

GENERAL STUDIES PROGRAM
Program Review Report
Sitting Bull College
2022-2023

Prepared by: Renee Froelich
Submitted: March 7, 2023

Table of Contents

I. Program Description	3
A. Role of Program(s).....	3
Associate of Arts in General Studies	3
Associate of Arts – General Studies Nursing Transfer	4
Bachelor of Science in General Studies	5
B. Program Personnel	7
C. Program Productivity	8
D. Program Revenue & Expenditures.....	11
E. Program Advisory Committee	12
II. Program Self-Evaluation.....	12
A. Faculty.....	12
B. Student Relations	13
C. Curriculum Content, Design, and Delivery	14
Integration of Cultural Values and Courses	14
D. Assessment Findings and Analysis	14
E. Institutional Support.....	15
Importance to the College and other programs	16
F. Obstacles and Opportunities	16
G. Other	16
III. Program Planning.....	17
A. Trends	17
B. Additional Resources	17
Appendix A.....	18

I. Program Description

A. Role of Program(s)

Sitting Bull College offers an Associate of Arts Degree in General Studies, an Associate of Arts Nursing Transfer Degree, and a Bachelor of Science Degree in General Studies. These degree programs allow students to pursue liberal arts paths that are rooted in general education courses yet focus on building skills based on the interests and capabilities of students. The scope and opportunities within these degree programs allow students to transfer into Sitting Bull College with more flexibility, enhancing their understanding of the world and increasing their capacity of lifelong learning.

Associate of Arts in General Studies

The mission of the Associate of Arts Degree is “designed to provide students with the opportunity to acquire basic principles and skills in the general education area while pursuing specific interests. It prepares students to enter into the Bachelor of Science General Studies degree or to transfer to another bachelor’s program” (SBC Bulletin, 2022-2023). Many students enter the college undecided on a major. However, those students need to declare a major in order to be eligible for Federal Financial Aid. The General Studies Associate Program allows students to take general education courses while pursuing career interests and aptitudes before declaring another major. In addition, students who plan on transferring to a four-year program have the ability to take the full Associate General Studies degree plan so that the credits can easily be transferred to another institution.

The degree plan consists of the courses below as listed from the *Sitting Bull College Bulletin 2022-2023*. Students have the option of taking courses in the core requirements that meet their interests and aptitudes. Advisors try to place students in the most appropriate courses for the desired career path.

ASSOCIATES OF ARTS IN GENERAL STUDIES PROGRAM	
GENERAL EDUCATION REQUIREMENTS – 40 credits	CORE REQUIREMENTS – 21 credits
ENGL 110 English I	HUM 297 General Studies Capstone 1 cr.
ENGL 120 English II	MATH 210 Elementary Statistics 3 cr.
COMM 110 Fundamentals of Public Speaking	Humanities Course - 3 cr.
MATH 103 College Algebra	Technology Course - 3 cr.
PSYC 100 First Year Learning Experience	Social & Behavioral Science Course - 3 cr.
SOC 120 Transitions-Graduation & Beyond	Electives Courses - 8/9 cr.
NAS 101 or NAS 103 Ochethi Sakowin Language I or NAS 103 Intro to Ochethi Sakowin Language, Culture, & History	
CSCI 101 Introduction to Computers	
PSYC 111 Introduction to Psychology	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	
TOTAL DEGREE REQUIREMENTS = 61 CREDITS	

Learner Outcomes in the Associate of Arts Degree in General Studies

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

1. The student will express ideas effectively through writing and speaking.
2. The student will demonstrate the use of technology.
3. The student will develop their knowledge of various cultures with an emphasis on the Ochethi Sakowin culture.
4. The student will demonstrate sound critical thinking skills and reflective processing of information to enhance problem-solving.

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

- a. The student prepares and presents a powerpoint presentation that highlights learning and experiences while at Sitting Bull College to demonstrate communication, technology skills, and diversity skills;
 - Three faculty rate the student's critical thinking processes while the student presents his/her Service Learning Project and answers questions.
- b. The student writes a reflection paper that analyzes experiences as they pertain to long and short term goals to demonstrate writing and critical thinking skills;
- c. The student self-assesses their soft skills mid program (30-45 credits) to demonstrate reflective processing and problem solving skills;
- d. The student completes a Native American Culture General Knowledge post-test to demonstrate Ochethi Sakowin cultural and historical knowledge.

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

Associate of Arts – General Studies Nursing Transfer

This program is designed to meet the needs of those students who plan to continue their education in nursing at other institutions. This program is aimed at students who graduate from Sitting Bull College with their Associate of Science in Practical Nursing and who want to continue their education as well as those students who are choosing to attend Sitting Bull College to pick up their general education requirements before transferring to another nursing program.

