February 1, 2017

Institutional Notice Report
in response to the report of a Comprehensive &
Probation Evaluation Visit conducted on
April 27-29, 2015

Submitted to:

Higher Learning Commission

Notice Visit Team

Submitted by:

Sinte Gleska University

Rosebud Sioux Reservation

Mission, S.D.

Waḣoḣpi uŋgluwaśakapi kte heċel Oyate ki Wolakota gluha ṫokatakiya yuha uŋyapi kte
Reinforcing our Foundation for our people to go Forward in the Lakota Way of Life

Sinte Gleska University

2017 Institutional Notice Report

BACKGROUND

Sinte Gleska University (SGU) was placed "on notice" in November 2015 by the Higher Learning Commission (HLC). This action was taken based on findings from an HLC Comprehensive and Probation Evaluation visit conducted April 27-29, 2015. The findings from this visit indicated that the university was out of compliance with several core components related to the areas of governance, program review, assessment of student learning, finances and strategic planning.

With a formal notification of action, the HLC Board stipulated that the University submit a Notice report no later than February 1, 2017, providing evidence that the University is no longer at risk of non-compliance with the Criteria for Accreditation and Core Components and that it has addressed the issues that led to the Notice sanction. This document represents the required Notice report.

The University will host an on-site focused evaluation visit on April 24-25, 2017 focused on validating the contents of the Notice report and on the effectiveness and long-term viability of changes at the University.

METHOD OF PRESENTATION

Each finding of the last HLC team report that identifies a deficiency or concern around core components of Criteria 2-5 is numbered and quoted (or paraphrased). SGU's institutional response follows each HLC finding statement, or group of statements. This report does not provide institutional responses to Criterion One nor to those core components that were deemed to have been met without concerns.

2015 HLC Findings and SGU's Evidence of Compliance

HLC Criterion Two, Core Component 2.A – "The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration faculty and staff"

HLC Finding: The Board has bylaws in place, but there are no Board policies and procedures although the administration is aware of and is addressing this gap.

HLC Finding: The University has made progress in developing policies and procedures but has not yet demonstrated full implementation of these policies and procedures.

SGU Institutional Progress: An SGU Board of Regents manual outlining policies and procedures for board operations has been developed. The Board of Regents has continued to implement those previously approved procedures. The revised document is filed with the executive secretary of the board and is pending final approval.

HLC Finding: The University nursing program has been continued on probation with the S.D. State board of nursing, but the institution is working to resolve issues related to lack of a full-time director, failure to evaluate the curriculum on a regular basis, and low pass rates to the low student numbers in nursing on this campus.

SGU Institutional Progress: The SGU Nursing Department now has a full time, master's prepared Director of Nursing. CDR (Ret.) DeAnn Eastman-Jansen, RN, BSN, MSN. She has an excellent working relationship with the South Dakota Board of Nursing and has been involved with the SGU Nursing program in some capacity for the last 5 years.

The SGU Nursing program has an action plan in place to evaluate the various content of our curriculum on a regular basis and we are following it. It is a standing item on our staff meeting agenda. One of our faculty is a member of the Curriculum Committee.

Over the past few years the rigor of the program has been enhanced to increase success in passing state boards. Due to the increase in rigor, several students have not been accepted into the program. The SGU Nursing program is expecting 8 applicants for the upcoming 2017-2018 program.

HLC Criterion Two, Core Component 2.C – "The governing board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity"

HLC Finding: While the University has resolved many of the concerns regarding autonomy and governance at the board level, the board of the University continues to have three voting members and one non-voting member of the seven-member board from the Tribal Council, which could call into question the autonomy of the University as an entity separate from the Council.

SGU Institutional Progress: After the 2015 HLC team visit, the SGU Board of Regents revisited its governance responsibilities and relationships, and gave some thought to the team's reference to institutional autonomy from the Tribal Council. As a tribal entity, Sinte Gleska University will always be accountable to the Rosebud Sioux Tribe. The SGU By-Laws insulate the institution from direct tribal governance. In response to this finding, the Board of Regents recognized a need to make a policy statement in terms of its ethical responsibilities. A Board of Regents Code of Ethics has been developed to address ethical behavior and conflicts of interest which may arise, including a conflict of interest from a Regent's membership on another Board or on the Tribal Council.

HLC Finding: The Board has implemented regular meetings with agendas in compliance with its bylaws and has indicated an intent to develop policies to assure its own independence and to prevent conflicts of interest.

SGU Institutional Progress: SGU scheduled regular meetings, however, many factors have interfered with the ability of the Board of Regents to meet on a regular basis. The Board of Regents has resolved this issue by amending the SGU By-Laws to provide for quarterly meetings of the full Board of Regents rather than monthly meetings. They established an Executive Committee comprised of four (4) officers of the Board of Regents, which will meet on a monthly basis to review and approved business or institutional transactions that need approval prior to a quarterly meeting. Actions of the Executive Committee shall be ratified by the Board of Regents at the quarterly meeting following the action taken by the Executive Committee. Conflicts of interest are further defined and clarified in the Board of Regents Policies and Procedures.

HLC Finding: While the University has developed new policies and procedures that appear promising, full implementation has not yet occurred, and the University still needs to develop and make available to its constituents a board procedures manual.

SGU Institutional Progress: After previously stated under Criterion 2.A, the SGU Board of Regents manual has been developed. The Board of Regents Policies and Procedures manual is under review by the Board and is scheduled for Board Action at the next Regular Board of Regents meeting. This process has taken longer than anticipated because the Board of Regents has made changes to the SGU By-Laws and has made changes in their governing procedures to exercise greater autonomy in the governance process. As these

procedures and policies have been adopted they have been implemented. Once adopted, the manual will be made available to constituents.

HLC Finding: The current University president, who has served the University for over forty years, does not appear to have a succession plan in place, and does not undergo a formal evaluation by the Board of Regents of the University; while an employee has been tasked with drafting a plan for board evaluation of the president, the University does not yet have a record of such evaluation.

SGU Institutional Progress: The President is given the responsibility for the day-to-day administration of Sinte Gleska University. The President's performance is evaluated by the Board of Regents on a continuum of regular reporting at the Board of Regents meetings. This means of evaluation is consistent with the Lakota way of assessing leadership. A formal evaluation consists of an interview/discussion with the President bilingually (Lakota and English) with the Board of Regents so all members will understand in an Executive Session of the Regents. The President is then, counseled by the Board of Regents on the priorities for the next year of operation. Offering the President a continuing contract is the conclusion of the evaluation.

The Office of President of Sinte Gleska University will be conducted in accordance with spiritual and cultural practices of the Sicangu Lakota Oyate. The following procedures will be conducted in the event of vacancy:

- Board of Regents Chair will declare position vacancy and appoint a committee to conduct a search for a President.

- Nominees for the position will submit appropriate paperwork to the Executive Secretary of the Board of Regents.

- Paperwork will be reviewed by Administration and Board of Regents for potential qualified candidates.

- Potential qualified candidates will be interviewed.

- Names and credentials of candidates will be taken to four Lakota Spiritual Ceremonies for concurrence before a final selection is made by the Board of Regents.

- Once the decision is concurred by the Lakota Spiritual leaders, the Board of Regents will make an offer to the successful candidate.

Cultural tradition allows for a successor to be determined informally from within the family, or, in this case, the institution, or it could be an in-house transfer of position. The President could recommend to the Board of Regents a presently employed senior level management employee who is familiar with institutional operations and protocol. Upon approval by the Board of Regents, a traditional ceremony will be held by a medicine man informing the spiritual world of the occasion and asking for their blessings and guidance. A public feed with traditional dancing and honoring with speakers from appropriate community leadership and tribally elected leaders will be held to recognize and honor the momentous occasion.

HLC Criterion Core Component 3.A – "The institution's degree programs are appropriate to higher education."

HLC Finding: The University has not consistently required faculty to adhere to a prescribed syllabus format, restricting its ability to demonstrate consistent rigor at the upper- and lower-division undergraduate and graduate levels.

SGU Institutional Progress: SGU has conducted a thorough review of all of its syllabi in order to enforce the use of the prescribed syllabus template format. Any inconsistencies in syllabi format have been corrected by faculty. All syllabi are on file with the academic affairs office. The University has recognized the need for an institutional structure to ensure that syllabi continually demonstrate consistent rigor. As a result, a Curriculum Committee has been established to conduct regular curricular reviews. The Curriculum Committee now meets regularly as evidenced by committee meeting minutes. The University is better defining the process by which courses are continually reviewed, approved, and modified to ensure consistent rigor at the undergraduate and graduate levels.

HLC Finding: The team found that faculty members were not able to consistently identify course objectives, an issue that will in part be ameliorated as the University addresses the issue of inconsistent adherence to the syllabus template.

SGU Institutional Progress: The SGU Curriculum Committee has begun the process of ensuring that each syllabus has measurable course objectives. The process includes reviewing existing syllabi and providing explicit guidance for faculty in strengthening their course objectives as evidenced by committee meeting minutes. In addition, professional development has been provided in a variety of venues regarding how to write measurable course objectives. The first professional development activity on writing measurable objectives was provided during the All Campus Mid-Year Assessment Review held in January, 2017. The Curriculum Committee will be providing further training and guidance through meetings and email communication.

HLC Criterion Core Component 3.B – "The institution demonstrates that their exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its education programs."

HLC Finding: While the University is in the process of developing curriculum maps to connect program to course outcomes, this process is not yet complete throughout all departments and is not expected to be completed until 2017.

SGU Institutional Progress: Each of the degree programs has clearly articulated program learning outcomes. The program learning outcomes have been mapped to the respective curricula prior to September, 2016.

HLC Finding: The general education program plan includes the goals of collecting, analyzing and communicating information appropriate for the program's learning outcomes, the University has not yet completed this process and does not anticipate completion until the 2015-2016 academic year.

SGU Institutional Progress: The general education program learning outcomes were articulated in the institutional Assessment Plan. The University decided to approach the review and assessment of the learning outcomes for general education more holistically. As a result a Program Learning Outcome (PLO) group was established to address each of the general education learning outcomes. The general education learning outcomes have been mapped to general education courses and methods for assessing each of the learning outcomes identified. Each of the four General Education PLO groups has completed assessments of their respective general education learning outcomes. This is now a process that happens each semester. The assessment reports are shared with the Assessment Committee, who reviews the findings for common themes and will make recommendations for action. Following is a synopsis of the findings of General Education PLO committee work thus far.

The Communications PLO Group has started its work assessing student samples from Freshman English courses with regard to communications. Although the assessment is preliminary, there appears to be some discrepancy about what constitutes strong writing skills and what the expectation should be. This is an area that will be of focus. As a result of the assessment, the Freshman English course objectives were clarified and strengthened to ensure appropriate rigor.

The Critical and Creative Thinking PLO Group has evaluated student samples with regard to critical thinking in college level math. With regard to math, there is some concern that students are simply not ready for college-level mathematics. A recommendation has been made to begin tracking placement test scores (i.e. Accuplacer) to see if college math scores are related to placement test scores. It is possible to begin that process starting with the current academic year but who should do it and how it should be done with regard to Jenzabar permissions has not yet been worked out.

The Social Responsibility PLO Group has evaluated student samples from social science courses. The committee determined that the rubric it was using did not sufficiently measure student learning as stated in the expected outcome. As a result, it has adapted the rubric it uses to be more closely aligned to how the PLO is stated. This rubric will be used for the next assessment.

The Lakota Ways PLO Group lead, Sherry Red Owl, has had significant discussion with the Assessment Coordinator and with faculty regarding how well students model Lakota values and practices in their personal and public lives. Lakota culture is an integral part of the University mission. The Lakota culture is incorporated into all programs, which is beneficial for all community members. The concept of Wolakota is taught to the students who will work in area schools and businesses. Our graduates will use their acquired knowledge in their respective place of employment helping instill the philosophies/values

of Wolakota. Oftentimes community members serve as adjunct faculty for the University with many being alumni. The University helps students become productive, contributing citizens of the Sicangu Lakota Oyate.

It was determined that the Lakota Ways could be assessed using student feedback provided on the course evaluation. The course evaluation instrument was reformatted and color coded to include operationalized statements about how cultural values were promoted in the classroom. The evaluation also asked students about how they exhibited the cultural values. The course evaluations were hand-distributed and collected at the end of the Fall 2016 semester. The data was shared with stakeholders, including the Lakota Ways PLO Group, and analyzed in January 2017. The group determined that student behaviors reflecting Generosity scored above the median, but was lower than other value scores in fortitude, respect, wisdom. The survey items that reflected generosity included students contributing to class discussions and participating in study groups and/or tutoring. The University needs to work to improve group dynamics within classrooms and change the view of tutoring to be a helping activity. The University will work to set up a system for study groups by Fall 2017 Semester. In order to do this, the University will form a work group to organize study groups.

PLO group folders with student artifacts and survey data are on file in the SGU Assessment Office. Each general education learning outcome is assessed by the respective PLO groups each semester.

HLC Criterion Core Component 3.C – "The institution has the faculty and staff needed for effective, high quality programs and student services."

HLC Finding: Faculty personnel files at the time of the team visit were incomplete, raising questions about the University's procedures for ensuring that faculty are sufficiently qualified.

SGU Institutional Progress: SGU has strengthened its human resources processes internally by reviewing all personnel files and establishing a personnel files matrix for file content. The matrix helps to ensure that all personnel files are complete. The next step pursued by the University was to partner with South Dakota State University (SDSU) to conduct a more in depth review of faculty files. A team from SDSU conducted a thorough review of the qualifications of all full time, part time and adjunct faculty personnel files. The outcome of this process was to ensure that all faculty were highly qualified to teach in their field. Professional development plans were developed for faculty who were determined to need additional qualifications to meet emerging HLC standards to be in effect in September 2017.

HLC Finding: Faculty have limited development opportunities although the University has recently committed additional financial resources to this important area.

SGU Institutional Progress: In addition to committing financial resources, the University has taken several steps toward addressing faculty development needs. First, the University has allocated $100,000 for professional development purposes. This allows faculty to attend state and national conference and training events. Secondly, procedures have been developed to accommodate requests for professional development plans. Third, the partnership with SDSU provides opportunities for faculty to advance their degrees tuition-free. There are presently 4 faculty enrolled in advanced degree programs online at SDSU.

Professional development is being provided onsite for faculty in a variety of areas, as well. One focus for the current academic year was improving assessment processes and using data for decision-making. Professional development at all-staff and other meeting days has included assessment processes, utilizing institutional data for decision making, social media, succession of leadership, writing measurable objectives, and the Jenzabar data management system.

HLC Finding: The University and its faculty do not appear to have a clear and accurate understanding about the depth of review anticipated for each program or the difference between departmental review and degree or certificate program review.

SGU Institutional Progress: In-depth professional development about program and departmental review processes was provided to faculty. A template for program review with a checklist for completion and assistance for completing the program review was facilitated using consultants. The SGU department chairs, working with their respective faculty members, conducted a comprehensive department review that embedded program reviews. The program review process was challenging for most of the departments. Each department has submitted a program review to the Assessment Office.

HLC Criterion Core Component 3.D – "The institution provides support of student learning and effective teaching."

HLC Finding: The University provides valuable services to its students, including transportation, food service and child care. But many students reported that services were uneven or unreliable and may not align with course schedules.

SGU Institutional Progress: Sinte Gleska University provides transportation to all students free of charge. This service is provided due to the significant number of students who do not have a reliable form of transportation. Transportation drivers are present during registration giving students the opportunity to sign up for this service. Students present their schedule to the driver on duty at registration so the van schedules can be coordinated amongst the drivers. There are six vans that travel to several communities on the reservation on a daily basis (Monday through Thursday) during the week. The drivers' day begins at 7:00 AM and ends about 11:00 PM.

Areas covered by the drivers are determined by the students' schedules. The drivers have specific areas they are responsible for, and are willing to assist with other drivers when

necessary. Due to the coverage area of the reservation (150 miles west to east and 50 miles north to south) the drivers cannot go door to door for every student so pickup/drop off spots may be used. Also, road conditions may prohibit some pickup areas. The students coordinate their runs with their specific driver. The drivers average about 80-90 students a semester who utilize this service.

During the fall 2015 semester the University purchased four new 2016 Ford Transit vans. The other two vans are leased through GSA and are replaced after 65,000 miles. Due to the expanse of the coverage area, the transportation department's maintenance of these vans is pretty significant with the upkeep on oil changes, tires, and gas. Students who responded to the Student Services survey at the end of the fall 2016 semester replied they felt the transportation was safe and important.

The University offers lunch to all students free of charge. There are two cooks on staff who prepare lunch on a daily basis (Monday through Thursday). The student lounge serves lunch to an average of 40 to 70 people a day. It is cost prohibitive to the student services budget to serve breakfast and dinner. The food is ordered on a weekly basis from a food service vendor with costs ranging from $900 and up.

The student lounge is located on the uptown campus. Currently there is a new student union being built that will house a commercial kitchen, dining area, and study/tutoring areas on the Antelope Lake campus. It is a future goal to provide lunch bags on the go or food items that can be purchased.

The student lounge is a place for students to gather when they are not in class. Student seminars are held on a weekly basis with guest speakers (SGU staff) who provide pertinent information regarding topics related to college. For example, financial aid staff will give a presentation on the financial aid, how to apply, scholarship opportunities, etc. Student clubs will also gather in the lounge to conduct meetings or practice. On the Fall 2016 Student Services survey, students who responded rated student services high. Students said student services helped them feel like they belonged (88%), they felt valued (85%), and the student services positively contributed to their SGU experience (85%).

The University operates a state licensed daycare on campus for students and staff. The Daycare is inspected on an annual basis. Students are given first priority for services. There is an enrollment process for every child enrolled. The South Dakota Department of Social Services license says the University daycare is able to accommodate a maximum of 40 children.

For the SGU student services that are available, the 2016 Student Services Survey data suggested that students are generally satisfied with the services offered and see them as contributing positively to their educational experience.

HLC Finding: The University has taken steps to improve student orientation and student awareness of advising services, but the team noted at the time of the visit that some students were not aware that an advisor is assigned to each student.

SGU Institutional Progress: The University has taken major steps toward improving its advising services to students. Students meet with advisors every semester during registration. However, they do not necessarily recognize that interaction as an advising event. This is thought to be because of the registration environment or perhaps because of the nature of the function of the interaction. Department chairs and faculty have begun to take a more proactive role with advisees to provide information in a variety of ways and formats. After the degree programs were revised, they were all entered as degree trees in the Jenzabar system. Each of the advisors met with their respective advisees to discuss how the revised degree plan impacted their timeline to completion.

There is an advising handbook to assist students with the advising process. The handbook explains what advisors can do for the student. Many of the University's students are non-traditional, meaning they are older students who work and have families.

The University specifically asked students on the student services survey conducted at the end of the fall 2016 semester about their comfort level with advisors, the importance of advisors toward degree completion, and their understanding of their degree plans. Overall, there were high levels of agreement that they were comfortable with their advisors (93%), they understood their degree plans (89%) and that their advisor helps them when they have questions or challenges (85%).

The University has developed a new job position that promotes strong advising at the point of admissions, and for many, at the point of inquiry. The Admission/Career Advising Director will assist the University in drawing more traditionally college-aged students in addition to the typical adult learner served by SGU. S/he will provide career advising to the prospective student prior admission into the University. When the student is fully admitted and ready to register, the Admission/Career Advisor will introduce the student to the appropriate degree program advisor. The Jenzabar system will help advisors more efficiently advise students and communicate with support services (i.e. counseling, transportation, etc.) that may be required for student persistence. This proactive approach to advising is expected to contribute to increased enrollment, improved persistence, and shorter time for program completion by students.

HLC Criterion Core Component 3.E – "The institution fulfills the claims it makes for an enriched educational environment."

HLC Finding: The University runs co-curricular activities supportive of its mission but has no evidence of continuity in these activities or data suggesting that student learning is assessed upon completion of these activities.

HLC Finding: The University does not have assessment data to support its claim that community engagement, service learning, spiritual or economic development have contributed to student's educational experiences.

SGU Institutional Progress: The University believes that its co-curricular activities play a very important role in its mission toward nation-building. Many students at the University are working adults who can only attend classes in the evenings. The University offers a variety of cultural, community, and professional activities throughout each semester. In addition, the University has a variety of student organizations. These events and organizations are attended based on student interest and availability.

The University plays host to community and university sponsored events during the year. The Wakinyan Wanbli Multipurpose Building is constantly utilized on weekends, and in evenings. SGU is a community event and tribal learning center. Many activities are held, ranging from funerals to sports events to organizational sponsored activities. Students are involved in the following clubs or organizations during the course of the year: Student Association, Knowledge Bowl, Archery, Chess, Handgames, AIBL, and AISES. These clubs become more active during the winter months in preparation for the annual Spring AIHEC Student Conference. The student lounge is also used for meetings or practice for clubs. Sports programs are cost prohibited at this point. A goal is to provide a sports program in the future as the budget allows.

Cultural events are held on a yearly basis with student participation. Both campuses house a fire pit for prayer. These are held throughout the year as necessary. During the fall 2016 semester the students held a prayer circle in support of Standing Rock. Some of our students are still protectors at the camp, and didn't enroll in school for the 2016-2017 school year. A Lowanpi ceremony is held at the beginning of each school to "thank" the spirits for their direction previously provided and for continued future guidance and direction.

SGU initiated and established a Co-Curriculum Committee comprised of faculty and student services personnel to develop a way to better understand the contribution of these activities toward student learning, especially with respect to nation-building. The Co-Curriculum Committee's first order of business was to articulate what the institution's expected outcomes were toward nation-building. It was important the institution define its role and student learning expectations regarding nation-building. Understanding the University's role would make it possible to measure student progress toward those outcomes. The Nation-Building learning outcomes expected as a result of student participation in the co-curriculum at SGU are:

1. Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.

2. Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.

3. Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.

4. Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.

Because the co-curriculum includes all of the University-sponsored activities and environments outside of the classroom, it made sense to utilize the Student Services Survey as a mechanism to learn more. Student learning is not assessed upon completion of each activity but is assessed using the annual Student Services Survey. Following are the findings from the initial administration of the survey.

1. Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.

    This was the first time that this survey was administered in this form and for the purpose of collecting data regarding the impact of co-curricular activities on student learning in terms of Nation Building. Therefore, the data collected will serve as baseline data. The committee looked at the nine survey items that reflected the traditional values of bravery, generosity, fortitude, and wisdom, displayed below.

Survey Item	22	23	24	25	29	30	34	37	38
Agree/Strongly Agree (%)	48	48	71	59	81	67	81	74	75

    Students had much less agreement with Qs 22 and 23 which asked about volunteering time and donating to activities (generosity). Discussion was held about student perception of "volunteering" in that they might think of themselves as helping with an activity or working an event rather than in terms of volunteering. For example, there are students who work concessions stands as a way to earn money for clubs or activities and don't think of that as a "volunteer" activity. Culturally, it is just what you do and is not necessary classified as "volunteering." Another thought was that since SGU has so many students who are older than typical college-age and who have daytime jobs, they might not have time to volunteer for functions. Another item that had lower agreement was Q 25 which asked about typically participating in university-sponsored ceremonies and events. The University needs to dig deeper into how it offers students an opportunity to develop greater awareness and actions of generosity and if the survey items were appropriately worded.

    Item 30 referred to accepting formal or informal leadership roles in university-sponsored activities. Only 67% agreed or strongly agreed that they accept leadership roles. It may be that students don't recognize what leadership looks like or see those qualities in themselves. Culturally, it is inappropriate to promote oneself. This is another aspect that the University would like to dig into a little deeper and promote more intentionally.
    In the Fall 2016 semester, there was a SOBA Training held as a co-curricular event. The training was taught by previous SGU graduates in partnership with the University of South Dakota. As a result of that training, there were 5 SGU students who passed the SOBA examination. They are now qualified to advocate for people in tribal court. These are examples of how the activities have contributed to this aspect of Nation-Building.

2. Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.

   Questions 38 and 40 ask specifically about contributing to the University in meaningful ways and feeling like "we are all related" through co-curricular activities. 82% of the respondents agreed or strongly agreed that they feel like they contribute in a meaningful way to the university committee when they participate in activities. Contributing in a meaningful way shows belonging and family, which is Mitakuye Oyasin. 85% of the respondents agreed or strongly agreed that activities and organizations at SGU promote the concept that we are all related, which is the literal translation of Mitakuye Oyasin. Therefore, co-curricular activities promote this outcome of Nation-Building.

3. Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.

   The data from this survey suggests that co-curricular activities and organizations support students in developing networks: 77% of respondents agreed or strongly agreed that participation in university sponsored activities were important to their professional development; 81% of respondents agreed or strongly agreed that the activities helped them meet other people they would not otherwise meet; 74% of respondents agreed or strongly agreed that the activities help them learn how to better advocate for themselves and their families; and 78% of respondents agreed or strongly agreed that the activities helped them develop networks of friends and colleagues at SGU.

4. Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.

   Confidence is developed in many ways. Students indicated high level agreement that Student Services help them feel like they belong (88%), Student Services help them feel valued (85%) and Student Services positively contribute to their experience at SGU (85%). A sense of belonging and value can help build self-confidence. 74% of respondents indicated agreement with the statement that participating in university sponsored activities helps them develop stronger self-confidence. They also indicated agreement that university sponsored activities are important to their personal development (74%) and professional development (77%). Finally, 74% indicated that they believe they are a stronger person because of their experience with student activities and organizations.

The survey shows the majority of students believe that University sponsored activities help them to meet new people and promote the idea that we are all related but they contribute to support activities. Students feel their participation in university-sponsored activities has contributed to a greater sense of self-confidence, and to develop a network of friends and colleagues. They also feel they have become a stronger person because of their experience with student activities and organizations. The results of the survey show the students

value the co-curricular activities sponsored by the University, especially in regards to practicing the concept of Wolakota.

HLC Criterion Core Component 4.A – "The institution demonstrates responsibility for the quality of its educational programs."

HLC Finding: The team found no evidence to indicate that program review was well-integrated into standard University processes or procedures or that data from the reviews is driving decision-making.

SGU Institutional Progress: Each of the academic departments completed a department review with program reviews embedded. The program review process was challenging for most of the departments. However, the process helped to bring to light some institutional level issues that needed to be addressed. These issues along with the resolutions that have been taken or are in progress are provided below.

- Student enrollment data was not documented in a way that was useful for faculty consumption. The University has budgeted for 300 hours of Jenzabar training and has undertaken a concerted effort at improving its database management and processes. The University is working toward strengthening its system for reporting student data back to faculty and departments for decision-making purposes.

- Work on measuring student progress toward Program Learning Outcomes (PLOs) is in formative stages. The faculty received training in May 2016 but did not have the opportunity to measure PLOs in each of the degree or certificate programs they offer over the summer months. In order to address this, the University scheduled two full weeks for faculty orientation prior to the 2016-2017 academic year start. During this orientation, faculty received further training on measuring student learning toward the PLOs and worked with the Assessment Coordinator on a common method for documenting their assessments. The two weeks provided faculty dedicated time and guidance in their efforts to measure and document student progress toward the PLOs. The PLO assessment has continued into the spring 2017 semester.

- Many of the departments were not sure of what their operational budgets were. In response, the University has updated its Jenzabar system so that department chairs have real time access to their budgets using the web interface of the Jenzabar system.

- Although the departments addressed the strengths, challenges, recommendations, and resources for their departments and programs, these sections were not always clearly tied to the analysis of the information provided in the previous sections. Some of the program reviews appeared to lack objective perspective because it may be difficult for department chairs to be objective about their own programs and to think past what has "always been". Some of the departments needed to better understand how to use the *data* they provided within the document to make program level decisions and recommendations for action. To supplement and support the process, a formal

Assessment Committee has been established as a standard University process. Part of the role of the Assessment Committee is to contribute to the Program Review process and provide institutional level data and recommendations as reflected in the SGU Assessment Plan.

- It was determined that a number of the degree programs at SGU exceeded the number of credits generally accepted for the degree levels. For example, some of the associate level programs required upwards of 70 credits for completion. In the process, it was also discovered that the options for student electives were very broad. In fact, they were so broad that it was difficult for students to know what coursework would satisfy some of the requirements, particularly in the general education areas. In response, the faculty and the academic affairs office worked during summer 2016 to revise the curricula and reduce the number of credits required. They also worked together to clarify course options for each institutional requirement area and to ensure that all degree programs include the institutional requirements. Currently, all certificate programs are approximately 30 credits, associate level degrees are approximately 60 credits, and baccalaureate programs are approximately 120 credits. All undergraduate programs of study include the institutional requirements.

- The Arts and Sciences department is by far the largest department. The breadth of purposes and programs included made it a bit difficult to focus the program review across the science related degree programs, the liberal arts degree programs, and the general education service provided to the rest of the university's degree programs. In response to the data emerging from the program review, there has been discussion about the viability of separating general education from the Environmental Science and Computer Science programs in order to more efficiently meet general education needs of students at the various degree levels. The University is in the process of developing a new model for general education that includes foundational courses as well as Lakota studies courses. As a first step toward that end, the University coordinated means for general education faculty to analyze course evaluation data separately from the science programs as part of 2016-2017 Mid-Year assessment activities.

Continuing progress reports were provided to the Provost's Leadership Team, President's Office, and Board of Regents for action.

HLC Finding: While the institution has completed academic program review in some areas, it is not clear what programs are complete and how academic program review will take place over time.

SGU Institutional Progress: All of the academic departments have completed program reviews. A schedule of program reviews has been established and is available in the Assessment Plan.

HLC Finding: While some academic departments provided data on the success of graduates, this practice is not consistent among academic programs.

SGU Institutional Progress: Tracking graduates is a challenge for SGU. Some of the academic departments are required to track graduates as part of external approval systems, which provide mechanisms to do so. These mechanisms are not available for the programs that do not require external approvals.

The University is now exploring two steps for post-graduation tracking. SGU has partnered with the National Student Clearinghouse to help track transfers and graduates. For in-house capacity building, University is seeking a qualified individual to hire in the Admissions/Career Advising Director who will be responsible for tracking graduates. The University recognizes that the Jenzabar system will be key to improving the tracking of its graduates.

HLC Finding: The University's LPN nursing program was placed on probation with the SD State Board of Nursing in April 2011 and remains on probation, and while the institution described plans for improving the program at the Hearing Committee so that probation might be removed, the team found limited evidence of steps taken to resolve the issues that led to probation.

SGU Institutional Progress: The SGU Nursing Department now has a full time, highly qualified, master's prepared Director of Nursing, CDR (Ret.) DeAnn Eastman-Jansen, RN, BSN, MSN. She has an excellent working relationship with the South Dakota Board of Nursing and has been involved with the SGU Nursing program in some capacity for the last 5 years. She has accepted a position to serve on the advisory board for the SDSU West River Nursing program.

The SGU Nursing program is following a formal action plan in place to evaluate the various content of our curriculum on a regular basis. The action plan is a standing item on their staff meeting agenda. One of the faculty is a member of the Curriculum Committee.

The Nursing program has an advisory board that meets twice a year and consists of Kevin Coffee, CEO at Winner Regional Health Care, Dana Millet, Director of Nursing, Pine View Nursing Home, Kathy Krogman, Director of Nursing, White River Nursing Home, Virginia Cozad, BSN, MSN, FNPC, CDE, LNC, CLCP, Butch Artichoker, Member at Large.

The Nursing program enrollment has temporarily declined due to the implementation of our requirement that anyone desiring to admission to the program must pass the TEAS V pre-admission exam. They must have a score of at least 50 to be admitted to the program. Potential students are allowed to study for the TEAS V before taking it. This is just one of several criteria that are utilized to determine if students meet the criteria for admission.

Over the past few years the rigor of the program has been enhanced to increase success in passing state boards. Due to the increase in rigor, several students have not been accepted into the program. The Nursing program is expecting 8 applicants for the upcoming 2017-2018 year. The actions for resolving the issues that led to probation described here are supported by the SD State Board of Nursing.

HLC Criterion Core 4.B – "The institution demonstrates commitment to educational achievement and improvement through on-going assessment of student learning."

HLC Finding: The University has developed and begun implementation of its assessment plan, but assessment is occurring inconsistently across program areas.

SGU Institutional Progress: The University has established an Assessment Office. While the Assessment Coordinator position has been advertised for over a year, the University has not been able to attract a qualified applicant for the position. Until the position is filled, SGU engaged the services of Dr. Leah Woodke since April 2016 to facilitate implementation of the assessment plan. Dr. Woodke has provided leadership with regard to carrying out assessment activities on campus. She has helped faculty better understand program level assessment, facilitated committee work on co-curriculum assessment, helped the University establish an Assessment Committee, and set up institutional procedures for assessment activities. This has promoted more consistent assessment across the institution to create a stronger culture of assessment at SGU.

HLC Finding: The University has conducted measurement of course-level objectives, but progress has been limited particularly for general education, co-curricular and across the curriculum.

SGU Institutional Progress: The University has made significant progress toward assessing its general education outcomes, program-level learning outcomes, and co-curriculum outcomes. The Assessment Committee is responsible for analyzing program-level assessment data across the curriculum and holding programs accountable for program learning outcomes assessment. These assessment files are available in the SGU Assessment Office.

In addition, each of the programs of study has begun the process of assessing learning outcomes for undergraduate and graduate level students. Copies of the program learning outcome assessments are on file in the SGU Assessment Office.

HLC Finding: Faculty does not consistently follow the standard listing of course objectives on the syllabi, and there was limited evidence to indicate that course-level assessment occurs on a consistent and comprehensive basis.

SGU Institutional Progress: All faculty now follow the standard course syllabus format. The University recognized through the program review process that not all of the syllabi had strong measurable course objectives. Department Chairs, whose primary role is department management, were responsible for first level approval of curricula. Faculty Council, whose primary role is policy development, was responsible for final approval of new curricula but has no role with reviewing syllabi. The need for a mechanism to ensure compliance of institutional processes and policies was identified as a gap in processes. Therefore, the institution established a Curriculum Committee. This committee is responsible for ensuring that all syllabi follow the prescribed template, that the course

objectives are measurable and consistent across sections, and that existing, new and revised curricula meet college-level rigor appropriate for the course level.

HLC Finding: The University has not established goals for co-curricular programs.

SGU Institutional Progress: The SGU Co-Curriculum Committee has established four learning outcomes for co-curricular programs. These are tied to the University's mission toward nation-building and have been institutionally accepted and approved:

1. Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.

2. Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.

3. Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.

4. Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.

HLC Finding: The University plans to implement the common course template in the Fall 2015 semester and collect assessment data during the 2015-2016 academic year.

SGU Institutional Progress: In response to this finding, SGU has enforced the use of a standard syllabus format across all academic programs. Inconsistencies have been diminished with a common template. All syllabi are developed and reviewed on a semester basis, and then submitted for filing with the Academic Affairs office.

