

SITTING BULL COLLEGE

# Business Administration

# Program Review

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Prepared Spring 2015

**By. Mr. Jeff Moser and Mr. Sterling St. John**

**10/30/2014**

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The Business Department prepares student to work in various business related fields within the local and regional areas. Many students become employed by filling the human capital needs of various tribal and government agencies. The Business Department also seeks to meet regional economic development needs by providing students with a foundation of core business classes and entrepreneurial training. This mix of business concepts and entrepreneurial training gives students the necessary skills to successful own and operate their own enterprises. Students learn about the many aspects of business including: management, finance, accounting, entrepreneurship and marketing. Sitting Bull College (SBC) prepares students to work for tribal, government and private agencies. By offering various degree levels students and employers are able to advance as rate which is beneficial to both parties. Specific information in regards to student employment can be found within the employment data section of this document.

## **Part 1 Program Description**

1. Describe the Role of the Program within Sitting Bull College.

The Business Administration Department does not have a mission statement. The department adheres to the mission statement of Sitting Bull College (SBC). It does however have a program statement for the two year; and the four year programs the statement is as follows: “This program is to ensure the efficacy of our students to succeed in changing our world; Sitting Bull College Business Department provides opportunities for future managers and entrepreneurs that will help stimulate our economy”. The Business Departments primary role is to prepare students for entry level jobs in the local economy and teach them the skills needed to start small businesses. The student population includes entrepreneurs, job seekers, and currently employed personnel who have a need to advance their skills to sustain or advance their careers. It is important to note that the average student at Sitting Bull College is an adult learner. The business department serves the following two student populations: students who are seeking to acquire business skills in order to obtain a job, and students who are seeking a business degree to gain the necessary skills which will allow them to sustain and advance their careers. This is expressed in the outcomes of the program. The outcomes are as follows:

### **Program Outcomes**

#### **Associate Level**

1. The student will demonstrate knowledge of maintaining accounts and preparing financial statements for a sole proprietorship business.
2. The student will exhibit professional skills in written and verbal communication.
3. The student will demonstrate practical application of small business management principles including supervision, marketing, and business planning techniques.
4. The student will demonstrate knowledge of legal issues relating to business.
5. The student will display basic knowledge of global, national, local, and Native American tribal economic concepts.
6. The student will apply interpersonal communication, diversity, and conflict resolution strategies.

## Bachelor Level

1. The student will demonstrate advanced knowledge of operations, administration and financing of a business.
2. The student will demonstrate advanced level to communicate effectively in writing and orally.
3. The student will demonstrate advanced principles and concepts of: economics, management, finance, accounting, marketing and business law.
4. The student will apply advanced management theory and techniques to actual business situations.
5. The student will evaluate the financial position of an organization through the examination of balance sheets, cash flow statements, and key financial ratios and make strategic business decisions/recommendations.
6. The student will demonstrate understanding of the global economics, ethical issues, and the legal environment of today's business.
7. The student will apply knowledge of current computer information systems to the business environment.

Courses currently offered according to the 2014-2016 SBC course catalog are:

### Lower Division

BAD 101 Introduction to Business  
BAD 103 Legal Environment of Business  
BAD 201 Principles of Accounting I  
BAD 202 Principles of Accounting II  
BAD 208 Entrepreneurial Marketing  
BAD 211 Principles of Supervision  
BAD 212 Conflict Resolution  
BAD 219 Entrepreneurial Business Management  
BAD 227 Program Planning\*  
BAD 228 Proposal Writing\*  
BAD 229 Grants Management\*  
BAD 297 Business Administration/Management Internship  
BAD 299 Business Administration/Management Special Topics\*  
ECON 201 Microeconomics  
ECON 202 Macroeconomics  
ECON 310 Economic Development\*\*  
ECON 499 Special Topics\*

### Upper Division

BAD 301 Principles of Management  
BAD 303 Human Resource Management  
BAD 305 Organizational Behavior  
BAD 311 Principles of Marketing  
BAD 323 Payroll Accounting

BAD 333 Business Writing  
BAD 353 Tax Procedures  
BAD 363 Business Finance  
BAD 401 New Venture  
BAD 405 Business Law  
BAD 406 Business Ethics  
BAD 434 World Business  
BAD 453 Strategic Management  
BAD 497 Internship/Seminar  
BAD 499 Business Administration/Management Special Topics  
ECON 300 Money and Banking  
ECON 499 Economics Special Topics

\* Course has not been offered over the last 5 years. The course may have been taken by a student to complete an old, or discontinued, degree plan. This course was only offered as an independent study.

\*\* Course has not been offered over the last 5 years. The course may have been taken by a student to complete an old, or discontinued, degree plan. This course was only offered as an independent study. The course need to be renamed as a change to comply with the common numbering system of the North Dakota University System has created a conflict in course number.

Degrees and Certificates offered:

- Bachelor of Science Business Administration
- Associate of Arts Business Administration
- Associate of Science Business Administration / Management
- Certificate Entrepreneurship

2. Describe the current Staff of the Program

**Jeff Moser: Business Department Manager**

M.B.A., University of Mary

M.M., University of Mary

B.S. Business Administration, University of Mary

Industry experience: small business start-ups, real-estate, sales, and management and hospitality industries of over ten years.

**Sterling St. John: Full-Time Business Faculty**

M.B.A., University of Mary

B.S. Business Administration, Oglala Lakota College

Industry experience: Over ten years of Business Experience leading and teaching within the business department.

Mr. St. John is (Currently transitioning to a new position at SBC). The handling of this transition is discussed in the program planning section.

**Candace Eagle: Adjunct Business Faculty**

M.B.A, University of Mary

B.S., Business Administration, Sitting Bull College

Industry experience: over ten years of experience in housing authority management.

