

SITTING BULL COLLEGE

Business Administration

Program Review

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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 organizations as well. Many students become employed by filling the human capital needs of various tribal, government, and private agencies/businesses. 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 successfully own and operate their own enterprises. Students learn about the many aspects of business including management, finance, accounting, entrepreneurship, and marketing. 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 offers students the skills necessary to be positive and successful in a number of management level positions. Business Administration derives its instructional base from the 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/business 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.

Masters in Business Administration

1. The student will discuss concepts and ideas in a professional manner through the use of written and oral communication.
2. The student will demonstrate how to budget effectively and prepare financial statements.
3. The student will demonstrate leadership skills applying creative problem-solving techniques to achieve optimal utilization of resources at an organization/business.
4. The student will integrate operations management techniques throughout the cross functional areas of an organization/business.
5. The student will describe the monetary system and how interest rates impact decisions in business.
6. The student will demonstrate an understanding of the financial, economic, and ethical challenges that are faced in today's business environment.

Courses currently offered in Business Administration according to the 2023-2024 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)

Masters Level

Courses:

Co-requisites:

BAD 201 Accounting I, 3 Credits
 BAD 247 Spreadsheet Applications, 3 Credits

Core Courses:

BADM 500 Graduate Research Studies, 1 Credit
 BADM 502 Operations and Supply Management, 3 Credits
 BADM 505 Money and Banking, 3 Credits
 BADM 510 Scholarly Project Seminar part 1, 1 Credit
 BADM 517 Community Development, 3 Credits
 BADM 542 Managerial Accounting, 3 Credits
 BADM 573 Economics, 3 Credits
 BADM 606 Project Planning, 3 Credits
 BADM 610 Marketing Analysis, 3 Credits
 BADM 635 Business and Tribal Law Environments, 3 Credits
 BADM 640 Management Information Systems, 3 Credits
 BADM 655 Financial Management and Financial Analysis, 3 Credits
 BADM 680 Strategic Management and Decision Making, 3 Credits
 BADM 697 Scholarly Project Seminar part 2, 3 Credits

Degrees and Certificates offered:

- Associate of Arts Business Administration
- Bachelor of Science Business Administration
- Master in Business Administration

2. Describe the current Staff of the Program

Staffing Changes during the past five years:

The adjunct faculty have changed in the last five years. Jeff Moser was hired as an adjunct in the Fall semester of 2019 (he has been with Sitting Bull College in the past as a Business Instructor) for the Masters in Business Administration program and teaches one course 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.

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 to twelve per semester

Jeff Moser: Adjunct Business Faculty

D.B.A., Keiser University

M.B.A, University of Mary

M.M., University of Mary

B.S., Business Administration, University of Mary

Credit Load: Three per semester

Kourtney Schley: Adjunct Business Faculty

Doctor of Philosophy, Oklahoma State University, Spears School of Business

M.S., University of Mary

B.S., Business Administration, Sitting Bull College

Credit Load: Three per semester

Glen Philbrick: Full-Time Business Faculty

M.S., Management Minot State University
B.S. Finance, Minor in Accounting, Minot State University
Series 7 and Series 66 License

Industry experience: Over eighteen years of business experience teaching business, cooperative development, agricultural marketing, agricultural research, biological research, economic research in the context of rural development, 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-seven years of Business and Computer Experience leading and teaching within the business and office technology department.

Credit Load: Fifteen per semester.

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 Master in Business Administration degree was added in the Fall of 2019.

Enrollment for	Spr-2019	Fall 2019	Spr-2020	Fall 2020	Spr-2021	Fall 2021	Spr-2022	Fall 2022	Spr-2023	Fall 2023
Degree Program										
Associate of Arts/Science Business Administration	31	33	27	24	13	15	20	15	17	21
Bachelor of Science Business Administration	5	4	4	9	13	9	10	8	9	8
Masters of Science Business Administration	X	12	10	12	11	7	9	8	8	11
Total	36	49	41	45	37	31	39	31	34	40

