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1.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

CRITERION ONE: CORE COMPONENT – 1C

THE INSTITUTION UNDERSTANDS THE RELATIONSHIP BETWEEN ITS MISSION AND THE DIVERSITY OF SOCIETY.

1C.1. The institution addresses its role in a multicultural society.

CRITERION ONE: CORE COMPONENT – 1D

THE INSTITUTION’S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.

1D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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Preserve

Enhance

2C.2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Internal Constituencies

External Constituencies

2C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

2C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Administration

Faculty

CRITERION TWO: CORE COMPONENT - 2D

THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.

CRITERION TWO: CORE COMPONENT - 2E

THE INSTITUTION ENSURES THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY.

2E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2E.2. Students are offered guidance in the ethical use of information resources.

2E.3. The institution has and enforces policies on academic honesty and integrity.

Criterion Two – Integrity: Ethical and Responsible Conduct Strengths and Concerns

The institution acts with integrity; its conduct is ethical and responsible.

CHAPTER V

CRITERION THREE

TEACHING AND LEARNING – QUALITY RESOURCES AND SUPPORT

The institution provides high quality education, whenever and however its offerings are delivered.

CRITERION THREE: CORE COMPONENT - 3A

THE INSTITUTION’S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.

3A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
3A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3A.3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements or any other modality).

Consistency in Curricula and Programs

Consistency at All Locations and in All Learning Formats

CRITERION THREE: CORE COMPONENT - 3B

THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

3B.1. The general education provided is appropriate to the mission, educational offerings and degree levels of the institution.

3B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3B.3. Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptive to changing environments.

3B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

3B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

CRITERION THREE: CORE COMPONENT – 3C

THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.

3C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty (oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning; etc.).

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3E.1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Student Government Organization
American Indian Business Leaders (AIBL)
Culture Club
AIHEC (American Indian Higher Education Consortium)
Ecology Club
Rodeo Club
Talking Circles
Thursday Speakers Series

Student Government Organization
American Indian Business Leaders (AIBL)
Culture Club
AIHEC (American Indian Higher Education Consortium)
Ecology Club
Rodeo Club
Talking Circles
Thursday Speakers Series

CHAPTER VI

CRITERION FOUR

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion Four: Core Component – 4A

The institution demonstrates responsibility for the quality of its programs.

4A.1. The institution maintains a practice of regular program reviews.

4A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

4A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

4A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
4A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

4A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Criterion Four: Core Component – 4B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Evolution of Assessment at SBC

4B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

4B.3. The institution uses the information gained from assessment to improve student learning.

4B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Criterion Four: Core Component – 4C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

4C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The entire College is responsible for activities to improve student retention, persistence and completion, but the Student Life Committee has oversight for collecting and analyzing the data.

4C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

4C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements warranted by the data.
4C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.) .................................................. 143

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CHAPTER I

THE INSTITUTION

Current Campus
2013 HLC Visit

Former Campus
2004 HLC Visit
INSTITUTIONAL PROFILE

Sitting Bull College (SBC) is a tribally controlled college located on the Standing Rock Sioux Reservation. The Standing Rock Sioux Reservation encompasses a vast land base of 2.4 million acres and straddles the States of North and South Dakota with a population of 8,217 of which approximately 78% of the residents are American Indian (Census 2010). Its original exterior boundary established by the Fort Laramie Treaty of 1868 allocated 4176 square miles to the Lakota and Dakota people. If the Standing Rock Sioux Reservation were to be made a State today, it would be larger than the States of Rhode Island and Delaware and nearly the size of Connecticut but with fewer than 4 persons per square mile as compared to 4,845 persons per sq. mile in Connecticut.

Sitting Bull College began as Standing Rock Community College on September 21, 1973 and became accredited through North Central Association in 1984. On that date, the Standing Rock Sioux Tribal Council granted charter to the college to operate as a post-secondary educational institution. On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college’s name to Sitting Bull College. In addition to the reservation, the college’s service area has historically included communities adjacent to the reservation, which are primarily rural small communities with a limited private sector economy. Major sources of employment include tribal and federal government programs (particularly within the education and health care fields), agricultural operations, casino operations, and small service businesses.

With a spring 2013 semester enrollment of 254 students, SBC is a mid-size tribal college. Student demographics have slowly been changing. At the time of SBC’s last accreditation visit, during the fall of 2003, 76% of the student body was female. As of the spring 2013 60% of the student body was female. The average age of SBC students in the fall 2003 was 34 and in the spring 2013 was 29.
The following table indicates total enrollment for the previous ten years for both fall and spring semesters:

<table>
<thead>
<tr>
<th>Semester</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>362</td>
<td>316</td>
<td>299</td>
<td>293</td>
<td>307</td>
<td>284</td>
<td>316</td>
<td>315</td>
<td>278</td>
</tr>
<tr>
<td>Spring</td>
<td>369</td>
<td>310</td>
<td>329</td>
<td>294</td>
<td>325</td>
<td>320</td>
<td>294</td>
<td>333</td>
<td>254</td>
</tr>
</tbody>
</table>

The College attributed the spike in enrollment in 2004-2005 to federal legislation to mandate Head Start employees to complete two year degrees and also from “No Child Left Behind” which required teachers to become “highly qualified”. Sitting Bull College Board of Trustees has set a strategic goal to have created opportunities for students to actively participate in student centered initiatives through 2017. This particular strategic goal includes recruitment, retention, and persistence of students at SBC. Both academic and student service programs have been working on strategies to accomplish this goal; this includes the development and implementation of an active enrollment management plan.

Classes are held at the main campus in Fort Yates, ND and at two outreach sites in McLaughlin, SD and Mobridge, SD. At the time of last accreditation visit the college had 20 full-time faculty members; during the 2013-2014 academic year the college will have 22 full-time faculty. Adjunct faculty have increased from an average of ten part-time faculty in 2003-2004 to an estimated average of twenty for 2013-2014. In addition at the time of our last visit there were 45 administrative/support staff; as of the fall 2013 there will be 70 administrative/support staff.

As a reservation-based tribal college, the tribal culture is the key component that sets Sitting Bull College apart from other colleges and even other tribal colleges. The Standing Rock Sioux Reservation is unique in having a population that speaks two distinct dialects of a language. Sitting Bull College seeks to preserve the languages and cultures of the Lakota/Dakota people of the reservation through specific courses and cultural inclusion in every course. In the past, the culture and education of the Lakota/Dakota were repressed by various initiatives. Boarding schools, in most instances, denied the use of any language but English.
As language is the essence of the culture, its preservation is critical to preserving the culture. The college has undertaken an initiative to not only preserve the chosen language of the people but to revive the language throughout the reservation. The college has added to its core curriculum a four semester-hour language course as a requirement and also offers a level II, III, and IV courses as electives. In addition, the College in collaboration with the Standing Rock Sioux Tribe is in our seventh year of offering the Lakota/Dakota Language Summer Institute (LSI). The institute has grown from 20 participants in the first year to 100 in 2013. With the increased growth of LSI, the College in 2012 approved, through the Curriculum Committee and Board of Trustees, a Certificate and Associate of Science degree programs in Lakhotiyapi/Dakhotiyapi. To further the College’s collaborative efforts with the Standing Rock Sioux Tribe in preservation of the language, an immersion nest was established in the fall of 2012 for ten three and four year old children.

RESERVATION DEMOGRAPHICS

16,000 - Enrolled members [Standing Rock Enrollment Office - 2011]
4,153 - Total Population on Standing Rock Reservation (ND side only) [Census 2010]
4,044 - Total Population on Standing Rock Reservation (ND side only) [Census 2000]
3,492 or 84.1% - American Indians on Standing Rock Reservation (ND side only) [Census 2010]
3,421 or 84.6% - American Indians on Standing Rock Reservation (ND side only) [Census 2000]
8,217 - Total Population on Standing Rock Reservation (ND & SD) [Census 2010]
6,414 or 78.1% - American Indians on Standing Rock Reservation (ND & SD) [Census 2010]

Spreading out over the high plains of south central North Dakota and north central South Dakota, the Standing Rock Sioux Reservation encompasses a large land base with an exceptionally rural, sparse population in comparison to many other areas of the country. The major employers throughout the reservation are federal government agencies, tribal government, two casinos, and schools. However, these employers need educated workers with technical skills uncommon among Standing Rock residents; only 5% of adults have college degrees compared to 24% of the nation. The results are high unemployment and underemployment. The SBC Tribal Business Information Center (2008) estimates that 40% of Standing Rock residents 18 years of age and older are potential job seekers, actively seeking work, interested in or planning to change jobs or take additional jobs, or discouraged from looking for work. However, SBC students’ prospects are good. Post-secondary education links directly to employability for Native American Indians just as it does for all Americans: more than 40% of tribal college graduates pursue post-graduate education and another 50% find jobs even in areas of high unemployment (AIHEC 2000). 2007 Census data indicate that low levels of education and high unemployment and underemployment are evidenced in poverty and low levels of income. Standing Rock population is more disadvantaged than Native Americans throughout the nation; residents live on an average of $284 per month for shelter, food, and other bare necessities.
### Table 2
Demographic Comparison Information

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Standing Rock Area</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per-Capita Income</td>
<td>$3,418</td>
<td>$21,587</td>
</tr>
<tr>
<td>Families Below Poverty (150% Poverty)</td>
<td>67%</td>
<td>16%</td>
</tr>
<tr>
<td>Children Receiving Free/Reduced-Price Lunches</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td>Adults with Bachelors’ Degrees or Higher</td>
<td>5%</td>
<td>24%</td>
</tr>
<tr>
<td>School Children with Limited English Proficiency</td>
<td>90%</td>
<td>8%</td>
</tr>
<tr>
<td>High School Drop-out Rate</td>
<td>50%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Census 2007, Postsecondary Opportunity 2001

The reservation is made up of eight districts with a population of approximately 6,000+. According to the Executive Director for the Standing Rock Sioux Tribe the population 2013 figures per district are as follows:

- Rock Creek – 468
- Bear Soldier – 1178
- Wakpala – 484
- Running Antelope – 484
- Kenel – 217
- Fort Yates – 2186
- Cannonball – 855
- Porcupine – 366

There is considerable distance between each of these districts. Fort Yates serves as the primary service center as the tribal government is located there along with the Bureau of Indian Affairs, Indian Health Service, Sitting Bull College (main campus), and a number of small businesses.

Poverty, limited English proficiency, and high school drop-out rates are high. These statistics are especially grim considering residents’ relatively young ages; their median age is 28.1 years compared to 37.0 for North Dakotans and 36.9 for South Dakotans. Standing Rock residents’ birth rates are more than double the Dakotas’ and the nation’s (Indian Health Service 2002). As a result, 22% of Standing Rock residents are 14 years or younger and 36% are under age 18 (Census 2010). These cohorts will become parents themselves over the next twenty years. Because those who live here tend to stay here, the reservation will continue to be a young person’s homeland for decades to come, and that increases the urgency of SBC’s mission.

**Unemployed** - The 2010 Census reveals that the unemployment rate on Standing Rock is 25.3 percent, compared with the unemployment rates of 3.6 percent for North Dakota and 4.5 percent for South Dakota. The Census may understate the unemployment rate, due to the difficulty of obtaining information in the reservation’s rural, impoverished communities. The Bureau of Indian Affairs recently estimated the reservation unemployment rates at approximately 70%.
On the Standing Rock Indian Reservation, 22% of the American Indians ages 16 to 19 were not working, looking for work, or in school. This is a significant group of young adults who are unemployed, yet apparently employable.

**Overall Population Projections** - According to the U.S. Census report in 2012, the Corson County, SD population increased 0.7% from April 1, 2010 to July 1, 2012 as compared to SD overall which increased only 2.4%. During this same period, Sioux County, ND population increased 4.7% while the general North Dakota population increased by 4.0%. The overall population of North Dakota has been growing due to the oil and gas activity in the northwestern sector of the state.

Furthermore, the Corson County, SD population under 5 years of age increased by 8.8% between in 2012 as compared to this age group overall in South Dakota which increased by 7.1%. In addition, the Corson County populations of those under the age of 18 years increased by 33.9% while the South Dakota population in this age group increased by 24.5%. Those residents of Corson County who were 65 years and older only increased by 10.9% whereas, those in South Dakota overall increased by 14.7%.

For Sioux County in North Dakota, the population under 5 years of age increased by 11.9% in 2012 as compared to this age group overall in North Dakota which increased by 6.6%. During this same time period, the Sioux County populations of those under 18 years of age increased by 38.4% while the North Dakota population in this age group increased by 22.1%. Those residents of Sioux County who were 65 years and older only increased by 7.3% whereas, those in North Dakota overall increased by 14.4%. Census date further indicates that American Indians are the largest minority population in North Dakota. In addition, census data estimates indicate that the American Indian population (race alone or in combination) in North Dakota has increased 12% from 35,228 in 2000 to 39,525 in 2008. The data estimates that the statewide American Indian population (one race only) will be 47,000 in 2015 and 59,000 in 2025. ([http://quickfacts.census.gov/qfd/states/46/46031.html](http://quickfacts.census.gov/qfd/states/46/46031.html))

**HISTORY OF STANDING ROCK SIOUX TRIBE**

The Standing Rock Sioux Reservation people are members of the Lakota and Dakota nations. The people of these nations are often called “Sioux”, a term which dates to the seventeenth century. The Ojibwa called the Lakota and Dakota “Nadouwesou” which was shortened by French traders to the last syllable, “Sioux”. Although commonly grouped as one people, the various divisions had important linguistic, territorial and political distinctions.

The Dakota people of the reservation include the Upper Yanktonai or Ihanktonwana (or Little End Village) and Lower Yanktonai or Hunkpatina (Campers at the Horn or End of the Camping Circle). When the middle Sioux moved from the Great Lakes area to the plains, they had contact with the riverine tribes of the Mandan, Hidatsa, and Arikara. Eventually the Sioux forced these tribes upriver, but continued to engage in trade and eventually some Sioux bands adopted the earth lodge, bullboat and horticultural techniques of the riverine tribes. The Yanktonai also maintained some aspects of their former woodland lifestyle and the buffalo remained their primary food source.

The Lakota people of Standing Rock Sioux Reservation include two of the seven Lakota bands. These are Hunkpapa (Campers at the Horn) and Sihasapa or Blackfeet. This latter band should not be confused with the Algonquin Blackfeet of Montana and Canada. By the early 19th century, the Lakota had become a Northern Plains people with few remnants of the woodland culture. The new culture revolved around the horse and buffalo; the people were nomadic and lived in teepees. The Hunkpapa and Sihasapa
ranged the area between the Cheyenne and Heart Rivers on the north and south and the Missouri and Tongue Rivers to the east and west.

**The Lakota Migration** - Originally located in the Great Lakes woodland area, the people were allied in the Seven Council Fires (Oceti Sakowin) comprised of the four divisions of the Eastern Santee (Dakota speakers), the Middle with two divisions (Nakota speakers), and the Western division (Lakota speakers). These subdivisions were not culturally distinct in their woodland home, but became more diverse as the bands moved westward. In the woodlands, the people lived a sedentary lifestyle based on fishing, hunting, and gathering with some cultivation of corn. The Teton and Middle Sioux began a trek westward onto the plains where the lifestyle became centered in buffalo hunting. The buffalo became the main source of food and supplied many material needs; such as housing, clothing, and implements. The acquisition of the horse further shaped the culture, which centered on the horse and buffalo. By 1750, the Middle Sioux were settled along the Missouri River while the Tetons were pushed into the Black Hills of South Dakota and present day states of Nebraska, Wyoming and Montana. By the early 19th century, political and cultural differences between the Sioux were pronounced and the Eastern, Middle, and Teton (Western) divisions emerged.

Both the Dakota and Lakota on the Standing Rock Sioux Reservation had complex spiritual ceremonies and placed emphasis on the family and benefit for the group rather than the individual. These cultural and spiritual values remain important among the present day people. The acquisition of the horse impacted not only the material culture, but also social customs. Tepees became larger, there was greater mobility, and hunting became more productive. The horse had a direct impact on the integration of warfare into the people’s lives. It is important to understand the objective of plains warfare was never to acquire land or have control over another people. Plains warfare focused on raiding other camps for horses and honors related to horse captures. In raids, men sought to outsmart the enemy, not to kill them, while gaining individual honors through counting coup—striking an enemy with the hand or a special staff. The advent of the horse caused warfare traditions to become institutionalized among the plains tribes with almost constant raids and counter-raids.

Until the California gold discovery of 1849, the United States government considered the west a “permanent Indian frontier.” The discovery of mineral wealth pushed the national boundaries to the Pacific Ocean, threatening both Indian land and the buffalo herds. As travelers enroute to the gold fields began to cross the Lakota territory, a series of confrontations arose. Although fortune seekers were generally left alone, the white travelers were frightened by the turmoil caused by intertribal raids and demanded government protection.

**The Treaty Era** - In response to growing concern, the federal government brought several plains tribes to Fort Laramie, and sought to establish peace so settlers could continue to cross the area in safety. In the process, the government had a head chief appointed for each tribe. The concept of delegates was foreign to the Indian nations. Decision-making among the Lakota and Dakota was based on participation of all until a consensus was reached, and in this form of democracy, a few men could not speak for or bind all people to treaty promises. Nonetheless, the government insisted on negotiations with appointed chiefs, and through the treaty process sought to define its relationships with the tribes. The 1851 Treaty defined territory for each group to end intertribal rivalry while permitting travelers and railroad workers on the Platte River road. The Yanktonai, covered by the earlier 1825 Treaty, were omitted from the treaty because their traditional lands were far removed from the overland route to the Pacific coast, which the treaty aimed to safeguard.
In 1861, gold was discovered along the headwater of the Missouri. In 1862, the Santee Sioux, dissatisfied with a shrinking homeland and the lack of redress for their grievances, raided settlements in Minnesota. The fear that prompted thousands of settlers to flee brought demands for government intervention. Two army commands, under Sibley and Sully, were dispatched to round up “hostiles” in the Dakotas. Despite the apparent peace, rumors of dangerous Indians fueled public pressure for the military campaign to continue.

In September of 1863, Sully’s command located a large hunting camp of Yanktonai at Whitestone Hill in present-day southern North Dakota. The Yanktonai, who were not involved in the Minnesota uprising, were preparing food for the winter months. The resulting attack on the encampment left at least 300 Yanktonai, including women and children, dead.

After wintering at the newly constructed Fort Rice, Sully’s command returned to the field in the spring. In July, the command located a hunting camp of the Yanktonai, Sihasapa, Hunkpapa and other Dakota in the Killdeer Mountains. Aided by artillery, Sully’s troops killed about 100 Indians and forced the survivors to flee camp leaving behind their food and goods, which were subsequently destroyed. The stragglers were pursued into the Badlands along the Yellowstone River and attacked in August.

With little recourse, the Yanktonai signed a treaty at Fort Sully in October of 1865. In exchange for promised monetary reparations and agricultural equipment, the Yanktonai agreed to withdraw from the overland routes.

From 1861, traffic continued to build through Sioux lands as fortune hunters overran Sioux treaty lands along the Bozeman Trail. Sioux protests fell on deaf ears and with no peaceful solution in sight, the Sioux began to retaliate. The army was dispatched to protect the right-of-way and non-Indians and their property. Tensions continued to escalate. Rather than address the issue of trespass, the government began to talk of yet another treaty.

In 1866, treaty talks were held once again at Fort Laramie. The government promised gifts and benefits to the Sioux while glossing over their intention to negotiate a new treaty, which would close off the Powder River area and Bozeman Trail and thus ensure continued mining and settlement in Montana. When the Sioux learned the military had orders to build forts along the Bozeman Trail, the enraged Indians ended the treaty talks. One chief, Red Cloud, spoke of the white betrayal and led the Sioux delegation north threatening to fight for all territory set down in the 1851 Treaty.

From 1866-68, the Sioux effectively closed the Bozeman Trail to all immigrant travel. Army supply trains battled their way through, and the troops were bottled up in their forts. In 1868, the forts along the Bozeman Trail were abandoned as a concession to restart negotiations.

In 1868, the Fort Laramie Treaty proposed the further reduction of Indian lands. In return, the government agreed to close all military forts along the Powder River and prevent non-Indian settlement. A further provision guaranteed the treaty could only be amended with agreement by three-fourths of all Indian males. Some bands subsequently signed the treaty, but an opposition group began under Sitting Bull, a Hunkpapa, who rejected all overtures to sign the treaty. Sitting Bull soon became the recognized leader of the Sioux who refused to accept a new lifestyle in a confined area.

Despite the opposition, the confinement to the reservation system proceeded. Agencies were established with companion military posts on Indian lands. The federal government pursued a policy
described as “Christianizing and civilizing the savages.” Indian spiritual tradition, cultural values and lifeways were to be replaced by those of the mainstream American society. Indians were to be encouraged to abandon their nomadic lifestyle in favor of farming.

Repeated incursions both by military forts and settlers continued into the land designated as Sioux territory under the 1868 treaty. The most famous was the 1874 Black Hills Expedition of geologists and soldiers under George Custer, who were sent to explore the Black Hills and report on the extent of gold deposits. Almost at once, news of gold in the Black Hills was leaked to the public and a stampede of miners poured into the area. By 1875, large numbers of prospectors were in the Black Hills.

In response to Indian protest, the federal government called a council to change the treaty. The government proposed the purchase of the Black Hills. The Sioux refused to consider negotiations for the Black Hills. Rather than enforce the existing treaty, the government initiated a new policy in December 1875. Under it, all Indians living off the reservation were ordered to return to the unceded lands of the Great Sioux Reservation. Hunting rights on the ceded lands were revoked.

The winter cold prevented active enforcement of the policy, but by spring, military campaigns were initiated. Sitting Bull and Crazy Horse, an Oglala, asserted the right to live in the unceded territory. In June, General Crook attacked a Sioux and Cheyenne encampment on the Rosebud River where soldiers were forced to retreat. On June 25, 1876, Custer and his troops stumbled on a large Indian encampment at the Little Big Horn. Custer and his command were beaten, but the Indians, fearing reprisals, broke camp and fled. The battle shocked and outraged the nation and brought a flood of troops into Indian country.

Those Indians who remained outside the boundaries were relentlessly pursued. Sitting Bull refused to surrender and led his people into Canada. During 1876 and 1877 Indians continued to return to the reservation where they were ordered to surrender their guns and horses. All Indians were required to move near the agency offices so soldiers could watch them. Sitting Bull and his followers ultimately surrendered to the army in 1881 and he returned to the reservation in 1883.

In 1876, the federal government moved to annex the Black Hills. When agencies were unable to get the three-fourths signatures required by the 1868 treaty, Congress ratified the Act of 1876 taking the Black Hills and extinguishing the Lakota and Dakota’s hunting rights in the unceded area.

**Reservation Life** - By 1877, the Indians at Standing Rock Agency had little alternative but to accept conditions imposed by the government. Access to hunting was firmly denied, and with no horses or guns, the people were forced to accept food rations and clothing distribution. Agriculture was forced on the Sioux. Coupled with lack of cultural experience as farmers, grasshoppers and alkaline soil largely doomed this effort. Still by 1877, the government believed the Sioux were on the path to civilization and pointed to the fact that many had moved into log cabins and wore European clothing.

As part of treaty obligations, the government had promised education for Sioux children. Most of the Lakota and Dakota felt this would provide their children with new skills and an opportunity to learn English. Boarding schools were implemented on the reservation. These, coupled with distant schools in Virginia and Pennsylvania, were established with an overriding goal of assimilating the Indian into white society. All the schools imposed a harsh military discipline and forbade the use of the Indian language or the teaching of Indian culture or history.
Despite large changes in the Sioux lifestyles, the people were not willing to sacrifice the traditions and values which defined them as a people. They continued to practice their own spiritual traditions. When a Sun Dance was staged in 1880, it caused great controversy and led to accusations that the agent was allowing his charges to slip into barbarianism.

In 1883, the government issued a set of Indian Offenses that strictly forbade all traditional ceremonies. These included giveaways, the Sun Dance, rites of purification, and social dancing, among others. Indians needed written permission to leave the reservation. Parents, who kept their children out of school, were subject to arrest and withholding of food rations. Government interference made the Sioux virtual prisoners in their own land.

In 1888 and 1889, federal commissions were sent to the Sioux lands to seek a treaty modification, which would divide the Great Sioux Reservation into separate reservations for each division. The proposal also included the forfeiture of nearly nine million acres, the allotment of land to individual families, and the opening of the reservation to homesteading. In the face of extreme opposition, federal commissioners warned the Sioux that the government would seize the lands if the Tribes did not sign it away. Despite opposition, the commissioners aided by the agent applied unrelenting pressure. Ultimately about half the males at the Standing Rock Agency signed. When combined with those from other agencies, the needed three-fourths were obtained. In 1890, the Sioux Bill officially created the Standing Rock Sioux Reservation.

By 1889, the Lakota and Dakota on the Standing Rock Sioux Reservation were in poor health, starving, and witness to relentless assaults on their traditions. The signing of the Sioux Bill created sharp divisions between the signers and non-signers. Against this backdrop, word of the Ghost Dance spread in 1889. The Ghost Dance was a pan-tribal religious movement arising from the vision of a Paiute man. Although it was not part of the Lakota/Dakota tradition, it appealed too many because it promised a return to traditional ways and values.

These rumors plus a widespread fear of an impending Sioux outbreak spread to non-Indian communities throughout the Dakotas in 1890. The agent, James McLaughlin, seized upon the Ghost Dance as an excuse to order the arrest and removal of Sitting Bull, who was considered an obstruction to the civilization of the Indians. In the pre-dawn hours of December 15, 1890, Indian police were sent to arrest Sitting Bull. By daybreak, Sitting Bull, eight of his people, and six Indian police lay dead. After his death, his followers scattered.

With the death of Sitting Bull, the Indians were largely dispirited. By 1906, individual allotments for farms had been made to many of the people. Children were sent to boarding schools where they were frequently separated from their families from September until spring.

The prevailing wisdom of the day was that Indians who were assimilated would suddenly drop their values, teachings, language and cultural traditions. Despite the government’s best efforts, many continued to live in kinship groups, speak the language and keep alive the tribal traditions. In many ways, government policy, which sought to blend Indians into the general population, only served to bind Indian people together.

On the Standing Rock Sioux Reservation, and in fact other reservations, the people seemed to follow Sitting Bull’s advice—they chose to accept aspects of the white man’s world but they never gave up
those essential values which defined them as Lakota/Dakota. To Indian people, the reservation is their homeland—a place guaranteed and set aside by treaty and agreement.

THE SELF-STUDY PROCESS

Sitting Bull College continued to move forward after the 2004 Higher Learning Commission Comprehensive visit. The College was accredited in 2004 to begin offering two Bachelor degrees in Business Administration and Elementary Education. In 2007, the College underwent a focus visit to add an Environmental Science Bachelor degree and in 2008 the College underwent a second focus visit to add three additional Bachelor degrees in Special Education, Secondary Science Education, and General Studies. As a result of these visits, the College is accredited to offer seven Bachelor degrees.

Dr. Koreen Ressler, Vice President of Academics, served as the self-study coordinator for the 2004 comprehensive visit and continued to lead through the 2007 and 2008 focus visits. She is currently serving as the 2013 self-study coordinator. Dr. Ressler has been trained as an HLC consultant evaluator and as a result of this was at the forefront of changes in the criteria for accreditation. Although the criteria were not yet finalized, in the 2010-2011 academic year, Sitting Bull College (SBC) decided to align its strategic planning process with the new criteria for accreditation and to begin preparing for the 2013 accreditation visit. The process began with the assistance of a strategic planning consultant who reviewed the criteria for accreditation with assistance from Dr. Ressler. They began to align the criteria with the responsibilities of each committee. The consultant met with each committee and helped establish a revised function and scope. It was determined through the criteria that the Assessment Committee, which was an ad hoc committee, needed to become a standing committee. Other committee structure changes that evolved through this process were the combining of the Finance and Facilities Committees to Finances and Resources Committee and a change back to a previous structure splitting the College Life Committee into Student Life Committee and Iyuwaste (Employee Life). In addition, a Governance Committee was revived that had been eliminated over 15 years ago. The Board of Trustees Chair, Administration, Committee Chairs, and Executive Assistant to the President serve on the revived committee. The Governance Committee was revived as a means to improve communication between committees and the Board of Trustees, thus giving all employees a voice.

With the realignment of the committee structure, the self-study steering committee was established which consists of the Vice President of Academics as the Self-Study Coordinator, Board Chair, President, Vice President of Finance, and committee chairs.
SELF-STUDY COORDINATOR: Dr. Koreen Ressler, Vice President of Academics

STEERING COMMITTEE MEMBERS:
- Dave Archambault II, Board Chair
- Laurel Vermillion, President
- Leonica Alkire, Vice President of Finance
- Tim Krahler, Math Faculty/Assessment Committee Chair
- Sterling St. John, Division of Business Director/Community Relations Committee Chair
- D’Arlyn Bauer, Division of Nursing Director/Curriculum Committee Chair
- Jonathan Anderson, Tribal Business Information Center Director/Facilities & Resources Committee Chair (replaced Ron Walters, Resource Development Officer in January 2013)
- Candace Eagle, JTPT/Campus Housing Director/Iyuwaste Committee Chair
- Lorie Hach, Student Success Center Director/Student Life Committee Chair (replaced Chad Harrison, English Faculty in July 2013)
- Les Siewert, Information Technology Mentor/Technology Committee Chair
SELF-STUDY TIMELINE

July 2010  
Board of Trustees planning session – Board members, administration, and committee chairs met with strategic planning consultant. Objective: Restructuring of Committees and alignment of HLC criteria for accreditation with Committee scope and functions.

Aug 2010-Jan 2011  
Revised Committee structure worked with strategic planning consultant to revise scope, functions, and goals for each standing committee.

Feb 2011  
Update on the revision of scope, functions, and goals by Administration to Board of Trustees.

May 2011  
Update on the revision of scope, functions, and goals by Administration to Board of Trustees.

July 2011  
Appointment of new Committee Chairs – who will serve as the Self-Study Steering Committee. (See page 23) New Committee Chairs will serve through June 2014.

Aug 2011  
Review of draft of the new criteria for accreditation with Board of Trustees, faculty and staff and review with Committee Chairs on which criteria each Committee must address.

Sept 2011  
Revision of Board of Trustees Committee Strategic reporting process.

Mar 2012  
Committee Chairs attended HLC Self Study Workshop.

April – June 2012  
Survey completed by students, faculty, staff, advisory members, and community members on the relevance of the current Vision, Mission, and Student Outcomes.

July 2012  
Final year-end Strategic Planning reports were presented by Committee Chairs. The strategic plan objectives work hand in hand with the new criteria for accreditation.

July 2012  
A revised Vision, Mission, and Student Outcomes were developed by Board of Trustees, with assistance from Administration and Committee Chairs.

Aug 2012  
Review of HLC criteria with faculty and staff.

Aug 2012  
Review of the revisions to the College’s Vision, Mission, and Student Outcomes. A comment period was open for two weeks.

Sept 2012  
Board of Trustees passed motion on approved Vision, Mission, and Student Outcomes.

Nov 2012  
Board of Trustees approved the updated Strategic Plan and work plans for 2012-2013.

Nov 2012-Feb 2013  
Evidence files created.

May 2013  Work turned into Self-Study Coordinator.

July 2013  Self-Study Report completed and approved by Board of Trustees.

Aug 2013  Self-Study and other documents e-mailed to team members.

Sept 2013  Prepare for The Higher Learning Commission visit.

Oct 2013  The Higher Learning Commission visit (October 7-9, 2013).
CHAPTER II

CONCERNS FROM PRIOR VISITS

Welcome to Sitting Bull College
CONCERNS FROM PRIOR VISITS

Assessment of Student Learning

2004 Comprehensive Visit
Concern: Criterion Three – Monitoring report on Assessment of Student Learning - Due April 7, 2006.

2007 Focus Visit Change Request

2008 Focus Visit Change Request

Response: All monitoring and progress reports were completed as required. With the comprehensive visit in 2004, the teams indicated that the College had a lack of understanding of the assessment process. As a result of the 2004 visit, the College was required to complete a monitoring report on assessment in April 2006. The report was completed, with follow-up required as part of the 2007 visit. Even though the College continued to put a great deal of effort into the assessment process, the 2007 visit resulted in a progress report on assessment of student learning in June 2008. The 2008 visit indicated that SBC was improving on their assessment of student learning, but was not closing the loop of using data to make effective changes. Therefore, this visit resulted in an annual progress report for three years. The College continued to bring in consultants and sent faculty to numerous assessment conferences. As a result of these efforts many changes occurred in the process for assessment of student learning. The first of the three required progress reports from the 2008 visit was submitted in June of 2009. The result of the first progress report is as follows:

“The progress report was well organized. It indicated a strong grounding of the assessment program at Sitting Bull College in sound theory and clearly articulated vision, mission, and assessment goals. The report treated in turn institution-wide assessment, pre-entry and freshmen assessment, general education assessment, and program assessment. The report was supported by substantial appendices that presented assessment data from various sources.

The report not only presented data, it was provided interpretations, and analyses of the data, along with the recommended changes that developed from the data. An outsider to the institution, or students considering attendance at the College, can know with insight the strengths and issues of the College. The assessment reports are direct, clearly stated and supported by simplicity of organization that facilitates the communication of assessment results,” 2009 HLC Staff Analysis of Institutional Report.

After submission of the 2009 progress report, the College received a phone call from Commission staff asking if the College wanted to drop the next two progress reports. The College indicated that an effective process had been developed, but wanted to ensure that faculty continued with their efforts and therefore, completed the 2010 and 2011 required progress reports, with the same successful outcomes as the first report. As a result of this, a culture of assessment was instilled into the College and continues through today.
In addition, members of the Assessment Committee presented the process of moving from an assessment plan that was ineffective to a plan that closed the loop with data driven decision making at the HLC annual conference in 2010.

OTHER CONCERNS FROM 2004 VISIT

**Criterion Four** – Progress report on a plan for the offering of the Bachelor of Elementary Education and Business Administration degrees, April 7, 2007. Although the college had been in the planning stages for offering Bachelor’s degree since 1995 and had been mentored by other Tribal Colleges through offering the programs through articulation agreements, the planning process was not thoroughly documented. Program faculty in the Elementary Education and Business Administration areas had begun the process of documenting how the current two-year degrees would mesh with the four-year degrees. The process would address assessment of student learning, recruitment, student services, and finances.

Response: The progress report was submitted and approved. Through two other focus visits in 2007 and 2008, SBC now offers seven Bachelor programs of study.

ADVANCEMENT SECTION

**Faculty Credentials** – Faculty that did not hold the appropriate degree requirements for teaching transfer courses were given conditional letter of intent for the 2004-2005 academic term. The conditional letter of intent specified that the faculty would be required to be enrolled in a Master’s program by the beginning of the fall 2004 semester. If this did not occur the faculty’s contract would not be renewed.

Response: SBC had one full-time general faculty member that did not hold a Master’s degree during the 2004 HLC comprehensive visit. The Vice President of Academics developed a plan with the faculty member, but ended up freezing his salary until he enrolled in a Master’s degree program. Unfortunately, the faculty member did not complete his Master’s degree and the Vice President of Academics was forced to move him to a Developmental Education position. The faculty member choose to resign his position.

**Institutional Research** – Administration will address and develop a plan for an Institutional Research Office.

Response: SBC established an Institutional Data Coordinator who is responsible for providing accurate and timely information to Tribal, State, and Federal agencies, as well as information dissemination services for institutional program support to strengthen academic quality and institutional effectiveness. The Coordinator is responsible for implementation and maintenance of the admissions, registration, and advising modules of the College’s records management system (Jenzabar).

**Dean of Academic Affairs Position** – Administration will address and develop a plan to revamp the duties of the Dean of Academic Affairs.

Response: In 2006, the College revamped the administrative structure changing the Dean of Academics Affairs to Vice President of Academics and Comptroller to Vice President of Finance. In 2008, the Board of Trustees hired a Vice President of Student Service in order to alleviate some of the responsibilities of the Vice President of Academics, which was a concern at the 2004 visit. The Vice President of Student
Services position was filled from 2008 to 2010. With the Vice President of Student Services resignation, the College with the consent of the Vice President of Academics returned to their previous organizational structure. The rationale for this was that this structure allows a collaborative effort between academics and student services, which did not happen while having a Vice President of Student Services position. The current structure works and allows shared leadership within student services and academics. Student services personnel have oversight for specific activities, such as the Registrar handles registration activities, the Outreach Coordinator oversees recruitment activities, and the Director of Student Success oversees retention efforts. In the absence of the Vice President of Academics on campus, oversight of the student services department is the responsibility of the Director of Financial Aid who has 34 years of experience at the College.

**Enrollment** – The Curriculum Committee has begun a review process for the elimination of degrees with low enrollment. The Bison Management degree was eliminated in June 2004 due to no enrollment in the program. Other degree programs with small numbers will be reviewed over the next two years.

**Response:** SBC implemented a program review process in 2008, which included a process for determination of feasibility of degrees with low enrollment. From this process the Horsemanship certificate was eliminated and the Associate of Science degree in Natural Resources will be furloughed after the spring of 2014, unless the program increases enrollment to ten students.

**Teacher Education** – The program faculty have begun developing a comprehensive academic plan that will address the program mission, goals, objectives, outcomes, and budget. The program faculty continues to work with the North Dakota Educational Standards and Practices Board (ESPB) for continued program improvement. They also continue to work with the Board to insure that student teaching requirements are met and adhered to.

**Response:** The Division of Education has developed a handbook addressing the program’s mission, goals, objectives, and outcomes, in addition to policies and procedures that insure students are meeting state testing and student teaching requirements. The policies and procedures have been shared with North Dakota ESPB. Following SBC’s assessment format, the Division of Education has developed a comprehensive assessment plan covering all educational programs. A report is provided annually to SBC’s Assessment Committee. The assessment plan can be found on SharePoint Program Assessment Plans and the handbook can be found on SharePoint Program Info.

**Need for more developmental classes** – The need for developmental classes or other methods to help improve retention are currently being researched by the Student Support Services area. It was mentioned that the college should consider a course in study strategies or study skills; this topic is covered in Psychology of Student Success. This is a required course for all students and places an emphasis on study skills.

**Response:** The developmental education courses that were in place at the 2004 visit still remain in place today. The College has revised the courses including changing the names from foundations to developmental. The College feels it has a smooth transition in the area of math for students with offering the 099 developmental math course, 101 pre-algebra, 102 intermediate algebra, and 103 college algebra. There have been numerous discussions with the English department on the need to offer a second developmental English course from 099 development English to 110 Composition I. The real problem with this is dealing with student financial aid and whether students need to take an additional course that would not be counted towards their degree plan. With these discussions, came
the revision of the developmental course adding a computerized tutoring component. This allows students to work on areas in which they need the greatest improvement. SBC completion rates for the developmental courses continue to remain low and continue to be an area in which SBC is researching additional options for improvement.

Student retention has been an on-going concern with numerous strategies implemented. With a grant from the Walmart Foundation in 2011, SBC made a concrete campus wide effort to increase student retention. This effort included the development of an ad hoc Retention Committee that reports to the College's Student Life standing committee. In the 2011-2012 academic year the Retention Committee, through the help of the Walmart grant and its mentor institution, established a Retention Plan. The plan focused on the first year learning experience for students including the revision of new student orientation, revision to the Psychology of Student Success course which was changed to First Year Learning Experience course, and first-year learning sequence of mandatory general education coursework. In addition, other retention efforts were put in place for all students including an annual student summit which allows students to provide feedback to SBC about our processes; aggressive advising and counseling, in which SBC hired an Attendance Counselor to track students missing classes; and talking circles, in which the Academic Counselor provides a safe environment for students to come and talk about whatever is on their mind. Student persistence from the fall 2011 to the spring 2012, SBC increased from 64% to 67.2%. Unfortunately, the retention rate went down from fall 2001 to fall 2012 by 3% for overall students, but went up by 17% for new students from 2011 that returned in 2012. For the 2012-2013, SBC Student Life Committee implemented an Enrollment Management Plan that includes student retention and persistence. Through the data collected for the past several years, SBC needs to continue its efforts with the first time students but in 2013-2014 also need to develop strategies to retain all students.
CHAPTER III

MISSION

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Vision
Let us put our minds together and see what life we can make for our children.

Wakhágyeža kíŋ lěn é̱pi iža táśu waštéšte
išičungíčiyuŋčapi kte.

Mission
Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.

Institutional Outcomes
1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will gain an understanding and appreciation for Native American cultures.

It is the policy of Sitting Bull College (SBC) to afford equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. This also applies to Sitting Bull College’s admission practices, financial aid practices, athletic events, recreation activities, public events or other College policies and programs.
CRITERION ONE: CORE COMPONENT – 1A

THE INSTITUTION'S MISSION IS BROADLY UNDERSTOOD WITHIN THE INSTITUTION AND GUIDES ITS OPERATIONS.