Consistently teaches 3 credit hours during the academic year.

**Christine Goldsmith-Martin: Adjunct Business Faculty**

M.M., San Diego State University

B.S. Economics/Finance, Sacramento State University

Industry experience: Over fifteen years of experience working in executive, state and regional director positions.

Consistently teaches 3 credit hours during the academic year.

**Karen Kieffer: Adjunct Business Faculty**

M.B.A., University of Minnesota

B.A. Business Administration, University of South Carolina

Industry experience: Over three years sales and marketing experience and over a year's experience project coordination of global logistics.

Consistently teaches 3 credit hours during the academic year.

**Koreen Ressler: Vice President of Academics/ Adjunct Business Faculty**

Ph.D, Capella University

M.M., University of Mary

B.S., Moorhead State University

Industry experience: Experience in varying roles including Vice President of Academics and business instruction.

Consistently teaches 6 credit hours during the academic year.

**Jerl Thompson: Adjunct Business Faculty**

M.B.A, Univeristy of Mary  
B.S., Business Administration, Sitting Bull College

Industry experience: Sitting Bull College Outreach Coordinator and Director of Child Support Enforcement.

Consistently teaches 3 credit hours during the academic year.

**Brad Peterson: Adjunct Business Faculty**

Juris Doctor, University of North Dakota  
B.A. Economics, Minot State University

Industry experience: Over 20 years of experience in criminal law practices.

Part Time Temporary Adjunct Faculty  
Consistently teaches 6 credit hours per the academic year.

**Mary Rousseau: Adjunct Business Faculty**

M.M., University of Mary  
B.S. Business Administration, Oglala Lakota College

Industry experience: GED Director for over a year and a background in administrative positions.

Consistently teaches 3 credit hours during the academic year.

**Jonathan Anderson: TBIC Director/Adjunct Business Faculty**

Masters, Agricultural Economics  
B.S., Agricultural Economics

Industry experience: Over 21 years of experience working within economic development.

Consistently teaches 6 credit hours during the academic year.

**Renee Froelich: Full-Time English Instructor/Adjunct Business Faculty**

M.M., University of Mary  
B.S. English, Minot State University

Industry experience: English instructor of over 20 years and past experience of being Director of Student Services and the ABE/GED Program.

Consistently teaches 6 credit hours during the academic year.

**Al Nygard: Adjunct Business Faculty**

B.S. Business Administration, University of Mary

Industry experience: Management Consultant of over 19 years.

Consistently teaches 3 credit hours during the academic year.

**Jesi Shanley: Adjunct Business Faculty**

Consistently teaches 3 credit hours during the academic year.

**Cynthia Antelope: Adjunct Business Faculty**

B.S. Business Administration, University of Montana

Industry experience: 2 years of economic development experience, 5 years of environmental cleanup coordination experience and over 2 years of procurement experience.

Consistently teaches 3 credit hours during the academic year.

\*The academic year refers to spring and fall semesters.

\*\*The credit hours per adjunct instructor varies per semester depending on the need for each offered during the academic year.

With the leaving of Mr. St. John there is a need to hire an additional full-time instructor in order to ensure the program is effectively run. Beyond teaching full-time faculty also advise and lead the American Indian Business Leader's club. With teaching loads, advising, program assessment, committee service, AIBL advising and other duties as assigned it is challenging for one full-time faculty to meet all the needs of the department.

The business department is currently the only certificate, associates and bachelors degree granting department which is being ran by only one full-time faculty. To ensure program success it is suggested that Sitting Bull College seek out an individual at the masters level to help assist with instruction, advising, program assessment, curriculum modifications as needed, and other business department duties to ensure student needs are being met. Additionally, Mr. Moser's specialty is leadership and management. Therefore, the hiring of a person who had a background in finance and accounting would help balance the faculty skill sets throughout the department.

**Staffing Changes during the past five years:**

The business program employed two full-time instructors in 2009 and 2010. At the start of the fall 2011 semester the department relied on one full-time instructor to oversee the program. During the spring 2012 semester a second full-time instructor was hired as it was determined by an outside consultant that the work load of the department was such as it required two full-time faculty members. Additionally, this instructor was hired on to write the feasibility study for the M.B.A. program.

### 3. Program Productivity Summary:

<b>Enrollment Fall 2008 to Fall 2011</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
<b>Degree Program</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>
1-Year Certificate Entrepreneurship	1	0	1	0
Associate of Arts/Science Business Administration	37	36	30	22
Bachelor of Science Business Administration	16	13	14	15
<b>Total</b>	<b>54</b>	<b>49</b>	<b>45</b>	<b>37</b>

<b>Enrollment Spring 2012 to Fall 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Degree Program</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>	<b># of Enrollees</b>
1-Year Certificate Entrepreneurship	0	0	1	0	0	0
Associate of Arts/Science Business Administration	27	26	24	16	23	28
Bachelor of Science Business Administration	14	23	21	22	13	11
<b>Total</b>	<b>41</b>	<b>49</b>	<b>46</b>	<b>38</b>	<b>36</b>	<b>39</b>

#### Table(s) Analysis:

1. Certificate of Entrepreneurship shows limited enrollment across the last five years. The 2009 program review report showed a similar pattern of enrollment. Due to the low enrollment for this certificate the department plans to address the continued need of such a certificate program with the department's advisory board during the spring 2015 semester.

2. The Associate of Arts/Science Business Administration degrees show a peak enrollment during the fall of 2009. This peak was followed by a declining enrollment trend which appears to stabilize with an average student enrollment of 25. Clearly enrollment is fluctuating from year to year. In comparison to the 2009 program review report the average enrollment per year in this program was 34.4 in comparison to the last five years of 27.5. This signifies a decline in enrollment during the past ten years of the program of 7.9%.
3. The Bachelor of Science Business Administration Degree shows a peak enrollment of 23 during the spring of 2012. The low enrollment for this program is currently 11 during the spring of 2014. The enrollment of this program appears to be more stable than the associates programs. There currently appears to be a spike in an enrollment during the academic year of 2012 and the spring of 2013 followed by what appears to be a substantial decline. However, it should be noted the numbers following the peak are fairly consistent with the enrollment prior to the peak enrollment. The 2009 program review report suggests a similar pattern.