In order to collect data on teaching and learning, the University reformatted its course evaluation survey. The survey includes items that operationalize the four Lakota values of the institution: generosity, respect, wisdom, and fortitude. The first part of the survey assessed student perspectives on course instruction. Data indicated high satisfaction with instruction and suggested that instructor exhibit culturally responsive pedagogy. However, students would like more regular and meaningful feedback. The second part of the survey assessed student perspectives on their accountability in the classroom. Data suggested that the instructors might encourage higher student participation in class activities and study groups or tutoring. A significant number of students indicated that what they are learning can be applied to their current job or to future employment.

HLC Criterion Core Component 4.C – "The institution demonstrates a commitment to educational improvement through on-going attention to retention, persistence, and completion rates in its degree and certificate programs."

HLC Finding: The University has retention and graduation rates that typically exceed those of other Tribal colleges and has set appropriate goals for improving retention and

graduation. However, the University provided little evidence of consistent documented use of data in decision-making from efforts to improve retention and graduation rates.

SGU Institutional Progress: SGU has identified gaps in institutional use of its Jenzabar data management system. Some of the gaps were identified through the departmental and program review processes and in preparing for the National Student Clearinghouse partnership. Other gaps were identified through committee work and the need to access real time data for decision-making. The MIS Department has worked diligently to get the data needed by the various stakeholders. Data regarding student enrollment was discussed at the All Staff meetings held in May 2016. The data helped staff and faculty at SGU better understand student demographics such as the significantly low number of students who attend right out of high school. Older students with families and are employed have different needs than younger single students. Discussion was held about what that means and how teaching and learning can contribute to student retention and graduation. Approximately 45% of the comments made by participants at the All Staff meeting held in May 2016 referred to improving some aspect of the teaching and learning experience at SGU. Comments were focused on the areas of ***curriculum and instruction***, ***co-curricular activities***, and ***student services***. According to participants, SGU may benefit from taking a closer look at the relevancy of the programs they offer to ensure that they are offering programs that meet local workforce demands and ensure that graduates are prepared to compete in a global workforce. There are concerns that technology should be utilized to better meet student needs for course and scheduling options and to meet various learning styles. It is important that faculty receive professional development in how to best meet various learning styles and to include adjunct faculty more purposefully in institutional processes, including assessment. Co-curricular activities could be added to institutional offerings as a means of increasing student interest, pride, and engagement in the institution as well as promoting stronger nation-building among the student population. Participant comments regarding student support suggested that the college may benefit from studying how to more effectively recruit and retain students.

Although MIS is very willing to provide data when needed, the institution has recognized the need for a more efficient method of retrieving data for decision-making. It was clear that the University needs to make data more available to a wider variety of stakeholders. Part of the challenge is in how the data is collected and stored within the Jenzabar system. In response, SGU has dedicated resources and has begun the process of evaluating and improving its use of the Jenzabar system. Some of the improvements toward using data to make decision regarding retention and graduation that have been made to date include a) implementation of advising trees, b) implementation of advising worksheets listing designated advisors, c) JICS web integration so students can see their progress, and d) registrar training to improve data collection. The advising worksheets indicate what courses students need to complete their declared program of study, what courses they have completed, what degree requirements they have satisfied, and what courses they need to complete the program of study. This will help ensure that students stay on track with their program of study and that they take coursework that is financial aid eligible. Students will also have access to their advising worksheets via JICS. As a result, student information is more readily available for ongoing decision-making.

HLC Criterion Core Component 5.A – "The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future."

HLC Finding: The University's financial operations include several gaps in the areas of reconciliation of accounts, cash management, travel and payroll advances, management of external grant awards, and the budget development and monitoring processes.

HLC Finding: While the University has developed policies and procedures to address these issues and hired a new Vice President of Finances, these efforts are nascent and the University lacks a record of success in resolving these issues.

SGU Institutional Progress: A history of reconciliation difficulties with financial statements as documented in the 2013 and 2014 single audit reports (SARs) has been addressed by the current Chief Financial Officer (CFO). This was accomplished in part through capacity-building of the Finance Department with technical assistance provided by two financial management consultants. The 2013 and 2014 audits noted in the findings that there were no questioned costs in relation to federal grant programs. The University has been following its established policies and procedures regarding payroll advance, travel and other financial transactions as evidenced by the FY 2015 audit. The 2015 audit report does not reflect the reoccurrence of reconciliation difficulties. The University is currently working to update its financial policies to reflect the new OMB Super Circular A-133 guidelines.

The University has worked diligently to address the four (4) findings in the 2015 audit:

1. Adequate cash management controls in place to ensure proper management of federal funds.

This concern was derived from the issue of forward-funding of federal funds (CFDA 15.027) to Tribal colleges and universities (TCUs). SGU had previously operated with the understanding that this grant award was for a fifteen month period from the beginning of forward funding starting in July 2010. Sources the University relied upon to support our understanding included the award letter and the Code of Federal Domestic Assistance website information. SGU has since taken the necessary steps to comply with the auditor's interpretation of forward-funding. The University now has sufficient cash balances on hand to cover our forward-funded TCU award, and all other advances associated with the University's federal programs.

SGU has implemented several mechanisms with processes to strengthen its cash management. The University now employs a full-time Finance Department position focused exclusively on monitoring grant management and is seeking to fill a second position. Grant funds are being drawn down in a timely manner to ensure adequate cash availability. SGU has invested in and implemented the Budget Module software with its Jenzabar system. On-going training for Finance Department staff has been scheduled in 2016-2017 to strengthen the fiscal management of the University. The intended outcomes of these

measures is to expand the roles of grant program directors to monitor budget resources and expenditures (view only permission) at any time and from any location with internet capabilities. The University's leadership believes we have taken the necessary steps to ensure that cash management is not a finding in the FY2016 audit, as reflected in the letter from the University's auditor, Joseph Eve.

2. Sufficient cash balances on hand to cover its obligations.

SGU has taken the necessary steps (refer to previous institutional response) to ensure this is not a finding in the FY2016 audit. There were sufficient cash balances on September 30, 2016 to cover all advances associated with the University's grant programs.

In October 2016, the University received a financial settlement (RAMAH) derived from the federal government's response to the issue of not adequately providing indirect cost support of federal grants and contracts administered by Tribal organizations, including Tribal colleges and universities. The RAMAH funds, in the amount of $1,177,112.00, were used to reduce any General Fund deficit at the end of FY2016.

3. Proper property records management controls in place to ensure accurate maintenance of its inventory.

Adequate property management policies are in place for the University. This finding was specific to the SGU bookstore, which is a separate auxiliary enterprise and is not connected to any federal grant programs. In response to this finding, the bookstore was realigned under the management of the Finance Department. A new manager was employed for bookstore operations. Policies and procedures are being reviewed and revised with the assistance of a financial management consultant. The University was hoping to rectify the bookstore issue before the beginning of the FY 2017. However, a more realistic timeline for completing corrective action, including the development of explicit bookstore policies and procedures, is the conclusion of the Spring 2017 semester.

4. Required sub-recipients monitoring controls in place to ensure federal award are used for authorized purposes.

This FY2015 audit finding is related to the University's relationship with two other tribal colleges, Ihanktowan Community College of Marty, S.D. and Lower Brule Community College of Lower Brule, S.D. These are institutions that are recipients of federal Tribal College funding passed through SGU under a memorandum of agreement. In FY2016, SGU implemented the necessary steps to better document the flow and expenditure of funds. The sub-recipient agreements were updated to include a funding application and expenditure reporting document. These steps allow the University to be in compliance with OMB Circular A-133 (or 2 CFR Part 200, Subpart F).

Sinte Gleska University has taken steps to strengthen the budgeting process and monitoring of its financial position. As a result of assessing the timing of operational events during the year, the University administration made a decision in August 2016 to change the institutional fiscal year from October 1st - September 30th to July 1st - June 30th. This

transition required the University to implement a nine-month budget beginning October 1, 2016 to June 30, 2017. The auditing firm for the University was informed about this change and adjusted its schedule accordingly to conduct the FY 2016 audit in January 2017. A fiscal mid-year review activity after receiving the draft FY 2016 audit report among executive-level administrators will serve to monitor and assess the disposition of institutional resources. There is an internal departmental goal to initiate the FY 2018 budgeting process after the Spring Break in March 2017 and to present a proposed FY 2018 budget to the SGU Board of Regents prior to July 1st.

The implications for changing the fiscal year dates required the University's Finance Department to closely assess the timing of federal grant/contract award allocations and disbursements, which impact the budgeting process. Another factor affecting the FY 2017 budgeting process was the internal movement toward greater utilization of the Jenzabar data management system. This required staff to prioritize time for financial data input and for capacity-building through on-site Jenzabar training. These activities were guided by the SGU Jenzabar work group established in the Fall 2016 and presently led by an MIS department co-director. Additional technical assistance was secured by engaging a financial management consultant who has experience with utilizing the Jenzabar system with fiscal budgeting and monitoring. The FY 2017 goals of the Finance Department are …. 1) full integration of the Jenzabar Budget module for fiscal management purposes; 2) initial integration of purchase order processes within Jenzabar; 3) initial integration of Human Resources Office data within Jenzabar; and 4) increased access and budget monitoring (view only permission) by departmental and program directors.

HLC Criterion Core Component 5.B – "The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission."

HLC Finding: While the University currently has strong and effective personnel in its senior administration, any changes in personnel may have an effect on the ability of the administration to remain effective.

SGU Institutional Progress: With nearly 47 years of experiences in higher education, the leadership of Sinte Gleska University is very cognizant of the importance of executive-level administrators who are not only effective but understand the history and unique organizational cultures of Tribal colleges and universities. SGU has been blessed over the years with outstanding higher education leaders and understands the impact of personnel transitions. Historically, the administrative team has met regularly and shared information documented by meeting minutes. In this way, as there have been changes in senior administration, the minutes and institutional memory of the members has helped to acclimate any new senior administrator.

When the former SGU Chief of Operations (COO) departed in January 2016, a concerted effort was made to identify and recruit an experienced successor with a diversified

background in American Indian post-secondary education, agriculture, workforce development, and strategic planning. The University was successful in recruiting a Rosebud Sioux Tribal member, Phillip Baird, with the necessary experiences and credentials to assume an elevated Provost/COO position in March 2016. A particular attribute of Mr. Baird's background was his past role as an SGU vice president when the University became the first TCU to become accredited at the baccalaureate degree-granting level in 1983. Prior to returning home, he spent thirty years in various administrative positions at United Tribes Technical College in Bismarck, N.D., most notably 12 years as the vice president of academic and career-technical education and 11 months as the interim president during UTTC's presidential search in 2014. Mr. Baird's vitae reflects a career commitment serving in leadership positions and roles in American Indian education (e.g., past president of the National Indian Education Association and the S.D. Indian Education Association).

Changes in key SGU personnel positions continued in early 2016 when two long-time employees passed away – Michael Benge as vice president of student services and William Hay, Financial Aid director. At the same time, the vice president of Finances resigned to assume a different job with Tribal government. Given these transitions, the University leadership focused on internal succession of leadership to maintain consistency in daily operations while cultivating the next general of TCU administrators. Sessions of the President's Management Council provided opportunities to identify SGU personnel with the institutional experience to carry out vacated positions. Most of these positions were filled with internal transfers of qualified personnel. Personnel action on a full-time CFO position was approved by August 2016. All these administrative positions are served by Rosebud Sioux Tribal members.

To ensure administrative continuity and productivity, the SGU Provost/COO established a Provost Leadership Team composed of the University's vice presidents and the CFO. This group meets at least twice monthly to address daily University operations along with institutional planning and development processes. Consensus decision-making is the primary mechanism for action and follow-up. Other University program directors are called into the meetings as needed for consultation and collaboration. Based on team meeting minutes, the Provost/COO provides an oral summary of institutional developments and administrative issues during the President's Council sessions. The Provost/COO provides written administrative reports to the SGU Board of Regents. The documentation (reports and minutes) and regular meetings assist senior administration with effective communication and decision-making.

HLC Criterion Core Component 5.C – "The institution engages in systematic and integrated planning."

HLC Finding: The team found limited use of assessment of student learning and evaluation of operations, planning and budgeting being used in the budget planning process because the University is still in the initial stages of implementing these practices.

SGU Institutional Progress: At this time, the SGU Provost Leadership Team serves as the primary institutional clearinghouse for student learning assessment, evaluation of operations, systemic planning, and budgeting. These functions are encompassed within a formal agenda for each team meeting held at least twice each month. Formal Provost Team Leadership meeting minutes, on file, provide documentation about how these functions are processed with key University administrators. Institutional data, concept papers and supporting documentation and literature are introduced for information-sharing and decision-making by consensus.

The University has made efforts to strengthen and expand the structure of institutional committees to address more definitive areas of assessment, planning, and evaluation. The SGU Assessment Office provides the lead to collaborate with an Assessment Committee that is responsible for collecting data based on key performance indicators. A Curriculum Committee has been established to review and evaluate the alignment, consistency and rigor of student learning objectives and teaching methodologies. A Co-curricular Committee has been organized to assess how co-curricular activities of the University impact student learning experiences and ultimately contribute to the "Nation-building" element of the institutional mission.

An SGU Institutional Effectiveness Committee is emerging as the "committee of committees," composed of the University's vice presidents and the chairs of other committees. The intent of this development is to strengthen institutional transparency and shared decision-making. The purpose of this Committee is to provide oversight of the data, methodologies and systems related to measuring institutional effectiveness of the University. The immediate work of the Committee is focused on the assessment of progress in meeting accreditation standards. The Committee has already identified performance indicators for a proposed "Institutional Report Card." The SGU Assessment Coordinator/consultant is the primary resource and liaison for the work and activities of the Institutional Effectiveness Committee. A full-time Assessment Coordinator position has been advertised, and in January 2017, a qualified candidate was identified.

For the 2017 Spring semester, committee chairs have been identified to complete the composition of the Institutional Effectiveness Committee and carry out the scope of work on a regular schedule. The work of the Institutional Effectiveness Committee will be institutionalized into planning and budgeting processes for FY 2018 and future years.

HLC Finding: The University has developed a group of staff, faculty and community volunteers to monitor implementation of the strategic plan and to suggest further initiatives to include in the plan. But this structure is new and the institution has not yet demonstrated systematic, integrated planning under it.

SGU Institutional Progress: Sinte Gleska University has its 2015-2018 institutional strategic plan in place with four general goal areas. At the conclusion of the 2015-2016 academic year, SGU convened an all-campus year-end gathering of staff on May 25-26th with multiple purposes: 1) Year-end review of accomplishments and challenges with

stakeholders, and 2) Review of the strategic plan. Written summaries of this event were finalized and shared with the Provost Leadership team.

At the beginning of the 2016-2017 academic year, an all campus staff meeting was held to share comprehensive updates of institutional planning. An All Campus Mid-year Review & Assessment Gathering was convened on Friday, January 13th. The major focus of the assessment process was to share the 2016 Fall Course Evaluations Report and the 2016 Student Services Survey Report. The data was reviewed by the President, the Provost Leadership Team, the Department Chairs, and the Board of Regents prior to the all-staff gathering. The Founders Week forums are opportunities for gaining community input into institutional planning. Discussion of integrated planning with all stakeholders has become institutionalized.

HLC Criterion Core Component 5.D – "The institution works systematically to improve its performance."

HLC Finding: Efforts in strategic planning, academic program review, assessment of student learning, enrollment and retention, and evaluation of faculty are all in early stages of development. An infrastructure of developing and documenting performance in operations has not yet been established.

HLC Finding: The University has recently filled new positions or re-defined existing positions to better carry out its functions and activities. But these efforts are new and have not yet demonstrated systematic improvement of performance at the University.

SGU Institutional Progress: Due to transitions in key leadership positions in 2016, Sinte Gleska University is utilizing the Provost Leadership Team to implement an infrastructure for assessing and documenting performance in operations. The following functions are delegated to the administrators identified: Strategic Planning & Development (Provost/COO), Academic Program Review, Assessment of Student Learning and Faculty Evaluation (Vice President of Academic Affairs), and Enrollment & Retention (Vice President of Student Services). The work of the Assessment Coordinator has been developed and implemented by an external consultant as the University searches for a full time employee. These functions are regularly reviewed through the Provost Leadership Team meetings. Reports and supporting documentation are presented to the SGU President and to the SGU Board of Regents. The SGU Organizational Chart reflects those offices and programs that support the administrators. Additional support personnel are expected in the near future by engaging the new positions of Assessment Coordinator, Admissions/Career Advising Director, and the director of a new Development Office.

A pivotal step to data collection and performance documentation is the continued training and higher-level utilization of the Jenzabar integrated data management system. For the 2016-2017 academic year, SGU made a significant commitment and progress by investing financial resources and personnel time to fully operationalize the Jenzabar Modules in sequential fashion. The University will be advertising a Data Management coordinator

position in the future. An institutional goal of the University is to have key data collection and performance documentation systems in place by the next accreditation review.

Board of Regents
Board Policies and Procedures
April, 2016

Sinte Gleska University, a tribally-chartered institution of higher learning, shall be governed in the manner of Wolakota, and its operation shall be consistent with the concept of sovereignty and in recognition of the Treaties of 1851 and 1868, which were negotiated by our ancestors for the betterment of the Oyate.

The Board of Regents is responsible for the general governance of the Corporation, to include upholding and supporting the Sinte Gleska University Mission Statement, the Goal Statement, the Preamble for the By-Laws; and enhancing the organization's public image. This responsibility and authority may be exercised only by the Board as a unit. Individual Regents are without power to act separately in connection with corporate business.

The Board shall provide for a higher learning system and establish general policies for its operation. In carrying out this function the Board recognizes four general duties:
1. Formulating and interpreting educational policies.
2. Approving the Annual Institutional Budget.
3. Approving the organizational management structure
4. Making a continuous assessment of progress.

In fulfilling these general duties, the Board also recognizes the following additional definite and more specific responsibilities:
1. To select a President and to support him in the discharge of these duties.
2. To require and evaluate reports from the President on the educational program and the financial status of the institution.
3. To approve and adopt institutional policies for the University's programs.
4. To consider, revise and adopt an annual budget.
5. To provide, by the exercise of its legal powers, the funds it deems necessary to finance the operation of the college.
6. To seek and utilize qualified professional recommendations when considering and deciding upon expansion of services, building and facilities.
7. To assist in presenting to the public the needs and progress of the University's programs.

ORGANIZATION OF THE BOARD OF REGENTS

A. COMPOSITION AND SELECTION PROCESS FOR BOARD OF REGENTS
The Sinte Gleska University Board of Regents consists of eight appointed representatives who meet the eligibility requirements as defined in the SGU By-Laws for the constituency they are representing. Appointments are made by the Board of Regents utilizing the following criteria:
1. One Student Regent shall be the President of the Student Association. Student Association officers are elected in an at-large election among the student body of the University conducted by the Office of Student Services in September of each year. Appointed by the Board of Regents in the meeting following the election.

2. One Faculty or Staff Regent is elected by the Faculty and Staff of SGU in August of each year. (One year appointment) Appointment made by the Board of Regents at the meeting following the election each year.
3. Four Regional Regents are appointed for a term of four years. The Selection Process for Appointees to the Board of Regents is as follows:
    * Consider board action to renew terms of current regional board members.
    * The Board of Regents shall select a committee of education-minded stakeholders to assist with identifying eligible Regional board candidates.
    * Identify and contact prospective committee members to determine their interest to be involved with identification of eligible appointees.
    * Confirm involvement by letter from the board chair; attach board eligibility requirements.
    * Committee members will identify prospective candidates for board positions by established deadline.
    * As candidates are identified, the Board Executive Secretary will communicate directly with the candidates and have them submit a formal document validating that they meet the board eligibility requirements.
    * Submit the names of the candidates to the SGU Administration and the SGU Board of Regents for official appointment.
4. One Elder Regent is appointed for life or until resignation. The Elder Regent is nominated by the Board of Regents. The Executive Secretary will contact the candidate to determine his/her agreement to serving on the Board of Regents. If candidate agrees to serve, appointment is made by the Board of Regents at their next meeting.
5. One Sicangu Oyate Okolakiciye Education Committee Regent. This Regent shall be the Chairman of the Sicangu Oyate Okolakiciye Education Committee (RST Education Committee) or his designee. This term on the SGU Board of Regents shall coincide with Regents term on the RST Education Committee.

B. **ELECTION OF OFFICERS**
The Board of Regents shall select a Chair and a Vice Chair from among the on (1) RST Education Committee Regent, on (1) Elder Regent and the four (4) Regional Regents. The Chair and Vice-Chair shall serve a term of two (2) years, commencing on the date of their selection, and shall serve until their successors are seated, or until such time as a new Chair and Vice-Chair are selected.

C. **REMOVAL OF OFFICERS**
Any officer elected or appointed by the Board of Regents may be removed, with cause and following the procedure set forth in the SGU By-Laws.

D. **RESIGNATION OF OFFICERS**
Any officer may resign at any time, orally or in writing, by notifying the Board of Regents or the President or the Secretary of the Board of Regents. Such resignation shall take effect at the time therein specified or, if the time when it shall become effective, shall not be specified therein, immediately upon receipt, unless otherwise specified therein. The acceptance of such resignation shall not be necessary to make it effective.

E. **VACANCIES OF OFFICERS**
    A vacancy in any office caused by death, resignation, removal, disqualification or other cause shall be filled for the unexpired portion of the term by the Board of Regents.

F. **TERMS OF OFFICERS**
    The officers of Board of Regents shall be appointed at the appropriate meeting of the Board of Regents every two years. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. The term of office of each officer (including any officer who may occupy an additional office created by the Board of Regents) shall be 2 years until his successor has been duly elected and shall have qualified.

G. **Honoraria**
    Honoraria for Regents shall be fixed by the Board of Regents and shall be provided for each meeting where a quorum is present. In the event there is no quorum, Regents present shall be reimbursed for time spent working on reviewing documents to present at the next convened session of the Board of Regents. Mileage will be reimbursed at the federal rate.

H. **OFFICERS DUTIES**
    Chairman
    The Chairman shall have general supervision over the affairs of the Corporation, subject however, to the control of the Board of Regents. He shall, if present, preside at all meetings of the Board of Regents. In general, he shall perform such duties as are provided for in these By-Laws and as, from time to time, may be assigned to him by the Board of Regents.

    Vice-Chairman
    The Vice Chairman shall preside over the Board of Regents when the Chairman is not present, and he/she shall act on the behalf of the Chairman when he/she is not available. The Vice-Chairman shall succeed to the Chairman of the Board of Regents if the Chairman resigns or leaves his office.

    Executive Secretary
    The secretary shall certify all of the board meetings minutes of the Board of Regents. The Secretary shall, in general perform all the duties incident to the office of the Secretary and such other duties as may from, time to time, be assigned to him/her by the Board of Regents or the President.

    Other Officers
    Other officers, elected or appointed, by the Board of Regents shall, in general, perform such duties as shall be assigned to them by the Chair of the Board of Regents.

<div align="center">

MEETINGS OF REGENTS

</div>

A. **Regular Meetings**
    Meetings of the Board of Regents for the conduct of regular business shall be held at the Sinte Gleska University Administration Building on a quarterly basis at a day and time agreed upon by

the majority of the Regents as a result of a poll conducted by the Executive Secretary, or at such time and place as the Board deems necessary.

B. **Special Meetings**

Special meetings of the Board of Regents may be called by the Chair or by any three (3) Regents upon written request to the Chair, or in the Chair's absence the Vice Chair, setting forth the business to be considered. Notice shall be given to the Board of the date, time, and place of the meeting and the business to be conducted at the meeting. No business other than that set forth in the notice of special meeting may be transacted.

At least twenty-four (24) hour notice of a Special Meeting shall be given to the Regents. Notice shall be in writing and personally delivered or sent by U.S. mail, sent by E-mail, or read by telephone to the Regent(s) to be notified.

C. **Quorum**

A majority of voting Regents constitutes a quorum for the transaction of any business properly before the Board of Regents. However, no meeting can be held unless either the Chair or Vice Chair is present.

D. **Procedure**

The Chair or Vice Chair will preside at meetings of the Board of Regents, and the Executive Secretary or some other suitable person appointed by the Board will record the minutes of meetings.

E. **Voting**

Each voting member of the Board of Regents may cast one (1) vote on all business that is properly brought before the Board. All business shall be decided by the affirmative vote of a majority of the voting Regents. Voting by proxy is prohibited.

F. **Recess**

The Board of Regents may recess any of its meetings from day to day without further notice.

G. **Annual Meeting**

There shall be an annual meeting for the purpose of electing officers of the Board of Regents on a day and time selected by the Board.

H. **Action by Written Resolution**

When circumstances arise which require action by the Board of Regents and a sufficient number of Regents cannot be present at a meeting of the Board of Regents to consider such action, the action can be taken in writing by resolution specifically setting forth the action to be implemented and the action shall be deemed adopted by the Regents provided the resolution is signed by individual Regents in a number that constitutes at least a quorum.

COMMITTEES

The Board of Regents may establish special committees or study groups to advise the Board on necessary matters. The Board shall determine the duties, powers, composition, and terms of office of such committee or group unless otherwise specified by Board action.

Each committee or study group shall be governed in its proceedings by the By-Laws and directives given by the Board.

A. **Executive Committee**

There shall be an Executive Committee comprised of the four (4) officers of the Board of Regents, namely the Chairman, Vice Chairman, Secretary, and Treasurer. The Executive Committee shall meet on a monthly basis to review and approve business or institutional transactions that need approval prior to the quarterly meeting.

In the event of the absence of one member of the Executive committee, the Student Regent or Member-at-large shall be authorized to act as a member of the Executive Committee in place of the absent member to satisfy the requirement of four (4) necessary for the Executive Committee to act.

Actions of the Executive Committee shall be approved upon by a vote in favor of the action voted upon of at least three (3) members of the Executive Committee.

Actions of the Executive Committee shall be ratified by the Board of Regents at the following quarterly meeting.

OFFICERS OF THE CORPORATION

A. **Officers**
The officers of the Corporation shall be a President, Chief of Operations (Provost) Vice Presidents, and a Chancellor. The officers shall serve without compensation, other than their contracted salary. The officers shall serve until the appointment of their successors, provided that the Board of Regents may remove any officer for cause.

B. **Authority of Officers**
The President shall be the Chief Executive and Administrative Officer of the Corporation The Vice President(s) shall be appointed by the President following consultation with and advice from Faculty and Staff as provided by the Sinte Gleska University Policies and Procedures Manual. The Officers shall have the powers and discharge all duties as necessary to serve the mission and purposes of Sinte Gleska University.

C. **Duties of the President**
1. Responsible for the day-to-day management, supervision and leadership of the University.
2. May hire and terminate employees of Sinte Gleska University.

3. May establish special committees with definite terms whose members shall serve without compensation; and

4. Shall have the powers and shall discharge the duties customarily and usually held and performed as necessary to serve the mission and purposes of Sinte Gleska University.

D. **Evaluation of the President**

The President is given the responsibility for the day-to-day administration of Sinte Gleska University. The President's performance is evaluated by the Board of Regents on a continuum of regular reporting at the Board of Regents meetings. This means of evaluation is consistent with the Lakota way of assessing leadership. A formal evaluation consists of an interview/discussion with the President bilingually (English/Lakota by the Board of Regents in an Executive Session of the Regents. The President is then, counselled by the Board of Regents on the priorities for the next year of operation. Offering the President a continuing contract is the conclusion of the evaluation.

E. **Succession of Presidency:**

The Office of President of Sinte Gleska University will be conducted in accordance with spiritual and cultural practices of the Sicangu Lakota Oyate. The following procedure will be conducted in the event of vacancy:

- Board of Regents Chair will declare position vacancy and appoint a committee to conduct a search for a President.
- Nominees for the position will submit appropriate paperwork to the Executive Secretary of the Board of Regents.
- Paperwork will be reviewed by Administration and Board of Regents for potential qualified candidates.
- Potential qualified candidates will be interviewed.
- Names and credentials of candidates will be taken to four Lakota Spiritual Ceremonies for concurrence before a final selection is made by the Board of Regents.
- Once the decision is concurred by the Lakota Spiritual leaders, the Board of Regents will make an offer to the successful candidate.

Cultural tradition allows for a successor to be determined informally from within the family, or in this case, within the institution, or it could be an in-house transfer of position. The President could recommend a presently employed senior level management employee to the Board of Regents who is familiar with institutional operations and protocol. Upon approval by the Board of Regents, a traditional ceremony will be held by a medicine man informing the spiritual world of the occasion and asking for their blessings and guidance. A public feed with traditional dancing and honoring with speakers from appropriate leadership and tribally elected leaders will be held to recognize and honor the momentous occasion.

F. **Duties of Other Officers of the Corporation**

Under the direction of the President and in communication and concert with each other and the involvement of communities and school systems, the Officers of the Corporation shall direct the implementation of institutional policies and directives adopted by the Board of

Regents. Officers shall perform their respective roles in a manner that advances the mission and goals of the University and ensures the integrity and continuity of its operation.

BY-LAWS

By-Laws of the Corporation shall be adopted by the Regents at a regularly scheduled meeting or at any special meeting called for that purpose <u>provided</u> that the by-laws shall not be inconsistent with the provisions of the charter.

<u>Amendments by Board of Regents.</u>

The Board of Regents may amend the By-Laws at a regular or special meeting called for that purpose and approved by a majority vote. Any amendments must be consistent with the Corporation Charter.

CODE OF ETHICS

The Board endorses the following Code of Ethics:

The Board of Regent members:

- Recognize that the primary responsibility of the Board of Regents is to govern and assess the University to best meet the educational needs of the Sicangu Oyate.
- Work with my fellow Board of Regents members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate.
- Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; abide by and support the final majority decision of the board.
- Remember that as an individual I have no legal authority outside the meetings of the Board of Regents, and I will conduct any relationships with the University staff, the local citizenry and news media on the basis of this fact. I agree that the Board of Regents Chairperson or designee serves as the official spokesperson and that the individual Board of Regents members will not represent themselves as speaking for the Board of Regents.
- Resist every temptation and outside pressure to use my position to benefit either myself or any other individual or agency apart from the total interest of the University.
- Review and analyze the University Mission Statement regularly.
- Bear in mind that the Board of Regents accomplishes its responsibility to govern and evaluate the University by adopting the policies by which the University is to be governed, but that the administration of the educational program and the conduct of university business are the responsibility of the President.
- Welcome and encourage active participation by citizens in establishing policy.
- Assure the orderly operation of the Board of Regents by bringing potential agenda items to the Board Chair and President before bringing proposed agenda items to the Board table.
- Recognize that discussions of the Board of Regents in Executive Session are confidential.
- Be scrupulous in requesting only authorized and legitimate reimbursement of expenses.

- Be familiar with the duties imposed by tribal law upon me as a member of the Board of Regents; to understand those duties and powers as set by tribal ordinance; and to faithfully carry out those powers and duties to the best of my ability.
- Should a conflict of interest arise due to my elected position on another organization's board or the Tribal Council, I will support the best interest of the University and its students at all times.
- Finally, to strive for the most effective board in a spirit of teamwork and devotion to higher education as the greatest instrument for the preservation and perpetuation of our tribal nation.

Board Members Responsibilities
1. To become familiar with, committed to, and abide by the major responsibilities and duties of the Board as set out in the SGU By-Laws.
2. To devote time to learn how the University functions – its uniquenesses, strengths, and needs.
3. To accept the spirit of academic freedom and shared governance as fundamental characteristics of University governance.
4. To prepare carefully for, regularly attend, and actively participate in Board meetings and committee assignments.
5. To maintain confidentiality when called for, and to avoid acting as spokesperson for the entire Board unless specifically authorized to do so.
6. To support College fund raising efforts through personal giving in accordance with one's means (both annual and capital drives), and to be willing to share in the solicitation of others.
7. To understand that the President is the exclusive agent of the Board in the conduct of all university affairs.
8. To insure that the President's performance will be evaluated annually.
9. To learn and consistently use designated institutional channels when conducting Board business.
10. To insure that any relationships that could be perceived as conflicts of interest are to the distinct and obvious advantage of the University.
11. To refrain from actions and involvements that might prove embarrassing to the University and to resign if such actions or involvements develop.
12. To make judgments always on the basis of what is best for the University as a whole and for the advancement of higher education rather than to serve special interests.

BOARD OF REGENTS CONFLICT OF INTEREST

A. **Definition**

A "conflict of interest" occurs when there is a divergence between a board member's private interests and their professional obligations to Sinte Gleska University (hereinafter the "University"), such that an independent observer might reasonably question whether

the board member's professional actions or decisions are determined by any considerations other than the best interests of the University.

B. Disclosure Requirements

The primary obligation to disclose any conflict of interest lies with the individual involved. If the conflict is not disclosed and another board member or staff member is aware of the circumstances giving rise to the conflict, they should ask the individual involved to disclose the information. If the person involved does not disclose the information prior to the next board meeting, the knowledgeable board member or staff member must disclose the information to the Board.

C. Situations that may create a conflict of interest

The following are examples of situations in which a conflict of interest may arise and which must be disclosed to the Board of Regents for approval.

1. External Financial Interests. External financial interests create conflicts of interest when they provide, or appear to provide, an incentive to the board member to affect a University decision or other University activity (for example, because of the possibility for personal gain), and when the board member has the opportunity to affect the University activity, a conflict of interest exists. "External financial interests" are those financial interests that do not involve the University as an institution. Board members' external financial interests are of concern if, for example:

   - The outside entity's activities compete with those of the University, and the board member or members of their immediate family are in a position to control, direct, or influence the relationship between the outside entity and the University.

   - The outside entity has a present or prospective relationship with the University, e.g., as supplier of goods or services or as party to contracts – and the Board member or members of their immediate family are in a position to control, direct, or influence the relationship between the outside entity and the University.

   - The outside entity is engaged in activities that are inconsistent with the standards and purposes of the University and that may bring discredit to the University.

2. Consulting and other Compensated Professional/Commercial Activities. Compensated professional/commercial activities, including outside consulting activity, can generate conflicts of interest, regardless of the time involved.
3. Use of students/support staff on outside activities. Board members must ensure that the activities of students are not subordinated to the personal commercial interests of the Board member, and that the work of students, support staff, and collaborators is not exploited in the course of a Board member's outside obligations. It is inappropriate for a Board member to assign University tasks to students or support staff for purposes of financial gain for the Board member, rather than for the advancement of University.

4. Use of University resources. The University's name, facilities, and equipment are to be used solely for the furtherance of University goals and not for the benefit of, or to imply the University's support of, non-University activities. Board members may not use University resources, including facilities, equipment, or confidential information, for non-University purposes. The University may grant permission to a Board member to use University facilities in their pursuit of outside activities or interests, but only where there is evidence that the work of the Board member, supported by University resources, will be of significant benefit to the University. Inappropriate uses of University resources include the following:

   a. Using the name of the University or its letterhead in sponsoring or recommending any commercial service or product, regardless of whether the Board member has any interest in the promotion, or in connection with an outside organization that the Board member established or of which they are director, unless the participation in that organization is at the request of the University or is otherwise a part of the Board member's normal University duties.
   b. Granting external entities access to the University's facilities or services for purposes outside the University's missions, or offering favors to outside entities in an attempt to influence them unduly in their dealings with the University.
   c. Using confidential information acquired through conduct of University business for personal gain, or granting to other unauthorized access to such information.
   d. Providing preferential access to University equipment or facilities to an outside entity for personal financial gain.

