

GENERAL STUDIES PROGRAM
Program Review Report
Sitting Bull College
2017-2018

Prepared by: Renee Froelich

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Executive Summary

Program Description Summary

The General Studies Associate and Bachelor Programs provide students with several options throughout their college career. Many students enter the college undecided on a major. However, those students need to declare a major in order to be eligible for Federal Financial Aid. Entering the General Studies Associate Program allows students to take general education courses while pursuing career interests and aptitudes before declaring another major. In addition, students who plan on transferring to a four-year program have the ability to take the full Associate General Studies degree plan so that the credits can easily be transferred to another institution.

The Bachelor Program in General Studies also provides a degree for students who currently hold positions (i.e. Standing Rock Sioux Tribe, Bureau of Indian Affairs, Head Start) that require a four-year degree. The student is able to transfer credits already earned into the degree plan and choose additional courses most applicable to the student's current position and skill need. Sitting Bull College originally saw the need for the Bachelor Program as a result of students in the Education degree plan who wanted to take the classes for their career/position, but were unable to leave a current position to student teach. Also, some of these students did not need state teacher certification in order to keep the position, but only needed the baccalaureate degree. The Bachelor in General Studies Program was the perfect fit for those students.

Data on enrollment numbers and revenue earned indicate that over the last five years, the General Studies Program has been one of the largest programs on campus.

Program Self-Evaluation Summary

Program faculty, facilities, and resources are satisfactory to meet the needs to achieve student learning. In assessing the program, it has been a challenge to gather and analyze data. New program methodologies, such as linking English courses and using proficiency testing in math courses, may offer students more opportunities for growth and raise general education retention rates.

Program Planning Summary

Advisors and administration realize the important role Sitting Bull College has in providing employment opportunities for our students. Therefore, General Studies faculty have reviewed and changed the curriculum slightly over the past five years in order to make sure students have competencies to gain and keep a position. We have added capstone courses to clearly gather assessment data to identify strengths and gaps in the program.

I. Program Description

A. Role of Program

Sitting Bull College offers an Associate of Arts Degree in General Studies and a Bachelor of Science Degree in General Studies. The mission of the Associate of Arts Degree is “designed to provide students with the opportunity to acquire basic principles and skills in the general education area. It prepares students to enter into the Bachelor of Science General Studies degree or to transfer to a four-year institution of higher learning” (SBC Bulletin, 2016-2018).

The degree plan consists of the courses below as listed from the Sitting Bull College Bulletin. Students have the option of taking courses in the core requirements that meet interests and aptitudes. Advisors try to place students in the most appropriate courses for the desired career path.

Courses Offered

ASSOCIATES OF ARTS IN GENERAL STUDIES PROGRAM	
GENERAL EDUCATION REQUIREMENTS – 41 credits	CORE REQUIREMENTS – 21 credits
ENGL 110 English I	Humanities Course - 3 cr.
ENGL 120 English II	Math/Science Course - 3/4 cr.
COMM 110 Speech	Technology Course - 3 cr.
MATH 103 College Algebra	Social & Behavioral Science Course - 3 cr.
PSYC 100 First Year Learning Experience	Enrichment Courses - 8/9 cr.
SOC 120 Transitions–Graduation & Beyond	
NAS 101 or NAS 103 Ochethi Sakowin Language	
CSCI 101 Introduction to Computers	
PSYC 111 Introduction to Psychology	
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	
TOTAL DEGREE REQUIREMENTS = 62 CREDITS	

Learner Outcomes in the Associate of Arts Degree in General Studies

The student learning outcomes for the AA:GS degree are as follows:

1. The student will use critical thinking to express ideas effectively through writing and speaking.
2. The student will demonstrate use of technology:
 - a. Demonstrate competent formatting and editing features of word processing software;
 - b. Demonstrate use appropriate technology, such as power point, to communicate information effectively.
3. The student will communicate knowledge of various cultures with an emphasis on the Lakota/Dakota culture.

4. The student will demonstrate sound critical thinking skills and reflective processing of information to enhance problem solving.

