

Sisseton Wahpeton College
Board of Trustees - Regular Board Meeting
1/12/2021 - 5:00 pm

OPENING PRAYER

- I. Call to Order – Chairman
- II. Roll Call
- III. Guests
- IV. Approve Agenda
- V. Reading of Mission

Mission Statement

Sisseton Wahpeton College provides extensive, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all its community. The college values its role as an educational leader, embracing change and responding to the complex needs of those it serves.

- VI. Approve the Minutes from Previous (November 10, 2020) Meeting
- VII. Comptroller's Report
- VIII. Academic Report
 - a. Enrollment Spring 2021
 - b. Academic Amnesty Policy
 - c. Substantive Change HLC – Distance Education Request
- IX. Institutional Research & Sponsored Program Report
- X. Student Services
- XI. Presidents Report
 - a. New Competitive Grant – NACTEP – Native American Career & Technical Education Program
 - b. Firefly – TERO (Jan 4, 2021)
 - c. Letter of Understanding to SWO Youth Department – Mr. McCauley
 - d. Sisseton Wahpeton College Student Financial Hardship Forgiveness (update)
 - e. Student Debt Relief
 - f. Cost of Attendance Relief Scholarship
 - g. Substantive Change HLC
 - i. Baccalaureate degrees
 - h. 5-Plex & Rodeo Ground Land Lease Amendment
 - i. Anticipated Executive Session
 - i. Sign President's amended contract
- XII. Adjourn

Next Regular Meeting – February 9, 2021 @ 5:00 PM

Sisseton Wahpeton College
Board of Trustees Minutes
11/10/2020

Meeting called to order at 5:09 PM.

Roll Call:

Big Coulee	Lynn Halbert	Present
Buffalo Lake	Lorraine Rousseau	Present
Enemy Swim	Jan Redwing	Present
Lake Traverse	William LaRoque	Present
Long Hollow	Tom Wilson	Present
Old Agency	Kay Bursheim	Present
Veblen/Heipa	Michelle Wanna	Present
Tribal Council Ex. Officio	Winfield Rondell Jr.	Absent

Others Present: President Dr. Lane Azure, Presidents Assistant Lauren E. Owen.

Meeting called to order by Chairman William LaRoque.

Prayer given by Lorraine Rousseau

Mission Statement read in unison.

Veblen/Heipa Rep Michelle Wanna arrived at 5:19 PM.

Motion 1: Motion made by Lake Traverse to approve the agenda. Second by Buffalo Lake.
Question by Enemy Swim. All in favor.

MVP

Motion 2: Motion made by Big Coulee to accept the 10/13/2020 Minutes with the typo correction.
Second by Old Agency. Question by Long Hollow. All in favor.

MVP

Discussion: SWC request to Tribal Council.

Discussion: Student Support

- ⊕ Registration
 - Online

Discussion: Academic Report.

- ⊕ Looking for a science instructor
- ⊕ Dakota Studies is doing very well
 - Communication has improved
 - Applied for grants (180k received)
 - Will be moving to the old Nursing department area

Discussion: Presidents Report

- ⊕ Finishing the development of a 4 year program
- ⊕ Suggest working with a large university for 300-400 level classes (NDSU)

Discussion: HLC will return in April 2022.

Discussion: Scott Morgan has applied for grants and received 250K in ACIF this month

Discussion: Website

- ⊕ Updates are being made to the website for:
 - Online registration
 - Easier navigation
 - Dashboard is being updated

Motion 3: Motion made by Long Hollow to grant President Dr. Lane Azure bereavement leave effective immediately. Second by Big Coulee. Question by Buffalo Lake. All in favor.
MVP

Motion 4: Motion made by Buffalo Lake to go into Executive Session. Second by Old Agency. Question by Enemy Swim. All in favor.
MVP

Action Item: Provide a clean updated copy of President Dr. Lane Azures contract with correct dates.

Motion 5: Motion made by Buffalo Lake to come out of Executive Session. Second by Big Coulee. Question by Veblen/Heipa. All in favor.
MVP

Motion 6: Motion made by Buffalo Lake to adjourn. Second by Old Agency. Question by Enemy Swim.
MVP

Next meeting set for December 8th, 2020 at 5:00 PM located at the Log Cabin.

DRAFT

Department Name: Academic Affairs
Dept. Dean: Dr. Francis Arpan
Dept. Staff: Faculty, Dakota Studies, Rob Walsh, Delphine Hagel

Monthly Report: January 2021

Activities and Notes:

- Attached to the board packet for your approval is a new SWC Academic Forgiveness Policy. Students often encounter various barriers and trying situations that can affect their success and achievement in higher education. Entire semesters can be affected and in turn students may fall into academic suspension, with greatly lowered GPAs that can have lasting effects on their academic progress. In response to understanding the challenges of the students at SWC, the college has decided to move forward with the creation of an academic forgiveness policy. The Academic Forgiveness Policy will allow students to petition the college to remove up to two semesters from their cumulative GPA. The credits attempted in those semesters will still count towards their financial aid, and if approved they have to strike the whole semester. This will allow some students to instantly raise their GPAs which can help with academic suspension, satisfactory academic progress, and their graduation applications. Colleges and universities across the nation have similar policies and this will be a great tool for students at SWC as they work towards graduation and achieving their academic goals.
- Dean Arpan has completed a Substantive Change Form for Distance/Online Education HLC, which will enable SWC to offer online and distance programming in the future. If approved this will ensure that SWC is meeting all accreditation requirements for future online and distance education offerings. If the Substantive Change Form for Distance/Online Education is approved for SWC the option to offer future online and distance programming will be there, whether it is used or not it is another opportunity for the school to expand its educational capabilities and offerings.
- The Spring 2021 Semester will begin in the same manner as the Fall 2020 Semester, utilizing the HyFlex Model of instruction to help maintain a safe learning environment during the ongoing Covid pandemic. As the semester progresses this may be revisited but for now the plan will be to run the spring semester in this manner to accommodate the schedules of the students to maintain a safe environment for all at the college.
- Program assessment and evaluation is a focus of the college for the upcoming HLC accreditation visit and Dean Arpan stressed this during a training session with faculty and program directors on January 8th. Dean Arpan will be working with faculty and program directors through the semester to ensure that assessment and evaluation will be conducted according to the program evaluation and assessment plan in place at the college.

Sisseton Wahpeton College Academic Forgiveness

Recognizing that students come across barriers and situations that can negatively affect their academic achievement and advancement, Sisseton Wahpeton College designed a policy to allow students to forgive past semesters to help advance their academic goals. The goal of the academic forgiveness policy is to respond to academic needs of matured individuals as they develop newly identified potential. Through the application of the following policy, a student's prior academic record can be excluded from their current work.

Policy

To be eligible, the student must:

- Be a full-time or part-time, degree seeking student at the college.
- Be in the process of enrolling as a full or part-time, degree seeking student in an upcoming semester.
- Submit the Academic Forgiveness Application Form to the Dean of Academics.

Conditions:

- Academic forgiveness may be requested for courses offered through Sisseton Wahpeton College.
- Academic forgiveness does not apply to individual courses. If granted, academic forgiveness will be applied to all classes in the period with which it is being sought.
- Academic forgiveness can be utilized by students for a period of two semesters, which do not have to be consecutive. Students can apply for academic forgiveness twice in their academic careers with Sisseton Wahpeton College, provided the total forgiveness being sought does not exceed two semesters.
- Academic forgiveness will be honored by all programs within Sisseton Wahpeton College.

Procedures:

1) The student must complete the Academic Forgiveness Application Form, which can be picked up from the Dean of Academics. The student will need to attach any letters, transcripts, or documentation that is pertinent to the application and petition for academic forgiveness.

2) Student will then need to return the application and supplemental materials to the Dean of Academics for review.

3) The application and all supplemental materials will be reviewed by the Dean of Academics, the student's advisor, and the registrar. If the student meets the requirements for academic forgiveness the Dean of Academics, student's advisor, and registrar will decide if the application for academic forgiveness will be approved.

4) If the application for academic forgiveness is approved it will be signed by the Dean of Academics, student's advisor, and the registrar and the student will be notified via letter and email. If the application for academic forgiveness is denied the student will be notified of why the application was denied and if revisions are possible the student will be given a chance to make changes and resubmit.

5) If academic forgiveness is granted, it cannot be rescinded, and the following will happen:

- Semesters, and courses within, that are forgiven will remain on the student's transcript and permanent academic record.
- These courses will be recorded with the original grade followed by an asterisk (*).
- The semesters and courses within will not be included in the calculation of the student's overall grade point average (GPA) because no credit will be given.
- The forgiven semesters and courses within will still count towards their attempted credit totals for financial aid.
- The semesters and courses within will not be used to satisfy any requirements for graduation.

The Dean of Academics is responsible for an annual review of this policy and the procedures within, the President of Sisseton Wahpeton College and Board of Trustees are responsible for approval of the policy and procedures within.



Distance or Correspondence Education

Substantive Change Application

Institution: Sisseton Wahpeton College City, State: Agency Village, SD

Name of person completing this application: Francis Arpan

Title: Dean of Academics

Phone: 605-742-1117 Email: farpan@swcollege.edu

Date Submitted: []

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

The ongoing Covid pandemic has highlighted the need for the college to pursue the opportunity to continue and grow its online and distance programming to increase the educational opportunities for students and the communities it serves. Sisseton Wahpeton College is applying for a substantive program change to offer online/distance courses and programming.

2. Is this application being submitted in conjunction with another application?

- No
 Yes

If yes, please explain:

Sisseton Wahpeton College will be submitting this substantive change form along with a two other substantive program change forms. However, the forms are not directly related other than from the same institution.

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

Distance Education:

- Courses and one program (certificate, diploma or degree)
 Courses and multiple programs

Correspondence Education:

- Courses and one program (certificate, diploma or degree)
 Courses and multiple programs

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

NO

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

NO

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

Yes, the president's contract was not renewed in the Spring of 2019 and subsequently a new president was hired in November of 2019. The new president, Dr. Lane Azure, has just completed his first year and after his annual performance review was granted a new 5-year contract. After over thirty-five years of service at SWC, Dr. Jeanette Gravidahl left the college at the end of the Spring 2020 Semester. The position of Vice President of Academic Affairs was changed to the Dean of Academics, which was filled by Dr. Francis Arpan.

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

NO

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

NO

5. **Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

6. **System Approvals.** If applicable, attach documentation of system approval that the institutions has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

8. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

As the college is seeking approval for distance and online courses for programming currently provided by the college the focus of the approval is through HLC accreditation only.

9. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

<https://www.swcollege.edu/images/PDFs/EmployeeHandbook2018.pdf>

Catalog URL: <https://www.swcollege.edu/index.php/academ/2018-2019-college-course-catalog>

Part 2: Topic-Specific Questions

Attach the "Substantive Change Application, Part 1: General Questions" as page one of this application. That completed form and the answers to the questions below will constitute the request for approval of a substantive change. This form will be the basis for review of this application.

Note: This form is for approval of distance or correspondence programs only. For approval of distance or correspondence courses, contact changerequests@hlcommission.org.

Section A. Characteristics of the Change Requested

1. This change request is for:

Distance education

Correspondence education

2. Briefly describe the planned initiation or expansion of distance or correspondence education the institution is requesting permission to operate.

With the onset of the Covid pandemic and the ensuing public health measures that accompanied the growth of the pandemic, Sisseton Wahpeton College initiated a plan to offer courses through the HyFlex model of instruction. This modality allowed students to attend and engage in their courses from a distance which aided the college in the creation of a learning environment that followed public health guidelines and create a safe learning environment. The successful implementation of the Hyflex model of instruction has led the college to this planned expansion of its programming through the ability to offer more programming at a distance and online. The college views an expansion of distance and online programming capabilities as a way of increasing resources for students and the tribal communities the college serves. If approved distance education can aid the college during future public health challenges, challenge brought about by weather, and in the alleviation of other barriers students may face due to the rural nature of the are the college serves.

3. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance or correspondence education. For each degree program or certificate:

- a) Indicate the Classification of Instructional Programs terminology [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics.
- b) Specify the program level.
- c) Specify all modalities of delivery: internet, one-way and two-way transmissions, audio conferencing, and/or video cassettes, DVDs and CD-ROMs.
- d) Identify date the offerings will be launched (MM/DD/YYYY).

Program Title	Program Level	CIP Code	Modality	Launch
Addiction and Diversity Counseling	Associate's	511501	Internet/HyFlex	8/2/2021
Behavioral Science	Associate's	301701	Internet/HyFlex	8/2/2021
Business Administration	Associate's	520201	Internet/HyFlex	8/2/2021
Business Specialist	Associate's	520101	Internet/HyFlex	8/2/2021
Carpentry Technology	Associate's	460000	Internet/HyFlex	8/2/2021
Dakota Studies	Associate's	050202	Internet/HyFlex	8/2/2021
Early Childhood Development	Associate's	190706	Internet/HyFlex	8/2/2021
Sustainable Environmental Studies	Associate's	030104	Internet/HyFlex	8/2/2021
General Studies	Associate's	240102	Internet/HyFlex	8/2/2021
Multimedia Technology	Associate's	110803	Internet/HyFlex	8/2/2021
Culinary Food Science	Certificate	120500	Internet/HyFlex	8/2/2021
Dakota Language Teaching	Certificate	161001	Internet/HyFlex	8/2/2021
General Building Trades	Certificate	469999	Internet/HyFlex	8/2/2021
Life Skills	Certificate	320101	Internet/HyFlex	8/2/2021
Tribal Arts	Certificate	500701	Internet/HyFlex	8/2/2021

4. Does the institution have any consortial arrangements in relationship to the intended distance or correspondence education? (See definition of consortial arrangement.)

