

Native American Studies Program
Sitting Bull College
Program Review Report
2015-2016

Prepared by:

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Executive Summary:

Program Description Summary

The mission of the Native American Studies Program, which was adopted in 2016, is as follows:

“Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.”

The primary role of the Native American Studies Program at Sitting Bull College has been to provide all students with an enriched academic experience through the opportunity to take courses on *Očhéthi Šakówiŋ* language, culture and history, specifically, and Native American perspectives and experiences more generally.

The program has offered an Associate of Arts degree in the Native American Studies since 1988, and presently requires 63 credit hours of course work. A Bachelor’s of Science degree in General Studies with an emphasis in Native American Studies was created in 2008 and presently requires 125 credit hours of course work.

The program faculty is dedicated to inspiring students to appreciate the significance of the SBC institutional vision statement, which is a quote from the Lakota leader, *T̄hat̄h̄ŋka Íyotake* (for whom the college is named):

Wak̄h̄ŋyeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčanpi kte.

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

The Lakota phrase expresses the concern that we take the responsibility of planning good things for the future generations by carefully considering the issues affecting us today and acting accordingly. The program faculty contributes to this vision by helping SBC build “intellectual capital through academic, career and technical education, and promoting economic and social development” with guidance from Lakota/Dakota culture, values, and language. The program faculty encourages students to achieve this vision through the institutional outcomes by displaying technical and critical thinking skills as well as leadership

skills, developing work ethics and skills, and gaining an understanding and appreciation for Native American cultures.

A significant function of the NAS program within SBC is to provide students in other programs, and throughout the college as a whole, with the opportunity to develop a knowledge base of and appreciation for *Očhéthi Šakówinj* language, culture, and history.

Up until the present semester (Spring 2016) the single full-time faculty member has served as program director, primary advisor, and sole full-time faculty member. He carried a full course load each semester (and sometimes an overload). Additionally, a number of program courses are taught by three full-time faculty members of the Division of Education and English Department as well as four adjunct faculty. These faculty typically teach 4-8 credit hours a semester. Recently, two of the four adjunct faculty indicated that they will no longer teach for the program (due to personal reasons).

In December 2015, a second full-time instructor joined the program, adding a much-needed presence in the program, both in terms of expansion of the program and fresh perspective on trends in the discipline. The new full-time faculty has taught two courses during this current, allowing her to complete the feasibility study for a new Bachelor's degree in Native American Studies.

Program enrollment has fluctuated during the reporting period (Fall 2011-Spring 2016) from a low of three in the Fall 2012 to a high of 14 in the Fall and Spring 2014 semesters. The reasons for this are not entirely clear. It is speculated that some of the fluctuation is undoubtedly due to instances of student stop-outs. The average enrollment in the AA NAS was five and the average enrollment in the BS GS with NAS emphasis was four over the last 5 years.

Since 2011, the AA program has graduated ten students and the BS GS with NAS emphasis has had eight graduates. A majority of the graduates of the AA program have gone on to the BS GS with NAS emphasis at SBC or are pursuing advanced degrees in other fields outside of SBC.

While there is currently no formal process to track employment of the graduates of the NAS program, anecdotal information and personal contacts indicate that most of the graduates of the program are currently employed.

The NAS program recently established an advisory committee to help guide planning and implementation of curriculum. This committee was formed in February 2016 in conjunction with the work being done by the program to put together the feasibility study for a prospective Bachelor's degree. The first meeting was a great success, with a delineation of program outcomes being the product of group discussions. This is the first of a series of advisory

committee meetings that will take place monthly (at least for the time being) as the work on curriculum planning and content continues.

Program Self-Evaluation Summary

Both of the full-time faculty members have offices in the Family Support Center, and most of the courses are in the same facility. This arrangement allows for regular communication and discussion relative to the program.

The opportunity to communicate and collaborate with the adjunct faculty is a bit more problematic. One limiting factor is the full schedule of the (until recently) single full-time instructor in terms of course load. Another limiting factor is the difficulty of getting the various adjunct faculty together for program meetings. All of the other adjunct faculty either teach full-time in area schools (including coaching and school board service) or live in outlying communities and teach at the satellite campuses. Therefore, there are no regular program meetings, the full-time faculty member tries to keep in touch with the adjunct faculty through either e-mail or phone, and does solicit input on curriculum planning and other issue relevant to the program.

Evaluation of all the faculty is through the process of individual course evaluations administered by the college.

The full-time and adjunct faculty members have been able to attend workshops and this opportunity to attend such meetings contributes significantly to the professional development of the faculty.

Course and curriculum revisions in the Native American Studies Program have been done until recently by the full-time faculty member, with input from adjunct faculty and members of the Elderly Preservation Council. All such changes were presented to, reviewed, and approved by the SBC Curriculum Committee. Course outlines have been reviewed by the full-time faculty before each respective course is offered; most course outlines, therefore, are reviewed about once a year.

The program courses are in general design and curriculum similar to those of other Native American Studies programs offered in other tribal colleges. Specific course content, design, and delivery has been largely left up to individual instructors based on their training and expertise. With the addition of another full-time faculty member in the program and the creation of an advisory committee the program curriculum and course content will be re-visited and revisions or alterations made as recommended.

The program now has the benefit of expanding the course offerings to include topics and approaches that, while not typically taught in the setting of tribal colleges, reflect new trends in the discipline. The curriculum and course offerings will be not only expanded, but revised as the full-time faculty and advisory committee, as well as the perspectives of community representatives, are solicited, assessed and implemented. As part of this process of program self-evaluation, the faculty met with the advisory committee and created a mission statement and program student outcomes for the prospective BA program.

The mission and student learning outcomes of the existing AA program will be aligned with these new BA program definitions in upcoming advisory committee meetings. The curriculum and its content will be reviewed and revised as needed in these same meetings.

The program contributes to the larger Sitting Bull College community by highlighting the value and on-going significance of *Očhéthi Šakówiŋ* culture and worldview in the lives of our students and their families, both in the academic setting and at home. The scope and content of the program's curriculum was designed to help students realize the institutional mission of responsible behavior consistent with the traditional life-way of the community while in the pursuit of their education and well-being of their families and communities.