<b>Program Graduation Rates</b>					
<b>Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Degree Program</b>					
1-Year Certificate Entrepreneurship	0	0	0	0	0
Associate of Arts/Science Business Administration	2	5	4	1	2
Bachelor of Science Business Administration	5	5	7	10	7
<b>Yearly Total</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>9</b>

Table Analysis:

1. The Certificate of Entrepreneurship has not seen any graduates in the past five years. The courses of this certificate however, are part of other degrees offered by the business department.
2. The Associate of Arts/Science Business Administration has seen a consistent decline in graduation rates. The department plans to address this issue with its advisory committee during the spring 2015 semester. The goal of the department is to establish a recruitment strategy with local high schools and the college's general studies population by the end of the spring semester of 2016.
3. The Bachelor of Science Business Administration has seen a consistent rise in graduation rates in the past five years.

<b><u>Ratio of Graduates to Majors</u></b>					
(Ratio Determined by Graduation Year. Example 2014 = Fall of 2013/Spring of 2014)					
<b><u>Year</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
<b>Degree Program</b>	G/E	G/E	G/E	G/E	G/E
1-Year Certificate Entrepreneurship	00/01	00/00	00/01	00/01	00/00
Associate of Arts/Science Business Administration	02/37	05/26	04/27	01/20	02/26
Bachelor of Science Business Administration	05/15	05/15	07/19	10/22	07/12

Table Analysis:

1. G/E = Graduates/Enrollees
2. There were no graduates from the 1-Year Certificate Entrepreneurship in the last five years.
3. The Associate of Arts/Science Business Administration degree considers the average of the students enrolled in both fall and spring semesters. Therefore, fall and spring semesters were added together and divided by two to present a realistic number. If both spring and fall numbers were used there is the potential for the student to be counted twice.
4. The Bachelor of Science Business Administration considers the average of the students enrolled in both fall and spring semesters. Therefore, fall and spring semesters were added together and divided by two to present a realistic number. If both spring and fall numbers were used there is the potential for the student to be counted twice.
5. It should be further noted that the ratios presented are somewhat skewed as they don't account for the students degree progress. Therefore, the graduates and enrollees per semester do not give a true picture of the number of freshmen, sophomores, juniors and seniors per year thus impacted the overall ratio.

Total Number of Courses and Sections Offered per Semester Tables Fall 2009 – Summer 2014.

		Fa2009	Sp2010	Su2010
Course #	Course Name			
BAD 101	Introduction to Business	1	1	1
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1	1	
BAD 202	Principles of Accounting II	1	1	
BAD 208	Entrepreneurial Marketing		1	
BAD 211	Principles of Supervision	1		
BAD 212	Conflict Resolution		1	
BAD 219	Entrepreneurial Business Management	1		
BAD 229	Grants Management			
BAD 297	Business Administration/Management Internship			
ECON 201	Microeconomics	1	1	
ECON 202	Macroeconomics	1	1	
	Total Lower Division	8	7	1
UPPER DIVISION				
BAD 301	Principles of Management		1	
BAD 303	Human Resource Management		2	
BAD 305	Organizational Behavior	1	1	1
BAD 311	Principles of Marketing	1	1	
BAD 323	Payroll Accounting	1	2	
BAD 333	Business Writing		1	
BAD 353	Tax Procedures		1	1
BAD 363	Business Finance	1	1	
BAD 401	New Venture	1	1	1
BAD 405	Business Law		2	
BAD 406	Business Ethics		1	
BAD 434	World Business		1	
BAD 453	Strategic Management		1	
BAD 497	Internship/Seminar	1	1	1
BAD 499	Business Administration/Management Special Topics		1	
ECON 300	Money and Banking			
	Total Upper Division	6	18	4
	Overall Total	14	25	5

		Fa2010	Sp2011	Su2011
Course #	Course Name			
BAD 101	Introduction to Business	1	1	
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1	1	
BAD 202	Principles of Accounting II	1	1	
BAD 208	Entrepreneurial Marketing		1	
BAD 211	Principles of Supervision	1		
BAD 212	Conflict Resolution		1	
BAD 219	Entrepreneurial Business Management	1		1
BAD 229	Grants Management			
BAD 297	Business Administration/Management Internship		1	1
ECON 201	Microeconomics		1	
ECON 202	Macroeconomics	1	1	
	<b>Total Lower Division</b>	<b>7</b>	<b>8</b>	<b>2</b>
<b>UPPER DIVISION</b>				
BAD 301	Principles of Management		1	
BAD 303	Human Resource Management	1	1	
BAD 305	Organizational Behavior			
BAD 311	Principles of Marketing		1	
BAD 323	Payroll Accounting	1		
BAD 333	Business Writing	1		
BAD 353	Tax Procedures		1	1
BAD 363	Business Finance			1
BAD 401	New Venture	1		1
BAD 405	Business Law		1	
BAD 406	Business Ethics			
BAD 434	World Business			
BAD 453	Strategic Management			
BAD 497	Internship/Seminar		1	
BAD 499	Business Administration/Management Special Topics			
ECON 300	Money and Banking		1	
	<b>Total Upper Division</b>	<b>4</b>	<b>7</b>	<b>3</b>
	<b>Overall Total</b>	<b>11</b>	<b>15</b>	<b>5</b>

