

# **General Education at Sitting Bull College**

Program Review Report

Sitting Bull College

2017-2022

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## **Executive Summary**

### **Program Description Summary**

General education courses at Sitting Bull College prepare degree-seeking students for higher education and the workforce by developing core skills and soft skills in interdisciplinary fields such as writing, communication, math, technology, Očhéthi Šakówiŋ culture and language, and the sciences. These required courses are taken in the freshman and sophomore years to promote critical thinking and interpersonal skills while preparing students to enter their major degree courses with success.

### **Program Self-Evaluation Summary**

Program faculty, facilities, and resources are satisfactory to meet the needs to achieve student learning. In assessing general education as a program, course assessment has been strong throughout the years. Part of the HLC Quality Initiative process changed the general education outcomes to effectively assess student learning from the freshman to the master level. This initiative will be completed in manageable steps analyze strengths and weaknesses of the student learning.

### **Program Planning Summary**

Over the past 10 years, many new initiatives have helped students move through general education courses, but flexible time and collaboration among faculty need to continue to keep all these initiatives afloat. In addition, faculty members teaching in general education have noticed a higher number of students reporting mental health issues related to not completing coursework or attending class. Since the COVID-19 Pandemic, a new realization of stress-related issues has risen across campuses. Student Services will study possible solutions for funding for more mental health services on campus, including culturally relevant healing techniques and coping strategies.

## I. Program Description

### A. Role of Program

General education courses at Sitting Bull College establish an academic framework with a broad skillset to prepare students to transition into a specific major. The general education philosophy statement at Sitting Bull College explains “Sitting Bull College general education is intended to impart common knowledge, intellectual concepts, and attitudes enabling people to function effectively in a multicultural society. Course offerings are designed to enhance employability, provide a foundation and opportunity for lifelong learning, promote the Očhéthi Šakówiŋ culture, provide intellectual stimulation, and help in the development of respectful citizens of the universe” (*SBC Bulletin*, 2020-2022). Not only do general education courses prepare students for the skillset they will need in upper-division courses, but also the curriculum promotes successful behaviors that lead to lifelong learning.

Each student who enters SBC as an associate and/or degree-seeking student completes general education courses which include writing, communications, mathematics, student success, culture/history, humanities/social & behavioral sciences, health/physical education, laboratory science, and computer applications. Students enrolled in the trades and/or certificate programs complete only applicable general education courses for their specialty. The general education course lineup consists of the areas below as related to the type of degree the student seeks (*SBC Bulletin*, 2020-2022, pp. 142-144).

Skills/Student Outcomes	Course offered by Degree			
	Associate of Arts	Associate of Science	Associate of Applied Science	Bachelor of Science/Arts
<b>Writing Skills</b> <i>Institutional Outcome ( 1)</i> <i>Essential Learning Outcome (2)</i>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. <b>Students will be able to complete an essay and a research paper using APA style.</b>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. <b>Students will be able to complete an essay and a research paper using APA style.</b>	ENGL 100 Applied English or ENGL 110 Composition I - 3 cr. <b>Students will be able to write effective business communications; memorandums, letters, reports, and proposals.</b>	ENGL 110 Composition I - 3 cr. ENGL 120 Composition II - 3 cr. <b>Students will be able to complete an essay and a research paper using APA style.</b>
<b>Communications</b> <i>Institutional Outcome ( 1)</i> <i>Essential Learning Outcome (2)</i>	COMM 110 Fundamentals of Public Speaking – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 110 Fundamentals of Public Speaking – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 100 Applied Communications or COMM 110 Fundamentals of Public Speaking – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>	COMM 110 Fundamentals of Public Speaking – 3 cr. <b>Students will be able to use critical thinking to speak effectively in front of an audience.</b>

<b>Skills/Student Outcomes</b>	<b>Course offered by Degree</b>			
	<b>Associate of Arts</b>	<b>Associate of Science</b>	<b>Associate of Applied Science</b>	<b>Bachelor of Science/Arts</b>
<b>Student Success</b> <i>Institutional Outcome ( 3)</i> <i>Essential Learning Outcome (3, 4)</i>	PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. <b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b>	PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond– 2 cr. <b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b>	PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. <b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b>	PSYC 100 First Year Learning Experience – 3 cr. SOC 120 Transitions-Graduation & Beyond – 2 cr. <b>Students will be able to identify career options, and develop habits and skills that will enable them to become effective students and workers.</b>
<b>Culture/History</b> <i>Institutional Outcome ( 4)</i> <i>Essential Learning Outcome (1, 3)</i>	NAS 101 Ochethi Sakowin Language I - 3 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Ochethi Sakowin Language I - 3 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Ochethi Sakowin Language I - 3 cr. <b>Students will learn the language to appreciate the ways the dialects are used to teach history and enhance culture.</b>	NAS 101 Ochethi Sakowin Language I - 3 cr. NAS Elective – 3 cr. <b>Students will learn the language to appreciate the ways dialects are used to teach history and enhance culture.</b>
<b>Humanities or Social &amp; Behavioral Science</b> <i>Institutional Outcome ( 2, 3)</i> <i>Essential Learning Outcome (3)</i>	Any two (2) courses selected from two (2) different areas: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology- 6 cr. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>	Anyone (1) courses selected from: Arts, English, History, Humanities, Literature, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, and Political Science, Psychology, and Sociology- 3 cr. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>	Not applicable	Varies by program – 3 cr. -15 cr. <b>Students will learn to explore and appreciate the development and interaction of elements of multiple cultures.</b>
<b>Health/Physical Education</b> <i>Institutional Outcome ( 3)</i> <i>Essential Learning Outcome (3)</i>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>	Any two (2) one-hour course or any one (1) two-hour course - 2 cr. <b>Students will learn to explore and experiment with different forms of health/physical education.</b>

<b>Skills/Student Outcomes</b>	<b>Course offered by Degree</b>			
	<b>Associate of Arts</b>	<b>Associate of Science</b>	<b>Associate of Applied Science</b>	<b>Bachelor of Science/Arts</b>
<b>Laboratory Science</b> <i>Institutional Outcome ( 1, 3)</i> <i>Essential Learning Outcome (1, 2)</i>	Any two (2) science courses - 8 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>	Any one (1) science course - 4 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>	Not applicable	Varies by program – 4 cr. -12 cr. <b>Students will learn to explore sciences and how it interacts with themselves, their communities, and the universe.</b>
<b>Computer Applications</b> <i>Institutional Outcome ( 3)</i> <i>Essential Learning Outcome (2, 4)</i>	CSCI 101 Introduction to Computers – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computers – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computers – 3 cr. <b>Students will learn to become computer literate.</b>	CSCI 101 Introduction to Computers – 3 cr. <b>Students will learn to become computer literate.</b>
<i>Total Credit Hours Required</i>	<b>38 credits</b>	<b>35 credits</b>	<b>23 credits</b>	<b>40 – 57 credits</b>

*SBC Bulletin, 2020-2022*

As noted in the first column of the table(s) above, each category of general education coursework is related to both the SBC Institution Outcomes and the Essential Learning Outcomes.