The mission statement and related documents at the College are developed through a committee process and are approved by the Board of Trustees. This committee approach ensures that all constituencies of the College are aware of and understand the College’s mission, as each committee is responsible for specific aspects of the College’s mission. Committee information is shared quarterly at the College’s New Moon meeting (all staff and faculty) and Board of Trustees meetings. All of Sitting Bull College’s programs, services, and the overall enrollment profile of the College are also consistent with its mission. The College’s budgeting and planning are testaments to the statements above as budgeting and planning are closely related and linked to the College’s mission statement and strategic planning process.

1A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

In preparation of the reaffirmation of accreditation, SBC Board of Trustees decided to reexamine the relevance of the current mission, vision, and institutional outcomes which had not changed since 2002. In order to involve all constituents in the reexamination, during the spring of 2012 a survey was completed by students, faculty, staff, advisory committee members, and community members in regards to the relevancy of SBC’s Vision, Mission, and Student Outcomes. The survey results were reviewed at the annual summer planning retreat in July 2012, involving the Board of Trustees, Administration, and Committee Chairs. A revised draft of a Vision, Mission, and Institutional Outcomes was developed at this time. The draft was then reviewed at the annual in-service for faculty and staff in August 2012. The faculty and staff were given the opportunity to provide comments in regards to the draft. These comments were then taken back to the Board of Trustees at the September 2012 meeting. The meeting resulted in approval of the following new vision statement, revised mission statement, and the seven institutional outcomes were reduced to four institutional outcomes.

VISION

Let us put our minds together and see what life we can make for our children.
Wakháŋyeža kiŋ lená épi čha tάku waštēšte īwičhunjkičiŋkčaŋpi kte.

MISSION

Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.
STUDENT GOALS

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will gain an understanding and appreciation for Native American cultures.

1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

ACADEMIC PROGRAMS

Sitting Bull College offers all courses at the main campus in Fort Yates, ND and offers general education course work at two satellite sites in McLaughlin and Mobridge, SD. Courses are offered in a variety of instructional modes to meet the needs of students on the reservation and in surrounding communities. The modes include face-to-face with classes scheduled in blocks meeting one or two days a week. Classes normally meet Monday/Wednesday or Tuesday/Thursday with just select one or two courses on a Friday. The scheduling helps to eliminate the need for students to travel five days a week to the main campus. Other modes of instruction include: accelerated, personalized system of instruction (PSI), distance learning (internet and interactive video), and independent study. SBC has set policies and procedures in regards to the contact hours for each mode of instruction. In addition, there are policies and procedures in regards to which mode of instruction students are able to enroll in, such as first-time freshman students are not allowed to take PSI or distant learning courses.

CREDIT PROGRAMS OF STUDY

Sitting Bull College offers academic and career and technical education programs of study that consist of seven Bachelor of Science, five Associate of Arts, eleven Associate of Science, four Associate of Applied Science, and seven certificate programs. The programs of study are as follows:

**BACHELOR OF SCIENCE DEGREE**

- Business Administration ~ Elementary Education
- Environmental Science ~ Secondary Science Education
- Special Education ~ Early Childhood Education
- General Studies

**ASSOCIATE OF ARTS**

- Business Administration ~ General Studies ~ Pre-Engineering
- General Studies – Nursing Transfer ~ Native American Studies
ASSOCIATE OF SCIENCE

Business Administration/Management ~ Criminal Justice
Early Childhood Education ~ Environmental Science
Human Services Technician ~ Information Technology
Natural Resources Management ~ Office Technology
Practical Nursing ~ Teacher Education

ASSOCIATE OF APPLIED SCIENCE

Building Trades ~ Early Childhood Education
Energy Technician ~ Office Technology

CERTIFICATE

Building Trades ~ CDL ~ Concrete ~ Electrical
Entrepreneurship ~ Farm/Ranch Management
Information Technology ~ Lakhotiyapi/Dakhotiyapi
Native Community Development
Office Technology ~ Oil Drilling ~ Welding

The largest degree programs include general studies, business administration, and nursing.

NEW PROGRAMS ADDED SINCE 2004

The programs that have been added since 2004 are programs that have been identified through Advisory Committee meetings and Tribal needs. SBC began the new program review process in 2008. This process requires the completion of a feasibility study including the need for the program, cost and revenue analysis, and labor market outlook. The Curriculum Committee is responsible for the approval of all new program feasibility studies, with final approval from the Board of Trustees. The following programs were added since the 2004 visit based out of need. Several of these programs were short term and have met the needs of the community and have since been furloughed.

1. Associate of Applied Science degree in Energy Technology - April 14, 2005
2. Certificate in Horsemanship Program - October 13, 2005 (Furloughed)
4. Certificate in Paleontology – October 10, 2008 (Furloughed 2012 for two years)
5. Associate of Science in Geo Sciences – October 10, 2008 (Furloughed 2012 for two years)
6. Certificate in Wind Turbine – May 26, 2010 (Furloughed)
7. Associate of Arts in Pre-engineering – May 11, 2011

Sitting Bull College recently received external acknowledgments of some of its academic programs, including but not necessarily limited to:

- In 2007, SBC was named one of the ten cool colleges for entrepreneurs by FORTUNE Small Business.
- In 2007 and continues through present day, SBC has been offering the summer Lakota Language Institute program in conjunction with the Standing Rock Sioux Tribe Education Department. The goal of the summer institute is to meet with the Lakota language teaching core (teachers) and give them the tools to be successful in the classroom.
- In 2009, SBC was awarded the first Tribal College National Science Foundation Research for Undergraduates grant for $300,000 for three years. The grant gave students the opportunity to conduct scientific research on Tribal College campuses and in Reservation communities.
- In 2012 the College opened a Lakota Language Nest, an Immersion School for ten three and four year old children hiring graduates of SBC’s Lakota Language Action Education Program as teachers. The children speak a mix of English and Lakota amongst themselves, but the teachers speak only Lakota in the classroom.

INSTRUCTIONAL SERVICES

SBC mission is committed to building intellectual capital. Students enter the college with a wide spectrum of academic preparation. For first-time degree seeking students, there is a ratio of 75% high school graduates to 25% GED recipients as reported in the college’s Enrollment Management Plan. Over the past several years the data as reported in SBC year end Assessment reports have indicated that between 30% to 60% test into developmental education courses. Developmental course work is offered through the college’s student services department along with tutoring services. In addition to offering developmental education, Sitting Bull College has created a sequence of first year general education courses (see page 75) for all Associate degree seeking students that are designed to facilitate the transition to college and to develop a cohort of learners. The sequence of courses is designed to help students develop critical and creative thinking as well as written and oral communication skills that are valuable for success in future courses within the major.

All degree seeking students are required to enroll in a Certificate or an Associate program. Students are only allowed to enroll in a Bachelor’s program upon completion of an Associate degree. The current Associate of Science and Applied Science degrees along with Certificates programs are being provided to meet the workforce demands of the Standing Rock Reservation and the state of North Dakota. All the career and technical education programs are certified through the North Dakota State Board for Career and Technical Education and are required to have an advisory committee composed of representatives from business, industry, or the profession it represents. The College underwent its last five year review from the State in January 2013 with positive results. The Career and Technical Education final report is listed on SharePoint under Specialized Accreditation.
NON-CREDIT PROGRAMS

The college promotes economic and social development through non-credit courses through the College’s Continuing Education (CEU’s) process. CEU’s are normally offered in a workshop format. Fifteen (15) contact hours equal one (1) CEU. Each student enrolled in a non-credit learning experience receives a CEU certificate, indicating the number of CEU’s awarded. In addition, the College funds the Tribal Business Information Center to assist the community members in developing businesses, thus improving economic development on the reservation. The college constructed a Business Incubator Center in a portion of the new campus construction. Space is available at the center for businesses in the beginning stages that need technical assistance and low cost space. Businesses that are accepted into the incubator space are required to complete a series of non-credit workshops covering the development and implementation of a small business. It includes how to develop a business plan and financing of the potential business.

The College has also started offering customized trainings to meet workforce demands. These trainings utilize experts from the field to teach industry specific skills. The trainings are usually offered in condensed format, but run from 8:00 am to 4:30 pm to simulate being in the workforce. Examples of these trainings include: OSHA, forklift operations, truck driving, HAZMAT, Lead and Asbestos Abatement, Oil Drilling, and, Small Space Confinement.

SBC also offers an adult basic education (ABE) program that provides GED preparation, basic skills development, and career and employment counseling to all people within the Standing Rock Reservation. SBC is an official GED testing site and provides free pre-testing and official testing services for students enrolled in the program.

STUDENT SERVICES PROGRAMS

Student Services at SBC consist of the Admission/Registrar, Financial Aid, Financial Literacy, Counseling, Developmental Education, Outreach, Center for Student Success, Library, TRIO, Information Technology Services, campus security, and student organizations. The College in 2012-2013 implemented an Enrollment Management Plan. The plan includes strategies for marketing, recruitment, retention, financial aid, and data collection and reporting. Although the Enrollment Management Plan is an institutional effort, it relies heavily on components of student services to be successful.

The specific responsibilities of student services are as follows:

Admissions - Prospective students begin with the admissions office. SBC is an open enrollment institution; therefore, all students are accepted in credit bearing programs if they provide documentation of a high school or GED diploma. Transfer students must provide an official transcript from all educational institutions in which they have previously attended. All new and transfer degree seeking students are administered the COMPASS test in English, writing, reading, and math proficiency to determine the proper placement of students in math and Composition courses. The information derived from the test is used to assess which courses will be mandatory for the students to assure academic success. Students are not be denied admission to the college on the basis of COMPASS score results. Students who do not score at the established cut scores for English and math on the COMPASS are required to enroll in the respective 099 Developmental course(s).
The Registrar, Institutional Data Coordinator, and Vice President of Academics work in collaboration with faculty advisors to ensure that students are enrolled in the appropriate courses for their degree programs following FERPA regulations. The Registrar’s office is also responsible for enrollment verifications, transcript requests, grades, and verification of Veteran’s benefits.

The College has a dual credit enrollment policy allowing high school juniors and seniors to take courses offered by SBC for both high school and post-secondary credit. The students are required to complete the COMPASS and score at or above the established cut scores for Composition (ENGL 110) and Math (MATH 102) in order to enroll in classes. The students are only allowed to enroll in 100 and 200 level courses and in a maximum of two courses per semester.

High School students are also allowed dual enrollment, in which case the credits are not being used for high school credits. The students must follow the same policies and procedures as duel credit enrollment.

**Recruitment** - The Outreach Coordinator is responsible for recruitment activities at the College with assistance from the College staff and faculty. These activities include campus tours, school visits, newsletters, weekly radio program, written and social media advertising. In addition, the College hosts several summer camps for potential students. The campus focus have included but not limited to STEM, Pre-engineering, and College Preparation. The College has been holding for the past three years two College Awareness days, one for area high school seniors and one for eighth graders. The high school event provides potential students with information about SBC programs of study, with an understanding of the process of applying for admissions, and an overview of the financial aid process at SBC. The event for eighth graders is to provide an awareness of the importance of higher education and to bring an awareness of SBC to these students.

**Financial Aid/Financial Literacy** - The Financial Aid Director oversees all federal, tribal, state, and private funding. This includes assistance from the Financial Literacy/Scholarship Coordinator in filling out the federal financial aid application and other scholarships that the student may be eligible for. The College has been promoting early filing of the FAFSA, with assistance from Financial Literacy/Scholarship Coordinator. Through a USAFunds grant the College has been able to offer $20 gas cards as an incentive for students to do early filing of the FAFSA. The Financial Aid Director is responsible for administration of financial aid including the distribution of financial aid awards and the disbursements of funds. In addition, the Financial Literacy/Scholarship Coordinator has been reaching out to local high schools to assist graduating seniors with the completion of the federal financial aid application (FAFSA).

**Counseling** - The goal of Sitting Bull College Counseling Services is to maximize student potential and to provide students with the tools they will need to live a healthy and responsible life. SBC Counselors strive to help students improve their quality of life and in turn the quality of life of those around them. Sitting Bull College’s Counseling Department follows the College’s non-discrimination policy in that it affords equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. Sitting Bull College also offers Academic, Career and Financial Aid Counseling. In addition to providing these services at the main Fort Yates campus, scheduled counseling services are available at the McLaughlin and Mobridge sites. Schedules will be posted at the beginning of each semester.
The Academic Counselor is prepared to help students with a variety of concerns, including mental health and chemical dependency issues. This Counselor acts as a support system and can provide individual counseling, referrals and preventive education for students who are experiencing difficulties. Resource materials, particularly in the area of mental health and chemical dependency are available for students from this office. All information is held in the strictest confidence.

**Financial Aid Counseling** - is provided by the Financial Aid office staff to help students understand the various types of financial aid programs at Sitting Bull College, how to access scholarship funds from other sources, and to understand their respective rights and responsibilities as students receiving financial aid funds.

**Career Counseling** - includes, but is not limited to, a course titled SOC 100 Transitions: Graduation and Beyond, wherein the process of applying for a job is experienced through textbook, in-class assignments and ending with a mock interview. Counseling continues beyond the classroom for students who request support in their ongoing development of job seeking/keeping style. Students have access to information about and from colleges worldwide. At any point in the student’s time at Sitting Bull College, counseling is available which would address advancing their degree, whether at Sitting Bull College or transferring to another school.

**Center for Student Success** - The Center for Student Success is located in the College’s Student Center at the main campus in Fort Yates and is the location for all tutoring services. The College has established both a peer and professional tutoring service. Flexible tutoring hours are designed to meet student needs with tutors available during the day and evening and also, in special circumstances, over the weekend. In addition, tutors are available at both McLaughlin and Mobridge sites. Also, in accordance with the Americans with Disabilities Act (ADA), SBC recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in programs and courses of the college. Staff and faculty will work with students and/or other agencies to arrange for reasonable accommodations. These accommodations may include, but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lecture, or other accommodations to allow the student access to the curriculum. The Student Success Center Director serves as the Disabilities Coordinator.

**Library** – The library provides a broad array of resources for students, staff and the local community at the main library location in Fort Yates. Online access to the library catalog, as well as access to other library resources, is available through the library webpage at the following link: [http://www.sittingbull.edu/community/library/](http://www.sittingbull.edu/community/library/). Currently, there are over 14,000 volumes in the library. There are a broad range of print newspapers, magazines and journals available. The library also provides access to several online subscription resources that allow access to online journals, newspapers, auto repair, genealogy, eBooks and much more. Additional library materials can be secured through Interlibrary-Loan by speaking to a staff member.

**TRIO** – TRIO is a student support service designed to help low-income and first-generation students enter college, graduate and move on. Our TRIO program helps students overcome class, social and cultural barriers in higher education by offering Academic counseling, tutors, and various activities on and off campus. Students that are at sophomore level can request a campus visit to a college or university they are considering transferring to.
Information Technology - Sitting Bull College (SBC) owns and operates a network system, computer system, and other electronic communications and information systems and devices, including voice mail, electronic mail and access to the Internet. These computing and technology systems are provided for the use of SBC students, faculty, and staff in support of the programs of the College and are to be used for education, research, academic development, and public service only. A user name and e-mail address is provided to every student. In addition, the College has six computer labs on the main campus in Fort Yates and one computer lab at both the McLaughlin and Mobridge sites. The College also has a limited number of laptop computers that students are allowed to check out on a weekly basis.

Campus Security – With the construction of campus housing, SBC Administration realized the need to provide campus security for our students. In the fall of 2012, SBC purchased the Building Trades CTE program house that is constructed yearly as a practicum project for campus security. In the spring of 2013, a Security Officer was hired to live on campus. The Security Officer is responsible for providing a safe and secure school environment by patrolling and guarding campus property, buildings and grounds.

Student Clubs - All students at SBC are members of Student Government. Meetings are held monthly over the academic year, with election of officers held at the beginning of each fall semester. The Student Government is the umbrella organization for all clubs at SBC. Current clubs include American Indian Business Leaders, Rodeo, Culture, and Ecology. In the past there was an established teacher’s club for those interested in education programs. A complete list of student clubs and meetings minutes for 2012-2013 can be found on SBC SharePoint under Enrollment Management, Clubs.

ENROLLMENT

Sitting Bull College’s enrollment profile flows from the mission of the institution, which is defined as a Tribal College. Since its inception, SBC has operated as an open enrollment institution allowing both Natives and non-natives to attend. The non-native population ranges from 3 to 5 percent of total enrollment each semester. In keeping with the mission of the college “Guided by Lakota/Dakota culture, values, and language”, all students at the Associate level are required to complete the Lakota/Dakota Language I course and students at the Bachelor’s level are required to complete one additional Native American Studies course.

In 2012-2013 76% of all students received some source of financial aid, which is the norm for SBC. As a means of insuring that Sitting Bull College continues to fulfill its mission, it is essential to offer quality, affordable education. According to the Associate Press, June 2011, SBC was named Most Affordable of four-year schools, with a net price of just $938. That's compared to a national average of $10,747. This information was based on IPEDS data submitted in 2009-2010.

Enrollment has remained steady, with higher enrollment in the spring versus the fall. This is due to the work opportunities that are still available in the fall versus the spring. In the last ten years, there were only two exceptions to the enrollment trend, one being in the fall of 2010 when SBC offered a one semester Wind Turbine Technician program with an enrollment of 29 students. As a means of increasing enrollment, SBC will be starting five additional certificate programs in the fall of 2013. A table of enrollment can be seen in Table 1 on page 14. In addition, enrollment data is posted on the SBC web site and is updated after the third week of courses each semester.
In summary, the College fulfills its mission through the following purposes:

- **General Education**: to provide a core of learning in all bachelor, associate, and certificate programs, which promotes a better prepared student.
- **Career & Technical Education**: to educate and train students for the requirements and opportunities to meet current workforce needs at the bachelor, associate, and certificate levels.
- **Transfer Education**: to prepare students to transfer and succeed at other institutions of higher education.
- **Developmental Education**: to assist students in learning basic skills to succeed in college work and in life.
- **Adult Basic Education**: to assist students needing to obtain a high school equivalency diploma.
- **Integration of Native American Culture**: to integrate the Native American culture into all course work.
- **Revitalization of the Lakota/Dakota Language**: to provide all students the opportunity to learn the Lakota/Dakota language.
- **Student Development and Support Services**: to assist students in realizing their full potential through counseling, career planning, advising, assessment, and student activities.
- **Economic and Social Development**: to assist the economic development of the greater community through collaborative planning, continuing education and training, and technical assistance to businesses and in capacity building.

1. A. 3. The institution’s planning and budgeting priorities align with and support the mission.

The mission of the College drives the planning and budgeting process. Since 1996, the strategic planning process has been carried out through the college’s committee structure. The college has seven standing committees including Governance, Assessment, Community Relations, Curriculum, Finance and Resources, Iyuwaste, Student Life, and Technology. The Governance Committee consists of SBC Administration, Board of Trustees Chair, and all Committee Chairs. Other committees have at least one member from administration, representatives from staff and faculty, and a Board of Trustees representative assigned to it. The current Administration consists of the President, Vice President of Academics, and Vice President of Finance. All full-time employees are required to serve on at least one committee. Employees are assigned to a committee based upon their positions within the college and individual interest. This process ensures every full-time employee has input into the planning process. The current Committee membership is posted on SBC SharePoint under Strategic Planning.

Each committee has a defined scope and function, which have been approved by the Board of Trustees. Based upon the scope and function of each committee, a strategic goal(s) is assigned to one or more committees for responsibility. The committees meet monthly to fulfill strategic goal(s) and objectives. The Committee Chairs then report quarterly on the goal(s) and objectives to the Board of Trustees. At this time the Board of Trustees may be required to approve Committee actions or corrective action if needed. Therefore, the Board of Trustee reviews and approves the college’s strategic plan on a quarterly basis. Also, an annual retreat is held each year where the Board of Trustees, Administration, and Committee Chairs review the yearly work completed on the goals and objectives of the strategic plan to insure that it aligns with the College’s current mission and budgeting process. In addition, the Board assists the Committee Chairs with development of new objectives for the coming year. The objectives listed below are those relating to the 2012-2013 academic year. New objectives for 2013-2014 are posted on SBC’s web site, under About Us and Strategic Planning. To assist with ensuring the effectiveness of this process, in 2012 the college implemented a new reporting system for each
committee. This reporting is consistent with the reporting process that has been used for the past eight years for assessment of student learning. The Committees reports on strategic planning, along with the Committees minutes, are posted on SBC SharePoint under Strategic Plan, individual Committee folders.

2012-2017 STRATEGIC PLAN

GOVERNANCE COMMITTEE

FUNCTION: Oversee the institution’s committee functions; facilitate communication between committees and the Board; and formulate, review, and revise personnel policies and procedures.

SCOPE: Identify the appropriate communication path within the institution.

Goal # 1: To ensure SBC functions including policies and procedures reflect SBC Mission and Vision Statement through 2017.
  - Objective A: Review all college policies and procedures as needed.

Goal #2: To maintain open line of communication between Committees, Administration and Board through 2017.
  - Objective A: Meet monthly during academic year to approved new grant submissions, including grants relating to research.
  - Objective B: Receive reports from committee chairs on committee activities.

ASSESSMENT COMMITTEE

FUNCTION: Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

SCOPE: To oversee all institutional data collection and recommend new data that will measure institutional effectiveness.

Goal 1: To review academic and student support data that demonstrates institutional effectiveness through 2017.
  - Objective A: Annually review program assessment data which supports the continued improvement for student learning.
  - Objective B: Annually review essential learning outcomes (general education) data which supports the continued improvement for student learning.
  - Objective C: Meet monthly during the academic year to review assessment data that may be available at the time and/or plan for needed data collection to assist in data driven decisions.

COMMUNITY RELATIONS COMMITTEE

FUNCTION: To be the catalyst of change in identifying and recommending educational, cultural, social and economic activities. To increase the awareness and visibility of Sitting Bull College among the people we serve.
SCOPE: Make recommendations on ways to educate communities about Sitting Bull College resources and analyze community needs.

Goal #1: To facilitate a relationship between Sitting Bull College and the communities through 2017.
   Objective A: To provide current information to the residents of Standing Rock and surrounding communities about Sitting Bull College Programs.
   Objective B: Assess the educational/training needs of Standing Rock and surrounding community residents.
   Objective C: To create and sustain a working relationship with the Standing Rock Sioux Tribal Programs.

CURRICULUM COMMITTEE

FUNCTION: Recommend academic and instructional policy to the Board of Trustees.

SCOPE: Covers all matters of instructional policy, programs, and activities as they relate to the curriculum.

Goal #1: To provide and refine a systematic evaluation of current academic and technical programs through 2017.
   Objective A: Revise the master program review schedule for a five year cycle.
   Objective B: Assign programs to the annual review for the year.
   Objective C: Review & revise curricular components of the college catalog.

Goal #2: To explore and evaluate future academic and technical programs through 2017.
   Objective A: Evaluate & review potential new courses.
   Objective B: Evaluate & review potential new programs.
   Objective C: Explore online/hybrid delivery of course and/or program offerings.

FINANCE & RESOURCES COMMITTEE

FUNCTION: To make recommendations that focus on perspective areas of internal and external stakeholders for Sitting Bull College.

SCOPE: To plan, analyze and make recommendations on institutional finances and resources that serve the internal and external stakeholders for the present and future.

Goal #1: Human Resources – To continually seek a cost effective working and learning environment for the campus, based on Sitting Bull College financial and personnel policies through 2017.
   Objective A: Complete a salary/wage survey, including cost of living increases and merit increases for employee performances.
   Objective B: Review Financial Policies and Procedures as needed.

Goal #2: Physical Plant – To improve and continue Sitting Bull College financial practices that will support the upkeep and maintenance of the facilities, equipment and campus grounds through 2017.
   Objective A: Develop a fund raising campaign to increase maintenance endowment.
   Objective B: Ongoing survey of employees, Administration and board members about future construction projects for main campus.
CHAPTER III

CRITERION ONE - MISSION

Goal # 3: Funding – To seek new funding and maintain current funding sources, while managing operational expenses through 2017.
   Objective A: Develop a 5-year budget, including forecasted revenues and expenses.

IYUWASTE COMMITTEE

FUNCTION: To promote harmony among employees of Sitting Bull College and to provide professional and social development, including cultural opportunities, for employees.

SCOPE: To have provided opportunities a minimum of three (3) times a year that support and enhance harmony, morale, and communication among Sitting Bull College employees.

Goal #1: To enrich the SBC Tiospaye through social & cultural opportunities through 2017.
   Objective A: To have provided social awareness activities/events at least three times per year.
   Objective B: To have provided inter-cultural activities.
   Objective C: To seek funding and set up procedures for SBC Princess.

STUDENT LIFE COMMITTEE

FUNCTION: To create opportunities which promote, support and enhance morale and communication among Sitting Bull College students, faculty and staff.

SCOPE: To have created opportunities for students to actively participate in student centered initiatives.

Goal #1: To have created opportunities for students to actively participate in student centered initiative through 2017.
   Objective A: To have increased new student enrollment by 50 per year.
   Objective B: To have increased fall to spring persistence rates retention rates by 2% per year.
   Objective C: To have analyzed SBC retention and persistence data annually.
   Objective D: Review and revise library policies and other student related policies as needed.

TECHNOLOGY COMMITTEE

FUNCTION: Research, analyze and make recommendations regarding strategies to promote the technological growth of Sitting Bull College and its stakeholders. Identify technology training needs for all stakeholders.

SCOPE: Research and recommend avenues to continually advance Sitting Bull College technologically.

Goal 1: To review, revise, and implement new and current technological policies and procedures through 2017.
   Objective A: To have implemented new technology policies and procedures.
Goal 2: To make recommendations for current and new technology including the college’s website through 2017.

Objective A: To have surveyed staff, faculty & students regarding knowledge and use of currently available technology.
Objective B: To have investigated new technology for use by staff, faculty and students.
Objective C: To have provided staff, faculty & students training on current technology available at SBC.

The strategic goals and objectives are directly related to the budgeting process for SBC. The Governance Committee approves all submissions of grants to ensure the connection to the mission and strategic plan of the College.

The Finance and Resources Committee along with the Board of Trustees has been instrumental in the development of SBC’s new campus construction. In 1999, SBC entered into a $40 million capital campaign to build a new campus. At this time 160 acres of land were purchased. To date the college has raised $23 million dollars and has constructed eight campus buildings, eighteen family homes, and efficiency apartments to accommodate twelve male and twelve female students. Prior to the development of the new campus, the college was located in a rented facility that needed constant maintenance and consisted of 12,000 square feet. The college’s current facilities total approximately 100,000 square feet. With the construction of the new facilities has come the budgeting of additional maintenance and utilities costs.

The Technology Committee has been instrumental in the development of the college’s records management system, Jenzabar which was purchased in 2009. The Technology Committee has also set a computer replacement policy for student labs and for staff and faculty computers. In addition, it has developed a list of supported software.

The Curriculum Committee, through the program reviews, has identified the need for additional faculty, such as in building trades. A grant was written and approved to hire additional faculty for the fall of 2013.

Student Life has been active in the development of a first year learning experience for students, along with effort to increase student retention and persistence, through the development of an Enrollment Management Plan. Several grants were written and received to assist with Student Life activities including the Wisdom of the People funding through the Lilly Foundation and the Walmart Retention grant.

Funding is provided to the Iyuwaste Committee to provide two social events, each for faculty and staff. Due to the Community Relations committee working with the districts on training needs, a budget was developed to offer continuing education workshops.

**CRITERION ONE: CORE COMPONENT - 1B**

**THE MISSION IS ARTICULATED PUBLICLY.**

The mission of Sitting Bull College (SBC) is clearly articulated in publicly available documents such as the College Bulletin, program brochures, and College website. In addition, poster boards with the college’s
current vision, mission, and institutional outcomes are up in all campus facilities, including classrooms. The same poster boards were made available to all reservation schools and one is located at the Standing Rock Sioux Tribal building.

1.B.1. The institution clearly defines its mission through one or more public documents, such as statements of purpose, vision, values, goal, plans or institutional priorities.

The strategic plan and *College Bulletin* are two documents containing and outlining the College’s mission. The strategic plan is the foremost document which has established goals and objectives as a means to help the College move toward meeting its mission.

Sitting Bull College’s mission is demonstrated in daily activities, with the integration of the cultural into all activities. SBC’s vision, mission, institutional student outcomes and values, are clear and visible to all internal and external stakeholders. Faculty and staff, as well as visitors and students, can see the vision, mission, institutional student outcomes, and values throughout the main campus in Fort Yates and the two satellite sites of McLaughlin and Mobridge through large posters posted throughout campus. The vision, mission, and institutional student outcomes are posted in all classrooms and are included on the college website and publications. The mission and values are introduced to all students during the student orientation process.

1.B.2. The document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

SBC has shown a commitment to the strategic planning process. Since the last site visit the College, through the committee process, has developed three strategic plans which the Board of Trustees has approved. After the site visit in 2004, the College updated its current strategic plan which was in effect until 2008. In 2008, the plan was updated, which was to be in effect through 2013. With the updating of the vision, mission, and student outcomes in 2012, the current plan was updated and runs through 2017. With the use of the committee structure to oversee the strategic planning process, quarterly updates are provided to the Board of Trustees, with a yearly planning session held in July. This process has assisted the College in determining if the current goals and objectives are achievable and if not, the process has allowed for corrective action.

Instruction, scholarship, research, application of research, creative works, and clinical service is prevalent in the Curriculum Committee’s objective of completing program reviews, approving new programs of study and reviewing of current curriculum as published in the *2012-2014 College Bulletin*. In addition, the Assessment Committee’s objective of annual reviews of general education and program outcomes includes student research projects and programs that require clinical services.

Public service is reflected in the Community Relations Committee objectives to assess the educational/training needs of Standing Rock and surrounding community residents and to maintain working relationships with Tribal programs. The Iyuwaste Committee has an objective of implementing a SBC Princess to represent the college in public events. Also, CTE programs require internships, which are non-paid and assist to fulfill a workforce need. The Environmental Science program requires
extensive research projects at both the two year and four year levels. The research projects are driven by reservation environmental needs.

Economic development is reflected in the Finance and Resources Committee objective of approval of the policies of the Tribal Business Information Center (TBIC). TBIC provides services to individuals interested in starting a business and provides six incubator spaces for new businesses. The Business department at SBC has been holding an annual economic development conference for students and the reservation community.

SBC, as a Tribal College, infuses culture into all aspects of the College. The infusion of culture is reflected in all committee objectives including but not limited to Iyuwaste goal of providing social awareness and intercultural activities for all employees, Student Life efforts in retention including a cultural speaker’s series and Native American week activities. All Committees participate in some aspect of the College’s annual Wacipi (Pow Wow).

1B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission statement, strategic goals and objectives, along with the College policies and procedures help identify the nature, scope, and intended constituents that the College strives to serve. The mission is driven by the Lakota/Dakota culture serving the residents of the Standing Rock Reservation and surrounding communities. The strategic goals, particularly those relating to Curriculum, Community Relations, and Student Life, indicate the College’s commitment to offering diverse programs of study that meet community needs while focusing on student success. The College has developed specific policies for programs such as Public Transportation, Tribal Business Information Center, Housing, and Daycare. These policies are approved through the Committee process with final approval by the Board of Trustees and have been developed to meet specific services provided by SBC to its constituents.

CRITERION ONE: CORE COMPONENT – 1C

THE INSTITUTION UNDERSTANDS THE RELATIONSHIP BETWEEN ITS MISSION AND THE DIVERSITY OF SOCIETY.

The mission statement of SBC is the driving force of the four institutional outcomes, which drives the general education essential learning outcomes and the program outcomes. Institutional Outcome number three addresses training students to function independently and cooperatively within a diverse work environment. General Education Essential Learning Outcome number one indicates students will gain knowledge of human cultures, the physical and natural world. Diversity is also addressed in several program outcomes, such as:

- The education programs have a learning outcome in which candidates will demonstrate knowledge and sensitivity of global cultures/ethnicities, and an awareness of diverse learning styles, with a focus on Lakota/Dakota culture and language.
- The Bachelor’s in Business Administration has a learning outcome that the student will demonstrate understanding of the global economics, ethical issues, and the legal environment of today’s business.
- The general studies degree programs have a learning outcome that the student will develop their knowledge of various cultures with an emphasis on the Lakota/Dakota culture.
• Pre-engineering has a learning outcome that the student will function on teams having a diversity of educational, occupational, and cultural backgrounds.
• The environmental science program has provided summer research opportunities for the past seven years in Costa Rica.

During the spring semester the College dedicates one week to diversity activities. The activities include presentations from individuals from diverse populations, presentations from faculty and staff whom have traveled to diverse locations, movies involving diversity, and other diversity presentations. Examples of a few but not inclusive are presentations from individuals from Russia, Maori of New Zealand, China, Philippines, Australia, and South Africa. The presenters discuss their culture followed by an authentic meal. The College has also had notable figures such as former Governor of North Dakota and United States Secretary of Agriculture, Ed Schafer who presented on Leadership. In the spring of 2013 the College had a dynamic motivational Latino speaker, Raul Magdaleno. His story related to the many hardships that Sitting Bull College students face with poverty, abuse, alcoholism, and overcoming other obstacles in receiving an education. Presentations have been completed on what it is like to have a disability. Faculty members who have traveled overseas have completed presentations on trips to China, Norway/Sweden, and Italy. Fun presentations have been held on ballroom dancing, yoga, and magic.

Students, faculty, and staff are very receptive to the presentations with attendance anywhere from 30 to 150 individuals. The presentations are normally held over the noon hour. One of the problems the College has encountered was a conflict with these presentations with classes scheduled over the noon hour. Therefore, in 2012-2013, the Vice President of Academics mandated that there be no classes scheduled over the noon hour on Tuesdays and Thursdays to allow time for students to attend presentations.

1C.1. The institution addresses its role in a multicultural society.

Sitting Bull College understands and is aware that the student population is less diverse than at state institutions in terms of ethnicities and nationalities. The College’s student population is representative of the reservation with approximately 90% Native American population. Based on workforce needs for the state of North Dakota, SBC has formulated academic programs and services that assist in enhancing the educational opportunities for residents of the Standing Rock Reservation. Currently, North Dakota is experiencing a growing economy primarily due to the rapid changes within the energy sector and is now the second largest producer of oil in the U.S. The economic expansion is driven by oil production in the Bakken Formation, which underlays nearly two thirds of North Dakota. As a result of the rapid expansion, employers in this region have an urgent need to find a qualified workforce to support the energy industry, especially in technical positions. At the same time, there are a number of unemployed and underemployed workers, especially in the tribal communities, who require more education and training to be prepared for these jobs. These programs at the College allow for short-term trainings as certificates to quickly enter the job market. SBC programs are both accessible and affordable.
CHAPTER III CRITERION ONE - MISSION

CRITERION ONE: CORE COMPONENT – 1D

THE INSTITUTION’S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.

The College understands its role to serve the public and the Standing Rock Reservation. SBC is a public institution. The College is governed by the Board of Trustees, a body elected by the residents of each of the eight districts to ensure that the College understands its public role and serves each district on the reservation effectively. The College continually seeks input from the community through the required reporting of the College’s Board of Trustees at district community meetings and with the College’s program advisory committees. The College seeks to respond to identified needs by providing quality programs, customized training, physical resources such as the College’s facilities, and through a variety of community cultural events.

1D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Through the vision and mission statements, along with the four student institutional outcomes and the College’s strategic plan, the College understands its role of serving the residents of the Standing Rock Reservation and surrounding communities. The public was asked to participate in the update of the vision, mission, and student institutional outcomes. Furthermore, as a public institution, the Board of Trustees is elected by the residents of each of the eight districts on the reservation. This further helps to keep the focus of the College on serving the residents of each of the eight districts.

In addition to the mission and planning documents of the College, there are many examples of how the College works to serve the public. These include the following:

Public Transit -Since 1989, Sitting Bull College has operated a public transit service on and near the Standing Rock Reservation and is the only public transit system for Sioux County in North Dakota and Corson and Walworth Counties in South Dakota. Funding sources for the program are provided by Sitting Bull College, the Standing Rock Sioux Tribe, North Dakota Department of Transportation, South Dakota Department of Transportation and the Federal Transit Administration.

The Program provides services to 14 communities and the 2 tribal casinos along with twice monthly trips to both the North Dakota and South Dakota Veterans Hospitals. In 2007, Standing Rock Public Transit received the “North Dakota Innovative Transit Agency of the Year” from the Dakota Transit Association for developing and implementing coordinated multi-service provider trips between the capital cities of North Dakota and South Dakota. Most recently, the transit program has become a member of the National Bus Traffic Association and entered into an agreement to be a transit provider for Jefferson Lines, which is one of the largest intercity bus companies in the United States.
In 2012, Standing Rock Public Transit offered 21,726 rides of which more than 50% were for employment, 28% for personal, 13% education and 9% for medical.

### Table 3
**Transit Center Ridership**

<table>
<thead>
<tr>
<th>Ridership Purpose</th>
<th>2012 Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>28%</td>
</tr>
<tr>
<td>Education</td>
<td>7%</td>
</tr>
<tr>
<td>Medical</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Ridership Purpose**

**2012 Increases**

Scenic Byway/Visitor Center - In 2005, the Standing Rock Scenic Byway, managed by Sitting Bull College, received the honor of being designated as a National Byway becoming one of 150 distinct and diverse roads in America.

The College coordinates an advisory committee to assist in the planning of the Byway objectives and has successfully funded numerous projects. Projects include the development of way finding signage, interpreative panels, visitor amenities and marketing tools including a website ([www.standingrockbyway.org](http://www.standingrockbyway.org)), video, visitor guide and brochures. In addition, the Byway Program coordinated the planning and funding of a botanical nature trail located at the Prairie Knights, Casino owned and operated by the Standing Rock Sioux Tribe.

Most recently, the College completed the construction of the Sitting Bull Visitor Information Center and Medicine Wheel Park located on the Fort Yates College campus. The Visitor Center offers travelers useful information regarding local events, places to visit, special events, and a small gift shop that sells a
variety of authentic Native American arts and crafts and other unique merchandise. The Visitor Center also houses the Standing Rock Tribal Tourism Office which is operated by the Standing Rock Sioux Tribe.

Future plans for the Byway include the construction of an outdoor amphitheater which will be located immediately south of the Visitor Center. Planning for the amphitheater has been funded by the National Scenic Byways Program and the architectural and engineering designs have been completed.

Daycare – SBC operates Kampus Kids Daycare which provides a healthy, educational, and happy environment for the care of young children through a program designed to nurture their potential, curiosity and interest. Priority for available daycare services are given to the children of SBC students. If the slots are not full they are made available to children of faculty and staff, and then children of community members.

On September 10, 2012, Lakȟól’yapi Wahóȟpi, SBC opened its doors to the first immersion school/nest in the state of North Dakota, to eleven 3 year olds. Lakȟól’yapi Wahóȟpi is funded through a three year (2011-2012) Administration of Native Americans (ANA) grant. On a daily basis, the children in the language nest have 7 hours of contact time with fluent and second language speakers/teachers in the Lakota/Dakota language. The parents of the children attending Lakȟól’yapi Wahóȟpi are responsible for providing a support system for the children and staff. They are required to attend parent trainings to help them with their language growth.
Entrepreneurial Center/Business Incubator – SBC, through the Entrepreneurial Center and Business Incubators, assists with growth of the reservation’s economy through creation and expansion of small businesses, thereby, providing productive employment opportunities for residents on Standing Rock. The center also provides technical assistance, financial resources, and business incubator services to small businesses.

Institutional Review Board – SBC serves as the Institutional Review Board (IRB) for the entire reservation. All researchers are required to respect the culture of the residents of the Standing Rock Reservation when designing and carrying out proposed research. All researchers follow the guidelines and procedures for protection of human subjects as outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection on Standing Rock cannot begin without IRB approval. Research results are shared with Sitting Bull College.

Library – SBC library provides an array of public services in the form of being a public library. These services entail standard library services such as books, eBooks, newspaper and magazines that are available. Other services include a publicly accessible computer lab with 8 computers. Each computer is installed with Microsoft Office and other useful software. The public also has access to a copier, printer, and scanner. Black and white printing is free, but we also offer color printing at 25 cents per page. Many library resources such as eBooks and magazine and journal databases are also available offsite through the library website.

The librarian goes out into the community many times a year to assist with activities at schools and makes regular presentations to community organizations. The library participates with the local schools to provide a place for students to do volunteer work.

Vocational Rehabilitation Services – SBC houses Standing Rock Vocational Rehabilitation which provides culturally appropriate vocational rehabilitation services to eligible consumers who have disabilities that are an impediment to their employment. To be eligible, a consumer must be a member of a federal and state recognized American Indian/Alaskan Native living on or within a fifty mile radius of the Standing Rock Sioux Reservation. An eligible consumer is provided with a full range of vocational rehabilitation services consistent with their individual strengths, resources, priorities, concerns, abilities, capabilities and informed choice, so that they may prepare for and engage in gainful employment or self-employment.