The NAS program is currently working with faculty in other departments to develop courses which cut across disciplinary lines and demonstrate the interrelated nature of Native identity, experience, and worldview in all aspects of life.

Program Planning Summary

SBC students have expressed a growing interest in a Bachelors degree in Native American Studies, and there has been a growing interest among SBC students in learning the native language and taking courses on native cultural and historical topics. This local trend mirrors a trend across the United States and Canada for interdisciplinary university programs in Native American Studies and Indigenous Studies programs more generally. The number of institutions offering such programs is expanding and a new academic association, with a journal, was created in 2007 (Native American and Indigenous Association). This reflects a growing movement across the United States and the world to increase awareness about indigenous peoples' histories, cultures, experiences, contributions, and challenges. This trend is creating new opportunities for students with a degree in Native American Studies both in academia and in other fields.

The program and administration began exploring the possibility of offering a Bachelor's degree in NAS at SBC. The new faculty member wrote a feasibility study for a BA degree program,

which included a community survey that reveals a clear interest in a Bachelor's program among students, alumni, and other community members.

The creation of a Bachelor's Program in Native American Studies at SBC presents a unique opportunity for our students and the broader Standing Rock community. Only three of the 22 tribal colleges serving Native communities in the surrounding region (North and South Dakota, Nebraska, Minnesota, Wyoming, and Montana) offer BA programs in Native American Studies or related Lakota Studies. The opportunity to create a BA program at Sitting Bull College would be a great step toward enhancing the opportunities for people of the Standing Rock community to participate in the international trend in developing interdisciplinary departments with focus on the culture, experiences, perspectives, and challenges of indigenous peoples in their own community.

An interdisciplinary BA program in NAS will benefit the Standing Rock community by producing graduates who are well-grounded in the experiences and challenges of Native American people both within and outside of the Standing Rock community.

Part I Program Description

Role of the Program at Sitting Bull College

The mission of the Native American Studies Program, which was adopted in 2016, is as follows:

“Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.”

The primary role of the Native American Studies Program at Sitting Bull College has been to provide all students with an enriched academic experience through the opportunity to take courses on *Očhéthi Šakówiŋ* language, culture and history, specifically, and Native American perspectives and experiences more generally. The program is designed for students to develop a knowledge base and understanding of *Očhéthi Šakówiŋ* culture and society, history, land

base, modern and traditional forms of government, including ceremonies, values, belief system, kinship and social systems, traditional world view, and the circle of life.

The program has offered an Associate of Arts degree in the area of study since 1988, while a Bachelor's of Science degree in General Studies with an emphasis in Native American Studies was created in 2008.

The Associate of Arts degree requires 63 credit hours of course work, with 41 credit hours of general education requirements and 22 credit hours of core course work requirements. The degree plan for the AA degree is included as an Appendix.

The program outcomes of the AA program are:

- Outcome 1: The student will demonstrate proficiency in the Lakota/Dakota, both oral and written.
- Outcome 2: The student will demonstrate a proficiency of Lakota/Dakota culture and history.
- Outcome 3: The student will demonstrate a proficiency of Lakota/Dakota values and of the social and governmental systems.

The General Studies Bachelors of Science degree with an emphasis in Native American Studies requires 125 credit hours of course work, with 41 credit hours of general education requirements and 84 credit hours of core requirements (27 credit hours of 300-400 level NAS courses and 9 hours of 300-400 level electives courses outside NAS.) The degree plan for the BS GS-NAS degree is included in the Appendix.

The program outcomes follow those of the General Studies Bachelors of Science degree:

- Outcome 1: The student will create written and oral communication to meet professional standards.
- Outcome 2: The student will demonstrate advanced use of technology.
- Outcome 3: The student will demonstrate research skills by retrieving, evaluating, and using information appropriately.
- The student will develop critical thinking skills to enhance problem solving.

The SBC vision is a quote from the Lakota leader (and name sake) *Tǎthǎŋka Íyotake*:

Wakǎŋyeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčanpi kte.

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

The Lakota phrase expresses the concern that we take the responsibility of planning good things for the future generations by carefully considering the issues affecting us today and acting accordingly. In accordance with that vision, the mission statement of Sitting Bull College is:

“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.”

And supporting that mission are the following institutional outcomes for students:

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

The program faculty is dedicated to inspiring students to achieve those outcomes by appreciating the significance of the ideas behind the institutional vision and mission statements: to take responsibility and initiative today in order to plan not only for their own lives but for their children’s and grandchildren’s future as well. The program content and scope was designed to further students’ appreciation and understanding of Native American perspectives and experiences in a variety of areas:

“This program is designed to help students develop a knowledge base of and appreciation for Lakota/Dakota culture, society, and history, including the traditional and contemporary land base and natural resources, traditional and contemporary forms of government, traditional philosophy and worldview, ceremonies, values, belief system, and kinship and social systems. This program also includes courses of a comparative nature, which places Lakota/Dakota culture and society in the context of other Native North American peoples. This program provides an excellent foundation for individuals interested in becoming teachers or working in various tribal programs on Standing Rock and other Native American organizations.” (SBC 2014-1016 Bulletin)

A significant function of the NAS program within SBC, in addition to serving its own enrollees, is to provide students in other programs, and throughout the college as a whole, with the opportunity to develop a knowledge base of and appreciation for *Očhéthi Šakówinj*

language, culture, and history. The program offers students in other programs (such as Environment Science, Criminal Justice, Human Services, and General Studies) the opportunity to satisfy various program requirements by taking NAS courses. These courses include the NAS 101 Lakota/Dakota Language, NAS 105 Lakota/Dakota Culture, and NAS 112 Introduction to Native American Studies courses, which are either required of all students (as part of General Education requirements) or, more specifically, of teachers to fulfil state requirements for certification. In this way the program serves the purpose of helping to preserve and perpetuate *Očhéthi Šakówiŋ* language and culture as specified in the original charter of SBC.

