

SITTING BULL COLLEGE

Business Administration

Program Review

Prepared Fall 2018

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The Business Administration Department prepares students to work in various business related fields within the local and regional areas. The Business Administration Department also prepares students for careers in not for profit careers as well. Many students become employed by filling the human capital needs of various tribal and government agencies. The Business Administration Department also seeks to meet regional economic development needs by providing students with a foundation of core business classes and entrepreneurial training. This mix of business concepts and entrepreneurial training gives students the necessary skills to successful own and operate their own enterprises. Students learn about the many aspects of business including management, finance, accounting, entrepreneurship, and marketing. Sitting Bull College (SBC) prepares students to work for tribal, government, and private agencies. By offering various degree levels, students and employers are able to advance at a rate, which is beneficial to both parties. Specific information in regards to student employment can be found within the employment data section of this document.

Part 1 Program Description

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

The Business Administration Program offer students' the skills necessary to be positive and successful in a number of management level positions. Business Administration derives its instructional base from the employment field of business and has as its mission the preparation of individuals for employment in business occupations, including entrepreneurship. Employment and Career Opportunities include the following: Entrepreneurship, Administrative Services, Advertising, Financial Management, Human Resource, Sales, Tourism, Training and Development, Purchasing, Storage and Distribution in all area markets.

Program Outcomes

Associates of Arts in Business Administration

1. The student will prepare and interpret various financial reports for a business.
2. The student will exhibit professional skills in written and verbal communication.
3. The student will demonstrate practical application of small business management principles including supervision, marketing, and business planning techniques.
4. The student will demonstrate knowledge of legal issues relating to business.
5. The student will display basic knowledge of global, national, local, and Native American tribal economic concepts.

Bachelors of Science in Business Administration

1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate advanced proficiency of integration of business concepts.
3. The student will apply advanced management theory and techniques to actual business situations.

4. The student will be able to evaluate an organization and provide strategic business recommendations.
5. The student will analyze the impact of global business issues.
6. The student will demonstrate proficiency of current computer information systems within the business environment.

Courses currently offered in Business Administration according to the 2018-2020 SBC course catalog are:

Lower Division

BAD 101 Introduction to Business
 BAD 103 Legal Environment of Business
 BAD 201 Principles of Accounting I
 BAD 202 Principles of Accounting II
 BAD 208 Entrepreneurial Marketing
 BAD 219 Entrepreneurial Business Management
 BAD 297 Business Administration/Management Internship
 ECON 201 Microeconomics
 ECON 202 Macroeconomics
 BOTE Spreadsheet Applications

Upper Division

BAD 301 Principles of Management
 BAD 303 Human Resource Management
 BAD 305 Organizational Behavior
 BAD 311 Principles of Marketing
 BAD 323 Payroll Accounting
 BAD 333 Business Writing
 BAD 353 Tax Procedures
 BAD 363 Business Finance
 BAD 401 New Venture
 BAD 405 Business Law
 BAD 406 Business Ethics
 BAD 434 World Business
 BAD 453 Strategic Management
 BAD 497 Internship/Seminar
 BAD 499 Business Administration/Management Special Topics
 MATH 314 Applied Statistics
 300+ Electives (two courses)

Degrees and Certificates offered:

- Bachelor of Science Business Administration
- Associate of Arts Business Administration
- *Certificate Entrepreneurship (See Table, Page 7)

* One student completed the program in the past five years before the program was furloughed. The program was furloughed due to lack of enrollment.

2. Describe the current Staff of the Program

Staffing Changes during the past five years:

Rachel Kuntz was hired during the summer of 2018 to write the feasibility study for the Masters in Business Administration program and eventually teach courses within the program. Rachel currently teaches three-quarter time for the department. Glen Philbrick and Therese Schmidt both began teaching for the Business Administration program in the fall semester of 2016. Beyond teaching full-time, Glen serves as the advisor to the American Indian Business Leader's club (AIBL). Therese Schmidt has been with the college for 22 years. Therese started as an advisor and instructor in the Office Technology Program in 1997. Therese transferred to the Business Administration program in 2016 when the Office Technology Program was discontinued.

