plan set forth three primary goals:

1. Foster and build the next generation of BFCC leaders.
2. Cultivate a holistic, Blackfeet-centered approach to success and well-being for students, faculty, and staff.
3. Expand learning opportunities through the development of additional certificate and degree programs.

The guiding component of BFCC's planning-assessment process is its Strategic Plan, which establishes institutional and departmental priorities that shape decision-making, program implementation, and resource allocation across the college. Since Summer 2023, BFCC has used this process to produce the Strategic Plan 2022-2024, which articulates goals around leadership development, holistic student and employee success, and expansion of academic programs.

The strategic planning process begins with the identification of mission, core values, and core themes, and then defines institutional goals, strategies, and measurable objectives. Implementation and monitoring are overseen by presidential committees, which embed goals and objectives within their missions. These committees ensure that planning efforts are directly tied to resource allocation, staffing, and program development, and that progress toward objectives is systematically tracked.

To support this work, BFCC is developing a comprehensive Institutional Effectiveness Report beginning in 2025. This annual report will provide multiple layers of analysis, including a scorecard, interactive dashboards, and detailed student data tables, that allow leaders, faculty, and staff to evaluate institutional progress. Results will be reviewed annually by the President's leadership team, the Board of Directors, and the entire campus community, ensuring transparency and alignment with mission fulfillment.

This process enables BFCC to gain an accurate and complete picture of its progress in implementing strategic initiatives and the impact these initiatives have on student achievement, faculty and staff well-being, and institutional growth. Importantly, the outcomes of the assessment process are used to guide decision-making, inform resource allocation, and ensure that institutional capacity is applied in the areas of greatest need and opportunity.

By linking strategic planning to measurable outcomes, ongoing monitoring, and annual review cycles, BFCC ensures that its strategic plan remains a living document. Continuous feedback allows the college to adjust strategies, timelines, and metrics regularly, making certain that resources are allocated effectively and that institutional effectiveness is strengthened in meaningful and measurable ways.

Through this intentional process, BFCC reaffirmed its mission to provide high-quality, culturally grounded education while preparing for the continued success and resilience of its students, faculty, and staff.

Spring Community Advisory Board (CAB) meetings

BFCC affirms its commitment to ensuring that the voice of the community guides the direction of the college using [Community Advisory Boards](#) (CABs) in each of its eight academic and workforce divisions. Each division conducts an annual CAB meeting where students, college employees, community members, and professionals come together to review programs and services, provide feedback on proposed changes to curriculum, and set meaningful goals for future development.

The role of these boards extends beyond consultation; they are active partners in shaping annual program goals, reviewing and sharing data on student retention and success, and ensuring that BFCC's educational offerings remain aligned with both community needs and workforce

opportunities. CAB members bring valuable insights from diverse perspectives that strengthen the connection between the college and the Browning community.

Through this process, BFCC reminds the community that the college not only welcomes but relies upon its feedback to continuously improve and better serve the students, families, and employers of the Blackfeet Nation and surrounding areas. By embedding CABs at the heart of its divisions, BFCC demonstrates that the success of its mission depends on a shared responsibility with the community it serves.

All-campus communication, transparency, and shared governance

BFCC is committed to fostering a culture of open communication, transparency, and shared governance that ensures all stakeholders, students, faculty, staff, administration, trustees, and the community have access to timely information and meaningful opportunities for participation.

Each academic year begins with employee orientations and an all-campus retreat at a unique, historic off-campus location. These events provide a forum to share essential information, align priorities, and build fellowship across the campus community. Throughout the year, monthly Faculty and Staff Senate meetings, as well as scheduled committee and team meetings, allow stakeholders to conduct business and address matters of concern. An annual calendar reserves these meeting dates to reinforce consistency and accessibility. BFCC also hosts biweekly Student Senate meetings in the Beaver Painted Lodge (BPL) Student Commons, ensuring that student voices are heard and incorporated into campus decision-making. At the leadership level, the President meets regularly with Human Resources, the Vice President of Academics, and other direct reports to collaborate, problem-solve, and plan strategically.

Communication is further supported by the Media Department, which publishes *The Magpie* bimonthly and maintains BFCC's social media presence to keep students, staff, faculty, and the community informed. On campus, BFCC utilizes a variety of digital media tools and platforms to ensure the accurate and timely distribution of key information. All employees are provided with access to Google Suite (Gmail, Drive, Calendar, and related features) to facilitate collaboration and ongoing communication across divisions.

BFCC is equally committed to community transparency through monthly [Board of Trustees](#) meetings, which are accessible both in person and virtually. For urgent and time-sensitive communication, the college uses RAVE Alerts and emergency messaging to immediately notify students, faculty, and staff by text and email of closures or emergencies.

Supporting academic continuity, BFCC relies on Canvas, its robust learning management system, which provides flexibility across course modalities and enables a seamless pivot to remote learning in emergencies. Faculty receive ongoing professional development to ensure proficiency with digital teaching tools. Additionally, JICS and Jenzabar provide students, faculty, and staff with secure access to essential enrollment and academic management information, including grading, attendance, budgeting, and financial transactions. Plans are underway to expand Jenzabar's use, particularly in advising and other student support services, to increase efficiency and reduce reliance on paper-based processes.

Through these structures, resources, and practices, BFCC demonstrates its unwavering commitment to building a transparent, well-informed, and collaborative campus culture, grounded in the principles of shared governance and dedicated to the success of its students and community.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

BFCC is committed to continually monitoring both its internal and external environments to identify and respond to changing conditions that impact the institution. This ongoing process ensures that BFCC can adapt strategically to support student success, strengthen institutional effectiveness, and remain accountable to its mission and the community it serves.

Internally, the registrar, division chairs, faculty, the Vice President of Academics, and the President communicate frequently to review course and program enrollment, retention, financial aid, and completion data. These discussions directly inform course scheduling, budgeting, program assessment, and institutional priorities, with a central focus on student retention and achievement.

Externally, BFCC engages in robust partnerships and community connections to remain responsive to the needs of the Blackfeet Nation and beyond. The college hosts community-wide events through Workforce Development, including the Workforce Summit (2025), the Elder Summit (2025), the annual Days of Piikani celebration, seasonal Open Houses for students and community members, annual Community Advisory Board meetings, and monthly meetings with the Blackfeet Tribal Business Council's Education Committee. These events provide opportunities to collect community-based data and ensure that BFCC programs and services reflect the needs and priorities of the Blackfeet people, including areas such as Class 7 language instruction and educator certification.

BFCC leadership, under the direction of Dr. Hall, maintains close relationships with Browning Public Schools, regional educational organizations, and nonprofit partners. One of them is FAST Blackfeet, a Native-led nonprofit that serves the Amskapi Piikani people. BFCC has also strengthened academic pathways through 2+2 articulation agreements with the University of Montana, Montana State University, Salish Kootenai College, and UM Western, while advancing research through partnerships with Montana State University and the University of Washington.

The college demonstrates its commitment to external accountability and excellence by seeking specialized accreditation with agencies such as the Montana Board of Nursing, which conducted a site visit in Spring 2025. BFCC also maintains active engagement with national and regional organizations, including the American Indian Higher Education Consortium (AIHEC), AIMS, IPEDS, and the Northwest Commission on Colleges and Universities (NWCCU). BFCC's data team meets monthly and manages the annual reporting cycle to ensure compliance with all funding and accrediting agencies.

In addition, BFCC actively participates in Rural and Tribal economic development planning with the Tribal Employment Rights Office (TERO), Blackfeet Manpower, and the Blackfeet Tribal Higher Education Department, ensuring that educational opportunities align with workforce development priorities for the Blackfeet Nation.

Through these practices, BFCC demonstrates its commitment to an environment of continuous monitoring, reflection, and adaptation, ensuring that the college remains responsive to student, community, and external partner needs while upholding its mission and values.

Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

BFCC offers a variety of associate degree and one-year certificate programs designed to meet both immediate workforce needs and long-term academic goals. Within the Human Services Division, students may pursue an Associate of Arts (A.A.) or Associate of Science (A.S.) degree in fields such as *Addiction Studies*, which meets the requirements for Montana Licensed Addiction Counselor eligibility; *Behavioral Health*, which integrates Blackfeet cultural perspectives into its curriculum; *Criminal Justice–Legal Studies*, which prepares students for roles as Tribal Legal Advocates with a focus on tribal and federal law; *Psychology*, a culturally grounded program designed for transfer or entry-level employment; and *Social Work*, which supports entry into human services careers and is structured for seamless 2+2 university transfer. The Math & Science Division offers Associate of Science (A.S.) degrees in *Anthropology*, providing insight into cultural and biological human diversity; *Hydrology Technician*, which equips students for careers in water science; *Environmental Science*, focused on natural resource and environmental management; *Pre-Engineering*, serving as a pathway to a bachelor’s degree in engineering; and *Health Science*, a pre-professional track for students pursuing healthcare careers. In the Education Division, students can choose from A.S. degrees in *Elementary Education*, designed to meet Montana K–8 teacher certification standards, and *Early Childhood Education*, which includes evening course options and a 2+2 transfer pathway to the University of Montana–Western.

BFCC also offers a range of one-year certificate programs, many of which are “stackable,” meaning earned credits apply toward a related associate degree. In the Human Services Division, certificates include *Behavioral Health Aid*, which introduces foundational mental health competencies, and *Blackfeet Legal Studies*, which emphasizes tribal legal systems and prepares students for legal assistant roles. The Math & Science Division offers certificates in *Hydrology Technician Assistant*, an entry-level qualification in water science, and *Basic Human Subjects Research*, which trains students in ethical research practices with Indigenous populations. Within the Business Division, the *Records Information Management* certificate teaches skills in electronic and tribal recordkeeping and aligns with the associate degree program. The Workforce Development Division provides an *Industry Trades Certificate*, a hands-on training program covering safety, tool use, and pathways to apprenticeships. Additionally, through the NACTEP-STEM initiative, BFCC offers federally supported one-year certificates in Records Information Management, Criminal Justice/Legal Studies, and Hydrology Assistant.

Importantly, all certificate programs are designed with transfer and progression in mind, allowing students to continue into associate degree pathways. Several of BFCC’s associate degrees are part of 2+2 articulation agreements with partner universities such as the University of Montana–Western and the University of Montana, enabling students to transfer credits smoothly

and complete bachelor's degrees in their chosen fields. The Montana Board of Regents of Higher Education has instituted a system-wide common course numbering policy to allow students to easily assess the transferability of classes from one Montana University System institution to another; BFCC participates in this initiative to benefit its students and ease transfer.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

BFCC is committed to and demonstrates achievement in offering credit, degrees, certificates, and credentials that are firmly grounded in student learning and defined learning outcomes. BFCC's baccalaureate, associate, and certificate programs are designed with coherence and integrity, ensuring appropriate breadth, depth, sequencing, and synthesis of learning across all offerings.

At the baccalaureate level, the Bachelor of Science in Nursing (B.S.N.) program requires a minimum of 120 credit hours and is designed to be completed in four years. The program is fully articulated with the Health Science A.S. degree, enabling students to complete the B.S.N. in two years after earning their associate degree. Over half of the required coursework occurs at the upper-division level, ensuring academic rigor and advanced study, and preparing graduates to pass the National Council Licensure Examination (NCLEX) successfully.

Associate of Arts (A.A.) and Associate of Science (A.S.) programs require 60 credit hours, are designed for two-year completion, and integrate both general education and discipline-specific coursework. All B.S.N., A.A., and A.S. programs include 30 credits of general education, accounting for approximately 25% of graduation requirements at the bachelor's level and 50% at the associate level. This general education core fosters breadth of knowledge through nine learning goals spanning Foundation Studies, Cultural Studies, Expressive Arts, Mathematics, History and Behavioral Science, Humanities, and Science. Courses such as College Writing, College Algebra, Public Speaking, and Piikani Language provide foundational skills, while program-specific coursework offers depth in the chosen field of study.

Certificates, including programs in Early Childhood Education, Behavioral Health Aide, Blackfeet Legal Studies, Piikani Studies and Language, Basic Human Subjects Research, Behavioral Health Technician, Health Science, Industry Trades, and Records Information Management (in moratorium as of Spring 2026), are designed for one-year completion and require at least 30 credit hours. These certificate programs provide targeted knowledge and skills aligned with community and workforce needs.

BFCC ensures appropriate sequencing of learning through carefully structured curricula. Courses are organized by level, 100-level for first-year, 200-level for second-year, 300-level for third-year, and 400-level for fourth-year study, with precise prerequisites and co-requisites to promote synthesis of learning. Sequencing is further reinforced by paired courses (e.g., Anatomy and Physiology I and II) and prerequisites that establish foundational knowledge for advanced study. Academic advising and published program plans of study in the [2024-2026 BFCC Catalog](#) provide students with clear pathways for progression.

The synthesis of learning is demonstrated through capstone experiences such as research projects, special topics courses, and advanced electives, which require students to integrate and apply knowledge and skills developed across their programs. For example, the Social Work program builds on Introduction to Sociology to prepare students for advanced courses in counseling, psychology, and social work.

Through the alignment of program requirements with state standards, general education integration, thoughtful sequencing, and culminating experiences, BFCC achieves its commitment to offering high-quality academic programs that prepare students for success in further education, professional pathways, and service to their communities.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The BFCC catalog provides comprehensive information for all the institution's degree and certificate programs. The catalog outlines the program name, degree or certificate conferred, program goals, learning outcomes, degree planners, program requirements, and a suggested study plan for each program. For programs that prepare students for employment in fields requiring state and/or national licensure, the [2024-2026 BFCC Catalog](#) also includes accurate information regarding requisite training and eligibility. Examples include the Associate of Arts degree in Social Work, which prepares students for licensure as Licensed Addictions Counselors, and the Bachelor of Science degree in Nursing, which prepares students to become Registered Nurses. Additionally, BFCC offers several short-term training programs (less than one year) that lead to state or national certification, such as the Certified Nurse Aide (CNA) program. These short-term programs are offered on an as-needed basis.

BFCC ensures its educational programs provide accurate information on national and state eligibility requirements for licensure and entry into professions. [BFCC's Nursing program](#) offers students comprehensive resources to prepare for the NCLEX, including exam simulations and study preparation, ensuring they meet licensure requirements for nursing. Similarly, the Human Services division guides students in achieving their MSW degree and prepares them for the Licensed Addiction Counselor (LAC) certification, providing clear pathways to these professions. Short-term CDL, CNA, CPR, and First Aid courses are available to the community when funds are available from local professionals and organizations. Experiential learning, project-based learning, project-based paid internships, job placement (HS), campus-wide, and CTE programs are also offered when funding allows.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

BFCC's admission process is designed to support prospective students through recruitment, application processing, enrollment, and dual enrollment coordination. The college implements comprehensive recruitment strategies, including targeted outreach, marketing materials for diverse student populations, campus tours, and participation in recruitment events and college fairs. The application process ensures a smooth transition by reviewing and processing student applications, verifying documentation and transcripts, coordinating admissions testing, and providing guidance throughout the application workflow. To further assist students, BFCC offers enrollment support by helping them navigate admission requirements, providing information on

academic programs, supporting first-generation college students, and coordinating [orientation](#) programs. Additionally, BFCC facilitates dual enrollment opportunities by partnering with local high schools, assisting students enrolled in college courses, maintaining communication between institutions, developing articulation agreements, and tracking student progress. Through these efforts, BFCC ensures an accessible, structured admission process promoting student success.

BFCC meets the expectation of ensuring student success through clearly defined academic and administrative policies, particularly in admission, placement, and student progression.

BFCC has updated its Student Handbook and Student Code of Conduct to better support students. These updates provide clear guidelines on academic policies, behavior expectations, and students' rights. They ensure that students are informed of the policies that guide their educational journey, including those related to continuation in and termination from programs.

BFCC is actively meeting accreditation standards by providing current and accurate information to students and stakeholders through its comprehensive college catalog and newly redesigned, user-friendly [website](#). BFCC has completed a new [2024-2026 BFCC Catalog](#) that offers students essential information on academic programs, policies, and procedures. The catalog includes detailed descriptions of BFCC's institutional mission, admission requirements, and grading policy.

Additionally, the catalog provides students with thorough information on academic programs and courses, including degree completion requirements, expected learning outcomes, course sequences, and projected timelines to completion through degree planners. It lists the names, titles, degrees, and conferring institutions for BFCC's administrators and full-time faculty.

BFCC ensures that students understand their rights and responsibilities by publishing clear rules and regulations for conduct. The catalog also outlines tuition, fees, program costs, refund policies, and procedures for students withdrawing from enrollment. Moreover, BFCC provides information on financial aid opportunities and requirements. The catalog and website feature an accurate, detailed two-year academic calendar, supporting student planning and success.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

BFCC has established a practical and comprehensive system of assessment to evaluate the quality of student learning and the overall effectiveness of its academic programs. Guided by the newly developed [Academic Program Assessment Plan](#), BFCC employs a structured, regular, and evidence-based process to assess student achievement, review program quality, and support continuous improvement across the institution.

The Academic Program Assessment Plan, which will be approved by the Faculty Senate in 2025, provides clear guidance for this process, outlining program learning outcomes for all degrees and certificates, as well as student learning outcomes for the General Education Core. It specifies the timelines, methods, and tools—including curriculum maps, assessment rubrics, templates, protocols, and calendars—that faculty use to collect, analyze, and report assessment data. Each academic program undergoes a comprehensive review on an annual cycle, producing reports that include outcome data, enrollment and graduation trends, post-graduation achievements, faculty qualifications, program strengths and challenges, and recommendations for improvement. These reports are presented to the Curriculum Committee, stored in secure college repositories, and

formally reviewed by faculty and administrators to inform academic quality and resource planning.

The assessment of the General Education Core is equally systematic. The seven General Education Core outcomes are organized into three clusters—Academic Foundations, Cultural Knowledge and Human Expression, and Social Understanding and Human Behavior—assessed on a three-year rotation through pre-selected courses and standardized rubrics. Faculty collect and upload outcome data according to an annual calendar, and the Curriculum Committee reviews cluster reports in the following academic year. These reports provide the basis for faculty-driven discussions on student achievement, instructional delivery, and curriculum enhancement.

Faculty occupy the central role in BFCC's assessment system. According to the [Faculty Manual](#), full-time faculty participate directly in curriculum design, review, and approval through the Curriculum Committee process, while adjunct faculty contribute through division meetings. The Faculty Senate governs the Curriculum Committee, ensuring shared governance in all curricular decisions. Faculty members are responsible for proposing new courses and programs, revising or eliminating ineffective offerings, and leading program-level assessments. Agendas and minutes from Curriculum Committee meetings consistently demonstrate this faculty leadership in shaping, evaluating, and improving the curriculum.

The Vice President of Academics coordinates the institution's overall assessment process, while Division Chairs and faculty members are accountable for developing and implementing assessment plans within their respective disciplines. Program review reports and General Education Core assessment findings are presented to the Board of Trustees according to a calendar established by the President, ensuring institutional oversight and alignment with mission fulfillment.

