

SITTING BULL COLLEGE STRATEGIC PLAN 2021 - 2031

Sitting Bull College's (SBC) strategic planning process has been and will continue to be carried out through the College's committee structure. All employees are required to serve on a committee with the exception of the following: daycare providers, janitors, and bus driver. Designated College faculty and staff serve on one of the six standing committees. In addition, one Board of Trustees member and at least one administrator serve on each committee. The committee structure includes:

Governance Committee: Oversee the institution's committee functions; facilitate communication between committees and the Board of Trustees; and formulate, review, and revise policies and procedures for Board of Trustees final approval.

Activities Committee: Address internal social need(s) through various types of SBC-hosted activities.

Assessment Committee: Review, report and make recommendations concerning student learning and institutional effectiveness for continual quality improvement for all our stakeholders.

Curriculum Committee: Recommend academic and instructional policy to the Board of Trustees.

Research Committee: Provide recommendations on teaching, research, and outreach functions to improve the quality of life for the Standing Rock Nation as related to land grant activities.

Student Life Committee: Create opportunities which promote, support and enhance morale and communication among Sitting Bull College students, faculty and staff.

The Governance Committee serves as the oversight committee and consists of the Chair of the Board of Trustees, Administration, a faculty and staff representative, a Student Government representative, and Committee Chairs. The Committee process has been used as method to ensure shared governance for Sitting Bull College.

All new and revised policies for the college must originate from one of the standing committees. The committee chair is then responsible to bring the new or revised policy to the Governance committee for review and approval. Once the Governance Committee has reviewed the policy it is then submitted to the Board of Trustees for final approval.

Our Values

The Sitting Bull College learning community defines diversity as a collaborative effort to create, model, apply, and practice Lakota, Dakota values that are culturally identified ideals for being in this world. Our values are:

1. Wóohola (Respect): SBC family should be thoughtful and considerate towards property, policies and people including themselves, fellow students, faculty, staff, and visitors.
2. Wówačhaŋtognake (Generosity): SBC family should assist others in need without expecting anything in return.
3. Wówaunšila (Compassion): SBC family should display empathy for those less fortunate.
4. Wóowoťhaŋla (Integrity): SBC family should show [honesty](#) and [truthfulness](#) for their actions and work.
5. Wówačhiŋťhaŋka (Patience): SBC family should show endurance under difficult situations.
6. Wówičakħe (Honesty) SBC family should display integrity, truthfulness and straightforwardness in their educational studies and activities.
7. Wóuŋšiič'iye (Humility): SBC family should be modest and respectful to themselves, fellow students, faculty, staff, and visitors.
8. Wóksape (Wisdom): SBC family should strive to gain the understanding to apply perceptions, actions, and judgment in a good way.
9. Wóohitike (Bravery): SBC family may face uncertainty and need to find courage in order to succeed.
10. Wówalitake (Fortitude): SBC family need to find the mental and emotional strength in difficult times.

Sources for the following list of values/virtues come from Joseph Marshall's book, *The Ochethi Sakowin Way: Stories and Lessons for Living* (New York: Penguin ACCUPLACER 2002). Other useful sources discussing Ochethi Sakowin values are *Land of the Spotted Eagle* (Lincoln: University of Nebraska Press 1978) by Luther Standing Bear, *Speaking of Indians* by Ella C. Deloria (University of Nebraska Press 1998), and *The Sioux* by Royal B. Hassrick (University of Oklahoma Press 1964). The spelling of the values here follows the *New Ochethi Sakowin Dictionary* (Bloomington, IN: Ochethi Sakowin Language Consortium 2008).

Our Vision

Let us put our minds together and see what life we can make for our children.

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčhuŋkičiyukčanpi kte.

Our 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.

Institutional/Co-Curricular Outcomes

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

Our Strategic Goals and Objectives

Sitting Bull College Strategic Plan 2021-2031			
Goal 1: Strengthen, develop, and implement a learning environment that portrays the Lakota, Dakota culture values and language within career and technical education and academic programs to ensure the success of SBC students through 2031.			
Objectives/Action Steps What will be done	Responsibilities Who will do it	Resources Funding/Time/ People/Material	Timeline By when
<p>1A:Assign programs to the annual review for each academic year, including cultural components in the classes.</p> <p>1B:Review & revise curricular components of the college catalog.</p> <ul style="list-style-type: none"> • Evaluate & review potential new courses. • Evaluate & review potential new programs. <p>1C:Explore, evaluate, and reinforce the inclusion of Lakota/Dakota history, culture, value, and language in current academic programs.</p> <p>1D:Explore and support the development of offerings on Lakota/Dakota history, culture, values, and language and how to incorporate these into the academic environment and programs.</p>	<p>Curriculum Committee; Program Faculty</p>	<p>Funding is available in through grants for new program development.</p>	<p>Monthly meeting throughout the academic term – reporting quarterly to BOT</p>
<p>2A:Review program assessment data which supports the continued improvement of student learning.</p> <p>2B:Review general education data which supports the continued improvement of student learning.</p>	<p>Assessment Committee; Program/ General Education Faculty</p>	<p>Committee assignments and assessment part of job duties for faculty & staff</p>	<p>Monthly meeting throughout the academic term – reporting quarterly to BOT</p>
<p>3:Review and approve program review, curricular revisions, program assessment, general education</p>	<p>Governance Committee</p>	<p>Committee assignments part of</p>	<p>Monthly meeting throughout the academic term – reporting quarterly to BOT</p>