The degree plan consists of the courses below as listed from the *Sitting Bull College Bulletin 2022-2023*. Students have the option of taking 12 credits from a variety of disciplines to meet interests and transfer requirements.

ASSOCIATES OF ARTS - GENERAL STUDIES NURSGING TRANSFER	
GENERAL EDUCATION REQUIREMENTS – 40 credits	CORE REQUIREMENTS – 24 credits
ENGL 110 English I	BIOL 202 Microbiology 4 cr.
ENGL 120 English II	BIOL 230 Anatomy and Physiology II 4 cr.
COMM 110 Fundamentals of Public Speaking	CHEM 116 Intro to Organic and Biochemistry 4 cr.
MATH 103 College Algebra	Electives 12 cr.

PSYC 100 First-Year Learning Experience	
SOC 120 Transitions-Graduation & Beyond	
NAS 101 or NAS 103 Ochethi Sakowin Language I or NAS 103 Intro to Ochethi Sakowin Language, Culture, & History	
CSCI 101 Introduction to Computers	
PSYC 111 Introduction to Psychology	
PSYC 250 Developmental Psychology	
HPER 200 Nutrition	
BIOL 220 Anatomy and Physiology I	
TOTAL DEGREE REQUIREMENTS = 64 CREDITS	

Learner Outcomes in the Associate of Arts Nursing Transfer Degree

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

1. The student will gain the acquired basic principles and skills in the general education area required for transfer to a four-year institution of higher learning.
2. The student will complete transfer requirements for furthering their nursing education.

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

Bachelor of Science in General Studies

The Bachelor's Degree in General Studies has been "designed to fit a student's academic and career goals. The student will explore a range of subject areas to broaden understanding of the world, analyze issues, formulate reasoned conclusions, and effectively communicate ideas. This degree encourages students to be leaders in the community and also prepares students for graduate studies in a wide range of subjects" (SBC Bulletin, 2022-2023). The Bachelor Program in General Studies also provides a degree for students who currently hold positions (i.e. Standing Rock Sioux Tribe, Bureau of Indian Affairs, and Standing Rock Head Start) that requires a baccalaureate degree. The student is able to transfer credits already earned into the degree plan and choose additional courses most applicable to the student's current position and skill need. Sitting Bull College originally saw the need for the Bachelor Program as students majoring in Education were unable to leave their current position to student teach. Also, some of these students did not need state teacher certification in order to keep their current position, but only needed the baccalaureate degree. The Bachelor in General Studies Program was the perfect fit for those students. Finally, this degree has been instrumental in helping students who had many transfer credits from various institutions complete a degree. Some of the graduates have continued in graduate programs in business, education, and law school.

The degree plan consists of the courses below as listed from the *Sitting Bull College Bulletin 2022-2023*. Students have the option of taking courses in the core requirements that meet their interest and aptitude. Advisors place students in the most appropriate courses for their career path.

BACHELORS OF SCIENCE IN GENERAL STUDIES PROGRAM	
GENERAL EDUCATION REQUIREMENTS – 04 credits	CORE REQUIREMENTS – 84 credits
ENGL 110 English I	MATH 210 Elementary Statistics
ENGL 120 English II	Electives 100+ Level - 41 cr.
COMM 110 Fundamentals of Public Speaking	HUM 497 General Studies Capstone
MATH 103 College Algebra	MATH 314 Applied Statistics
PSYC 100 First Year Learning Experience	Electives 300+ Level - 36 cr.
SOC 120 Transitions-Graduation & Beyond	
NAS 101 or NAS 103 Ocheti Sakowin Language I or NAS 103 Intro to Ocheti Sakowin Language, Culture, & History	
CSCI 101 Introduction to Computers	
PSYC 111 Introduction to Psychology	
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	<i>Note: Courses the student takes before the required general education courses (i.e. MATH 101, MATH 102, ENGL 099) will NOT be included as an elective for Bachelor in General Studies.</i>
TOTAL DEGREE REQUIREMENTS - 124 CREDITS	

Learner Outcomes in the Bachelor of Science Degree in General Studies

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

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

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

- a. The student chooses a capstone project, such as a research paper, digital storytelling project, grant writing, or unit lesson plans to demonstrate writing, research, and critical thinking skills.
- b. The student prepares and presents a capstone project PowerPoint presentation to a faculty panel to demonstrate communication, analytical, and technology skills, and to illustrate reflective processes.
- c. The student self-assesses their soft skills mid-program to demonstrate reflective processing and problem-solving skills.

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

B. Program Personnel

Students in General Studies are encouraged to choose classes from a variety of courses in the core requirement area(s), so there are many faculty members who teach within these three degree plans. However, there are three primary advisors for the Associate of Arts and Bachelor of Science in General Studies, two primary program faculty members, and one primary advisor for the Associate of Arts General Studies Nursing Transfer degree.

