

Criminal Justice
Program Review Report
2014 - 2015

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Executive Summary

Program Description Summary

The current Criminal Justice Associate of Science (AS) Program curriculum is a 70-credit hour program of study that was completely re-written by the current primary instructor and, with subsequent minor adjustments, was approved by both the Sitting Bull College Curriculum Committee and the Board of Directors in the fall of 2007. The new curriculum was designed to provide the foundational skills for graduates to obtain entry-level employment in various components of the criminal justice system or seeking advanced degrees in more specialized areas of study. The Associate of Applied Science (AAS) Lay Advocate/Paralegal program curriculum was also written by the current primary instructor, with invaluable assistance from the Criminal Justice Advisory Committee, and approved in 2011. The program is specifically intended to meet the unique need for qualified lay advocates in the Standing Rock and other Tribal courts in particular, and the need for qualified paralegals and legal assistants in courts in general. The program consists of 65 hours of intensive instruction in both criminal and civil law.

The program Advisory Committee recently lost three of its most active and supportive members – Judge William Zuger and Tribal prosecutors Grant Walker and Erin Shanley. Although the recruitment of committee members is an active and ongoing endeavor, it has become more difficult in recent years to find qualified criminal justice practitioners in the community who are willing to participate in guiding and advising the Criminal Justice program. Past committee members have included multiple court, corrections, and law enforcement professionals who worked in the Standing Rock criminal justice community, and this close association between the program and the Tribal community for which it provides support and potential employees was considered a major strength of the program.

Regrettably, due to the apparent lack of interest and support from current local professionals, it may be necessary to recruit additional committee members from outside the reservation community. The most active remaining committee member is an Associate Professor and Director of the Forensic Science program at the University of North Dakota, Dr. Phoebe Stubblefield, who has on numerous occasions made the long trip from Grand Forks to attend meetings when local members will not make the trip across town.

Overall enrollment has periodically increased and decreased while manifesting a relative upward trend since 2006 when Wayne Shelley became the primary instructor. The program was moved from the old campus to the newly constructed Entrepreneurial Center in the fall of 2008 and nearly all classes are taught in a single classroom in that facility, although the Mobridge site

is also available but rarely utilized.

The AS Criminal Justice and AAS Lay Advocate/Paralegal programs are largely supported by a grant from the Native American Career and Technical Education Program (NACTEP), with supplementary funds provided by the Academic General Fund and Title III. Although the NACTEP grant was scheduled to expire in December of 2015, a proposal to extend NACTEP program funding for up to 24 months was recently published (*Notices*, 2015, p. 7439). If NACTEP funding is discontinued, the Criminal Justice program would be supported by the SBC general fund and additional sources of funding would be sought. Administration policy suggests any existing programs with enrolled students will be continued even if grant funding is no longer available (K. Ressler, personal communication, February 18, 2015).

Program Self-Evaluation Summary

The program primary instructor holds a Masters degree in Forensic Science and a Doctorate in Public Safety with an emphasis in Criminal Justice, which qualifies him to teach all AS program courses and a large percentage of AAS program courses. The program has been fortunate to be able to call on several members of the Advisory Committee to not only assist in formulating course and curriculum policy and structure, but also to act as adjunct instructors when needed. All instructors are readily available to students for help or advising, and availability of courses is a primary consideration in course scheduling.

Among the 21 associate degree programs, enrollment in the Criminal Justice program (AS and AAS combined) ranked fifth in 2009, tied for fifth in 2010, eighth in 2011, and fourth in 2012, 2013, and 2014 (SBC, n.d., *Enrollment by Degree Program*). The combined AS and AAS programs ranked fifth in income production among the 18 SBC programs that offered associate degrees for the 2009-2010 academic year (SBC, 2009-2010 *Program Income*). A different method of presenting income data for the 2010-2011 through 2013-2014 academic years requires slightly different comparisons. Accordingly, the Criminal Justice program ranked sixth in income production among all of the 15 SBC programs in 2010-2011, eighth of 15 in 2011-2012, fifth of 17 in 2012-2013, and fifth of 15 in 2013-2014. Among the programs offering only associate degrees, the Criminal Justice program ranked third of 11 for income production in 2009-2010, third of ten in 2010-2011, fifth of nine in 2011-2012, third of ten in 2012-2013, and second of nine in 2013-2014 (SBC, n.d., *Program Income*).

Some of these figures may be misleading, since the Criminal Justice department, which offers two associate programs, is in some cases being compared with programs offering

multiple associate and bachelor degrees. For example, Program Income data for the last four academic years show two listings for the business program (Business Administration and Business Administration/Management) even though the business department and others offer many bachelor and associate degrees in various programs. Nevertheless, the enrollment and revenue data presented here, along with additional analyses and comparisons articulated in the **Program Budget** and **Program Productivity Summary** sections later in this report, demonstrate the vital contribution of the Criminal Justice program to the overall fiscal and economic viability of Sitting Bull College.

Graduates of the Criminal Justice program have consistently found employment within their areas of interest or gone on to higher degree programs, albeit in unrelated disciplines, since the limited enrollment in the program cannot justify creation of a baccalaureate program in Criminal Justice. More definitive data regarding the ability of program graduates to obtain gainful employment in the community is presented in the **Program Productivity Summary**.

Program Planning Summary

A major concern for the program is the general lack of academic skills of incoming students, particularly in the areas of written and verbal language skills, comprehension ability, and critical and analytical thinking. The college has attempted to address the lack of writing skills by instituting a Writing Across the Curriculum Initiative. The primary instructor has also written and presents a Criminal Justice writing module to introduce proficiency expectations for Criminal Justice practitioners and provide practice and development of writing abilities.

Also, as with other single-faculty programs at Sitting Bull College, devoting the time, attention, and financial resources to address the collateral and ancillary needs of the Criminal Justice program, such as recruitment, promotion, and educational resource enhancement, has been a consistent challenge. Nevertheless, the practical needs of the program are adequately provided for and administration has been extremely supportive of the program.

In relation to recruitment and promotion, an intensive promotional program is needed to elevate the profile of the program and the college among area students and those from surrounding areas to increase enrollment and encourage more capable students to attend Sitting Bull College. Radio interviews and dissemination of program brochures have been positive steps toward addressing this need. Research programs would also be useful in enhancing the program's reputation, but motivated students and community cooperation and encouragement are essential prerequisites. Planned visits by the primary instructor to

reservation high schools in the spring of the 2015 academic year are intended to enhance the program's visibility among prospective reservation students.

Program Description

Role of Program within Sitting Bull College

AS in Criminal Justice Program. The Criminal Justice Associate of Science program is intended to endow students with the fundamental knowledge to enter careers in the American or Tribal criminal justice systems or allied fields, or to advance into a baccalaureate degree program. The AS Criminal Justice degree plan consists of 70 credit hours of instruction, with 34 hours of general education requirements, 33 hours of core criminal justice requirements, and 3 hours of electives. The AS in Criminal Justice degree plan is shown in **Appendix A** on page 31. Recommended course sequences that would allow progressing through the AS Criminal Justice program in two years, in accordance with higher education standards, can be found in **Appendix B** on pages 32 and 33 (D. His Horse is Thunder, personal communication, February 10, 2015).

Outcomes for the AS Criminal Justice program include:

- ◆ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of American law.
- ◆ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ◆ **Outcome 3:** Students will gain a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

AAS Lay Advocate/Paralegal Program. The mission of the Associate of Applied Science Lay Advocate/Paralegal program is to provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in Tribal Courts in conformance with all constitutional, legal, procedural, and cultural values and traditions. The AAS Lay Advocate/Paralegal degree program consists of 65 credit hours of instruction, with 26 hours of general education requirements and 39 hours of core program requirements. The AAS Lay Advocate/Paralegal degree plan is shown in **Appendix C** on page 34. Recommended course sequences that would allow progressing through the AAS Lay Advocate/Paralegal program in two years, in accordance with higher education standards, can be found in **Appendix D** on pages 35 and 36 (D. His Horse is Thunder, personal communication, February 10, 2015).

Learner outcomes for the Associate of Applied Science Criminal Justice program include:

- ◆ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of American law.
- ◆ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ◆ **Outcome 3:** Students will gain a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.

Note the first two objectives are identical for both the AS Criminal Justice and AAS Lay Advocate/Paralegal programs. These two areas of knowledge are essential in virtually any area of endeavor operating at the substantive and theoretical nexus of Anglo-American and Tribal legal systems. The respective third outcomes are formulated specifically for each program and differentiate program content and intent.

The Sitting Bull College mission statement reads: “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.” All Criminal Justice Program courses relate, to the extent possible, to Native American culture and legal processes. In many cases, the concepts, principles, and methods addressed are universally applicable to American and Tribal criminal justice systems. However, whenever possible, notice is taken of possible differences between requirements of Indian law and local, state, and federal law, and scenarios relevant to Native American culture and sensibilities are explored. In addition, many courses specifically examine the Standing Rock Tribal Code within the context of the relevant coursework.