**The SBC Institutional Outcomes are as follows:**

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

**The General Education Essential Learning Outcomes (until 2020) as indicated in the above chart were as follows:**

1. Students will gain knowledge of human cultures and physical and natural world.
2. Students will gain intellectual and practical skills.
3. Students will display personal and social responsibility.
4. Students will display integrative and applied learning.

## **Changes to the General Education Learning Outcomes**

During the past five years, one of the major improvements in the general education program was SBC's work at refining and rewriting the general education outcomes. The four Essential Learning Outcomes as listed above were initially taken from the AAC&U's LEAP Initiative that most public North Dakota Colleges and Universities adopted as a unified front to assist with course transferability through the North Dakota University System. SBC instructors Tim Krahler and Renee Froelich sit on the North Dakota General Education Council (NDGEC) committee that use the LEAP Essential Outcomes. However, in 2016-2018, many discussions at the bi-annual NDGEC meetings started to question how various ND colleges and universities were assessing student learning of these outcomes since words such as "will gain knowledge" or "will gain skills" were difficult to quantify. SBC general education faculty had the same concerns while reviewing both course and program assessment plans. In October 2020, SBC general education advisors Tim Krahler, Renee Froelich, and Kayla Stewart along with SBC administrators Dr. Koreen Ressler and Dr. Shawn Holz attended a virtual Higher Learning Commission (HLC) Assessing General Education Seminar to assist with the Quality Initiative Project as part of the Open Pathway. One of the goals the SBC team flushed out during the seminar included the challenges SBC had assessing the LEAP Essential Learning Outcomes. Over the two-day seminar, the SBC team reworked the general education outcomes using the LEAP outcomes as a framework. With additional guidance from the HLC seminar team, new General Education Learning Outcomes were written. The SBC Assessment Committee approved the new outcomes in February 2021, and the SBC Board of Trustees approved the outcomes in May 2021.

**Below are the new General Education Learning Outcomes.**

Students entering a degree-seeking program at Sitting Bull College will:

1. Articulate Očhéthi Šakówiŋ language and culture
2. Apply written and oral communication skills
3. Analyze problems using quantitative and qualitative analytical skills
4. Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society

Along with the new outcomes the five-member SBC team also designed a timeframe to assess each outcome in a strategic and manageable format and related these outcomes to the SBC Institutional Outcomes (IO). Below is the approved timeline for assessing the General Education Outcomes:

<b>Semester</b>	<b>Outcome 1</b>  Articulate Očhéthi Šakówiŋ language and culture (IO 3 & 4)	<b>Outcome 2</b>  Apply written and oral communication skills (IO 1)	<b>Outcome 3</b>  Analyze problems using quantitative and qualitative analytical skills (IO 3)	<b>Outcome 4</b>  Engage with diverse perspectives and cultures as they relate to the individual, the community, and the global society. (IO 3)
Fall 2020	<b>Write &amp; Collaborate</b> General Education Committee Revises Outcomes to be clear and measurable			
Spring 2021	SBC Assessment Committee approval of outcomes SBC Board of Trustees approval of outcomes			
Fall 2021		Design		
Spring 2022	Design	Pilot		Design
Fall 2022	Pilot	Train	Design	Pilot
Spring 2023	Train	Assess	Pilot	Train
Fall 2023	Assess	Analyze	Train	Assess
Spring 2024	Analyze	Intervene	Assess	Analyze
Fall 2024	Intervene	Assess	Analyze	Intervene
Spring 2025	Assess	Analyze	Intervene	Assess
Fall 2025	Analyze	Intervene	Assess	Analyze
Spring 2026	Intervene	Assess	Analyze	Intervene

The six stages of the timeline (color-coded) will assist SBC faculty in cohesive steps to clearly test and refine the assessment process for clear and manageable implementation of assessment strategies. Below are the six stages of assessment development:



Design	<ol style="list-style-type: none"> <li>1. Write an assessment plan for outcome with performance indicators to address Who? What? When? and How?</li> <li>2. Create/revise rubrics and/or measurement tools to rate each performance indicator.</li> </ol>
Pilot	<ol style="list-style-type: none"> <li>1. Implement assessment strategies with a small group of courses/students to evaluate <ol style="list-style-type: none"> <li>a. Focus on a strategy to collect student artifacts for outcome in a streamlined manner</li> <li>b. Appoint key people to rate and comment</li> <li>c. Address if rubrics/tools adequately assess performance indicators, competencies, and learning outcomes</li> <li>d. Make adjustments</li> </ol> </li> </ol>
Train	<ol style="list-style-type: none"> <li>1. Recruit and train faculty/staff to implement outcome assessment practices <ol style="list-style-type: none"> <li>a. Focus on inter-rater reliability through norming sessions</li> <li>b. Discuss methodology for collecting and assessing artifacts</li> <li>c. Make adjustments</li> </ol> </li> </ol>
Assess	<ol style="list-style-type: none"> <li>1. Collect and assess outcome artifacts with faculty/staff</li> <li>2. Collect data and report</li> <li>3. Reflect on challenges</li> </ol>
Analyze	<ol style="list-style-type: none"> <li>1. Examine data from outcome assessment plan</li> <li>2. Discuss changes needed to use data for institutional planning</li> <li>3. Evaluate outcome data for alignment with current mission, vision, and goals</li> <li>4. Make adjustments</li> </ol>
Intervene	<ol style="list-style-type: none"> <li>1. Isolate barriers to clear outcome strategies</li> <li>2. Make adjustments</li> <li>3. Create/edit any new measurements or rubrics as necessary</li> </ol>

It should be noted that since the above information is a new strategy, only the *Outcome 2 Apply Written and Oral Communication Skills* assessment started the first three stages at the time of this report. Preliminary data will be reported under *Quality Initiative Process* (p.22). However, SBC general education faculty spent several years discussing why our general education course assessments didn't *feel* strong enough to evaluate the depth and breadth of learning that students developed through their first few semesters before diving into their major competencies. SBC had specific major program assessments that mirrored some of these same outcomes, such as written communication and demonstration of Očhéthi Šakówiŋ language and cultural knowledge, but there was not a clear strategy to assess where students were introduced and reinforced concepts in their general education coursework that carried into their majors. The revamped general education outcomes and assessment stages will bring more evidence of student learning to the general education faculty to make better decisions and program adjustments moving forward.