General Studies Program Advisors/Faculty Members:

- Renee Froelich, M.M., English & Communications Instructor – full-time, 15 credits/semester
 Renee Froelich holds a Bachelor of Science in English from Minot State University and a Master in Business Management from the University of Mary. She completed an additional 48 graduate credits in the discipline(s) of English, education, and communications at South Dakota State University to meet the Higher Learning Commission’s (HLC) definition of highly qualified faculty. Renee taught ten years of high school English before joining Sitting Bull College twenty-three years ago. Renee teaches ENGL 110 Composition I, ENGL 120 Composition II, COMM 110 Public Speaking, COMM 212/312 Interpersonal Communications, and the HUM General Studies Capstone course(s) for the General Studies Program. Renee is a faculty advisor for both the Associate and Bachelor General Studies students, a member of the Assessment Committee, and Chair of the Curriculum Committee.
- Tim Krahler, M.S., Math Instructor – full-time, 15 credits/semester
 Tim Krahler graduated in the spring of 1982 from Valley City State University with a double major in Mathematics and Health, Physical Education, Recreation and Dance. In the summer of 1992, he completed a Master of Science in School Administration at Northern State University. Tim is presently completing his 41st year in education - all on the Standing Rock Reservation. He taught high school mathematics for 15 years and was in school administration for 12 years (high school principal for 5 years and assistant superintendent of the Standing Rock Schools for 7 years). Tim is in his fifteenth year of teaching at Sitting Bull College. Tim teaches MATH 099 College Math Prep, MATH 101 Pre-Algebra, MATH 102 Intermediate Algebra, MATH 103 College Algebra, MATH 210 Elementary Statistics, & MATH 314 Applied Statistics for the General Studies Program. He is a faculty advisor for dual-credit students and the Associate’s Degree in General Studies, a member of the Curriculum Committee, and Chair of the Assessment Committee.
- Kayla Stewart, MA, English Instructor – full-time, 15 credits/semester (resigned in 2021)
 Kayla Stewart holds a Bachelor of Science in English from the University of Mary and a Master of Arts in English from the University of North Dakota. Kayla taught two years of high school on the Standing Rock Reservation before joining Sitting Bull College as a full-time faculty member in the English Department. While a member of Sitting Bull College faculty, Kayla taught ENGL 110 Composition I, ENGL 120 Composition II, COMM 110 Public Speaking, and ENGL 218 Native American Literature before her resignation in 2021. Kayla took a collaborative grant position with SBC and United Tribes Technical College. She continued to teach ENGL 120 Composition II and NAS

218 Native American Literature for general education students in an adjunct capacity in 2021-2022.

Program Faculty Members:

- Suzanne Albers, M.M.C., English & Communications Instructor – full-time, 15 credits/semester
Suzanne Albers holds a Bachelor of Science in Secondary Education from Black Hills State University and a Master of Mass Communication from South Dakota State University. Suzanne continues to take graduate courses in English at South Dakota State University to meet the Higher Learning Commission’s (HLC) definition of highly qualified faculty. Before joining SBC in 2014, Suzanne taught high school English in Wakpala, South Dakota. Suzanne specializes in teaching COMM 110 Public Speaking, ENGL 099 College Writing Prep, PSY 100 First Year Learning, and ENGL 211 Creative Writing courses. Suzanne serves as a professional tutor for all SBC students at all three sites and serves on the SBC Student Life Committee.
- Dana Aspinall, Ph.D., English & Literature Instructor – full-time, 15 credits/semester
Dr. Dana E Aspinall holds a Ph.D. from the University of Connecticut in English Literature. He has taught at several institutions for nearly 30 years and has spoken and published widely on Shakespeare, both his early and later comedies. A few years ago Dr. Aspinall’s research interests shifted to pedagogy, especially as concerns teaching literature to students who bring little reading experience to the classroom. During his short time at Sitting Bull College (hired in 2022), he has taught ENGL 110 Composition I, ENGL 120 Composition II, and ENGL 218 Native American Literature. Dr. Aspinall volunteered to coach SBC’s Knowledge Bowl team for the 2023 AIHEC competition and sits on the SBC Curriculum Committee.

Associate of Arts General Studies Nursing Transfer Advisor & Faculty Member:

- Lindsey Helm, Ed.D., RN, Director Division of Nursing – full time, 15 credits/semester
Dr. Lindsey Helm has two associate degrees (Medical Assisting and Nursing), a Bachelor of Science degree in Nursing, a Master’s degree in Nursing with an emphasis in Education, and an Ed.D. in Teaching and College Learning. She is certified in Practical Nursing by N.D. Career and Technical Education Department as well as holding certifications in Trauma Nursing, Basic Life Support, Advanced Cardiac Life Support, Pediatric Advance Life Support, and Neonatal Resuscitation Program. Dr. Helm sits on the SBC Curriculum Committee.