Bookstore/Gift Shop – Sitting Bull College Bookstore and Gift Shop offers a variety of educational materials, handpicked gift items, greeting cards and ever-changing promotional items. The gift shop also sells Native American arts and crafts including jewelry, star quilts, music and other authentic items. The SBC Bookstore offers students and visitors a variety of snacks, drinks, and food.

Job Placement and Training Program (JTP) – Sitting Bull College houses the Job Placement and Training Program. JTP prepares adults for jobs by improving work place technical skills and/or assisting them to their first paycheck for retention. There are two parts to the JTP program, training and direct employment. Training helps prepare individuals for a career with a future by improving their technical skills by gaining a license, Associate of Science degree, or a certificate. The direct employment (employment assistance) portion of the grant is to help those individuals who have recently found full-time, permanent employment with assistance before they receive their first paycheck.
Standing Rock Education Consortium (SREC) - Sitting Bull College participates in the SREC, which is made up of all nine schools on Standing Rock, Head Start, the Standing Rock Education Department and Sitting Bull College. The SREC meets quarterly and the Education Leaders from each of these schools meet monthly. An annual strategic plan is developed for the SREC. The committees for strategic plan goals meet at least quarterly and the committee members include teachers and administrators from all the schools. Through the work of the SREC, we have developed an annual Professional Development Day for Teachers which is hosted by the SREC and is held on the Sitting Bull College campus.

1D.2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As stated in Core Component 1A, the vision, mission, student institutional outcomes and strategic plan are the driving force behind the operations and activities of the college. As a Tribal College, there are no investors or other supporting external interests that stand to benefit from any financial returns that the College may realize.

1D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

In the spring of 2012 the College began the process of revising its vision, mission, and institutional student outcomes. One of the first steps in the process was to conduct a survey of the College’s constituents including staff, faculty, students, and communities members.

The survey included the following questions:

To what extent does the current mission statement convey the primary purpose of SBC?

Please circle one response:

Conveys purpose very well Conveys reasonably well Does not convey purpose

If you believe the mission statement needs to be changed, what part would you change or what would you add?

To what extent does the current vision describe to constituents and others what SBC strives to be?

Please circle one response:

Describes the vision very well Describes reasonably well Does not describe the vision

If you believe the vision statement needs to be changed, what part would you change or what would you add?

What would you like Sitting Bull College to achieve in the next ten years?
STUDENT OUTCOMES (GOALS)
1. Students will be able to communicate effectively, both orally and in writing, synthesizing critical thinking skills.
2. Students will develop their own leadership and community building skills.
3. Students will value and develop a balanced physical (body), intellectual (mind), social (heart), and spiritual (soul) lifestyle.
4. Students will be able to work effectively with others in a cooperative manner.
5. Students will study Native American Indian culture.
6. Students will be able to function in a technological world.

To what extent are the current SBC student outcomes appropriate for graduates entering the workforce?

Please circle one response:

Very appropriate  Reasonably appropriate Not at all appropriate

Which outcomes do you think are the most appropriate (provide outcome number)?
Which outcomes do you think are the least appropriate (provide outcome number)?
Do you think any outcomes should be eliminated (provide outcome number)?
Do you believe there are outcomes that need to be reworded, if so what would they be?
Do you believe there are outcomes that need to be added, if so what would they be?

The survey was open from April 2012 through June 2012. The data received from the this survey helped the Board of Trustees revise the Vision, Mission, and Student Outcomes to the present version as listed on page 11 of the 2012-2014 College Bulletin.

In addition to receiving direct input from faculty, staff, students, and community members on the vision, mission, and student outcomes, the College seeks community input in a variety of other ways and venues. For example, the College receives input on its Career and Technical Education programs through bi-annual Advisory Committee meetings. The College also works closely with Tribal Directors and Tribal agencies, such as the two Casinos, and Tribal Employment Rights Office to provide workforce trainings.
Criterion One – Mission Strengths and Concerns

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

**Strengths**

The College has the following strengths in the areas discussed in this chapter:
- Strong mission statement.
- Faculty and staff believe SBC meets the needs of the community that it serves.
- The committee structure provides an avenue for all employees to participate in planning for the future of SBC through the continuous use and evaluation of the strategic plan.

**Concerns**

- Insufficient time and involvement of 100% of the employees. Not every employee participates in assigned committees.
- Although the Board of Trustees monthly meeting is open to the public, public hearings are not held for community input on strategic planning goals.
CHAPTER IV

INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.
CHAPTER IV CRITERION TWO - INTEGRITY

CRITERION 2: CORE COMPONENT – 2A

THE INSTITUTION OPERATES WITH INTEGRITY IN ITS FINANCIAL, ACADEMIC, PERSONNEL, AND AUXILIARY FUNCTIONS; IT ESTABLISHES AND FOLLOWS FAIR AND ETHICAL POLICIES AND PROCESSES FOR ITS GOVERNING BOARD, ADMINISTRATION, FACULTY, AND STAFF.

Sitting Bull College Board of Trustees has adopted the following Lakota Values as a guide for faculty and staff to follow within the workplace as outlined in SBC Policies and Procedures Page 66.

1. Wóohola (Respect): SBC family should be thoughtful and considerate towards property, policies and people including themselves, fellow students, faculty, staff, and visitors.
2. Wówačhandtognake (Generosity): SBC family should assist others in need without expecting anything in return.
3. Wówaunšila (Compassion): SBC family should display empathy for those less fortunate.
4. Wóowotȟanla (Integrity): SBC family should show honesty and truthfulness for their actions and work.
5. Wówačhiŋtȟaŋka (Patience): SBC family should show endurance under difficult situations.
6. Wówičakȟe (Honesty): SBC family should display integrity, truthfulness and straightforwardness in their educational studies and activities.
7. Wóuŋšiič’ye (Humility): SBC family should be modest and respectful to themselves, fellow students, faculty, staff, and visitors.
8. Wóksape (Wisdom): SBC family should strive to gain the understanding to apply perceptions, actions, and judgment in a good way.
9. Wóohitike (Bravery): SBC family may face uncertainty and need to find courage in order to succeed.
10. Wówalitake (Fortitude): SBC family need to find the mental and emotional strength in difficult times.

College employees are constantly reminded to make responsible and ethical choices and treat all constituents with the respect they deserve. For example, SBC has offered customer service training for employees to learn to appropriately interact with the campus community. Collectively, these efforts are what create the atmosphere of integrity which demonstrates the principles found in Criterion Two, Integrity: Ethical and Responsible Conduct.

The College is the higher education institution chartered by the tribe. As such the College has a responsibility to the constituencies it serves. Institutional integrity is reviewed through College documents, policies and procedures, and practices of specific offices. The primary documents through which the College disseminates information to its constituencies are the Bulletin (catalog and student handbook), which is published bi-annually, the College web site (updated regularly), SharePoint software, quarterly newsletter to all box holders (external) on the reservation, weekly radio program on KLND Tribal radio station, and The Connection (weekly Internal newsletter for students).

The College maintains extensive policies related to the College’s personnel, financial, academic, student code of conduct, library, financial aid, technology, and auxiliary functions. All policies went through an extensive review and updates through appropriate committee structures in 2011-2013. The updated policies were approved through their appropriate committee structure. The policies were forwarded to the Governance Committee for approval and to the Board of Trustees for final approval. Policies and procedures can only be changed by action of the SBC Board of Trustees. If policies and procedures need
to be changed, the process starts with the appropriate committee structure. The committee must approve the changes and forward to the Governance Committee for approval and then final approval from the Board of Trustees. All policies and procedures for the College are posted on SBC SharePoint under Policies.

The College also has a Faculty Handbook for full-time faculty and an Adjunct Faculty Handbook that contains their specific procedures and practices. The faculty handbooks are posted on SBC SharePoint under Faculty Info.

In addition, to policies and procedures and handbooks, the College’s Strategic Plan outlines the goals and objectives as approved by the Board of Trustees and further supports the mission of the College. The strategic plan assists with the College’s budgeting process including applications for grant dollars. The College has a specific process for grant submissions. First, a brief description of the grant including the specific goals, budget, and how the grant relates to the College’s Strategic Plan must be submitted to the Governance Committee. The Governance Committee then reviews the documents and makes the final determination of whether the grant fits within the strategic goals of the College and approves the grant applications for submission.

The College purchased and implemented Jenzabar, a records management system, to improve tracking, reporting and storing of student data. This “one-stop-shop” program drastically improved and advanced Sitting Bull College operations in the specific areas of Admissions, Advising, Financial Aid, Registration, and Finances.

**Financial** – Sitting Bull College has established Financial Management Policies and Procedures. The policies and procedures were updated in March 2013 by the Finance and Resource Committee. The changes were approved by the Governance Committee in April 2013 and by the Board of Trustees in June 2013.

The Financial Management Policies and Procedures Manual have been developed to provide uniform guidelines for the college’s financial management activities. With formal approval from SBC Board of Trustees, this manual carries the weight of the Board’s authority and is to be fully complied with by all College Board Members, faculty, staff and students. The financial management policies can only be changed by action of the SBC Board of Trustees.

The Financial Management Policies Manual has been divided into sections. Each section is referenced as shown on the Table of Contents. Each section contains the following information:

- **Policy Statement:** These define what the college is seeking to accomplish within each policy area.
- **Specific Policy Statement:** Individual statements of policy are described and numbered for ease of reference. A policy statement indicates the rule to be followed in a particular activity.
- **Responsibility for Compliance:** At the end of each policy, the title of each individual responsible for making sure policies are followed is listed. This assignment of responsibility means that the individuals listed will be held accountable for monitoring the financial management process to make certain that the policy is complied with.

The official copy of the Financial Management Policies and Procedures Manual is retained by the Vice President of Finance with a copy placed on the College’s shared server, under Policies for all faculty and staff to use.
The College’s business operations, with oversight by the Vice President of Finance, are housed in the Finance Center, which is a 3,000 square foot facility that was constructed in April 2010. The business operations include: financial reporting, accounts payable, accounts receivable, payroll, and processing of purchase orders, travel checks, and other reimbursements.

The College implemented the new records management system, Jenzabar, for financial operations in phases. In the summer 2010, the college implemented the accounts receivable module, in the summer 2011 the general ledger and accounts payable modules were implemented. In January 2014 the College plans to implement the payroll module. In addition, a project module was developed by the College IT Manager that allows grant managers access to budget summary, check register, and PO listings.

According to Financial Management Policies and Procedures, as approved by the Board of Trustees, all purchases are completed through purchase orders that must be signed off by one of the three College Administrators which include the President, Vice President of Academics, and Vice President of Finance. All payments are approved by the Vice President of Finance, with accounts payable completed once a month and weekly checks completed for travel and other reimbursement. A budget report is presented monthly to the Board of Trustees by the Vice President of Finance. This report includes bank account balances, general fund budget summary, and starting and ending check runs.

The College’s finances are annually audited by an independent accounting firm, reported to the Board of Trustees, and are available for public inspection. The annual audit is prepared and filed in accordance with applicable laws, rules and regulations. The College has a record of clean audits dating back to 2001. In addition, the college is in sound fiscal condition and has had a reserve balance since 2001; starting with a balance of $15,437, by 2007 the reserve had increased to $1,402,973. The College used a portion of the reserve to assist with non-federal match for campus construction projects and as of 2012 had a reserve of $995,141. The current reserve is approximately 31% of the College’s general fund expenditures, which is above the auditors recommended 25-27%. The past five years of annual audits are posted on SBC SharePoint under Financials. The audits for the past ten years can be found on SBC SharePoint under Financials, Audits.

An annual general fund budget is completed by the College Administrators with input from individual departments on specific needs. The annual budget is approved by the Board of Trustees prior to July 1, the beginning of the fiscal year. The general fund budget for the past ten years can be found on SBC SharePoint under Financials, General Fund Budgets

Personnel – Sitting Bull College is an equal employment opportunity organization and does not discriminate based on race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. This also applies to Sitting Bull College’s admission practices, financial aid practices, athletic events, recreation activities, public events or other College policies and programs.

The College adheres to it personnel policies and procedures to ensure fair and ethical treatment of all employees. Employees are classified as either exempt or non-exempt. The personnel policies and procedures are reviewed on a regular basis to ensure clarity and equity within the policies. Prior to 2011 the College had an ad hoc committee that reviewed the policies. In 2011, the process changed and all employees were given an opportunity to review the policies and procedures through their designated
standing committee. Changes were then moved forward to the Governance Committee with final changes approved by the Board of Trustees in October 2012. All positions within SBC require a job description and all employees are expected to carry out the duties assigned under their job description.

The College’s personnel policies and procedures Chapter II-Recruitment, Selection, Training outline the hiring practices which utilize a formal recruitment and selection process. Qualified applicants are interviewed by a selection committee that is made up of representation of a Board of Trustees member, one member from Administration, Human Resources Manager, and one additional member within a related position. The selection committee utilizes a series of interview questions, along with a rating scale for education and experience.

Grievance Procedures – The College has established a grievance policy on page 97 of the personnel policies and procedures for faculty and staff. The faculty and staff grievance procedure is located in the employee policies and procedures manual.

Harassment – The College has become aware that harassment comes in many forms including: bullying, stalking, sexual, racial, religious, disability, sexual orientation, or physical. It is the policy of SBC that harassment of any type is unacceptable and shall not be tolerated and that no member of the College community may harass another. The policies as they relate to employees are part of the personnel policies and procedures on page 86-89 and for students; it is published in the College Bulletin on pages 59-60 under Student Policies and Procedures.

Academics – The Vice President of Academics is responsible to insure that there are fair and ethical practices with regard to the College’s academic functions. In addition, there are ethical standards to treat students fairly and consistently, while following the Lakota Values as approved by the Board of Trustees. Faculty are required to use a standard syllabus, but have academic freedom as to how the course is taught. The syllabus must outline the evaluation method of the course and the majority of full-time and adjunct faculty utilize the grade book component of the learning management system within Jenzabar. This allows students access to their grades 24/7 on or off campus. The syllabus must include a Student with Disabilities Statement. The statement of disability provides information to students that may have a physical, psychiatric/emotional, medical or learning disability with information about who they can contact for assistance for academic success.

A course grade is considered final unless the student files an appropriate appeal. A formal policy exists for students who wish to appeal a final grade. A student who wishes to appeal a final grade must initiate the appeal within three weeks from the time final grades are issued. The student who has reason to believe the grade issued is incorrect must follow the SBC Student Grievance Policy. This process is outlined under the Student Policies and Procedures of the 2012-2014 College Bulletin and posted on the SBC’s Website. The process is as follows:

1. **Initial Grievance:** The student must discuss the grievance with the instructor or staff member from whom the disagreement stems. If the matter cannot be settled at this point, the student then has the responsibility to confer with the Vice President of Academics. The student may ask one of the Counselors’ to attend the meetings with the student.

2. **Submission of Written Grievance:** If the student is not satisfied with the verbal conference with the Vice President of Academics she/he must submit a written grievance to the Vice President of Academics within five (5) working days and she/he will receive a written response from the Vice President of Academics within five (5) working days.
3. **Grievance Committee**: If the student is not satisfied with the written response, she/he has five (5) working days to request in writing that a grievance committee hear the matter. This request is given to the Vice President of Academics and a hearing will be scheduled within five (5) working days.

The committee shall be comprised of the following:

a. Vice President of Academics  
b. One counselor selected by the Vice President of Academics;  
c. One faculty member selected by the Vice President of Academics;  
d. One staff member selected by the Vice President of Academics;  
e. One member of the SBC Student Government selected by the grieving student  
f. One Board of Trustees member

The decision of the committee is final. The Vice President of Academics notifies the student in writing within five (5) working days of the hearing. The student grievance policy is published in the *College Bulletin* and can be located on the College’s website. The Vice President of Academics reviews the policy with all new students during the New Student Orientation program each semester.

There is a formal policy for students seeking readmission after being placed on academic suspension. The student must seek the approval of the Admissions Committee for re-admission. The Committee consists of the Vice President of Academics, Registrar, Financial Aid Director and Counselor. All degree seeking students reentering after suspension are only allowed to enroll in up to eight credit hours, in addition to HPER 217 Personal & Community Health. All courses must be in the face-to-face delivery mode.

A student who is on suspension from Sitting Bull College, but has successfully attended another institution does not have to petition for re-admission if they can provide an official transcript, were in good academic standing in their last term of their attendance, and has a 2.00 cumulative grade point average or better from the last college they attended.

The College also has a formal policy on repeating courses. The policy is as follows: students have the option to repeat a course, but for courses, in which the student received a C or better, the cost for the course will not be covered under financial aid and the student will be required to pay on their own. Repeated courses will be noted on a student’s academic transcript and only the higher of the grades will be used to compute the grade point average. However, repeating a course more than once will result in the removal of only one previous grade from the GPA computation.

In 2008 the program review process was implemented to evaluate all academic, career and technical education programs. The programs are evaluated within a five year cycle to determine their value to the college and the students enrolled. Program reviews are part of the College’s strategic planning process and are an objective of the Curriculum Committee. The process for the program reviews includes recommendations by the Curriculum Committee, then to the Governance Committee and to the Board of Trustees for their final approval through the strategic planning process. The program review process has been revised over the years to require more integrity and accountability from programs. The revisions have included the hiring of an outside consultant to work with program faculty at the beginning of the process and to review the final report before it is submitted to the Curriculum Committee for final recommendations. In addition, advisory boards are used by programs to determine the needs of the community and to determine priorities in educational program planning.
All academic policies as they relate to students are reviewed and updated every two years by the Curriculum Committee prior to the printing of a new *College Bulletin*. Any policy changes must be approved by the Board of Trustees prior to the printing of the new *College Bulletin*.

**Admission and Academic Policies** – Sitting Bull College operates in accordance with Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1973. The college has an “open door” policy for admissions and has the following non-discriminatory statement published in the *College Bulletin* and web site: “It is the policy of Sitting Bull College (SBC) to afford equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. This also applies to Sitting Bull College’s admission practices, financial aid practices, athletics events, recreation activities, public events or other College policies and programs.” The Title IX coordinator and compliance officers are published in the Bulletin and the College’s policies and procedures manual.

Admission procedures and academic policies are published in the *College Bulletin* under Admissions Policies and Procedures and can be located on the College’s web site http://www.sittingbull.edu/academics/admissions/. The College, through the Vice President of Academics and Registrar’s offices, strictly adheres to the written policies, which have been approved by the Board of Trustees.

**Student Records and Privacy Act** - The Registrar maintains directory information and educational records for all students and follows the confidentiality of these records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Information on the Family Educational Rights and Privacy Act is published in the *College Bulletin* page 23. In addition, webinars have been made available to faculty and staff on FERPA regulation.

**Student Organizations** – SBC provides leadership opportunities through co-curricular activities such as Student Government and clubs. All recognized clubs must have a set of by-laws approved by the Student Government. Current approved clubs consist of Culture, Ecology, American Indian Business Leaders, and Rodeo. In the past the College had active participation in a teacher club and a ski club. Students have the opportunity to create new clubs to pursue avenues of interest with the approval of the Student Government. All clubs require a SBC faculty or staff to serve as an advisor to ensure the policies and procedures are followed, along with ensuring fair and ethical practices of its members through following the student code of conduct.

**Student Travel** – The College provides students with numerous external opportunities for travel. These opportunities include travel relating to student research projects, student competition at the American Indian Higher Education Consortium Annual Student Conference, internships, Capitol Hill Lobbying efforts, and attendance at state and national conferences. The College adheres to strict student travel policies, which are published in the *College Bulletin* and on the College’s web site. These policies are in effect for all overnight travel, regardless of the agency paying for the travel.

**Auxiliary Operations** – The College operates it auxiliary businesses in a fair and ethical manner in accordance with established policies and procedures. These policies follow the same procedures for approval, starting with review and approval from a Standing Committee, approval from Governance...
Committee, and final approval from the Board of Trustees. The College’s current auxiliary businesses include: Kampus Kids, Tribal Business Information Center (Business Incubator), Public Transit, and the Bookstore. The College has established Construction and IT companies which provide local services on a limited basis. Kampus Kids, Tribal Business Information Center, and Public Transit each have their own set of policies and procedures as they relate to their consumers and follow the College’s personnel and financial management policies for employees and finances. The Bookstore, along with the Construction and IT companies, follow the policies of the College.

CRITERION TWO: CORE COMPONENT – 2B

THE INSTITUTION PRESENTS ITSELF CLEARLY AND COMPLETELY TO ITS STUDENTS AND TO THE PUBLIC WITH REGARD TO ITS PROGRAMS, REQUIREMENTS, FACULTY AND STAFF, COSTS TO STUDENTS, CONTROL, AND ACCREDITATION RELATIONSHIPS.

A great deal of effort has been put into making sure the College is open and honest with all of our constituents. The College Bulletin and website contain all the information that current and future students need to know about SBC including all programs, admission requirements, cost of attendance, staff and faculty directories and credentials, Board of Trustees information, and accreditation status.

The College Bulletin is printed biannually with 2012-2014 as the current publication. In addition, as changes occur to programs, courses, policies, etc. the College keeps an on-going updated copy on the College’s SharePoint site. This version is used to burn a CD, which are sent out to perspective students and given to reservation high school counselors. In addition, the College’s website underwent a major transformation in the summer of 2013.

Programs – The College Bulletin is the foremost source of information on current programs. A copy is provided to students during registration and reviewed with students during the new student orientation. As previously mentioned, information is kept up-to-date as much as possible with the most current information listed on the College’s website.

Requirements – The first step in the admission process is the completion of the Application for Admissions, which is free of charge. As outlined in the College’s Bulletin and website SBC has an “open door” admissions policy, which provides access to everyone with the exception of convicted or registered sex offenders who are not allowed to enroll in any courses or allowed on any property or at any sponsored event of SBC.

In addition as outlined in the College Bulletin and website, the following programs of study have special admissions requirements:

- Early Childhood Education – criminal history check (no convictions involving children)
- Teacher Education/Elementary Education/Secondary Science Education – criminal history check (no convictions involving children)
- Practical Nursing – criminal history check, physical, and current immunization

Also, all programs that have special admission requirements such as the Bachelor of Science programs are also clearly defined in the College Bulletin and website.
Faculty and Staff – A faculty and staff directory is maintained on the College’s website, which allows students and the public contact information for all full-time employees. This information contains the employees’ name and provides a link to their email address, job title, and telephone extension. Also, the website has a listing of all full-time faculty along with their credentials. The College Bulletin lists all full-time employees in the following categories: administration, faculty, and staff. The information includes names, job titles, and degree credentials.

Costs to Students – The College Bulletin and website contain all the costs associated with attending Sitting Bull College. SBC does not participate in federal student loans; therefore the College Bulletin and website list numerous scholarship opportunities for students.

Control – The Standing Rock Sioux Tribe of North Dakota, acting through the Standing Rock Sioux Tribal Council pursuant to the powers vested by Article IV, Section 1 – c, 1 – h of the Constitution of the Tribe, charters and organizes Sitting Bull College as a non-profit corporation.

As stated in Article II Section II of the Board of Trustees bylaws, the Board shall consist of eight persons, one elected from each of the eight districts of the Standing Rock Reservation (Rock Creek, Running Antelope, Bear Soldier, Kenel, Wakpala, Cannonball, Long Solider, Porcupine). Each district shall hold an election among voters of that district in accordance with Tribal Election procedures. The individual receiving the greatest number of votes in each such election serves as Board Trustee.

Accreditation Relationships – The College’s accreditation relationships are clearly and publicly communicated via the College website and the College Bulletin. The College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. SBC is also a member of the American Indian Higher Education Consortium and the North Dakota Tribal College Association. The College’s Bachelor of Science programs in education are approved by the North Dakota Educational Standards and Practices Board and the College’s Associate of Science degree in Practical Nursing is approved by the North Dakota State Board of Nursing.

CRITERION TWO: CORE COMPONENT – 2C

THE GOVERNING BOARD OF THE INSTITUTION IS SUFFICIENTLY AUTONOMOUS TO MAKE DECISIONS.

Board of Trustees – An eight member elected Board of Trustees governs SBC. The board members are elected from each of the eight districts on the reservation, with four members elected every two years. The staggering of the elected members prevents a major change of the Board of Trustees members at any one time. The Board has an elected Chairperson, Vice Chair, and Secretary who are elected from within the board membership, with an election every two years. Any adult twenty-five years of age or older who is a resident of the district may run for the Board in the open Tribal election. As an elected district official, the Board member is representing the constituents of this district.

The Standing Rock Sioux Tribal Council, through the charter, has given the board the powers to govern the College. The Board of Trustees governs through policies and procedures as developed through the College administration and approved by the Board of Trustees.
The board manages the institution through the use of the administration, primarily the President. The President reports directly to the Board, and his/her authority to act is derived from the board. All other employees of the college report to their respective supervisors in the chain of command. The Board evaluates the President annually with all other personnel evaluated by their supervisor(s). The Board maintains an active role in the functioning of the college by serving as regular members on the college committees. The Board of Trustees, as designated in its charter, has responsibility for hiring the President, Vice President of Academics, and Vice President of Finance. All other vacant positions are hired following the policies and procedures of the college.

Regular Board of Trustees meetings are held on the first Friday of each month with special meetings held as the need arises. The President, Vice President of Academics, and Vice President of Finance are in attendance at the regular meetings, as schedules permit, along with other college personnel that are presenting to the board. Since 1999, the Board of Trustees has gone to a quarterly reporting process, rotating strategic planning/committee reports, grant reports, and general administrative functions such as all general fund programs, with appropriate personnel writing short reports that are presented to the board under the supervision of the President, Vice President of Academics, and Vice President of Finance. This reporting process has allowed the Board of Trustees to keep informed on activities of the college and also allows for all programs to report to the board once during the quarter. Standardized formats for strategic planning/committee reports and grant reports were adopted in 2012-2013. All Board of Trustees meeting are open to the public. The meetings are held in the Entrepreneurial Center Board room for easy access to the public. In addition, a synopsis is created for each meeting as an avenue for the Board of Trustees members to share information at their district meetings.

2C.1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

**Preserve** – Due to uncertain financial funding the Board of Trustees with recommendation from Administration has made efforts to preserve the College’s current offerings without having to do any reduction in the College’s workforce. In order to do this, salary freezes were put into effect in 2006-2007, 2010-2011, and will be in effect for 2013-2014. The salary freezes affect all employees’ salaries, regardless of the funding sources.

**Enhance** – The College through a Department of Labor grant with approval from the Board of Trustees will be expanding its Career and Technical Workforce offerings in the fall of 2013 to meet the demanding workforce needs of oil and gas exploration in the state of North Dakota and to combat high unemployment on the reservation. Feedback from the local Tribal Employment Rights Office and advisory committee meetings assisted with determining which programs to develop, largely due to North Dakota experiencing a growing economy primarily due to the rapid changes within the energy sector. North Dakota is now the second largest producer of oil in the United States. The economic expansion is driven by oil production in the Bakken Formation which underlays nearly two-thirds of North Dakota. As a result of the rapid expansion, employers in this region have an urgent need to find a qualified workforce to support the energy industry, especially in technical positions. At the same time, there are a number of unemployed and underemployed workers, especially in the tribal communities, who require more education and training to be prepared for these jobs.
2C.2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Article II Section 6 of the Board of Trustees by-laws indicates that regular meetings are required by resolution with the time and place for holding regular meetings of the Board not requiring other notice than the resolution. The Board has set the first Friday of each month at 9:00 am at the Entrepreneurial Center Board Room for regular meetings and follows a modified Roberts Rules of Order. In addition, the Board of Trustees periodically holds their regular monthly meetings at one of SBC’s sites in South Dakota. Also, Article II Section 7 states special meetings of the board can be called by the Chairman of the Board or the President of the College or by five Trustees if either should fail or refuse to act. All Trustees must be notified within three (3) days of any such special meeting. All meetings are open to the public and notifications of meetings are posted on the SBC electronic sign.

**Internal Constituencies** – The Board of Trustees considers interests of employees and students through the use of the quarterly reporting and Committee structures. The quarterly reporting process includes general fund departments and auxiliary business reports one month, grants reports one month, and Committee reports on strategic planning efforts along with any new or revised policies one month. This reporting process was established in 2000. This process keeps the Board abreast of all departments within the College and provides four opportunities per year for general fund departments, auxiliary business directors, grant directors and employees and students through the Committee process to provide concerns to the Board of Trustees.

**External Constituencies** – The Board of Trustees are elected officials from within the district in which they live, and therefore are accountable to these community members. The Board members are required to attend monthly district meetings to provide feedback and information on College issues. In addition, the Board of Trustees as part of their code of ethics understands that their primary responsibility is to govern and evaluate the College to best meet the educational needs of the Standing Rock Sioux Reservation.

The College’s Career and Technical Education programs are required to have Advisory Committees. These Advisory Committees are composed of Tribal program directors, contractors, business leaders, K-12 educators, and SBC students relevant to the program of study. Advisory Committees serve the purpose of advising, assisting, supporting and advocating. They advise on current industry standards, updating curriculum, and what new instructional materials or equipment should be purchased. They assist in carrying out specific activities such as assessing student presentations, speeches, etc. Finally they provide support and serve as advocates to promote SBC’s programs throughout the community. CTE programs are required to hold at a minimum of two Advisory Committee meetings per year, one in the fall semester and one in the spring semester. This process provides the College and the Board information to make informed decisions related to all aspects of these programs.
2C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board of Trustees Code of Ethics states that board members are required to resist every temptation and outside pressure to use their position to benefit them or any other individual or agency apart from the total interest of the college. This ethical behavior includes relationships with past, present, and future donors, elected officials and other external parties.

2C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees are responsible for setting policies that direct the operations of the College and to assure that the College performs according to policies.

**Administration** – According to SBC policies and procedures, the Board selects the President who serves as the chief executive officer of the College. The President is responsible for all operations and administers the governance of the College by putting into effect its policies and procedures in accordance with the stated purpose of the College. In addition, the Board of Trustees selects the Vice President of Academics and Vice President of Finance. The President and Vice Presidents are required to report monthly to the Board of Trustees.

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<thead>
<tr>
<th>Position</th>
<th>Degree</th>
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<tr>
<td>President</td>
<td>PhD</td>
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<tr>
<td>Vice President of Academics</td>
<td>PhD</td>
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<td>Vice President of Finance</td>
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The Board of Trustees has established a standard operating procedure for the delegation of authority during the President’s absence. In addition, the College has an established organizational chart, which delineates the College’s lines of authority.

**Faculty** – The faculty at SBC, through regular monthly faculty meetings and through the SBC Committee structure, play an extensive role in the oversight of academic matters. The Vice President of Academics holds monthly faculty meetings on the second Friday of each month during the academic year. The faculty meetings are a method of keeping faculty abreast of the requirements of the College along with a method for faculty to address concerns. In the absence of the Vice President of Academics, the faculty meeting is chaired by a faculty member. The Curriculum Committee is made up of faculty members, Vice President of Academics, Registrar, and Institutional Data Coordinator. The Curriculum Committee makes recommendations on new and current programs along with course approval or deletion. The Assessment Committee is also made up of faculty members, Vice President of Academics, Institutional Data Coordinator, and Student Services staff. The Assessment Committee is responsible for oversight of student academic achievement at the institutional, general education, and program level. In addition,
the Assessment Committee has responsibility for assessment of the overall effectiveness of the College. Both the Curriculum and Assessment Committees are chaired by faculty members.

**CRITERION TWO: CORE COMPONENT - 2D**

**THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.**

As outlined in the [Faculty Handbook](#), faculty at SBC are entitled to academic freedom in the classroom while discussing subject matter. Although curriculum must remain consistent, individual faculty members can use whatever means available to deliver the course material such as lecture, PowerPoint, assigning of homework, testing, etc. In addition, faculty are required to use discretion with nonessential issues in the classroom by drawing clear relations to the subject matter at hand and the educational objectives outlined in the course syllabus.

Students at SBC are provided with the opportunity to express academic freedom in choosing topics for research papers, essays, and speeches. In addition, students have the academic freedom to enroll in any SBC degree or certificate programs.

**CRITERION TWO: CORE COMPONENT - 2E**

**THE INSTITUTION ENSURES THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY.**

SBC provides faculty and staff many opportunities to participate in internal and external professional development activities including an annual fall in-service. In-service is mandatory for all employees to attend and is held for two days before registration occurs in the fall semester. It is a time for administration to update all employees on topics but not limited to changes in personnel policies, financial management policies and procedures, new campus construction, and strategic planning. It is a time to provide training such as team building for committees, methamphetamine usage awareness, substance abuse awareness, customer service and strategic planning training.

SBC also co-hosts with the Standing Rock Tribal Education office an annual reservation wide K-College professional development day held the third Friday in August for the past seven years. This has brought in nationally known speakers such as [Ruby Payne](#), who presented a framework on the culture of poverty; [Hattie Kauffman](#), the first Native American to ever file a report on a national network news broadcast, and [Raul Magdaleno](#), a Latino empowerment speaker.

Faculty and student support staff have been provided internal professional development opportunities including, but not limited to, writing across the curriculum, development of rubrics for student assessment, scoring assessment projects using a rubric, federal financial aid requirements, learning styles, FERPA requirements, and first-year learning experiences for students. In 2010 SBC implemented a new records management system called Jenzabar and training was provided and continues to be provided to appropriate faculty and staff on the implementation and use of the modules. With the implementation of the new system, SBC implemented the learning management system calling it MySBC. Training is on-going for faculty, staff, and students on the use of MySBC. Faculty and staff are
also allowed external opportunities to attend national and state-wide conferences and meetings as budgets permit.

Students acquire and discover knowledge through classroom instruction, but also gain knowledge and information through the Student Success Center, tutoring, participation in student clubs, American Indian Higher Education Consortium Student Conference, Thursday’s speaker series, and diversity and Native American week speakers. SBC’s TRIO grant program offers opportunities for students to experience cultural events outside the reservation.

2E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

At SBC faculty members are responsible for the evaluation of student learning along with oversight of student work. In the Student Center, the College provides a professionally staffed and accessible library and a Student Success Center which can assist students with writing assignments along with providing tutoring services. The Student Center also houses the TRIO student support services program. The Director of Library Services regularly assists students with their research and will visit classes upon request to provide information about library services. SBC Composition courses use turnitin.com and other faculty upon request can submit coursework to check originality of student work.

SBC as an institution of higher education that intends to conduct and/or sponsor research recognizes the importance of research in the generation of new knowledge. Such research is often sponsored by a federal department or agency. Title 45 Code of Federal Regulations Part 46 (45 CFR 46) Protection of Human Subjects specifies federal regulations for the conduct of research involving human subjects.

In addition, SBC recognizes the importance of having in place a set of principles and guidelines that govern the institution, its faculty, and staff, in the discharge of its responsibilities for protecting the rights and welfare of human subjects taking part in research conducted at, or sponsored by the institution, regardless of the source of funding.

Therefore, research at, or sponsored by Sitting Bull College will be well designed and properly executed. All researchers will abide by ethical principles of respect for persons, beneficence, and justice. All researchers will respect the culture of the residents of the Standing Rock Reservation when designing and carrying out proposed research. All researchers will follow the guidelines and procedures for protection of human subjects outlined by SBC and carried out by the Institutional Review Board (IRB). Data collection cannot begin without IRB approval.

2E.2. Students are offered guidance in the ethical use of information resources.

SBC as part of the Student Code of Conduct has implemented a plagiarism policy. The definition and examples of plagiarism are reviewed with students during new student orientation, their First Year Learning Experience course, and all required general education Composition and Speech courses. In addition, the Student Code of Conduct is printed in the College Bulletin and placed on the College website for student review.
2E.3. The institution has and enforces policies on academic honesty and integrity.

Sitting Bull College enforces policies on academic honesty and integrity through the Student Code of Conduct. The Vice President of Academics is responsible for administering the Code of Conduct and for the general conduct of students. Any person who has knowledge of any violations of the lawful actions and/or the Student Code of Conduct by a student, reports all violations of law and the Code of Conduct immediately to the Vice President of Academics.

Penalties for plagiarism and cheating may include but are not limited to the following:
- re-writing the assignment in question
- receiving an “F” on the assignment or test in question
- failing the course in which the assignment was submitted
- academic suspension

As outlined in the Student Code of Conduct in developing responsible student conduct, disciplinary proceedings shall commence only after the student has been counseled or warned about said conduct by the Vice President of Academics. The college has established a method for imposing discipline, which complies with the requirements of due process. In all situations the student will be informed of the nature of the charges against him/her; the opportunity to refute them; that the institution is not arbitrary in its actions; and the provisions for appeal of a decision. The college has an obligation to specify those standards of behavior which it considers essential to its educational mission be defined as clearly as possible and interpreted in a manner consistent with principles of relevancy and reasonableness. Disciplinary proceedings are instituted only for violations of standards of conduct.

The Student Code of Conduct has been established by the Student Life and Curriculum Committee and reviewed with all faculty and staff.
Criterion Two – Integrity: Ethical and Responsible Conduct Strengths and Concerns

The institution acts with integrity; its conduct is ethical and responsible.

Strengths

- The College has policies and procedures in place to guide conduct.
- The policies and procedures are available to all employees and students.
- The policies and procedures are revised and developed as warranted.
- The committee structure allows for oversight throughout the college.

Concerns

- The college works within confines of limited resources and are not able to meet everyone’s needs and expectations.
- Due to limited resources a large amount of trust is required to ensure faculty and staff are fully filling time requirements for their teaching assignments and their positions.
CHAPTER V

CRITERION THREE

TEACHING AND LEARNING – QUALITY RESOURCES AND SUPPORT

The institution provides high quality education, whenever and however its offerings are delivered.

2013 Graduating Class
CRITERION THREE: CORE COMPONENT - 3A

THE INSTITUTION’S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.

Sitting Bull College has provided quality higher education for the past 40 years which has supported the people of the Standing Rock Reservation and surrounding communities. The College’s Programs of Study include seven Bachelors of Science, five Associate of Arts, eleven Associate of Science, four Associate of Applied Science, and seven certificate programs. In addition, the College is pending approval from the Higher Learning Commission on an additional five certificate programs.

To make sure that the SBC programs of study maintain high quality, the College has implemented both internal and external review mechanisms. An approval protocol for both course additions and deletions has been established through SBC Curriculum Committee and reviewed by the Board of Trustees during quarterly Strategic Planning reporting. The College has established a process for new program development as part of the program review process. The Curriculum Committee makes recommendation for approval of new programs to the Board of Trustee for final approval. Career and Technical Education (CTE) programs use Advisory Boards in addition to program reviews to ascertain workforce training needs. CTE programs have been created not only to meet local reservation needs, but also to meet North Dakota state and regional needs. Several programs meet national licensing standards. A process for the assessment of student learning drives the continuous improvement of all degree and certificate programs as well as the College’s general education program.

In addition to internal program reviews, there are several external reviews that are completed. All Career and Technical Education Programs undergo a five year review from North Dakota Career and Technical Education Office. The last review was completed in the spring of 2013 by State Career and Technical Education staff and peer reviewers. The State reviews all Associate of Science and Associate of Applied Science programs. In the spring of 2013 all programs received numerous commendations, some suggestions, and, out of the fourteen programs reviewed, three requirements were identified. The requirements were minor: the addition of an OSHA course to two of the trades programs along with a requirement for an eyewash station in the newly constructed Trades Center. In addition, the North Dakota Career and Technical Education Department completes a five year Title VI compliance site visit to SBC.

The Associate of Science Practical Nursing program also undergoes external evaluation from the North Dakota State Board of Nursing. The evaluation of the Practical Nursing program is similar to the Higher Learning Commission reaffirmation for accreditation. It requires a completion of a self-study and an on-site visit from State Board of Nursing staff and peer reviewers. Upon completion of the visit recommendations are made for continuation of the program. The documents for the focus visit from the fall 2012 are located on SBC’s SharePoint. The last review was completed in the fall of 2010 with a focused visit in the fall of 2012. The College received an additional five years of accreditation from the State Board of Nursing.

The Education programs at SBC also undergo reviews similar to the Practical Nursing program from the North Dakota Educational Standards and Practices Board. The last review for the education department was completed in 2010. The self-study and recommendations are located on SBC’s SharePoint.
With all of the internal and external evaluation mechanisms in place, SBC is confident that our programs of study are appropriate to higher education.

3A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

In accordance with the SBC mission of “building intellectual capital through academic, career and technical education,” the College undertakes a variety of measures to ensure that its academic and career and technical education programs are current and appropriate. All programs of study at SBC have established student outcomes which students are expected to achieve.