No

Yes

Important: If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If consortial approval is required:** Complete the full consortial application and submit it in conjunction with this application.
 - **If approval is not required:** Attach the confirmation email from HLC to this application.
5. Does the institution have any contractual arrangements in relationship to the intended distance or correspondence education? (See definition of contractual arrangement.)

No

Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

6. What organizational structures are in place to ensure effective oversight, implementation and management of the institution's distance or correspondence education offerings?

At the onset of the Covid pandemic Sisseton Wahpeton College decided to make the move to the Hyflex model of instruction, which can be viewed as a distance/online modality. To help ensure the quality of education, rigor, oversight, and management of the courses at Sisseton Wahpeton College through these changes the college created a course evaluation rubric that all distance education/online courses must be measured by before they can be offered by the college. The Fall 2020 semester provided a good backdrop for the implementation of the new tool and instructors were provided the evaluation tool to aid in the construction of their courses. Additionally, the program evaluation and assessment plans for the college are in revision to adjust to the new modalities and ensure that Sisseton Wahpeton College is providing the best learning environment for its students whether that is in-person or at a distance.

7. Does the institution have a separately identified organizational unit for providing or marketing the distance or correspondence education offerings?

No

Yes

If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.

Section B. Institution's History With Distance or Correspondence Education Offerings

8. Briefly describe the institution's experience with distance or correspondence education offerings.

In the past Sisseton Wahpeton College has offered select course offerings at a distance or online as needed. More recently Sisseton Wahpeton College has introduced the HyFlex model of instruction to accommodate public health guidelines to create a safe learning environment for the students. In that time

the college has increased its online/distance course capabilities through an increase in technology, professional development for online course curriculum and development, and through the development of online/distance course approval and evaluation.

9. What is the institution's experience, if any, in collaborating with other institutions or organizations to provide distance or correspondence education?

Sisseton Wahpeton College has partnered with instructors and faculty from four-year granting institutions to offer courses that cannot be covered by Sisseton Wahpeton College faculty. These instructors come with experience in online/distance education and have been through training at their institutions regarding online/distance curriculum and development.

10. If approved for distance or correspondence education, what future growth does the institution anticipate (e.g., in the next six months, three years) and how does the institution plan to manage this growth?

Currently the most immediate need for approval for distance/online courses revolves around the Covid pandemic and the public health challenges presented to the college, community, and students. Online and distance courses will be used to increase the accessibility of educational opportunities for the community and students through the flexibility that online/distance/HyFlex offer. Long-term growth may occur through the expanded offering of Dakota language courses to learners from other institutions, continued flexibility to address barriers to educational access, and through partnerships with other institutions and tribal colleges.

11. Does the institution have a process in place to ascertain and secure state approval(s) as required?

Yes No

Section C. Institutional Planning for Distance or Correspondence Education Offerings

12. What impact might the proposed initiation or expansion of distance or correspondence education offering(s) have on challenges identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

Following the 2017 HLC review the college identified the need to introduce a more comprehensive program review process for all academic programs on a three-year recurring interval. This was based on the commendations of the HLC visiting team. The addition of online and distance courses to current and future programs could see as compounding issues for evaluation and assessment of courses and programs, but the steps the college has taken to strengthen its evaluation and assessment strategies will balance out any of these issues. The changes made to the college evaluation and assessment practices were successfully vetted by HLC in both 2018 and 2019, and Dr. Azure has further raised the priority and rigor of the evaluation, assessment, and program review process. Additionally, Dr. Francis Arpan has created an evaluation and review process for online and distance courses that will take place as a part of the initial steps to including online and distance courses in programs and will include steps to review online and distance courses to ensure the academic standards and rigor of the college are being met. Dr. Arpan has experience with evaluation research, online and distance education, course assessment and instructor evaluation, and has received training in online and distance education from a number of institutions.

13. Briefly describe the planning process for the distance or correspondence education request made in this application, including the involvement of the various constituencies in that process, the management of distance or correspondence education offerings, and how the management of distance delivery or correspondence education fits into the institution's organizational structure.

The planning process for the inclusion of distance/online courses came about at the onset of the Covid pandemic and the need to adapt to a learning environment that worked within public health guidelines to help stop the spread of the virus. Sisseton Wahpeton College worked diligently and quickly to upgrade the technological capabilities of the college and the leadership team implemented procedures to move courses from the in-person environment to the HyFlex model of instruction. The decision to apply for permanent approval and accreditation for distance and online courses has been discussed with the board of trustees, the leadership team, IT, and faculty. The dean of academics prepared the new online/distance education procedures and course approval evaluation rubric, worked with the president on revisions, and then shared that with faculty and IT for feedback and revisions before finalizing the process and rubric. Management of online and distance education will fit in with the regular structure of the college and the current courses that are offered.

14. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

Information regarding the plan to apply for approval to offer online/distance programming at Sisseton Wahpeton College has been shared directly with the board of trustees and executive team during regular meetings and has been communicated to the staff and faculty through emails and regularly scheduled meetings. The development of the online/distance education procedures and evaluation rubric were disseminated to faculty for feedback and revisions and were then shared via email as they began to prepare for the fall semester, operating under the waiver for online/distance education. If approved for online/distance education, the college will prepare flyers, emails, social media posts, and live streams to inform students regarding new course offerings as they are approved and added to the course catalog and programming. All information disseminated regarding online/distance education programming and courses will be approved by the college president and dean of academics.

Section D. Curriculum and Instructional Design

15. How does the institution ensure good instructional design in its distance or correspondence education offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

Sisseton Wahpeton College has created a system that will be used to ensure the academic rigor, academic quality, and academic support necessary for student success and persistence in its online/distance course offerings through the implementation of a multistage process of approval and review. Faculty have been provided with an evaluation rubric that highlights multiple areas of course design and various factors within those areas to help ensure academic standards and quality is being met by all courses that will be offered online or at a distance. Prior to each course being approved a team consisting of the Dean of Academics, the IT staff member in charge of the learning management system, and a faculty member will review the course and score it according to the rubric. This review team will then meet with the faculty to provide feedback from the rubric to the faculty member and revisions will be made based on this meeting and feedback. After completion of the revisions the Dean of Academics will provide one last review for approval and the course will be added to the schedule. Approved courses will be reviewed every two years to ensure that the standards set in the initial review are being upheld.

16. What processes and procedures will the institution use for technology maintenance, upgrades, back up and remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

The college has a number of processes in place to manage the cyber-infrastructure needed to support online and distance education. Sisseton Wahpeton College has recently upgraded all classroom spaces, computers, and interactive visual display systems. The college has also been remarkably successful securing funding from the National Science Foundation, Department of Education, Department of Defense, and the USDA. With these agencies support, SWC has recently purchased two new blade servers, two new SAN units, and has implemented a 10 Gb network throughout campus. As a result, SWC has the technological infrastructure ready and in place to support online, distance, and in-person courses. The college has also recently expanded its online support for both faculty and students, including adding both remote tutoring and counseling services. Sisseton Wahpeton College is also a part of a collaboration with the South Dakota Public Library System, which affords the SWC Library access to a significant collection of books. This is further bolstered by the partnership with the South Dakota BRIN/INBRE program that provides SWC access their online journals along with access to JSTOR databases.

17. How does the institution ensure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

The college currently has an IT staff member that is responsible for the support and maintenance of the learning management system (Moodle) utilized by the college. This staff member maintains open channels of communication with faculty and staff in terms of updates, trainings, informational resources, and other areas of support for the learning management system. Students also have access to channels to communicate with this staff member if they are having issues and the college will be creating videos highlighting the learning management system, email, new student portal, and other areas of technology advancements the college has initiated to address online and distance capabilities.

18. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 4 and 5, how will the institution ensure that students can use these services effectively?

NA

Section E. Institutional Staffing, Faculty, and Student Support

19. How does the institution staff distance or correspondence education programs? How does this differ from the institution's processes for staffing traditional programs?

All distance/online education programs will be administered, managed, and staffed by the regular college personnel as the size of the college does not warrant a separate distance/online educational department.

20. What is the institution's process for selecting, training and orienting faculty for distance or correspondence education? What special professional development, support or released time does the institution provide for faculty who teach distance or correspondence education offerings?

As online/distance education is a new modality for some of the faculty at Sisseton Wahpeton College a number of them received online curriculum and course management training from ACUE offered through AIHEC. Resources from this training were shared with the college, have been utilized in professional development meetings, and will be used in future professional development training. Additionally, some faculty have attended subject specific training for online curriculum and development. In terms of selection for teaching online/distance courses, since some subject areas have only one faculty member almost all faculty may be asked to teach online/distance courses. These faculty and the courses they teach will need to go through the initial course evaluation process set by the college. The college will support faculty in their distance/online courses through a dedicated IT staff member, through faculty professional development meetings, library services, and by the Dean of Academics.

21. How does the institution assure copyright compliance and keep distance or correspondence education faculty aware of institutional policies on using others' intellectual property?

Faculty are made aware of copyright compliance and the use of intellectual property that is not their own through professional development meetings that are held once per month. These policies are echoed in the student academic policies regarding intellectual property and plagiarism.

22. How does the institution ensure that distance or correspondence education students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

Sisseton Wahpeton College has taken steps to increase its online presence and support through a number of initiatives currently ongoing at the college. Currently being produced are informational videos with a focus on scholarship opportunities, the learning management system, the new student portal, and other services being created by the college. Center to the college's goals of increasing accessibility through technology, the new student portal will offer students the opportunity to access their student billing information, unofficial transcripts, registration, advising, student services, counseling services, financial aid, the learning management system, and other areas of student support. Students are informed of these services during orientation activities that take place during registration that all students are meant to attend and through various communication strategies during the course of the academic year. Additionally, the college utilizes various other methods of communication to reach students such as social media, radio, and live streams.

23. What is the institution's student identity verification protocol?

During student registration students are presented with a unique student ID that also serves as their username for login into the learning management system. Once logged in students can access their courses and other resources from the college. Instructors verify student identification through the use of webcam technology and in some cases require extra passwords that are presented upon student identification via webcam technology.

Section F. Evaluation

24. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

Sisseton Wahpeton College has instituted a distance/online education course evaluation rubric that will be used to assess the rigor, academic standards, and accessibility of all courses approved for distance/online education. The distance/online education evaluation rubric will evaluate the course in the areas of course overview and introduction, course learning outcomes and competencies, resources and materials, learner interaction, course technology, learner support, and accessibility and policy compliance. Lastly, all distance/online courses will be subject to the same assessment and evaluation protocols as in-person courses and will be held to the same standards. This includes regular course assessment conducted by full-time faculty, a "Faculty Course Feedback: Thinking About Improvements in Learning" form from the adjunct faculty on one course per semester, and a "Telling the Story" report prepared for each program at the end of the semester. The reports are presented to the Assessment Committee and the Dean of Academics for review and approval.

25. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

Student learning and achievement assessments will be completed on all distance and online courses in the same manner in which in-person courses are assessed. Instructors will be tasked with forming student learning assessment strategies to evaluate one or two student learning outcomes per semester. Student learning assessments will utilize formative and summative learning outcome assessments, performance rubrics, and will be tracked longitudinally through the creation of new student pathways courses. By teaching to identified student outcomes through a variety of methods—lectures, lab activities, student projects, team learning, internships—coupled with the assessment and evaluation tools, we will be able to determine which strategies or combinations are most effective. Student persistence, completion rates, and educational success of the courses will be monitored and reported as a part of the regular program evaluations to ensure program efficacy with the student learner and student academic success and achievement as the focus. As an additional assessment tool, student course evaluations are used to evaluate course and faculty strengths and weaknesses from the students' perspective.

26. How are the measures and techniques for distance or correspondence education offerings equivalent to those for assessment and evaluation in traditional face-to-face offerings? If there are differences, why are these differences appropriate?

Online/distance courses will be held to the same standards of academic rigor, academic quality, and academic support as all in-person courses. New courses will need to be approved by the academic curriculum committee and any course changes made to accommodate online/distance education will need to be approved by the academic curriculum committee as well. Online/distance courses will additionally be evaluated prior to approval by a team consisting of a faculty member, the learning management system manager, and the dean of academics and will be reviewed every two years to ensure academic standards are being maintained.



SISSETON WAHPETON COLLEGE ONLINE/HYBRID COURSE REVIEW PROCESS

All faculty who teach online or hybrid courses must have each course reviewed for quality assurance and must demonstrate the ability to meet the standards of the Online/Hybrid Course QA Rubric. The goal of this process is to ensure the quality and rigor of all online and hybrid courses offered by Sisseton Wahpeton College. The following information outlines the process that will be followed when evaluating and approving online and hybrid courses.

Course Review Process

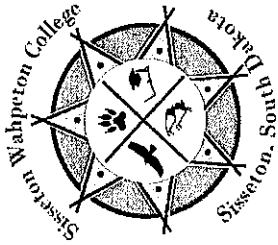
The following process will outline the steps involved in the evaluation and approval process to ensure quality assurance standards are being met for online/hybrid courses.

- 1) Any course suggested for online/hybrid use should be a course that has first been approved by the college for instruction.
- 2) The course must be complete or near complete for adequate evaluation before being presented to the Dean of Academics for approval. Recorded video lectures are not required to present as it is understood these can change as the semester progresses, but there must be place holders for video lectures present in the course design.
- 3) Upon submission to the Dean of Academics, the course will be evaluated by the Online/Hybrid Course Review Team and will be scored according to the rubric and scoring definitions.
- 4) The Dean of Academics will meet with the instructor to go through the course review rubric and will administer a qualitative assessment of the course. This will allow the Dean of Academics to provide feedback from the course review, as well as allowing the instructor to address the feedback and any missing elements. An example of this would having a place holder for a discussion of current event elements to a US Government course.
- 5) If the course has accumulated enough points for approval the course will be posted as available to students and suggestions for adjustment will be made for any low scoring areas. If the course has not met the standards through the accumulation of points the instructor will be given time to make the necessary adjustments and additions and the course will be reviewed again following the process laid out above.
- 6) Upon initial approval the course will be authorized for use for a period of 3 years with periodic follow-up reviews by the Dean of Academics to ensure the elements of the QA rubric are still present. After the third year the course will be subject to the review process in its entirety.