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 2019 to Fall 2023	Spr-2019	Fall 2019	Spr-2020	Fall 2020	Spr-2021	Fall 2021	Spr-2022	Fall 2022	Spr-2023	Fall 2023
Sitting Bull College	270	300	272	236	210	268	273	265	253	273
Business Administration Program	36	49	41	45	37	31	39	31	34	40
% of Enrollment	13%	16%	15%	19%	18%	12%	14%	12%	13%	15%

Table(s) Analysis:

1. The Associate of Arts/Science Business Administration degrees show a peak enrollment of 33 during the Fall of 2019. This peak was followed by a declining enrollment trend much attributed to covid which appears to be on the increase for Fall 2023. It appears to stabilize with an average student enrollment of 21.6 students. Clearly, enrollment is fluctuating from year to year. The enrollment in Associates of Arts in Business Administration does not necessarily 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 13 during the spring of 2021. The low enrollment for this program is currently four during the fall of 2019 and spring of 2020. It appears to stabilize with an average student enrollment of 7.9 students. The enrollment in Bachelors of Arts in Business Administration does not necessarily fluctuate in the same pattern as the enrollment of Sitting Bull College.
3. The Masters of Science Business Administration Degree shows a peak enrollment of 12 during the Fall of 2019 and Fall of 2020. The low enrollment for this program is currently seven during the fall of 2021. It appears to stabilize with an average student enrollment of 8.8 students. The enrollment in Masters in Business Administration does not fluctuate in the same pattern as the enrollment of Sitting Bull College.

Program Graduation Numbers					
Year	2018-19	2019-20	2020-21	2021-22	2022-23
Degree Program					
Associate of Arts/Science Business Administration	5	10	6	3	1
Bachelor of Science Business Administration	3	0	4	4	3
Masters of Business Administration	X	0	7	1	2
Program Persistence Numbers					
Year	2018-19	2019-20	2020-21	2021-22	2022-23
Degree Program					
Associate of Arts/Science Business Administration	42%	52%	75%	67%	80%
Bachelor of Science Business Administration	100%	100%	67%	78%	57%
Masters of Business Administration	X	75%	92%	86%	100%
Program Retention Rates					

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Degree Program					
Associate of Arts/Science Business Administration	45%	52%	38%	40%	60%
Bachelor of Science Business Administration	67%	50%	67%	67%	63%
Masters of Business Administration	X	67%	83%	57%	100%

Table Analysis:

1. The Associate of Arts/Science Business Administration has seen both increases and decreases in graduation rates. The graduation rates fluctuate 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
2018-2019	\$140,250	\$114,750	\$81,600	\$336,600
2019-2020	\$156,188	\$130,688	\$13,500	\$300,376
2020-2021	\$143,438	\$117,935	\$125,550	\$386,923
2021-2022	\$98,813	\$124,313	\$99,000	\$322,126
2022-2023	\$98,813	\$108,375	\$95,500	\$302,688

Program Budget

Business Program Cost				
Academic Year	Salary	Fringe	Supplies	Total
2018-2019	\$102,380	\$27,643		\$130,023
2019-2020	\$143,255	\$38,679	\$1,500	\$183,434
2020-2021	\$147,980	\$39,955		\$187,935
2021-2022	\$151,505	\$40,906		\$192,411
2022-2023	\$174,055	\$46,995	\$1,500	\$222,550

Revenue versus Expenses			
Academic Year	Revenue	Costs	Profit
2018-2019	\$336,600	\$130,023	\$206,577
2019-2020	\$300,376	\$183,434	\$116,942
2020-2021	\$386,923	\$187,935	\$198,988
2021-2022	\$322,126	\$192,411	\$129,715
2022-2023	\$302,688	\$222,550	\$80,138

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
- Standing Rock Casino

- 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

Instructors:

Rachel Kuntz

Glen Philbrick

Therese Schmidt

Highlights from the committee meetings are as follows:

- The committee made recommendations for using Turnitin for all courses, especially the submission of final papers. The MBA program has implemented this.

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 had continuation with the same permanent faculty over the past five years. Some of the adjunct faculty no longer teach at SBC and two additional adjunct faculty have taught, including Jeff Moser and Kourtney Schley. Therese Schmidt and Rachel Kuntz both serve on the Curriculum committee, and have input in curriculum

design. Issues surrounding content are addressed by the faculty teaching each respective course. Faculty are required to participate in professional development activities during In-Service in August each year. Faculty do have access to funds for professional development and through AICF. The program delivery has faced challenges when moving courses to online or Zoom beginning in March 2020. Faculty and students adapted to online or hybrid delivery. There has been a move to transition bachelors and Masters courses to fully online delivery as a means to boost enrollment and meet the needs of the students.

