

SITTING BULL COLLEGE

# MASTER'S DEGREE IN BUSINESS ADMINSTRATION

FOCUS: BUILDING A BRIGHTER FUTURE



LET US PUT OUR MINDS  
TOGETHER AND SEE WHAT  
WE CAN MAKE FOR OUR  
CHILDREN-SITTING BULL

## **Table of Contents**

|   |    |
|---|----|
| Introduction .....                                | 3  |
| Rationale of the M.B.A.....                       | 4  |
| Feasibility of the M.B.A.....                     | 12 |
| Role of the M.B.A. at Sitting Bull College.....   | 24 |
| M.B.A. Mission Statement .....                    | 13 |
| Program Outcomes (Goals).....                     | 26 |
| Proposed Courses and Descriptions .....           | 27 |
| Degree Program.....                               | 30 |
| Proposed Degree .....                             | 33 |
| Criteria for Admission to the M.B.A. Program..... | 33 |
| Degree Requirements .....                         | 34 |
| Sitting Bull College M.B.A. Target Market.....    | 34 |
| Graduate Employment Opportunities.....            | 35 |
| Recruitment Plan .....                            | 38 |
| M.B.A. Staff Need Assessment.....                 | 39 |
| M.B.A. Program Five Year Proposed Budget .....    | 42 |
| Non-Financial Resources Needed .....              | 44 |
| References.....                                   | 45 |
| Appendices.....                                   | 50 |

# MASTER'S DEGREE IN BUSINESS ADMINISTRATION

*SBC Mission: Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.*

FOCUS: BUILDING A BRIGHTER FUTURE

## Introduction

---

The community of Standing Rock and the surrounding area is rich with entrepreneurial opportunity. It is the mission of Sitting Bull College (SBC) to build the intellectual capital of the Standing Rock people and community. To realize this mission, it is necessary to further educate the people of Standing Rock through the implementation of an advanced degree offering. The area is highly agricultural and residents of the local community have expressed the need for increased economic development especially in new business. Businesses and services such as insurance/financial services, bookkeeping/accounting services, restaurants, small retail businesses, agricultural supply businesses, and various entrepreneur start ups/new businesses are needed in the community verses traveling for various normal household items and services. A Masters of Business Administration degree will provide an avenue for increased intellectual

thought in hopes to create new businesses in the community while retaining and employing the current workforce. This proposal presents the need for a Masters of Business Administration and outlines the degree's key points that address the community's needs. The intent of this study is to allow the college to move forward with an application with the determined need and support of the program.

In a book chapter written by Shanley (2003) on developing and maintaining a tribal college, the college must demonstrate/determine the following: (a) that the two closest colleges are a significant distance away, (b) whether students have access to transportation, (c) the cost of other schools compared to the tribal college, (d) whether there are differences in curriculum and instruction at the alternative colleges that may inhibit American Indian students from attending, (e) what the anticipated enrollment is, and (f) what demographic information can be collected regarding current and potential students. This study will focus on these six areas and determine whether there is a need and benefits can be identified for a Master's degree program in Business Administration to be implemented at SBC.

## Rationale of the M.B.A.

---

Sitting Bull College initiated a feasibility study in the field of Business at the graduate level for several reasons including:

### **There is a Need for a Masters Degree Program in Business Administration?**

- Many of Sitting Bull College's current students and alumni have expressed interest in obtaining their M.B.A. SBC offers a unique learning experience for students by incorporating the culture of the Dakota/Lakota people within in its curriculum and campus functions.

- In the next few years there are positions that will open due to natural attrition and qualified applicants are needed to fill these positions locally versus going outside the community to recruit qualified applicants.
- According to the U.S. Bureau of Labor Statistics survey in 2017 of unemployment rates, an individual with a Masters Degree has an unemployment rate of 2.2% and makes an average of \$1,401 per week. This is 1.4% less than the current 3.6% unemployment average at the time of the survey.
- There is a growing demand across the United States for M.B.A. degree programs. According to Jennifer DeJong, Monster's Contributing Writer (2018) notes that much of the M.B.A. curriculum works with case studies which assists in problem solving in the organizational setting and the graduates of such programs can better deal with occurring business dilemmas. (DeJong 2018)
- The article, "MBA Hiring projections Hit Post Recession High's," published January 6, 2018 states that MBA hiring projections reached an all time. In the nearly 1,300 employers surveyed, 9 out of 10 companies plan to recruit an M.B.A. graduate. (<https://www.mba.com>)
- The overall job outlook for M.B.A.'s is strong at a growth of 11% through 2022 with employers looking for qualified individuals to fill top management opportunities. (Maynard, 2015)
- On average, holders of M.B.A. degrees make more than their undergraduate counterparts. Schweitzer (2013) states that according a survey done by the Princeton Review recent, M.B.A. graduates are making 35% more than others who lack the degree (MBA Guarantees).
- A Masters in Business Administration program at Sitting Bull College will complement the college's current business degree offerings which include certificate,

associate and bachelor degree programs. The M.B.A. program will contribute to the local economy by providing a workforce with specialized business skills.

### **Tribal Colleges Serving the Needs of the Community.**

- With regard to how tribal colleges are defined and their role, Williams (2007) indicated that they serve the whole community, whereby a student can still get an education without leaving his or her family and culture. That said, tribal colleges have also come to serve non-Native students. It should also be noted that with regard to accountability and assessment of tribal colleges, Boyer (2003) stated, “Assessment, to be meaningful, must help an institution become more accountable to the community it serves” (p. 143). Implementing a MBA program will help retain individuals living and in serving the local community.
- The program faces minimal local competition with nearest M.B.A. granting institution being nearly 75 miles away from Sitting Bull College’s main campus. As with all programs, it will be a necessary to recruit faculty to teach within the program. Currently the business department employs two full time instructors and another one who was recently hired as a three quarter time employee with a doctoral degree in hopes to pursue the new M.B.A. program in business. SBC realizes that the local market has a limited pool of adjunct instructors with qualifications to teach at the M.B.A. level. However with the highly qualified staff at SBC, the current faculty will be able to manage and run the program.
- SBC students and alumni have expressed interest in earning graduate education at Sitting Bull College. The philosophy of SBC honors the cultural perspective of the Dakota/Lakota people and therefore, teaches from this worldview.

## **Geographically Isolated and Economically Depressed**

- Sitting Bull College was established to combat the issues of high poverty and high unemployment on the Standing Rock Indian Reservation. Due to these issues as well as being nearly 75 miles away from a larger college many members of the local community have limited resources to be able to travel to distant communities to continue to pursue their education.
- Tribal colleges are faced with a multitude of challenges, including geographic isolation, poverty, low educational attainment rates, and economies within the communities that are not prospering (Institute of Higher Education Policy [IHEP], 2007). The geographically isolated and economically depressed area has resulted in high poverty and limited access to educational resources by the communities on and near the Standing Rock Indian Reservation. This concern is a fundamental issue that prompted the establishment of SBC. In a book chapter on economic development on the reservation, Barden (2003) stated that delivering classes and programs to remote communities is important for tribal colleges. In relation to providing opportunities to Native Americans, it is important to note that in a study conducted by the National Center for Education Statistics (NCES) during the 2001-2002 school year, only 0.5% of the recipients who earned a master's degree in the United States were Native American (as cited in ASHE Higher Education, 2005). Furthermore, the average unemployment rate for Native Americans is 45% (American Indian Higher Education Consortium and the Institute for Higher Education Policy [AIHEC & IHEP], 1996).
- Three major employers (Standing Rock, BIA, and IHS) all responded that they are interested in hiring employees with M.B.A. degrees, thus it stands to reason that implementing a M.B.A. should be adopted at SBC because of the need for the program to keep local individuals employed. Barden (2003) emphasized the importance of providing access to higher education via tribal colleges for potential Native and non-Native students in isolated areas as a

“top priority” (p. 110). In addition, Barden (2003) indicated a strong need to conduct scientific research studies “conducted by local people to provide more specific knowledge about their communities...[and] they need to be ongoing efforts to building communities’ [sic] capacity to serve multiple groups” (p. 117). As such, tribal colleges will be able to “determine and explain the influence that their work has had in bringing about specific improvements and, at the same time, contribute to the knowledge base on reservations” (Barden, 2003, p. 118).

### **Native American Culture Embedded within the Curriculum.**

- The philosophy of SBC honors the cultural perspective of the Dakota/Lakota people, and therefore, teaches from this worldview. As such, one of the benefits of providing a master’s degree in education includes the adaptation of a graduate level curriculum that includes embedded multicultural components within it that focus on the cultural worldview of the Lakota/Dakota people, which is specifically meaningful to Native American people. This will be beneficial for many of the surrounding organizations that employ a significant number of Native American individuals.

### **Tuition Rates at Tribal Colleges.**

- Tribal colleges have kept tuition rates low. To support this, Dr. Cheryl Crazy Bull stated that tribal colleges provide educational access to underserved Native people (as cited in Watson, 2015). Dr. Marybeth Gasman, Center for Minority Serving Institutions at the University of Pennsylvania, stated, "Tribal colleges are undervalued...[and] have unique missions that reach way beyond most institutions of higher education to tribal communities, regional communities and families" (Watson, 2015, pp. 6-7). The cost of attendance per master’s degree credit at SBC will be \$350. This will reduce the burden of having to pay a high cost for an education. In addition, scholarships for Native Americans are available.



### **Online Verses Traditional Classes**

- The proposed graduate degree program, if approved by the HLC and later implemented, intends to provide face-to-face instruction with few online courses, academic advising, resources, and support services for its graduate students. The availability of an online master's degree program requires a level of personal discipline and learning strategies that may not appeal or work for many potential candidates. Ideally, courses will be offered in one night per week block format. There is also something positive to be said about face-to-face interaction, discussion, and collaboration. Providing an online master's degree program would also require additional funding, safeguards, and information technology personnel for it to effectively and efficiently run.
- It should also be noted that the Chronicle of Higher Education (April 2013) reported that employers preferred online degrees the least of all degree options; thus, increasing the attractiveness of the implementation of a traditional master's degree program in education at SBC. In addition, Marlin (2012) conducted a study and found that many Native American students do not attend college because of transportation issues, family obligations, and the isolated location where they reside. In relation to access to tribal colleges, a report indicated that it was a problem for Native Americans who wished to further their education (IHEP, 2007). In relation to this problem, some tribal colleges have implemented online education programs by jointly working with universities such as the University of Phoenix. The previously identified university has been utilized by some tribal colleges but has some serious implications. These implications include the high cost to attend college, limited guidance and support, which leads to the fact that more students default on student loans at for-profit universities compared to public universities.

- After year one, SBC's faculty members in the business department and the Vice President of Operations, Dr. Koreen Ressler, intend to discuss and determine the feasibility what online classes could realistically be implemented into the M.B.A. at SBC.

### **The Importance of Human Capital and Economic Development**

- Increasing human capital and educational attainment to individuals in the community are economically beneficial for both individuals and the community (Gibbs, 2005). Therefore, it is important for tribal colleges to expand and improve their education programs to serve the needs of others in the surrounding areas. The catalyst that enhances a community's economy and well-being is through "job creation and retention, wealth creation for individuals and businesses, tax base enhancements, and improving the quality of life" (International Economic Development Council, 2015, p. 1). In a book chapter written by Stein, Shanley, and Sanchez (2003), the authors discussed the importance of strengthening tribal colleges by including areas such as ensuring student access and financial support, enhancing teacher education programs via preparation and recruitment, incorporating professional development opportunities, expanding programs and educational plant, creating partnerships with local government, and increasing the number of all master's degrees for Native and non-Native students. The last statement is essential for potential students to increase their human capital, financial stability, and intellectual capacity, as well as for the college to provide opportunities for economic development and human capital to take place in the community, whereby Native American communities rely on colleges to strengthen their economies (Cornell & Kalt, 1992; IHEP, 2007).

### **Monetary and Intrinsic Value of a Master's Degree**

- Kaplan (2011) cited the U.S. Census Bureau data regarding the increase in salaries of \$13,000 more at the master's degree level compared to the

baccalaureate degree level, or \$500,000 over a lifetime. It also reminds the reader that working toward a graduate degree is more than just a salary increase. It is an opportunity for greater professional fulfillment. In an ASHE Higher Education Report (2005), the master's degree was determined to be a strong force in economic growth, "innovation, and organizational change" (p. 2). In the last 15 to 20 years, the demographics have changed for those working toward a master's degree. The average age is 32.6. In addition, those who are enrolled in a master's degree program are typically employed, married (46%), have children (37%), and are more diverse compared to the demographics during the 1980s (ASHE Higher Education, 2005). It is the intent of the proposed graduate degree program, if approved by the HLC, to provide educational opportunities for those wishing to continue their education by attending graduate school at SBC.

## Limitations of the Proposed M.B.A. Program

---

The only potential limitations for the implementation and continuation of a M.B.A. are cost effectiveness, student recruitment and retention, which includes paying for the cost of graduate school, and occasionally having to rely on adjunct faculty and faculty in other departments who have their doctorate. Although a substantial number of individuals indicated that they are interested in a M.B.A. degree at SBC, if the student numbers drop off or students take a break after the first semester the college may have to adjust class schedules. This would require a strategic plan that is supplemented with adequate funding for the purpose of recruitment during follow-up years so they can maintain an adequate number of students in the M.B.A. program.

# Feasibility of the M.B.A. Program

---

Currently during the summer of 2018, there have been six former students who asked about the possibility of a Masters program at Sitting Bull College verses attending online or having to travel. At this point there are three known individuals who are looking for an M.B.A program in the community in order to advance at their place of employment.

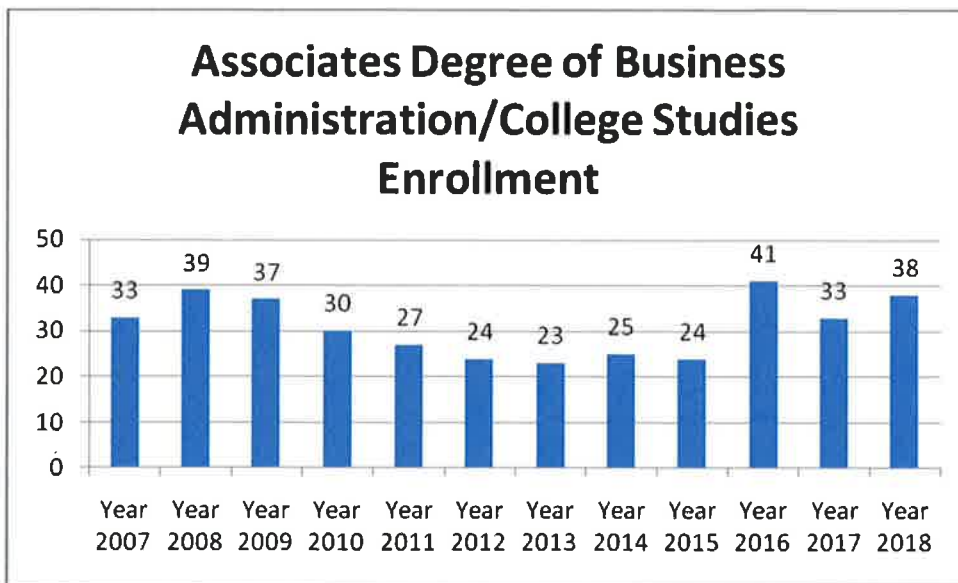
Sitting Bull College approached this feasibility study in three sections. The components are current enrollment trends, graduation rates, and surveys.

## **Current Enrollment Trends**

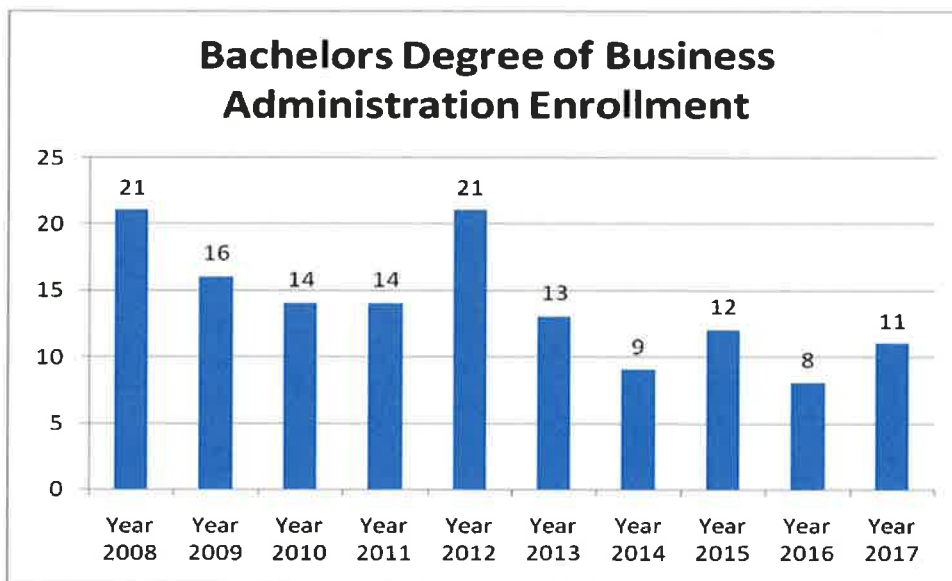
Sitting Bull has consistently exceeded their goal of new student enrollment of 50 new students per year. In Fall 2015/Spring 2016, there were 69 first time freshmen and 50 transfer students for a total of 119 new enrollees. Fall 2016/Spring 2017, there were 77 first time freshmen and 49 transfer students for a total of 126 new enrollees. In Fall 2017/Spring 2018, there were 97 first time freshmen and 51 transfer students for a total of 149 new enrollees. (<https://sittingbull.edu>) The current upward enrollment trends are a very strong indication that students see that education is beneficial in combating the issues of high poverty and high unemployment on the Standing Rock Indian Reservation in which was why the college was established.

The Associates Degree of Business Administration program is one of the programs that sees a higher enrollment/interest than some of the other programs offered by SBC from first time attending freshmen. Many of the new students who enroll are looking to further their education beyond an Associate's degree, which means they are looking for a Bachelor's degree and some upward to a Master's level degree. One can see that there is very steady enrollment in the Associates' program (refer to graph), thus these students

look to further their education in the subject matter they enrolled in. Many students enroll in an Associates' program in hopes to pursue a higher degree level.



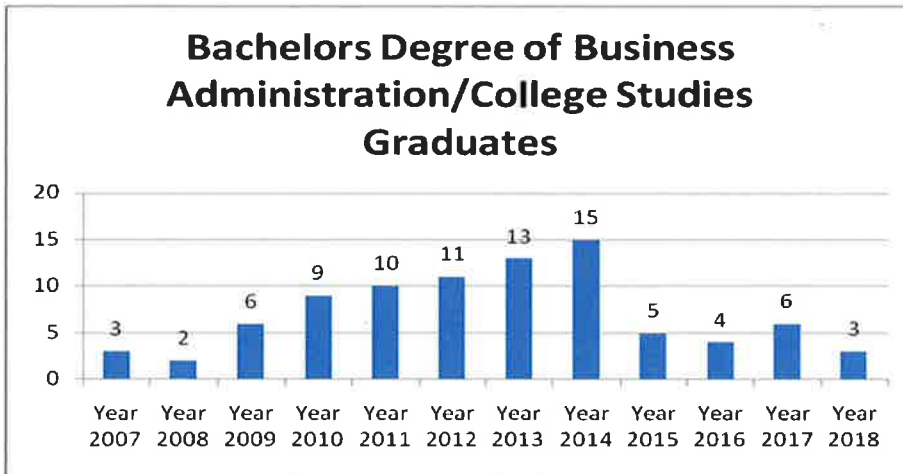
With the Associates Degree of Business Administration program being a program with steady enrollment it would make sense that the Bachelors of Business Administration program remains quite strong as well. A number of students who complete their Associates Degree continue on to enroll in the Bachelor's of Business Degree Program. There has been consistent enrollment for the past 10 years as seen in enrollment graph.