		Fa2011	Sp2012	Su2012
Course #	Course Name			
BAD 101	Introduction to Business	1	1	
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1	1	
BAD 202	Principles of Accounting II	1	1	
BAD 208	Entrepreneurial Marketing		1	
BAD 211	Principles of Supervision	1		
BAD 212	Conflict Resolution			
BAD 219	Entrepreneurial Business Management	1		1
BAD 229	Grants Management			
BAD 297	Business Administration/Management Internship	1		
ECON 201	Microeconomics	1		
ECON 202	Macroeconomics	1	1	
	<b>Total Lower Division</b>	<b>9</b>	<b>5</b>	<b>1</b>
<b>UPPER DIVISION</b>				
BAD 301	Principles of Management			
BAD 303	Human Resource Management	1	1	1
BAD 305	Organizational Behavior		1	
BAD 311	Principles of Marketing			
BAD 323	Payroll Accounting		1	
BAD 333	Business Writing	1	1	
BAD 353	Tax Procedures		1	
BAD 363	Business Finance		1	
BAD 401	New Venture		1	
BAD 405	Business Law			
BAD 406	Business Ethics	1		
BAD 434	World Business	1		
BAD 453	Strategic Management			
BAD 497	Internship/Seminar	1	1	
BAD 499	Business Administration/Management Special Topics		1	
ECON 300	Money and Banking			
	<b>Total Upper Division</b>	<b>5</b>	<b>9</b>	<b>1</b>
	<b>Overall Total</b>	<b>14</b>	<b>14</b>	<b>2</b>

		Fa2012	Sp2013	Su2013
Course #	Course Name			
BAD 101	Introduction to Business	1	1	
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1	1	
BAD 202	Principles of Accounting II	1	1	
BAD 208	Entrepreneurial Marketing		1	
BAD 211	Principles of Supervision			
BAD 212	Conflict Resolution	1	1	
BAD 219	Entrepreneurial Business Management	1		
BAD 229	Grants Management		1	
BAD 297	Business Administration/Management Internship	1	1	
ECON 201	Microeconomics	1	1	
ECON 202	Macroeconomics	1	1	
	<b>Total Lower Division</b>	<b>9</b>	<b>9</b>	<b>0</b>
<b>UPPER DIVISION</b>				
BAD 301	Principles of Management	1		
BAD 303	Human Resource Management	1	1	
BAD 305	Organizational Behavior		1	
BAD 311	Principles of Marketing			
BAD 323	Payroll Accounting	1	1	
BAD 333	Business Writing			
BAD 353	Tax Procedures	1	1	
BAD 363	Business Finance			
BAD 401	New Venture	1		
BAD 405	Business Law		1	
BAD 406	Business Ethics		1	
BAD 434	World Business			
BAD 453	Strategic Management		1	
BAD 497	Internship/Seminar	1	1	
BAD 499	Business Administration/Management Special Topics		1	
ECON 300	Money and Banking			
	<b>Total Upper Division</b>	<b>6</b>	<b>9</b>	<b>0</b>
	<b>Overall Total</b>	<b>15</b>	<b>18</b>	<b>0</b>

		Fa2013	Sp2014	Su2014
Course #	Course Name			
BAD 101	Introduction to Business	1	1	
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1		
BAD 202	Principles of Accounting II		1	
BAD 208	Entrepreneurial Marketing		1	
BAD 211	Principles of Supervision	1		
BAD 212	Conflict Resolution	1	1	
BAD 219	Entrepreneurial Business Management	1	1	
BAD 229	Grants Management	1		
BAD 297	Business Administration/Management Internship			
ECON 201	Microeconomics	1	1	
ECON 202	Macroeconomics	1		
	<b>Total Lower Division</b>	<b>9</b>	<b>6</b>	<b>0</b>
<b>UPPER DIVISION</b>				
BAD 301	Principles of Management			
BAD 303	Human Resource Management	1		
BAD 305	Organizational Behavior		1	
BAD 311	Principles of Marketing			
BAD 323	Payroll Accounting	1		
BAD 333	Business Writing		1	
BAD 353	Tax Procedures		1	
BAD 363	Business Finance		1	
BAD 401	New Venture	1	1	
BAD 405	Business Law		1	
BAD 406	Business Ethics			
BAD 434	World Business	1		
BAD 453	Strategic Management			
BAD 497	Internship/Seminar	1	1	
BAD 499	Business Administration/Management Special Topics			
ECON 300	Money and Banking	1		
	<b>Total Upper Division</b>	<b>6</b>	<b>7</b>	<b>0</b>
	<b>Overall Total</b>	<b>15</b>	<b>13</b>	<b>0</b>

		Fa2014	Sp2015	Su2015
Course #	Course Name			
BAD 101	Introduction to Business	1	1	
BAD 103	Legal Environment of Business	1		
BAD 201	Principles of Accounting I	1		
BAD 202	Principles of Accounting II		1	
BAD 208	Entrepreneurial Marketing	1	1	
BAD 211	Principles of Supervision			
BAD 212	Conflict Resolution	1	1	
BAD 219	Entrepreneurial Business Management	1	1	
BAD 229	Grants Management			
BAD 297	Business Administration/Management Internship			
ECON 201	Microeconomics	1	1	
ECON 202	Macroeconomics	1		
	<b>Total Lower Division</b>	<b>8</b>	<b>6</b>	<b>0</b>
<b>UPPER DIVISION</b>				
BAD 301	Principles of Management		1	
BAD 303	Human Resource Management	1		
BAD 305	Organizational Behavior		1	
BAD 311	Principles of Marketing			
BAD 323	Payroll Accounting	1		
BAD 333	Business Writing		1	
BAD 353	Tax Procedures		1	
BAD 363	Business Finance	1	1	
BAD 401	New Venture		1	
BAD 405	Business Law		1	
BAD 406	Business Ethics	1		
BAD 434	World Business	1		
BAD 453	Strategic Management	1		
BAD 497	Internship/Seminar	1	1	
BAD 499	Business Administration/Management Special Topics			
ECON 300	Money and Banking			
	<b>Total Upper Division</b>	<b>7</b>	<b>8</b>	<b>0</b>
	<b>Overall Total</b>	<b>15</b>	<b>14</b>	<b>0</b>

\*Summer 2015, represents a date in the future as this report was written prior to this time.