5. University dealings with entities with which Board members have a relationship
   Arrangements between SGU and outside entities in which a Board member or members of their immediate family have financial interests, or any employment or consulting roles, raise particular questions of potential or apparent conflicts of interest which require special ad hoc disclosures, review, and approval.

6. New Contractual Relationships. After the Board member is seated with full
   Disclosures of financial relationships with the University, there is a prohibition against any new contractual relationships with the University after the Board member is seated.

   D. Implementation

   Before the University enters into any of the following arrangements, the involved Board member must submit to the Board of Regents a complete written disclosure of their current or pending financial interest/relationship with the outside entity, the relationship of the proposed college activity to the entity, and the means by which the Board member will ensure separation of their University role from the role or interests of the Board member or members of their immediate family in the outside entity.

   - Procurement by the Board of materials or services from an outside entity in which the Board member or members of their immediate family have an employment or consulting relationship or a financial interest.

- Any other arrangements in which a proposed activity involves an entity in which the Board member or members of their immediate family have a financial interest.
- Current or prospective situations that may raise questions of conflicts of interest as such situations become known to the Board member.
- Changes in financial interests or external activities, including changes that alter the nature of or eliminate an actual or potential conflict preciously disclosed.

Disclosure reports may be submitted to the President for inclusion on the Board's agenda or to each Board member in writing. The Board member will be advised in writing or via e-mail at the next Board of Trustees meeting whether the activity has been approved and may be undertaken. Activities which may be subject to question of conflicts of interest must be approved before the activity is undertaken.

Decision

When a board member becomes aware of involvement in a potential conflict of interest, they shall declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict. If the Board determines the board member has effectively manages, reduced or eliminated the conflict of interest, the Board shall approve the transaction despite the apparent conflict.

When a conflict of interest claim against a board member is brought to the board in writing, and is signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedure will be followed.

1. Upon a majority vote of the remaining board members, or upon order of the chair, the board will hold an informal hearing on the conflict of interest claim, giving the board member an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote to take one of the following actions:

   A. Issue a decision that the conflict of interest charge is not supported by the evidence and is therefore dismissed.
   B. Issue a decision that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue.
   C. Issue a decision that the conflict of interest charge is supported by the evidence and, in addition to disqualification from voting or otherwise participating in the board deliberations or decision, the board member should be formally censured or subjected to such other action as may be allowed.

Final Decision. The decision of the Board of Regents as to the presence or absence of a conflict of interest shall be final.

Board of Regents Code of Ethics

The Sinte Gleska University Board of Regents commits itself to the very highest ethical conduct, in carrying out its responsibilities under tribal and federal laws.

I,_____, as a member of the Board of Regents of Sinte Gleska University, hereby agree to:

- Recognize that the primary responsibility of the Board of Regents is to govern and assess the University to best meet the educational needs of the Sicangu Oyate.
- Work with my fellow Board of Regents members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debate.
- Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; abide by and support the final majority decision of the board.
- Remember that as an individual I have no legal authority outside the meetings of the Board of Regents, and I will conduct any relationships with the University staff, the local citizenry and news media on the basis of this fact. I agree that the Board of Regents Chairperson or designee serves as the official spokesperson and that the individual Board of Regents members will not represent themselves as speaking for the Board of Regents.
- Resist every temptation and outside pressure to use my position to benefit either myself or any other individual or agency apart from the total interest of the University.
- Review and analyze the University Mission Statement regularly.
- Bear in mind that the Board of Regents accomplishes its responsibility to govern and evaluate the University by adopting the policies by which the University is to be governed, but that the administration of the educational program and the conduct of university business are the responsibility of the President.
- Welcome and encourage active participation by citizens in establishing policy.
- Assure the orderly operation of the Board of Regents by bringing potential agenda items to the Board Chair and President before bringing proposed agenda items to the Board table.
- Recognize that discussions of the Board of Regents in Executive Session are confidential.
- Be scrupulous in requesting only authorized and legitimate reimbursement of expenses.
- Be familiar with the duties imposed by tribal law upon me as a member of the Board of Regents; to understand those duties and powers as set by tribal ordinance; and to faithfully carry out those powers and duties to the best of my ability.
- Should a conflict of interest arise due to my elected position on another organization's board or the Tribal Council, I will support the best interest of the University and its students at all times.
- Finally, to strive for the most effective board in a spirit of teamwork and devotion to higher education as the greatest instrument for the preservation and perpetuation of our tribal nation.

_____   _____
Signature of Board of Regents Member   Date

SGU BOARD OF REGENTS
RESOLUTION NO. 2017-01

**TO AMEND THE BY-LAWS: ARTICLE FIVE, SECTION ONE, REGULAR MEETINGS AND
ARTICLE SEVEN, SECTION ONE, COMMITTEES, TO CREATE AN EXECUTIVE COMMITTEE**

WHEREAS: Sinte Gleska University was founded in 1970 as a tribally chartered higher education entity of the Sicangu Oyate (Rosebud Sioux Tribe) to design and deliver appropriate programs, services, and opportunities on behalf of the Sicangu Lakota Oyate; and

WHEREAS: during the past 45 years Sinte Gleska University has evolved from a conceptual idea with a modest origin and specific mandate to serve the best interests of tribal citizens and tribal communities to become a leader in the field of Indian Education; and

WHEREAS: Sinte Gleska University's Mission states that "Sinte Gleska University will provide a model for Indian controlled education;" and

WHEREAS: Sinte Gleska University conducts relevant research on models of Indian Education, historical Lakota leadership models, governance, and cultural practices and beliefs; and

WHEREAS: Sinte Gleska University provides its services to the Rosebud Indian Reservation and surrounding areas, which areas are extremely rural, occupied by low income residents with limited access to different means of transportation and communication, and subject to diverse weather conditions causing at times disruption in travel and communication; and

WHEREAS: Sinte Gleska University has experienced difficulty in governing by the inability to secure attendance at meetings complicating the decision making process and needs of the University in the interim periods of time; and

WHEREAS: there is a need to amend in certain respects the Sinte Gleska University By-laws to enhance the governing ability of the Board of Regents; and

WHEREAS: Article Eleven of the By-laws provides that "The Board of Regents may amend these By-laws at a regular or special meeting called for that purpose and approved by a majority vote."

THEREFORE, BE IT RESOLVED that the Board of Regents hereby enacts the following amendments to the Sinte Gleska University By-laws:

1) Article Five, Section One, Regular Meetings shall be amended to provide for quarterly rather than monthly meetings and shall read as follows:

   Meetings of the Board of Regents for the conduct of regular business shall be held at the Sinte Gleska University Administration Building on a quarterly basis at a day and time agreed upon by the majority of the Regents as a result of a poll conducted by the Executive Secretary, or at such other time and place as the Board deems necessary.

2) Article Five, Section Three, Special Meetings, first paragraph, shall be amended to provide for notice by E-mail and telephone and shall read as follows:

   At least twenty-four (24) hour notice of a special meeting shall be given to the Regents. Notice shall be in writing and personally delivered or sent by U.S. mail, sent by E-mail, or read by telephone to the Regent(s) to be notified.

3) Article Seven, Committees, shall be amended to provide for an Executive Committee and shall read as follows:

   Section One. Executive Committee.

   There shall be an Executive Committee comprised of the four (4) officers of the Board of Regents, namely the Chairman, Vice Chairman, Secretary, and Treasurer. The Executive Committee shall meet on a monthly basis to review and approve business or institutional transactions that need approval prior to the quarterly meeting.

   In the event of the absence of one member of the Executive committee, the Student Regent or Member-at-large shall be authorized to act as a member of the Executive Committee in place of the absent member to satisfy the requirement of four (4) necessary for the Executive Committee to act.

   Actions of the Executive Committee shall be approved upon by a vote in favor of the action voted upon of at least three (3) members of the Executive Committee.

   Actions of the Executive Committee shall be ratified by the Board of Regents at the following quarterly meeting.

   Section Two. Other Committees.

   The Board of Regents may establish special committees or study groups to advise the Board on necessary matters. The Board shall determine the duties, powers, composition, and terms of office of such committee or groups.

   Each committee or study group shall be governed in its proceedings by these By-laws and directives given by the Board.

CERTIFICATION

We, the undersigned hereby certify that the foregoing Resolution No. 2016-07 to make certain amendments to the Sinte Gleska University By-laws was approved at a duly called meeting held on Monday, January 09, 2017 by a vote of three in favor, zero (0) opposed, and two (2) abstaining.   A quorum was present.

_____
Russell Eagle Bear, Chairman
SGU Board of Regents

ATTEST:

_____
Evelyn White Hawk, Secretary
SGU Board of Regents

   S E A L

SYLLABUS TEMPLATE

Semester/Year: (i.e. Fall Semester 2016)

Course and Section: (The course prefix, course number, section number and course number)

Prerequisites: (list any prerequisites as indicated in the current SGU catalog; if none, state none)

Instructor Information: (name, office hours, contact information including email address)

SGU Course Catalog Description: (from current catalog; if course description is outdated, you may want to update your course description via appropriate academic channels before the next catalog is printed)

Required Texts: (Title, Author, Edition, Publisher, ISBN # for each text)

Course Materials: (List any materials that students will need, such as recorders, calculators, etc.)

Disability Statement: (SGU strives to assist all students with disabilities that may impact their learning. Please consult with your instructor or academic advisor if you have any special needs. This information is in the SGU catalog for reference.)

Course Objectives: (The course objectives indicate your course goals or outcomes for successful completion of course. These objectives should be measurable and directly related to how you assess/evaluate/grade your students.)

Assessment/Evaluation/Grading Policy: (Assessment pertains to how you will gather data – attendance/participation/class assignment, etc. – in order to evaluate students – for example, giving them a grade. You may choose conventional written exams, research papers, quizzes, etc and/or a combination of verbal presentations, PowerPoint presentations, group assignments, special projects, portfolio, etc. All of the tools for assessment should be directly related to your course objectives. A grading scale should be included so students understand how the grade points or percentages will equate to a grade.)

Course Outline: Schedule/Assignments: (The course outline provides a listing of all assignments, including reading assignments and work that must be completed before the next class.)

Optional items you may want to consider on your syllabus:

❖ **Course Policies**: (<u>Means of instruction</u> (lecture, video conferencing, etc.) <u>Student Responsibilities</u> (attendance, policies regarding late work, etc.)

❖ **Cell Phone Policy** (Cell phone usage disrupts the learning process. All cell phones should be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks or after class is over.)

❖ **Academic Honesty** (It is anticipated that all SGU students will adhere to Academic standards set forth in the Student Handbook. As such, acts that are dishonest {such as

plagiarism} are not acceptable student behavior and students will bear the responsibility of dishonest acts. If you have questions about academic honesty, please contact your instructor or relevant academic administrator.)

❖ **Portfolio** (Various academic departments require a portfolio as part of their course evaluation. Students must be made aware all portfolio requirements, especially those for capstone classes so that they can start early in their academic journey to keep all relevant academic work - scholarly papers/research, special projects, acts of leadership, community involvement, Lakota language/culture projects could be a part of that capstone/culminating portfolio.)

❖ **Non-Smoking Policy** (While Departments Chairs have not approved this for inclusion on syllabi, it is in the new Student Handbook. Please continue to inform faculty, staff and students of the policy.)

❖ **Other Program Specific or Course Specific Information**

Curriculum Committee Meeting

January 11th, 2017

2:00pm

Members present:

Lisa Krug, Mary Henson, Briana Broschat, Stephanie Butler, Patrice Wright, Leah Woodke, Arlene Brandis, and Julia Cahill

A. Curriculum Committee Purpose

The purpose statement for the curriculum committee was discussed. The group agreed that the purpose statement covered SGU's needs. The purpose statement states "To ensure that the college continues to offer rigorous courses that meet student needs as well as accreditation standards." Discussion was made on the meaning of rigorous. Discussion was also made on where this committee's duties will fit into the organizational chart with the department chairs and the faculty council. Arlene will bring the committee's duties to the attention of the faculty council. Leah stated that the committee will be filling a needed compliance gap between the management duties of the department chairs and the policy duties of the faculty council.

B. Discuss Functions of the Curriculum Committee

A list of seven functions of the committee was discussed. Discussion was made to add an eighth function to look at inter-departmental course scheduling (day and time courses are offered).

C. Measurable Objectives Overview and Tools

Leah provided handouts of Bloom's Taxonomy and example course objectives for the group to examine. Discussion was made on creating course objectives that are measurable. Discussion was made on using the word "objective" versus "outcome". It was agreed that all syllabi need measurable course "objectives".

D. Establish Curriculum Committee Chair, Co-Chair and Secretary

The committee chair will be Lisa Krug, the Co-Chair will be Patrice and the secretary Stephanie Butler.

E. Set Agenda for the Coming Semester

Discussion was made on how to make progress this semester. Each department will bring one syllabi for review to each meeting with the goal of having 7-8 reviewed each quarter during the semester.

F. Next Steps

Each member will bring one of their own syllabi to examine to the next meeting.

G. Next Meeting

The next meeting will be held Friday, January 13th over the lunch period in the Student Services building. After that, the committee will meet the second Friday of each month.

Curriculum Committee Meeting

MINUTES   JANUARY 13, 2017   12:30PM-1:30PM   STUDENT SERVICES BUILDING

MEETING CALLED BY	Lisa Krug, Committee Chair
TYPE OF MEETING	Syllabi course objective review
FACILITATOR	
NOTE TAKER	Stephanie Butler
TIMEKEEPER	
ATTENDEES	Lisa Krug, Mary Henson, Briana Broschat, Stephanie Butler, Patrice Wright, Arlene Brandis, and Julia Cahill

Agenda topics

SYLLABI REVIEW   [PRESENTER]

DISCUSSION	Discussion was made regarding the three main components of a course objective. Several course objectives from SGU syllabi were examined.
CONCLUSIONS	Corrections were made to the syllabi.

ACTION ITEMS	**PERSON RESPONSIBLE**	**DEADLINE**
Individual faculty will update their syllabi to include the three main components of a course objective.		

[TIME ALLOTTED]   FUTURE ACTIONS   [PRESENTER]

DISCUSSION	Discussion was made to create an e-mail to send to all SGU faculty. This e-mail would outline the three components of a course objective. Examples of correctly written course objectives will be included.
Discussion was also made to include copies of Bloom's taxonomy and the correct syllabus outline with the e-mail.	
CONCLUSIONS	An e-mail will be sent out to all faculty encouraging review and any needed corrections to individual syllabi.

ACTION ITEMS	**PERSON RESPONSIBLE**	**DEADLINE**
A draft e-mail will be typed and sent to the committee for review before being sent to all faculty.	Lisa Krug and Stephanie Butler	Before the next meeting

[TIME ALLOTTED]   NEXT MEETING   [PRESENTER]

DISCUSSION	Discussion was made on holding the next meeting.
CONCLUSIONS	The next meeting will be held February 10th at 10am in the Science Center room 1.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
All committee members will bring a syllabus from their department for review.	All committee members	Feb. 10th, 2017

Curriculum Maps Sampling

Courses Aligned to Goals and Objectives	PLOs and Objectives Human Services Master of Arts				
	1. The graduate will demonstrate Wolakota values by synthesizing this perspective into professional and personal domains, while becoming a critical thinker and agent of change	2. Graduate demonstrates analytical thought through effective and innovative communications, presentations, and trainings.	3. Graduate will be able to synthesize professional research that improves the quality of life for the Oyate.	4. Graduate will demonstrate appropriate skills commensurate with the professional standards of the chosen career setting.	5. Graduate will apply and uphold professional, ethical, and legal standards within his/her chosen discipline.
HS 500	I	I	I		I
HS 505	I	I	I	I	I
HS 520	I		R		R
HS 530	I	I	I	I	I
HS 560	I	I	I		I
HS 570		R	R		R
HS 574	R	R	R		R
HS 690	M, A	M, A	M, A	M, A	M, A
HS 696	M, A	M, A	M, A	M, A	M, A
PY 533		R	I	I	R
PY 538		R	R	R	R
PY 556	M	M	M	M	M
PY 557	R	R	R	I	R
PY 574	M	M	M	M	M
PY 594	R	R	R	R	R
PY 614		R	R	M	M
PY 617		M	R	R	R
PY 624	M	M	M	M	M
PY 634	M, A	M, A	M, A	M, A	M, A
PY 654		M	M	M	M
PY 664	M	M	M	M	M
PY 694	M, A	M, A	M, A	M, A	M, A
PY 695	M, A	M, A	M, A	M, A	M, A

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level;
"A"=assessment evidence collected

Courses	Learning Outcomes – Human Services BA			
	I. APPRECIATE AND INTEGRATE THE LAKOTA WAY OF LIFE (WOLAKOTA) BY SYNTHESIZING THIS INTO BOTH PROFESSIONAL AND PERSONAL DOMAINS.	II. BE AN ACTIVE CRITICALTHINKER AND SELF STARTER; BE A PRODUCTIVE AND CONTRIBUTING CITIZEN (CHANGE AGENT).	III. BE A COMPETENT AND SKILLED HUMAN SERVICES HELPER.	IV. DEMONSTRATE A HEALTHY, RESPONSIBLE LIFESTYLE.
*HS 103	I	I	I	I
PY 100	I	I	I	I
RH 200	I, R	I, R	I	I, R
CJ 200	I, R	I, R	I	-
HS 200	I, R	I, R	I	I, R
HS 290	I, R	I, R	I, R, A	I, R
PY 301	I, R	I, R	I, R	I, R
SO 413	-	I, R, M	-	-
HS 405	-	I, R, M	I, R, M	I, R
SW 315	I, R	I, R, M	I, R	I, R
HS 399	I, R	I, R	R, M	R, M
HS 390	I, R, A	I, R, A	I, R, A	I, R, A
HS 490	R, M, A	R, M, A	R, M, A	R, M, A
HS 460	R, M, A	R, M, A	R, M, A	R, M, A

Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate the ability to create learning opportunities and environments that support student development.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.
		Curriculum Map - BS K-8 Elementary Education	
ED 206	I		I
ED 210	I	I	I
ED 220	I		
ED 225	I	I	I
ED 230	I	I	
EE 200	I		I
HL 201	I	I	
ME 200	I	I	I
EN 210	R	R	R
ED 305	R	M	R
ED 310	R	M	R
ED 315	R	M	R
ED 320	R	M	R
ED 330	R	M	R
ED 335	R	M	R
ED 345	R	M	R
ED 339	R	R	M, A
ED 445	R	R	
ED 447	R	R	M, A
ED 449	M, A	M, A	M, A
ME 410	R	R	R
ED 499	M, A	M, A	M, A
EE 499	M, A	M, A	M, A
INTASC Portfolio	A	A	A

Curriculum Map
Masters in Education – K-12 Reading Specialist

Courses	Graduates of the M.Ed program will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach and/or supervise	Graduates of the M.Ed program will demonstrate the ability to create learning opportunities and environments that support student and faculty development.	Graduates of the M.Ed program will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.	Graduates of the M.Ed program will fulfill professional, legal and ethical obligations in teaching and leadership capacities
EDR 600	I	I	I	I
ED 601				
ED 610	R	R	R	R
ED 620	R, A	R, A	R, A	R, A
ED 630	M	M	M	M
ED 640	I	I	I	I
ED 641	I	I	I	I
ED 642	R	R	R	R
ED 643	R	R	R	R
ED 644	R	R	R	R
ED 645	R	R	R	R
ED 646	M, A	M, A	M, A	M, A

Curriculum Map - AA Elementary Education			
Courses	Graduates will be able to apply knowledge of the cognitive, social, physical, emotional, and cultural characteristics of students they will teach.	Graduates will demonstrate the ability to create learning opportunities and environments that support student development.	Graduates will demonstrate cultural values that represent the program's conceptual model, mission, and the overall mission of SGU.
ED 201	I		
ED 206	I		I
ED 210	R	I	I, R
ED 220	I		
ED 225	I	I	I
ED 230	I	I	
EE 200	I		I
EE 299	M, A	M, A	M, A

Business BA Degree				
Business Management Department Courses	Graduates will apply economic reasoning, computational skills, and appropriate technology skills to produce relevant business-related reports.	Graduates will demonstrate sound management skill-sets inclusive of written and verbal communications, while using appropriate accounting/computational practices.	Graduates will analyze, synthesize, evaluate and appropriately use management skills within individual, team, and/or group organizational contexts.	Graduates will apply Lakota values (respect, generosity, wisdom, and fortitude) with reference to leading and managing business programs and organizations.
AC 211	I	I	I	I
AC 212	I	I	I	I
AC 250	I	I	R	I
AC 350	R	R	R	I
AC 370	R	R	R	I
AC 375	R	R	R	I
AC 489	R	R	R	I
AC 499	R	M,A	M,A	R
BA 165	I	I		I
BA 205	I			I
BA 246	I	R	I	I
BA 280	I	R	I	I
BA 285	I	R	R	I
BA 345	R	R	R	R
BA 355	R	R		I
BA 360	R	R	R	R
BA 367	R	R		
BA 370	I	R		
BA 373	R	R	R	I
BA 375	R	R	R	I
BA 380	R	R	R	M
BA 450		R	M	R
BA 462		R	R	R
BA 465	R	R	M	I
BA 473		R	M	R
BA 475		R	R	R
BA 477		R	R	R
BA 479		R	R	I
BA 481		R	R	R
BA 491			M	R
BA 499	M,A	M,A	M,A	M,A
BA 499-LS	R	M,A	M,A	R
EC 203	I	R	I	I
EC 405	R	R	M	R

English 101 Course Objectives

This is the first of a two course sequence designed to provide students with the skills necessary for college-level writing. In EN 101 students concentrate on paragraph and essay writing. Selected readings are part of the course. Required of all Freshmen.

Students will:

1. Demonstrate proper sentence structure and paragraph organization in a variety of essays.
2. Analyze assigned readings, including texts by Native American authors, to correctly identify various modes of writing.
3. Apply various modes of writing to draft and organize formal essays.
4. Utilize the writing process to write, revise, proofread, and publish formal essays.

English 102 Course Objectives

Freshman English 102 is an advanced composition course designed to sharpen students' writing, reading and critical thinking skills through a variety of college writing tasks. The course emphasizes improving students' ability to integrate and credit secondary sources in their writing. Prerequisite: EN 101

Students will:

1. Identify credible primary and secondary sources in print, in person and online.
2. Integrate information from a variety of credible sources into a cohesive written discourse.
3. Effectively communicate original ideas in written and oral form for an appropriate audience.
4. Critically analyze a topic of interest in a research paper utilizing APA or MLA format appropriately.

Sinte Gleska University
PLO Assessment Report

Degree Program: General Education   **Semester:** Spring 2016

Department: General Education   **PLO Lead:** Melissa Bancroft

PLO Team Members: Mike Leneaugh, Dana Gehring, Patrice Wright, Briana Broschat

Program Learning Outcome: Critical and Creative Thinking

Activity	Status and Future Actions
Assessment Task/Activity: (data review/analysis, artifact analysis, transfer study, etc.)	Analyzed MA 150 (College Algebra) exam; included samples of strong, medium and weak exams; and used the Quantitative Literacy VALUE rubric
Information Storage: (identify physical, electronic, or other file location)	Math instructor office filing cabinet
Result of Assessment:	Strong papers validated the rubric is an appropriate tool for evaluation; students show most weakness in "representation" and "assumptions"
Knowledge/skills/abilities/areas/topics/ situations to improve:	Ability to convert information into mathematical forms and to make and evaluate important assumptions in estimation; modeling and data analysis – students don't have the requisite skills prior to entering the course
Recommendations for change to program or curriculum:	WE need to collect more data regarding student Accuplacer and math course placement
Change(s) Implemented: (include date or time frame of change)	More data will determine changes recommended
Next Step:	Get cut score data tied to math course placement; get test scores and student math course enrollment; track student success in math courses by Accuplacer/ACT/SAT scores
Other Notes:	There is a gap between math Accuplacer scores and math placement; advisors don't always have current data on student math skills; questions about how well existing prior courses prepare students for college algebra; questions about rigor equivalence across sections; issues believed to impact math success include time gap from the last time math course was taken, math course attendance and effort and parental support

(Signature) Submitted By: *Melissa Bancroft*   Date: 11/11/16

Sinte Gleska University
PLO Assessment Report

Degree Program: General Education   **Semester:** Fall 2016

Department: General Education   **PLO Lead:** Melissa Bancroft

PLO Team Members: Dana Gehring, Mike Leneaugh, Patrice Wright

Program Learning Outcome: Critical Thinking

Activity	Status and Future Actions
Assessment Task/Activity: (data review/analysis, artifact analysis, transfer study, etc.)	10-14-2016 Assessed two post-labs from BI 151 against the critical thinking PLO; Assessed the post-labs versus the entire lab because it more accurately reflected student learning.
Information Storage: (identify physical, electronic, or other file location)	Copies of the post-labs and the PLO assessment are in the PLO folder
Result of Assessment:	Strong papers validated that the rubric is an appropriate tool for evaluation; students show most weaknesses in "acquiring competencies"
Knowledge/skills/abilities/areas/topics/ situations to improve:	Ability to identify own and other's assumptions and several relevant contexts when presenting a position and draw reasonable conclusions from quantitative analysis of data
Recommendations for change to program or curriculum:	No changes recommended
Change(s) Implemented: (include date or time frame of change)	
Next Step:	
Other Notes:	Attendance during the lab was a concern for most students. Students are unable to make up the parts of the lab that are missed

(Signature) Submitted By: *Melissa Bancroft*   Date: 10/14/16

Sinte Gleska University
Course Evaluation
Fall Semester 2016

We value your perspective as a student at Sinte Gleska University. Please help us to better understand what we are doing well and where we can improve our educational services to you by completing this survey. You will be asked about a number of things regarding **Generosity**, **Respect**, **Wisdom**, and **Fortitude** according to our institutional values. Your responses will be kept confidential and used for continuous improvement purposes.

Instructor: _____   **Course #:** _____

Course Instruction: Please rate the level of your agreement with regard to your experience with each of the following instructional aspects using the following scale:

5 – Strongly Agree   4 – Agree   3 – Neither Agree nor Disagree   2 – Disagree   1   – Strongly Disagree

The instructor was available to help students outside of class time, either before or after class or during scheduled office hours.	5	4	3	2	1
The instructor was prepared and the course was well planned and organized.	5	4	3	2	1
The course was organized with well planned activities and/or lectures.	5	4	3	2	1
The instructor used a variety of teaching methods in this course (lecture, hands-on, group, etc.)	5	4	3	2	1
The instructor provided regular and meaningful feedback to me about my progress in this course.	5	4	3	2	1
The instructor encouraged student participation in the course.	5	4	3	2	1
The instructor promoted a climate of respect for students and student perspectives.	5	4	3	2	1
The instructor communicated the subject matter clearly and effectively.	5	4	3	2	1
The instructor encouraged me to think deeply about the content.	5	4	3	2	1
The course goals and objectives on the syllabus were clear and understandable.	5	4	3	2	1
The course activities and assignments were aligned with the course objectives.	5	4	3	2	1
The course supports the institution's mission.	5	4	3	2	1
The grading system for the course stated on the syllabus was fair and consistently used.	5	4	3	2	1
The instructor demonstrated high expectations for my performance in this course.	5	4	3	2	1
The course schedule (days and times) met my needs as an adult learner.	5	4	3	2	1

What was the most valuable aspect of your experience with this course?

What was the least valuable aspect of your experience with this course?

Student Accountability: Please rate the frequency of your own engagement with each of the following aspects using the following scale:

5 – Always   4 – Usually   3 – Often   2 – Occasionally   1 – Rarely or not at all

🌳 I participated in class discussions, answered questions, and stated my views.	5	4	3	2	1
🌳 I participated in study groups and/or tutoring during the semester.	5	4	3	2	1
✳ I collaborated with my classmates on assignments and group projects when assigned.	5	4	3	2	1
✳ I worked with other class members in a respectful way.	5	4	3	2	1
🦋 I sought extra help from the instructor outside of class time or during his/her office hours when I needed it.	5	4	3	2	1
🦋 I worked with my instructor in a respectful way.	5	4	3	2	1
🐃 I attended classes.	5	4	3	2	1
🐃 I was on time for class and stayed until the end of class.	5	4	3	2	1
🐃 I completed the readings and other assignments on time.	5	4	3	2	1
🐃 I asked questions in class when I needed clarifications or more information.	5	4	3	2	1
🐃 I met my own expectations for my performance in class.	5	4	3	2	1

How will you use the information you have learned in this courses?

Please provide any comments or considerations you have regarding this course in the future.

The reason I took this class was:

☐ Meet general requirement   ☐ Meet a requirement for my major   ☐ Elective   ☐ Personal Interest   ☐ Other

I am currently a:

☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior   ☐ Graduate Student

I am working toward a:

☐ Certificate   ☐ Associate's   ☐ Baccalaureate   ☐ Masters   ☐ Endorsement or Recertification

Thank you for taking the time to complete this survey!

Sinte Gleska University

Professional Development for Faculty
Updated May 1, 2016

Institutional Commitment:

SGU Strategic Plan #2.7: SGU commits to designate $50,000 from the ED-Title III, Part A for faculty professional development for the 2015-2016 academic year. There will be a committee established for the selection of candidates to obtain higher degrees.

Committee Members: Provost/COO, Vice President of Academic Affairs, Department Chair, and the Personnel Office director. In the event there is a family member being considered for financial support, the related committee-member shall recuse himself/herself from the selection process.

Procedures:

1. Faculty applicants will submit a formal written letter requesting consideration of available professional development funds. Ideally, this letter should be submitted at least one year prior to the proposed professional development activity.

2. This applicant's letter will describe the following:
    - The applicant's professional advancement goal(s)
    - Beginning and ending date of professional development activity
    - Specific amount of funds requested, and the use of the funds (e.g., tuition/fees, travel, etc.)
    - Amount of personal funds/resources committed by the applicant
    - Level of commitment by the applicant to sustain employment with Sinte Gleska University after the professional development activity is completed.

3. The Professional Development Committee will review each application, process any questions, and make a determination on the funding request. The Academic VP will inform the applicant about the final decision via memo.

4. Preference will be given in the following order:
    - The proposed request is related to an accreditation issue
    - The proposed request is related to an academic program need
    - The proposed request is related to a general faculty need
    - The proposed request is related to the applicant's individual need

5. A successful applicant will be responsible for informing the Academic VP about any change(s) in pursuing the professional development activity. The applicant will be responsible for ensuring that his/her personnel file is updated with documentation (e.g., transcript, certificate, diploma, etc.) about the professional development activity.

SGU Program Review Plan– March 2015 – Revised April 2016

Internal Program Review Self-Study

The Provost will provide oversight to the program review process, and will assist in identifying and mobilizing technical assistance and needed resources to the departments carrying out the reviews.

Section 1. Introduction

Begin with a program description and include edits to update for the next catalog. Include a degree program plan (status sheets), narrative that includes program history, mission, and other general information. Include application processes and criteria for admittance if your program requires additional process for acceptance into your program. Note any significant curriculum changes that have been made to the program during the past four years and explain the rationale for such changes, which may include labor market changes, accreditation needs and student feedback based on surveys and Student Course Evaluations. If external reviews of your program are conducted, include references to those reviews and copies of the most recent review reports.

Section 2. Program alignment with college mission and purposes

This can include evidence of departmental caucuses reflecting assessment of these criteria. Provide a description of how the program's mission, design, and program learning outcomes align with SGU's mission, values, and purpose statement, including Wolakota. Include a statement of how Wolakota is promoted in the program. Provide examples.

Section 3. Alignment with Community Needs

Provide information about graduates from the program during the past 4 years, to include higher education they may be pursuing, or did pursue, employment they have, and locale of residence. Provide labor market information related to the program and provide information about starting wages identified for such programs per the Department of Labor statistics. Describe any partnerships with outside entities that provide internship or practicums for students in the program. Include information from employer surveys.

Section 4. Student Participation and Success

Complete a table for each degree plan within your program to include figures for the past 4 years for annual enrollment to include the number of new students to the program; continuing students; completers; drop/stop out; and still enrolled at the end of the academic year.

Program:					
Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
2015-2016					
2014-2015					
2013-2014					
2012-2013					

Some programs provide required courses for other degree programs (e.i. Lakota Studies or Art History). List any of those courses that are provided by your program and provide an average number of students non-program students who attend those courses. Also list any courses that you offer for non-degree seeking students.

Section 5. Program Learning Outcomes and Curriculum and Instruction

a) Describe the process used to evaluate student progress toward program learning outcomes. Include the curriculum map for the program. Provide a summary of outcome data, if available, and describe any adjustments to the program that have been made or considered as a result of learning outcome data.

b) Attach a current syllabus for each program-specific course in the degree program.

c) Provide a composite of student evaluations for each instructor, including adjunct instructors, teaching in the program for the ***current academic year***. Based on the data from the student evaluations, what decisions were made regarding what worked, what didn't work, and what decisions were made at the course and program level.

Section 6. Human, Financial, and Physical Resources

a) Using the chart on the next page, list full-time and adjunct instructors teaching in the program, including their degree attainment and/or evidence of known expertise in their content area. Describe the strengths this instructor brings to the program. Summarize professional development activities completed by faculty/staff over the past four years. Also provide SGU committee participation and community service activities completed by each.

PROGRAM HUMAN RESOURSES (FACULTY)						
Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed

b) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

c) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

Once the Program Review is complete send electronic copies to the Provost. The Provost's Leadership Council will review the competed program reviews and discuss the findings with the respective departments. The findings will guide the department's action plans for continuous improvement as well as budgeting and resource management.