Through this comprehensive system, BFCC ensures that the assessment of student learning is ongoing, meaningful, and central to institutional effectiveness. Faculty leadership in curriculum development, program review, and outcome evaluation guarantees that the college's academic programs remain current, rigorous, and responsive to the needs of students and the Blackfeet community.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education Core curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

All B.S.N., A.A., and A.S. programs include 30 credits of general education, accounting for approximately 25% of graduation requirements at the bachelor's level and 50% at the associate level. This general education core fosters breadth of knowledge through nine learning goals spanning Foundation Studies, Cultural Studies, Expressive Arts, Mathematics, History and Behavioral Science, Humanities, and Science. Courses such as College Writing, College Algebra, Public Speaking, and Piikani Language provide foundational skills, while program-specific coursework offers depth in the chosen field of study. To graduate with a B.S.N., A.A., or

A.S. Degree, students must complete 30 credits hours of general education instruction. The following table lists the required and optional general education core requirements:

Table 7: General Education Requirements for Bachelor of Science, Associate of Arts, and Associate of Science Degrees

Core Area	Course Code	Course Title	Credits	Type
CORE 1: Foundation Studies	TCC 101	First Year Seminar	3	Required
CORE 2: Cultural Studies	NASX 141	Piikani Language Origins & Foundations	3	Required
CORE 3: Communication	WRIT 101	College Writing		Required
CORE 3: Communication	200-level writing course	Division Specific or WRIT 201		Required
CORE 3: Communication	COMX 111	Public Speaking		Option
CORE 3: Communication	POPC 125	Street Art		Option
CORE 3: Communication	PHOT 154	Digital Photography		Option
CORE 3: Communication	MART 111	Introduction to Film Making & Editing		Option
CORE 3: Communication	PKNI 109	Piikani Art		Option
CORE 4: Computation Literacy	M105	Contemporary Mathematics		Option
CORE 4: Computation Literacy	M 115	Linear and Probability		Option
CORE 4: Computation Literacy	M121	College Algebra		Option
CORE 5: History & Social Sciences	PKNI 129	History of the Piikani (1700-1900)		Required
CORE 5: History & Social Sciences	PKNI 229	History of the Piikani (1900-2000)		Required

CORE 5: History & Social Sciences	ANTY 101	Introduction to Anthropology		Option
CORE 5: History & Social Sciences	ANTY 122	Race and Minorities		Option
CORE 5: History & Social Sciences	SOC 220	Race and Minorities		Option
CORE 5: History & Social Sciences	GPHY 141	Geography of World Regions		Option
CORE 5: History & Social Sciences	HSTA 225	Montana History		Option
CORE 5: History & Social Sciences	PSYX 100	Introduction to Psychology		Option
CORE 5: History & Social Sciences	PSYX 230	Developmental Psychology		Option
CORE 5: History & Social Sciences	PSYX 262	Cultural Psychology		Option
CORE 5: History & Social Sciences	SOCI 101	Introduction to Sociology		Option
CORE 6: Humanities/Fine Arts	FILM 103	Introduction to Film		Option
CORE 6: Humanities/Fine Arts	CRWR 212	Introduction to Nonfiction Workshop		Option
CORE 6: Humanities/Fine Arts	LIT 110	Introduction to Literature		Option
CORE 6: Humanities/Fine Arts	LIT 163	Women & Literature		Option
CORE 6: Humanities/Fine Arts	LIT 169	Literature as Popular Culture		Option
CORE 6: Humanities/Fine Arts	LIT 240/NASX 240	Introduction to Native American Literature		Option
CORE 6: Humanities/Fine Arts	LIT 270	Film as Literature		Option
CORE 6: Humanities/Fine Arts	LIT 285	World Mythology		Option
CORE 6: Humanities/Fine Arts	MUS 130	History of Rock & Roll		Option

CORE 6: Humanities/Fine Arts	NASX 100	Indigenous Humanities		Option
CORE 6: Humanities/Fine Arts	NASX 224	Origin Stories of the Niitsitapi/Piikani		Option
CORE 6: Humanities/Fine Arts	NASX 231	Indigenous Philosophy		Option
CORE 6: Humanities/Fine Arts	PHOT 154	Digital Photography		Option
CORE 6: Humanities/Fine Arts	PKNI/EDU 109	Piikani Art		Option
CORE 6: Humanities/Fine Arts	POPC 280	Women Detectives & the Female Gaze		Option
CORE 6: Humanities/Fine Arts	POPC 150	Video Games on Popular Culture		Option
CORE 7: Natural Sciences/Technology	CSCI 105	Computer Science		Option
CORE 7: Natural Sciences/Technology	PKNI 120	Piikani Traditional Ecological Knowledge and Sacred Sites		Option
CORE 7: Natural Sciences/Technology	AHMS 144	Medical Terminology		Option
CORE 7: Natural Sciences/Technology	ANTY 210	Introduction to Biological Anthropology		Option
CORE 7: Natural Sciences/Technology	ANTY 250	Introduction to Archaeology		Option
CORE 7: Natural Sciences/Technology	ANTY 286	Survey of the Forensic Sciences		Option
CORE 7: Natural Sciences/Technology	EGEN 105	Introduction to Engineering		Option
CORE 7: Natural Sciences/Technology	ENSC 105	Environmental Science		Option
CORE 7: Natural Sciences/Technology	ENSC 255	Climate Diversity		Option
CORE 7: Natural Sciences/Technology	NUTR 221	Basic Human Nutrition		Option

CORE 7: Natural Sciences/Technology	SCI 150	Scientific Wonders of Glacier National Park		Option
CORE 7: Natural Sciences/Technology	WILD 134	Wildlife and People		Option
CORE 7: Natural Sciences/Technology	BIOB 101/102	Discover Biology w/lab	4	Option
CORE 7: Natural Sciences/Technology	BIOB 160/161	Principles of Living Systems w/lab	4	Option
CORE 7: Natural Sciences/Technology	BIOB 170/171	Principles of Biological Diversity w/lab	4	Option
CORE 7: Natural Sciences/Technology	BIOH 104/105	Basic Human Biology w/lab	4	Option
CORE 7: Natural Sciences/Technology	FORS 250	GIS and GPS	4	Option
CORE 7: Natural Sciences/Technology	GEO 101/102	Introduction to Physical Geology w/lab	4	Option
CORE 7: Natural Sciences/Technology	SCI 212	Physical Life Science (Lab embedded)	4	Option
CORE 7: Natural Sciences/Technology	SCI 213	Earth & Sky (Lab embedded)	4	Option

General education courses at the college level are a set of foundational classes designed to provide students with broad knowledge and essential skills that extend beyond their chosen major. These courses typically include subjects such as communication, mathematics, natural and social sciences, humanities, and the arts – and, at BFCC, Piikani language and culture. The purpose of general education is to develop critical thinking, problem-solving, cultural awareness, and lifelong learning skills, ensuring that all students, regardless of program, gain a well-rounded academic experience that supports personal growth, civic engagement, and career readiness.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Dr. Jim Rains, PhD, the Vice President of Academics, coordinates the institution's overall assessment process. At the same time, Division Chairs and faculty members are accountable for developing and implementing assessment plans within their respective disciplines. Program review reports and General Education Core assessment findings are presented to the Board of Trustees according to a calendar established by the President, ensuring institutional oversight and alignment with mission fulfillment.

BFCC uses the results of its assessment efforts to guide academic planning and strengthen learning-support practices to improve student learning outcomes continuously. For example, the analysis of requirements for successful completion of a Bachelor of Science in Nursing (BSN) revealed the need better to prepare prospective Nursing students with foundational coursework in science. In response, the Nursing Division, in collaboration with the Math and Science Division, developed the Associate of Science in Health Science degree program.

This program provides students with a firm grounding in biology and health-related sciences while offering a pre-professional pathway to advanced study in nursing and related healthcare fields. The program's learning outcomes emphasize (1) building foundational science knowledge that supports transfer into higher education or training in health fields, (2) demonstrating preparedness in science concepts applicable to professional health careers, and (3) incorporating a general understanding of health principles into everyday life.

The effectiveness of this planning and assessment-driven program development is evident in student outcomes. Graduates of the Health Science program are successfully prepared to enter nursing programs, pass the NCLEX-RN licensure exam, and secure employment in the healthcare field. Qualitative tracking further shows that many program graduates remain in the region, contributing to the local workforce as nurses and educators. This example illustrates how BFCC uses assessment data not only to identify needs and close gaps but also to implement sustainable academic programs that directly enhance student success and strengthen the community. The following table features NCLEX pass rates for BFCC Nursing program's first three cohorts:

Table 8: NCLEX-RN Pass Rate for BFCC's Bachelor of Science Nursing Program

Graduating Cohort Year	First time NCLEX-RN pass	Ultimate pass rate
2023	2 of 2 = 100%	100%
2024	3 of 3 = 100%	100%
2025	3 of 3 = 100%	100%

The NCLEX-RN pass rate data for BFCC's Bachelor of Science in Nursing (BSN) program provides clear evidence of program quality and student preparedness for professional licensure. Over the three most recent graduating cohorts, BFCC nursing graduates have achieved exceptional success on the NCLEX-RN examination, the national licensing exam for registered nurses.

Cohort Performance

- 2023 Cohort: All 2 of 2 graduates (100%) passed the NCLEX-RN on their first attempt, resulting in both a first-time pass rate of 100% and an ultimate pass rate of 100%.
- 2024 Cohort: All 3 of 3 graduates (100%) passed on their first attempt, again yielding both first-time and ultimate pass rates of 100%.

- 2025 Cohort: All 3 of 3 graduates (100%) passed on their first attempt, maintaining a consistent record of 100% pass rates across both measures.

Program Effectiveness and Institutional Significance

The consistency of these results over three consecutive years demonstrates the academic rigor and effectiveness of BFCC's nursing curriculum and the dedication of its faculty to student success. Achieving a 100% first-time and ultimate pass rate in multiple consecutive cohorts reflects not only the strength of student learning outcomes, but also the effectiveness of program resources such as clinical training, simulation labs, and student support systems.

In the context of nursing education nationally, where NCLEX first-time pass rates typically range between 78–85%, BFCC's record represents a distinguished achievement. The college's ability to sustain these results with small but consistent cohorts underscores its capacity to prepare graduates who are immediately ready to serve as competent, licensed registered nurses.

BFCC's BSN program demonstrates a remarkable record of success, with three consecutive graduating cohorts (2023–2025) achieving 100% NCLEX-RN first-time and ultimate pass rates. This achievement affirms the program's quality, its alignment with professional standards, and its vital role in addressing the need for highly qualified nurses within the Blackfeet Nation and the broader healthcare community.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

BFCC's transfer-of-credit policy is designed to maintain the integrity of its academic programs while facilitating the efficient mobility of students aiming to complete their educational credits, credentials, or degrees. This policy is strengthened by BFCC's adoption of a [common course numbering system](#) aligned with the [Montana University System](#), ensuring that courses meet statewide academic standards and transfer seamlessly to other institutions. BFCC also employs a full-time transfer coordinator who provides personalized support to students navigating the transfer process, ensuring that their academic progress is maintained. The College aligns its course learning outcomes with those of the Montana University System, reinforcing academic consistency and ensuring that students are well-prepared for further studies. Furthermore, BFCC offers robust associate degrees with 2+2 agreements with regional four-year universities, allowing students to pursue bachelor's degrees efficiently. These efforts reflect BFCC's mission to provide access to quality educational programs and prepare students for success in higher education.

BFCC accepts transfer credits only from fully accredited institutions and requires an official transcript for evaluation. Transfer credits are accepted for courses in which a grade of "C" or better was earned. To qualify for graduation, students must complete a minimum of 15 credits at BFCC; the Registrar and Admissions Office review transcripts to determine the transferability of credits. The Student Handbook and the 2024-2026 BFCC Catalog outline detailed policies regarding transfer credit acceptance.

BFCC does not offer credit for prior learning.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

BFCC does not offer graduate programs.

Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

(BFCC) is deeply committed to recruiting and admitting students with the potential to benefit from its educational programs. In keeping with its mission to provide quality postsecondary education for residents of the Blackfeet Indian Reservation and surrounding communities, BFCC maintains an open admission policy that reflects both inclusivity and opportunity. Any applicant with a high school diploma, HiSET, or GED is eligible for admission, and no qualified applicant is denied enrollment. This policy ensures access to higher education for students with diverse educational backgrounds, experiences, and goals, and it is consistent with BFCC's role as a Tribal College serving both Native and non-Native students in Northwest Montana.

BFCC recruits students from the Blackfeet Nation and surrounding rural communities, placing particular emphasis on serving American Indian and first-generation learners while also welcoming all students regardless of background. Dual enrollment and dual credit programs extend BFCC's reach to local high school juniors and seniors, creating pathways to college that reduce costs, strengthen preparation, and encourage persistence toward degree completion. These practices support students in beginning their postsecondary journey early and with confidence.

To ensure that admitted students succeed in their programs of study, BFCC offers comprehensive orientation and advising. Student [Orientation](#), held before each semester, introduces new students to the academic and cultural life of the college. Sessions provide training in technology, academic policies, and available student services, while also establishing early connections with advisors and peers. Returning students join orientation for additional programming on financial aid, student organizations, internships, and other resources.

Advising at BFCC is faculty-centered, with students assigned advisors within their declared major. Advisors provide one-on-one guidance to help students plan their schedules, understand program and graduation requirements, explore career opportunities, and evaluate transfer options. This personalized approach ensures that students receive timely, accurate, and helpful information throughout their academic journey. Regular advising sessions reinforce critical information about academic expectations, progress toward degree completion, and available support.

While the majority of BFCC students are American Indian, with a significant proportion identifying as Blackfeet, the college's open admission and equal opportunity policies ensure that all students, regardless of race, ethnicity, gender, socioeconomic status, or other protected characteristics, have access to educational programs and services. BFCC is also attentive to the needs of low-income and first-generation students. The college offers extensive financial aid opportunities, scholarships, and grant-funded supports such as childcare and transportation assistance, ensuring that students facing economic barriers can still pursue their educational goals.

BFCC serves a student body that is overwhelmingly representative of its mission and charter as a Tribal College established by and for the Blackfeet Nation. Analysis of 453 unduplicated student records reveals that 94.37% of students identify as American Indian, reflecting the college's central role in providing higher education opportunities to Indigenous communities. Within this group, the majority, 76.80%, are members of the Blackfeet Tribe, affirming BFCC's direct service to its chartering tribal nation.

While the student body is predominantly American Indian, the data also shows a measure of diversity. Approximately 4.41% of students identify as Caucasian, representing a small but notable segment of the overall population. In addition, 2.20% of records contained incomplete or blank entries for ethnicity, meaning some students' backgrounds were not recorded in the Jenzabar system.

In total, out of 453 student records, 419 individuals were identified as American Indian, and of these, 341 were specifically Blackfeet. These figures confirm that BFCC is primarily an institution serving Indigenous students, while also welcoming and providing access to individuals of other ethnic and racial backgrounds from surrounding communities.

This demographic profile illustrates BFCC's ongoing commitment to meeting the educational needs of the Blackfeet Nation, while simultaneously upholding its open admission policy and providing access to all local residents. The student population reflects the college's mission to preserve and revitalize Blackfeet lifeways while preparing students of all backgrounds for academic success and meaningful contributions to their communities.

Approximately 30% percent of BFCC students are members of families whose income is less than 125% percent of the federal poverty level, and 100% of BFCC's total student population qualifies for financial aid. Almost 30% of the eligible aid applicants are members of families with a -1500 Student Aid Index (SAI), a strong indicator of an income at or below 125 percent of the federal poverty level. The total number of students with an "Automatic" -1500 SAI is 130 (70 dependent undergraduates and 60 independent undergraduates), while the total number of eligible aid applicants is 441, 100% of the student population.

In alignment with its mission, BFCC integrates Blackfeet culture, history, and language throughout the curriculum, co-curricular activities, and campus environment. This cultural integration not only affirms the identity of Blackfeet students but also enriches the learning experience for all. Faculty hiring, student organizations, library holdings, and institutional practices all reflect this commitment, providing students with an education that is academically rigorous, culturally relevant, and community-centered.

In all of its recruitment, admission, orientation, and advising practices, BFCC ensures that students are welcomed, supported, and guided to success. From an open admission policy that

guarantees access to robust advising and support systems tailored to the unique cultural and socioeconomic needs of its student body, BFCC demonstrates its commitment to ensuring that all students, predominantly Indigenous, first-generation, and low-income learners, have the opportunity to benefit from and thrive in its educational programs.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Post-Graduation Success Indicators for Tribal Colleges

This report examines and compares key post-graduation success indicators for several tribal colleges, highlighting the positive outcomes at BFCC. The analysis focuses on metrics such as graduation rates, freshman retention, and employment data, demonstrating the college's strengths in supporting its students' academic and professional journeys.

BFCC: A Leader in Retention and Employment

BFCC stands out among its peers with an impressive 82% freshman retention rate. This figure indicates that a strong majority of first-year students find the support and resources they need to continue their education, a testament to the college's welcoming and effective learning environment. When compared to other institutions like Aaniiih Nakoda College (80%) and Stone Child College (50%), BFCC's retention rate is a clear positive indicator of student persistence and satisfaction.

Graduation and Transfer Rates

While graduation rates are similar across the colleges, BFCC's 33% 6-year graduation rate aligns closely with those of Chief Dull Knife College (33%), Sitting Bull College (34%), and Stone Child College (34%), showcasing a shared commitment to seeing students through to degree completion. The transfer rate for BFCC is low at 0.42%, this could suggest that a large percentage of students are choosing to complete their education and go directly into the workforce instead of transferring.

A Foundation for Student Success

In conclusion, BFCC's reported data paints a very positive picture of its role in student success. Its high freshman retention rate and strong graduate program demonstrate the college's ability to not only attract students but also to provide them with the skills and support necessary to thrive both academically and professionally. BFCC is a commendable example of an institution that effectively prepares its students for the future.

Table 9: Post-Graduation Success

Institution	6-Year Graduation Rate 2017-2024	Freshman Retention Rate	Transfer Rate
*Blackfeet Community College	33%	82%	0.42%
Aaniiih Nakoda College	32%	80%	<i>Data not found</i>
Chief Dull Knife College	33%	<i>Data not found</i>	24.3%
Little Big Horn College	11% (within 4 years)	38%	<i>Data not found</i>
Sitting Bull College	34%	<i>Data not found</i>	3.13%
Stone Child College	34%	50%	2.27%

Data obtained from the two areas: National Center for Education Statistics (NCES) and Integrated Postsecondary Education Data System (IPEDS)

Post-Graduation Success of Tribal College Students: BFCC in Comparison

The analysis of post-graduation success indicators among Tribal Colleges and Universities (TCUs) highlights that BFCC demonstrates strong outcomes, particularly in retention and employment readiness. These measures underscore BFCC's commitment to supporting students from enrollment through graduation and into their professional careers.

Freshman Retention: A Key Strength

BFCC leads its peers with an 82% freshman retention rate, a figure that far exceeds the 50% reported at Stone Child College and the 38% at Little Big Horn College, and even slightly surpasses Aaniiih Nakoda College at 80%. Retention is widely recognized as a key predictor of student success, and BFCC's high rate reflects the effectiveness of its support services, culturally grounded curriculum, and strong faculty-student engagement.

Graduation and Transfer Outcomes

Graduation rates across TCUs tend to be consistent, and BFCC is no exception. Its 6-year graduation rate of 33% is directly in line with Chief Dull Knife College (33%) and closely mirrors Sitting Bull College (34%) and Stone Child College (34%). This alignment demonstrates a sector-wide commitment to persistence and completion, even in the face of structural challenges common to rural and Native-serving institutions.

Where BFCC differs is in its very low transfer-out rate (0.42%), especially when compared to Chief Dull Knife College (24.3%) or even Sitting Bull College (3.13%). While some may interpret low transfer rates as a limitation, in BFCC's case this outcome suggests that students are more likely to remain at the institution until completion and then transition directly into the workforce. This trend reflects both the college's ability to retain students and its responsiveness to community workforce needs, where graduates can immediately apply their degrees and certificates.

A Model of Student Success

Taken together, these outcomes highlight BFCC as a leader among TCUs in student persistence and professional preparation. Its exceptional retention rate ensures that students are more likely to progress beyond their first year, while its graduation rate aligns with national peers. Importantly, BFCC's low transfer rate suggests students are completing their studies at the

institution and leveraging their education to benefit the Blackfeet Nation and surrounding communities.

In comparison to other Tribal Colleges, BFCC demonstrates a distinctive balance of high retention, steady graduation, and direct-to-workforce outcomes. These data reinforce BFCC's role as not only an academic institution but also a vital contributor to the professional, cultural, and economic well-being of its students and community.

Math:

- Little Big Horn College (LBHC): The "2023-24 LBHC Program Review Report – Mathematics" indicates an overall increase in math department success rates, noting a 46% success rate with a grade of C or better. However, this report doesn't specifically disaggregate the data for first-year students or provide a six-year historical trend for math completion alone.
- Sitting Bull College: While assessment reports are available, they tend to focus on broader institutional outcomes like persistence and retention rates, or general assessment methodologies, rather than specific course completion rates in math for first-year students.
- Other Colleges: For Aaniiih Nakoda College, BFCC, Chief Dull Knife College, and Stone Child College, the search results provided general institutional data, such as IPEDS Data Feedback Reports, or information on academic policies and overall graduation rates, without the specific breakdown of math course completion rates for first-year students over the requested timeframe

English/WRIT 101

- Little Big Horn College (LBHC): Their program review reports mention overall course success rates (defined as a C grade or higher) across various disciplines, but these are aggregated for all students, not isolated to first-year students in English/WRIT101. For example, the 2017-23 data shows an overall 48% success rate in Humanities courses, which would include English, but doesn't specify first-year students.
- Aaniiih Nakoda College & Stone Child College: A shared research brief from 2018 discusses first-year college-level English course completion rates for the State Board for Community and Technical Colleges (SBCTC) in Washington State, showing a total percentage completing a college English course in their first year was up from 51% in 2012-13 to 57% in 2016-17. While this provides a general context for first-year English completion in a different state's community college system, it is not specific data for Aaniiih Nakoda College or Stone Child College, nor does it specify a "C or better" grade.

- Sitting Bull College, BFCC, Chief Dull Knife College: Publicly available reports for these institutions focus more on persistence, retention, and overall graduation rates rather than detailed course-level completion metrics for specific subjects and student cohorts.

Table 10: Disaggregated student enrollment for Math and English 2017-2024

Institution	Math completions	English/writ101 completions
Aaniiih Nakoda College		
Blackfeet Community College	34.49%	37.37%.
Chief Dull Knife College		
Little Big Horn College	46%	49%
Sitting Bull College		
Stone Child College		

Disaggregated Student Achievement at BFCC

BFCC systematically examines student achievement through disaggregated data on persistence, retention, course completions, and post-graduation outcomes. The college monitors success by categories such as race, ethnicity, age, gender, socioeconomic status, and first-generation status. These disaggregated indicators provide insight into equity, access, and achievement gaps across student populations, informing institutional planning and [interventions](#).