\*During the spring 2010 the accelerated program was launched. Therefore, the department initially offered the bachelor degree format in both accelerated format and traditional program. Due to limited student enrollment accelerated classes were set up in a rotation which also allowed traditional students to take accelerated courses.

### Employment Data:

The business program currently has a 98% employment rate. This rate has been determined by the attempt to track local graduates through visits to the tribal office and the participation of the program instructors within the local community. The tables below shows present student employment data:

Student	Graduation Date	Follow Up/Employed	College	Internship	Masters Degree
Mona Poor Thunder	2005 May	Yes, SRST Child Care	OLC	On Campus	No
Trina Fischer	2005 May	Yes, BIA IHS McLaughlin	OLC	On Campus	No
Wendi Wald	2005 May	Yes, Counselor Denver Co	OLC	On Campus	Yes
Jennifer Jewett	2005 May	Yes, SBC TBIC	OLC	On Campus	No
Christy Iron Eyes	2006 May	Yes, SRST/ Higher Ed	SBC	Off Campus	No
Lisa McLaughlin	2006 May	Yes, SBC/Institutional Data Coord	SBC	On Campus	No
Candace Eagle	2006 May	Yes, Red & White Store	SBC	On Campus	Yes
Janice Alkire	2006 May	Yes, Unemployed	SBC	On Campus	Yes
Melissa White Temple	2007 May	Yes, SRST ICWA	SBC	Off Campus	No
Donna Summers	2007 May	Yes, SRST Telecom	SBC	Off Campus	No
Elizabeth White	2007 May	Yes, SRST Diabetes	SBC	Off Campus	No
Clarinda Goodleft	2007 December	Yes, SRST Personnel Director	SBC	Off Campus	No
Myron Kidder	2008 May	Yes, SRST/ Roads Dept	OLC	Off Campus	No
Anne Eastman	2008 May	Yes, SRST ICWA	SBC	Off Campus	No
Kimberly Cosay	2008 December	Yes/SRST JTAC Office	SBC	Off Campus	No
Natosha NoHeart	2008 December	Yes/SRST Roads Safety	SBC	Off Campus	No
Natalia Brownotter	2008 December	Yes/SRST JTAC Office	SBC	Off Campus	No
Joseph McNeil Jr.	2009 May	Yes/SRST Diabetes Program	SBC	On Campus	No
Cheryl Condon	2009 May	Yes/Unemployed	SBC	On Campus	No
Laurie Running Hawk	2009 May	Yes/	SBC	On Campus	No
Anna Long Chase	2009, December	Yes, Unemployed	SBC	Off Campus	No
Thomasene Crow Eagle	2009, December	Yes, CHR	SBC	Off Campus	No
Janet Harrison	2009, December	Yes, SRST Bus License	SBC	Off Campus	No
Sybil Clown	2010 May	Yes/GRC Admin Assist	SBC	On Campus	No
Nicole Loafer	2010 May	Yes/Green Tree Rapid City	SBC	On Campus	No
Sami Lu Claymore	2010 May	Yes/SRST Gaming Compliance Off	SBC	Off Campus	No
Bridget Eagle	2010 May	Yes/SBC TREND Job Coach	SBC	Off Campus	In Process Bachelo
Rhonda Two Hearts	2011 May	Yes/SBC USDA CHR Admin Asst	SBC	On Campus	No
Kimberly Kidder	2011 May	Yes/SRST Propane Admin Asst	SBC	Off Campus	No
Crystal Vermillion	2011 May	Yes/SRST Headstart Center Supervisor	SBC	Off Campus	No
Julie Talley	2011 May	Yes/SRST Kiddie College Director	SBC	Off Campus	No
Joe Dunn	2011 December	Yes/Long Soldier Councilman	SBC	On Campus	No
Mark LaCompte	2011 December	Yes/Car Dealership in Timber Lake SD	SBC	Off Campus	No
Karen Schaeffer	2011 December	Yes/Taking Care of her Sister In Law	SBC	On Campus	No
Lila Long Feather	2011 Summer	Yes/SRST Finance AR Clerk	SBC	On Campus	No
Dustin Talley	2011 May	Yes/SRST Water Plant Mgr Mcl	SBC	Off Campus	No

Tina Leingang	2012 May	Yes/SBC SSS Director		SBC	Off Campus	In Process 2014
Sheila White Mountain	2012 May	Yes/BIA Superintendant		SBC	Off Campus	In Process 2014
Kourtenay Iron Cloud	2012 May	Yes/HR Manager Rapid City Schools		SBC	On Campus	In Process 2014
Cherisse Bendickson	2012 May	Yes/Dollar Store		SBC	Off Campus	No
Kateri Dubray	2012 May	Yes/SBC Accounts Payable Tech		SBC	Off Campus	No
Charles Baily	2012 May	Yes/SRST Gaming Officer		SBC	Off Campus	No
Vivian Bully	2012 May	Yes/Daycare Rapid City SD		SBC	Off Campus	No
Valerie Antelope	2012 May	Yes/Unemployed		SBC	On Campus	No
Brian Thuner Hawk	2012 May	Yes/SRST Housing Director		SBC	On Campus	In Process 2014
Maxine Thuner Hwak	2012 May	Yes/SRST Housing Insurance Officer		SBC	Off Campus	No
Danielle Bird Horse	2013 May	Yes/Mobridge Tribune		SBC	Off Campus	No
Michelle Fast Horse	2013 May	Yes/My Aunties Place Co Owner		SBC	Off Campus	No
Sharla Silk	2013 May	Yes/SRST Clerk of Courts Clerk		SBC	Off Campus	No
Claudette Walking Elk	2013 December	Yes/SRST Compliance Officer Con Rev		SBC	On Campus	In Process 2014
Sidney Eaglesfield III	2013 May	Yes/SRST		SBC	On Campus	No
Eric Grey Cloud	2013 May	Yes/SRST Econ Development Director		SBC	On Campus	No
Sonja Willard	2013 May	Yes/SRST Gaming Admin Assist		SBC	Off Campus	No
Shelby Martin	2013 December	Yes/Self Employed		SBC	On Campus	No