Online/Hybrid Course Review Team

The online/hybrid course QA review team will consist of three members that will remain the same to provide consistent, uniform course evaluations. Each individual on the course review team will work together to ensure accountability to each other, to the instructor, and to the college. Individuals on the team will understand the eLearning (Moodle) platform, as well as an understanding of online/hybrid course design and practices. The team will consist of:

- The Dean of Academics
- An IT Representative (preferably the IT representative in charge of the online learning platform).
- An instructor with online course development training.



SISSETON WAHPETON COLLEGE ONLINE/HYBRID COURSE REVIEW RUBRIC

All faculty who teach online or hybrid courses must have each course reviewed for quality assurance and must demonstrate the ability to meet the standards of this rubric. The goal of this process is to ensure the quality and rigor of all online and hybrid courses offered by Sisseton Wahpeton College. In order to complete the review process the course must be complete in its design (with the exception of recorded video lectures from video chats or similar).

Course Overview and Introduction

Overall design of the course, navigation of the course, course information, instructor information, and student information are made transparent to the student at the beginning of the course.

Review Standard	To Meet the Standard	Point Value
Course should have an Introduction and Course Syllabus section at the top of the course shell in Moodle	Creation and existence of a section that highlights the course, an introduction to the course, and the course syllabus and schedule.	0-3
A general course overview is provided as a "Getting Started," "Start Course Here," or similar document/link provided in the introduction section that lets the student know how to start the course.	Instructions to the student indicating where to start the course, what to accomplish first, is provided in the getting started document. Instructions should also provide where to find all of the assignments, notes, lectures, supplemental materials, contact information, syllabus, etc.	0-3
Introductory discussion, quiz, other assignment is assigned and completed in the first week.	Goal of this standard is to ensure the student is active in the first week of the semester. This can be a simple discussion introducing themselves to the class, a course "scavenger hunt", a syllabus quiz, or an assignment to turn in.	0-3
Etiquette expectations with regard to online course communication including emails, discussion posts, forums, and video chat sessions.	Expectations are given to the students as far as communication within the course. Rules of conduct and civility in discussion boards and forums should be covered as well as expectations in video chats. This can be outlined in the getting started email, on the course syllabus, or in an introductory video.	0-3

Review Standard	To Meet the Standard	Point Value
Self-introduction by the instructor is appropriate and contains contact information as well as expectations.	To aid in building a relationship between the instructor and students, the instructor should provide an introduction that presents the instructor as professional as well as approachable. Contact information should include best ways to contact the instructor as well as expectations for when students will get responses from the instructor (example, I will respond to your inquiries within 24 hours on weekdays).	0-3
Minimum technology requirements, minimum student skills, and any prerequisite courses are clearly stated.	The course should highlight the minimum technology and technology skills required to successfully complete the course. This can be provided anywhere in the course as long as it is clear, transparent, and easy to find for the student.	0-3
	Total Points:	

Course Learning Outcomes/Competencies

Course learning outcomes are clearly defined and explained, they assist the student to focus on the learning activities.

Review Standard	To Meet the Standard	Point Value
Learning outcomes of the course describe outcomes that are measurable and should describe student performance in observable terms.	Learning outcomes should be highlighted in the course syllabus and should be written in terms that describe what the student is to do to meet the outcomes. Must be observable, measurable, and describe an action.	0-3
Program outcomes are described in detail and in observable terms, they should include language that accurately reflects the desired outcomes of completion of the program.	Program outcomes should be highlighted in the course syllabus and should be written in terms that describe the goals of the program in terms of student development upon completion of the program.	0-3
Instructions to students on how to meet the learning outcomes are adequate and easy to understand.	Instructions can take various forms and may appear at different levels of the course. Whether highlighted in the course syllabus, assignment rubrics, module instructions, etc. the instructions should be clear and complete and highlight what will be assessed.	0-3
	Total Points:	

Assessment and Measurement

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated outcomes, and are designed as essential to the learning process.

Review Standard	To Meet the Standard	Point Value
<p>The types of assessments selected measure the stated learning outcomes are varied, and consistent with the course activities and resources.</p>	<p>Assessments, learning outcomes, and learning activities align in a clear and direct way. The assessment formats provide a reasonable way to observe and measure the stated learning outcomes. Example, when attempting to assess critical thinking skills, the assignment should reflect the best approach to observe and assess the growth of critical thinking skills.</p>	0-3
<p>The grading policy and how final grades are to be determined is transparent and easy to understand.</p>	<p>The syllabus should highlight the assignments, quizzes, discussions, and any other measurements that will be used to assess the final grade. Course syllabus should also outline the value of the work and how the final grade will be calculated (weighted or points system is an example). This should be clear and understandable from the student perspective.</p>	0-3
<p>Assessment and measurement strategies provide feedback to the student and a statement on when the student can expect feedback and grades.</p>	<p>Students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignment scores and assessments that have feedback built into them, or even from other students. This should be in the syllabus with the grading schedule.</p>	0-3
<p>Types of assessments are appropriate for the distance learning environment.</p>	<p>Learning outcomes should be measured in a number of ways and should be appropriate for the outcome. They should also be appropriate to the online environment and appropriate to maintaining rigorous academic standards. Avoid assigning work that is impractical or impossible to accurately assess through online means.</p>	0-3
	<p>Total Points:</p>	

Resources and Materials

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.

Review Standard	To Meet the Standard	Point Value
<p>Instructional materials support the stated learning outcomes and have sufficient breadth and depth for the student to learn the subject.</p>	<p>The course should provide meaningful content in a variety of ways including: textbooks, notes, video lectures, websites, academic journal articles, supplemental videos, or other appropriate means. Content provided should align with the learning outcomes and assessments of the course.</p>	0-3
<p>Instructional materials are presented in a format appropriate to the online environment and are easily accessible to and usable by the student.</p>	<p>Students in the online course should have required technical equipment and software to view materials in their entirety online. When providing supplemental materials the instructor should be aware that not all students may have access to some paid services if not explicitly required (example asking students to watch a video on Netflix and provide feedback). Instructors should also keep in mind the readability, font size, design, etc. when posting supplemental materials.</p>	0-3
<p>Purpose of the course elements; such as content, supplemental materials, assignments, methods: is clear and understandable.</p>	<p>Students should be able to easily determine the purpose of all course materials, technologies, assignments, methods, etc. in the course and know which materials are required and what may be recommended.</p>	0-3
<p>All resources and materials used in the online course are cited properly.</p>	<p>As the instructor may require students to properly cite work that is not their own, so to must the instructor cite material that is not their own to maintain proper academic standards.</p>	0-3
<p>Total Points:</p>		

Learner Interaction

The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

Review Standard	To Meet the Standard	Point Value
Learning activities include class and/or small group activities, discussions, forums, or group video chats, where appropriate, that promote the achievement of stated learning outcomes.	Group activities should be reasonable and accessible for all students and should be presented in a manner that is achievable by all students. Keep in mind, student sign up for online learning for its asynchronous nature and setting specific times may not be reasonable for all students, which will require flexibility from the instructor.	0-3
Learning activities provided for instructor-student, content-student, and student-student interaction.	All online courses should include interaction between the instructor and the students, between the student and the content, and between other students. The degree at which students interact with each other will vary from course to course, discipline to discipline, and should be assessed accordingly.	0-3
Requirements for course interaction are clearly articulated.	A clear statement of requirements should indicate the criteria for interaction. Discussions, forums, video chat, and group work expectations should be stated in the syllabus, modules, and assignment rubrics. Additionally, instructor should provide etiquette standards for online interactions between instructor and students, and student-student interactions.	0-3
Clear standards are set for instructor response and availability.	Information clearly indicates instructor feedback and response times, clear contact information, and available meeting times.	0-3
Course design prompts the instructor to be present, active, and engaging with the students.	Students should know that the instructor is approachable, available, and will interact and engage with them throughout the duration of the course.	0-3
Total Points:		

Course Technology

To enhance student learning, course technology enriches instruction and fosters student interactivity.

Review Standard	To Meet the Standard	Point Value
<p>The tools and media support the learning outcomes of the course and are integrated with texts and lesson assignments.</p>	<p>Tools and media used in the course support related learning outcomes, and are integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning outcomes. Technology is not used simply for the sake of using technology.</p>	<p>0-3</p>
<p>Tools and media enhance student activity and guide the student to become a more active learner.</p>	<p>Tools and media used in the course help students actively engage in the learning process. Again, technology should not be used for the simply for the sake of using it and technology should promote active learning, not passive learning.</p>	<p>0-3</p>
<p>Technology for the course is accessible for all SWC students.</p>	<p>Clear statements of required technologies should be provided for all students in the online course. Clear instructions should be provided for the downloading of all software and programs needed for the course.</p>	<p>0-3</p>
<p>Tools and media are compatible with existing standards of delivery modes. Instructions on how to access resources at a distance are sufficient and easy to understand for all learners.</p>	<p>Course tools, media, and delivery modes meet current standards for widespread accessibility. Online students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access this information.</p>	<p>0-3</p>
	<p>Total Points:</p>	

Learner Support

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

Review Standard	To Meet the Standard	Point Value
Course instructions articulate or link to a clear description of the technical support offered.	Technical support includes information about such topics as how to log in to eLearning, how to navigate eLearning, how to submit files for assignments.	0-3
Course instructions articulate or link an explanation of how the institution's academic support systems can assist the student in effectively using the resources provided.	For the purposes of review, academic support includes access to library resources, testing services (if necessary), tutoring, writing center (or writing aids), math center, supplemental instruction programs, and teaching assistants.	0-3
Course instructions articulate or link an explanation of how the institution's student support systems can assist the student.	For the purposes of this review student support systems include advising services, retention services, registration, financial aid, counseling services, etc.	0-3
Course instructions highlight any other helpful links that will aid the student in successful completion of the course.	This will vary course to course, discipline to discipline, and should be reviewed where necessary.	0-3
Instructions on how to access resources at a distance are sufficient and easy to understand for all learners.	Online students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access this information.	0-3
	Total Points:	

Accessibility and Policy Compliance

Required statements for institution's ADA compliance and other student policies are included and appear verbatim.

Review Standard	To Meet the Standard	Point Value
Course syllabus includes appropriate ADA policy, student academic integrity statements, and other policies pertinent to the success of the student and maintenance of academic integrity.	All statements must be verbatim.	0-3
Total Points:		

Core Training

Course instructor is fluent in using learning platform.

Review Standard	To Meet the Standard	Point Value
Instructor has demonstrated adequate knowledge and use of the tools needed to deliver this course via the learning platform (eLearning/Moodle).	To be determined by appropriate academic administration.	0-3
Total Points:		

Scoring System Definitions

All individuals working with the Dean of Academics will have a clear understanding what elements they should be looking for when scoring each category in the rubric listed above. The team scoring the rubric will remain constant to ensure the rubric is being scored uniformly across each evaluation.

Scoring System:

- 0 – This score denotes that none of the expectations of the category have been met according to the rubric.
- 1 – There are some elements of the category illustrated in the course, but there is detail missing. An example of this could be in the introduction section of the course, where an instructor introduces themselves but fails to explain their expectations of communication for students.
- 2 – Elements within the category are all present, formatted well, and meet the expectations according to the rubric. The elements located within the category are ready for the course to be presented and used by students.
- 3 – Elements within the category meet and exceed all expectations according to the rubric.

Course Approval Score

The course reviewed will need to accumulate an average score of 68 to gain approval, the average will be calculated from the scores of all three reviewers. Following scoring of the course the instructor will meet with the Dean of Academics for a qualitative assessment of the course. This will include time for feedback from the review along with time for the instructor to explain rationale for missing elements or other areas that may have affected scoring. After the qualitative assessment, the Dean of Academics will summarize the meeting with the review team and scoring can be adjusted. Upon course approval the instructor may be asked, when necessary, to adjust areas of concern that were lacking.



Sisseton Wahpeton College
Business Office Report to the Board of Trustees
Submitted by Comptroller, Rhonda LaBatte
Monthly Report: January 12, 2021

➤ **Business Office – Audit**

The annual external audit conducted by Eide Bailly has been completed. The draft of the financial statements has been reviewed and the Management letter has been signed. Finalization is expected the first week of January.

- **Payroll** – Thanks to the IT department with the completion of the Jenzabar portal, our employees can now access their paycheck stubs online through the portal instead of having to request copies from the payroll administrator.