At Sitting Bull College looking back to fall of 2009 semester and every semester moving forward a minimum of 60% of the student population were female. In spring of 2018, 67% of the student population was female, in addition 80% of the SBC student population is single which means there are single parent families. Thus continuing education for women with a family to support is very important especially in an area with high poverty and high unemployment According to the Forte' Foundation "Women with an M.B.A. will see pay increases of 55-65% within five years after graduation and 85% of them attribute this to earning their M.B.A." (<http://business360.fortefoundation.org>)

### **Graduation Rates**

At Sitting Bull College since semesters of Fall/Spring 2006/2007 consistently has had Bachelors of Science graduates with Business Administration and College Studies degrees. Since semesters of Fall/Spring 2006/2007 SBC has had 53 graduates with a Bachelor of Science in Business Administration degree and 34 graduates with a Bachelor of Science in College Studies for a total of 87 Bachelor's degrees. Many of these graduates in these discipline areas follow the M.B.A. path verses changing careers. According to "The Educational Attainment in The United States Report" dated 2015; 10.9% of the population ages from 25-34 have an advanced degree type, 13.8% of the population ages from 35-44 have an advanced degree type, 12.1% of the population ages from 45-64 have an advanced degree type, and 11.3% of the population ages 65 and older have an advanced degree type. The Digest of Education Statistics published a similar report in 2016. However the report had the specific title of a Master's degree and it stated 9.2% of the population obtained a masters degree.



In looking at the above statistics, SBC should be able to recruit nearly 10% of graduates from the programs. Currently with 87 graduates, that would be approximately 8 students that would be ideal candidates for enrolling in start of the M.B.A. program.

In addition, SBC will encourage graduates to further their education by continuing seamlessly from graduation on to the MBA program. This will be beneficial to students because they can look for employment that will allow them to seek a career with better growth potential.

## Survey Selection

The MBA program is of greatest interest to current students, alumni, and employers/management in the surrounding areas. In this survey each segment was broken down and every individual was asked to fill out an anonymous survey. With this very targeted survey it is strongly believed that data collected is very accurate to interest and enrollment of a MBA program.

## Current Student Business Program Enrollment Survey

Currently there are 44 students enrolled in the Business Administration program at Sitting Bull College. This is based on fall 2018 enrollment, which included all students in varying levels of the program including first year, second year, third year and fourth year (graduating students). There were two survey attempt via survey monkey which neither received significant results. Then it was decided the best way to receive student feedback was to hand out a simple four (4) question anonymous in-person paper survey during class. In this method of surveying 30 out of the 44 (approximately 68%) enrolled Business program students responded to the survey. The questions included:

1. Would you consider completing a MBA degree if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

2. Would you know of anyone outside current college students that would be interested in obtaining a MBA if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

3. Does your employer hire individuals with master's degrees? *(Please circle response)*

*Yes/No*



4. Do you feel a MBA is needed for growth in many organizations? (*Please circle response*)

*Very likely*

*Likely*

*Neither likely or unlikely*

*Very unlikely*

This student survey is considered to be very accurate since the 30 students that filled out the survey are students that are currently attending classes actively pursuing a business degree. These are also students that are currently attending class regularly if not they would not have been in class to physically take the survey.

### **Current Business Program Student Survey Results**

In response to the first question *“Would you consider completing a MBA degree if Sitting Bull College was to offer one?”*

- Twenty two (22) or 73% of the business students responded “Yes” to the survey.
- Eight (8) or 27% of the business students responded “No” to the survey.

This shows a very strong interest in a MBA program among currently enrolled students.

In response to the second question "Would you know of anyone outside current college students that would be interested in obtaining a MBA if Sitting Bull College was to offer one?"

- Seventeen (17) or 57% of the business students responded "Yes" to the survey.
- Thirteen (13) or 43% of the business students responded "No" to the survey.

This again shows a very strong interest in a MBA program among currently enrolled student's friends and peers.

In response to the third question "Does your employer hire individuals with Master's Degrees?"

- Sixteen (16) or 53% of the business students responded "Yes" to the survey.
- Twelve (12) or 40% of the business students responded "No" to the survey.
- One (1) or 3% of the business students responded "Maybe" to the survey.
- One (1) or 3% of the business students did not to the survey question.

Again this survey shows a very strong interest in a MBA program among currently enrolled business students and the significance an MBA degree brings to the workplace.

In response to the final question "Do you feel a MBA is needed for growth in many organizations?"

- Fifteen (16) or 53% of the business students responded "Very Likely" to the survey.

- Seven (7) or 23% of the business students responded “Likely” to the survey.
- Six (6) or 20% of the business students responded “Neither Likely or unlikely” to the survey.
- One (1) or 4% of the business students responded “with a ? (question mark)”

This shows that not only is there a very strong interest in a MBA program among currently business students enrolled students in the workplace, but students see in their workplaces that they are needed for growth.

Two (2) students indicated that they would be interested in applying to and enrolling in MBA program after graduation at some point. Another student said she would be willing to stay at SBC if she could go straight into a MBA program after she graduates with her bachelors' in Business Administration.

#### **Current Employer Survey (*via Survey Monkey*)**

There was a survey monkey mass survey emailed out to 75 employees/employers which only received 9 responses. This included the prominent employers such as IHS, Standing Rock, BIA, the casino, etc. The questions included:

1. Does your organization hire individuals with MBA's?

*Yes/No*

2. If Sitting Bull College was to offer a MBA would your organization be interested in hiring graduates?

*Definitely would / Probably would / Probably would not/ Definitely would not*

3. If Sitting Bull College would offer a MBA would your organization be interested in asking current employees to further pursue their education?

*Definitely would / Probably would / Probably would not/ Definitely would not*

4. If Sitting Bull College would offer a MBA do you feel it would help the community?

*Extremely helpful / Very helpful / Somewhat helpful / Not so helpful / Not helpful at all*

5. Do you feel a MBA is valuable for growth in an organization?

*Extremely important / Very important / Somewhat important / Not so important / Not at all important*

## Current Employer Survey Results

In response to the first question “Does your organization hire individuals with MBA's?”

- Nine (9) or 100% of the respondents, responded “Yes” to the survey.

This shows that the current management/workforce understands that the major employers located on the Standing Rock Reservation does hire employees with MBA's.

In response to the second question “If Sitting Bull College was to offer a MBA would your organization be interested in hiring graduates?”

- Eight (8) or 89% of the respondents, responded “Definitely would” to the survey.
- One (1) or 11% of the respondents, responded “Probably would” to the survey.

This again shows a very strong interest in a MBA program in prominent work places on the Standing Rock Reservation.

In response to the third question “If Sitting Bull College would offer a MBA would your organization be interested in asking current employees to further pursue their education?”

- Six (6) or 67% of the respondents, responded “Definitely would” to the survey.
- Three (3) or 33% of the respondents, responded “Probably would” to the survey.

Again this survey shows a very strong interest in a MBA program and the significance an MBA degree brings to the workplace.

In response to the fourth question "If Sitting Bull College would offer a MBA do you feel it would help the community?"

- Seven (7) or 78% of the respondents, responded "Extremely helpful" to the survey.
- One (1) or 11% of the respondents, responded "Very helpful" to the survey.
- One (1) or 11% of the respondents, responded "Somewhat helpful" to the survey.

This question in the survey demonstrates that not only is there a very strong interest in a MBA program in the community but respondents feel it is important to growth.

In response to the final question "Do you feel a MBA is valuable for growth in an organization?"

- Six (6) or 66% of the respondents, responded "Extremely important" to the survey.
- One (1) or 11% of the respondents, responded "Very important" to the survey.
- Two (1) or 22% of the respondents, responded "Somewhat important" to the survey.

This shows that not only is there a very strong need for a MBA program in the community but it is needed in their workplaces for growth within an organization.

### **Current Business Administration Program Alumni Information**

Sitting Bull College has had a total of 92 student that graduated with a bachelors in the Business Administration Program and the College Studies program. Of the 92 students which have graduated, 3 are now deceased and 12 have moved out of which leaves 77 former graduates in the current alumni. At this point 23 individuals were located and willing to share in the survey which is equivalent to 29.8% of the current alumni. In efforts to reach out to 54 other alumni members we sent out paper surveys, since many telephone were not able to be reached, unavailable, disconnected, or changed.

### **Current Alumni Survey Results**

In the alumni individuals that have been reached which is currently a total of 23 individuals or 29.8% since the business program began in 2006. Overall this is a pretty significant number since many individuals may move in both in home residence and in workplace employment. The following was determined:

- Six (6) alumni members already have their masters
- Two (2) alumni members are currently enrolled in other master programs
- Three (3) alumni members are currently working on the Masters in Education
- Five (5) alumni members are interested in enrolling in a MBA program if Sitting Bull College offers one or will look at others in the future.

- Four (4) alumni members would consider enrolling in an MBA program
- Three (3) alumni members would consider continuing in some type of additional or different degree program at some point in the relative near future.

Comparing national bachelor degree graduation numbers to Sitting Bull College overall compiled statics it shows that students and alumni are very supportive in higher education programs. The Digest of Education Statistics published a report in 2016 stated 9.2% of the population obtained a masters degree. Just in looking at the alumni in the business program since inception 14.28% have completed or are in process of a masters degree program which this is over 5% higher than the national average. This does not include that a total of 10 alumni members are also interested in an MBA program or another advanced degree program. In summary this tells us that individuals on the Standing Rock Reservation see a significant value in higher education.



# Role of the M.B.A. at Sitting Bull College

---

As a community of learners in fulfilling Sitting Bull's vision of building a better future for our children, we emulate the Lakota/Dakota values of bravery, generosity, wisdom, and fortitude. Tribal Colleges have developed their own division of education programs in an effort to validate and empower American Indian communities. (Reyhner, 1992).

Traditional education gives us an orientation to the world around us, particularly the people around us, so that we know who we are and have the confidence when we do things. Traditional knowledge enables us to see our place and our responsibility within the movement of history.  
Vine Deloria, Jr. – Standing Rock Lakota. 1999.

## M.B.A. Mission Statement

The M.B.A. program at Sitting Bull College educates current and future business leaders through the use of technology, research and engagement with an emphasis on economic development, budgeting, financial decision making, and planning while promoting ethical behavior consistent with the Lakota/Dakota culture and language. With the help of SBC Lakota Studies faculty, the following values are acknowledged as indicators of excellence:

- **Woohitika (Bravery)** – the ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.
- **Wowacintanka (Fortitude)** – to persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
- **Wacantkiya and/or Wacanlkiya (Generosity)** – to show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Division

of Education programs expect that all candidates demonstrate generosity within the context of their communities.

- **Woksape (Wisdom)** – This is defined as the ability to use an accumulation of individual experience in making appropriate decisions in life.

Both SBC and the education department mission statements articulate a need to enhance the educational attainment of Standing Rock members while maintaining a focus on Lakota/Dakota history, language, culture, and values. Since 1995 the education unit has integrated constructivist principles throughout the program of study.

The conceptual framework of Sitting Bull College Business Program will be extended to the graduate program. This framework provides a cohesive link between and among curriculum, instruction, internships, field experience, and assessment with each candidate's program of study. The aspects of cultural relevancy are integrated throughout the curriculum and within the general education coursework to the greatest extent possible.

Secondly, baccalaureate degree seeking students construct knowledge through coursework that will serve them in later aspects of their program. The graduate focused business students will further their understanding of the business model in the real workplace setting as they continue to apply active learning to their current positions on the job. SBC students engage in learning that is relevant to the context of Lakota/Dakota history, culture, and language.

Each and every [Lakota] parent was a teacher and ... all elders were instructors of those younger than themselves ... We learned by watching and imitating examples placed before us. Slowly and naturally the faculties of observation and memory became highly trained. ... The training was largely of character ... and continued through life. True Indian education was based on the development of individual qualities and recognition of rights. Luther Standing Bear (1933-1978)

### **Program Outcomes (Goals)**

1. The student will express concepts and ideas in a professional manner through the use of written and oral communication.
2. The student will understand how to budget effectively and how to understand 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.
4. The student will integrate operations management techniques throughout the cross functional areas of an organization.
5. The student will understand the monetary system and how interest rates impact decisions in business.
6. The student will demonstrate an understanding of the financial, economical, and ethical challenges that are faced in today's business environment.

## Proposed Courses and Descriptions

### Co-Requisites

#### **BAD 201 Principles of Accounting I 3 Credits**

Introduction to the fundamentals of accounting. This includes the classification of accounts, debits/credits, basic financial statements, special journals, and adjusting/closing entries.

#### **BOTE 247 Spreadsheet Applications 3 Credits**

To provide hands on experience using a spreadsheet application software package to gather, organize, summarize numeric business data. (Prerequisite CSCI 101 Introduction to Computers does not apply in this program)

### Core Classes

#### **BADM 502 Operations and Supply Management 3 Credits**

This course examines the processes of using organizational resources for the production of products or services. The following topics will be addressed; capacity planning, procedure planning, scheduling, adequate supplies, organizational departmental implementation, and alignment.

#### **BADM 505 Money and Banking Analysis 3 Credits**

This course explores the process in which a business needs to access capital through a lending relationship. The topics studied will directly relate to information needed in order for a business to apply for loans. The banking and lending process is fully studied including but not limited to the topics of interest rates, credit scores, debit to income ratios, liquidity, assets vs. liabilities, future values, present values, and credit worthiness. The loan application process will also be thoroughly addressed in this course.

**BADM 517 Community Development****3 Credits**

This course covers the fundamentals of modern local community issues concerning how to build, attract, and grow business activities, along with increasing community support in this case Standing Rock area. Students will explore the topics of economic development, zoning, fee and trust land economic implications, real-estate practices, community, state, and federal relations.

**BADM 542 Managerial Accounting****3 Credits**

This course focuses on various accounting concepts that are vital for organizations to understand to make solid business decisions. All leadership levels from first line managers to the CEO must understand various accounting reports in order to operate an effective team and manage a successful business.

**BADM 573 Economics****3 Credits**

This course explores the challenges of the creation and growth of emerging economics in the local community and in the business world. Students will understand economic concepts such as supply and demand, competition, customer theory, monopolies, and the application and relationship they have on employment and fiscal policy in the society we live in.

**BADM 606 Project Planning****3 Credits**

This course will introduce the process of project planning and will include the topics of project scope design, establishment of excellence within the planning process (Total Quality Management {TQM}), setting and evaluation of organizational goals, evaluation and control of the planning process and set objectives for comprehensive managerial decision making processes.

**BADM 610 Marketing Analysis****3 Credits**

Introduces students to marketing theory, marketing management principles, development of marketing strategies for new and existing organizations. Explores how managers use marketing to make strategic business decisions that relate to consumer behavior and organizational performance. Provides insight on how to make the best marketing decisions for a business based on its unique market.

**BADM 635 Business and Tribal Law Environments****3 Credits**

This course explores business law through the perspective of an organization. Students will study the principles of law and apply logical reasoning to legal decisions in relation to the business environment. Legal strategies and good business agreements provide a solid foundation for an organization's longevity. Students will look at federal, state, local and tribal laws concerning business and government operations.

**BADM 640 Management Information Systems****3 Credits**

Course explores the impact of technology throughout the organization and the business structure. The implementation and management of various types of technology based programs will be evaluated and reviewed. Proper application of information technology processes will be examined within the organization to create efficiency and information flow.

**BADM 655 Financial Management and Financial Analysis****3 Credits**

This course addresses organizational financial decision making and planning. Financial theories are explored in the areas of financial statement analysis, asset management, the evaluating the cost of capital, budgeting, financial forecasting, and assessing the overall capital structure of the organization.

**BADM 680 Strategic Management and Decision Making 3 Credits**

This course addresses organizational strategic planning. Strategic principles, strategy, planning implications, and managerial roles in the strategic planning process will be examined. In the decision making process/strategic planning process, it is also important to be able to properly plan to adhere to budgets to finalize decisions.

**BADM 699 Research Seminar 3 Credits**

Students will create a final research project which utilizes primary and secondary research. The topic will be approved by the course faculty who will act as mentor to the student. The topic of research will be related to a business challenge that is taking place in the local, national or global business environment.

**Total Credits 36**

**Degree Program**

SBC will allow students to start the program in various sequences as long as the prerequisites are completed. This will allow for more students to enroll at their convenience and will allow them to start the program without having to wait for a predetermined start date. The concern is that a delayed start can be a deterrent for a student to begin the program, thus not following through with the degree program.

Classes will be primarily scheduled in the evenings with some online segments using an intensive eight week block format. They will be offered on a continual basis varying from the traditional college schedule. Courses will be offered in an eight week block format with the exception of BADM 699. BADM 699 will be five weeks in length. Students will be required to take the co-requisites of BAD 201 Accounting I and BOTE 247 Spreadsheet Applications prior to taking any core classes (unless there is prior approval or they are currently enrolled). Students who have work or professional experience can opt to test out of BAD 201 Accounting I and BOTE 247 Spreadsheet Applications.

Core classes will be offered in a sequence that will be based on instructor availability. If a student misses one of the core classes due to personal challenges he/she will be allowed to take the next course in the sequence since there is not a special order. Students will complete the final course BADM 699 after completing all core course work. Since BADM 699 is the final course, it will be offered as it is needed so students can graduate in a timely fashion.

**Courses:**

**Co-requisites:**

BAD 201 Accounting I, 3 Credits

BAD 247 Spreadsheet Applications, 3 Credits

**Core Courses:**

BADM 502 Operations and Supply Management, 3 Credits *(8 week accelerated block course)*

BADM 505 Money and Banking, 3 Credits *(8 week accelerated block course)*

BADM 517 Community Development, 3 Credits *(8 week accelerated block course)*

BADM 542 Managerial Accounting, 3 Credits *(8 week accelerated block course)*

BADM 573 Economics, 3 Credits *(8 week accelerated block course)*

BADM 606 Project Planning, 3 Credits *(8 week accelerated block course)*

BADM 610 Marketing Analysis, 3 Credits *(8 week accelerated block course)*



BADM 635 Business and Tribal Law Environments, 3 Credits *(8 week accelerated block course)*

BADM 640 Management Information Systems, 3 Credits *(8 week accelerated block course)*

BADM 655 Financial Management and Financial Analysis, 3 Credits *(8 week accelerated block course)*

BADM 680 Strategic Management and Decision Making, 3 Credits *(8 week accelerated block course)*

\*Sequence subject to instructor availability.

**Final Course:**

BADM 699 Research Seminar, 3 Credits *(5 week accelerated block course)*

**Proposed Degree Course Schedule** *(See calendar in appendix)*

**Fall/Winter Semester 2019**

BADM 502, Runs from August 19, 2019 through October 11, 2019

BADM 505, Runs from October 11, 2019 through December 6, 2019

BADM 573, Runs from December 6, 2019 through February 15, 2020

*(Christmas break from December 21, 2019 through January 6, 2020)*

**Spring/Summer Semester 2020**

BADM 517, Runs from February 17, 2020 through April 13, 2020

BADM 606, Runs from March 9, 2020 through May 1, 2020

BADM 542, Runs from May 4, 2020 through June 26, 2020

*(Summer break from June 27, 2020 through July 5, 2020)*

**Fall/Winter Semester 2020**

BADM 655, Runs from July 6, 2019 through August 28, 2020

BADM 640, Runs from August 31, 2020 through October 23, 2020

BADM 635, Runs from October 26, 2020 through December 18, 2020

*(Christmas break from December 19, 2020 through January 4, 2021)*

### Spring/Summer Semester 2021

BADM 610, Runs from January 4, 2021 through February 26, 2021

BADM 680, Runs from March 1, 2021 through April 23, 2021

BADM 542, Runs from April 26, 2021 through May 28, 2021

*(Graduation in May 2021)*

### **Proposed Degree**

The proposed degree is a Master of Business Administration. The degree title was discussed and contrasted to other regional M.B.A. programs. It was concluded that this degree title (M.B.A.) effectively communicate the graduate program and its emphasis in the discipline of Business.