For foundational courses such as Mathematics and English (WRIT101), BFCC's overall completion rates from 2017–2024 stand at 34.49% for Math and 37.37% for English, measured as students earning a grade of C or better. These figures highlight a challenge in gateway course success, but they also align with trends seen at peer Tribal Colleges and Universities (TCUs), where first-year math and English completion rates historically fall below national community college averages.

Comparisons Across Tribal Colleges

When compared to peer institutions, BFCC's completion rates demonstrate both areas of concern and areas for growth:

- Little Big Horn College (LBHC) reports the strongest outcomes among available data, with 46% completion in Math and 49% in English/Humanities, placing it notably above BFCC.
- Aaniiih Nakoda College, Chief Dull Knife College, Sitting Bull College, and Stone Child College do not publish disaggregated course-level completion data for math and English, making direct comparisons difficult. However, general institutional reports suggest completion and persistence patterns similar to BFCC.
- At BFCC, the integration of disaggregated data indicates that course success gaps are most pronounced among first-generation students, low-income students, and those balancing family or work obligations. Women and traditional-aged students generally achieve higher course completion rates than men and older/non-traditional students, a trend also documented at other TCUs.

Persistence, Retention, and Completion

While course-level completion in math and English highlights an area for growth, BFCC demonstrates strong overall persistence and retention. The college maintains one of the highest freshman retention rates among TCUs at 82%, exceeding Stone Child College (50%) and Little Big Horn College (38%), and slightly outperforming Aaniiih Nakoda College (80%). This retention rate reflects BFCC's strength in providing culturally grounded student support, intrusive advising, and wraparound services.

Graduation rates also compare favorably. BFCC's 6-year graduation rate of 33% aligns closely with Chief Dull Knife College (33%), Sitting Bull College (34%), and Stone Child College (34%), indicating that despite course-level challenges, students persist to degree completion at rates consistent with peer institutions.

Post-Graduation Success

Disaggregated data on post-graduation pathways reveal that BFCC students overwhelmingly transition directly into the workforce rather than transferring, with a transfer rate of just 0.42%, compared to 24.3% at Chief Dull Knife College and 2–3% at Sitting Bull and Stone Child Colleges. This suggests that BFCC's students are career-oriented and community-focused, applying their education locally within the Blackfeet Nation and surrounding region. For first-generation and low-income students in particular, immediate employment post-graduation is a significant marker of success and economic impact.

Equity and Success through Disaggregated Data

BFCC's disaggregated student achievement data demonstrate both challenges and successes. While gateway course completions in math and English fall below 40%, mirroring national equity concerns in community colleges, BFCC's high retention rate, steady graduation performance, and direct-to-workforce outcomes mark it as a leader among TCUs in supporting

student persistence and post-graduation success. Continuous use of disaggregated data allows BFCC to identify equity gaps, implement targeted interventions, and ensure that students of all backgrounds—particularly American Indian, first-generation, and low-income learners—have the opportunity to succeed academically and professionally.

Analysis of Overall Enrollment Trends

Full-time first-time degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates. The data reveals that there is no single, uniform trend across all institutions. Instead, each college displays a unique pattern of enrollment fluctuation. While some institutions experienced a general decline in the proportion of first-time undergraduates from 2017 to 2023, others showed more volatile, up-and-down trends. Notably, the institutions with the highest and lowest percentages remained relatively consistent throughout the period. BFCC's Data Pre-Pandemic to Post-Pandemic: The college experienced a sharp drop from 2019 (21%) to 2020 (16%), and then again in 2021 (9%), possibly reflecting the impacts of the COVID-19 pandemic on student enrollment. The data indicates that BFCC experienced a decline to a low of 9% in 2021, but has since shown a recovery. The percentage has steadily increased over the last two years, rising to 15% in 2023. This suggests the college is effectively rebuilding its enrollment of new, fulltime students.

Institution	2023	2022	F2021	2020	2019	2018	2017
<i>*Blackfeet Community College</i>	15%	11%	9%	16%	21%	20%	14%
Aaniiih Nakoda College	16	18	13	17	23	26	29
Chief Dull Knife College	5	5	4		13	11	8
Little Big Horn College	23	22	19	17	25	28	23
Sitting Bull College	16	20	21	15	20	14	23
Stone Child College	11	11	8	12	11	8	7

BFCC has consistently awarded a high number of degrees and certificates to American Indian or Alaska Native students over the past four years.

- In 2023, it awarded the most degrees and certificates of any school in the data set, with 66.
- It also had a strong performance in previous years, awarding 58 in 2022, 72 in 2021, and 53 in 2020.

This consistent output suggests BFCC is effectively serving its students and empowering them to achieve their academic goals. In contrast, other schools show more fluctuation, with some, like Chief Dull Knife College and Aaniiih Nakoda College, awarding fewer than 20 degrees or certificates in recent years. This highlights BFCC's reliability and strength in graduating a significant number of its American Indian or Alaska Native students.

Transfer-Out Rates

BFCC also demonstrates a very low student transfer-out rate, which is a key indicator of student satisfaction and retention.

The college's transfer-out rate was 5 in 2021 and 6 in 2018, with no reported transfers in other years. This indicates that once students enroll, they are highly likely to stay and complete their education at the college. By comparison, many of the other schools show higher transfer-out rates. For example, Aaniiih Nakoda College had a rate of 31 in 2017, and Chief Dull Knife College had a rate of 14 in 2019. The low transfer-out rate for BFCC suggests that the institution provides a supportive and effective environment that meets the needs of its students, encouraging them to persist in their studies and achieve their degrees.

Table 11: Degrees and Certificates Awarded to American Indian or Alaska Native students

This data collectively presents Blackfeet Community College as a leading institution among its peers for both student retention and graduation outcomes. Blackfeet Community College stands out as a strong and stable institution for its community.

Table 12: Degrees and Certificates Awarded to American Indian or Alaska Native students

Institution	American Indian or Alaska Native 2023 Grand total Degrees/certificates	American Indian or Alaska Native 2022 Grand total Degrees/certificates	American Indian or Alaska Native 2021 Grand total Degrees/certificates	American Indian or Alaska Native 2020 Grand total Degrees/certificates
*Blackfeet Community College	66	58	72	53
Aaniiih Nakoda College	16	35	25	29
Chief Dull Knife College	9	9	7	8
Little Big Horn College	30	38	39	30
Sitting Bull College	53	64	51	61
Stone Child College	58	23	36	58

Table 13: Annual Count of Graduates, 2017-2023

Credential Completion Indicator	2017	2018	2019	2020	2021	2022	2023
Number of Graduates	74	54	55	48	77	69	69

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

BFCC acknowledges that in the past, it has not consistently or effectively collected and used disaggregated indicators of student achievement. Recognizing this as critical to fulfilling its mission, the college is now taking deliberate steps to ensure transparency, accountability, and continuous improvement through the systematic use of these measures.

Beginning in fall 2025, BFCC will publish disaggregated data on key student achievement indicators, including gateway mathematics and English completion, overall course completion, retention, and graduation, on its website alongside institutional dashboards and annual Institutional Effectiveness Reports (in the future). Data will be disaggregated by race/ethnicity, gender, age, first-generation status, and Pell eligibility, while ensuring privacy protections for small student groups. These indicators will be aligned with the college's 36 institutional effectiveness measures and benchmarked against peer Tribal Colleges and regional/national data to provide meaningful comparisons.

The integration of disaggregated and benchmarked data into BFCC's planning and assessment framework represents a new and significant institutional commitment. This data will be used to inform strategic planning, guide decision-making, and allocate resources to address achievement gaps, improve equity, and support student success. By embedding these processes into its culture of evidence-based improvement, BFCC ensures that disaggregated student achievement data will no longer be neglected but instead serve as a powerful tool to strengthen outcomes for all students.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

BFCC affirms its commitment to building transparent, systematic processes for collecting and analyzing indicators of student achievement and to using this information to close equity gaps and strengthen institutional effectiveness. While BFCC recognizes that in the past these processes were not implemented consistently or comprehensively, the college has taken intentional steps to embed student achievement data collection and analysis within its broader planning–assessment framework.

Today, data related to student achievement are gathered across multiple campus departments and coordinated through the Office of Institutional Research. The Vice President of Academic Affairs provides data on student learning outcomes, course evaluations, and syllabi; the Student

Services Department reports data on enrollment, co-curricular engagement, use of student services, and post-graduation success; and the Director of Institutional Research maintains the student database for disaggregated indicators such as gateway mathematics and English completion, annual retention, course completion, and credential completion. Data are cleaned, analyzed, and compiled into the college's annual institutional effectiveness report, which is shared with the President's leadership team to inform decision-making, resource allocation, and strategies for mitigating achievement and equity gaps.

Methodologies vary according to the indicator but are designed to ensure accuracy and relevance. For disaggregated indicators, student records are extracted from Jenzabar, cleaned in collaboration with the Registrar/Admissions Office, and analyzed for reporting. For post-graduation success, BFCC relies on community-centered follow-up methods, with staff personally contacting graduates, families, and community members to obtain timely and reliable information on transfer and employment outcomes. While informal, these culturally appropriate approaches yield highly accurate and current results that far exceed the reliability of standard alumni surveys.

Though these practices are newly formalized, BFCC is committed to sustaining and improving them as part of its culture of evidence-based planning and continuous improvement. By gathering and transparently reporting student achievement data—disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation status, and other institutionally meaningful categories—BFCC ensures that planning decisions are grounded in evidence and that resources are directed toward strategies that mitigate inequities and promote student success.

In doing so, BFCC demonstrates that while it has not always carried out these processes consistently in the past, it is now firmly committed to embedding data-informed decision-making into its institutional effectiveness practices to better serve all students and the communities it was chartered to support.

IV. Conclusion

BFCC remains steadfast in its commitment to serving the Blackfeet Nation, the Browning community, and all students who seek to pursue their academic, personal, and professional goals within an institution rooted in cultural integrity and academic excellence. This commitment is visible in every aspect of the college's operations and is guided by BFCC's core values, which frame the institution's decisions, relationships, and strategic priorities.

Under the leadership of President Dr. Brad Hall, BFCC has made significant strides since 2022 in building a data-informed planning and assessment cycle that is institution-wide, transparent, and action-oriented. This process has been foundational in resolving historical challenges, most notably, the completion of overdue financial audits, the launch of a comprehensive strategic plan, and the revitalization of internal policies and practices. The integrated cycle of planning, assessment, and improvement now drives initiatives across academics, student services, finance, governance, and institutional effectiveness.

At the heart of this progress is a deep respect for shared governance and an understanding that meaningful transformation requires broad participation. BFCC's planning process relies on campus-wide engagement, among administration, faculty, staff, and students, ensuring that

decisions are collaborative, well-informed, and aimed at mission fulfillment. As a result, decision-making at all levels is increasingly aligned with clearly defined metrics of success, including student learning outcomes, academic achievement indicators, and measurable institutional goals.

Data now informs how BFCC allocates resources, monitors student progress, designs academic programs, and improves student services. The college has leveraged its planning-assessment framework to launch new initiatives, such as the Associate of Science in Anthropology and the one-year Meat Processing Certificate, and to implement retention strategies that involve coordinated faculty and support team interventions. Assessment results are shared annually through division-level reports and community advisory board meetings, reinforcing accountability and responsiveness to stakeholder input.

The college is currently constructing dynamic data dashboards to provide real-time insights into student achievement. These dashboards are shaping departmental decision-making, informing budget and planning cycles, and fostering a culture of continuous improvement. Moreover, BFCC is investing in data literacy and professional development to strengthen faculty and staff capacity to interpret and apply assessment results.

While BFCC acknowledges that full implementation and consistent use of this planning-assessment cycle is still in progress, particularly in the use of disaggregated and peer-institutional data, it has embraced the challenge of building an institutional culture where evidence-based decision-making is the norm. By using both qualitative and quantitative data—including student voices—BFCC continues to identify achievement gaps, such as the underrepresentation of tribal males, and implement targeted strategies for equity and inclusion.

The college is also expanding its participation in broader data-sharing initiatives, including IPEDS, AIHEC, and the Postsecondary Data Partnership (PDP), intending to collaborate with other Tribal Colleges and Universities (TCUs) to improve Indigenous student success across the nation. These efforts strengthen BFCC's identity as both a local and national leader in culturally grounded, data-informed education.

Ultimately, BFCC has come to rely on its integrated planning and assessment process not only as a compliance measure but as a vital tool for institutional sensemaking, continuous improvement, and student success. It ensures that the college is not only achieving its goals but also evolving to meet new challenges with clarity, purpose, and cultural strength.

As BFCC moves forward, it will continue refining this process, embracing innovation, building collaborative partnerships, and elevating the voices of its students and community. In doing so, the college remains faithful to its mission: to provide a quality, holistic education that affirms Blackfeet identity, preserves traditional knowledge and language, and empowers students to succeed as learners, leaders, and lifelong contributors to the Blackfeet Nation and the world.

V. Addenda

V.A. Response to Concerns Raised in Year Six (PRFR) Peer-Evaluation

No concerns were identified because the PRFR Report Peer Evaluation was not accepted; it has been resubmitted on August 20, 2025, to the NWCCU-provided Box drive for the October 15-17 site visit.

V.B. Distance Education

BFCC is committed to delivering high-quality higher education learning experiences through its distance education programs in a manner consistent with its mission and educational objectives. In fall 2020, BFCC submitted a substantive change request to the Northwest Commission on Colleges and Universities (NWCCU) to offer all academic programs either on-site or at a distance. On January 6, 2021, [NWCCU approved the request](#), authorizing BFCC to expand access and flexibility for students while maintaining the integrity of its academic programs.

Academic Integrity and Identity Verification

BFCC has established practical and secure processes to verify the identity of students enrolled in distance education courses. Students use a single-sign-on system requiring unique usernames and passwords to access the Learning Management System (Canvas), college email, registration systems, and financial aid information. Faculty also maintain frequent communication with students via email and telephone, further confirming student identity and engagement. BFCC's Nursing Program utilizes the Assessment Technologies Institute (ATI) platform for proctored online testing, which includes webcam monitoring and randomized test questions, underscoring the institution's commitment to academic integrity. Significantly, BFCC does not charge students additional fees for identity verification services.

Privacy and Data Security

Student privacy is safeguarded by the Family Educational Rights and Privacy Act (FERPA). All academic records are managed through the secure Jenzabar student information system, which is password-protected and backed by a firewall and automated security systems. Access is restricted to authorized personnel, and all policies governing privacy and data security are communicated to students through the 2024-2026 BFCC Catalog and Student Handbook.

Regular and Substantive Interaction

Distance learning at BFCC emphasizes frequent and meaningful engagement between students and faculty. Hybrid courses combine asynchronous instruction via Canvas with in-person components, ensuring that students, particularly those managing transportation, childcare, or work obligations, receive accessible and flexible instruction. Faculty members maintain regular office hours, communicate with students across multiple platforms, and serve as academic advisors, ensuring substantive interaction and personalized support throughout the students' academic journey.

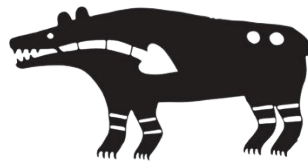
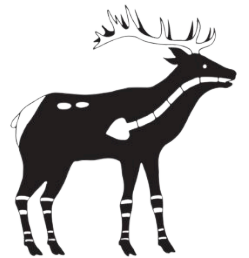
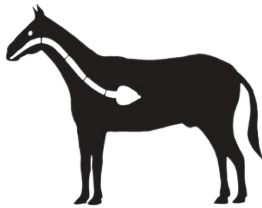
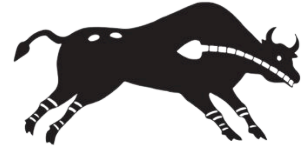
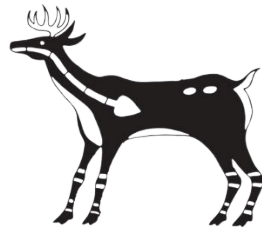
Alignment with Mission and Student Needs

All distance education programs at BFCC are designed to align with institutional goals, program learning outcomes, and the college's mission of providing quality postsecondary education rooted in the needs and interests of the Blackfeet Nation and surrounding communities. The availability of distance education expands educational access for students across rural and remote areas while upholding BFCC's commitment to academic rigor, cultural relevance, and student success.

VI. Appendices

- A. [Board of Trustees Policy Working Sessions](#)
- B. [Academic Program Updates Reports BOT Reports](#)
- C. [2025 Board of Trustees Working Session](#)
- D. [Community Advisory Board \(CAB\) meeting calendar](#)
- E. [Agendas and minutes for Faculty Senate meetings](#)
- F. [BFCC 2024-2026 Catalog](#)
- G. [Faculty Manual](#)
- H. [Assessment Plan Draft](#)
- I. [Student Intervention and Retention Plan Pilot](#)
- J. [Letter of Authorization](#)
- K. [BFCC 2024-2026 Strategic Plan](#)

- AA. [Student Handbook](#)
- BB. [Student Orientation Schedules](#)
- CC. [Year-Six Standard Two: Policies, Regulations, and Financial Review \(PRFR\) Report](#)



Blackfeet Community College Policies, Regulations, and Finance Review

NORTHWEST COMMISSION ON COLLEGES & UNIVERSITIES
UPDATED AUGUST 14, 2025

JIM RAINS, PhD

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I. Mission Fulfillment

The mission of Blackfeet Community College (BFCC) is to provide quality postsecondary education for residents of the Blackfeet Indian Reservation and surrounding communities. In doing so, the College promotes individual and community development by preserving and revitalizing the Indigenous lifeways of the Blackfeet Tribes and by preparing students to succeed in American society in the 21st century.

BFCC's mission is expressed through [Seven Core Values](#), which embody the values and principles of the Blackfeet Nation:

1. Tsi-Ksi-Ka-Ta-Pi-Wa-Tsin – The Blackfeet Way of Knowing: Embodies Blackfeet culture and spirituality in philosophy, thought, and action, affirming the central role of Indigenous knowledge systems in education.
2. Nin-na-wa-tsin – Being a Leader: Calls on us to act with professionalism, integrity, and responsibility in all human interactions.
3. Ini-yimm – Respect: Honors ourselves, others, diverse ideas, and the natural world.
4. Ni-ta-pi-pa-ta-pi-tsin – Living in a Good Way: Encourages honesty and ethical behavior in thought and action.
5. Ii-yi-kah-kii-ma-tsin – Trying Hard: Reflects dedication, commitment, and sincerity in pursuing personal and collective goals.
6. Aoh-kan-otah-tomo – Accepting Everyone: Emphasizes embracing the unique talents, perspectives, and contributions of every individual.
7. Ii-ta-mii-pa-ta-yoip – Happy Living: Inspires joy through humor, laughter, and appreciation of life.

Together, these Core Values establish BFCC's institutional purpose and provide the framework for evaluating mission fulfillment. They create a culturally grounded and inclusive environment where students, faculty, and staff are empowered to thrive, lead, and contribute meaningfully to the Blackfeet Nation and the broader world.

[Mission Statement](#) and [Core Themes](#): the purpose of Blackfeet Community College is to provide the Blackfeet Nation and our "Universal Community" access to quality educational programs that prepare students for achievement in higher education, meaningful employment, basic skills instruction, and continuing education while integrating the Blackfeet Culture and language. BFCC's Core Themes are as follows:

1. Access – providing access to all community service district members who desire education and training, enabling them to pursue life-long opportunities.
2. Achievement in Higher Education – providing an opportunity for students to earn academic degrees and supporting their transfer to upper-division higher education institutions.
3. Meaningful Employment – provides students an opportunity to earn degrees and certificates that would qualify them to gain meaningful employment.

4. Basic skills – providing students with programs and courses that will increase their likelihood of academic success.
5. Continuing Education – providing the community with courses and programs that enrich community life and support lifelong education
6. Integrating Blackfeet Culture and Language – providing programs and courses that sustain the past and promote the vitality of the Blackfeet Nation's future.

We are committed to ensuring that all these values are incorporated into all that we do, fulfilling the vision and mission of BFCC. These core themes are consistently integrated into BFCC's operations, teaching, and interactions with staff, faculty, students, and the broader community.

To assess institutional effectiveness, BFCC measures progress toward each Core Theme through objective indicators and metrics. Achievement of these goals signifies the College's advancement toward mission fulfillment. The [strategic plan](#), developed in academic year 2024, sets annual goals that are assessed through data collection, analysis, and comparison against performance targets. This process, introduced under the leadership of President Dr. Brad Hall in 2022, is coordinated by the Office of Institutional Research, which produces an annual [digital dashboard](#) shared with faculty, staff, and the Board of Trustees and made publicly available on BFCC's website.