The outcomes for this degree are assessed through multiple measures including:

- a. The student prepares and presents a power point presentation that highlights learning and experiences while at Sitting Bull College and demonstrates communication & technology skills;
- b. The student writes a reflection paper that analyzes experiences as they pertain to long and short term goals;
- c. The student completes a Native American Culture General Knowledge post-test;
- d. The student submits a self-assessment of the HUM 297 Service Learning Project.
 - a. Three faculty rate the student's critical thinking processes while the student presents his/her Service Learning Project.

Student graduation data from the assessment plan are generated and analyzed by the department and presented at the end of the academic year to the SBC Assessment Committee.

The Bachelor's Degree in General Studies has been "designed for students who want to take a liberal arts track. An emphasis track is available in Native American Studies. The General Studies degree is also designed for a student who may go all the way through one of the bachelor's degrees in education, but decides at the last minute that teaching is not for them, and therefore, would not be required to student teach but would be required to complete an alternative practicum" (SBC Bulletin, 2016-2018).

The degree plan consists of the courses below as listed from the Sitting Bull College Bulletin 2016-2018. Students have the option of taking courses in the core requirements that meet their interest and aptitude. Advisors try to place students in the most appropriate courses for their career path.

BACHELORS OF SCIENCE IN GENERAL STUDIES PROGRAM	
GENERAL EDUCATION REQUIREMENTS – 44 credits	CORE REQUIREMENTS – 84 credits
ENGL 110 English I	MATH 210 Elementary Statistics
ENGL 120 English II	Electives 100+ Level - 41 cr.
COMM 110 Speech	HUM 497 General Studies Capstone
MATH 103 College Algebra	MATH 314 Applied Statistics
PSYC 100 First Year Learning Experience	Electives 300+ Level - 36 cr.
SOC 120 Transitions–Graduation & Beyond	If choosing a concentration, 28 of the 40 credits for 300+ level coursework must be specific to the concentration.
NAS 101 or NAS 103 Ochethi Sakowin Language	
CSCI 101 Introduction to Computers	
PSYC 111 Introduction to Psychology	*Courses the student takes before the required general education courses (i.e. MATH 101, MATH 102, ENGL 099) will NOT be included as an elective for the Bachelor's in General Studies.
HEALTH/PHYSICAL EDUCATION Any two (2) one-hour courses or any one (1) two-hour course	
LABORATORY SCIENCE Any two (2) four-hour laboratory science courses	
TOTAL DEGREE REQUIREMENTS - 125 CREDITS	

Learner Outcomes in the Bachelor of Science Degree in General Studies

The student learning outcomes for the BS:GS degree are as follows:

1. Demonstrate written and oral communication(s) abilities appropriate for professional standards.
2. Demonstrate advanced use of technology.
3. Demonstrate research skills by retrieving, evaluating, and using information appropriately.
4. Demonstrate sound critical thinking skills and reflective processing of information to enhance problem solving.
5. Demonstrate an application of the traditional values and philosophy of Lakota/Dakota culture to their own research experiences (Native American Studies concentration only).

The outcomes for this degree are assessed through multiple measures including:

- a. The student writes a review of literature on a topic of choice demonstrating his/her writing researching skills.
- b. The student prepares and presents a power point presentation that discusses review of literature findings, analyzes source information, reflects on educational experiences, and demonstrates communication & technology skills;
- c. The student analyzes statistical data in the literature of his/her paper topic.

Student graduation data from the assessment plan are generated and analyzed by the department and presented at the end of the academic year to the SBC Assessment Committee.