Courses Offered

The program currently offers the following courses (as listed in the 2014-2016 Bulletin):

Lower Division

NAS 101 Lakota/Dakota Language I
NAS 102 Lakota/Dakota Language II
NAS 105 Lakota/Dakota Culture I
NAS 106 Lakota/Dakota Culture II
NAS 108 Native American History to 1763
NAS 109 Native American History since 1763
NAS 110 Lakota Music and Dance
NAS 112 Introduction to Native American Studies
NAS 201 Introduction to Cultural Anthropology
NAS 202 Native American Images in Film
NAS 203 Local Tribal Government
NAS 204 Native American Governments: Traditional and Contemporary
NAS 208 Lakota Tradition, Philosophy, and Spirituality
NAS 213 Lakota/Dakota Oral Tradition and Storytelling
NAS 218 Native American Literature
NAS 240 Ethnobotany
NAS 245 North American Indian Art History
NAS 246 Traditional Lakota/Dakota Art
NAS 247 Native American Art Projects
NAS 299 Native American Studies Special Topics

Upper Division

NAS 301 Lakota/Dakota Language III
NAS 302 Lakota/Dakota Language IV
NAS 309 Comparative Spirituality
NAS 311 Native American Women
NAS 321 Peoples and Cultures of Native North America
NAS 401 Introduction to Lakota Linguistic Analysis I
NAS 402 Introduction to Lakota Linguistic Analysis II
NAS 403 Lakota Language Immersion I
NAS 404 Lakota Language Immersion II
NAS 405 Lakota Language Immersion III
NAS 411 Lakota/Dakota History
NAS 415 History of Native American Education

NAS 420 Current Issues in Native North America
NAS 421 Lakota/Dakota Social and Kinship Systems
NAS 431 History of Traditional Lakota/Dakota Leadership and the *Itǎ́ą́čhar*
NAS 440 Standing Rock Culture and History
NAS 441 Culture in the Classroom
NAS 442 Culturally Relevant Curriculum
NAS 499 Native American Studies Special Topics

The following course (which is required of all students as part of the General Education requirements) is offered every semester: NAS 101 Lakota/Dakota Language. NAS 102, NAS 301, and NAS 302 – the Lakota Dakota Language II, III, and IV courses – are also taught every semester.

The following courses are taught on a regular cycle of either alternate semesters or every third semester: NAS 108, NAS 109, NAS 112, NAS 204, NAS 240, NAS 245, NAS 309, NAS 311, NAS 321, NAS 411, NAS 420, NAS 421, and NAS 431.

All other courses are offered as needed.

Program Personnel

Up until the present semester (Spring 2016) Michael B. Moore has served as program director, primary advisor, and sole full-time faculty member. He has been at Sitting Bull College since August 2007 and carries a full course load each semester (and sometimes an overload). Additionally, Moore assists in a number of courses taught by adjunct faculty every semester, and teaches courses as part of the Lakota Summer Institute hosted by Sitting Bull College.

Two full-time faculty members of the Division of Education, Linda Black Elk and (more recently) Derek Stewart, teach courses in the program. This is usually limited to one course a semester. One full-time faculty member of the English Department, Kayla Stewart, teaches one course each semester in the program.

Four adjunct faculty have regularly taught courses in the program each semester. Kimberlee Cosay teaches a course in beading each semester, while Gabe Black Moon, Gladys Hawk, Mary Louise Defender-Wilson, and Courtney Yellow Fat taught courses in the Lakota Language. Mr. Black Moon, Ms. Hawk, and Mrs. Defender-Wilson are eminently qualified to teach Lakota as fluent speakers. Unfortunately, neither Mrs. Defender-Wilson nor Ms. Hawk teach in the program any longer. Mr. Yellow Fat, a second-language learner and graduate of the Lakota Language Education Action Program, was a welcome addition to the program, teaching language courses over the last year. The language instructors usually teach two courses per semester.

In December 2015, Tasha Hauff was hired as a second full-time instructor in the program. Being a recent Ph.D. candidate from the Native American Studies Program at University of California-Berkeley, she adds a much-needed presence in the program, both in terms of expansion of the program and fresh perspective on trends in the discipline. Ms. Hauff has taught two courses during this current (and her first) semester, allowing her to complete the feasibility study for a new Bachelor’s degree in Native American Studies; she will teach a full course load beginning in the fall semester.

Program Productivity (Past Five Years)

The overall enrollment at Sitting Bull College over the last five years (Fall 2011-Spring 2016) has ranged from 315 (in Fall 2011) to 245 (in Spring 2016). The highest enrollment of 333 was in Spring 2012, the lowest 245 in the current semester of Spring 2016. During this same period the enrollment in the Native American Studies Program has ranged from eight (in Fall 2011) to five (in Spring 2016). The low in NAS enrollment was three students in Fall 2012, while the high was 14 in the Spring and Fall 2014 semesters.

The following table summarizes the student enrollment in the Native American Studies Program for the five-year reporting period (Fall 2011-Spring 2016) broken down by degree as well as expressed as a percentage of the total enrollment of Sitting Bull College:

Degree	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16
AA NAS	8	5	3	6	3	7	8	3	5	3
BS General Studies NAS	0	0	0	1	5	7	6	5	3	2
Program Total Enrollment	8	5	3	7	8	14	14	8	7	5
SBC Total Enrollment	315	333	278	254	260	306	304	278	270	245
Combined Enrollment as a Percentage of SBC Total Enrollment	2.5	1.5	1.0	2.8	3.1	4.6	4.6	2.8	3.0	2.0

The numbers show a periodic fluctuation in the program enrollment over the reporting period. The reasons for this are not entirely clear. For example, while the overall enrollment of SBC fluctuated over this same period, the rising and falling numbers do not appear to correlate between the program and the college overall. It should be noted that some of the fluctuation can be attributed to instances of student stop-outs; for example, two of the three students enrolled in the BS GS with Native American Studies emphasis stopped-out at the end of the Fall 2015 semester due to personal reasons. Both students could have graduated in the Spring 2016 semester, and both intend on returning in the Fall 2016 Semester.

The average enrollment in the AA program per semester was five students. The average enrollment in the BS GS with NAS emphasis was four students per semester.