BFCC's planning–assessment process uses data to drive improvement, recalibrate institutional goals, and ensure long-term alignment with its mission. Beginning in fall 2025, BFCC will expand its framework to include interactive data dashboards featuring disaggregated student achievement data, comparative data from peer institutions on key retention and enrollment metrics, and qualitative insights gathered through graduate exit interviews and surveys.

Through this ongoing, data-informed process, BFCC ensures that its mission is not only stated but actively lived—strengthening educational opportunities, preserving Blackfeet cultural heritage, and fostering student success for the benefit of the Blackfeet community and beyond.

II. Eligibility Requirements

BFCC has reviewed NWCCU's Eligibility Requirements, and, on behalf of the institution, President Brad Hall attests that the college remains compliant with each of these requirements. Narrative responses and support documents included in this self-study report provide evidence of compliance.

Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Governance

- 2.A.1 *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board,*

or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Blackfeet Community College's (BFCC) current Board of Trustees was new as of January 2024. The Board meets monthly and, when needed, for special meetings. The Board received a board orientation on January 10, 2024. The Board, per the charter, includes hiring and firing as one of the powers, with the caveat of providing that to the President when the Board deems it necessary. The previous Board passed a revised [current charter](#) in April 2023, which was approved by the Blackfeet Tribal Business Council (BTBC).

The current Board passed their [Bylaws](#) in May 2024. Bylaw changes included clarifying the Board's role regarding fundraising, revising their conflict-of-interest statement, and reorganizing the agenda of regular Board meetings to accommodate more staff/faculty engagement.

BFCC's Board holds regular [monthly](#) board meetings starting at 5:30 pm every third Wednesday. The Board receives a monthly financial report in which the CFO provides information as requested. The President, Vice President, and HR Director provide monthly updates; the HR Director also provides recommendations for hiring and terminating employees to the Board when necessary. Special meetings are also scheduled to address time-sensitive matters outside regular monthly meetings. Board meeting minutes are currently shared with constituents upon request as the College is in the content development stages of a new website to feature the Board meeting agendas and minutes per changes to their Bylaws. BFCC archives all The Board of Trustees meeting [agenda](#), [minutes](#), and files on the BFCC Google Drive platform.

The administration provides Board members with a computer of their choice. It gives them access to an institutional email to ensure that the receipt of sensitive information remains secure. It also gives them unprecedented access to their files as they prepare for regular/special meetings and work sessions and receive general information upon request of the Board.

The Board currently has quarterly work sessions to contribute to the updated Employee Policies and Procedures Manual; the administration presented feedback from faculty and staff, solicited individually and through a committee composed of leadership from the Faculty and Staff Senate, chaired by the HR Director and staff. The Board has also drafted policies to address additional compensation and Board/College leadership transitions. The Board passed a new [Title IX policy/procedure](#) in 2024 as prompted by a request from the U.S. Office of Civil Rights.

BFCC's Board is, for the first time, composed of all college alums, all of which have two-year (1), bachelor's (1), and master's/professional (3) degrees. This has signaled a shift from previous Boards who, in previous terms, were not necessarily connected or impacted by the College before sitting on the Board. Two Board members are former college employees. The current Board members and their credentials are provided below:

- [Dana Pemberton](#) (Chair)
- [Tylee Wellman](#) (Vice Chair)
- [Wendy Bremner](#) (Board Member)
- [Terydon Hall](#) (Board Member)
- [Tammy Hall-Reagan](#) (Board Member)

The Board has two ex-officio, non-voting members, the President and the Student Senate President. The Student Senate president is seated every September during the regular monthly meeting, is elected by the student body, and serves until the next Student Senate election.

The Board is also looking to enhance its functioning by adopting a [Board Code of Conduct](#), as the [Faculty and Staff Senate](#) are revising the current Employee Code of Conduct. The student body also convened in April 2024 to provide the Student Senate with recommendations for a new [Student Code of Conduct](#) to be approved by the Board with the revised Student Handbook.

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

Blackfeet Community College Leadership and Administration

The BFCC Board of Trustees delegates authority to the President to administer Board-approved policies and oversee the college's operations. The President's leadership team includes the Vice President of Academics, Workforce Development, Lifelong Learning, and the Chief Financial Officer (CFO), and oversees Institutional and Student Support Entities of BFCC. The organizational structure follows BFCC's official [Organizational Chart](#), and each administrator's responsibilities are outlined in their Administrator Position Descriptions.

Vice President of Academics: [Dr. Jim Rains](#). Dr. Jim Rains, PhD, has been BFCC's Vice President of Academics since July 2023. Before joining BFCC, he held leadership positions at Haskell Indian Nations University in Lawrence, Kansas, including Dean of the College of Humanities and Arts, Interim Vice President of Academic Affairs, and Interim President.

At BFCC, Dr. Rains oversees and leads the college's eight academic divisions: Liberal Studies, Piikani Studies, Math and Science, Education, Nursing, Business, Workforce Development, and Human Services. In addition to these responsibilities, Dr. Rains is the college's Accreditation Liaison Officer (ALO) for the Northwest Commission on Colleges and Universities. His leadership in accreditation strategies and academic planning ensures compliance with institutional and programmatic assessment standards. He also regularly reports educational initiatives and progress to the Board of Trustees.

Dr. Rains played a key role in developing and editing BFCC's 2024-26 Academic Catalog and leads the Faculty Senate, working closely with the Executive Committee to enhance teaching and learning effectiveness. His contributions extend to initiatives such as improving student orientation, overseeing the campus bookstore, and refining the [Academic Calendar](#) (page 1 in the [BFCC 2024-26 Catalog](#)) through shared governance

principles. Dr. Rains also helped secure a \$2 million grant to support faculty in completing advanced degrees for the benefit of the BFCC.

Chief Financial Officer: [Tinswuella Bird Rattler](#) brings extensive financial management experience, particularly with the Blackfeet Tribe. She joined BFCC as a consultant and was later appointed full-time as [Chief Financial Officer](#) (CFO) in 2024. As CFO, she has made efforts to update and reconcile the college's outstanding financial audits while restructuring business operations to improve efficiency and accuracy. Her leadership has been instrumental in ensuring fiscal responsibility and economic sustainability at BFCC.

2.A.3 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

[Dr. Bradford Hall](#) was employed as the Institutional Researcher from 2013-2019 and was the ALO at the time of the last NWCCU site visit and report. From 2017-2023, Dr. Hall served as the Interim Chair for the [Blackfeet Nation Institutional Review Board](#) (BNIRB), overseeing research ethics and protocols related to the Blackfeet community. In October 2023, the Board approved a [three-year contract](#) (ending in 2026) with Dr. Hall.

2.A.4 *The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

BFCC's decision-making structure is inclusive, participation from faculty, staff, administrators, and students on matters that impact them. The college fosters shared institutional governance through monthly meetings involving division chairs, faculty, staff, and students. These gatherings ([including All-campus meetings](#)) provide a platform for reviewing budgets, policies and procedures, and handbooks, ensuring alignment with BFCC's mission and core values. Additionally, participants engage in discussions on new programs, strategic planning, and continuous improvement. BFCC addresses long-term wellness and engagement goals in the new [Strategic Plan](#) on [pages 17](#) and [21](#). These collaborative meetings allow faculty, staff, to share insights and feedback on institutional policies, processes, and planning, contributing to informed decision-making at the administrative and board of trustee levels. BFCC provides all employees with a copy of the [Employee Code of Conduct](#); the faculty Code of Conduct appears in the [Faculty Handbook](#) (page 10).

BFCC operates through a comprehensive committee and team structure that upholds both self-governance and shared governance across all levels of the institution. These committees and teams bring together faculty, staff, students, and administrators in collaborative planning, evaluation, and implementation processes that align with the College's mission, core values, and Strategic Plan. Through this structure, key areas including facilities, wellness, student success, data, marketing, safety, and institutional support are guided by culturally inclusive decision-making and continuous feedback processes.

Blackfoot leadership is rooted in tribal spirituality and traditional structures, encompassing extended families, bands, and societies. Authority is derived from medicine bundle rituals, ceremonial rites, and protocols that still guide the lifeways of the Blackfoot Confederacy and the Niitsítapi worldview. The Blackfoot Confederacy comprises the Blackfeet (Pikuni or South Piegan), North Piegan, Blood (Kainai), and Blackfoot (Siksika) nations. The Blackfeet Tribal Business Council currently governs the Blackfeet (Pikuni or South Piegan) and is the only nation within the United States, Northcentral Montana bordering Canada. This council, elected by tribal members, appoints members to the college Board of Trustees to steward the college resources, programs and services by supervising the President. The college leaned into a series of interactions with Blackfoot scholars (seminal/published works) and tribal college sources:

- Hall, B. (2023). Piikani school leadership: Noonaki's transfer of culturally grounded school leadership knowledge and practices on the Blackfeet Indian Reservation. In G. Gipp (Ed.), *On Indian ground: High Plains*. Information Age Publishing.
- Gladstone, J. S., & Pepion, D. D. (2017). Exploring traditional Indigenous leadership concepts: A spiritual foundation for Blackfeet leadership. *Leadership*, 13(5), 571-589.
- Pease, J. (2015). Helps the people: The dance of the seasons: a retrospective on leadership. In. G.E Gipp, L.S Warner, J. Pease, & J. Shanley, (Eds.), *American Indian stories of success: New visions of leadership in Indian country* (pp. 153 - 175). Santa Barbara, CA: ABC-CLIO, LLC.
- Ackley-Christensen, R. (2015). The elder link. In. G.E Gipp, L.S Warner, J. Pease, & J. Shanley, (Eds.), *American Indian stories of success: New visions of leadership in Indian country* (pp. 79 – 103). Santa Barbara, CA: ABC-CLIO, LLC.
- Bordeaux, R (2015). What are characteristics of effective leaders based on 40-plus years of living and learning. In. G.E Gipp, L.S Warner, J. Pease, & J. Shanley, (Eds.), *American Indian stories of success: New visions of leadership in Indian country* (pp. 277 - 289). Santa Barbara, CA: ABC-CLIO, LLC.
- Brown, S. S. (2014). *Transformation beyond greed: Native self-actualization*. Scottsdale, AZ: The Book Patch.
- Bastien, B. (2004). *Blackfoot ways of knowing: The worldview of the Siksikaitsitapi*. University of Calgary Press.
- Benham, M. K. P. A., & Stein, W. J. (Eds.). (2003). *The renaissance of American Indian higher education: Capturing the dream*. Routledge.
- Crowshoe, R., & Mannes Schmidt, S. (2002). *Akak'stiman: A Blackfoot framework for decision-making and mediation processes*. University of Calgary Press.
- Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.) *Reclaiming Indigenous voice and vision* (pp. 77 – 85). Vancouver, BC: UBC Press.
- Running Wolf, P. (1999). *An analysis of Blackfeet worldviews, values, and kinship structures*. Anne Arbor, MI: UMI Company.

- Pepion, D. (1999). Blackfoot Ceremony: A Qualitative Study of Learning. Ann Arbor, MI: UMI Company.
- Crowshoe R (ed.) (1994) Keep Our Circle Strong Project. Piegan Reserve: Piegan Nation Chief and Council.
- Long Standing Bear Chief (Gray, H.). (1992). Ni-kso-ko-wa: Blackfoot spirituality, traditions, values, and beliefs. Browning, MT: Spirit Talk Press.
- Hungry Wolf, B. (1980). The ways of my grandmothers. New York, NY; Harper (Harper Collins).

BFCC, since spring 2024, has begun to institute our new [strategic plan](#), which is based on the results of a community needs assessment conducted in 2023

This has created direction in promoting greater campus-wide involvement and communication, which has now extended into the creation of three campus committees and four teams, see below; these bodies are charged with making recommendations to inform institutional decisions and coordinate the implementation of a charge (including goals) established by each committee/team to address institutional, employee and student needs before the beginning of the fall 2024 semester.

Revitalizing Blackfoot values, leadership qualities and decision-making processes into the reenvisioning of the college's organizational structure has been key in aligning the shared decision-making with continuous improvement expectations. The current Board of Trustees on January 10, 2024, was provided a facilitated [Board of Trustees Orientation](#) in order to orientate new members about the college and the role of the Board of Trustees in its governance, fiduciary and human resources responsibilities.

The Board of Trustees on November 8-10, 2024 brought in a Board trainer with affiliations with Association of Community College Trustees (ACCT) and the American Indian Higher Education Consortium (AIHEC), where they focused in on understanding their charter, outlining the Boards relationship with the Blackfeet Tribal Business Council (BTBC) and the college President as well as presenting best practices related to board roles and responsibilities. The primary outcome from this training was the Board setting annual goals for the college, which were approved on January 15, 2025:

1. Student Success Support student success initiatives and the delivery of lifelong learning opportunities for the recruitment, retention, and completion that enhance their professional growth and development.
2. Financial Stability Committing to institutional financial stability/integrity to support the long-term growth of the college's finance policies that promote post-secondary best practices, campus physical development, and the collection of data to share our story to maintain sound accreditation.
3. Culture and Sovereignty Centering tribal sovereignty and cultural perpetuity (preservation) into the work of faculty/staff to ground students in the language,

traditions, and promote self-governance among our “Universal Community.”

4. Wellness Fostering a culturally sustaining campus climate that addresses student, faculty, and staff healing from historical trauma, developing policies that safeguard wellness and promote access to programs, services, and resources that recognize the correlation between success and wellness.

The college's current Board of Trustees revised their meeting agenda to include stakeholder recognitions and program updates. Meetings are always open to the public in-person or live via Zoom. Additionally, the Board of Trustees has closely monitored primary areas for concern, including the High Winds Lodge project and status on outstanding audits. The agenda also matches Blackfoot protocol, as all meetings start with a smudge (lighting of sweetgrass in the process of praying) or invocation, to begin the meetings in a good way. This meeting agenda change to the By-Laws was revised on January 15, 2025:

1. Call to Order
2. Roll Call
3. Smudge/Invocation
4. Approval of the Agenda
5. Public Comment
6. Approval of the Minutes
7. Student, Faculty, Staff and Alumni Recognition
8. Program Updates
9. Action Items
10. New Business
11. Unfinished Business
12. Fiscal Report
13. Personnel/Legal
- ***Break***
14. President’s Report
15. Vice President’s Report
16. Adjournment

In addition, in 2025, the Board of Trustees meeting standardized the “program updates” so that every college office, division, and department in an established annual schedule shares plans, data, and other information about progress they are making toward the fulfillment of the college’s mission. These program updates for 2024 are going to serve as examples of the college’s development of a program review format, that addresses data and informational needs, as well as the evidentiary support for strengthening program, service and student outcomes, measuring continues improvements and delivering the information to the Board of Trustees, President and Vice President, they will integrate into their future decision making in areas of critical growth including the analysis of

student learning outcomes, programs of study, holistic services, community engagement, and campus infrastructure enhancements. Here is a breakdown of each annual board calendar, administration/division/department [“Program Update”](#) cycle.

A. Facilities, Auxiliary Services, and Infrastructure Committee

Facilities, Auxiliary Services, and Infrastructure Committee coordinating and approving internal/external requests for facility use and access to campus buildings/classrooms/spaces during business hours, extended hours, and weekends (based on need.)

BFCC prioritizes campus-wide safety and accessibility by ensuring proper facility, equipment, and setup requests for sponsored events that serve students, faculty, staff, and community members. The college actively gathers feedback from the campus community to document and establish priorities for maintaining and developing the physical campus infrastructure in alignment with BFCC’s strategic planning strategies and campus master plan. Policies and procedures governing the committee are found in the [Annual Security Report](#) on page 28. BFCC’s IT policy can be found in the [IT Acceptable Use Policy](#) draft.

[BFCC Facilities and Security](#) are regularly reviewed and updated to ensure compliance and efficiency. This includes the development of regulations that oversee campus access, facility use, security services, auxiliary services, and IT infrastructure to maintain a safe and well-functioning environment for all stakeholders.

B. Student Access and Success Committee

The Student Access and Success Committee is dedicated to enhancing student experiences by facilitating the annual planning of student access and success events. This includes engaging directors and key stakeholders in reviewing current and future practices to improve support for students with [disabilities](#), first-time freshmen, dual-enrolled students, transfer students, and other underserved groups. The committee actively mobilizes campus engagement through student organizations and key groups to plan, coordinate, and gather input on student success initiatives aligned with BFCC’s strategic plan. Additionally, the committee collects and analyzes student data to improve compliance, refine events and activities, document student stories, and enhance policies and procedures. The committee also publishes the [Annual Student Activities Calendar](#). A key focus is ensuring access to institutional scholarships, incentives, and waivers, achieved through reviewing and distributing scholarships, maintaining data for mission fulfillment, and developing new strategies to improve student access to financial resources.

C. Institutional Effectiveness and Wellness Committee

The Institutional Effectiveness and Wellness Committee gathers faculty and staff feedback to identify institutional training, wellness activities, and professional development opportunities. A central focus is on incorporating BFCC’s core values into recognizing institutional achievements, which includes collecting narratives, photos, and nominations for awards such as the Chief Earl Old Person Leadership Award and

acknowledging years of service. The committee also plans and implements training sessions, wellness activities, and institutional events to strengthen strategic planning, accreditation compliance, and faculty/staff well-being. Initiatives such as All-Campus Meetings, supervisor training, faculty and staff-specific training, and wellness programs contribute to institutional effectiveness. Additionally, the committee develops performance evaluations, incentives, and compensation structures that promote faculty and staff morale, effectiveness, and overall campus wellness collaboration. This committee oversees the development and improvement of the [Exempt](#) Employee Evaluation and the [Nonexempt](#) Employee Evaluation.

Accreditation and Strategic Planning Team (Senior Leadership)

The Accreditation and Strategic Planning Team, meets quarterly, and is composed of all senior leadership, integrates departments and directors under the President and Vice President to set goals, track progress, maintain data and ensure mission and values fulfillment in alignment with strategic planning and accreditation standards. Coordination with academic divisions and workforce programs ensures course level and student learning outcomes align with the college's objectives. The team facilitates bi-annual strategic planning action meetings with the Institutional Development and Research Offices to review progress on specific strategic initiatives. These meetings document data and evidence for accreditation purposes, tracking improvements and guiding future institutional goals. Based on feedback from committee meetings and planning sessions, the team recommends new strategies for integration into BFCC's strategic plan, assigning leadership responsibilities and updating tracking documents to ensure accountability. Each fall, before the semester begins, the committee develops a [planning tool](#) for the academic year.

Data Team

The Data Team manages internal and external data requests, ensuring that evaluations, approvals, and retrievals are conducted systematically. The team is critical in coordinating institutional reporting cycles, reviewing, analyzing, and sharing data for accreditation and institutional development. Additionally, the Data Team supports faculty and staff in maintaining FERPA compliance, data ethics, and professional development regarding data security and integrity. They also contribute to institutional data infrastructure by fostering collaborations to enhance training on Jenzabar and other database platforms. Further, they ensure Jenzabar Module Manager updates and oversee database module coordination, training, and development to maintain BFCC's operational efficiency.

Marketing Team

The Marketing Team works across campus divisions and departments to ensure adherence to BFCC's unified branding, maintaining consistency in marketing and promotional materials that reflect the college's vision, mission, core themes, and values. The team supports marketing coordination and strategic planning efforts, particularly in developing recruitment and retention strategies and highlighting institutional accomplishments. A key priority is to promote BFCC's brand recognition locally and nationally by developing standardized marketing templates, supporting media outreach, and engaging with internal and external stakeholders. To enhance campus-wide

information accessibility, the team streamlines branding materials through department-specific Google Drive folders, ensuring consistent messaging and visual data representation for strategic planning and institutional decision-making.

Institutional Support Team

The Institutional Support Team enhances campus-wide communication, recruitment, and retention efforts while ensuring high phone, email, and online correspondence standards. They also maintain accurate and up-to-date content on BFCC's website, digital signage, promotional materials, and compliance documents. The team is crucial in coordinating logistics and support for campus-wide events and activities, including faculty and staff engagement programs, student success initiatives, and community events. These include fall/spring/summer open houses, registration periods, student awards ceremonies, graduation, and cultural events such as Days of the Piikani, Land Grant Day, and the Bear River Commemoration.

Additionally, the team identifies professional development opportunities to improve frontline service, technical skills, and overall staff wellness. Training sessions cover BFCC's digital information platforms, including Moreweb, Jenzabar, JICS, Canvas, Canva, Paytime, Google Suite, DocuSign, and Survey Monkey. The Institutional Support Team also assists in meeting agenda development and documentation, ensuring alignment with accreditation, compliance, and strategic planning objectives. Each year, BFCC assembles a BFCC Safety Team Members ([Annual Security and Safety Report](#), page 28). The current team includes the following individuals:

Frank Goings Brad Hall Paula Bremner Ashlynn Marasco Melissa Weatherwax Ali Smith George Aims Back Jim Rains Gaylene DuCharme Daisy Gilham Elaine Little Plume Toni Running Fisher Gail Bird Rattler Dustin Weatherwax Brandi Harwood Ronald Lahr

The BFCC Safety Team meets quarterly each year and discusses the following topics:

BFCC Safety Team Annual Overview

Month	Activity
September	Approve Security Report
December	Plan spring safety drills
March	Conduct spring safety drills
June	Update Security Report & policies

When necessary, report all emergencies immediately to the BFCC Chief Security Officer, Frank Goings (406) 845-4684 or to the Security Patrol Officer, George Aims Back (406) 845-8714, for non-emergency situations or call 406-338-4000 or 911 to contact law enforcement. All BFCC employees should provide aid when necessary or if they have emergency Medical/CPR-First Aid training and certification.