Rachel Kuntz and Glen Philbrick will be working with the Oyate Development Corporation to train students enrolled in the internship classes to learn how to prepare taxes through a program titled "Link and Learn." Students will have the opportunity to earn a certificate that will allow them to volunteer to do taxes under the VITA program. This is a unique opportunity because few business students can state on their resume a certification for preparing taxes.

Rachel Kuntz and Glen Philbrick both have backgrounds in accounting and finance. Glen Philbrick has served on more than one board of directors. Glen also serves as a grant reviewer for USDA.

The adjunct faculty have changed in the last five years. Some have moved and no longer teach at Sitting Bull College. Rachel Kuntz began her career as an adjunct instructor at Sitting Bull College and transitioned into a permanent role.

Rachel Kuntz: Business Instructor and MBA Department Head

DBA California Coast University

Master of Management, Concentration Human Resources, University of Mary

B.S. Accounting, Dickinson State University

B.S. Business Management, Minot State University

Industry experience: administrating benefits, placement, preparing and enforcement of company policy (handbooks), preparing job descriptions, preparing job evaluations, researching and maintaining employment law issues, training, and repairing/maintaining statistical reports primarily on employment issues.

Credit Load: Nine per semester

Glen Philbrick: Full-Time Business Faculty

M.S., Management Minot State University

B.S. Finance, Minor in Accounting, Minot State University

Industry experience: Over ten years of business experience teaching business, cooperative development, agricultural marketing, agricultural research, grant writing, and financial securities.
Credit Load: Fifteen to eighteen per semester.

Therese Schmidt: Full-Time Business Faculty

M.M., University of Mary

B.S. Business Administration, University of Mary

Industry experience: Over twenty years of Business and Computer Experience leading and teaching within the business and office technology department.
Credit Load: Fifteen per semester.

Christine Goldsmith-Martin: Adjunct Business Faculty

M.M., San Diego State University

B.S. Economics/Finance, Sacramento State University

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

Consistently teaches 3 credit hours during the academic year in the areas of accounting and federal tax.

Koreen Ressler: Vice President of Operations/ Adjunct Business Faculty

Ph.D, Capella University

M.M., University of Mary

B.S., Moorhead State University

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

Consistently teaches 6 credit hours during the academic year in accounting.

Sterling St. John: Adjunct Business Faculty

M.B.A., University of Mary

B.S. Business Administration, Oglala Lakota College

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

Credit Load: Three credits per semester. Sterling teaches World Business and is qualified to teach courses in business administration.

Brad Peterson: Adjunct Business Faculty

Juris Doctor, University of North Dakota

B.A. Economics, Minot State University

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

Part Time Temporary Adjunct Faculty

Consistently teaches 6 credit hours per the academic year including the Legal Environment of Business and Business Law.

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

M.M., University of Mary

B.S. English, Minot State University

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

Consistently teaches six credit hours during the academic year. Renee is qualified to teach courses in business administration.

*The academic year refers to spring and fall semesters.

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

2. Program Productivity Summary:

The one year certificate was discontinued because the employers require a minimum of an associates degree and more often a bachelors degree. The student listed was a teach out of the program. Students were not enrolling in the certificate program.

Enrollment for Spring 2014 to Fall 2018	Spr-2014	Fall 2014	Spr-2015	Fall 2015	Spr-2016	Fall 2016	Spr-2017	Fall 2017	Spr-2018	Fall 2018
Degree Program										
1-Year Certificate Entrepreneurship	0	0	0	0	0	1	0	0	0	0
Associate of Arts/Science Business Administration	28	25	23	24	26	41	30	33	33	38
Bachelor of Science Business Administration	11	9	11	12	10	8	11	11	11	6
Total	39	34	34	36	36	49	41	44	44	44

The table below compares the enrollment of the Business Administration program to overall enrollment at Sitting Bull College. The enrollment of the Business Administration program does not consistently follow the increase or decrease in enrollment of Sitting Bull College.