## B. Program Personnel

There are many faculty members who teach general education courses depending on the electives or lab sciences a student chooses based on their program of study and interests.

However, there are key faculty who offer general education courses to students each semester.

Below are the key general education faculty for the last five years. *Please note that faculty positions (full-time or adjunct) are noted, but the number of credits taught per semester is for general education courses only, not major courses.*

- Suzanne Albers, MMC, English & Communications Instructor – full time, 15 GE 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 the SBC in 2015, Suzanne taught high school English in Wakpala, South Dakota. Suzanne specializes in public speaking and teaches the ENGL 099 courses that assist students who are underprepared for college writing coursework. Suzanne serves as a professional tutor for all SBC students at all three sites and serves on the SBC Student Life Committee.
- Gabrielle Arello, MS, Information Technology Instructor – full time, 3 GE credits/semester
  - Gabrielle Arello holds a Bachelor of Science in Business, a Master in Education, and is working on her Ph.D. in Educational Leadership from Concordia University in St. Paul, MN with the expected graduation date in the summer of 2022. Gabrielle is head of the Information Technology Department and is an advisor for the Geek Oyate club at SBC. She teaches CSCI 101 Introduction to Computer Applications to the general education students and sits on the Assessment Committee.
- Jan Brockel, MSIT, Student Success & Computer Applications Instructor – full time, 6 GE credits/semester
  - Jan Brockel holds a Bachelor of Science in Secondary Education from South Dakota State University and a Master in Instructional Technology from Dakota State University. Jan taught twenty years of high school German and Jr. High English before joining SBC ten years ago. Jan teaches both the PSY 100 First-Year Learning and CSCI Introduction to Computers courses for SBC general education students. In addition to her duties as an instructor, Jan is the site coordinator at SBC’s satellite site in Mobridge, SD.
- Daniel Buresh, Ph.D., Environmental Science Instructor – full time, 4-5 GE credits/semester
  - Daniel Buresh holds an AA in Native American Studies from Sitting Bull College and a BS and Ph.D. in Environmental Science from Oregon State University. Daniel has been part of the SBC faculty for over 24 years and teaches ENS 113 Introduction to Environmental Science and HPER 116 Archery for the SBC general education program. He also co-teaches courses such as NAS 445 Applying Očhéthi Šakówiŋ Culture to Natural Resource Development with our Native American Studies faculty. Daniel sits on the Student Life Committee.
- Helene Circle Eagle, MA, Native American Studies Instructor – full time, 3-6 GE credits/semester
  - Helene Circle Eagle holds an AA and AS from Northern State University, an AA in Theology from Yankton College, an AS in Lakotiyapi/Dakotiyapi from Sitting Bull College,

and a BS in Education from Si Tanka Huron College, and an MA in Lakota Leadership and Management from Oglala Lakota College. Helene continues to work on her Ph.D. in Native American Studies through the University of Alaska with her projected finish in 2024. Helene teaches the NAS 101 Očhéthi Šakówiŋ Language for Beginners for the SBC general education program. Helene joined the SBC in 2016 and sits on the Curriculum Committee.

- Renee Froelich, MM, English Instructor – full time, 15 GE 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 45 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 before joining Sitting Bull College twenty-one years ago. Renee teaches ENGL 110 Composition I, ENGL 120 Composition II, COMM 110 Public Speaking, and COMM 212/312 Interpersonal Communications for the SBC general education students. Renee is a faculty advisor for freshmen students and the Chair of the Curriculum Committee.
- Roxanne Howes, MS, Human Service Instructor – full time, 3 GE credits/semester
  - Roxanne Howes has a Bachelor of Science in Management from Northern State University and a Master of Science in education and guidance counseling from Northern State University. She has worked at Sitting Bull College both as Career Counselor and a full-time Human Service faculty member. She has taught Psychology courses for over 20 years, and the PSYCH 111 Introduction to Psychology has been offered to general education students as a behavioral science requirement each semester at all three campuses through the Interactive Video Network (IVN) platform. Roxanne is part of the Activities Committee at Sitting Bull College.
- Tim Krahler, MS, Math Instructor – full time, 15 GE 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. Tim is presently completing his 38th 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 thirteenth year of teaching at Sitting Bull College, is a faculty advisor for freshmen students, and is Chair of the Assessment Committee.
- Michael Moore, MS, Native American Studies Instructor – full time, 3-6 GE credits/semester
  - Michael Moore has been at Sitting Bull College since August 2007, with a BA in Anthropology from the University of South Dakota, and an MS from Indiana University. Michael taught Lakota language and culture courses at the Rock Creek Grant School for seven years before joining Sitting Bull College. Michael teaches a variety of SBC general education courses including NAS 103 Introduction to Očhéthi Šakówiŋ Language, Culture & History, NAS 112 Introduction to Native American Studies, NAS 204 Native American Governments: Traditional and Contemporary, and NAS 208 Očhéthi Šakówiŋ Tradition, Philosophy, and Spirituality. Michael carries a full course load each semester, is the NAS Department Chair, and sits on the Assessment Committee.
- Francis Ondeso, Ph.D., Environmental Science Instructor – full time, 4 GE credits/semester
  - Francis Ondeso holds a Bachelor of Science in Natural Resource-Forestry from Egerton University, a Bachelor of Science in Forestry from Mio University in Kenya, a Master of

Science in Environmental Safety & Health Management from the University of Findlay, and a Ph.D. in Environmental Dynamics-Ecology from the University of Arkansas. Francis has been with Sitting Bull College for over five years and teaches laboratory sciences such as BIOL 150 General Biology for the general education lab requirements. Francis sits on the Assessment Committee at Sitting Bull College.