All emergencies need to be followed up with BFCC Chief Security Officer, Frank Goings (406) 845-4684 or the Security Patrol Officer, George Aims Back (406) 845-8714 to meet the required reporting criteria for the annual security report.

When witnessing an incident: The CSA witnessing the incident or being first to be informed of an incident will make initial contact for emergency assistance and report immediately to the scene with the purpose of diffusing the situation by:

- Sealing off high-risk areas.
- Taking charge of the area until the incident is contained or relieved by emergency responders or college authorities.
- Isolate and preserve all evidence. Keep detailed notes of incidents if possible.
- Refer all media to the President's Office.
- If it is necessary to send anyone to a hospital by ambulance, inform the Registrar's Office (if a student) or Human Resource Office (if an employee) so they can notify the person's emergency contact.
- The goal of these committees/teams is to establish that they will become cross-functional, consisting of committee/team members to accomplish annual goals set by each, with the senior leadership being distributed to maintain and coordinate the efforts of these bodies. All committees/teams meet monthly on an established day/time of a particular week; staff are assigned to fulfill specific functions, and meetings are open to faculty, staff, and students who can attend in person or online. All policy and other goal-based recommendations are vetted through this process and then brought to the President/Vice President to begin development, planning, and obtaining the appropriate implementation approvals. Committees/teams are meeting in September 2024 to finalize annual goals and enhance campus-wide involvement in forming decisions and establishing policies.
- BFCC remains steadfast in its commitment to providing appropriate avenues for shared governance. The Faculty Senate has been actively revising the [Faculty Manual](#), which is currently waiting for final BOT approval. The Faculty Senate has been active in approving recommendations for curricular advancement, faculty pay scale and advancing the scope of offerings per the College's strategic plan, which faculty laid the foundation for in spring 2024. The Vice President sits as an ex-officio member of the Faculty Senate, attending meetings and providing general guidance to the faculty in monthly meetings with the Faculty Senate and Faculty Senate [leadership](#). The [Staff Senate](#) was recently re-integrated to promote the voice of non-faculty within the institution; the goal of this body is being redefined to focus on ensuring that the staff has an avenue for shared governance to provide input on policies, workplace conditions, and pay scales that impact this constituency of the College and have revised its [manual](#).

Student Senate

BFCC's Student Senate charter states, "in order to secure for ourselves recognition of our civil and student rights; so hereby establish a student organization structure to secure the benefits of an association or democratic basis; to voice the needs of students served by this charter; the SSBFCC shall function as a forum in which students may voice their opinions regarding school policy, thus administrators can ascertain the success of their program and the current needs and desires of the student body"; the [Charter](#) (Appendix C) appear in the [student handbook](#).

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Blackfeet Community College (BFCC) demonstrates a steadfast commitment to academic freedom and independence, ensuring that faculty, staff, and students are protected from inappropriate internal and external influences, pressures, or harassment. This commitment is fundamental to BFCC's mission, dedication to academic excellence, and fostering a vibrant learning environment rooted in intellectual inquiry and cultural respect.

Academic freedom at BFCC empowers faculty to teach, design courses, conduct research, and engage in scholarly and creative activities based on their expertise and professional judgment. Faculty members are encouraged to explore, present, and discuss ideas freely, without administrative interference, while respecting students' learning rights in an open and inclusive environment.

BFCC upholds the principles outlined in the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom. This statement emphasizes that higher education institutions exist for the common good and that academic freedom is essential to the free search for truth and its expression. These principles are supported in both instruction and research and are central to protecting the rights of faculty and students alike.

The College's commitment is clearly articulated in the [BFCC Employee Policies and Procedures](#) (page 30) and the [Faculty Handbook](#) (page 3), updated in 2025 to reflect current best practices. These documents affirm the right of faculty to pursue scholarship, express ideas, and engage in teaching without institutional constraint while also acknowledging the responsibilities accompanying these freedoms. BFCC reserves academic Freedom for students also: "BFCC respects and supports the right of students to explore ideas, express diverse viewpoints, and engage in open inquiry within the college. Students are encouraged to pursue knowledge freely while demonstrating respect for others and adhering to the college's standards of conduct, as stated in the [Student Handbook](#) (page 7), which has been revised and will be approved by the BFCC Board of Trustees in September 2025.

In alignment with the BFCC's core values and core themes, the college requires faculty and staff to integrate these principles into their teaching and learning activities. Academic freedom is a policy and guiding philosophy that supports truth-seeking, critical thinking, and respectful discourse across diverse perspectives.

Furthermore, BFCC faculty members are trusted to voice their academic positions independently, with the understanding that individual views do not represent the official stance of the institution. This balance of autonomy and accountability ensures a safe, respectful, and intellectually dynamic academic environment.

Through these practices and policies, BFCC affirms its enduring dedication to academic freedom, protecting the rights of its academic community while advancing its mission to serve and empower the Blackfeet Nation and broader society.

2.B.2 Within the context of its mission 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, 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 test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Academic freedom is essential to achieving BFCC's mission. The faculty of BFCC supports the principles of the American Association of University Professors' 1940 Statement of Principles on Academic Freedom: *The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression.*

BFCC policies guarantee academic freedom in teaching, research, and scholarly publication, while also honoring the college's core themes and the integration of Blackfeet cultural values. Instructors are required to incorporate Blackfeet culture, history, or language into some aspects of their curriculum, with flexibility to do so in ways that reflect their discipline, scholarly expertise, and the diverse knowledge of Blackfeet traditions. Faculty are entrusted to exercise their professional judgment while remaining sensitive to the needs of Indigenous students and the significance of culture and language in their education.

BFCC faculty has full freedom to pursue scholarly interests, supported by access to offices, technology, library resources, and opportunities for student collaboration through research and internships. At the same time, ethical human subject research procedures are governed by the [Blackfeet Nation Institutional Review Board \(BNIRB\) policies](#) (page 1). These frameworks promote ethical research practices that align with academic standards and Blackfeet values while leveraging Western scientific methods. In 2023, the Blackfeet Tribal Business Council (BTBC) passed a resolution to reorganize the BNIRB to accommodate all research including human subjects to be reviewed to ensure ethical conduct and cultural respect for the Blackfeet Reservation. In 2025, the college received official notice by the BTBC to submit a budget request for the BNIRB to receive FY 2026 funding for operations of critical research review by this body. To support faculty research, BFCC launched a certificate in [human subjects research](#) in 2024. Currently, BFCC's [NARCH](#) and [INBRE](#) grants provide opportunities for faculty and student research.

The BFCC Board of Trustees and administration uphold academic freedom as a foundation for innovation, critical inquiry, and the advancement of Blackfeet ways of knowing. By protecting the rights of faculty and students to explore, question, and create, BFCC ensures that its academic community contributes to the common good, both within the Blackfeet Nation and beyond. To support this, BFCC provides faculty with

institutional backing and access to resources that facilitate independent research and scholarship. In 2025, BFCC developed an additional [compensation policy](#) to incentivize scholarship, service, and research per the faculty manual. Clear guidelines for faculty research are outlined in the [BFCC Employee Policies and Procedures Manual](#) (page 10).

Additionally, BFCC sustains an inclusive and respectful academic culture where differing perspectives are welcomed, openly discussed, and critically examined. The college promotes civil discourse and values the respectful exchange of ideas, cultivating an environment where inquiry, creativity, and cultural insight can thrive. The current administration has worked closely with the Faculty Senate and in 2024 brought back the Staff Senate to ensure all employees have shared governance responsibilities and roles. BFCC also ensures that institutional policies and procedures, published on its website and in official documents, are clearly stated, easily understandable, accessible, and administered fairly and equitably.

Through these commitments, BFCC upholds a vibrant academic atmosphere where independent thought is encouraged, knowledge is pursued without constraint, and cultural insights are honored and explored.

2.C.1 *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

Blackfeet Community College's (BFCC) transfer-of-credit policy is designed to maintain the integrity of its academic programs while facilitating the efficient mobility of students aiming to complete their educational credits, credentials, or degrees. This policy is strengthened by BFCC's adoption of a common course numbering system aligned with the [Montana University System](#) (MUS), ensuring that courses meet statewide academic standards and transfer seamlessly to other institutions. BFCC also employs a full-time transfer/dual enrollment coordinator who provides personalized support to students navigating the transfer process, ensuring that their academic progress is maintained by working toward input of new students while in high school to then apply to college degree completion and transfer to peer institutions per Core Theme Two, Achievement in Higher Education. Trying to connect faculty at both institutions to ease transferability of credits; the college recommends all students to complete their two-year degree before transferring to a peer institution to reduce barriers with the college's support. The College aligns its course learning outcomes with those of the MUS, reinforcing academic consistency and ensuring that students are well-prepared for further studies. Furthermore, BFCC offers robust associate degrees with 2+2 agreements with regional four-year universities, in [Anthropology](#), [Sociology](#), and [Education](#), allowing students to pursue bachelor's degrees efficiently. These efforts reflect BFCC's mission to provide access to quality educational programs and prepare students for success in higher education.

BFCC accepts transfer credits only from fully accredited institutions and requires an official transcript for evaluation. Transfer credits are accepted for courses in which a grade of "C" or better was earned. To qualify for graduation, students must complete a minimum of 15 credits at BFCC and the Registrar and Admissions Office review transcripts to determine the transferability of credits. The [Student Handbook](#) (page 8-9) and the [BFCC catalog](#) (page 21) outline detailed policies regarding transfer credit

acceptance. Students often return to BFCC after first attempting to study at a peer institution. Additionally, they often complete courses during the summer that are transferable to other institutions.

BFCC has established articulation agreements with Western Governors University, the University of Montana Western, Montana State University-Northern, Montana State University, Salish Kootenai College, and the University of Montana. Additionally, the MUS has implemented a Transferability Initiative through the Montana Office of Higher Education, which standardizes the transfer of credits across MUS institutions. BFCC aspires to track existing MOUs better as some have not been revised or approved past the original expiration date and on file in the VPA office.

2.C.2 *The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

BFCC students' rights and responsibilities are clearly outlined in the BFCC Catalog and Student Handbook, which are provided to all incoming students. The Student Handbook includes the Student Code of Conduct, detailed procedures for addressing allegations of personal conduct, academic misconduct, and sexual misconduct, as well as the college's zero-tolerance policy for drugs and alcohol. Grievance and complaint policies are outlined in the catalog, while accommodation for individuals with [disabilities](#) (pages 43-44) are also detailed. BFCC meets the accreditation standard for student rights and responsibilities through comprehensive policies and procedures designed to protect and empower its students. BFCC's student handbook and [code of conduct](#) articulate student rights on page 10-12, including the expectation of academic honesty, which is reinforced in each faculty member's syllabus [checklist](#). Students are held accountable to this policy, with consequences for violations clearly outlined in the handbook and are handled by Student Services, the designated official (along with the VPA). Infractions related to academic dishonesty or conduct violations are addressed through a formal process, which includes the right to appeal and access the student [grievance and complaint](#) procedure, which can be found on page 47 of the [Student Handbook](#), now being revised and at the board-level for review for September approval. This ensures that students have a fair opportunity to address any disputes related to academic or non-academic matters. Student incidents are promptly reported to the Student Success Director for review and investigation, as she oversees all student cases and grievances. BFCC ensures that all instances and grievances/complaints follow established policies and procedures, promoting fairness, accuracy, and effective resolution.

Additionally, BFCC supports students with [disabilities](#) by maintaining an office and a [Disabilities Coordinator](#), Karen Davis that provides reasonable accommodations for students with self-disclosed/documented disabilities ([Student Handbook](#), page 49-50 and [BFCC Catalog](#), page 43). [Karen Davis](#) currently advocates on behalf of students with disabilities. Additionally, working more closely with local school districts to handle IEP and 504 plan transitions for identified students has become more critical since the college has initiated dual enrollment offerings. This office is staffed and funded to ensure that all students receive the accommodation they are entitled to under federal law, enabling equal access to all educational programs and activities. This comprehensive approach

demonstrates BFCC's commitment to fostering a supportive and equitable learning environment for all students.

BFCC updated the student handbook during the 2024-25 academic year to reflect the most current policies and procedures relevant to our student body. This comprehensive update includes revisions to key areas such as academic integrity, student conduct, and grievance procedures and the inclusion of updated services and resources available to students. BFCC has updated its Student Handbook and Student Code of Conduct to support students further. These updates provide clear guidelines on academic policies, behavior expectations, and students' rights. They ensure that students are informed of the policies that guide their educational journey, including those related to continuation in and termination from programs.

The updated handbook was presented to the Board of Trustees in July 2025 for approval before publication and distribution. We are committed to ensuring this resource is informative and reflects BFCC's commitment to student success, cultural grounding, and academic support. We anticipate completing this process promptly, aligning with the upcoming academic term Fall 2025.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

BFCC's admission process is designed to support prospective students through recruitment, application processing, enrollment, and dual enrollment coordination. The college's current strategic plan implements comprehensive engagement strategies, combining attention paid to enhancing student success and wellness, targeted outreach to faculty, staff, and community, marketing materials for diverse student populations, campus tours, and participation in recruitment events and college fairs. In 2024, BFCC's Admission received a grant from the American Indian College Fund, titled [Cultivating Native Students Success](#). This award enables TCUs to drive increased success with recruitment, retention, persistence, and completion. BFCC hosted a pre-college experience in Summer 2025, to provide local high school students with experience of college [music performance and a hands-on engineering workshop](#) on the campus; this event was funded by the USDA Equity grant. The [online application process](#) ensures a smooth transition by reviewing and processing student applications, verifying documentation and transcripts, coordinating admissions testing, and providing guidance throughout the application workflow; paper applications are also available but declined due to college's development of online materials and access. To further assist students, BFCC offers enrollment support by helping them navigate admission requirements, providing information on academic programs, supporting first-time-first-year, first-generation college students, and coordinating orientation programs to include families and elders. Additionally, BFCC facilitates dual enrollment opportunities by partnering with local high schools, assisting students enrolled in college courses, maintaining communication between institutions, developing articulation agreements, and tracking

student progress. Through these efforts, BFCC ensures an accessible, structured admission process promoting student success.

BFCC meets the expectation of ensuring student success through clearly defined academic and administrative policies, particularly in admission, [placement](#), and [student progression](#).

The institution also follows a fair and equitable process for monitoring [Satisfactory Academic Progress](#) (SAP), which includes placing students on academic probation when necessary and providing them with opportunities for improvement. In cases where students do not meet the required standards, BFCC has established clear procedures for academic suspension and an appeal and re-admission policy, ensuring students have a path to continue their education. Student financial aid information can be found in the [2024-2026 BFCC Catalog](#) on page 43-44.

BFCC has revised its approach by replacing the ACCUPLACER exam with an in-house [diagnostic assessment](#). This new diagnostic tool, designed with our students at the forefront, is tailored to reflect the unique experiences of our student population. It is culturally relevant and more accessible, particularly for under-resourced first-year students, demonstrating our commitment to their success.

This revision aims to alleviate the challenges many of our students faced with ACCUPLACER, which often felt daunting and disconnected from their academic backgrounds. The in-house diagnostic now provides BFCC's Liberal Studies faculty with a more accurate and valuable data set, enabling effective student placement based on individual developmental writing needs. This change supports student success and promises improved instructional outcomes, aligning with BFCC's mission to offer student-centered, culturally appropriate education.

BFCC's Math and Science division also administers a math [assessment/diagnostic](#) in the fall and spring to ensure appropriate student placement, and they track their [results](#) consistently.

BFCC adheres to NWCCU guidelines when discontinuing an academic program, implementing a structured "teach-out" strategy to ensure enrolled students can complete their degree before the program's closure; for example, the Business Management and Records Management AA program will go into moratorium after Spring 2026. The college guarantees that all required courses for degree completion remain available. The Vice President for Academics coordinates the teach-out process with the program chair overseeing the moratorium, ensuring a smooth transition for affected students.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

BFCC meets the accreditation requirement for secure retention of student records through comprehensive policies and procedures focused on confidentiality, release, and safe storage. All staff and faculty at BFCC must complete Family Educational Rights and Privacy Act ([FERPA](#)) training, ensuring they understand and adhere to federal regulations concerning student privacy.

In terms of privacy, the College strictly adheres to the Family Educational Rights and Privacy Act (FERPA), ensuring that students' rights to confidentiality and the nondisclosure of personal information are fully protected ([Student Handbook](#), page 11 and [BFCC Catalog](#), page 25). BFCC's Registrar provides annual faculty and staff orientations prior to the academic year and maintains data regarding compliance in the form of certificates confirming completion of FERPA trainings designated to them based on position roles and responsibilities. Data access is withheld for those not completing required FERPA training and is granted by the Data Team via a request process verified with the Registrar. The [Data Request form](#) is obtained by request from BFCC's Registrar.

At BFCC, student privacy and security are our top priorities. Strict confidentiality processes are in place for the Registrar's Office and the Financial Aid Department. Student records are only released with a signed student consent form, maintaining the highest level of privacy. These records are securely stored in BFCC's student information system, Jenzabar, which ensures reliable backup and retrievability. The campus now relies on a lot of data backed up by the service providers such as Canvas, ERP and Google Workspace. These service providers have their own redundancy back up practices that will prevent losing data. The only manual back up we do now is for the business office. The back up data is done on a weekly basis during the weekend to prevent any downtime. This system provides a robust and secure platform for preserving and protecting all student records, meeting institutional and legal standards for data security. BFCC's IT Department maintains a reliable backup system for campus servers, including student records, with automatic backups occurring daily or weekly. The servers in Southwind Lodge on the south end of campus are equipped with battery backups to ensure student data's full and immediate retrieval. The campus now relies heavily on data backed up by service providers such as Canvas LMS, ERP Jenzabar, and Google Workspace. These providers have their own redundancy and backup practices in place to help prevent data loss. The only manual backup we currently perform is for the Business Office, which is completed weekly over the weekend to avoid any downtime. As part of its commitment to technological advancement, BFCC continually upgrades its IT infrastructure yearly. Similarly, the Registrar maintains external hard drives in her office.

Institutional Integrity

2.D.1 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 demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

BFCC meets the accreditation requirement for precise, accurate, and consistent communication through a dedicated approach to transparency and timely information dissemination.

In addition, BFCC has just completed a comprehensive update of programs from the 2021 catalog and included them in a revision of its 2024-2026 BFCC [College Catalog](#), which was published to the website during summer 2025. This update ensures that BFCC

accurately represents its educational offerings, clearly communicating to students and the public that its programs can be completed promptly. BFCC regularly reviews its publications to maintain accuracy, integrity, and alignment with its mission. BFCC's catalog serves as a comprehensive resource for students, providing essential information such as the academic calendar, institutional history, mission, core themes, accreditation status, financial aid details, educational policies and procedures, student conduct guidelines, student services, course descriptions, academic program details, goals and outcomes, and faculty and staff information. The catalog is revised and updated every two years, with the President and Vice President overseeing its compilation, editing, accuracy, and publication. All departments within the college contribute information to ensure its completeness and relevance.

The BFCC catalog provides comprehensive information about the college's academic programs, including detailed descriptions of each degree and certificate program, program goals, student learning outcomes, and course requirements. Each program includes a degree planner to guide students and a timely completion roadmap. In addition to the catalog, BFCC communicates with the public and students through various channels, including the [Student Handbook](#), *Magpie* (the college newsletter), its Facebook page, social media updates on campus events, and reports such as the IPEDS Report, the BIE Annual Report, and the AIMS Report. BFCC also maintains a presence in [local and regional news outlets](#), including the *Great Falls Tribune*, the *Kalispell Daily Interlake*, and the *Tribal College Journal*, through articles, advertisements, and media appearances. The college is committed to representing itself accurately, clearly, and professionally. Blackfeet Community College (BFCC), a tribally controlled, 1994 Land Grant institution of higher education on the Blackfeet Nation in northwest Montana, is the cultural and intellectual heart of our Nation. We offer programs and services reflecting the needs of an expanding service area; while expanding our virtual footprint to create pathways of belonging, lifelong learning is rooted in cultural revitalization, intergenerational knowledge exchange, and land-based education.

BFCC now employs a full-time multimedia coordinator who collaborates closely with the College's academic divisions, student services, and support offices. This ensures that critical events, educational opportunities, and services are communicated effectively through print and social media platforms, aligning with the College's mission and engaging the community. This position is funded by US Department of Education's Title III: Part A Strengthening Institutions grant. In 2025, the media coordinator presented a [report](#) of her efforts to the Board of Trustees.