## Criteria for Admission to the M.B.A. Program

---

Application requirements will include:

1. A baccalaureate degree from an accredited college or university.
2. A cumulative undergraduate grade point average of 2.50 or at least 2.75 in the last two years of their degree program.
3. Resume
4. Letter of application to the program. The letter of applications should address:
  - a. Career background with life experiences that have resulted based on the career decision.
  - b. Description of one's qualifications and preparation for a Master's of Business Administration Degree

### **Degree Requirements**

- Completion of thirty six credits (36) at or above the 500 level.
- A maximum of one-fourth of the credit hours required (i.e., 12 credits) may be transferred from another college or university.
- Maintain a grade point average (GPA) of 3.0 or higher in the program of graduate study.
- Completion of the degree requirements within six (6) years of acceptance.
- Attend and participate in all graduate seminars or presentations as scheduled.
- Uphold and maintain academic honesty, personal responsibility, and professional integrity.

## **Sitting Bull College M.B.A. Target Market**

---

The proposed target market for the Sitting Bull College's Master of Business Administration program is students within a hundred mile radius of Sitting Bull College's main campus who are looking to take their educational pursuits to the next level. The M.B.A. program will be open to all students who have received a bachelor's degree.

According to the U.S. Census, 16.6% of Sioux County, ND and 16.4% of Corson County, SD population have bachelors' degrees or higher in 2016 (U.S. Census, QuickFacts). Tribal employees serving the Standing Rock Sioux Nation will be the primary target market for the M.B.A. program.

## **Graduate Employment Opportunities**

M.B.A. graduates are well positioned for many job opportunities within the Sitting Bull College region. M.B.A. graduates are likely to find jobs with the following industries, areas and fields:

- State Governments (North and South Dakota)
- Bureau of Indian Affairs
- Tribal Governments
- Financial Services Industries
- Territorial Sales
- Higher Education (Administration and Faculty)
- Hospital and clinics
- Self employment/New Business

South Dakota's Department of Labor and Regulation (2018) indicated an increase in the average annual demand for business professionals between years 2014 to 2024, depending upon the specific industry. The employment projections for general managers/business are projected at 6.8% growth and specialty managers are projected at a 7% growth rate.

North Dakota's Department of Labor and Regulation (2018) indicated an increase average annual demand for business professionals between years 2016 to 2026 depending upon the specific industry. The employment projections for business professionals are projected at 14.8%.

The U.S Bureau of Labor Statistics Career Outlook compiled data from the U.S. Census Bureaus, American Community Survey regarding Master degrees in various industries. The results were as follows:

1. Among Education Administrators, 46% of employees have Master's Degrees.

2. Among Marketing and Sales Managers, 17% of employees have Master's Degrees.
3. Among Social and Community Service Managers, 30% of employees have Master's Degrees.
4. Among Medical and Health Service Managers, 24% of employees have Master's Degrees.
5. Among Financial Services Industry, 16% of employees have Master's Degrees.
6. Among Financial Managers, 19% of employees have Master's Degrees.
7. Among Network and Computer Systems Administrators, 11% have Master's Degrees.

The challenge in citing specific demand for the Masters of Business Administration Degree is that there is no specific job title that can be identified for candidates. As for the vast majority, students will enhance their knowledge and skills in the business field and will advance within their respective organizations. This data does indicate a relatively stable growth in the field of business for graduates.

## **Recruitment Plan**

The recruitment plan for the M.B.A. program will include several elements, they are as follows:

- Recruitment of current Sitting Bull College students through the college's Facebook page, college website, on campus advertisements, and end of the semester in class presentations about the benefits of earning the M.B.A.
- Recruitment of past students through direct mail, the college's website, the college's Facebook page and various site visits to participating employers performed by M.B.A. faculty.
- SBC will work to build relationships with employers on and off the reservation to encourage hiring practices that are favorable to M.B.A. graduates.
- Advisors and staff will actively recruit students through the programs at SBC.
- Recruitment of potential students from across North and South Dakota will take place by attending job fairs located in areas that meet the criteria of the target market. Also, through social media outlets and the Sitting Bull College's website.
- Presentations will be made to the Standing Rock Sioux Tribal Council and the Cheyenne River Sioux Tribal Office to describe the program, provide brochures, applications, give other additional information, and to answer questions.
- Contact has been made with HR Director of the Standing Rock Sioux Tribe to establish which tribal employees will be required to obtain an M.B.A. after reclassifications have been implemented this year.

## M.B.A. Staff Needs Assessment

---

Based on the results from the survey compiled by Sitting Bull College it is perceived that enrollment for the M.B.A. program should be approximately 8 to 10 students by year two. It is forecasted that enrollment for the program will steadily increase through recruitment efforts and collaborations with other tribal colleges after the initial wave of students. Therefore the five year budget may need revisions if enrollment exceeds expectations and the course sequence needs to be running yearly verses running a full two year sequence of classes. The program is designed for students to take 12 classes in order to complete the degree. It will take a student approximately 21 months to complete the program with few scheduled breaks.

## Sitting Bull College M.B.A. Faculty

---

The current Sitting Bull College Business Department employs two full-time business instructors. It is believed that based on the current course load of these instructors that each instructor could handle teaching one M.B.A. level class per every year.

Based on the projected initial enrollment, it is believed that current business faculty and four adjuncts could run the program in the first year, this information is based on only running courses in a two year cycle with the exception of BADM 699. Due to the nature of recruitment efforts and the likelihood of collaboration with other colleges it is forecasted that two (2) current full time business faculty plus four (4) adjuncts (12 credit hours) will be needed by year three.

### Projected Faculty Need:

Four (4) adjuncts (12 credit hours) and the current full time Business/Management Professors year 1-2.

Four (4) adjuncts (12 credit hours) and the current full time Business/Management Professors year 3-5.

It is anticipated that in the next one to two years Ms. Schley will complete her doctorate (anticipated 2020), and therefore, be able to teach full-time in the graduate program. At this point there would be nearly two full-time faculty members engaged in the M.B.A. program which will reduce the reliance on a large number of adjunct faculty members.

The following table lists the regular faculty members and respective courses:

| Faculty Member  | Background Information  |
|---|---|
| <p><b>1. Ressler, Koreen Ph.D.</b></p> <p>Courses: Operations and Supply Management plus Research Seminar</p>   | <p>Dr. Ressler currently is the Vice President of Operations at SBC and teaches as well. She teaches the undergraduate Statistics and Accounting.</p> |
| <p><b>2. Kuntz, Rachel D.B.A.</b></p> <p>Courses: Courses: Money and Banking, Managerial Accounting, Economics, Financial Management and Financial Analysis, and Research Seminar</p> | <p>Dr. Kuntz is currently a faculty member at SBC. She has worked in the Banking and Insurance industries as well as being faculty.</p>               |
| <p><b>3. Moser, Jeff D.B.A.</b></p> <p>Courses: Operations and Supply Management, Strategic Management and Decision Making, plus Research Seminar</p>                                 | <p>Dr. Moser worked at SBC in the Business Department. He furthered his education to expand his work as a faculty member at the Masters level.</p>    |



#### 4. Peterson, Brad

Courses: Business and Tribal Law Environments plus Research Seminar

Mr. Peterson is a practicing attorney who holds a Juris Doctor. He is currently a faculty member at SBC.

#### 5. Schley, Kourtney M.S. (IP)

Courses: Marketing Analysis, Management Information Systems, Community Development and Research Seminar

Ms. Schley is currently a adjunct faculty member at SBC. She is also currently self employed owning a visual business help center (web based) and working on her Ph.D. in Business.

*\*IP meaning In progress of furthering education*

# M.B.A. Program Five Year Proposed Budget

The table shown below indicates the start-up and projected costs associated with the implementation of the proposed master's degree in business. *(see profit breakdown in yellow in appendices) \*Please Note\* this illustrates no drop out or stop outs (students taking a break)*

## Project Revenue

|            | # of Students | Yearly Credit Per Student | Total Credits | Tuition (\$350 per credit) | *ISC (Indian Student Count) | Total Revenue |
|------------|---------------|---------------------------|---------------|----------------------------|-----------------------------|---------------|
| Year One   | 8             | 18                        | 144           | \$ 50,400.00               | \$ 561,168.00               | \$ 611,568.00 |
| Year Two   | 10            | 18                        | 180           | \$ 63,000.00               | \$ 701,460.00               | \$ 764,460.00 |
| Year Three | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |
| Year Four  | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |
| Year Five  | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |

Total Credits/2\*Rate Received per FTE

Current Rate per ISC \$7,794

## Costs for Program

|            | Full-time Faculty | Fringe Benefits (25%) | Adjunct at 12 credits per year | Fringe Adjunct (10%) | Supplies    | Travel      | Total Cost    |
|------------|-------------------|-----------------------|--------------------------------|----------------------|-------------|-------------|---------------|
| Year One   | \$ 51,400.00      | \$ 12,850.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 85,470.00  |
| Year Two   | \$ 52,900.00      | \$ 13,225.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 87,345.00  |
| Year Three | \$ 108,800.00     | \$ 27,200.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 157,220.00 |
| Year Four  | \$ 111,800.00     | \$ 27,950.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 160,970.00 |
| Year Five  | \$ 114,800.00     | \$ 28,700.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 164,720.00 |

Year One- Two - one full time faculty

Year Three-Five - two full time faculty

# Funding

---

|                            |  |
|----------------------------|--|
| <b>Tuition per Student</b> | \$6,300 (based on \$350 per credit at 18 credits per year)                                   |
| <b>ISC Funding</b>         | \$7,794 (based on \$6,300 per Indian Student at 18 credits per year including summer months) |

## Summary of Funding Sources per Year

- Based on 18 graduate credits per year for each full-time student x \$350/graduate credit = \$6,300.00
- Additional revenue generated to off-set the cost of the program will include 95-971 funds (ISC) that are calculated at \$7,794 per Indian Student Count each year. This number has been consistent that last several years.

## Summary of Anticipated Revenue

Year one it is anticipated that eight (8) students will attend the program with no taking breaks or stop outs since these students have expressed interest in the program for some time. The revenue as shown on the graph above is calculated for a total revenue of \$611,568.00- \$85,470.00 (total cost) for a total profit in year one of \$526,098.00.

Year two it is anticipated that ten (10) students will attend the program with no taking breaks or stop outs since these students have expressed interest in the program for some time. The revenue as shown on the graph above is calculated for a total revenue of \$764,460.00- \$87,345.00 (total cost) for a total profit in year two of \$677,115.00.

Year three it is anticipated that ten (10) students will attend the program at this point a couple of students may take a break. In addition, another full-time faculty member will be added. The revenue as shown on the graph above is calculated for a total revenue of \$509,604.00- \$157,220.00 (total cost) for a total profit in year three of \$352,420.00.

Year four it is anticipated that ten (10) students will attend the program at this point a couple of students may take a break. The revenue as shown on the graph above is calculated for a total revenue of \$509,604.00- \$160,970.00 (total cost) for a total profit in year four of \$348,670.00.

Year five it is anticipated that ten (10) students will attend the program at this point a couple of students may take a break. The revenue as shown on the graph above is calculated for a total revenue of \$509,604.00- \$164,720.00 (total cost) for a total profit in year five of \$344,920.00.

The anticipated enrollment (8-10) is based on potential students in the surrounding communities who wish to work on their master's degree in business as soon as possible. The anticipated enrollment does not include current undergraduate education students who are interested in applying to and enrolling in a master's in program at SBC. In addition, the alumni members who are ready to enroll are included in the 8 to 10 individuals interested in enrollment.

However, there is also according to the alumni survey another three (3) individuals who would consider enrolling in the future plus another two (2) individuals who would consider continuing their education or a different degree at some point which are not included in the 8-10 individuals looking to enroll. In a separate survey conducted on current undergraduate business students polled by the faculty members in the Business Department, three (3) students indicated that they would be interested in applying or enrolling in a M.B.A. program at SBC sometime in the future after graduation. It should be noted that none of these potential students who are interested

in a M.B.A. degree at SBC were factored into the current projected student enrollment or financial data.

## Non-Financial Resources Needed

---

The primary non-financial resources required for the implementation of this program include classroom space and state-of-the-art classroom technology. This will also require adjunct faculty members to devote additional teaching time away from classes that they may already be teaching in other programs or other job duties e.g., Dr. Ressler in Business Undergraduate Programs.

## References

---

ASHE Higher Education Report. (2005). *Conceptualizing the Master's Degree*, 31(4), 1-4.

ASHE Higher Education Report. (2005). *The Evolution of the Master's Degree*, 31(4), 5-22.

Barden, J. (2003). Tribal colleges and universities building community: Education, social, cultural, and economic development. In M. K. P. Benham & W. J. Stein (Eds.), *The renaissance of American Indian higher education: Capturing the dream* (pp. 99-119). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bennett, W. J., & Wilezol, D. (2013). *Is College Worth It?* Nashville, TN: Thomas Nelson, Inc.

Boyer, P. (2003). Building tribal communities: Defining the mission and measuring the outcomes of tribal colleges. In M. K. P. Benham & W. J. Stein (Eds.), *The renaissance of American Indian higher education: Capturing the Dream* (pp. 137-146). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bureau of Labor Statistics, U.S. Department of Labor. (2018.) *Employment Projections by Educational Attainment, 2018*. Retrieved on June 24, 2018 from:  
<https://www.bls.gov/careeroutlook/2018/article/mobile/graduate-degree-outlook.htm>

Cornell, S., & Kalt, J. P. (1992). *What Can Tribes Do? Strategies and Institutions in American Indian Economic Development*. Los Angeles: American Indian Studies Center at the University of California, Los Angeles.

Deloria, V., Jr. (1999). Knowing and understanding: Traditional education in a modern world. *Spirit & Reason: The Vine Deloria, Jr., Reader*, 137-143. Golden, CO: Fulcrum Press.

Digest of Education Statistics. Retrieved on July 30, 2018 from:  
[https://nces.ed.gov/programs/digest/d16/tables/dt16\\_104.20.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_104.20.asp)

Gibbs, R. (2005). *Education as a Rural Development Strategy*. USDA. Retrieved from  
<http://www.ers.usda.gov/AmberWaves/November05/Features/Education.htm>

Guarino, C., Santibanez, L., Daley, G., & Brewer, D. (2004). *A Review of the Research on Teacher Recruitment and Retention*. Santa Monica, CA: Rand Corporation.  
Retrieved from  
[http://www.rand.org/pubs/technical\\_reports/2005/RAND\\_TR164.sum.pdf](http://www.rand.org/pubs/technical_reports/2005/RAND_TR164.sum.pdf)

Institute for Higher Education Policy, American Indian Higher Education Consortium, & the American Indian College Fund. (2007). *The Path of Many Journeys: The Benefits of Higher Education for Native People and Communities*. Washington, D.C.: Institute for Higher Education Policy.

International Economic Development Council. (2015). *About IEDC*. Retrieved from  
<http://www.iedconline.org/web-pages/inside-iedc/about-iedc>

Kaplan. (2011.) *Get into graduate school: A strategic approach for master's and doctoral candidates (4<sup>th</sup> ed.)*. New York, NY: Kaplan Publishing Company.

Marlin, D. (2012). Higher education and Native nation building: Using a human capital framework to explore the role of postsecondary education in tribal economic development. *Proquest Dissertations Publishing*. (UMI No. 3538119)

Maynard, Micheline (2015, February 9) The Value of an MBA Retrieved on June 24, 2018 from: <http://businessresearcher.sagepub.com/sbr-1645-94937-2647450/20150209/the-value-of-an-mba>

MBA Hiring Projections Hit Post Recession High (2018, January 6) Retrieved on June 24, 2018 from: <https://www.mba.com/mbas-and-business-masters/articles/your-career-path/mba-hiring-projections-high>

North Dakota Job Service. (2018.) *Workforce intelligence network*. Retrieved on August 16, 2018 from: <https://www.ndworkforceintelligence.com>

Reyhner, J. (1992). American Indians out of school: A review of school-based courses and solutions. *Journal of American Indian Education*, 31(3), 37-56. Retrieved from <http://www.jaie.asu.edu/v31/V31S3ind.htm>

Schweitzer, K. (2013) How Much Will I Earn with an MBA? Retrieved from <http://businessmajors.about.com/od/employmentaftergraduation/a/MBAEarnings.htm>

Shanley, J. (2003). Limitations and alternatives to developing a tribally controlled college. In M. K. P. Benham & W. J. Stein (Eds.), *The Renaissance of American*



*Indian Higher Education: Capturing the Dream* (pp. 61-72). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Shanley, J. (2003). Limitations and alternatives to developing a tribally controlled college. In M. K. P. Benham & W. J. Stein (Eds.), *The Renaissance of American Indian Higher Education: Capturing the Dream* (pp. 61-72). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Sitting Bull College, Retrieved on July 19, 2018 from  
<https://sittingbull.edu/>

South Dakota Department of Labor and Regulation, Labor Market Center. *Occupational Employment Projections*, Retrieved on July 19, 2018 from  
[https://dlr.sd.gov/lmic/menu\\_projections\\_occupation.aspx](https://dlr.sd.gov/lmic/menu_projections_occupation.aspx)

South Dakota Department of Labor and Regulation, Labor Market Center. *Occupational Employment Projections*, Retrieved on August 8, 2018 from  
[https://dlr.sd.gov/lmic/wages\\_educational\\_level.asp](https://dlr.sd.gov/lmic/wages_educational_level.asp)

Standing Bear, L. (1975). *My People the Sioux*. Lincoln: University of Nebraska Press.

Stein, W. J., Shanley, J., & Sanchez, T. (2003). The effect of the Native American Higher Education Initiative on strengthening tribal colleges and universities: Focus on governance and finance. In M. K. P. Benham & W. J. Stein (Eds.), *The Renaissance*

*of American Indian Higher Education: Capturing the dream* (pp. 75-98). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

U. S. Census Bureau. Download June 8, 2018. Corson County Quick Facts from the U.S. Census Bureau. <http://quickfacts.census.gov/qfd/states/46/46031.html>.

U. S. Census Bureau. Download June 8, 2018. Sioux County Quick Facts from the U.S. Census Bureau. <http://quickfacts.census.gov/qfd/states/38/38085.html>.

Watson, J. E. (2015). New report says underfunded tribal colleges also undervalued. *Diverse Issues in Higher Education*, 32(18), 6-7.

Williams, R. (2007). Tribal colleges: The model for cultural- and community-based education reform. *Diverse Issues in Higher Education*, 24(21), 41-41.

# Appendices

---

## Supplemental Data

---

# Educational Attainment in the United States: 2015

## Population Characteristics

### Current Population Reports

By Camille L. Ryan and Kurt Bauman

March 2016

P20-578

This report provides a portrait of educational attainment in the United States based on data collected from the Current Population Survey (CPS). The report examines educational attainment of the adult population by demographic and social characteristics such as age, sex, race and Hispanic origin, and disability status, as well as differences in educational attainment between the native and the foreign born.<sup>1</sup> Historical data are also included to present some general trends over time.

#### HIGHLIGHTS

- In 2015, almost 9 out of 10 adults (88 percent) had at least a high school diploma or GED, while nearly 1 in 3 adults (33 percent) held a bachelor's or higher degree.<sup>2</sup>
- The percentage of women who had a bachelor's degree or higher (33 percent) was not statistically different than the percentage of men (32 percent) with this level of education.
- Educational attainment varied by race and Hispanic origin. More than half of Asians aged 25 and older

had a bachelor's degree or higher in 2015.<sup>3</sup> Asians were more likely than non-Hispanic Whites to have at least a bachelor's degree.