Number of students transitions from a lower degree to a more advance degree:

- From fall 2009-Spring 2014 there has been 137 students in the AA BAD/AS BADM degree programs.
- 23 have transitioned over to the BS BAD degree program.
- 3 have transitioned over to other BS degree programs.

4. Program Revenue

ISC (Indian Student Count)

Business Administration (Bachelor Degree Revenue)				
Academic Year	Fall ISC	Spring ISC	Tuition	Total
2009-2010	89,655.00	98,563.00	50,127.74	238345.74
2010-2011	82,669.00	78,525.00	101,775.00	262,969.00
2011-2012	98,429.00	141,153.00	130,625.00	370,207.00
2012-2013	125,356.00	111,228.00	134,675.00	371,259.00
2013-2014	76,469.25	100,464.00	109,975.00	286,908.24

Business Administration/Management (AS/AA Degree Revenue)				
Academic Year	Fall ISC	Spring ISC	Tuition	Total
2009-2010	17,355.00	16,362.00	18,975.00	52,692.00
2010-2011	14,832.00	12,215.00	16,525.00	43,572.00
2011-2012	20,536.00	12,982.00	18,125.00	51,643.00
2012-2013	8,746.00	3,364.00	7,200.00	19,310.00
2013-2014	15,697.50	6,279.00	13,990.00	35,966.49

1. The 2009-2010 Academic available dates did not break down ISC per semester.
2. Revenue in the Bachelor Degree program has followed a cyclical pattern.
3. Revenue in the AS/AA Degree program has also followed a cyclical pattern.

## 5. Program Budget

Expenses	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Full-time faculty	77,180.00	39,190.00	40,390.00	85,580.00	85,580.00	89,180.00	417,100.00
Fringe	19,295.00	9,797.50	10,097.50	21,395.00	21,395.00	22,295.00	104,275.00
Adjunct/Overloads							
Fall	8,550.00	5,850.00	9,750.00	9,750.00	5,850.00	5,850.00	45,600.00
Spring	13,200.00	13,800.00	14,300.00	12,350.00	8,300.00		61,950.00
Fringe	1,663.88	1,503.23	1,839.83	1,690.65	1,082.48	447.53	107,550.00
	119,888.88	70,140.73	76,377.33	130,765.65	122,207.48	117,772.53	637,152.58
Supplies	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	9,000.00
Travel	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
Total	126,388.88	76,640.73	82,877.33	137,265.65	128,707.48	124,272.53	676,152.58

The program budget has remained relatively stable with the exception of faculty wages due to semesters when only one faculty was employed within the department.

The revenue generated by the program is dependent on student count.

To ensure efficient use of adjunct faculty a review of course offerings will be reviewed to ensure money being spent for adjuncts is justified. In addition to overloads taught by business faculty will also be examined.

## 6. Does the program have an advisory committee? Yes

Advisory committee information: The business department falls underneath the Career and Technical Education umbrella therefore, requiring the program to utilize an advisory committee. The business department doesn't have a specific advisory committee as it utilizes the committee established by Sitting Bull College for all CTE programs.

The following people have served on the department's advisory committee during the last five years:

Jonathan Anderson

Cynthia Antelope

Sunshine Carlow

Susan Davilia

Candance Eagle

Ken Grey Cloud

Shane Luger

Luke Lopez

Jennifer Jewett (Martel)

Neal Tepper

**Instructors:**

Patrick Becker

Sterling St. John

Jeff Moser

Highlights from the committee meetings are as follows:

- 2009 the committee approved changes to the departments degree plan to mesh the bachelors and associates degree programs.
- 2010 the committee discussed the desire of the program to offer more courses in entrepreneurship. Changes to the E-Portfolio capstone project were suggested.
- 2011 degree programs were being evaluated. Tracking of graduates was discussed.
- 2012 economic sustainability was discussed. It was suggested that a relationship be established between Standing Rock Middle School, the Tribal Business Information Center and Sitting Bull College be established in effort to promote new business on Standing Rock. The feasibility of the M.B.A. program was initially discussed.
- 2013 the feasibility of the M.B.A. program was discussed in detail.
- 2014 the committee was informed that the department would need to hire an employee with a terminal degree in business in order to move forward with the M.B.A.

## Part II. Program Self-Evaluation

### A. Faculty

1. Describe the program's ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as curriculum design and review, state-of-the-art content, professional development activities, and program delivery.

The department has and continues to change over the past five years. Pat Becker has left the department and Jeff Moser has joined the department. As of the time of the writing of this report Sterling St. John has accepted and is transitioning into the position of Housing Director at Sitting Bull College. To ensure the programs stability Sterling has agreed to teach a fifteen credit load during the next semester. This teaching load has been approved by his current supervisor Donna Seaboy Financial Aid Director and Koreen Ressler Vice President of Academic Affairs. The program plans to advertise for a second full-time instructor after January 5<sup>th</sup> with the intent to hire a full-time instructor for the fall 2015 semester. The program has also identified potential adjunct faculty to teach courses on an as needed basis.