- Kayla Stewart, MA, English Instructor – adjunct, 3 GE credits/semester
  - 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. In 2021 Kayla took a collaborative grant position with SBC and United Tribes Technical College. She continues to teach ENGL 120 Composition II and NAS 218 Native American Literature for general education students in an adjunct capacity for SBC when her schedule allows.
- Bernadette Terrell, BA, Student Success & Computer Applications Instructor – full time, 6 GE credits/semester
  - Bernadette holds a Bachelor of Arts in Sociology Human Services from South Dakota State University and is currently working on her Master of Science in Interdisciplinary Studies. Prior to joining Sitting Bull College, Bernadette worked for SDSU Extension in the EFNEP program which brought her to Walworth County, SD. Bernadette was also the principal investigator of research for Osha (Bear Root) which was published in the *Native Plants Journal* in June 2009. She teaches both the PSY 100 First-Year Learning and CSCI Introduction to Computers courses for SBC general education students. In addition to her duties as an instructor, Bernadette is the site coordinator at SBC's satellite site in McLaughlin, SD.
- Les Siewert – BS, First Aid Instructor – adjunct, 2 GE credits/semester
  - Les Siewert is a Certified Instructor for First Aid/CPR/AED through the America Heart Association and holds a Bachelor of Science in Metallurgical Engineering from South Dakota School of Mines and Technology. Les was a GED Instructor at Sitting Bull College for many years and then taught for the Information Technology Department at SBC for over 10 years. Les is currently the Information Technology Manager for McIntosh Public School. Les continues to teach HPER 210 First Aid for SBC's general education students as an adjunct faculty.
- Therese Schmidt – MM, Business Instructor – full time, 3-6 GE credits/semester
  - Therese Schmidt holds a Bachelor of Science in Business Administration from the University of Mary and a Master in Business Management from the University of Mary. Therese has been teaching at Sitting Bull College since August 1997. Therese teaches CSCI Introduction to Computers for the SBC general education students. Therese is a faculty advisor for the business administration students and a member of the Curriculum Committee.
- Lindsey Walker, BS, Math Instructor – full time, 15 GE credits/semester
  - Lindsey Walker holds a Bachelor of Science in Mathematics from Oklahoma Wesleyan University and is currently working on her Master in Mathematics through Central Methodist University in Missouri. Lindsey taught Pre-Algebra, Algebra I & II, Geometry, Trigonometry, and Consumer Math for 13 years at the high school level. In addition to the math courses she teaches at SBC, Lindsey also teaches Psych 100 First-Year Learning to incoming freshmen. Lindsey serves as a professional tutor for SBC students at all three campus sites and serves on the SBC Student Life Committee.

### C. Program Productivity

All degree-seeking students are required to take general education courses as part of their major; the exceptions are non-degree seeking, certificate, and Trades students. Since individual program degrees count and report students in their majors, there is not a clear definable way to count general education students from a productivity aspect, except to consider that students in their freshman and sophomore years are taking mostly general education courses for at least two-three semesters, depending on English (writing) and math placement upon college entrance.

However, below is a table of freshman and sophomore enrollment at Sitting Bull College over the past five years.

Academic Year	Freshman Students	Sophomore Students
2017-2018	248	137
2018-2019	186	111
2019-2020	183	92
2020-2021	122	80
Fall 2021	216	90

*SBC Jenzabar, 2022*

As the above table indicates, the 2020-2021 academic year had the lowest enrollment of both freshmen and sophomore students. The COVID-19 Pandemic attributed to many colleges and universities having fewer students enroll due to uncertainty of the delivery of courses (online, face-to-face, hybrid) and the fear of contracting coronavirus.

#### General Education Sample Curriculum – Associate Levels

SBC general education's impact can also be analyzed for productivity simply by listing the courses and credits required for degree-seeking students. To have a better understanding of what courses are included in the general education curriculum, below are specific degree requirements for the three associate degrees (Associates of Arts, Associates of Science, and Associates of Applied Science) as taken from the *SBC Bulletin 2020-2022*. It should be noted that Sitting Bull College requires students to complete an associate degree before moving on to a bachelor degree.

<b>ASSOCIATES OF ARTS GENERAL EDUCATION REQUIREMENTS 38 credits</b>	<b>ASSOCIATES OF SCIENCE GENERAL EDUCATION REQUIREMENTS 35 credits</b>	<b>ASSOCIATES OF APPLIED SCIENCE GENERAL EDUCATION REQUIREMENTS 23 credits</b>
ENGL 110 Composition I – 3cr.	ENGL 110 Composition I – 3cr.	ENGL 110 Applied English or 110 Composition I -3 cr.
ENGL 120 Composition II – 3cr.	ENGL 120 Composition II – 3cr.	COMM 110 Public Speaking – 3cr.
COMM 110 Public Speaking – 3cr.	COMM 110 Public Speaking – 3cr.	MATH 100 Math or higher – 4 cr.
MATH 103 College Algebra – 4cr.	MATH 102 Intermediate Algebra – 4cr.	PSYC 100 First-Year Learning Experience
PSYC 100 First-Year Learning Experience – 3cr.	PSYC 100 First-Year Learning Experience – 3cr.	SOC 120 Transitions Graduation & Beyond – 2cr.
SOC 120 Transitions Graduation & Beyond – 2cr.	SOC 120 Transitions Graduation & Beyond – 2cr.	NAS 101 Očhéthi Šakówiŋ Language or NAS 103 Očhéthi Šakówiŋ Language, Culture & History – 3 cr.
NAS 101 Očhéthi Šakówiŋ Language or NAS 103 Očhéthi Šakówiŋ Language, Culture & History – 3 cr.	NAS 101 Očhéthi Šakówiŋ Language or NAS 103 Očhéthi Šakówiŋ Language, Culture & History – 3 cr.	CSCI 101 Introduction to Computer Applications – 3 cr.
CSCI 101 Introduction to Computer Applications – 3 cr.	CSCI 101 Introduction to Computer Applications – 3 cr.	HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course – 2 cr.
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course – 2 cr.	HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course – 2 cr.	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses – 6 cr.	LABORATORY SCIENCE Any two (1) four-hour laboratory science courses – 6 cr.	
Humanities or Social & Behavioral Science – 6 cr.	Humanities or Social & Behavioral Science – 3 cr.	

*SBC Bulletin, 2020-2022*

Over the past two decades, educational movements either applaud or discredit the value of general education courses on college campuses. Terry O’Banion and Cindy Mills (2022) published an article in *Inside Higher Ed* that argues that college campuses offer too many dizzying choices among general education courses ranging from “181 courses in large colleges, 203 courses in medium [sized] colleges, and 102 courses in small colleges” that leave vulnerable students overwhelmed and underprepared for some of the coursework. O’Banion and Mills go on to say that institutions have good intentions of providing broad knowledge and skills, but too

many choices leave students behind. In addition, some of these general education courses have the highest student enrollment per course so the instructor/student ratio is not ideal. However, at Sitting Bull College, our general education program streamlines these choices so that students have varied selections, but the course outcomes are vetted to ensure that both SBC general education outcomes and SBC institutional outcomes are cohesively taught and assessed. In addition, the sequencing of courses is carefully planned through faculty advisors. There is no doubt that general education courses have the highest enrollment of students each semester at Sitting Bull College, but most courses are capped at 25 students, and after returning from virtual learning due to the COVID-19 Pandemic, most courses were capped at 15 students per section for health and safety standards.

#### **D. Program Revenue**

The same issue applies to Program Revenue as it did to Program Productivity since individual program degrees count and report students in their majors. Therefore, counting tuition revenue and Indian Student Count (ISC) revenue for general education would be duplicated for the same students within their majors. However, it is important to keep in mind that *at least* 23 credits of degree-seeking students take essential general education courses to improve academic and soft skills in order to continue onto their major courses successfully. This alone demonstrates the general education program is of value to the institution.