Enrollment for Spring 2013 to Fall 2018	Spr-2014	Fall 2014	Spr-2015	Fall 2015	Spr-2016	Fall 2016	Spr-2017	Fall 2017	Spr-2018	Fall 2018
Sitting Bull College	306	304	278	270	245	291	268	316	349	282
Business Administration Program	39	34	34	36	36	49	41	44	44	44
% of Enrollment	13%	11%	12%	13%	15%	17%	15%	14%	13%	16%

Table(s) Analysis:

1. The Associate of Arts/Science Business Administration degrees show a peak enrollment during the fall of 2016. This peak was followed by a declining enrollment trend which appears to stabilize with an average student enrollment of 33. Clearly, enrollment is fluctuating from year to year. The enrollment in Associates of Arts in Business Administration does not fluctuate in the same pattern as the enrollment of Sitting Bull College
2. The Bachelor of Science Business Administration Degree shows a peak enrollment of 22 during the spring of 2013. The low enrollment for this program is currently six during the fall of 2018. The enrollment in Bachelors of Arts in Business Administration does not fluctuate in the same pattern as the enrollment of Sitting Bull College.

Program Graduation Rates					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Degree Program					
1-Year Certificate Entrepreneurship	0	0	0	1	0
Associate of Arts/Science Business Administration	2	2	4	6	2
Bachelor of Science Business Administration	7	1	1	3	3
Yearly Total	9	3	5	10	5
Program Persistence Rates					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Degree Program					
1-Year Certificate Entrepreneurship	0	0	0	0	0
Associate of Arts/Science Business Administration	71%	59%	45%	38%	52%
Bachelor of Science Business Administration	67%	89%	64%	75%	73%
SBC Persistence Rates	73.2%	68.6%	63.5%	59.6%	70.6%
Program Retention Rates					
Year	2013-14	2014-15	2015-16	2016-17	2017-18
Degree Program					
1-Year Certificate Entrepreneurship	0	0	0	0	0
Associate of Arts/Science Business Administration	41%	50%	45%	48%	42%
Bachelor of Science Business Administration	58%	67%	55%	75%	73%
SBC Retention Rates	56.4%	55.4%	51.3%	52.3%	49.2%

Table Analysis:

1. The Associate of Arts/Science Business Administration has seen both increases and decreases in graduation rates. The graduation rates fluxuate year to year. The graduation rates do not follow in sequence with the persistence and retention rates. The persistence rates of the Associate of Arts degree rise and fall with the persistence rates of Sitting Bull College. The retention rates of the Associate of Arts degree do not always follow the fluctuation of the retention rates of Sitting Bull College. The persistence and retention

rates for the Bachelors of Science degree in Business Administration are consistently higher than the retention and persistence rates of Sitting Bull College. They do not fluctuate in sequence.

2. The Bachelor of Science Business Administration has experienced increases and decreases in graduation rates. It is important to note during the 2014-15 academic year, Jeff Moser served as the sole faculty member. The Bachelors in Business Administration program has higher persistence and retention rates than the overall persistence and retention rate of Sitting Bull College.
3. Through the assessment plan and assistance of student services, the department will strive to increase graduation, persistence, and retention rates.

Program Revenue

Revenue in the Bachelor and Associates degree programs continue to rise.

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

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

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

ISC (Indian Student Count)

Business Administration Revenue (Bachelor Degree) (AS/AA Degree)				
Academic Year	Fall ISC	Spring ISC	Tuition	Total
2013-2014	92,166.75	106,743.00	123,965.00	322,874.73
2014-2015	114,215.23	126,835.21	112,425.00	353,475.44
2015-2016	126,010.07	132,960.41	118,075.00	377,045.49
2016-2017	179,700.00	151,500.00	257,350.00	588,550.00
2017-2018	163,500.00	142,500.00	238,710.00	544,710.00
2018-2019	145,105.83	109,094.16	129,245.00	383,444.99

Academic Year	Profit/Loss
2013-2014	186,068.90
2014-2015	215,695.15
2015-2016	307,760.46

2016-2017	449,026.67
2017-2018	397,259.62
2018-2019	196,422.66

Program Budget

Expenses	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Full-time faculty	85,580.00	89,180.00	45,190.00	95,180.00	99,980.00	140,930.00	556,040.00
Fringe	21,395.00	22,295.50	11,297.50	23,795.00	24,995.00	35,232.50	139,010.00
Adjunct/Overloads							
Fall	9,750.00	5,850.00	5,850.00	7,350.00	4,050.00	1,950.00	34,800.00
Spring	8,300.00	8,925.00		5,700.00	8,700.00	2,100.00	33,725.00
Summer	3,900.00	3,900.00			2,250.00		
Fringe	1,380.83	1,130.29	447.53	998.33	975.38	309.83	5,242.19
	130,305.83	131,280.29	62,785.03	133,023.33	140,950.38	180,522.33	778,867.16
Supplies	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	9,000.00
Travel	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
Total	136,805.83	137,780.29	69,285.03	139,523.33	147,450.38	187,022.33	817,867.16