During the past two years Jeff Moser and Sterling St. John have collaborated to develop a M.B.A. program. Currently the M.B.A. program is on hold until Jeff Moser can complete his terminal degree or a faculty member with such a degree is hired. Higher Learning Commission is requiring that a minimum of one full time instructor hold a terminal degree in a business field in order to grant accreditation for the M.B.A. The college is currently in the process of searching for such an individual through employment advertisements utilizing the North Dakota and South Dakota Job Service Agencies.

As noted in the 2009 report there is limited communication between full-time faculty and adjunct faculty. Sterling St. John has taken charge of the adjunct faculty since the last report. The lack of a standardized method of adjunct assessment is due in part of Sterling St. John acting in the manner of program chair, community relations community chair, and consistently teaching overload courses during the two years which he solely acted as the only full-time business faculty. When Jeff Moser was initially hired to develop the M.B.A. program and was not responsible for the management of the adjunct faculty. Therefore, this issue has not been properly addressed. It is the goal of the department to address the proper assessment of adjunct faculty and to develop a system to assess such faculty during the fall of 2015 when an additionally full-time faculty member is hired.

The attendance of professional development seminars has been limited in the past five years due to departmental changes. The reasons for this seem to stem from the facts that Sterling St. John was solely running the program prior to hiring of Jeff Moser, the development of the M.B.A. program and Jeff Moser pursuing his terminal degree. As noted early Jeff Moser was initially hired to develop the M.B.A. program. His focus has now shifted to maintaining the Bachelor and Associates programs in the wake of Sterling's transition.

2. Describe the program's defined schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.

Adjunct faculty have been reviewed by the attendance of the final class session by Sterling St. John as a direct measure at this time Mr. St. John observes how the faculty interacts with the students and reviews the method used to assess the adjunct's students. Indirect measures of adjunct faculty have come through communication via student surveys and feedback given to Sterling St. John by students who have felt they have been positively impacted or negatively impacted by such faculty.

## B. Student Relations

1. Describe faculty accessibility to students (for example, through office hours, voice mail and email), appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.

Business faculty are available by phone and e-mail. Full-time faculty are additionally, available through a minimum of seven office hours during the week. Additionally, through the use of MySBC some faculty offer a question and answer forum which allows for another avenue of communication. Courses are offered as often as possible to ensure that students can take the courses they need to progress within their studies. Full-time faculty members stagger the overall course offering to provide time for students to meet with their faculty outside the classroom.

There currently is no formal standard of addressing faculty availability from the students perspective. The program will seek to implement an evaluation measure into the final course evaluations offered by the institution. The department will work towards developing its own student satisfaction survey with an implementation date of spring semester 2016. This date is set in order to allow for the hiring and input of an additional faculty member in regards to such a survey.

2. Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.

The department offers a variety of course delivery methods including class room instruction, online education, and accelerated courses, evening courses and independents studies. Departmental surveys of students suggest that approximately 80% the programs students are currently employed therefore; the department recognizes the need to provide various learning platforms which meet the needs of it students. Accelerated classes are available to all students including general education students. Prerequisites for the majority of upper level business courses including accelerated courses have been removed to allow for students to be able to more readily full fill their degree requirements. There has been disagreement between Mr. Moser and Mr. St. John if such a

practice is in the best interest of the students and the overall program's rigor and success. It is goal of Mr. Moser to reestablish a certain number of prerequisites after Mr. St. John, completes his transition out of the department. The reestablishment of such prerequisites will be addressed with Sitting Bull College's curriculum committee and the department's advisory board committee during the spring 2015 semester with the goal of implementing the prerequisites deemed necessary based on committee and program faculty input by the start of the fall 2015 semester.

3. Describe the evidence that the program's courses and programs successfully meet the learning and/or employment needs of students.

Approximately 60% students who enter into the associate degree plan continue on to earn their bachelor's degree from SBC. Approximately 25% of these students are seeking graduate degrees. The business department maintains a high level (98%) of gainfully employed graduates throughout the local area. The data presented here is based upon the tracking of students internally by department.

### C. Curriculum Content, Design, Delivery

1. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course outlines have been updated (at least once since the last program review).

The department meets semiannually with its advisory board committee. The advisor board committee reviews: course content, design, and delivery are discussed with the advisory committee. The department reviews curriculum and course content, design and delivery on a yearly basis by reviewing the degree plans offered by the department with the programs advisory board committee. The advisory committee meets a minimum of two times per year per State of North Dakota Career and Technical Education requirements. Any changes recommend by the advisory board committee are discussed internally with the department and then brought to curriculum committee if the overall consensus of the department is to change the curriculum of any of the department degree plans.

2. Describe how the program's academic courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the degree and/or general education needs of students.

The program's courses utilize the North Dakota common numbering system which allows for students to transfer credits within the North Dakota University System. The department updates each textbook as new additions become available and in some classes utilizes technology based learning platforms which are offered through the text book publishers. The courses offered in the program are to a large degree similar to mainstream colleges and other tribal colleges.

Describe how the program systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve achievement, and reports the results to the Assessment Committee

In the past five years the program has been moving in the direction of evaluating student performance using rubrics. The department has attempted to standardize the use of such rubrics across the course offerings. The data obtained from such rubrics is analyzed and used to report program data to the assessment committee. Assessment data is compiled at the end of the year and presented to the Sitting Bull College's Assessment committee. The recommendations of the assessment committee are discussed within the department internally at the beginning of the start of the fall semester and ways to increase the overall effectiveness of the program are discussed amongst departmental staff.