The following table provides retention rates for the AA NAS degree:

Retention Rate AA NAS									
FA 2011	FA 2012	FA 2012	FA 2013	FA 2013	FA 2014	FA 2014	FA 2015	FA 2015	FA 2016
6	1	3	3	3	0	6	2	5	1
16.7%		100%		0%		33.3%		20%	

The following table provides persistence rates for the program over the same period:

Persistence Rate AA NAS									
FA 2011	SP 2012	FA 2012	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016
6	3	3	2	3	2	6	2	5	1
50%		67%		67%		33.3%		20%	

The following table shows the graduates of the program by degree for the same reporting period:

Degree	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
AA NAS Graduates	3	2	1	3	1	0
BS General Studies NAS Emphasis Graduates	2	1	1	2	2	

It was discovered in compiling the report that after 2012 the students graduating with a BS GS with Emphasis in NAS are listed only as BS GS graduates. This required some research to reconstruct the actual number of graduates for that degree.

Since 2011, the AA program has graduated ten students and the BS GS with NAS emphasis has had eight graduates. A majority of the graduates of the AA program have gone on to the BS GS with NAS emphasis at SBC or are pursuing advanced degrees in other fields outside of SBC.

There is currently no formal process to track employment of the graduates of the NAS program. However, through anecdotal information and personal contacts it is known that most of the graduates of the program are currently employed. One graduate is presently an at-large member of the Standing Rock Sioux Tribal Council and another is currently a member of the SBC Board of Trustees; several others graduates work for tribal programs, several are employed in

the area schools, Veterans Industries, and one was recently employed at Prairie Knights Casino. A number of program graduates are employed at Sitting Bull College, as AmeriCorps Director, academic counselor, several faculty members, and an instructor in the *Lakħól'iyapi Wahóħpi* immersion nest.

Program Revenue

The following table summarizes the revenue data for the Native American Studies Program for the reporting period 2011-2016, both as dollar values and as percentages of college total revenue. The program revenue derives from student tuition and Indian Student Count (ISC) Revenue. An additional \$6,000-8,000 annually comes from the American Indian College Fund. Figures include revenue from the AA Native American Studies program and, beginning in 2013-2014, the BS General Studies-Native American Studies program. Before 2013-2014, the revenue of the BS GS-Native American Studies is not available as differentiated from the BS General Studies Degree Program generally. In addition, the program revenue does not include that generated by the Lakota language instructors, who teach the NAS 101 Lakota Language courses that all students are required to take as part of General Education requirements. That revenue is included in the overall General Studies program report.

Academic Year	Tuition	ISC Revenue	AICF*	Total
2011-2012	\$ 23,400	\$ 39,891	\$ 6,000	\$ 69,291
2012-2013	\$ 14,475	\$ 20,183	\$ 6,000	\$ 40,658
2013-2014	\$ 28,975	\$ 47,316.75	\$ 6,000	\$ 82,291.75
2014-2015	\$ 33,300	\$ 63,409.67	\$ 6,000	\$ 102,709.67
2015-2016	\$ 16,275	\$ 32,470.32	\$ 6,000	\$ 54,745.32

*Note: The AICF amount varies from \$6,000-8,000 annually. The lower amount is used as a baseline estimate in the table.

Program Budget (Past Five Years)

Primary financial support for the NAS program is provided by the Academic General Fund and General Fund Faculty Overload. The following table reflects the program budget for the reporting period:

General Fund	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Salary	\$40,390.00	\$41,590.00	\$42,790.00	\$43,990.00	\$45,190.00
Fringe Benefits	\$10,097.50	\$10,397.50	\$10,697.50	\$10,997.50	\$11,297.50
Travel				\$750.00	
Supplies	\$400.00	\$400.00	\$400.00	\$400.00	\$400.00
Total	\$50,887.50	\$52,387.50	\$53,887.50	\$56,137.50	\$56,887.50
General Fund Faculty Overload					
Salary	\$20,150.00	\$14,175.00	\$7,000.00	\$6,850.00	\$8,510.00
Fringe Benefits	\$2,548.98	\$1,793.14	\$885.50	\$866.53	\$1,076.52
Total	\$22,698.98	\$15,968.14	\$47,885.50	\$7,716.53	\$9,586.52
Grand Total	\$73,586.48	\$56,355.64	\$49,773.00	\$51,854.03	\$54,474.02

The salary and fringe benefits in the budget reflect one full-time faculty member. It should be noted that this faculty member teaches courses in both the AA NAS and BS GS with NAS Emphasis programs, whereas the revenue figures above represent only that generated by the AA NAS program before 2013-14. The higher figures in the salary paid out of the General Fund Faculty Overload in 2011-12 and 2012-13 represent academic years when the full-time faculty course load was exceptionally high due to needs of the LLEAP program. The salaries of the adjunct faculty teaching Lakota Language courses come from the General Studies program.

Program Advisory Committee

The idea of utilizing an advisory committee to help guide planning and implementation of curriculum was discussed in the last program review. The faculty member discussed the idea with a number of community members who belong to a council of elders organized informally sometime last year and who meet monthly at SBC. These community members were amenable to the idea of an advisory committee for the NAS program as the role of SBC in the preservation and teaching of traditional *Očhéthi Šakówinj* knowledge and history has been a focal point in ongoing discussions of the Elders Preservation Council.

The establishment of a more formalized and inclusive advisory committee was achieved on February 24, 2016, however, in conjunction with the work being done by the new faculty member, Tasha Hauff, who started putting together the feasibility study for a prospective Bachelor's degree. In order to guide the process of defining a program mission and identifying program outcomes, representatives from a large number of tribal programs and individuals with special interests from the community were invited to a first meeting. The meeting was a

great success, with a delineation of program outcomes being the product of group discussions. This is the first of a series of advisory committee meetings that will take place monthly as the work on curriculum planning and content continues. While focusing on the prospective Bachelor's degree right now, the advisory committee's work will also focus on revamping the existing AA degree as needed, both in terms of curriculum and outcomes.

