

GENERAL STUDIES PROGRAM  
Program Review Report  
2011-2012

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## **Executive Summary**

### **Program Description Summary**

The General Studies Associate and Bachelor Programs provide students with several options throughout their college career. Many students enter the college undecided on a major. However, those students need to declare a major in order to be eligible for Federal Financial Aid. Entering the General Studies Associate Program allows students to take general education courses while pursuing career interests and aptitudes before declaring another major. In addition, students who plan on transferring to a four year program have the ability to take the full Associate General Studies degree plan so that the credits can easily be transferred to another institution.

The Bachelor Program in General Studies also provides a degree for students who currently hold positions (i.e. Standing Rock Sioux Tribe, Bureau of Indian Affairs, Head Start) that require a four-year degree. The student is able to transfer credits already earned into the degree plan and choose additional courses most applicable to the student's current positions and skill need. Sitting Bull College originally saw the need for the Bachelor Program as a result of students who were in the Education degree plan who wanted to take the classes for their career/position, but were unable to leave a current position to student teach. Also, some of these students did not need state teacher certification in order to keep the position, but only needed the baccalaureate degree. The Bachelor in General Studies Program was the perfect fit for those students.

Data on enrollment numbers and revenue earned indicate that over the last five years, the General Studies Program has been one of the largest programs on campus.

### **Program Self-Evaluation Summary**

Program faculty, facilities, and resources are satisfactory to meet the needs to achieve student learning. In assessing the program, it has been a challenge to gather and analyze data.

### **Program Planning Summary**

As the General Studies Bachelor Program evolves, the concentrations in Human Services and Criminal Justice were evaluated as to the appropriateness of the degree for the job market. In fall 2012, University of North Dakota began offering a Bachelor Program in Social Work at the Sitting Bull College site, so the Human Service concentration was dropped from the General Studies Program. In addition, the concentration in Criminal Justice was dropped from the program due to a low student enrollment.

## Comprehensive Analysis

### Role of Program within Sitting Bull College

Sitting Bull College offers an Associates of Arts Degree in General Studies and a Bachelors of Science Degree in General Studies. The mission of the Associates of Arts Degree is “designed to provide students with the opportunity to acquire basic principles and skills in the general education area. It provides a broad foundation and prepares students for transfer to other four-year institution of higher learning” (SBC Bulletin, 2010-2012).

The degree plan consists of the courses below as listed from the Sitting Bull College Bulletin. Students have the option of taking courses in the core requirements that meet their interest and aptitude. Advisors try to place students in the most appropriate courses for their career path.

<b>ASSOCIATES OF ARTS IN GENERAL STUDIES PROGRAM</b>	
<b>GENERAL EDUCATION REQUIREMENTS – 44 credits</b>	<b>CORE REQUIREMENTS – 21 credits</b>
ENGL 110 English I	Humanities Course - 3 cr.
ENGL 120 English II	Math/Science Course - 3/4 cr.
COMM 110 Speech	Technology Course - 3 cr.
MATH 103 College Algebra	Social & Behavioral Science Course - 3 cr.
PSYC 100 Psychology of Student Success	Enrichment Courses - 8/9 cr.
SOC 100 Job Seeking Skills	
NAS 101 Lakota/Dakota Language I	
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	
CSCI 101 Introduction to Computer Applications	
<b>TOTAL DEGREE REQUIREMENTS = 65 CREDITS</b>	

### Learner Outcomes in the Associate of Arts Degree in General Studies

The student learning outcomes for the AA:GS degree are as follows:

1. The student will use critical thinking to express ideas effectively through writing and speaking.
2. The student will make appropriate use of information technology and computer to be able to:
  - a. Demonstrate competent formatting and editing features of word processing software;

- b. Use appropriate technology, such as power point, to communicate information effectively.
3. The student will develop their knowledge of various cultures with an emphasis on the Lakota/Dakota culture.
4. The student will demonstrate mathematical skills and reasoning to:
  - a. organize and analyze data to make inferences about real world situations (critical thinking skills);
  - b. apply the basic math properties to solve equations and inequalities (mathematical principles).

The outcomes for this degree are assessed through multiple measures including:

- a. The student prepares and presents a power point presentation that highlights learning and experiences while at Sitting Bull College and demonstrates communication & technology skills;
- b. The student writes a reflection paper that analyzes experiences as they pertain to long and short term goals;
- c. The student completes a Native American Culture General Knowledge post-test;
- d. The student completes two assessment questions on a required math course;

Student graduation data from the assessment plan are generated and analyzed by the department and presented at the end of the academic year to the SBC Assessment Committee.