The staffing changes over the past five years included the resignation of Kayla Stewart in 2021 and the hiring of Dr. Dana Aspinall in 2022. In the nursing department, Dr. Lindsey Helm was hired as the nursing transfer advisor after Dr. D’Arlyn Bauer retired in 2020.

C. Program Productivity

The Associate of Arts in General Studies has one of the largest enrollment numbers compared to other programs at SBC. There are a number of reasons for the high enrollment in the Associate of Arts in General Studies. Many students entering SBC declare themselves ‘undecided’ as a major. Since SBC

funding policies require students to declare a major, many students are placed in General Studies as a liberal arts major. As students progress through courses, advisors try to help students find a degree plan that matches both student aptitude and interest. This is why, comparatively, the graduation rate for the Associate of Arts is lower than expected. Once students enter their sophomore year, many will change their majors.

Most of the students graduating with the Practical Nursing degree at Sitting Bull College enter the workforce and do not continue with the Associate of Arts Nursing Transfer Degree credits unless they plan to eventually transfer to another institution for an RN or BSN degree. This is why the enrollment for the Associate of Arts Nursing Transfer degree is lower than expected. In addition, many of SBC students do not want to leave the reservation to transfer to another institution. For a time, the online Bachelor of Nursing at Presentation College in Aberdeen was a viable option for SBC students enrolled in the Nursing Transfer degree. However, Presentation College will officially close its doors in fall 2023, so Dr. Helm will explore other options with students moving forward.

The Bachelor of Science in General Studies was approved by the Higher Learning Commission and SBC began offering upper-division courses in the fall of 2008. Students who enter the Bachelor of Science in General Studies usually do so after exhausting financial aid. However, students who graduate with a Bachelor of Science in General Studies degree go on to graduate school, sit on Standing Rock Tribal Council (two council members are past graduates), or hold prominent positions in the workforce on Standing Rock (*graduation data on pg. 10*).

Below is a chart of enrollment for the Associates of Arts in General Studies, the Bachelor of Arts in General Studies, and the Associate of Arts Nursing Transfer degree for the past five years.

General Studies Program – Enrollment Data										
	Fa 2018	Sp 2019	Fa 2019	Sp 2020	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023
AA: General Studies	41	47	55	42	36	32	44	47	64	57
BS: General Studies	7	13	5	9	9	4	6	8	10	10
AA: Nursing Transfer	0	0	2	0	2	0	1	0	1	0
Total General Studies	48	60	62	51	47	36	51	55	75	67
Total Student Count	284	270	300	272	263	210	268	273	265	253
Percent AA:GS Major	17%	22%	21%	19%	18%	17%	19%	20%	28%	26%

Enrollment by Degree – Sitting Bull College Website

The advisors for the Associate of Arts in General Studies degree are also the designated first-time freshman advisors. Throughout several student advisee meeting during the first year, students will often select a different major based on interests developed during freshman or sophomore coursework. In addition, advisors can place students in courses such as *Introduction to Human Services* or *Introduction to Criminal Justice* to peak students' interests. It is not the intent of Sitting Bull College to keep students within the General Studies Program; rather, the intention is to help students transition to a major that will

specifically prepare the student for a career. Therefore, retention and persistence data for the program does not indicate the true picture of how students move from one major to the other.

The graduation data for this program are listed below. Please note that many of the students who begin in the Associates of Art in General Studies are essentially undecided as a major. Therefore, students who choose General Studies their freshman year often will transition to another major before graduation. Students who major in the Bachelor of Science in General Studies program typically do so due to a significant number of credits within various two-year programs and/or because of limited financial aid eligibility. The BS:GS program allows students the most flexibility to earn a bachelor's degree.

General Studies Graduation Data					
Graduates	18-19	19-20	20-21	21-22	22-23 Anticipated
General Studies AA	3	6	3	3	11
General Studies BS	2	3	1	0	3
Nursing Transfer	0	1	0	0	1
Total General Studies	5	10	4	3	15
Total SBC	72	70	50	64	67
Percentage	7%	14%	8%	5%	22%

Sitting Bull College Shared Data File & Commencement Programs

Graduation Placement Data

Although graduation placement data is primarily based on personal connections and/or community information, the charts below indicate what students are doing after graduating with either the Associates or Bachelor's degree in General Studies. *Please note that the above table Associates data is combined on the below chart*