B. Program Personnel

Since students are encouraged to choose classes from a variety of courses in the core requirement area(s), there are many faculty members who teach within this degree plan. However, there are three primary advisors for the Associates of Arts degree and one primary advisor for the Bachelors of Science degree in General Studies:

Associates of Arts in General Studies Advisors/Faculty Members:

- Renee Froelich, MM, English Instructor – full time, 15 credits/semester
 - Renee Froelich holds a Bachelor of Science in English from Minot State University and Masters in Management from University of Mary. Renee taught ten years of high school on the Standing Rock Reservation before joining the Sitting Bull College family eighteen years ago. She is currently enrolled in graduate classes at South Dakota State University to meet Higher Learning Commission’s (HLC) definition of highly qualified faculty.
- Kayla Stewart, MA, English Instructor – full time, 15 credits/semester
 - Kayla Stewart holds a Bachelor of Science in English from University of Mary in Bismarck and a Master of Arts in English from University of North Dakota. Kayla taught two years of high school on the Standing Rock Reservation before joining the Sitting Bull College family five years ago.
- Tim Krahler, MS, Math Instructor – full time, 15 credits/semester
 - Tim Krahler graduated in the spring of 1982 from Valley City State University with a double major in Mathematics and Health, Physical Education, Recreation and Dance. In

the summer of 1992, he completed a Master of Science in School Administration. Tim is presently completing his 36th year in education - all on the Standing Rock Reservation. He taught high school mathematics for 15 years of that time, was in school administration for 12 years (high school principal for 5 years and assistant superintendent of the Standing Rock Schools for 7 years). Tim is in his ninth year of teaching at Sitting Bull College.

Bachelors of Science in General Studies Advisors/Faculty Members:

- Renee Froelich, MM, English Instructor – full time, 15 credits/semester

There has not been staffing changes over the past five years.

C. Program Productivity

The Associates of Arts in General Studies typically has one of the largest number of students entering Sitting Bull College with this major since they are typically ‘undecided’. As students’ progress through courses, advisors try to help students find a degree plan that matches both student aptitude and interest. However, students interested in pursuing a four-year degree sometimes continue in the degree plan so that credits will easily transfer once the associate’s degree is granted. Below is a chart of enrollment for the Associates of Arts in General Studies for the past five years:

Associate of Arts in General Studies – Enrollment Data

	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018
AA: General Studies	35	35	30	25	41	31	46	30	54	62
Total Student Count	260	306	304	278	270	245	291	268	316	349
Percent AA:GS Major	13.46%	11.43%	10.13%	8.99%	15.18%	12.65%	15.80%	11.19%	17.08%	17.7%

Enrollment by Degree – Sitting Bull College Website

The advisors for the General Studies Associates Program are also the designated first-time freshman advisors. Throughout several student advisee meeting during the first year, students will often select a different major based on interests developed during freshman or sophomore coursework. In addition, advisors can place students in courses such as *Introduction to Human Services* or *Introduction to Criminal Justice* to peak students’ interests. It is not the intent of Sitting Bull College to keep students within the General Studies Program; rather, the intention is to help students transition to a major that will specifically prepare the student for a career. Therefore, retention and persistence data for the program does not indicate the true picture of how students move from one major to the other.

The Bachelor of Science in General Studies was approved by the Higher Learning Commission and SBC began offering upper-division courses in the fall of 2008. Below is the enrollment data by semester for this degree.

Bachelor of Science in General Studies – Enrollment Data

	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018
Students enrolled	18	14	14	20	15	14	9	4	5	5
Total Student Count	260	306	304	278	270	245	291	268	316	349
Percent BS:GS Major	6.92%	4.57%	4.60%	7.19%	5.55%	5.71%	3.09%	1.49%	1.58%	1.43%

Enrollment by Degree – Sitting Bull College Website

The graduation data for this program is listed below. Please note that many of the students who begin in the Associates of Art in General Studies are essentially undecided as a major. Therefore, students who choose General Studies their freshman year often will transition to another major before graduation.

Students who major in the Bachelor of Science in General Studies program typically do so due to a significant number of credits within various two-year programs and/or because of limited financial aid eligibility. The BS:GS program allows students the most flexibility to earn a bachelor's degree.

General Studies Graduation Data

	12-13	13-14	14-15	15-16	16-17	17-18
AA:GS	1	0	5	3	2	1
BS:GS	4	8	4	5	3	0

Sitting Bull College Shared Data File & Commencement Programs

Graduation Placement Data

Although graduation placement data is primarily based on personal connections and/or community information, the charts below indicate what students are doing after graduating with either an Associates or Bachelor's degree in General Studies.