The Indian Law class serves as the cultural cornerstone for the Criminal Justice Program by discussing the cultural roots of social control and dispute resolution within the Lakota/Dakota culture and Native American culture in general. The course also explores the similarities and significant differences between the American criminal justice system and the historical development of the often complex interrelationships between state, federal, and Tribal law. It should also be noted that adjunct instructors in the Criminal Justice program, who have in the past been daily practitioners in Lakota/Dakota courts, are uniquely and inherently qualified to discuss aspects of Lakota/Dakota legal process from an intimately experiential perspective.

The Lay Advocate/Paralegal program is designed specifically to address a unique aspect

of Native American Tribal courts. As provided for in the Indian Civil Rights Act (1969) and the Standing Rock Tribe Code of Justice (2007), lay advocates are permitted to represent clients in Tribal courts and the Standing Rock Tribe Code of Justice specifically stipulates Sitting Bull College can provide the training necessary to address this need. In addition, like all programs of study at Sitting Bull College, both degree plans in the Criminal Justice Program require all students to pass a Lakota/Dakota language course and encourage students to take additional Native American Studies courses to satisfy additional program requirements. As program statistics demonstrate, Criminal Justice Program advocates inherently contribute to building intellectual capital and promoting economic and social development by living and working in Lakota/Dakota communities and serving in various public safety capacities.

Program Personnel

Dr. Wayne Shelley has been the full time Criminal Justice program instructor at Sitting Bull College since the fall of 2006. Mr. Shelley earned a BS in Criminal Justice, an MS in Forensic Sciences (with an emphasis in Forensic Psychology), and a PhD in Criminal Justice, with research and academic interests that include the psycholegal aspects of capital punishment and the social, psychological, biological, and physiogenetic influences on criminal behavior. Dr. Shelley generally teaches five or six courses per semester, and sometimes more.

Creation of the Lay Advocate/Paralegal program was largely the result of a consensus recommendation by the Criminal Justice Advisory Committee, comprised of mostly working professionals from the Standing Rock Tribal Court, who believed there existed a pressing need for young advocates and paralegals who possessed the particular knowledge and skills required to work effectively in the atypical Tribal juridical environment. Prior to the creation of the Lay Advocate/Paralegal program, adjunct instructors were only occasionally hired to instruct courses in the Criminal Justice program. Since that time, part-time adjuncts have been regularly employed to teach civil law related courses that are outside the expertise of the primary instructor, and all past adjunct instructors have held Juris Doctorate degrees and were actively employed in some aspect of the criminal justice system.

Up to the Spring 2015 semester, it was often difficult to find qualified professionals to take on the additional responsibility of teaching evening classes after a full day of work, then traveling to their homes, which were often outside the reservation. However, several Tribal court professionals were willing to do so. For example, Leslie Gipp, a judge in the Lower Brule Tribal Court, Grant Walker, the Standing Rock Tribal Court Prosecutor and Assistant U.S. Attorney, and Erin Shanley, an assistant Prosecutor in the Standing Rock Tribal Court, often made time in

their busy schedules to provide instruction for both AS and AAS Criminal Justice program students. Mr. Walker and Ms. Shanley generally taught one and sometimes two classes per semester. Judge Gipp has, when necessary, taught as many as three classes in a single semester, but more often one or two. James Cerney, the Standing Rock Tribal Court Public Defender, and Chase Iron Eyes, who at the time was employed as a legal advisor for the Standing Rock Sioux Tribe, both taught at least one class in past years.

To the detriment of the Criminal Justice program, Mr. Walker and Ms. Shanley have taken jobs elsewhere and Judge Gipp, Mr. Cerney, and Mr. Iron Eyes have decided their priorities lie elsewhere and have so far declined to teach additional classes. Although it was hoped the turnover in personnel in the Tribal Courts would bring new working professionals who possess, and would be willing to teach, the procedural knowledge and skills distinctive to Tribal courts, to this point none of the new personnel have expressed any such interest. Although it may yet be possible to solicit off-reservation criminal justice professionals to assume these positions, a certain amount of Tribal court-specific experience and expertise is required to effectively teach the knowledge and skills peculiar to Tribal justice systems and structures.

Professional relocations and changing priorities of scheduled adjuncts forced cancellation of four courses required for AAS students in the spring 2015 semester, and one student scheduled to receive the AAS degree was unable to complete the coursework as a result. This situation, although manifestly unacceptable, was unavoidable. Two adjuncts had been scheduled well ahead of time to teach the courses but, due to changing life circumstances, both had to renege on their agreements and no replacements could be found on such short notice. One of the adjuncts did offer to teach one class via distance learning **or independent study. In either case**, one course would have served no useful purpose because the student needed all four classes to fulfill the requirements for the AAS degree. The student was advised online courses might be available through other institutions, but she declined to pursue that course of action. It should also be mentioned the student was a double major in both the AS and AAS programs and is still on schedule to receive the AS degree in the spring of 2015.

To avoid any recurrence of this unfortunate circumstance, the decision has been made to pursue opportunities for a grant to provide funds to hire a full-time instructor to teach the civil law courses required in the AAS Lay Advocate/Paralegal program. Alternatively, a minimum of ten full-time AAS students would be required to reach the revenue threshold necessary to hire a full-time Lay Advocate/Paralegal instructor without any outside funding (K. Ressler, personal communication, February 25, 2015). Although this number might serve as a target enrollment

figure for future planning, at present the figure is unrealistic in view of the fact the AAS program has never had even half that number of enrollees. Additionally, even if that threshold could be reached at some point, the traditional vicissitudes in enrollment would make consistently maintaining that enrollment level tenuous at best.

All Criminal Justice classes in both the AS and AAS programs are 3-credit-hour courses. No program courses are offered in multiple sections due to limited enrollment. The number of courses offered generally range from a minimum of five courses per semester to a maximum of eight or nine.

Program Productivity Summary

The Associate of Science program in Criminal Justice replaced the previous Associate of Applied Science degree in the fall of 2008 and the Associate of Applied Science Lay Advocate/Paralegal degree program was approved in the spring of 2011 and began offering classes the following fall semester. According to college statistics, the combined AS and AAS Criminal Justice program had the fourth highest enrollment of the SBC associates programs in the fall of 2014. However, as **Figure 1** below demonstrates, enrollment in the Criminal Justice program and its percentage of the total college enrollment fluctuates periodically for reasons that are not clear. Nevertheless, for purposes of comparison, program enrollment for the Spring 2010 semester represented about 5.0% of the total college enrollment compared to about 7.2% for the Fall 2014 semester. Enrollment for Sitting Bull College as a whole during the same period shows an enrollment decrease of slightly over 5%, while enrollment in the Criminal Justice program increased about 27.3%.

The enrollment totals shown in **Figure 1** and **Figure 2** below include two students in the AAS Lay Advocate/Paralegal program in each semester from Fall 2011 through Fall 2014, except for the Spring 2013 semester which included three AAS students. Yearly enrollment for the combined AS and AAS programs included 32 students in the 2010 scholastic year, 24 in 2011, 41 in 2012, 34 in 2013, and 48 in 2014. Despite relative declines in both 2011 and 2013, enrollment figures indicate a general upward trend, with a 33.3% enrollment increase over that five year span. By comparison, and over the same period, Sitting Bull College as a whole showed a 4.3% decrease in enrollment and a general downward enrollment trend.

Criminal Justice AS and AAS Combined Enrollment

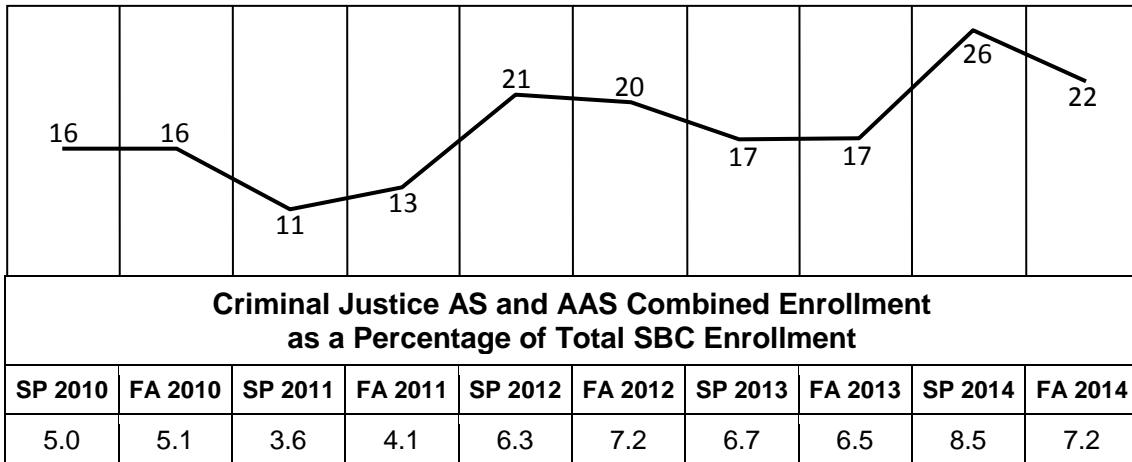


Figure 1 (Sitting Bull College, n.d., *Enrollment by Degree Program*)