- Asians and non-Hispanic Whites were more likely to hold a bachelor's degree or higher compared with Blacks and Hispanics.
- Native adults were more likely to have a high school education or higher but were no more likely than foreign-born adults to hold an advanced degree.
- Adults without a disability were more likely to hold a bachelor's degree or more than adults with a disability.

#### DEMOGRAPHIC PORTRAIT OF EDUCATIONAL ATTAINMENT

In 2015, the majority (88 percent) of adults were at least high school graduates and more than half (59 percent) had completed some college or more (Table 1). One out of three adults (33 percent) reported they had a bachelor's degree or more education, and 12 percent reported an advanced degree, such as a master's, professional, or doctorate degree. Educational attainment varied by age, sex, race and Hispanic origin, nativity, and disability status.

<sup>1</sup> The adult population is defined as the population 25 and older for the purposes of this analysis.

<sup>2</sup> The percentage before rounding can be found in Table 1 of this report. Although the estimate found in the table (32.5 percent) can be rounded to 33 percent, this estimate is statistically different than 33 percent. All comparisons in this report are statistically significant at the 90 percent level unless stated otherwise. The estimates are based on responses from a sample of the population and may differ from actual values because of sampling variability or other factors. As a result, apparent differences between the estimates for two or more groups may not be statistically significant.

<sup>3</sup> Federal surveys now give respondents the option of reporting more than one race. Therefore, two basic ways of defining a race group are possible. A group such as Asian may be defined as those who reported Asian and no other race (the race-alone or single-race concept) or as those who reported Asian regardless of whether they also reported another race (the race-alone or in-combination concept). This report shows data using the first approach (race alone). Use of the single-race population does not imply that it is the preferred method of presenting or analyzing data. For further information, see the 2010 Census Brief, *Overview of Race and Hispanic Origin: 2010* (C2010BR-02) at <http://census.gov/library/publications/2011/dec/c2010br-02.html>.

Table 1.

## Educational Attainment of the Population Aged 25 and Older by Age, Sex, Race and Hispanic Origin, and Other Selected Characteristics

(Numbers in thousands)

| Characteristic                       | Total          | High school graduate or more |                                  | Some college or more |                                  | Associate's degree or more |                                  | Bachelor's degree or more |                                  | Advanced degree |                                  |
|--------------------------------------|----------------|------------------------------|----------------------------------|----------------------|----------------------------------|----------------------------|----------------------------------|---------------------------|----------------------------------|-----------------|----------------------------------|
|                                      |                | Percent                      | Margin of error <sup>1</sup> (±) | Percent              | Margin of error <sup>1</sup> (±) | Percent                    | Margin of error <sup>1</sup> (±) | Percent                   | Margin of error <sup>1</sup> (±) | Percent         | Margin of error <sup>1</sup> (±) |
| <b>Population 25 and older</b> ..... | <b>212,132</b> | <b>88.4</b>                  | <b>0.3</b>                       | <b>58.9</b>          | <b>0.5</b>                       | <b>42.3</b>                | <b>0.5</b>                       | <b>32.5</b>               | <b>0.5</b>                       | <b>12.0</b>     | <b>0.3</b>                       |
| <b>Age</b>                           |                |                              |                                  |                      |                                  |                            |                                  |                           |                                  |                 |                                  |
| 25 to 34 .....                       | 43,006         | 90.5                         | 0.6                              | 65.0                 | 0.9                              | 46.5                       | 0.9                              | 36.1                      | 1.0                              | 10.9            | 0.6                              |
| 35 to 44 .....                       | 39,919         | 88.7                         | 0.5                              | 62.8                 | 0.9                              | 46.7                       | 1.0                              | 36.3                      | 1.0                              | 13.8            | 0.7                              |
| 45 to 64 .....                       | 83,213         | 89.4                         | 0.4                              | 59.0                 | 0.7                              | 42.6                       | 0.7                              | 32.0                      | 0.7                              | 12.1            | 0.5                              |
| 65 and older .....                   | 45,994         | 84.3                         | 0.7                              | 49.7                 | 0.9                              | 34.1                       | 0.9                              | 26.7                      | 0.8                              | 11.3            | 0.7                              |
| <b>Sex</b>                           |                |                              |                                  |                      |                                  |                            |                                  |                           |                                  |                 |                                  |
| Male .....                           | 101,888        | 88.0                         | 0.4                              | 57.6                 | 0.7                              | 41.2                       | 0.7                              | 32.3                      | 0.6                              | 12.0            | 0.4                              |
| Female .....                         | 110,245        | 88.8                         | 0.3                              | 60.1                 | 0.6                              | 43.4                       | 0.6                              | 32.7                      | 0.6                              | 12.0            | 0.4                              |
| <b>Race and Hispanic origin</b>      |                |                              |                                  |                      |                                  |                            |                                  |                           |                                  |                 |                                  |
| White alone .....                    | 168,420        | 88.8                         | 0.3                              | 59.2                 | 0.6                              | 42.8                       | 0.6                              | 32.8                      | 0.6                              | 12.1            | 0.3                              |
| Non-Hispanic White alone .....       | 140,638        | 93.3                         | 0.3                              | 63.8                 | 0.6                              | 46.9                       | 0.7                              | 36.2                      | 0.7                              | 13.5            | 0.4                              |
| Black alone .....                    | 25,420         | 87.0                         | 0.9                              | 52.9                 | 1.4                              | 32.4                       | 1.4                              | 22.5                      | 1.2                              | 8.2             | 0.7                              |
| Asian alone .....                    | 12,331         | 89.1                         | 1.2                              | 70.0                 | 1.9                              | 60.4                       | 2.0                              | 53.9                      | 2.0                              | 21.4            | 1.5                              |
| Hispanic (of any race) .....         | 31,020         | 66.7                         | 1.1                              | 36.8                 | 1.0                              | 22.7                       | 0.9                              | 15.5                      | 0.7                              | 4.7             | 0.4                              |
| <b>Nativity Status</b>               |                |                              |                                  |                      |                                  |                            |                                  |                           |                                  |                 |                                  |
| Native born .....                    | 175,519        | 91.8                         | 0.3                              | 61.3                 | 0.5                              | 43.3                       | 0.6                              | 32.7                      | 0.6                              | 11.9            | 0.3                              |
| Foreign born .....                   | 36,613         | 72.0                         | 1.0                              | 47.6                 | 1.1                              | 37.6                       | 1.1                              | 31.4                      | 1.1                              | 12.5            | 0.7                              |
| <b>Disability Status</b>             |                |                              |                                  |                      |                                  |                            |                                  |                           |                                  |                 |                                  |
| With a disability .....              | 28,052         | 78.6                         | 0.9                              | 41.6                 | 1.2                              | 24.9                       | 1.0                              | 16.7                      | 0.9                              | 5.7             | 0.5                              |
| Without a disability .....           | 183,351        | 89.9                         | 0.3                              | 61.5                 | 0.5                              | 45.0                       | 0.6                              | 34.9                      | 0.5                              | 12.9            | 0.3                              |

<sup>1</sup> A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. When added to and subtracted from the estimate, the margin of error forms the 90 percent confidence interval.  
Source: U.S. Census Bureau, 2015 Current Population Survey.

**Age.** The overall increase in educational attainment documented over the past 6 decades occurred as younger (and more educated) cohorts replaced older, less educated cohorts in the adult population. In 2015, the 65 and older age group reported lower levels of high school and college attainment than all younger age groups. Among adults aged 65 and older, 84 percent had completed high school or more education compared to 91 percent of adults aged 25 to 34 and 89 percent of adults aged 35 to 44 years or 45 to 64 years (Table 1). In addition, 27 percent of the population aged 65 and older reported a bachelor's degree or

more education compared to 36 percent of adults 25 to 34 years old and 32 percent of adults aged 45 to 64 years (Table 1).

**Sex.** Educational attainment differed between men and women. In 2015, about 90 percent of both men and women had completed high school or more. However, a higher percentage of women had completed at least some college. Sixty percent of women had some college or more education compared to 58 percent of men. Thirty-two percent of men and 33 percent of women had completed at least a bachelor's

degree and 12 percent of each sex held an advanced degree.<sup>4</sup>

**Race and Hispanic Origin.** Educational attainment also varied by race and Hispanic origin. Non-Hispanic Whites reported the highest percentage of adults with at least a high school education

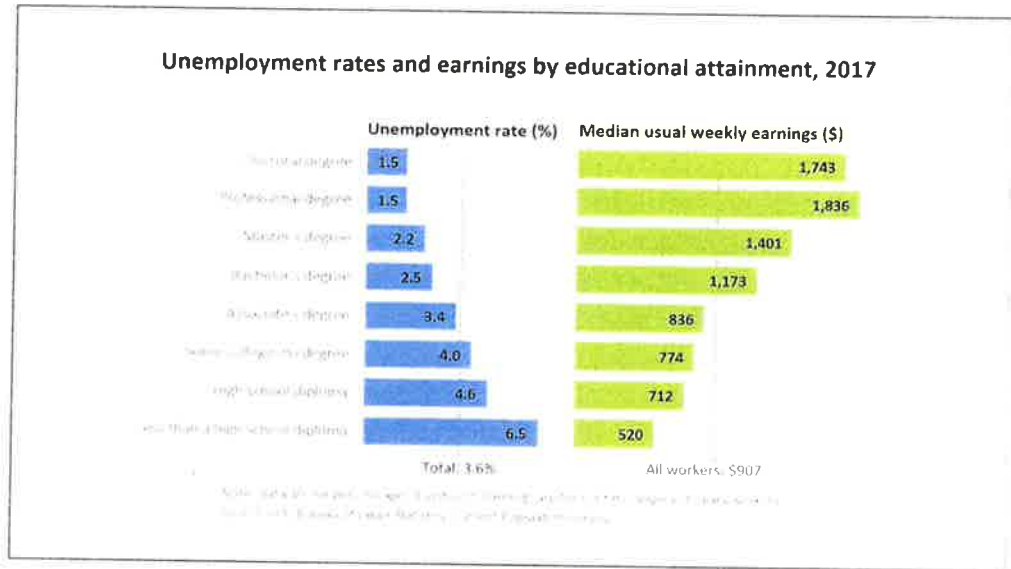
<sup>4</sup> The percentage of men who held a bachelor's degree or higher was not statistically different from the percentage of women. Data from the American Community Survey (ACS), released by the Census Bureau in September 2015, show that women 25 years and older have a higher rate of college completion than men. The ACS is able to measure smaller differences in the population due to its larger sample size. See the blog entitled *Women Now at the Head of the Class, Lead Men in College Attainment* at <<http://blogs.census.gov/2015/10/07/women-now-at-the-head-of-the-class-lead-men-in-college-attainment/>>.



# Employment Projections



- EP HOME**
- EP NEWS RELEASES
- EP TABLES
- EP PUBLICATIONS
- EP FAQs
- CONTACT EP
- SEARCH EP**
- Go
- EP Data**
- LABOR FORCE
- AGGREGATE ECONOMY
- INTER-INDUSTRY RELATIONSHIPS (INPUT OUTPUT, FINA- DEMAND MATRIX)
- INDUSTRY OUTPUT AND EMPLOYMENT
- OCCUPATIONAL EMPLOYMENT
- EDUCATION AND TRAINING
- EMPLOYMENT REQUIREMENTS MATRIX
- FACTOR ANALYSIS
- EVALUATIONS
- DOCUMENTATION



[Data Table](#)

These education categories reflect only the highest level of educational attainment. They do not take into account completion of training programs in the form of apprenticeships and other on-the-job training, which may also influence earnings and unemployment rates. For more information on training, see:

<https://www.bls.gov/emp/documentation/education-training-system.htm>.

BLS has some data on the [employment status](#) of the civilian noninstitutional population 25 years and over by educational attainment, sex, race, and Hispanic origin online.

The Census Bureau also has some data on [educational attainment](#) online.

**Last Modified Date:** March 27, 2018

RECOMMEND THIS PAGE USING: Facebook Twitter LinkedIn

**TOOLS**

- Areas at a Glance
- Industries at a Glance
- Economic Releases
- Databases & Tables
- Maps

**CALCULATORS**

- Inflation
- Injury And Illness

**HELP**

- Help & Tutorials
- FAQs
- Glossary
- About BLS
- Contact Us

**INFO**

- What's New
- Careers @ BLS
- Find It! DOL
- Join our Mailing Lists
- Linking & Copyright Info

**RESOURCES**

- Inspector General (OIG)
- Budget and Performance
- No Fear Act
- USA gov
- Benefits gov



DIGEST of EDUCATION STATISTICS

2016 Tables and Figures

All Years of Tables and Figures

Most Recent Full Issue of the Digest

Table 104.20. Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2016

Table with 11 columns: Sex, selected level of educational attainment, and year; Total; White; Black; Hispanic; Asian/Pacific Islander (Total, Asian, Pacific Islander); American Indian/Alaska Native; Two or more races. Rows include High school completion or higher, Associate's or higher degree, Bachelor's or higher degree, and Master's or higher degree for years 1920-2016.







## QuickFacts

## Corson County, South Dakota; UNITED STATES

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

## Table

| All Topics   | Corson County,<br>South Dakota | UNITED STATES |
|--|--------------------------------|---------------|
| Bachelor's degree or higher, percent of persons age 25 years+, 2012-2016               | 16.4%                          | 30.3%         |
| <b>PEOPLE</b>  |                                |               |
| <b>Population</b>  |                                |               |
| Population estimates, July 1, 2017, (V2017)  | 4,203                          | 325,719,178   |
| Population estimates base, April 1, 2010, (V2017)                                      | 4,047                          | 308,758,105   |
| Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)   | 3.9%                           | 5.5%          |
| Population, Census, April 1, 2010  | 4,050                          | 308,745,538   |
| <b>Age and Sex</b>   |                                |               |
| Persons under 5 years, percent   | ▲ 10.4%                        | ▲ 6.1%        |
| Persons under 18 years, percent  | ▲ 36.5%                        | ▲ 22.6%       |
| Persons 65 years and over, percent   | ▲ 10.8%                        | ▲ 15.8%       |
| Female persons, percent  | ▲ 49.5%                        | ▲ 50.8%       |
| <b>Race and Hispanic Origin</b>  |                                |               |
| White alone, percent (a)   | ▲ 30.4%                        | ▲ 76.6%       |
| Black or African American alone, percent (a)   | ▲ 0.5%                         | ▲ 13.4%       |
| American Indian and Alaska Native alone, percent (a)                                   | ▲ 65.1%                        | ▲ 1.3%        |
| Asian alone, percent (a)   | ▲ 0.5%                         | ▲ 5.8%        |
| Native Hawaiian and Other Pacific Islander alone, percent (a)                          | ▲ Z                            | ▲ 0.2%        |
| Two or More Races, percent   | ▲ 3.4%                         | ▲ 2.7%        |
| Hispanic or Latino, percent (b)  | ▲ 4.6%                         | ▲ 18.1%       |
| White alone, not Hispanic or Latino, percent   | ▲ 29.3%                        | ▲ 60.7%       |
| <b>Population Characteristics</b>  |                                |               |
| Veterans, 2012-2016  | 293                            | 19,535,341    |
| Foreign born persons, percent, 2012-2016   | 0.4%                           | 13.2%         |
| <b>Housing</b>   |                                |               |
| Housing units, July 1, 2017, (V2017)   | 1,540                          | 137,403,460   |
| Owner-occupied housing unit rate, 2012-2016  | 49.8%                          | 63.6%         |
| Median value of owner-occupied housing units, 2012-2016                                | \$56,000                       | \$184,700     |
| Median selected monthly owner costs -with a mortgage, 2012-2016                        | \$864                          | \$1,491       |
| Median selected monthly owner costs -without a mortgage, 2012-2016                     | \$377                          | \$462         |
| Median gross rent, 2012-2016   | \$414                          | \$949         |
| Building permits, 2017   | 0                              | 1,281,977     |
| <b>Families &amp; Living Arrangements</b>  |                                |               |
| Households, 2012-2016  | 1,230                          | 117,716,237   |
| Persons per household, 2012-2016   | 3.39                           | 2.64          |
| Living in same house 1 year ago, percent of persons age 1 year+, 2012-2016             | 94.6%                          | 85.2%         |
| Language other than English spoken at home, percent of persons age 5 years+, 2012-2016 | 16.5%                          | 21.1%         |
| <b>Education</b>   |                                |               |
| High school graduate or higher, percent of persons age 25 years+, 2012-2016            | 81.6%                          | 87.0%         |
| Bachelor's degree or higher, percent of persons age 25 years+, 2012-2016               | 16.4%                          | 30.3%         |
| <b>Health</b>  |                                |               |
| With a disability, under age 65 years, percent, 2012-2016                              | 9.2%                           | 6.6%          |
| Persons without health insurance, under age 65 years, percent                          | ▲ 18.7%                        | ▲ 10.1%       |
| <b>Economy</b>   |                                |               |
| In civilian labor force, total, percent of population age 16 years+, 2012-2016         | 62.6%                          | 63.1%         |
| In civilian labor force, female, percent of population age 16 years+, 2012-2016        | 54.8%                          | 58.3%         |
| Total accommodation and food services sales, 2012 (\$1,000) (c)                        | D                              | 708,138,598   |
| Total health care and social assistance receipts/revenue, 2012 (\$1,000) (c)           | 971                            | 2,040,441,203 |
| Total manufacturers shipments, 2012 (\$1,000) (c)                                      | 0                              | 5,696,729,632 |
| Total merchant wholesaler sales, 2012 (\$1,000) (c)                                    | D                              | 5,208,023,478 |
| Total retail sales, 2012 (\$1,000) (c)   | 15,148                         | 4,219,821,871 |
| Total retail sales per capita, 2012 (c)  | \$3,715                        | \$13,443      |
| <b>Transportation</b>  |                                |               |
| Mean travel time to work (minutes), workers age 16 years+, 2012-2016                   | 19.7                           | 26.1          |
| <b>Income &amp; Poverty</b>  |                                |               |