Associates of Arts General Studies	Continued SBC Degree	Transferred to Another Institution	Entered the Workforce	Unknown
2012-2013 (N=1)	0	0	1	0
2014-2015 (N=5)	2	0	0	3
2015-2016 (N=3)	1	1	0	1
2016-2017 (N=2)	1	0	1	0
2017-2018 (N=1)	1	0	0	0

Transfer institutions:

North Dakota State University, Fargo, ND

Workforce positions:

Assistant Manager, White Buffalo, Fort Yates, ND

Assistant Manager, Family Dollar, Fort Yates, ND

Bachelor of Science in General Studies	SBC Graduate Studies	Graduate Studies Another Institution	Entered the Workforce	Unknown	Deceased
2012-2013 (N=4)	0	0	4	0	0
2013-2014 (N=8)	1	0	4	2	1
2014-2015 (N=4)	0	1	2	1	0
2015-2016 (N=5)	1	1	2	1	0
2016-2017 (N=3)	0	0	3	0	0

Transfer institutions:

Mitchell Hamline School of Law, Minneapolis, MN

Arizona State University, Phoenix, AZ

Workforce positions:

Boys & Girls Club, McLaughlin, SD

Standing Rock Tribal Health, Fort Yates, ND

Standing Rock Tribal Council, Fort Yates, ND

Standing Rock Schools, Language Teacher, Fort Yates, ND

Sitting Bull College, Adult Ed. Tutor, Fort Yates, ND

SRST Project Launch, Fort Yates, ND

SRST EPA, Fort Yates, ND

Solen/Cannonball Elementary School, Cannonball, ND

Self-employed artist & Buffalo Tanning Instructor, Mobridge, SD

Sitting Bull College, Information Technology Instructor, Fort Yates, ND

Self-employed Comedian and Motivational Speaker

Lakota Language Instructor, Pine Ridge, ND

Lakota Language Instructor & Comedian, South Dakota

SRST Eldercare Program, Fort Yates, ND

D. Program Revenue

Revenue of the last five years for the Associates of Arts degree and Bachelor of Science degree through both tuition and Indian Student Count (ISC) is itemized below. Please note both the associate and bachelor degrees are combined, but the Native American Studies Emphasis is separated. Also note that the Native American Studies (NAS) concentration ended in 2017 as the NAS Program received bachelor accreditation.

Associates of Arts & Bachelor of Science in General Studies Program Revenue				
	Tuition	Fall ISC Revenue	Spring ISC Revenue	Total
13-14	152,350.00	129,616.50	117,731.25	399,697.75
14-15	117,275.00	130,049.77	137,426.88	384,751.65
15-16	144,315.00	190,119.40	154,514.00	488,948.40
16-17	183,650.00	167,703.00	122,700.00	474,053.00
17-18	350,265.00	215,400.00	350,265.00	810,465.00

Sitting Bull College Shared Data File

General Studies – Native American Concentration				
	Tuition	Fall ISC Revenue	Spring ISC Revenue	Total
13-14	16,525.00	10,764.00	15,921.75	43,210.75
14-15	14,425.00	18,800.21	11,975.63	45,140.83
15-16	3600.00	4,478.66	0.00	8,078.66
16-17	11,375.00	11,700.00	None	23,075.00
17-18	<i>Program concentration ended when NAS received their own bachelor's degree</i>			

Sitting Bull College Shared Data File

As stated earlier, since many students enter the General Studies degree program, it is one of the highest revenue earners for tuition and ISC at Sitting Bull College.

E. Program Budget

Due to the high volume of instructors teaching only a class or two for this program, a budget was not available. The program is funded through Sitting Bull College General Fund.