Sitting Bull College Enrollment

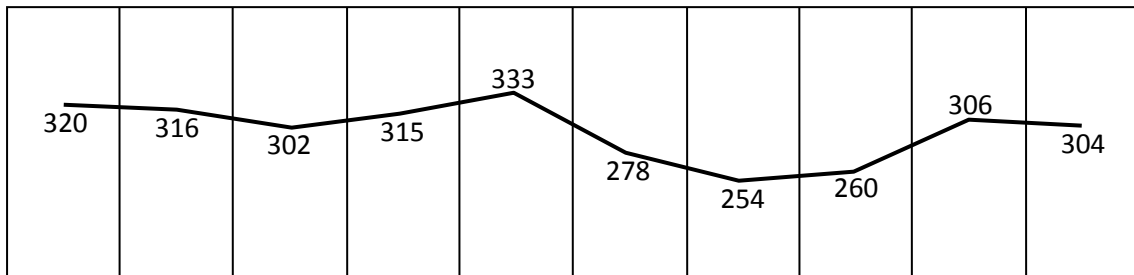


Figure 2 (Sitting Bull College, n.d., *Enrollment by Degree Program*)

Graduation data for the combined AS and AAS Criminal Justice programs, shown in **Table 1**, includes the ratio of Criminal Justice graduates as a percentage of total graduates in Sitting Bull College associate programs. As of this writing, two students have earned the AAS Lay Advocate/Paralegal degree. An additional student was scheduled to graduate in the Spring of 2015 but, for reasons discussed in the Program Personnel section, the classes that student needed to graduate were cancelled due to a lack of adjunct instructors. The six AS students expected to receive degrees in the spring of 2015 is double the next highest total for all years in which data is available.

Criminal Justice Program Graduates (AS and AAS)				
2009-10	2010-11	2011-12	2012-13	2013-14
3	2	1	2	2
Ratio of Criminal Justice Program Graduates (AS and AAS) to Total SBC Associate Degree Graduates				
3/32 (9.4%)	2/32 (6.3%)	1/30 (3.3%)	2/32 (6.3%)	2/28 (7.1%)

Table 1

(Sitting Bull College, n.d., *Shared Data File*)

Presently, no formal process is in place to track employment of Criminal Justice program graduates. However, it is known that at least two former AS students (including one graduate) have been employed by the Standing Rock Corrections Department; one graduate has been employed for several years by the Standing Rock Child Protection agency and another by the Standing Rock Probation Department; and one graduate was until recently employed by the Standing Rock Police Department and another at the Prairie Knights casino. In addition, one graduate of the AAS program is working as a lay advocate in the Standing Rock Tribal Court and employed as a contract employee of the Tribe, while another is currently working for the Standing Rock Tribal Court. These placements indicate employment is available where graduates are able to utilize knowledge and skills learned in both the AS and AAS programs.

Alternatively, graduates have used their Criminal Justice associate degree as an educational foundation for pursuing other interests or learning opportunities. For example, two graduates have earned degrees from the Lakota Language Education Action Program (LLEAP) with the intention of working as Lakota language teachers, while two others are pursuing bachelor degrees in General Studies and one a bachelor degree in Native American Studies.

Based on informal sources and anecdotal observations, it is believed that seven of the 12 (58%) students who have graduated from the AS and/or AAS programs since 2007 have obtained employment in the criminal justice system and at least 10 (83%) have found employment of some sort after graduation. One of the remaining 12 graduates was last known to be pursuing a bachelor's degree and the whereabouts of the other is currently unknown.

Program Revenue

Table 2 below summarizes the revenue produced by the Criminal Justice program, both as dollar values and as percentages of college total revenue. Figures include revenue from the AS CJ program and, beginning in 2011-12, the AAS LA/P program. The data in **Table 2** indicates Criminal Justice program revenue as a percentage of the total college revenue follows a trend

similar to the enrollment data as shown in **Table 3** and **Figure 3** below. Both the revenue generated as compared to the reported revenue of the college as a whole and the percentage of Criminal Justice enrollees as a percentage of total college enrollment has shown a general upward trend from 2009-10 through 2013-14. Average revenue generated per Criminal Justice

enrollees has shown a downward trend over the same period. It is also interesting to note revenue per student was higher than for the college in general in both 2009-10 and 2010-11, but the reverse is true for 2011-12 through 2013-14. The Criminal Justice program generated revenue averaging \$147,588.19 per academic year from 2010-11 through 2013-14.

Combined AS and AAS Criminal Justice Program Revenue				
Scholastic Year	Tuition	ISC Revenue	Total	% of SBC Total
2009-10	\$60,582.71	\$101,650.00	\$162,232.71	6.3%
2010-11	\$52,200.00	\$82,669.00	\$134,869.00	5.4%
2011-12	\$52,025.00	\$93,573.00	\$145,498.00	5.2%
2012-13	\$54,400.00	\$82,076.00	\$136,476.00	6.0%
2013-14	\$66,250.00	\$92,615.25	\$158,865.25	7.1%

Table 2

(Sitting Bull College, n.d., *Shared Data File*)

Revenue and Enrollment Statistics for Criminal Justice Program and SBC					
Scholastic Year	2009-10	2010-11	2011-12	2012-13	2013-14
CJ Program Enrollees	34	27	38	42	47
CJ Revenue as a Percentage of SBC Revenue	6.3%	5.4%	5.2%	6.0%	7.1%
SBC Enrollees	604	618	648	532	566
CJ Enrollees as a Percentage of SBC Enrollees	5.6%	4.4%	5.9%	7.9%	8.3%
Revenue Per CJ Enrollee	\$4,771.55	\$4,995.15	\$3,828.89	\$3,249.42	\$3,380.10
Revenue Per SBC Enrollee	\$4,288.65	\$4,062.11	\$4,341.90	\$4,244.58	\$3,933.78

Table 3

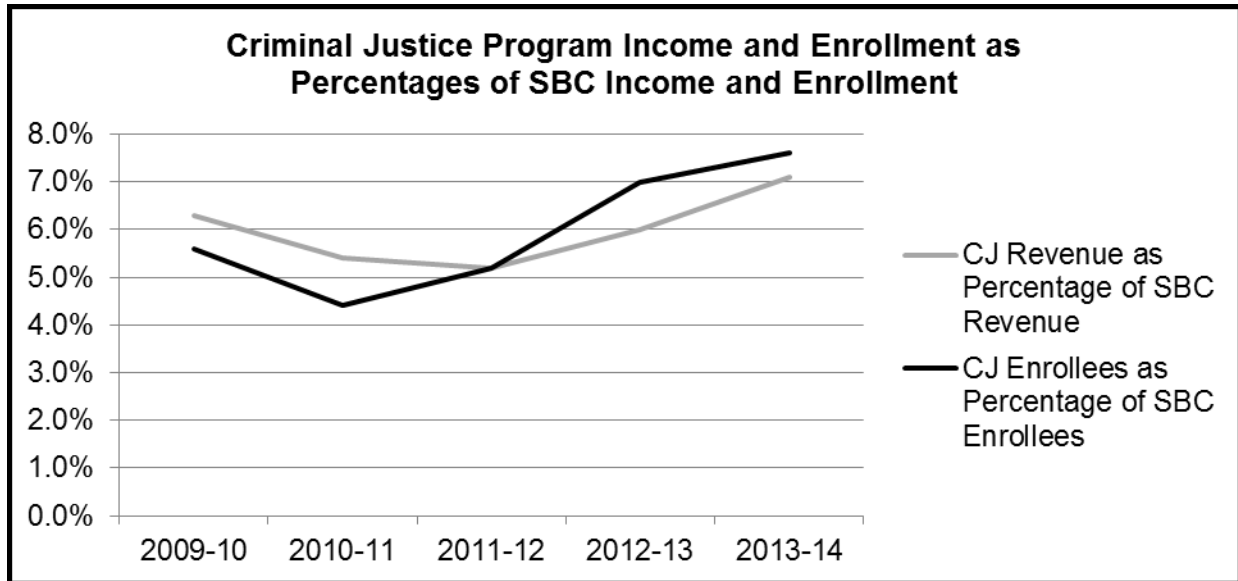


Figure 3

Program Budget

Primary financial support for the Criminal Justice program is provided through a grant from the Native American Career and Technical Education Program (NACTEP). Although some items are and some are not listed in the official program budget provided by administration and shown in **Table 4**.below, funds for faculty development are provided through Title III Part A and program supplies are funded through the college Academic General Fund (K. Ressler, personal communication, February 13, 2015).