Employment Data:

Graduates are well positioned for many job opportunities within the Sitting Bull College region. Sitting Bull College graduates in Business Administration have gained employment at the organizations listed below:

- Standing Rock Veterans Service Office
- Indian Health Service
- TBIC
- Idaho State University
- Standing Rock Tribal Government

- Community Options
- Sitting Bull College
- Standing Rock Housing Authority

6. Does the program have an advisory committee? Yes

Advisory Committee Information: The business department falls underneath the Career and Technical Education umbrella therefore, requiring the program to utilize an advisory committee.

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

Name:	Area of Expertise:
Jonathan Anderson	Business Development Director
Joe McNeil	Business Development Director/owner
Dave Mueller	Accounting and IT
Fred McLaughlin	Telecommunications Manager
Rachel Kuntz	Business Owner/educator
Tim Krahler	Business Owner/educator
Dale Vaneckout	Business Development Director/retired
Brian Thunderhawk	Standing Rock Community Development Corporation
Steve Sitting Bear	Standing Rock Community Development Corporation

Instructors:

- Rachel Kuntz
- Glen Philbrick
- Therese Schmidt

Highlights form the committee meetings are as follows:

- 2018 The committee made recommendations for using Turnitin for all courses in the MBA program once it is up and running to ensure the integrity of the program
- 2018 The committee supported examining student study abroad for business students
- 2017 The committee supported a partnership between AICF and Amazon to provide a virtual internship for students

Part II. Program Self-Evaluation

A. Faculty

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

The department has and continues to change over the past five years. Jeff Moser has left the department and Rachel Kuntz, Glen Philbrick, and Therese Schmidt have joined the department. Only one adjunct faculty member has been employed for the fall 2018 and upcoming spring 2019 semester because Rachel Kuntz is teaching three-quarter time until the MBA program is in place.

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

Adjunct faculty have been reviewed by the attendance of classes. The academic dean will evaluate adjunct faculty.

3. Laptops are needed for student success for student in the program. Students utilize labs on campus. Computer labs are available during limited hours.

B. Student Relations

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

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

Glen Philbrick provides his home phone number in case students need to reach him during non-office hours or on the weekend.

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

The department offers a variety of course delivery methods including classroom instruction, online education, and accelerated courses, evening courses and independent studies. Accelerated classes are available to all students in the bachelors program. Prerequisites for the majority of upper level business courses including accelerated courses have been removed to allow students to be able to more readily full fill their degree requirements. The mode of delivery of accelerated courses is being revisited. Glen Philbrick has modified his accelerated courses and spread them across eight weeks. Three weeks of instruction is online with the remainder face to face. This was done to address challenges with having a large amount of work and instruction in a short time-frame. Life issues may arise that could prevent students from completing a course. Attendance and successful completion rates of the accelerated courses was taken into consideration when making the transition. Students who missed two out of five course periods had to repeat the course. Spreading the course across eight weeks will assist in avoiding that situation.

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

The move towards offering the MBA is evidenced through the feasibility study conducted. There is interest in the area. Those wishing to pursue an MBA must travel far distances to pursue an MBA. A majority of students pursuing the associates or bachelors degree are employed while attending college. The advisory board provides direction for determining if the program is meeting the needs of the community through their knowledge of employer's needs.

C. Curriculum Content, Design, Delivery

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

The department meets semiannually with its advisory board committee. The advisor board committee reviews: course content, design, and delivery are discussed with the advisory committee. The department reviews curriculum and course content, design and delivery on a yearly basis by reviewing the degree plans offered by the department with the programs advisory board committee. The advisory committee meets a minimum of two times per year per State of North Dakota Career and Technical Education requirements. Any changes recommend by the advisory board committee are discussed internally with the department and then brought to curriculum committee if the consensus of the department is to change the curriculum of any of the department degree plans. The last topic of debate was whether to change BAD 297 and BAD 497, the internship courses, to one-credit courses to accommodate instances when students cannot complete the required hours. The committee decided to leave the courses as they are.