Program Review Document Checklist

Program: _____

Section 1: Introduction
- ☐ Program Description (catalog ready)
- ☐ Degree Plan(s)
- ☐ Program History
- ☐ Program Mission Statement
- ☐ Other General Information

If Applicable
- ☐ Separate Application Process
- ☐ Significant Curriculum Changes
- ☐ External Review Findings (attached Appendix)

Section 2: Alignment with SGU Mission
- ☐ Description of how program mission, program design, and PLOs align with SGU mission
- ☐ How program promotes Wolakota

Section 3: Alignment with Community Needs
- ☐ Student Post Graduation (Higher Education, Employment, Residence)
- ☐ Labor Market Information
- ☐ Partnerships
- ☐ Employer Survey Information

Section 4: Student Participation and Success
- ☐ Student enrollment chart completed
- ☐ Courses required by other programs listed with typical annual enrollment of non-program students
- ☐ Courses offered for non-degree seeking students listed

Section 5: PLOs and Curriculum & Instruction
- ☐ How students are evaluated toward PLOs
- ☐ Curriculum map(s)
- ☐ Summary of outcome data
- ☐ All current syllabi attached in Appendix
- ☐ Composite of student evaluations with explanation of what worked, what didn't work, and decisions made at course and/or program level

Section 6: Human, Financial, and Physical Resources
- ☐ Faculty qualifications and activity chart completed
- ☐ How well staffing meets program needs
- ☐ Gaps in staffing that needs to be addressed
- ☐ How well physical resources meet program needs
- ☐ How well budget meets program needs
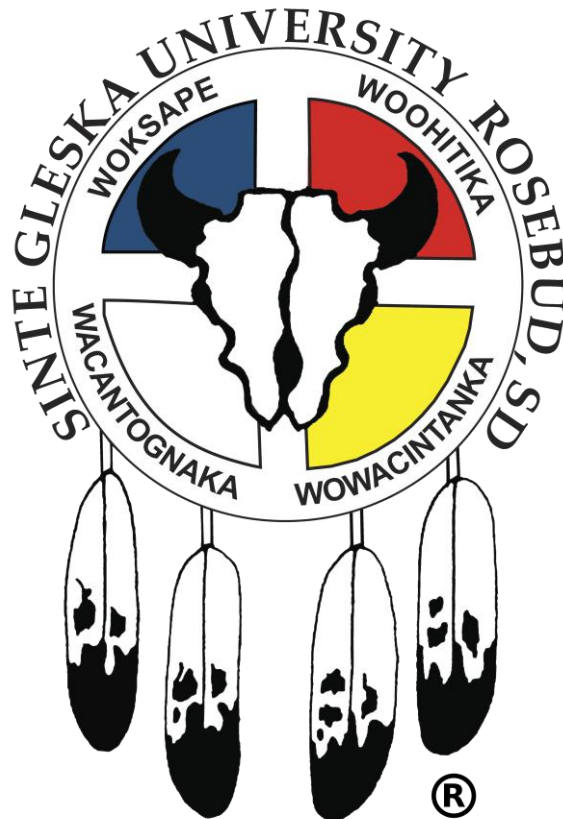
Section 7: Recommendations
- ☐ Strengths
- ☐ Challenges
- ☐ Four-Year Direction Recommendation
- ☐ Resources needed for that direction

DUE MAY 20

Sinte Gleska University
Student Advising Handbook

Academic Advising
101 Antelope Lake Circle
PO Box 105
Mission, SD, 57555
(605) 856-8100
www.sintegleska.edu

Student Advising Handbook

1). **Advisors are more than people who just help you pick out classes. What else can advisors help you with?**

➤ Advisors can help students who:
➤ Need guidance through their major and/or minor
➤ Have not yet declared a major
➤ Are in transition between majors and/or minors
➤ Are undecided about their academic path
➤ Need a guide down their career path
➤ Need a guide for registering for classes
➤ Need help starting in the right direction

Visit us anytime. We're here for you.

2). **How many times a year should you meet with your advisor? When?**

Students should be in consistent contact with their advisor throughout the year. Students must meet with their advisor a minimum of once a semester before registration times.

The University places an advisement hold on a student's record each semester to ensure that all students discuss their course selections with their advisors before registration. Once the student has met with their advisor and had their course selection approved, their advisor will lift the advisement hold. This allows the student to register for classes after the time listed in their student center.

3). **What to bring when you meet with your advisor:**

➤ Review your <u>advisement report</u> and <u>academic requirements</u> through your Jenzabar account. You may print this out and bring this with you when you meet with your advisor.
➤ Make a shopping cart or courses for next semester in your Student Center. Courses may fill up fast, adding a few extra courses of interest and/or available times will be beneficial.
➤ Review course prerequisites, typically offered terms, and other course restrictions under <u>Course Descriptions</u> before you register.
➤ Draft a sample academic schedule for the next semester, or if you are particularly organized; for the rest of your academic program.
➤ Draft of a sample work schedule. If you are working full-time or have a set work schedule, you will want to be aware of those hours, while selecting classes, to ensure you do not run into conflicts. This also

applies if you have a family or other commitments that may affect when you are available for classes. Be honest about your workload, academic needs, personal commitments, financial concerns, etc., that could impede your ability to have a successful academic career. Your advisor wants to help you be successful, but much of your success will depend on you.

4). Questions regarding your academics an future career goals
How to Ensure a Successful Academic Advisement Session

A good advisee should...
➤ Review the student advisement handbook before advisement meetings.
➤ Keep appointments with your advisor. If you need to cancel let them know ahead of time.
➤ Bring a list of classes you are interested in taking with alternate courses in case some are full.
➤ Bring a copy of your advising report.
➤ Bring additional questions for your advisor.
➤ Understand grade points indicate the quality of work. A "C" average (2.0) is required for graduation.

5). What is expected of advisees...
➤ *Awareness:* Advisees should be aware of their needed requirements and the basic guidelines of their studies.
➤ *Initiative:* Advisees should take the initiative to keep their advisors informed of any problems that they encounter during the semester that may affect their studies.
➤ *Interests:* Advisees should speak with their advisors regarding co-curricular opportunities and interests.
➤ *Planning:* Advisees should think about potential plans for life after college to facilitate a productive discussion with their advisors.
➤ *Preparation:* Advisees should prepare for advising meetings in advance. Advisees should be familiar with available courses and should prepare a tentative schedule and/or list of courses of interest. Advisees should have a list of pertinent questions prepared regarding courses, distribution, major and minor requirements.
➤ *Responsibility:* Advisees should schedule appointments with their major advisors in preparation for course registration. If advisees have two majors they should schedule meetings with both advisors.

Remember: **This is your college career, take responsibility for it.**

A good advisor should...
➤ Keep appointments with you. If they need to cancel, they should let you know ahead of time.

> ➢ Know where you are at in your college career so they can bring up additional topics to discuss (ex: Asking a freshman-level advisee how they are getting involved, asking a junior-level advisee about plans after college. Etc.)

6).   What do I do if my advisor never answers my e-mails, phone calls, or is never in their office during their office hours?

While email is the official means of communication, we understand the frustration. Both students and advisors have busy schedules. If this continues to be an issue contact Dwayne Stenstrom Sr. at 605-856-8164 or Marianne Left Hand Bull at 605-856-8135. You can change advisors if he/she is not meeting your expectations.

7).   How do I change my major/minor/advisor/degree/catalog year/etc.?

Change forms are available on your student center on your Jenzabar account. They can be found in the lower right hand corner.

8).   Where can I find a copy of the catalog?

Undergraduate Catalog Course Descriptions on www.sintegleska.edu

9).   I am having trouble with transfer credits, who should I talk to?

Website for questions regarding: Transferring Credits please contact Cheryl Medearis–SGU VP of Academic Affairs at 605-856-8117.

10).   Where can I find information and policies regarding math, reading and English placement tests?

> ➢ Results of Placement Tests: Students should go into their Student Center on their Jenzabar account, and go to their Unofficial Transcript. Placement information is located at the bottom of that report.
> ➢ Math, English and Reading Placement Testing: SGU requires all incoming freshman students, high school waiver/dual enrollment and in some cases, transfer students who demonstrate a less-than-average academic record (below 2.00 GPA) to take the Accuplacer Placement Test.
> ➢ Minimum scores for the Accuplacer: English is77, reading is 65, math is 65, and elementary algebra is 31.

Contact Patrice Wright, Director of Foundational Studies at 605-856-8137.

Additional Resources:
Student Handbook/Conduct Policies
Admissions
Financial Aid Office
Student Support Services
Registrar's Office

Frequently Asked Questions:

1). **Where can I find information regarding Degree Requirements?**
Degrees Awarded: Definition and Requirements of Each.

2). **Why can I not register at this time?**
Undergraduates are assigned registration access windows during registration periods. Once all your holds are removed and your window time frame opens, you may register. Enrollment Dates.

3). **How do I ADD/DROP a course once the semester begins?**
Add Classes:
Registration ends on the first day that classes begin for the term.   After the first day of classes you must register in person at the Registrar's Office.
Drop Classes:
Because the system will not automatically drop you from classes that you do not attend or have stopped attending, review your schedule and drop any class you have decided not to attend or that you may have registered for in error. See the dates and deadlines calendar for more information. If you drop classes, be sure to view your modified schedule to verify all transactions.

4). **Where can I find a guide to my academic career?**
Advising handbook is located on the SGU website.

Student unsure about degree interest are able to take the Self Directed Search which can be administered by SGU Staff**.** In the Form R version of the SDS, the respondent arrives at a three-letter Summary Code that designates the three personality types the individual most closely resembles. Respondents then use the Occupations Finder to match their code to the occupations that best suit their personality types, interests, and skills. The Occupations Finder lists over 1000 common occupations. The Occupations Finder also includes the educational development level each occupation requires, as well as the associated NOC codes. The *You and Your Career Booklet* contains information about personality characteristics and occupational types. Upon completing, student is directed to degree program in which an advisor is assigned to help complete the advising process.

Review the checklist to determine what steps you need to take each year at SGU:

Freshman (0 - 31 earned credits)
- Attend New Student Orientation
- Visit the department advisor.
- Fulfill any remediation requirements based on your placement test results.

Sophomore (31 - 55 earned credits)
- Complete General Education and Preparation for the Major courses.
- Visit your major adviser to plan your upper division course schedule.

Junior (56 - 83 earned credits)
- Review your advisement report on your Jenzabar to make sure you are on track to graduate on time.
- Gain work experience through an internship.
- Talk to your major adviser about job opportunities or graduate school.

Senior (84 or more earned credits)
- Confirm your schedule with your major adviser.
- Obtain a copy of your advisement report to make sure you will qualify for graduation.
- File for graduation as early as possible.

ALL
1) Register for classes on your assigned date and time. Pay your fees and take care of holds prior to registering.
2) Apply for financial aid and scholarships each year.
3) Take a summer session class if desired.
4) Check your e-mail regularly for important messages from SGU. E-mail is the primary form of contact.
5) Get involved in a student organization(s).

9/2016

Sinte Gleska University
Student Services and Activities Survey
Fall 2016

We value your perspective as a student at Sinte Gleska University. Please help us to better understand what we are doing well and where we can improve in our student services by completing this survey. You will be asked about a number of things regarding student services and opportunities for university involvement. Your responses will be kept confidential and used to help us improve the services we provide.

Please indicate which of the following university services you have used during this semester:

☐ Academic Advising   ☐ Transportation   ☐ Bookstore
☐ Financial Aid   ☐ Daycare   ☐ Jenzabar JICS Web Portal
☐ Student Lounge / Lunch   ☐ Registrar   ☐ SGU Website
☐ Counseling Services   ☐ Disability Services   ☐ Security
☐ Library   ☐ Work Study   ☐ Cultural Resources

Student Services: Please rate the level of your agreement with the following statements regarding the student services offered at SGU using the following scale:

4 – Strongly Agree   **3 – Agree**   **2 – Disagree**   **1– Strongly Disagree**   **0 – Not Applicable**

1.	I am comfortable with my academic advisor.	4	3	2	1	0
2.	I understand my degree plan (status sheet) and know what classes I need to take to graduate.	4	3	2	1	0
3.	My academic advisor helps me when I have questions or have academic challenges.	4	3	2	1	0
4.	The Financial Aid office helps me to understand better how to finance my education.	4	3	2	1	0
5.	The Financial Aid office provides an important service that helps me reach my educational goals.	4	3	2	1	0
6.	The Student Lounge provides nutritious meals during lunch time.	4	3	2	1	0
7.	The Student Lounge provides a comfortable place to socialize with or meet other students or faculty.	4	3	2	1	0
8.	Transportation offered by SGU is safe and comfortable.	4	3	2	1	0
9.	Transportation offered by SGU is an important service that helps me reach my educational goals.	4	3	2	1	0
10.	Daycare at SGU provides a safe and nurturing environment for my young child or children.	4	3	2	1	0
11.	Daycare offered by SGU is an important service that helps me reach my educational goals.	4	3	2	1	0
12.	The Registrar's office helps to promote a positive learning environment at SGU.	4	3	2	1	0
13.	The Bookstore is a welcoming and supportive place at SGU.	4	3	2	1	0
14.	The JICS Web Portal is useful and helps me to make decisions regarding my academic progress.	4	3	2	1	0
15.	The SGU email account assigned to me helps me to communicate more effectively with the university.	4	3	2	1	0
16.	I believe the Security at SGU helps to provide a safe environment.	4	3	2	1	0
17.	Cultural resources are available to me to help me better practice Wolakota.	4	3	2	1	0
18.	Overall, the student services offered at SGU help me feel like I belong at the university.	4	3	2	1	0
19.	Overall, the student services offered at SGU help me feel valued by the university.	4	3	2	1	0
20.	Overall, the student services provided positively contribute to my educational experience at SGU.	4	3	2	1	0

What are the primary reasons you marked any items above as "0-Not Applicable"

☐ I didn't know about it   ☐ I'm not interested   ☐ It doesn't work with my schedule   ☐ I don't use it   ☐ Other?

Please provide any other comments or suggestions you would like to make regarding the student services at SGU:

Student Activities: Please rate the level of your agreement with the following statements regarding the university sponsored activities and organizations at SGU using the following scale:

4 – Strongly Agree	3 – Agree	2 – Disagree	1– Strongly Disagree

21.	It is important that I participate in university sponsored organizations or activities.	4	3	2	1
22.	I volunteer my time to help with club or organization fundraisers as needed.	4	3	2	1
23.	I donate food or other items to help with club or organization fundraisers or activities as needed.	4	3	2	1
24.	I follow through with commitments I make with regard to university sponsored activities or organizations.	4	3	2	1
25.	I typically participate in university sponsored activities (ceremonies or events) when they are offered.	4	3	2	1
26.	It is important that I contribute my time and talent to university sponsored activities or organizations.	4	3	2	1
27.	I feel appreciated when I participate in university sponsored activities or organizations.	4	3	2	1
28.	I feel welcomed when I participate in university sponsored activities or organizations.	4	3	2	1
29.	I am welcoming to others who participate in or join university sponsored activities or organizations.	4	3	2	1
30.	I accept formal or informal leadership roles in one or more university sponsored activities or organizations.	4	3	2	1
31.	Participation in university sponsored activities is important to my personal development.	4	3	2	1
32.	Participation in university sponsored activities is important to my professional development.	4	3	2	1
33.	University sponsored activities help me to meet other people that I would not likely otherwise meet.	4	3	2	1
34.	Participating in university sponsored activities helps me develop stronger self-confidence.	4	3	2	1
35.	University sponsored activities help me learn how to better advocate for myself and my family.	4	3	2	1
36.	Student activities help me to develop networks of friends and colleagues at SGU.	4	3	2	1
37.	I believe I am a stronger person because of my experience with student activities and organizations at SGU.	4	3	2	1
38.	I feel like I contribute in a meaningful way to the university community when I participate in activities and organizations.	4	3	2	1
39.	I feel like I matter at SGU.	4	3	2	1
40.	Overall, activities and organizations at SGU promote the concept that we are all related.	4	3	2	1

Please provide comments you have regarding the student organizations or activities at SGU, including suggestions for others you would like to see offered at the university:

Please indicate which of the following university organizations you are a member:
☐ AISES ☐ Hand Games Team ☐ Student Association ☐ Archery Team
☐ AIBL ☐ Chess Club ☐ Knowledge Bowl Team ☐ Other

Please indicate which of the following university sponsored activities you participated in during this semester:
☐ Founders Day ☐ Thanksgiving Dinner ☐ Student Bingo
☐ Graduation/Commencement ☐ Lunch Seminars ☐ Kidney Smart Training
☐ Poetry Reading ☐ Volunteerism Training ☐ External Internship
☐ Yoga Class ☐ Student Union Ground Breaking ☐ Diabetes Awareness
☐ Lakota Language Workshop ☐ Traditional Bison Arts Institute ☐ Open Gym
☐ Community Talking Circle ☐ Public Speaking Seminar ☐ Library Resource Seminar
☐ Health Insurance Seminar ☐ Free Legal Clinic ☐ Department of Labor Seminar
☐ Pipeline Prayer Circle ☐ SOBA Bar Exam ☐ Lowanpi Ceremony
☐ Field Trips ☐ Other

What were the primary reasons you <u>chose to participate</u> in the activities you checked above?

What are the primary reasons you <u>do not participate</u> in more activities than you checked above?

☐ I didn't know about them ☐ I'm not interested ☐ I have other responsibilities ☐ They don't work with my schedule ☐ Other?

Thank you for taking the time to provide your perspectives!

INTRODUCTION

This document contains two distinct sections. The first section discusses the philosophy, meaning, values, and expectations for Assessment at Sinte Gleska University. The second section contains the practical application of assessment in the form of guides, management plans, and checklists that provide direction for the process of assessment at Sinte Gleska University.

ASSESSMENT OF STUDENT LEARNING

Sinte Gleska University is engaged in ongoing assessment of student learning for a number of reasons. A primary reason is to honor our institutional commitment to student learning. As a tribal university, we are chartered by the Rosebud Sioux Tribe (Sicangu Lakota) "to offer courses, grant degrees, and enter into agreements with public or private agencies to offer higher education on the reservation (Rosebud Sioux Reservation, South Dakota)." Assessment helps us know how the courses and degrees we offer impact the tribal and regional communities. It helps us know how well we have prepared our teachers, our counselors, business leaders, nurses, carpenters, and all of our graduates in meeting the defined goals and objectives that led to their degrees. We also want our current students to know how well they understand and use the knowledge and abilities that faculty articulate as important. Another reason is to provide reliable answers to legitimate questions about student learning that arise from external evaluation by peers, policy makers, and the public. For these reasons, the University has committed to developing a deeper understanding of the level and quality of student learning in each of its programs of study. (Here, program refers to a course of study leading to a degree within each academic department.)

Assessment is tied to the rich traditions and expectations inherent in the Sinte Gleska University Mission, Purpose, and Values. We expect assessment approaches to differ due of the complexity of the educational process and the fact that we are a *Sicangu Lakota* tribal university. We know that collective faculty effort is required to establish learning goals for academic programs and to put in place and sustain a set of ongoing teaching, learning, assessment, and feedback practices that will allow faculty to be more aware of the effects of their work.

Mission Statement

Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the Reservation and culture, concerned about the future and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development of the Tribe and its institutions. In sum, the mission of Sinte Gleska University is to plan, design, implement, and assess postsecondary programs and other educational resources uniquely appropriate to Lakota people in order to facilitate individual development and tribal autonomy.

SGU Purpose Statement

- Sinte Gleska University will work to increase the number of Indian people in middle and upper-management positions.
- Sinte Gleska University will reflect, strengthen, and develop Lakota cultural life.

- Sinte Gleska University works to establish mechanisms for improving the quality of life on the Rosebud Reservation.

- Sinte Gleska University will develop individuals who are citizens of the world, with a solid understanding of Lakota life and the ability to prosper in contemporary society.

SGU Assessment Vision

The University has adopted the following vision statement that provides direction for the development and implementation of assessment practices.

Assessment at SGU is a multidimensional process that

- Documents growth in knowledge, skills, attitudes;

- Promotes individual development and tribal autonomy;

- Provides evidence of essential literacy and critical thinking skills;

- Reflects the four Lakota virtues as represented in the SGU logo.
    - **Woksape** (Wisdom): Woksape is a combination of education and life experiences. Woksape is a life long journey.
    - **Wo'Ohitika** (Bravery): Wo'Ohitika is the courage to defend values and convictions. Wo'Ohitika is accepting responsibility.
    - **Wowacintanka** (Fortitude): Wowacintanka is mental and physical endurance. Wowacintanka is the strength to withstand challenge.
    - **Wacantognaka** (Generosity): Wacantognaka is something you hold in your heart. Wacantognaka is sharing love, honor, knowledge, time and respect.

Institutional Learning Goals

It is our firm belief that all programs and courses lead each student to attainment of the following goals. All graduates will

- be effective and competent *communicators* within the *Oyate* and tribal society demonstrated through the use of technology, verbal and non-verbal forms of communication, and oral and written English language;

- be effective and competent *critical and creative thinkers* whose decisions are guided by moral and ethical character; to show *waunsila* (compassion, caring, sharing, love); and who strive to achieve peace and harmony through the practice of *Wolakota*;

- be *responsible community members* of the *Sicangu Oyate* who have a solid appreciation and understanding of Lakota life, the ability and motivation to improve the quality of life on the reservation, and to prosper in a contemporary tribal society;

- be *confident and competent professionals* with demonstrated knowledge, skills, and dispositions in their chosen profession.

University Assessment

The University Mission Statement, Goal Statements, Purpose Statements, and Value Statements guide all university assessment activities. Assessment honors the diversity of student learners, devises student-focused assessment practices, and acknowledges that learning styles and preferences create a broad spectrum of opportunities for learning and require a broad spectrum of assessment practices.

Effective assessment arises from the learning environments of individual courses and programs.

Effective assessments can serve two purposes: 1) as assignments providing feedback on individual progress toward course goals, and 2) generating meaningful information about collective student performance. Assessment designs and practice should be useful to students and faculty. These elements are regularly communicated to students, primarily through syllabi and other institutional publications such as the department Status Sheets and University Course Catalog. The following elements are required for each course:

1. Clear course descriptions consistent with the published description in the college catalog

2. Clear performance objectives; what exactly students are expected to learn

3. Clear assessment practices which become the basis for judging individual student learning

Student Learning Assessment

Assessment of student learning is at the core of the University's work, purpose, and mission. Learning is multi-dimensional and complex. Classroom assessment employs a diverse array of methods that reflect the varied strategies for teaching and learning styles. Assessment is ongoing and tied directly to course objectives. Assessment of student learning can be explicit through exams or embedded as in course assignments or observations of student behavior. Faculty are responsible for ongoing effective assessment of student learning.

Course Assessment

Each course produces performance data that shows how well students have achieved the expected objectives. Data is analyzed in relation to the goals and objectives for the course. Instructors ensure that course materials are usefulness toward achieving the course objectives and program outcomes. As part of an ongoing program review process, required texts are reviewed to ensure relevancy and appropriateness to meet needs of the current workforce and field of study. Departments are encouraged to have a text-review committee which rotates faculty members on a regular basis.

Each semester, students are surveyed to get their perspectives of course instruction and of their own accountability in the learning process. Faculty members analyze the course evaluation data for their own courses to make instructional improvements. The data is also analyzed across courses at the department level as a part of ongoing program assessment.

Program Assessment

Within the eight academic departments, faculty work together to build assessment of student learning into their shared practices, devising systematic plans for articulating goals for student learning at the program level; gathering, analyzing, and interpreting evidence of learning; and building on strengths and strengthening areas in which student learning is less successful. Each department is responsible for developing, providing, and maintaining evidence of student learning assessment at the student and program levels. Faculty document student learning in ways that support the program and its students, help prepare for program accreditation and assist in the development of degrees and other academic opportunities that support the growth and autonomy of the Sicangu Oyate.

The following elements are required for each program review:

1. Program Description
2. Program Alignment with college Mission and Purposes
3. Alignment with Community Needs
4. Student Participation and Success

     a. Student enrollment

     b. Student retention

     c. Student completion

5. Program Learning Outcomes (PLO) and Curriculum and Instruction

     a. Curriculum map to program learning outcomes

     b. Program learning outcomes data summary and program decisions

     c. Current program syllabi

     d. Composite of student evaluations with analysis and decisions made

6. Human, Financial and Physical Resources.

     a. Faculty qualifications, experiences, and contribution to program and institution

     b. How well human resources are meeting program needs including any staffing gaps

     c. How well physical resources are meeting program needs

7. Program Strengths and Recommendations

Programs are reviewed at least every three years on a rotating basis:

2016   All Programs

2017   Institute of Technologies (Building Trades, Data Processing, and Office Technology), and Liberal Arts/General Education

2018   Environmental Science, Computer Science, Business, and Art Institute

2019   Education, Human Services, and Nursing

Program Learning Outcomes Assessment

Program Learning Outcomes (PLO) groups have been established for each of the degree programs. These groups review student progress toward selected PLOs each semester. PLOs have been mapped to courses and assessment activities within those courses. The PLO assessment is documented by student or other data samples, a course syllabus, an assessment report, and meeting minutes.

SGU Assessment Coordinator

The SGU Assessment Coordinator works closely with the University faculty, student services, and the administration to carry out the institutional assessment plan and coordinate assessment activities on the campus. The Assessment Coordinator is instrumental in communicating assessment results for use in decision-making and planning campus-wide. The Assessment Office serves as a clearinghouse for various assessment activities and data such as Program Reviews, PLO Assessments, and various student surveys developed and conducted.

SGU Assessment Committee

The SGU Assessment Committee provides oversight and coordination of campus-wide efforts to understand and improve learning outcomes in all of the University's academic programs. This committee facilitates the use of student learning and other program related data in decision-making regarding student learning, program offerings, and student services. It is responsible for understanding the Higher Learning Commission's requirements for assessment of student learning, developing strategies for meeting those requirements, and ensuring that the programs use assessment data for ongoing quality

improvement and decision-making.

The SGU Assessment Committee is comprised of faculty members and the Assessment Coordinator. It monitors institutional practices and recommends policies that affect the work of teaching, learning, and assessment. Recommendations are provided to the Faculty Council and to the Institutional Effectiveness Committee as appropriate. The SGU Assessment Committee shares information with the Faculty Council, the Department Chairs, and the Provost Leadership Team. The Chair of the Assessment Committee serves as a member on the Institutional Effectiveness Committee.

SGU Assessment Committee responsibilities are to:

1. Carry out assessment plan;
2. Receive and review compiled PLO findings for common themes and make recommendations for action;
3. Coordinate and contribute to the annual program review process;
4. Compile assessment results received from academic units made after recommended changes have been introduced and compare them with pre-changed assessment results;
5. Facilitate the use of data to improve recruitment, enrollment, retention, and graduation/completion
6. Facilitate the use of retention, persistence, and completion data in planning and decision-making; and
7. Evaluate and improve the assessment processes and procedures across the institution, including what data should be collected and available through the Jenzabar system.

The Assessment Committee may also assist in the approval of survey distribution and synthesis of survey findings.

Developing new degrees or emphasis areas and making changes to current degree programs.

Making changes to current degree programs or developing new degrees can be a natural outcome of the Program Review process. At times, the program review process may highlight the necessity to close a degree program or emphasis area. In evaluating current programs or the need for new programs, information is gathered to address specific questions on whether or how to proceed with new emphases, courses, or degrees. Data collection and evaluation questions must be relevant and sufficient in quantity. Although the evaluation questions drive the selection of data collection techniques, there are a number of factors to consider.

- **What** information needs to be collected?

The information that needs to be collected is determined by the evaluation questions. Questions could focus on: student interest, local tribal and regional career opportunities, current trends in the field, ability to attract faculty for the particular field, use of or interest and ability to use distance learning, or collaborations with other educational agencies

- **Who** are the information sources? (target audiences)
    - People (student participants – current, past, withdrawn, perspective; support staff – tutors, counselors; program staff; faculty; parents; administrators)
    - Documents
    - Records
    - Observations

- **How much** information should be collected?
    - Entire population

- Sample of the population: random or specific>male/female; range of ages; cultural considerations such as Lakota speakers and non-speakers
- **How** should the information be collected? (**methodology**)
    - Surveys (paper, web-based, scan form)
    - Focus groups or interviews
    - Observations (events, behaviors, level of engagement)
    - Document analysis (program documents, activity logs, student work)
    - Record analysis (university student record system, attendance records)
    - Literature review
    - Other existing data sources (retention data, workforce data)

Some evaluation questions are best addressed by using a variety of data collection techniques. For example, a survey may be administered to gather information from a large number of people, with follow-up interviews or focus groups conducted with certain respondents to obtain more in-depth information. Additionally, using several different sources of information helps to substantiate the findings. For instance, if adding or changing an emphasis area in a degree program, a data collection strategy may include a survey and/or focus groups for students, a survey and/or interviews for non-students employed in the field, and a record analysis of current and past student enrollment and attendance in courses leading to completion of an emphasis area. Triangulation, or using multiple data gathering strategies from several sources, helps to more completely explore the evaluation questions. Faculty are encouraged to engage in authentic and committed research when evaluating their programs, especially when seeking to make a significant change or addition. This type of program assessment is expected, as is attention to the time, cost, and scope of the evaluation.

The amount of time to develop the data collection instruments (e.g., survey, focus group protocol, document analysis guidelines), gather the information (e.g., distribute the survey, conduct the focus groups, review documents), and analyze the data must be realistic in terms of timetable and availability of the program staff and administrators.

Results of Program Assessment, including the number of potential students and budgetary requirements, must be provided administrative authorization is required before any program changes can be initiated.

FACULTY GUIDE TO ASSESSMENT TERMINOLOGY

Assessment is a <u>process</u> for identifying, collecting, using and analyzing data to determine whether or not a goal or objective was attained; assessment aids in making decisions based on the results. At the university level, program improvement is based on the evidence that is obtained from a variety of assessments.

- **Formative assessment** is used to monitor learning progress <u>during</u> instruction and to provide continuous feedback to students, program directors or department chairs. Formative assessment should be conducted frequently and should be used to provide feedback about the student's developing knowledge and/or skills.

Assessment instruments are tools or devices (tests, surveys, checklists, etc.) that explicitly measure the goals and/or objectives of programs or courses; the effectiveness of the instruments depends upon validity, reliability and practicality. Examples of assessment instruments include, but are not limited to:

- **Achievement tests** are standardized tests designed to efficiently measure the amount of knowledge and/or skill a person has acquired, often as the result of classroom instruction. Such testing results in a statistical profile used as a measurement to evaluate student learning in comparison with a set standard or norm.

- **Case studies** refer to the collection and presentation of detailed information about a particular individual, group, event, program, or process. Students are required to complete a systematic inquiry and collect data via multiple methods often using both qualitative and quantitative approaches.

- **Product assessments** require students to prepare a product reflecting their learning. Instructors use rating scales, rubrics, or provide written comments to assess student learning as reflected in the product. Examples of product assessments include:
  - **Portfolios** are a systematic and organized collection of a student's work over time that demonstrates mastery of specific performance criteria against which the tasks in the portfolio can be judged. The collection should involve the student in selection of its contents, and should include information about the performance criteria. Portfolios may be in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc.
  - **Work samples** provide longitudinal records of student progress. Work samples might include written work (report, test, essay); artwork; tape recordings; a construction project done in industrial arts, etc.
  - **Logs or journals** require students to record insights, conclusions, opinions, or feelings about any given experience. Logs or journals provide a running record that can be used to review and check on progress.
  - **Media products** include audiotapes, videotapes, or computer-assisted presentations concerning some aspect of a curriculum.

- **Performance assessments** are direct, systematic observation and ratings of student performances of an educational objective. Assessment is usually done using a rubric or an analytic scoring guide to aid in objectivity. Examples of performance assessments include:

- o **Oral presentations** require students to prepare a report, an essay, a reflection, or a computer-assisted presentation on a selected topic and present it to a specified audience.
- o **Demonstrations** require students to demonstrate their skill in some type of athletic, musical, dance, or dramatic performance. Skills can be demonstrated in a science lab, a computer class, an art class, a language class, or any other class where the student's learning is best reflected in actual performance.
- o **Interviews** and **individual conferences** can be used to evaluate cognitive skills as well as dispositions and values.

Benchmarks are student performance standards (the level(s) of student competence in a content area. Benchmarks measure progress toward achievement.

Evaluation is a process for reviewing the results of assessment data collection in order to make sound judgments about a given situation; evaluation will yield information regarding the worthiness, appropriateness, validity, legality, etc., of a reliable measurement. Evaluations are usually done in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained. There are three types of evaluation:

- **Diagnostic evaluation** is used to determine students' individual levels of competence, to identify those who have already achieved mastery of the requisite learnings, and to help make placements.

- **Summative evaluation** is done at the <u>end</u> of a unit of study or a course and is intended to: a) determine the extent of the students' achievement and competence;b) provide a basis for assigning grades; and c) provide the data from which reports, transcripts, etc., can be prepared.

Goals describe broad learning outcomes; goals are expressed in general terms.

- **Program Goals** explicitly state the overall purposes of the program; they should be the guidelines under which the program operates.

- **Course Goals** state the overall view of what you plan for the students to learn, to be able to do, and to value/appreciate from the course; course content is guided by the course's goals.

Lakota terminology:

- **Wacantognaka** – generosity
- **Waunsila** – compassion, caring, sharing, love
- **Woksape** – wisdom
- **Wolakota** – peace and harmony
- **Wo'Ohitika** – bravery
- **Wowacintanka** – fortitude

Matrix refers to a tool commonly used to summarize the relationship between components (curriculum, courses) and goals (program) and objectives (courses).

Mission Statement is a reflection of the institution's general purpose and expresses the uniqueness of the institution.

Multidimensional assessment gathers information about a broad spectrum of abilities and skills and uses a variety of assessment instruments.

Objectives are statements that explicitly state what the student will know, be able to do, and value at the end of an instructional period. Objectives should indicate whether student outcomes have been met at the course and program level. Objectives provide the basis for an assessment of the program's strengths and limitation. The most useful objectives describe a set of desired learning behaviors. There are basically three types of objectives that provide for a holistic approach to learning:

- **Cognitive** objectives focus on intellectual skills. (Bloom's Taxonomy is often used to insure that higher-order, creative, and critical thinking skills are included.)
    - o *Cognitive objectives* are often evaluated through the use of: a) tests developed by instructors; b) achievement tests developed by local, regional, or state agencies; and c) nationally standardized tests or scales.
- **Psychomotor** objectives focus on the skills students are to acquire. In listings of professional standards, the term *performances* is sometimes used.
    - o **Psychomotor objectives** are evaluated through performance and product tests.
- **Affective** objectives deal with attitudes, values and interests. In listings of professional standards, the term *dispositions* is sometimes used. Dispositions are guided by beliefs and values related to the institution's and programs' mission statements.
    - o **Affective objectives** are often evaluated through attitude scales, opinion polls, open-ended questions, checklists, observations, anecdotal notes, or interviews.

Outcomes are statements that specifically describe the knowledge, skills and behaviors students are expected acquire by the time they finish a course or by the time they graduate.

Program refers to a course of study leading to a degree within a given academic department.

Rating scales are based on descriptive words or phrases that indicate performance levels. Qualities of a performance are often described as advanced, intermediate, or novice, for example, in order to designate a level of achievement. The scale may be used with rubrics or descriptions of each level of performance.

Rubrics provide a systematic scoring guideline to evaluate performance through the use of detailed performance standards on a continuum. Rubrics are designed to have thorough ways of describing what is expected at each performance level. Rubrics allow for both teacher assessment and student self-assessment.

Self-assessment is a process in which students engage in a systematic review of a performance, a written report, a product, or a piece of artwork usually for the purpose of improving future work. Self-assessment involves comparison with a standard or established criterion to assure objectivity.

Standards are agreed upon values used to measure the quality of student performance, instructional methods, curriculum, etc.

Surveys are commonly used with open-ended or close-ended questions that require the respondent to answer questions from a provided list of responses. Results of the surveys are used for program and university improvement.

Triangulation is the process of using multiple data-gathering strategies from several sources and helps to more completely explore the evaluation questions.

The definitions in this guide were derived from several sources, including:

- Glossary of Useful Terms Related to Authentic and Performance Assessments.
- Grant Wiggins.
- The ERIC Review: Performance-based Assessment. Volume 3, Issue 1.
- Methods of Effective Teaching: Meeting the Needs of All Students. Burden, Paul and David Byrd.
- Measurement, Assessment and Evaluation in Education. Dr. Bob Kizlik. www.adprima.com/measurement.