Associates General Studies Placement Data				
Associates of Arts General Studies + Nursing Transfer	Continued SBC Degree	Transferred to Another Institution	Entered the Workforce	Unknown
2018-2019 (N=3)	2	0	0	1
2019-2020 (N=7)	4	1	1	1
2020-2021 (N=3)	1	0	0	2
2021-2022 (N=3)	2	1	0	0
2022-2023 (N=12)	Proposed May 2023 graduates			

Transfer institutions:

Presentation College, Aberdeen, SD

Louisiana State University Alexandria, online English major

Workforce positions:

Prairie Knights Casino and Lodge

Bachelor General Studies Placement Data				
Bachelor of Science in General Studies	SBC Graduate Studies	Graduate Studies Another Institution	Entered the Workforce	Unknown
2018-2019 (N=2)	0	1	1	0
2019-2020 (N=3)	1	0	2	0
2020-2021 (N=1)	1	0	0	0
2021-2022 (N=0)	0	0	0	0
2022-2023 (N=3)	Proposed May 2023 graduates			

Transfer institutions:

University of New Mexico, Pre-Law Program for American Indians and Alaskan Natives

Workforce positions:

Standing Rock Head Start Education Manager, Fort Yates, ND

Standing Rock Higher Education Program, Fort Yates, ND

United Nations Episcopal Church, remote position

D. Program Revenue & Expenditures

Revenue of the last five years for the Associate of Arts degrees and Bachelor of Science degree through both tuition and Indian Student Count (ISC) are itemized below.

General Studies Five Year Revenue Report					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall ISC	\$ 144,000.00	\$ 201,500.00	\$ 164,500.00	\$ 191,250.00	\$ 300,000.00
Spring ISC	\$ 180,000.00	\$ 165,750.00	\$ 126,000.00	\$ 206,250.00	\$ 268,000.00
Tuition	\$ 194,400.00	\$ 203,400.00	\$ 149,400.00	\$ 192,600.00	\$ 255,600.00
Total	\$ 518,400.00	\$ 570,650.00	\$ 439,900.00	\$ 590,100.00	\$ 823,600.00

The expenditures itemized below include three full-time faculty (with the exception of 2021-2022 when one English faculty member resigned) and three faculty at 25% General Fund. One faculty member is funded 25% Title III funding. The expenditures do not include salary for the Nursing Transfer Degree advisor, since that salary is paid through the Nursing Department.

General Studies Five Year Expenditure Report					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Salary	\$ 179,790.00	\$ 187,665.00	\$ 189,238.00	\$ 146,123.00	\$ 236,698.00
Fringe Benefits	\$ 44,947.50	\$ 46,916.25	\$ 47,309.50	\$ 36,530.75	\$ 71,009.40
Overloads		\$ 2,100.00	\$ -	\$ 12,675.00	\$ -
Fringe Benefits Overloads	\$ -	\$ 267.75	\$ -	\$ 1,616.06	\$ -

Summer Contracts	\$ 2,100.00	\$ 2,100.00	\$ 2,100.00	\$ 2,100.00	\$ 2,100.00
Fringe Benefits Summer	\$ 267.75	\$ 267.75	\$ 267.75	\$ 267.75	\$ 267.75
Ipads/computer				\$ 4,500.00	\$ 1,200.00
Total	\$ 227,105.25	\$ 239,316.75	\$ 238,915.25	\$ 203,812.56	\$ 311,275.15

Below is profitability of the General Studies Program at Sitting Bull College.

General Studies Program Profit					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Revenue	\$ 518,400.00	\$ 570,650.00	\$ 439,900.00	\$ 590,100.00	\$ 823,600.00
Total Expenditures	\$ 227,105.25	\$ 239,316.75	\$ 238,915.25	\$ 203,812.56	\$ 311,275.15
Profit	\$ 291,294.75	\$ 331,333.25	\$ 200,984.75	\$ 386,287.44	\$ 512,324.85

E. Program Advisory Committee

The General Studies Program does not have an advisory committee, since it is a liberal arts degree rather than a professional or technical degree. However, the advisors for this program sit on both the SBC Curriculum Committee and SBC Assessment Committee, so the program stays up-to-date on any curricular or assessment changes. In addition, Tim Krahler and Renee Froelich sit on the North Dakota General Education Committee, so any changes to general education requirements through the North Dakota University System are systematically included in SBC committee meetings.

II. Program Self-Evaluation

A. Faculty

Faculty members are encouraged to collaborate across campus. Key personnel for the General Studies Programs maintain communication through email or zoom. For example, the English Department will zoom over schedules or assessment strategies. The General Studies advisors have also collaborated on freshman seminar projects and designed first time freshman schedules for all three campuses to provide cohesive schedules for students.