F. Program Advisory Committee

The General Studies Program does not have an advisory committee, since it is a liberal arts degree rather than a professional or technical degree. However, the advisors for this program sit on both the SBC Curriculum Committee and SBC Assessment Committee, so the program stays up-to-date on any curricular or assessment changes. In addition, Tim Krahler and Renee Froelich sit on the North Dakota General Education Committee, so any changes to general education requirements through the North Dakota University System are systematically included in SBC committee meetings.

II. Program Self-Evaluation

A. Faculty

Faculty members are encouraged to collaborate across campus, but many find time constraints a hindrance to building those relationships. Many programs, including those concentrations for the Bachelors Program, have one-member faculty departments, which stretches the time and resources available.

However, faculty members maintain professional integrity when it comes to design and delivery of course material. Advisors for the program attend both professional webinars and national conferences for professional development. Renee Froelich has attended and presented at the Higher Learning Commission conference for a number of years, and the faculty stay up-to-date on learning new engagement processes and teaching strategies.

A faculty survey was conducted by the instructors who teach regularly for the General Studies Program. Of the six faculty, four answered the online google docs anonymous survey (in appendix A). Overall, faculty were positive about their academic freedom in choosing textbooks, felt they had sufficient time to provide effective instruction, and were positive about their professional development opportunities.

One of the comments on the survey was that “with this year’s cohort model, there was a great deal more communication and collaboration”.

B. Student Relations

The campus remains student focused with courses offered in the evenings, online, hybrid, through interactive television, independent study, and traditional face-to-face. All faculty members use the MySBC online portal to post attendance and grades, and many use this technology for students to see and upload assignments.

C. Curriculum Content, Design, and Delivery

Program course content is reviewed by individual faculty members during the process of updating the *SBC Bulletin* on a two-year basis. Course numbering and descriptions are aligned with the North Dakota University system, and any changes are brought to the Curriculum Committee for approval.

Two advisors for the General Studies Program currently serve on the Curriculum Committee, and two advisors serve on the Assessment Committee. This ensures that the curriculum content and assessment practices are in constant view with a focus on program improvement. As stated previously, two advisors sit on the North Dakota General Education Committee, which meets twice a year to discuss trends in general education across North Dakota colleges and universities.

Course design and delivery is up to the discretion of the faculty of record, but collaboration among faculty is encouraged throughout the campus. Each instructor prepares standard syllabi to ensure uniformity across disciplines. In addition, three of the faculty members collaborated with the First Year Experience cohort model that was piloted in FA-17. Due to the success of the small sample study, the cohort model will continue into the 2018-19 academic year across campus. This cohort model engages students through more collaborative learning and cross-curricular thematic units, with an emphasis in developing emotional intelligence within our students for additional success.

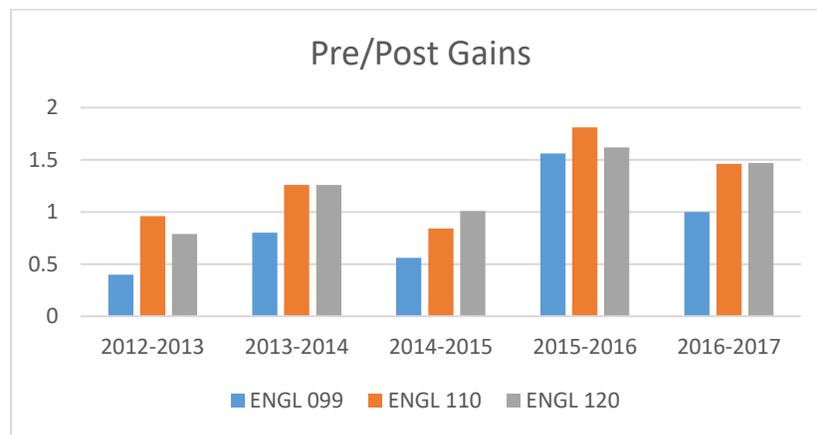
Students majoring in General Studies have the opportunity to take courses that interest and challenge them. Many students will choose Native American Studies courses such as beadwork, Ethnobotany, and Native American Literature. The English Department teaches has a 418 Contemporary Native American Literature that is offered online, which many students who are working appreciate. For students in the bachelor’s program, students need to take 36 credit hours in 300-400 classes, and many times, those are the only choices for students that do not have prerequisites. In addition, students reflect on their cultural diversity experiences during both the 297 and 497 capstone courses.