Progress toward HLC Findings Regarding Curriculum, Instruction, and Assessment

Core Component 3A – Degree programs appropriate to higher education
- Common format for syllabi
- Expected rigor evident on syllabi
- Program outlines included
- Syllabi consistent across sections
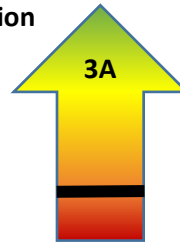
Update

- A template for syllabi was developed, reviewed and approved through the Department Chairs
- All Department Chairs were expected to review the syllabi before submission to Academic Affairs Office
- The syllabi that were submitted were uploaded to the public drive and reviewed by the Assessment Coordinator

Progress

Most of the syllabi are formatted according to the template. Some of the discrepancies have to do with the course description not matching the college catalog or not including a program outline in the syllabus. Also, while most of the syllabi contain a section called "Course Objectives", not all of the objectives are written so they are measurable. Some syllabi submitted were used for more than one section. They should be separated so that each clearly provides the time the course section is offered. This all needs to be rectified, and could be done so through a **_Curriculum Committee_** who could be charged with reviewing syllabi.
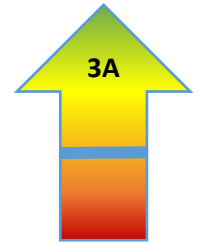
Not all faculty submitted syllabi for the courses that are on the schedule for the 2016 Fall Semester. In fact, there have been no syllabi received from the Human Services department overall. Specifically, syllabi are missing from:

Dana Gehring (1)	Stephanie Seeger (2)	Rita Schneider (3)	Burdette Clifford (6)	Francis Cutt (4)
Rodney Bordeaux (1)	Maggie Mackichan (1)	Kevin DeCora (4)	Victor Douville (1)*	Michael Schmidt (2)
James Spresser (1)	Dwayne Stenstrom (1)	Mary Henson (4)	Melody Otte (2)	Sandra Black Bear (2)
Regina One Star (1)	Maureece Heinert (1)	Arlene Brandis (1)	W. Wells (1)	Roberta Bizardie (1)

Need for a second section only
**I have received some of these syllabi since the original writing but need to be onsite to review*

In terms of rigor, there are still some courses that were discussed prior to the curriculum changes as questionable for college-level courses and workforce relevance. One of these courses was OE120 - Calculating Machines. This course is still on the degree plan (status sheet).

While not all the syllabi were in for review, I was able to review some course syllabi across sections with differing instructors. The math courses were consistent across sections and instructors. However, AC 100 – Intro to Accounting was different across sections. This needs to be corrected.

Course Schedule Notes

- I pulled the Fall 2016 course schedule by professor from Jenzabar. I noted that when courses were canceled on paper, they were not canceled in the system. This can impact faculty load calculations and other scheduling decisions for the future. A couple of courses did not have the same instructors listed as the paper copy. Specifically, Michael Wandersee is apparently teaching Physics but Vanessa Wandersee is listed as the instructor in the system.
- The VP of Academics worked with the Assessment Coordinator to cancel courses that had no enrollments. This should be done prior to the census date if possible so that canceled classes are not included in the final schedule.

Recommendations

Develop a system for syllabus and course scheduling quality control. It makes sense that the syllabi could be a **_Curriculum Committee_** responsibility. The course scheduling would be tied to the curriculum committee activities but could become part of **_Department Chairs_** responsibility to help ensure their students' degree plan needs are met each semester. Use the course schedule out of Jenzabar making real time adjustments and not use a separate typed copy.

Core Component 3B – Exercise of intellectual inquiry and acquisition, application, and integration of broad learning and skills are integral in programs

- Curriculum maps (general education)
- General education PLOs
- Professional development for faculty
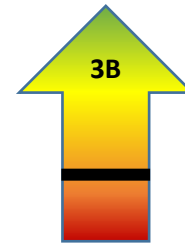
Update

- General Education is mapped
- General Education PLOs are started except for the Lakota Ways outcome

Progress

The Communications PLO Committee has started its work evaluating student samples from Freshman English courses with regard to communications. Although my assessment is preliminary, there appears to be some discrepancy about what constitutes strong writing skills and what the expectation should be.
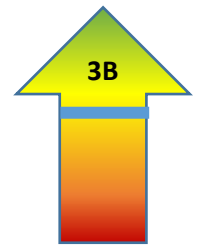
The Critical and Creative Thinking PLO Committee has evaluated student samples with regard to critical thinking in college level math. With regard to math, there is some concern that students are simply not ready for college-level mathematics. A recommendation has been made to begin tracking placement test scores (i.e. Accuplacer or Compass) to see if college math scores are related to placement test scores. It is possible to begin that process starting with the current academic year but who should do it and how it should be done with regard to Jenzabar permissions has not yet been worked out.

The Social Responsibility PLO Committee has evaluated student samples from social science courses. It has adapted the rubric it uses to be more closely aligned to how the PLO is stated.

The Lakota Ways PLO Committee has not formally met. However, there has been significant discussion with the lead of that committee (Sheri Red Owl) and with faculty regarding how student progress on this would be measured. It was determined that the Lakota Ways could be assessed using student feedback provided on the course evaluation. The course evaluation was reformatted to include operationalized statements of how cultural values were promoted in the classroom. The course evaluations were distributed at the end of this semester and data is anticipated to be ready for analysis prior to the end of the calendar year.

Professional development was provided in the first two weeks of the semester. It included topics related to Jenzabar, assessment, and social media. Each of the faculty files have been reviewed and professional development plans are being facilitated in partnership with SDSU.

Recommendations

Establish regular means and budget for faculty to access professional development within their fields.

Core Component 3C – Faculty and staff needed for effective, high quality programs and student services

- More active faculty participation in shared governance
- Personnel files updated for proof of credentials
- Greater opportunities or scholarship in respective disciplines outside of Rosebud Sioux Nation

Update

- Committee Membership
- SDSU will be assisting SGU with reviewing personnel files for proof of credentials
- SDSU will be offering SGU faculty opportunities for professional development and advanced education
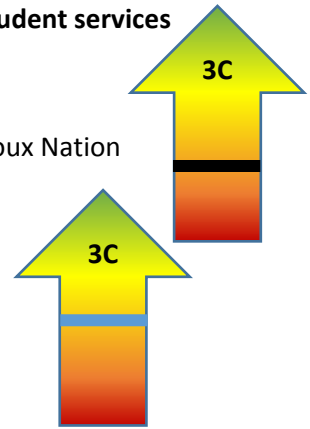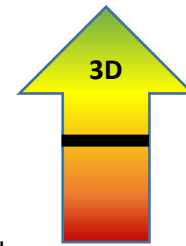
Progress

Faculty	Dept. Chair	Faculty Council	Assessment	Curriculum	Co-Curriculum	Gen Ed PLO	Comments
Melissa Bancroft			X	X		X	
Rodney Bordeaux		X					
Arlene Brandis		X		X	X		
Briana Broschat				X			
Stephanie Butler				X			
Julia Cahill				X			
Burdette Clifford	X		X		X		
Francis Cutt							Math Committee
Ned Day		X					
Kevin DeCora						X	
Victor Douville							
DeAnn Eastman-Jansen	X	X	X				
Dana Gehring	X				X	X	
Maureece Heinert	X				X		
Mary Henson			X		X	X	Faculty Dev (inactive)
Ron Hutchinson		X					Personnel Policies
Steven King							
Sheryl Klein		X					
Lisa Krug			X	X		X	Retention
Mike Leneaugh					X	X	
Jerry Lester					X		
Maggie MacKichan	X	X		X	X		
Cheryl Medearis	X	X					Provost's Leadership Team/President's Council
Jim Poignee	X						Faculty Dev (inactive)
Michael Schmidt							
Rita Schneider							
Sammie Seeger		X			X	X	
Lynn Simkins							
James Spresser					X	X	
Vanessa Wandersee		X				X	
Sheila Wheeler			X				
Patrice Wright	X		X		X	X	

Recommendations

Not all faculty are part of committees while some are part of many committees. There may need to be some method for establishing equity in committee service. The Curriculum Committee has not yet been activated although there are members who are willing to serve. It will be important to establish strong leadership for that committee along with a specific and well defined role for the committee.

Core Component 3D – Support for student learning and effective teaching

- Academic advising for students be more evident
- Improve food services, transportation, childcare
- Increased safety in science labs

Update

- All degree programs updated to have credit loads commensurate with degree level
- Elective options have been clarified and identified to align with degree field
- Degree trees being entered into Jenzabar

Progress

As a result of the program review process, it was determined that a number of the degree programs at SGU exceeded the number of credits generally accepted for the degree levels. For example, some of the associate level programs required upwards of 70 credits for completion. In the process, it was also discovered that the options for student electives were very broad. In fact, they were so broad that it was difficult for students to know what coursework would satisfy some of the requirements, particularly in the general education areas. In response, the faculty and the academic affairs office worked during summer 2016 to revise the curricula and reduce the number of credits required. They also worked together to clarify course options for each elective area and ensure that all degree programs include the institutional requirements. As a result, all certificate programs are approximately 30 credits, associate level degrees are approximately 60 credits, and baccalaureate programs are approximately 120 credits. All undergraduate programs of study include the institutional requirements. The university has defined coursework that satisfies particular institutional general education program requirements.
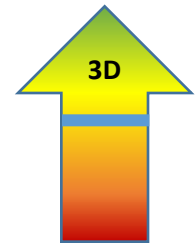
The next step in advising improvement is to set up the degree trees in the Jenzabar database. The university brought a Jenzabar trainer onsite to help set up the degree requirements into degree trees. The trainer provided information about how to set up the Advising module so that faculty advisors can use it to more effectively advise students. Once the module is fully functional, advisors will be able to print advising worksheets for students. The advising worksheets indicate what courses students need to complete their declared program of study, what courses they have completed, what degree requirements they have satisfied, and what courses they need to complete the program of study. This will help ensure that students stay on track with their program of study and that they take coursework that is financial aid eligible. Students will also have access to their advising worksheets via JICS. The target date for completion of the degree trees is end of November. James High Pipe from the MIS department is leading the degree tree development but the university will need to decide how they will be maintained on a continual basis.

Recommendations

Management of the advising module takes more than simply technical skill, but should be tied to Curriculum Committee activities. It is critical that whoever manages the advising module has a clear understanding of the courses and the curricula. The advising module manager should be a member of the Curriculum Committee, whether voting or non-voting. The university currently does not have a formal admissions person. Students come to campus, fill out admissions forms, and register all at the same time. The Registrar's office is currently responsible for all new student data entry and making sure student records are complete. The university may consider adding an admissions counselor who would be responsible for ensuring student admissions requirements are complete, entering new student data (including test scores), and assigning students to degrees and advisors in Jenzabar. The Admissions and Advising Counselor could be the first point of contact for new students and connect them to a faculty advisor in the program of study of interest to them. Whether the university creates this new position or not, it does need to allocate time and responsibility for the Advising Module to someone or it will not likely be maintained.

This review does not address food services, transportation, childcare, or safety in science labs.

Core Component 3E – Enriched educational environment

- Assess student learning in co-curricular (Nation-building) activities
- Evaluate contributions to students' educational experiences of community engagement, service learning, spiritual, or economic development
- Faculty qualifications for what they teach
- Greater opportunities for faculty development from outside reservation boundaries
- Review of the student services and quality of the services
- Ensure learning facilities are conducive to learning
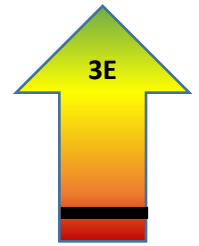
Update

- Co-Curriculum Outcomes have been defined by an interdepartmental Committee:
    o Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.
    o Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.
    o Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.
    o Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.
- Student Services survey will measure how well the college provides opportunities in the co-curriculum for students to achieve the stated outcomes regarding nation-building.
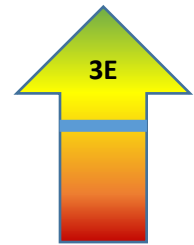
Progress

The Co-Curriculum Committee is comprised of both faculty and non-faculty employees. It has been a very active committee. The committee guided the expansion of the student services survey to measure the opportunities provided in the co-curriculum to achieve the stated outcomes. The student services survey was reworked to include operationalized statements of how nation-building is promoted outside of the classroom. The student services survey were distributed at the end of this semester and data is anticipated to be ready for analysis prior to the end of the calendar year.

Recommendations

The data from the student services survey should be used to inform the activities and services provided by the student services at SGU. An annual survey can be administered until the data suggests that the college is providing the services and activities that promote nation-building in the way that is intended. After that, the survey could be administered less often.

Establish regular means and budget for faculty to access offsite professional development within their fields.
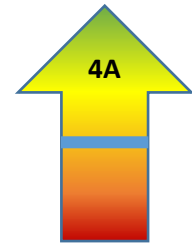
Core Component 4A – Responsibility for quality of educational programs

- Program review is integrated into university processes and procedures and data from the reviews are used to make decisions
- Nursing program status
- Data on graduate placement and success
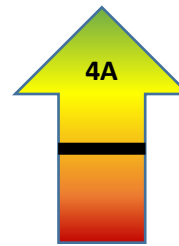
Update

- Program reviews have been completed and nursing program status has been addressed.

Progress

The program review process was challenging for most of the departments. Some departments have not submitted a complete program review. However, the process helped to bring to light some institutional level issues. These issues along with the resolutions that have been taken or are planned and in progress are provided in the chart below.

Institutional Level Issue	Resolution Taken or Planned
Some of the degree program requirements were in excess of what students can reasonably complete in the time that is allotted for the degree programs (i.e. two years for an associate level degree).	The University has required that all degree programs have the number of credits pursuant to the degree level. The updated degree programs were ready in time for the 2016-2017 academic year.
Placement information on graduates is not currently formally kept at the institutional level.	The University has budgeted for 300 hours of Jenzabar training and has undertaken a concerted effort at improving its data processes.
Student enrollment data is incomplete and unreliable. The university needs to strengthen its system for reporting student data back to faculty and departments for decision-making purposes.	
Work on measuring student progress toward Program Learning Outcomes (PLOs) is in its beginning stages. The faculty received training in May but had not had the opportunity to measure PLOs in each of the degree or certificate programs they offer over the summer months.	The University scheduled two full weeks for faculty orientation prior to the academic year start. During the orientation, faculty received further training on measuring student learning toward the PLOs and worked with the Assessment Coordinator on a common method for documenting their assessments. The two weeks provided faculty dedicated time and guidance in their efforts to measure and document the PLOs.
Many of the departments are not sure of what their budgets are.	The University has updated its Jenzabar system so that departments have access to their budgets using the web interface of the Jenzabar system.
Although many of the departments addressed the strengths, challenges, recommendations, and resources, these sections were not always clearly tied to the analysis of the information provided in the previous sections. Some departments need to think about how to use the *data* provided within the document to make program level decisions/recommendations for action.	A formal Assessment Committee has been established. Part of the role of the Assessment Committee will be to review the Program Reviews for institutional level data and recommendations. Some of the program reviews appeared to lack objective perspective. It may be difficult to be objective about their own programs and think past what has "always been".
The Arts and Sciences department is by far the largest department. The breadth of purposes and programs included made it a bit difficult to focus the program review across the science related degree programs, the liberal arts degree programs, and the general education service provided to the rest of the university's degree programs.	There has been discussion about the viability of separating general education from the Environmental Science and Computer Science programs in order to more efficiently meet general education needs of students at the various degree levels.

Recommendations – Continue to refine the program review process.

Core Component 4B – Commitment to educational achievement and improvement through ongoing assessment of student learning
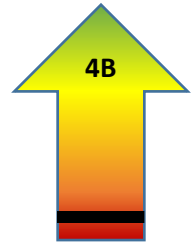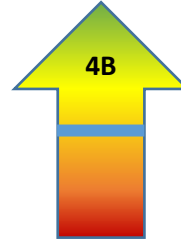
- Measurable objectives in syllabi
- General education PLO assessment
- Implement assessment plan
- Establish learning goals for co-curricular programs

Update

- This was all addressed in earlier core components.

Progress

Recommendations

Core Component 4C – Attention to retention, persistence, and completion rates in programs

- Use retention, persistence, and completion data in planning and decision-making
- Regular program reviews lead to modifications and to maintain rigor and currency of academic programs
- Nursing program probation addressed
- Course, program, general education, and co-curriculum assessment needs to be addressed
- Evidence that data is used to improve enrollment, retention, and graduation/completion
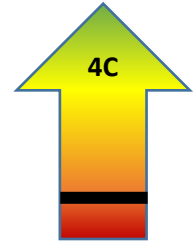
Update

- Much was addressed previously except for using retention, persistence, and completion data in planning and decision-making and improving enrollment, retention and graduation/completion.

Progress

The data for retention, persistence, and completion needs to be available through Jenzabar. The college is in the process of improving their data collection processes but this will take time. Data can only be accessed when data entry is complete and has integrity. The college has identified areas of improvement and is working toward improving its data entry.
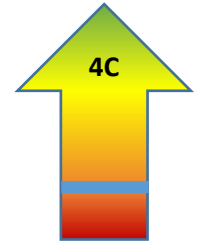
Recommendations

- Develop data validation processes that include interdepartmental responsibilities and reports.
- Provide training for departments to improve their data entry and to pull their own departmental reports.
- Consider a new position that includes Admissions and Advising with responsibilities for those Jenzabar modules. Separation of duties for new student data entry and managing student data within the registrar's office may help with data validation processes and streamline the registration process.

Sinte Gleska University

Position: Admissions/Career Advising Director   **Department**: Student Services

Supervisor: VP of Student Services   **Contract**: 12 month/full-time

General Description: The A/CA director will coordinate and assist in the planning and management of student recruiting, admissions, student advising, academic support, and student tracking through graduation and post-graduate placement. The director works in conjunction with student services personnel to assist the University toward intentional student enrollment. This position will entail the high usage, maintenance, and cross-referencing of student data from the "inquiry" stage through post-graduate tracking in the University's technology systems.

Essential Duties & Responsibilities:

Under the direct supervision of the SGU Vice president of Student Services, the Admissions/ Advising Coordinator will be responsible for the following duties and responsibilities:

- Developing and evaluating a student enrollment/tenure system for all student-related events including student inquiries, admissions, entrance testing, orientation, registration, degree planning, and graduation.
- Planning, implementing and evaluating institutional marketing plans for student recruitment each semester.
- Coordinating resources and assessments for career-guidance and counseling.
- Interacting directly with all student advisors and with support services personnel to ensure the quality of student support services.
- Working closely with the GED and Foundation Studies departments to anticipate and assess student learning needs.
- Maintaining checklists for student admissions, orientation, registration and graduation processes.
- Managing and ensuring the completion of all student data files with "zero-error" accuracy from "inquiry" through post-graduation with the SGU Jenzabar system.
- Updating and integrating student information for data reporting into the IPEDs, HLC and AIMS/AKIS systems.
- Assisting faculty with upgrading degree plans and managing "curriculum trees" in the Jenzabar JICS and Student Advising Modules.
- Communicating regularly with SGU Media to provide consumer information for students through the University's social media sources.
- Actively participating in institutional assessment activities and accreditation endeavors.
- Developing predictive model for promoting growth in enrollment.
- Other duties as may be assigned.

Minimal Qualifications:

The successful candidate must possess above-average administrative skills with an associate degree and four (4) or more years of experience in higher education programs, preferably in student services. Familiarity with career guidance and counseling resources is highly desirable. Marketing and customer service skills are critical for this position. The applicant must be highly proficient in computer technology skills with solid familiarity in word processing, Excel, and Microsoft Outlook, and must be willing to be trained in the Jenzabar integrated data management system. The applicant will have the abilities to organize and manage multiple tasks with critical timelines in an executive-level team situation. The applicant will possess outstanding communication (oral, written and digital) and public relations skills, and facilitate internal referrals based on questions, inquiries, and information requests. Familiarity with Tribal college data collection systems (e.g., IPEDs, HLC, AIMS/AKIS) would be highly desirable.

The Admissions/Career Advising Director will work in a team-oriented department and engage collegially with students, colleagues and staff, especially faculty. This employee must possess cultural competencies with reference to working with Lakota and/or Native American people, Tribal organizations and education program within reservation boundaries.

CONFIDENTIALITY:

The Admissions/Career Advising agrees to maintain strict confidentiality regarding FERPA, HIPAA, and the contents of all Sinte Gleska University correspondence, student records, personnel files and fiscal data.

ADDITIONAL INFORMATION:

Sinte Gleska University does not discriminate on the basis of race, color, national origin, sex, religious preference, age, handicap, marital status, political preference, or membership or non-membership in an employee organization, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended.

Updated: Jan 27, 2017

Sinte Gleska University
PLO Assessment Report

Degree Program: _____   **Semester:** _____

Department: _____   **PLO Lead:** _____

PLO Team Members: _____

Program Learning Outcome: _____

Activity	Status and Future Actions
Assessment Task/Activity: (data review/analysis, artifact analysis, transfer study, etc.)	
Information Storage: (identify physical, electronic, or other file location)	
Result of Assessment:	
Knowledge/skills/abilities/areas/topics/ situations to improve:	
Recommendations for change to program or curriculum:	
Change(s) Implemented: (include date or time frame of change)	
Next Step:	
Other Notes:	

(Signature) Submitted By: _____   Date: _____

Co-Curriculum Committee
Meeting Agenda

October 21, 2016

1:11 pm

Meeting Facilitator: Leah Woodke

Members: Mike L, Maggie M., Maureece H., Burdette C., Dana G., Patrice W., Sammie S., Dwayne., Mary H., Sherry R.O.

Absent: Denise O.S.

I. Review Nation Building learning outcomes developed with official adoption by SGU:

- Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.
-Awareness pertaining to starting in one place & ending in another.

- Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.

- Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.

- Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.

- Phil was impressed with the outcomes.
-Thank you to the sub-committee who worked on this.

II. Choose one to focus on

- Look at how activities impact that outcome.
- Prayer circles
- Student seminars
- How do we increase awareness of bravery and of values as a whole?
-"Warriors of wisdom."
- Exit survey on growth in each of these areas.
-What have you done that has challenged you while at SGU?
-How to assess exit survey.
- Do we have evidence that the co-curricular activities are beneficial to students?

III. Discuss methods for assessing students on the one chosen

- ● Exit survey on growth in each of these areas.
  -How to assess exit survey.
  -What have you done that has challenged you while at SGU?

- ● Do we have evidence that the co-curricular activities are beneficial to students?
  -Founder's Day –town hall meeting
  -interview alumni
  -Non-perishable food drive?

- ● How are we strengthening sovereignty?

IV. Next Steps and Next Meeting

- ● Consider a full week of Earth day events. –"Unci Maka" week

- ● -Exit surveys at events.
  -What impact are we having?
  -Did you meet someone today that you will talk with in the future?

- ● Event survey
  -networking & opportunity
  -keep manageable & meaningful

- ● Bring ideas to next meeting

Next meeting: Friday November 4th, @ 1:00pm

Respectfully Submitted by:

Dana Gehring

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Sinte Gleska University
Institutional Jenzabar Management Plan
June 1, 2016

</div>

- ☐ Implement Module Manager's Group
    - o Determine process gaps
    - o Set priorities to fill process gaps
    - o Set direction for institutional growth in data management capacity
- ☐ Decentralize Jenzabar Module Responsibilities from MIS
    - o Schedule training for Modules
        - ▪ Assess departmental needs (by module)
        - ▪ Schedule training hours according to departmental needs (by module
        - ▪ Cross train related modules
    - o Determine process for requesting and tracking Jenzabar access
    - o More fully implement JICS as user interface
    - o Regularly attend JAM
- ☐ Schedule InfoMaker Training – internally onsite for module managers
- ☐ Schedule Intermediate InfoMaker Training – for identified super users

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Module Management

</div>

Admissions

In order to move the university toward more intentional increase of student enrollment, admissions is designed to support recruitment in the following ways:

- Send letters to graduating seniors to complement recruitment efforts
- Enter potential and new student information
- Ensure that all student files are complete; missing requirements that are displayed on JICS
- Promote movement from student "inquiries" to "admissions" using the "letters" function in Jenzabar
- Connect potential students to advisors early in the admissions process
- Track student entrance examination scores
- Develop predictive model for promoting growth in enrollment

Advising

In order to help the university be more intentional in its retention efforts, advising is designed to support Registrar and faculty in the following ways:

- Update course AIMs as courses change
- Manage degree trees for the institution (annual process and as degree programs are updated)
- Provide information about student needs for courses to inform course scheduling
    - ☐ Assist faculty with student advising worksheets as needed

MIS
- Database
  - Manage permissions
  - SQL supporting and reporting
- JICS
  - Web interface
  - Manage CRMs
  - Online Education
- System
  - Backups
  - System Updates

Admissions
- Enter new students
- Ensure files complete
- Assign degree interest

Development
- Track graduates?
- Manage major gifts

Advising
- Maintain degree trees
- Manage advisors and advisees

Registration
- Manage student progress data
- Coordinate course schedules
- Assign advisors
- Official student data keeper

Human Resources
- Payroll
- Personnel

Business Office
- Purchasing
- Accounts Payable
- Accounts Receivable
- Fixed Assets
- Budgeting

Student Life
- Track student activities

Financial Aid
- FAFSA
- Calculate student need
- Federal Title IV guidelines
- (Who disburses FA?)

JƎ
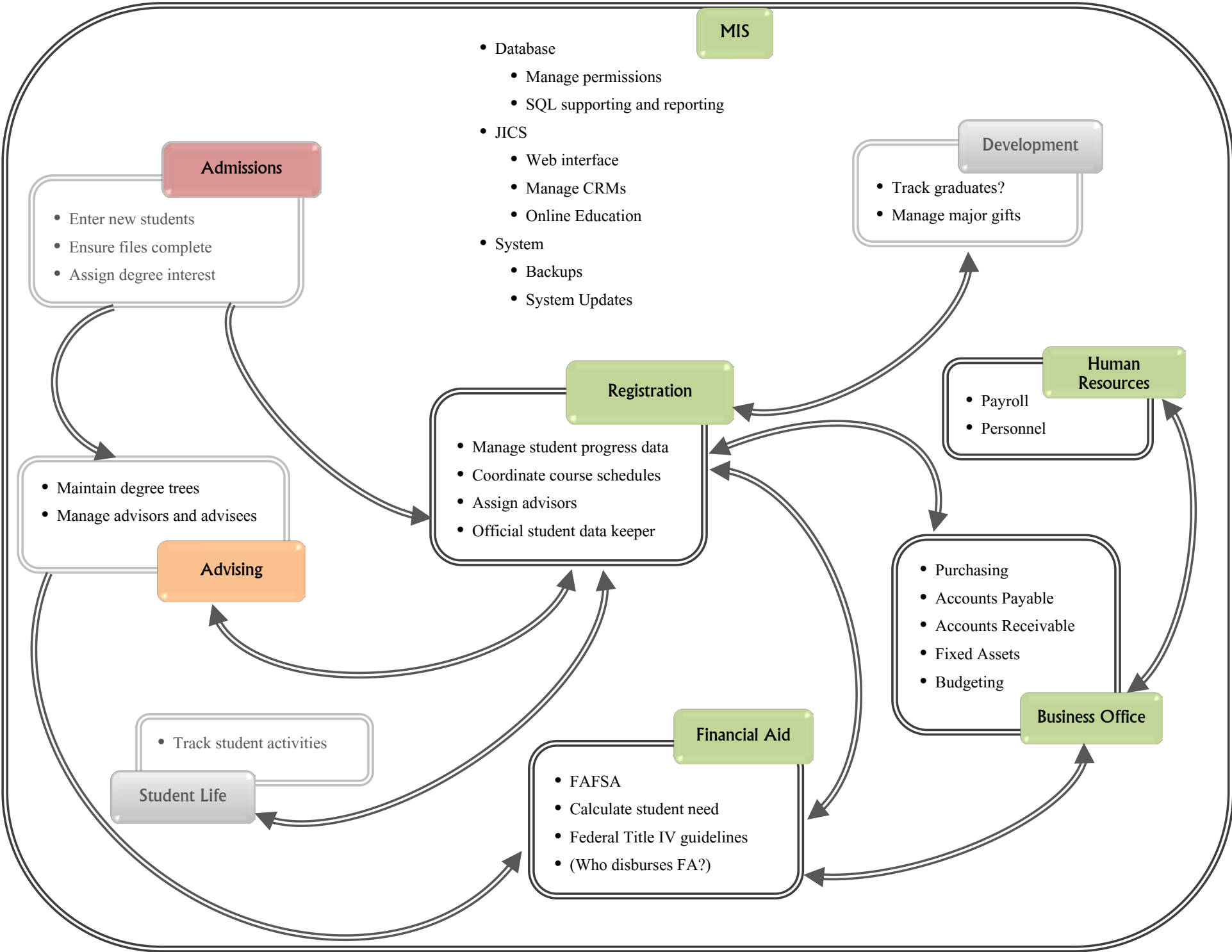
JOSEPH EVE

SINTE GLESKA UNIVERSITY

Financial and Compliance Audit Report

Year Ended September 30, 2015

SINTE GLESKA UNIVERSITY

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INDEPENDENT AUDITORS' REPORT

Board of Regents
Sinte Gleska University
Mission, South Dakota

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Sinte Gleska University (the "University"), as of and for the year ended September 30, 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Sinte Gleska University as of September 30, 2015, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Sinte Gleska University has omitted a management discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated June 10, 2016 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

JOSEPH EVE

Certified Public Accountants

Great Falls, Montana
June 10, 2016

Financial Statements

SINTE GLESKA UNIVERSITY

Statement of Net Position

September 30, 2015

	Governmental Activities
Assets	
Cash	$ 3,009,045
Investments	26,017
Restricted investments	2,863,963
Accounts receivable	461,543
Prepaid expenses	281,248
Inventories	43,849
Due from other governments	818,029
Capital assets	
Land	160,188
Other capital assets, net of depreciation	14,462,744
Total capital assets	14,622,932
Total assets	22,126,626
Liabilities	
Accounts payable	256,223
Accrued liabilities	266,746
Advances from grantors	4,047,555
Unearned tuition	422,753
Total liabilities	4,993,277
Net position	
Investment in capital assets	14,622,932
Restricted for permanent endowment- nonexpendable	2,728,408
Restricted for permanent endowment- expendable	139,067
Unrestricted (deficit)	(357,058)
Total net position	$ 17,133,349

SINTE GLESKA UNIVERSITY

Statement of Activities

For The Year Ended September 30, 2015

Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position Primary Government Governmental Activities
Primary government					
Governmental activities					
Instruction	$ 2,776,016		$ 3,629,481		$ 853,465
Research	106,502		59,195		(47,307)
Public service	1,189,031		1,398,927		209,896
Academic support	581,879		547,225		(34,654)
Student services	4,381,599	$ 405,472	4,733,069		756,942
Institutional support	3,381,296	1,661,571	1,304,093	$ 769,796	354,164
Operations and maintenance	1,736,275		31,555		(1,704,720)
Library	364,339		359,381		(4,958)
Total governmental activities	14,516,937	2,067,043	12,062,926	769,796	382,828
Total primary government	$14,516,937	$2,067,043	$ 12,062,926	$ 769,796	382,828

General revenues	
Investment income	62,561
Other	132,354
Endowment gifts/additions	47,179
Total general revenues	242,094
Change in net position	624,922
Net position - beginning of year	16,508,427
Net position - end of year	$ 17,133,349

SINTE GLESKA UNIVERSITY

Balance Sheet - Governmental Funds

September 30, 2015

	General Fund	PELL	Permanent Endowment	Other Governmental Funds
Assets				
Current assets				
Cash	$ 3,009,045			
Investments	26,017			
Restricted investments			$ 2,863,963	
Accounts receivable	461,543			
Prepaid expenses	281,248			
Inventory	43,849			
Due from other funds		$ 62	3,512	$ 1,082,446
Due from other governments				818,029
Total assets	$ 3,821,702	$ 62	$ 2,867,475	$ 1,900,475
Liabilities and fund balances				
Liabilities				
Accounts payable	$ 256,223			
Accrued liabilities	266,746			
Due to other funds	272,147			$ 813,873
Advances from grantors	2,965,051	$ 62		1,082,442
Unearned tuition	422,753			
Total liabilities	4,182,920	62	0	1,896,315
Fund balance				
Nonspendable	325,097		2,728,408	
Restricted for permanent endowment			139,067	
Assigned				4,160
Unassigned (deficit)	(686,315)			
Total fund balances	(361,218)	0	2,867,475	4,160
Total liabilities and fund balance	$ 3,821,702	$ 62	$ 2,867,475	$ 1,900,475

	Total Governmental Funds
$	3,009,045
	26,017
	2,863,963
	461,543
	281,248
	43,849
	1,086,020
	818,029
$	8,589,714

$	256,223
	266,746
	1,086,020
	4,047,555
	422,753
	6,079,297

	3,053,505
	139,067
	4,160
	(686,315)
	2,510,417

| $ | 8,589,714 |

SINTE GLESKA UNIVERSITY

**Reconciliation of Governmental Fund Balances to the
Statement of Net Position**

September 30, 2015

Total government fund balances	$ 2,510,417
Amounts reported for governmental activities in the statement of net position are different because capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	14,622,932
Net position - governmental activities, per statement of net position	$ 17,133,349

SINTE GLESKA UNIVERSITY

Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds

For The Year Ended September 30, 2015

	General Fund	PELL	Permanent Endowment
Revenues			
Intergovernmental sources	$ 4,638,048	$ 1,491,082	
Tuition and fees	1,484,906		
Bookstore	405,471		
Endowment gifts/additions			$ 47,179
Indirect cost recoveries	506,951		
Interest income	804		61,756
Donations	319,628		
Other revenue	309,021		
Total revenues	7,664,829	1,491,082	$ 108,935
Expenditures			
Current			
Instruction	791,472		
Research	3,239		
Public service	127,894		
Academic support	346,631		
Student services	1,752,505	1,491,082	
Institutional support	2,454,688		9,256
Operations and maintenance	902,197		
Library	321,959		
Indirect cost expense			
Capital outlay	9,766		
Total expenditures	6,710,351	1,491,082	9,256
Revenues over (under) expenditures	954,478	0	99,679
Other financing sources (uses)			
Net change in fund balances	954,478	0	99,679
Fund balances, beginning of year	(1,315,696)	0	2,767,796
Fund balances, end of year	$ (361,218)	$ 0	$ 2,867,475

Other Governmental Funds	Total Governmental Funds
$ 6,383,964	$ 12,513,094
	1,484,906
	405,471
	47,179
	506,951
	62,560
	319,628
	309,021
6,383,964	15,648,810
1,984,544	2,776,016
103,264	106,503
1,061,137	1,189,031
235,248	581,879
1,138,012	4,381,599
910,787	3,374,731
45,851	948,048
42,380	364,339
506,951	506,951
351,177	360,943
6,379,351	14,590,040
4,613	1,058,770
4,613	1,058,770
(453)	1,451,647
$ 4,160	$ 2,510,417

SINTE GLESKA UNIVERSITY

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities

For The Year Ended September 30, 2015

Net change in fund balances - governmental funds		$ 1,058,770
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. In the current period, these amounts are:		
Capital outlay	$360,943	
Depreciation expense	(794,791)	
		(433,848)
Change in net position of Governmental Activities		$ 624,922

Notes to the Financial Statements

Note 1 - Nature of Operations and Significant Accounting Policies

A. Nature of Operations

The financial statements for the Sinte Gleska University (the "University") for the fiscal year ended September 30, 2015, have been prepared in accordance with accounting principles generally accepted in the United States of America.