#### D. Institutional Support

1. Does the program possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs (if not, explain).

The department has two available classrooms and a computer lab within the Entrepreneurial Center where the majority of business classes are taught. The lab is primarily used by business students. The students also have access to a computer lab which is staffed by an IT specialist in Science Center Building. Computer software in both labs is updated every two to three years. Hardware is updated every three to four years. The upgrading of both software and hardware is dependent on institutional funding.

2. Does the institution provide adequate student services (library services and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs? Please explain.

Students are currently required to access academic journal databases within 50% of their upper level division courses. The Sitting Bull College Library provides access to such journal databases to students through EBSCO host, which is a service specifically designed to meet the needs of colleges and universities. EBSCO host allows for access to academic journals, periodicals, trade publications, and industry reports. The Librarians are readily available to assist students with the process of searching such databases. Within the classes which require the students to access the EBSCO host system an orientation into navigating the databases is offered by the instructors teaching such classes. The EBSCO host system provides access to all of Sitting Bull College's students to such databases and is paid for from Sitting Bull College's operating budget.

Additionally, tutors and the writing lab are accessible to the department's students through the initiatives of Sitting Bull College's Administrators and Board of Directors. Currently, less than 5% business students are accessing the writing lab. To increase the number of students accessing the writing lab department instructors are addressing the availability of the tutors and writing lab at the start of the semester and through the

semester by giving the students in class verbal reminders. The department has determined the primary need for the writing lab by the department's students is assistance with APA formatting. Writing assignments are primarily being used for student assessment in the following courses: Organizational Behavior and World Business.

Counselors are also available to assist students with challenges associated with college life. The exact number of students who access counselor services is unknown to the department. It is also unknown at the time of this report as to how many students participating in career counseling. Sitting Bull College has hired a new vocational counselor who is responsible for tracking student employment information. The information compiled by the previous counselor was not available to the department. Several requests for such information were not responded to. The department also requested employment information from the tribal government several times, but no information was returned. The department plans to address such issues with its advisory committee to seek out ways to establish a relationship with the tribal offices.

3. Does the institution support professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline? Please explain.

The institution offers incentives to faculty to increase their educational levels. Depending on the budgeting process faculty may have the ability to attend conferences throughout the year. At times attending such conferences can become challenging as faculty need to work such conferences around their class schedules.

#### E. Other

1. Describe the program's contribution to other SBC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.

The business program has removed the prerequisites required to enter its upper level courses therefore, allowing general education students the opportunity to fulfill the upper degree requirements of the general study degree.

Removal of the upper level course prerequisites has created both pros and cons. The pros of the removal of the prerequisites is that general study students can fulfill their upper division course requirements easier than prior to the removal of the prerequisites and nontraditional business students are also able to fill their schedules easier. The cons of the removal of such prerequisites allow for students to enter a course which they may not possess the necessary foundation to successfully complete the course. Therefore, instructors in such courses must teach concepts which would have been normally learned in lower division courses. This practice essentially lowers the standard of many upper level business courses as the course content is becoming less rigorous. Additionally, assessment data becomes skewed as different assessment measures are implemented to reflect such changes thus changing the rigor of the course. Furthermore, in many cases

the student being accessed in the bachelor's level business courses are general education students. Some business students have expressed that they feel this practice is unfair to them and lessens their learning potential as instructors are teaching content which they have already learned. It is Mr. Jeff Moser's prerogative to restate prerequisites into the program during the spring 2015 semester. The reestablishment of such prerequisites will be addressed with advisory board during the spring 2015 with an implementation date goal of the fall 2015 semester. The department will consider the advisor board's recommendations, Sitting Bull College's curriculum committee recommendations and the overall impact the reinstatement of the prerequisites will have on Sitting Bull College's General Studies degree plan. Determination of which prerequisites will be instated will be determined through such recommendations.

2. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its members.

The program graduates have a success rate of 98% employment with approximately 95% of these students being employed in tribal government sectors.

3. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the program's courses and programs (include response to problems identified in previous program reviews or other relevant assessments, internal or external).

The removal of the prerequisites internally impacts the department's ability to maintain rigor throughout the degree plans. It is the prerogative of the department to review the current degree plans and course offerings in order to determine which prerequisites need to be put in place to maintain rigor throughout the program's degree plans.

### **Part III. Program Planning**

A. Identify and describe any important trends in the following areas which have an effect on program goals:

- The program has emphasized entrepreneurial education in the past five years.
- The program has experienced an influx of general education students into its upper level courses.
- The vast majority of the department's students are identified as being adult learners.
- The reservation remains relatively remote and maintains a historically stable population.
- The institution has a desire to move towards a university status.
- The department is the process of pursuing a Masters of Business Administration program.

B. Described any new and revised goals and objectives for program improvement that were identified through the Program Review. Include both short-term (1 year) and long-term (5 years) objectives.

Short term goals and objectives:

- Develop a system to strategically review the programs goals and objectives.
- Improve on the standardization of the use of rubrics throughout the department including courses taught by adjunct faculty.
- Create a formal method of reviewing curriculum and course content, design and delivery.
- Develop a system of assessing adjunct instructors and their effectiveness.
- Establish a strategic method of communicating, training, retaining and strengthening relationships with adjunct faculty.
- Review the viability of the entrepreneurship certificate with the advisory board committee during the spring of 2015 and determine if the certificate should be furloughed or merged into other degree offerings.

Long term goals and objectives:

- Develop of an element of research practice through the offering of an M.B.A.
- Move the department towards research status.

C. Identify additional resources needed to maintain and improve program quality and to reach the goals and objectives.

In order to establish the M.B.A. program the department must seek out ways to recruit and retain qualified faculty for both the future graduate and undergraduate programs.

Class loads need to be evaluated and set to appropriate levels to allow department faculty to develop, review and maintain the standards of the department. To address this challenge it is recommended that another instructor be hired to fill the position which was vacated by Mr. St. John.