Criminal Justice Five Year Budget					
NA Career & Tech Grant (NACTEP)					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Salary	42,790.00	45,190.00	47,590.00	47,590.00	52,900.00
Fringe Benefits	10,697.50	11,297.50	11,897.50	11,897.50	13,225.00
Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Travel	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Total	\$55,987.50	\$58,987.50	\$61,987.50	\$61,987.50	\$68,625.00
NACTEP & General Fund Faculty Overload					
Salary	4,050.00	3,900.00	5,850.00	6,000.00	3,900.00
Fringe Benefits	309.83	298.35	447.53	459.00	298.35
Total	4,359.83	4,198.35	6,297.53	6,459.00	4,198.35
Grand Total	\$60,347.33	\$63,185.85	\$68,285.03	\$68,446.50	\$72,823.35

Table 4

Criminal Justice AS and AAS Enrollment Cost vs. Revenue				
Scholastic Year	2010-11	2011-12	2012-13	2013-14
CJ Program Enrollees	27	34	37	43
Cost Per CJ Enrollee	\$2,235.09	\$1,858.41	\$1,845.54	\$1,591.78
Revenue Per CJ Enrollee	\$4,995.15	\$4,279.35	\$3,688.54	\$3,694.54

Table 5

The data in **Table 5** indicate both the cost per Criminal Justice enrollee, expressed as the program budget divided by the number of students, and the income per enrollee, expressed as the total program income divided by the number of students, have consistently decreased for the years 2010-11 through 2013-14. This data, however, must be interpreted circumspectly because the Indian Student Count (ISC) is not based on number of students but on total credits per semester divided by 12. In addition, ISC funding varies from year to year. For example, due to the increasing number of Native American students and the slower rate of funding available, funding per ISC decreased from \$3,100 in 1980 to \$1,900 in 1989 (Boyer, 1989, p. 70). Consequently, the figures in **Table 5** should be considered to merely demonstrate the general relationship between income generated per student and money allocated to the program per student.

Nevertheless, the figures consistently indicate less than half of the revenue generated by the Criminal Justice program is actually budgeted toward funding the program. Presumably, the additional income generated by the program, that would not otherwise be available, is allocated to the general fund as supplementary funding for both short- and long-term operations of the college. These figures illustrate the Criminal Justice program contributes significantly to the financial viability and solvency of the college, over and above the cost of operating the program itself.

Program Advisory Committee

The Criminal Justice Advisory Committee has a vital and integral role in guiding and informing the program. Multiple examples of meeting highlights and the committee's notable contributions to the Criminal Justice program are discussed in various sections of this report. The committee meets twice each year. A working business meeting is held during the fall semester and an appreciation luncheon or a second working meeting is held during the spring semester. In addition, informal contacts occur regularly to discuss course- and program-related issues. As was discussed in the Program Personnel section, the Advisory Committee is in a transitional stage as a result of the recent turnover of many of the Standing Rock Tribal Court

personnel. As of this writing, the committee consists of:

Jim Cerney – Standing Rock Tribal Court Public Defender

Nils Eberhardt – Standing Rock Tribal Court Assistant Public Defender

Lt. Chad Harmon – Standing Rock Police

Jeff Kelly – Director, Standing Rock Game and Fish Department

Shannon Silbernagel – Standing Rock Probation Department

Dr. Phoebe Stubblefield – head of the Forensics Department at the University of North Dakota

In the past, committee members have provided valuable advice and guidance on policy issues and have also been helpful in providing internships, advising and assisting in facilitating educational field trips, helping to formulate curriculum, and teach as adjuncts. For example, committee members were invaluable in providing substantive and practical advice on designing and structuring curriculum for the new Lay Advocate/Paralegal program and teaching many of those classes.

Program Self-Evaluation

Faculty

Having adjunct faculty who are also members of the Advisory Committee has been a definite advantage in terms of communication and collaboration because, in most cases, adjuncts are involved from the beginning stages of discussions involving possible new courses or curriculum changes all the way through to implementation and delivery of courses. For example, the same committee members that suggested civil law courses and assisted in their creation and design have also taught those courses and made suggestions for improvement.

Except for the process of individual course evaluations administered by the college, there is no “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” (Program Review Guide, 2011, p. 11). With regard to evaluation and provision of effective instruction, all adjuncts have working professionals with terminal academic degrees in their field of expertise and years of practical experience. First-hand accounts of students and personal contact with adjuncts provide further assurance these adjuncts have been effective and engaging educators.

As for “personal conviction and professionally accepted views”, it should be noted that, although the law and its constitutional and statutory bases are a matter of record, its formulation, interpretation, implementation, and practical application vary from time to time and place to place. In addition, the nature of Criminal Justice is highly political, so all courses, to a greater or lesser extent, emphasize the distinction between the political or theoretical and the actual. Students are reminded the realities of Criminal Justice may contradict materials written by career practitioners in the field, and much of this discrepancy relates to real or perceived disparities in ideology, level of analysis, and perspective.

Consequently, the scholarly dialectic within the criminal justice discipline is often adversarial. Policies are advocated or critiqued and ideological positions argued, compared, and contrasted. Students are not necessarily asked to agree with the information presented, but to analyze and present alternative interpretations and perspectives in a clear, concise, and scholarly way, buttressed by logical arguments. Scholarly discourse is intended to go well beyond editorial comment or mere opinion, and well-documented and supported arguments are encouraged. The intent is to develop critical and creative thinking skills that go beyond mere facts and opinion (Shelley, 2012).

Evaluation of adjunct faculty is neither required by the college, nor has it been raised as an issue during accreditation visits by the Higher Learning Commission. Both the administration and the primary instructor are of the opinion that daily contact with program students would expose any deficiencies or issues with adjunct faculty and valid complaints would lead to either immediate dismissal or subsequent refusal to rehire. Even so, it would be a simple matter to institute a yearly evaluation of adjunct instructors similar to the process for evaluating regular college faculty if such evaluations were required (K. Ressler, personal communication, February 13, 2015).

Student Relations

Full-time faculty are required to be available for a minimum number of office hours and to inform students by posting and providing this information in course syllabi. Class schedules are based on a regularly updated database of courses taken and needed for individual students to meet graduation requirements. During each semester, the primary instructor charts the courses that have been taken by each student in the program and the courses still needed to fulfill degree requirements. This chart is then utilized to schedule courses for subsequent semesters to ensure the necessary courses are available when each student needs them to fill his or her schedule and progress toward graduation in a timely manner (See **Appendix F**, page 39 for an

example). In addition, efforts are made to tailor course scheduling to the particular needs of students. For example, an evening class was scheduled at the Mobridge site for the spring 2013 semester to accommodate students who live and work there and classes in the AAS program are regularly scheduled during evening hours to accommodate students who work during the day.

All instructors' contact information, including email and phone numbers, are made available to students in course syllabi. Program students are routinely encouraged to visit, call, or email the primary instructor to ask questions, resolve problems, or merely discuss topics or issues of interest. Students are also informed during advising sessions to come by the primary instructor's office any time during school hours because the instructor is often there even outside of listed times. In addition to posting office hours and contact information outside the primary instructor's office and in course syllabi, students also are informed the primary instructor is always willing to make special arrangements outside of normal office hours to accommodate students' schedules. Students regularly take advantage of all of these avenues and opportunities for faculty access as evidenced by frequent visits to the primary instructor's office, phone calls, and electronic communications.

The fact that all adjuncts have been working practitioners in their respective disciplines provides unique opportunities for students. For example, students regularly visit the Standing Rock Tribal Court to observe the operations of the court and many have delivered course-related presentations there. Students have also visited the law library, state penitentiary, juvenile detention facility, and forensic laboratory in Bismarck, North Dakota. A similar visit to the South Dakota state forensic laboratory in Pierre occurred in the spring of 2013. In addition, the Criminal Justice internship requirement has allowed students to intern in areas of the criminal justice system that appeal to their particular interests and career aspirations. As mentioned previously, students have interned with the Standing Rock police department, court, probation department, correctional department, game and fish department, and other Tribal agencies. No funding is required for student internships since there are no expenses or attendant costs.

The various employment placements of program graduates enumerated in the Program Productivity Summary attest to the ability of the Criminal Justice program's courses and programs to meet the learning and employment needs of students. Virtually all program graduates have either found employment in the field of criminal justice or have chosen to pursue higher educational goals. Parenthetically, it should be noted that significant emphasis is placed

on encouraging program students to pursue additional educational and training opportunities to better prepare themselves for entering the workforce and to improve their general skills and abilities.

Curriculum Content, Design, and Delivery

All courses currently offered under the Criminal Justice program have been written or re-written by the primary instructor in the last eight years, and all courses have been reviewed, assessed, and approved by the college Curriculum committee. Some of the courses for the Lay Advocate/Paralegal program were suggested, and all were reviewed and approved, by the Advisory Committee as well. In addition, except for the Course Descriptions and Objectives, all course outlines are reviewed and updated by the respective instructors prior to being taught. Also, since all adjunct instructors have been members of the Advisory Committee, it is common for instructors/committee members to make suggestions for improving course structure and delivery. For example, it was recently suggested one of the courses in the Lay Advocacy/Paralegal program be divided into two courses to facilitate more in-depth exploration and analysis of diverse subject matter that could not be adequately covered in a single course. This suggestion was subsequently acted upon and taken to the Curriculum committee, which approved the change.

While individual course design and delivery is the responsibility of instructors based on training and expertise, texts and audio/video/internet educational resources are reviewed and assessed on an ongoing basis by the primary instructor to select the most current and appropriate instructional materials. All courses are selected and designed to contribute to an integrated program that will best address industry standards and requirements and student needs and interests. Core requirements of the AS Criminal Justice program have been formulated, reviewed, and implemented to address all of the fundamental areas of knowledge required for criminal justice practitioners. Electives are selected to provide specialized areas of knowledge and appeal to individualized areas of interest. For example, courses in corrections, criminal investigations, and juvenile justice address specialized disciplines within the justice system that may not be required for practitioners in other areas. Conversely, since the AAS Lay Advocate/Paralegal program is designed to address the knowledge requirements of a specific area of endeavor, all students are required to satisfy the same program requirements.