The Media Department serves as the conduit, transferring knowledge and cultural teachings to our "Universal Community" across the globe. By making the college accessible from anywhere, we preserve and share the Blackfeet Ways of Knowing through multimedia tools, inviting new forms of academic and vocational programs that are rooted in authentic Indigenous participation.

Our targeted campaigns focus on areas with high numbers of Blackfeet residents, while also reaching a global audience through online courses and digital platforms. We have revitalized our monthly newsletter, enhanced promotional and print materials, and created

more user-friendly tools, including a redesigned website for easier access to programs and events.

We've expanded visibility with TV commercials and national exposure on [Amazon Prime's The College Tour](#), using our location next to Glacier National Park—a world-renowned tourism destination—as an invitation to engage with our culture through education. We also participate in community outreach by setting up informational booths at events such as the East Glacier Half Marathon, border town festivals, and parades, engaging both local and international visitors.

Media tools broadcast the *Blackfeet Word of the Week*, cultural workshops shaped by community input, and student-led initiatives that give audiences a voice in their learning. We produce tutorials, offer virtual orientations, and provide expanded online education resources—including CEUs, certificate/licensing programs, and more degree pathways—ensuring accessibility for diverse learners. Students also gain opportunities to market their personal interests and businesses, supporting tourism and entrepreneurship.

The Media Club gives students hands-on experience in creating and sharing content, empowering them as storytellers and cultural ambassadors. We are developing a system to integrate media analytics with enrollment data to better measure outreach impact.

Our platforms highlight programs and services for students and the public, including the [Medicine Spring Library and archives](#), the [Knowledge Carriers Lodge](#)—where elders share traditional knowledge—and the Piikani Studies Division for deeper language and cultural learning.

Through digital innovation, strategic outreach, and cultural programming, BFCC's Media Department both preserves and revitalizes the Blackfeet story—sharing it with the world, on our own terms.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed fairly, equitably, and timely.

BFCC's core values center on strengthening the community, preserving Blackfeet culture, fostering inclusivity, and promoting leadership. The college is committed to providing quality education and training that prepare students for higher education, meaningful careers, and active community involvement. By integrating Blackfeet culture and language into its curriculum, BFCC ensures the preservation and promotion of its heritage. The college also fosters a welcoming and inclusive environment, encouraging students to build connections within the Blackfeet community. Additionally, BFCC emphasizes leadership development and self-governance of faculty and staff, equipping students to become engaged and accountable members of society.

BFCC upholds high ethical standards in its management and operations by embedding its core values and themes across all institution aspects. These core themes, cultural integrity, student-centered advocacy, community engagement, and academic excellence, are consistently integrated into BFCC's operations, teaching, and interactions with staff, faculty, students, and the broader community. These principles are reinforced through professional development activities held during monthly all-campus meetings, ensuring that all employees exemplify appropriate conduct.

BFCC is committed to the fair and equitable treatment of all stakeholders, including students, faculty, administrators, staff, and community members. BFCC's administration recently completed a revision and board-approved update of its employee corrective action and grievance processes in the [Employee Policies and Procedures](#) (pages 40-46) to ensure further fairness and transparency toward the resolution of employee conduct matters and grievable actions. This revised process ensures that complaints and grievances are addressed fairly, equitably, and promptly, reflecting BFCC's commitment to ethical standards in dealing with the public, NWCCU, and external organizations.

BFCC upholds its core values through key institutional documents, including the [BFCC Employees Policies and Procedures](#) (Page 13), the [Student Handbook](#) (page 6), and the [BFCC Catalog](#) (page 10). These resources outline the college's code of conduct, ethical standards, and procedures related to ethical behavior. The [BFCC Employee Policies and Procedures](#) (page 23) precisely detail policies ensuring the fair treatment of faculty and staff, including guidelines for recruitment, hiring, and employment for open positions. Additionally, the grievance process and disciplinary actions are clearly defined. The following table outlines policy statements and procedures to ensure all college employees' fair and ethical treatment.

The BFCC [Student Handbook](#) outlines policies and procedures that ensure the fair treatment of students, including a comprehensive list of student rights and responsibilities. The Code of Conduct on page 52 covers essential topics such as general conduct, academic honors, student integrity, disciplinary actions, grievance procedures, drug and alcohol policies, sexual harassment, campus crime, and other critical issues. This information is also available in the [College Catalog](#) (page 47). These policies are designed to uphold fair and ethical treatment for all BFCC students, with clear guidelines on filing procedures, response timelines, and hearings.

All new BFCC employees and students are provided with copies of the documents specific to and relevant to them.

Fair and Ethical Treatment Chart

Blackfeet Community College Personnel Policies and Procedures		
Policy/Procedure Reference Number	Policy Title	Page number(s)
	CORE VALUES, VISION STATEMENT, MISSION STATEMENT	13

	POLICY OF NONDISCRIMINATION	10
	EMPLOYMENT POLICIES AND PROCEDURES	15-21
	INTERNET, EMAIL, AND COMPUTER USE POLICY	32-34
	DISCIPLINARY ACTION	40-42
	POLICIES AND PROCEDURES RELATING TO SEVERANCE/TERMINATION OF EMPLOYMENT	41
	EMPLOYEE GRIEVANCE POLICY	42-46

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

BFCC adheres to clearly defined policies prohibiting conflicts of interest among its governing Board, administration, faculty, and staff. In the summer of 2024, BFCC completed an update and revision of its conflict-of-interest policies, which the Board formally approved. These revised policies ensure that all members of the institution act in the best interests of the College and its stakeholders, free from any personal or financial conflicts. BFCC addresses Conflict of Interest in the BFCC By-Laws under Section 12(B), stating “A Conflict of Interest may exist when a Board of Trustees member has a material personal interest in a proposed transaction involving the organization. When a Board of Trustees member has a personal interest in a matter being considered by the organization, the Board member director shall disclose the conflict before the Board discusses the matter. The Board member shall not vote on or use his/her personal influence on the matter and will not be present when the matter is discussed by the Board. The minutes of the meeting will reflect that a disclosure was made, and the abstention from discussion and voting.” The updated policies are now reflected in the revised faculty manual, providing clear guidelines for faculty and staff to follow in their professional conduct. These measures reinforce BFCC’s commitment to transparency, accountability, and ethical governance and can be found in updated the [Employee Policies and Procedures](#) and the [Faculty Manual](#).

Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

BFCC’s Board of Trustees oversees the institution's financial integrity by approving annual budgets, reviewing financial reports, adopting necessary financial policies, and ensuring the completion of annual audits. To maintain transparency and accountability, the Board engages an independent auditing firm to conduct external audits following generally accepted auditing standards (GAAS).

BFCC has completed financial [audits through 2021](#), which, admittedly, is behind the typical schedule of finalizing audits six months after the close of a fiscal year. The delays have been identified, and corrective actions are actively being implemented. The audit for 2022 is currently in progress, with audits for 2023 and 2024 expected to be completed by

2027. BFCC has informed all relevant stakeholders, including the Northwest Commission on Colleges and Universities (NWCCU) and the U.S. Department of Education, of the delays, providing regular weekly and monthly updates on audit progress. In August 2023, BFCC's President took oversight of the audits, meeting frequently with BFCC's CFO and the auditing firm (Wiplfi) to maintain progress and accountability for institutional requirements and responsibilities necessary to fulfill auditing requests; the President was compelled to repair relationship with auditors, which had been compromised by the previous CFO. The COVID project coordinator stepped in under a temporary appointment and was later later hired because she made significant progress in the completion of the 2021, and, soon, the 2022 audit.

Blackfeet Community College (BFCC) demonstrates financial stability through relevant audit processes and regular reporting. In January 2024, BFCC replaced its Chief Financial Officer (CFO) with an interim CFO, who provided strong leadership in completing the 2021 audit. During this transition, the interim CFO revised the accounting process to improve accuracy and facilitate easier auditing. In the summer of 2024, the administration and interim CFO collaboratively designed a new budgeting process that efficiently allocates funds across the College, aligning salary, fringe benefits, and operating budgets with available grant funding.

Additionally, BFCC has implemented improved processes to ensure timely audits and accurate financial reporting, creating a solid foundation for economic decision-making. The 2022 financial audit began in October 2024, reinforcing the institution's commitment to transparency and fiscal responsibility. As of early August 2025, BFCC has provided all requested documentation to the auditors for 2022, which have begun testing; currently, the college's depreciation schedules are being developed for submission and testing by the auditors. The expected completion date for the 2022 audit is Fall 2025.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

A new budgeting process developed by the new CFO has given BFCC a more precise, accurate, and reliable picture of revenue and expenses for the 2024-2025 academic year. The College now has sufficient resources, including investments, grants, Indirect Costs, Tribal College funding (TCCC), and tuition revenue, to fund its operations for the 2025-2026 academic year. As a precaution, BFCC's [Academic Year budget](#) was prepared for six months, anticipating grant awards not yet awarded, but expected; it will complete a second six-month budget prior to Spring 2026.

BFCC uses a participatory and comprehensive approach to budgeting and risk management that ensures both short-term financial health and long-term sustainability. In 2024, BFCC introduced a new budgeting and financial planning process that provides an accurate estimate of revenues and includes an austerity plan for managing expenses. Each academic division and department within the College had meaningful opportunities to provide input and feedback before final budget awards were determined, ensuring stakeholder participation in the financial planning process.

The College's [investment portfolio](#) is professionally managed by an institutional investment firm, which provides monthly reports for the Board of Trustees' review and consideration. BFCC effectively blends grant-funded allowable expenses with revenue sources to meet educational and infrastructure needs. Specifically, grant funds support enrollment initiatives, the dual enrollment program, math and science instruction, and research projects. The [USDA equity grant](#) supports multicultural education programs and faculty development, while the U.S. Department of Education grants fund technology upgrades and academic initiatives. Additionally, interest from the College's investment portfolio supplements Tribal College funds (TCCC), helping to ensure that operational costs are fully met. BFCC has completed an application for a renewal of the funding for 2025-2026 (award is pending). This combination of diverse revenue streams and comprehensive planning contributes to BFCC's financial stability and sustainability.

Funding for the college for the 2022-2023 academic year			
REVENUE SOURCE	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL
Tuition & Fees	\$769,600.50	\$0.00	\$769,600.50
Government Appropriations (excluding PL 95-471)		\$0.00	\$0.00
Title III		\$3,199,891.31	\$3,199,891.31
Carl Perkins		\$116,501.65	\$116,501.65
Work Study		\$16,382.00	\$16,382.00
Federal Pell		\$754,692.00	\$754,692.00
PL 95-471 (Operational)		\$4,511,430.87	\$4,511,430.87
Government Grants and Contracts		\$2,348,979.74	\$2,348,979.74
Auxiliary Enterprise		\$80,364.79	\$80,364.79
Other Sources		\$975,868.37	\$975,868.37
TOTAL FY Revenue	\$769,600.50	\$12,004,110.73	\$12,773,711.23

Funding for the college for the 2023-2024 academic year			
REVENUE SOURCE	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL
Tuition & Fees	\$738,315.70	\$0.00	\$738,315.70

Government Appropriations (excluding PL 95-471)		\$0.00	\$0.00
Title III		\$1,960,106.56	\$1,960,106.56
Carl Perkins		\$87,523.84	\$87,523.84
Work Study		\$10,454.85	\$10,454.85
Federal Pell		\$855,869.00	\$855,869.00
PL 95-471 (Operational)		\$4,626,641.27	\$4,626,641.27
Government Grants and Contracts		\$2,194,644.47	\$2,194,644.47
Auxiliary Enterprise		\$108,939.00	\$108,939.00
Other Sources		\$1,159,296.22	\$1,159,296.22
TOTAL FY Revenue	\$738,315.70	\$11,003,475.21	\$11,741,790.91

Funding for the college for the 2024-2025 academic year			
REVENUE SOURCE (as of 2/28/2025)	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL
Tuition & Fees	\$755,606.00	\$0.00	\$755,606.00
Government Appropriations (excluding PL 95-471)		\$0.00	\$0.00
Title III		\$1,524,420.08	\$1,524,420.08
Carl Perkins		\$91,041.42	\$91,041.42
Work Study		\$29,545.15	\$29,545.15
Federal Pell		\$402,272.00	\$402,272.00
PL 95-471 (Operational)		\$3,576,263.07	\$3,576,263.07
Government Grants and Contracts		\$1,846,667.99	\$1,846,667.99
Auxiliary Enterprise		\$112,791.27	\$112,791.27
Other Sources		\$570,648.52	\$570,648.52
TOTAL FY Revenue	\$755,606.00	\$8,153,649.50	\$8,909,255.50

Blackfeet Community College Revenues 2018-2024

Fiscal Year	General Fund Revenues	Total Revenues	General Fund Revenues as Percentage of Total
2018	\$ 6,506,809	\$ 15,596,629	41.70%
2019	\$ 1,525,557	\$ 10,724,337	14.20%
2020	\$ 1,208,702	\$ 11,484,769	10.50%
2021	\$ 1,567,809	\$ 22,473,427	7.00%
2022	\$ 2,338,942	\$ 18,813,868	12.50%
2023	\$ 1,196,427	\$ 12,971,920	9.20%
2024	\$ 1,096,161	\$ 11,781,611	9.50%

Indian Student Count (ISC) by Year

Indian Student Count (ISC) by Year				
Year	Amt Per ISC	ISC per year	Non-Ben	
1993-94		354.25	Not Available	
1994-95		405.58	Not Available	
1995-96		467.25	Not Available	
1996-97		356	Not Available	
1997-98		421.68	Not Available	
1998-99		396.03	Not Available	
1999-00		354	Not Available	
2000-01		Not Available	Not Available	
2001-02		454.12	Not Available	
2002-03		492.13	Not Available	
2003-04		596.4	Not Available	
2004-05		555.92	Not Available	
2005-06		565	Not Available	
2006-07		565.76	Not Available	
2007-08		532.32	Not Available	
2008-09		Not Available	Not Available	
2009-10		Not Available	Not Available	
2010-11		Not Available	Not Available	
2011-12		Not Available	Not Available	

2012-13		Not Available	Not Available	
2013-14		Not Available	Not Available	
2014-15		361.92	Not Available	
2015-16		466.27	Not Available	
2016-17		436.56	Not Available	
2017-18		498.5	Not Available	
2018-19	\$ 7,800.00	302.01	Not Available	
2019-20	\$ 7,800.00	330.67	Not Available	
2020-21	\$ 7,800.00	336.37	\$ 66,584.00	
2021-22	\$ 7,800.00	259.42	\$ 55,104.00	
2022-23	\$ 7,800.00	264.71	\$ 30,963.20	
2023-24	\$ 7,800.00	271.95	\$ 51,875.36	
2024-25	\$ 7,800.00	271.95		
*Amount per ISC varies, depending on all TCU's ISC submissions.				

Grant Writing Activities

Blackfeet Community College Grant Writing Activities 2018-2024				
Academic Year	Number of Applications Submitted	Number of Applications Funded	Amount of Funds Requested	Amount of Funds Awarded
2018				\$ 8,809,161.66
2019				\$ 8,419,267.89
2020				\$ 17,166,188.44
2021				\$ 18,536,884.59

Blackfeet Community College Grant Funds Provided by Federal, State and Private Entities 2018-2024				
Academic Year	Total Amount of Funds Awarded	Federal Funds Awarded 4105	State Funds Awarded 4110	Total Private Funds Awarded

AY17-18	\$7,739,314.90	\$5,493,452.40	\$601,223.58	\$1,644,638.92
AY18-19	\$6,011,151.16	\$4,824,046.71	\$314,705.93	\$872,398.52
AY19-20	\$7,002,780.77	\$5,639,211.27	\$214,336.20	\$1,149,233.30
AY20-21	\$4,549,346.17	\$3,654,648.85	\$126,839.12	\$767,858.20
AY21-22	\$11,046,706.62	\$9,855,244.99	\$107,874.50	\$1,083,587.13
AY22-23	\$8,857,272.12	\$7,589,732.15	\$231,081.04	\$1,036,458.93
AY23-24	\$7,424,322.26	\$5,883,106.34	\$59,166.33	\$1,482,049.59

BFCC's Institutional Development team provides [monthly updates](#) of grant activity to the Board of Trustees; this spreadsheet includes recently awarded grants.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

BFCC ensures that its financial resources are managed transparently and by [policies](#) approved by its governing Board, governance structures, and applicable state and federal laws. In 2024, BFCC onboarded a new Board of Trustees for a five-year term. These structures ensure that BFCC's financial management and decision-making processes are aligned with the institution's mission and ethical standards. The Board of Trustees is currently developing a [Code of Conduct](#).

To maintain compliance with Montana's labor laws and best practices, BFCC retains legal counsel, safeguarding both the institution and its employees' rights. Additionally, the College has a dedicated Grant Management Office, which oversees compliance with federal grants and ensures adherence to federal regulations, including the Code of Federal Regulations (CFR). The President of BFCC works closely with the Board of Trustees to implement policies and processes that fulfill governance requirements, ensuring accountability and transparency in managing the institution's financial resources.

BFCC's accounting system follows generally accepted accounting principles (GAAP). It complies with the standards set by the Governmental Accounting Standards Board (GASB) in preparing and presenting financial statements for external audits. The auditor's opinion in the [External Auditor's Report](#) confirms the college's adherence to these principles: "In our opinion, the financial statements of the year ended 2021 conform to U.S. generally accepted accounting principles."

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

BFCC employs exempt and nonexempt staff and appoints faculty and staff on an academic-year basis. Compensation schedules vary, with some employees and faculty

paid on a 20 pay-periods schedule, Division Chairs paid on a 22-pay-period schedule and all other staff on a 26-pay-period schedule. Exempt employees receive a salary, are not eligible for overtime, and typically hold administrative, professional, or executive roles. Nonexempt employees are hourly workers who receive overtime pay for hours worked beyond 40 per week.

BFCC's Human Resource Office issues an annual HRA form for each nonexempt employee, retaining the document in its office. Each employee is hired based on a position description and undergoes a ninety-day probationary period. The hiring division or department completes an HRA form for each new hire, which is placed in the employee's personnel file. Position descriptions outline work duties, responsibilities, supervisor assignments, and desired qualifications. Human Resources and the hiring official review applicants' qualifications and experience before forwarding recommendations to the Board of Trustees. The Board reviews these recommendations and selects candidates during its monthly meetings. BFCC's Board reserves the right to approve all hiring for the college and all terminations. They are fully aware that this is an unconventional practice for institutions of higher education; however, they prefer to retain this authority.

BFCC's [Employee Policies and Procedures](#) guide employment conditions, employee rights and responsibilities, and evaluation, retention, promotion, and termination processes. Specifically:

- Hiring procedures (pp. 16-19)
- Procedures for temporary detail assignments (p. 18)
- Process for employee resignations (pp. 38-40)
- Procedures for employee suspension (p. 45)
- Disciplinary actions (pp. 44-46)
- Termination procedures (p. 45)

During onboarding, all employees receive a copy of the Employee Policies and Procedures, which includes general faculty position descriptions, responsibilities, and performance evaluation guidelines. The policy emphasizes that faculty's primary duty is teaching while also acknowledging scholarship and service responsibilities. Newly hired faculty also receive the [Faculty Manual](#), which was updated in Spring 2025.

BFCC meets the accreditation standard regarding employee conditions, work assignments, rights, responsibilities, and evaluation processes through clear communication and well-established procedures. BFCC provides prospective employees with detailed job descriptions outlining their roles and expectations. Each year, BFCC conducts written performance evaluations for all employees based on the specific duties outlined in their job descriptions. BFCC's Human Resources recently revised the employee performance evaluation process to include three parts: 1) goal setting, 2) mid-year review, and 3) year-end review.

Terminations follow a step-by-step process for hiring and terminating employees, which is outlined in the [Employee Policies and Procedures](#) (page 17). This process includes providing written documentation to employees regarding employment decisions, offering a grievance procedure for employees who receive corrective actions, and ensuring fairness and transparency in all employment matters.

2.F.2 *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

BFCC is committed to providing exceptional professional development opportunities for its employees. These opportunities are outlined in the Employee Policies and Procedures. Employees are eligible for up to five release times during their 40-hour work week to pursue a degree or specialized training. Additionally, BFCC offers employees six free college credits per semester.

Among BFCC's 100 full-time employees, 20 have received financial support from the college to pursue academic credentials at the associate, bachelor's, master's, and certificate levels. Furthermore, through a partnership with Montana State University, BFCC employees can complete a doctorate while teaching at the college at no cost. This initiative is funded by the Sloan Foundation grant, established in 2024.

Blackfeet Community College provides faculty, staff, and administrators appropriate professional growth and development opportunities and support. Following a revised policy in 2025, BFCC actively considers current employees for new [job openings](#), provided they meet the minimum qualifications, fostering internal growth and career advancement. The College also offers monthly all-employee learning sessions, ensuring consistent professional development across all departments.