## QuickFacts

## Sioux County, North Dakota; Corson County, South Dakota; UNITED STATES

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

## Table

| All Topics   | Sioux County,<br>North Dakota | Corson County,<br>South Dakota | UNITED STATES    |
|--|-------------------------------|--------------------------------|------------------|
| <b>Total employer establishments, 2016</b>   | <b>29</b>                     | <b>36</b>                      | <b>7,757,807</b> |
| <b>PEOPLE</b>  |                               |                                |                  |
| <b>Population</b>  |                               |                                |                  |
| Population estimates, July 1, 2017, (V2017)  | 4,376                         | 4,203                          | 325,719,178      |
| Population estimates base, April 1, 2010, (V2017)                                      | 4,153                         | 4,047                          | 308,758,105      |
| Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)   | 5.4%                          | 3.9%                           | 5.5%             |
| Population, Census, April 1, 2010  | 4,153                         | 4,050                          | 308,745,538      |
| <b>Age and Sex</b>   |                               |                                |                  |
| Persons under 5 years, percent   | ▲ 10.7%                       | ▲ 10.4%                        | ▲ 6.1%           |
| Persons under 18 years, percent  | ▲ 37.1%                       | ▲ 36.5%                        | ▲ 22.6%          |
| Persons 65 years and over, percent   | ▲ 7.7%                        | ▲ 10.8%                        | ▲ 15.6%          |
| Female persons, percent  | ▲ 50.5%                       | ▲ 49.5%                        | ▲ 50.8%          |
| <b>Race and Hispanic Origin</b>  |                               |                                |                  |
| White alone, percent (a)   | ▲ 13.2%                       | ▲ 30.4%                        | ▲ 76.8%          |
| Black or African American alone, percent (a)   | ▲ 0.6%                        | ▲ 0.5%                         | ▲ 13.4%          |
| American Indian and Alaska Native alone, percent (a)                                   | ▲ 82.3%                       | ▲ 65.1%                        | ▲ 1.3%           |
| Asian alone, percent (a)   | ▲ 0.1%                        | ▲ 0.5%                         | ▲ 5.8%           |
| Native Hawaiian and Other Pacific Islander alone, percent (a)                          | ▲ Z                           | ▲ Z                            | ▲ 0.2%           |
| Two or More Races, percent   | ▲ 3.7%                        | ▲ 3.4%                         | ▲ 2.7%           |
| Hispanic or Latino, percent (b)  | ▲ 4.3%                        | ▲ 4.6%                         | ▲ 18.1%          |
| White alone, not Hispanic or Latino, percent   | ▲ 12.3%                       | ▲ 29.3%                        | ▲ 60.7%          |
| <b>Population Characteristics</b>  |                               |                                |                  |
| Veterans, 2012-2016  | 160                           | 293                            | 19,535,341       |
| Foreign born persons, percent, 2012-2016   | 0.6%                          | 0.4%                           | 13.2%            |
| <b>Housing</b>   |                               |                                |                  |
| Housing units, July 1, 2017, (V2017)   | 1,351                         | 1,540                          | 137,403,460      |
| Owner-occupied housing unit rate, 2012-2016  | 41.6%                         | 49.8%                          | 63.6%            |
| Median value of owner-occupied housing units, 2012-2016                                | \$74,300                      | \$56,000                       | \$184,700        |
| Median selected monthly owner costs -with a mortgage, 2012-2016                        | \$927                         | \$864                          | \$1,491          |
| Median selected monthly owner costs -without a mortgage, 2012-2016                     | \$351                         | \$377                          | \$462            |
| Median gross rent, 2012-2016   | \$450                         | \$414                          | \$949            |
| Building permits, 2017   | 0                             | 0                              | 1,281,977        |
| <b>Families &amp; Living Arrangements</b>  |                               |                                |                  |
| Households, 2012-2016  | 1,101                         | 1,230                          | 117,716,237      |
| Persons per household, 2012-2016   | 3.96                          | 3.39                           | 2.64             |
| Living in same house 1 year ago, percent of persons age 1 year+, 2012-2016             | 90.1%                         | 94.6%                          | 85.2%            |
| Language other than English spoken at home, percent of persons age 5 years+, 2012-2016 | 7.9%                          | 16.5%                          | 21.1%            |
| <b>Education</b>   |                               |                                |                  |
| High school graduate or higher, percent of persons age 25 years+, 2012-2016            | 85.7%                         | 81.6%                          | 87.0%            |
| Bachelor's degree or higher, percent of persons age 25 years+, 2012-2016               | 16.6%                         | 16.4%                          | 30.3%            |
| <b>Health</b>  |                               |                                |                  |
| With a disability, under age 65 years, percent, 2012-2016                              | 7.7%                          | 9.2%                           | 8.6%             |
| Persons without health insurance, under age 65 years, percent                          | ▲ 13.6%                       | ▲ 18.7%                        | ▲ 10.1%          |
| <b>Economy</b>   |                               |                                |                  |
| In civilian labor force, total, percent of population age 16 years+, 2012-2016         | 56.3%                         | 62.6%                          | 63.1%            |
| In civilian labor force, female, percent of population age 16 years+, 2012-2016        | 59.0%                         | 54.8%                          | 58.3%            |
| Total accommodation and food services sales, 2012 (\$1,000) (c)                        | D                             | D                              | 708,138,598      |
| Total health care and social assistance receipts/revenue, 2012 (\$1,000) (c)           | D                             | 971                            | 2,040,441,203    |
| Total manufacturers shipments, 2012 (\$1,000) (c)                                      | 0                             | 0                              | 5,696,729,632    |
| Total merchant wholesaler sales, 2012 (\$1,000) (c)                                    | 0                             | 0                              | 5,208,023,478    |

## Financial Supplemental Data

---

Project Revenue

|            | # of Students | Yearly Credit Per Student | Total Credits | Tuition (\$350 per credit) | *ISC (Indian Student Count) | Total Revenue |
|------------|---------------|---------------------------|---------------|----------------------------|-----------------------------|---------------|
| Year One   | 8             | 18                        | 144           | \$ 50,400.00               | \$ 561,168.00               | \$ 611,568.00 |
| Year Two   | 10            | 18                        | 180           | \$ 63,000.00               | \$ 701,460.00               | \$ 764,460.00 |
| Year Three | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |
| Year Four  | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |
| Year Five  | 10            | 12                        | 120           | \$ 42,000.00               | \$ 467,640.00               | \$ 509,640.00 |

\*Total Credits/2\*Rate Received per FTE

Current Rate per ISC \$7,794

Costs for Program

|            | Full-time Faculty | Fringe Benefits (25%) | Adjunct at 12 credits per year | Fringe Adjunct (10%) | Supplies    | Travel      | Total Cost    | Profit per Year |
|------------|-------------------|-----------------------|--------------------------------|----------------------|-------------|-------------|---------------|-----------------|
| Year One   | \$ 51,400.00      | \$ 12,850.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 85,470.00  | \$ 526,098.00   |
| Year Two   | \$ 52,900.00      | \$ 13,225.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 87,345.00  | \$ 677,115.00   |
| Year Three | \$ 108,800.00     | \$ 27,200.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 157,220.00 | \$ 352,420.00   |
| Year Four  | \$ 111,800.00     | \$ 27,950.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 160,970.00 | \$ 348,670.00   |
| Year Five  | \$ 114,800.00     | \$ 28,700.00          | \$ 10,200.00                   | \$ 1,020.00          | \$ 5,000.00 | \$ 5,000.00 | \$ 164,720.00 | \$ 344,920.00   |

Year One- Two - one full time faculty  
 Year Three-Five - two full time faculty

# Surveys

---

## Potential MBA Survey

Would you be interested in obtaining a MBA if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

Would you know of anyone outside current college students that would be interested in obtaining a MBA if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

Does your employer hire individuals with master's degrees? *(Please circle response)*

*Yes/No*

Do you feel a MBA is needed for growth in your organization?  
*(Please circle response)*

*Very likely*

*Likely*

*Neither likely or unlikely*

*Very unlikely*



## Workplace Potential MBA Survey

Does your employer hire individuals with master's degrees? *(Please circle response)*

*Yes/No*

Does your employer prefer to hire individuals with master's degrees if they have the option when looking to recruit employees? *(Please circle response)*

*Yes/No*

Would you be interested in obtaining a MBA if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

Would you know of anyone that would be interested in obtaining a MBA if Sitting Bull College was to offer one? *(Please circle response)*

*Yes/No*

Do you feel a MBA is needed or preferred for growth in your organization? *(Please circle response)*

*Very likely*

*Likely*

*Neither likely or unlikely*

*Very unlikely*

## Sitting Bull Colleges Supporting Enrollment Data

---

# Sitting Bull College 2017-2025 Enrollment Management Plan 2017-2018 FINAL RESULTS

## **SBC ENROLLMENT MANAGEMENT MISSION**

SBC Enrollment Management Plan shall actively recruit, enroll, and supports a diverse student body that meets the overall Strategic Plan of the college; and promotes student retention and completion rates. The Enrollment Management Plan will include a strategy for marketing, recruitment, retention, financial aid, and data collection and reporting. The Enrollment Management plan will be implemented through the college's Student Life, Curriculum, and Assessment Committees.

## **Enrollment Targets**

- To have increased new student enrollment by 50 per year;
- To have increased fall to fall retention rates by 2% per year;
- To have increased fall to spring persistence rates by 2% per year;
- To have increased graduation rates by 2% per year.

## **Results**

Fall 17/Spring 18=97 first-time freshmen/51 transfer students=148  
 Fall 16/Spring 17= 77 first-time freshmen/49 transfer students = 126  
 Fall 15/Spring 16= 69 first-time freshmen/50 transfer students = 119  
 Fall 16/Fall 17=52.3% retention rate  
 Fall 15/Fall 16= 51.3% retention rate  
 Fall 17/Spring 18=70.6% persistence rate  
 Fall 16/Spring 17= 59.6% persistence rate  
 First-Time Freshman increased by 6% from Fall 17/Spring 18  
 First-Time Freshman increased by 20% from Fall 16/Spring 17  
 IPEDS 7% increase (2011 cohort)=21%  
 IPEDS: 4% increase (based on 2010 cohort) – 14%

## **Marketing Goals**

1. To maintain a comprehensive marketing plan through 2025.
  - Continue campaign to brand SBC.
  - Determine the most effective means for marketing SBC.
  - Revamp SBC web site.

## **Recruitment and Enrollment Goal**

2. To maintain a recruitment plan that will increase new students by 50 per year through 2025.
  - To increase enrollment of current high school graduates.
  - To increase enrollment of current GED graduates.
  - To create and increase the number of programs/activities that will increase the male student enrollment.

- To complete a cost analysis of offering athletic programs.
- To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master's programs.

**Retention and Completion Goal**

3. To maintain a retention plan through 2025.
  - To provide an effective first year learning experience.
  - To provide an effective integrated and coordinated advisement program for all students.
  - To improve engagement of all students.
  - To create improved communication of events/activities and important dates between the college and the students.
  - To provide services for students at risk.
  - To increase availability/access to support services offered to McLaughlin & Mobridge sites.
  - To increase student opportunities for external experiences.

**Student Financial Management Goal**

4. To maintain a student financial management plan through 2025.
  - To increase the financial literacy of students.
  - To assist students with setting financial goals.
  - To increase the number of scholarships awarded to students.
  - To increase the number of students completing financial aid before classes begin.

**Professional Development Goal**

5. To maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2025.
  - To provide resources for faculty and staff to attend First Year Learning Experience conferences.
  - To provide resources for faculty and staff to attend advising conferences.
  - To provide resources for faculty and staff to attend recruitment and retention conferences.
  - To provide resources for faculty and staff to attend assessment conferences.
  -

**Data Collection and Reporting Goal**

6. To maintain an effective data collection and reporting system through 2025.
  - To develop tools to effectively track data collection.
  - To maintain a central repository system.
  - To complete an annual report that is shared with the college community.



# Sitting Bull College Graduates

| Degree Program                               | 06-07     | 07-08     | 08-09     | 09-10     | 10-11     | 11-12     | 12-13     | 13-14     | 14-15     | 15-16     | 16-17     | 17-18     |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Graduates</b>                             | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| 1-Year Certificate BAD-Arts & Crafts         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| 1-Year Certificate Entrepreneurship          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| 1-Year Certificate Peace Officer Training    | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| 9-Month Certificate Bison Management         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| 9-Month Certificate Farm/Ranch Management    | 0         | 0         | 1         | 0         | 0         | 0         | 2         | 0         | 0         | 0         | 0         | 0         |
| 9-Month Certificate Office Technology        | 0         | 0         | 0         | 1         | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 0         |
| 9-Month Certificate Building Trades          | 0         | 1         | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 0         | 0         | 0         |
| CDL Certificate                              | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 3         | 1         | 4         | 2         |
| Electrical Certificate                       | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 5         | 3         | 0         | 3         | 2         |
| Framing Certificate                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 2         | 2         | 1         | 2         |
| Heavy Equipment Operation I                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 10        | 0         |
| Horsemanship Certificate                     | 0         | 0         | 0         | 1         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| Information Technology Certificate           | 0         | 0         | 0         | 2         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| Interior Construction Certificate            | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 1         |
| Native Community Development Certificate     | 0         | 0         | 0         | 2         | 0         | 0         | 7         | 0         | 0         | 0         | 0         | 0         |
| Oil Drilling Certificate                     | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 2         | 0         | 0         | 0         |
| Water Treatment Technician                   | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 4         | 1         |
| Welding Certificate                          | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 3         | 0         | 5         | 7         |
| Wind Turbine Technology Certificate          | 0         | 0         | 0         | 0         | 22        | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AAS Arts & Crafts                            | 0         | 0         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AAS Science Building Trades                  | 1         | 0         | 1         | 1         | 0         | 3         | 2         | 0         | 1         | 2         | 3         | 0         |
| AAS Criminal Justice                         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AAS Energy Technology                        | 4         | 0         | 1         | 1         | 1         | 0         | 6         | 1         | 0         | 2         | 0         | 0         |
| AAS Lay Advocate/Paralegal                   | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 1         | 0         | 1         | 0         | 0         |
| AA/AS Business Administration                | 5         | 1         | 9         | 2         | 5         | 2         | 1         | 2         | 2         | 4         | 6         | 2         |
| AA/AS Business Administration/Grantmanship   | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AA/AS Business Administration/Management     | 1         | 4         | 2         | 0         | 0         | 2         | 0         | 0         | 0         | 0         | 0         | 0         |
| AA/AS Business Administration/Small Business | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AA/AS Business Administration/Tribal Mngt.   | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AA General Studies                           | 0         | 2         | 6         | 4         | 4         | 2         | 1         | 1         | 5         | 3         | 2         | 2         |
| AA Native American Studies                   | 3         | 5         | 3         | 1         | 3         | 2         | 1         | 3         | 1         | 1         | 1         | 2         |
| AA General Studies Nursing Transfer          | 0         | 0         | 1         | 0         | 0         | 1         | 0         | 0         | 2         | 0         | 0         | 0         |
| AA Pre-Engineering                           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 2         | 0         | 0         | 0         | 0         |
| AS Agribusiness                              | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AS/AAAS Casino Management                    | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AS Criminal Justice                          | 0         | 1         | 1         | 3         | 2         | 1         | 1         | 1         | 6         | 2         | 1         | 1         |
| AS Early Childhood Education                 | 5         | 3         | 3         | 4         | 1         | 3         | 4         | 4         | 2         | 1         | 2         | 3         |
| AS Environmental Science                     | 0         | 2         | 5         | 4         | 5         | 3         | 0         | 2         | 3         | 3         | 3         | 5         |
| AS Human Service Technician                  | 3         | 5         | 3         | 2         | 4         | 0         | 3         | 2         | 0         | 3         | 2         | 4         |
| AS Information Technology                    | 2         | 3         | 3         | 4         | 2         | 4         | 4         | 4         | 0         | 2         | 3         | 1         |
| AS Lakhotivapi/Dakhotivapi                   | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 0         | 3         | 0         | 0         |
| AS Natural Resources Management              | 0         | 0         | 0         | 1         | 0         | 2         | 1         | 0         | 0         | 0         | 0         | 0         |
| AS Nursing                                   | 2         | 2         | 0         | 1         | 2         | 3         | 3         | 3         | 5         | 5         | 3         | 2         |
| AA/AS Office Systems                         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| AA/AS Science Office Technology              | 2         | 4         | 1         | 1         | 3         | 2         | 3         | 0         | 0         | 1         | 0         | 0         |
| AS Teacher Education                         | 7         | 0         | 3         | 3         | 0         | 0         | 1         | 1         | 2         | 2         | 2         | 2         |
| BA Native American Human Services            | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| BS Business Administration                   | 3         | 2         | 6         | 5         | 5         | 7         | 10        | 7         | 1         | 1         | 3         | 3         |
| BS College Studies                           | 0         | 0         | 0         | 4         | 5         | 4         | 3         | 8         | 4         | 3         | 3         | 0         |
| BS Early Childhood Education                 | 0         | 0         | 0         | 1         | 0         | 2         | 0         | 0         | 0         | 0         | 0         | 0         |
| BS Elementary Education                      | 3         | 3         | 2         | 5         | 1         | 0         | 0         | 1         | 1         | 4         | 2         | 2         |
| BS Elementary/Special Education              | 1         | 8         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| w/ Early Childhood Endorsement               | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| BS Environmental Science                     | 1         | 2         | 2         | 0         | 3         | 6         | 1         | 4         | 1         | 1         | 1         | 1         |
| BS Secondary Science Education               | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         |
| MS Environmental Science                     | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 0         |
| <b>Total</b>                                 | <b>45</b> | <b>48</b> | <b>54</b> | <b>53</b> | <b>70</b> | <b>56</b> | <b>49</b> | <b>55</b> | <b>51</b> | <b>48</b> | <b>65</b> | <b>46</b> |

**Sitting Bull College  
Student Demographics**

|  | Fa2009 | Sp2010 | Fa2010 | Sp2011 | Fa2011 | Sp2012 | Fa2012 | Sp2013 | Fa2013 | Sp2014 | Fa2014 | Sp2015 | Fa2015 | Sp2016 | Fa2016 | Sp2017 | Fa2017 | Sp2018 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>Total</b>                               | 284    | 320    | 316    | 302    | 315    | 333    | 278    | 254    | 260    | 306    | 304    | 278    | 270    | 245    | 291    | 268    | 316    | 349    |
| Returning/returned from last semester      | 149    | 179    | 95     | 177    | 132    | 192    | 148    | 151    | 120    | 159    | 113    | 166    | 117    | 139    | 103    | 137    | 84     | 195    |
| Returning/returned from previous semesters | 73     | 69     | 133    | 67     | 113    | 80     | 76     | 55     | 63     | 68     | 94     | 70     | 71     | 56     | 94     | 72     | 130    | 79     |
| New student                                | 39     | 24     | 43     | 22     | 41     | 31     | 41     | 21     | 47     | 42     | 47     | 22     | 45     | 23     | 60     | 17     | 68     | 28     |
| Transfer students                          | 22     | 23     | 39     | 24     | 21     | 22     | 12     | 14     | 20     | 25     | 41     | 19     | 30     | 17     | 24     | 25     | 24     | 27     |
| Non-GED                                    | 4      | 0      | 4      | 0      | 2      | 1      | 1      | 0      | 2      | 0      | 0      | 0      | 1      | 0      | 0      | 0      | 1      | 0      |
| High School student                        | 1      | 25     | 2      | 12     | 6      | 6      | 0      | 13     | 8      | 12     | 9      | 1      | 6      | 10     | 10     | 17     | 9      | 20     |
| Full-time (12 credits and above)           | 247    | 253    | 263    | 227    | 247    | 264    | 238    | 200    | 197    | 216    | 209    | 217    | 201    | 188    | 218    | 197    | 248    | 248    |
| Part-time (6 to 11 credits)                | 16     | 33     | 34     | 39     | 49     | 45     | 25     | 27     | 33     | 41     | 41     | 39     | 40     | 29     | 38     | 31     | 43     | 55     |
| Less Part-time (less than 6 credits)       | 21     | 34     | 19     | 36     | 19     | 24     | 15     | 27     | 30     | 49     | 54     | 22     | 29     | 28     | 35     | 40     | 25     | 46     |
| Fort Yates Site                            | 226    | 275    | 302    | 242    | 259    | 231    | 220    | 200    | 223    | 261    | 252    | 233    | 206    | 204    | 238    | 215    | 263    | 260    |
| McLaughlin Site                            | 58     | 45     | 65     | 60     | 56     | 57     | 31     | 31     | 23     | 33     | 33     | 31     | 34     | 19     | 31     | 35     | 17     | 38     |
| Mobridge Site                              | 0      | 0      | 0      | 0      | 0      | 45     | 27     | 23     | 14     | 12     | 19     | 14     | 30     | 22     | 22     | 18     | 36     | 51     |
| Female                                     | 72%    | 66%    | 62%    | 67%    | 63%    | 62%    | 62%    | 60%    | 63%    | 61%    | 69%    | 63%    | 63%    | 65%    | 63%    | 62%    | 65%    | 67%    |
| Male                                       | 28%    | 34%    | 38%    | 33%    | 37%    | 38%    | 38%    | 40%    | 37%    | 39%    | 31%    | 37%    | 37%    | 35%    | 37%    | 38%    | 35%    | 33%    |
| Native American                            | 90.07% | 92.2%  | 90.5%  | 88.0%  | 93.3%  | 91.0%  | 94.0%  | 93.0%  | 92.0%  | 92.0%  | 87.9%  | 88.8%  | 88.9%  | 89.8%  | 91.8%  | 93.0%  | 91.1%  | 88.3%  |
| Caucasian                                  | 8.87%  | 7.2%   | 8.8%   | 11.0%  | 5.4%   | 7.0%   | 5.0%   | 5.0%   | 7.0%   | 7.0%   | 11.8%  | 10.4%  | 10.2%  | 9.4%   | 6.9%   | 6.7%   | 8.2%   | 10.9%  |
| Other                                      | 1.06%  | 0.6%   | 0.7%   | 1.0%   | 1.3%   | 2.0%   | 1.0%   | 2.0%   | 1.0%   | 1.0%   | 0.3%   | 0.8%   | 0.9%   | 0.8%   | 1.3%   | 0.3%   | 0.7%   | 80.0%  |
| Single                                     | 79%    | 82%    | 83%    | 82%    | 82%    | 82%    | 84%    | 86%    | 88%    | 86%    | 87%    | 88%    | 92%    | 89%    | 85%    | 85%    | 87%    | 87%    |
| Average Age                                | 32     | 30     | 30     | 30     | 30     | 30     | 30     | 29     | 30     | 29     | 30     | 29     | 28     | 28     | 29     | 29     | 29     | 30     |
| Pell recipients (full-time)                | 184    | 194    | 151    | 130    | 177    | 204    | 161    | 145    | 123    | 177    | 142    | 168    | 145    | 114    | 167    | 158    | 164    | 197    |

## Staff Resumes

---



## COMPETENCIES

### STRENGTHS:

- **Thirty-six year career in education;** primarily in Sitting Bull College, Fort Yates, ND and Fort Berthold Community College, New Town, ND.
- **Currently serving as Vice President of Operations and have served as Chief Academic Officer of Sitting Bull College (SBC)** whose duties include supervision of faculty and staff, student services, maintenance, security, and finance.
- **Oversees:** continuing accreditation activities through the Commission for Higher Learning; Sitting Bull College Enterprises which include the college's construction and technology companies; grant administration including budgeting for grants and general funds over \$1 million per year, and, all construction projects that are part of a \$40 million effort to build a new SBC campus.