The department has and continues to change over the past five years. Jeff Moser has left the department; however, he is involved with the MBA program thus he is very active and understands SBC's policies and procedures since he was employed full-time with SBC and was a department head of the Business program.

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.

The academic dean reviews faculty on an annual basis. It is unclear if adjunct faculty were observed in the past five years. A plan must be developed to ensure adjunct faculty are observed. The plan must include evidence for the adjunct faculty performance in a report that is available to be referenced. Faculty in the Business Administration Program completed training through ACUE in 2020 and Quality Matters in 2023. Both training programs were utilized to enhance effective instruction skills. Some faculty are engaged in continuing education for their discipline.

Within the MBA program Jeff Moser (the only MBA adjunct) served as a department head of the Business program has left the department, however is he is involved with the MBA program thus he is very active and understands SBC's policies and procedures since he was employed with SBC. He has taken the Quality Matters Training that was required for adjunct/online employees. The academic dean will evaluate adjunct faculty.

3. Surveys are attached.

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.

Permanent faculty are available in person, Zoom, phone, and e-mail. Full-time faculty are additionally available through a minimum of seven office hours during the week. It is common for faculty to answer emails during the weekend, especially Sunday evenings.

Courses are offered on a set schedule. Several courses are offered evenings to accommodate student's work schedules. There is more availability of online courses to accommodate the busy lives SBC students have. Faculty is also available to meet over Zoom for office hours.

Business faculty are available by phone and e-mail. Full-time faculty are additionally, available through office hours during the week. Additionally, many instructors are available by appointment during non-office hours or on the weekend/holidays. Within MySBC some faculty offer a question and answer forum, which allows for another avenue of communication between both instructors and with students. If faculty member chooses to use the MySBC forum it can benefit the entire group of students subscribed to the forum.

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. Certain courses are offered as accelerated courses. A change that was made from five years ago is the accelerated courses moved from five weeks to eight weeks. This has proven to be more productive for both student and faculty. Online and hybrid models have been adapted in several courses.

After covid, many colleges and universities have experienced an enrollment decline. To increase enrollment SBC will be moving some programs to online delivery. The department is currently moving to online courses and programs. Quality Matters Training is also required for adjunct/online employees as well. The academic dean will evaluate the training of faculty during this training process.

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

The MBA program has been active for three years. Local employers Rock Telecom and Sage have indicated they are satisfied with the rigor SBC business administration graduates have from those they have employed. The advisory board provides direction for determining if the program is meeting the needs of the community through their knowledge of employer's needs. It is difficult to get advisory board members to commit to meetings due to their hectic schedules. Faculty member Glen Philbrick often visits with them personally.

Since the last program review the feasibility study conducted showed an interest in SBC having a MBA program. So since the last program review was conducted the MBA program was introduced and implemented in the Fall of 2019. The justification was those wishing to pursue an MBA must travel far distances to pursue and MBA.

Once the student has an associates or bachelor's degree they are gainfully employed while attending college. This is also a justification to move the MBA program to an online format in the future.

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 advisory committee meets a minimum of two times per year per State of North Dakota Career and Technical Education requirements. The advisory board committee are provided updates concerning some course content, design, and delivery. 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. Some issues that have surfaced in the past five years have been having course numbers match numbers of the ND University System.

Currently, the Business department is looking to review courses offering to better align with the State of ND common course numbering system. In addition, the Business department is looking to make changes in curriculum to better align courses United Tribes Technical College so students can more easily continue seamlessly in the MBA program at SBC if they wish.

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 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 learning platforms available from publishers are operating at a higher level compared to five years ago. The courses offered in the program are to a large degree similar to mainstream colleges and other tribal colleges. Faculty have had students participate in local opportunities concerning business and economics when available. Participation was limited during the Pandemic.

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

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 a continuation of a practice from the previous program review. Understanding financing through the BIA 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 pages 8 and 9, persistence has varied each year.