Additionally, BFCC's commitment to supporting its employees' educational advancement is reinforced by a recent [\\$1.9 million U.S. Department of Education grant](#). This funding enables faculty, staff, and administrators to pursue further education, including certificates, bachelor's, and master's programs. Through these initiatives, BFCC ensures its employees can access the resources and opportunities necessary for professional development. Each employee participating in this professional development opportunity signs an [agreement](#) with BFCC to complete his/her degree and serve the college for at least two years post completion. In Spring 2025, BFCC completed a [Lifelong Learning CEUs and Handbook](#) draft.

2.F.3 *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

BFCC meets the accreditation standard for employing sufficient faculty, staff, and administrators to fulfill its mission, manage its programs, and ensure the integrity of its academic offerings. BFCC staffs its student support offices according to the size of the student body, currently serving an enrollment of 339 (2024) students. Faculty staffing across the College's eight academic divisions is based on historical enrollment data, with a faculty-to-student ratio of 6.3:1, ensuring personalized student attention and support.

In addition to its academic divisions, BFCC has expanded by staffing a Lifelong Learning Center, which offers classes, training, and professional development for the broader community. Administrative personnel support each academic division and help manage academic policies and program oversight. BFCC developed a detailed [Organizational Chart](#) which outlines the organization of the college and the supervisory chain of command.

As of Spring 2025, BFCC employs 89 faculty, staff, and administrators, with adjunct instructors hired as needed to meet enrollment demands, provided they possess appropriate academic credentials and teaching experience. The human resources department ensures that instructors are hired in advance of each term through a structured information flow process ([BFCC Policies and Procedures](#), page 19). Permanent positions are filled following thorough evaluations of candidates, documentation of qualifications, and formal interviews. If student service demands increase, BFCC can reassign employees to meet the student body's needs, maintaining smooth and responsive operations.

In Fall 2024, BFCC enrolled 383 students, supported by 28 full-time faculty members and 28 adjunct instructors. BFCC is committed to maintaining high-quality educational programs and services by ensuring administrators, faculty, and staff meet the minimum qualifications, credentials, and experience outlined in their job descriptions. Job announcements are posted on BFCC's website and advertised in local media, following the hiring procedures outlined in Section 2000 of the Employee Policies and Procedures Manual.

All employee job descriptions are maintained in personnel files and used by supervisors during performance evaluations. They are updated as needed to reflect changes in duties that support student success. Each job description includes the position title, general responsibilities, specific duties, supervisory structure, and required qualifications.

Five faculty members hold doctoral degrees, 20 hold master's degrees, 28 hold bachelor's degrees, and seven hold Class 7 licenses in the Piikani language. All instructors teach within their academic or professional qualification area, supporting one bachelor's degree program, 15 associate degree programs, and seven certificate programs. Faculty CVs provide detailed qualifications. BFCC maintains [CVs for all instructors](#).

In addition to teaching, faculty are responsible for advising students, conducting course and program assessments, and measuring student learning outcomes to ensure academic quality and program integrity. Faculty rotate annually on the curriculum committee; some serve as principal investigators on significant grants such as NARCH and USDA Equity. Adjunct faculty possess equivalent qualifications for their teaching areas and contribute significantly to BFCC's academic programs. BFCC prioritizes hiring Blackfeet language speakers and individuals knowledgeable about Blackfeet history and culture to uphold its mission. Currently, 50 percent of BFCC's faculty are members of the Blackfeet Nation.

Total number of employees at BFCC	89
Full-time faculty	26

Adjuncts	28
Total bachelor's on faculty	28
Total master's on faculty	20
Total Doctoral on faculty	5
Total Class 7 on faculty	6
Total number of faculty receiving funding for advanced degrees	4
Piikani Studies Adjunct has Class 7	1

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

BFCC maintains a consistent, equitable, and mission-aligned system for evaluating the performance of all faculty, staff, and administrators. These evaluations are conducted annually and are grounded in each employee's official job description, institutional policies, and BFCC's core themes and values.

Newly hired employees undergo an initial evaluation at the end of a 90-day probationary period to assess job fitness and performance. Thereafter, all employees receive formal annual performance evaluations by their direct supervisors. The President of the College is evaluated annually by the Board of Trustees based on the achievement of collaboratively established goals. In turn, the President evaluates all senior administrators, including the Vice President, President's Assistant, Registrar, Director of Sponsored Programs, and Chief Financial Officer.

The evaluation process includes a review of job responsibilities, a performance summary, and a professional development plan with clear goals for the coming year. When performance deficiencies are identified, supervisors work with employees to establish improvement plans with actionable steps and reasonable timelines. All evaluations are signed by the employee and supervisor and filed with the Human Resources Office. BFCC HR has provided two evaluation forms for supervisors: [Exempt](#) and [Nonexempt](#) employee forms.

For faculty, the performance evaluation process is detailed in the [BFCC Employee Policies and Procedures](#) Manual (page 37-38). [Faculty evaluations](#) include input from division chairs and are informed by student [course evaluations](#). These evaluations assess classroom effectiveness, teaching practices, and contributions to student learning. [Division chairs](#) are also evaluated annually by the Vice President of Academics (in 2024, Dr. Rains revised the Chairs' annual performance evaluation form), and part-time

instructors are reviewed by their respective division chairs to determine contract renewals based on classroom performance and adherence to the BFCC Code of Conduct.

BFCC ensures all employees are oriented to institutional expectations through the BFCC Policies and Procedures and Code of Conduct provided at onboarding. This includes clear guidance on performance standards, professional behavior, and appropriate channels for communication and accountability.

By promoting feedback, growth, and accountability culture, BFCC ensures that performance evaluations are fair, transparent, and supportive of continuous professional development. This systematic approach fosters institutional effectiveness and contributes to the College's academic excellence and community service mission.

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

BFCC is deeply committed to fostering equitable, effective learning environments that promote student achievement and close opportunity gaps. The college designs its academic programs and support services to meet the diverse needs of its student body, 70% of whom are women, and it remains dedicated to helping all students thrive through targeted initiatives and resources.

BFCC actively supports student learning through various programs that address academic readiness, promote persistence, and improve educational outcomes. To ease the transition into college-level work, BFCC offers a summer [Emerging Scholars program](#) in math and writing for students underprepared by their secondary education. Additionally, BFF maintains a [Dual Enrollment program](#) for local high school students, offering a series of college classes for high students in the fall and spring semesters. Additional academic support is available through the Writing Center and Math Center, both staffed by faculty who provide one-on-one guidance to strengthen foundational skills. Tutoring is provided [online](#) and in-person to meet students' needs.

The College's small faculty-to-student ratios and low enrollment caps in general core courses create a personalized and nurturing learning environment. Students receive the attention and support they need to succeed. Tutoring services and student engagement activities promote academic success and a sense of belonging. Such services are dependent on grant funding and rely on the college's availability of revenues to support these services. BFCC has determined that post-COVID such resources are required to mitigate student apathy and to renew student engagement.

BFCC's innovative experiential learning general core, funded by the USDA Equity Grant (we are waiting to hear if/when the funding continues for [Fall 2025 and Spring 2026](#)), exemplifies the institution's commitment to non-traditional learners. This cohort-based model pairs students with mentor-instructors and fosters peer support, particularly benefiting students with social and academic challenges. In addition to integrating cultural and academic enrichment, the program provides economic support, making

college more accessible for students experiencing financial insecurity and providing opportunities for experiential learning. The [NARCH](#) and [INBRE](#) grant provide students with additional opportunities to complete research with established scholars.

The Pathway Grant further expands educational opportunities by allowing high school juniors and seniors to take college-level courses at BFCC. This dual-enrollment initiative builds strong bridges between high school and higher education while preparing students for the rigor of college academics. The program includes up to 12 college credits, including general core and Piikani Studies courses, offering students a meaningful academic head start. Ongoing reflection and participant feedback continue to shape and strengthen the program and to expand its reach and impact. The [State of Montana One, Two, Free](#) program reimburses BFCC for the tuition costs for Dual enrollment.

Enrollment Services play a central role in supporting student success and retention. Operating under the Office of the President, this department includes seven full-time staff members, six of whom hold bachelor's degrees, and coordinates essential services such as academic advising, student recognition, and graduation programming. The Financial Aid Office, a vital part of Enrollment Services, is staffed by a Director and a Financial Aid Specialist who ensure students have access to the financial resources they need to persist and graduate. The Registrar and Admissions Office assists students throughout the admissions and registration process, maintaining accurate and secure student records. Using the Jenzabar system, the Registrar permanently stores key academic information such as course schedules, grades, attendance, credits earned, transfer credits, birthdates, and GED/HiSET records. The office monitors academic standing, maintains midterm and final grades, and prepares official transcripts. BFCC provides comprehensive registrar and financial aid services that support student access, retention, and academic achievement. These departments ensure that students have the administrative support and financial resources necessary to pursue and complete their educational goals.

In addition, the Registrar's Office generates and disseminates timely reports and [student data](#) to internal departments and external stakeholders, including the U.S. Department of Education, the American Indian Higher Education Consortium (AIHEC), the Blackfeet Tribe, and the Bureau of Indian Education. These services ensure institutional compliance and help guide data-informed decisions that enhance student success. The Financial Aid Office is vital in connecting students with funding opportunities. It manages BFCC's scholarship programs, including those supported by the American Indian College Fund (AICF). A scholarship committee convenes twice each academic year to review applications and select recipients. Financial aid staff also meet with new students during fall and spring orientations to help them navigate the financial assistance process. They assist students in understanding eligibility requirements, completing necessary forms, and accessing federal, tribal, and institutional aid.

In collaboration with the Workforce, Education, Human Services, and Nursing Divisions, the Financial Aid Office and Enrollment Services team also provide students with information about professional licensing and certification requirements, ensuring that students are prepared academically and professionally for their chosen careers.

Through its comprehensive academic programs, equity-focused initiatives, and robust student support services, BFCC demonstrates its unwavering commitment to student

success, educational excellence, and culturally responsive education that reflects the values and needs of the Blackfeet Nation.

Each spring, before graduation, BFCC provides seniors with clothing and specialized equipment that will help them succeed during the job interview process or on the job; the program is [the Career Closet](#), and it is funded by a private donor.

Together, these services reflect BFCC's holistic approach to student support, ensuring that every student has the tools, resources, and guidance to succeed from admission to graduation. In Spring 2025, BFCC's Student Services and Faculty collaborated and [piloted](#) a retention and advising program. In 2023, BFCC's administration [redesigned the flow of student services](#) to better meet the needs of the students; Dr. Hall arranged offices to maximize student access.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

BFCC is actively meeting accreditation standards by providing current and accurate information to students and stakeholders through its comprehensive college catalog and [website](#). BFCC has completed a new [2024-2026 BFCC Catalog](#) that offers students essential information on academic programs, policies, and procedures. It was approved by the Board of Trustees in 2025 and published on the BFCC website. The catalog includes detailed descriptions of BFCC's institutional mission, admission requirements, and grading policy.

Additionally, the catalog provides students with thorough information on academic programs and courses, including degree completion requirements, expected learning outcomes, course sequences, and projected timelines to completion through degree planners. It lists the names, titles, degrees, and conferring institutions for BFCC's administrators, staff, and full-time faculty.

BFCC ensures that students understand their rights and responsibilities by publishing clear rules and regulations for conduct in the [Student Handbook](#), (page 42). The catalog also outlines tuition, fees, program costs, refund policies, and procedures for students withdrawing from enrollment. Moreover, BFCC provides information on financial aid opportunities and requirements. The Student Handbook and website feature an accurate, detailed two-year academic calendar, supporting student planning and success.

Location of Required Information in the Blackfeet Community College Catalog	
Item Required for Compliance	BFCC Catalog Page Number
Institutional Mission	10
Entrance requirements and procedures	19-23
Grading policy	25-27
Academic Programs and Courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	49-76
Names, Titles, degrees held, and conferring institutions for administrators and full-time faculty	95-99
Rules, regulations for conduct, rights, and responsibilities	47
Tuition, fees, and other program costs	37-38
Refund policies and procedures for students who withdraw from enrollment	40
Opportunities and requirements for financial aid	36-43
Academic calendar	2-5

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The BFCC College Catalog provides comprehensive information for all the institution's degree and certificate programs. The catalog outlines the program name, degree or certificate conferred, program goals, learning outcomes, degree planners, program requirements, and a suggested study plan for each program. For programs that prepare students for employment in fields requiring state and/or national licensure, the catalog also includes accurate information regarding requisite training and eligibility. Examples include the Associate of Arts degree in Chemical Dependency Counseling, which prepares students for licensures as Licensed Addictions Counselors, and the Bachelor of Science degree in Nursing, which prepares students to become Registered Nurses. Additionally, BFCC offers several short-term training programs (less than one year) that

lead to state or national certification, such as the Certified Nurse Aide (CNA) program. These short-term programs are offered on an as-needed basis.

BFCC ensures its educational programs provide accurate information on national and state eligibility requirements for [licensure](#) and [entry](#) into professions. BFCC's Nursing program offers students comprehensive resources to prepare for the National Council Licensure Examination (NCLEX), including exam simulations and study preparation, ensuring they meet licensure requirements for nursing. Similarly, the Human Services division guides students in achieving their MSW degree and prepares them for the Licensed Addiction Counselor (LAC) certification, providing clear pathways to these professions. BFCC subsidizes the NCLEX exam fees and travel expenses as outlined in the [BFCC Nursing Handbook](#). During the Nursing Boot Camp prior to the fall semester, the students are also informed about the fees and start saving up for the board of nursing licensure exam. During the professional growth and empowerment, it is the complex prep class that we work with capstone with ATI. Students also do a three-day review with ATI prior to graduation.

The Blackfeet Legal Studies certificate program equips students for careers in tribal court and law, outlining the unique requirements for employment in this field and prepares students to pass the [Blackfeet Bar Exam](#). This information is communicated to students through printed materials and division websites. Additionally, the [Education Division](#) collaborates with the Browning School District and the University of Montana Western to help students aspiring to become elementary school teachers; the grant-funded program ended in 2025, although the grant and program ended in 2025, BFCC assisted students in completing the necessary coursework to achieve national certification and provides resources for PRAXIS exam preparation, ensuring students were well-prepared for teaching careers. In addition, in 2025, BFCC received a \$500,000 grant from [Margaret A. Cargill Philanthropies](#) (MACP) to prepare students to become secondary public-school teachers in partnership with Montana State University. Through these efforts, BFCC ensures that students receive accurate and transparent information about licensure and employment requirements.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

BFCC offers a practical, accountable, and student-centered financial aid program that reflects its mission to provide accessible, affordable, and culturally relevant higher education to the Blackfeet Nation and surrounding communities. Recognizing that financial challenges often hinder student success, BFCC's Financial Aid Office ensures that eligible students are supported through various funding opportunities designed to meet their diverse needs.

As outlined in the [BFCC Catalog](#) (page 30), the Financial Aid Office in Beaver Painted Lodge provides comprehensive assistance to students navigating the financial aid process. The office is staffed by a Director and Financial Aid Specialist who helps students complete and submit the Free Application for Federal Student Aid (FAFSA)

each year via www.fafsa.ed.gov. BFCC participates in Title IV federal financial aid programs, including the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study, with applications submitted through EdConnect to the Common Origination and Disbursement (COD) system. BFCC provides financial aid information in the [Student Handbook](#) (page 30).

In addition to federal aid, BFCC is deeply committed to expanding access to scholarships and alternative funding sources. The Financial Aid Office promotes and administers scholarships from the American Indian College Fund (AICF), which awarded \$331,376 to BFCC students during the 2023–2024 academic year, as well as from organizations like the Greer Foundation, Spirit of Sovereignty, and several local and national programs, including the Elouise Cobell Scholarship, Native Forward, and the American Indian Education Foundation. Selection criteria for AICF and other scholarships vary and include merit-based and need-based awards, with eligibility guidelines provided by the funding organizations.

To ensure students are informed, BFCC advertises financial aid opportunities through [campus-wide emails](#), bulletin boards, social media announcements, and a detailed [scholarship matrix](#) available upon request. The Financial Aid Office regularly updates students about [new opportunities](#) and guides in submitting competitive scholarship applications.

BFCC also supports students facing financial hardship. Through Higher Education Emergency Relief Funds (HEERF), the college has distributed \$476,500 to students since Spring 2023, offering \$1,000 to full-time and \$500 to part-time students. Emergency funding is also available for extenuating circumstances, including support for purchasing books. Additional aid forms include senior citizen tuition waivers, dual-enrollment fee waivers for high school students, and other locally sponsored programs. BFCC provides emergency aid to students through its participation in [Achieving the Dream](#) and through private funding. On June 13, 2025, BFCC hosted a fundraiser for student scholarships titled [Black-tie Blue Jeans](#), which raised over \$20,000 to improve student access to college.

To ensure confidentiality and compliance, the Financial Aid Office maintains secure financial aid records in the PowerFAIDS database, retains files for five years, and securely shreds outdated records. The office also prepares and submits the annual Fiscal Operations Report and Application to Participate (FISAP) to the U.S. Department of Education, maintaining BFCC's eligibility for Title IV programs.

Through its student-focused financial aid services, BFCC remains steadfast in removing economic barriers, promoting college access, and fostering student success. By providing equitable and transparent financial assistance, the college upholds its mission. It ensures that all students can pursue higher education and meaningful careers regardless of economic background.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

BFCC ensures that students receiving financial assistance are fully informed of their financial rights and responsibilities. However, BFCC does not participate in the student loan program; students are not required to take out personal loans to attend. This is stated in the [Student Handbook](#) (page 36). A cohort default rate will not be calculated for BFCC until the college becomes an eligible institution. Instead, BFCC focuses on giving students access to grants, scholarships, and other financial aid that does not require repayment, ensuring students can pursue their education without incurring debt.

2.G.6 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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

BFCC implements a consistent and student-centered academic advising process that supports students in achieving their educational and career goals. Key institutional documents, including the Employee [Policies and Procedures](#) (page 13-14), [Faculty Manual](#) (page 10), [College Catalog](#) (page 22-23), and [Student Handbook](#) (page 8), clearly outline the advising program's objectives, policies, and responsibilities.

Faculty advising begins when students enroll and declare a major during their first year. Each student is assigned a faculty advisor within their chosen discipline, which ensures that advisors possess deep knowledge of program curricula, graduation requirements, and industry-specific career pathways. During registration week, new students meet with their advisors to discuss academic and career aspirations and build a class schedule tailored to their placement diagnostics and interests. All relevant documents are filed in student advising folders and recorded in the Jenzabar database system for tracking and future reference.

Advising for returning students occurs primarily during pre-registration in the prior semester and again during orientation week. Faculty members submit attendance and mid-term grade data in Jenzabar, which helps advisors identify and support students who may be at risk. In Spring 2025, BFCC piloted a revised [intervention](#) and mentoring strategy that mobilizes intervention teams, including the faculty advisor, division chair, and Student Success Director to assist students whose mid-term grades fall below a “B.” Based on the results of a Spring 2025 pilot, BFCC faculty will initiate week-by-week progress checks in the early weeks of the semester. Students struggling to make satisfactory academic progress will be referred to an intervention team, led by the student’s faculty advisor. If necessary, measures will be taken to enhance student engagement and accountability. This is a collaborative effort on the part of the faculty and BFCC’s Student Services department, and a significant improvement over past initiatives for student retention.

Full-time faculty serve as instructors and advisors, facilitating regular, meaningful engagement with their advisees. Many faculty members bring real-world experience to their fields, which enhances their ability to offer career guidance and support students in mapping out professional pathways. Their consistent presence in students’ academic lives allows for the timely identification of challenges and the delivery of targeted support.

Faculty are trained and supervised by the Vice President of Academics to ensure high-quality advising. Formal training most recently occurred in Spring 2024 and is reinforced during the annual faculty orientation [agenda](#). Faculty also have access to professional development funding through the RDI Professional Development Grant, funded by the U.S. Department of Education.

Faculty advisors are required to maintain accurate and up-to-date advising files. These files include program requirement sheets, advising forms, declaration of major forms, placement exam results, and advising session reports. They are critical tools for tracking academic progress and guiding future course selections. The faculty are required to use a [checklist](#) developed for them.

While BFCC does not have a formal Academic Advising Policy that establishes a framework for evaluating advising effectiveness, the administration has tasked the Faculty Senate with developing such a policy in 2025; this will top the list for Faculty Senate work in Fall 2025. In the meantime, faculty advising follows a practice of continuous improvement, grounded in the belief that effective advising and robust data collection are essential for ensuring timely program completion and demonstrating BFCC's commitment to student retention and degree attainment.

BFCC has implemented a systematic and effective academic advising program to support student development and success; in 2025, the BFCC faculty completed a [self-assessment survey](#) to identify areas for improvement. A recent process shift ensures only faculty members can advise students during class registration and degree planning. Students are paired with academic advisors from their chosen disciplines, such as Math and Science, Human Services, or Business. Faculty advisors are well-prepared and guided by detailed [degree planners](#) outlining clear completion timelines.