The College has the following processes in place to ensure that courses and programs contain the level of rigor needed for higher education:

**Course Offerings** - SBC offers courses in multiple formats: traditional face-to-face, accelerated, hybrid, distance learning, personalized system of instruction, and by independent study. The curricular content and mode of delivery for every course must follow a rigor as established by the Curriculum Committee and as outlined in the *2012-2014 College Bulletin* Pages 82-84. Courses offered at SBC’s two satellite sites must meet the same standards as those presented on the main campus. Adjunct faculty are hired via standard processes with approval by the Vice President of Academics. Departmental full-time faculty are responsible for ensuring curricular consistency for courses taught by adjunct faculty.

**Curriculum Approval Protocol** - All newly proposed programs at SBC are subject to an approval protocol, using the *program review guide*, that requires action first by the Curriculum Committee, then the Governance Committee with final approval by the Board of Trustees. The Curriculum Committee is composed of faculty members, the Vice President of Academics, Registrar, and Institutional Data Coordinator. Newly proposed programs and courses are approved by the Curriculum Committee, then the Governance Committee and final approval by the Board of Trustees during the quarterly Strategic Planning reporting process.

Changes to existing courses and curricula also require approval from the Curriculum Committee and are reported to the Board of Trustees. The Curriculum Committee reviews all curriculum every two years before the printing of the new College Bulletin and courses deemed no longer appropriate are furloughed or removed from the new Bulletin. The two Bulletin cycles from 2010-2012 and 2012-2014 resulted in a total of 150 new courses approved and 16 courses deleted or furloughed.

**General Education** - Sitting Bull College participates in the “General Education Requirement Transfer Agreement” (GERTA), a statewide agreement that allows the transfer of completed general education curricula between participating institutions. The registrars of the North Dakota State Colleges and Universities, in addition to the registrars of the North Dakota Tribal Colleges meet annually to review the document, share information, and make necessary updates to the Transfer Agreement.

The college has adopted the following general education philosophy statement: “Sitting Bull College general education is intended to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society”. Course offerings are designed to enhance employability, provide a foundation and opportunity for lifelong learning, promote the Lakota/Dakota culture, provide intellectual stimulation, and to help in the development towards...
The general education philosophy statement, essential learning outcomes, along with the general education requirements for the associate degrees are listed in the 2012-2014 College Bulletin on Pages 102-104.

A student fulfills the general education requirements by successfully completing a minimum of 44 credits in the Associate of Arts, 37 credits in the Associate of Science, 28 credits in the Associate of Applied Science, and 11 credits in the one-year certificate programs.

The essential learning outcomes for the SBC general education requirement were revised by the Assessment Committee in the fall of 2012 and approved by the Board of Trustees. SBC has had one math and one English instructor attending North Dakota General Education meetings held bi-annually. As a result of these meetings, the general education outcomes were revised to align with the North Dakota State Universities systems Liberal Education and America’s Promise - or LEAP - initiative created to align college general education requirements with the needs of today’s global economy. The change was made to assist with a seamless transfer of general education course work to North Dakota State Colleges and Universities. The essential learning outcomes as outlined in the 2012-2014 College Bulletin are as follows:

1. Students will gain knowledge of human cultures and physical and natural world:
   through study in the science and mathematics, social sciences, humanities, histories, languages, and the arts.
   Assessment Tools: CAAP, Tribal Knowledge Pre/Post Test, Math/Science embedded final questions.

2. Students will gain intellectual and practical skills:
   through inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, and information literacy.
   Assessment Tools: CAAP, Computer end of course assessment, Composition/Essay and Speech end of course assessments.

3. Students will display personal and social responsibility:
   through civic knowledge and engagement – local and global, intercultural knowledge and competency, ethical reasoning and action, and foundations and skills for lifelong learning.
   Assessment Tools: Noel Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, and Employer Survey.

4. Students will display integrative and applied learning:
   through synthesis and advanced accomplishment across general and specialized studies.

The same internal process of approval is required for new or revision of general education courses. General education courses are reviewed every two years and those that are no longer relevant are deleted or furloughed by the Curriculum Committee and reported to the Board of Trustees through the quarterly Strategic Planning reporting process. For example, in the fall 2012, the Curriculum Committee after consultation from the faculty of SBC and approval by the Board of Trustees eliminated a three credit course called Chemical Dependency from the general education requirements. The course was added to the general education requirements as a mandate from the Board in the early stages of the College’s existence. The rationale was to bring awareness of the alcohol abuse on the reservation. After much discussion from faculty and feedback from students, it was concluded that those that need or want awareness of alcohol abuse are not being reached in this course. Also, it was felt that the College
had too many credits within the general education course work and, with new Federal PELL requirements, a cut needed to take place so students were not utilizing the majority of their aid for general education course work.

In the fall of 2011, SBC received a Walmart Retention grant. Through the grant, extensive effort was completed on development of a first-year learning experience. See Walmart Retention grant final report for results. Approval was received by the Board of Trustees for a mandatory first-year sequence of general education courses for all students. As outlined in the 2012-2014 College Bulletin, the sequence of courses is as follows:

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100 First Year Learning Experience</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Composition (Based on Compass Score)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Math (Based on Compass Score)</td>
<td>3-4 cr.</td>
</tr>
<tr>
<td>CSCI 101 Introduction to Computer Application</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12-13 cr.</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (Next course in sequence)</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Math (Next course in sequence if applicable to degree)</td>
<td>4 cr.</td>
</tr>
<tr>
<td>NAS 101 Lakota/Dakota Language, Speech, Science course or Introduction courses from major</td>
<td>9-12 cr.</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12-17 cr.</strong></td>
</tr>
</tbody>
</table>

The sequence of courses may vary for certificate seeking students. A waiver of the required courses must be approved by the Vice President of Academics. Second semester students are not encouraged to take courses beyond 13/14 credits unless they received a 2.00 or greater the first semester.

The sequence of general education courses is designed to help students to develop critical and creative thinking as well as written and oral communication skills that are valuable for success in future courses within the major.

A student fulfills the general education requirements by successfully completing a minimum of 40 to 57 credits in the Bachelors of Science, 40-41 credits in the Associate of Arts, 34 credits in the Associate of Science, and 23 credits in the Associate of Applied Science. Required general education courses vary for certificate programs at SBC.

**First Year Learning Experience Course** - SBC requires all new students to complete a First Year Learning Experience Course. Previous to the Fall 2011, the course was called Psychology of Student Success and was used as the college’s orientation process. The College through its assessment of completion rates that the course as previously designed was not working. So through the Walmart Retention grant efforts were made to revise this course. Through the Curriculum Committee the name was changed to the First Year Learning Experience along with a new textbook, in addition the College went back to holding a one day orientation session for new students. The fall 2011 the first semester after the change 57% of the students’ successfully completed the course, and 66% persisted to the spring semester, with 62% retention to the next fall semester. The fall of 2012, 43 successfully completed the course and 60% persisted to the spring semester. Although the completion rate still needs improvement it has still increased from the fall of 2010 which was at 39% and 33% in the spring 2011.
A student fulfills the general education requirements by successfully completing a minimum of 40 to 57 credits in the Bachelors of Science, 40-41 credits in the Associate of Arts, 34 credits in the Associate of Science, and 23 credits in the Associate of Applied Science. Required general education courses vary for certificate programs at SBC.

**Career & Technical Education** - The purpose of career and technical education is to educate and train students for the requirements and opportunities to meet current workforce needs. Each Associate of Science and Associate of Applied Science program requires a minimum of sixty (60) credit hours of course work. Certificate programs vary in length from one semester to one year and require a minimum of sixteen (16) credit hours of course work.

Sitting Bull College offers eleven Associate of Science degrees, four Associate of Applied Science degrees, and five certificate programs in occupational and technical education. The College is pending approval from the Higher Learning Commission on five additional certificate programs. All the career and technical education programs are certified through the North Dakota State Board for Vocational and Technical Education and are required to have an advisory committee composed of representatives from business, industry, or the profession it represents. Programs of study are also approved by The North Dakota State Approving Agency for Veteran’s Affairs. The college uses the advisory committees, employment data, and the North Dakota State Board for Career and Technical standards to review and update its curricula and to identify new programs. The Nursing program holds approval through the North Dakota State Board of Nursing.

The following table indicates career and technical education programs unduplicated student count for the previous five academic years.

<table>
<thead>
<tr>
<th>AAS/AS Programs Name</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Trades</td>
<td>22</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Business Administration</td>
<td>52</td>
<td>49</td>
<td>34</td>
<td>40</td>
<td>29</td>
</tr>
<tr>
<td>Criminal Justices/Lay Advocate</td>
<td>27</td>
<td>25</td>
<td>18</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Early Childhood Education/Teacher Education</td>
<td>35</td>
<td>26</td>
<td>31</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Energy Technician</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>20</td>
<td>24</td>
<td>18</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Human Services</td>
<td>24</td>
<td>19</td>
<td>20</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Information Technology</td>
<td>17</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Nursing</td>
<td>36</td>
<td>29</td>
<td>38</td>
<td>46</td>
<td>33</td>
</tr>
<tr>
<td>Office Technology</td>
<td>19</td>
<td>12</td>
<td>19</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>

**Advisory Committees** - CTE programs at the College are required to have advisory committees that are made up of representation from tribal and private industry, Tribal Employment Rights Office, Workforce Development Program, Job Training and Placement Program, K-12 educators, students, and community members with expertise relevant to a particular field. Advisory committees meet no less than twice a year, once in the fall and once in the spring. The purpose of the committees is to advise, assist, support and advocate for career and technical education. The committees approve curriculum changes and, at
the spring meeting, the committees must approve continuation of the programs. Minutes of all advisory committee meetings are kept on file in the Vice President of Academics office along with committee rosters. The link provides for minutes for the 2012-2013 academic year with previous years minutes available upon request.

**Transfer Education** - The purpose of transfer education at Sitting Bull College is to prepare students to transfer and succeed at other institutions of higher education or move into SBC’s Bachelors of Science programs.

The college offers the following Associate of Arts degrees for transfer: Business Administration, General Education, Native American Studies and Nursing Transfer. The following table indicates unduplicated enrollment in the General Education and Native American Studies for the previous five academic years. The data for the Associate of Arts degree in Business Administration is included in the career and technical education table.

<table>
<thead>
<tr>
<th>Associate of Arts Program Name</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
<td>44</td>
<td>67</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Nursing Transfer</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Bachelor Of Science Degrees** - SBC grants Bachelor of Science degrees to students who complete a the requirements of the program of study. Each BS degree program requires a minimum of one hundred and twenty (120) credit hours of course work. For admission into a Bachelor’s program a student must have successfully completed an Associate degree in a related discipline.

The College offers Bachelor degrees in Business Administration, Early Childhood Education, Elementary Education, Environmental Science, General Studies, Secondary Science Education, and Special Education. The following table indicates unduplicated enrollment in seven Bachelor programs for the previous five academic years.

<table>
<thead>
<tr>
<th>Bachelor Programs Name</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>23</td>
<td>21</td>
<td>18</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>10</td>
<td>14</td>
<td>5</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>8</td>
<td>13</td>
<td>11</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>General Studies</td>
<td>17</td>
<td>23</td>
<td>17</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Secondary Science Education</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Education</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

As designated in the 2012-2014 College Bulletin, the learning outcomes are differentiated from the Bachelor’s level to the Associate level to certificate programs. At SBC, learning outcomes are based on industry standards and community needs and are a way to assess student learning. The learning outcomes at all degree levels along with general education outcomes are regularly assessed as a means of continuous improvement, with year-end reporting to the Assessment Committee. The College also offers programming sequences for all of its programs to enable students to properly plan the sequence of courses and complete programs in a timely manner.

3A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements or any other modality).

SBC offers high quality general education courses at the McLaughlin and Mobridge, SD sites for student convenience. These courses are taught through a mixture of full-time and adjunct faculty and require the same learning outcomes as general education coursework taught at the main campus in Fort Yates, ND. Division faculty with oversight from the Vice President of Academics hire adjunct faculty to insure proper faculty qualifications.

To accommodate students, SBC has various educational delivery methods for course offerings. The education methods include face-to-face lecture and laboratory work, accelerated (five week course), hybrid (face-to-face and internet), distance learning (internet and IVN), personalized system of instruction, and independent study. All course delivery methods require the same academic equivalency. A full description of each method is listed in the College Bulletin on pages 82-84.

Dual credit courses have been offered at the reservation high school, although SBC prefers as a recruitment tool that the high school students take the courses at either of the satellite sites or the main campus. External internships are required for several Certificate programs, all Associate of Science degree programs and for several Bachelor’s degrees. An Internship Handbook has been developed to assist faculty, students, and sponsoring agencies with guidelines to follow for the internship practice.

Consistency In Curricula and Programs - As stated in 3A.1 above, all new courses, regardless of delivery method or delivery location, are subject to an established approval process. This process requires a complete syllabus with course description and learning outcomes approval from the Curriculum Committee and then the Board of Trustees. As stated above SBC takes part in the “General Education Requirement Transfer Agreement" (GERTA), a statewide agreement that allows the transfer of completed general education curricula between participating institutions.

The College has developed a template for all syllabi. Faculty are allowed to create a more detailed syllabus, but must have all components contained on the template. Every instructor is obligated to submit a syllabus for every course and delivery format each semester. The syllabi are reviewed to ensure accuracy of course descriptions, prerequisites, and course objectives by the Vice President of Academics office. The Vice President of Academics signs off on all syllabi.
Consistency at All Locations and In All Learning Formats - SBC strives to provide learning opportunities in several locations for student convenience, including the main campus in Fort Yates, North Dakota and the two sites in South Dakota, McLaughlin and Mobridge. Consistency is achieved by requiring that each course, regardless of location, uses the established syllabus template. Common courses taught at all three locations are required to have the same course objectives to ensure quality and rigor in courses regardless of the location in which they are taught. This applies to all learning formats as well.

CRITERION THREE: CORE COMPONENT - 3B

THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

Sitting Bull College’s general education philosophy is intended to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society. General education outcomes and assessment tools are articulated clearly to students in the College Bulletin with specific outcomes for each course communicated through the course syllabus. The College requires reporting the assessment of general education components at the yearend reporting process in May.

3B.1. The general education provided is appropriate to the mission, educational offerings and degree levels of the institution.

General education is an integral part of SBC’s mission. The general education learning outcomes are approved by the Assessment Committee with final approval from the Board of Trustees. The course offerings are designed to enhance employability, provide a foundation and opportunity for lifelong learning, promote the Lakota/Dakota culture, provide intellectual stimulation, and to help in the development towards respectful citizens of the universe.

The Curriculum Committee with final approval from the Board of Trustees has implemented specific general education requirements for the Bachelor of Science, Associate of Arts, Associate of Science and Associate of Applied Science programs. The Curriculum Committee, with final approval from the Board of Trustees, reviews and approves all requests for new and revised programs and courses.

3B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The general education outcomes along with the general education program requirements are clearly outlined in the College Bulletin and published on the website. Course selections to meet the general education requirements are made from the following categories: English, Communication, Mathematics, Lakota/Dakota Culture and History, Humanities/Social and Behavioral Sciences, Laboratory Sciences, Computers, Health and Physical Education, and Student Success which include for new students First
The general education course requirements for graduation are as follows:

<table>
<thead>
<tr>
<th>Skills/Student Outcomes</th>
<th>Course offered by Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate of Arts</strong></td>
<td><strong>Associate of Science</strong></td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>ENGL 110 Composition I - 3 cr.</td>
</tr>
<tr>
<td><strong>Institutional Outcome (1)</strong></td>
<td>ENGL 120 Composition II - 3 cr.</td>
</tr>
<tr>
<td><strong>Essential Learning Outcome (2)</strong></td>
<td>Students will be able to complete an essay and a research paper using APA style.</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>COMM 110 Speech – 3 cr.</td>
</tr>
<tr>
<td><strong>Institutional Outcome (1)</strong></td>
<td>Students will be able to use critical thinking to speak effectively in front of an audience.</td>
</tr>
<tr>
<td><strong>Essential Learning Outcome (2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MATH 102 Intermediate Algebra – 4 cr.</td>
</tr>
<tr>
<td><strong>Institutional Outcome (1,3)</strong></td>
<td>Students will also learn the manipulation skills that are basic to the field of algebra.</td>
</tr>
<tr>
<td><strong>Essential Learning Outcome (1,2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
<td>PSYC 100 First Year Learning Experience – 3 cr.</td>
</tr>
<tr>
<td><strong>Institutional Outcome (3)</strong></td>
<td>SOC 100 Transitions-Graduation &amp; Beyond – 2 cr.</td>
</tr>
<tr>
<td><strong>Essential Learning Outcome (3, 4)</strong></td>
<td>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</td>
</tr>
<tr>
<td><strong>Culture/History</strong></td>
<td>NAS 101 Lakota/Dakota Language I - 4 cr.</td>
</tr>
<tr>
<td><strong>Institutional Outcome (4)</strong></td>
<td>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</td>
</tr>
<tr>
<td><strong>Essential Learning Outcome (1, 3)</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Humanities or Social & Behavioral Science

**Institutional Outcome** (2, 3)  
**Essential Learning Outcome** (3)  

Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology - 6 cr.  

**Students will learn to**  
explore and appreciate the development and interaction of elements of multiple cultures.

### Health/Physical Education

**Institutional Outcome** (3)  
**Essential Learning Outcome** (3)  

Any two (2) one-hour course or any one (1) two-hour course - 2 cr.  

**Students will learn to explore and experiment with different forms of health/physical education.**

### Laboratory Science

**Institutional Outcome** (1, 3)  
**Essential Learning Outcome** (1, 2)  

Any two (2) science course - 8 cr.  

**Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.**

### Computer Applications

**Institutional Outcome** (3)  
**Essential Learning Outcome** (2, 4)  

CSCI 100 Introduction to Computer Application – 3 cr.  

**Students will learn to become computer literate.**

### Total Credit Hours Required

<table>
<thead>
<tr>
<th></th>
<th>41 credits</th>
<th>34 credits</th>
<th>23 credits</th>
<th>40 – 57 credits</th>
</tr>
</thead>
</table>

General education requirements for certificate vary according to the program of study.

SBC believes students should possess knowledge beyond specific program knowledge. The Assessment Committee with final approval from the Board of Trustees has adopted a set of four general education essential learning outcomes that make up the framework for this knowledge. In April 2013, 46 out of 51 graduates completed the Collegiate Assessment of Academic Proficiency (CAAP) test in Writing and Math for the first time. In writing the mean score for Sitting Bull College students was 59.2 compared to a National mean of 61.5. The standard deviation for Sitting Bull College students was 4.0 compared to a National standard deviation of 4.9. This indicates that there appears to be a little less variability in the results of the students’ scores at Sitting Bull College. In mathematics the mean score for Sitting Bull College students was 53.1 compared to a National mean of 56.1. The standard deviation for Sitting Bull College students was 3.2 compared to a National standard deviation of 3.5. This also indicates that...
there is a little less variability in the results of the Sitting Bull College students compared to the national standard deviation.

3B.3. Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptive to changing environments.

It is clearly stated in the general education philosophy that the College is dedicated to imparting common knowledge, intellectual concepts and attitudes to its students. All students, as previously addressed in 3a and 3b.2, regardless of the particular degree program, are required to complete general education courses that require them to gain knowledge of human cultures, physical and natural world; gain intellectual and practical skills; display personal and social responsibility; and display integrative and applied learning. Students gain these competencies through their required and elective general education courses as listed above. In addition, each degree program has specific course requirements that are designed to reinforce the general education requirements. The specific student learning outcomes for general education and program specific courses are outlined in the course syllabus.

Assessment data is collected and reported on student work from general education along with program specific outcomes annually. This information is combined into an annual Assessment Report. The assessment data has indicated that students are analyzing and communicating information; mastering modes of inquiry or creative work; and developing skills adaptive to changing environments. The assessment data is collected through pre- and post-testing, research papers, oral presentations, PowerPoints, research projects, embedded questions on examinations, internships, capstone courses, self-assessments, and other degree specific requirements. The past ten years of Assessment Reports can be found on SBC SharePoint, with the last five years being placed on SBC’s website.

3B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The human and cultural diversity of the world in which students live and work are addressed through SBC’s institutional outcomes. Number three of the institutional learning outcomes is as follows: students will develop work ethics and skills to function independently and cooperatively within a diverse work environment. The institutional outcomes were revised in 2012. Therefore, assessment of the revised institutional outcomes has not been completed, but was completed on the previous outcomes which included developing leadership and community building skills, working cooperatively with others, able to function in a technological world, along with being respectful citizens. Graduates, including the 2012-2013 graduates, rated SBC institutional outcomes using a five point scale rubric. In 2012-2013 the graduates rated SBC a 3.77 on developing leadership and community building, 4.12 on working cooperatively with others, 4.27 on able to function in a technological world, and 4.22 on being respectful citizens. In 2011-2012 the rates were 3.82, 4.29, 4.20, and 4.00 in the respective categories. Additional data along with comments are available going back to 2005-2006 on the former institutional outcomes.
CHAPTER V
CRITERION THREE – TEACHING AND LEARNING
QUALITY, RESOURCES, AND SUPPORT

Quote from 2012-2013 graduate on the institutional outcomes exit survey:

“I am not a Lakota but I am now an advocate to incorporating more multicultural education into each student's lives not only on the reservation but off as well. As a white" child growing up I was taught the "white" way of life and the "white" version of history. My classes at Sitting Bull have opened my eyes to new thinking.”

The general education essential learning outcomes (as noted in 3A.1) number one and three are as follows: students will gain knowledge of human cultures and physical and natural world - through study in the science and mathematics, social sciences, humanities, histories, languages, and the arts. Students will display personal and social responsibility: through civic knowledge and engagement – local and global, intercultural knowledge and competency, ethical reasoning and action, and foundations and skills for lifelong learning. SBC’s general education philosophy as stated above indicates that its intent is to impart common knowledge, intellectual concepts and attitudes enabling people to function effectively in a multi-cultural society.

All students must meet general education course requirements including courses in English, Speech, Mathematics, Science, Humanities or Social and Behavioral Science, First Year Learning Experience, and other general education courses that address these issues. In the First Year Learning Experience students are required to read and discuss the book entitled Welfare Brat by Mary Childers.

Educating all students for a pluralistic society involves re-thinking and restructuring curriculum to meet the needs of a global community. Some examples of how this is achieved through general education and core program courses are as follows: In our Speech course, discussion is held on traditional Native American oratory practices (such as keeping one’s eyes closed while closely listening) and how the global community would respond to such practices. In Business Ethics, our students explore cultural differences in ethics and values compared to Native American Values. In our Education Program, our teacher education candidates do much of their observation and field work in area reservation schools, so in a few dedicated courses, such as Math for the Elementary Teacher, the faculty member will have students working in a classroom in Bismarck, ND, where many of the students are Caucasian and the classroom “atmosphere” may be drastically different. Teaching candidates reflect on the dynamics that various populations bring to the classroom through their diversity. Finally, in our assessment of writing in each composition class, students are asked to write an on-demand pre/post assessment essay based on a current topic. Spring semester 2013 students were asked to respond to a prompt regarding the Salazar Indian Trust settlement where many enrolled Tribal members were given cash settlements from a lawsuit involving the Federal Government mismanagement of individual Indian Trust Funds. This assessment strategy involved students at the beginning of the semester writing for 40 minutes on their opinion of the settlement. During subsequent weeks, the students read articles and information regarding the trust settlement. At the end of the semester, students were again asked to write another 40 minute on-demand essay using the same prompt. The post essays of this particular semester revealed the critical thinking students used to go beyond the obvious to think about the settlement money as it pertained to the economy, health and welfare, and self-esteem of the trust holders. These kinds of curricular and assessment decisions help transform the idea of diversity on our campus.

Finally, institutional viability and vitality speaks to the leadership at Sitting Bull College. Administration has proven its commitment to diversity through a clear and consistent message that all members of the
institutions have a voice in strategic planning, upward communication, and future plans for Sitting Bull College.

The College provides students with co-curricular opportunities to develop leadership skills and the ability to work cooperatively with others along with being respectful citizens, all of which will help students function in a diverse society. Although SBC has limited student housing, it considers itself a commuter college and understands that it needs to create and maintain avenues for students to connect with one another and gain a sense of community. SBC has provided opportunities for students to socialize and work together regardless of age or background through student clubs, welcome-back events, annual student summits, and Native American week. SBC also provides travel opportunities for students to attend and participate in the American Indian Higher Education Consortium (AIHEC) annual student conference. This conference allows SBC students to interact with Tribal College students across the United States. Students are provided the opportunity to travel to other conferences as they relate to their program of study. SBC completes diversity week activities which include the support for human and cultural diversity. Several faculty members who have traveled abroad have completed presentations, along with other diverse speakers. These types of activities are designed to enhance students’ educational experience by exposing students to a diverse world.

3B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

An email survey was submitted to faculty in regards to the contribution to scholarship, creative work, and the discovery of knowledge. The following responses were received:

Each year, Sitting Bull College participates in AIHEC (American Indian Higher Education Consortium) Student Competition where students from Tribal colleges participate in various competitions such as writing (short story & poetry), speech, business bowl, science bowl, knowledge bowl, website design and art among many others. Each year the winning writing pieces and art contest winners are published in a Tribal College Journal Student Edition. The English & Communications faculty hand out the magazines to students enrolled in their courses, and they take the time to discuss the upcoming competition and requirements for entrance. Faculty and staff members form mini working sessions to explore student poetry and read dramatic one-act plays. Not only does this extend into creative short stories or discussions on art, students often use the material in the mini sessions to join AIHEC or other competitions.

The education division has been collaborating with local K-12 teachers and a local mainstream university (Valley City State) for three years in an effort to produce culturally relevant STEM modules that can be used in all types of classrooms from home economics to physical education and, of course, science classes. This has served to create a new model of “STEM across the curriculum” that is catered specifically to the needs of Native American students and their teachers.

In the Secondary Science Education program, students are encouraged to think of science as it might apply to art and other fields of study that are not traditionally seen as science. For example, some of my students take the GIS/GPS course and create beautiful false-color images as indicated below. In addition, teacher candidates are asked to think of various ways these images can be used by both science teachers and art teachers and how the two disciplines might work together.
The environmental science program at Sitting Bull College is involved in Research, Scholarship, and Creative Work (RSCW) in countless areas that intertwine the RSCW with academic instruction and community building in order to develop the educational foundation of the students the program serves. A great amount of the research, in which students and faculty participate, is done so in a manner where the results of the research can be utilized to benefit the local community. Coursework in the environmental science curriculum focuses upon research methodology. In addition, research findings are presented by students at statewide and national events in the form of poster presentations and Power Point presentations. These presentations add to scholarship in the area of environmental science.

The interconnection of RSCW is accomplished using the following methods:

• Applied Research which is an effective way of preparing students in the fields of environmental science that includes the academic areas of wildlife management, soil science, agricultural science, biotechnology, fisheries biology, atmospheric science, and ecology;
• Cultural Venues provide students with a background in the Lakota/Dakota cultures and the connection between culture and science;
• Engaged Research offers students an avenue to participate in research and knowledge discovery while partnering with local community agencies and people;
• Translational Research in which findings from the scientific research influence environmental practices on a local as well as international level; and
• Disciplinary Research allowing for scientific findings to be utilized as a means of determining best practices in environmental science areas such as land management.

The RSCW within the environmental science program is consistent with the mission of the institution. Students build intellectual capital related to the Lakota/Dakota cultures through applied scientific research. Each research project conducted by students has a cultural inclusion component infused within the research project that incorporates traditional Lakota/Dakota culture. Finally, the engaged research that partners students with community members promotes social development of the students, which again, directly relates to the mission of Sitting Bull College.

There are many examples of environmental science faculty and students enrolled in the environmental science program participating in RSCW. Each research project at Sitting Bull College is student driven. That is to say, students select the topic of the research and develop their own research question and problem statement. By affording the students to take such a proactive role in their research, the creativity of the student is set in motion. Faculty members advise students through the methodology, data collection, and data analysis in a fashion that promotes creative works of the student to be developed fully. Upon completion of the research project, students and faculty advisors develop presentations that will add to scientific scholarship when students and faculty advisors present the
research findings. Examples of scientific research projects that were completed during the past year include:

- Microclimate Differences Within a Mango Tree (Mangifera sp.) Stand in a Tropical Dry Forest;
- Determining Tilapia (Niloticus niloticus) Movement Patterns in a Costa Rican Canal System;
- Genera Distribution Comparison of Mosquitoes in a Tropical Forest Biome;
- Seasonal Movement of Painted Turtles (Chrysemys picta bellii) in a Prairie Lake System; and
- Vegetative Impact of Prairie Dogs (Cynomys ludovicianus) Within a Grassland Pasture.

The research process, incorporated in the environmental science program at Sitting Bull College in 1996, has been utilized as a component in the students’ curriculum at the Associate of Science and Bachelor of Science levels. It has been a vital element in the RSCW within the environmental science program, and continues to provide for the intellectual development of students within the program. The knowledge discovered by students and faculty through the research process at Sitting Bull College is scientifically stringent, culturally relevant, and socially significant.

CRITERION THREE: CORE COMPONENT – 3C

THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.

The College ensures that the faculty and staff provide effective, high-quality programs and services. The faculty are appropriately credentialed and are supported by the College to stay current in their disciplines. The College also employs an adequate number of faculty such that all classroom and non-classroom activities are maintained at a high level. Student support services staff are also adequately credentialed and provided the same support to fulfill their duties.

All full-time faculty loads consists of a of 15 credits hours per semester, with the exception of education faculty and Division Directors whom credit load are maintained at 12 hours per semester. Faculty at times end up over the 15 to 12 credits hours per semester and full-time faculty are provided an overload compensation for any credits or contact hours over 30 per academic year. This credit load is believed to be justified due to the average class size of 8.5 in 2006, 7.8 in 2007, 7.7 in 2008, 7.9 in 2009, 8.02 in 2010, 7.2 in 2011, and 5.9 in 2012. The small class size does not overburden faculty with excessive paperwork to correct.

3C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty (oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning; etc.)

The College has maintained the number of full-time faculty since the last self-study and markets itself as having small class sizes that lead to a student to faculty ratio that allows for effective teaching and learning. In addition, SBC prides itself on its faculty qualifications and experience. All faculty hold the proper credentials. As the table 9 below indicates five or 22% of SBC’s faculty hold PhDs, fourteen or 64% hold Masters Degrees with two of these faculty ABD. In the past SBC has hired faculty that do not hold a degree for CTE programs, but have the required experience to be certified as CTE instructors through the North Dakota CTE office. If faculty are hired that have zero to limited teaching experience
the Vice President of Academics requires these faculty complete a Transitions to Teaching course offered through the North Dakota University System. The course is offered one Friday a month during the academic year, and SBC provides a faculty mentor to oversee teaching activities as part of the course. Table 10 below provides a comparison of years of experience, from the last self-study in 2003-2004 through the academic year 2012-2013. In 2012-2013, 64% of the faculty had six or more years of teaching experience, compared to 48% in 2003-2004.

In addition, SBC has the continuity of faculty members to carry out the non-classrooms roles. Nine of the twenty-two full-time faculty serve on the Curriculum Committee and nine serve on the Assessment Committee. In addition all full-time faculty are involved in the assessment of student learning.

### Table 9
**Full-time Faculty Credentials**

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<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>21</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>PhD</td>
<td>3/14%</td>
<td>4/19%</td>
<td>4/17%</td>
<td>5/23%</td>
<td>5/24%</td>
<td>6/30%</td>
<td>5/24%</td>
<td>5/22%</td>
</tr>
<tr>
<td>Master's</td>
<td>11/52%</td>
<td>11/52%</td>
<td>13/57%</td>
<td>13/59%</td>
<td>13/62%</td>
<td>11/55%</td>
<td>13/62%</td>
<td>14/64%</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>5/24%</td>
<td>5/24%</td>
<td>5/22%</td>
<td>4/18%</td>
<td>3/14%</td>
<td>3/15%</td>
<td>3/14%</td>
<td>3/14%</td>
</tr>
<tr>
<td>Other</td>
<td>2/10%</td>
<td>1/5%</td>
<td>1/4%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 10
**Full-time Faculty Years of Service**
**Comparison 2003-2004 to 2013-2014**

<table>
<thead>
<tr>
<th></th>
<th>5 Years or Less</th>
<th>6 - 10 Years</th>
<th>11 - 15 Years</th>
<th>16 - 20 Years</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>11</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>21</td>
<td>6.24</td>
</tr>
<tr>
<td>2012-2014</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>22</td>
<td>8.67</td>
</tr>
</tbody>
</table>

All faculty members are involved in the development of new courses and revision of courses to ensure that SBC’s curriculum is current and meeting the needs of the students and the workforce. The curriculum is reviewed every two years with the printing of a new *College Bulletin*. Each department is notified of the curriculum review by the chair of the Curriculum Committee, and must submit changes in writing along with a rationale for the change to the Curriculum Committee for consideration for approval. Since 2010, 150 new courses were developed by faculty and approved by the Curriculum Committee with final approval from the Board of Trustees. The majority of the new courses were developed in career and technical fields as a response to business and industry needs on the reservation, for the state of North Dakota and for the region.

Finally, faculty members are required to maintain a minimum of seven office hours per week for student consultation/tutoring/advising. The policy is specified within faculty contracts and in the full-time faculty handbook. Each semester, all faculty are required to have their office hours clearly posted on their office door to ensure students are aware of their availability time. Faculty hours are extended during pre-
registration and registration. These activities assist the College in their support of student retention and persistence efforts.

3C.2. All instructors are appropriately credentialed, including those in dual credit, contractual and consortia programs.

Due to the location of SBC in a rural area of the state and in a region that housing is tough to obtain, attracting and retaining qualified faculty has been a challenge. The majority of the faculty complete a daily commute of 50 to 150 miles round trip. As a means of overcoming these challenges, SBC completes extensive advertising for faculty positions, but we have found that the best recruitment tool is the word of mouth from current faculty and staff encouraging others to work for SBC.

The College follows HLC guidelines and, in the case of the Nursing and Education faculty, state guidelines for hiring faculty. Faculty are required to have graduate work through the master’s degree in their teaching field, with the exception of CTE programs in which the faculty are required to have specific industry skills. In these cases faculty are hired following the State Board for Career and Technical Education guideline for teacher certification. SBC will be in this situation with the new CTE workforce development certificate programs that will begin in the fall 2013. Some Native American courses are very specific to the Lakota/Dakota language and culture and, in these cases; the College has hired elders to teach but only in an adjunct capacity. The College insures that the CTE and Native American adjunct faculty that do not hold higher education degrees are provided resources to assist them with teaching. It is the responsibility of the Vice President of Academics to ensure that all faculty, whether teaching full-time, adjunct, or duel credit, are properly credentialed. In a case where a faculty has been hired that holds a proper degree, but the College would prefer a higher level, the faculty is hired with the agreement that they work towards the higher degree.

Even with all the challenges, as Table 9 indicates on page 90, SBC has a highly qualified group of full-time faculty with five out of twenty-two holding a PhD, but what the table does not show is that two additional faculty are in their dissertation phase, and two other Master’s level faculty are working on PhD course work, for a total of 41% of full-time faculty holding or working towards a PhD. The following table indicates the credentials for adjunct faculty according to fall IPEDs reporting data:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree Expert in Field</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelors</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>22</td>
</tr>
</tbody>
</table>
The adjunct faculty without degrees are Tribal elders teaching the Lakota/Dakota Language courses. In addition, the Bachelor level adjunct faculty either teach in the area of career and technical education or Native American Studies courses.

3C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

**Faculty Evaluation** - All full-time faculty members are evaluated annually. The evaluation process consists of two parts: a performance evaluation and student evaluations. The performance evaluation consists of a self-evaluation which is reviewed at the end of the academic year with the Vice President of Academics. The Vice President of Academics and the faculty discuss the faculty rating on what instructional methodology is being used, and how technology and culture are being integrated into the classroom. Other areas discussed include classroom management, rapport with others within the institution including students, knowledge of learning styles, use of learning resources such as the library and community resources, and what the faculty has participated in for professional development for the year. Areas of commendation or concerns are documented on the evaluation document, which is signed by both the faculty and the Vice President of Academics, and employment recommendations for the following year. These recommendations include: recommended for continued employment, recommended for continued employment with qualifications, or not recommended for continued employment.

Prior to the fall 2012 student evaluations were completed at the end of the semester. The students rated the faculty on course management, faculty willingness to assist students, and faculty attitude. The Vice President of Academics would tally the evaluations and share with each full-time and adjunct faculty member prior to the beginning of the new academic year. The problem with this method was that the completion rate for the evaluations was minimal for all students and some classes had only one or two students completing the evaluation to none at times. In addition, all courses were combined into an overall evaluation, which did not provide faculty with course specific feedback. The College tried to overcome several of these shortfalls by implementing several procedures, such as students who withdrew or dropped a course after mid-term were required to complete the course evaluations before they were allowed to withdraw or drop a course. The process was changed from paper and pencil to on-line to provide feedback per course. In addition, once the College moved to viewing grade reports through the College’s learning management system, students were unable to view grade reports until course evaluations were completed. The Assessment Committee reviewed the process and none of these procedures had a significant impact on the number of evaluations completed. Therefore in the fall 2011, the Assessment Committee established an ad hoc committee to review the student evaluation purpose and process. As a result of this an online mid-term student evaluation was developed. The mid-term evaluation is set-up to provide faculty with feedback in a timeframe that allows the faculty to readjust coursework if needed based on the current student feedback. The mid-term evaluations are completed on-line through the College’s learning management system and the feedback is immediate to faculty and is broken down per course. The new process still has some shortfalls: including encouraging students to complete the evaluation and insuring faculty are reviewing the results. The Vice President of Academics will continue to work on encouraging students to complete the evaluations and ensure all faculty, full-time and adjunct, are aware of the process and where to find the survey results.
3C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

SBC strives to provide the students with the best education possible. To achieve this goal, it is important that faculty be allowed time and funding for professional development. As a result of this the College has developed several policies to assist not only faculty, but all employees of the College. These policies include: educational advancement, educational waiver, educational bonuses/increases in salary for credits earned toward an advanced degree, a tuition waiver and step increase for completion of an Associate of Arts degree in Native American Studies or a certificate in Native Community Development, and funding for travel for conference and workshops, along with internal trainings.

SBC does not allow for sabbaticals for faculty or staff. The reason for this is the inability to find a replacement for the employee for a limited timeframe. Therefore, the College has implemented an educational advancement policy. A committee is developed to approve the request from an employee. If approved, the employee will be allowed to take a maximum of 144 hours of administrative/educational leave per academic year. In order to qualify for this, the employee must have been employed by SBC for at least three years and must have received a rating of 3 or higher on their annual evaluation. The employee must assure the committee that their job responsibilities will be covered during the time of leave granted. In addition, the employee will be required to pay back two years of service for each 144 hours of leave granted. If the employee resigns SBC before the pay back is completed, the remainder of the pay back will be prorated and deducted from salary or accumulated annual leave.

The College also provides up to $1,000 of financial support to its employees per year through a waiver of tuition, books, and fees to further their education at SBC. The support is provided to employees to gain the skills and knowledge necessary to meet the goals and objectives of the philosophy of SBC. The employee must complete the course with a letter grade of A, B, or C to qualify for the waiver.

An educational bonus may be given to staff enrolled in an advanced degree program relevant to their job position, salary scale level and approved by their supervisor. The amount of a bonus will be determined from a scale approved by the Board of Trustees. To be eligible for a bonus, employees must pass 12 credit hours with a 2.00 GPA. A written request along with a degree plan and a transcript must be submitted to supervisor for review upon completion of every 12 hours. Faculty receive step increases on the salary scale for every nine credits earned towards an advanced degree, up to 27 credits.

The SBC Board of Trustees recognizes the importance of affording all full-time employees the ability to seek experience and/or training in the Native American culture. Exempted employees receive a tuition waiver for classes necessary for Native American Studies degree or Native Community Development certificate. Upon completion of the degree or certificate, the employee receives an additional step increment on the salary scale.

The College has several sources of funding that enable faculty to attend conferences and workshops to keep abreast within their field of study, in addition to issues facing higher education such as: assessment, advising, first year learning experiences, retention and persistence of students, etc. The sources of funding include an educational endowment fund. The Vice President of Academics also reserves up to $25,000 per year in Department of Education Title III funds to be used for external and internal professional development activities for both faculty and staff.
Full time faculty members are required to participate in one College committee per academic year and are encouraged to actively participate in on campus activities. All faculty are required to attend a monthly faculty meeting during the academic term, along with internal trainings. The internal trainings that have occurred since August 2010 include the following: data driven assessment, writing across the curriculum, Scholarship of Teaching and Learning, how to develop effective rubrics, usage of SBC’s learning management system, use of Jenzabar for registration and advising, teaching students with learning disabilities, effective teaching over the Interactive Video Network system, financial aid for students, demonstration of Turnitin for checking student research sources, litescribe technology, first year learning experience activities to increase students retention and persistence, and use of Kahn Academy for tutoring services. In addition to the internal opportunities, faculty are provided opportunities to attend professional conferences and workshops within their specific fields along with the HLC annual conferences, Assessment Conferences, First Year Learning Experience Conferences, and Advising Conference.