### ACHIEVEMENTS:

- **Ten-year accreditation (Open Pathway) for SBC** attained by coordinating activities (i.e., assessments of programs, student retention; registration, business office and financial aid office practices; collected and organized documentation of meeting minutes for all Sitting Bull College (SBC) committees; repair and preparation of all SBC properties).
- **Development and administration of academic and career programs** including curriculum development and instruction, hiring of full-time and part-time faculty, directing faculty development activities, administering grants and budgets, writing proposals, and maintaining of academic and personnel policies and procedures.
- **Administrator, instructor, advisor** for the secretarial, business administration, accounting, computer programs, and office systems at SBC and FBCC.
- **Grant manager/writer** in conjunction with preparing budgets and brochures for individual programs. Responsible for the assurance that the participating college meets all grant goals and objectives.
- **Evaluator** for Cankdeska Cikana Community College, Fort Totten, ND and Nueta Hidatsa Sahnish College Federal Carl Perkins grants, along with Cankdeska Cikana Community College Title III, and the Workplace Literacy grants.

## PROFESSIONAL EXPERIENCE

- Certified Career Education Instructor/Administrator, State of North Dakota
- Member, SBC Curriculum, Student Life, Assessment, Public Relations, and Research Committees
- Chair of SBC Governance Committee
- Faculty Senate President, Vice President, Chairperson, Secretary, Curriculum Committee: Member Budget Committee, Personnel Policies, Graduation Committee and Co-Advisor Student Senate FBCC
- SBC Research Administrator, National Science Foundation
- Member, North Dakota Tribal College Deans Committee
- Appointed by ND Governor to the Rural Development Council.
- Consultant Evaluator for the North Central Association of Colleges and Schools
- Past Member, North Dakota Tech-Prep Council and State Vocational Education Curriculum Committee
- Panelist, North Dakota Vocational Programs Evaluation Process
- Coordinator, SBC and FBCC Self Study Coordinator, North Central Association of Schools
- Fulbright Scholar, North Dakota Bush Fulbright Faculty Exchange Program, Summer 1990
- Consultant, North Dakota Legal Services, New Town, ND

- Participant, Professional Development Workshops/Courses on an on-going basis
- Recipient, First-time FBCC Golden Apple Award for 1992-93 Outstanding Teacher of the Year

## EMPLOYMENT EXPERIENCE

- 2015-Present **Vice President of Operations**, Sitting Bull College, Fort Yates, ND
- 2006-2015 **Vice President of Academics**, Sitting Bull College, Fort Yates, ND
- 2013-Present **Consultant**, Nueta Hidatsa Sahnish College, New Town, ND
- 1999-2006 **Dean of Academic Affairs**, Sitting Bull College, Fort Yates, ND
- 1996-1999 **Vocational Director**, Sitting Bull College, Fort Yates, ND
- 1995-Present **Consultant**, Cankdeska Cikana Community College, Fort Totten, ND
- Summer 1993 **Acting President**, Fort Berthold Community College, New Town, ND
- 1991-1995 **Acting Academic Dean**, Fort Berthold Community College, New Town, ND
- 1982-1995 **Instructor**, Fort Berthold Community College, New Town, ND
- 1982 **Instructor**, Century High School, Bismarck, ND

## EDUCATION

- 2005-2008 PhD, Organizational Behavior & Management - Capella University, Minneapolis, MN
- 2000 - 2001 Master's, Management with an emphasis in Information Technology Management - University of Mary, Bismarck, ND
- 1978 - 1981 BS, Business Education - Moorhead State University, Moorhead, MN
- 1977 - 1978 Certificate, Secretarial - Bismarck Junior College, Bismarck, ND

## REFERENCES

- Ron His Horse is Thunder, Former Chairman Standing Rock Sioux Tribe,
- Dr. Laurel Vermillion, President, Sitting Bull College, 1341 92<sup>nd</sup> Street, Fort Yates, ND
  - Dr. Cynthia Lindquist, President, Cankdeska Cikana Community College, Fort Totten, ND

# **Rachel Kuntz, D.B.A.**

## **Doctorate of Business Administration**

### **EMPLOYMENT HISTORY:**

#### **2016-Current Facility, Sitting Bull College, Fort Yates, ND**

I work hard to create a learning environment for students in finance. I arrange and create lectures, build exams, perform all grading tasks, as well as assisting with independent study programs.

I worked hard to create a learning environment for students. I arranged and created lectures, built exams, perform all grading tasks, as well as assisting with the VITA Program. I had also tutored students in a variety of business and accounting courses. I was responsible for every aspect of each course that I taught.

#### **2013-Current Adjunct Faculty, University of Mary, Bismarck, ND**

I work hard to create a learning environment for students in finance, energy, accounting, and economics. I arrange and create lectures, build exams, perform all grading tasks, as well as assisting with independent study programs. I have also assisted in the development of courses in energy, finance, accounting, and economics.

#### **2007-2012 Adjunct Faculty, Rasmussen College, Bismarck, ND**

I taught Business and Accounting students at Rasmussen College. I taught residentially and online. I have taught Payroll Accounting, Cost Accounting, Accounting One, Advanced Accounting, Introduction to Fraud, Corporate Fraud, Strategic Management, Operations Management, Introduction to Finance, Organizational Behavior, Risk Management/Insurance, Professional Selling, Small Business Management, and capstone completion courses.

#### **2001-2016 Brynmor Associates, LLC, Bismarck, ND (Self Employed)**

*\*I have currently retained a couple clients being self employed\**

I have assisted clients with the following tasks: 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.

In the last 10 years I focused on the oil industry efforts. I assisted starting a new oil business which I spend most of my time. I also sold insurance, annuities, personal needs analysis, etc and do support activities within in the insurance industry. In addition I do assist my client with bookkeeping and financial planning assistance.

**2000-2001 Human Resource Director, Eureka Manufacturing Company, Eureka, SD**

I performed the following job duties: administrated benefits, hired, fired, created and enforced company policy, prepared job descriptions, prepared job evaluations, researched and maintained employment law issues, and prepared/maintained statistical reports primarily on employment issues. Trained new employees in various procedures pertaining to position of hire, was also a primary function of the position.

I also worked closely with product development to do market analysis, product research, job costing, cost benefit analysis, burden rates, feasibility studies, etc. I also did a considerable research work on developing new products/techniques, materials, design, competition research, as well as many other things involved in product development. The tasks involved in product development are ever changing, so I needed to be able to multi task and change priorities on a daily basis.

**EDUCATION:**

**Doctorate of Business Administration**

*California Coast University, Santa Ana, CA*

**Masters in Management with concentration in Human Resources**

*University of Mary, Bismarck, ND*

**Bachelors Science in Accounting**

*Dickinson State University, Dickinson, ND*

**Bachelors Science in Management**

*Minot State University, Minot, ND*

**Associates of Arts and Associates of Science**

*Bismarck State College, Bismarck, ND*

## **LICENSES:**

### **ND Insurance License**

*Property, Causality, Life, Health, and Variable products  
(2003-present)*

*North Dakota Securities License: Series 6 (2003-2008)*

*North Dakota Securities License: Series 63 (2003-2008)*

## **PROFESSIONAL MEMBERSHIPS:**

Central Dakota Human Resource Association (2001-2006).

Business Professional Women (2002-2006).

Bismarck Chamber of Commerce (2002-2004). Served as a volunteer for the Junior Achievement program

## Dr. Jeffrey Moser

315 6<sup>th</sup> Avenue NE  
Jamestown, ND 58401

Mobile: (701) 426-5403  
dr.jeffreymoser@gmail.com

---

### Valley City State University, Valley City, ND

#### Department Chair, Associate Professor, 2018 -

#### Business Administration Instructor, 2016 to 2018

- The leader of a team of business faculty, a marketing intern and administrative assistant whose job it is to ensure the success of tomorrow's business professional.
- Business professional who trains individuals in the subjects of strategic planning, business planning methods, organizational culture and creation of marketplace value through designed skill sets.
- The developer of the Departmental Marketing Internship Program which provides individuals with the opportunity to develop workforce skills.
- Skilled in the art of collaboration currently working with a student organization (Colligate DECA), a recruiting department (Enrollment Services) to continue to build the success of the Emerging Leaders Conference. A Conference which brings nearly four hundred students to the Valley City State University Campus Yearly.

### Sitting Bull College, Fort Yates, ND

#### Business Administration Manager, 2013 to 2016

- Managed day to day operations within a team environment and later as sole department lead.
- Audited the department's operations through analysis of five years of departmental data which lead to changes in day to day operations which yielded greater rigor of training fundamentals.
- Collaborated with various stakeholders to develop the initial feasibility study and curriculum for the proposal of an M.B.A. program.

### United Tribes Technical College, Bismarck, ND

#### Business Management Instructor, 2010 to 2013

- Trained department faculty on the use of learning management software (Jenzabar).
- Developed online courses which effectively taught individuals, business skills.
- Through teamwork, efforts established a sequential internship experience at Aetna Health.

### Aladdin Realty Inc., Bismarck, ND

#### Foreclosure Manager and Real Estate Agent, 2007-2010

- Project manager of the establishment of Aladdin's Foreclosure Division.
- Grew Aladdin's account list from two foreclosure clients to over 6 in one year.
- Successfully increased foreclosure listings from 3 per month to 8 per month.
- Managed a team of over six independent contractors on a consistent basis.

### Bismarck Downtown Business Association, Bismarck, ND

#### President, 2010 -2011

- Facilitated the rewriting of the bylaws and the strategic plan.
- Increased organizational membership by 15% during the presidential term.
- Chaired the monthly board of directors meeting throughout the presidential term.
- The presidential role provided an opportunity to give back to a local nonprofit through the donation of time.

## Education

|                              |  |      |
|------------------------------|--|------|
| D.B.A.                       | Keiser University, Fort Lauderdale, FL | 2017 |
| M.B.A.                       | University of Mary, Bismarck, ND       | 2010 |
| Masters of Management        | University of Mary, Bismarck, ND       | 2005 |
| B.S. Business Administration | University of Mary, Bismarck, ND       | 2003 |

# Curriculum Vitae

---

## Dr. Jeffrey Edwin Moser

---

315 6<sup>th</sup> Avenue NE  
Jamestown, ND 58401

**Mobile:** 701-426-5403

**Email:** dr.jefferymoser@gmail.com

### Personal Mission

To achieve greatness in people through effective leadership.

### Skills

|                         |                    |                           |
|-------------------------|--------------------|---------------------------|
| Negotiation             | Customer Service   | Microsoft Office Suite    |
| Contract Administration | Customer Retention | Public Speaking           |
| Leadership              | Sales              | Mentoring                 |
| Problem Solving         | Entrepreneurship   | Networking                |
| Researching             | Training           | Recruiting                |
| Management              | Academic Advising  | Curriculum Development    |
| Classroom Instruction   | Online Instruction | Online Course Development |
| Community Outreach      | Nonprofits         |                           |

### Education

**2012- 2017**

**Doctorate of Business Administration**

**Keiser University, Fort Lauderdale, FL**

Research orientated degree which emphasized the importance of linking research to practical applications. Applications included the analyzation of the topics of marketing, management, leadership, finance, economics, global business, and research methodology. Completion of the degree resulted in a dissertation which examined the relationship between Leadership Membership Exchange Theory (LMX) and team member cohesiveness.

**2010**

**Masters of Business Administration**

**University of Mary, Bismarck, ND**

Expanded knowledge base through the practical study of ethical philosophy, leadership skills, critical thinking, organizational goal setting, effective communication, and technology. Completed coursework which examined the following topics: Executive Economic Analysis, Foundations for Financial Decisions, Information Systems for Managers, and Management of a Global Environment.

**2005**

**Masters of Management**

**University of Mary, Bismarck, ND**

Studied management strategies, global management, strategic management and group dynamics. Completed coursework in the topics of Management Theory & Application, Organizational Communication & Change Management, Ethics, Human Resource Management, Managerial Finance, Group Dynamics, Economic Principles, Marketing, Law, and Managerial Seminar.

**2003**

**Bachelors of Science Business Administration**

**University of Mary, Bismarck, ND**

Developed critical thinking and decision-making skills. Studied the topics of strategic planning, leadership, organization, planning, controlling, and ethical behavior. Completed coursework in Finance, Accounting, Economics, Marketing, Human Resources, Small Business Management and Law.

### Computer Experience

Practical experience in the vast majority of the Microsoft Office Suite, experience in learning management software including Jenzebar and Blackboard, property management programs, real estate software programs, data entry programs, template based website design, and basic IT management.

## Community Involvement

**2009-2011**

**Council Member, University of Mary Alumni Council**

Worked with and assisted other council members in the planning of alumni events, volunteered for community events and participated in alumni functions.

**2009-2010**

**President, Downtown Business Association**

Facilitated Board of Director meetings and oversaw the Executive Director, Assistant Director, 11 Board Directors, and sat multiple organizational committees. During leadership term the fundraising arm of the organization expanded, the Operations Team rewrote the bylaws and established the Nominating Committee to ensure the organization's longevity of quality board members. The Association experienced significant growth during my term as Board President. The Association expanded the staff, started two new committees, increased membership in the Association by 15%, reintegrated member programs, and began a rebranding of the organization.

**2008-2009**

**Board Member, Downtown Business Association**

Before being elected as the Board President, served as a Director of the Board. During the term of membership, the Downtown Business Association was growing rapidly, and discussions of adding extra staff and future growth of the organization dominated our board meetings. The board voted to add an Assistant Director. Worked with the Current Executive Director on the development of bonus and pay raise structure for the new Assistant Director.

**2006-2008**

**Co-lead, Young Professionals Network**

The Young Professionals Network is an organization of over 250 members providing networking experiences and community service events. Served as a co-lead of the YP Entrepreneur Team. Assisted with the creation of the Entrepreneur Among Us events and raised funds through sponsorship solicitation. These events allowed our members to network with local business owners. Business owners provided insight into their business success. Co-founder of the annual Chill-N-Bowl event (bowling tournament fundraiser for the network).

**2006-2008**

**Leadership Team, Young Professionals Network**

The Leadership Team is effectively the Board of Directors or governing board for the YP Network. It is made up of the co-leads from each team. Served as Leadership Team Member which resulted in the completion of the strategic plan and rewriting of the bylaws.

**2007-2008**

**Advisory Board Member, Coalition of Indian Housing Authorities of North Dakota**

Assisted with the planning of the annual conference, registered the coalition with the Central Contractor Registration (CCR) a government database program that allows nonprofits to work with the Federal Government, through these efforts, the coalition gained the ability to apply for government grants.

## Publications, Communication and Writing Credits

**2018**

**Dissertation: Leadership Member Exchange Theory: A Predictor of Team Member Cohesiveness**

Studied the relationship between Leadership Member Exchange Theory (LMX) and team member cohesion. The finding of the study provides support for the use of LMX theory as a predictor of team member cohesion. During the spring of 2018, the dissertation was published and made available to other scholars through ProQuest.

**2009 - 2011**

**Column Writer, North Dakota Young Professionals Network**

Contributed quarterly real estate columns on topics such as agency law, how to choose an agent, how to choose a brokerage company, how to get your home ready for sale, and buying in the winter.

**2009 - 2010**

**President's Corner, Downtown Business Association**

Wrote a column each quarter to over 150 member businesses that addressed the current and future progress of our growing organization, thanked volunteers, touched on staff and committee projects, recapped association happenings, provided information on future events, and various other member related topics.

## Entrepreneurial Endeavors

**2006 - 2016**

**Investor, Rental Property**

Past owner/property manager of an over-under duplex in the city Mandan ND. Became skilled in working with the Morton County Housing Authority. Developed and understood the landlord and tenant relationship.



**2007- 2011****Founder, DTS Enterprises**

DTS Enterprises was founded to provide small business consulting services such as marketing on a budget and how to increase sales revenues. DTS Enterprises helped to establish a local nonprofit and two other businesses as a government contractor. DTS Enterprises created basic websites for two clients' marketing strategies.

**2007- 2011****Real Estate Agent & Broker**

The world of real estate had provided insight into self-employment and fiscal management. It had also allowed me to increase my sales skills, negotiation skills, database skills, and collaboration with many different organizations.

**2007- 2009****Founder, Genesis Referral Network**

Genesis Referral Network was founded to encourage business professionals to expand their prospecting efforts. At its peak, the company had two chapters and over thirty members. Genesis started with a budget of less than \$1000. Many valuable skills learned which included financial projecting, resource management, tax identification number obtainment, LLC creation, small budget marketing, membership training, and incentive-based structures.

**Employment****2018 -****Department Chair, Business Department****Valley City State University**

- Currently teaching the following courses: Introduction to Business, Senior Seminar, Foundations of Leadership, Strategic Management, and Entrepreneurship (Capstone).
- Manage four full-time faculty members, two adjuncts, a full-time administrative assistant and the marketing intern.
- Advise on average 30 to 35 students per semester.
- Developed a marketing internship for VCSU business students which allows them to intern within the Department of Business. In 2019-2020 the goal is to roll this internship model out to at least one more department at VCSU. Presently the Department of Business employ one intern in the marketing intern position.
- Rewrote the program objectives for Business Department (spring of 2018) and created the assessment plan for the 2018-2019 academic year.

**2016 – 2018****Business Administration Instructor****Valley City State University**

- Instructed the following courses: Principles of Management, Principles of Marketing, Advertising, Foundations of Leadership, Strategic Management, and Entrepreneurship (Capstone).
- Served on VCSU's Teaching and Learning Committee.
- Participated in community outreach with efforts aimed towards nonprofits which resulted in the creation of student-driven marketing and business plans for the Barnes Community Museum and the Bridges Arts Council. These partnerships provide practice-based learning opportunities for VCSU business students.
- Carried an advising load of 30 to 40 students per semester.