**Sisseton Wahpeton College
Bank Balances December 31, 2020**

Minnwest Bank	Financial Aid	252,767.18
Minnwest Bank	Operating	1,361,319.29
Minnwest Bank	Payroll transfer account	41,101.68
Dacotah Bank	Money Market	107,760.08
Dacotah Bank	Checking Credit Card Deposits	288,419.67
SWFCU	savings	212,739.80
Minnwest Bank	Savings	506,423.85
Minnwest Bank	Endowment Title III	1,187,254.79
Minnwest Bank	Super Now Shirley Laskin	2,633.44
Minnwest Bank	CD	153,324.66
Minnwest Bank	CD	130,000.00
Minnwest Bank	CD	137,309.35

Sisseton Wahpeton College
Unrestricted Fund Budget

**Approved
 Budget
 2020-2021**

**Year to Date
 12/31/2020**

**Percent
 of Budget**

Revenue:

BIE	920,000	960,042	1.04
Indirect	128,331	116,532	0.91
Tuition and Fees	537,586	208,058	0.39
Lease/rent	83,021	3,000	0.04
Other	33,031	24,409	0.74
Student Housing	110,411	18,131	0.16
Tribal Proceeds		0	0.00
Athletics Revenue	5,370	50	0.01
USDA Endowment(1994)	77,165	83,837	1.09
Café revenue	132,182	33,188	0.25
Bookstore revenue	112,797	30,962	0.27
Total Revenue	2,139,894	1,478,209	0.69

Expense: Salaries

Salaries	660,978	416,384	0.63
<u>Indirect Costs</u>	660,978	416,384	0.63

Scholarships/stipends	109,000	17,950	0.16
Employee Benefits	145,093	97,846	0.67
Student Lodging	44,816	75	0.00
Supplies	74,253	30,409	0.41
Repairs and Maintenance	35,250	10,962	0.31
Professional Fees	33,250	3,919	0.12
Travel and Training/ prof devel	45,400	1,483	0.03
Recruitment	16,000	0	0.00
Utilities	167,775	41,172	0.25
Service Contracts	64,500	24,072	0.37
Equipment	90,500	1,589	0.00
Communications	36,180	14,269	0.39
Insurance	65,000	62,332	0.96
Dues and subscriptions	54,800	29,125	0.53
Publishing	7,365	0	0.00
Advertising/Marketing	10,000	8,784	0.88
Office supplies	8,500	1,657	0.19
Bank Charges	6,500	4,877	0.75
Meal & Entertainment	0	276	0.00
Reserve	242,509	0	0.00
Bad Debt	30,000	0	0.00
Miscellaneous	2,950	0	0.00
Resale	189,275	8,080	2.74
Tuition Wavers	0	56,754	0.30
Total Expense	2,139,894	843,055	0.39
Net Revenue (Expense)	0	635,154	

Department Name: Office of Institutional Research, Planning, & Programs
Dept. Director: Scott Morgan
Departmental Staff: Randi Ceroll, Sophia Hoss, Eric Wanna

Department Name: Information Technology
Dept. Director: Derrick Lawrence
Departmental Staff: Kendall Miller, Sonny Herrick

Monthly Report: January of 2021

Activities:

- NSF (National Science Foundation):
 - Supported a joint effort of the NSF, National Institutes of Health, and the National Institute of Food and Agriculture (NIFA) to provide outreach to the TCUs and other Native-Serving Institutions (Alaska and Hawaii). The focus of the workshops were in Genomics and Computational Sciences.
 - The SANs (high-speed network storage) and the blade-server purchased with supplemental funding have been setup and configuration of these systems is nearly complete.
- USDA Rural Development: After conversations with Valerie Jensen of the USDA, additional information was requested from vendors that submitted quotes. This information has been provided, along with a quote from a third vendor. A decision should be made soon by the college and USDA.
- AICF (American Indian College Fund): SWC met with the AICF administrator of the COVID-19 Relief funds to provide an interim verbal report during the winter break. Highlights of the project to date, include:
 - Selection of the vendor to redesign the college's website.
 - Securing personal counseling services for our students with an online provider.
 - Completion of several of the student support videos.
- IT Department:
 - Added additional portlets to the my.SWCollege.edu portal for staff and students.
 - This now includes the ability for students to be able to register for classes online through the portal.
 - With the new fiber optic run between the Main Building and the Auditorium, the second blade server and SAN are being setup in the Auditorium Server Room. This will provide additional computing capacity and more importantly redundancy for core services.
 - The IT personnel, including the temporary personnel, configured a large number of laptops for faculty, staff and students. Several additional interactive Sharp display units in classrooms, with the last ones scheduled to arrive in January.
 - The Cisco Telephony system update is nearly completed. The oldest telephones will be replaced with newer units, this process should occur within the next two weeks as registration will take priority.
- Assisted the president with the substantive change request to the Higher Learning Commission (HLC) for the baccalaureate degree in Behavioral Science.

Late Registering Students in the fall semester of 2020

Number of Students:	36
Total number of Credits Attempted:	380
Total number of Credits Completed:	165
Number of total drop/withdrawals	9 (25%)

General population of SWC students in the fall of 2020, included 11 complete drops and 16 additional students with full withdrawals and/or without any earned credits (GPA of 0.00). This translates into the non-Late Registering Students having approximately: 18 out of 100 (18%) students not earning any credits for the term, *compared* to 9 out of 36 (25%) for Late Registering Students.

Average GPA for all students:	2.67 (adjusted to exclude complete drops/withdrawals)
Late-Registering Aver. GPA	2.86 (adjusted to exclude complete drops/withdrawals)

Number of Students with term GPA <i>lower</i> than their career GPA:	11
Number of Students with term GPA <i>higher</i> than their career GPA:	25
Number of Students with term GPA of <i>3.0 or higher</i> :	17

Monthly report

01/05/21

- We held registration for three days in December and had 59 students sign up
- Jane Johnson retired – she was the learning lab/tutor/tester
- Jo Roberts has been certified to perform the placement testing for the college
- Staff have been highly suggesting to all students to fill out financial aid and scholarships – I know we cannot force people to do this but we can highly encourage them.
- The Behavioral Science Program currently has 13 students

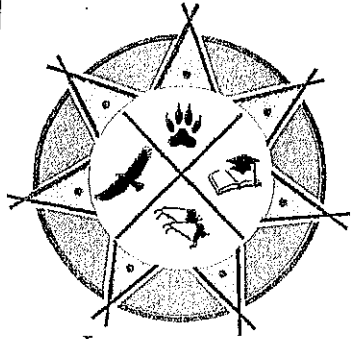
Reports from the registrar and retention/recruitment will be handed shortly

Vince Owen

SISSETON WAHPETON COLLEGE

MUSTANGS BASKETBALL SCHEDULE 2021

- No Home Audience* — January 8th-9th HOME vs. Trinity Bible College (Men) 7pm & 12pm
- January 13th HOME vs. Dakota State University (Men) 6pm
- January 15th-16th AWAY @ Oak Hills College (Men) 6pm & 1pm
- January 18th HOME @ Jamestown JV (Men) 7pm
- January 23rd-24th
- January 25th AWAY @ Jamestown JV (Men) 8pm
- January 26th AWAY vs. Trinity Bible College (Men) 7pm
- January 29th-30th
- February 5-6th
- February 9th AWAY vs. Trinity Bible College (Men) 7pm
- February 12th-13th HOME vs. Nueta Hidatsa Sahnish College (Men) 7pm & 12pm
- February 17th AWAY vs. Minnesota State Community College (Men)
- February 19th-20th AWAY vs. Free Lutheran Bible College (Men)
- February 26th-27th
- March 5-6th
- March 12th-13th AWAY vs. Nueta Hidatsa Sahnish College (Men) 7pm & 12pm
- March 16th HOME vs. Minnesota State Community College (Men)



Sisseton Wahpeton College

Quality Education for the Glacial Lakes Since 1979

January 6, 2021

Mr. McCauley,

I acknowledge we have met on the matter of your purchase of the "10-Plex" that the college used for temporary housing while the new dormitories were being constructed. I also understand and am not opposed to you purchasing the "5-Plex" from the college for \$15,000. The college's intent is to continue to develop the area where the temporary dorms are now located into additional student/faculty housing. Moving these temporary dorms is inevitable and putting them to good use would be of good benefit for all parties involved.

I have discussed with my executive staff and the college's board of trustees about the meetings that you, Mr. Eric Shepard, Mr. Bill LaRoque, and I have had on relocating the above mentioned domiciles to the leased property north of the college. In order for us to do this, we would require complete separation from your program. For insurance purposes, the college would have to amend the lease agreement with SWO and subdivide a portion of the property in question.

We are not opposed to allowing a subdivision for Sisseton Wahpeton College's lease agreement with the Sisseton Wahpeton Oyate if this is feasible and done according to SWO Reality rules and regulations. However, it would be mandatory that a SWC/SWO lease agreement for the "Rodeo Grounds Property" be amended to satisfy a complete subdivision of the land so there is a clear definition and boundary between the youth department parcel and the college's leased parcel.

The college will not be responsible for any of the costs associated with this agreement.

Sincerely,

Lane Azure, Ph.D.
President, Sisseton Wahpeton College



SISSETON WAHPETON COLLEGE

EMERGENCY STUDENT DEBT RELIEF

During the Novel Corona Virus (COVID19) pandemic, Sisseton Wahpeton College has established a new emergency debt relief option that will aid the SWC student in completion of their educational goal(s).

ELIGIBILITY

Eligible SWC students may receive the Debt Relief to eliminate any student debt the student acquired while attending SWC. *The Emergency Student Debt Relief is a one-time allowance.*

The Emergency Student Debt Relief is available for all Continuing, Transfer or Returning Students who are:

- An enrolled member of the Sisseton Wahpeton Oyate or a federally recognized tribe.
- Wish to enroll as a degree-seeking student (or certificate)
- Not under Student Academic Progress (SAP) Warning or Suspension with the Financial Aid Office

Eligible continuing, returning or transfer students must have their FAFSA complete (including verification documents, if required) and have their Admissions documents turned in by the semester deadline.

APPLICATION, AWARDING AND NOTIFICATION

Students are required to submit an application for the Student Debt Relief. Each student's eligibility is reviewed for the Student Debt Relief if they have met the requirements. Students are notified if they have been awarded the relief within 7 business days. Notifications are sent to the email address listed on the FAFSA and is available for the student in the my.swcollege.edu

Continuing, Transfer & Returning Students

Continuing: Are currently enrolled in any capacity (part-time or full-time) at SWC

Transfer: Have attended an institution other than SWC

Returning: Attended SWC previously, but were not enrolled in classes during the last semester (also called STOP-OUT)

Continuing, transfer and returning students must complete the financial aid and admissions requirements before the deadline for the semester. Financial Aid requirements include completing the FAFSA, and, if required, submitting all requested verification documents prior to the deadline. Admissions requirements include submitting all of the required Admissions documents prior to the deadline.



SISSETON WAHPETON COLLEGE

STUDENT DEBT RELIEF

APPLICATION

NAME: _____

ACADEMIC TERM AND YEAR: _____

COLLEGE MAJOR: _____

STUDENT STATUS:

CONTINUING TRANSFER

FULL-TIME PART-TIME

STUDENT'S CURRENT SEMESTER IN PROGRAM: _____

ANTICIPATED GRADUATION DATE: _____

STUDENT'S CURRENT GRADE POINT AVERAGE: _____

STUDENT'S CUMULATIVE GRADE POINT AVERAGE: _____

TRIBAL AFFILIATION: _____

FINANCIAL AID APPLICATION INFORMATION (TO QUALIFY YOU MUST HAVE COMPLETED ALL)

FAFSA COMPLETED: YES NO

HIGHER ED COMPLETED: YES NO

AICF APP COMPLETED: YES NO

FOR OFFICIAL USE.

AWARDED: YES NO

BUSINESS OFFICE: _____

FINANCIAL AID: _____

REGISTRAR: _____

ACADEMICS: _____



SISSETON WAHPETON COLLEGE

STUDENT COST OF ATTENDANCE SCHOLARSHIP

During the Novel Corona Virus (COVID19) pandemic, Sisseton Wahpeton College has established a new emergency tuition relief scholarship that will aid the SWC student in completion of their educational goal(s).

Eligibility

Eligible SWC students may receive the Cost of Attendance Relief Scholarship (COARS) to cover a student's full cost of tuition. *The COARS does not cover the cost of course fees, books, supplies, or any housing/meal fees.*

The COARS is available for all students who are:

- An enrolled member of a federally recognized American Indian Tribe
- Enrolled as a degree-seeking student (or certificate)
- Not in SAP Warning or Suspension with the Financial Aid Office
- No Student Account balance

Eligible current students must have their FAFSA complete (including verification documents, if required) by August 1st each year to receive the COARS.

Eligible new, returning, or transfer students must have their FAFSA complete (including verification documents, if required) and have their Admissions documents turned in by the semester deadline. See below for semester deadlines.

Application, Awarding, and Notification

Students are required to submit a separate application for the Cost of Attendance Relief Scholarship. Each student's eligibility is reviewed for the Cost of Attendance Relief Scholarship automatically if they have met the Admissions and Financial Aid requirements. Students are notified if they have been awarded the scholarship within 7 business days. Notifications are sent to the email address listed on the FAFSA and is available for the student in the my.swcollege.edu

New, Transfer & Returning Students

New: Have never attended SWC or any other previous institution

Transfer: Have attended an institution other than SWC

Returning: Attended SWC previously, but were not enrolled in classes during the last semester (also called STOP-OUT)

New, transfer, and returning students must complete the financial aid and admissions requirements before the deadline for the semester. Financial Aid requirements include completing the FAFSA, and, if required, submitting all requested verification documents prior to the deadline. Admissions requirements include submitting all of the required Admissions documents prior to the deadline.



SISSETON WAHPETON COLLEGE
COST OF ATTENDANCE RELIEF SCHOLARSHIP
APPLICATION

NAME: _____

ACADEMIC TERM AND YEAR: _____

COLLEGE MAJOR: _____

STUDENT STATUS:

NEW CONTINUING TRANSFER

FULL-TIME PART-TIME

STUDENT'S CURRENT SEMESTER IN PROGRAM: _____

ANTICIPATED GRADUATION DATE: _____

STUDENT'S CURRENT GRADE POINT AVERAGE: _____

STUDENT'S CUMULATIVE GRADE POINT AVERAGE: _____

TRIBAL AFFILIATION: _____

FINANCIAL AID APPLICATION INFORMATION (TO QUALIFY YOU MUST HAVE COMPLETED ALL)

FAFSA COMPLETED: YES NO

HIGHER ED COMPLETED: YES NO

AICF APP COMPLETED: YES NO

FOR OFFICIAL USE.