Organization

The University is a not-for-profit organization located in Mission, South Dakota. Contributions to the University qualify for the charitable contributions deduction to the extent provided by Section 170 of the Internal Revenue Code.

The University was formed for the following purposes:

i)   To create and establish within the framework of the Rosebud Sioux Tribal Government, an institution for post-secondary and higher education.

ii)   To operate exclusively for non-profit purposes and that no part of the income or assets of the organization shall be distributed to or for the benefit of any individual; and

iii) The organization shall be for educational, cultural, and humanitarian purposes only.

B. Significant Accounting Policies

Reporting Entity

Generally accepted accounting principles require that the reporting entity include (1) the primary government, (2) organizations for which the primary government is financially accountable and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete. The criteria provided in Government Accounting Standards Board Statement No. 14 have been considered and there are no agencies or entities which should be presented with the University.

Basis of Presentation

Basic Financial Statements
The basic financial statements of the University include the university-wide and the fund financial statements. In the reporting model under GASB 35, the focus is on the University as a whole in the university-wide financial statements, while reporting additional and detailed information about the University's major Governmental Activities in fund financial statements.

SINTE GLESKA UNIVERSITY

Notes to the Financial Statements

For The Year Ended September 30, 2015

Note 1 - Nature of Business and Summary of Significant Accounting Policies - Continued

B. Significant Accounting Policies - Continued

Basis of Presentation - Continued

University-Wide Financial Statements
The University-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when liabilities are incurred, regardless of when the related cash flow takes place. Nonexchange transactions, in which the University gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants, entitlements and donations. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which eligibility requirements have been satisfied.

These statements include the financial activities of the overall University. Eliminations have been made to minimize the double counting of internal activities.

The statements of activities presents a comparison between direct expenses and program revenues for each function of the University's Governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been eliminated for the statement of activities. Program revenues include program fees for services and grants and contributions restricted to a particular program. Revenues that are not classified as program revenues are presented as general revenues. When both restricted and unrestricted resources are available for use, it is the University's policy to use restricted resources first, then unrestricted resources as they are needed.

Fund Financial Statements
The fund financial statements provide information about the University's funds. The emphasis of fund financial statements is on major governmental funds, each is displayed in a separate column. All the remaining governmental funds are aggregated and reported in a single column as nonmajor funds.

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

The modified accrual basis of accounting is used in all government type funds. Under the modified accrual basis of accounting, revenue is recognized when susceptible to accrual (when it is both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. A one year availability period is used for revenue recognition for all governmental fund revenue. Expenditures are recorded when the related fund liability is incurred.

Note 1 - Nature of Business and Summary of Significant Accounting Policies - Continued

B. Significant Accounting Policies - Continued

Basis of Presentation - Continued

The University reports the following major governmental funds:

General Fund - The general fund is the University's primary operating fund. It accounts for all governmental financial resources, except those required to be accounted for in another fund.

PELL - The Pell fund accounts for the receipts and disbursements of Pell grant funds.

Permanent Endowment - The permanent endowment fund is used for donations that are legally restricted to the extent that only earnings, and not principal, may be used for purposes that support the University's programs.

Cash
Cash includes all readily available sources of cash such as cash on hand and cash on deposit with financial institutions.

Investments
Investments are recorded at fair value. Fair value is determined by the reported market value of securities and mutual funds trading on national exchanges. The University does not have a formally adopted investment policy.

Accounts Receivable
Accounts receivable includes normal business receivables and consists primarily of amounts due from students for tuition. The allowance for doubtful account adjusts for those accounts the University deems uncollectible. As of September 30, 2015 the University has accrued an allowance of $6,835,953.

Inventory
Inventories are stated at the lower of cost or market. Cost is determined using the weighted average cost method. Inventory consists of bookstore textbooks, convenience items, and educational materials available for sale.

Prepaids
The cost of governmental fund type insurance and other prepaids are recorded on the consumption method rather than when purchased.

Note 1 - Nature of Business and Summary of Significant Accounting Policies - Continued

B.   **Significant Accounting Policies - Continued**

Due From Other Governments
Due from other governments consists of amounts due for reimbursement of approved expenditures on grants and contracts entered into with various governmental agencies. Receivables of this nature are not collateralized and are considered fully collectible. Amounts received from the federal government for grants and contracts are recognized as revenue when they are expended or obligated. Unspent or unobligated funds must generally be returned to the funding agency and therefore are not recognized as revenue. Expenditures are recorded when the related fund liability is incurred.

Interfund Receivables/Payables
During the course of operations, activity occurs between individual funds for goods provided or services rendered. These receivables and payables are classified as interfund receivables/payables in the fund financial statements, and are eliminated in the government-wide Statement of Net Position. Activity that constitute reimbursements to a fund for expenditures initially made from it that are properly applicable to another fund, are recorded as expenditures in the reimbursing fund and as a reduction of expenditures in the fund that is reimbursed. All other interfund activity is reported as transfers.

Capital Assets and Depreciation
Capital assets are stated at cost. Maintenance and repair costs are charged to expense as incurred. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives. Capitalization thresholds (the dollar values above which asset acquisitions are added to the capital assets accounts) and estimated useful lives of capital assets are as follows:

Asset Category	Capitalization Threshold	Years
Land Improvements	$5,000	20
Buildings	5,000	40
Building Improvements	5,000	10
Equipment	5,000	5-15
Vehicles	5,000	5
Infrastructure	5,000	20
Intangible Licenses	5,000	Varies

GASB Statement No. 42, *Accounting and Financial Reporting for Impairment of Capital Assets and for Insurance Recoveries*, requires an evaluation of prominent events or changes in circumstances to determine whether an impairment loss should be recorded and whether any insurance recoveries should be offset against the impairment loss. There were no impairment losses for the year ended September 30, 2015.

Note 1 - Nature of Business and Summary of Significant Accounting Policies - Continued

B. **Significant Accounting Policies - Continued**

Compensated Absences
The Sinte Gleska University accrues the cost of unpaid vacation. Accrued sick leave is not recorded, as the University has no legal obligation to pay such benefits upon termination. Accrued liabilities include $84,693 of accrued vacation at September 30, 2015.

Advances From Grantors
Advances from grantors arise when potential revenue is received by the government before it has a legal claim to them. Due to grantors also arise when grant monies are received prior to the incurrence of qualifying expenditures. In subsequent periods, when the revenue recognition criteria is met, or when the government has a legal claim to the resources, the liabilities for advances from grantors is removed from the combined balance sheet and the revenue is recognized.

Fund Equity
In the University-wide financial statements, equity is classified as net position and displayed in three components:

> **Net investment in capital assets** - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balance of any borrowing that is attributable to the acquisition or improvement of those assets.

> **Restricted** - Consists of net position with constraints placed on the use either by (a) external groups such as creditors, grantors, or laws and regulations of other governments; or (b) law through enabling legislation.

> **Unrestricted** - All net position that does not meet the definitions above.

The fund financial statements have been presented in accordance with the reporting model required by GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. The intention of the Statement is to provide a more structured classification of fund balance and to improve the usefulness of fund balance reporting to the users of the financial statements. The reporting standard establishes a hierarchy for fund balance classifications and the constraints imposed on the uses of those resources.

GASB Statement No. 54 provides for two major types of fund balances, nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash, such as inventories, prepaid amounts, and long-term notes receivable, or they are legally or contractually required to remain intact.

In addition to the nonspendable fund balance, GASB Statement No. 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

Note 1 - Nature of Business and Summary of Significant Accounting Policies - Continued

B. **Significant Accounting Policies - Continued**

Fund Equity - Continued

Restricted - fund balances that are restricted for specific purposes stipulated by external parties, constitutional provisions, or enabling legislation. Restrictions may effectively be changed or lifted only with the consent of resource providers.

Committed - fund balances that can only be used for the specific purposes determined by a formal action of the University's highest level of decision-making authority, the Board of Regents. Commitments may be changed or lifted only by the University taking the same formal action that imposed the constraint originally (for example a resolution or ordinance).

Assigned - fund balances that are intended to be used by the University for specific purposes that are neither restricted nor committed. Assigned amounts also include all residual amounts in governmental funds (except negative amounts) that are not classified as nonspendable, restricted or committed. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service, or permanent fund, are assigned for purposes in accordance with the nature of their fund type. Assignment within the General Fund conveys that the intended use of those amounts is for a specific purposes that is narrower than the general purposes of the University itself.

Unassigned - fund balances of the general fund that are not constrained for any particular purposes. It is also the residual classification for all negative fund balances. In circumstances when an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, fund balance is depleted in the order of restricted, committed, assigned, and unassigned.

Interest Income
Interest earned on cash and investment balances is recorded as revenue when earned.

Federal Awards and Grants
The University has received federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in general expenditure disallowances under the terms of the grants, it is believed that any required reimbursement would not be material.

Federal and State Income Taxes
Sinte Gleska University, as a not-for-profit entity under Section 501(c)(3) of the Internal Revenue Code, is exempt from Federal and State income taxes. As such, no income taxes have been provided for in the accompanying financial statements.

SINTE GLESKA UNIVERSITY

Notes to the Financial Statements

For The Year Ended September 30, 2015

Note 2 - Cash

At September 30, 2015, cash consisted of the following:

Demand deposits	$ 3,009,045
Total cash and cash equivalents	$ 3,009,045

At September 30, 2015, the carrying amount of deposits was $3,009,045 and the bank balance was $3,519,093. Of the bank balance, $250,000 was covered by the Federal Deposit Insurance Corporation (FDIC). The remaining bank balance of $3,269,093 is secured by a custodian bank not in the University's name. The State Treasurer of South Dakota acts as one of a two-member commission which supervises the insuring of all public funds and the securities are pledged in the Treasurer's name.

Note 3 - Investments

As of September 30, 2015, the University had the following investments:

	Fair Value
Cash	$ 106,456
Money Market Mutual Funds	537,996
Collateralized Mortgage Obligations (CMOs) & Asset Backed Securities	65,332
US Government Agencies	476,616
Open-End Mutual Funds: Government Bonds	1,287,041
Open-End Mutual Funds: Common Stocks	30,904
Corporate Bonds	130,633
Negotiable Certificates of Deposit	236,991
Common Stock	18,011
Total investments	$ 2,889,980

Interest Rate Risk

The University does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Interest Rate Risk - Segmented Time Distribution

As of September 30, 2015, the University had the following investment maturities:

	Fair Value	Investment Maturities (in Years)			
		Less than 1	1 - 5	6 - 10	More than 10
CMO & Asset Backed Securities	$ 65,332	$	$	$	$ 65,332
US Government Agencies	476,616			846	475,770
Government Bond Funds	1,287,041	1,287,041			
Corporate Bonds	130,633		81,695		48,938
Negotiable Certificates of Deposit	236,991	225,989	11,002		
Total	$ 2,196,613	$ 1,513,030	$ 92,697	$ 846	$ 590,040

Cash, Money Market Mutual Funds, Open-End Mutual Funds: Common Stocks, and Common Stock are not subject to Interest Rate Risk.

Note Note 3 - Investments - Continued

Credit Risk
Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The University has no investment policy that would limit its investment choices.

As of September 30, 2015, the University held the following investments with related credit risks:

		Rating	
	Fair Value	S&P	Moody's
Money Market Mutual Funds:			
Charles Schwab Advisor Cash Reserves	$ 537,996	A-	Baa2
US Government Agencies:			
Federal Home Loan Mortgage Corporation	383,835	AA+/A-1+	Aaa/P-1
Federal National Mortgage Association	92,781	AA+/A-1+	Aaa/P-1
CMO & Asset Backed Securities:			
CWALT, Inc. 2005-86CB	16,899	D	Caa3
JP Morgan Mtg Tr 2005-S3, 2006-S2	16,255	D	Caa2
Morgan Stanley Mtg Ln Tr 2005-7	11,224	D	Caa3
Morgan Stanley Mtg Ln Tr 2005-10	20,954	D	Caa3
Government Bond Funds:			
American Century Ginnie Mae Fund Investor	346,511	AA+/A-1+	Aaa/P-1
American Century Ginnie Mae Fund Institutional	940,530	AA+/A-1+	Aaa/P-1
Corporate Bonds:			
Morgan Stanley	81,695	A-	A3
Wachovia Capital Trust III	48,938	BBB	Baa2

Custodial Credit Risk - Investments
For an investment, custodial credit risk is the risk that, in the event of a failure of a counterparty (the party that pledges collateral or repurchase agreement securities to the University or that sells investments to or buys them for the University), the University will not be able to recover the value of its investment or collateral securities that are in the possession of an outside party. The University currently does not have an investment policy for custodial credit risk. As of September 30, 2015, all of the University's investments are exposed to custodial credit risk as applicable by investment type.

Concentration of Credit Risk
Concentration of credit risk is the risk of loss attributed to the magnitude of an investment in a single issuer. The University places no limit on the amount it may invest in any one issuer. Five percent (5%) or more of the University's total investments are concentrated in the following issuers:

Issuer Organization	Percentage
FHLMC	13%

Note 4 - Due From Other Governments

The following amounts are due from the respective funding agencies at September 30, 2015 for grant/contract program reimbursements:

U.S. Department		
Agriculture	$	458,160
Health and Human Services		40,240
Energy		14,561
National Science Foundation		38,342
Labor		56,348
Education		175,532
National Aeronautics and Space Administration		16,846
Corporation for National and Community Service		10,284
State of South Dakota and Other Funding		7,716
Total due from other governments	$	818,029

Note 5 - Interfund Activity

Amounts due from and due to other funds as of September 30, 2015 are as follows:

	Due to:				
	Governmental				
Due from:	PELL	Permanent Endowment	Other Governmental Funds		Total
General fund	$ 62	$ 3,512	$ 268,574	$	272,148
Other governmental funds			813,872		813,872
	$ 62	$ 3,512	$ 1,082,446	$	1,086,020

Interfund balances represent non-interest bearing amounts owed to or from programs for administrative services rendered and for payments made on behalf of such entities. Amounts are generally due upon demand.

Note 6 - Capital Assets
Capital assets activity for the year ended September 30, 2015, is summarized as follows:

	Balance 10/1/2014	Additions	Balance 9/30/2015
Capital assets not being depreciated			
Land	$ 68,051		$ 68,051
Construction in progress	0	$ 92,137	92,137
Total capital assets not being depreciated	68,051	92,137	160,188
Capital assets being depreciated			
Land improvements	336,894		336,894
Buildings	19,347,963		19,347,963
Equipment	2,007,573	55,216	2,062,789
Equipment under capital lease	296,764		296,764
Vehicles	363,943	156,115	520,058
Infrastructure	890,709	28,766	919,475
Intangible - Licenses	7,525	28,709	36,234
Total capital assets being depreciated	23,251,371	268,806	23,520,177
Less accumulated depreciation			
Land improvements	(155,431)	(20,717)	(176,148)
Buildings	(5,784,432)	(567,203)	(6,351,635)
Equipment	(1,543,324)	(117,985)	(1,661,309)
Equipment under capital lease	(296,764)		(296,764)
Vehicles	(305,327)	(37,068)	(342,395)
Infrastructure	(176,321)	(45,254)	(221,575)
Intangible - Licenses	(1,043)	(6,564)	(7,607)
Total accumulated depreciation	(8,262,642)	(794,791)	(9,057,433)
Net capital assets being depreciated	14,988,729	(525,985)	14,462,744
Capital assets, net	$ 15,056,780	$(433,848)	$ 14,622,932

Depreciation expense for was $794,791 during the year ended September 30, 2015. All depreciation was charged to the Operation and maintenance of plant function in the Statement of Activities.

Note 7 - Accrued Liabilities
A summary of accrued liabilities at September 30, 2015 is as follows:

Accrued salaries and payroll benefits	$ 174,924
Accrued compensated absences	84,693
Other accrued liabilities	7,129
Total accrued liabilities	$ 266,746

Note 8 - Advances From Grantors
The balances of advances from grantors at September 30, 2015 are as follows:

U.S. Department	
Interior	$ 3,095,402
Agriculture	20,529
National Science Foundation	15,243
Education	62
State of South Dakota and Other Funding	916,323
Total advances from grantors	$ 4,047,559

Note 9 - Contingent Liabilities and Commitments
Contingent Liabilities
Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the government expects such amounts, if any, to be immaterial.

Operating Leases
The University maintains a herd of bison and leases a pasture for grazing. The pasture is leased at a rate of $21,276 per year under a five year contract that began on April 1, 2013. In addition to cash payment, the lessor also receives two bison from the herd for processing. Subsequent contracts may be negotiated by the University and the lessor.

Years Ending September 30,	Future minimum payments
2016	$ 21,276
2017	21,276
	$ 42,552

Note 10 - Retirement Plan
The University has established a Simplified Employee Pension Plan for its employees. The University contributes two percent of each participating employees' salary to a self-directed annuity. The University's payroll for employees covered by the plan for the year ended September 30, 2015 was $4,354,025. The total cost of the contributions for the fiscal year ended September 30, 2015 was $72,687 from the University. The fund sponsors hold the plan's investments.

Note 11 - Related Party Transactions
The University has established relationships with two community colleges: Ihanktonwan Community College (ICC) and Lower Brule Community College (LBCC). Contracts with ICC and LBCC allow students of these colleges to pursue degree programs that will lead to a degree/certificate granted by the University. For this reason students of ICC and LBCC are considered students of the University with regards to Tribally Controlled Community College Act (the "Act") funding. The University remits 75% of the funds resulting from the Act, based on student counts, to the respective colleges.

The University remitted the following amounts during the year:

From	To	Purpose	Amount
Sinte Gleska	Ihanktonwan	TCCC Act funding share	$ 341,549
Sinte Gleska	Lower Brule	TCCC Act funding share	326,232
			$ 667,781

As a part of the agreement with ICC and LBCC described above, the University charges an affiliation fee of $30 per credit hour and a one-time only $74 records management fee.

The University recognized the following revenues during the year:

From	To	Purpose	Amount
ICC & LBCC	Sinte Gleska	Affiliation fees	$ 82,589
ICC & LBCC	Sinte Gleska	Records management fees	17,809
			$ 100,398

Note 12 - Fund Balances
The University has classified its fund balances with the following hierarchy:

Nonspendable:	
Inventories	$ 43,849
Prepaid expenses	281,248
Permanent fund principal	2,728,408
Total nonspendable	$ 3,053,505
Spendable:	
Restricted	
Permanent fund earnings	$ 139,067
Assigned	
Qualifying expenditures	$ 4,160
Total assigned	$ 4,160
Unassigned (deficit)	$ (686,315)

The University currently has no funds classified as Committed.

Note 13 - Economic Dependence
The University receives substantially all of their support from federal agencies and state and local governments. A significant reduction in the level of this support, if this were to occur, may have a significant effect on the University's activities.

Note 14 - Risk Management
The University faces a considerable number of risks of loss, including:

- a) damage to and destruction and loss of property and contents;
- b) environmental damage;
- c) workers' compensation (i.e., employee injuries);
- d) tort actions; and,
- e) errors and omissions.

These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the years.

A variety of methods is used to provide insurance for these risks. Commercial insurance policies, transferring all risks of loss, except for relatively small deductible amounts, are purchased for property and content damage, tort actions, and errors and omissions. Settled claims for these risks have not exceeded commercial insurance coverage for the past three years.

Given the lack of coverage available, the University has no coverage for potential losses due to environmental damages. The amounts of any potential future losses are unknown.

SINTE GLESKA UNIVERSITY

Schedule of Expenditures of Federal Awards

For The Year Ended September 30, 2015

Grantor/Program Title Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass Through Grantor Number	Federal Expenditures
U.S. Department of Agriculture			
Direct Programs			
Tribal Colleges Education Equity Grants	10.221		$ 182,890
Tribal Colleges Endowment Program	10.222		316,279
Cooperative Extension Service	10.500		122,537
Community Facilities Loans and Grants	10.766		157,255
Total U.S. Department of Agriculture			778,961
U.S. Department of Energy			
Pass-Through American Indian Higher Education Consortium			
American Indian R&E Initiative	81.094	DE-ED0000129	29,530
Total U.S. Department of Energy			29,530
U.S. Department of Interior			
Direct Programs			
Indian Adult Education	15.026		47,464
Assistance to Tribally Controlled Community Colleges			
and Universities	15.027		4,638,048
Tribally Controlled Community College Endowments	15.028		1,079,231
ARRA-Indian Employment Assistance	15.108		189,677
Indian Education-Higher Education Grant Program	15.114		535,424
Contract Support	15.024		157,233
Total U.S. Department of Interior			6,647,077
National Science Foundation			
Pass-through South Dakota State University			
Office of Experimental Program to Stimulate			
Competitive Research	47.081	3TU564	38,342
Pass-through American Indian Higher Education			
Consortium			
TCU STEM	47.unk	DUE-1347778	11,819
Total National Science Foundation			50,161
U.S. Department of Education			
Direct Programs			
Student Financial Aid Cluster			
Federal Work-Study Program	84.033		35,960
Federal Pell Grant Program	84.063		1,491,082
SEOG	84.007		23,864
Total Student Financial Aid Cluster			1,550,906

Grantor/Program Title Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass Through Grantor Number	Federal Expenditures
U.S. Department of Education - Continued			
Career and Technical Education-Grants to Native			
Americans and Alaska Natives	84.101		455,475
Higher Education-Institutional Aid	84.031T		2,033,796
Indian Education-Special Programs for Indian Children	84.299B		345,662
Total Direct Programs			4,385,839
Pass-Through South Dakota Department of Education			
College Access Challenge Grant Program	84.378	P378A11001	13,590
Total Pass-Through South Dakota Department of			
Education			13,590
Total U.S. Department of Education			4,399,429
U.S. Department of Health and Human Services			
Direct Programs			
Substance Abuse and Mental Health Services-Projects			
of Regional and National Significance	93.243		1,091,805
Total Direct Programs			1,091,805
Pass-through University of South Dakota			
Minority Health and Health Disparities Research	93.307	USD-1032	21,860
Total Pass-Through University of South Dakota			21,860
Total U.S. Department of Health and Human Services			1,113,665
U.S. Department of Labor			
Direct Programs			
Trade Adjustment Assistance Community College and			
Career Training (TAACCCT) Grants	17.282		420,623
Total U.S. Department of Labor			420,623
National Aeronautics and Space Administration			
Pass-through South Dakota School of Mines and Technology			
Education (NASA)	43.008	SDSM&T-SGU15- 17	16,846
Total National Aeronautics and Space Administration			16,846

Grantor/Program Title Federal Grantor/Pass Through Grantor/Program Title	Federal CFDA Number	Pass Through Grantor Number	Federal Expenditures
Corporation for National and Community Service			
Direct Programs			
ARRA-AmeriCorps	94.006		147,784
Total Corporation for National and Community Service			147,784
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 13,604,076

SINTE GLESKA UNIVERSITY

**Notes to Schedule of
Expenditures of Federal Awards**

For The Year Ended September 30, 2015

Note 1 - Basis of Presentation
The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the Sinte Gleska University under programs of the federal government for the year ended September 30, 2015. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations.* Because the Schedule presents only a selected portion of the operations of the Sinte Gleska University, it is not intended to and does not present the financial position, changes in net position, or cash flows of the Sinte Gleska University.

Note 2 - Summary of Significant Accounting Policies
Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments,* or the cost principles contained in Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

Note 3 - Subrecipients
Of the federal expenditures presented in the schedule, the University provided federal awards to subrecipients as follows:

CFDA Number	Program Name	Amount Provided to Subrecipients
15.027	Assistance to Tribally Controlled Universities	$ 667,781

Note 4 - Outstanding Federal Loans
The University has no federal loan obligations as of September 30, 2015.

Note 5 - Endowments
The University has $1,408,546 of restricted endowment principal that originated from Federal awards as of September 30, 2015. OMB Circular A-133 Section 205(e) states that Federal awards portion are to be considered awards expended in each of the current year, thus this amount is considered expended and is included on the face of the schedule of expenditures of Federal awards. The amounts by award are as follows:

CFDA Number	Program Name	Noncash Award Expended
15.028	Tribally Controlled Community College Endowments	$ 1,079,231
84.031T	Higher Education-Institutional Aid	$ 245,000
10.222	Tribal Colleges Endowment Program	$ 84,315

**Notes to Schedule of
Expenditures of Federal Awards**

For The Year Ended September 30, 2015

Note 6 - Reconciliation of Expenditures
The following is a reconciliation of the expenditures reported on the University's schedule of expenditures of federal awards to federal grant expenditures reported in the University's statement of revenues, expenditures and changes in fund balance.

Expenditures on schedule of expenditures of federal awards	$ 13,604,076
Expenditures funded by state and other funding sources	315,924
Noncash endowment awards	(1,408,546)
Expenditures funded by all other sources	2,078,586
Expenditures per financial statements	$ 14,590,040

**REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

INDEPENDENT AUDITORS' REPORT

**Board of Regents
Sinte Gleska University
Mission, South Dakota**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Sinte Gleska University (the "University"), as of and for the year ended September 30, 2015, and the related notes to the financial statements, which collectively comprise Sinte Gleska University's basic financial statements, and have issued our report thereon dated June 10, 2016.

Internal Control Over Financial Reporting
In planning and performing our audit of the financial statements, we considered Sinte Gleska University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses and significant deficiencies and therefore, material weaknesses and significant deficiencies may exist that were not identified. However, as discussed below, we identified a deficiency in internal control that we consider to be a material weakness and a deficiency that we consider to be a significant deficiency.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2015-001 to be a material weakness.

A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2015-002 to be a significant deficiency.

Sinte Gleska University
Report on Internal Control over Financial
  Reporting and on Compliance and
  Other Matters Based on an Audit of Financial
  Statements Performed in Accordance
  With *Government Auditing Standards*
Page 2

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

University's Response to Finding

Sinte Gleska University's response to the findings identified in our audit is described in the accompanying corrective action plan. We did not audit Sinte Gleska University's response and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

JOSEPH EVE
Certified Public Accountants

Great Falls, Montana
June 10, 2016

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

INDEPENDENT AUDITORS' REPORT

Board of Regents
Sinte Gleska University
Mission, South Dakota

Report on Compliance for Each Major Federal Program

We have audited Sinte Gleska University's (the "University") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on its major federal programs for the year ended September 30, 2015. The University's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to each of its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for an opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on Each Major Federal Program

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2015.

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Sinte Gleska University
Report on Compliance for
  Each Major Federal Program
  and on Internal Control over
  Compliance Required by
  OMB Circular A-133
Page 2

Report on Internal Control over Compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency in internal control* over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies as described in the accompanying schedule of findings and questioned costs as items 2015-003 and 2015-004.

Sinte Gleska University's responses to the internal control over compliance findings identified in our audit are described in the accompanying corrective action plan. Sinte Gleska University's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on them.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

JOSEPH EVE

Certified Public Accountants

Great Falls, Montana
June 10, 2016

SINTE GLESKA UNIVERSITY

Schedule of Findings and Questioned Costs

September 30, 2015

1. **Summary of Auditors' Results**
    Financial Statements

    Type of auditors' report issued: Unmodified   Governmental activities, each major fund, and the aggregate remaining information

    Internal control over financial reporting:

    - Material weakness(es) identified?   __X__ Yes   _____ No

    - Significant deficiency(ies) identified?   __X__ Yes   _____ None Reported

    - Noncompliance material to financial
      statements noted?   _____ Yes   __X__ No

    Federal Awards
    Internal control over major programs:

    - Material weakness(es) identified?   _____ Yes   __X__ No

    - Significant deficiency(ies) identified?   __X__ Yes   _____ None Reported

    Type of auditors' report issued on compliance
    for major programs: Unmodified   All major programs

    Any audit findings disclosed that are
    required to be reported in accordance
    with section 510(a) of Circular A-133?   __X__ Yes   _____ No

    Identification of major programs

CFDA Number(s)	Federal Program or Cluster
15.027	Assistance to Tribally Controlled Community Colleges and Universities
15.028	Tribally Controlled Community College Endowments
15.114	Indian Education-Higher Education Grant Program
17.282	Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants
84.007, 84.033, 84.063	Student Financial Aid Cluster
84.031T	Higher Education-Institutional Aid
84.101	Career and Technical Education-Grants to Native Americans and Alaska Natives
93.243	Substance Abuse and Mental Health Services-Projects of Regional and National Significance

1.   **Summary of Auditors' Results - Continued**
Dollar threshold used to distinguish between
Type A and Type B programs: $408,122

Auditee qualified as low-risk auditee?   _____ Yes   __X__ No

2.   **Audit Findings in Relation to Financial Statements**

2015-001   **Cash Management**
Criteria or Specific Requirement: There should be sufficient cash balances on hand to cover all advances associated with the University's grant programs.

Condition: The University's general fund has a negative unassigned fund balance of $686,314. The University is funding this deficit through a combination of accounts payable/accrued liabilities and advances from grantors. As of September 30, 2015, the University did not have sufficient cash available to cover its advances balance. Unrestricted cash balances at year end totaled $3,009,045 while advances from grantors totaled $4,047,558. This difference of $1,038,513 is a $298,435 improvement from September 30, 2014.

Context: We reviewed the University's overall financial position, its changes in financial position for the year, and its available cash balances at year end.

Effect: In previous years, the University did not fund general fund expenses strictly using general fund cash. Because the University maintains centralized cash accounts, it cannot definitively determine how much of the deficiency is funded with monies from other funding sources or accounts payable/accrued liabilities.

Cause: Over the past several years, the University's General Fund has accumulated a large negative fund balance. Additionally, the University has accrued $818,029 of undrawn grant funds as of September 30, 2015.

Auditors' Recommendations: As noted previously, the University reduced this deficit by $298,435 during the fiscal year ended September 30, 2015. We recommend the University continue this trend going forward.

2.   <u>**Audit Findings in Relation to Financial Statements - Continued**</u>

2015-002   <u>**Bookstore Inventory**</u>

Criteria or Specific Requirement: Costs associated with goods available for sale that are on hand should be reflected in inventory. Purchases of goods for resale increases inventory, while sales of goods and shrinkage reduce inventory. Periodic physical counts of items on hand should be compared to expected numbers, and significant variances be investigated. Old or obsolete items should be be removed from inventory. Actual profit margins should be compared to budgeted profit margins to ensure fiscal accountability and to protect the University's assets.

Condition: We noted that inventory balances remained unchanged from the prior fiscal year. Purchases of $407,973 were charged directly to cost of goods sold. A physical inventory conducted by the bookstore staff indicated that there were 1,077 unique items. The physical count sheets contained expected quantity numbers of these items, of which we noted that 195 items had variances of more than five. Additionally, 44 of the expected quantity numbers were negative. We also compared the calculated average weighted cost of the top ten most valuable items to market prices online. We found that three of these were recorded above market prices, four were recorded with approximately 10-20% margins, and three were recorded with approximately 30% margins.

Context: We reviewed the physical inventory count sheet, performed walkthroughs of the University's bookstore, analyzed purchases, compared weighted average costs to market prices, and made inquiries with employees.

Effect: The University's assets may be subject to higher risk of loss. The bookstore could be holding inventory that is obsolete, overstocking on useless books, or be under stocked on items that students are wanting to purchase.

Cause: The bookstore's major financial functions are performed independent of the University's centralized business office. It is not subject to the same oversight as other functions of operations. The University does not have a bookstore-specific policies and procedures to govern its operations, and turnover of bookstore employees makes consistent operations difficult to achieve.

Auditors' Recommendations: The University should implement policies and procedures to ensure that its assets are being protected. Inventory control procedures should be implemented to ensure that shrinkage and obsolete items are identified and addressed in a timely manner. This will also aid in setting appropriate pricing and reducing unnecessary purchases. Management should review financial reports and compare those to planned profit margins, levels of inventory, and other metrics as deemed necessary. Management should consider having their auditor observe the year end physical inventory, although not necessarily required by applicable standards, which may aid in the correction of some identified weaknesses.

SINTE GLESKA UNIVERSITY

Schedule of Findings and Questioned Costs

Year Ended September 30, 2015

3. **Audit Findings and Questioned Costs in Relation to Federal Awards**

2015-003 **Cash Management**
Federal program information:

Funding agency:	U.S. Department of the Interior
Title:	Assistance to Tribally Controlled Community Colleges; Indian Education_Higher Education Grant Program
CFDA number:	15.027, 15.114
Award year and number:	2015 A14AP00040-0001; 2015 A15AV00260

Criteria or Specific Requirement: There should be sufficient cash balances on hand to cover all advances associated with the University's federal programs.

Condition: The University's September 30, 2015 unrestricted pooled cash balance of $3,009,045 was not sufficient to cover the total of the following:

- Advances related to Assistance to Tribally Controlled Community Colleges and Universities in the amount of $2,965,051.

- Advances related to Indian Education_Higher Education Grant Program in the amount of $129,772.

Context: We reviewed the trial balance for each program/fund and also reviewed the University's overall centralized cash in bank balances.

Questioned Costs: None. We noted no instances of noncompliance and do not consider this to be a misuse of federal funds.

Effect: The University is utilizing advanced funds in order to meet short-term cash needs, which may be exaggerated due to the timing of the University's fiscal year end, in order to fund other programs that may be on a reimbursement basis.

Cause: As noted above, this problem may be exaggerated due to the timing of the University's fiscal year end. The University's general fund accumulated a large deficit in prior years. This deficit has been reduced in both of the last two fiscal years.

Auditors' Recommendations: We recommend that management continue to monitor its cash balances and draw down grantor reimbursements in a timely manner. Also, the University could consider utilizing a short-term loan so as to not borrow advanced funding dollars to pay general fund expenditures.

3. **Audit Findings and Questioned Costs in Relation to Federal Awards - Continued**

2015-004   **Subrecipient Monitoring**
            Federal program information:

Funding agency:	U.S. Department of the Interior
Title:	Assistance to Tribally Controlled Community Colleges
CFDA number:	15.027
Award year and number:	2015 A14AP00040-0001

Criteria or Specific Requirement: OMB Circular A-133, Subpart D, § 400 (d). Pass-through entity responsibilities. A pass-through entity shall perform the following for the Federal awards it makes:

(1)   Identify Federal awards made by informing each subrecipient of CFDA title and number, award name and number, award year, if the award is R&D, and name of the Federal agency. When some of this information is not available, the pass-through entity shall provide the best information available to describe the Federal award.

(2)   Advise subrecipients of requirements imposed on them by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the pass-through entity.