#### **E. Program Budget**

Four faculty members (Suzanne Albers, Tim Krahler, Renee Froelich, & Lindsey Walker) teach full-time general education courses. Other faculty teach only one or two courses for general education, but some of these salaries are included in the expenditure table below. Please note that in 2019-2020 the general education program did not fill a full-time math position, and in 2021-2022, a full-time English position was vacant.

**General Education  
Five-Year Expenditure Report**

	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Total</b>
<b>Faculty Salary</b>	\$272,847.00	\$280,197.00	\$228,361.00	\$289,487.00	\$240,347.00	\$1,311,239.00
<b>Fringe Benefits</b>	\$68,211.75	\$70,049.25	\$57,090.25	\$72,371.75	\$60,086.75	\$327,809.75
<b>Travel</b>	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$7,500.00
<b>Supplies</b>	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
<b>Total</b>	<b>\$343,558.75</b>	<b>\$352,746.25</b>	<b>\$287,951.25</b>	<b>\$364,358.75</b>	<b>\$302,933.75</b>	<b>\$1,651,548.75</b>

*Jenzabar Budget Reports, 2022*

General Education at Sitting Bull College is funded primarily through Sitting Bull College General Fund and Title III, but other funding sources, such as the TRIO grant until 2020 are described below.

<b>Grant Support</b>	
Title III Part F	50% of Developmental Education & Faculty
Title III Part F	25% of English & Math Faculty
TRIO (2017-2020)	50% of Developmental Education Faculty
Title III Part F	Faculty Professional Development

*Jenzabar Budget Reports, 2022*

Developmental Education courses include ENGL 099, MATH 099, and MATH 101. Students are placed in this courses based on Accuplacer results (a College Board standardized test) when students first register. However, the faculty teaching these courses and the faculty teaching the college-ready courses discuss student progression several times throughout the semester. For instance, after the first two weeks of any semester, faculty teaching in ENGL 099 and ENGL 110 discuss the Accuplacer results and the student course pre-assessments to decide if the student simply did not do well on the standardized Accuplacer exam. This constant monitoring of student progression allows students to move out of a remedial course if it was not needed in the first place. In addition, math faculty use various assessments during the course(s) to see student progression in Math 099 and Math 101. It is possible for students to complete two courses in one semester as math skills are honed and progression on assessment assignments are evaluated.



## **F. Program Advisory Committee**

General education does not have an advisory committee, since it prepares students to enter their professional or technical degrees. However, many of the key faculty for general education courses sit on the SBC Curriculum Committee, SBC Assessment Committee, and SBC Student Life Committee so curricular, assessment and student issues can be discussed. 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, but many find time and distance constraints a hindrance to building relationships. General education courses are offered at all three campuses in Fort Yates, ND; McLaughlin, SD; and Mobridge, SD to provide first-year entering students with less travel time when entering college. Although the three campuses are an advantage for students, sometimes this separation is not ideal for faculty. Monthly faculty meetings in Fort Yates do provide opportunities for sub-committee work, but the COVID-19 Pandemic and subsequent semesters of distance teaching and learning limited collaborative initiatives, such as the First-Year Experience Collaborative Faculty group that began in 2017 to develop interdisciplinary thematic units.

However, faculty members maintain professional integrity when it comes to the design and delivery of course material. General Education 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.

Faculty teaching general education courses attend both professional webinars and national conferences for professional development. Sitting Bull College annually 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. This six-week professional development opportunity offered general education instructors time in the summer to collaborate online with each other within the scope of the learning objectives, which included:

- Developing Effective Modules and Micro-lectures
- Teaching Powerful Note-Taking Online
- Using Groups to Ensure Active Online Learning
- Using the Active Learning Cycle in Online Courses
- Planning Effective Online Discussions
- Facilitating Engaging Online Discussions

These professional development opportunities allowed faculty to hone their teaching techniques when most classes continued online in fall 2020 and spring 2021. In addition, Sitting Bull College provided instructors with new laptops, web cameras, microphones, ring lights, and other technologies to help make meaningful online content.

A faculty survey was conducted by the instructors who teach general education courses each semester. Of the fifteen faculty, eleven answered the online google docs anonymous survey (in Appendix A). Overall, faculty were positive about autonomy when planning courses, and concerned about student success. Overall the facilities and library services were positively reviewed, too.

## **B. Student Relations**

The mission and vision of Sitting Bull College remain at the heart of how faculty engage with students. Students at Sitting Bull College are valued at a fundamental level for their life wisdom and appreciated for the special gifts each brings to the institution. The fact that SBC is an open-enrollment institution (no required ACT scores for acceptance) speaks to the inclusive heart of teaching and learning set by all employees at the college. There is no doubt that having a diverse student demographic with various prior educational experiences is a challenge, but this is a challenge faculty see as giving heart to what a Sitting Bull College emits as a strength. For example, in Composition I and II spring 2022, the student body in both courses contained 16 and

17-year-old dual credit students and students 60+ years old. This diversity created marvelous group discussions as students read and responded to Joseph Marshall's writings in *The Lakota Way* and Tommy Orange's excerpt of his Pulitzer prize-nominated first novel *There There*. Students are able to discuss and relate to both Native American authors with diverse backgrounds themselves (Marshall from the Rosebud Reservation and Tommy Orange from Oakland, CA) and see the value of respecting individuals and writers who speak with diverse voices.

Sitting Bull College campuses remain student-focused with courses offered in the evenings, online, hybrid, through interactive video network (IVN), independent study, and traditional face-to-face. All faculty members use the MySBC online LMS to post attendance and grades, and many use this technology for students to see and upload assignments.

Students are also encouraged to visit individually with instructors after class, during office hours, and via email. Communication with faculty is highly regarded as an integral part of the learning and growing process in general education at Sitting Bull College.

### **C. Curriculum Content, Design, and Delivery**

General education 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.