Students' skills and knowledge in both the AS and AAS programs are evaluated using comprehensive exams written by the primary instructor especially for this purpose. Three areas of skills are categorized and measured according to the three program outcomes for their

respective programs. Students take the test once each year to provide data to statistically and empirically demonstrate progressive skill and ability levels as students advance through the program. The expectation is that students who have spent a longer time in the programs and taken more classes will demonstrate increasingly greater mastery of the expected skills and concepts than those just entering or with relatively few hours in the programs. The AS assessment instrument was evaluated and restructured in 2014. The Outcome 1 segment of the exam consists of sixty-five (65) questions worth seventy (70) points. The Outcome 2 segment has forty-six (46) questions worth forty-eight (48) points. The Outcome 3 segment contains fifty-six (56) questions worth sixty (60) points.

The assessment instrument for the AAS Lay Advocate/Paralegal program was written in 2013 and closely resembles and is administered, analyzed, and reported in much the same manner as the instrument used for the AS Criminal Justice program, with the obvious difference regarding Outcome 3 (see Role of Program section). The test segments for Outcomes 1 and 2 are the same for both instruments. The Outcome 1 segment of the AAS exam consists of sixty-five (65) questions worth seventy (70) points. The Outcome 2 segment has forty-six (46) questions worth forty-eight (48) points. The Outcome 3 segment contains seventy-three (73) questions worth seventy-eight (78) points.

Data from both program assessment tests is gathered, analyzed, and charted in the spring of each academic year and presented to the college Assessment Committee, which makes recommendations for improvement. Some examples of the AS Criminal Justice assessment data can be seen in **Appendix E** on pages 37 and 38.

Institutional Support

The most notable improvement in program facilities occurred when the Criminal Justice program relocated to its present location in the new Entrepreneurial Building. With the exception of one course offered in spring of 2013 at the Mobridge site, program classes are generally taught in a single classroom, which is usually large enough to meet current program needs, although there has been one exception. The Spring, 2014 Ethics in Criminal Justice class had to be moved to a larger classroom to accommodate the number of students enrolled. Nevertheless, the space most often utilized for Criminal Justice AS and AAS classes is well lit, heated, and ventilated, with adequate whiteboard space and audiovisual equipment, including periodically updated computer equipment and software. Custodial staff usually does an adequate job of keeping the space clean and maintained. Technical support is also helpful and

timely. The program has seldom experienced any difficulties in procuring needed supplies, materials, or logistical support.

Although the Director of Library Services has been cooperative in allowing the primary instructor to bring students to the library for advice and instruction on utilizing internet resources available through the library, the lack of criminal justice related reference material and APA Publication manuals is a consistent handicap for students assigned research papers. Title III, Part F funds are available to the college library for the purchase of reference materials but, presumably, requests are prioritized according to available funding, program need, and cultural relevance, and have so far been generally unproductive. A recent inquiry also revealed that “specific materials” needed can be funded through NACTEP grant funds or the Academic General Fund (K. Ressler, personal communication, February 13, 2015). The writing center has also been cooperative in counseling and advising students, although students seem generally reluctant to take advantage of both resources.

A concerted effort to track and address student attendance and participation by the counseling department appears to have had a positive impact on attendance and retention, although these observations are strictly anecdotal. Another initiative that appears to have contributed to retention and student success is the cohort approach in which first semester students receive individualized and specialized counseling and guidance. Preliminary data appears to support these anecdotal observations.

Administration is exceptionally supportive in the area of professional development. For example, the Vice President of Academic Affairs consistently made allowances for the primary instructor to meet PhD program requirements and has approved requested funding for workshops, seminars, and other types of training and educational advancement. For example, funding was made available for the primary instructor to attend a forensic science teachers workshop in Schenectady, New York in the summer of 2013 and to subscribe to an educational online video service in the fall of 2014. As mentioned earlier, some program expenses, such as professional development, travel, professional organizational memberships, and others are not reflected in the official program budget and are instead paid for from college Academic General Fund and Title III funds (K. Ressler, personal communication, February 13, 2015).

Contribution to the College and Other Programs

A generally collegial association exists among the various academic programs at Sitting Bull College, and the Criminal Justice program endeavors to support and foster cooperation by

advising program students to take courses offered by other programs to satisfy various program requirements. For example, the Humanities, Social, or Behavioral Science requirement is often satisfied by enrolling students in courses offered by the Native American Studies, General Studies, or Human Service programs. A large proportion of program requirements are also satisfied by general education courses that support the Science, Math, Art, English, Native American Studies, and Office Technology departments. In addition, Criminal Justice courses are often taken by students from other programs to satisfy similar requirements. For example, the Introduction to Criminal Justice and Ethics in Criminal Justice courses have been popular electives for students from other majors.

The Criminal Justice program presents individual awards at the annual awards banquet for notable achievement in the program. Examples include awards for continued achievement, most improved student, most promising new student, and outstanding student in both degree programs. The most notable achievement of the program itself is its demonstrated ability to prepare students for employment in the criminal justice system, as evidenced by the fact that most program graduates are currently working in their chosen fields. Recruitment fairs at the college by Tribal criminal justice agencies further demonstrate the willingness of these agencies to employ students from the program and their trust in the program to provide qualified and competent candidates.

The greatest obstacle for the program, at least until recently, has been limited enrollment. Suggested strategies for addressing the problem, which has been the primary topic of discussion at committee meetings over the last several years, have included increased exposure on radio, making program brochures available at reservation schools, and participating in informational presentations for area high school students. Limited enrollment has negatively affected the ability of the program to grow and provide additional courses. For example, classes have been canceled and potential adjunct instructors have declined to teach classes due to low enrollment and In 2012 the Criminal Justice track toward a bachelor degree in General Studies was discontinued for the same reason. Not only do these developments impact the viability of the program itself, but the cancellation of the bachelor track and limited availability of other criminal justice courses also reduce the number of courses available to students in other majors, making it more difficult for advisors to consider and schedule adequate alternative elective courses for their students.

The lack of qualified adjunct instructors to teach civil law-related courses in the Lay Advocate/Paralegal program, however, has now emerged as the imminent threat to the

continued viability of the program. Without qualified professionals with experience and expertise in Tribal law and procedure who are willing to provide instruction to potential future Tribal court practitioners, the continued existence of this important program is now in serious doubt. These developments are particularly unfortunate since current enrollment in the program, though still low, is higher than at any point since its inception.

Program Planning

Trends

The Criminal Justice Associate of Science (AS) Program curriculum was re-written in the fall of 2007 as a means of broadening and enhancing the narrow, restrictive focus of the existing program on predominantly law enforcement oriented courses. The thinking was, and continues to be, that although law enforcement is unquestionably a vitally important and integral aspect of the administration of justice, the parameters of criminal justice are rapidly expanding to encompass a wide array of increasingly disparate disciplines, including the practice of law, forensic sciences, crime analysis and statistics, crime scene investigation, criminology, criminal psychology, victimology, advocacy, homeland security, and many more. The current curriculum is based on the belief that students pursuing careers in law enforcement are better served by courses designed to teach critical and creative thinking skills directly applicable to the administration of justice. To complement this approach, the broader and more universal criminal justice curriculum stresses the knowledge, concepts, and skills fundamental to all areas of endeavor within the American Criminal Justice system and related disciplines. As such, the program provides the essential foundational knowledge required for those who may choose to pursue various paths within the Criminal Justice system and allied fields, as well as those who choose to pursue higher levels of education in only tangentially related areas of the social and physical sciences.

The Associate of Applied Science (AAS) Lay Advocate/Paralegal program was proposed to the Curriculum Committee and Board of Directors in 2011 to specifically address the need for qualified lay advocates and paralegals in the Standing Rock and other Tribal courts, as well as to provide the basic knowledge and skills to obtain entry-level employment in the paralegal field. Proposed benefits of the Lay Advocate/Paralegal program to the Standing Rock community include:

- ◆ Creating new employment opportunities for program graduates
- ◆ Providing access to low-cost legal assistance for Standing Rock residents

- ♦ Increasing the quality of legal representation available to the community through more extensive training
- ♦ Helping to relieve the caseload burden of the Tribal Public Defender, and
- ♦ Providing a unique and culturally-sensitive program of study that might draw students from other reservations to Sitting Bull College

Whether or not the program will achieve these goals remains to be seen, since the program is still in its infancy and will produce its first graduate in the spring of 2013.

The major disappointment for the program has been the failure of the criminal justice track in the General Studies bachelor program, not only for the reasons previously discussed, but also because students who earn their AS or AAS degrees are once again forced to enter unrelated programs or leave the reservation to pursue more advanced educational aspirations. However, the AAS Lay Advocate/Paralegal program has not only expanded the appeal of the program somewhat to attract a wider range of students, but also addresses a need unique to Native American communities. Creation of the program was the direct response to a genuine need for additional and better-trained advocates in the Standing Rock Court, as suggested by the Criminal Justice Advisory Committee.