Finally, faculty are required to participate in the all educator professional development day, which is co-sponsored by SBC and Standing Rock Education Department. The professional development day is held on the third Friday of August each year. The professional development day provides an opportunity for faculty to attend a variety of breakout sessions dealing with educational issues, along with attending a motivational speaker session.

As reported on the AIHEC American Indian Measures for Success (AIMS) AIMS Key Indicator System (AKIS) report, Table 14 below on page 98 indicates the number of faculty, administration, and staff that have participated in professional development activities from 2006-2012. 2012-2013 data will be collected in December.

3C.5. Instructors are accessible for student inquiry and mentoring.

Students have access to faculty at SBC for additional assistance with coursework and for encouragement as a means for increasing retention and persistence. SBC students have several avenues in which to communicate with faculty.

**Communication with Faculty** - A syllabus is required for all courses offered for credit and includes instructor contact information. This information consists of telephone number, email address, and office hours. At SBC, students can communicate with faculty members by phone, mail, or email. All full-time faculty members have mailboxes on campus and materials for adjunct faculty can be left with the administrative assistant in the building in which their courses are taught.

**Faculty Office Hours** - Faculty are required to maintain a minimum of seven office hours per week, with a minimum of one hour per day, in order to be accessible to students. In order for students to be aware of the accessibility of faculty, office hours are posted each semester on faculty office doors. Faculty submit their schedules to the Vice President of Academics Office.

**Advising** - All full-time faculty are required to provide academic advisement to students. Advising provides an opportunity for interaction between faculty and students during pre-registration and final registration each semester. Through the College’s retention efforts, lunch with your faculty advisor is held each semester.
New students are assigned a first-year faculty advisor. It is the responsibility of the faculty advisor to see that each student is enrolled through the records management system Jenzabar and receives a copy of their schedule. Also, faculty serves as advisors for student organizations on campus, such as the Culture Club, American Indian Business Leaders, and Teacher Club.

**3C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.**

Support for student success is offered through the Center for Student Success, Student Support Services, and Student Life. Also, the College currently holds a TRIO-Student Support Services grant which helps support students to achieve their educational goals, by providing tutoring services and developmental education courses. One of the facilities constructed on the SBC main campus was the Student Center to house a one stop service for students. The Student Center houses the following offices: Registrar, Financial Aid and Financial Literacy/Scholarship Coordinator, TRIO/Developmental Education, Library, Counselors, and Center for Student Success, which houses the College’s tutoring services along with an open computer lab. The Student Center also houses the GED/Adult Basic Education program, outreach, and institutional data coordinator. The College has designated a faculty member who is housed in the Student Center to oversee all duel credit/duel enrollment activities. The faculty member is a former administrator/teacher from the Standing Rock K-12 school system.

**Qualified Student Support Staff** - The College assures that student support staff members hold proper credentials along with having a caring attitude demonstrating willingness to assist students to be successful in completing their educational goals. With assistance from Administration, the Board has approved a salary scale, with a formalized classification and compensation structure for staff. Support Services positions are recruited internally and externally (locally and regionally).
The Vice President of Academics oversees all student support departments to ensure that individuals possess the appropriate credentials and experience for their positions. The following table indicates education and experience of Student Support Services Staff.

### Table 12

**Student Support Service Staff**

<table>
<thead>
<tr>
<th>Position</th>
<th>Degree</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar</td>
<td>Master's</td>
<td>22</td>
</tr>
<tr>
<td>Financial Aid Director</td>
<td>Master's</td>
<td>34</td>
</tr>
<tr>
<td>Financial Literacy/Scholarship Coordinator</td>
<td>Associate</td>
<td>1</td>
</tr>
<tr>
<td>TRIO Director</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Director of Student Success/Disabilities</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Library Services</td>
<td>Master's</td>
<td>12</td>
</tr>
<tr>
<td>Academic Counselor</td>
<td>Vacant</td>
<td>Previous 1</td>
</tr>
<tr>
<td>Career Counselor</td>
<td>Vacant</td>
<td>Previous 12</td>
</tr>
<tr>
<td>Developmental Math Instructor</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Developmental English Instructor</td>
<td>Bachelor's</td>
<td>0</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Institutional Data Coordinator</td>
<td>Bachelor's</td>
<td>15</td>
</tr>
</tbody>
</table>

As the table indicates, there is a wide range of years of service for student support service positions at SBC. There has been some change in staff along with the creation of new positions. Both counselor positions are currently being advertised, with the hope of having both positions filled by the start of the 2013 academic year. The Career Counselor resigned her position at the end of the 2012-2013 academic year due to health reasons, and the Academic Counselor resigned in July 2013 accepting a position with the Standing Rock Tribal Court system. The Developmental English faculty was hired in the summer of 2013, with the fall 2013 being her first year of service for the College. The former Development English faculty who holds a Master’s degree transferred to a vacant position in the academic English/Speech area. The TRIO Director is a grant funded position, in which she started at the beginning of the grant. Other new positions include the Financial Literacy/Scholarship Coordinator along with the Director for Student Success.

Each year graduates are surveyed to determine their level of satisfaction with services they receive. Previous to the spring 2013 the College used a five point rating scale as follows: 1 very poor, 2 poor, 3 average, 4 good, and 5 very good. Using this rating scale SBC considered all ratings over 3.5 as an acceptable level of satisfaction. In addition, students are given the opportunity to provide comments that are shared with each department.
The table below indicates the overall satisfaction of Student Services between fall 2008 through spring of 2012.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>3.84</td>
<td>3.82</td>
<td>4.11</td>
<td>3.61</td>
</tr>
</tbody>
</table>

In 2013, the College enhanced the survey by further breaking down support services such as counseling, tutoring, TRIO, library, housing, bookstore, daycare, and transportation. The revised survey implemented a seven point scale, similar to the Noel Levitz student satisfaction survey in which the students rate the importance and their satisfaction.

**Professional Development for Student Support Services Staff** - The same policies that were established for faculty in professional development are also available to student support services staff. As outlined in 3C.4 these policies include: educational advancement, educational waiver, an educational bonus/increase in salary for credits earned toward an advanced degree, a tuition waiver and step increase for completion of an Associate of Arts degree in Native American Studies or a certificate in Native Community Development, and funding for travel for conference and workshops, along with internal trainings.

In addition, the same professional dollars are available through Title III Endowment and the Title III grant to assist student support services staff to attend conferences and workshops. The College was selected for a Walmart minority serving institution grant to increase student retention and persistence. This grant has provided opportunity for student service staff along with faculty to attend several retention conferences including the First Year Experience. In addition, a small general fund travel budget is provided to the financial aid and registrar’s office to attend state meetings involving not only Tribal Colleges but also state institutions of higher education.

As reported on the Tribal Colleges AKIS report, the table below indicates the number of faculty, administration, and staff that have participated in professional development activities from 2006-2012. 2012-2013 data will be collected in December.
Table 14
Professional Development Actives All Employees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of</td>
<td>Person</td>
<td>Number of</td>
<td>Person</td>
<td>Number of</td>
<td>Person</td>
</tr>
<tr>
<td></td>
<td>Faculty/</td>
<td>Activities</td>
<td>Faculty/</td>
<td>Activities</td>
<td>Faculty/</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>Administration/Staff</td>
<td>(PA)</td>
<td>Administration/Staff</td>
<td>(PA)</td>
<td>Administration/Staff</td>
<td>(PA)</td>
</tr>
<tr>
<td>Attended National Conferences</td>
<td>19</td>
<td>40</td>
<td>38</td>
<td>65</td>
<td>27</td>
<td>52</td>
</tr>
<tr>
<td>Attended Workshops/Seminars</td>
<td>27</td>
<td>67</td>
<td>45</td>
<td>149</td>
<td>44</td>
<td>126</td>
</tr>
<tr>
<td>Enrolled in study for advanced degree or certification</td>
<td>14</td>
<td>36</td>
<td>17</td>
<td>20</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Participated in Summer Programs</td>
<td>7</td>
<td>14</td>
<td>14</td>
<td>22</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
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<th>2010-2011</th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>Number of</td>
<td>Person</td>
</tr>
<tr>
<td></td>
<td>Faculty/</td>
<td>Activities</td>
<td>Faculty/</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>Administration/Staff</td>
<td>(PA)</td>
<td>Administration/Staff</td>
<td>(PA)</td>
</tr>
<tr>
<td>Attended National Conferences</td>
<td>36</td>
<td>58</td>
<td>34</td>
<td>69</td>
</tr>
<tr>
<td>Attended Workshops/Seminars</td>
<td>42</td>
<td>177</td>
<td>50</td>
<td>213</td>
</tr>
<tr>
<td>Enrolled in study for advanced degree or certification</td>
<td>8</td>
<td>8</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Participated in Summer Programs</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

CRITERION THREE: CORE COMPONENT – 3D

THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.

As stated in the mission, the College is committed to building intellectual capital. Therefore, SBC provides the following support services for all students: advising, tutoring, financial aid, admissions, records and registration, and developmental education.

3D.1. The institution provides student support services suited to the needs of its student population.

As indicated above, the College provides a wide variety of services in support of student learning including advising, tutoring, financial aid, admissions, records and registration, and developmental education.

**Student Demographics** - The student body of SBC is representative of the reservation population and is typical of most Tribal Colleges. Demographic data on the students enrolled for the past four academic years are outlined in the following table:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>284</td>
<td>320</td>
<td>316</td>
<td>302</td>
<td>315</td>
<td>333</td>
<td>278</td>
<td>254</td>
</tr>
<tr>
<td>Returning/returned from last semester</td>
<td>149</td>
<td>179</td>
<td>95</td>
<td>177</td>
<td>132</td>
<td>192</td>
<td>148</td>
<td>151</td>
</tr>
<tr>
<td>Returning/returned from previous Semesters</td>
<td>73</td>
<td>69</td>
<td>133</td>
<td>67</td>
<td>113</td>
<td>80</td>
<td>76</td>
<td>55</td>
</tr>
<tr>
<td>New student</td>
<td>39</td>
<td>24</td>
<td>43</td>
<td>22</td>
<td>41</td>
<td>31</td>
<td>41</td>
<td>21</td>
</tr>
<tr>
<td>Transfer students</td>
<td>22</td>
<td>23</td>
<td>39</td>
<td>24</td>
<td>21</td>
<td>22</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Non-GED</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High School student</td>
<td>1</td>
<td>25</td>
<td>2</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Full-time (12 credits and above)</td>
<td>247</td>
<td>253</td>
<td>263</td>
<td>227</td>
<td>247</td>
<td>264</td>
<td>238</td>
<td>200</td>
</tr>
<tr>
<td>Part-time (6 to 11 credits)</td>
<td>16</td>
<td>33</td>
<td>34</td>
<td>39</td>
<td>49</td>
<td>45</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Less Part-time (less than 6 credits)</td>
<td>21</td>
<td>34</td>
<td>19</td>
<td>36</td>
<td>19</td>
<td>24</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Fort Yates Site</td>
<td>226</td>
<td>275</td>
<td>302</td>
<td>242</td>
<td>259</td>
<td>231</td>
<td>220</td>
<td>200</td>
</tr>
<tr>
<td>McLaughlin Site</td>
<td>58</td>
<td>45</td>
<td>65</td>
<td>60</td>
<td>56</td>
<td>57</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Mobridge Site</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>72%</td>
<td>66%</td>
<td>62%</td>
<td>67%</td>
<td>63%</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>28%</td>
<td>34%</td>
<td>38%</td>
<td>33%</td>
<td>37%</td>
<td>38%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Native American</td>
<td>90.07%</td>
<td>92.2%</td>
<td>90.5%</td>
<td>88.0%</td>
<td>93.3%</td>
<td>91.0%</td>
<td>94.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>8.87%</td>
<td>7.2%</td>
<td>8.8%</td>
<td>11.0%</td>
<td>5.4%</td>
<td>7.0%</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.06%</td>
<td>0.6%</td>
<td>0.7%</td>
<td>1.0%</td>
<td>1.3%</td>
<td>2.0%</td>
<td>1.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Single</td>
<td>79%</td>
<td>82%</td>
<td>83%</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Average Age</td>
<td>32</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Pell recipients (full-time)</td>
<td>184</td>
<td>194</td>
<td>151</td>
<td>130</td>
<td>177</td>
<td>204</td>
<td>161</td>
<td>145</td>
</tr>
</tbody>
</table>
STUDENT SERVICES RESOURCES

Student Services provides a variety of services designed to enhance SBC students’ academic skills, increase their retention and graduation rates, facilitate their entrance into graduate and professional schools, and foster a supportive institutional environment. SBC is committed to providing support services to enhance life-long learning, personal growth and academic excellence to SBC Students. The services provided are described below.

**Admission Process** – Students applying for admissions must submit the following documentation to the Registrar:

1. Application for Admissions.
2. Transcripts:
   a. New students must submit an official high school transcripts or GED certificate/GED transcript.
   b. Non-degree seeking students must submit either official high school transcripts, GED certificate/GED transcript, or official transcripts of the last degree received.
   c. Transfer students must have an official copy of their transcript(s) from previously attended college(s) sent directly to the registrar’s office at Sitting Bull College.
3. All Native American students must submit an official verification of tribal enrollment to the Registrar.
4. If applicable, Native American students not enrolled in a federally recognized tribe must submit an official verification of tribal enrollment of one of their parents.

SBC does have some programs that require special admissions requirements. These programs include:

- Early Childhood Education – criminal history check (no convictions involving children)
- Teacher Education/Elementary Education/Secondary Science Education – criminal history check (no convictions involving children)
- Practical Nursing – criminal history check, physical, and current immunization

Registrar - The Registrar's Office maintains the following records:

1. Registration/admission forms: SBC application, degree of Indian blood, high school/college transcripts or GED certificate/GED transcript, release of information, transcript requests, documents relating to deferments, VA documents, and certificate of achievements.
2. Degree plan.
3. Graduation forms: application for graduation, one letter of recommendation, and resume.
4. Permanent Academic Records: semester grade reports, official transcript, and completed add/drop forms.

All transcripts incoming and outgoing are requested through the Registrar’s Office. In the absence of the Registrar, students can request transcripts from the Institutional Data Coordinator. The Registrar and the Institutional Data Coordinator are responsible for the intake of all application requirements. The Institutional Data Coordinator is responsible for the input of the data into Jenzabar, the College’s records management system. SBC is in the process of joining the National Student Clearinghouse. The verification of student information will be the responsibility of the Institutional Data Coordinator.

The Registrar ensures that SBC complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Sitting Bull College has designated the following information as "Directory
Information: Student’s name, address, telephone number, date and place of birth, honors and awards, dates of attendance, major field of study, and recent schools/colleges attended.

This information is generally considered not harmful and may be released to anyone unless the student requests otherwise. If there is any information a student does not want released, he/she may indicate so on the Disclosure of Student Records/Information Release Form which is a part of the Application for Admissions. SBC Registrar is also responsible for auditing of degree and certificate requirements in Jenzabar prior to awarding these credentials and ensures that the student meets all graduation requirements as outlined on page of 95 of the College Bulletin.

The Vice President of Academics, Registrar, and Outreach Coordinator coordinate the registration dates for the College. The Institutional Data Coordinator builds the term into the Jenzabar database system. This consists of entering course information, setting the beginning and ending course dates, and identifying the delivery mode for the course.

The use of the graduate exit survey indicates overall student satisfaction. The table below indicates the overall satisfaction with the Registrar’s office between fall 2008 through spring of 2012.

<table>
<thead>
<tr>
<th>Table 15</th>
<th>Student Satisfaction with Registrar’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>4.67</td>
</tr>
</tbody>
</table>

As mentioned previously, the new graduate exit satisfaction survey measures how important the service is to the student along with their satisfaction with the service. The importance scale is as follows: 1 not at all important, 2 not very important, 3 somewhat important, 4 neutral or not applicable, 5 somewhat important, 6 important, and 7 very important. The satisfaction scale is as follows: 1 not at all satisfied, 2 not very satisfied, 3 somewhat satisfied, 4 neutral or not applicable, 5 somewhat satisfied, 6 satisfied, and 7 very satisfied. The Registrar’s office received 6.52 on importance and 6.32 on satisfaction rating. With the new rating scale anything over 5.5 is considered acceptable.

Registration Procedures - During registration week, representatives from the Registrar’s Office, Financial Aid Office, Business Office, Counseling Office, and all academic/CTE departments are available for consultation. With the assistance of these individuals, students complete the registration process.
In the spring of 2013, a random survey was completed to determine the student satisfaction with the registration process. The table below indicates the positive results:

Table 16
Registration Satisfaction Survey Spring 2013

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Registration</td>
<td>46</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Question: Services were courteous, friendly, and timely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>46</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Question: Service was helpful informative, and timely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPASS Testing</td>
<td>18</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Question: Testing was organized, efficient/correct placement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>51</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Question: Helpful in choosing classes and schedule?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>51</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Question: Staff was helpful?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Financial Aid – Financial aid is made available to students who, without such assistance, would not be able to attend Sitting Bull College (SBC). These programs are designed to complement the student’s own resources. Financial aid consists of grants and scholarships, loans, work-study programs, and waivers of tuition. Grants and scholarships are gifts of money that do not have to be repaid. Loans are funds borrowed that must be repaid. Work-study (student employment) allows the student to work and earn money for educational purposes.

Financial aid procedures and policies are published in the College Bulletin. Also, all students must see the Director of Financial Aid and the Financial Literacy/Scholarship Coordinator during the registration process.

Using the same satisfaction survey as explained above, in 2013 the importance of financial aid rated a 6.71 and their satisfaction rated 6.32. The results of the survey satisfaction for financial aid from the fall 2008 to the spring 2012 are indicated in the table below:

Table 17
Student Satisfaction with Financial Aid Office

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>4.59</td>
<td>4.28</td>
<td>4.03</td>
<td>4.53</td>
</tr>
</tbody>
</table>
**Tuition and Refunds** – Tuition costs and fees are published in the college Bulletin and on the college’s website.

Any student who drops a class or classes and continues to be enrolled shall receive a refund of tuition and fees as follows:

- **100%**  First 7 calendar days of the term
- **80%**  Calendar day 8 - 14 of the term
- **60%**  Calendar day 15 - 21 of the term
- **None**  After the 21st calendar day of the term

Shorter terms shall provide for a proportionate refund schedule based on the length of the term. Any refunds provided as a result of dropped classes are not to be returned to Title IV aid accounts, and no repayment calculations will be required.

SBC calculates a refund of institutional charges for any student who withdraws from all classes through the 60% point in an enrollment period. After the 60% point of the enrollment period, the student has incurred 100% of institutional charges.

The refund policy is published in the College Bulletin. During the registration process all students must visit with the Director of Financial Aid and the Financial Literacy/Scholarship Coordinator. Information about refund dates is posted in the Bulletin as well as on the individual routing slips that students use when registering for classes.
Financial Aid Disbursement – Federal Pell and SEOG funds are used to pay for tuition, books, and fees on approximately the third (3rd) week of the semester. If the Pell and SEOG are not enough to pay the entire cost for a student, the balance is paid out of whatever additional funding sources have been awarded. Students who have funding beyond the cost of tuition, books, and fees are disbursed stipend payments once per month during the semester (four per term). Stipends are only issued to students with proper identification. Checks not picked up by 3:30 pm on the designated date are mailed to the students. The following table indicates the financial aid sources from 2003-2004 through 2012-2013.

Table 18
Financial Aid Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$ 685,936</td>
<td>$ 639,244</td>
<td>$ 522,758</td>
<td>$ 570,532</td>
<td>$ 630,072</td>
<td>$ 800,128</td>
</tr>
<tr>
<td>Federal SEOG Grant</td>
<td>$ 24,455</td>
<td>$ 28,084</td>
<td>$ 28,161</td>
<td>$ 26,273</td>
<td>$ 25,784</td>
<td>$ 27,345</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>$ 11,682</td>
<td>$ 7,238</td>
<td>$ 14,472</td>
<td>$ 12,760</td>
<td>$ 12,421</td>
<td>$ 12,770</td>
</tr>
<tr>
<td>Federal ACG &amp; Smart Grants</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 8,750</td>
</tr>
<tr>
<td>State Grants (SSIG &amp; NDSIS)</td>
<td>$ 8,400</td>
<td>$ 4,800</td>
<td>$ 5,300</td>
<td>$ 8,050</td>
<td>$ 6,000</td>
<td>$ 20,000</td>
</tr>
<tr>
<td>Higher Education</td>
<td>$ 555,454</td>
<td>$ 533,113</td>
<td>$ 461,726</td>
<td>$ 554,147</td>
<td>$ 443,361</td>
<td>$ 600,936</td>
</tr>
<tr>
<td>WIA</td>
<td>$ 30,722</td>
<td>$ 30,214</td>
<td>$ 28,086</td>
<td>$ 16,866</td>
<td>$ 24,855</td>
<td>$ 18,673</td>
</tr>
<tr>
<td>Loans (SRST &amp; Private)</td>
<td>$ 994</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Johnson Entrepreneurship</td>
<td>$ 17,066</td>
<td>$ 12,355</td>
<td>$ 14,375</td>
<td>$ 9,649</td>
<td>$ 6,256</td>
<td>$ 7,500</td>
</tr>
<tr>
<td>American Indian College Fund</td>
<td>$ 101,194</td>
<td>$ 117,909</td>
<td>$ 100,002</td>
<td>$ 100,000</td>
<td>$ 106,490</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>Veterans Education Benefits</td>
<td>$ 58,398</td>
<td>$ 71,274</td>
<td>$ 70,333</td>
<td>$ 74,554</td>
<td>$ 16,174</td>
<td>$ 53,231</td>
</tr>
<tr>
<td>SBC Institutional Aid*</td>
<td>$ 276,836</td>
<td>$ 435,901</td>
<td>$ 595,134</td>
<td>$ 606,642</td>
<td>$ 582,109</td>
<td>$ 285,832</td>
</tr>
<tr>
<td>Outside Aid**</td>
<td>$ 196,905</td>
<td>$ 76,438</td>
<td>$ 89,282</td>
<td>$ 121,116</td>
<td>$ 126,432</td>
<td>$ 138,815</td>
</tr>
<tr>
<td>Total</td>
<td>$ 2,018,182</td>
<td>$ 1,998,623</td>
<td>$ 1,973,920</td>
<td>$ 2,207,014</td>
<td>$ 2,097,310</td>
<td>$ 2,124,507</td>
</tr>
</tbody>
</table>

SITTING BULL COLLEGE SELF-STUDY  Page 102
### Table 18

<table>
<thead>
<tr>
<th>Financial Aid Resources Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Federal Pell Grant</td>
</tr>
<tr>
<td>Federal SEOG Grant</td>
</tr>
<tr>
<td>Federal Work Study</td>
</tr>
<tr>
<td>Federal ACG &amp; Smart Grants</td>
</tr>
<tr>
<td>State Grants (SSIG &amp; NDSIS)</td>
</tr>
<tr>
<td>Higher Education</td>
</tr>
<tr>
<td>JPTP</td>
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<tr>
<td>WIA</td>
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<tr>
<td>Loans (SRST &amp; Private)</td>
</tr>
<tr>
<td>Johnson Entrepreneurship</td>
</tr>
<tr>
<td>American Indian College Fund</td>
</tr>
<tr>
<td>Veterans Education Benefits</td>
</tr>
<tr>
<td>SBC Institutional Aid*</td>
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<tr>
<td>Outside Aid**</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
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**Financial Literacy** - The Financial Education Empowerment Team (FEET) supports the development of leadership for financial peer mentors. Each semester there are financial education based activities brought into the classroom, speakers, a financial fair, workshops, and FAFSA support.

**New Student Orientation** - Orientation as described in the [2012-2014 College Bulletin](#) under Admissions on page 25 and is mandatory for new students and is completed the first week of classes and is designed to make the students adjustment to college life a pleasant experience. Orientation acquaints new students with various offices and services, policies and procedures, and introduces students to the SBC Bulletin, as well as Financial Aid procedures and deadlines. Students also learn to navigate their college email and MySBC. Students are asked to answer questions throughout the orientation and complete a survey to help the college refine the orientation process.

The process for orientation has changed a number of times over the past ten years. Previous to the fall 2011, new student orientation was integrated in the PSYC 100 Psychology of Student Success course. The PSYC 100 Psychology of Student Success course has been changed to the First Year Learning Experience Course. The Retention Committee met during the first week of August 2011 and began to look at new strategies to improve retention, which included the immediate need of a revision to our almost non-existing orientation process. A decision was made at that time to implement a cohort system for orientation/mentoring. The first two days of registration for the fall semester 2011 was designated for new students. All first-time freshmen and transfer students were advised by a designated first-time freshmen advisor and assigned a specific sequence of courses based upon the COMPASS entrance exam. Registration was completed in the morning and orientation in the afternoon. All first-time degree seeking and transfer students were placed into groups of five to seven and were
assigned a mentor from student support services and first-time freshman advisors. Students were given a packet of information that was reviewed with them. The Director of Financial Aid visited with all the students to discuss the financial aid process at Sitting Bull College. The students were also given a tour of the campus which included meeting the President and Vice Presidents. After this was completed mentors were supposed to continue to periodically keep in contact with their mentees and to provide group activities. Some mentors were excellent and provided numerous activities such as horseback riding and group lunches. The persistence and retention rate of this particular group was higher than the institutional rates by 2% to 4%. The persistence rate for the first-time freshmen degree seeking students for fall 11 to spring 12 was 71% compared to the institutional rate of 67% and retention from fall 11 to fall 12 was 46% compared to 44%. Several students commented the cohort system helped them get to know their fellow students and they began to watch out for each other.

The Retention Committee reviewed the process that was implemented for orientation two weeks after registration was completed for the fall 2011 semester. Many felt that orientation should not be done during registration. Although it was advertised that registration for new students would be the first two days, it is a known fact that our students procrastinate when it comes to registering for classes and several students missed the orientation process as they registered late. Also, there was concern with the use of the mentors, because not all mentors were making contact with their students on regular bases mainly due to already overburdened workloads.

The Committee piloted a new orientation process for the spring 2012 semester in which orientation was held during the first week of classes. It was slated for a day when students were taking their English and First-Year Learning Experience course. Students from the satellite sites were provided bus passes to attend. Students provided excellent comments with regards to this process. The Vice President of Academics welcomed the students, provided a history and profile of the college including demographics of students, faculty, staff, administration, and Board of Trustees. The students were provided information regarding student and academic policies including the Lakota/Dakota values, student code of conduct, and the student grievance process. The Director of Financial Aid reviewed the financial aid process with students. The importance of where to find information was stressed to students numerous times. Each student was shown how to access information from the College website, email, and MySBC. Most importantly, it was stressed to students that if you can’t find the information, ask someone and that SBC has an open door policy and students are welcome. Students were provided lunch and given an opportunity to meet with their degree advisors. The final activity included a tour of the campus. Evaluations for the revised orientation have been positive with students enjoying meeting with their degree advisors, along with the different information received, and being able to meet individuals.

The goal of the new student orientation is for 100% participation of new and transferring students. For the fall 2012 semester 56 students or 72% of new and transfer students and in the spring 2013 semester 19 students or 41% attended orientation. Orientation numbers for the spring semester were low, due to continued enrollment and a number of students were not aware of the orientation date. To overcome this problem with late registration, orientation will be held on the second Tuesday of each semester during the PSYCH 100 and English 099 classes. The Student Success Director will provide an orientation agenda to new and transfer students and stress the importance of attending during registration. The College is pursuing placement of all orientation information on line as a resource and encouraging students to use the computer.
TRIO – TRIO is a Department of Education grant program designed to help low-income and first-generation students enter college, graduate and move on. SBC’s TRIO program helps students overcome class, social and cultural barriers in higher education by offering academic counseling, tutoring, and various activities on and off campus. Students at a sophomore level can request a campus visit to a college or university where they are considering transferring.

There are specific, measurable objectives that are required of SBC’s TRIO-SSS proposal each year. The following table indicates the target numbers and percentages for the grant and the actual results from the beginning of this specific TRIO grant.

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants Served</td>
<td>140</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Rate of College Persistence</td>
<td>50%</td>
<td>21%</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>80%</td>
<td>70%</td>
<td>76%</td>
<td>66%</td>
</tr>
<tr>
<td>Completion and/or Transfer</td>
<td>12%</td>
<td>16%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

The spring 2013 graduate exit survey indicated an average of 4.71 importance to students with a 4.68 satisfaction for the TRIO program. The survey also indicated that a number of students did not use TRIO services.

3D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students in courses and programs for which the students are adequately prepared.

COMPASS – Student Services test all new students who are pursuing a degree and have not previously attended another college. Students are administered the COMPASS to determine English, writing, reading, and math proficiency. The College has determined cut scores in both English and math. The results of the COMPASS test are utilized to determine appropriate placement within these disciplines.

COMPASS scores are entered into Jenzabar and the required English and math course are designated on the students routing slip alerting their academic advisor as to the courses they are required to enroll in during their first semester. Students who score below the required cut scores are must enroll in developmental education courses. The College offers a variety of learning support for students entering with low academic skills. The following are learning support services for students with limited academic skill:

Developmental Education – Over the past several years the percentage of first-time students placed into at least one pre-college level course has ranged from 30% to 60%. As a result of this the College offers the following developmental education courses: 099 College Writing Preparation, 099 Math Preparation, and 101 Pre-Algebra. The 099 courses have implemented a computerized tutorial component to the course to assist student learning. The courses normally meet twice a week, with one day dedicated to lecture and the second day to the use of the computerized tutorial. This method
allows the faculty teaching these courses to provide one-on-one instructional help to students on the
days the students are utilizing the computerized tutorials. SBC is still struggling with establishing an
effective Developmental Education program. For the Fall 2012 semester, English 099: 29 students
enrolled, 21% pass rate, 17% persistence rate; Math 099: 11 students enrolled, 36% pass rate, 36%
persistence rate; and Math 101: 22 students enrolled, 27% pass rate, 36% persistence rate.
Developmental faculty are provided support to attend conferences such as the First Year Experience as a
means of finding what is working for other institutions of higher education.

Student Success Center – In October 2007, a 7th Generation Academic Success Center was developed
through a five year grant award (October 1, 2007 through September 30, 2012) from the American
Indian College Fund’s Woksape Oyate Program funded by the Lily Foundation. The Center established a
writing lab to provide all SBC students with individualized assessment and instruction; computer-
assisted instruction and feedback; small group workshops; resources in the fields of speech and written
communication with ready access to expertise. The focus of the center was academic excellence and the
centered promoted a serious, professional, quiet, comfortable place for students to study. A
Coordinator was hired through the grant to assist students in the writing process. The Coordinator also
assisted first year learning experience faculty with engaging students in the writing process.

After the Woksape Oyate Program funding ended, the College knew it was essential to continue to
provide needed support to students. Therefore, through the use of Department of Education Title III
funds, the Coordinator of the Woksape Oyate Program was moved to the Director of Student Success
Center.

Tutors – Tutoring services are located at the Student Success Center on the Fort Yates Campus. Peer
tutors are hired through the TRIO and Title III programs and are available to tutor in a variety of
subjects. In addition, professional tutoring are hired to assist students along with the two
Developmental Education faculty whom are required to spend five hours per week in the Center
providing tutoring services. Tutors are also available at the McLaughlin and Mobridge sites.

As a result of the College’s enrollment management plan, tutoring data is starting to be tracked. No
data was completed for fall 2012 semester on students receiving tutoring services. During the Spring
2013 semester, 39 (unduplicated) students received 108 hours of tutoring services. Persistence rates
will be determined after fall 2013 semester registration. In an effort to increase the number of students
utilizing tutoring services, the Information Technology Manager, with assistance from the Vice President
of Academics, developed an early alert system in conjunction with the College’s learning management
system. The system was piloted in the spring 2013, and will be fully implemented during the fall 2013
semester. The early alert system allows faculty access to refer a student through MySBC. All tutoring
referrals are sent directly to the Director of Student Success Center. It is then the responsibility of the
Director to coordinate tutoring services between the student and available tutors. It also requires the
Director to provide feedback to the faculty in regards to their request for a tutor for their student(s).
The alert system also allows students to request a tutor through MySBC. This process is identical to the
faculty referral in which the request goes to the Director of Student Success Center who then
coordinates tutoring service between the student and available tutors.

The spring 2013 graduate exit survey indicated an average of 4.94 importance to students with a 4.45
satisfaction with tutoring services. The survey also indicated that over half of the graduates did not use
tutoring services.
Disability Services - In accordance with the Americans with Disabilities Act (ADA), Sitting Bull College recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in the programs and courses of the college. Staff and faculty work with students and/or other agencies to arrange for reasonable accommodations. These accommodations may include, but are not limited to: extended time on tests, tests read aloud, reduced distraction testing, audio textbooks, large print materials, Braille materials, recording lecture, or other accommodations to allow the student access to the curriculum.

Students can initiate disability services by contacting the Disabilities Coordinator’s Office on a timely basis. An application for services and written documentation of the disability must be submitted to qualify for disability services. Documentation must come from an appropriate professional (such as a physician, psychologist, learning disability specialist, or audiologist). Documentation must include information regarding the type of disability, functional limitations, and modes of treatment. IEP’s are not sufficient for documentation requirements. Students who think they may have a disability should schedule a time to meet with the Disability Coordinator to discuss their concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability.

Counseling Services - The goal of Sitting Bull College Counseling Services is to maximize student potential and to provide students with the tools they will need to live a healthy and responsible life. SBC Counselor’s strive to help students improve their quality of life and, in turn, the quality of life of those around them. Sitting Bull College’s Counseling Department follows the College’s non-discrimination policy in that it affords equal opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law.

Sitting Bull College also offers Academic, Career and Financial Aid Counseling. These services are located in the Student Center on the Fort Yates Campus. In addition, scheduled counseling services are available at the McLaughlin and Mobridge site. Counselor schedules are posted at the beginning of each semester.

The Academic Counselor is prepared to help students with a variety of concerns, including mental health and chemical dependency issues. This Counselor acts as a support system and can provide individual counseling, referrals and preventive education for students who are experiencing difficulties. Resource materials, particularly in the area of mental health and chemical dependency, are available for students from this office. All information is held in the strictest confidence.

Financial Aid Counseling is provided by the Financial Aid Office staff to help students understand the various types of financial aid programs at Sitting Bull College, how to access scholarship funds from other sources, and to understand their respective rights and responsibilities as students receiving financial aid funds.

Career Counseling includes, but is not limited to, a course wherein the process of applying for a job is experienced through textbook, in-class assignments and ending with a mock interview. Counseling continues beyond the classroom for students who request support in their ongoing development of job
seeking/keeping style. Students have access to information about and from colleges worldwide. At any point in the student’s time at Sitting Bull College, counseling is available which would address advancing their degree, whether at Sitting Bull College or transferring to another school.

The new alert system also allows faculty to refer students for counseling services. When a faculty refers a student for counseling the referral goes directly to the Academic Counselor, who will contact the student to set up an appointment for services. In addition, the Academic Counselor must provide follow-up information to the faculty member in order to complete the request.

The College has hired a part-time Attendance Counselor to assist with increasing retention and persistence. The College requires all faculty to enter classroom attendance through MySBC weekly. As part of this attendance process, there is an attendance alert that is sent to the Attendance Counselor through the helpdesk after a student misses three consecutive class periods. The Academic Counselor then contacts the student to provide assistance with getting him/her back into classes. The Attendance Counselor contacted a total of 171 unduplicated students (62% of total student count), 40% of those contacted completed classes with a 27% persistence rate. As soon as the alert comes from the helpdesk, students were emailed or contacted by phone on the second and third warning by the Attendance Counselor. Assessment data indicated that emails were the most effective. For the spring 2013, a total of 162 students (61 % of total student count) were contacted. In addition the Academic Counselor made the following contacts by email, phone calls, and mail based upon attendance warnings received through the helpdesk: summer 2012, 4 contacts with a persistence rate of 100%; fall 2012, 188 contacts with a persistence rate of 18%; and for the spring 2013, 121 contacts.

The spring 2013 graduate exit survey indicated an average of 5.94 importance to students with a 5.68 satisfaction with counseling services.

**Adult Basic Education** - ABE is an adult basic education program that provides GED preparation, basic skills development, and career and employment counseling to all people of the Standing Rock Sioux Tribe. ABE provides free pre-testing and official testing services for students enrolled in the program. Sitting Bull College is an official GED Testing Center. The ABE program also provides instruction sites in some of the districts. Anyone who would like to enroll in the program should contact the ABE Director at SBC. A student under the ABE program is eligible to enroll at SBC for one semester. The student is required to earn their GED before they are allowed to enroll a second term.

**3D.3 The institution provides academic advising suited to its programs and the needs of its students.**

**Academic Advancement** - Each student is assigned a full-time faculty advisor by the Institutional Data Coordinator upon enrollment at SBC. First-time degree seeking students are assigned a first-year faculty advisor and returning students are assigned an advisor within their degree program. The advisor assists in proper course selection to meet curricular requirements and helps students avoid errors in scheduling. It is the responsibility of the faculty advisor to see that each student is enrolled in Jenzabar and receives a copy of their schedule.

Each year graduates are surveyed to determine their level of satisfaction with their faculty advisor. Previous to the spring 2013 the College used a five point rating scale as follows: 1=Very poor, 2=Poor, 3=Average, 4=Good, and 5=Very Good. In 2013, the College moved to a seven point scale, similar to the
Noel Levitz student satisfaction survey and received 6.42 rating. The table below indicates the overall satisfaction of students advising experience.

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<tbody>
<tr>
<td>Rating</td>
<td>4.64</td>
<td>4.51</td>
<td>4.56</td>
<td>4.00</td>
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3D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (e.g., technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections).

Within the last eight years, the College has constructed a state of the art campus designed to meet the educational needs of the students it serves.

**Information Technology** - SBC provides centralized IT services that are shared by all departments, including help desk, e-mail, Internet and intranet services. SBC provides laptops to students to check out for a week at a time to assist them in completing assignments, doing research, etc. These laptops have the same software as the computer labs. Students do need to provide their own internet access off-campus. Each classroom on the main campus and at the two satellite sites is equipped with an overhead projector, DVD player, and network connectivity.

**IVN (Interactive Video Network)** - SBC maintains three IVN classrooms at the Fort Yates campus and one IVN classroom at each of the Mobridge and McLaughlin sites. IVN is a partnership among the North Dakota University System and the tribal colleges. The system allows for sharing of course work among the North Dakota Tribal Colleges. This gives SBC the ability to offer the same class at all three sites at the same time with only one instructor.

**System Resources at SBC** - The SBC Fort Yates campus Ethernet LAN consists of numerous servers, including file storage, e-mail, database and web servers. There are six computer labs consisting of a total of 86 workstations for student and faculty use on the Fort Yates campus, a computer lab consisting of 15 computers at the McLaughlin site, and a computer lab with 12 computers at the Mobridge site. The library has 8 workstations for public access. There is a dedicated printer for each computer lab. Wireless access is available at every college building. All students are provided with an e-mail address, and file storage space available at all sites.

**Science Laboratories** – Sitting Bull College has four science laboratories at its Ft. Yates site. They consist of three instructional labs and an analytical lab. Adjacent to the labs is an entrance room (mud room) for field work and for deliveries. There is also a small greenhouse for growing plants. A storage room between the chemistry and biology labs is used to organize many of the needed supplies and equipment for these labs.

The Chemistry lab accommodates 22 students for lab work or classroom instruction. The room contains bench space with storage and access to vacuum, air, propane gas, and water at three purity levels.
Cabinets are well stocked with glassware, chemicals and other supplies for conducting laboratory experiments. Safety features include fire extinguishers, emergency shower, eye wash station, access to first aid kits and spill cleanup equipment. Students are required to wear aprons and eye protection during the lab experiments.

**Analytical Lab** – SBC’s analytical lab is used for instructional purposes at many levels. The lab is mainly used to analyze water samples. The students get as much hands on experience with the instrumentation as possible. SBC hires students as laboratory technicians who learn to become proficient in the use of the chemistry and microbiology instrumentation. CHEM 403 Analytical Chemistry gives students wide exposure to analytical chemistry instrumentation. Students experience hands on use of the instruments, develop standard curves and analysis of data from many parameters. Students in CHEM 115 Introduction to Chemistry, CHEM 121 General Chemistry I and CHEM 122 General Chemistry II are exposed to some of the analytical equipment.

SBC holds summer STEM camps where high school and middle school students get some exposure to the analytical instrumentation. In July 2013, the engineering camp students tested the effectiveness of filters they developed using our microbiology equipment. The middle school STEM camp collected water samples and were able to help in the analyses of microbiology and chemistry parameters.