Course design and delivery are up to the discretion of the faculty of record, but collaboration among faculty is encouraged. Each instructor prepares standard syllabi to ensure uniformity across disciplines. In addition, five of the general education faculty members collaborated with the First-Year Experience cohort model that was piloted in FA-17. This cohort model engaged students through more collaborative learning and cross-curricular thematic units, with an emphasis on developing emotional intelligence for additional success. Integrated thematic weekly units on motivation, time management, Native culture, healthy body & mind, goal setting, the arts, group dynamics & communication, and critical thinking/information literacy were taught by all general education faculty during the same week, and students were grouped in cohorts so they all took to same courses. For example, during the healthy body & mind week, the

Composition I course assigned readings/writings on Carol Dweck's growth mindset, the Math courses that same week converted healthy recipes for a family and analyzed research statistics on a stress academic article, the First Year Learning course assigned lecture and assignments about combating stress, and the Introduction to Computers class grouped students together to design posters on ways to combat stress to hang around campus. These types of activities encouraged first-time freshman students to engage and collaborate on various levels through their weekly coursework. SBC saw improved persistence and retention rates for the four semesters the First-Year Experience cohorts were actively implemented. Although there have been three challenges to continuing the model in the past three years, the thematic units and assignments have stood the test of time. The challenges to the original model are 1) scheduling difficulties with grouping students in all the same schedule cohorts; 2) faculty turnover for the PSY 100 First-Year Learning and CSCI Introduction to Computers courses; 3) the COVID-19 Pandemic forcing coursework online or hybrid for several semesters. The veteran faculty have mentored the new faculty to continue thematic unit assignments, but the collaborative faculty meetings have been discontinued for the time being. Frankly, returning to face-to-face courses while implementing mask mandates, clean classroom sanitizations, and more course sections due to social distancing has made any kind of additional collaboration a challenge.

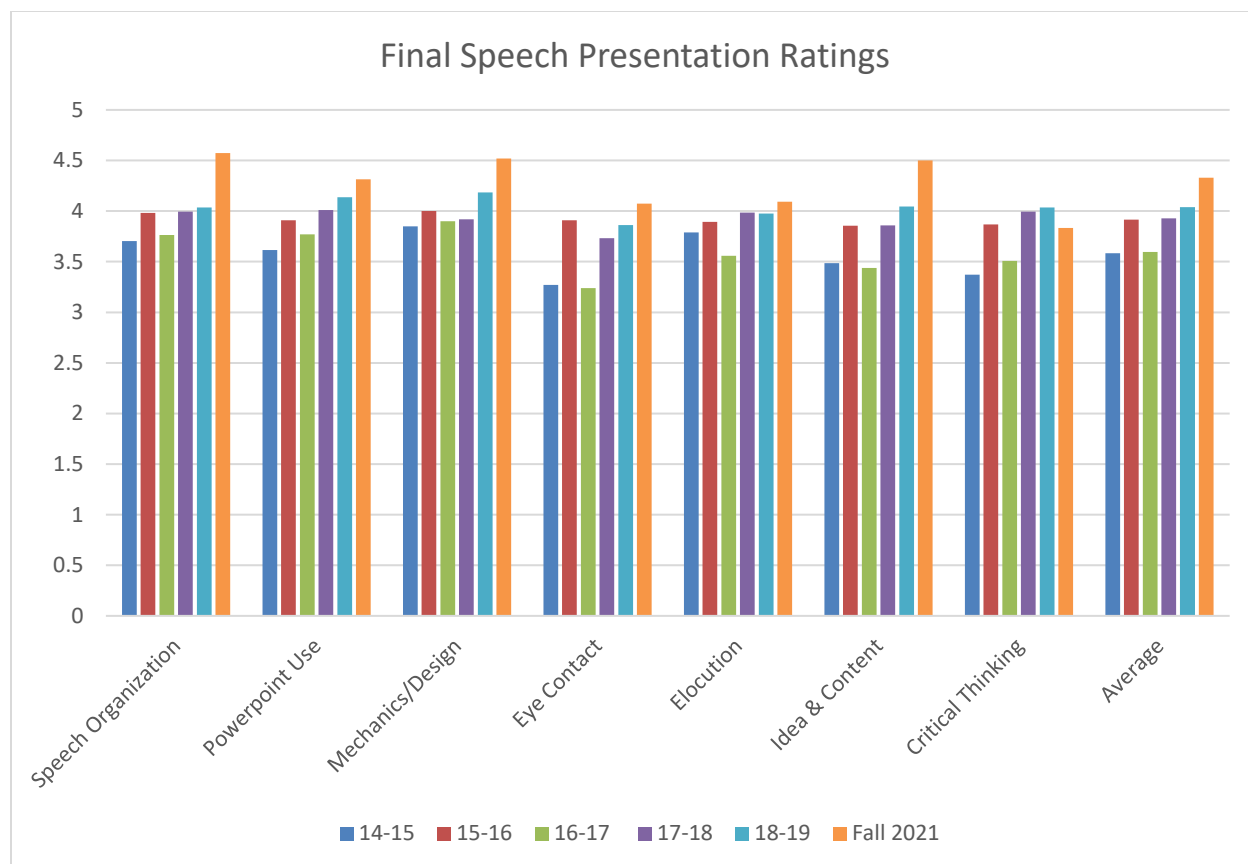
#### **D. Assessment Findings and Analysis**

Key general education courses report assessment data annually to the Assessment Committee. The following general education courses use the listed assessment practices to evaluate student learning within coursework each semester:

<b>Course</b>	<b>Type of Assessment</b>	<b>Assessment Tool</b>	<b>Assessment Goal</b>
ENGL 110 Composition I	Pre/Post Essay Writing on Demand	6-point holistic rubric	Goal: One point improvement or higher from pre-assessment (written in week 2) to post-assessment (written in week 15) – two faculty score essays
ENGL 120 Composition II	Final Research Paper	5-point Research Paper Rubric	Goal: Score 3 or higher. The assessment looks specifically at using sources while writing & implantation of APA documentation style.
COMM 110 Public Speaking	Final Persuasive Speech	5-point Oral Communications Rubric	Goal: Score 3 or higher with two faculty rating speeches (sample ratings below)

Math 102 & Math 103	Final Exam Questions	Percentage correct	Goal: 80% or higher. Students show work/critical thinking/mastery of solving mathematical equations
NAS 101 Očhéthi Šakówiŋ Language	Final listening and verbal response assessment	Percentage correct checklist	Goal: 80% or higher. Instructors use a checklist to hear student's basic comprehension and response to 10 questions + evaluate the correct pronunciation of 10 phrases
CSCI Introduction to Computer Applications	Final section tests	Percentage correct checklist	Goal: 75% or higher in Word, Excel, PowerPoint skills.
Lab Science	Final test question(s)	5-point rubric	Goal: 3 or higher on two questions related to the scientific method.

General education courses have been very active in collecting and analyzing course assessment data over a number of years. There has been a consistent assessment methodology due to faculty dedication to finding out *how* and *what* students are learning. As the sample chart below indicates, students in COMM 110 Public Speaking are tracked throughout the years on the rubric ratings. This data helps inform faculty on what areas need more content delivery in consecutive semesters. Some of these practices are changing and evolving as the faculty see assessment data and use new course delivery methodology such as remedial courses linking with college-level courses (English Department) and proficiency skills testing with the Math Department.