assessment, and co-curricular assessment for continued improvement of student learning		job duties for faculty & staff	
4: Assist Curriculum, Assessment and Governance Committees with decisions and approvals as it relates to academic and technical programs.	Dean of Academics/Dean of Students/Vice President	Part of job duties for Vice President and Deans	Monthly reporting to BOT
5: Review and approve curriculum and assessment data and policies as it relates to programs of study, general education and co-curricular	Board of Trustees	Part of BOT role and responsibility	Quarterly approval throughout the year during strategic planning reporting through June 30 of each fiscal year.
Goal 2: Recruit, enroll, and support a diverse student body that portrays the Lakota, Dakota Culture values and language to foster student retention, persistence, and completion through 2031.			
Objectives/Action Steps What will be done	Responsibilities Who will do it	Resources Funding/Time/People/ Material	Timeline By when
<p>1A: Develop strategies to increase student enrollment by 25 per year.</p> <p>1B: Develop strategies to increase retention and persistence rates by 2% per year.</p> <p>1C: Analyze SBC retention and persistence data annually.</p> <p>1D: Review and maintain student policies as needed for Board of Trustees approval.</p> <p>1E: Review feasibility of extra-curricular activities.</p> <p>1F: Complete alumni surveys every five years.</p>	Student Life Committee	<p>\$15,000 is budgeted per year from the Title III Part F grant to fund retention strategies. \$75,000 is budgeted annually in the student services general fund budget for student recruitment.</p> <p>Part of Student Service staff job descriptions to serve on assigned committee.</p>	Monthly meeting throughout the academic term – reporting quarterly to BOT
2. Review and approve student policies and procedures, enrollment management plan, and co-curricular assessment for continued improvement of student learning.	Governance Committee	Committee assignments part of job duties for faculty & staff	Monthly meeting throughout the academic term – reporting quarterly to BOT.

<p>3A: Review and analyze co-curricular and enrollment management data which supports the continued improvement of student learning.</p>	<p>Assessment Committee</p>	<p>Committee assignments part of job duties for faculty & staff</p>	<p>Monthly meeting throughout the academic term – reporting quarterly to BOT.</p>
<p>4A:Continue to increase the visibility and enhance the reputation of SBC through:</p> <ul style="list-style-type: none"> • Quarterly distribution of the newsletter • Reviewing and updating SBC social media account • Reviewing an updating SBC website • Research and implement effective marketing strategies • Attend district meetings twice a year to provide community updates on SBC 	<p>Outreach Coordinator</p>	<p>\$75,000 in general fund student services and \$15,000 Title III F.</p> <p>Outreach Coordinator position roles and responsibilities per job description.</p>	<p>Quarterly reporting to BOT</p>
<p>5A:Assist Student Life, Assessment and Governance Committees with decisions and approvals as it relates to student support/life.</p>	<p>Dean of Students/Vice President</p>	<p>Part of job duties for Vice President and Dean</p>	<p>Monthly reporting to BOT</p>
<p>6A:Provide Student Life Committee with student concerns.</p> <p>6B:Oversee current and new student clubs.</p>	<p>Student Government</p>	<p>Student Government is provided the student activities fees yearly to provide activities for students and to assist other clubs with activities.</p> <p>All students that enroll are members of Student Government and have a voice in the type of activities in which student fees are allocated to.</p>	<p>Monthly meetings through the academic year.</p>
<p>7A.Reviews and approves retention, persistence, and completion data presented at the beginning of each semester and during quarterly and yearend committee reporting</p>	<p>Board of Trustees</p>	<p>Part of BOT role and responsibility</p>	<p>Quarterly approval throughout the year during strategic planning reporting through June 30 of each fiscal year.</p>

Goal 3: Create and implement culturally appropriate plans to ensure the integrity and stability of the college through 2031.