The Bachelor’s Degree in General Studies has been “designed for students who want to take a liberal arts track. Specialization tracks are available in Criminal Justice, Native American Studies, or Human Services. The General Studies degree is also designed for a student to complete an alternative practicum” (SBC Bulletin, 2010-2012).

The degree plan consists of the courses below as listed from the Sitting Bull College Bulletin 2010-2012. Students have the option of taking courses in the core requirements that meet their interest and aptitude. Advisors try to place students in the most appropriate courses for their career path.

<b>BACHELORS OF SCIENCE IN GENERAL STUDIES PROGRAM</b>	
<b>GENERAL EDUCATION REQUIREMENTS – 44 credits</b>	<b>CORE REQUIREMENTS – 84 credits</b>
ENGL 110 English I	MATH 210 Statistics I
ENGL 120 English II	Electives 100+ Level - 41 cr.
COMM 110 Speech	HUM 497 General Studies Capstone Course
MATH 103 College Algebra	MATH 314 Applied Statistics
PSYC 100 Psychology of Student Success	Electives 300+ Level - 36 cr.
SOC 100 Job Seeking Skills	If choosing a concentration, 28 of the 40 credits for 300+ level coursework must be specific to the concentration.
NAS 101 Lakota/Dakota Language I	
NAS 105 Lakota/Dakota Culture	
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE Select any one (1) course from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology	<b>*Courses the student takes before the required general education courses (i.e. MATH 101, MATH 102, ENGL 100) will NOT be included as an elective for the Bachelor’s in General Studies.</b>
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	
CSCI 101 Introduction to Computer Applications	
<b>TOTAL DEGREE REQUIREMENTS - 128 CREDITS</b>	

### **Learner Outcomes in the Bachelor of Science Degree in General Studies**

The student learning outcomes for the BS:GS degree are as follows:

1. The student will create written and oral communication(s) appropriate for the purpose and which meets standards of style and grammatical correctness.
2. The student will demonstrate technological skills and concepts related to computers and communicating in the 21<sup>st</sup> Century.
3. The student will demonstrate research skills by retrieving, evaluating, and using information appropriately.

4. The student will develop sound critical thinking skills and reflective processing of information to enhance problem solving.
5. The student will identify key concepts and principles of both mathematical calculations and natural sciences as they apply to the world today.

The outcomes for this degree are assessed through multiple measures including:

- a. The student writes a review of literature on a topic of choice demonstrating his/her writing researching skills.
- b. The student prepares and presents a power point presentation that discusses review of literature findings, analyzes source information, reflects on educational experiences, and demonstrates communication & technology skills;
- c. The student analyzes statistical data in the literature of his/her paper topic.

Student graduation data from the assessment plan are generated and analyzed by the department and presented at the end of the academic year to the SBC Assessment Committee.

## Program Personnel

Since students are encouraged to choose classes from a variety of courses in the core requirement area(s), there are many faculty members who teach within this degree plan. However, there are four primary advisors for the Associates of Arts degree and four primary advisors for the Bachelors of Science degree in General Studies:

Associates of Arts in General Studies Advisors/Faculty Members:

- Renee Froelich, MM, English Instructor – full time, 15 credits/semester
  - Renee Froelich currently holds her Bachelor of Science in English from Minot State University and Masters in Management from University of Mary. Renee taught ten years of high school on the Standing Rock Reservation before joining the Sitting Bull College family eleven years ago.
- Chad Harrison, BA, English Instructor – full time, 15 credits/semester
  - Chad Harrison holds his Bachelor of Arts in English for Notre Dame University in 1995 and has invested 17 years at Sitting Bull College in the English Department. Chad strives to generate critical thinking skills through class discussions and projects.
- Tim Krahler, MS, Math Instructor – full time, 15 credits/semester
  - Tim Krahler graduated in the spring of 1982 from Valley City State University with a double major in Mathematics and Health, Physical Education, Recreation and Dance. In the summer of 1992, he completed a Masters of Science in School Administration. Tim is presently completing his 30th year in education - all on the Standing Rock Reservation. He taught high school mathematics for 15 years of that time, was in school administration for 12 years (high school principal for 5 years and assistant superintendent of the Standing Rock Schools for 7 years). Tim is in his third year of teaching at Sitting Bull College. His past many years experience on Standing Rock, has allowed Tim to gain invaluable knowledge regarding the culture, learning styles, and

background of his students. This has allowed Tim to make lessons more relevant to the students present and future needs.

- Gene Lehr, MS, Science Instructor—full-time, 15 credits/semester
  - Gene Lehr has a Master of Science degree in Science Teaching, 41 years of high school teaching experience(chemistry, physics, physical science, biology, earth science) and 10 years at the college level (biology, chemistry, microbiology, anatomy and physiology, physical science).