Faculty members teaching within the same discipline collaborate on assignments and student learning assessments. In addition, course textbooks are examined and used by faculty teaching the same courses at different campus sites to provide further cohesion of course materials.

Sitting Bull College offers faculty members on-campus professional development opportunities such as using the Learning Management System (LMS) “MySBC”, seminars on immersing Lakota/Dakota language and cultural practices in courses, and other workshops on teaching and learning. When the COVID-19 Pandemic abruptly forced all coursework online in March 2020, SBC faculty were encouraged to attend the Association of College and University Educators (ACUE) 2020 summer micro-credential professional development courses on delivering effective online instruction. ACUE partnered with the American Indian Higher Education Consortium (AIHEC) to make the seminars relevant to Tribal College faculty with a focus on teaching Indigenous students. Currently (spring 2023), an AIHEC Lumina Foundation professional development course called *Sustaining Indigenous Culture: Using Open Educational Resources (OER) to Design Authentic Learning Experiences* is being taught online for any faculty member at Sitting Bull College.

Advisors for the program attend both professional webinars and national conferences for professional development. Renee Froelich has attended the Higher Learning Commission (HLC) conference for a number of years; Tim Krahler, Kayla Stewart, and Renee Froelich attended a virtual HLC seminar on assessing general education outcomes in the summer of 2020, and the faculty stay up-to-date on learning new engagement processes and teaching strategies.

A faculty survey was conducted by the instructors who teach regularly for the General Studies Program. All five instructors answered the online google docs anonymous survey (in Appendix A). Overall, faculty were positive about their academic freedom in choosing textbooks, were satisfied with the sufficient prep time to provide effective instruction, and were positive about the impact of the program review process to affect change in the General Studies Program. Below are some of the comments from the survey:

- Math faculty changed which faculty was going to teach at each campus and it seems to be working very well.
- To raise student numbers, there will be a concentrated effort to put some programs online. We need a better structure and more input from faculty to make policies and procedures for effective online teaching. This will help create stronger faculty buy-in.
- I'd like to see more professional development for ALL programs for the importance of writing and reading as lifelong skills for our students. I think together we can impact our student body by establishing high expectations across all disciplines.

B. Student Relations

The campus remains student-focused with courses offered in the evenings, online, hybrid, interactive television (IVN), independent study, and traditional face-to-face instruction. All faculty members use the MySBC online portal to post attendance and grades, and many use this technology for students to view assignments, access resources, view instructor videos, complete online homework or tests, and upload assignments.

SBC students are encouraged to visit faculty through in-person office hours, telephone calls, email, and zoom office hours. Faculty teaching in the General Studies department also help tutor students, either through appointment or during office hours.

C. Curriculum Content, Design, and Delivery

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

Four faculty for the General Studies Program currently serve on the Curriculum Committee, two faculty serve on the Assessment Committee and one serves on the Student Life Committee. This ensures that the curriculum content and assessment practices are in constant view with a focus on program improvement and assessment of student learning. As stated previously, two advisors sit on the North Dakota General Education Committee, which meets twice a year to discuss trends in general education across North Dakota colleges and universities.

Course design and delivery is up to the discretion of the faculty of record, but collaboration among faculty is encouraged throughout the campus. Each instructor prepares standard syllabi to ensure uniformity across disciplines. In addition, three of the faculty members collaborated with the First Year Experience cohort model that was piloted in FA-17. This cohort model engages students through more collaborative learning and cross-curricular thematic units, with an emphasis in developing emotional intelligence within our students for additional success.

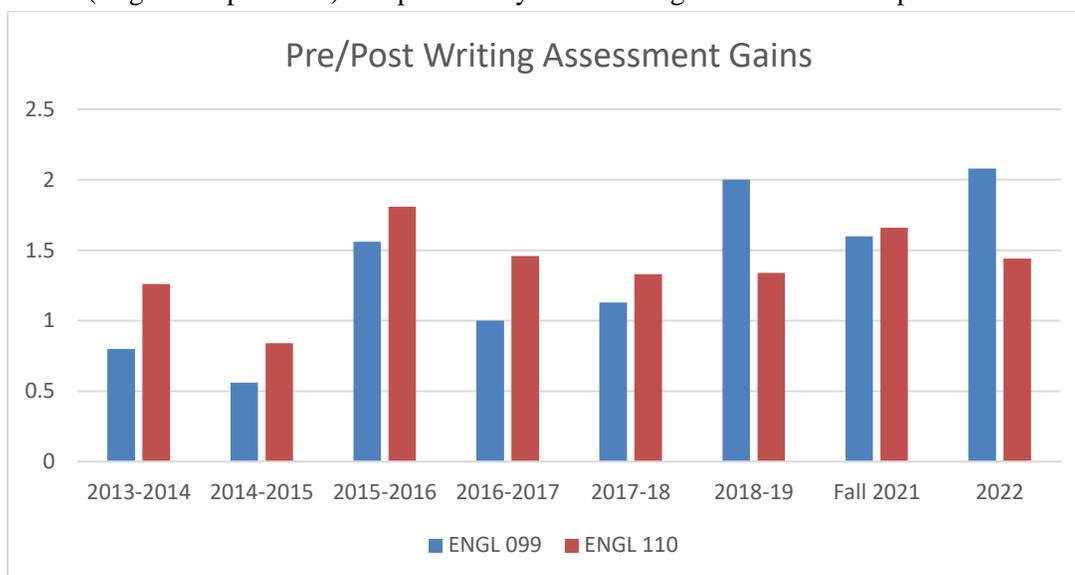
Integration of Cultural Values and Courses