The current committee (as reflected by attendance at the first meeting) consists of:

Gabe Black Moon, Lakota Language Instructor, SBC and SR Middle School

Tom Red Bird, Lakǎól'iyapi Wahóǎpi (Lakota Immersion Nest)

Delores Taken Alive, Lakota Language Teacher, McLaughlin High School

Jesse Taken Alive, SRST Housing Authority

Tim Mentz, Elders Preservation Council

Jon Eagle, SRST Tribal Historical Preservation

John Eagle Shield, HIS Diabetes Program

Alyanah Eagle Shield, Lakǎól'iyapi Wahóǎpi (Lakota Immersion Nest)

Sunshine Carlow, SRST Higher Education

Joe Two Bear, Dakota Language Teacher, Solen-Cannonball School

Mike Little Bear

John Red Bear, SRST Elderly Protection

Ione Gayton, SRST JTAC

Denny Gayton, Lakota Language instructor

Mary Wilson, Lakǎól'iyapi Wahóǎpi (Lakota Immersion Nest)

Carol Nichols, SRST Elderly Protection

Chris Fried, SBC Education Department

Linda Black Elk, SBC Education Department and Environmental Science

Sharon Marcotte, Dean of Academics

Part II Program Self-Evaluation

Faculty

Both of the faculty members have offices in the Family Support Center, and most of the courses are in the same facility. In addition, both of the faculty of the Education Program who teach courses as adjuncts in the NAS program have offices in the same building. This arrangement allows for regular communication and discussion relative to the program.

The opportunity to communicate and collaborate with the adjunct faculty is an area that is a bit more problematic. One limiting factor has been the full schedule of the single full-time instructor in terms of course load. Another limiting factor is the difficulty of getting the various adjunct faculty together for program meetings. All of the other adjunct faculty either teach full-time in area schools or live in outlying communities and teach at the satellite campuses.

While there are no regular program meetings, the faculty member tried to keep in touch with the adjunct faculty through either e-mail or phone, and does solicit input on curriculum planning and other issue relevant to the program.

Evaluation of all the faculty is through the process of individual course evaluations administered by the college. These evaluations are completed by the students enrolled in the course of the respective faculty member. Anecdotal information is also obtained through informal contacts with students. No formal "schedule of observation and evaluation" of adjunct faculty is utilized by the program.

The full-time and adjunct faculty members have been able to attend workshops and, in particular, the annual language summit which focuses on methods for teaching the Lakota Language. This opportunity to attend such meetings contributes significantly to the professional development of the faculty.

Student Relations

Students can access the full-time faculty via e-mail, telephone, and in person during daily office hours. The full-time faculty members provide eight hours of scheduled office hours per week, and are also available for informal meetings outside of office hours. The adjunct faculty, while not having regular office hours, provide students with contact information (via e-mail and phone) to arrange times to meet if requested. It is clear that students are provided this opportunity through anecdotal information as well as e-mail notices received from adjunct faculty.

Course offerings, generally, are offered on a fixed schedule from year to year. Students' needs are taken into account in the scheduling of courses. Some General Education core courses such as the Lakota Language, for example, are scheduled during the evening, while other courses such as Introduction to Native American Studies, which fulfills state requirements for certification (or recertification) of teachers in Native American Studies are offered as a PSI to accommodate educators.

The courses in the program typically involve in-class lecture and discussion, complemented by outside readings and research. Writing is a component of all program courses through daily student reaction papers. All upper division courses involve research papers or projects. Some courses involve attending community events, whether workshops or tribal council meetings, and reflective writing on those experiences. The native language courses emphasize oral, written, and reading components.

While there is no formal process for tracking graduate employment, anecdotal information and personal contacts (as mentioned above) regarded graduate employment suggests that the program meets the employment needs of the students.

Curriculum Content, Design, and Delivery

Course and curriculum revisions in the Native American Studies Program have been done by the full-time faculty member, with input from adjunct faculty and members of the Elderly Preservation Council. All such changes were presented to, reviewed, and approved by the SBC Curriculum Committee. Course outlines have been reviewed by the full-time faculty before each respective course is offered; most course outlines, therefore, are reviewed about once a year.

The program courses are in general design and curriculum similar to those of other Native American Studies programs offered in other tribal colleges. In particular, the numbering assigned to courses is similar to the system of North Dakota universities so that the courses are transferrable. Specific course content, design, and delivery has been largely left up to individual instructors based on their training and expertise. The exception to this is the Lakota Language courses: all of the adjunct faculty teaching language courses now use the same dictionary and textbooks, and share lessons and activities so that there is consistency in, particularly, the NAS 101 language course.

Going forward, with the addition of another full-time faculty member in the program and the creation of an advisory committee -- both in conjunction with putting together a new

Bachelor's degree -- the program curriculum and course content will be re-visited and revisions or alterations made as recommended.

As mentioned above, the curriculum of the program is similar in general content and design to programs in other NAS programs offered in other tribal colleges, with emphasis placed on traditional *Očhéthi Šakówiŋ* culture and world view, language, and history. With the addition of a second full-time faculty member – and one who attended an NAS program at a large university – the program will have the benefit of expanding the course offerings to include topics and approaches that, while not typically taught in the setting of tribal colleges, reflect new trends in the discipline. The curriculum and course offerings will be not only expanded, but revised as the faculty and advisory committee, as well as the perspectives of community representatives, are solicited, assessed and implemented.

As part of this process of program self-evaluation, the faculty met with the advisory committee in the first of a series of monthly meeting on February 24, 2016. The results of this meeting were a mission statement and program student outcomes for the prospective BA program. The program mission statement is as follows:

“Native American Studies (NAS) at Sitting Bull College is an interdisciplinary program that engages with Native American life through history, the social sciences, cultural studies, and philosophy. With a focus on Lakota/Dakota language and culture, the Native American Studies Division seeks to develop student understanding of traditional and contemporary Native life and aims to prepare students for the current challenges that are unique to Native peoples. Therefore, in addition to courses in language and culture, Native American Studies offers courses in indigenous language loss and language revitalization, federal Indian policy, tribal governance, methods in indigenous research, and other relevant topics.”