AWARDED: YES NO

BUSINESS OFFICE: _____

FINANCIAL AID: _____

REGISTRAR: _____

ACADEMICS: _____



New Academic Program

Substantive Change Application

Institution: Sisseton Wahpeton College City, State: Sisseton, SD

Name of person completing this application: Lane Azure

Title: President Phone: 605-742-1125 Email: president@swcollege.edu

Date Submitted: (/ /)

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Sisseton Wahpeton College is seeking to institute a Bachelor of Science program in Business Administration. (BS BADM)

2. **Is this application being submitted in conjunction with another application?**

No

Yes

If yes, please explain:

Sisseton Wahpeton College is seeking additional substantive change for the college.

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma
 Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based, direct assessment, hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

NO

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

NO

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

Yes, the president's contract was not renewed in the spring of 2019 and subsequently a new president was hired in November 2019. The new president (Dr. Lane Azure) has just completed his first year and after his annual performance review was granted a new 5-year contract.

The Vice President of Academic Affairs also left in May 2020. The president approached the board of trustees for restructuring. The college utilizes four administrative executives (Dean of Students, Dean of Academics, Dean of Institutional Research and Sponsored Programs, and Chief Financial Officer) who directly report to the president of the college.

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

NO

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

NO

5. **Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

6. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

8. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

This degree option will be the first for SWC. Business Administration has been historically one of the most populated/popular program offerings (2-year degree). Currently, the Bachelor's in Business Administration is SWC's strategic priority to a more advanced degree offering for the community and college. Approval for accreditation is focused on HLC accreditation.

9. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:
<https://www.swcollege.edu/images/PDFs/EmployeeHandbook2018.pdf>

Catalog URL: <https://www.swcollege.edu/index.php/academ/2018-2019-college-course-catalog>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Business Administration, Baccalaureate, 52.0201

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

120-122 credit hours (semester)

- c) Normal or typical length of time for students to complete the program

4-6 years

- d) Proposed initial date for implementation of the program

August 2021

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Full-time, part-time, traditional college age, working adults, transfer students, and Native and non-Native Americans.

f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No

Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

No

Yes

Important: If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If consortial approval is required:** Complete the full consortial application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No

Yes

Important: If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Part 1, Question 9.

Given the current conditions surrounding the globe with the COVID19 pandemic, SWC will seek offering existing and new programs via distance delivery. There is much uncertainty in when this pandemic will cease. SWC believes it will better serve its stakeholders by better preparing for further distance delivery in all its programming.

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

As a result of the HLC review in 2017, a more comprehensive program review was instituted for all academic programs on a three-year recurring interval. This was based on the recommendations of the HLC Visiting Team. Behavioral Science, Dakota Studies, Nursing, and General Studies completed the program review in 2017-2018. The Business Administration program was originally scheduled for program review in 2017-2018, however with the hiring of a new faculty member this was rescheduled to the next academic year. As with most academic programs at SWC, Business Administration has only one full-time faculty. Completing a comprehensive program review during her first year would have been difficult and not very productive.

Since the above mentioned time, there has been a new president hired who after one year was given an extension to his 3-year contract to make it a 5-year contract. The president's relationship with the Board of Trustees and his executive team has been very reassuring for this college. A more stable and lasting term for the president was one vital goal of many. This president has been a peer reviewer for the HLC as well as a lead reviewer for Cognia (formerly AdvancEd) in k12 education and prioritizes program planning, instructional excellence, and program review right at the top of institutional standards for SWC. Therefore, making sure the current program review process is not only rigorous, but robust and this will carry through to any additional programming (2- and 4-year) offered by SWC.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Initial planning for this program began about 2009. Through ongoing informal discussions with students, former students and local businesses, it became apparent that a growing interest did exist for creating this type of four-year program. A survey of community members was conducted during the fall of 2014. From that community survey, 84% stated they were interested in a four year degree, of those 44% stated they were interested in the Business. A 2014 student survey included a question asking if they planned on pursuing a four-year degree in the future. Nearly a quarter of those intending respondents indicated interest in a business or computer related degree. A similar student survey in 2016 indicated a nearly identical result. In surveys given in both 2015 and 2016, graduates and alumni

both showed significant interest in obtaining a four-year degree in the Business program. Throughout this period of time, faculty from the CST and Business departments, under the supervision of the academic affairs, researched similar programs at other institutions. After much discussion about SWC specific institutional and student needs, a curriculum was developed which would have the advantage of combining faculty and other resources from two existing departments to create this new degree program. The curriculum committee, along with academic affairs and president of Sisseton Wahpeton College have approved this program and look forward to offering it to our students.

The attempt to get approval for the 4-year degree offering was denied by HLC's Institutional Action Council and the idea to develop a 4-year degree program kind of took a back seat to regaining the college's foothold on program review. From the cursory analysis, SWC is confident the right personnel are in place to reinforce the college's program review which will lead to a more robust advanced degree program.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The physical facilities needed to support the program are already in place. All building trades' classes are taught in the Vocational Education (Votec) building and we are moving the USDA Extension and Equity programs into this building as well. Historical and current demands are illustrating the need for additional career and technical education programs that will align well with the design of this Votec building.

Most business classes are taught in the main building. Scheduling for additional classes in this building would not present a problem. Half of the classrooms contain computers for student use. In addition, all classrooms contain newly updated interactive monitor (65" & 75") systems to support instructor lectures and presentations, including Internet access. A student study area with computers in the main building has recently been completed. The current programs would not be impacted at all in terms of physical facilities and equipment being used as a result of the new program. An advantage is that existing 100 - and 200 - level courses in the existing Business Administration (BA) associate-degree programs will be included in the new four-year BA program and will not necessitate the need for additional classrooms for these courses. In addition to existing equipment which could be utilized by the new program, current grant funding from the National Science Foundation and the Department of Defense is available at the college to support STEM education. This could be allocated to provide assistance in acquiring any additional needed equipment.

In addition to classroom facilities in the main and vocational buildings, the college has a new auditorium building, completed in 2010. A new library building was opened in 2012 which would contain adequate space and facilities to accommodate the expected increase in demand for library services.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Student and community surveys, highlighted above, as well as meetings with tribal agencies, schools, and businesses, exemplified an interest in developing four-year programs at Sisseton Wahpeton College. Interest has also been expressed anecdotally over the years by students for a four-year program so they could further their education to obtain more marketable skills for future employment. It is anticipated that a significant number of students for the new program will come from graduates of existing CST and Business associate-degree programs. There are currently about 13-15 students

enrolled in the business administration program each year. The existing alumni of these programs would also be a source of students as these individuals seek to prepare themselves for more technical and managerial positions within tribal offices, programs, and businesses, as well as other entities in the local community.

Tribal Colleges and Universities were developed in the late 1960's specifically to serve members of tribes where traveling to a major university was burdensome to a group of people who may be economically impoverished and located in a very rural setting. These reasons, while short-listed here, are still very viable reasons today. Therefore, allowing SWC the opportunity to continue this rationale by advancing its degree offerings to baccalaureate degrees is now necessary especially considering the pandemic has created additional obstacles.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

There are currently about 15 students enrolled in the Business Administration associate degree program. This provides a potential starting base for program enrollment. An advantage of this program is that all the 100- and 200-level courses that will be part of this new program are already being taught in the associate program. Students in the existing program who want to enter into the new BADM Bachelor program will have a head start on their programming as they have had to take courses directly related to their 4-year program, from the 2-year program. As a result, lower level Business class sizes should increase before new students are even recruited into the BADM Bachelor program. It is anticipated that the program will enroll about nine students in 300- and 400-level courses during the first year (initially these will be alumni or transfer students), 12 by the second year, 18 by the third, and 24 by the fourth and thereafter.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

The college needs to provide further education opportunity to the community. About 70% of the students reported on a survey in the spring of 2014 that they want to continue for a bachelor's degree. The fall 2016 survey of students showed about 90% of the students were interested in a 4-year degree.

Four year programs have been prioritized in both our Academic Plan and our Strategic Plan. We anticipate 9-11 students to make this new program sustainable. It is projected that we should have more than that number in the first year and that the ongoing number should stay consistent because of the need for managers with increasingly important technical skills within tribal organizations and the business community generally in the region.

New faculty requirements for the program will be relatively modest to begin but will increase in volume as time progresses. This will be in addition to the current full-time and adjunct Business faculty who will be teaching in the program. It is anticipated that one new full-time instructor will be added to teach business classes. A recent meeting with the Dakota Gaming Chief Executive Officer (CEO) of the SWO's three casinos revealed their interest in providing training and education for their current managers. In addition, the CEO expressed his and Dakota Gaming's commitment to providing SWC with adjunct faculty from their staff who have their advanced degrees in Business, Accounting, and Management. In addition, the CEO expressed the need for a Business Degree option for the casino's staff was also going to be a benefit to the organization. So this is a mutually beneficial opportunity for both of our organizations as well as the community in general.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

Information that is presented to students in advertising, brochures, and other communications related to any academic program at SWC typically is prepared by or with the assistance of faculty members from the specific program. Materials are also reviewed by faculty members, the Director of Institutional Research and Program Development Office, and the Dean of Academics before being made public. Additionally, the college is investing a substantial amount of funds to building a new website from scratch. In so doing, the idea is to be able to market SWC programs with an attractive and viable website. The pages associated with SWC programs will be compared to the actual programming for their accuracy.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

See Attached BADM Course Descriptions

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

See attached BADM Curriculum Plan

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

All 100- and 200- level courses from SWC's curriculum, in both general education and major areas, are currently being taught at the college. Many of these courses (at least in the major areas) could be taught in alternate years rather than every year. There is currently one full-time faculty and three part-time adjunct faculty in the Business Administration areas. (A faculty member is considered to be full-time if they plan to teach four courses or 12 semester hours each term.) In addition, there are at least eight full-time faculty in other departments who will be teaching the general education courses for the program. The only new faculty requirements initially will be one full-time instructor and two adjunct as new 300- and 400-level courses are offered. However, our full-time business administration instructor will be offering many of these courses in addition to the business professionals in the area who have already offered their assistance in this program. The additional faculty will either teach some of the new courses or some of the existing lower-level courses to free up a current faculty member to teach one or more new courses.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

See attached BADM faculty

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

NA

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Sisseton Wahpeton College has a college library with an adequate collection for research for both faculty and students. Students, faculty and staff have access to JSTOR which provides access to numerous research materials and a library with books, magazines, and reference materials. Staff members have web access to Lynda.com which can help educators be more efficient in planning lessons, delivering instruction, engaging and managing students, and grading.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The overall effectiveness and quality of the program will be monitored by means of the established assessment process being utilized by other academic programs at SWC. Each program evaluates one or two program outcomes each year that have been selected at the start of the year. Adjunct faculty complete a “Faculty Course Feedback: Thinking about Improvements in Learning” form for one course they teach each semester. At the end of the year, a “Telling the Story” report is prepared for each program to evaluate whether the outcomes were adequately achieved by students and to address any necessary changes. These reports are submitted to the Assessment Committee and Dean of Academics for review and approval. Other assessment tools that have proven effective in the current BADM program are feedback gathered through student interviews and exit surveys completed by supervisors who worked with student interns.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Student learning and achievement will be assessed through the use of various tools such as pre- and post-testing, performance rubrics, opportunities to develop skills by working on the IT Help Desk, and successfully completing a required pathways to success and capstone project to demonstrate the integration of knowledge and skills acquired through the program. One or more program outcomes will be assessed in each course. These will be evaluated and changes made if necessary. By teaching to identified student outcomes through a variety of methods—lectures, lab activities, student projects, team learning, internships—coupled with the assessment and evaluation tools, we will be able to determine which strategies or combinations are most effective. As an additional assessment tool, student course evaluations are used to evaluate course and faculty strengths and weaknesses from the students’ perspective.

Curriculum Plan for SWC Bachelor of Science Degree in Business Administration (BS BADM)

The Bachelor of Science (BS) degree is granted to the student who wishes to complete a program of study which leads to employment in a specific career. A BS degree program requires a minimum of one hundred and twenty (120) credit hours of course work. For admissions into a Bachelor's program a student must have successfully completed an Associate degree in a related discipline.

As is the case for most 4-year degree offerings, a student will have an opportunity to either transfer in courses from another accredited institution or complete the necessary credits from SWC. A transfer of courses will require the college registrar and dean of academics to audit the transfer student's official transcript to determine if this student has satisfied the associate degree requirement. There are courses within SWC baccalaureate degree that do have prerequisites and therefore the incoming student may be required to fulfill these requirements by successfully completing them prior to being accepted into the program.

Course Number	Course Name	Credits
BADM 301	Management	3
BADM 303	Human Resource Management	3
BADM 305	Management Information Systems	3
BADM 306	Microeconomics	3
BACM 307	Macroeconomics	3
BADM 310	Principles of Marketing	3
BADM 314	Applied Statistics	3
BADM 323	Payroll Accounting	3
BADM 333	Business Writing	3
BADM 351	Organizational Behavior	3
BADM 353	Tax Procedures	3
BADM 363	Business Finance	3
BADM 375	Grant Proposal Writing & Management	3
BADM 405	New Venture	3
BADM 407	Business Law	3
BADM 415	Tribal Law	3
BADM 430	Business Ethics	3
BADM 451	Tribal Planning and Administration	3
BADM 453	Strategic Management	3
BADM 495	Business Internship	3
		60
Total Program Requirement		120

Program Outcomes For: Bachelor of Science in Business Administration

1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate advanced proficiency of integration of business concepts.
3. The student will apply advanced management theory and techniques to actual business situations.
4. The student will be able to evaluate an organization and provide strategic business recommendations.
5. The student will analyze the impact of tribal business issues.
6. The student will demonstrate proficiency of current computer information systems within the business environment.