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

The program's courses utilize the North Dakota common numbering system, which allows students to transfer credits within the North Dakota University System. The department updates each textbook as new additions become available and in some classes utilizes technology based learning platforms, which are offered through the text, book publishers. The courses offered in the program are to a large degree similar to mainstream colleges and other tribal colleges. Students have participated in tribal economic development activities at the Tribal Government Building in Fort Yates on more than one occasion. This opportunity allowed students to apply what they have learned in class to what they experience on a local level.

3. Describe how the program incorporates Native American Cultures into the curriculum content, design, and delivery.

Textbooks seldom address Native American issues. Case studies are brought and current news articles are brought in to relate concepts discussed in textbooks to current Native American issues and culture. Students in the Bachelors of Business Administration are aware of financing opportunities through the BIA. This is important in light of financing challenges sovereign Native American nations face due to issues with financing with trust land, tribal land, and fee land.

4. Describe the program's persistence rate over the past five years.

Based on the tables on page eight, persistence has increased and decreased each year. The writers of this review were not in the department prior to 2016, which makes it difficult to determine what persistence rates were decreasing.

D. Assessment Finding and Analysis

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

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

2. Summarize your findings, analysis, and changes made as a result of the assessment process.

The assessment process has been continually developing with changes made every year. The measurement tools have been changed to adequately measure the program outcomes. In cases of direct measurements, items are sampled from more than one course. A change identified was the need for surveying students to check for knowledge of writing skills and proper documentation skills. Writing skills and proper documentation skills continues to be a challenge for students in the Business Administration program.

3. Summarize changes made in the program.

Accelerated courses have been extended from five weeks to eights. APA citation review is incorporated into several of the associates and bachelors level courses at the beginning of the semester. The program has partnered with AICF and Amazon from 2017-2018 to provide students with the opportunity to have a virtual internship with Amazon. A minimum of one faculty member from the department will visit an area high school every fall and spring semester for recruiting purposes. Students have been provided the opportunity to compete in the National Business Plan Competition at the National AIBL conference in 2018. Students were guided with the help of an advisor to successfully write a concept paper for the NASA MUREP MITTIC competition. The students who participated also presented their proposal to a panel of judges at Johnson Space Center. There is a move in the department to encourage students to apply for scholarships. Glen Philbrick has assisted several students with applying for scholarships. The internship has partnered with Jonathan Anderson at TBIC to offer the VITA program. The VITA program offers free tax preparation to those who qualify. This saves time and money for those in the community who generally travel for tax preparation services.

E. Institutional Support

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

The department has three available classrooms and a computer lab within the Entrepreneurial Center where the majority of business classes are taught. The lab is primary used by business students. The students also have access to a computer lab, which is staffed by an IT specialist in Science Center Building. The computers in the lab in the Entrepreneurial Center were upgraded. A class has been moved from the Science Center Building to the Entrepreneurial Center.

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

Students utilize business faculty for assistance when completing scholarship applications.

The Sitting Bull College Library provides access to such journal databases to students through EBSCO host, which is a service specifically designed to meet the needs of colleges and universities. EBSCO host allows for access to academic journals, periodicals, trade publications, and industry reports. The Business Source Premier is available through EBSCO at Sitting Bull College Library. The Librarians are readily available to assist students with the process of searching such databases. Instructors are happy to provide instruction to students to access the EBSCO host system and how to best use EBSCO host. The EBSCO host system provides access to all of Sitting Bull College's students to such databases and is paid for from Sitting Bull College's operating budget.

Additionally, tutors and the writing lab are accessible to the department's students through the initiatives of Sitting Bull College's Administrators and Board of Directors. To increase the number of students accessing the writing lab department, instructors are addressing the availability of the tutors and writing lab at the start of the semester and through the semester by giving the students in class verbal reminders and handouts. The department has determined the primary need for the writing lab by the department's students is assistance with writing skills and proper documentation skills. Assessment of writing, including APA formatting, is being assessed across several courses in both the associates and bachelors degrees. It would be beneficial if Student Services collaborated with the Business Administration department regarding students seeking assistance with writing or assistance with business courses. There is no data available to determine if students in the Business Administration program are utilizing tutors or the writing lab.