The program student learning outcomes distilled from the committee's discussions are as follows:

“The NAS BA program will facilitate the achievement of Sitting Bull College's overall mission to build intellectual capital and promote economic and social development by preparing students to be community-centered leaders. Upon completion of the NAS program students will:

- Read, write, understand, and speak the *Očhéthi Šakówiŋ* language proficiently both in and outside the classroom.
- Identify the challenges that Native people face today through effective oral and written communication.

- Demonstrate knowledge of *Očhéthi Šakówiŋ* history, institutions, and values, by applying such teachings in personal, public and academic situations.”

The mission and student learning outcomes of the existing AA program will be aligned with these new BA program definitions in upcoming advisory committee meetings. The curriculum and its content will also be reviewed and revised as needed in these same meetings.

Student achievement is assessed through a variety of tests, research papers and projects, and in-class writing assignments. Assessments of pronunciation and conversational communicative ability are conducted in the Lakota/Dakota language courses. The latter data is analyzed and presented to the college’s Assessment Committee at the end of each spring semester.

The AA NAS program currently has a set of three program outcomes that have been revised within the last academic year. These outcomes assess knowledge and skills in three areas:

- Outcome 1: The student will demonstrate proficiency in the Lakota/Dakota, both oral and written.
- Outcome 2: The student will demonstrate a proficiency of Lakota/Dakota culture and history.
- Outcome 3: The student will demonstrate a proficiency of Lakota/Dakota values and of the social and governmental systems.

The language outcome emphasizes abilities in the areas of oral and written communication assessed through two language projects/presentations at the end of the NAS 102 Lakota Language course and a program capstone course. The outcome in the areas of culture and history emphasize the ability to demonstrate a proficiency in knowledge and application assessed and tracked through a series of interviews, the development of a research projection/presentation, and a self-assessment. The outcome in the areas of traditional values and social and governmental systems is assessed again through the interviews, the research project/presentation, self-assessment, and evaluation of a student paper from the NAS 204 or NAS 208 course.

These outcomes and assessments may change as the program faculty and advisory committee work on the prospective Bachelors program and review the existing AA NAS program.

As a program focused on the indigenous peoples of North America and their unique histories and experiences, the program seeks to immerse students in traditional world views, social and cultural institutions, and histories through the content and design of the curriculum. Emphasis, of course, is placed on the particular dialects, histories, and cultural traditions of the people of the *Očhéthi Šakówiŋ*. In addition, the NAS program seeks to work with community members

and leaders in building and maintaining connections between the department and the larger Standing Rock community.

Institutional Support

The offices of the two faculty are located in the Family Support Center and most of the program courses are taught in the classrooms of the same facility. The amount of classroom space is generally large enough for the size of the classes. In addition, ready access to a kitchen allows the program to prepare food for student meals, advisory committee meetings, etc. While the instructor was moved a number of times during the course of the reporting period (to accommodate locating new instructors with their respective departments), the faculty member of record is now located in an office with sufficient space to hold program meetings and even small classes.

A significant issue, identified in the previous program review, continues to be the acoustics of several of the classrooms, particularly for the language classes. The open ventilator system makes it hard to hear pronunciation clearly. The administration has explored options (such as hanging baffling around the ventilators) for correcting this problem, but the cost is very expensive. In lieu of such expenditures, the instructor has requested that the program language courses not be scheduled in the classrooms with this problem or arranges to exchange rooms with other instructors if they are so scheduled.

The program lacks a sound lab. Such a facility would be very beneficial for students in the program language courses. A sound lab consisting of six of computers equipped with headphones would allow students learning the language to listen to recordings of fluent speakers of the language as part of their course work.

Student services are generally adequate for student needs, providing computer labs, library resources, and access to outside research resources, as well as a student lounge with kitchen facility. There is a writing center that provides students with assistance in writing and study skills.

SBC has struggled with the issues of student attendance, retention, and persistence over the years. SBC now has in place several methods for tracking student attendance and increasing retention. One involves the participation of the academic counselors in contacting students missing class and helping students find options to keep students in school. This strategy seems to be having a positive impact on attendance as, at least anecdotally, the overall attendance in NAS courses seems to be improving. Another strategy directed to the issue of retention is the use of cohort groups for first semester students receive specialized counseling and guidance by

being enrolled together in introductory classes. While preliminary data appears to show a positive impact on retention and persistence, the NAS faculty has not seen an observable impact within the program. In fact, the NAS faculty does have many of the first semester students enrolled in the program in courses until their second or even third semester at SBC. Some students have dropped out or changed major before they have an opportunity to take classes in the program.

The library collections contain many excellent resources for primary research for students in the programs, and that collection continues to expand through the acquisition of resources obtained by the Director of library Services, Mark Holman, at the request of the NAS faculty. The program faculty member has worked with Mr. Holman to make the SBC library a center for collections of primary source materials including traditional song recordings, language texts, audio and visual recordings of language speakers, on-line genealogical databases, and a variety of other resources of cultural and historical significance to the NAS program. Mr. Holman and the program faculty have also worked with SRST Tourism staff and the members of the Elders Council to sponsor annual sessions such as the Lakota History Conference and The Prophecies of the Grandfathers, which have drawn *Očhéthi Šakówinj* elders and tribal leaders from all over Lakota country (including Canada). Audio-visual recordings were made of these meetings and are archived and available to SBC staff and students for use in courses and research projects.

SBC administration is generally supportive of professional development opportunities for program faculty and adjunct faculty. As mentioned above, full-time and adjunct faculty members have been able to attend workshops at the annual language summit which focuses on methods for teaching the Lakota Language. This opportunity to attend such meetings contributes significantly to the professional development of the faculty.