Students majoring in General Studies have the opportunity to take courses that interest and challenge them. Many students choose Native American Studies courses such as Beadwork, Native American History, Ochethi Sakowin Tradition, Philosophy & Spirituality, and Native American Literature. The English Department teaches both 218 Native American Literature and 418 Contemporary Native American Literature courses. Besides specific coursework, students are exposed to Ochethi Sakowin Values through our SBC value system and instructor(s) practice a culture of belonging, including Indigenizing classroom practices. For instance, instructional practices of including Indigenous pictures and art during lecture presentations, using culturally affirming teaching practices (in group work, instead of the recorder and reporter roles, instructors use the caretaker/medicine person & storyteller roles), and use Lakota words and phrases to help clarify or compliment students. Specific math lessons in culturally relevant pedagogy (fractionated land) or reading/response papers of celebrated Native American authors such as Tommy Orange or Joseph Marshall III provide students with fundamental skills while exposing them to current issues. In addition, students reflect on their cultural diversity experiences at Sitting Bull College during both the 297 and 497 capstone courses.

D. Assessment Findings and Analysis

The General Studies Program reports assessment data annually to the Assessment Committee. However, this has not been an easy degree program to assess using unified measurement tools, since students may take a variety of classes. The HUM 297 Capstone and HUM 497 Capstone courses require students to present reflections and service learning projects (HUM 297) or research/capstone project findings (HUM 497) to a panel of at least three faculty members. Through this presentation, the student is able to demonstrate his/her technology skills, public speaking skills, and critical thinking skills. These presentations are rated on a General Studies 5-point rating rubric, and faculty are able to see intellectual growth within the student's degree plan. However, since there are small numbers, the data may not be longitudinally quantifiable for relevant findings to make degree changes.

However, some of the general education courses, specifically in Composition I, Composition II, Math, and Speech have been very active in collecting and analyzing course assessment data. There have been consistent assessment methodology due to faculty dedication to find out how and what our students are learning. Composition classes, in particular, report on data based on a pre/post essay on demand assessment practice. As the chart below indicates, students are making writing gains from one course to the next based on rubric ratings. Some of these practices are changing and evolving as the faculty see assessment data and use new course delivery methodology such as remedial course linking with college level courses (English Department) and proficiency skills testing with the Math Department.



SBC 2022 General Education Assessment Shared Folder

All General Studies degree assessment reports are current and located in the SBC shared folder.

E. Institutional Support

Most of the courses for the General Studies Program are housed in the Science and Technology Center and Student Center with modern classrooms, fresh and comfortable faculty offices, and up-to-date computer labs. Scheduling time for classroom use of computer labs is typically not an issue, as faculty from the Information Technology degree program work with general studies faculty to ensure that the computer labs are used to the fullest potential. Each classroom contains projectors, whiteboards and/or Promethean boards, and a sound system so that faculty can use a variety of instructional technologies. Tech support is limited to one person, but he is generally able to clone himself and troubleshoot issues within a short amount of time. Students can choose to purchase a laptop (approximately \$400), but federal financial aid only allows the purchase to be made one time.

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

Student Services offers students professional academic coaching and peer coaching, but as with many other campuses, students often do not take advantage of these services. There is an effort to publicize

activities through social media and the SBC app, but communication can always be improved on campus. Faculty teaching general education courses ask peer coaches to come into the classroom so that students are familiar with the program.

Faculty members are asked to use the Learning Management System, MySBC, for both attendance and gradebook. This online platform also helps faculty members post assignments and supplemental handouts, videos, and bookmarks for students, even in face-to-face courses.

Importance to the College and other programs

The General Studies Program is fundamental to Sitting Bull College in that most of the advisors for the program teach general education courses. It is imperative that students entering the college who are undecided on a major have a degree plan to receive Federal Financial Aid. The strength of the General Studies Program is that it allows students to take a variety of courses to find their interest, aptitude, and desire for a future career.