This information is published in the academic catalog and supplemented with individual advising documents to help students select appropriate courses for their programs. BFCC also publishes a separate document listing the [General Core Courses](#) required for graduation, with selections across Foundation Studies, Cultural Studies, Communications, Math, and History and Social Sciences. All General Core courses align with the Montana University System's General Education requirements, facilitating smooth transitions for students planning to transfer to four-year programs after graduation. Additionally, BFCC provides ongoing professional development for faculty to ensure that advising responsibilities are conducted effectively with the institutional objective of improving student retention, persistence, and degree completion.

2.G.7 The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

BFCC has implemented secure and effective processes to ensure student privacy and verify student identity, particularly in distance and hybrid learning environments. For students enrolled in online courses, BFCC assigns secure usernames and passwords upon course registration, which are required to access the college's Canvas Learning Management System (LMS). Without these credentials, students cannot participate in any online coursework. Canvas utilizes Single Sign-On (SSO) integrations that connect to BFCC's identity management system, providing a secure authentication process. Students are responsible for maintaining the confidentiality of their credentials and are explicitly cautioned not to share their login information with others.

Many of BFCC's courses are delivered in hybrid formats, combining face-to-face instruction with online components. This blended approach enables instructors to engage with students in person, visually confirm their identities, and maintain regular communication through email and phone calls to further support identity verification. BFCC received [approval for Distance Learning](#) from NWCCU in January 2021.

Additionally, BFCC's Nursing Program integrates the Assessment Technologies Institute (ATI) system throughout its curriculum. ATI helps prepare students for the NCLEX examination, a high-stakes, computer-adaptive licensing test required for Registered Nurses (RN) and Licensed Practical Nurses (LPN/LVN). The incorporation of ATI supports both student readiness and secure academic tracking in a digital environment.

All students participating in distance education must adhere to institutional policies related to academic integrity, including guidelines on honor codes, plagiarism, and student conduct. These expectations are clearly outlined in the 2024-2026 BFCC [College Catalog](#), Student Handbook, and individual course syllabi. Instructors are responsible for enforcing these standards to ensure that students completing assignments and receiving credit are the same individuals enrolled in the courses. BFCC's IT Director developed an [Acceptable Use Policy](#) in 2025; it appears in the [Student Handbook](#) in Appendix D and in [Employee Policies and Procedures](#) (page 32).

BFCC's identity verification practices are designed to protect student privacy and comply fully with the Family Educational Rights and Privacy Act (FERPA). None of the methods used for verifying identity infringe on student rights or compromise the safety of student records. Access to BFCC's student information system, Jenzabar, is password-protected and strictly limited to authorized personnel, including faculty, the Registrar/Admissions Officer, and designated assistants. Jenzabar operates on a secure server with automated daily backups, and a firewall and access controls protect the college's IT infrastructure.

Student and employee privacy policies, including FERPA guidelines, are communicated through the [Employee Policies and Procedures](#) (page 33), the 2024-2026 BFCC [College Catalog](#) (page 25), and the [Student Handbook](#) (page 20). Importantly, BFCC does not impose additional fees on students for identity verification services associated with online or hybrid learning participation. These comprehensive safeguards reflect BFCC's commitment to maintaining academic integrity, data security, and student confidentiality across all instructional modalities.

BFCC has implemented a practical and secure identity verification process to ensure that students enrolled in distance education programs are accurately identified and protected. The process involves a single-sign-on system that requires students to verify their identity

through usernames and passwords. Once authenticated, students can securely access their college-issued email, the BFCC Learning Management System (Canvas), financial aid information, and registration processes.

This protocol ensures that the student's identity is verified while protecting their privacy. At enrollment, students are informed in writing about any current or projected charges associated with the identity verification process. BFCC's administration, staff, and faculty actively support and maintain the system to ensure its ongoing effectiveness. IT infrastructure at BFCC is funded by a [Title III grant](#) from the US Department of Education.

Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

BFCC meets the accreditation standard for employing qualified personnel and providing robust library and information resources that support its mission, programs, and services. The Medicine Spring Library maintains a team of licensed professionals (the director holds an MLS degree) dedicated to assisting students, faculty, and the community. It offers a well-resourced and student-focused collection that includes major academic [databases](#) such as EBSCO Host, ScienceDirect, and ProQuest, ensuring access to current and comprehensive research materials. The Medicine Spring Library at BFCC plays a vital role in supporting the college's mission by providing educational resources and services to both the BFCC community and the Blackfeet Nation. Serving as the academic library for the college, a community library for the Blackfeet Reservation, and the keeper of the Blackfeet community archives, the library ensures access to quality educational materials, fosters literacy, and preserves cultural heritage. Through outreach, programming, and partnerships, the library meets the diverse needs of the broader community. Its key goals include providing educational materials for college students, meeting the information needs of the Blackfeet community regardless of location, offering quality programming in areas such as information instruction, literacy, arts and crafts in a maker space, and community archives, as well as collecting, preserving, and sharing Blackfeet community records and resources.

The Blackfeet Archives at Medicine Spring Library was established in 1992 through a Resolution from the Blackfeet Tribal Business Council. Most materials within the archives have been donated by researchers, community members, and have been collected from the library. Currently, collections in the archives are the following: local newspaper from 1934-2025, a hanging files, genealogy, photographs, oral histories, and digitized video. Medicine Spring archives are open and welcome to the community.

In 2024, the Medicine Spring Library at BFCC achieved significant milestones in serving the BFCC community and the Blackfeet Nation. 23,230 individuals visited the library, demonstrating its role as a vital academic and community resource. The library issued 78 new library cards and expanded its collection by adding 528 new items to the catalog and

receiving 472 donated materials. Throughout the year, 540 items were checked out, supporting educational and personal enrichment. The library also hosted 38 programs, engaging 551 participants, including 33 youth, 69 college students, 415 community members, and 34 elders. These accomplishments reflect the library's commitment to literacy, cultural preservation, and lifelong learning.

The library maintains a curated collection of books related to BFCC's academic divisions, including Business and Information Technology, Education and Health, Human Services, Liberal Arts, Math and Science, Nursing, Piikani Language and Culture, and Workforce Trades. It provides individual and group study spaces to foster student success. The library also subscribes to print journals, regularly updates its collection, and serves as the official repository for Blackfeet Tribal documents. Additionally, the Medicine Spring Library engages the community through a calendar of events, such as art exhibitions and reading programs, aligning with BFCC's mission to serve students and the broader community. The library publishes study guides for each academic division, further supporting student achievement. Medicine Springs Library provides a conference room for the community at no charge, study carrels/pods for students, comfortable furniture for Library visitors, an open, accessible floor plan, and a host site for international games donations; however, the library building has aging infrastructure challenges as it was built in 1993.

Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

BFCC meets the accreditation standard for maintaining accessible, safe, and sufficient physical facilities and technology infrastructure. The College's facilities team manages extensive construction, maintenance, and custodial services, ensuring that the infrastructure supports the institution's mission and academic programs.

BFCC's Facilities Department achieved significant milestones in 2024, enhancing campus infrastructure, technology, security, and sustainability. The Facilities Committee was restructured as the Facility Infrastructure and Auxiliary Committee (FAIC), bringing together key departments, including Institutional Development, Facilities, Security, Custodial, IT, Media Relations, Childcare, Academics, and the [bookstore](#) and college's current auxiliary services. BFCC contracted with a vendor for a snack bar in the Student Commons in 2025 to provide breakfast and lunch offerings for the faculty, staff, and students. The FAIC committee now meets monthly, with the Institutional Development and Facilities Departments reviewing assessments based on campus-wide feedback. The FAIC is currently revising its [policies and procedures](#).

Technology improvements included implementing the Genuity ticketing system to streamline IT and facility use requests and improving communication and service tracking for students and employees. It is BFCC's intention to implement the ticketing

system within facilities and other institutional support functions to collect data and streamline the accomplishment of tasks to maintain the physical integrity of the facilities infrastructure. The IT and Facilities teams also introduced a keyless entry system, Verkada, enhancing security through remote access management and online monitoring. Additionally, BFCC expanded its online learning capabilities with upgrades to the Canvas Learning Management System (LMS), supporting hybrid and remote instruction.

Significant financial and infrastructure accomplishments included the full repayment of a \$1.2 million loan for Yellow Bird Woman Lodge and the closure of a \$7.5 million New Market Tax Credit funding package. Rather than pursuing new large-scale projects, the college prioritized critical maintenance efforts such as flooring, siding, HVAC systems, solar installations, lighting upgrades, painting, and parking lot improvements. Planning and design for new initiatives continued, including a new parking lot for the South Wind Lodge Math and Science Building, a phased Campus Landscape and Facilities Master Plan, and siding upgrades for main campus facilities, funded through Title III, Rural Development Tribal College Initiative funds, and BIE FI&R funds.

Completed projects in 2024 included flooring, window, and entry door replacements; childcare and kitchen upgrades; renovations to Kutoyis and HighWinds; campus aesthetic enhancements; and HVAC system improvements. The college secured rebates for energy-efficient upgrades, including a \$9,000 rebate from Glacier Electric for universal lighting improvements.

To strengthen campus safety, the Security Department (now part of Facilities) partnered with the BFCC Safety Committee to relaunch several emergency response initiatives. These include collaboration on the RAVE Alert system, implementation of emergency response codes, and formation of a dedicated safety team. This team is responsible for ensuring that all safety policies, procedures, and protocols are met, remain compliant, support implementation, and guide staff training. Additional efforts supported student workforce development and research, integrating programs in agriculture, climate adaptation, and food sovereignty. FAIC prepared a [Safety Report – Annual Security Report](#) in 2024; a [link](#) appears on BFCC’s website on the home page under Compliance.

BFCC also expanded its commitment to sustainability, installing a 53.7 kWh photovoltaic system to offset rising utility costs and securing funding for an additional 123 kWh system. These initiatives align with the college’s goal of achieving a net-zero campus. Other sustainability projects included a new greenhouse, supported by USDA Extension and Glacier National Park Conservancy, and a woven fence enclosure for food forest projects. Funding set to be awarded has been impacted, stalling progress on projects impacting student internships and employee jobs and sustainability concerns.

A significant accomplishment in workforce development was the \$1.266 million award for a meat processing training program. [Approved by NWCCU](#), this program will support classroom expansion with a new 100x100-foot facility to be completed in 2025. This project aligns with the Blackfeet Nation Agriculture Resource Management Plan and Food Sovereignty Strategic Plan. BFCC continues to manage approximately 400 acres of rangeland, incorporating student-led projects in climate-smart agriculture, rangeland research, and conservation initiatives.

In 2025, FAIC updated the [Campus Map](#). Through these achievements, BFCC's Facilities Department has strengthened campus infrastructure, enhanced security, expanded sustainability efforts, and supported workforce development, positioning the college for continued growth and success.

Physical Facilities List

Blackfeet Community College Campus Facilities			
Building Name	Year Built / Acquired	Total sq. ft.	Main Function
Beaver Painted Lodge Addition	2006	7,000	Administration/Office
Medicine Springs Library	1993	6,400	Library
High Winds Building	1975 (renovation began 2021; college and design-build contract settlement agreement to complete designs with major modifications; still in progress)	7,200	Classrooms, offices, storage
Never Goes Crooked	1989	2,200	Local Non-Profit Offices
Custodial Trailer	1980	1,400	Office
Ashes Chief	1997	2,200	Classrooms
Stuck Behind	2004	2,600	Auxiliary
Red Fox Annex	1996	4,900	Classrooms/Offices
Little Star	1996	2,600	Childcare Facility
Muskrat Lodge	1996	700	Office
Medicine Shield	1994	2,400	Recreation
South Wind Lodge	2010	14,060	Offices/Classrooms/Lab/Research
Kutoyiss	NA	8,700	Offices/Shop/Classroom
Maintenance Shop	NA	1,600	Offices/Shop
Beaver Painted Lodge	1996	23,800	Classrooms/Auxiliary/Offices
South Wind Lodge Addition	2013	2,400	Offices/Classroom

West Office Building	NA	1,200	Vacant/Storage
Yellow Bird Woman	2018	9,140	Offices/Classrooms/Simulation Lab/Conference Room
Meat Processing and AG Multipurpose Center	Under Construction	10,000	Exterior infrastructure completed 2025; interior finishes out to bid in Fall 2025

Technology Infrastructure

BFCC provides a comprehensive suite of software, computing, networking, and telecommunications resources and services designed to support students, faculty, and staff. These resources are integral to advancing teaching, learning, research, and institutional operations and align seamlessly with the college's mission and strategic objectives.

BFCC maintains a robust network infrastructure comprising over 1,000 technology devices. This inventory includes workstations, desktops, laptops, printers, servers, tablets, LCDs, Smart Boards, wireless access points/bridges, copiers, scanners, Internet of Things (IoT) devices, and secure network systems. The college also operates three dedicated computer laboratories and multiple computer stations strategically located throughout the campus. The approximate distribution of devices is detailed in the accompanying table.

Devices on Campus	Number of resources
Desktops	370 Stations
Laptops	50 Units
Smart Boards	9 Boards
Tablets	10 Devices
Streaming Devices	4 Devices
Smart Access	143 access
Security Camera	113 Cameras
Smart Phones	6 Phones

Access points	25 Points
Servers	3 Racks
Switches	35 units

* There are more devices than those listed above.

Location	Computer Resource
South Wind Lodge (SWL)	
Computer Laboratory	15 Workstations
Classrooms	9 Workstations
Data Center	6 Workstations
Offices	7 Workstations
Hall	1 Workstations
SWL Total	38 Workstations
Yellow Bird Women (YBW)	
Classrooms	5 Workstations
Offices	10 Workstations
YBW Total	15 Workstations
Beaver Painted Lodge (BPL)	
Classrooms	42 Workstations
Offices	69 Workstations

Admissions Hall	1 Workstation
BPL Total	112 Workstations
Red Fox	
Classrooms	2 Workstations
Offices	8 Workstations
Red Fox Total	10 Workstations
Kutoyiss	
Classrooms	3 Workstations
Offices	9
Kutoyiss Total	12
Medicine Spring Library	
Library Public Laboratory	18 Workstations
Offices	4 Workstations
Portable Students Laboratory	20 Laptops
Library Total	42 Workstations
Ashes Chief	
Classrooms	9 Workstations
Ashes Chief Total	9 Workstations
Muskrat Lodge & Fitness Center	
Offices	5

Fitness	1
Muskrat Lodge & Fitness Center Total	6
Total	
Classrooms	74 Workstations
SWL Computer Laboratory	15 Workstations
Library Public Laboratory	18 Workstations
Library Portable Student Laboratory	20 Laptops
Faculty and Offices	119 Workstations 30 Laptops 4 iPads

The BFCC IT infrastructure is designed to meet the diverse needs of students, faculty, and staff through robust systems, forward-thinking upgrades, and commitment to technological excellence. Below is a detailed overview of the current IT operations, resources, and strategic initiatives underway.

Data Center and Network Infrastructure

The primary data center is located within South Wind Lodge and includes a switch station for centralized network operations. Each building across the campus is equipped with a dedicated network cabinet or room tailored to its specific connectivity requirements. Buildings with higher usage demands are provided with additional switches to ensure reliable network performance. BFCC maintains a 10 GB fiber-optic internet subscription, ensuring high-speed connectivity across the institution. Wireless coverage is distributed through 25 strategically placed access points, enabling seamless access to campus-wide Wi-Fi services.

Faculty and Staff Technology Resources

Faculty and staff are equipped with desktop computers and printers, with high-density office areas also provided with centralized copiers. All computers can run the latest Windows or macOS operating systems, ensuring compatibility with modern software tools. Employees can access a dedicated landline phone at their workstation to facilitate communication. These resources reflect the college's commitment to equipping its personnel with the tools necessary for operational efficiency and productivity. In 2025, BFCC developed an Acceptable Use Policy for students ([Student Handbook](#), Appendix D) and for employees ([Employee Policy and Procedures](#), page 32). In 2025, BFCC IT

and Academics will develop a strategic plan for learning and IT will revise the college's [IT dated plan](#).

IT Department Structure

The BFCC IT department consists of three core personnel roles:

1. **Director of IT:** Oversees all aspects of the IT department, including technical strategy, policy development, infrastructure planning, system maintenance, procurement, and vendor management.
2. **System Administrator:** This person manages implementing and maintaining the college's technology infrastructure, ensuring that systems operate optimally and securely.
3. **Network Technician:** This position provides Tier I help desk support, handles daily IT support tickets, and assists with basic network administration tasks.

All team members contribute to resolving daily support requests, ensuring prompt service delivery to the college community.

Strategic IT Initiatives and System Enhancements

The IT department is actively engaged in several initiatives to improve systems, workflows, and overall campus technology infrastructure to enhance the learning environment and operational efficiency. Key projects include:

1. **Access Control System Implementation:** A key-card door access system was recently installed. It replaces traditional physical keys, significantly improving campus security and simplifying access management.
2. **Cloud Migration:** BFCC is transitioning its server infrastructure to a third party-managed cloud platform. This migration will enhance the college's security posture by integrating services from a Security Operations Center (SOC) and Network Operations Center (NOC), improving monitoring and response capabilities.
3. **Network Infrastructure Upgrade:** Following a comprehensive IT landscape assessment, the college is restructuring its network to improve stability and ensure compliance with modern security and performance standards. Planned improvements include upgrading Wi-Fi access points and implementing advanced network security measures.
4. **Landline Phone System Modernization:** The current landline system is scheduled for an upgrade, with the IT Director evaluating vendors to deliver a modern, scalable solution.

Enterprise Resource Planning (ERP) and Learning Platforms

BFCC utilizes Jenzabar as its primary Enterprise Resource Planning (ERP) system. To ensure access to the latest features and improve workflow efficiency, Jenzabar is migrating to the cloud. This move will enable staff to work remotely and support seamless updates to the software.

In addition to Jenzabar, BFCC employs Canvas as its primary e-learning platform. Historically, the platforms were not integrated, which created inefficiencies. However,

recent integration has bridged the two systems: automated workflows and enhanced user experiences for staff and students.

Challenges

One of the primary challenges faced by the campus IT department stems from BFCC's remote location. Access to critical resources is limited and costlier than in urban areas, which slows the completion of projects and complicates infrastructure improvements. For example, the college's internet service provider currently offers only 1GB of bandwidth—an increasingly significant limitation as demand for internet-based services grows. Talent acquisition and retention are other ongoing concerns. The technical nature of IT work requires a specialized skill set, and the campus's geographic isolation, combined with limited funding, makes it challenging to attract and retain qualified professionals. Compensation for IT staff is currently not competitive with industry standards, with salaries more comparable to entry-level service jobs than roles in the STEM sector—further compounding recruitment and performance challenges. On April 1, 2024, operational disruptions occurred when the college's virtual machines (VMs) disconnected from the Storage Area Network (SAN), leading to a three-day disruption. The lack of documentation and standard operating procedures left by the previous IT team made recovery efforts significantly more difficult. Contributing factors included missing host IP configurations and limited external support due to the campus's remote location. Ultimately, the issue was resolved by resetting the server authentication and re-establishing SAN connectivity. More recently, on March 1, 2025, another outage was caused by a hardware failure within the SAN system. While diagnostics were completed within a few hours, shipping replacement parts to the campus took two days, delaying resolution and requiring a temporary closure. These examples illustrate broader, ongoing challenges that affect day-to-day operations, including limited bandwidth, lack of technical personnel, and funding constraints. Despite these hurdles, the IT department remains focused on maintaining stability and seeking strategic improvements where possible.

Cybersecurity

The campus is protected through a multi-layered security framework, including a firewall, Sophos Endpoint Security, data backup systems, and 24/7 Security Operations Center (SOC) monitoring provided by a trusted third party. This approach safeguards against cyber threats, minimizes the risk of data loss, ensures rapid incident response, and maintains the integrity and availability of institutional systems, creating a secure environment for students, faculty, and staff. We are increasing our security posture to be in compliance with NIST by the end of the 2025–2026 school year, which will further strengthen our defenses and align us with recognized federal cybersecurity standards.

The website incident was caused by an automated bot rather than an active cyberattack and was quickly resolved by revalidating the security certificate through our service provider. Future occurrences can be prevented by improving communication during onboarding and offboarding processes and implementing a clear Standard Operating Procedure (SOP) for each department.

Outages

Due to the campus's remote location, outages can occur for various reasons, and available infrastructure and technical resources are not as robust as those in larger cities. When an outage occurs, our team promptly diagnoses the issue to determine the root cause. If the resolution requires our service provider, we immediately engage them and maintain constant communication with all stakeholders. Throughout the process, we keep the president informed and issue campus-wide updates until the issue is fully resolved.

Vision for the Future

The IT department at BFCC is committed to continuous improvement and innovation. Current and planned initiatives are focused on fostering growth and leveraging technology to its fullest potential. With a strategic focus on infrastructure modernization, system integration, and security enhancements, BFCC is well-positioned to provide an exceptional educational experience for students and a highly efficient work environment for faculty and staff.

By aligning technology initiatives with the college's mission and goals, BFCC's IT department lays the groundwork for sustained institutional growth, operational excellence, and academic success.