Program Contribution to the College and Other Programs

The program contributes to the larger Sitting Bull College by highlighting the value and on-going significance of *Očhéthi Šakówinj* culture and worldview in the lives of our students and their families, both in the academic setting and at home. The scope and content of the program's curriculum was designed to help students realize the institutional mission of responsible behavior consistent with the traditional life-way of the community while in the pursuit of their education and well-being of their families and communities. Thus the program actively promotes SBC's vision and mission. This is carried out through the language and culture courses required by the Associate of Arts in General Studies and General Education requirements, as well as through the various programs such as Nursing, Environmental Science, Criminal Justice, and Education that are graduating students who are employed in various tribal programs, schools, and enterprises. The faculty in the above-mentioned programs makes an

effort to advise their students to take NAS courses to fulfill elective requirements in their own programs because of their belief in the contribution of the NAS program to students' growth and success both within and outside of the academic environment.

Moreover, the NAS program is currently working with faculty in other departments to develop courses which cut across disciplinary lines and demonstrate the interrelated nature of Native identity, experience, and worldview in all aspects of life. For example, a course focusing on Native American perspectives on environmental issues and natural resource management, i.e., ENS 445 Applying Lakota/Dakota Culture to Environmental Science, was recently developed and co-taught by the NAS and Environmental Faculty.

The program has helped sponsor several workshops and programs that have contributed significantly to the professionalization of Lakota/Dakota language teachers, specifically the Lakota Summer Institute and the Lakota Language Education Action Program. The program faculty teach classes during the summer institute. Participation in the summer institute provides the opportunity for the faculty to keep abreast of new language teaching materials and methods, and for maintaining relationships with k-12 teachers on Standing Rock and other Lakota/Dakota communities. In addition, Sitting Bull College derives tuition from the participants (who range from 50 to 70 in number). Furthermore, more young people are taking an active interest in learning the Lakota/Dakota language than ever before; the NAS program will potentially see an increase in enrollment in its language courses by restructuring and expanding its curriculum and offerings.

Part III Program Planning

Trends

Over the past five years the full-time faculty member at SBC has visited with a number of students in the program about an interest in a Bachelors degree in Native American Studies, and, in addition, there has been a growing interest among SBC students in learning the native language and taking courses on native cultural and historical topics. This local trend, while anecdotal, mirrors a trend across the United States and Canada, and internationally, for interdisciplinary university programs in Native American Studies and Indigenous Studies programs more generally. The number of institutions offering such programs is expanding and a new academic association, with a journal, was created in 2007, the Native American and Indigenous Association. This reflects a growing movement across the United States and the world to increase awareness about indigenous peoples' histories, cultures, experiences,

contributions, and challenges. This trend is creating new opportunities for students with a degree in Native American Studies both in academia and in other fields.

With that being said, the program and administration began exploring the possibility of offering a Bachelor's degree in NAS at SBC. Such action is consistent with SBC's commitment to building the intellectual capital of the Standing Rock community and its people. One of the limitations of the program has been the restrictive focus of the existing program due to the small size of the department, i.e., one full-time faculty member. Consequently, the primary concern identified in the previous program review was the need for another full-time faculty member. A position was advertised in the latter part of 2015 and, in December, a new full-time faculty member was hired, Tasha Hauff.

Ms. Hauff has been teaching at lighter course load in the current semester to allow her to write the feasibility study for a Bachelor's degree program. One of the products of her work is a community survey, which reveals a clear interest in a Bachelor's program among students, alumni, and other community members. Another product has been groundwork for defining the mission and program outcomes of the prospective program through discussions with the new advisory committee, again reiterating the community interest in the benefits of such a program.

The creation of a Bachelor's Program in Native American Studies at SBC presents a unique opportunity for our students and the broader Standing Rock community. There are presently 22 tribal colleges serving Native communities in the surrounding region (North and South Dakota, Nebraska, Minnesota, Wyoming, and Montana). Only three of these tribal colleges offer BA programs in Native American Studies (Nueta Hidatsa Sahnish College, Fort Berthold Reservation, North Dakota) or related (but more narrowly focused) Lakota Studies (Sinte Gleska University, Rosebud Reservation, and Oglala Lakota College, Pine Ridge Reservation, South Dakota). Aside from these three tribal colleges, only larger state universities in the region offer BA programs in Native American Studies. Therefore, the opportunity to create a BA program at Sitting Bull College would be a great step toward enhancing the opportunities for people of the Standing Rock community to participate in the international trend in developing interdisciplinary departments with focus on the culture, experiences, perspectives, and challenges of indigenous peoples in their own community.

An interdisciplinary BA program in NAS will benefit the Standing Rock community by producing graduates who are well-grounded in the experiences and challenges of Native American people both within and outside of the Standing Rock community. Many of our graduates will work for tribal offices, schools, and enterprises, where the experiences and understanding of challenges facing Native Americans will help them better serve their community. Other graduates will go on to pursue advanced academic degrees or work in a variety of jobs in or near Native

American communities, where their understanding of Native American peoples and issues confronting them are needed – especially the ability to communicate effectively regarding indigenous peoples and their cultures in inter-ethnic environments.

Goals and Objectives

With the addition of a second full-time faculty member in the program, we can now more effectively build a well-balanced interdisciplinary program as well as plan for the future growth of the program.

The primary, immediate goal of the NAS department, of course, is getting a Bachelor's program in place. That will entail on-going meetings with the advisory committee and curriculum and assessment committees to further develop and define the structure, content, and assessment instruments for the new program. This work is already in-progress and has facilitated the creation of a mission statement as well as program student outcomes, and, at the most recent advisory committee meeting, a discussion of curriculum and assessment issues.

The full-time faculty members of the department are also presently exploring opportunities to develop interdisciplinary courses which can both strengthen and articulate the relationship between the Native American Studies program and other SBC programs, such as Environmental Science, Nursing, Education, and Criminal Justice. These on-going discussions involve the development in interdisciplinary courses including Native American perspectives on environmental issues and climate change, Native American health and diet issues, Native Americans and Human Resources issues, interdisciplinary research methodologies, and the incorporation of Native American cultural and historical issues and perspectives in teacher training and education.

Another focus involved with creating a BA program is the issue of increasing enrollment in both the AA and prospective Bachelor's program. The full-time faculty have discussed a number of strategies for addressing the need to attract students into the department. These strategies, which will be discussed further with the advisory committee, include advertising the program through distribution of brochures, hanging posters, radio announcements on the local community radio station, and word of mouth. In addition, the faculty have discussed creating opportunities to visit area high schools to showcase the relevance of a degree in Native American Studies to residents of Standing Rock as well as opportunities afforded by the program in terms of the growing trend in the field.