**Bachelors of Science in General Studies Advisors/Faculty Members:**

- Renee Froelich, MM, English Instructor – full time, 15 credits/semester
- Roxanne Howes, MS, Human Services Instructor - full time, 15 credits/semester
  - Roxanne Howes possesses a master’s degree in counseling and guidance. Her teaching career at Sitting Bull College began in 1997 while she was employed as the institutions’ vocational counselor. She accepted a full-time faculty position in 1999 in the human service program. In addition to her experience in the mental health field Ms. Howes has taken numerous graduate classes to increase her knowledge of skills, techniques and methodology relating to the classroom.
- Michael Moore, MS, Native American Studies Instructor - full time, 15 credits/semester
- Wayne Shelley, MS, Criminal Justice Instructor – full time, 15 credits/semester
  - Wayne Shelley graduated with a Bachelor of Science degree in Criminal Justice from Northeastern State University in Tallequah, Oklahoma and a Master of Science degree in Forensic Sciences with an emphasis in Forensic Psychology from Oklahoma State University/Tulsa. Wayne has also earned 68 hours toward Doctorate degree in Criminal Justice at Capella University; completed all required coursework and will begin Comprehensive Exams in May, then begin work on dissertation. In addition to his academic experiences, Wayne also took various shooting courses in Tulsa, Oklahoma. He began teaching at Sitting Bull College in August of 2006.

**Program Productivity**

The Associates of Arts in General Studies typically has the largest number of students entering Sitting Bull College with this major since they are typically ‘undecided’. As students progress through courses, advisors try to help students find a degree plan that matches both student aptitude and interest. However, students interested in pursuing a four year degree sometimes continue in the degree plan so that credits will easily transfer once the associate’s degree is granted. Below is a chart of enrollment for the Associates of Arts in General Studies for the past five years:

<b>Associate of Arts General Studies</b>	<b>Fa 2006</b>	<b>Sp 2007</b>	<b>Fa 2007</b>	<b>Sp 2008</b>	<b>Fa 2008</b>	<b>Sp 2009</b>	<b>Fa 2009</b>	<b>Sp 2010</b>	<b>Fa 2010</b>
Students enrolled	44	43	25	27	26	40	20	34	51

*Enrollment by Degree – Sitting Bull College Website*

The Bachelors of Science in General Studies was approved by the Higher Learning Commission and SBC began offering upper-division courses in the fall of 2008. At the time of this report, specific numbers of students taking a concentration in Human Services, Criminal Justice, or Native American Studies were not available. Below is the enrollment data by semester for this degree.

<b>Bachelor of Science General Studies</b>	<b>Fa 2006</b>	<b>Sp 2007</b>	<b>Fa 2007</b>	<b>Sp 2008</b>	<b>Fa 2008</b>	<b>Sp 2009</b>	<b>Fa 2009</b>	<b>Sp 2010</b>	<b>Fa 2010</b>
Students enrolled	0	0	0	0	11	12	16	21	16

*Enrollment by Degree – Sitting Bull College Website*

The graduation data for this program is listed below. Please note that the data available on the SBC Shared File indicated a BS College Studies degree, which is now the BS in General Studies.

	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
AA:GS	4	0	2	6	4	4
BS:GS	0	0	0	0	4	5

*Sitting Bull College Shared Data File*

Only anecdotal information on the graduates of the last five years is available. For example, one 09-10 BS:GS graduate is currently enrolled in a Masters Program at the University of Mary. Several two year graduates are continuing on with the bachelors program, but we need to do a better job of tracking and documenting graduates.

## **Program Revenue**

Revenue of the last three years for the Associates of Arts degree and Bachelor of Science degree through both tuition and Indian Student Count (ISC) is itemized below. Please note that the 2010-2011 Program Income combined both degrees into one revenue line.

<b>Associates of Arts in General Studies Program Revenue</b>			
	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>
08-09	91,439.77	167,391.50	258,831.27
09-10	93,548.06	167,200.00	260,748.06

*Sitting Bull College Shared Data File*

<b>Bachelors of Science in General Studies Program Revenue</b>			
	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>
08-09	32,643.60	32,541.50	65,185.10
09-10	65,750.00	122,313.00	188,063.00

*Sitting Bull College Shared Data File*

<b>Total General Studies Program Revenue</b>			
	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>

08-09	124,083.37	199,933.00	324,016.37
09-10	159,298.06	289,513.00	448,811.06
10-11	187,298.00	449,219.00	636,517.00

*Sitting Bull College Shared Data File*

As stated earlier, since many students enter the General Studies degree program, it is one of the highest revenue earners for tuition and ISC at Sitting Bull College.