**Library** - The mission of the Sitting Bull College Library is to serve the dual functions of an academic library for Sitting Bull College and a public library for the Standing Rock Sioux Reservation. The library supports the mission of Sitting Bull College and seeks to assist its faculty, staff and students to achieve success in meeting institutional, general education, and program outcomes. The library also provides services to the Standing Rock Sioux tribal community and makes a special effort to collect all materials relating to the tribe, its history and culture, and reservation affairs. The library serves all of the Standing Rock Sioux Reservation and seeks to be an active source of information for the community. The Director of Library Services, at the request of and in cooperation with faculty, provides instruction to students about the library’s resources.

The Library has 16,000-catalogued items including videos, computer software, audio, and books in various formats including a growing collection of eBooks. The Library of Congress classification system organizes the library. The Follett Destiny online catalog indexes the collection. In addition to the print periodical collection of 40 print periodicals and newspapers, the library provides access to several online databases such as JSTOR, Ebscohost and Proquest. The library has access to the Online Dakota Information Network (ODIN). This catalog accesses the catalogs of nearly all the major libraries in North Dakota. Students as well as members of the community have access to Interlibrary Loan through this network, as well as other libraries nationwide through the North Dakota State Library. The library has eight public access computers for use by students as well as the public. These computers allow access to the Internet, basic reference resources, archival resources and various types of software. The library also offers use of media tools and equipment including e-readers to staff, faculty, and students.

The library has a web page at http: www.sittingbull.edu/community/library. This page offers access to many of the resources listed above as well as useful links to key web resources and pages with relevant data and statistics for local use.

The library is mainly supported from the general funds of the college. The library’s annual budget is around $98,000 from the general funds with an additional $40,000 from grants. These funds support a
full-time Director of Library Services and one full-time assistant. The library also has several work-study students working part-time each semester. The grant funds are used to support library needs relating to programs of study.

The library is open year around from 8:00 am to 4:30 pm (Monday through Friday). When classes are in session, it is open three nights a week until 8:00 pm plus Sunday afternoons from 1:00 pm to 5:00 pm. During finals week the library hours are extended from 8:00 am to 8:00 pm Monday through Thursday and regular hours on Friday.

**Trades Center** – The Trades Center houses the College Construction Technology Programs, including Building Trades, Welding, Electrical, CDL, Concrete, Oil Drilling, and Energy Technician. The center has two classrooms, a computer lab with a CCL simulator, and a large shop area including a welding lab and electrical panel used for instructional purposes.

**Nursing Classroom** – The nursing classroom consists of a large room, which serves as both classroom and nursing laboratory, and two smaller rooms. The larger room is equipped with tables and chairs, video equipment and screen, several computers, storage cart, and storage closets. One end of the room is set up as a two bed hospital area with working wall units, sinks, and two hospital beds. There are a number of models and charts available for students. The two smaller rooms are within the nursing classroom. One room is set up as an exam room, complete with exam table, stool, desk, and sink. The second room serves as office space for two faculty members and the records area for the division of nursing.

**3D.5 The institution provides to students guidance in the effective use of research and information resources.**

Students are provided guidance at SBC throughout their educational experience in the use of various research and information resources. This experience begins with the First Year Learning Experience course and continues with English I and II, Speech, and a variety of other courses. At SBC, this commitment begins with institutional outcome number one in which students will display technical and critical thinking skills through effective oral and written communication. It continues through the general education writing and communication outcomes requiring students to be able to complete an essay and a research paper using APA style along with using critical thinking to speak effectively in front of an audience.

Students are provided the opportunity to achieve the institutional and general education outcomes in specific general education courses with continued reinforcement in program courses. Students seeking a Bachelor, Associate of Arts, and Associate of Science degrees are required to complete six hours of English and three hours of communication. Associate of Applied Science degree seeking students must complete three hours of English and three hours of communication. English II teaches the skill of writing a research paper and includes extensive instruction regarding using and citing resources correctly. The table below lists core program courses that guide students in the use of research and information resources.

The following are some examples of how faculty incorporate the use of research and information resources:
COMM 110 Fundamentals of Speech
• Students find reputable sources for the persuasive speech & informative speech
ENGL 110 Composition I
• Students use research to write persuasive essays with sources
ENGL 120 Composition II
• All writings in this course use research
BAD 333 Business Writing
• Students write a research paper on an aspect of business using APA documentation style
BAD 406 Business Ethics
• Students write a personal code of ethics that includes research on the latest trends in ethical decision making practices
EED 350 Curriculum Planning, Delivery, and Assessment in the Elementary, Middle, and Secondary School Setting
• Students interview a veteran teacher and write a research paper on assessment practices in the grade level they plan to teach
CJ 245 Survey of Forensics Science
• Students complete "confirmatory" research of experiments in soil analysis, blood spatter, etc. to confirm methods and techniques along with completion of a research paper

In the Human Services courses students are required to complete literature reviews, research papers, and presentations.
In the Environmental Science Associate and Bachelor programs, students are required to complete a research project in which they learn the scientific method of research using a hands-on approach by conducting an advanced undergraduate research study which they write up and present.

**Criterion Three: Core Component – 3E**

**The institution fulfills its claims for an enriched educational environment.**

The College provides students’ leadership opportunities to build skills that promote ethical, responsible, dependable, and respectful behavior. SBC strives for students to develop work ethics and skills to function independently and cooperatively within a diverse work environment. In order to gain a sense of cohesiveness and engagement, as a commuter college, it is important to create and maintain avenues for students to connect with one another. In order to achieve these objectives, participation in student life activities is essential for SBC’s community of students, faculty, and staff allowing all ages and backgrounds to come together to network with each other. Through involvement in co-curricular programs, students gain valuable life experiences from being officers and members of College clubs, along with participation in activities such as the American Indian Higher Education Consortium annual student conference, attending state and national conferences, and completing external internships/research experiences. Students gain valuable experience by attending the annual student summits, Thursday’s speakers’ series, Native American and Diversity Week activities, and Talking Circles. All of these opportunities enhance the educational experience, provide leadership experience, and help expose students to a diverse world of opportunities.
In the spring 2012, SBC held its first annual student summit as a means of allowing students to give feedback to SBC on specific issues. The first summit allowed the students to provide feedback in small groups on how SBC can improve student retention. There were 131 students out of 333 students in attendance. Some of the results from this summit included:

- **Set aside time when there are no classes**
  Action: No classes on Tuesday and Thursday from 12:00 to 1:00 pm
  Tuesdays will be used for Student Government and student club meetings to be held over the IVN so that McLaughlin and Mobridge students will be able to participate.
  Thursdays will be used for speakers’ series.

- **Intrusive Advising**
  Action: More presence of faculty and staff at the McLaughlin and Mobridge sites.
  IVN instructors schedule one in person class, or rotate teaching at different sites.
  Advisors email advisees more regularly. Contact advisees at mid-term that are not passing.

- **Better Communication**
  Action: Use Walmart grant supply money to get sleeves for bathroom announcements.
  More signs about grades and attendance to motivate students.
  Campaign for posters (series) “Did You Know”.

- **More tutors available at all sites**
  Action: Additional funding will be added to the college’s general fund and Title III for more tutors.

- **More Activities**
  Action: Summer 2012 Student Government will do a planning session and produce a calendar of activities to be held during the 2012-2013 academic year. This did not happen due to the change in Student Government officers.

A second student summit was held in November 2012 and a third in March 2013, using a similar format. The November summit had an attendance of 78 students and the focus was on the ways students felt SBC could improve its image. The third summit was attended by 115 students with a change in the format. Students were requested to submit questions ahead of time, and then departments were asked to address these student questions at the summit. The results of the November and March summit are available on the SharePoint.

All three summits began the day with a motivational speaker. All instructional programs and support services were required to setup an information table and time was provided during the day for students to visit the tables and ask questions. As a motivational tool to get students to visit the tables, each student was required to obtain three signatures. Once the students received the signatures their names were submitted for drawings for door prize drawings that included gas cards, Walmart gift cards, an IPod, a Kindle, and two IPads.

According to the College’s Enrollment Management Plan, the goal for the student summit is to have 50% of current students attend the summit with an overall satisfaction level for the summit at 3.5 or above on a five point Likert scale. For the fall 2012, 78 students (28% of the student body) attended with an overall satisfaction rating of 4.4. For the spring 2013, 115 students (45% of the student body) attended with an overall satisfaction rating of 4.3.

Analysis of the attendance indicated that the poor turnout for the fall 2012 semester was due to the Salazar Indian Trust settlement where many enrolled Tribal members were given cash settlements from
a lawsuit resulting from the Federal Government mismanagement of individual Indian Trust Funds. During a seven week time period in the fall 2012 semester, there was an average attendance drop of 7% from the fall 2011, with a high of 10% difference and a low of 5% difference.

3E.1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

SBC has numerous clubs and activities suited to the institution’s mission that provide students with the opportunities to develop leadership skills. The following student clubs contribute to the educational experience for students:

**Student Government Organization** - The primary functions of the Student Government Organization are the allocation of student activity funds and to provide programs which meet the needs of the students in the areas of education, culture, social activity, and student welfare. The organization provides for student involvement in the college decision-making process and communication between college administration and students. An election of new officers to serve on the SBC Student Government is held in the fall of each year.

**American Indian Business Leaders (AIBL)** - The American Indian Business Leaders (AIBL) Chapter is part of a national organization designed to promote and support the American Indian business student and/or entrepreneur. AIBL’s primary focus is to use its student foundation to assist tribal economic growth and stability through an emphasis on maintaining culturally appropriate American Indian business development. AIBL student chapters are designed to provide peer support, leadership/mentoring opportunities, career guidance, business networking connections, and internship placement opportunities.

**Culture Club** - The purpose of the club is to promote and renew interest in the cultural heritage of Native Americans.

**AIHEC (American Indian Higher Education Consortium)** - Students are offered opportunities each year to compete with students from other tribally controlled colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, art, and the "Knowledge Bowl" (similar to Jeopardy game). Students have the opportunity to participate in activities of the AIHEC Student Congress as well as to serve as officers of the Student Congress.

**Ecology Club** – The Ecology Club creates education and awareness so students can increase their knowledge of ecology along with supplementing what they will or have learned in class and its practical use. The Club promotes community outreach with projects such as Earth Day and recycling. The Club also promotes cooperation, leadership and engagement in college life in order to achieve a positive undergraduate experience.

**Rodeo Club** – The Rodeo Club was organized to support and encourage the sport of rodeo and the art of horsemanship in the SBC Community. The Rodeo Club provides an opportunity for students to learn to conduct business as an organization and elect officers annually from among the membership. The SBC Rodeo Club is one of the primary sponsors for the SBC Youth Rodeo Series which is in its 5th season. The Youth Rodeo Series provides a series of events for youth of the region from ages 6 and under through Collegiate level competitors. SBC Rodeo Club assists in providing sponsorship for the Youth
Rodeo Series by conducting fund raising activities, providing governance, and by meeting monthly or as often as needed for planning activities. One of the primary goals of the Rodeo Club is to develop a Collegiate Rodeo team. Since the inception of the Rodeo Club, SBC has had three active Collegiate Rodeo Club athletes compete in the Great Plains Region of the National Intercollegiate Rodeo Association.

As a means of getting more students involved in clubs at SBC, the Vice President of Academics made it mandatory that no classes be scheduled over the noon hour on Tuesdays and Thursdays. The first Tuesday was set aside for Student Government and had an average of 13.8 students at the meetings. The second Tuesday was set aside for the Culture Club with an average of 15-20 students in attendance at the meeting. Third and fourth Tuesdays were set aside for other clubs such as AIBL, Rodeo, and Ecology. These particular clubs had low participation with 4 to 5 students in attendance and started to deviate from the set time for the meetings. It was indicated by the club advisors that one hour was not enough time for the Student Government and Culture Club to meet. Therefore, as a strategy for students to have more opportunity to hold meetings, SBC will be using two Thursday noon hours for additional times for student meetings.

**Talking Circles** - As a means of increasing student retention, the Academic Counselor held Talking Circles at the main campus and the two sites during the fall 2012 and spring 2013. The Talking Circles provided students with a safe place to talk, share and gain support. It was discussed at a Retention Committee meeting that the name Talking Circles may have a negative meaning. Therefore, the name will be changed to Student Support Groups in 2013-2014. Total student involvement for fall 2012 was 124 (duplicated). Total for spring 2013 was 75 students (unduplicated) or 30% of total enrollment.

**Thursday Speakers Series** - A Thursday speaker series was implemented in the fall of 2012 as a means of providing more opportunities outside of the classroom for students to contribute to their learning experiences. Eighteen speakers’ series were held on Thursdays with topics relating to Native American culture, history, and traditions, along with Winter Survival, Leadership, and Financial Literacy. An average of 48 students, faculty and staff attended the speakers’ series, with a high of 66 and a low of 10. On the Noel Levitz student satisfaction survey, the students (on a scale of one to seven) indicated a 5.66 average importance and a 5.61 average satisfaction with the speakers’ series.

SBC holds varies other activities throughout the academic year. These include Native American week each fall, which involves a week of speakers and ends with the College’s annual Wacipi (Pow Wow). In the fall 2012, a team building activity was held involving the raising of a tipi. Prizes were given to the team that was able to erect the tipi in the shortest time frame and culturally correct. In the spring, diversity week is held with a series of speakers and diverse activities.

Through the development of a Retention Committee, SBC has increased its efforts to provide more activities as a means of engaging students. This falls under the strategic efforts institution-wide theme: “Student Engagement = Student Success”.

The table below indicates total student engagement on campus for the 2011-2012 academic year according to the AIHEC AKIS AIM data collection. The data for 2012-2013 will be collected during fall of 2013 and reported to AIHEC in December 2013.
### Table 21
#### Student Engagement

<table>
<thead>
<tr>
<th>Academic Development Activities</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended Orientation</td>
<td>77</td>
</tr>
<tr>
<td>Attended high school Bridge program</td>
<td>0</td>
</tr>
<tr>
<td>Participated in faculty/alumni mentoring program</td>
<td>0</td>
</tr>
<tr>
<td>Participated in service learning program</td>
<td>0</td>
</tr>
<tr>
<td>Participated in First Year Experience program</td>
<td>115</td>
</tr>
<tr>
<td>Received tutoring</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Awards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Received academic award(s) from your college</td>
<td>198</td>
</tr>
<tr>
<td>Received academic award(s) from outside college</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research, Teaching and Active Learning Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have been a Research Assistant/Involved in Independent Research</td>
<td>10</td>
</tr>
<tr>
<td>Participated in on-campus research internship</td>
<td>20</td>
</tr>
<tr>
<td>Participated in off-campus research internship (including summer programs)</td>
<td>9</td>
</tr>
<tr>
<td>Participated in an International Learning Experience</td>
<td>1</td>
</tr>
<tr>
<td>Served as a Peer Tutor</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Received financial support (federal, tribal, state, TCU, or A*CF need-based)</td>
<td>408</td>
</tr>
<tr>
<td>Received merit scholarships</td>
<td>0</td>
</tr>
<tr>
<td>Received athletic scholarships</td>
<td>0</td>
</tr>
<tr>
<td>Participated in work-study program</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extracurricular Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented or competed at a national conference (oral, poster, etc.)</td>
<td>21</td>
</tr>
<tr>
<td>Involved in student government or other leadership program</td>
<td>11</td>
</tr>
<tr>
<td>Participated in student clubs, including chapters of national organizations</td>
<td>25</td>
</tr>
<tr>
<td>Participated in organized athletic programs on campus</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Received career advising (including seminars and workshops)</td>
<td>49</td>
</tr>
<tr>
<td>Participated in non-research internship program (term, summer, etc.)</td>
<td>45</td>
</tr>
</tbody>
</table>
Criterion Three - Teaching and Learning Strengths and Concerns

Quality Resources and Support

**Strengths**
- Appropriate General Education coursework at all degree levels.
- Above average survey ratings from students on services provided.
- Strong faculty involvement and experience.
- Availability of resources (personnel and educational resources) for students.
- Library services

**Concerns**
- Lack of resources to assist faculty and staff in working toward advanced degrees.
- Lack of student use of available tutoring services.
- Faculty and staff can become overburdened (wear too many hats).
CHAPTER VI

CRITERION FOUR

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Teambuilding tipi raising contest
Criterion Four: Core Component – 4A

The institution demonstrates responsibility for the quality of its programs.

SBC demonstrates responsibility for the quality of its programs through the review of assessment and program review data. The Assessment and Curriculum Committees have the responsibility to ensure that programs of study are meeting academic standards and are teaching the outcomes as delineated in the SBC Bulletin. These reviews include data on placement rates and students that transition from the Associate to the Bachelor level degrees. SBC has a very limited number of students that transfer from SBC to another institution of higher education. The only way that SBC knows that a student is thinking about transferring is through transcript requests, which has made transfer data hard to collect as requesting a transcript does not insure transfer. Therefore, SBC will be joining the National Student Clearinghouse system to allow for tracking of transfer students. In addition, SBC does hold specialized accreditation for its Nursing and Educational programs which are appropriate for the educational purposes. SBC has specified its different instructional delivery methods in the College Bulletin under Academic Policies and Procedures starting on page 82 and faculty handbooks. No matter what delivery methodology is used, the course requires equivalent course outcomes and levels of achievement. How this is accomplished is provided in the following pages.

4A.1. The institution maintains a practice of regular program reviews.

Program Review In 2008, the SBC Curriculum Committee implemented a practice of regular review and evaluation of its Bachelor, Associate, and Certificate programs through the program review process. This process is an important component of institutional evaluation, planning, and resource allocation. Therefore, the dialogue, constructive participation and cooperation of all members of the faculty, staff, and administration are encouraged. Program Review is, by intent, an opportunity for members of the faculty, staff, and administration to review and strengthen their own programs to better serve students rather than a mechanism for punitive scrutiny. Program review also provides a means for examining new programs for possible adoption. SBC has implemented a five year process, in which all programs must be reviewed a minimum of once during the five years. Although the schedule has changed over the five year period, SBC Curriculum Committee was able to review all of the programs with the exception of one certificate program. The Native Community Development certificate program has been on hold until Administration determines the direction for the program. The program review schedules and program reviews can be found on the SBC’s SharePoint.

In 2008, the Curriculum Committee began the process of the development of the program review process. It went through several revisions and was piloted with the Business Administration program in the spring of 2009. There was a concern with some of the data that was required as part of the program review process, such as revenue generated and expenses paid for the program. Therefore, each year the Vice President of Academics has the IT department complete a spreadsheet on program income based on tuition and Indian Student Count. The Vice President then provides each program with a five year expense report, based on general and grant funds.

In 2010-2011, program reviews were completed for Education, Environmental Science and Energy Technology and approved by the Curriculum Committee.
In 2011-2012, program reviews were completed for Building Trades, Native American Studies, Human Services and approved by the Curriculum Committee. General Studies and Natural Resources drafts were completed and reviewed by an outside evaluator, to be revised by program personnel and approved by curriculum in the fall 2012. Paleontology/Geo Science was furloughed due to lack of enrollment and no full-time faculty. Nursing and Native American Community Development were deferred until the 2012-2013 review list.

In 2012-2013, program reviews were completed and approved by the Curriculum Committee for General Studies, Natural Resources/Farm and Ranch Management, Criminal Justice, Information Technology, Office Technology, and Practical Nursing.

During the 2011-2012, a consultant was hired to critique the program reviews. The consultant indicated that the program reviews lacked specificity at many levels and needed to be revised to incorporate specific evidence for many of the statements that were made within the reviews. The consultant worked with the program faculty to improve the 2011-2012 reviews before they were approved by the Curriculum Committee. After discussion with the consultant, it was felt that the process could be improved by the consultant working with program faculty at the start of the program review process, which was implemented with the 2012-2013 program reviews.

The current program review has four areas for evaluation and approval: quality and strength of the program as determined from assessment information, enrollment, ability to benefit and positively impact Sitting Bull College, and cost effectiveness. Each area is evaluated and approved using a four level rating scale: maintain a program, enhance a program, reconfigure a program, and reduce or phase-out a program.

All current programs have been approved with maintain a program or enhance a program rating with the exception of the Associate degree in Natural Resources. The Natural Resources degree went through a second review in February 2013. The results of the review were as follows: On quality and strength of program - a motion was made to reduce or phase-out the program; on enrollment - a motion was made to reduce or phase out program; on ability to benefit and positively impact SBC - a motion was made to reconfigure program; and on cost effectiveness - a motion was made to reduce or phase out the program.

Therefore, the Curriculum Committee made the recommendation that if enrollment does not increase to ten students by the spring 2014, the certificate in Farm/Ranch Management and the Associate of Science degree in Natural Resources be furloughed. Students currently enrolled at that time will be allowed to complete the program, but no new students will be allowed to enroll. This was approved by the Board of Trustees during the July 2013 annual strategic planning report.

4A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

SBC has the following policy published in the College Bulletin and on the College website: Students who have attended college elsewhere must notify Sitting Bull College of all previous enrollments. Students are required to have all official transcripts sent to the Registrar.
Transfer credits of “C”, or better will be accepted if they apply to the student’s degree plan. Students must contact their Advisor for specific information about what core credits may be transferred and how these credits fulfill any degree requirements.

Students who transfer from an accredited institution of higher learning and are short credits in a particular general education or core requirement course will require the following:

- If they are less than one credit short, they will not be required to repeat the general education or core requirement course.
- If they are more than one credit short the student will be required to repeat the course.
- If a student has taken courses such as ENGL 110 and ENGL 120 and is short from the six (6) hour requirements of Composition at Sitting Bull College, they can combine the credits for 110 and will only need to repeat 120.

As stated previously, SBC is part of the North Dakota University common course numbering system in which course competencies are developed by a discipline group. Competencies are defined as the expected content, concepts and skills to be mastered by a student in a particular course. The academic discipline groups are made up of public, private and tribal college faculty members. These common competencies are reviewed by the academic discipline groups at least once every three years. The Registrar and Institutional Data Coordinator work closely with the Vice President of Academics and faculty to ensure that transfer courses match SBC coursework before courses are accepted into a student’s degree plan.

4A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

Transfer students are required to complete an application for admission, and submit an official high school transcript or GED certificate/GED transcript. In addition, transfer students must have an official copy of their transcript(s) from previously attended college(s) sent directly to the registrar’s office at Sitting Bull College.

Transfer students are not required to complete a new student orientation, but are encouraged to attend. In addition, if a transfer student does not have an English and/or math course with a C or better from the institution they are transferring from, the student will be required to complete the COMPASS placement test.

The Registrar reviews all transcripts to ensure the institution is an accredited institution of higher education. If SBC receives a transcript that is not from a regionally accredited institution, the record is held in that student’s file but no credits are recorded into Jenzabar to be placed on a transcript or used towards a student’s degree requirements. If a transcript is received from an accredited institution of higher education, the Registrar or Institutional Data Coordinator input the accepted credits into Jenzabar and a student AIMS is created to determine what courses are accepted into the student’s degree plan.
4A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Prerequisites, Rigor, and Expectations of Students
At SBC, faculty have the primary responsibility for course rigor, prerequisites, and syllabi, with oversight from the Vice President of Academics. Faculty initiate approval for additions and/or modifications to course(s) as well as program curricula through the Curriculum Committee.

The Curriculum Committee reviews the additions and/or modifications to course(s) or program modifications by reviewing the rationale presented by the faculty. The recommendation can be approval of the addition or modification, non-approval, or request more information. Items that are approved are then reviewed by the Governance Committee and then reported to the Board during strategic planning reporting for final approval.

Syllabi are all composed by the faculty using a syllabus template. The template identifies required components of the syllabus and items that are prescribed to be identical in all syllabi. Faculty are required to use the prefix, number, pre-requisite, and course descriptions that are published in the College Bulletin. Common courses must follow the same course objectives as established by the faculty. All syllabi are turned into the Vice President of Academics Office. Current semester syllabi are kept on file, and the remaining syllabi are currently being scanned and saved electronically.

Faculty Credentials
Full-time faculty are hired through an interview process that involves the Vice President of Academics, Human Resources Manager, a full-time faculty member, and a Board of Trustees member. The applicants that are selected for an interview are selected based on education and experience by the Vice President of Academics. Adjunct faculty are hired through recruitment efforts of full-time faculty and the Vice President of Academics. Once a faculty member is hired full-time or adjunct, the Vice President of Academics has the responsibility for oversight of faculty credentials.

Full-time faculty that have been hired without the proper credentials for teaching general education or program courses are given three years in which to obtain the proper credentials. SBC had one faculty member that did not hold a Master’s degree during the 2004 HLC comprehensive visit. The Vice President of Academics developed a plan with the faculty member, but ended up freezing his salary until he enrolled in a Master’s degree program. Unfortunately, the faculty member did not complete his Master’s degree and the Vice President of Academics was forced to move him to a developmental education position. The faculty member chose to resign. Currently, all full-time faculty hold the proper credentials for the area in which they teach. This includes Master’s degrees for those teaching general education courses and PhD’s or Master’s degree for academic program courses. In the trades’ area under Career and Technical Education area, faculty either hold Associate or Bachelor’s degrees or have the skills and experience for the technical program. SBC tries to hire adjunct faculty at the Master’s level or higher, but due to the remoteness of our location adjunct are hired with a Bachelor’s degree, but are recognized by their peers as knowledgeable and exemplary. The Native American Studies and Career and Technical Education Programs are exceptions as there have been adjunct faculty that have the appropriate skills and experience in the area in which they are teaching. Table 11 on page 91 provides
an overview of adjunct faculty degrees for the past six years and Table 9 on page 90 provides an overview of full-time faculty credentials for the eight years.

**Access to Learning Resources**
SBC has several learning resources such as professional tutoring, TRIO - Student Support Services peer tutors, and library services with availability of numerous databases. The Director of Student Success oversees the College tutoring program. Peer tutors are selected based on recommendations from their faculty in addition to receiving a B or higher in the subject that they tutor. Professional tutors are hired based upon their education and experience in the subject area. All tutors receive compensation for tutoring. SBC Pre-engineering faculty, in his former position, was responsible for oversight of the tutoring program including training at a State University. Therefore, in the fall 2013 this faculty member will be completing a mandatory training for all tutors.

SBC students have access to all library resources (e.g. print material, electronic media, and virtual media). In collaboration with faculty, the Director of Library Services selects library resources to ensure that resources are available in order to maintain quality library resources appropriate to SBC’s programs of study.

**Dual Credit**
SBC offers dual credit courses for high school students. Since the fall 2006, high school students have been required to enroll in regular classes at one of SBC’s sites (Fort Yates, McLaughlin, or Mobridge). The reason for the change was that high schools did not have highly qualified instructors to teach the dual credit courses. In addition not all of the students were able to score high enough in English or math to enroll. The College believes that having the high school students come on to SBC’s campus is an effective recruitment tool. It must be noted that SBC is not opposed to offering dual credit courses at the high schools with oversight from the Vice President of Academics to insure that the instructor is highly qualified and follows SBC curriculum, using the same textbook and course objectives.

**4A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

The College maintains specialized accreditation for the Practical Nursing program through the North Dakota State Board of Nursing and for the Bachelor degrees in Education through the North Dakota Educational Standards and Practices Board. Students are required to pass specialized tests in order to obtain employment in their fields. Both programs have completed a self-study process along with site visits. The most current results of the visits can be found on SBC SharePoint. All Associate of Science and Certificate programs are certified through the North Dakota Career and Technical Education Department. The programs completed a five year evaluation in January 2013. The results of the reports can be found on SBC SharePoint under Specialized Accreditation.
4A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

SBC evaluates the success of its graduates through completion of an employer survey which is completed within one year after graduation. Questions are asked about the graduate’s work ethics and habits, along with their knowledge and skills that relate to graduate’s position. A scale of 4 above average to 1 unsatisfactory is used for the survey. Graduates were rated from 3.61 on working cooperatively with others and integrity/ethics to 3.43 on communication skills and organization/multitasking. Areas of concern continue to include the need for SBC graduates to have better writing skills. Other general areas of concern deal with dependability and workplace ethics. Concerns specific to a program of study will be addressed with faculty that teach in that area.

The need for SBC students to have better writing and communication skills will be addressed in the general education outcomes. The need for better workplace ethics and to stress the importance of dependability in the work force will be further addressed in the SOC 100 Job Seeking Skills course.

Rating System:
4 – Above Average... Outstanding performance; exceeds requirements consistently.
3 – Satisfactory... Average; acceptable performance; meets most requirements consistently.
2 – Fair... Performance below average; deficiencies are noted; improvement is needed; occasionally meets expected results.
1 – Unsatisfactory... Unacceptable performance; consistently below expectations.
0 – Not Applicable... Not required for internship. No chance to observe.

The table below indicates the results of employers for graduates from 2008 through 2012.

<table>
<thead>
<tr>
<th>Work Attitudes and Habits</th>
<th>Year</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEPENDABLE?</strong> Is punctual, is not excessively absent from job, generally dependable.</td>
<td>2012</td>
<td>3.07</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>3.67</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>INITIATIVE?</strong> Strives for increased responsibility, seeks out work, keeps busy, willing to put in extra time.</td>
<td>2012</td>
<td>3.10</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>3.46</td>
</tr>
<tr>
<td><strong>PROFESSIONAL MANNER?</strong> Displays self-confidence, dresses appropriately, handles situations effectively, creates a positive image.</td>
<td>2012</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>3.41</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>3.38</td>
</tr>
</tbody>
</table>
### CHAPTER VI

#### CRITERION FOUR– TEACHING AND LEARNING

**EVALUATION AND IMPROVEMENT**

**SITTING BULL COLLEGE SELF-STUDY Page 125**

**RECOGNIZES WHEN HELP/ADVICE IS NEEDED?**
Asks pertinent questions, seeks clarification when needed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.33</td>
</tr>
<tr>
<td>2011</td>
<td>3.48</td>
</tr>
<tr>
<td>2010</td>
<td>3.58</td>
</tr>
<tr>
<td>2009</td>
<td>3.18</td>
</tr>
<tr>
<td>2008</td>
<td>3.31</td>
</tr>
</tbody>
</table>

**PRACTICES SAFETY HABITS?**
Follows prescribed safety standards, takes care of company property.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.31</td>
</tr>
<tr>
<td>2011</td>
<td>3.65</td>
</tr>
<tr>
<td>2010</td>
<td>3.52</td>
</tr>
<tr>
<td>2009</td>
<td>3.71</td>
</tr>
<tr>
<td>2008</td>
<td>3.46</td>
</tr>
</tbody>
</table>

Knowledge and Skills

**COMMUNICATION SKILLS?** Effectively presents facts and ideas both oral and written, effective listening and nonverbal skills.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.10</td>
</tr>
<tr>
<td>2011</td>
<td>3.43</td>
</tr>
<tr>
<td>2010</td>
<td>3.50</td>
</tr>
<tr>
<td>2009</td>
<td>3.29</td>
</tr>
<tr>
<td>2008</td>
<td>3.46</td>
</tr>
</tbody>
</table>

**WORKS COOPERATIVELY WITH OTHERS?**
Participates as a team member: respects peers, subordinates, supervisors, and customers.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.30</td>
</tr>
<tr>
<td>2011</td>
<td>3.61</td>
</tr>
<tr>
<td>2010</td>
<td>3.41</td>
</tr>
<tr>
<td>2009</td>
<td>3.35</td>
</tr>
<tr>
<td>2008</td>
<td>3.46</td>
</tr>
</tbody>
</table>

**KNOWLEDGE OF TECHNICAL EQUIPMENT ON THE JOB?**
Computers, business software, general office equipment which may include copiers, fax machines, telephones, printers, etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.43</td>
</tr>
<tr>
<td>2011</td>
<td>3.52</td>
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<tr>
<td>2010</td>
<td>3.58</td>
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<tr>
<td>2009</td>
<td>3.53</td>
</tr>
<tr>
<td>2008</td>
<td>3.54</td>
</tr>
</tbody>
</table>

**RESOURCEFULNESS?** Portrays problem solving ability, recognizes potential problems and makes corrections, adapts to new situations, finds sound alternatives.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
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<tr>
<td>2011</td>
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<tr>
<td>2010</td>
<td>3.33</td>
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<tr>
<td>2009</td>
<td>3.35</td>
</tr>
<tr>
<td>2008</td>
<td>3.46</td>
</tr>
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</table>

**INTEGRITY/ETHICS?** Exhibits discretion in handling confidential information, dedication to job/company, acts appropriately in situations when ethics are questioned.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
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</tr>
<tr>
<td>2011</td>
<td>3.61</td>
</tr>
<tr>
<td>2010</td>
<td>3.50</td>
</tr>
<tr>
<td>2009</td>
<td>3.29</td>
</tr>
<tr>
<td>2008</td>
<td>3.61</td>
</tr>
</tbody>
</table>

**ORGANIZES AND HANDLES MULTIPLE TASKS?**
Adapts priorities to situation, uses good judgment, completes tasks on time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.43</td>
</tr>
<tr>
<td>2011</td>
<td>3.43</td>
</tr>
<tr>
<td>2010</td>
<td>3.50</td>
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<tr>
<td>2009</td>
<td>3.71</td>
</tr>
<tr>
<td>2008</td>
<td>3.38</td>
</tr>
</tbody>
</table>

**WORKS WELL UNDER SUPERVISION?** Accepts advice and supervision, listens and carries out supervisor’s instructions, profits from constructive criticism.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.50</td>
</tr>
<tr>
<td>2011</td>
<td>3.52</td>
</tr>
<tr>
<td>2010</td>
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<tr>
<td>2009</td>
<td>3.24</td>
</tr>
<tr>
<td>2008</td>
<td>3.58</td>
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</table>

**OVERALL RATING OF OUR INTERNSHIP?**
Job knowledge, preparation for employment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>3.50</td>
</tr>
<tr>
<td>2011</td>
<td>3.50</td>
</tr>
<tr>
<td>2010</td>
<td>3.50</td>
</tr>
<tr>
<td>2009</td>
<td>3.50</td>
</tr>
<tr>
<td>2008</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Employers were asked the following: what SBC could do to better prepare students for the workforce. The following responses were received:

- Some of the skills that I have found lacking result more from the student personally and cannot be taught in a college setting. Professionalism (having pride in your work and making your work product look good) (Not letting your personal life affect your job)
- Tribal politics; Chain of Command
- Transportation is the biggest problem I’ve had, with today’s gas prices it’s hard to travel 30 miles to work every day. We’ve got lucky with (employee) who is willing to travel to go to
work. You are doing a fine job.

- With limited number of jobs available on the reservation the students should be provided with information on different options for their skills. I.e.: private sector, of-reservation.
- I don't think that it was necessarily the education process that needed improvement, but rather that the individual was unable to see his/her weaknesses and grow from constructive criticism. The graduate could have used more education on documentation and "what to and what not to" chart.
- Work ethic - Don't know if that can be taught at college. They need to do the best they can at any job level. Take pride in their work regardless of position or job.
- Stressing the importance of time and attendance and being prompt and accountability. Going to school isn't any different than going to work. I also think making students aware of programs (local or surrounding areas) available to such as child care, housing assistance, TANF, etc. that can make a transformation from the student life to their career would be useful. I think childcare can become an issue with families with young children who are attempting to find (or keep) employment who can't afford or find a dependable childcare giver.

- Work ethic
- Ensure they know about the possibility of working other than normal shifts, for those jobs that have more than one shift.
- No suggestions - excellent employee. A+++ 

In addition, alumni surveys were completed in the fall 2011 and 2012. The surveys were completed in conjunction with an annual alumni reunion that is held in conjunction with the college’s annual Wacipi (Pow Wow). The results of the past two surveys are as follows:

Table 23  
Alumni Satisfaction Survey

<table>
<thead>
<tr>
<th>2011 - 102 participants</th>
<th>Extremely Well</th>
<th>Well</th>
<th>Not Well</th>
<th>Totally missed mark</th>
<th>No answer provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did your education prepare you for a job?</td>
<td>48</td>
<td>49</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012 - 110 participants</th>
<th>Extremely Well</th>
<th>Well</th>
<th>Not Well</th>
<th>Totally missed mark</th>
<th>No answer provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did your education prepare you for a job?</td>
<td>52</td>
<td>52</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

| 2011 - 102 participants | | | | | |
|-------------------------| | | | | |
| Would you recommend Sitting Bull College to other people? | 99 | 0 | 3 |

| 2012 - 110 participants | | | | | |
|-------------------------| | | | | |
| Would you recommend Sitting Bull College to other people? | 100 | 0 |

| 2011 - 102 participants | | | | | |
|-------------------------| | | | | |
| Are you currently employed? | 74 | 28 |

| 2012 - 110 participants | | | | | |
|-------------------------| | | | | |
| Are you currently employed? | 76 | 34 |
The College assesses students at the Associate level and continues assessing them as they move through SBC’s Bachelor degree programs. Since 2000, there have been 228 Associate graduates, with 99 moving into a SBC Bachelor degree program (53 graduated).

SBC completes the required Gainful Employment report for all Certificate completers. Reports from 2006 through 2012 are listed on SBC’s website.

**Criterion Four: Core Component – 4B**

**The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

The College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. SBC has learning outcomes at the institutional level, general education level, and program level and has implemented an on-going process for assessment of all outcomes. Assessment procedures at the course, program, and institution levels are at the core of the institutional activities and strategic planning here at SBC. Feedback collected about these outcomes provides support for the decisions made for future SBC planning. Since planning guides resource allocations the feedback through assessment is used to coordinate future resource allocations to guide institutional effectiveness and assessment of student learning. The College has clearly stated student learning goals and outcomes for all of its programs. These learning outcomes and goals are regularly assessed through the College’s assessment plan and provide evidence and data for the College to make continuous improvements to its curricula and programs.

**Evolution of Assessment at SBC** – During the 2004 comprehensive visit, SBC’s entire assessment program focused on the completion of a student e-portfolio. The rationale behind the e-portfolio was to engage students in their own learning process, increase perceptions of their own learning, capture and showcase important learning experiences, and demonstrate technology skills. SBC did have institutional and program outcomes established. At this time, SBC was just at the beginning stages of implementation of the assessment process and realized that we had a lot to learn. The team found the assessment efforts of the College were lacking a comprehensive perspective. Although the e-portfolio initiative and course level assessments were on track, the process lacked systematization necessary to analyze and use meaningful data to improve the academic programs. Specifically, the College needed to develop a feedback loop which clearly showed how the assessment data was used to improve student learning, academic programs, and institutional effectiveness.

As a result of the 2004 Comprehensive Visit SBC was required to submit a monitoring report due in April 2006 on assessment of student learning. SBC completed the following and SBC’s assessment of student learning continued to evolve:

**2004-2005**

Assessment activities continued to focus around the e-portfolio.
April 2005:
A team of faculty along with the current Vice President of Academics attended the Higher Learning Commission Annual Conference in order to gain further guidance on the assessment of student learning process.

Outcomes from conference:
Sharing of information learned with faculty.
Made contact with two presenters at the conference who were willing to come to SBC’s campus to work with faculty.

August 2005:
Hired the two consultants to come to campus and work with faculty on the assessment process.

Conclusions from visit:
• While the college faculty members have a sense of the intent of assessment and have written competencies, they have not followed through with the process. They have not measured the competencies and analyzed the results.
• Furthermore, they have not used the analysis of the data to change course content or methodology to improve teaching and student learning as well as using it in the budget and planning processes.

Recommendations from the visit:
These recommendations are designed to (1) help the faculty members prepare for and carry out assessment activities, (2) position the college to be able to show progress on assessment in the report for HLC, and (3) move the institution toward the development of a culture of assessment. It will be important that everyone work together to carry out each step in a timely manner, since the period until the report is due is a very short one.

The revised NCA/HLC Handbook of Accreditation is an excellent source of information about assessment processes and should be reviewed thoroughly.

The following were the consultants specific recommendations directly related to assessment that were implemented in the fall 2005.

• **Establishment of an Assessment matrices/(name changed February 2006 to Assessment Plans)**
  The components of the matrices/plans include the following:

  1. Competencies/Student Learning Outcome
     All competencies should indicate what students are expected to learn and written in a format that allows measurement.
     All programs eventually need to identify sub competencies to more clearly define the general outcome statements.

  2. Measures
     This column should include only items that are direct and indirect measures, as opposed to descriptive material.
     Most matrices lack sufficient detail in this column to describe how student learning will be measured. It is important to include enough detail to allow a third person to understand how
the measurement was carried out. This will usually occur if the method answers these four questions:

- who will measure,
- what will be measured,
- how will it be measured, and
- when in the student’s academic program will it be measured?

Measures should parallel the competency that they are intended to assess.

3. Expected Results
Each competency should be matched with the results that are expected from the measure. Faculty should determine expectations through a “best guess” baseline estimate, which is subject to revision based on actual experience.

Expected results are best expressed as a minimum score, an average, or a percentage. (Avoid statements like “80% of the students will score 75% or higher.)

4. Actual Results
Faculty members record the actual results of the measure not simply that the students scored higher than the minimum or expected results.