In addition to course assessments, Sitting Bull College uses various assessment strategies for general education including standardized exams (HEIghten) at the associate’s level, a pre/post Native American Studies Knowledge Test, national surveys (Noel Levitz), institutional surveys, program designed assessments of writing and speaking, and course surveys to gather both direct and indirect artifacts of student learning.

### **Quality Initiative Process**

Assessing General Education outcomes are a part of our Quality Assurance Plan for Higher Learning Commission (HLC) open pathway project. As discussed earlier, SBC focused attention for this plan by analyzing and refining our General Education Outcomes and developing a timeline to assess these new outcomes in a meaningful way (pp. 8-9 of this report).

The new process allows general education faculty to use assessment data more intentionally to inspire institutional change, rather than to collect data for reports.

As part of this new initiative, faculty from across the institution provided the English Department with writing artifacts in fall 2021. This was the first phase of designing and piloting writing across the curriculum and assessing General Education Outcome 2. Below is the assessment data reported to the assessment committee in January 2022.

Outcomes	Measurement Tool	Goal	Findings	Analysis of Data	Action or Recommendation
The student will apply written communication skills	English faculty (2) will rate writing artifacts submitted in FA-21 from various disciplines/graduate levels using the 5-point Writing Across the Curriculum Rubric.  <b>This assessment is in the pilot stage SP-22</b>	All SBC Students will score a 3 or higher on a 5-point rubric.	N=23 Avg. = 3.89 Range 3.61-4.10 <i>Goal met</i>	Overall, students score lowest on <i>Thesis</i> (3.77) and highest on <i>Structure</i> (4.05) on the rubric.	This was a design/pilot to test the rubric. The sample size was small (23), and the <i>Use of Evidence</i> portion of the rubric needs to be adjusted since artifacts ranged from reflection papers (no sources) to master research theses.  Faculty & students need APA documentation 7 <sup>th</sup> ed. samples for review.  It should be noted that the master papers scored lower than the senior samples. One issue could be rater expectations; the other could be the length of paper(s), which caused less unity and more space for writer mistakes.
		Students will score .25 higher each year in college.	N=23 Avg. gain=.03 <i>Goal not met</i>	The greatest gain was from freshman (3.61) to sophomore (3.97) year (+.36); the lowest gain was from senior (4.10) – master (3.74) year (-.36)	

### E. Institutional Support

General education courses are taught on all three campuses: Fort Yates, McLaughlin, and Mobridge. All three campuses have updated and modern classrooms, fresh and comfortable faculty offices, and up-to-date computer labs. Beginning three years ago, students were encouraged to purchase laptops for a discounted price to help facilitate learning and keep up to date on assignments. Each classroom contains projectors, whiteboards, and a sound system so that faculty can use a variety of instructional technologies. Tech support is limited to one person at this time, but the college is actively seeking qualified personnel to assist.

The library services provided at the college in Fort Yates are current and friendly. There is a large Native American collection and the librarian is willing to find books and resources for faculty at any time. Students are encouraged to use the library and the Director of Library Services is willing to come into classrooms. Since the Director is new to the position, the library

website is being revamped and reorganized as the institution moves to Course Leaf and more streamlined website services.

Student Services offers amenities such as professional tutors, peer technology tutors, and peer academic tutoring free of charge, but as with many other campuses across the country, 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 tutors to come into the classroom so that students are familiar with services. Counselors on campus are highly involved in both campus activities and student needs.

### **F. Obstacles and Opportunities**

Sitting Bull College is not unlike other institutions of higher learning across the country when the main obstacle to students completing general education courses is persistence and retention. Freshmen and sophomore students typically have the lowest rates of persistence from one semester to another due to a variety of circumstances. The National Student Clearinghouse reported in 2021 that the national retention rate for first-time freshmen for all colleges and universities was 74%, with the community college rate coming in at a lower 58.5% percent (National Student Clearinghouse Blog, 2021). Many research studies have been conducted to find a common thread, but what most Sitting Bull College faculty understand is that students tend to succeed when their environment is one that allows them to succeed. Many of Sitting Bull College's students are parents, full-time employees, and full-time students. These circumstances often have a direct influence on the ability to attend classes regularly and successfully complete coursework.

Below are the persistence and retention rates at Sitting Bull College:

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Persistence</b> (semester to semester)	48.3%	64.74%	58.11%	65.23%	60.54%
<b>Retention</b> (fall to fall)	42.75%	44.87%	51.32%	54.12%	49.3%

*SBC Shared Data File*



It should be noted that although SBC rates are lower than the average first-time freshman at mainstream institutions, Sitting Bull College does not have entrance barriers for students. Our philosophy is to serve all students who want the opportunity to attend college.

It is also important to note that challenges to persistence and retention for Sitting Bull College students can be directly related to attendance. Students who do not attend a class for one reason or another miss out on key concepts, discussions, and assignment instructions. Below is a sample of various general education course successful completion rates for NAS 101, COMM 110, and BIOL 150. The samples were taken from courses that require a higher amount of student/faculty interaction due to the content of the course(s) and that most of the assignment work must be demonstrated in class, such as in the biology lab, the speech presentation, or the conversation in Lakota language. These data points help faculty conceptualize issues when discussing which interventions need to be completed in the future to help students succeed.

<b>NAS 101 Očhéthi Šakówiŋ Language</b>	<b># of Students Enrolled</b>	<b>Percent of students who received A,B, or C</b>	<b>Attendance Rates of students who received A, B, or C</b>	<b>Attendance Rates of students who received D, F, or W</b>
2017-2018	80	63.7%	85%	41%
2018-2019	45	71.1%	83%	35%
2019-2020	51	62.7%	84%	46%
2020-2021	19	42.1%	94%	65%
Fall 2021	20	55.0%	86%	35%

*Jenzabar Data Files, 2022*

<b>COMM 110 Public Speaking</b>	<b># of Students Enrolled</b>	<b>Percent of students who received A,B, or C</b>	<b>Attendance Rates of students who received A, B, or C</b>	<b>Attendance Rates of students who received D, F, or W</b>
2017-2018	47	78.7%	90%	30%
2018-2019	38	86.8%	83%	44%
2019-2020	37	75.6%	82%	49%
2020-2021	22	63.6%	94%	62%
Fall 2021	9	67.7%	73%	35%

*Jenzabar Data Files, 2022*

<b>BIOL 150 General Biology I</b>	<b># of Students Enrolled</b>	<b>Percent of students who received A,B, or C</b>	<b>Attendance Rates of students who received A, B, or C</b>	<b>Attendance Rates of students who received D, F, or W</b>
2017-2018	31	58.0%	87%	50%
2018-2019	23	65.2%	86%	54%
2019-2020	26	65.4%	82%	50%
2020-2021	10	80.0%	83%	28%
Fall 2021	24	66.7%	93%	37%

*Jenzabar Data Files, 2022*

After analyzing these data points, the college can look deeper into other types of supplemental instruction, such as extended lab times, video lessons, and zoom presentations. However, the college needs to be cognizant that as an institution of higher learning, the goal is to prepare students to successfully enter the workforce, which also means showing up for work. Although we can offer strategies to overcome barriers, we want to prepare students for the reality of life. Sometimes failure and disappointment can be a catalyst for change.