F. Obstacles and Opportunities

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

An additional obstacle is that Assessment of Student Learning in this program has been a huge challenge. As previously discussed, measureable data is difficult to collect and analyze. Perhaps more multiple measures are needed throughout the degree plans rather than a final project. Indirect assessment surveys have been added at the halfway point of both degrees, but assessment will be ever-changing. Whatever the solution, more discussion will follow to find better ways of measuring student learning in both the two and four-year General Studies Programs.

Finally, as students enter the Bachelor of Science in General Studies degree program, 36 credits in 300-400 level courses are required. The General Studies program is dependent on other bachelor programs for 300-400 courses, and many of those courses have degree-specific prerequisites. The program could offer a few more courses, such as art or film studies or an upper-division ethics or philosophy course, but the faculty to teach these courses may be limited in time or expertise.

G. Other

Since many of the advisors and faculty for this program are general education faculty, this program adds significant support through first-year advising to students and continual focus on student persistence and retention.

III. Program Planning

A. Trends

Advisors and administration realize the important role Sitting Bull College has in providing employment opportunities for our students. Therefore, General Studies faculty have reviewed and changed the curriculum slightly over the past ten years in order to make sure students have competencies to gain and keep a position. Some of the changes include:

- Requiring two more statistics courses for the Bachelor of Science in General Studies
- Requiring Introduction to Psychology for both the associates and bachelor programs
- Requiring a capstone course for both the associates and bachelor programs

In addition, two faculty advisors for the program are members of the North Dakota General Education Consortium, which meets twice a year to align goals, courses, and content across North Dakota Colleges and Universities. This helps SBC students by allowing our courses and competencies to be transferred to other colleges and universities in the state.

B. Additional Resources

Since the Covid-19 Pandemic and instruction moving online, more students have inquired about online programs at Sitting Bull College. Offering online courses may increase student recruitment numbers and may help retain students who need to work and attend college. In order to provide quality online education and opportunities, Sitting Bull College will need a number of policies, procedures, and positions to hold high standards for faculty teaching online courses and support for student online learning.

The General Studies Department would like to request that Sitting Bull College Administration and Board of Trustees use staff and faculty-driven policies for upward communication in these five areas:

- Formation of a Faculty Assembly to strengthen academic endeavors at Sitting Bull College
- Adoption of Quality Matters Standards for online course delivery
- Development of an Online Faculty Orientation and Expectations Guide
- Development of online policies for online course enrollment and opportunities for faculty professional development that are fair and equitable
- Hiring of an Online Curriculum Coach and Technology Specialist to help faculty with online course design and delivery

As Sitting Bull College celebrates its 50th anniversary and looks to the past accomplishments and impact on student lives, it is important that we keep striving to improve the educational experiences of all students who walk through our doors.



Appendix A

Sitting Bull College Faculty Satisfaction Survey

General Studies Program N=5	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. I have the opportunity to participate in curriculum development and revision for this program.	4	1				
2. I have the opportunity to participate in program planning.	4	1				
3. Faculty in this program are concerned about student success.	2	3				
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.	3	2				
5. Faculty in this program are given the opportunity to participate in the program review process.	2	3				
6. The program review process is effective in evaluating the strengths and weaknesses of this program.	3	2				
7. Information gathered during the program review is integrated into the program's planning process.	5					
8. Communication among faculty in the program is frequent, interactive, and effective.	2	3				
9. I am satisfied with the quality of educational planning in this program.	2	3				
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.	2	3				
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.	4	1				

12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.		2	1			2
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.	3	1	1			
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.	1	2	2			
15. Faculty in this program stay current in their area of expertise.	3	2				
16. The faculty in this program are actively involved in staff development activities.	2	2	1			
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.	2	3				
18. Class schedules for this program conform to student's demand and educational needs.	2	2	1			
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.	2	3				
20. Faculty in this program are committed to high standards of teaching.	2	3				
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.	3	2				
22. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.	2	2	1			
23. Clerical support is available and adequate to maintain the effectiveness of this program's courses.	1	2	1			1
24. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	4	1				

Please provide any additional comments (greatly encouraged):

- Most of my "neutral" responses stem from my not knowing if we perform these functions or not. I have not been here long enough to make judgments in these areas.
- Math faculty changed which faculty was going to teach at each campus and it seems to be working very well.
- To raise student numbers, there will be a concentrated effort to put some programs online. We need a better structure and more input from faculty to make policies and procedures for effective online teaching. This will help create stronger faculty buy-in.
- I'd like to see more professional development for ALL programs for the importance of writing and reading as lifelong skills for our students. I think together we can impact our student body by establishing high expectations across all disciplines.