5. Analysis
It is critical that extensive analysis take place following the administration of the assessment measures.

Faculty members review the expected and the actual results and draw conclusions to explain any variation from the expected outcomes.

Analysis should discuss what students learned and what they didn’t learn. Beware of analysis that merely states that "results are satisfactory and no change is needed."

6. Action/Recommendation
After completing the analysis, faculty must determine what action(s), including recommendations, should be taken to attempt to improve student learning in areas with less than satisfactory results.

7. Outcomes
Encourage the faculty to review and revise the student learning outcomes to accurately reflect current program operation. Put a maximum of six learning outcomes in each program area in achieving the desired outcome of increasing student learning.

- Establishment of a one-page paper for 2004-2005 as an attempt for faculty to show the following:
  - What worked particularly well?
  - What didn’t work?
  - How can we fix it?
  - What other changes do we need to make for next year?

It was related to faculty that it was important that the matrix be limited to issues related to student learning, and the one page narrative give the opportunity to evaluate procedures and processes and also to provide anecdotal information as appropriate.
Other recommendations instituted from the consultants visit in August 2005

1. Encourage the Assessment Committee to provide leadership and oversight on the assessment process. The committee should meet regularly during this academic year, with a set time and day each month. These responsibilities should be assumed by the committee:
   - Provide leadership to the process and assistance to the faculty members including part-time/adjunct faculty.
   - Establish operating guidelines and procedures for the assessment program.
   - Determine how the information about assessment will be organized and transmitted to the HLC office.
   - Record minutes of committee activities, deliberations, and actions.
   - Decide what “programs” will be assessed and in what order. (Generally all programs must be assessed but exceptions can be made for those which are new, in transition, etc.)
   - Determine how many student-learning competencies will be assessed in this first year.
   - Review the General Education Competencies and determine which of these, perhaps all, should be measured during this academic year. This is an especially long list and perhaps should not be tackled in its entirety. This should be done, as much as possible, by the use of existing measures in classes containing largely graduates and/or students who have completed 45 or more hours.
   - Construct a written summary of what the committee did last year.
   - Establish a calendar for the next two years that identifies what assessment activities and goals will be carried out.
   - Provide an ongoing program of staff development on assessment.
   - Develop an annual committee notebook that includes minutes, artifacts related to assessment, annual reports from programs and a summary of accomplishments for the assessment committee for the current year.
   - Eliminate the last two program learning objectives in each program. These appear to be related to the measurement of student learning but are program outcome goals.
   - Determine the most effective way to measure student achievement of the student outcome goals. We believe these should be assessed on an institution-wide basis, as opposed to at the program level. This should constitute the institution-level goals.
   - Add the words “student learning” to the current “program goals” that are used as the basis for assessment.
   - Consider the feasibility of assessing the “Student Outcomes (Goals)” somewhat differently. Presently these are assessed by having graduates give free responses indicating their reaction to the learning goals. This generates a wide range of responses, many of which do not involve learning. Therefore, it may be more helpful for the institution if students/graduates were first asked to rate, on a five-point scale, how much they feel they have learned in each of the goal areas. This could be followed by the same free responses, but ask that the students respond in terms of how much they feel they learned, giving specific examples.

September 2005 – March 2006

The completed program matrixes/program plans were emailed to the consultants to provide feedback and suggestions.
Suggestions from review of program matrixes/plans with recommendations for faculty:

1. All student learning outcomes are written as competencies which is appropriate for measurement.
2. Several statements contain superfluous words that obstruct the view of clarity of understanding of the desired student learning/performance outcome.
3. It would simplify the learning outcome statements if each program inserted a common opening phrase, “The student will—“and then completed the sentence with each objective.
4. Some student learning outcome statements include several different components. This is acceptable, but each will need to be a sub competency for assessment.
5. The competences should be transferred to a student assessment matrix. The current sheets are curriculum maps and are important to track where the competencies are reinforced.
6. The institutional outcomes numbers in parenthesis are confusing to me. Doesn’t each student learning outcome ultimately related in some way to the others? I don’t understand what this ads, but it may have a purpose.
7. Many of the communication competency statements appear to be general in nature—not program specific. I assume you will have a general education competency that states an expectation for students in written and verbal communication. Unless you are applying this specifically to a program application, it should be “general” and measured in all programs.

March 2006

Consultants returned to SBC’s campus to continue working with faculty on assessment issues.

Evidence of improvement of assessment process:

1. Most faculty members have completed a program assessment matrix for the 2004-2005 academic year.
2. The faculty have begun to learn the assessment process as demonstrated by the 2004-2005 matrices.
3. There is an openness and willingness on the part of the faculty to refine the assessment process and to gain additional insights into how to apply it to improve teaching and learning.
4. The analysis step of the process appears to be the most challenging for the faculty.
5. The assessment committee has a clear understanding of their leadership role for the program.
6. A faculty member who is knowledgeable about the process has been given leadership responsibilities with the assessment committee and the assessment program.
7. The assessment process is a high priority of the college administration as evidenced by the commitment of the dean of academic affairs.
8. The general education outcomes have been more clearly defined and strategies have been developed for their measurement.

Recommendation for improvement:

1. Coordinate the student self-assessment of program learning goals for all programs. Students can be asked to what extent they feel that they have mastered these objectives. (The exact phrasing is up to the committee but be sure that it is based on learning.) This involves simply listing the objectives and sub-skill objectives, if appropriate, and placing them on a Likert scale using the numbers which have been decided on by the committee, i.e., either 1-5 or 1-4.
2. Exactly the same thing can be done for employers; that is, list the objectives followed by a Likert scale. The employers would be asked, in their opinion, to what extent the students, whom they employ, appear to have mastered the objectives of their program.
3. The program matrices should be reviewed to see that all are using the same format; and the necessary changes, to make them uniform, should be made.

4. The date of latest revision, or similar statement, should be placed somewhere in the matrix heading; then someone should check that this date is changed when a revised matrix comes in or goes on the web.

5. Set up a common numbering system for competencies and sub-competencies on the matrix.

6. Decide on the abbreviations to be used on the curriculum maps for each program. There seems to be much confusion over what these mean. Place a “key” for the abbreviations on each of the map sheets.

Course Assessment

Even though the assessment effort at this time is focused on program assessment, it is important that course assessment be part of the entire program. At the time of the 2004 visit, the team commented on the course assessment being in place so this team will expect to find it as well. Be sure that faculty members have files on what they have done and are able to discuss the improvements made in teaching and learning as a result of course assessment.

April 2006:
Accept the report focused on assessment of student academic achievement. A progress report on assessment, recruitment, student services, and finances for the Bachelor’s degree is due 4/7/07. If the institution does not request a focused visit report in 2007 that could include a follow-up of the assessment program, then the College should submit a progress report on June 30, 2008, that addresses: a) evidence of assessment results that are used to systematically enhance educational effectiveness; b) evidence that course objectives/outcomes and program goals have been improved as a result of the analyzed data; and c) evidence of the effectiveness of the e-portfolio initiative.

May 2006:
After several semesters of using the e-portfolio it was recognized by the Assessment Committee that it did not provide the information that was expected and after the spring 2006 the use of the e-portfolio was by program choice.

December 2006:
Programs were required to complete a one-page summary of their program along with completed data on their program plan by May 2006. Much of this did not occur until the following academic year, which did not really allow the assessment committee to do much analysis. So as a result the assessment committee for the 2006-2007 academic year set two days at the end of the academic year for each program to present their one-page summary along with their completed program plan. This will allow the assessment committee to provide immediate feedback to programs which will allow them to implement changes in the following academic year.

April 2007:
Focus Visit Change Request Concern
Recommendations:

Follow up is recommended because the assessment system has not been adequately developed. A progress report to be submitted at the end of one academic year after the start of the program (by June,
2008) should document that a fully developed assessment system was up and running at the start of the program and provide initial evidence of data collection and analysis.

**Outcome from Visit:**
Embedded questions on general education science courses.

**September 2007:**
A different consultant was hired to provide training for faculty on assessment practices as the two previous consultants retired.

**Result of Training:**
1. There was evidence that assessment was happening on campus.
2. There were several levels of assessment.
3. There are actions taken or feedback loop used for each tool.

**Recommendation:**
Insure SBC programs have yearly outcome expectations:
1. Abilities expected by the end of the first 2 semesters.
2. Abilities expected prior to beginning of the Professional Practice experience at the end of semester 3 or 6.
3. Abilities expected prior to completion of the program.

**January 2008:**
2008 Focus Visit Change Request Concern:

**Recommendation:**

The team could not find written evidence demonstrating that the institution had a complete understanding of the assessment process. While the process has been identified and implemented, little data analysis was available to demonstrate its use in program improvement, improved student learning and institutional effectiveness.

The team is recommending a progress report on assessment for each of the newly approved programs beginning in June 1, 2009 and again in 2010, and 2011. In this way SBC can demonstrate it understands and uses its assessment system effectively and efficiently.

The report should have the following components:

a. program objectives, measurement tools, benchmarks (measurement goals, actual findings for each objective, impact of the analysis of data and the action taken to improve the program.

b. Student learning objectives, measurement tools, benchmarks (measurement goals, actual findings for each objective, impact of the analysis of data and the action taken to improve future student learning

c. Evidence of the effectiveness of the e-portfolio initiative
June 2008
Progress report on the assessment of student learning was submitted to HLC and approved.

November 2009
The Assessment Committee felt at this point that the faculty were having a hard time trying to analyze data, therefore the College hired a consultant to assist faculty with this process.

Recommendations:
1. The quality and extent of the data collection directly impacts the quality of the data analysis and subsequent decisions - a main idea.
2. Consider more detailed data collection. Example: on the communication rubrics, consider breaking out the data by each of the categories rather than a summary score. Thus there would be a score in each row for more clear separation of data sets or subsets. Faculty agreed that more specific data would be helpful.
3. When the numbers of students assessed warrant - consider using percentage of students attaining different levels (satisfactory, developed, etc.) rather than a score average. For example, what percentages of students are below satisfactory or are attaining satisfactory. Then faculty can decide at what % does the issue merit attention. Also, an average score can "wash out" differences in performance than may be insightful for decision-making, thus the suggestion for percentage reporting.
4. Specifically tie any decision/action to a data set to avoid broad generalizations are more difficult to support with evidence. When doing so, subsequent assessments can be compared to the data and faculty can demonstrate more convincing outcomes.
5. It was strongly suggested to separating decisions related to instructor or program changes (based on student data) from decisions about the assessment plan itself. Many faculty are focused on revising the assessment process, which is fine but should not override actual student performance data that ultimately can guide future action or decisions. Student data performance directly informs our teaching and our program and must be the focus of the reasoning we are assessing in the first place. The process can certainly be improved over time but not overshadow what the data are telling us.

June 2009
As was stated in the chapter on Concerns from Prior Visits, the first of the three required progress reports from the 2008 visit was submitted in June of 2009. The result of the first progress report is as follows:

“The progress report was well organized. It indicated a strong grounding of the assessment program at Sitting Bull College in sound theory and clearly articulated vision, mission, and assessment goals. The report treated in turn institution-wide assessment, pre-entry and freshmen assessment, general education assessment, and program assessment. The report was supported by substantial appendices that presented assessment data from various sources.

“The report not only presented data, it was provided interpretations, and analyses of the data, along with the recommended changes that developed from the data. An outsider to the institution, or students considering attendance at the College, can know with insight the strengths and issues of the College. The assessment reports are direct,
clearly stated and supported by simplicity of organization that facilitates the communication of assessment results,” 2009 HLC Staff Analysis of Institutional Report.

After submission the 2009 progress report, the College received a phone call from Commission staff asking if the College wanted to drop the next two progress reports. The College indicated that an effective process had been developed, but wanted to ensure that faculty continued with their efforts and therefore, completed the 2010 and 2011 required progress reports, with the same successful outcomes as the first report. As a result of this, a culture of assessment was instilled into the College and continues through today.

May 2013
Implemented the use of a rubric to rate program plans, general education outcomes, and the enrollment management plan.

4B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The College has set outcomes at the institution, general education and program level. All of these outcomes are listed in the 2012-2014 College Bulletin. SBC’s assessment has evolved over the past ten years and is broken down into four areas: institution wide, pre-entry and freshman level, general education, and program. The assessment tools used for each area are as follows:

1. Institution-Wide Assessment—yearly cycle; data reported by Assessment Committee annually
   • Enrollment Trends
   • Persistence and Retention rates (rate of return semester/semester and academic year to academic year)
   • Tracking of Student Withdrawals
   • Program Review Process
   • Student Satisfaction Survey (Noel-Levitz) or Community College Survey of Student Engagement (every other year for each survey)
   • Student Service Satisfaction Graduate Survey
   • Satisfaction of Institutional Outcomes Graduate Survey
   • Enrollment Management Results (add 2013)
   • Graduation Rates//IPEDS/AKIS
   • Employer Survey
   • Alumni Survey

2. Pre-entry and Freshmen Assessment
   • COMPASS placement (pre) scores
   • 1st Year Freshman Advising
   • 1st Year Experience Course
   • Freshman Orientation Evaluation
   • Enrollment Trends

3. General Education Assessment
   • General Education Outcomes Assessment Plan
   • Post COMPASS results (changed in 2013 to CAAP)
   • Course Evaluations
   • Completion Rates
4. Program Assessment
   • Graduation rates
   • Post COMPASS results (changed in 2013 to CAAP)
   • Program Review
   • Program Assessment Plan & End of Year Report
   • Employer Survey

The Assessment Committee meets monthly throughout the academic year and continues with a two-day general education and program assessment reporting process during the two days of the last week of faculty academic contracts. During the reporting process faculty are required to complete an end of year report summarizing their findings, along with the general education or program plan that lists the outcomes, measurement tools, measurement goals, findings, analysis of data, and action or recommendations. In 2013, an evaluation of student services through the Enrollment Management Plan was added to the two-day assessment report. In 2013, SBC Assessment Committee implemented a rubric for scoring individual programs, general education components, and the Enrollment Management Plan. The rubric utilizes a rating scale of 0 - No Evidence, 1 – Emerged, 2 – Developed, and 3 – Achieved. Each program and general education component presented their assessment plan along with their End of Year Report to the Assessment Committee. In addition, the Enrollment Management Plan was presented to the Assessment Committee. The Assessment Committee members, using the rubric, completed a rating along with comments. An average score was compiled for each area and passed along to the individual departments.

In previous years, minutes were kept for the two day assessment reporting process, which included recommendations and action items for each general education and degree program. During the two day reporting schedule, recommendation and action items from the previous academic year were also reviewed with each faculty as a follow-up to insure that the recommendations and action items from the previous year were implemented.

4B.3. The institution uses the information gained from assessment to improve student learning.

As in the past all degree programs and general education courses presented their results in May 2013, based on their goals and applied rubrics (except the Energy Technician program which will present in the fall of 2013). An assessment plan for the Student Services and Enrollment Management was developed through the academic year and results/findings were presented for the first time. For the first time a rubric was used by assessment committee members to rate each program assessment plan. A score of 0 indicates No Evidence for that Criteria. A score of 1 indicates the plan is emerging. A score of 2 indicates the plan is developing, and a score of 3 indicates the program is Achieving. Of the 22 assessment plans presented, 15 had a composite average higher than 2.0 indicating that they are developing. 5 program assessment plans are in the Emerging process and 2 program assessment plans scored below a composite of 1.0 which indicates a need to enhance the assessment plan for those two areas.

The results from the rubrics will be given back the respective faculty members to make the necessary changes based on the results of the scoring rubric. The two programs that scored below the 1.0 composite will be given guidance as to what they need to do to improve their assessment plan and report back to the assessment committee in the fall of 2013.
The following changes occurred based on assessment data:

Spring 2006
Native American Studies
The recommendations for this program are: (1) The Cultural General Knowledge Exam is given when a student enters and exits as a graduate. This would be the measuring tool to measure how much Language, Culture, and History the student has learned while attending SBC. (2) That more Culture and History be included in the curriculum of Dakota/Lakota Language to enhance the quality of a meaningful course.

Spring 2006
Office Technology
The director of the program researched different ways to help in the assessment process. It was decided that the program should incorporate the SAM (Skills Assessment Manager) software into one of general education courses and four of the core required courses. This software helps the instructor assess the student’s computer skills and progress while at the same time helping the student master critical computer skills.

Spring 2007
English I
Implemented an essay prompt to assess English I using a rubric to score the prompt.

Fall 2007
General Studies
General Studies implemented two outcomes: 1) oral presentation and 2) PowerPoint project that will showcase technical skills. A rubric will be generated to rate the PowerPoint project.

Fall 2008
Committee agreed to have an orientation one afternoon or early evening this fall to discuss with new and adjunct faculty their role and responsibilities in assessment at SBC.

Spring 2010
Business Administration
In the spring 2010 Sitting Bull College Bachelor of Science Business Administration will pilot an accelerated bachelor in business administration program in conjunction with regularly scheduled classes. Currently all 4 year students are enrolled in the accelerated program with a high success rate. Classes have been restructured to include 3 accelerated classes with one regular class per semester, with a break between semesters. Currently the 4 year program offers students the opportunity to graduate in 15 months.

Spring 2010
General Education MTH 102 & MTH 103
- Instructor presented data for all MATH 102 & MTH 103 course assessments
- Great data analysis (we always thought night courses struggled more, but data results indicate they are learning at the same rate)
  - Track student progress from remedial courses to progression to College Algebra. Are there gaps in learning?
o Push tutors to get into the classroom so students have another person to go to for issues and help
o Learning Express online will be implemented to gage Education students in their practice for the PRAXIS I

Spring 2010
General Studies
More dialogue will continue to evolve the assessment of the Bachelor of Science in General Studies. The capstone course will be implemented for all new incoming students into the program. Curriculum Committee’s advisement will be essential in moving the program assessment into a clear direction.

Spring 2010
Native American Studies
In terms of an assessment of students’ awareness of and appreciation for the Lakota/Dakota culture and the importance of cultural activities and their role in Lakota/Dakota society, the Native American Culture General Knowledge Exam was rewritten during the year in order to:

• Better reflect the content of the courses now taught in the program
• Remove problematic questions and content in the test

Spring 2011
Environmental Science
The environmental science faculty reviewed the process used to assess student outcomes for 2010 - 2011. Although the students graduating from this program in 2009 - 2010 exceeded the required minimum score of 3.50 on a five-point Likert Scale for their oral examination, the faculty recognized that the small sample size of three students is not large enough to draw definitive conclusions about the program’s assessment. Therefore, faculty agreed that the assessment process of utilizing the final oral examination to assess program outcomes should be continued with successive years’ data pooled.

As recommended by the Assessment Committee in 2008 – 2009, data was broken down into specific areas to identify area specific weaknesses and strengths. All ten areas were addressed in the 2009 – 2010 and the 2010 – 2011 data analysis. Environmental Science faculty members are attempting to design an assessment Rubric and a course specific measurement tool as recommended by the 2008 – 2009 Assessment Committee. It is anticipated that both of these measurement tools will be in place for the 2011 -2012 academic year.

Spring 2012
General Science

• Science faculty members will look to reinforce the scientific method throughout the entire semester so as to capture students who enroll late.
• Science faculty members will look to conduct assessment also during midterm sessions to capture students who drop out or do not take the final exam.
• The scientific method, use of controls, and laboratory safety, will be reviewed
• The faculty will announce the scientific method as one of the topics that will be covered during the final exam.
• All general laboratory science courses (and enrolled students) have to be encouraged to take the assessment to provide a more accurate picture and statistic.
Fall 2012

General Studies
General education English and math post assessment was changed from COMPASS to CAAP. The Assessment Committee was searching for a tool for assessing critical thinking. So the Committee selected the Collegiate Assessment of Academic Proficiency Test (CAAP). The rationale is the test can measure several areas such as Reading, Mathematics, Science, Critical Thinking, Writing Skills, and Writing Essay. The data allows SBC to compare our student to a national mean score. The drawback on the CAAP test is the required time it takes students to complete. The test is given as part of the SOC 100 Transitions: College and Beyond course. Therefore, the Assessment Committee decided to rotate the tests. The math and English were given in 2012-2013 and the science and critical thinking will be given in 2013-2014. This alternating cycle will be continued.

Fall 2012

Programs
The Program Outcome goals will be included in the new upcoming bulletin so that students will have access and awareness of the outcomes they should master upon completion of a program.

Spring 2013
The committee agreed that, if possible, all rubrics should be a 5 point scale. It was also agreed that faculty will be directed to define the 5 levels on the rubric. It was also discussed that when reviewing some of the rubrics, it is not clear if all objectives on the rubric have equal weight on the overall assessment. All rubrics were required to clearly define how a student would get each of the ratings.

Programs have made changes based on their individual assessment results. For example, the Building Trades program wanted to gauge the students comfort level in specific construction areas and developed a comfort level survey that students fill out at the end of their freshman year and then again at the end of their sophomore level. If a group of students all have a low comfort level in one area, then the instructor knows that he may have to reteach the particular topic.

4B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Following the College’s last comprehensive visit in 2004, the need for the College to improve its assessment processes was identified. As a result, the College hired two consultants, M Jane Hunter and Carroll Bennett, to assist SBC with the improvement of the College’s assessment processes and plan. It was through the work with the consultants that SBC developed its current assessment process. This plan includes the use of program and general education plans, which include student outcomes, measurement tools that must answer who, what, when, how, measurement goals, findings/results, data analysis, and recommendations. Programs and general education divisions must complete a end of year summary indicating what worked particularly well, what didn’t work, changes made based on what didn’t work, and what will be changed for the future. The Assessment Committee in 2005-2006 implemented the two day assessment reporting process in May, in which all programs and general education outcomes must report. In 2012-2013 student services was added to the reporting process and reported on the Enrollment Management Plan. The assessment process is designed so all faculty,
the Vice President of Academics, Institutional Data Coordinator, and student support staff engage and participate in the assessment of student learning.

**Criterion Four: Core Component – 4C**

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

The College’s overall retention and persistence rates are posted each semester on the College website. In the fall 2009, the College started tracking the retention and persistence rates for first time degree seeking students, which is listed on the same document as the overall rates for the College. For program review purposes, the Institutional Data Coordinator, in the summer of 2013, completed program retention and persistence rates going back to 2007, which are on the SharePoint. Previous to this, faculty would request the information from the Institutional Data Coordinator. This will enable all information on program retention and persistence to be in one place. In 2011-2012, the Student Life Committee developed a retention plan as an outcome of a Walmart Foundation grant. In 2012-2013, the College developed the Enrollment Management Plan (EMP) with strategies to recruit, enroll, and support a diverse student body that meets the overall Strategic Plan of the College and promotes student retention and completion rates. A tangible outcome of this work on retention and the Enrollment Management Plan was the development and implementation of the First Year Learning Experience for students.

**4C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

The entire College is responsible for activities to improve student retention, persistence and completion, but the Student Life Committee has oversight for collecting and analyzing the data.

The strategic goal for the Student Life Committee along with it objectives are listed below:

Goal #1: To have created opportunities for students to actively participate in student centered initiative through 2017.
- Objective A: To have increased new student enrollment by 50 per year.
- Objective B: To have increased fall to spring persistence rates retention rates by 2% per year.
- Objective C: To have analyzed SBC retention and persistence data annually.

**4C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

The Institutional Data Coordinator is responsible for collecting and disseminating data on student retention, persistence, and completion of programs. The information is used in a variety of ways and through a variety of reports such as the following:
Program Review - SBC has implemented a five year program review process. The Curriculum Committee identifies programs for their review (see Program Review schedule). All academic and career and technical education programs are required to report information on items such as enrollment and completion, employment, and program cost and revenue generated. Through work with a consultant programs have started to report assessment data on the program review. With the program review process, the Institutional Data Coordinator provides each program with relevant data, including enrollment and completion. The faculty, Curriculum Committee and Board of Trustees use the program review data, along with many other factors such as the needs for the program to determine future changes or improvements to the program.

IPEDS - The College provides a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended, and submits all required surveys and reports to the Integrated Postsecondary Data System (IPEDS). The Institutional Data Coordinator, Vice President of Academics, and Financial Aid Director complete the following IPEDS surveys: institutional characteristics, pricing and tuition, admissions, completions, 12-month enrollment, fall enrollment, graduation rates, student financial aid, finance and human resources. SBC periodically uses the IPEDS data to do a comparison of data with other Tribal Colleges and similar State Institutions.

AIHEC American Indian Measures for Success (AIMS) – SBC participates in AIHEC AIMS data collection process that is used to showcase all Tribal Colleges. As defined on AIHEC’s web site, AIMS is a “….landmark data collection initiative launched in 2004 with generous funding from the Lumina Foundation for Education. The AIHEC AIMS initiative defines measures for TCU success that are relevant to the colleges and their communities. The AIMS data collection instrument, AIMS Key Indicator System (AKIS), was developed based on input from AIHEC, TCUs, accrediting organizations, American Indian College Fund, Bureau of Indian Affairs, and others. AKIS incorporates unique measures of success that are not included in traditional higher education reporting requirements.” (AIHEC, 2013) SBC uses the data to track student participation for external and internal activities. In addition, it tracks faculty and staff professional development, including presentations and publications. AKIS/AIM reports are located on SBC SharePoint under Assessment, AKIS AIMS

Retention and Persistence Statistical Report – The Institutional Data Coordinator completed an annual institutional wide retention and persistence report for all degree seeking students that is shared with the College faculty and staff and is published on the College’s web site. The statistical report includes data from fall of 2001 through the spring of 2013. In the fall 2009, SBC started to collect data on the retention and persistence rates for first-time degree seeking students. Also, in the spring of 2013 the Institutional Data Coordinator completed retention and persistence rate for all degree programs from fall 2007 through the spring 2013. The retention and persistence data are used for program review and the Enrollment Management Plan which includes retention and persistence activities.

Enrollment Demographics – Each semester the Institutional Data Coordinator completes a statistical report on the demographics of students enrolled in all programs of study. The report includes the number of full-time and part-time students, educational level, ethnicity, male/female, average age, number of students attending each site, number of single students, and number of students receiving financial aid. The report includes the number of students enrolled in each degree program. The data for the report is taken from the College’s records management system, Jenzabar, and is collected at the end of week three. This information is reported to the College faculty, staff, and Board of Trustees, along with being posted on the College’s web site. The program enrollment data is used for the program
reviews. The Board of Trustees uses the data to determine the feasibility of maintaining the two sites in South Dakota. The information is also used to determine trends in enrollment and for grant applications.

Noel Levitz — Sitting Bull College has been using Noel-Levitz Student Satisfaction Inventory (SSI) as a measurement of student satisfaction. The survey measures the following: Academic Advising and Counseling Effectiveness, Academic Services, Admissions and Financial Aid Effectiveness, Campus, Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Responsiveness to Diverse Populations, Safety and Security, Service Excellence, and Student Centeredness. The survey measures the importance of an item to the student and how satisfied the student is with the service provided. The survey is given annually during the spring semester. The survey allows SBC to do a national comparison, along with doing a year to year comparison of SBC data. The survey information is reviewed with all faculty and staff, and the Student Life Committee reviews for determining student levels of satisfaction for several items on the Enrollment Management Plan. In the spring of 2012, SBC Assessment Committee decided to suspend the satisfaction survey for one year and administer the Community College Survey of Student Engagement. The rationale for this was that the Assessment Committee did not want the students completing numerous surveys and also felt that students needed a break from the satisfaction survey. A number of faculty had noted that students were just starting to fill in the dots without really reading the survey. Noel Levitz survey information can be found on SBC SharePoint, Assessment Data, and Noel Levitz.

The survey has provided SBC with valuable information over the years such as the need for better campus lighting, campus security, and the need for daycare services. Better services have been accomplished through the construction of the new campus as describe in Chapter five.

Community College Survey of Student Engagement (CCSSE) — In the spring of 2012, the College participated for the first time in the Community College Survey of Student Engagement (CCSSE). The CCSSE is a national survey and was completed instead of the Noel-Levitz Student Satisfaction Survey as a means to gather information on student engagement. Through a Walmart Retention grant received in the fall 2011, SBC implemented the theme “Student Engagement = Student Success”. The survey results were shared with faculty, staff, and administration to help identify areas of weaknesses and strengths and improve student learning and services at the College.

Students rated SBC higher than the top 2012 top-performing Colleges in all five of the benchmarks which include active and collaborative learning, student efforts, academic challenges, student-faculty interactions, and support for learners. More information on the benchmarks from the CCSSE survey can be found on SBC SharePoint Assessment Data 2011-2012 Survey Results. In addition, the highest student engagement for SBC students were the following: made a class presentation; discussed ideas from you readings or classes with instructors outside of class; worked with instructors on activities other than coursework; helping you cope with your non-academic responsibilities; and frequency of computer labs. The lowest student engagement for SBC students were the following: worked on a paper or project that required integrating ideas or information from various sources; came to class without completing readings or assignments; received prompted feedback (written or oral) from instructors on your performance; analyzing the basic elements of an idea, experience, or theory; and synthesizing and organizing ideas, information, or experiences in new ways. The lower student engagement items have been addressed through the Composition courses, First Year Learning Experience Course, along with the College implementing the use of the gradebook for all courses in MySBC for students to monitor their course progress.
Enrollment Management Plan – SBC developed a draft of an Enrollment Management Plan in 2004 and continued to work on the document through 2008. The draft was used as a starting point for enrollment management services, but there was nobody responsible for the plan or to ensure that the objectives were being carried out. Through the efforts of the Walmart Retention grant a real focus was given to the development of an effective retention plan, using data to drive decision making. The retention plan evolved in 2012-2013 to the full Enrollment Management Plan. The plan covers marketing, recruitment, retention and completion, financial aid, professional development, and data analysis to drive decisions and to insure accountability of student services. The Enrollment Management Plan has been added to the assessment reporting process for the first time in the spring of 2013, which will assist the College in maintaining an assessment process that is institution wide.

4C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements warranted by the data.

Retention has become a major focus of the College and has been identified as part of the Student Life Committee strategic goals and objectives (see 4C.1). SBC has implemented numerous activities and procedures to increase retention. As a way to understand some of the issues that affect student retention, in the fall 2012, the College Counselor contacted students that were enrolled in the spring 2012 and did not return in the fall 2012. The majority of the issues were dealing with finances and having to seek a job to support their family. SBC has used this information to continue to search out additional financial aid funding sources.

Another means of using student retention, persistence and completion information is through the program review process as mentioned above in item 4C.2. SBC Curriculum Committee has reviewed the majority of all programs making recommendations for the programs based on the data that is provided in the program review. The Curriculum Committee made a motion to furlough the Associate of Science Natural Resources degree in the spring of 2014, if enrollment does not increase to ten students by the spring 2014.

The College used retention data to make policy changes to the First Year Learning Experience including a mandatory sequence of courses for first-time degree seeking students.

4C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

SBC is aware of the value and importance of data collection. The College, since the 2004 visit, has hired an Institutional Data Coordinator. The IT Manager has superior knowledge of database management and the use of the College’s records management system for extracting data. Both positions are placed under the supervision of the Vice President of Academics. Between these three individuals, they are responsible for collection, development of reports and distribution of information for SBC. In this data collection, SBC uses the IPEDS definition in the determination of retention and persistence and follows processes and procedures as prescribed by the federal, state, or tribal reporting agencies.
Criterion Four - Teaching and Learning: Evaluation and Improvement Strengths and Concerns

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Strengths**
- Faculty driven assessment plan.
- On-going effort for the improvement in assessment of student learning.
- History of data collection that is used to make informed decision.
- Implementation of the program review process for effective decision making on continuation of programs with low enrollment.
- Implementation of an Enrollment Management Plan
- Use of the Jenzabar Management System

**Concerns**
- A few faculty still struggle with analysis of data to make effective changes.
- Although SBC’s assessment process is well established, it is still a challenge for programs to document changes, closing the loop of the assessment cycle.
CHAPTER VII

CRITERION FIVE

RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Wind turbine commissioned July 2011
CRITERION FIVE: CORE COMPONENT – 5A

THE INSTITUTION’S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

5A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources – The Sitting Bull College revenue base for its operations comes from three main sources: tuition and fees, the Tribally Controlled Community College Assistance Act of 1978, and special revenue from grants. The Tribally Controlled Community College Assistance Act of 1978 provides dollars to Tribally Controlled Community Colleges based on Indian Student Count (ISC). The federal money for this Act has not significantly increased over the years, but the number of Tribal Colleges has increased, slicing the portion thinner for each Tribal College. According to the American Indian Higher Education Consortium office the highest dollars received per student from ISC over the past ten years has been $5,784 in 2010 and the lowest was $3,908 in 2003. The dollars received from tuition and fees, along with ISC funding make up the majority of the College’s general fund budget and is used to support the daily operations of the College including the cost of instruction, student services, President/Board of Trustees, financial operations, plant operations, and auxiliary activities. A consistent budgeting process is used to establish the College’s general fund budget within the limits of its revenue sources. The College fiscal year operates from July 1 through June 30. Previous to 2011, the federal money for ISC was not allocated until October 1 with distribution as late as January, leaving the College with having to estimate the amount of funds to be received for ISC. This, along with difficult economic times, required the College to make strategic decisions such as the freezing of salaries and changing health insurance benefits. The following table details the revenue and expenditures for the College’s general fund along with special revenue from grant funding for the past three fiscal years.

Table 24
Financial Resources

<table>
<thead>
<tr>
<th>Sources of Funds</th>
<th>2009-10 Revenue</th>
<th>2009-10 Expenditures</th>
<th>2010-11 Revenue</th>
<th>2010-11 Expenditures</th>
<th>2011-12 Revenue</th>
<th>2011-12 Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund (Includes ISC,</td>
<td>4,520,344</td>
<td>4,150,499</td>
<td>3,242,599</td>
<td>3,283,128</td>
<td>3,623,476</td>
<td>3,343,305</td>
</tr>
<tr>
<td>Tuition, Books, &amp; Fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Revenue Funds (Grants)</td>
<td>5,369,241</td>
<td>4,715,844</td>
<td>6,798,517</td>
<td>5,991,134</td>
<td>5,696,304</td>
<td>7,126,262</td>
</tr>
<tr>
<td>Total</td>
<td>9,889,585</td>
<td>8,866,343</td>
<td>10,041,116</td>
<td>9,274,262</td>
<td>9,319,780</td>
<td>10,469,567</td>
</tr>
</tbody>
</table>

Source: SBC Financial Audits
In 2011-12, the grant revenue was less than the expenditures due to an estimated $1.2 million in grant receivables. Over the years Sitting Bull College has built a sizable general fund reserve starting with $15,437 in 2001 and by 2007 it cumulated to $1,402,973. A portion of the general fund reserve has been used in the past few years to assist with maintaining general fund budgets as a result of increasing costs and a decline in revenue sources due to a slight decline in enrollment. The College has used dollars from the reserve fund to assist with campus construction projects as well. The 2012 audit depicts a $955,141 reserve which represents approximately 31% of the College’s general fund budget.

The chart below illustrates the importance of student learning and success through the direct allocation of its general fund financial resources to academics and student services. A major portion of the College’s general fund is allocated to maintenance of campus instructional centers to ensure that students have a favorable environment for learning.

### Financial Ratios
- The College’s financial data from the Annual Institutional Data Update (AIDU) for fiscal year 2010 through 2011 is listed in the table below.
Sitting Bull College’s composite financial indicators for 2010 through 2012 are in the range that does not require any further review from the Higher Learning Commission.

Human Resources - The faculty and staff at Sitting Bull College are a family that serves students and the Standing Rock Reservation. SBC prides itself in its highly qualified and dedicated staff and faculty who hold a student centered philosophy. According to the Integrated Postsecondary Education Data System (IPEDS) reporting for the fall 2012, SBC had 92 full-time employees that included 22 instructional faculty and 42 part-time employees that included 22 adjunct faculty. Salary outlay for full-time employees for 2012-2013 was approximately $2,371,600, consisting of 23% of the College’s budget which combined with an additional 25% for fringe benefits. This indicates the commitment the College has to human resources.

The College is an Equal Opportunity Employer with the Human Resources Manager coordinating the hiring for the College. The Human Resources Manager along with the position supervisor screens the applicants and determines who will be interviewed. The interview process includes the use of a committee. The committee has a representative from the Board of Trustees, Administration, Human Resources Manager, and position supervisor or designee. The selection committee utilizes an interview rating form related to the position to reflect the answers to the questions and any other areas the committee feels appropriate. Each applicant is asked the same set of interview questions. After the interview is completed, the selection committee tallies the ratings for each applicant. The committee then selects the candidate along with an alternate for the position.

The Human Resources Manager along with program supervisors conduct orientations for all new employees to familiarize new faculty and staff members with College policy, procedures, and benefits. Since several SBC employees are approaching retirement age, the College is in the discussion phase of implementation of a concession plan. The President has final approval on any new positions prior to the Board of Trustee approval.

INFRASTRUCTURE

Main Campus – Fort Yates - In 1998, with the purchase of 160 acres of land, the dream of building a new campus began. In 1999, the College started a major capital campaign and to date, the college has raised $25 million of an ambitious $40 million to construct our new campus overlooking the Missouri River, home to native people for thousands of years. At the start of the capital campaign, a Master Plan was developed. This plan included buildings for academics, administration, a theater, a field house, maintenance and transportation, building trades, a tribal business information and entrepreneurship
center, a daycare/early childhood center, a cultural center, family housing units and dormitories, as well as powwow and campgrounds. Future plans include an aquatics center, a football/track stadium, baseball fields, an assisted living facility and additional student and employee housing.

The master plan for the College has been developed in phases. The water, sewer, roads, and lights have been completed for Phase I. The first building completed on the new campus in 2000 was the cultural center with a classroom that has been used for painting, stained glass, and pottery. The center is also used as a meeting facility. The College also completed eighteen low-income student-housing units on the new campus. Construction of the first academic building, the science and technology center, began in the fall of 2004 with completion in December 2005. Classes began in this 23,000 square foot state-of-
the-art facility in January 2006. In March 2006, the college began its occupation of the 16,000 square foot family support center which houses the education programs and contains a safe, modern daycare facility that can accommodate 75 children. On April 2, 2007, the college opened a new 5,100 square foot transit center on the new campus. Sitting Bull College founded the Standing Rock Public Transportation program in 1989 and since then has funded and managed the program. The new facility houses the Standing Rock Public Transportation (SRPT) program, including five offices, a waiting area for customers, two mechanic bays and one wash bay for transportation vehicles. In July 2008, a 16,500 square foot entrepreneurial center was built. It houses the President’s office, business administration, criminal justice, and horsemanship programs, along with the Tribal Business Information Center and six business incubator spaces to assist with business start-ups. Construction was completed on July 1, 2009 of a 13,000 square foot student center which houses a 6,000 square foot library and a 7,000 square foot area for student services and developmental education. Included in the student services area is a classroom, computer lab, GED/tutoring lab, a student lounge, and offices for student support staff. In April 2010, construction was completed on a 3,000 square foot financial center that houses the College’s business offices. Construction was completed in the fall of 2010 for a 14,000 square foot trades center which houses the College’s current building trades program and the College’s maintenance department, along with future trades programs. In the fall of 2012, construction was completed for a 5,000 square foot efficiency apartment complex that houses 12 female and 12 male students. In the summer of 2013, construction began on a 3,000 square foot office complex building which will house the Standing Rock Vocational Rehabilitation program.

With construction of the new campus in phases, it took until September 2011 for Sitting Bull College to achieve the milestone of having the school's entire operations located on its new campus. It took 10 years, nine new buildings, new single-family housing and some $24 million. It was fitting that the maintenance department was the last to move into their new offices on the new campus. The College will continue to seek funds for dorms, a cafeteria, and a wellness center.

With the construction of the new campus facilities, SBC went from an old 12,000 square foot rented facility that needed constant maintenance and upkeep to approximately 100,000 square foot state of the art facilities that are 100% paid for within a twelve year period.
McLaughlin Site – In May of 1992 the college purchased and renovated a building that was previously a bowling alley to be used for classes and office space. This became the McLaughlin site for Sitting Bull College located in McLaughlin, South Dakota. This building has 4,000 square feet and contains five offices, three classrooms, a computer lab, Interactive Video (IVN) classroom, and science lab. In 2001 the college purchased the remaining buildings on the block. One building was remodeled and now houses the Sitting Bull College/Standing Rock Vocational Rehabilitation program. Vocational Rehabilitation is a grant administered by the college that is charged with providing assistance for Native American people who have a documented physical and/or mental disability that has or impedes their ability to work. Additional buildings include a pole shed and garage that are used for storage. In 2009-2010 all the facilities at the McLaughlin site were once again renovated to correct major deficiencies including recurring sewer & water issues, handicap accessibility problems, lack of paved parking lot, and outdated bathroom facilities.

Mobridge Site – Sitting Bull College offered its first Mobridge class in a main street office (fall’89-spring’98) and later at the Mobridge Sacagawea Learning Center (fall’03–spring’07). In the fall 2007, the college moved its operations from the Sacagawea Learning Center to a small retail space on the east end of the town before closing its doors in the summer 2009, due to lack of funding.