**2013 – 2016****Business Administration Manager****Sitting Bull College**

- Undergraduate courses taught in economics, management, marketing, organizational behavior, strategic management, world business, new venture, entrepreneurial business management, entrepreneurial marketing, internship and human resources.
- Lead the department's advisory board and developed advisory board manual which included the purpose of the advisory board, member duties, and expectations. Additionally, recruited and built relationships with advisory board members.
- Manager of the business department which included supervision of adjunct faculty.
- Served on Sitting Bull College's curriculum committee.
- Student Adviser.
- M.B.A. Program Developer.
- Developed initial curriculum for M.B.A. program.
- Completed initial feasibility study for M.B.A. program.

**2011 – 2013****Business/Management Instructor****United Tribes Technical College**

- Student advisor.
- Developed online courses in Principles of Management and Entrepreneurship.
- Assisted department chair in redeveloping course curriculum.
- Closely worked with the department chair in the development of new degree paths.
- Developed the internship program for the Small Business Management Program.

- Created the Challenge the Zone Program. A program geared towards building confidence in our students.
- Computerized grading and advising trainer. Duties included instructing faculty and staff on using online student management programs.
- Participated in a two-day EPA grant training session that led to a certificate.
- United Tribes Technical College weightlifting team founding member. Coached a group of twelve lifters who competed for scholarships on the USA Powerlifting circuit.
- Undergraduate courses taught: Advertising I, Capstone, Entrepreneurship, Fundamentals of Business, Principles of Marketing, Sales and Technology, and Business.

**2010 – 2014      Adjunct Business Instructor/Online Course Developer      United Tribes Technical College**

- Undergraduate Courses Taught: Principles of Marketing, Advertising, Internship, Human Resource Management and Principles of Management (online).
- Designed courses to meet students' learning abilities by the use of writing assignments, practical assignments, quizzes and participation exercises.
- Planned course curriculum and worked closely with other instructors to come up with ideas to increase student retention.
- Acted as a secondary advisor for students who took my classes.
- Developed undergraduate business classes for the online environment.

**2007 – 2011      Real Estate Agent and REO Manager      Aladdin Realty Inc.**

- Managed all aspects of marketing and maintaining REO (bank owned properties).
- Successfully increased REO listings from 3 per month to 8 per month.
- Managed contractors who completed maintenance and repairs on the REO properties.
- Played a significant role in human resource functions; Aladdin Realty has hired, retained, and trained two very sharp staff members. Acting as a consultant to the owner, gave suggestions on how to better manage employees and agents.
- Average two real estate transactions monthly that I attain solely through my marketing efforts.

**2007 – 2007      Sales Consultant      Corwin Churchill Motors**

- Greeted clients, and negotiated sales of cars.
- Participated in company provided training sessions.
- Maintained customer database.

**2007 – 2007      Real Estate Agent      Century 21 Morrison**

- Initial position working as a real estate agent in a large firm.
- Managed customer website and database.
- Participated in various real estate training programs.

**2006 – 2007      Professional Driver and Equipment Operator      Mariner Construction**

- Commercial Driver's License with tanker and coach endorsements.
- Operated front-end loaders and packers.
- Completed projects through individual work duties and team strategies.

**2005 – 2006      Sales and Estimating Coordinator      Insulation-N-Coatings**

- Learned valuable lessons in small business management.
- Initiated work for the company through Set appointments, made sales calls and preparing bids.
- Assisted by hiring employees for sister company, Force Panels.

**2004 – 2005      District Sales Manager      Bismarck Tribune**

- Managed a team of 70 plus newspaper carriers.
- Worked with three other district sales managers and one district supervisor to oversee the total distribution of The Bismarck Tribune Newspaper: handled motor routes, carrier complaints, training of carriers, the hiring of carriers and firing of carriers.
- Assisted with distribution center operations.

# BRADLEY D. PETERSON

605 2nd Avenue East, Mobridge, South Dakota, 57601  
(605)-845-2065

## OBJECTIVE

TO SECURE EMPLOYMENT AS AN INSTRUCTOR AT SITTING BULL COLLEGE

## EMPLOYMENT/EXPERIENCE

### **DAKOTA PLAINS LEGAL SERVICES**

#### **MANAGING ATTORNEY FT. YATES OFFICE-1996 PRESENT**

Provide legal services to low-income people with special emphasis on Native Americans'. Maintain a very large caseload primarily in Indian law, State and Tribal criminal defense, State and Tribal juvenile law, constitutional law and domestic law while overseeing the daily operations of the Branch Office. Recently selected to serve on the Standing Rock ICWA Committee and to attend the National Legal Aid Substantive Law Conference for Dakota Plains Legal Services

### **SITTING BULL COLLEGE**

#### **ADJUNCT FACULTY INSTRUCTOR-1995 PRESENT**

Teach various classes with emphasis in criminal law, Indian law, business law, consumer rights

### **NORTH DAKOTA SECURITIES COMMISSION**

#### **Attorney-1995-1996**

Provided legal services to the North Dakota Securities Commission in compliance and fraud prevention along with investigating illegal activity in the securities market

### **DAKOTA PLAINS LEGAL SERVICES**

#### **Staff Attorney-1995**

provided legal services to low income clients primarily in the area of criminal defense in Tribal Court

### **STANDING ROCK SIOUX TRIBE**

#### **Chief Prosecutor-1993-1995**

represented the Standing Rock Sioux Tribe in all criminal proceedings, with emphasis on juvenile and serious felonies, provided training to law enforcement on developing trends in criminal investigations while maintain an enormous case load

### **KENNER LAW OFFICE**

#### **Associate Attorney-1992-1993**

represented various clients on issues of taxation, real estate and collections

### **PORTER FOR GOVERNOR**

#### **Campaign Advisor-1992**

Advised political candidate on topical issues by writing position papers, speeches and preparing and educating the candidate before debates, media events and the endorsement convention

### **TOM SLORBY LAW OFFICE**

#### **Associate Attorney-1991-1992**

Assisted in preparing legal documents primarily in criminal law, white collar crime and personal injury

# Kourtenay Schley

916 5<sup>th</sup> Ave W., Mobridge SD. 57601

kourtenayi@yahoo.com | (605) 848-0197 | <https://www.linkedin.com/in/kourtenayschley73ab7515/> | [www.exact-books.com](http://www.exact-books.com)

---

## **Professional Summary:**

Successful ten-year career in Personnel/Human Resources, I am an experienced HR Leader. I worked my way up from Office Manager to Director of Human Resources. In my tenure I automated personnel records, speed on-boarding procedures for new employees, and created compensation data-base for 500 employee organization. I have a master's degree in Strategic Leadership and currently working towards my PhD in Business Administration. I value what human beings bring to the work environment and understand they are the business's greatest asset. I believe I am the perfect fit for this position.

## **Skills:**

- Strong Communication
- Planning Execution
- Strategic Planning
- Team Leadership
- Onboarding
- Off Boarding
- Retention
- Comp. Planning
- Staff Development
- Program Management
- Interpersonal Skill
- Leadership Reporting

## **Work History:**

Owner/ Operator  
2017/-Present

Exact Books Bookkeeping Service

I assist small, rural entrepreneurs maintain their accounting books. It is an online book keeping service that utilizes Xero Accounting predominately however will teach and train current users on QuickBooks if their desire is to maintain their books with QuickBooks. There was a need in small communities to consolidate their business practices or try and limit their hiring for bookkeepers due to financial bind. However, most do not have the background or desire to learn online record keeping. I contract out services to four small business and help them get comfortable with online business activity. I have a strong entrepreneurial spirit who understands the work and development of fast growth business.

Director, Human Resources  
2015-2017

Standing Rock Sioux Tribe

Oversaw and managed the human resource department (Personnel, Benefits, & Mailroom) for a 500 employee Tribal Government. Made the employee record digital and online accessible, created faster on-boarding practices, developed annual employee training and development schedule for employee health and improvement. Implemented company policy and managed Director's annual reviews. Worked closely with US DOJ for federal background checks and federal program compliance. Implemented Compensation Plan for salary range job descriptions to be flexible to Program needs and budget. Managed and assisted Directors in resolution of employee relations. Managed, and prepared for audits and annual personnel reporting and assurance of key workflows.

Human Resource Manager  
2014-2015

Rapid City School District 51-4

Worked collaboratively with school leadership (board & superintendent) to address human resource issues within cross-department management and strategic planning and the individual school buildings staff. Hire and trained and ensured certification of teaching and leadership staff. Oversee, maintain and manage personnel files, data

base information and reporting. Effectively coach, guide, manage and lead employees and managers in conflict and issue resolution. Reviewed, maintained, enforced union agreements and contract history for School district.

Personalist (3S)  
2008-2014

United States Air Force

Advises officers and airmen on military personnel issues and programs. Conducts interviews to determine individual interests, qualifications, and personnel data. Briefs provisions of personnel programs such as assignments, promotions, separation, retirements, personal affairs, retention, classification, training and retraining, and career progression. Provides information and guidance for career decisions. Helps commanders develop career information and motivation programs. Manages selective reenlistment and career airman reenlistment reservation programs. Counsels airmen on reenlistment opportunities and benefits. Monitors retention programs and provides reports and statistics. Helps users determine training requirements, methods, and procedures.

**Education:**

Doctor of Philosophy  
Business Administration (*Executive*)

In Progress (2020)

Bachelor of Science  
Business Administration

2011

Master of Science  
Strategic Leadership

2013

Associates of Applied Science  
Human Resource Management

2013

Associates of Science  
Business Administration

2010

**Training & Certifications**

Women in Leadership / June 2017

Cornell University

Women in Leadership program positions women who are in leadership positions to recognize when there is a gender dimension at work and how they can out strategize gender bias and their own habits to achieve better results.

THRP Tribal Human Resource Professional / July 2016

NNAHRA

Professional association for Human Resource departments to enforce and comply with Federal mandate that oversee Sovereign Nations in the United States.

SHRM Society for Human Resource Management / June 2014-15

SHRM

SHRM is an international association works to link professionals in the field across the globe in the career field of Human Resources. My membership and certification are out of date.

The Native American Financial Officers Association trains and certifies officers of Tribal organizations to handle and account for large federal dollars.

**PSC Adjudication Certification**

PSC Consulting

I hold training and certification on employee record discrepancies and adjudication. I am certified to review and adjudicate applicants background checks that are not favorable to the organization to ensure fair delivery of policy's and federal mandates. This protects the employer from lawsuit.

**Toastmasters International Member**

Rapid City, SD

I am a member of a leadership and communication development organization. By being a part of Toastmasters members can improve their speaking and communication methods through practice and active involvement. By regularly giving speeches, gaining feedback, leading teams and guiding others to achieve their goals in a supportive atmosphere, leaders emerge from the Toastmasters program. Every new members journey begins with a single speech. During their journey, they learn to tell their stories. They listen and answer. They plan and lead. They give feedback—and accept it. Through our community of learners, they find their path to leadership.

**Philanthropy/Volunteer/Fellowship**

**School Board Member**

Edge Pre-School

I participate as a board member for a local pre-school We put on programs that help raise money to keep tuition low and motivate parent involvement.

**CE Director**

United Church of Christ (UCC)

Hire, plan, and oversee Sunday School staff for a 9-month basis. Create, plan and work with Church youth in the Wednesday church youth programs. Assist pastor with planning and scheduling of church meetings with various groups.

**Feeding of Hungry of SD.**

Non-Profit Group Rapid City

I volunteered every so often when asked to package and sort food that goes throughout the state of South Dakota to various homes. I really enjoyed this opportunity because I met people from all over the state that are really kind.

**Embrey Women's Leadership**

Embrey Foundation Fellowship

I was awarded a four-year fellowship to plan and implement a community project every year. My four-year plan included research on foster care and implementation. I still hope to open a foster home in SD for children born to parents addicted to Meth and families that refuse to take them in.

## Proposed M.B.A. Schedule

---

# 2019

## Proposed M.B.A. Schedule

| January |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | Mo | Tu | We | Th | Fr | Sa |
|         |    | 1  | 2  | 3  | 4  | 5  |
| 6       | 7  | 8  | 9  | 10 | 11 | 12 |
| 13      | 14 | 15 | 16 | 17 | 18 | 19 |
| 20      | 21 | 22 | 23 | 24 | 25 | 26 |
| 27      | 28 | 29 | 30 | 31 |    |    |

| April |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| Su    | Mo | Tu | We | Th | Fr | Sa |
|       | 1  | 2  | 3  | 4  | 5  | 6  |
| 7     | 8  | 9  | 10 | 11 | 12 | 13 |
| 14    | 15 | 16 | 17 | 18 | 19 | 20 |
| 21    | 22 | 23 | 24 | 25 | 26 | 27 |
| 28    | 29 | 30 |    |    |    |    |

| July |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | Mo | Tu | We | Th | Fr | Sa |
|      | 1  | 2  | 3  | 4  | 5  | 6  |
| 7    | 8  | 9  | 10 | 11 | 12 | 13 |
| 14   | 15 | 16 | 17 | 18 | 19 | 20 |
| 21   | 22 | 23 | 24 | 25 | 26 | 27 |
| 28   | 29 | 30 | 31 |    |    |    |

| October   |    |    |    |    |    |           |
|-----------|----|----|----|----|----|-----------|
| Su        | Mo | Tu | We | Th | Fr | Sa        |
|           |    | 1  | 2  | 3  | 4  | 5         |
| 6         | 7  | 8  | 9  | 10 | 11 | 12        |
| 13        | 14 | 15 | 16 | 17 | 18 | 19        |
| 20        | 21 | 22 | 23 | 24 | 25 | 26        |
| 27        | 28 | 29 | 30 | 31 |    |           |
| BADM #502 |    |    |    |    |    | BADM #505 |

| February |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 |    |    |

| May |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| Su  | Mo | Tu | We | Th | Fr | Sa |
|     |    |    | 1  | 2  | 3  | 4  |
| 5   | 6  | 7  | 8  | 9  | 10 | 11 |
| 12  | 13 | 14 | 15 | 16 | 17 | 18 |
| 19  | 20 | 21 | 22 | 23 | 24 | 25 |
| 26  | 27 | 28 | 29 | 30 | 31 |    |

| August    |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 | 31 |
| BADM #502 |    |    |    |    |    |    |

| November |           |    |    |    |    |    |
|----------|-----------|----|----|----|----|----|
| Su       | Mo        | Tu | We | Th | Fr | Sa |
|          |           |    |    |    |    | 1  |
| 2        | 3         | 4  | 5  | 6  | 7  | 8  |
| 9        | 10        | 11 | 12 | 13 | 14 | 15 |
| 16       | 17        | 18 | 19 | 20 | 21 | 22 |
| 23       | 24        | 25 | 26 | 27 | 28 | 29 |
| 30       | BADM #505 |    |    |    |    |    |

| March |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| Su    | Mo | Tu | We | Th | Fr | Sa |
|       |    |    |    |    | 1  | 2  |
| 3     | 4  | 5  | 6  | 7  | 8  | 9  |
| 10    | 11 | 12 | 13 | 14 | 15 | 16 |
| 17    | 18 | 19 | 20 | 21 | 22 | 23 |
| 24    | 25 | 26 | 27 | 28 | 29 | 30 |
| 31    |    |    |    |    |    |    |

| June |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | Mo | Tu | We | Th | Fr | Sa |
|      |    |    |    |    |    | 1  |
| 2    | 3  | 4  | 5  | 6  | 7  | 8  |
| 9    | 10 | 11 | 12 | 13 | 14 | 15 |
| 16   | 17 | 18 | 19 | 20 | 21 | 22 |
| 23   | 24 | 25 | 26 | 27 | 28 | 29 |
| 30   |    |    |    |    |    |    |

| September |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 |    |    |    |    |    |
| BADM #502 |    |    |    |    |    |    |

| December  |    |    |    |    |    |                |
|-----------|----|----|----|----|----|----------------|
| Su        | Mo | Tu | We | Th | Fr | Sa             |
| 1         | 2  | 3  | 4  | 5  | 6  | 7              |
| 8         | 9  | 10 | 11 | 12 | 13 | 14             |
| 15        | 16 | 17 | 18 | 19 | 20 | 21             |
| 22        | 23 | 24 | 25 | 26 | 27 | 28             |
| 29        | 30 | 31 |    |    |    |                |
| BADM #505 |    |    |    |    |    | BADM #573 8 wk |

Fall and Winter Semester 2019

- BADM #502
- BADM #505
- BADM #573 8 wk
- Runs from August 19 to October 11, 2019
- Runs from October 14, to December 6, 2019
- Runs from December 6, 2019 to February 15, 2020

\*Break from December 21, 2019 to January 6, 2020



# 2020

## Proposed M.B.A. Schedule

| January   |    |      |    |    |    |    |
|-----------|----|------|----|----|----|----|
| Su        | Mo | Tu   | We | Th | Fr | Sa |
|           |    |      | 1  | 2  | 3  | 4  |
| 5         | 6  | 7    | 8  | 9  | 10 | 11 |
| 12        | 13 | 14   | 15 | 16 | 17 | 18 |
| 19        | 20 | 21   | 22 | 23 | 24 | 25 |
| 26        | 27 | 28   | 29 | 30 | 31 |    |
| BADM #573 |    | 8 wk |    |    |    |    |

| April     |    |      |    |           |    |      |
|-----------|----|------|----|-----------|----|------|
| Su        | Mo | Tu   | We | Th        | Fr | Sa   |
|           |    |      | 1  | 2         | 3  | 4    |
| 5         | 6  | 7    | 8  | 9         | 10 | 11   |
| 12        | 13 | 14   | 15 | 16        | 17 | 18   |
| 19        | 20 | 21   | 22 | 23        | 24 | 25   |
| 26        | 27 | 28   | 29 | 30        |    |      |
| BADM #606 |    | 8 wk |    | BADM #517 |    | 8 wk |

| July      |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |
| BADM #655 |    |    |    |    |    |    |

| October   |    |    |    |    |           |    |
|-----------|----|----|----|----|-----------|----|
| Su        | Mo | Tu | We | Th | Fr        | Sa |
|           |    |    |    | 1  | 2         | 3  |
| 4         | 5  | 6  | 7  | 8  | 9         | 10 |
| 11        | 12 | 13 | 14 | 15 | 16        | 17 |
| 18        | 19 | 20 | 21 | 22 | 23        | 24 |
| 25        | 26 | 27 | 28 | 29 | 30        | 31 |
| BADM #640 |    |    |    |    | BADM #635 |    |

| February  |    |      |    |           |    |      |
|-----------|----|------|----|-----------|----|------|
| Su        | Mo | Tu   | We | Th        | Fr | Sa   |
|           |    |      |    |           |    | 1    |
| 2         | 3  | 4    | 5  | 6         | 7  | 8    |
| 9         | 10 | 11   | 12 | 13        | 14 | 15   |
| 16        | 17 | 18   | 19 | 20        | 21 | 22   |
| 23        | 24 | 25   | 26 | 27        | 28 | 29   |
| BADM #573 |    | 8 wk |    | BADM #517 |    | 8 wk |

| May |           |    |    |    |    |    |
|-----|-----------|----|----|----|----|----|
| Su  | Mo        | Tu | We | Th | Fr | Sa |
|     |           |    |    |    | 1  |    |
| 3   | 4         | 5  | 6  | 7  | 8  | 9  |
| 10  | 11        | 12 | 13 | 14 | 15 | 16 |
| 17  | 18        | 19 | 20 | 21 | 22 | 23 |
| 24  | 25        | 26 | 27 | 28 | 29 | 30 |
| 31  | BADM #542 |    |    |    |    |    |

| August |    |           |    |    |    |    |
|--------|----|-----------|----|----|----|----|
| Su     | Mo | Tu        | We | Th | Fr | Sa |
|        |    |           |    |    |    | 1  |
| 2      | 3  | 4         | 5  | 6  | 7  | 8  |
| 9      | 10 | 11        | 12 | 13 | 14 | 15 |
| 16     | 17 | 18        | 19 | 20 | 21 | 22 |
| 23     | 24 | 25        | 26 | 27 | 28 | 29 |
| 30     | 31 | BADM #655 |    |    |    |    |

| November |    |           |    |    |    |    |
|----------|----|-----------|----|----|----|----|
| Su       | Mo | Tu        | We | Th | Fr | Sa |
| 1        | 2  | 3         | 4  | 5  | 6  | 7  |
| 8        | 9  | 10        | 11 | 12 | 13 | 14 |
| 15       | 16 | 17        | 18 | 19 | 20 | 21 |
| 22       | 23 | 24        | 25 | 26 | 27 | 28 |
| 29       | 30 | BADM #635 |    |    |    |    |

| March     |    |      |           |           |      |      |
|-----------|----|------|-----------|-----------|------|------|
| Su        | Mo | Tu   | We        | Th        | Fr   | Sa   |
| 1         | 2  | 3    | 4         | 5         | 6    | 7    |
| 8         | 9  | 10   | 11        | 12        | 13   | 14   |
| 15        | 16 | 17   | 18        | 19        | 20   | 21   |
| 22        | 23 | 24   | 25        | 26        | 27   | 28   |
| 29        | 30 | 31   | BADM #606 |           | 8 wk |      |
| BADM #606 |    | 8 wk |           | BADM #517 |      | 8 wk |

| June |    |    |    |           |    |    |
|------|----|----|----|-----------|----|----|
| Su   | Mo | Tu | We | Th        | Fr | Sa |
|      |    | 1  | 2  | 3         | 4  | 5  |
| 6    | 7  | 8  | 9  | 10        | 11 | 12 |
| 13   | 14 | 15 | 16 | 17        | 18 | 19 |
| 20   | 21 | 22 | 23 | 24        | 25 | 26 |
| 27   | 28 | 29 | 30 | BADM #542 |    |    |

| September |    |    |    |           |    |    |
|-----------|----|----|----|-----------|----|----|
| Su        | Mo | Tu | We | Th        | Fr | Sa |
|           |    | 1  | 2  | 3         | 4  | 5  |
| 6         | 7  | 8  | 9  | 10        | 11 | 12 |
| 13        | 14 | 15 | 16 | 17        | 18 | 19 |
| 20        | 21 | 22 | 23 | 24        | 25 | 26 |
| 27        | 28 | 29 | 30 | BADM #640 |    |    |

| December  |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |
| BADM #635 |    |    |    |    |    |    |