Another on-going focus of the department is increasing the effectiveness of the Lakota/Dakota Language courses. This is particularly important for the future of the language given the

dwindling number of fluent speakers. The goal is to build a cohort of young people who are committed to learning and proactive in using the language, who will then be able to assume the task of perpetuating the language for future generations. This work involves review course content and structure, adding courses and expanding existing course content, and creating new opportunities and relationships between fluent speakers and language learners. This restructuring of the language courses is necessary in order to meet the high expectations we are setting for the prospective BA program, which includes a significant number of language courses in the core requirements, as well as courses in indigenous language loss and language revitalization.

Additional Resources Needed

Critically related to the effectiveness of the Lakota/Dakota Language component of the program is the establishment of a sound lab. A sound lab would provide students in language courses the opportunity to listen to spoken language on a regular basis, both inside and outside of the classroom, utilizing both audio and visual resources. In addition, a sound lab would provide a place for the recording of fluent speakers of the language as well as an archival space for the storage and use of those recordings for the benefit of all SBC students and Standing Rock community members. The sound lab should also provide students with additional instructional resources for study and research in language projects. The establishment of a sound lab would involve identifying a location, doing some construction to create a recording booth, purchase of six to ten computers and high-quality headphones for student use.

Equally critical to the effectiveness of the program is the addition of adjunct faculty members to teach the expanded number of courses in the prospective BA program. While the full-time faculty are fully able to teach most of the courses in the program, there is need for a number of adjunct faculty with specialized knowledge that will play a critical role in the unique nature of the NAS program at SBC. One of the most important recommendations of the program advisory committee is the vision of an NAS program that engages students in ongoing interactions with members of community both inside and outside of the formal classroom, and in ways that transcend the formal academic experience. Therefore, it is critical that the NAS program be able to engage a variety of community members with the specialized skills and knowledge necessary to teach the courses envisioned by the faculty and advisory committee, and that the NAS department be allowed the flexibility to meet the vision for the program articulated by the advisory committee.

Appendix A

Associate of Arts in Native American Studies Program

Degree Plan

Associate of Arts in Native American Studies Degree Plan		
General Education Requirements	Core Native American Studies Requirements	Native American Studies Electives
ENG 110 Composition I 3 cr hr	NAS 105 Culture Course 3 cr hr	6 credit hours selected from:
ENG 120 Composition II 3 cr hr	NAS 108 or 109 NAS History 3 cr hr	NAS 106 Lakota/Dakota Culture II
COMM 110 Fundamentals of Public Speaking 3 cr hr	NAS 203 or 204 NAS Government 3 cr hr	NAS 108 or 109 Native American History
MATH 103 College Algebra 4 cr hr	NAS 102 Lakota/Dakota Language II 4 cr hr	NAS 110 Lakota Music and Dance
PSYC 100 First Year Learning Experience 3 cr hr	NAS 245, 246, 247 or ART 145 or 146 3 cr hr	NAS 112 Introduction to Native American Studies
SOC 120 Transitions-Graduation & Beyond 2 cr hr		NAS 201 Introduction to Cultural Anthropology
CSCI 101 Introduction to Computer Applications 3 cr hr		NAS 202 Native American Images in Film
NAS 101 Lakota/Dakota Language I 4 cr hr		NAS 203 Local Tribal Government or NAS 204 Native American Governments: Traditional and Contemporary
Humanities or Social & Behavioral Science 6 cr hr		NAS 208 Lakota Tradition, Philosophy, and Spirituality
Health/Physical Education 2 cr hr		NAS 213 Lakota/Dakota Oral Tradition and Storytelling
Laboratory Science 8 cr hr		NAS 218 Native American Literature
	Total NAS Core Requirements 16 cr hr	NAS 240 Ethnobotany
		NAS 245 North American Indian Art History, NAS 246 Traditional Lakota/Dakota Art, or NAS 246 Native American Art Projects
		NAS 299 Native American Special Topics
Total General Education Requirements 41 cr hr	Total NAS Core Requirements 16 cr hr	Total NAS Electives 6 cr hr
Total Degree Requirements		63 credit hours

Appendix B

Bachelor of Science General Studies with Emphasis in
Native American Studies

Degree Plan

Bachelor of Science General Studies with Emphasis in Native American Studies		
General Education Requirements	Core Requirements	NAS Emphasis Requirements
ENGL 110 Composition I 3	Electives 100+ 41	Electives 300+ 36
ENGL 120 Composition II 3	MATH 210 Elementary Statistics 3	NAS 301 Lakota/Dakota Language III
COMM 110 Fundamentals of Public Speaking 3	MATH 314 Applied Statistics 3	NAS 302 Lakota/Dakota Language IV
MATH 103 College Algebra 4	HUM 497 General Studies Capstone 1	NAS 309 Comparative Spirituality
PSYC 100 First Year Learning Experience 3		NAS 311 Native American Women
SOC 120 Transitions-Graduation & Beyond 2		NAS 321 Peoples & Cultures of Native North America
PSCY 111 Introduction to Psychology 3		NAS 411 Lakota/Dakota History
Laboratory Science 8		NAS 415 History of Native American Education
NAS 101 Lakota/Dakota Language I 4		NAS 420 Current Issues in Native North America
Native American Studies Elective 3		NAS 421 Lakota/Dakota Social & Kinship Systems
Health/Physical Education 2		NAS 431 History of Traditional Lakota/Dakota Leadership and the Ithanchan
CSCI 101 Introduction to Computer Applications 3		NAS 440 Standing Rock Culture & History
		NAS 441 Culture in the Classroom
		NAS 442 Culturally Relevant Curriculum
		NAS 499 Native American Special Topics
		300+ courses
Total General Education Requirements 41	Total BS GS Core Requirements 48	Total NAS 300+ Electives 36
Total Degree Requirements 125 credit hours		