## **Program Budget**

Due to the high volume of instructors teaching only a class or two for this program, a budget was not available. The program is funded through Sitting Bull College General Fund.

## **Program Self-Evaluation**

### **Faculty**

Faculty members are encouraged to collaborate across campus, but many find time constraints a hindrance to building those relationships. Many programs, including those concentrations for the Bachelors Program, have one-member faculty departments, which stretches the time and resources available.

However, faculty members maintain professional integrity when it comes to design and delivery of course material.

### **Student Relations**

The campus remains very student focused with courses offered in the evenings, online, hybrid, through interactive television, independent study, and traditional face-to –face. All faculty members use the MySBC online portal to post attendance and grades, and many use this technology for students to see and upload assignments.

### **Curriculum Content, Design, and Delivery**

Program course content is reviewed by individual faculty members during the process of updating the *SBC Bulletin* on a two year basis. Course numbering and descriptions are aligned with the North Dakota University system, and any changes are brought to the Curriculum Committee for approval.

Three advisors for the General Studies Program currently serve on the Curriculum Committee, and two advisors serve on the Assessment Committee. This ensures that the curriculum content and assessment practices are in constant view with a focus on program improvement.

Course design and delivery is up to the discretion of the faculty of record, but collaboration among faculty is encouraged throughout the campus. Each instructor prepares standard syllabi to ensure uniformity across disciplines.

The General Studies Program reports assessment data annually to the Assessment Committee. However, this has not been an easy degree program to assess using unified measurement tools since

students may take a variety of classes. A portfolio project has been designed for the Associates degree, but lacks quantifiable data analysis because of the small numbers of graduates each year. A research project had been designed for the Bachelors in Science degree, but many students do not fulfill the project in adequate time, thereby not giving the program the information it needs to make substantial improvements.

## **Institutional Support**

Most of the courses for the General Studies Program are housed mainly in the Science and Technology Center and Student Center with modern classrooms, fresh and comfortable faculty offices, and up-to-date computer labs. Scheduling time for classroom use of computer labs is typically not an issue, as faculty from the Office Technology and Information Technology degree programs work with general studies faculty to ensure that the computer labs are used to the fullest potential. Each classroom contains projectors, whiteboards, and a sound system so that faculty can use a variety of instructional technologies. Tech support is limited to one person, but he is generally able to clone himself and troubleshoot issues within a short amount of time.

Since this program falls under the General Fund, money is limited for faculty supplies. The one issue that has come to light is the update of several faculty laptops that teach in the general education program and advise the General Studies Program. This issue will be raised with the Technology Committee.

The library services provided at the college are up-to-date and friendly. Students are encouraged to use the library and the Director of Library Services is willing to come into classrooms and is always available to help find resources.

Student Services offers students tutoring, but as with many other campuses, students often do not take advantage of these services. There is an effort to publicize activities through email and an online newsletter, but communication can always be improved on campus.

There is currently an Excellence Center with tutors and space for students to receive help mainly in writing and communication, but it is in its last year of funding. Priority has been for the coordinator to teach student success classes, so most of the time the Excellence Center is just a computer lab open for classes or study time.

Currently, there is a push in monthly faculty meeting for faculty members to collaborate on student engagement. This is a positive move forward as most of the professional development monies the college had in the past are now gone. With small student/faculty ratio, it makes perfect sense that our college emphasis student engagement in teaching and learning. However, all instructors could use extra incentives and resources to become better teachers. After all, no one is ever a perfect instructor.

## **Importance to the College and other programs**

The General Studies Program is fundamental to Sitting Bull College in that most of the advisors for the program teach general education courses. Also, it is imperative that students entering the college who are undecided on a major have a degree plan to receive Federal Financial Aid. The strength of the

General Studies Program is that it allows students to take a variety of courses to find their interest, aptitude, and desire for a future career.

## **Obstacles and Opportunities**

The main obstacle for the General Studies Associates and Bachelors Programs is employment opportunities. Students who graduate with this degree often will say, “Now what?” If the student is simply using the degree to transfer to a four year program, the General Studies degree makes sense. Also, for students who are currently in a director position at a Tribal or BIA office and need the degree to stay in their current position, the Bachelor’s degree plan is a terrific opportunity. But there are students who love being a college student – every college has a few of those. They become ‘lifers’, transferring to one program then another, trying to find themselves. They often will land in the General Studies Program simply as a way to capture the credits they have taken toward a degree. Career counseling for those students can be quite a challenge.