Objectives/Action Steps What will be done	Responsibilities Who will do it	Resources Funding/Time/People/ Material	Timeline By when
<p>1A: Assist with the implementation of Staff development plan.</p> <p>1B: Identify areas of need within Standing Rock in order to organize an activity which will promote the spirit of generosity.</p> <p>1C: Host all New Moon events to include an underlying set of values with an emphasis on generosity to promote team-building achievement amongst all faculty and staff members.</p> <p>1D: Assist other programs by utilizing the New Moons and other events as the venue to ensure training and awareness is achieved, and/or assists with the scheduling and event planning of the training.</p> <p>1E: Assist other programs when there is a gap in event planning to ensure event success.</p>	Activities Committee	<p>Funding for New Moon Activities is included in the President's budget yearly.</p> <p>Funding for Professional is provided in the Title III Part F along with other grant programs yearly.</p>	Monthly meeting throughout the academic term – reporting quarterly to BOT
2A: Continue to review and revise SBC Policies and Procedures as the need arises, with a complete review of all policies every five years.	Governance Committee	Committee assignments part of job duties for faculty & staff	Monthly meeting throughout the academic term – reporting quarterly to BOT
3A: Develop and implement a Fund Raising Plan.	President	Funding as part of President's budget to hire a consultant to assist with fund raising.	Monthly reporting to the BOT
4A: Continue to implement, review, and revise the Enrollment Management Plan as the need arises.	Dean of Students/Vice President	Part of job duties for Vice President and Dean	Quarterly approval throughout the year during strategic planning reporting through June 30 of each fiscal year.
5A: Develop and monitor a yearly budget, with consideration of five year projections.	Vice President	Funding is budgeted yearly in the general fund Business Office for	5. Monthly reporting of the general fund budget to the BOT

5B:Oversee the yearly Audit.		completion of the annual audit.	
6A: Develop and implement a comprehensive communications plan to enable more effective communication.	Administration	Part of job duties for President, Vice President, Deans, and designated staff	Communication Plan developed and approved by Governance and BOT, May 2022. Implemented and maintained upon approval
6B:Develop and implement a Facilities Plan.	Vice President; Facilities Director		Facilities Plan developed and approved by Governance and BOT, May 2022. Implemented and maintained upon approval.
6C:Develop and implement a Professional Development Plan.	Administration; Human Resources Director		Professional Development Plan developed and approved by BOT, August 2022. Implemented and maintained upon approval.
6D:Develop and implement a Succession Plan.	Administration		Succession Plan developed and approved by BOT, February 2022. Implemented and maintained upon approval.
7. Reviews and approves policies & procedures, annual budget, and fund raising, enrollment management, communication, facilities, professional development and succession plans.	Board of Trustees	Part of BOT role and responsibility	Quarterly approval throughout the year during strategic planning reporting through June 30 of each fiscal year.

Goal 4: Collaborate and partner with communities, districts, and other entities, with a focus on Standing Rock, to provide oversight for the development and implementation of culturally appropriate research projects through 2031.

Objectives/Action Steps What will be done	Responsibilities Who will do it	Resources Funding/Time/ People/Material	Timeline By when
1A:Make recommendations for all research projects at SBC. 1B:Develop a list of areas in which there is a need for research on the Standing Rock Nation. 1C:Review and approve policies as it relates to research within SBC. 1D:Maintain database of all research conducted at SBC.	Research Committee	Committee assignments part of job duties for faculty & staff	Monthly meeting throughout the academic term – reporting quarterly to BOT

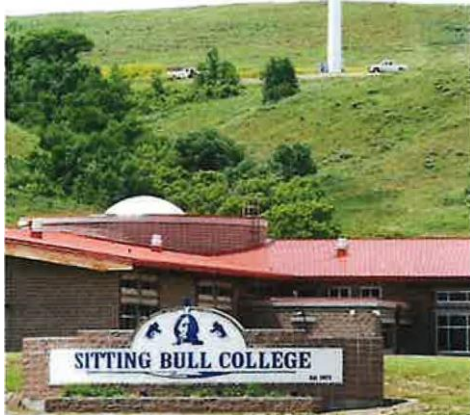
<p>2A:Review policies and procedures for the current IRB process, in addition to other research protocol such as animals etc.</p> <p>2B:Maintain a database of all research conducted on Standing Rock.</p>	<p>Institutional Review Board</p>	<p>Chair of committee is a extra contract through the College, some faculty members serve as part of their job responsibility and other members are volunteers from Tribal entities or the community.</p> <p>Purchased Cayuse \$5,000 per year as a research data base</p>	<p>Monthly meeting throughout the academic term – reporting quarterly to BOT.</p>
<p>3.Maintain and hold program Advisory Committee with community and tribal agencies participation as required for CTE and other accrediting purposes.</p>	<p>Faculty and Staff</p>	<p>Funding for food for the CTE advisory committees is budged in the general fund Academics department.</p>	<p>Hold a minimum of two meetings per year, one in the fall and one in the spring.</p>
<p>5.Continue to approve new and revised policies that relate to research.</p>	<p>Board of Trustees</p>	<p>Part of BOT role and responsibility</p>	<p>Quarterly approval throughout the year during strategic planning reporting through June 30 of each fiscal year.</p>
<p>Partners – Standing Rock Sioux Tribe</p>			