**Business Administration (BADM) Program
Course Descriptions (upper-level)**

BADM 301 Management (3)

This course covers the basic functions of a manager including planning, organizing, staffing, directing and controlling activities at all levels. It is designed to provide students with the information essential to develop a framework about management and to develop managerial knowledge and skills.

BADM 303 Human Resource Management (3)

The principles and techniques of human resource management including legislation affecting employers today. Included is in-depth study of the principles and methods of recruiting, selecting, training, evaluating, motivating and rewarding personnel. Also included is the administration of personnel policies and dismissals.

BADM 305 Management Information Systems (3)

An examination of the development, implementation, and management of information systems as an integral part of carrying out business functions and the increasingly important role they play in achieving organizational goals and objectives.

BADM 306 Microeconomics (3)

This course focuses on the nature, method, and scope of economic analysis, economic scarcity, resources, specialization of labor, supply-demand analysis, production and cost analysis, product and resource market structures, distribution of income, international trade, and economics of information and externalities. Prerequisite: MATH 120 Intermediate Algebra or higher

BADM 307 Macroeconomics (3)

This course centers on aggregate income and employment analysis, business cycles, unemployment, inflation and economic growth, fiscal policy, money and monetary policy, the U.S. economy and the world economy. Prerequisite: MATH 120 Intermediate Algebra or higher

BADM 310 Principles of Marketing (3)

An introduction to the basic concepts and practices of the modern marketing process from product development through consumer purchase. Topics include marketing and its linkages to business, consumer buying behavior, marketing channels, strategy and planning, product and pricing decisions, product life-cycle, social responsibility,

physical distribution and promotion decisions, marketing management, and evaluation and control aspects for both consumer and industrial goods.

BADM 314 Applied Statistics (3)

A continuation of MATH 210 Elementary Statistics. Topics include normal distribution, z-scores, central limit theorem, estimation and confidence intervals, hypothesis testing, inferences about differences and chi-square distributions. Graphing calculator required. Prerequisite: MATH 103 College Algebra or approval of instructor

BADM 323 Payroll Accounting (3)

A study of the various state and federal laws pertaining to payment of wages and salaries, preparation of employment records, payroll registers, employee earning records, time cards and state and federal reporting requirements. Prerequisite: BUS 106 College Accounting I

BADM 333 Business Writing (3)

A course of modern practices in preparing, planning, writing and dictating types of business letters, memos, and reports which is commonly required in business operations. Prerequisites: ENGL 212 Composition II, CST 141 Microcomputer Applications.

BADM 351 Organizational Behavior (3)

Examination of relevant management and behavioral science concepts, techniques and research essential to an understanding, prediction, and control of individuals and groups in organizational settings. Includes the study of individual characteristics, communications, interpersonal behavior, motivation, decision making, leadership, conflict management, group dynamics, and the methods of coordination, design, change, and adaption within an organization.

BADM 353 Tax Procedures (3)

A course study in management of Capital in Business including asset structure, risk, income, cash flows, working capital and long term financing with some emphasis on International finance. Prerequisites: BADM 306 Microeconomics, BADM 307 Macroeconomics, MATH 120 Intermediate Algebra.

BADM 363 Business Finance (3)

An overview of financial theory including the time value of money, capital budgeting, cost of capital, capital structure, dividend policies, asset pricing, risk and return, the efficient markets hypothesis, bond and stock valuation, business performance

evaluation, and other financial topics. It will use the information from the three basic financial statements to do ratio analysis.

BADM 375 Grant Proposal Writing & Management (3)

A study of grant writing. Learning how to become proficient in the format required by most grants, the do's and don'ts, ways to gather needed information, and an understanding of the criteria funders use to determine funding. Students will actually research, write and present a complete mock-Grant Proposal as the culminating class exercise.

BADM 405 New Venture (3)

The process of getting a new venture started, growing the venture, successfully harvesting it and starting again. The concepts of entrepreneurship and competencies, skills, know-how and experience those that are sufficient to pursue different entrepreneurial opportunities. Prerequisite: BUS 120 Introduction to Business

BADM 407 Business Law (3)

An overview of legal concepts, theories, principles and issues that affect everyday business decisions. Topics include an introduction to the law, the U.S. Court system, legal process, government regulation, and criminal, tort, and contract issues. The course will incorporate unique instructional methodologies that combine theory with real life case examples of practical application and significance.

BADM 415 Tribal Law (3)

Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state and federal government. (3)

BADM 430 Business Ethics (3)

A study of the ethical problems that evolve in the modern business world, including a brief history of ethics and the practical ethical problems associated with running a business. Knowledge of ethical concepts as they apply to management is explored. Investigate ethical issues, apply critical thinking techniques, and debates issues on the role of management as it affects stockholders, product safety, employees, plant closures, communities, advertising, doing business in other countries, and the overall role of business and society.

BADM 451 Tribal Planning and Administration (3)

Study of the principles of management and personnel supervision, as they relate to tribal programs. Emphasis is on: understanding and solving personnel problems,

writing program objectives, defining activities to be done, effective planning, the direction & evaluation of a tribal program, managing budgets, and studying the interrelationship between various programs and tribal governments.

BADM 453 Strategic Management (3)

This course provides a basis for integrating knowledge of various business disciplines. Skills developed are applied to the formation and implementation of strategic operation plans. The case study method is used throughout the course.

Prerequisite: BADM 301 Principles of Management

BADM 495 Business Internship (3)

This course is intended for the student nearing completion of a degree goal. This course involves a more intense participation and responsibility in the area of study of Business Administration. Prerequisite: Senior Standing or Department Chair Approval.

Total Credits: 60

Business Administration Faculty

Josh Flute, full-time Business faculty

M.B.A. Masters Business Administration

Significant graduate coursework in Economics and Business

Three years of experience teaching business courses at Sisseton Wahpeton College
Currently teaching most 100-200 level BUS courses—about four each semester. His load in the new program will remain about the same. By offering at least four of his current courses on an alternate-year sequence rather than every year, he could teach at least four of the ten new CST courses to be created for the program and maintain a load of about four courses per semester.

Jennifer Pelzel, part-time adjunct Business Department faculty

Certified Public Accountant

Master in Public Accounting

Six years of experience teaching at Sisseton Wahpeton College
Currently teaching BUS 202 Federal Income Tax Accounting which will be part of the new program.

Lori Zimprich, full-time Computer Science and Technology faculty

M.S. in Computer Education and Technology

Eight years of experience teaching CST courses at Sisseton Wahpeton College as well as about 31 years of experience teaching computer technology courses at other South Dakota schools. Mrs. Zimprich is currently teaching about full-time. Her load in the new program will remain about the same. By offering at least three of her current courses on an alternate-year sequence rather than every year, she could teach at least three BADM courses to be created for the program and maintain a load of about four courses per semester.

Adjunct Faculty

Dean of Academics – Dr. Frank Arpan will offer one of two courses in the BADM program, most likely the applied statistics course and grant proposal writing and management. Dr. Arpan has already had the CEO for Dakota Gaming Enterprises who holds an M.B.A. come in and express his interest in offering courses for the BADM program himself or from some of his staff who are also credentialed in some form or another of Business Administration, Business Accounting, or Business Management.

The college also has additional staff who can offer courses in Human Resources, Organizational Behavior, Tribal Administration, Law and Management.

Business Administration 2017-18

Revenue Generated by Majors

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$140.00	Native	\$303.50	Native	\$443.50
Non-Native	\$160.00	Non-Native	\$0.00	Non-Native	\$160.00
Number of Credits		Revenue Generated			
Native American Majors	353	Native American Majors	\$156,555.50		
Non-Native Majors	155	Non-Native Majors	\$24,800.00		
		Total	\$181,355.50		
		Cost of Program Faculty	\$51,600.00		
		Net Revenue	\$129,755.50		
Number of Majors (Fall Semester)		Number of Majors (Spring Semester)			
Native American	12	Native American	7		
Non-Native	7	Non-Native	5		
Native American Majors - PT	10	Native American Majors - PT	6		
Non-Native Majors - PT	1	Non-Native Majors - PT	0		

Business Administration 2018-19

Revenue Generated by Majors

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$140.00	Native	\$303.50	Native	\$443.50
Non-Native	\$160.00	Non-Native	\$0.00	Non-Native	\$160.00
Number of Credits		Revenue Generated			
Native American Majors	322	Native American Majors	\$142,807.00		
Non-Native Majors	194	Non-Native Majors	\$31,040.00		
		Total	\$173,847.00		
		Cost of Program Faculty	\$51,600.00		
		Net Revenue	\$122,247.00		
Number of Majors (Fall Semester)		Number of Majors (Spring Semester)			
Native American	8	Native American	12		
Non-Native	7	Non-Native	7		
Native American Majors - PT	8	Native American Majors - PT	6		
Non-Native Majors - PT	0	Non-Native Majors - PT	0		

Business Administration 2019-20

Revenue Generated by Program Faculty

Tuition Rate/Credit Hour		Indian Student Count (ISC)/Credit Hour		Total Revenue/Credit without Fees	
Native	\$140.00	Native	\$303.50	Native	\$443.50
Non-Native	\$160.00	Non-Native	\$0.00	Non-Native	\$160.00
Revenue Calculation					
by Program Faculty each course must be calculated separately and then add the revenue generated together					
<i>Based on Each Course Enrollment (not unique students)</i>	45.00	Number of Native Students	% of Native American	72.58%	
	17.00	Number of Non-Native Students	% of Non-Native	27.42%	
	62.00	Total Number of Students			
<i>Total Credits Taught by Program Faculty for Academic Year</i>	135.00	Credits by Native Students			
	51.00	Credits by Non-Native Students			
	186.00	Total Number of Credits			
	\$68,032.50	Revenue Generated by Program Faculty			
Cost of Program Faculty	\$51,600.00				
	\$16,432.50	Net Revenue			



New Academic Program

Substantive Change Application

Institution: Sisseton Wahpeton College City, State: Sisseton, SD

Name of person completing this application: Scott Morgan

Title: Director of IR&P Phone: 605-742-1137 Email: samorgan@swcollege.edu

Date Submitted: [] [] []

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. **Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Sisseton Wahpeton College is seeking to institute a Bachelor of Science program in Behavioral Science. (BS BHSC)

2. **Is this application being submitted in conjunction with another application?**

No

Yes

If yes, please explain:

Sisseton Wahpeton College is seeking additional substantive change for the college.

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma
 Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based, direct assessment, hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

NO

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

NO

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

Yes, the former president's contract was not renewed in the spring of 2019 and subsequently a new president was hired in November 2019. The new president, Dr. Lane Azure, has completed his first year and after his annual performance review was granted a new 5-year contract.

After over thirty-five years of service at SWC, Dr. Jeanette Gravidahl, left the college at the end of the spring semester of 2020. The position of Vice President for Academic Affairs was changed to the Dean of Academics, which was filled by Dr. Frank Arpan.

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

NO

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

NO

5. **Internal and State Approvals.** Attach documentation of internal (faculty, board) and state approvals that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed.

6. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the institution is not part of a system.

Not Applicable

7. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. All required approvals must be obtained before submitting the application to HLC. If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

8. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

Although a few occupations within the realm of behavioral sciences require its practitioners to be licensed in South Dakota, these are not viewed as central to goals and objectives of this degree program. The proposed BS BHSC program at SWC has a wider focus that will support a wide-range of employment opportunities on the Lake Traverse Reservation and other rural communities. It will also serve as a strong undergraduate program for students planning on obtaining a more specialized master's degree, such as in counseling, where state licensing is required. While more social workers are needed in South Dakota, obtaining CSWE (Council on Social Work Education) accreditation would severely constrain the impact of this effort to one subset, of one discipline, within the behavioral sciences.

9. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled: _____

The institution's full change application should be submitted along with other materials required for the visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

<https://www.swcollege.edu/images/PDFs/EmployeeHandbook2018.pdf>

Catalog URL: <https://www.swcollege.edu/index.php/academ/2018-2019-college-course-catalog>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Behavioral Sciences, Baccalaureate, 30.1701

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

122 credit hours (semester)

- c) Normal or typical length of time for students to complete the program

4-6 years

- d) Proposed initial date for implementation of the program

August 2021

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Full-time, part-time, traditional college age, working adults, transfer students, and Native and non-Native Americans.

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No

Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

- g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

No

Yes

Important: If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If consortial approval is required:** Complete the full consortial application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No

Yes

Important: If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Part 1, Question 9.

Given the current conditions surrounding the globe with the COVID19 pandemic, SWC will seek offering existing and new programs via distance delivery. There is much uncertainty in when this pandemic will

cease. SWC believes it will better serve its stakeholders by better preparing for further distance delivery in all its programming.

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

The HLC review process in 2017, identified a weakness in program reviews. The addition of new programs could be seen as compounding this issue, however, SWC instituted a more comprehensive procedure and schedule of academic review after 2017. This process was successfully vetted, with reviews by HLC, in both 2018 and 2019. President Azure has further raised the priority level and rigor of the review process, bringing his experiences as an HLC peer reviewer and that of a Cognia (formerly AdvancEd) lead reviewer in K12 education. Implementing four-year degree programs at SWC will further increase the importance of academic program review. Additionally, methods for program assessment was built into the Behavioral Science curriculum that will be expanded and strengthened for use in the four-year program.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The Behavioral Sciences program began its earliest stages of development in 2013. Originally developed as an associate's level program, it has quickly grown to be one of most successful at SWC. Over the last several years it has consistently been one of the top three programs for student enrollment and in profitability. This success, along with the sustained student interest and community need, has led to the decision to apply for HLC approval to offer a baccalaureate in Behavioral Science.