Legal justification for the program relates to the stipulations in the Standing Rock Sioux Tribe Constitution and federal law that Tribal courts are not required to provide counsel for indigent defendants. Although the Standing Rock Tribal court does provide a public defender for criminal defendants, the Standing Rock Tribal Code of Justice allows Lay Advocates to serve as legal counselors in both criminal and civil proceedings. It is also important to note Sub-section (b) of Section 1-601 of the Standing Rock Sioux Tribe Code of Justice (S.R. S.T.C.O.J) specifies one of the qualifying factors for practicing as a Lay Advocate in the Tribal Court is “that the Tribal advocate or lay counselor shall have completed a basic tribal advocacy course offered by . . . Standing Rock Community College [sic]”. As the foregoing suggests, it is likely that Lay Advocate degree programs are offered at only a few Tribal colleges.

As previous sections attest, graduates of the Criminal Justice program have been successful in finding employment in various criminal justice agencies on the Standing Rock Reservation. However, the limited population base and an unemployment rate of 79% necessarily means employment possibilities on the Standing Rock Reservation are limited (Standing Rock Sioux Tribe, Community Environmental Profile, 2013). In an attempt to encourage students to expand their potential career horizons beyond the Standing Rock reservation, Sitting Bull College entered into an articulation agreement with Rasmussen College

in 2011, which automatically allows all Criminal Justice credits earned at Sitting Bull College to transfer to Rasmussen College. According to the agreement, “students with a conferred Sitting Bull College Associate’s degree who enroll in the Rasmussen College Criminal Justice Bachelor of Science degree will receive immediate junior-level standing” (Rasmussen College, 2011, *Articulation Agreement*). This agreement allows Sitting Bull College Criminal Justice students to transition seamlessly into a bachelor program to pursue additional academic credentials that will increase their attractiveness in the job market. The program is also offered online. As of this writing, it is not known if any Sitting Bull College students have taken advantage of this opportunity.

The national employment outlook for criminal justice-related jobs is encouraging, as are prospects in both North and South Dakota. For example, statistics show the percentage of total job growth in the Law, Public Safety, Corrections, and Security sector between 2012 and 2022 is projected to be 11.1% for the state of North Dakota with nearly 2,500 projected replacement openings and more than 3,500 total openings. The average 2013 wages for the sector were \$44,180. (Job Service of North Dakota, n.d., p. 6-9). The South Dakota Department of Labor and Regulation (2013) considers the Professional, Scientific and Technical Services sector, which includes “legal services”, to be one of the ten fastest growing employment sectors between 2012 and 2022, projecting 16.6% growth (p. 27).

In May of 2013, the annual mean wage for the occupational category of Paralegals and Legal Assistants in South Dakota was \$42,720. The annual mean wage for the Protective Service Occupations as a whole was \$36,350. A representative sampling of the annual mean wage of groups within this category include: First-Line Supervisors of Correctional Officers - \$59,940; First-Line Supervisors of Police and Detectives - \$64,940; Correctional Officers and Jailers - \$34,270; Detectives and Criminal Investigators - \$67,460; Fish and Game Wardens - \$38,180; Police and Sheriff’s Patrol Officers - \$42,030; Gaming Surveillance Officers and Gaming Investigators - \$27,510; and Security Guards - \$24,620 (U.S. Bureau of Labor Statistics, n.d., May 2013 State Occupational Employment and Wage Estimates).

Table 6, **Table 7**, and **Table 8** below show projected increases in demand for some criminal justice-related job skills at the national level and for North and South Dakota, respectively.

National Employment Projections, 2012 – 2022	
Occupational Category	Projected Increase
Post-Secondary Law Teachers	17.6%
Paralegals and Legal Assistants	16.7%
Social Science Research Assistants	15.0%
Post-Secondary Criminal Justice and Law Enforcement Teachers	13.1%
Security Guards	12.1%
Private Detectives and Investigators	11.2%
Court, Municipal, and License Clerks	10.6%
Lawyers	9.8%
Court Reporters	9.6%
Protective Service Workers	8.6%
Police, Fire, and Ambulance Dispatchers	7.7%
Gaming Surveillance Officers and Gaming Investigators	7.0%
Transportation Security Screeners	5.9%
Police and Sheriff's Patrol Officers	5.9%
Forensic Science Technicians	5.8%
Bailiffs	5.3%
Correctional Officers and Jailers	4.9%
First-line Supervisors of Police and Detectives	4.9%
Legal Support Workers	3.1%
Judges, Magistrate Judges, and Magistrates	2.3%
Detectives and Criminal Investigators	2.0%
Fish and Game Wardens	1.2%

Table 6

(Bureau of Labor Statistics, 2012, *Selected Occupational Projections*)

North Dakota Employment Projections, 2012 – 2022	
Occupational Category	Projected Increase
Paralegals and Legal Assistants	21.1%
Transportation Security Screeners	13.9%
Emergency Management Directors	13.6%
Court, Municipal, and License Clerks	13.1%
Security Guards	12.9%
Law, Public Safety, Corrections, and Security Occupations	11.1%
Court Reporters	10.8%
Police, Fire, and Ambulance Dispatchers	9.8%
Judges, Magistrate Judges, and Magistrates	9.7%
Bailiffs	9.3%
First-Line Supervisors of Correctional Officers	9.0%
Lawyers	8.9%
Fish and Game Wardens	8.9%
Correctional Officers and Jailers	8.7%
Detectives and Criminal Investigators	6.6%
First-Line Supervisors of Police and Detectives	6.0%
Gaming Surveillance Officers and Investigators	5.6%
Probation Officers and Correctional Treatment Specialists	3.4%

Table 7

(Job Service North Dakota, 2013, *Workforce Intelligence Network*)

South Dakota Employment Projections, 2012 – 2022	
Occupational Category	Projected Increase
Social Science Research Assistants	33.3%
Transportation Security Screeners	26.7%
Post-Secondary Criminal Justice and Law Enforcement Teachers	25.0%
Paralegals and Legal Assistants	19.8%
Private Detectives and Investigators	10.3%
Lawyers	9.6%
Security Guards	8.8%
Court, Municipal, and License Clerks	8.5%
Detectives and Criminal Investigators	7.3%
Judges, Magistrate Judges, and Magistrates	6.7%
Compliance Officers	6.1%
Emergency Management Directors	5.9%
Fish and Game Wardens	5.6%
Gaming Surveillance Officers and Investigators	5.0%
Police and Sheriff's Patrol Officers	3.7%
First-Line Supervisors of Police and Detectives	3.4%
Correctional Officers and Jailers	3.3%

Table 8 (South Dakota Department of Labor, 2012, *Occupational employment projections*)

Revised Goals and Objectives Due to Program Review

Based on over eight years of daily involvement in the SBC Criminal Justice Program, the Program Review provides no real revelations or new insights, but it does serve to reinforce and provide evidence for existing judgments. First and foremost, the information regarding graduate employment and movement into advanced degree programs illustrates the positive impact of the program, not only on students and their families, but also on the community, local criminal justice agencies, and Sitting Bull College itself. The relatively low and generally static enrollment numbers, although trending slowly upward, remain disappointing, particularly in light of the fact the NACTEP funding grant for the program expires in December, 2015. Limited enrollment retards opportunities for program growth in terms of increased course offerings, additional full-time faculty, and tangential activities and opportunities. In turn, these factors most assuredly

have a negative impact on prospects for increasing enrollment. The greatest disappointment, however, is an inability to persuade Tribal criminal justice practitioners to take an active role in supporting and advancing both the AS and the AAS programs in light of the realization that proactive participation in these programs must inevitably increase the likelihood of providing bright and eager young Native professionals with the potential to positively impact the Tribal justice system for years to come.

Additional Resources Needed

Although current needs of both the AS and AAS programs in the Criminal Justice Program are being met, program improvement is always the goal. Consequently, additional instructional resources such as lab materials and study and research resources would be beneficial. Additional instructional personnel could substantially increase learning opportunities for students while increasing the potential for promoting the program. However, the Criminal Justice program faces the same mutually reinforcing obstacles as other single-faculty programs at Sitting Bull College. Limited and static enrollment precludes the possibility of increasing faculty or further developing the program, while limited faculty and inhibited program development in turn limit the programs' attractiveness to more gifted and capable local, as well as geographically distant, students.

More importantly, teaching courses in a logically progressive manner is extremely difficult due to the lack of full-time instructors and/or available adjuncts. Not only does this cause serious scheduling difficulties as a result of the constant tension between cycling through all of the program courses while attempting to meet the needs of students who drop out and return to the program over time for various reasons, but it also may be detrimental for students who are required to sometimes learn more advanced skills and practices before they are given the opportunity to master more fundamental and rudimentary skills and practices. These scheduling inconsistencies also make interpreting assessment data more difficult and uncertain because, even though students are assessed on the basis of the number of program hours successfully completed, those students at the same assessment levels may have very little in common in terms of the program goals and objectives addressed in the courses they have completed.

The critical shortage of adjunct instructors in the AAS Lay Advocate/Paralegal program has been addressed elsewhere, but its importance for the future of the program cannot be overstated. Finally, the college is currently considering formal methods and mechanisms for tracking post-graduate employment of former students as well as administering surveys to gauge student satisfaction with their educational experience at Sitting Bull College. At present,

employment of graduates is largely determined through informal means and student satisfaction is anecdotal. Accurate data in both instances would be immensely beneficial in evaluating program content and delivery and effectiveness.