### Spring

|           |      |
|-----------|------|
| BADM #517 | 8 wk |
| BADM #606 | 8 wk |
| BADM #542 | 8 wk |

Runs from February 17, to April 13, 2020 (8 week)

Runs from March 2, to April 24, 2020 (8 week)

Runs from May 2, to June 26, 2020 (8 week)

\* Summer break June 27 to July 5, 2020\*

### Fall

|           |  |
|-----------|--|
| BADM #655 |  |
| BADM #640 |  |
| BADM #635 |  |

Runs from July 6, to August 28, 2020 (8 week)

Runs from August 31, to October 23, 2020 (8 week)

Runs from October 26, to December 18, 2020 (8 week)

\*Break from December 21, 2019 to January 6, 2020\*

# 2021 Proposed M.B.A. Schedule

| January |           |    |    |    |    |    |
|---------|-----------|----|----|----|----|----|
| Su      | Mo        | Tu | We | Th | Fr | Sa |
|         |           |    |    |    | 1  | 2  |
| 3       | 4         | 5  | 6  | 7  | 8  | 9  |
| 10      | 11        | 12 | 13 | 14 | 15 | 16 |
| 17      | 18        | 19 | 20 | 21 | 22 | 23 |
| 24      | 25        | 26 | 27 | 28 | 29 | 30 |
| 31      | BADM #610 |    |    |    |    |    |

| April     |    |           |    |    |    |    |
|-----------|----|-----------|----|----|----|----|
| Su        | Mo | Tu        | We | Th | Fr | Sa |
|           |    |           |    | 1  | 2  | 3  |
| 4         | 5  | 6         | 7  | 8  | 9  | 10 |
| 11        | 12 | 13        | 14 | 15 | 16 | 17 |
| 18        | 19 | 20        | 21 | 22 | 23 | 24 |
| 25        | 26 | 27        | 28 | 29 | 30 |    |
| BADM #680 |    | BADM #699 |    |    |    |    |

| July |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | Mo | Tu | We | Th | Fr | Sa |
|      |    |    |    | 1  | 2  | 3  |
| 4    | 5  | 6  | 7  | 8  | 9  | 10 |
| 11   | 12 | 13 | 14 | 15 | 16 | 17 |
| 18   | 19 | 20 | 21 | 22 | 23 | 24 |
| 25   | 26 | 27 | 28 | 29 | 30 | 31 |

| October |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | Mo | Tu | We | Th | Fr | Sa |
|         |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |
| 31      |    |    |    |    |    |    |

| February |           |    |    |    |    |    |
|----------|-----------|----|----|----|----|----|
| Su       | Mo        | Tu | We | Th | Fr | Sa |
|          | 1         | 2  | 3  | 4  | 5  | 6  |
| 7        | 8         | 9  | 10 | 11 | 12 | 13 |
| 14       | 15        | 16 | 17 | 18 | 19 | 20 |
| 21       | 22        | 23 | 24 | 25 | 26 | 27 |
| 28       | BADM #610 |    |    |    |    |    |

| May |    |           |    |    |    |    |
|-----|----|-----------|----|----|----|----|
| Su  | Mo | Tu        | We | Th | Fr | Sa |
|     |    |           |    |    |    | 1  |
| 2   | 3  | 4         | 5  | 6  | 7  | 8  |
| 9   | 10 | 11        | 12 | 13 | 14 | 15 |
| 16  | 17 | 18        | 19 | 20 | 21 | 22 |
| 23  | 24 | 25        | 26 | 27 | 28 | 29 |
| 30  | 31 | BADM #699 |    |    |    |    |

| August |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| Su     | Mo | Tu | We | Th | Fr | Sa |
| 1      | 2  | 3  | 4  | 5  | 6  | 7  |
| 8      | 9  | 10 | 11 | 12 | 13 | 14 |
| 15     | 16 | 17 | 18 | 19 | 20 | 21 |
| 22     | 23 | 24 | 25 | 26 | 27 | 28 |
| 29     | 30 | 31 |    |    |    |    |

| November |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 |    |    |    |    |

| March |    |    |    |           |    |    |
|-------|----|----|----|-----------|----|----|
| Su    | Mo | Tu | We | Th        | Fr | Sa |
|       | 1  | 2  | 3  | 4         | 5  | 6  |
| 7     | 8  | 9  | 10 | 11        | 12 | 13 |
| 14    | 15 | 16 | 17 | 18        | 19 | 20 |
| 21    | 22 | 23 | 24 | 25        | 26 | 27 |
| 28    | 29 | 30 | 31 | BADM #680 |    |    |

| June |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | Mo | Tu | We | Th | Fr | Sa |
|      |    | 1  | 2  | 3  | 4  | 5  |
| 6    | 7  | 8  | 9  | 10 | 11 | 12 |
| 13   | 14 | 15 | 16 | 17 | 18 | 19 |
| 20   | 21 | 22 | 23 | 24 | 25 | 26 |
| 27   | 28 | 29 | 30 |    |    |    |

| September |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 |    |    |

| December |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

|        |           |
|--------|-----------|
| Spring | BADM #610 |
|        | BADM #680 |
|        | BADM #699 |

Runs from January 4, to February 26, 2021 (8 week)

Runs from March 1, to April 23, 2021 (8 week)

Runs from April 26, to May 28, 2021 (5 week)

\*May 2021 Graduation

## Rubrics

---

| <b>Discussion Criteria</b>              | <b>Unacceptable<br/>Zero (0) Points</b>                     | <b>Marginable<br/>Expectations<br/><br/><i>One (1) point</i></b>                              | <b>Acceptable<br/>Expectations<br/><br/><i>Three (3) points</i></b>                  | <b>Meets or<br/>Exceeds<br/>Expectations<br/><br/><i>Five (5) points</i></b>    | <b>Total Points</b> |
|---|---|---|--|---|---------------------|
| Timely Discussion contributions         | Posts no assignment.  | Participated but one or more post is tardy or non-existent.                                   | Participates but one post maybe tardy.   | Participates on time. Posts are distributed throughout the week.                |                     |
| Content Contribution                    | No References.<br><br>No support or supporting experiences. | Response or initial posts are shallow and lack contribution. Does not enrich the discussion.  | Overall posts are developed but they lack aspects of the post or important concepts. | Demonstrates analysis that fully relates to the topic(s) or concept at hand.    |                     |
| Clarity, Mechanics, and Appropriateness | Unorganized and does not follow the topic at all.           | Communicates in a applicable manner but is not clear.   | Contributes valuable information but it is confusing and unclear.                    | Contributes in a clear and effective manner that is understood.                 |                     |
| Follow up Responses or Posts            | Posts no assignment.  | Does not meet the required Reponses or follow-up posts. Or uses "I Agree" without explaining. | Responds or elaborates on post but is not complete or misses content.                | Contributes a valuable response post that advances a discussion.                |                     |
| APA Guidelines                          | No adherence to APA guidelines.                             | Some adherence to APA guidelines. Several formatting and grammatical errors.                  | Adherence to APA guidelines. Few formatting and grammatical errors.                  | Overall APA Guidelines are followed. Minimal formatting and grammatical errors. |                     |

| <b>Written Paper Criteria</b>                               | <b>Unacceptable<br/>Zero (0) Points</b>                     | <b>Marginable<br/>Expectations<br/><br/><i>Five (5) points</i></b>                | <b>Acceptable<br/>Expectations<br/><br/><i>Thirteen (13)<br/>points</i></b>           | <b>Meets or<br/>Exceeds<br/>Expectations<br/><br/><i>Twenty (20)<br/>points</i></b>    | <b>Total Points</b> |
|---|---|---|---|--|---------------------|
| Analysis or Critical Thinking                               | Submits no assignment.                                      | Only summaries the topic or subject   | Initiates some thought but lacks analysis or critical thinking                        | Is very thorough and definitely shows analysis or critical thinking                    |                     |
| Content Contribution  | No References.<br><br>No support or supporting experiences. | Paper is shallow and lacks any substance<br>Does not enrich the paper or subject. | Overall paper is developed but it lacks important concepts.                           | Demonstrates analysis that fully relates to the topic(s) or subject in the assignment. |                     |
| Clarity, Mechanics, and Appropriateness                     | Unorganized and does not follow the subject at all.         | Paper is written in a applicable manner but is not clear.                         | Contributes valuable information regarding the topic but it is confusing and unclear. | Contributes in a clear and effective manner that is understood by the reader.          |                     |
| Appropriate structure, directions, and length of the paper. | Submits no assignment.                                      | Does not follow the appropriate structure, directions, and length of the paper.   | Responds or elaborates on post but is not complete or misses content.                 | Contributes a valuable response post that advances a discussion.                       |                     |
| APA Guidelines  | No adherence to APA guidelines.                             | Some adherence to APA guidelines.<br>Several formatting and grammatical errors.   | Adherence to APA guidelines.<br>Few formatting and grammatical errors.                | Overall APA Guidelines are followed.<br>Minimal formatting and grammatical errors.     |                     |

## Assessment Data

---

# **MBA Assessment Criteria**

## **A. Direct Methods**

1. Every semester (three (3) total then BADM 699) one final class cumulative paper will be handed into review. Overall in a master's program overall synthesis is the goal upon completion. The minimum grade that is accepted is an 80%. The paper rubric addresses written standards. The paper (at a minimum) must include the following:

- Use of APA format.
- Use of a 12 point standard font.
- Be double spaced.
- Your paper must include a bibliography or works cited page~minimum of 5 sources.
- Must be complete and well written.
- Written content must be a minimum of 10 pages in length, not including title page, abstract, or works cited page.

2. A minimum of one (1) semester final class cumulative project will consist of financial analysis or related field which will be handed into review. Overall in a master's program overall synthesis is the goal upon completion. The minimum grade that is accepted is an 80%. The paper rubric addresses written standards. The paper (at a minimum) must include the following:

- Use of APA format.
- Use of a 12 point standard font.
- Be double spaced.
- Your paper must include a bibliography or works cited page~minimum of 5 sources.
- Must be complete and well written.
- Written content must be a minimum of 10 pages in length, not including title page, abstract, or works cited page.

3. The final class (BADM 699) is required for graduation. It is important that the student can successfully solve a problem and show synthesis in the problem solving portion of the course. Individuals need to show that they have learned and can demonstrate the assessed skills acquired in the course work. This includes decision making, planning, communication, organization, financial planning, and demonstrates clarity in writing skills.

## **B. Indirect Methods**

1. Employer surveys
2. Community Surveys



## Course Outcomes

---

**Sitting Bull College M.B.A. Course Outcomes**

**BADM 502 Operations and Supply Management**

**3 Credits**

- A. The student will understand how an organization uses its resources to create an efficient organizational environment.
- B. The student will identify the operational and administrative processes within an organization.
- C. The student will describe the boundaries of an operations system, and recognize its interfaces with other functional areas within the organization and with its external environment.
- D. The student will identify the roles and responsibilities of operations managers in different organizational contexts.
- E. The student will understand how important it is for an organization to supply the proper inputs to ensure the optimum capacity to maintain budget controls.

**BADM 505 Money and Banking Analysis**

**3 Credits**

- A. The student will develop an understanding of how money works in the organization.
- B. The student will learn and be able to comprehend the terms used in banking, such as credit worthiness, debt to income ratio's, liquidity, etc...
- C. The student will understand why interest rates are important and why it is important to understand present value and future values within the banking process.
- D. The student will understand the information that an organization will need and the steps that will be required to apply for lending capital.
- E. The student will be able to describe the impact that banking and the cost of money has on the organization.

**BADM 517 Community Development**

**3 Credits**

- A. The student will demonstrate an ability to effectively communicate the use of economic concepts and principles to address economic problems within the local community.
- B. The student will be able to identify and analyze current economic issues/concerns. Then utilize this information to increase the communities prosperity and development.
- C. The student will identify categories of people who benefit from application of community development capacities.
- D. The student will identify the barriers impeding economic development.

**BADM 542 Managerial Accounting****3 Credits**

- A. The student will fully understand the differences between financial accounting and managerial accounting in an organization.
- B. The student will be able to identify specialized reports needed to make educated business decisions.
- C. The student will be able to identify various profit centers or segments that maybe struggling in an organization.
- D. The student will be able to create and utilize budgets as well as understanding the entire budgeting process.

**BADM 573 Economics****3 Credits**

- A. The student will demonstrate an ability to effectively communicate the use of economic concepts and principles to address economic problems or economic opportunities.
- B. The student will be able to identify and analyze current economic trends and utilize this information to increase the organizations prosperity.
- C. The student will identify supply and demand in the organization. Then identify the people or organizations who are affected.
- D. The student will identify the supply and demand situations in the organization and can make better financial decisions.

**BADM 606 Project Planning****3 Credits**

- A. The student will demonstrate the ability to successfully create a project outline.
- B. The student will describe the evaluation and control factors that management must implement to increase the likelihood of product success.
- C. The student will identify the factors that put a project at risk and quantify the impact such risks place on project success..
- D. The student will develop an understanding of project planning methods and there implications.
- E. The student will understand the goal of perfection the first time as outlined in Total Quality Management (TQM) measures within the project.

**BADM 610 Marketing Analysis****3 Credits**

- A. The student will identify shifts in the technological, regulatory, and cultural context of the marketing environment.
- B. The student will understand marketing program development and implementation.
- C. The student will assess and contrast the cultural, economic and political differences between local, state, national and global markets.
- D. The student will identify marketing strategies that align forces in the external environment with the core competencies of the firm.

**BADM 635 Business and Tribal Law Environments****3 Credits**

- A. The student will understand numerous legal dilemmas that businesses may face.
- B. The student will establish within the demographics of SBC that there are two various state laws (since business borders on ND and SD) that need to be considered in addition to federal and tribal law when operating a business.
- C. The student will recognize beneficial business agreements and analyze provisions that help protect their organizations' legal and ethical interests to achieve organizational goals.
- D. Demonstrate a basic working knowledge of the laws that affect the financial health and the daily operations of an organization.

**BADM 640 Management Information Systems****3 Credits**

- A. The student will understand how IT systems impact organizational communication and resource management.
- B. The student will recognize internal and external barriers that impact the success of IT project integration throughout an organization.
- C. The student will demonstrate the ability to understand the pros and cons of implementing an IT project by addressing both the financial and managerial challenges of the project.
- D. The student will comprehend how IT can create an organizational competitive advantage.
- E. The student will be able to analyze work and information flow upon potential implementation of a system.

**BADM 655 Financial Management and Financial Analysis****3 Credits**

- A. The student will be able to understand financial theories.
- B. The student will understand the purpose of financial planning and why it is important to the organization's overall success.
- C. The student will be able to develop a budget and understand why it is important to maintain a budget.
- D. The student will gain an understanding of how to evaluate financial statements which provides them the ability to make solid decisions based on the results in an organization.
- E. The student will understand an organizations capital structure and the cost of capital.

**BADM 680 Strategic Management and Decision Making****3 Credits**

- A. The student will think critically and creatively to solve complex organizational problems using appropriate, analytic and quantitative techniques as well as integrating knowledge and skills from various disciplines.
- B. The student will understand the purpose of strategic planning and its implications for the organization's overall success.
- C. The student will develop an appreciation for cross-functional managerial strategies that are used to solve complex organizational problems and aid in the managerial decision making process that is required to build strategy in organizations.
- D. The student will gain an understanding of how to implement and evaluate a strategic plan.

**BADM 699 Research Seminar****3 Credits**

- A. The student will demonstrate the ability to solve complex business problems through his/her managerial abilities.
- B. The student will incorporate a financial component to illustrate forecasting and/or budgeting.
- C. The student will utilize qualitative and quantitative research methods to successfully complete primary and secondary research.
- D. The student will apply advance problem solving techniques to form a probable hypothesis.
- E. The student will identify business challenges and opportunities.

# Curriculum Map

---

## Curriculum Map – Master of Business Administration 2018

| #   | Program Outcome<br>Course Title             | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| 502 | Operations and Supply Management            | x | x |   |   |
| 505 | Money and Banking Analysis                  | x | x |   |   |
| 517 | Community Development                       | x | x |   | x |
| 542 | Managerial Accounting                       | x | x |   | x |
| 573 | Economics                                   | x | x |   | x |
| 606 | Project Planning                            | x | x | x |   |
| 610 | Marketing Analysis                          | x | x | x |   |
| 635 | Business and Tribal Law Environments        | x |   |   | x |
| 640 | Management Information Systems              | x | x | x |   |
| 665 | Financial Management and Financial Analysis | x | x |   | x |
| 680 | Strategic Management and Application        | x | x | x | x |
| 699 | Research Seminar                            | x | x | x | x |

1. The student will express concepts and ideas in a professional manner through the use of written and oral communication.
2. The student will demonstrate leadership skills applying creative problem solving techniques, with an organization to achieve optimal utilization of resources.
3. The student will integrate operations management techniques throughout the cross functional areas of an organization.
4. The student will demonstrate an understanding of the ethical challenges that are faced in today's business environment.