Due to a renewed demand by the community in the summer of 2011, SBC purchased a 21,000 square foot facility that was previously a middle school in Mobridge, SD. Since purchasing of the facility the College has completed some minor renovations, including painting, flooring, and renovation of bathrooms along with providing additional furnishings. The main floor includes include two lecture classrooms, one computer lab, one video-networking classroom, a science laboratory and two multi-purpose rooms. Classes began in the new facility in the spring of 2012.

Technology Infrastructure - Internet access is provided by the ITD (Information Technology Division) of the North Dakota state government to both the Fort Yates and McLaughlin sites. This connection is shared with the IVN connection. The McLaughlin and Fort Yates campuses are connected by a Virtual Private Network (VPN) connection via the Internet. Mobridge site internet access is via DSL from West River Telecom. This site is connected to a Fort Yates campus DSL by a VPN. A bonded DSL also supplies the Fort Yates campus with a high speed internet connection for student and staff internet browsing.
### Capital Campaign Fund

January 2013  
(as of October 3, 2012)

#### Competitive Grants - US Government & One Private Foundation
**Must complete proposal and be approved to be eligible for money**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
<th>Purpose</th>
<th>Year Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>$ 1,200,000.00</strong></td>
<td>Science Center</td>
<td>2002</td>
</tr>
<tr>
<td>Title III-US Dept of Education</td>
<td><strong>$ 231,410.00</strong></td>
<td>Science Center</td>
<td>2000</td>
</tr>
<tr>
<td>Title III-US Dept of Education Carryover</td>
<td><strong>$ 334,997.00</strong></td>
<td>Science Center</td>
<td>2000</td>
</tr>
<tr>
<td>Title III-Construction</td>
<td><strong>$ 2,000,000.00</strong></td>
<td>Family Support Center</td>
<td>2004</td>
</tr>
<tr>
<td>Title III-Five Year Proposal</td>
<td><strong>$ 1,212,769.13</strong></td>
<td>Entrepreneurial Center</td>
<td>2004</td>
</tr>
<tr>
<td>Title III-Construction Plus Carryover</td>
<td><strong>$ 1,500,000.00</strong></td>
<td>Student Support Center</td>
<td>2006</td>
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<td>Title III-US Dept of Education</td>
<td><strong>$ 999,980.00</strong></td>
<td>Building Trades Center</td>
<td>2009</td>
</tr>
<tr>
<td>2</td>
<td>USDA</td>
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<tr>
<td>USDA</td>
<td><strong>$ 922,100.00</strong></td>
<td>Infrastructure</td>
<td>2002</td>
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<tr>
<td>USDA</td>
<td><strong>$ 135,000.00</strong></td>
<td>Pavement</td>
<td>2001</td>
</tr>
<tr>
<td>USDA</td>
<td><strong>$ 99,250.00</strong></td>
<td>Lighting</td>
<td>2005</td>
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<tr>
<td>USDA</td>
<td><strong>$ 484,861.00</strong></td>
<td>Science Center</td>
<td>2003</td>
</tr>
<tr>
<td>USDA-RBEG</td>
<td><strong>$ 291,478.00</strong></td>
<td>Educational Center</td>
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<td>USDA-Tribal College Initiative</td>
<td><strong>$ 500,000.00</strong></td>
<td>Entrepreneurial Center</td>
<td>2004</td>
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<tr>
<td>USDA-Tribal College Initiative</td>
<td><strong>$ 300,000.00</strong></td>
<td>Entrepreneurial Center</td>
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<td>USDA-Tribal College Initiative</td>
<td><strong>$ 724,361.00</strong></td>
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<td>2010</td>
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<tr>
<td>USDA-Tribal College Initiative</td>
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<td>Voc Rehab Office Complex</td>
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<td>USDA-Tribal College Initiative</td>
<td><strong>$ 158,655.00</strong></td>
<td>Voc Rehab Office Complex</td>
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</tr>
<tr>
<td>3</td>
<td>AICF</td>
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<td></td>
</tr>
<tr>
<td>AICF</td>
<td><strong>$ 1,334,036.67</strong></td>
<td>Science Center</td>
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</tr>
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<td>4</td>
<td>HUD-TCUP</td>
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<tr>
<td>HUD-TCUP</td>
<td><strong>$ 600,000.00</strong></td>
<td>Family Support Center</td>
<td>2005</td>
</tr>
<tr>
<td>HUD-TCUP</td>
<td><strong>$ 600,000.00</strong></td>
<td>Student Support Center</td>
<td>2007</td>
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<tr>
<td>HUD-TCUP</td>
<td><strong>$ 799,698.00</strong></td>
<td>Wind Turbine/McL Rennovation</td>
<td>2009</td>
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<tr>
<td>HUD-TCUP</td>
<td><strong>$ 980,000.00</strong></td>
<td>Efficiency Apartments</td>
<td>2010</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 16,657,445.80</strong></td>
</tr>
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#### US/Tribal Government
**Exclusively available to Sitting Bull College**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
<th>Purpose</th>
<th>Year Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SRST</td>
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<td></td>
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<tr>
<td>SRST</td>
<td><strong>$ 4,000,000.00</strong></td>
<td>Science Center</td>
<td>2000</td>
</tr>
<tr>
<td>SRST</td>
<td><strong>$ 200,000.00</strong></td>
<td>Entrepreneurial Center</td>
<td>2008</td>
</tr>
<tr>
<td>SRST</td>
<td><strong>$ 200,000.00</strong></td>
<td>Student Support Center</td>
<td>2009</td>
</tr>
<tr>
<td>2</td>
<td>HUD-Dorgan Contribution</td>
<td>Science Center</td>
<td>2002</td>
</tr>
<tr>
<td>HUD-Dorgan Contribution</td>
<td><strong>$ 900,000.00</strong></td>
<td>Science Center</td>
<td>2004</td>
</tr>
<tr>
<td>HUD-Dorgan Contribution</td>
<td><strong>$ 596,460.00</strong></td>
<td>Science Center</td>
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<tr>
<td>3</td>
<td>Johnson</td>
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<td></td>
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<td>Johnson</td>
<td><strong>$ 1,310,000.00</strong></td>
<td>Transit Center</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$ 7,206,460.00</strong></td>
</tr>
</tbody>
</table>
5A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The allocation of resources at SBC is completed through a survey of needs for departments by the administrative supervisor including either the President, Vice President of Academics, or Vice President of Finance. Based upon department needs, administration develops a general fund budget which is approved by the Board of Trustees prior to the beginning of the College’s fiscal year of July 1. The general fund budget is monitored by individual departments and the appropriate administrator with monthly reports provided by the Vice President of Finance to the Board of Trustees. After the initial budget is completed, changes to allocation of resources require Board of Trustees approval.

5A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

The mission statement and strategic plan goals are reviewed and developed as part of the College’s strategic planning processes (see Criterion One, Core Component 1a for more information on the strategic planning processes of the College). During the review and development of these strategic goals, the College always takes into consideration the organization, resources, and opportunities of the College.

For the current strategic planning cycle, an external consultant was hired to facilitate the creation of a new strategic plan. The College first sought input from all stakeholders of the College through a series of focus groups. These stakeholders included business and industry partners, community leaders, faculty, staff, and students. A planning team then reviewed the information garnered from these focus groups to help create new strategic goals and objectives. As part of this process, a SWOT (strengths, weaknesses, opportunities, and threats) analysis was conducted. It is through processes like these that the College ensures its goals are realistic and take into consideration the organization and opportunities of the College.

5A.4. The institution’s staff in all areas are appropriately qualified and trained.

At SBC, Administration (President, Vice President of Academics, and Vice President of Finance) along with the Human Resources Manager holds the primary responsibility for ensuring that the staff and faculty are appropriately qualified and trained. For current vacant positions, the appropriate administrator begins by reviewing the job description and making any necessary changes required for the job position. New job descriptions require approval by the Board of Trustees before they can be advertised. The job description is then forwarded to the Human Resources Manager who begins to
advertise the position. Once the position advertising has been closed, the Human Resources Manager reviews all applications to ensure all required documents have been received. After checking off that the application is complete, they are forwarded to the appropriate administrator or supervisor to screen and select for interviewing. Only completed applicants that meet the job description qualifications are selected for an interview. Upon recommendation by the administrator or supervisor the applicant is notified of the interview by the Human Resources Manager. All interviews are completed using a Selection Committee. The Committee is made up of a Board of Trustees member, an Administrator, the Human Resources Manager, and one additional individual in a related position. A rating scale is used by the Selection Committee that rates each applicant based on education, experience, and interview questions. The highest scoring, qualified applicant is offered the position.

The table below indicates all the degrees earned by administration, directors, and support staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Avg Years</th>
<th>Number</th>
<th>PhD</th>
<th>Masters</th>
<th>Bachelors</th>
<th>Associates</th>
<th>Certificate</th>
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</thead>
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<td>2</td>
<td>3</td>
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<td>2</td>
<td>0</td>
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<tr>
<td>Director</td>
<td>8.181001</td>
<td>18</td>
<td>0</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>1</td>
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<tr>
<td>Support Staff</td>
<td>4.012459</td>
<td>52</td>
<td>0</td>
<td>5</td>
<td>17</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

5A.5. The institution has a well-developed process in place for budgeting and for monitoring expenses.

The College establishes budgets for each institutional unit for the general fund and for all grant programs. The budgets are entered into the College’s records management system (Jenzabar) by the program or grant directors. The system then requires approval of the budget by the supervising administrator. Once the budget has been entered into Jenzabar, the project or grant director has access to reports that indicate the original budget, budget modifications, expenditures, and obligated funds, and remaining balances. The budget reports are required to be attached to all purchase orders and pay requests for review by the appropriate administrator to insure there are proper funds remaining in the account for the purchase or payment. In addition, the general fund budget reports are shared with the Board of Trustees at their monthly meetings and grant budget reports are shared quarterly with the Board of Trustees to ensure fiscal responsibility for the College.

CRITERION FIVE: CORE COMPONENT – 5B

THE INSTITUTION’S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.

SBC is an equal opportunity employer, providing a wide range of academic and career programs in a caring and supportive environment. The College continues to fulfill its mission through its strategic planning process by paying close attention to improvement of quality of its education, providing
responsible resource management and continued commitment to evaluating and improving institutional effectiveness.

5B.1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Sitting Bull College is governed by a Board of Trustees, which is composed of one elected official from each of the eight districts on the Standing Rock Reservation. The Board is kept informed by the College administration which consists of the President, Vice President of Academics and the Vice President of Finance. The College uses a quarterly reporting process, which requires the following constituents of the College to report one month of each quarter: Committee Chairs to report on Strategic Planning process, grant managers to report on progress of grant objectives, and auxiliary and other general fund departments providing quarterly updates. These constituents work with the College Administration in harmony to ensure the College mission is carried out. Based upon the recommendations and reports from these constituents, the Board of Trustees, with recommendation from Administration, review policies and procedures and make changes when necessary for continued improvement, future planning, and to ensure student success.

**Board of Trustees** - The Board consists of eight persons, one elected from each of the eight districts of the Standing Rock Reservation (Rock Creek, Running Antelope, Bear Soldier, Kenel, Wakpala, Cannonball, Fort Yates/Long Soldier, and Porcupine). Each district holds an election among voters of that district in accordance with Tribal Election procedures. The individual receiving the greatest number of votes in each such election serves as a Board Trustee.

The terms of office are staggered so that the terms of four Trustees shall end at one year and the terms of the remaining four shall end two years later. Therefore, elections are held every two years. The districts of Bear Soldier, Cannonball, Long Soldier, and Kenel are elected at one time with the districts of Rock Creek, Wakpala, Running Antelope, and Porcupine elected at the following election. Each holds office for a four year term; until his/her successor has been duly elected and taken office; until his/her death; or until he/she shall resign or shall have been removed in the manner hereinafter provided.

To be qualified as a candidate for the Board a person:
- Must be an enrolled member of the Standing Rock Sioux Tribe
- Must be twenty five (25) years or older
- Must reside in the District from which he/she seeks office for at least one year preceding and must retain residency in the district through term of office
- Must not be a full-time permanent employee of SBC
- Must not be a student taking more than five credits per semester through SBC or a college with whom there is an articulation agreement
- Must not have been convicted of a felony or an offense involving dishonesty, by any Court, including an offense defined in 18 USC 1163
- Must not have been dishonorably discharged from the Armed Forces and
- Must not be delinquent on a debt to Tribe as set forth in Title XV. Section 15-102 (g)

Source: SBC Bylaws
The Board of Trustees is engaged through the regular monthly Board of Trustees meetings. The Board of Trustees meets on the first Friday of the month, with special meetings called as needed. Board packets and agendas are distributed to board members and College Administration one week prior to the regularly scheduled meeting.

Board of Trustees meetings are open to the public and are announced one week prior to the meeting on the College electronic information sign at the entrance of the campus. These meetings are held each month in the board room at the entrepreneurial center.

In addition to the regular monthly meetings, Board of Trustees members serve as a committee member on one or more standing committees: Governance (Board Chair), Assessment Committee, Community Relations, Curriculum Committee, Finance and Resources Committee, Iyuwaste, Student Life, and Technology. The majority of all College faculty and staff serve on a Committee. Therefore, the Committee process has been used to assist the College in carrying out the College’s strategic plan, other matters relating to policies and procedures, and provide a means for all employees to be part of the College’s planning process.

**Administration** - The Administration of Sitting Bull College consists of the President, Vice President of Academics, and Vice President of Finance. Administrative meetings are held monthly to ensure coordinated activities for the college.

**President** - The President is Chief Executive Officer for the college and responsible for all operations. The President administers the governance of the college by putting into effect its policies and regulations in accordance with the stated purpose of the college. Dr. Laurel Vermillion has served as President since 2006. Dr. Vermillion has been with the college since 1995, serving as Vice President of Operations and Vice President of Academics before becoming president. Previous to her employment with the college, Dr. Vermillion served 14 years in the K-12 educational system on the reservation. Dr. Vermillion holds a Ph.D. in Teaching and Learning and a Master’s in Education from the University of North Dakota and is an alumni of Sitting Bull College.

**Vice President of Academics** - The Vice President of Academics, Dr. Koreen Ressler, is responsible for all phases/aspects of the academic/career and technical education and student support services including supervision of student support staff and instructional staff/faculty, curriculum development, act as chief advisor to the President on academic policy and administration, oversight for new campus construction and serves as program/project director for various grants. Dr. Ressler has been with the college since 1996 serving as the Vice President of Academics and the Dean of Academic Affairs. Previous to working at Sitting Bull College, Dr. Ressler was with Fort Berthold Community College for thirteen years. Dr. Ressler holds a Ph.D. in Organizational Behavior and Management from Capella University and a Master’s in Management degree with an Emphasis in Information Technology from the University of Mary.

**Vice President of Finance** - The Vice President of Finance, Leonica Alkire, is responsible for all financial matters for the College according to Generally Accepted Accounting Principles involved with not for profit fund accounting. Responsibilities include: general operating fund, grant funds, auxiliary business funds, investment funds and cash flow management. Ms. Alkire has been in the Vice President of Finance and Comptroller position since February 2001. She also served on the Board of Trustees from
1996 to 2001, and previous to this she worked in the college’s business office from 1987 to 2001. Ms. Alkire holds a Masters in Management degree from the University of Mary.

The College has a shared governance process. The Administration is responsible for day-day operations as outlined in the College’s Organizational Chart:

- The President provides oversight to Vice President of Academics, Vice President of Finance, resource development and transportation. The President serves on the standing committees of Governance, Community Relations, and Finance and Resources.

- The Vice President of Academics provides oversight to Academic and Career and Technical Education faculty, Library, Information Technology Department, Admissions/Registrar, Center for Student Success, TRIO, Financial Aid, Institutional Data Coordinator, Counseling, Recruitment/Public Relations, Student Government, Student Activities, Workforce Development, Continuing Education, and Land Grant staff. The Vice President of Academics holds monthly faculty meetings, monthly retention committee meetings, and meetings periodically with student support services staff. The Vice President of Academics serves on the standing committees as the chair of the Governance Committee and a member of the Assessment, Curriculum, Finance and Resources, Student Life and a member of the Ad Hoc Retention and Recruitment Committees.

- The Vice President of Finance provides oversight to: Human Resources Manager, Accounts Payable Clerk, Account Receivable Clerk, Bookstore Manager, Housing Manager, Daycare Director, Director of Maintenance, Campus Security, and Vocational Rehabilitation.

Standing Committees

Sitting Bull College’s (SBC) strategic planning process has been and will continue to be carried out through the College’s committee structure. All College faculty and staff serve on at least one committee, with the exception of daycare providers, janitors, lab technicians, and bus drivers. In addition, one Board of Trustees member and at least one Administrator serve on each committee.

In the 2010-2011 academic year, Sitting Bull College (SBC) decided to align its strategic planning process with the new criteria for accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools and to begin preparing for the upcoming accreditation visit in 2013-2014. The process began with the assistance of a strategic planning consultant who reviewed the criteria for accreditation with the assistance of the Vice President of Academics. They began to align the criteria with the responsibilities of each committee. The consultant met with each committee and helped establish a revised function and scope. It was determined through the criteria that Assessment, which was an ad hoc committee, needed to become a standing committee. Other committee structure changes that evolved through this process were the combining of the Finance and Facilities Committees to Finance and Resources Committee and a change back to a previous structure splitting the College Life Committee to Student Life Committee and iyuwasé (Employee Life). A Governance Committee was revived that had been eliminated over 15 years ago. The Board of Trustees Chair, Administration, Committee Chairs, and Executive Assistant to the President serve on the revived committee. The Governance Committee was revived as a means to improve communication between committees and the Board of Trustees, thus giving all employees a voice.
Therefore, the current committees include: Governance, Assessment, Community Relations, Curriculum, Finance and Resources, Iyuwaste, Student Life, and Technology. The Technology Committee is made up of information technology personnel and one selected member from each committee, along with a Board of Trustees member and one administrator. This committee provides a line of communication between committees, administration, and the Board of Trustees on technology needs of the college.

All new and revised policies for the college must originate from one of the standing committees. The committee chair is then responsible to bring the new or revised policy to the Governance committee for review and approval. Once the Governance has reviewed the policy it is then submitted to the Board of Trustees for final approval.

The new committee structure was put into place during the fall of the 2011-2012 academic year. The revised function and scope for each committee was reviewed by the board on May 6, 2011. The committees through the fall semester developed five year strategic goals along with yearly measurable objectives which were approved by Board of Trustees on November 4, 2011. The progress of the new five year goals and yearly objectives are reported to the Board of Trustees on a quarterly basis.

COMMITTEE SCOPE AND FUNCTION

**Governance Committee**

FUNCTION: Oversee the institution’s committee functions; facilitate communication between committees and the Board; and formulate, review, and revise personnel policies and procedures.

SCOPE: Identify the appropriate communication path within the institution.

**Assessment Committee**

FUNCTION: Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

SCOPE: To oversee all institutional data collection and recommend new data that will measure institutional effectiveness.

**Community Relations Committee**

FUNCTION: To be the catalyst of change in identifying and recommending educational, cultural, social and economic activities. To increase the awareness and visibility of Sitting Bull College among the people we serve.

SCOPE: Make recommendations on ways to educate communities about Sitting Bull College resources and analyze community needs.

**Curriculum Committee**

FUNCTION: Recommend academic and instructional policy to the Board of Trustees.
SCOPE: Covers all matters of instructional policy, programs, and activities as they relate to the curriculum.

**Finance & Resources Committee**

FUNCTION: To make recommendations that focus on perspective areas of internal and external stakeholders for Sitting Bull College.

SCOPE: To plan, analyze and make recommendations on institutional finances and resources that serve the internal and external stakeholders for the present and future.

**Iyuwaste Committee**

FUNCTION: To promote harmony among employees of Sitting Bull College and to provide professional and social development, including cultural opportunities, for employees.

SCOPE: To have provided opportunities a minimum of three (3) times a year that support and enhance harmony, morale, and communication among Sitting Bull College employees.

**Student Life Committee**

FUNCTION: To create opportunities which promote, support and enhance morale and communication among Sitting Bull College students, faculty and staff.

SCOPE: To have created opportunities for students to actively participate in student centered initiatives.

**Technology Committee**

FUNCTION: Research, analyze and make recommendations regarding strategies to promote the technological growth of Sitting Bull College and its stakeholders. Identify technology training needs for all stakeholders.

SCOPE: Research and recommend avenues to continually advance Sitting Bull College technologically.

**5B.2. The governing board is knowledgeable about the institution, provides oversight for the institution’s financial and academic policies and practices, and meets its legal and fiduciary responsibilities.**

The Board of Trustees is the governing board of SBC. There are eight members on the Board of Trustees representing each district on the reservation. Members of the board are elected by the residents of their respective districts. The Board, through regular reporting procedures, is very knowledgeable about the institution and provides approval for all College policies and practices including those relating to financial management and academics.

The College employs legal counsel to ensure it meets all legal and fiduciary responsibilities.
The Board, with the help of College Administration and legal counsel, established a set of by-laws that guides the College in its operations. The bylaws can only be amended by three-fourths majority vote of the board. The bylaws are made up of the following Articles.

**ARTICLE I**  
Office

**ARTICLE II**  
Board of Trustees

**ARTICLE III**  
Duties of Officers of the Board of Trustees

**ARTICLE IV**  
Administration

**ARTICLE V**  
Authority, Loans, Financial Management Policies

**ARTICLE VI**  
Budget, Reports, Audits

**ARTICLE VII**  
Amendments

In addition to the bylaws, all Board of Trustees members sign a Board Code of Ethics which commits members to the very highest ethical conduct while carrying out their requirements under tribal and federal laws. A copy of all signed can be found on SBC SharePoint, Board Information.

**Purpose of The Board of Trustees** - According to the bylaws, the purpose of the Board of Trustees is final authority in all matters affecting the institution and the Board exercises jurisdiction over SBC’s financial, educational, and other policies, and its relations with the state and federal governments. The Board entrusts the execution of all its plans and policies, together with the internal government and administration of the institution, to the President. The President, the Vice President of Academics and the Vice President of Finance submit monthly reports with new or updated matters which, in their judgment, demand attention or require the approval by the Board. Since the Board is responsible to the Tribal Council for the management of the institution, it requires full information on all matters, financial and educational, from SBC Administration.

In addition, the Board uses the Standing Committees along with College Administration to govern specific aspects of the College and fulfill their duties. These committees are outlined below.

Finance and Resources Committee reviews and approves the financial management policies of the College along with the transit policies and Tribal Business Information Center Policies. The College is also in the process of developing grant management policies and a facilities management plan, which will be reviewed and approved by this committee.

Curriculum Committee reviews and approves all academic policies, including review of current programs of study and courses along with approval of new programs and courses.

Student Life Committee reviews and approves all policies as they relate to students, along with policies relating to housing and student daycare.
Technology Committee reviews and approves all policies relating to the College’s technology.

All Committee reviewed the College’s personnel policies and procedures and bring all suggested changes to the Governance Committee.

Once the respective Committees approve policies, they are moved forward to the Governance Committee for review and approval. Once approved by the Governance Committee, the policies are moved forward to the Board of Trustees for final approval.

5B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Collaborative planning is a vital process to the success of the College. The Board, through the Administration, works effectively with faculty, staff, students and the community through the use of the College’s Standing Committee structure and Advisory Boards.

In order to provide a clear direction for the College’s future, continual planning is critical. Planning at SBC starts with the mission, vision, and institutional outcomes. The backbone document for planning at SBC is the Strategic Plan. Through Standing Committees, all faculty and staff at the College are invited to participate in the planning process. Current students and alumni participate in the planning functions through the College’s Advisory Committees and Student Government. Students can provide input and opinions by forwarding issues to the Student Life Committee, through student satisfaction surveys, and during input sessions at the annual student summits.

The College recognizes that collaborative efforts for planning are vital to the future of the College and student success. The following committees and groups allow the faculty, staff, and students to be engaged and involved in planning processes. This process allows constituents to exchange information as a means of enhancing institutional communication. (See Criterion Five, Core Component 5b.1 for more information).

- Board of Trustees Monthly Meetings
- Standing Committee Monthly Meetings
- Faculty Monthly Meetings
- Student Services Quarterly Meetings
- Advisory Committees Biannual Meetings
- New Moon/Staff and Faculty Monthly Meetings
- Student Government Monthly Meetings
- Annual Student Summits

CRITERION FIVE: CORE COMPONENT – 5C

THE INSTITUTION ENGAGES IN SYSTEMATIC AND INTEGRATED PLANNING.

Planning has been an ongoing process at Sitting Bull College. The college’s strategic planning process has positioned it well to improve, expand, and meet the expectations of many constituents. Planning
has involved community advisory committees, all full-time employees of the college through the committee structure, administration and the Board of Trustees. All strategic goals flow from the mission of SBC.

5C.1. The institution allocates its resources in alignment with its mission and priorities.

**Strategic Planning** - The goals of the strategic plan have been the driving force of planning at SBC and have been implemented and reviewed quarterly through the committee structure. In 2012, the strategic plan was updated to include the next five years of planning for the college. The goals for the current strategic plan which is based upon Committee structure are as follows:

**GOVERNANCE COMMITTEE**

Goal # 1: To ensure SBC functions including policies and procedures reflect SBC Mission and Vision Statement through 2017.
Goal #2: To maintain open line of communication between Committees, Administration and Board through 2017.

**ASSESSMENT COMMITTEE**

Goal 1: To review academic and student support data that demonstrates institutional effectiveness through 2017.

**COMMUNITY RELATIONS COMMITTEE**

Goal #1: To facilitate a relationship between Sitting Bull College and the communities through 2017.

**CURRICULUM COMMITTEE**

Goal # 1: To provide and refine a systematic evaluation of current academic and technical programs through 2017.
Goal #2: To explore and evaluate future academic and technical programs through 2017.

**FINANCE & RESOURCES COMMITTEE**

Goal #1: Human Resources – To continually seek a cost effective working and learning environment for the campus, based on Sitting Bull College financial and personnel policies through 2017.
Goal #2: Physical Plant – To improve and continue Sitting Bull College financial practices that will support the upkeep and maintenance of the facilities, equipment and campus grounds through 2017.
Goal # 3: Funding – To seek new funding and maintain current funding sources, while managing operational expenses through 2017.

**IYUWASTE COMMITTEE**

Goal #1: To enrich the SBC Tiospaye through social & cultural opportunities through 2017.

**STUDENT LIFE COMMITTEE**
Goal #1: To have increased new student enrollment by 50 per year.
Goal #2: To have increased fall to fall retention rates by 2% per year.
Goal #3: To have increased fall to spring persistence rates by 2% per year.
Goal #4: To have increased graduation rates by 2% per year.

TECHNOLOGY COMMITTEE

Goal 1: To review, revise, and implement new and current technological policies and procedures through 2017.
Goal 2: To make recommendations for current and new technology including the college’s web site through 2017.

In addition, the Student Life Committee, with approval from the Board of Trustees, implemented an Enrollment Management Plan in 2012-2013. The Enrollment Management Plan has the following goals:

Marketing Goals
1. To develop and implement a comprehensive marketing plan through 2017.
   - Develop a campaign to brand SBC.
   - Determine the most effective means for marketing SBC.
   - Revamp SBC web site.

Recruitment and Enrollment Goal
2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.
   - Establishment of an ad hoc Recruitment Committee.
   - To have completed a demographic study of service area.
   - To increase enrollment of current high school graduates.
   - To increase enrollment of current GED graduates.
   - To create and increase the number of programs/activities that will increase the male student enrollment.
   - To complete a cost analysis of offering athletic programs.
   - To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master’s programs.

Retention and Completion Goal
3. To establish and maintain a retention plan through 2017.
   - Establishment of an ad hoc Retention Committee.
   - To provide an effective first year learning experience.
   - To provide an effective integrated and coordinated advisement program for all students.
   - To improve engagement of all students.
   - To create improved communication of events/activities and important dates between the college and the students.
   - To provide services for students at risk.
   - To increase availability/access to support services offered to McLaughlin & Mobridge sites.
   - To increase student opportunities for external experiences.
Student Financial Management Goal
4. To establish and maintain a student financial management plan through 2017.
   • To increase the financial literacy of students.
   • To assist students with setting financial goals.
   • To increase the number of scholarships awarded to students.
   • To increase the number of students completing financial aid before classes begin.

Professional Development Goal
5. To implement and maintain a professional development plan for staff and faculty on
effective practices in retention and persistence through 2017.
   • To provide resources for faculty and staff to attend First Year Learning Experience
     conferences.
   • To provide resources for faculty and staff to attend advising conferences.
   • To provide resources for faculty and staff to attend recruitment and retention
     conferences.
   • To provide resources for faculty and staff to attend assessment conferences.

Data Collection and Reporting Goal
6. To establish and maintain an effective data collection and reporting system through 2017.
   • To develop tools to effectively track data collection.
   • To maintain a central repository system.
   • To complete an annual report that is shared with the college community.

Allocating Resources - Planning at the college has evolved to meet the challenges and changing needs of
a growing reservation community. The structure of planning mirrors the structure of governance in
which the faculty, staff, and administration participate in advising the Board of Trustees on matters
relating to programs and budgetary planning.

General Fund - The college administration, with assistance from programs, plans an annual general
fund-operating budget each fiscal year. The Board of Trustees approves this budget each year before
the beginning of the new fiscal year. The annual general fund-operating budget is a plan of itemized,
authorized, and systematic operations expressed in dollar terms. The result of this process is a
document that serves as guide for monitoring and controlling expenditures. The budgeting process also
provides Administration with the opportunity to examine the components and viability of the college's
resources and each current or planned program and provides guidance to the Board of Trustee in
decision making for the approval of the budget. This examination provides support to the Administration
and Board of Trustees for programs and activities that are funded in light of available resources and the
College’s priorities.

Budget allocations are formulated using a conservative estimate of enrollment for tuition and fees and
for reimbursement through the Tribally Controlled Community College Act for Indian Student Count.
During the past five years the college has met and exceeded these estimated enrollments. Budget levels
for other funds are determined by availability of specific resources such as grant revenues and
enterprise activities of the college.
Current conditions may require the reallocation of resources within a budget unit. Budget modifications can be completed any time during a fiscal year and require supervisor approval. Additional revenue beyond the estimate does require the completion of a revised budget that must be approved by the Board of Trustees.

5C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The mission, strategic plan, and Enrollment Management Plan of the College guide all components of business and operations at the College including assessment of student learning, evaluation of operations, and budgeting.

As described throughout this chapter and this document, the foremost planning documents are the College’s strategic plan and the newly implemented Enrollment Management Plan.

Assessment procedures at the course, program, and institution levels are at the core of the institutional activities and strategic planning at SBC. Feedback collected through these outcomes provides support for the decisions made for future SBC planning. Since planning guides resources allocation, the feedback through assessment process is used to coordinate future resource allocation to guide institutional effectiveness and assessment of student learning.

Assessment of student learning is a vital part of the College’s operations, as represented by the College strategic plan. The College has implemented several assessment strategies to help the College continuously improve and fulfill its mission. Assessment of student learning is faculty and student services driven, and carried out through the work of the Assessment Committee. The Assessment Committee is chaired by a faculty member and committee members consist of the Vice President of Academics, faculty, student services staff, and the Institutional Data Coordinator.

Minutes are kept for all Assessment Committee meetings along with the two day end of the year assessment reporting process, which includes recommendations and action items for each general education and degree program outcomes. In 2012-2013 reporting on the College’s Enrollment Management Plan was added to the yearend reports. During the two day reporting schedule, recommendation and action items from the previous academic year are also reviewed with faculty as a follow-up to insure that the recommendations and action items from the previous year have been implemented.

In addition to the College’s assessment strategies, the Curriculum Committee is responsible for program review reports. All programs of study are evaluated on a five year cycle. The program review includes cost data versus revenue earned, enrollment data, graduate placement data, and labor market information. These reviews allow the College to make appropriate resource allocations and budget decisions regarding the academic programs of the College.

5C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Collaborative planning is a vital process to the success and the future of the College. The Board of Trustees and Administration work with faculty, staff, students, and the community college district
residents to collect information and data to make data-driven decisions. The process of developing a new, updated strategic plan started in 2011 through the Committee process which involves all faculty and staff. External feedback is received from Board of Trustees members who attend district meetings and provide updates to their constituents. In addition, student information is being solicited through the annual student summits. Results from the fall 2012 and Spring 2013 student summit are located on SBC SharePoint under Assessment Data, 2012-2013 Survey Results.

5C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

SBC makes sound decisions based on the needs of the students and facilities needs at each of its locations. The College uses realistic enrollment numbers when determining the revenue that will be received from tuition and fees in establishing its general fund budget. In addition, the Tribally Controlled Community College forward funding has allowed SBC, to be able to set the fiscal year budget with actual dollar amounts for ISC. SBC continues to research grant opportunities to fill the funding gaps that cannot be provided through the College’s general fund. For example, to help expand the capacity of the North Dakota Tribal Colleges, the Tribal Colleges lobbied for assistance from the state of North Dakota for Senate Bill 2218, which will provide $500,000 per year for the 2013-15 biennium to assist the State of North Dakota to help meet the workforce needs of the oil and gas industry. These dollars will assist SBC in increasing capacity in the area of workforce development.

Based on feedback from the students at the annual student summit, SBC will continue to seek funding through federal grants, foundations, and private sources to construct a student union, including a cafeteria, bookstore, and wellness center on the main campus in Fort Yates. SBC is also researching funding opportunities for the construction of a maintenance facility, which is currently located in the Trades Center. This has become an immediate need with the expansion of the trades’ curriculum due to a Department of Labor grant that SBC has received.

5C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

As a means of anticipating demographic shifts a consultant was hired in the spring 2013 to complete a demographic study of the reservation in order for SBC to continue to forecast enrollment figures. This information will be used to help project enrollment and to continue to establish a budget to support current capacity. The College is planning on completing a staff and faculty needs survey in the fall 2013 as a means to prioritize the future funding. All institutional planning processes at the College seek to anticipate emerging technology. As stated previously in this document, many career and technical education programs at the College use an advisory committee made up of industry, Tribal, and K-12 representation. These advisory committees are just one way that the College works to stay ahead of emerging trends and issues.

As stated in Criterion Five, Core Component 5a, there are many examples of how the College has anticipated the emerging factors listed above, especially in the technology area, and taken a proactive approach to addressing them. Some of these examples are listed below:

- Each classroom is equipped with adequate technology.
• All facilities have wireless Internet access.
• The College has implemented MySBC learning management system and is available for faculty and students to access on and off campus.
• Technology upgrades and replacements are made according to a replacement schedule.
• The College implemented an online Alert system.

Criterion Five: Core Component – 5D

The institution works systematically to improve its performance.

SBC uses systematical practices for assessment and evaluation to assist with continuous improvement for students and the community in which it serves. The College uses comprehensive data through program reviews, assessment documents, and through its enrollment management plan. This comprehensive data provides the College with the information necessary for allocation of resources that supports on-going decisions and long-term planning throughout the College.

5D.1. The institution develops and documents evidence of performance in its operations.

Program Review - All academic and career and technical education programs at SBC completed a five year program review process. These program reviews provide an opportunity for programs to demonstrate good performance, to identify areas in need of development or revision, and to maintain and improve the quality and scope of instruction. The program reviews are assessed by the Curriculum Committee to determine the effectiveness of each program. Criterion Four, Core Component 4a provides more information in regards to program reviews.

Assessments Programs – Assessment procedures at the general education and program levels, in addition to the enrollment management plan are at the core of the institutional activities and strategic planning at SBC. Feedback collected through these outcomes provides support for the decisions made for future SBC planning. Since planning guides resource allocation, the feedback through assessment is used to coordinate future resource allocation to guide institutional effectiveness and assessment of student learning. The Assessment Committee oversees the assessment process completed by faculty and student services at SBC.

The assessment process is as follows:
• Beginning of the academic year faculty determine general education and program outcomes and evaluation methods and present to the Assessment Committee for approval
• Throughout the year faculty gather student data for assessment purposes
• Data findings, analysis, and recommendations are completed for programs and general education outcomes
• Information is presented at the yearend assessment reporting

In the spring 2013, the enrollment management plan was added to the reporting process using the same process as program and general education programs.
5D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Learning to Improve Institutional Effectiveness** – SBC through its strategic planning process, program reviews, assessment and program reviews seeks to improve it overall institutional effectiveness. The information gathered and analyzed through this process has assisted SBC to focus the activities of the College on meeting the overall vision, mission, student outcomes, while increasing overall institutional effectiveness. In addition, the College uses various instruments such as Noel-Levitz student satisfaction surveys, graduation surveys, and annual student summits to measure student satisfaction and to make changes based upon that feedback.

The College has worked for the past ten years to increase its capabilities in technology through construction of new facilities with state of the art classrooms, along with the implementation Jenzabar entire campus’s records management system and MySBC for the College’s learning management system. The system allows faculty to provide course information to student with access on and off of campus.

The College continues to increase its capabilities through grant awards. In 2012 SBC, had approximately $6 million in grants which are used for salaries, fringe benefits, purchasing of equipment, and provides for professional development for faculty and staff. To increase the effectiveness of grant applications and to insure that the grant fits within SBC’s strategic plan, all grant proposals must be approved through the Governance Committee and are reporting monthly to the Board of Trustees. The Vice President of Academics serves as the Governance Committee chair and tracks grant applications status. In 2012-2103, twenty-one new grants were approved by Governance for submitted. One grant was submitted without Governance approval. The grant solicitation was an invite to submit a preliminary proposal and the proposal was accepted for funding. Eight or 38% were funded for a total of $2,189,715 for year one, seven or 33% were declined for $6,606,573 included $5.8 million from the Tribe for cafeteria, and six or 29% are still pending $1,601,885.

**Learning Through Operational Experience** - The College implemented a board reporting process that requires a quarterly board process. The process involves the reporting of strategic planning, grants, and general fund departments on a quarterly bases. The Board of Trustees receives a packet of information one week prior to the Board meeting for their review. The reports require a comparison of actual activities to proposed goals and objectives. In addition, grants are also required to submit financial reports with a comparison of actual amounts to budgeted amounts. In addition, the President, Vice President of Academics and Vice President of Finance are also required to complete monthly updates on their activities to the Board of Trustees. These reports include information in regards to monthly meetings and travel, enrollment data, construction updates, etc. Also, varies other reports are completed by the Information Technology Manager such as an annual report that summarizes program revenue generated through tuition and Indian Student Count. This report is used by faculty to complete program reviews.

SBC also learns through the annual evaluation of its faculty and completes mid-term student evaluations of all courses. This approach allows for each faculty to identify their strengths and weaknesses and to come up with a plan for improvement in needed areas for continual improvement and student success. In addition, SBC also completes annual performance evaluations on the President, Vice President of
Academics, Vice President of Finance and all staff members. In order to be eligible for salary increases all three administrators and staff members must receive a 3.5 or better on their annual evaluation. This encourages staff to strive for continual improvement and to improve student success. All job descriptions can be found on SBC SharePoint.

The College also understands the importance of student feedback for continual improvement. In the spring of 2012, the College held its first student summit and continues in the fall 2012, and spring 2013. The summits provide an avenue for students to provide feedback on SBC processes and allow students an opportunity to provide input into areas of need. The summits assist with increasing communication and effectiveness between the student body and College. For example, it was indicated at the first summit that students do not have a time in which to hold student government and club meeting in which there are no classes scheduled. Therefore, the Vice President of Academics has designated that no classes are scheduled from 12 noon to 1 pm on Tuesday and Thursday, allowing this time for club meetings.

SBC Career and Technical Education programs are required to have Advisory Committees and meet biannually. The Committees provide feedback for the programs with regard to program curriculum, and recruitment. The College also works with the Tribal Employments Rights Office (TERO) on gathering data regarding their training needs. As a result of this collaboration two oil drilling trainings were completed in the summer of 2012 and a basic firefighting training was completed in the summer of 2013. In addition, the College received an Environmental Protection Agency Brownfield cleanup grant, and worked with TERO on OSHA, forklift, asbestos abatement, Hazmat, and small space confinement.
Criterion Five - Resources, Planning, and Institutional Effectiveness Strengths and Concerns

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

**Strengths**

- The College has modern state of the art facilities that are conducive to student learning.
- The College strategic planning process involves Board of Trustees, Administration, faculty and staff.
- The College has established an effective reserve fund for future needs.
- Through program reviews, assessment, and the Enrollment Management Plan institutional effectiveness is regularly evaluated and assessed.
- The collaborative efforts of the College with the State of North Dakota and other entities to better meet the needs of the region.

**Concerns**

- The College does not have a formal job placement office to assist students beyond graduation.
- The College still has facility needs for maintenance, a student union/cafeteria, a wellness center, recreation/athletic facilities, and additional student housing, along with faculty/staff housing.