(3)   Monitor the activities of subrecipients as necessary to ensure that Federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved.

(4)   Ensure that subrecipients expending $500,000 or more in Federal awards during the subrecipient's fiscal year have met the audit requirements of this part for that fiscal year.

Condition: We noted that the University passed through $341,549 to Ihanktonwan Community College and $326,232 to Lower Brule Community College under this Federal award during the fiscal year. Contracts between the University and each of the respective colleges do not identify the CFDA award title and number, award name, advise the subrecipient of requirements imposed on them by Federal laws and regulations. Additionally, we noted that the University does not monitor its subrecipients to ensure that Federal awards are used for authorized purposes or that, if required, they have met the audit requirements of OMB Circular A-133 (or 2 CFR Part 200, Subpart F, as applicable).

Context: We reviewed the contracts between the University and each subrecipient. We also made inquiries with the University's program director and management. We did not review any expenditures of the subrecipients.

Questioned Costs: None.

Effect: The University is out of compliance with OMB Circular A-133.

3.   **Audit Findings and Questioned Costs in Relation to Federal Awards - Continued**

2015-004   **Subrecipient Monitoring - Continued**
Cause: This award is the only one that the University passes through. Although the University appears to diligently monitor these subrecipients in terms of instruction for accreditation purposes, the monitoring of expenditures has been overlooked.

Auditors' Recommendations: The University should examine the existing and future contracts with subrecipients to ensure that the required information is communicated appropriately. In addition, the University should develop policies and procedures to monitor their subrecipients and adhere to those policies as well as UG 200.331 d-h..

Corrective Action Plan

2015-001 Cash Management
Auditee Response:
Sinte Gleska University acknowledges this finding and have implemented the proper cash management procedures to remedy this finding in the future. We continue to strive to strengthen our financial management procedures and see this as an opportunity to improve our processes. We are located in an area that presents limited human resources available for key finance positions and continue to look for a qualified Chief Financial Officer to lead our finance staff. With more timely drawdowns we believe this finding will be resolved.

2015-002 Bookstore Inventory
Auditee Response:
Sinte Gleska University acknowledges this finding and have implemented the proper procedures to resolve this finding. We continue to strive to strengthen our financial management procedures and see this as an opportunity to improve our processes. We continue to experience high turnover in this department and have hired a new manager recently and hope this helps create stability within the bookstore. We will also work on creating a set of policies and procedures for this department.

2015-003 Cash Management
Auditee Response:
Sinte Gleska University acknowledges this finding and have implemented the proper cash management procedures to remedy this finding in the future. We continue to strive to strengthen our financial management procedures and see this as an opportunity to improve our processes. We are located in an area that presents limited human resources available for key finance positions and continue to look for a qualified Chief Financial Officer to lead our finance staff. With more timely drawdowns we believe this finding will be resolved.

2015-004 Sub-recipient Monitoring
Auditee Response:
Sinte Gleska University acknowledges this finding and have implemented the proper monitoring policies for our pass-thru recipients. Included in this new policy is an addendum to the 2016 contracts with information detailing the CFDA #, award name, and explaining OMB Circular A-133, Subpart D, 400 (d). We also have asked for an application, budget, and financial statements as they relate to funds provided. We believe this will eliminate this finding in the future.

_____
Board Member

6-10-16
Date

SINTE GLESKA UNIVERSITY

Summary Schedule of Prior Audit Findings

For The Year Ended September 30, 2015

The following summarizes the prior audit findings and the corrective action taken:

Finding 2014-001   Reconciliation and Account Analysis Functions **- Implemented**

Finding 2014-002   Cash Management **- Not Implemented**

See page 44 for corrective action planned.

Finding 2014-003   Accounts Receivable-Subsidiary Ledgers and Collectibility **- Implemented**

Finding 2014-004   Travel Advances **- Implemented**

Finding 2014-005   Payroll Advances **- Implemented**

Finding 2014-006   Bookstore Inventory **- Not Implemented**

See page 44 for corrective action planned.

Finding 2014-007   Reconciliation and Account Analysis Functions (All Major Programs) **- Implemented**

Finding 2014-008   Cash Management **- Not Implemented**

See page 44 for corrective action planned.

From:	Todd Timboe <todd.timboe@josepheve.com>
Sent:	Friday, February 03, 2017 12:43 PM
To:	Poignee, Ieshia I.
Subject:	Follow-up on 2015 audit findings

Hi Ieshia:

During our 9-30-16 on-site audit fieldwork, we followed up on the prior year's audit findings to determine whether corrective actions had been implemented. We are happy to report that based on our testing, both the Cash management and Sub-recipient monitoring findings were corrected and will NOT be included as findings in the University's 2016 annual single audit report. Congratulations. If you have any questions, please do not hesitate to contact me. Thank you.

TODD TIMBOE, CPA, CFE|Partner
W: 406.727.1798|D. 406.205.4468|F: 406.727.7423
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CONTRACT BETWEEN IHANKTONWAN COMMUNITY COLLEGE AND SINTE GLESKA UNIVERSITY FOR AN OPERATING RELATIONSHIP BETWEEN IHANKTONWAN COMMUNITY COLLEGE AND SINTE GLESKA UNIVERSITY

CONTACT TERM: 2016 – 2017 ACADEMIC YEAR

Sinte Gleska University, a public tribal institution of the Rosebud Sioux Tribe operating under the authority and jurisdiction of its Board of Regents, as authorized by the Tribal Charter (hereafter SGU) and Ihanktonwan Community College (hereafter ICC) a public institution of the Yankton Sioux Tribe and its Board of Directors (as authorized by Tribal Charter) set forth this contract for the delivery of educational services on the Yankton Sioux Reservation (hereafter YSR).

The intent of this contract is to assist students on the YSR who may not otherwise have the opportunity for such educational services and to outline the general operating terms and the consideration to be paid by YSR for services of SGU. ICC is herein considered to be a branch campus of Sinte Gleska University.

GENERAL STATEMENTS:

It is the intent of this contract between SGU and ICC to facilitate ICC moving toward candidacy for accreditation as provided by the Higher Learning Commission's guidelines. SGU will be available upon reasonable request to offer technical assistance relative to the efforts of ICC to gain candidacy for accreditation status.

Under this contract the students of ICC will be eligible to pursue the following degree programs that will lead to a degree/certificate granted by SGU:

- **Bachelor of Science**
  - **Education**
- **Bachelor of Arts**
  - **Business**
  - **Human Services**
- **Associate of Arts**
  - **Arts and Sciences**
  - **Business**
  - **Education**
  - **Human Services**
  - **Vocational Education**
- **One Year Certificates**
  - **Vocational Education**

Other certificates and/or associate degree programs will be offered as agreed upon between the two institutions. No other Bachelor of Arts/Science degree programs will be considered during this academic year. Furthermore, only students who have earned an Associate of Arts degree, or are eligible for admission to their respective degree programs will be granted admission to the Bachelor of Arts/Sciences programs.

Courses and programs offered via ICC must be consistent with SGU's mission and purpose as outlined in the SGU catalog and through Board of Regents' actions. All course and program delivery is limited to the certificate, associate, and baccalaureate degree level.

FINANCIAL AID AWARD REPAYMENT PROVISIONS

Any financial aid monies that have been received by ICC from Sinte Gleska University as awards for students attending ICC and are disbursed to the student, and the student is subsequently determined to be ineligible to receive such monies due to any of the following conditions:

1. Course withdrawals – W's;
2. Failing grades – F's;
3. A combination of W's and F's;
4. Student loan default within the ongoing semester of the financial aid award; or
5. Changing data on the Institutional Student Information Record (ISIR) must be repaid by ICC to Sinte Gleska University. Repayment of the entire student financial aid award amount (not just the remaining balance that is disbursed to the student after deduction of tuition, fees, and book expenses) must be remitted to Sinte Gleska University by May 31st for the Fall and Spring Semesters and by July 31st for the Summer Semesters. Failure to repay these financial aid award monies in accordance with the repayment schedule outlined herein will result in the deduction of said amount(s) from the annual ICC operating funds (ISC) payment.

RESPONSIBILITIES OF IHANKTONWAN COMMUNITY COLLEGE

1. Establish such policies and procedures as are necessary to insure that SGU can continue to meet any Higher Learning Commission requirements (as set forth in *A Handbook for Accreditation*).

2. Conduct all programs and student development functions in an open, direct manner to facilitate communication and to assure effective delivery of services.

3. ICC shall provide SGU with all information and data necessary for the smooth implementation of this contract. The Certification of Instructor form and all related documentation (resumes and transcripts) must be sent to SGU's Off-site Coordinator one month prior to the beginning of each semester. This includes, but is not limited to:

    A. **Instructional Personnel Information**
    - Current Resumes
    - Official Transcripts
    - Certification of Instructor Forms
    - Signed Contract

ICC agrees to maintain files for all instructors containing the same information provided to SGU, plus any additional information ICC deems necessary.

   B. Syllabi for all courses offered through this contract
   C. Summaries of instructor evaluations
   D. Needs assessment data

4. ICC shall disburse all financial aid in accordance with SGU policies. SGU will mail all financial aid checks to ICC for disbursement for ICC students.

5. ICC shall provide library resources, student support, and instructional support necessary to meet the needs of students and the community resulting from this contract.

6. Instructors and staff of ICC are employees of ICC. Note (the only exception is in the case of adjunct faculty who are issued a part-time instructor contract from SGU. This designation is required to insure that all SGU part-time instructor criterion is satisfied; see #3 above). All other matters must be handled through the policies and procedures of ICC.

7. Semester schedules must be sent to the SGU Registrar <u>six weeks</u> prior to the beginning of each semester. Furthermore, all registration materials and final grades must be delivered to SGU within one week of completion of registration and the end of course delivery, respectively.

8. SGU will make official transcripts available for these courses upon request (and attendant fee payment) within one month of receipt of final grades.

9. ICC designates the President to administer and implement this contract. Day-to-day coordination will be carried out by the appropriate departments as outlined by the programs being offered. ICC designates the President to administer and implement this contract.

10. ICC agrees to inform SGU of any affiliation or articulation agreements developed with other educational institutions and to seek SGU's concurrence where applicable.

11. ICC is responsible for establishing salaries and benefits and paying its personnel.

12. ICC is responsible for providing equipment, supplies, and facilities necessary for program offerings.

13. ICC shall recruit, counsel, and advise ICC students. To facilitate this, an admissions procedure compatible with SGU's must be established; student-advising records will be maintained by ICC and SGU; and all students and potential students of ICC shall be provided with an ICC Student Handbook that will properly state the fact that all college credit granted is credit from SGU.

14. Recruitment of faculty is the duty of ICC. After recruitment, documentation shall be provided to SGU's Off-site Coordinator for appropriate approval prior to course startup.

RESPONSIBILITIES OF SINTE GLESKA UNIVERSITY

1. SGU designates the SGU President, following consultation with the SGU Off-Site Coordinator, to facilitate the carrying out of the terms of the contract. The departments as outlined by the programs being offered will carry out day-to-day coordination.

2. SGU shall be responsible for the general supervision of courses including monitoring instructor approval and evaluations, student progress, and on-going program review. This is a responsibility for results and does not imply day-to-day supervision or determination of the methods and procedures toward reaching results.

3. ICC adjunct faculty teaching approved courses are approved and contracted by SGU. All ICC faculty, both full and part-time, will be remunerated by ICC.

4. SGU shall provide official SGU transcripts for courses taken and credits received by ICC students. No transcript will be released without written authorization from ICC.

5. SGU will access and process federal financial aid and other student aid as is available. ICC students are eligible for federal PELL grant, federal SEOG and federal work study funding through the SGU Financial Aid Office. Private scholarship for ICC students must result from fundraising by ICC staff/Board of Directors. SGU does not participate in any Federal Loan Programs and will not process any loan applications for ICC students. SGU assumes no liability or responsibility for any Federal Loans or other programs previously participated in by ICC students.

6. SGU shall verify VA eligibility for veterans enrolled in the programs under this contract. SGU's Registrar will serve as the official sign-off authority for VA benefits.

7. SGU is responsible for financial aid audits. All other audits are ICC's responsibility.

8. As part of SGU's commitment to the maintenance of high and accredited academic standards, the University maintains ongoing assessment of student academic progress, SGU agrees to provide the protocols for these assessments to ICC, and to record data derived from assessment of students in this program.

9. Provide technical assistance as required by ICC to facilitate candidacy for accreditation and completion of the BIE feasibility study.

CONSIDERATION

1. An affiliation fee of $30 per credit hour will be charged for each course credit delivered by SGU at ICC. This fee is to offset registration and related processing costs at SGU. This fee is based on credit hour count at the end of the drop/add period. The thirty-dollar ($30) per credit hour affiliation fee will be deducted from the student PELL grant check prior to issuance of checks to ICC. In addition, a one time only $74 records management fee, if applicable, will be deducted from each student's PELL grant award for ICC students matriculating at SGU.

2. Seventy-five percent (75%) of Tribally Controlled Community College Act funds resulting from the enrollment of ICC students at SGU will be disbursed to ICC. This percentage share will be reviewed and determined on an annual basis prior to July 1st of each year.

3. Payment of the seventy-five (75%) will be made upon receipt of signed MOU Agreement and the completed Tribal Colleges & Universities Grant Application form for the ISC.

4. SGU will <u>not</u> issue an official transcript to a student until all costs are paid to SGU and ICC.

5. **CDFA: 15.027 Assistance to Tribally Controlled Colleges and Universities Financial Award ID #: A16AB00031-0001**

   Financial Reporting Responsibilities:

   - Sinte Gleska University will notify Ihanktonwan Community College (hereafter ICC) of the receipt of PL. 95-471 funding and amount of the award the college will receive. ICC will complete an application for the funds which will include:
     a. Plan for use of the funds within the guidelines of PL 95-471.
     b. A detailed budget for use of the funds.
   Sinte Gleska University will issue an award letter to ICC and will disburse the funds to the College.

   - Ihanktonwan Community College will be responsible for submitting the annual audit no later than June 1st of each year. Ihanktonwan Community College must permit Sinte Gleska University to have access to the records and financial statements as necessary for Sinte Gleska University to comply with their responsibility as a pass-through entity.

LIBRARY DEVELOPMENT

1. ICC will include funds for library development in its budget. Special attention will be given to securing materials that will support areas of instruction.

2. All library materials purchased are the property of ICC. To facilitate this, a library committee will be established by ICC.

ORGANIZATIONAL CONSIDERATIONS

1. To facilitate the purpose of this contract, ICC agrees to establish as minimum the following committees:
   - Academic programs committee
   - Library committee
   - Fundraising/development committee

2. SGU assumes no responsibility and/or liability for the safety, security, and actions of ICC staff, students, Board of Directors, and the public ICC serves. Responsibility for providing insurance and other risk management measures are the duty of ICC.

3. Inventions, patents, and copyrights will be owned by the institution that develops said materials.

4. The SGU Registrar and Financial Aid Office staff and the Off-Site Coordinator will periodically travel to the site to assist staff and students.

5. All credits of SGU offered at ICC shall be considered resident campus credits of SGU.

6. The students will be considered SGU students for IPED and Indian Student Count (hereafter ISC) reporting purposes.

7. ICC will discuss with SGU those news releases and promotional materials of publicity relevant to SGU offerings for SGU approval.

8. The President of SGU and the President of ICC are the official representatives of their respective institutions on all matters concerning institutional policy.

9. The use of the name of Sinte Gleska University in any literature produced by ICC is subject to approval by SGU. Furthermore, ICC will accurately represent the fact that any college credit granted is credit belonging to, and granted by, SGU.

10. The SGU Off-Site Coordinator, in conjunction with SGU Registrar, will evaluate ICC students' 100 and 200 level courses for consideration toward SGU's Bachelors degrees. Admission to the Baccalaureate programs is not automatic. Each student entering a Bachelor of Arts or Bachelor of Sciences degree must meet, and agree to, all established criteria prior to admission to that program. Respective Department Chairs will make this criteria available to ICC academic advisors.

11. The Indian Student Count (ISC) calculation will be conducted upon the completion of the initial two weeks of classes within a given semester. The student enrollment information that has been submitted to the SGU Registrar's Office at such time will constitute the data that is utilized for the ISC calculation.

12. A PELL Grant Summary Report that indicates the student's name, amount of award, fees deducted, and remaining balance for each student will be provided to ICC by the SGU Finance Office.

13. ICC graduates will be conferred a signed diploma from SGU only after all final grades are posted on the student transcript in the SGU Registrar's Office and all degree requirements as denoted on the student status sheet are verified and confirmed by the Off-Site Coordinator and the SGU Registrar.

CONTRACT PERIOD AND TERMINATION:

1. This contract commences on September 1, 2016 and ends on August 31, 2017. It is reviewed and reevaluated annually.

2. This contract may be terminated upon thirty (30) days written notice for failure by either party to fulfill the terms of the contract. Such notice shall be sent by certified mail.

3. Contract terms and conditions may be only be amended, changed, or revoked upon mutual written agreement by both parties.

AMENDMENT PROVISIONS:

1. Nothing in this amendment shall alter or change any provisions of the existing agreement. In order to sustain and preserve the above underlying conditions ICC will continue to meet the conditions as outlined in the current agreement under "**Responsibility of Ihanktonwan Community College**" for all courses offered for credit at the three hundred (300) and four hundred (400) level.

2. SGU will insure the preservation of its accreditation status as outlined in the current agreement. SGU will provide the additional opportunity as stated in "**General Statements**" of offering courses for credit at the three hundred and four hundred levels for credit in the areas of:

   - **BA – Business Administration (all areas)**
   - **BS - Education (all areas) Students will enroll at Sinte Gleska University, and will be supervised by SGU Education Department faculty, for ALL internships (EE 499; ED 499; SE 499 and SPED 499).**
   - **BA – Human Services (all areas)**

WE, THE UNDERSIGNED, AS AUTHORIZED BY OUR RESPECTIVE BOARDS, AGREE TO THE TERMS AND CONDITIONS SET FORTH IN THIS CONTRACT.

_____ 9/22/16   _____
Dr. Tony Garcia, President   Date   Dr. Lionel R. Bordeaux, President   Date
Ihanktonwan Community College   Sinte Gleska University

_____ 9-22-16   _____ 9-29-16
Board of Directors   Date   Board of Regents   Date
Ihanktonwan Community College   Sinte Gleska University

CONTRACT BETWEEN LOWER BRULE COMMUNITY COLLEGE AND SINTE GLESKA UNIVERSITY FOR AN OPERATING RELATIONSHIP BETWEEN LOWER BRULE COMMUNITY COLLEGE AND SINTE GLESKA UNIVERSITY

CONTACT TERM: 2016 – 2017 ACADEMIC YEAR

Sinte Gleska University, a public tribal institution of the Rosebud Sioux Tribe operating under the authority and jurisdiction of its Board of Regents, as authorized by the Tribal Charter (hereafter SGU) and Lower Brule Community College (hereafter LBCC) a public institution of the Lower Brule Sioux Tribe and its Board of Directors (as authorized by Tribal Charter) set forth this contract for the delivery of educational services on the Lower Brule Sioux Reservation (hereafter LBSR).

The intent of this contract is to assist students on the LBSR who may not otherwise have the opportunity for such educational services and to outline the general operating terms and the consideration to be paid by LBCC for services of SGU. **LBCC is herein considered to be a branch campus of Sinte Gleska University.**

GENERAL STATEMENTS:
It is the intent of this contract between SGU and LBCC to facilitate LBCC moving toward candidacy for accreditation as provided by the Higher Learning Commission's guidelines. SGU will be available upon reasonable request to offer technical assistance relative to the efforts of LBCC to gain candidacy for accreditation status.

Under this contract the students of LBCC will be eligible to pursue the following degree programs that will lead to a degree/certificate granted by SGU:

- **Associate of Arts**
    - **Arts and Sciences**
    - **Business Administration**
    - **Education**
    - **Human Services**
    - **Lakota Studies**
    - **Vocational Education**
- **Associate of Science**
    - **Environmental Science**
- **One Year Certificates**
    - **Vocational Education**

Furthermore, other certificates and/or associate degree programs will be offered as agreed upon between the two institutions.

FINANCIAL AID AWARD REPAYMENT PROVISIONS

Any financial aid monies that have been received by LBCC from Sinte Gleska University as awards for students attending LBCC and are disbursed to the student, and the student is subsequently determined to be ineligible to receive such monies due to any of the following conditions:

1. Course withdrawals – W's;
2. Failing grades – F's;
3. A combination of W's and F's;
4. Student loan default within the ongoing semester of the financial aid award; or
5. Changing data on the Institutional Student Information Record (ISIR) must be repaid by LBCC to Sinte Gleska University. Repayment of the entire student financial aid award amount (not just the remaining balance that is disbursed to the student after deduction of tuition, fees, and book expenses) must be remitted to Sinte Gleska University by May 31st for the Fall and Spring Semesters and by July 31st for the Summer Semesters. Failure to repay these financial aid award monies in accordance with the repayment schedule outlined herein will result in the deduction of said amount(s) from the annual LBCC operating funds (ISC) payment.

RESPONSIBILITIES OF LOWER BRULE COMMUNITY COLLEGE

1. Establish such policies and procedures as are necessary to insure that SGU can continue to meet any Higher Learning Commission requirements (as set forth in *A Handbook for Accreditation*).

2. Conduct all programs and student development functions in an open, direct manner to facilitate communication and to assure effective delivery of services.

3. LBCC shall provide SGU with all information and data necessary for the smooth implementation of this contract. The Certification of Instructor form and all related documentation (resumes and transcripts) must be sent to SGU's Off-site Coordinator <u>one month</u> before the beginning of each semester. This includes, but is not limited to:

    A. Instructional Personnel Information
    - Current Resumes
    - Official Transcripts
    - Certification of Instructor Forms
    - Signed Contract

    LBCC agrees to maintain files for all instructors containing the <u>same information provided to SGU</u>, plus any additional information LBCC deems necessary.
    B. Syllabi for all courses offered through this contract
    C. Summaries of instructor evaluations
    D. Needs assessment data

4. LBCC shall disburse all financial aid in accordance with SGU policies. SGU will mail all financial aid checks to LBCC for disbursement for LBCC students.

5. LBCC shall provide library resources, student support, and instructional support necessary to meet the needs of students and the community resulting from this contract.

6. Instructors and staff of LBCC are employees of LBCC. Note (the only exception is in the case of adjunct faculty who are issued a part-time instructor contract from SGU. This designation is required to insure that all SGU part-time instructor criterion is satisfied; see #3 above). All other matters must be handled through the policies and procedures of LBCC.

7. Semester schedules must be sent to the SGU Registrar six weeks prior to the beginning of each semester. Furthermore, all registration materials and final grades must be delivered to SGU within one week of completion of registration and the end of course delivery, respectively.

8. SGU will make official transcripts available for these courses upon request (and attendant fee payment) within one month of receipt of final grades.

9. LBCC designates the President to administer and implement this contract. Day-to-day coordination will be carried out by the appropriate departments as outlined by the programs being offered.

10. LBCC agrees to inform SGU of any affiliation or articulation agreements developed with other educational institutions and to seek SGU's concurrence where applicable.

11. LBCC is responsible for establishing salaries and benefits and paying its personnel.

12. LBCC is responsible for providing equipment, supplies, and facilities necessary for program offerings.

13. LBCC shall recruit, counsel, and advise LBCC students. To facilitate this, an admissions procedure compatible with SGU's must be established; student-advising records will be maintained by LBCC and SGU; and all students and potential students of LBCC shall be provided with an LBCC Student Handbook that will properly state the fact that all college credit granted is credit from SGU.

14. Recruitment of faculty is the duty of LBCC. After recruitment, documentation shall be provided to SGU's Off-site Coordinator for appropriate approval prior to course startup. This must occur before class start-up.

RESPONSIBILITIES OF SINTE GLESKA UNIVERSITY

1. SGU designates the SGU President, following consultation with the SGU Off-Site Coordinator, to facilitate the carrying out of the terms of the contract. The departments as outlined by the programs being offered will carry out day-to-day coordination.

2. SGU shall be responsible for the general supervision of courses including monitoring instructor approval and evaluations, student progress, and on-going program review. This is

a responsibility for results and does not imply day-to-day supervision or determination of the methods and procedures toward reaching results.

3. LBCC adjunct faculty teaching approved courses are approved and contracted by SGU. All LBCC faculty, both full and part-time, will be remunerated by LBCC.

4. SGU shall provide official SGU transcripts for courses taken and credits received by LBCC students. No transcript will be released without written authorization from LBCC.

5. SGU will access and process federal financial aid and other student aid as is available. LBCC students are eligible for federal PELL grant, federal SEOG and federal work study funding through the SGU Financial Aid Office. Private scholarship for LBCC students must result from fundraising by LBCC staff/Board of Directors. SGU does not participate in any Federal Loan Programs and will not process any loan applications for LBCC students. SGU assumes no liability or responsibility for any Federal Loans or other programs previously participated in by LBCC students.

6. SGU shall verify VA eligibility for veterans enrolled in the programs under this contract. SGU's Registrar will serve as the official sign-off authority for VA benefits.

7. SGU is responsible for financial aid audits. All other audits are LBCC's responsibility.

8. As part of SGU's commitment to the maintenance of high and accredited academic standards, the University maintains ongoing assessment of student academic progress, SGU agrees to provide the protocols for these assessments to LBCC, and to record data derived from assessment of students in this program.

9. Provide technical assistance as required by LBCC to facilitate candidacy for accreditation and completion of the BIE feasibility study.

LIBRARY DEVELOPMENT
1. LBCC will include funds for library development in its budget. Special attention will be given to securing materials that will support areas of instruction.

2. All library materials purchased are the property of LBCC. To facilitate this, a library committee will be established by LBCC.

ORGANIZATIONAL CONSIDERATIONS
1. To facilitate the purpose of this contract, LBCC agrees to establish as minimum the following committees:
   - Academic programs committee
   - Library committee
   - Fundraising/development committee

2. SGU assumes no responsibility and/or liability for the safety, security, and actions of LBCC staff, students, Board of Directors, and the public LBCC serves. Responsibility for providing insurance and other risk management measures are the duty of LBCC.

3. Inventions, patents, and copyrights will be owned by the institution that develops said materials.

4. The SGU Registrar and Financial Aid Office staff and the Off-Site Coordinator will periodically travel to the site to assist staff and students.

5. All credits of SGU offered at LBCC shall be considered resident campus credits of SGU.

6. The students will be considered SGU students for IPED and Indian Student Count (hereafter ISC) reporting purposes.

7. LBCC will discuss with SGU those news releases and promotional materials of publicity relevant to SGU offerings for SGU approval.

8. The President of SGU and the President of LBCC are the official representatives of their respective institutions on all matters concerning institutional policy.

9. The use of the name of Sinte Gleska University in any literature produced by LBCC is subject to approval by SGU. Furthermore, LBCC will accurately represent the fact that any college credit granted is credit belonging to, and granted by, SGU.

10. The SGU Off-Site Coordinator, in conjunction with SGU Registrar, will evaluate LBCC students' 100 and 200 level courses for consideration toward SGU's Bachelors degrees.

11. The Indian Student Count (ISC) calculation will be conducted upon the completion of the initial two weeks of classes within a given semester. The student enrollment information that has been submitted to the SGU Registrar's Office at such time will constitute the data that is utilized for the ISC calculation.

12. A PELL Grant Summary Report will be provided to LBCC by the SGU Finance Office which indicates the student's name, amount of award, fees deducted, and remaining balance for each student.

13. LBCC graduates will be conferred a signed diploma from SGU only after all final grades are posted on the student transcript in the SGU Registrar's Office and all degree requirements as denoted on the student status sheet are verified and confirmed by the Off-Site Coordinator and the SGU Registrar.

CONSIDERATION

1. An affiliation fee of $30 per credit hour will be charged for each course credit delivered by SGU at LBCC. This fee is to offset registration and related processing costs at SGU. This fee is based on credit hour count at the end of the drop/add period and is payable by LBCC

regardless of student circumstances. The thirty-dollar ($30) per credit hour affiliation fee will be deducted from the student PELL grant check prior to issuance of checks to LBCC. In addition, a one-time only $74 records management fee, if applicable, will be deducted from each student PELL grant award for LBCC students matriculating at SGU. LBCC will make the payment to SGU within two weeks of distribution of financial aid each semester.

2. Seventy-five percent (75%) of Tribally Controlled Community College Act funds resulting from the enrollment of LBCC students at SGU will be disbursed to LBCC. This percentage share will be reviewed and determined on an annual basis prior to July 1st of each year.

3. Payment of the seventy-five (75%) will be made upon receipt of signed MOU agreement and the completed Tribal Colleges & Universities Grant Application form for the ISC.

4. SGU will not issue an official transcript to a student until all costs are paid to SGU and LBCC.

5. **CDFA: 15.027 - Assistance to Tribally Controlled Colleges and Universities**
   Financial Award ID #: A16AB00031-0001

   Financial Reporting Responsibilities:
   - Sinte Gleska University will notify Lower Brule Community College (hereafter LBCC) of the receipt of PL. 95-471 funding and amount of the award the colleges will receive. LBCC will complete an application for the funds which will include:
     a. Plan for use of the funds within the guidelines of PL 95-471.
     b. A detailed budget for use of the funds.
   Sinte Gleska University will issue an award letter to Lower Brule Community College and will disburse the funds to the College.

   - Lower Brule Community College will be responsible for complying with Circular A-133 or the new Uniform Guidelines issued by the Federal Government. The audit must be submitted to Sinte Gleska University no later than June 1st of each year. LBCC must permit Sinte Gleska University to have access to the records and financial statements as necessary for Sinte Gleska University to comply with their responsibility as a pass-through entity.

AMENDMENT PROVISIONS:
This contract is being modified to offer a limited number of 300-400 level courses within the Education Department only. The courses that can be offered during this contract year are listed in **ATTACHMENT A**. This modification, which began with the 2012-13 contract year, will assist students, who have already completed an Associate of Arts degree in Education, pursue a Bachelor of Science degree in Education. Methodology courses, except for those that are listed in Attachment A, will need to be completed at the Sinte Gleska University campus unless Attachment A is amended to meet changes to the Education Department status sheets and approved by SGU's Off-Site Coordinator and Provost/Chief of Operations.

1. Nothing in this amendment shall alter or change any provisions of the existing agreement. In order to sustain and preserve the above underlying conditions ICC will continue to meet the conditions as outlined in the current agreement under **"Responsibility of Lower Brule Community College"** for all courses offered for credit at the three hundred (300) and four hundred (400) level.

2. Courses and programs offered via LBCC must be consistent with SGU's mission and purpose as outlined in the SGU catalog and through Board of Regents' actions. All course and program delivery is limited to the certificate and associate degree level with the addition of the approved 300 and 400 level courses listed in Attachment A.

3. SGU will insure the preservation of its accreditation status as outlined in the current agreement. SGU will provide the additional opportunity as stated in **"Amendment Provisions"** of offering courses for credit at the three hundred and four hundred levels for credit in the areas of:
   - **BS - Education (all areas)**

CONTRACT PERIOD AND TERMINATION

1. This contract commences on September 1, 2016 and ends on August 31, 2017. It is reviewed and reevaluated annually.

2. This contract may be terminated upon thirty (30) days written notice for failure by either party to fulfill the terms of the contract. Such notice shall be sent by certified mail.

3. Contract terms and conditions may only be amended, changed, or revoked upon mutual written agreement by both parties.

WE, THE UNDERSIGNED, AS AUTHORIZED BY OUR RESPECTIVE BOARDS, AGREE TO THE TERMS AND CONDITIONS SET FORTH IN THIS CONTRACT.

Natalie Bergquist 10/14/16
Natalie Bergquist, President   Date
Lower Brule Community College

Dr. Lionel R. Bordeaux
Dr. Lionel R. Bordeaux, President   Date
Sinte Gleska University

Cody Russell 10/14/16
Board of Directors Chairperson   Date

Russell White 11-24-16
Board of Regents Chairperson   Date

APPROVED COURSES:

- **MA 310 – Math for Elementary Teachers I**   3 credits   Fall Semester
  (MA 150 – College Algebra is the prerequisite)

- **MA 311 – Math for Elementary Teachers II**   3 credits   Spring Semester
  (MA 310 is the prerequisite for MA 311)

- **ME 200 – Adolescent Psychology**   3 credits

- **ED 339 – Indian Education**   3 credits
  (State-mandated requirements must be met)

- **ED 345 –Health, PE and Safety**   3 credits

- **ED 445 – Technology in the Classroom**   3 credits

Sinte Gleska University course outcomes, as outlined on syllabi, must be met for these classes. All other stipulations of the MOU must also be met in the delivery of these courses.

- New status sheets for students enrolled in the Education Department have been approved by Department Chairs and the SGU Faculty Council. The changes to the status sheets reflect the following:
  - **ED 225 – Integrating Art and Music Across the Curriculum**   2 credits
    (This course combines ED 225 and ED 335)
  - **ED 345 – Health, PE and Safety**   3 credits
    (This course combines HL 201 and ED 345)
  - **ME 410 – Adolescent Psychology**   3 credits
    (This course is no longer required by the Department of Education; the outcomes of the course are embedded in other courses.)

Sinte Gleska University

Institutional Effectiveness Committee
**Proposed Performance Indicators
for the "Institutional Report Card"**
June 15, 2016

"The SGU Institutional Effectiveness Committee will be composed of the four vice presidents and the chairpersons of active institutional committees. The purpose of this Committee is to provide oversight of the data, methodologies and systems related to measuring institutional effectiveness of the University seeking to fulfill its mission. Of high priority is the on-going assessment of progress in meeting accreditation standards of the institution's academic programs. The Committee will be responsible for disseminating pertinent information and analyses measuring institutional effectiveness to key stakeholders, and promoting feedback. This task will in part be the responsibility of each Committee member to report back to the respective committee being represented. The SGU Assessment Coordinator will be the primary resource and liaison for the work and activities of the Institutional Effectiveness Committee."