THE HISTORY OF SITTING BULL COLLEGE

College classes were first offered on the Standing Rock Reservation in 1968 through the Division of Continuing Education at Bismarck Junior College (BJC). Many of the inaugural classes were held in the Douglas Skye Memorial Complex which, at that time, housed office space for Tribal Government agencies.

In 1971, the Director of the Bismarck Junior College Division of Continuing Education, representatives of the Standing Rock Community Action Program and educational personnel from the Bureau of Indian Affairs held several meetings to plan for the development of a community college on the reservation. In November 1971, a Community College Committee (CCC) was formed with Tribal Council members from Standing Rock Sioux Tribe, officials from the Bureau of Indian Affairs and representatives from several Tribal agencies, including Headstart, Community Action, and Public Health Services.

The Community College Committee was formally recognized by the Standing Rock Sioux Tribal Council on April 11, 1972, and began offering classes that same year, later that fall. Starting enrollment for the inaugural class was 95 students and included a total of eight course offerings. The CCC continued its development planning and because Bismarck Junior College already offered a variety of fully accredited academic courses and vocational programs on the Standing Rock Reservation, the CCC submitted a request to BJC to assist in the development effort on the Reservation.



In order to promote community support and interest among community members, the Standing Rock Tribal Council passed a Resolution, changing the name of the Community College Committee to the Standing Rock Community College (SRCC) Board of Trustees. This Tribal Resolution gave the SRCC Board of Trustees final authority over all matters affecting the institution, including administration of the college's financial practices, development of academic programs and business relationships with state and federal government agencies.

Sitting Bull College began operating as Standing Rock Community College on September 21, 1973. On that date, the Standing Rock Sioux Tribal Council approved a charter allowing SRCC to operate as a post-secondary educational institution at the associate degree level. At that time, there were three full-time employees.

A \$100,000, Title III grant was used to fund the 1973-1974 academic year, which allowed the College's Board of Trustees to double the number of classes offered from the previous year. In 1975, the BJC and SRCC partnership received a larger, multi-year Title III grant that allowed the college to continue its growth, including relocation to, at that time, a state-of-the-art Skills Center.

Standing Rock Community College's first graduation was held May 14, 1976, for the seven students who received Associate of Arts degrees. The degrees were granted through Bismarck State College.

The process of seeking accreditation for the Standing Rock Community College began in 1975, with Candidate Status for accreditation granted in 1978 after a thorough evaluation by the North Central Association of Colleges and Schools Commission on Higher Education. This status meant the college was recognized as now providing Higher Education services and that it could be ready for full

accreditation within six years. Standing Rock Community College eventually received full accreditation in 1984 and to mark this achievement, the college officially changed its name to Standing Rock College (SRC).

The college later received continued accreditation in 1987, 1991, and for a full ten years in 1996. Again to mark their success and at the urging of many community elders and college administrators, on March 6, 1996, the Standing Rock Sioux Tribal Council voted to amend the charter, changing the college's name to Sitting Bull College (SBC).

Sitting Bull College continued to operate out of the Skills Center (1341 92nd Street, Fort Yates, ND) until eventually breaking ground for a new campus in August 2000, along Hwy 24, approximately one-half mile west of the Skills Center. Between 2000 and 2011, Sitting Bull College raised over \$23 million to build a new \$40 million campus. Sitting Bull College's entire operations is now located on the new campus (July 2011), which includes a \$83,000 Cultural Center, a \$1.3 million Student-Family Housing complex (18 units), a \$6.5 million Science & Technology Center, \$3.2 million Family Support Center, a \$1.5 million Public Transit Center, a \$3.6 million Entrepreneurial Center, a \$2.6 million Student Support Center/Library, a \$1 million Finance Center (business office), a \$1 million Trades Center (building trades & maintenance), a large \$980,000 and a smaller \$100,000 Wind Turbines, renovation of the Cultural Center to a Visitor's Center, a \$1 million Student Housing Complex (efficiency apartments) a \$483,607 office complex, and a \$4 million Research facility that was completed in the fall of 2021. Future Capital improvements for the campus include construction of an Agricultural Educational Facility and a Wellness/Recreation Center.

Sitting Bull College also owns sites in McLaughlin and Mobridge, SD.