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Appendices

Appendix A

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE PROGRAM		
GENERAL EDUCATION REQUIREMENTS	CORE CRIMINAL JUSTICE REQUIREMENTS	CRIMINAL JUSTICE ELECTIVES
ENGL 110 Composition I	CJ 201 Introduction to Criminal Justice	PSYC 101 Introduction to Psychology
ENGL 120 Composition II	CJ 203 Interviewing & Interrogation	CJ 226 Criminal Investigations
COMM 110 Fundamentals of Public Speaking	CJ 205 Indian Law	CJ 253 Juvenile Justice
MATH 102 Intermediate Algebra or higher	CJ 215 Criminal Procedure	CJ 265 Trial Techniques
PSYC 100 1 st Year Learning Experience	CJ 225 Introduction to American Courts	CJ 270 Introduction to Corrections
CSCI 121 Introduction to Computer Applications	CJ 230 Criminal Law	CJ 290 Criminal Behavioral Analysis
SOC 100 Transitions – Graduation and Beyond	CJ 235 Criminal Evidence	
NAS 101 Lakota/Dakota Language I	CJ 245 Survey of Forensic Sciences	
Humanities or Social or Behavioral Science	CJ 252 Criminology	
Health/Physical Education	CJ 260 Ethics in Criminal Justice	
Laboratory Science	CJ 297 Criminal Justice Internship/Capstone Experience	

Appendix B

AS 2 YEAR COMPLETION WITH NO SUMMER TERM		
Fall Term 1		
PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
MATH 102	Intermediate Algebra or higher	4 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
COMM 110	Fundamentals of Public Speaking	3 credit hours
		16 credit hours
Spring Term 2		
CJ 201	Introduction to Criminal Justice	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
ENGL 120	Composition II	3 credit hours
CJ 225	Introduction to American Courts	3 credit hours
HPER 106	First Aid/CPR	2 credit hours
	Humanities or Social/Behavioral Science	3 credit hours
		18 credit hours
Fall Term 3		
CJ 205	Indian Law	3 credit hours
CJ 230	Criminal Law	3 credit hours
CJ 215	Criminal Procedure	3 credit hours
CJ 260	Ethics in Criminal Justice	3 credit hours
CJ 235	Criminal Evidence	3 credit hours
	Criminal Justice Elective	3 credit hours
		18 credit hours
Spring Term 4		
CJ 252	Criminology	3 credit hours
CJ 203	Interviewing and Interrogation	3 credit hours
SOC 100	Transitions – Graduation and Beyond	2 credit hours
CJ 245	Survey of Forensic Sciences	3 credit hours
CJ 297	Criminal Justice Internship/Capstone Experience	3 credit hours
	Laboratory Science	4 credit hours
		18 credit hours
TOTAL DEGREE REQUIREMENTS		70 credits

Appendix B

AS 2 YEAR COMPLETION WITH 1 SUMMER TERM		
Fall Term 1		
PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
MATH 102	Intermediate Algebra or higher	4 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
HPER 106	First Aid/CPR	2 credit hours
		15 credit hours
Spring Term 2		
CJ 201	Introduction to Criminal Justice	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
ENGL 120	Composition II	3 credit hours
CJ 225	Introduction to American Courts	3 credit hours
COMM 110	Fundamentals of Public Speaking	3 credit hours
		16 credit hours
Summer Term 3		
	Humanities or Social/Behavioral Science	3 credit hours
	Laboratory Science	4 credit hours
		7 credit hours
Fall Term 4		
CJ 205	Indian Law	3 credit hours
CJ 230	Criminal Law	3 credit hours
CJ 215	Criminal Procedure	3 credit hours
CJ 260	Ethics in Criminal Justice	3 credit hours
CJ 235	Criminal Evidence	3 credit hours
	Criminal Justice Elective	3 credit hours
		18 credit hours
Spring Term 5		
CJ 252	Criminology	3 credit hours
CJ 203	Interviewing and Interrogation	3 credit hours
SOC 100	Transitions – Graduation and Beyond	2 credit hours
CJ 245	Survey of Forensic Sciences	3 credit hours
CJ 297	Criminal Justice Internship/Capstone Experience	3 credit hours
		14 credit hours
TOTAL DEGREE REQUIREMENTS		70 credits

Appendix C

ASSOCIATE OF APPLIED SCIENCE LAY ADVOCATE/PARALEGAL PROGRAM	
GENERAL EDUCATION REQUIREMENTS	CORE PROGRAM REQUIREMENTS
ENGL 110 Composition I	CJ 201 Introduction to Criminal Justice
COMM 110 Fundamentals of Public Speaking	CJ 203 Interviewing & Interrogation
MATH 101 Pre-Algebra or higher	CJ 205 Indian Law
PSYC 100 1 st Year Learning Experience	CJ 209 Will, Family, Probate, and Property Law
CSCI 121 Introduction to Computer Applications	CJ 210 Legal Research, Writing, and Case Analysis
SOC 100 Transitions – Graduation and Beyond	CJ 215 Criminal Procedure
NAS 101 Lakota/Dakota Language I	CJ 225 Introduction to American Courts
Health/Physical Education	CJ 230 Criminal Law
	CJ 231 Contracts and Torts
	CJ 235 Criminal Evidence
	CJ 260 Ethics in Criminal Justice
	CJ 265 Trial Techniques

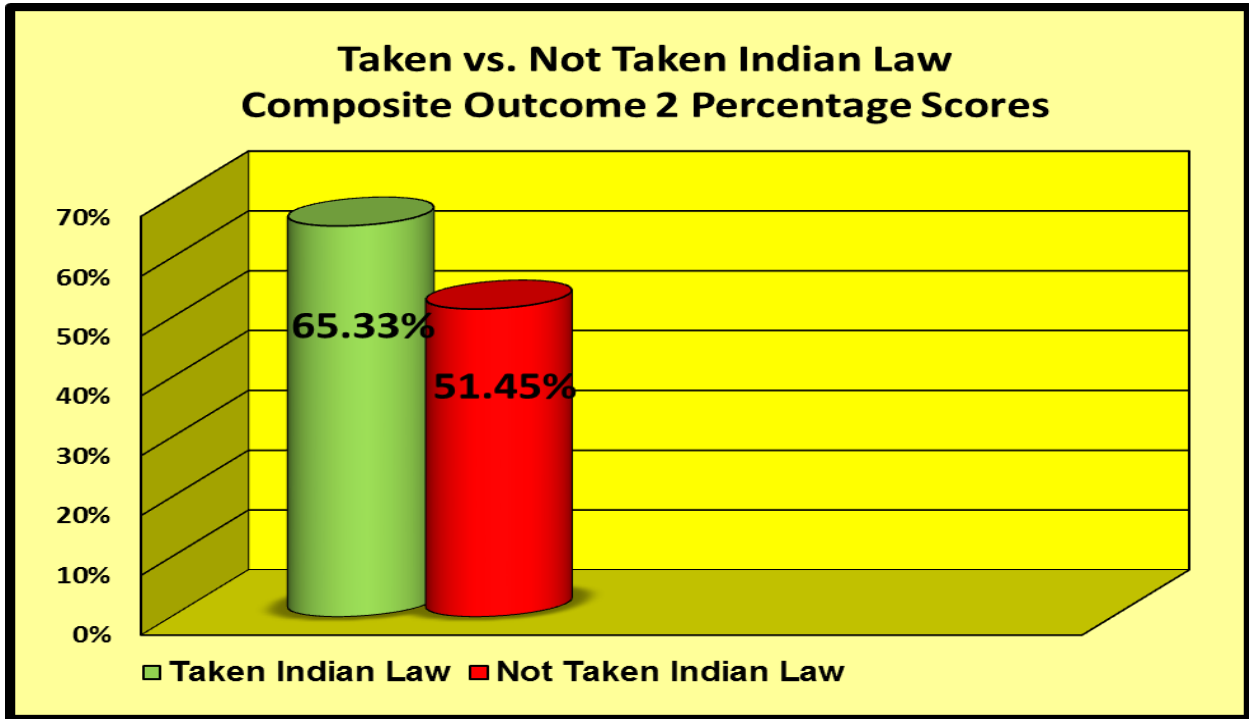
Appendix D

AAS 2 YEAR COMPLETION WITH NO SUMMER TERM		
Fall Term 1		
PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
MATH 101	Pre-Algebra or higher	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
COMM 110	Fundamentals of Public Speaking	3 credit hours
		15 credit hours
Spring Term 2		
CJ 201	Introduction to Criminal Justice	3 credit hours
ENGL 120	Composition II	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
CJ 225	Introduction to American Courts	3 credit hours
HPER 106	First Aid/CPR	2 credit hours
		15 credit hours
Fall Term 3		
CJ 205	Indian Law	3 credit hours
CJ 210	Legal Research, Writing, and Case Analysis	3 credit hours
CJ 215	Criminal Procedure	3 credit hours
CJ 230	Criminal Law	3 credit hours
CJ 235	Criminal Evidence	3 credit hours
CJ 260/360	Ethics in Criminal Justice	3 credit hours
		18 credit hours
Spring Term 4		
CJ 203	Interviewing and Interrogation	3 credit hours
CJ 208	Family Law	3 credit hours
CJ 209	Will, Probate, and Property Law	3 credit hours
CJ 231	Contracts and Torts	3 credit hours
265/365	Trial Techniques	3 credit hours
SOC 100	Transitions – Graduation and Beyond	2 credit hours
		17 credit hours
TOTAL DEGREE REQUIREMENTS		65 credits