### **III. Program Planning**

#### **Trends**

Over the past ten years, general education faculty have collaborated on student success initiatives with the institution to improve student learning. Each initiative or training was studied, implemented, and monitored to determine its effectiveness. Then another initiative was added, which most often continued when the college saw gains in student learning, persistence, and retention. Below are some of the initiatives since 2012 that general education instructors have been instrumental in completing and/or continuing:

<b>Semester/Year</b>	<b>Initiative Implemented</b>	<b>Improvement Comments</b>
Fall 2012	English Department revision of course assessment practices	Faculty training on norming sessions, using rubrics, assessing pre/post essays
Fall 2013	Freshman Advisors + standard sequencing of courses	Students persisted in courses at a higher rate due to courses being sequenced for skill levels
Fall 2014	Link ENGL 099 courses with ENGL 110 courses	Increased student success and retention for both courses
Fall 2015	General education courses added students surveys to capture indirect assessments	Indirect pre/post surveys on speaking comfort, writing process, math outcomes

Spring/Summer 2017	Planning for freshman cohort model	Faculty collaboration, meetings, and planning
Fall 2017	First-Year Experience Cohort implemented	Faculty training on emotional interviewing Weekly meetings for updates and collaboration
Fall 2017	Math Performance Evaluations designed and implemented	Group Math 099 & Math 101 Group Math 102 & Math 103 increased student completion rates
Spring 2018	IPad tablets implemented in classes	Allow students to access documents from home, view Kahn Academy videos, work on homework
Fall 2018	IPad discontinued Laptops implemented for all freshman students	Math Open Stacks free textbooks used
Fall 2019	English Challenge Exam designed and approved by the curriculum committee	Allow students to test out of ENGL 110
Spring 2020	March – all classes went online due to the COVID-19 Pandemic	Faculty pivoted to online learning, zoom classes, working from home
Summer 2020	ACUE/AIHEC Online teaching training	Faculty learned how to engage students in online courses
Fall 2020	HLC workshop to revamp general education outcomes	Set timeline for designing and implementing new outcomes
Fall 2021	Courses resume face to face with smaller classes, social distancing	MySBC still used for assignment submission

Various success strategies that have been implemented over the past ten years take time and energy to continue. During the COVID-19 Pandemic, staff and faculty worked from home on Fridays to allow for campus deep cleaning. Some committee meetings, such as curriculum, met on zoom rather than meeting face to face. This not only saved time for most committee members (not to commute to campus) but also saved money for the campus since heating/cooling/electricity could be reduced during those days. This kind of flexible scheduling on Fridays could be continued to give general education faculty time to collaborate via technology and work on projects in a more effective manner.

## **Student Trends**

Sitting Bull College students are communicating mental health needs to general education faculty. Since many of our general education faculty have been teaching at Sitting Bull College for 10+ years, they have noticed that there are more and more discussions around student mental health. A student will email an instructor and say he/she is dealing with depression, anxiety, or other issues such as intense grief. Since the pandemic, more open discussions on social media have encouraged American society to seek help, be an advocate, and not be ashamed of mental health issues. While this is a positive step in the right direction, many faculty are scrambling to our two counselors on staff for help and advice in responding to students. Never before have faculty been faced with these kinds of conversations during office hours, much less receiving emails at 3:00 am.

A feasibility study will begin in the summer of 2022 with the Student Service Department and a graduate student from the University of North Dakota specializing in Indigenous Public Health. Through this study, Sitting Bull College plans to implement a student survey and write for additional mental health funding to assist with counseling, culturally relevant coping solutions, and mental health workshops. We hope to be more proactive than reactive when dealing with student mental health.

## **Resource Needs**

As the general education program moves forward with the assessment timeline, video equipment (HD video cameras with lapel microphones) are needed to capture speech presentation for oral communication assessment. In addition, Promethean (active) boards have been installed in some classrooms in Fort Yates. This type of technology may need more training, and once faculty are familiar with using the boards, more Promethean boards will need to be added to other classrooms for future availability.

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**Appendix A**  
**Faculty Satisfaction Survey**

<b>General Education Program</b> <b>N=11</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
1. I have the opportunity to participate in curriculum decisions for the general education courses I teach at SBC.	5	4	2			
2. The general education courses conform in content, textbooks, and instruction methods to current disciplinary standards.	5	6				
3. I have autonomy when planning the general education course lessons.	6	4	1			
4. The required textbook(s) are selected by all faculty teaching a particular course for general education at SBC.	7	5				
5. Faculty who teach general education courses are concerned about student success.	7	4				
6. The variety of general education faculty expertise is sufficient to provide effective instruction for students at SBC.	8	3				
7. Faculty who teach general education courses have professional development opportunities to hone skills and knowledge (conferences, webinars, seminars).	4	7				
8. Communication among faculty for general education courses is frequent, interactive, and effective.	3	6	2			
9. I am satisfied with the quality of educational planning in SBC's general education courses.	3	7	1			
10. Faculty in general education courses both assess and base grades and course credit on student achievement of learning outcomes.	5	6				

11. The faculty in general education courses are sufficient in number to provide effective instruction within the discipline.	2	5	4			
12. Faculty teaching general education courses stay current in their area of expertise.	5	5	1			
13. The availability of classroom supplies is sufficient to maintain the effectiveness of general education courses.	7	4				
14. Class schedules for general education courses conform to student's demand and educational needs.	3	7	1			
15. Faculty in general education courses are committed to high standards of teaching.	7	4				
16. Adequate facilities and equipment are available to maintain the effectiveness of general education courses.	6	4	1			
17. Faculty at SBC distinguish between personal conviction and professionally accepted views in the discipline.	9	1				
18. Library services and collections are adequate to maintain the effectiveness of general education courses.	5	5	1			
19. Tutoring and tech services are adequate to maintain the effectiveness of general education courses.	4	6	1			
20. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	4	6		1		

**Please provide any additional comments (greatly encouraged):**

- To address adequate faculty, we do need an additional English instructor which SBC has been advertising.
- Friday flexible working from home will benefit all faculty.
- HPER 210 meets American Heart Association national standards for teaching First Aid/ CPR/ AED, plus additional contact time requires students to complete a research paper and online quizzes.
- The Faculty involved with the instruction of General Education Courses are committed to assisting their students with mastering the objectives, and the faculty also continue to keep up with the use of technology to assist with student learning.