A survey of community members conducted during the fall of 2014, demonstrated a significant interest in SWC offering four-year degree programs (84%). A student survey, also conducted in 2014, showed significant interest in four-year degrees. This was reinforced in 2016, which yielded similar results. Additionally, a large percentage of the professional employment opportunities on the Lake Traverse Reservation are in the various fields of the behavioral sciences. Many of these positions are currently filled by under-qualified individuals or vacant.

The attempt to get approval for the 4-year degree offering was denied by HLC's Institutional Action Council and the idea to develop a 4-year degree program kind of took a back seat to regaining the college's foothold on program review. From the cursory analysis, SWC is confident the right personnel are in place to reinforce the college's program review which will lead to a more robust advanced degree program.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The physical facilities and the cyber-infrastructure needed to support the program are already in place. SWC has recently upgraded all classroom spaces, computers, and interactive visual display systems. The college also has two student computer labs, which are not utilized as classrooms, including the professionally staffed Learning Lab. Through its collaboration with the South Dakota Public Library system, the SWC Library has access to a significant collection of books. This is further bolstered by the partnership with the South Dakota BRIN/INBRE program that provides SWC access to their online journals. The college has also purchase JSTOR databases which will support this program.

SWC constructed its first dormitory in 2018-19. The college built a new Library and Dakota Archive in 2012. The college's auditorium was completed in 2010. Although the Vo-Tech building and the Main building are older, both have been very well maintained and recently remodeled.

SWC currently has a major grant from the National Science Foundation which supported the development of the A.S. degree in the Behavioral Sciences. The college has been remarkably successful securing funding from the National Science Foundation, Department of Education, Department of Defense, and the USDA. With these agencies support, SWC has recently purchased two new blade servers, two new SAN units, and has implemented a 10 Gb network throughout campus. As a result, SWC has the technological infrastructure to support courses on campus and remotely. The college has recently expanded its online support for both faculty and students, including adding both remote tutoring and counseling services. It has the ability to support the computational needs of most social research.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Student and community surveys, highlighted above, as well as meetings with tribal agencies, schools, and businesses, exemplified an interest in developing four-year programs at Sisseton Wahpeton College. Interest has also been expressed anecdotally over the years by students for a four-year program so they could further their education to obtain more marketable skills for future employment. As a sovereign nation, the Sisseton Wahpeton Oyate, has large number of departments needing trained professionals from the behavioral science disciplines. These range from public policy and criminal justice to social services and counseling. While this baccalaureate program will not be able to address all these needs, like the A.S. program it will provide a number a highly needed professionals and also

serve as a solid foundation for those seeking more advanced degrees at other institutions later in their educational pathway.

Over the last five years, the associate's level program in the behavioral science has continued to expand even in the face of declining overall student enrollment. Every year it has been in operation, this program has been profitable. This true whether the metric is based on classes taught by behavioral science faculty, which includes non-majors, or if only the revenues generated by majors in the program are considered. Although not currently necessary as SWC three qualified instructors on staff, the addition of an additional full-time faculty member to support this program would only require an increase of 5.25 FTE Native American students to sustain this position. Given the addition of both a third and fourth year to the program, this should be an extremely realistic goal to achieve.

It is anticipated that a significant number of students for the baccalaureate program will be graduates from of existing A.S. Behavioral Sciences program. Since this program was fully implemented, it has been averaging 12.8 students per semester, with an increasing number of graduates as it has matured.

It should also be noted that given SWC's history that it is highly likely that the college will be able to secure additional funding from the National Science Foundation to help support the development of this program.

Tribal Colleges and Universities were developed in the late 1960's specifically to serve members of tribes where traveling to a major university was economically burdensome and dismally unsuccessful. There are numerous reasons why Native American students struggle in higher education, many of these are compounded when they attend mainstream institutions. Being rooted in the culture and community, SWC is the best opportunity for most members of the Sisseton Wahpeton Oyate to obtain a college degree. Additionally, by offering baccalaureate degree programs SWC will attract more of the college-ready students right out of high school. The addition of a small number of four-year programs has been part of the college's strategic planning for nearly a decade.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Behavioral Science Majors					
	Native Females	Native Males	Non-Native Females	Non-Native Males	Total Enrollment
FA 2016	1				1
SP 2017	3	1			4
FA 2017 (adjusted)	6	3		1	10
SP 2018	4	3		1	8
FA 2018	10	4	1	1	16
SP 2019	9	3		1	13
FA 2019	6	4			10
SP 2020	6	4			10
FA 2020	8	4			15

The table above shows the enrollment history of the associate's level program in the behavioral sciences. SWC would expect similar growth in the B.S. in BHSC program as it relates to additional students in their third and fourth years. Several of the majors in the A.S. program, and in particular the graduates, have already secured employment in the field with various tribal agencies. It unlikely that in the first year that there will be more than five or six students entering in the upper levels of the B.S. in BHSC. Although new students will not be required to complete the A.S. degree to accepted in the B.S. program, advisors will recommend this option unless a student has already completed an associate's degree in a different field.

As SWC has three qualified instructors on staff, along with the ability to secure adjunct faculty through partnerships with North Dakota State University and South Dakota State University, being able to offer the required courses is not viewed as an issue. Based on currently funded and pending grant proposals, it is highly likely that SWC will be hiring at least one additional full-time faculty member for the Behavioral Science Department prior to the fall of 2022. If needed, this position could be filled earlier.

In the past, student enrollment at SWC was averaging between 250 and 275. Since that time, additional classroom and office space has been created on campus. The additional students brought to campus for this program, even if overall enrollment increases significantly, will easily be accommodated. Similarly, office space for additional faculty is currently available in the Main building and in the Vo-tech building.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

Behavioral Science 2017-18 Revenue Generated by Majors

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$115.00	Native	\$303.56	Native	\$418.56
Non-Native	\$130.00	Non-Native	\$0.00	Non-Native	\$130.00
<u>Number of Credits</u>		<u>Revenue Generated</u>			
Native American Majors	179	Native American Majors	\$74,922.24		
Non-Native Majors	24	Non-Native Majors	\$3,120.00		
		Total	\$78,042.24		
		Cost of Program Faculty	\$63,600.00		
		Net Revenue	\$14,442.24		

Behavioral Science 2017-18 Revenue Generated by Program Faculty

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$115.00	Native	\$303.56	Native	\$418.56
Non-Native	\$125.00	Non-Native	\$0.00	Non-Native	\$125.00

Revenue Calculation

by Program Faculty each course must be calculated separately and then add the revenue generated together

100.00	Number of Native Stu	% of Native American	69.44%
44.00	Number of Non-Native	% of Non-Native	30.56%
<hr/>			
144.00	Total Number of Students		
300.00	Credits by Native Students		
132.00	Credits by Non-Native Students		
<hr/>			
432.00	Total Number of Students		

\$142,728.00 Revenue Generated by Program Faculty

Cost of Program Faculty	<u>\$63,600.00</u>
	\$79,128.00 Net Revenue

Behavioral Science 2018-19

Revenue Generated by Majors

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$115.00	Native	\$303.50	Native	\$418.50
Non-Native	\$125.00	Non-Native	\$0.00	Non-Native	\$125.00

Number of Credits

Native American Majors	311
Non-Native Majors	40

Revenue Generated

Native American Majors	\$130,153.50
Non-Native Majors	<u>\$5,000.00</u>
Total	\$135,153.50

Cost of Program Faculty	<u>\$57,086.88</u>
Net Revenue	\$78,066.62

Number of Majors (Spring Semester)

Native American	8
Non-Native	5
Native American Majors - PT	1
Non-Native Majors - PT	0

Behavioral Science 2018-19

Revenue Generated by Program Faculty

<u>Tuition Rate/Credit Hour</u>		<u>Indian Student Count (ISC)/Credit Hour</u>		<u>Total Revenue/Credit without Fees</u>	
Native	\$115.00	Native	\$303.50	Native	\$418.50
Non-Native	\$125.00	Non-Native	\$0.00	Non-Native	\$125.00

Revenue Calculation

by Program Faculty each course must be calculated separately and then add the revenue generated together

66.00	Number of Native Students	% of Native American	75.86%
21.00	Number of Non-Native Students	% of Non-Native	24.14%
<hr/>			
87.00	Total Number of Students		

198.00	Credits by Native Students		
63.00	Credits by Non-Native Students		
<hr/>			
261.00	Total Number of Credits		

\$90,738.00 Revenue Generated by Program Faculty

Cost of Program Faculty	<u>\$57,086.88</u>
	\$33,651.12 Net Revenue

Behavioral Sciences 2019-20

Revenue Generated by Majors

<u>Tuition Rate/Credit Hour</u>			<u>Indian Student Count (ISC)/Credit Hour</u>			<u>Total Revenue/Credit without Fees</u>	
Native	\$140.00		Native	\$303.50		Native	\$443.50
Non-Native	\$160.00		Non-Native	\$0.00		Non-Native	\$160.00

Number of Credits

Native American Majors	184
Non-Native Majors	0

Revenue Generated

Native American Majors	\$81,604.00
Non-Native Majors	<u>\$0.00</u>
Total	\$81,604.00

Cost of Program Faculty	<u>\$101,354.00</u>
Net Revenue	-\$19,750.00

Number of Majors (Fall Semester)

Native American	8
Non-Native	0
Native American Majors - PT	0
Non-Native Majors - PT	0

Number of Majors (Spring Semester)

Native American	3
Non-Native	0
Native American Majors - PT	4
Non-Native Majors - PT	0

Behavioral Sciences 2019-20

Revenue Generated by Program Faculty

<u>Tuition Rate/Credit Hour</u>			<u>Indian Student Count (ISC)/Credit Hour</u>			<u>Total Revenue/Credit without Fees</u>	
Native	\$140.00		Native	\$303.50		Native	\$443.50
Non-Native	\$160.00		Non-Native	\$0.00		Non-Native	\$160.00

Revenue Calculation

by Program Faculty	each course must be calculated separately and then add the revenue generated together			
<i>Based on Each Course Enrollment (not unique students)</i>	84.00	Number of Native Students	% of Native American	84.00%
	16.00	Number of Non-Native Students	% of Non-Native	16.00%
	<u>100.00</u>	Total Number of Students		
<i>Total Credits Taught by Program Faculty for Academic Year</i>	254.00	Credits by Native Students		
	48.00	Credits by Non-Native Students		
	<u>302.00</u>	Total Number of Credits		

\$120,329.00 Revenue Generated by Program Faculty

Cost of Program Faculty	<u>\$101,354.00</u>
	\$18,975.00 Net Revenue

The fall of 2020, with its fifteen (15) majors taking a total of 169 credits, is setting the stage for this to be the best financial year to date for the A.S. in Behavioral Science program. As all of these students were Native American, they generated \$76,641.50 in tuition and ISC (Indian Student Count) funds. This is over 98% of what was generated by the program during the entire 2017-18 academic year, 56.7% for the 2018-19 academic year, and 93.9% of the total in 2019-20. Although this is for the existing two-year degree program, it also serves as a foundation for the proposed baccalaureate program. The first two years of the program has already demonstrated its financial sustainability. As discussed in a prior section, if the four-year program adds approximately five (5) full-time students, the revenues generated by tuition and ISC would support the addition of another full-time faculty member.

Based on this information, including the fact that no additional faculty will be need during the first year and only adjunct in the second, SWC believes that this program would be most likely sustainable after the first year of implementation. However, the college currently has funding from both the National Science Foundation and the Department of Education that will support this project. SWC will submit additional funding requests to the National Science Foundation's Tribal Colleges & University Program.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

Information that is presented to students in advertising, brochures, and other communications related to any academic program at SWC typically is prepared by or with the assistance of faculty members from the specific program. Materials are also reviewed by faculty members, the Director of Institutional Research and Program Development Office, and the Dean of Academics before being made public. Additionally, the college is investing a substantial amount of funds to building a new website from scratch. In so doing, the idea is to be able to market SWC programs with an attractive and viable website. The pages associated with SWC programs will be compared to the actual programming for their accuracy.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

See Attached BHSC Course Descriptions

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

See attached BHSC Curriculum Plan

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

All 100- and 200- level courses from SWC's curriculum, in both general education and major areas, are currently being taught at the college. Many of these courses (at least in the major areas) could be taught in alternate years rather than every year. There is currently three faculty members on the full-time staff at SWC. SWC has current MOUs with both North Dakota State University and South Dakota State University that facilitate access to qualified adjunct faculty. This staffing will allow the college to easily expand the course offering over the next few years to include the upper level (300 and 400) required to support the B.S. BHSC program. By the mid-point of the second year of implementation, SWC expects to hire an additional full-time faculty member to further support this program. Although the college will be submitting proposals to the National Science Foundation to support the development of the new degree program, as discussed earlier even a very modest (5 FTE) increase in student enrollment would support this position with institutional funds.

The flexible nature of the degree is also an important factor in its long-term sustainability. The interdisciplinary nature of the B.S. BHSC allows greater flexibility in faculty and expands the ability of current faculty to offer the required courses each semester. At this time, SWC has qualified instructors on staff in Criminal Justice, Political Science, Psychology, and Sociology. As a result of the program's design, it is relatively easy to accommodate varying course loads or even the loss of a single instructor by increasing the number of offerings in the other disciplines.