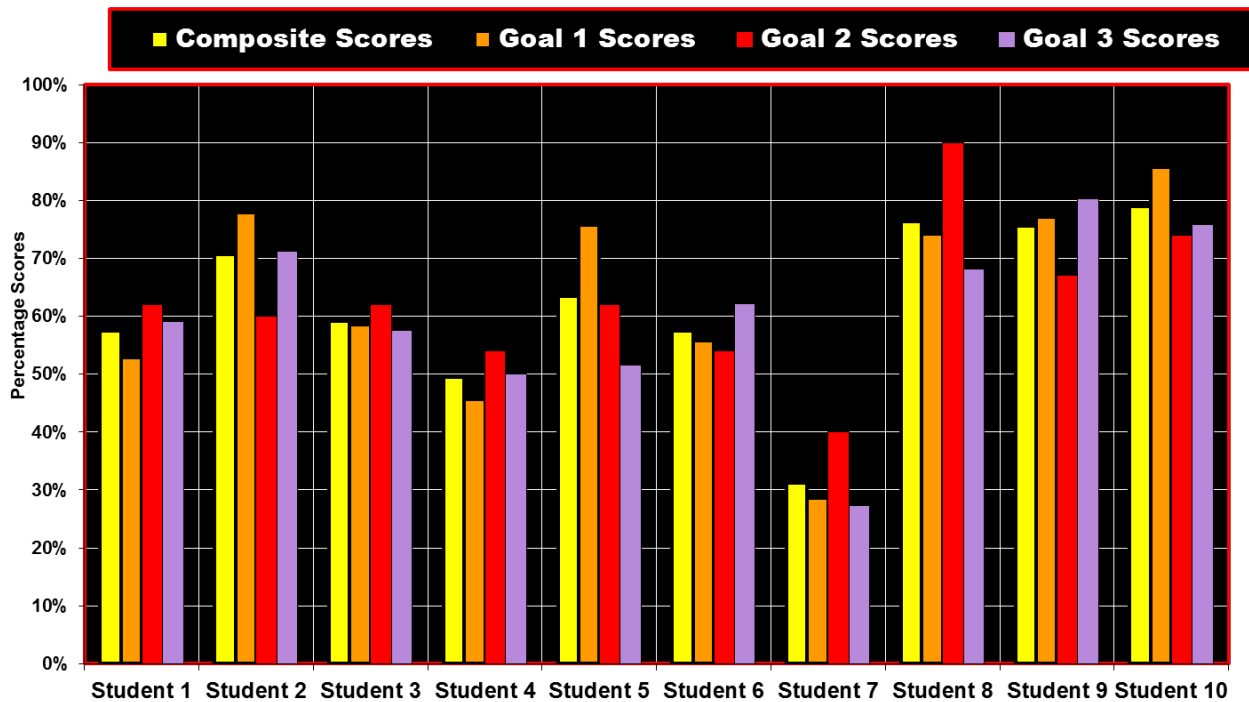
Appendix D

AAS 2 YEAR COMPLETION WITH 1 SUMMER TERM		
Fall Term 1		
PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
MATH 101	Pre-Algebra or higher	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
HPER 106	First Aid/CPR	2 credit hours
		14 credit hours
Spring Term 2		
CJ 201	Introduction to Criminal Justice	3 credit hours
ENGL 120	Composition II	3 credit hours
CJ 225	Introduction to American Courts	3 credit hours
CJ 208	Family Law	3 credit hours
		16 credit hours
Summer Term 3		
COMM 110	Fundamentals of Public Speaking	3 credit hours
CJ 260/360	Ethics in Criminal Justice	3 credit hours
		6 credit hours
Fall Term 4		
CJ 205	Indian Law	3 credit hours
CJ 210	Legal Research, Writing, and Case Analysis	3 credit hours
CJ 215	Criminal Procedure	3 credit hours
CJ 230	Criminal Law	3 credit hours
CJ 235	Criminal Evidence	3 credit hours
		15 credit hours
Spring Term 5		
SOC 100	Transitions – Graduation and Beyond	2 credit hours
CJ 203	Interviewing and Interrogation	3 credit hours
CJ 209	Will, Probate, and Property Law	3 credit hours
CJ 231	Contracts and Torts	3 credit hours
265/365	Trial Techniques	3 credit hours
		14 credit hours
TOTAL DEGREE REQUIREMENTS		65 credits

Appendix E



**Mean Composite and Goal Scores
For Graduates Who Have Taken the Criminal Justice Assessment Test**



Appendix E

Sitting Bull College Criminal Justice Program Assessment Data								
GRADUATE HIGH SCORES ON ASSESSMENT EXAMINATION								
Name	Composite		Outcome 1		Outcome 2		Outcome 3	
	Score	Percent	Score	Percent	Score	Percent	Score	Percent
Student 1	107	57.53%	37	52.86%	31	62.00%	39	59.09%
Student 2	132	70.70%	55	77.86%	30	60.00%	47	71.21%
Student 3	110	59.14%	41	58.57%	31	62.00%	38	57.58%
Student 4	92	49.46%	32	45.71%	27	54.00%	33	50.00%
Student 5	118	63.44%	53	75.71%	31	62.00%	34	51.52%
Student 6	107	57.53%	39	55.71%	27	54.00%	41	62.12%
Student 7	58	31.18%	20	28.57%	20	40.00%	18	27.27%
Student 8	142	76.34%	52	74.29%	45	90.00%	45	68.18%
Student 9	141	75.54%	54	77.14%	34	67.00%	53	80.30%
Student 10	147	79.03%	60	85.71%	37	74.00%	50	75.76%
Composite Scores	115	61.99%	44	63.21%	31	62.50%	40	60.30%

Appendix F

ASSOCIATES COURSES TAKEN AS OF SPRING, 2015																			
Student	CJ201 Intro to Criminal Justice	CJ203 Interviewing & Interrogation	CJ206 Indian Law	CJ215 Criminal Procedure	CJ225 Intro to American Courts	CJ230 Criminal Law	CJ235 Criminal Evidence	CJ245 Survey of Forensic Sciences	CJ252 Criminology	CJ260 Ethics in Criminal Justice	CJ297 Internship/Capstone	CJ226 Criminal Investigations	CJ253 Juvenile Justice	CJ270 Intro to Corrections	CJ280 Criminal Behavioral Analysis	PSY101 Introduction to Psychology	CJ265 Trial Techniques	Credit Given	Electives Satisfied
Student 1																			
Student 2																			
Student 3																			
Student 4																			
Student 5																			
Student 6																			
Student 7																			
Student 8																			
Student 9																			
Student 10																			
Student 11																			
Student 12																			
Student 13																			
Student 14																			
Student 15																			
Students who need course	1	2	7	6	4	4	7	4	6	2	8								6
LEGEND																			
Classes Not Yet Taken																			
Classes Taken For Credit																			
Classes Currently Being Taken -- Spring, 2015																			
Elective Requirement Satisfied																			
Offered Every Semester																			
Offered Summer, 2015																			
Offered Fall, 2015																			
Offered Spring, 2016																			
Tentative -- Pending Adjunct - Fall, 2015-16																			

Appendix G

Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty have the opportunity to participate in curriculum development and revision for this program.	100%					
2. All faculty have the opportunity to participate in program planning.	100%					
3. Faculty in this program are concerned about student success.	100%					
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.	100%					
5. Faculty in this program are given the opportunity to participate in the program review process.			100%			
6. The program review process is effective in evaluating the strengths and weaknesses of this program.		100%				
7. Information gathered during program review is integrated into the program's planning process.		100%				
8. Communication among faculty in the program is frequent, interactive, and effective.	100%					
9. I am satisfied with the quality of educational planning in this program.	100%					
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.		100%				
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.	100%					
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.	100%					
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.		100%				
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.					100%	
15. Faculty in this program stay current in their area of expertise.	100%					

16. The faculty in this program are actively involved in staff development activities.			100%			
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.		100%				
18. Class schedules for this program conform to student's demand and educational needs.		100%				
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.	100%					
20. Faculty in this program are committed to high standards of teaching.	100%					
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.		100%				
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.				100%		
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.		100%				
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.			100%			
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.		100%				

BACKGROUND

26. At SBC, are you: full-time faculty part-time faculty adjunct faculty

27. How many years have you taught at least one course in this program?

- Less than 1 4 – 6 years
 1 – 3 years more than 6 years

28. How many different courses per semester are you teaching in this program?

- 2 courses 4 courses (or more)
 3 courses I only teach one course per semester

29. How many credits do you teach in this program (per semester)?

- 5 or less 6-12 credits
 12-15 credits 15 or more