D. Assessment Findings and Analysis

The General Studies Program reports assessment data annually to the Assessment Committee. However, this has not been an easy degree program to assess using unified measurement tools, since students may take a variety of classes. One solution five years ago was that a capstone course was designed for both the associate and bachelor degree, and both require students to present either portfolio findings (HUM 297) or research findings (HUM 497) to at least three faculty members. Through this presentation, the student is able to demonstrate his/her technology skills, public speaking skills, and

critical thinking skills. These presentations are rated on a General Studies 5-point rating rubric, and faculty are able to see intellectual growth within the student's degree plan. However, since there are small numbers, the data may not be longitudinally quantifiable for relevant findings to make degree changes.

However, some of the general education courses, specifically in Composition I, Composition II, Math, and Speech have been very active in collecting and analyzing course assessment data. There has been consistent assessment methodology due to faculty dedication to find out how and what our students are learning. Composition classes, in particular, report on data based on a pre/post essay on demand assessment practice. As the chart below indicates, students are making writing gains from one course to the next based on rubric ratings. Some of these practices are changing and evolving as the faculty see assessment data and use new course delivery methodology such as remedial course linking with college level courses (English Department) and proficiency skills testing with the Math Department.



All General Studies degree assessment reports are current and located in the SBC shared folder.

E. Institutional Support

Most of the courses for the General Studies Program are housed mainly in the Science and Technology Center and Student Center with modern classrooms, fresh and comfortable faculty offices, and up-to-date computer labs. Scheduling time for classroom use of computer labs is typically not an issue, as faculty from the Information Technology degree program work with general studies faculty to ensure that the computer labs are used to the fullest potential. Each classroom contains projectors, whiteboards, and a sound system so that faculty can use a variety of instructional technologies. Tech support is limited to one person, but he is generally able to clone himself and troubleshoot issues within a short amount of time.

Since this program falls under the General Fund, money is limited for faculty supplies. The one issue that has come to light is the update of two faculty laptops that teach in the general education program and advise the General Studies Program. A laptop was purchased for Renee Froelich, but Tim Krahler and Kayla Stewart will need laptop updates soon.

The library services provided at the college are up-to-date and friendly. Students are encouraged to use the library and the Director of Library Services is willing to come into classrooms and is always available to help find resources.

Student Services offers students professional academic coaching and peer coaching, but as with many other campuses, students often do not take advantage of these services. There is an effort to publicize activities through social media and the new SBC app, but communication can always be improved on campus. Faculty teaching general education courses ask peer coaches to come into the classroom so that students are familiar with the program.

Faculty members are asked to use the Learning Management System, MySBC, for both attendance and gradebook. This online platform also helps faculty members post assignments and supplemental handouts, videos, and bookmarks for students, even in face-to-face courses.

Importance to the College and other programs

The General Studies Program is fundamental to Sitting Bull College in that most of the advisors for the program teach general education courses. Also, it is imperative that students entering the college who are undecided on a major have a degree plan to receive Federal Financial Aid. The strength of the General Studies Program is that it allows students to take a variety of courses to find their interest, aptitude, and desire for a future career.

F. Obstacles and Opportunities

The main obstacle for the General Studies Associate and Bachelor Programs is employment opportunities. Students who graduate with this degree often will say, "Now what?" If the student is simply using the degree to transfer to a four-year program, the General Studies degree makes sense. Also, for students who are currently in a director position at a Tribal or BIA office and need the degree to stay in their current position, the bachelor's degree plan is a terrific opportunity, as indicated by the positions most graduates obtain. But there are students who love being a college student – every college has a few of those. They become 'lifers', transferring to one program then another, trying to find themselves. They often will land in the General Studies Program simply as a way to capture the credits they have taken toward a degree. Career counseling for those students can be quite a challenge.