Counselors are also available to assist students with challenges associated with college life. The exact number of students who access counselor services is unknown to the department. It is also unknown at the time of this report as to how many students participating in career counseling. It has been challenging to obtain information regarding student employment information.

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

The institution offers incentives to faculty to increase their educational levels. There is funding available to attend conferences for professional development. At times, attending such conferences can become challenging, as faculty need to work such conferences around their class schedules.

Title III funding is available for professional development. Therese Schmidt will be attended a conference in April 2019. Glen Philbrick has attended five conferences since 2017 pertaining to agri-business and marketing local foods. This knowledge is incorporated where appropriate because of the agricultural base of Standing Rock. Glen pays for this with his own funds. Glen Philbrick was selected as an ELEVATE fellow through Penn Center for Minority Serving Institutions. Glen attended the ELEVATE gathering in Philadelphia in June 2018 and an additional meeting in Santo Domingo,

Dominican Republic in August, 2018 to learn how to implement a study abroad program. There is discussion regarding attending the 2020 Reservation Economic Summit.

E. Other

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

Prior to the writing of this evaluation and the writers of this evaluation's arrival, the business program has removed the prerequisites required to enter its upper level courses therefore, allowing general education students the opportunity to fulfill the upper degree requirements of the general study degree.

Removal of the upper level course prerequisites has created both pros and cons. The pros of the removal of the prerequisites is that general study students can fulfill their upper division course requirements easier than prior to the removal of the prerequisites and nontraditional business students are also able to fill their schedules easier. The cons of the removal of such prerequisites allow students to enter a course which they may not possess the necessary foundation to successfully complete the course. Therefore, instructors in such courses must teach concepts, which would have been normally, learned in lower division courses. This practice essentially lowers the standard of many upper level business courses as the course content is becoming less rigorous. Assessment data will continue to be monitored to see if changes persist.

Students have had many challenges with writing correctly and effectively. A considerable amount of time is spent teaching students in business courses APA formatting and correct writing skills. This challenge will be addressed at the assessment committee.

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

Sitting Bull College AIBL has attended the national conference the past two years. Students participated in the Business Plan Competition and won first place in April 2018. Sitting Bull College AIBL has hosted many public events for the community with a focus on youth. Sitting Bull College AIBL hosted a well-attended men's basketball tournament in February 2019. The community reception was positive.

The program has assisted students in applying for and participating in a virtual internship through a partnership with AICF and Amazon. Sitting Bull College is the only tribal college with a student who successfully completed the internship during the 2017-18 academic year.

The program has had a student accepted in a NASA internship during the summer of 2018. An associate student has also applied for the Frederick Douglas Fellowship to

study abroad in Rio de Janeiro and is waiting for the announcement. The sponsoring organization has stated they never have applicants from TCUs. Four students and business instructor Glen Philbrick have submitted a concept paper to MITTIC under NASA and were selected to compete at Johnson Space Center in January 2019. NASA is paying for the travel and hotel accommodations. Glen Philbrick has been the driving force behind these endeavors. The students competed in the competition. Two of the three students who participated have applied for NASA internships for summer 2019.

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

Enrollment fluctuates frequently. The business faculty have identified this. At least one faculty member from the department will be visiting at least one high school per semester to assist with recruitment. The goal is to visit three high schools.

Part III. Program Planning

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

- The program has emphasized entrepreneurial education in the past five years.
- The reservation remains relatively remote and maintains a historically stable population.
- The institution has a desire to move towards a university status.
- The department is the process of pursuing a Masters of Business Administration program.

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

Short-term goals and objectives:

- Faculty should engage in professional development opportunities.
- Hardware and software has been updated in the computer lab as of Spring 2019.
- Improve on the standardization of the use of rubrics throughout the department including courses taught by adjunct faculty.
- Develop a system of assessing adjunct instructors and their effectiveness.

Long-term goals and objectives:

- Develop of an element of research practice through the offering of an M.B.A.
- Work more closely with TBIC
- Work more closely with tribal programs

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

Overall technology and supplies are very sufficient for the business department. The only item that is lacking is available printing sources (printers) for students. We have three updated computer labs but only one printer in each computer lab.