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.

The program outcomes are measured both directly and indirectly through evidence in several courses. Rubrics are utilized in several of these instances. The data obtained from such rubrics are 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. A change that has occurred is color coding within the final report inclusive of the prior year's recommendations and results. This assists faculty in making changes going forward.

In addition, Turnitin for all courses has been highly recommended, especially the submission of final papers. The MBA program has implements this.

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

Within the associates and bachelor's programs, the measurement tools have stayed consistent. The recommendations have changed from time to time. For example, one of the recommendations was to include examples for learners to follow with certain projects. The assessment process has been continually developing with changes made every year. Writing skills continues to be a challenge for several students in the Business Administration program.

In the first year of graduates (May 2021 as well as incoming students from other disciplines) in the MBA program assessment indicated that a number of students had some difficulty with research methods. When looking at the overall results one future goal was to improve written communication by adding writing components. In the coursework we have found that students have not learned how to access library data bases and have problems adhering to APA format so starting with Summer 2022 students were to also be taking a Graduate Research Studies (BADMM 500) course. This required course was created to fill the gap we found in the assessment process.

3. Summarize changes made in the program.

Accelerated courses have been extended from five weeks to eights. Zoom is an option for meeting with faculty and a part of delivery for several courses. Zoom is also utilized to record class for students to view later. Glen Philbrick has worked twelve students since 2021 to secure funds for professional development opportunities for students. There has been much success in this endeavor. Students between ages 18-27 are encouraged to apply for the AIBL Mentorship Program. Since 2021 SBC has had nine students complete the Mentorship each year.

After the pilot group (first group of MBA graduates, which will be identified as the pilot group) graduated in May of 2021 it was decided upon assessment that adding writing and research into the program would be very helpful to students. In the Fall of 2021 two (2) new one (1) credit courses (BADMM 500 and BADMM 510) were added the required curriculum to address these short comings. Students began taking the courses in Summer 2022 to help prepare students with additional research and writing tools as well as some training to better prepare them for the program.

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)?

Additional remotes are needed for each classroom. A permanent OWL with extended microphone would be helpful.

There are adequate facilities and technology in the Entrepreneurial Center. In addition, we have avenues and tools to request things we need in our programs. The assessment committee through their efforts devised an action request form to review items needed for improvements and programs. Along those lines the topic of the MBA seminar review committee members has always been in limbo as far as any type of compensation or reimbursement of expense. Seminar review committee members spend at a minimum of 4-6 hours just attending the presentation evening and reading the students projects, which doesn't allow for multiple edits which some of the projects have required in the past prior to the presentation evening. The seminar review committee reviews and makes suggestions on students' final project(s) as well as attends and participates in the seminar presentations. In addition, if a student would choose to publish (hopefully one day we have students who feel confident enough to publish) their seminar project they would also offer additional assistance to the student. There are several hours that committee members spend on this process. In addition, the seminar review committee is aside from other SBC employee department's assigned duties so some sort of compensation/incentive outside of yearly contacts is feasible. With the use of this tool the MBA program was able to establish some funds for seminar review members/panel to attend and participate for the presentations of the seminar projects.

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.

The Sitting Bull College Library provides access to such journal databases to students through more than one database. The databases are tailored for colleges and universities. Staff support from the library is excellent. One request is access to the *Wall Street Journal*. Access to information specific to Indigenous economic data and entrepreneurial data is often obtained through outside sources.

Student tutors, the writing lab, and the most recent addition of NetTutor are accessible to students through the initiatives of Sitting Bull College's Administrators and Board of Directors. Handouts in class are provided to provide awareness of availability of services. There is a need for assistance with writing. The faculty often fill this void. The addition of NetTutor will hopefully fill some of the void. Assessment of writing is assessed across several courses in both the associates and bachelor's degrees. It would be beneficial if Student Services collaborated with the Business Administration department to determine how many enrollees are 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. A new addition is two online or phone services to assist with counseling needs. This is helpful for students needing assistance after normal business hours.

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.

Sitting Bull College offers incentives to faculty to increase their educational levels. There is limited 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 and Glen Philbrick have attended conferences since the last program review. Conferences were not attended between March 2020 and December 2021 due to the Pandemic. Glen Philbrick has been able to attend Reservation Economic Summit through AIBL, which substantially reduced the cost of attendance.