SWC has qualified full-time instructors teaching the general education course required for this program, along with the elective courses needed to complete the B.S. BHSC program. One future goal is the establishment of formalized minors, for example in Business Administration or in technology that would impart useful skills for the graduates of this program when they enter the workforce, especially in one of the small agencies on the Lake Traverse Reservation where they must fill multiple roles.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

See attached BHSC faculty

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

NA

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Sisseton Wahpeton College has a college library with an adequate collection for research for both faculty and students. Students, faculty and staff have access to JSTOR which provides access to numerous research materials and a library with books, magazines, and reference materials. Staff members have web access to Lynda.com which can help educators be more efficient in planning lessons, delivering instruction, engaging and managing students, and grading.

Through established partnerships with the South Dakota BRIN/INBRE program, SWC faculty and students are able to access several large collections of journals online. Additionally, the SWC Library is a member of the South Dakota State Library system.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The overall effectiveness and quality of the program will be monitored by means of the established assessment process being utilized by other academic programs at SWC. Each program evaluates one or two program outcomes each year that have been selected at the start of the year. Adjunct faculty complete a "Faculty Course Feedback: Thinking about Improvements in Learning" form for one course they teach each semester. At the end of the year, a "Telling the Story" report is prepared for each program to evaluate whether the outcomes were adequately achieved by students and to address any necessary changes. These reports are submitted to the Assessment Committee and Dean of Academics for review and approval. Other assessment tools that have proven effective in

the current A.S. Behavioral Science program are feedback gathered through student interviews and exit surveys completed by supervisors who worked with student interns.

Funded by the National Science Foundation, the existing A.S. Behavioral Science developed a series of course modules which are implemented throughout the curriculum at three levels of mastery. These modules cover key concepts and skill sets needed by behavioral science professionals, including:

- Conceptualization and Operationalization (1-3)
- Interviewing Techniques (1-3)
- Literature Review (1-3)
- Plagiarism and Research Ethics (1-3)
- Research Questions (1-2)
- Variables (1-2)
- Questionnaires (3)
- Research Design and Methodologies (1-3)
- Working with Data in Excel (1-2)

The integration of these modules into the BHSC curriculum provide an additional tool to track program-level learning outcomes and to reinforce these skillsets as program objectives. These skillsets are also key components of the existing Research Methods course, which provides an ideal mechanism to assess student knowledge of these skills and evaluate the effectiveness of the earlier coursework.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Student learning and achievement will be assessed through the use of various tools such as pre- and post-testing, performance rubrics, opportunities to develop skills by working on the IT Help Desk, and successfully completing a required pathway to success and capstone project to demonstrate the integration of knowledge and skills acquired through the program. One or more program outcomes will be assessed in each course. These will be evaluated and changes made if necessary. By teaching to identified student outcomes through a variety of methods—lectures, lab activities, student projects, team learning, internships—coupled with the assessment and evaluation tools, we will be able to determine which strategies or combinations are most effective. As an additional assessment tool, student course evaluations are used to evaluate course and faculty strengths and weaknesses from the students' perspective.

There are several courses that will serve as tools for the assessment of student learning. On a broader spectrum the GEN 270 Capstone Course, while more specific to this program the existing SS 220 Research Methods (may be renumbered if granted approval) and the proposed BHSC 470 Behavioral Science Capstone courses.

Behavioral Science (BHSC)

Degree: Bachelor of Science

Credit Hours Required: 122

The Bachelor of Science (BS) degree is granted to the student who wishes to complete a program of study which leads to employment in a specific career. A BS degree program requires a minimum of one hundred and twenty (120) credit hours of course work.

As is the case for most 4-year degree offerings, a student will have an opportunity to either transfer in courses from another accredited institution or complete the necessary credits from SWC. A transfer of courses will require the college registrar and dean of academics to audit the transfer student's official transcript. There are courses within SWC baccalaureate degree that do have prerequisites and therefore the incoming student may be required to fulfill these requirements by successfully completing them prior to being accepted into the program.

Required Professional Courses 21 credits

SS	110	Introduction to Sociology	3
PSY/SS	230	Pseudoscience & Controversy	3
SS	220	Research Methods (reclassify as 300 level course)	4
MATH	210	Introduction to Statistics	3
BHSC	350	Social Psychology	3
BHSC	425	Ethical, Legal & Professional Issues in Behavioral Science	3
BHSC	470	Behavioral Science Capstone	2

Professional Electives 33 credits

Students are required to complete eleven (11) courses from the approved class list. A minimum of five (5) courses must be at the 300 or 400 level.

General Electives 30 credits

These courses may include those listed as Professional Electives or to complete a minor in another discipline.

General Education Requirements 38 credits

Please refer to the General Education requirements previously provided in the catalog for a full description.

Written Communication			6 credits
ENG	112	English Composition I, and	
ENG	212	English Composition II, or	
ENG	xxx	Technical Writing	
Oral Communication			3
ENG	110	Speech Communications	
Mathematics			3
Math	130	College Algebra (required)	

Science & Technology			7
CST 141	Microcomputer Applications (required)		
	approved Natural Science course		
Humanities and Fine Arts			3
	from approved course list		
Social Sciences			6
PSY 110	General Psychology (required)		
HPS 120	United States Government (required)		
Dakota Studies			6
	from approved course list		
General Education Requirements			4
GEN 101	Pathways to Success		
GEN 270	Capstone Course		

Program Outcomes for the Bachelor of Science in Behavioral Science

1. The student will demonstrate advanced level to communicate effectively in writing and orally.
2. The student will demonstrate the ability to successfully use appropriate technology to conduct, analyze and report on scientific research and/or policies.
3. The student will demonstrate proficiency in the integration of concepts from different sub-disciplines within the behavioral sciences to understand the social environment.
4. The student will demonstrate familiarity with the use of accepted methods of research and scientific inquiry.

Behavioral Science (BHSC) Program
Course Descriptions (upper-level)

Being a multi-disciplinary program, this degree allows students to select courses from within the diverse spectrum of the behavioral sciences. This freedom, with the guidance of their advisors, will allow students to tailor their education to meet their career goals. The following list contains the proposed upper-level courses for the Required and Elective Professional courses.

BADM/BHSC 306 Microeconomics (3)

This course focuses on the nature, method, and scope of economic analysis, economic scarcity, resources, specialization of labor, supply-demand analysis, production and cost analysis, product and resource market structures, distribution of income, international trade, and economics of information and externalities. Prerequisite: MATH 120 Intermediate Algebra or higher

BADM/BHSC 307 Macroeconomics (3)

This course centers on aggregate income and employment analysis, business cycles, unemployment, inflation and economic growth, fiscal policy, money and monetary policy, the U.S. economy and the world economy. Prerequisite: MATH 120 Intermediate Algebra or higher

BADM/BHSC 351 Organizational Behavior (3)

Examination of relevant management and behavioral science concepts, techniques and research essential to an understanding, prediction, and control of individuals and groups in organizational settings. Includes the study of individual characteristics, communications, interpersonal behavior, motivation, decision making, leadership, conflict management, group dynamics, and the methods of coordination, design, change, and adaption within an organization.

BADM/BHSC 415 Tribal Law (3)

Study of the development and structure of Indian Tribal government. Special emphasis is placed on the law and legal relationships between tribal, state and federal government.

BHSC 325 Public Policy (3)

This course examines a wide range of issues, from the norms and values informing democratic policymaking to the basics of cost-benefit and other tools of policy analysis. The course will study the institutional arrangements for making public policy decisions, along with the role of various actors-including nonprofit and private-sector professionals-in shaping policy outcomes.

BHSC 425 (R) Ethical, Legal & Professional Issues in Behavioral Science (3)

This course will provide students with an understanding of legal, professional, and ethical issues essential for social and behavioral science professionals. Theories, case studies and activities are used to reinforce major course concepts, along with demonstrating the decision-making and interpersonal skills needed by professional in the field.

BHSC 470 (R) Behavioral Science Capstone (2)

This course provides the opportunity to synthesis and demonstrate the content learned throughout the degree program. Students will complete a project that demonstrates the knowledge gained throughout the degree coursework.

BHSC/PSYC 320 (R) Social Psychology (3)

Provides a comprehensive overview of the field of social psychology, covering a review of the field's founding principles, classic findings, and a survey of recent findings. This course covers the application of social psychology within the broad spectrum of the behavioral sciences. Topics will include social perception, attributions and attitudes, stereotypes, social influence, group dynamics, and aggressive and prosocial tendencies.

BHSC/PSYCH 420 Psychological Assessment (3)

The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing and behavioral observation, standardized testing, measurement methods and validity, and the impacts of cultural and socio-economic factors.

BHSC/PSYCH 460 Psychological Assessment (3)

The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing and behavioral observation, standardized testing, measurement methods and validity, and the impacts of cultural and socio-economic factors.

BHSC/SS 310 Criminology (3)

Studies behavior of norm violation (e.g., crime, delinquency, drug addiction, or suicide) and mechanisms of social control (e.g., law enforcement, courts., prison, and probation). This course will also examine cultural and socio-economic factors, public policies, and other factors.

BHSC/SS 330 Ethnic Groups and Minorities (3)

This course is a study of the cultural diversity and history of ethnic divisions and conflicts in the United States. It provides a framework for the study of inter-group relations, prejudice and discrimination, racial differences, and possible problem-solving techniques.

BHSC/SS 410 Delinquency and Juvenile Justice (3)

Studies the history and evolution of the juvenile justice within the United States legal systems. The course will examine the social and psychological dimensions of juvenile delinquency, past and current policies; and programs of prevention and treatment of delinquents.

BHSC/SS 435 Stereotyping, Prejudice, and Discrimination (3)

Studies the sociological impact of these phenomena at the level of individuals, small groups, and institutions. The course will also examine the history of discrimination and its role in inter-group dynamics, along with discrimination-related policies.

BHSC/SS 450 Criminal Justice Policy Issues and Reform (3)

This course examines a number of issues within the Criminal Justice System, including policing strategies, corrections and reformation strategies, community relations, and addiction/mental illness.

Behavioral Science Faculty

Frank Arpan, Dean of Academics and BHSC faculty

Ph.D. Sociology

Significant graduate coursework in Economics and Business

Two years of experience teaching behavioral science courses at Sisseton Wahpeton College, typically teaching two or three courses per semester in addition to his other duties. His course-load with the new program will remain about the same, although his schedule of courses will change.

Vincent Owen, Dean of Students and BHSC faculty

M.S. Applied Psychology

Six years of experience teaching at Sisseton Wahpeton College, generally teaching three course per semester in addition to his other duties. In addition to M.S. in Applied Psychology, Mr. Owen has had an extensive career in law enforcement, which included being a trainer for the South Dakota Highway Patrol Academy.

Scott Morgan, Director of IR&P and BHSC faculty

M.S. in Public Safety, emphasis in Criminal Justice

Twenty-six years of experience teaching at Sisseton Wahpeton College, generally teaching one or two course per semester in addition to his other duties.

Josh Flute, full-time Business faculty

M.B.A. Masters Business Administration

Significant graduate coursework in Economics and Business

Three years of experience teaching business courses at Sisseton Wahpeton College
Currently teaching most 100-200 level BUS courses—about four each semester. He will teach the economic courses, which are included as Professional Electives in this program as part of the Business Administration program.

Adjunct Faculty

Sisseton Wahpeton College has access to several qualified adjunct faculty members in the community, who have previously taught courses in the behavioral sciences at our institution. If necessary, the college has existing Memoranda of Understanding with both North Dakota State University and South Dakota State University with a provision to offer graduate students in their doctoral programs teaching experience at SWC.

Planned Expansion of Full-Time Faculty

SWC currently has funding from both the National Science Foundation (NSF) and the Department of Education that will allow the college to hire an additional faculty member. It is planned to submit additional proposals to the NSF in 2021 to secure additional support. While securing this funding is not guaranteed, SWC has been very successful with its proposals to the NSF's Tribal Colleges & Universities Program.

Business Administration 2017-18

Revenue Generated by Majors

Tuition Rate/Credit Hour		Indian Student Count (ISC)/Credit Hour		Total Revenue/Credit without Fees	
Native	\$140.00	Native	\$303.50	Native	\$443.50
Non-Native	\$160.00	Non-Native	\$0.00	Non-Native	\$160.00
Number of Credits		Revenue Generated			
Native American Majors	353	Native American Majors	\$156,555.50		
Non-Native Majors	155	Non-Native Majors	\$24,800.00		
		Total	\$181,355.50		
		Cost of Program Faculty	\$51,600.00		
		Net Revenue	\$129,755.50		
Number of Majors (Fall Semester)		Number of Majors (Spring Semester)			
Native American	12	Native American	7		
Non-Native	7	Non-Native	5		
Native American Majors - PT	10	Native American Majors - PT	6		
Non-Native Majors - PT	1	Non-Native Majors - PT	0		

Business Administration 2018-19

Revenue Generated by Majors

Tuition Rate/Credit Hour		Indian Student Count (ISC)/Credit Hour		Total Revenue/Credit without Fees	
Native	\$140.00	Native	\$303.50	Native	\$443.50
Non-Native	\$160.00	Non-Native	\$0.00	Non-Native	\$160.00
Number of Credits		Revenue Generated			
Native American Majors	322	Native American Majors	\$142,807.00		
Non-Native Majors	194	Non-Native Majors	\$31,040.00		
		Total	\$173,847.00		
		Cost of Program Faculty	\$51,600.00		
		Net Revenue	\$122,247.00		
Number of Majors (Fall Semester)		Number of Majors (Spring Semester)			
Native American	8	Native American	12		
Non-Native	7	Non-Native	7		
Native American Majors - PT	8	Native American Majors - PT	6		
Non-Native Majors - PT	0	Non-Native Majors - PT	0		