An additional obstacle is that Assessment of Student Learning in this program has been a huge challenge. As previously discussed, measureable data is difficult to collect and analyze. Perhaps more multiple measures are needed throughout the degree plans rather than a final project. Indirect assessment surveys have been added at the half-way point of both degrees, but assessment will be ever-changing. Whatever the solution, more discussion will follow to find better ways of measuring student learning in both the two and four year General Studies Program.

Finally, as students enter the Bachelor of Science in General Studies degree program, 36 credits in 300-400 level courses is required. The General Studies program is dependent on other bachelor programs for 300-400 courses, and many of those courses have degree-specific prerequisites. The program could offer a few more courses, such as advance research writing or an upper division ethics or philosophy course, but faculty to teach these courses may be limited in time or expertise.

G. Other

Since many of the advisors and faculty for this program are general education faculty, this program adds significant support through first-year advising to students and continual focus on student persistence and retention.

III. Program Planning

Trends

Advisors and administration realize the important role Sitting Bull College has in providing employment opportunities for our students. Therefore, General Studies faculty have reviewed and changed the curriculum slightly over the past five years in order to make sure students have competencies to gain and keep a position. Some of the changes include:

- Requiring two more statistics courses for the Bachelor of Science in General Studies
- Requiring Introduction to Psychology for both the associates and bachelor programs
- Requiring a capstone course for both the associates and bachelor programs

In addition, two faculty advisors for the program are members of the North Dakota General Education Consortium, which meets twice a year to align goals, courses, and content across North Dakota Colleges and Universities. This helps SBC students by allowing our courses and competencies to be transferred to other colleges and universities in the state.

Additional Resources

Finally, as stated before, since this program falls under the General Fund, money is limited for faculty supplies. The one issue that has come to light is the update of two faculty laptops that teach in the general education program and advise the General Studies Program. A laptop was purchased for Renee Froelich, but Tim Krahler and Kayla Stewart will need laptop updates soon.

Appendix A
Sitting Bull College
Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty have the opportunity to participate in curriculum development and revision for this program.	50%	25%				25%
2. All faculty have the opportunity to participate in program planning.	50%	25%				25%
3. Faculty in this program are concerned about student success.	75%	25%				
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.	50%	50%				
5. Faculty in this program are given the opportunity to participate in the program review process.	25%	75%				
6. The program review process is effective in evaluation the strengths and weaknesses of this program.	25%	50%				25%
7. Information gathered during program review is integrated into the program's planning process.	25%	75%				
8. Communication among faculty in the program is frequent, interactive, and effective.	25%	50%	25%			
9. I am satisfied with the quality of educational planning in this program.	25%	50%				25%
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.	25%	75%				
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.	25%	75%				
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.	25%	25%				50%
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.	25%	75%				
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.	25%	50%	25%			

15. Faculty in this program stay current in their area of expertise.	25%	50%	25%			
16. The faculty in this program are actively involved in staff development activities.	25%	50%	25%			
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.	50%	50%				
18. Class schedules for this program conform to student's demand and educational needs.	75%		25%			
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.	50%	50%				
20. Faculty in this program are committed to high standards of teaching.	50%	50%				
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.	25%	75%				
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.	25%	50%	25%			
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.	25%	50%	25%			
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.	25%	25%	25%			25%
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	25%	75%				

BACKGROUND

26. At SBC, are you: 100% full-time faculty 0% part-time faculty 0% adjunct faculty

27. How many years have you taught at least one course in this program?

- 0% Less than 1 50% 4 – 6 years
- 0% 1 – 3 years 50% more than 6 years

28. How many different courses per semester are you teaching in this program?

- 25% 2 courses 25% 4 courses
- 50% 3 courses 0% I only teach one course per semester

29. How many credits do you teach in this program (per semester)?

- 0% 5 or less 25% 6-12 credits
- 50% 12-15 credits 25% 15 or more

Please provide any additional comments (greatly encouraged):

- With this year's cohort model, there was a great deal more communication and collaboration.
- Program and course-specific professional development would help ensure faculty maintain high levels of expertise in their field.