An additional obstacle is that Assessment of Student Learning in this program has been a huge challenge. As previously discussed, measureable data is difficult to collect and analyze. Perhaps more multiple measures are needed throughout the degree plans rather than a final project. Whatever the solution, more discussion will follow to find better ways of measuring student learning in both the two and four year General Studies Program.

## **Program Planning**

### **Trends**

As above mentioned, it is difficult for the college to steer students who graduate with a Bachelor’s Degree in General Studies with a concentration in Human Services or Criminal Justice into a career path. Most employers in those fields would prefer the degree in Social Work, Psychology or Criminal Justice. Advisors and administration realize the important role Sitting Bull College has in providing employment opportunities for our students. Therefore, Sitting Bull College collaborated with University of North Dakota for a bachelor’s degree in Social Work. Students would take all coursework on Sitting Bull College campus, but UND would receive most of the revenue. Although this is not the perfect situation, we feel that it will benefit our students. Also, we advised students into other institutions’ four year Criminal Justice programs rather than have them continue with the concentration. These changes will continue to be monitored.

### **Revised Goals and Objectives due to Program Review**

As we move forward with better solutions to the concentration issue in the Bachelor Program and the Assessment issues in both the associates and bachelor program, the goals and objectives to this program will need to change and evolve.



**Appendix B**  
**Sitting Bull College**  
**Faculty Satisfaction Survey**  
**General Studies Advisors (N=7)**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. The availability of classroom supplies is sufficient to maintain the effectiveness of my teaching curriculum.	71%	29%				
2. Clerical support is available and adequate to maintain the effectiveness of my teaching curriculum.	29%	71%				
3. Clerical support is available to answer my student questions and direct traffic.	29%	71%				
4. Technology supplies and resources are available and assist me in teaching in my content area.	29%	71%				
5. Technology supplies and resources are available to my students (lab time, trouble-shooting assistance, etc).	14%	43%	43%			
6. Library services and collections are adequate to maintain the effectiveness of my teaching curriculum.	29%	71%				
7. Library services and collections are adequate to assist in student learning and projects.	43%	57%				
8. I am satisfied with the availability of library hours for my students.	57%	43%				
9. Tutoring and writing center facilities are adequate to maintain the effectiveness of my teaching curriculum.	14%	14%	57%	14%		
10. Students use tutoring and writing center facilities when referred.			29%	71%		
11. Students use tutoring and writing center facilities on their own.				100%		
12. Class schedules at Sitting Bull College conform to student's demand and educational needs.	29%	43%	29%			
13. I am satisfied with the discretion I have over the content of my courses.	71%	29%				
14. I am satisfied with the opportunities I have to collaborate with other faculty members.	57%	43%				
15. Communication among faculty in the program is frequent, interactive, and effective.	29%	29%	43%			
16. I am satisfied with the balance between professional time and personal or family time.	57%	43%				
17. I am satisfied with the physical setting where I work (office, labs, parking).	43%	57%				
18. Faculty at SBC distinguish between personal conviction and professionally accepted views in the discipline.		100%				
19. Faculty at SBC are committed to high standards of teaching.		100%				
20. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	57%	43%				13

## Background

21. At SBC, are you: 100% full-time faculty \_\_\_ part-time faculty

22. How many years have you taught at least one course at SBC?

\_\_\_ Less than 1                      43% 4 – 6 years  
 \_\_\_ 1 – 3 years                              57% more than 6 years

23. How many credits do you teach (per semester)?

\_\_\_ 5 or less                              29% 6-12 credits  
71% 12-15 credits                      \_\_\_ 15 or more

24. Consider your *assigned* workload in teaching, advising, and service. In comparing yourself with other faculty, would you say your workload is less than, the same as, or greater than theirs?

	Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less	Don't Know	Not Applicable
Teaching		57%	29%			14%	
Advising		57%	14%	29%			
Service		29%	71%				

25. If you could change one thing about the way you spend your time as a faculty member, what would it be?

- Spend more time improving my research capabilities and capacity
- Collaborating within the department
- More time to work one on one or in small groups
- Find time to attend conferences that did not interfere with class time

26. If you could make one change in policy or practice that would improve SBC as a place for faculty to work what would it be?

- Meetings held to disseminate information that could be shared via email uses valuable faculty time
- Implementing a faculty senate
- Encourage faculty to seek out research funding opportunities; create time for faculty to meet research goals
- Encourage faculty to share innovative ideas on how to engage students

**27. Please provide any additional comments (greatly encouraged):**

- Overall, SBC is a very good place to work. The environment is usually friendly and helpful and people are generally open-minded. However, I see the board beginning to micro-manage again and that is not a good thing.