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.

General Studies enrollees often enroll in business courses. Instructors often teach concepts to meet the needs of the General Studies enrollees. For the purposes of assessment data, non-business majors are generally excluded. Students in other programs are often involved in AIBL.

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 in 2022 and 2023, earning 1st and 2nd consecutively in the Business Plan Competition. Sitting Bull College AIBL also participated in a business plan competition arranged in 2021, earning 3rd. Sitting Bull College AIBL students have consistently had students in the AIBL Mentorship, which involved being assigned a mentor in the student's area of interest, a leadership retreat, the National AIBL conference, a stipend of \$1000, and SWAG. Sitting Bull College AIBL has also hosted events in the community, except during the height of the pandemic. Arrangements were made for a remote internship with NASA and through AICF.

Glen Philbrick has arranged for internships out of state for students able to participate in remote opportunities.

Sitting Bull College AIBL chapter was noticed for their achievements and awarded a \$25,000 grant that included travel, funding merchandise for area youth, and merchandise for chapter sales.

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 numbers are down at Sitting Bull College. Glen Philbrick is visiting area high schools again. The Faculty Assembly has a sub-committee working on ideas for increasing enrollment. The fully online bachelor's degree was promoted on social media with limited success. There is a challenge with general education courses not available online. The issue of maintaining ISC at a certain level is a challenge for opening enrollment to online enrollment. The last program review identified the importance of visiting area 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 Business Administration program has transitioned some courses to meet the demands of student's lives by offering more courses online.

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 have 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 an element of research practice through the offering of an M.B.A.
- Develop more opportunities for AAS and BS students to engage in research
- Work more closely with TBIC
- Work more closely with tribal programs
- Develop a plan for increasing enrollment with assistance of other programs
- Identify scholarships for students currently and planning to enroll in the Business Administration program

The long-term goal is to continue to work with other tribal colleges in order to increase enrollment since many of them only have a two-year Business Program. This is very possible with the Bachelors and the MBA program moving online.

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

- Permanent OWL with extension microphones
- Projector remotes for each classroom in the Entrepreneurial Center
- Additional Printers in room EC123
- Access to *The Wall Street Journal*
- Student Services asked to track tutoring – report to the Business Administration Department

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.

PROPOSED BUSINESS CORE REQUIREMENTS

The Business department is currently looking to review courses offering to better align with the State of ND common course numbering system. In addition, the Business department is in the process to make changes in curriculum to better align courses United Tribes Technical College so students can more easily continue seamlessly in the MBA program at SBC if they wish. The Business program is hoping to make these changes in the next year's program. The proposed course plan is the following:

BUSINESS CORE REQUIREMENTS

BADM 103	Legal Environment of Business	3 cr.
BADM 120	Introduction to Business	3 cr.
ACCT 200	Elements of Accounting I	3 cr.
ACCT 201	Elements of Accounting II	3 cr.
BADM 201	Principles of Marketing	3 cr.
BADM 202	Principles of Management	3 cr.
BADM 297	Business Administration Internship	3 cr.
ECON 201	Microeconomics	3 cr.
ECON 202	Macroeconomics	3 cr.
BOTE 247	Spreadsheet Applications	3 cr.

Total Business Core Requirements 30 credits

PROFESSIONAL CORE REQUIREMENTS

BADM 281	Organizational Behavior	3 cr.
BADM 282	Human Resource Management	3 cr.
BADM 310	Grant Writing	3 cr.
BADM 323	Payroll Accounting	3 cr.
BADM 333	Business Writing	3 cr.
BADM 353	Tax Procedures	3 cr.
BADM 363	Business Finance	3 cr.
BADM 401	Tribal Enterprises	3 cr.
BADM 405	Business Law I	3 cr.
BADM 406	Business Ethics	3 cr.
BADM 453	Strategic Management	3 cr.
BADM 497	Seminar	3 cr.
MATH 314	Applied Statistics	3 cr.
	300+ Electives	12 cr.

Total Professional Core Requirements 51 credits

TOTAL DEGREE REQUIREMENTS 121-122 CREDITS