1. **Compliance with Accreditation Standards (i.e., levels of integrity, transparency and effectiveness of governance, administrative and assessment systems)**
2. **Effectiveness of Student Recruitment**
3. **Quality of Student Enrollment, Orientation, and Advising (incl. career advising)**
4. **Satisfactory Academic Progress (SAP)**
5. **Student Retention**
    a. **1st time Students**
    b. **All Students**
6. **Persistence**
7. **Completers (graduates)**
8. **Practice and evidence of Wolakota**
9. **Well-being of Students (e.g., learning environment, state-of-the-art learning resources; customer satisfaction)**
10. **Well-being of Staff (e.g., morale, quality of work environment; customer services; professional development; succession of leadership)**
11. **Accuracy of Institutional Data Bases (Jenzabar)**
12. **Timely submission of Institutional Reports (e.g., IPEDS; HLC Institutional Profile; AIMS/AKIS; grants, etc.)**
13. **Quality of Community Engagement (e.g., forums; dialogues; volunteerism)**
14. **Quality of Commencement Program**
15. **Quality of Institutional Relationships and Partnerships**
16. **Level of Institutional Resources Development (e.g., private and public sector fund-raising; institutional marketing, business development, etc.)**
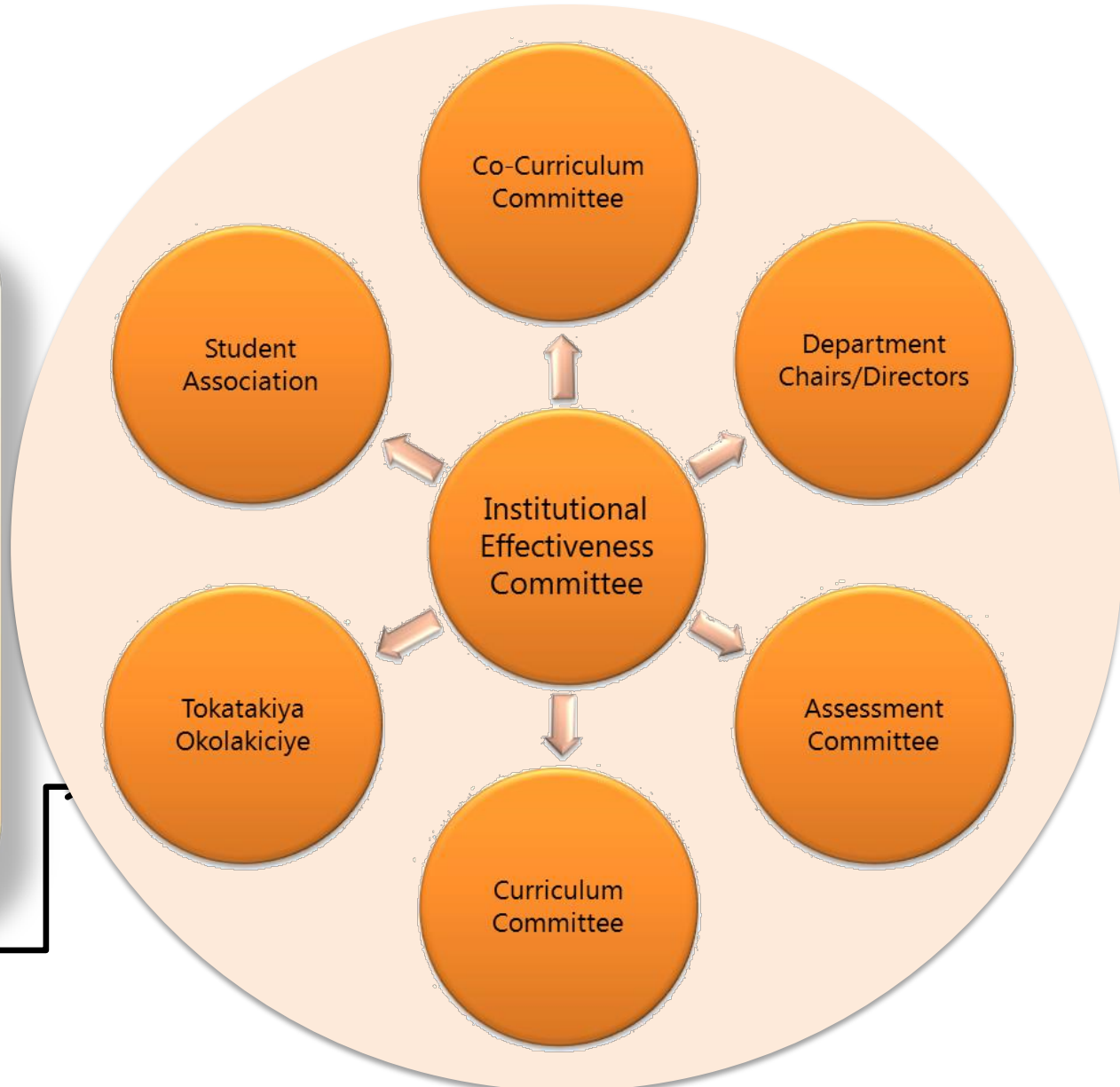
Future considerations:
- **Return on Investment (RoI)**
- **Well-being of Graduates/Alumni (e.g., post-graduation quality of life; educational or professional advancement)**

Sinte Gleska University
Institutional Committees Structure
November 1, 2016

Priority Feedback Loop Sources

1. **Board of Directors**
   (Policy)
2. **Administration**
   (policy implementation, procedures, resource allocation, program evaluation)
3. **Business Office**
   (fiscal management, monitoring resource allocation)
4. **Academic Programs**
   (students, faculty)
5. **Student Services**
   (students, consumer satisfaction)
6. **Community Development**
   (area communities)
7. **Nation-Building**
   (Sicangu Oyate)

Co-Curriculum Committee

Student Association

Department Chairs/Directors

Institutional Effectiveness Committee

Tokatakiya Okolakiciye

Assessment Committee

Curriculum Committee

Sinte Gleska University

2015-2016 Institutional Year-end Assessment Week
May 25-26, 2016
-Tentative Agenda-

<u>**Wednesday, May 25**</u>**th** **- Institutional Assessment Day (All Staff/Faculty/Interested**
SGU Multi-purpose Bldg.   Students)

8:30 am Welcome/Invocation/Opening Remarks – SGU President Lionel
Bordeaux
Overview of the Day's Agenda and Objectives (Sherry Redowl)

Small Group Sessions (w/ recorder): Participants will respond to the
question: *"If you were the SGU President, what would keep you up at night?"*

10:15 am   Break

10:30 am   Reporting out of Small Group Discussions

Institutional Data Trends (Deb Bordeaux)

12:00 pm   Lunch

1:00 pm   Small Group Sessions (w/ recorder)
A. Administration/Finance
B. Academic Programs
C. Student Services
D. Community Development

1. *What worked well this past academic year?*
2. *What were challenges/issues this past academic year?*
3. *What are recommendations for the 2016-2017 academic year*?

2:30 pm   Break

3:00 pm   Reporting out of Small Group Discussions

Recess

Thursday, May 26th **- SGU Strategic Planning by *Tokatakiya Okolakiciye***
(*Going Forward Society)* - All staff/faculty/board members/
Interested students

 8:30 am   Welcome/Invocation/Opening Remarks (Phil Baird)
           Overview of Day's Agenda and Objectives
           Review of the SGU Strategic Plan (Elaine Jones)

10:15 am   Break

10:30 am   Small Group Sessions – discussions on progress of the plan

12:00 pm   Lunch

 1:00 pm   Reporting of Small Group Discussions

           Introduction - Institutional Effectiveness Committee
           Updated SGU Committee Structure
           Other Business
           Adjourn

Sinte Gleska University
All Staff Year-end Assessment Meeting
May 25, 2016
Discussion Notes

If you were the SGU President, what would keep you up at night?
Small Group Discussion:

<u>Group 1:</u>

How to keep students in school - online learning, use of digital tools and technologies, do more things hands-on activities in classrooms

How to bring students in from local schools - instructors need to do some recruiting so students get to know you, implement admissions module in Jenzabar

Brain-Drain is happening - need to update what is offered (animation, gaming, etc.)

Public Relations - how are we treating students (advising and developing relationships with students)

High school dropouts

Funding - get a faculty grant writing committee going (research, program development)

Co-Curricular activities for students - athletic programs (archery was successful to motivate students to do well in school, running program)

Faculty - professional development is needed to do better teaching

Student Housing - use trades department to build miniature student houses

HLC Requirements - we need to make sure we know what is needed from us and we need to do it

Relevance of Degree programs - do a community and workforce assessment, what should be offered that isn't? What is offered that shouldn't?

<u>Group 2:</u>

Lack of utilization of technology and data – Program Review process showed that we weren't able to readily find the data that we need to make program decisions; need to get Jenzabar going

How do we compare with other TCUs? HBCUs? TCUs want to make sure we sustain our culture and cultural identities. Would WINHEC or alternative certification be accepted or recognized by employers or HLC?

Promoting SGU – SGU's data showed that only 4% of our students are under 24 so how do we increase that number?

Lack of co-curricular activities – clubs, sports, community involvement, cultural awareness

Need stand-along Admissions department that does recruitment and scholarships

Technology needs to be looked at – should there be consistency from high school to SGU?

Student housing should be considered

Online courses to help bring us to the present

Tutoring is needed for students – work-study programs could provide some peer tutors. It is provided by Foundations but a separate program would alleviate the burden on them so they can focus on testing and teaching

School safety is becoming an issue, especially with vandalism.

Prairie Dogs are destroying the infrastructure and starting to get into vehicles and doing damage

Group 3:

Declining enrollment

Need positive PR

Inconsistency and lack of rigor in the classrooms

Strengthen DE program

Lack of practicing Wolokota at the institution

Need to increase student pride

Students come in with lack of preparedness

Need to strengthen relationships with other TCUs

Historical trauma

Need to strengthen student interest

Group 4:

Accreditation – want to be more proactive rather than reactive

Better file management and need to update them on an annual basis to ensure high level documentation

Assessment – look for a long term assessment coordinator campus wide to oversee continued progress; really energized after these days and want to keep that energy

Involve adjuncts in institutional processes, including assessment

Student success – more recruitment locally, more co-curricular activities available for students so they feel a sense of belonging (athletics, tutoring, placement center or office)

Better advising to connect with students to build and nurture ongoing relationships with students so they feel better supported

Class scheduling might be done so that it better meets the needs of the students – what does the data say? Three-hour blocks? One-hour blocks? 1 ½ hour blocks?

Student learning styles – work with faculty on multiple teaching and learning methods and delivery

Student services – keep improving like that of transportation

Community Engagement – student family day, welcoming days for family, other outreach

Adult Basic Education – improved transportation for ABE, too.

Group 5:

Nation-Building needs to be focused on within the classroom and institutionally. Need to involve the whole Sicangu Nation in the process because it impacts the whole Sicangu Nation.

Would like to see more independence from Federal funding although we don't want to give up what we receive through federal obligation.

Should focus more on renewable energy.

Want to see more spirit and higher moral of students and staff because it impacts motivation.

Work with the tribe to be an advocate for the creation of a national park and to develop natural resources toward it being a national park.

The university could be an institution to promote better understanding and use of natural plants.

Accreditation is important and lots of talk about alternative accreditation but the bottom line is that courses are accredited so students can build their career.

SGU should be an integral part of the school systems on the reservation.

Continue to build programs toward advanced education all the way to the doctorate level.

The campus environment should be beautiful and the prairie dogs have been taking over and taking away from the beauty of the campus.

Need student housing

Need better marketing of SGU which can help with student enrollment and retention. Should coordinate a marketing plan and we need to get into the schools to recruit students.

GED program is good here and need to keep that strong.

Keep the transportation program strong.

We have childcare and a lunch program that we need to keep going.

Implement intermural programs and student clubs (co-curricular activities)

Work study opportunities should be available for students.

Get involved more with the community

Would like to see more transparency in all aspects of SGU.

Use technology to document artifacts, PLOs, and other evidence of activities

Better use of resources (greenhouse, equipment, etc)

Set up a resource development office to help with grant writing. We should be teaching faculty and students the art of grant writing.

Strengthen the Lakota offerings

Plan for leadership succession for administrators as well as faculty

Group 6:

If you can't practice Wolakota, how can we teach it? This was a theme of the conversations. How do we make ourselves accountable to practicing this? How do we evaluate that?

More board involvement is needed. They should come to meetings and spend time with students.

Economic development is needed to accomplish this.

Need to meet HLC requirements.

Group 7:

Staff and faculty well-being is of concern.

Strengthening SGU and allowing everyone a voice. Maybe the employee rep could be elected.

Can we increase our numbers? Have we maxed out the student population?

Are we teaching what we should teach? Is it culturally relevant, especially for those who do not plan to leave the reservation?

How do we recruit and keep our students? There are political issues that sometimes get in the way.

How do we develop our own trades workforce?

Need an emergency response plan (i.e. tornado)

Accountability and follow up are concerns.

Summary of Outcomes of Small Group Discussion

Sinte Gleska University held an All Faculty Assessment event on May 25, 2016. As a means toward better understanding of employee perceptions of challenges of the university, participants were asked to engage in small group discussion. They were organized into 7 interdepartmental groups. The question that was asked was, **"If you were the SGU President, what would keep you up at night?"** Each group was asked to document the topics on flip chart paper and to share the perspectives with the larger group. Following is a summary of four main themes that emerged from the discussion.

Improve the teaching and learning experience at SGU (36)

Approximately 45% of the comments made by participants referred to improving some aspect of the teaching and learning experience at SGU. Comments were focused on the areas of **curriculum and instruction**, **co-curricular activities**, and **student services**. According to participants, SGU may benefit from taking a closer look at the relevancy of the programs they offer to ensure that they are offering programs that meet local workforce demands and ensure that graduates are prepared to compete in a global workforce. There are concerns that technology should be utilized to better meet student needs for course and scheduling options and to meet various learning styles. It is important that faculty receive professional development in how to best meet various learning styles and to include adjunct faculty more purposefully in institutional processes, including assessment. Co-curricular activities could be added to institutional offerings as a means of increasing student interest, pride, and engagement in the institution as well as promoting stronger nation-building among the student population. Participant comments regarding student support suggested that the college may benefit from studying how to more effectively recruit and retain students.

Refine and adhere to established institutional policies and procedures (22)

Approximately 20% of comments made by SGU faculty and staff members referred to the importance of refining and then adhering to institutional policies and procedures regarding accreditation, data utilization, university management, and safety. There are concerns about accountability and transparency. Participants would like to see everyone be held equally responsible to practice Wolakota. Safety concerns include the need to develop an emergency response plan to a plan to effectively control the prairie dogs. Policies and procedures to more effectively manage assessment, data utilization and accreditation processes should be better refined and managed.

SGU needs to carefully plan toward meeting the changing needs of its service area

There are concerns about how to recruit younger students to the institution as a means toward increasing enrollment. Participants suggested that student housing development should be considered, possibly utilizing the college's building trades department to build units. Plan for succession of leadership with administration and instructional services should be developed. SGU has many natural and developed resources that should be better utilized.

Strengthen relationships with people and organizations external to the university

Participants suggested that the university be more involved in the community and in the local school systems. Community involvement may work toward promoting more positive public relations with the community. Some suggested that the university take a more active role in helping others better understand the use of natural plants and advocate for the development of natural resources, possibly toward establishing a national park designation on the reservation. Working with the schools may help address high school dropout rates and the university's declining enrollment.

Finance

What worked well?

Good staff, providing grant reports quarterly, revised some processes to reconcile funding on a monthly basis, staying with budgets, timely reporting, completed the audit ahead of time, previous audit findings were successfully addressed. There were no findings in the audit. Reduced deficit from $1.2 M to $400,000. Leadership recognized the finance department staff. Implementing the Jenzabar budget module active so that grant managers can see their budgets online any time they want to on demand.

Challenges

Getting everything back in order and reconciling monthly. Staff turnover was always and issue but is stable now. We now have a bookstore manager. Grant projects need to spend their money in a timely way. Grants managers have to know if certain spending is allowable. The finance department is more concerned with making sure grant managers know the status of their budgets.

Recommendations

Question about faculty getting training on Jenzabar on accessing budgets. Response was that the college has purchased 100 hours of Jenzabar training to advance use of the system.

Question about perceived discrepancy of W2s and what was actually paid. Employees can get pdf copies of their pay stubs if they like.

Question regarding faculty scale and wage analysis. The process is where Dr. Robertson left it. With the turnover, the priority is faculty qualifications, current position descriptions, staff evaluations, and documentation.

It is important to pay our bills to contractors and service providers on time, otherwise they don't want to do business with us. Finance office responded that they have improved their paying time in recent months.

Space is short and there is a building that has a lot of things in it that the university isn't using. Could the stuff be distributed to community members or less fortunate who may use them. A public auction is being planned to get rid of non-operational vehicles. Surplus reduction takes a process and the administration is willing to look at addressing that.

Question in regards to marketing tribune said cow skull not buffalo skull (?) public disclosure, logo trademark we own the logo educating ourselves.

Academics

What worked well?

AVP thanked the faculty for the great work they do. Special recognition for the Nursing Department for going from the brink of involuntary closure to 100% pass rate on NCLEX. SGU has 65 degree program offerings. Ned Day is the faculty of the year for SGU.

- Art Institute: had many award winners at the AIHEC competition this year and a student of the year award winner
- Arts and Science: Hired new faculty to start in the summer. Recruiters brought students in. Even with enrollment declining, it is helpful to bring in adjunct faculty.
- Business: Student involvement in AIHEC went well and students did their own fundraising for it.
- Education: Program review showed 100% placement rate
- Foundational Studies: students seem to be coming in better prepared so more are testing out earlier. We are still figuring out the Accuplacer test. Many of the students in the foundations courses dropped out because they couldn't go without financial aid for so long…financial reasons.

- Human Services: The split classes worked well and allowed team building and offered opportunities for students to easily make up missed time that they might have.
- Co-curricular Activities: Have had a lot of participation in co-curricular activities.

Challenges

- Continued enrollment was a challenge
- Keeping registration open for two weeks into the semester is a challenge
- 2010 census says that more than ½ of our relatives now live off the reservation
- Registration process is not efficient or effective because so many processes are crammed into it (including recruitment and admissions)

Recommendations

- Improve recruitment, admissions, and registration processes
- Working on development a program that supports medical field pursuit
- Student support meetings required
- Interdepartmental administrative support
- Use Fridays as Co-Curricular days (clubs, intermural, student activities, etc.)
- Waive student tuition for foundational courses
- Adding another computer science instructor can provide a better course rotation and help the program move into another area.
- Expand dual credit programs
- Test students as sophomore and junior students rather than waiting until they graduate
- Expand healthy food options for students
- Offer programs that lead to local employment with strong wages

Student Services

What worked well?

- Good group of hand game players and singing group has started
- New people in Financial Aid are doing well
- A former student who started in the Transportation department applauded her experience in helping her get into her position

Challenges

- Getting more maintenance equipment
- Moving to the cloud was a challenge but we are working through the issues
- The split schedule has impacted students, especially parents', abilities to use transportation services
- Advising is not consistently done with students; some students take courses more than once because they aren't well advised.

Recommendations

- Working to continue improvement of the Financial Aid program

Community Development

What worked well?

- Reorganization

- Gardening classes to the community went really well
- Involved in farmer's market

Challenges

- Finding enough volunteers is always a challenge

Recommendations

- Get more students involved in the greenhouse
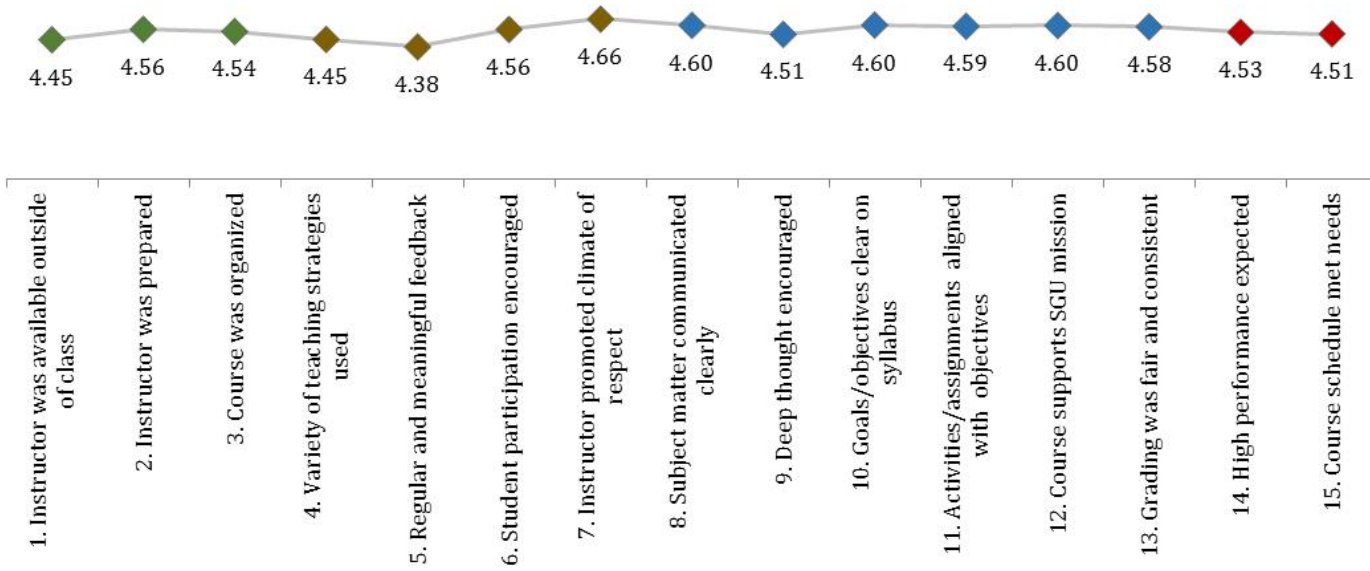- Connect with Sheri if you want to get more involved or start a program

SGU Fall 2016 Course Instruction Results:

	1. Instructor was available outside of class	2. Instructor was prepared	3. Course was organized	4. Variety of teaching strategies used	5. Regular and meaningful feedback	6. Student participation encouraged	7. Instructor promoted climate of respect	8. Subject matter communicated clearly	9. Deep thought encouraged	10. Goals/objectives clear on syllabus	11. Activities/assignments aligned with objectives	12. Course supports SGU mission	13. Grading was fair and consistent	14. High performance expected	15. Course schedule met needs
Strongly Agree	222	246	242	228	214	246	267	257	228	253	251	257	251	234	246
Agree	112	105	106	104	111	106	99	99	119	102	107	96	102	113	94
Neither Agree nor Disagree	38	20	19	34	37	17	10	15	24	22	15	21	22	27	23
Disagree	4	6	9	10	13	5	0	6	5	0	2	2	1	1	8
Strongly Disagree	2	1	1	1	3	3	2	1	1	1	3	2	2	2	5

Students believe **instructors DO exhibit** the values of **Wolakota**.

Course Instruction (AGREEMENT)

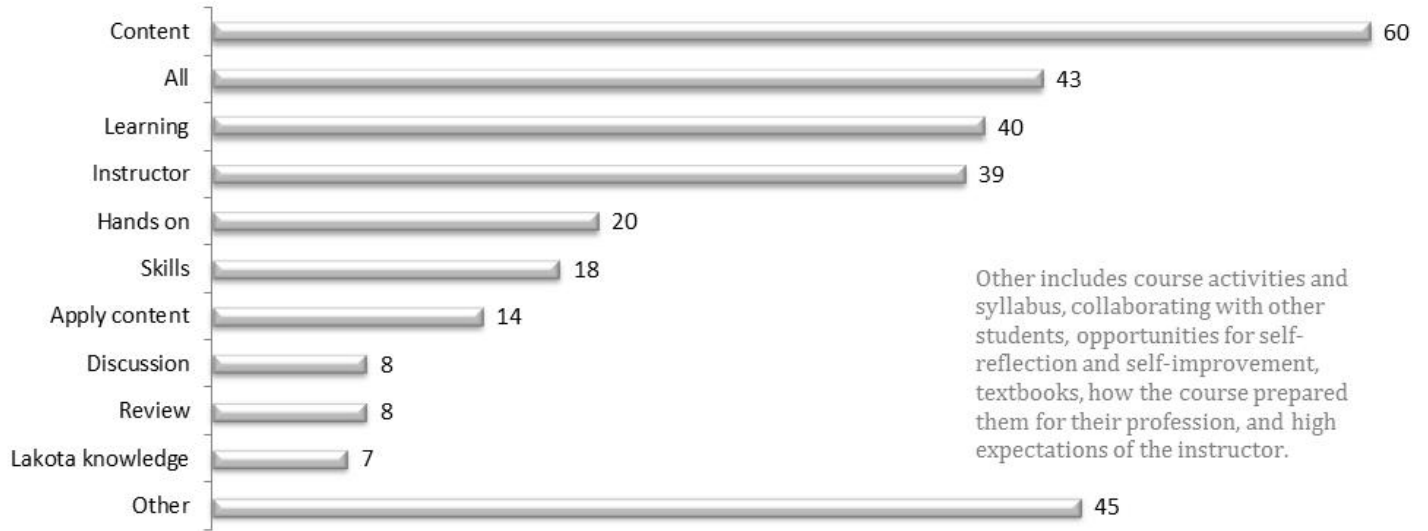| Generosity	Respect	Wisdom	Fortitude
4.51	4.51	4.58	4.52
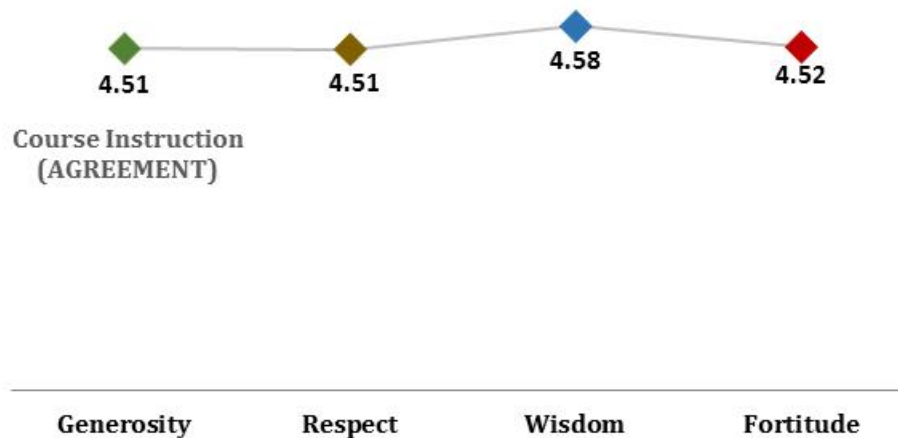
Using mean scores of student responses regarding **Course Instruction,** students want **more regular and meaningful feedback** regarding their ongoing progress in courses.

4.45	4.56	4.54	4.45	4.38	4.56	4.66	4.60	4.51	4.60	4.59	4.60	4.58	4.53	4.51

1. Instructor was available outside of class
2. Instructor was prepared
3. Course was organized
4. Variety of teaching strategies used
5. Regular and meaningful feedback
6. Student participation encouraged
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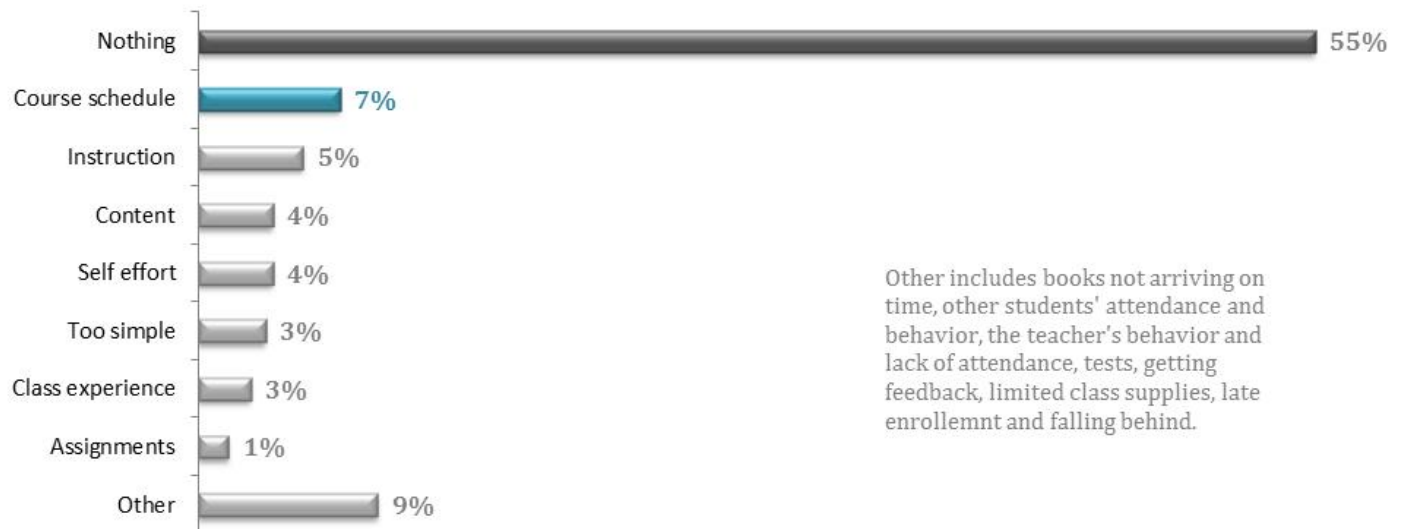14. High performance expected
15. Course schedule met needs

Art Institute, Arts and Science, Education, Institute of Technology, and **Nursing** scored at or above the mean for providing **regular and meaningful feedback**.

4.38

AI	AS	BU	GE	LS	ED	HS	IOT	NU
4.92	4.38	4.20	4.32	4.00	4.63	4.33	4.56	4.69
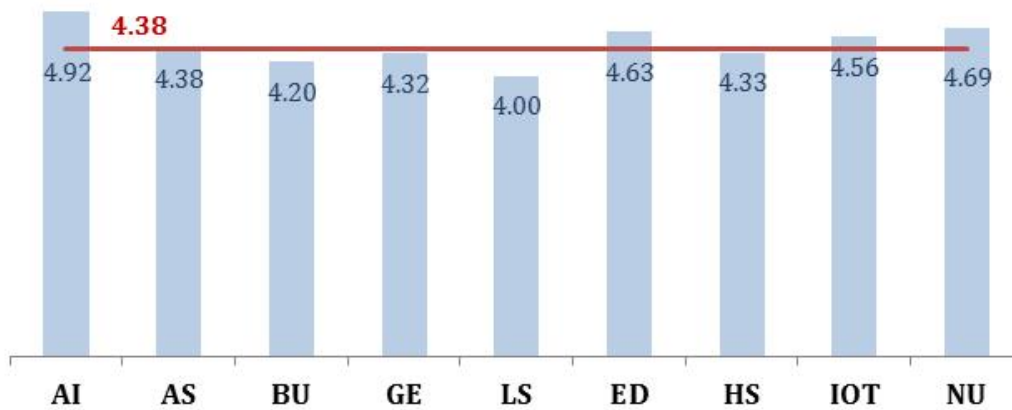
Students value most the content of the courses, the learning they experienced, and the instructors of the courses.

Category	Value
Content	60
All	43
Learning	40
Instructor	39
Hands on	20
Skills	18
Apply content	14
Discussion	8
Review	8
Lakota knowledge	7
Other	45

Other includes course activities and syllabus, collaborating with other students, opportunities for self-reflection and self-improvement, textbooks, how the course prepared them for their profession, and high expectations of the instructor.

**While 55% of the respondents indicated nothing was invaluable about their courses at SGU, 7% disliked the split schedule.**

Category	Value
Nothing	55%
Course schedule	7%
Instruction	5%
Content	4%
Self effort	4%
Too simple	3%
Class experience	3%
Assignments	1%
Other	9%

Other includes books not arriving on time, other students' attendance and behavior, the teacher's behavior and lack of attendance, tests, getting feedback, limited class supplies, late enrollemnt and falling behind.
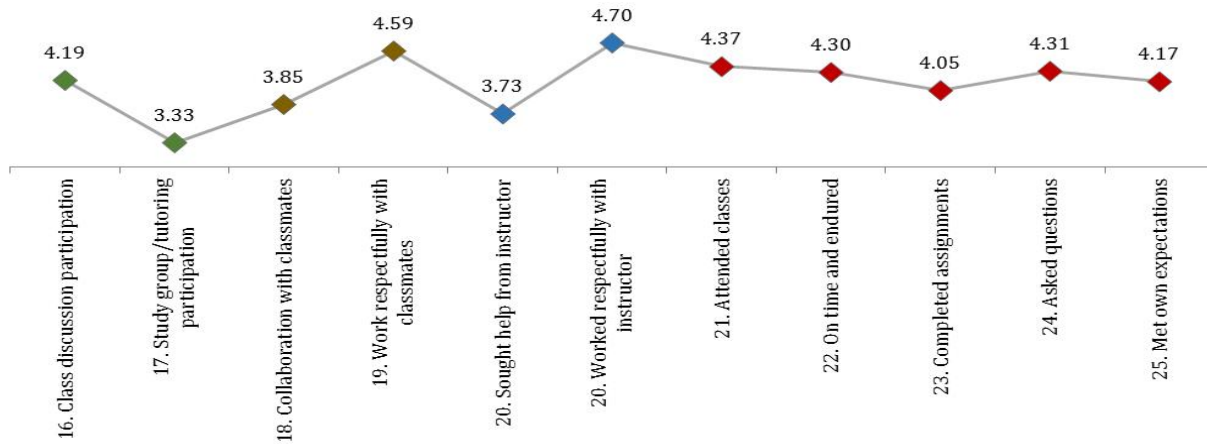
SGU Fall 2016 Student Accountability Results:

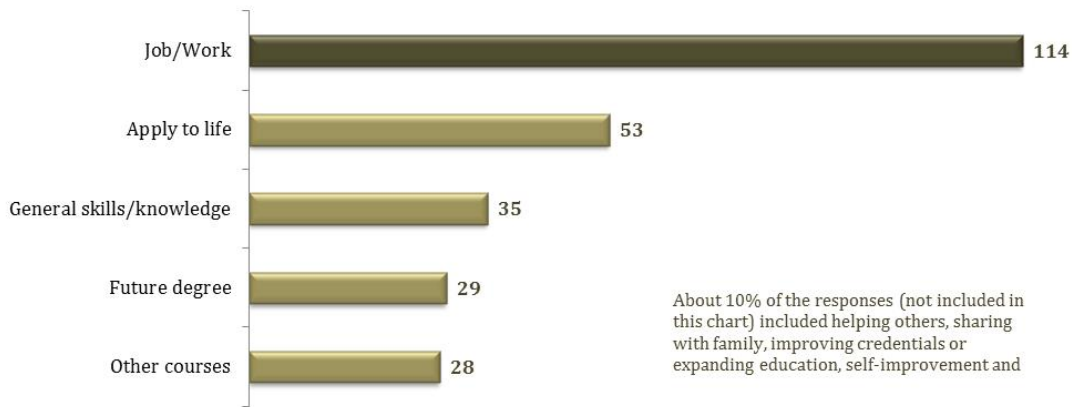|	16. Class discussion participation	17. Study group/tutoring participation	18. Collaboration with classmates	19. Work respectfully with classmates	20. Sought help from instructor	21. Worked respectfully with instructor	22. Attended classes	23. On time and endured	24. Completed assignments	25. Asked questions	26. Met own expectations
Always	166	108	154	242	143	270	197	187	156	203	178
Usually	138	88	94	100	89	85	118	117	109	106	100
Often	37	62	52	18	62	9	44	47	69	33	65
Occasionally	14	31	33	2	35	1	5	13	26	16	17
Rarely or Not at All	11	76	30	2	37	1	2	2	6	8	6

Students indicated **less frequency of participation in generosity**, especially in study groups and tutoring, than with the other values.

4.22   4.21   4.24

Student Accountability (FREQUENCY)

3.76

Generosity   Respect   Wisdom   Fortitude
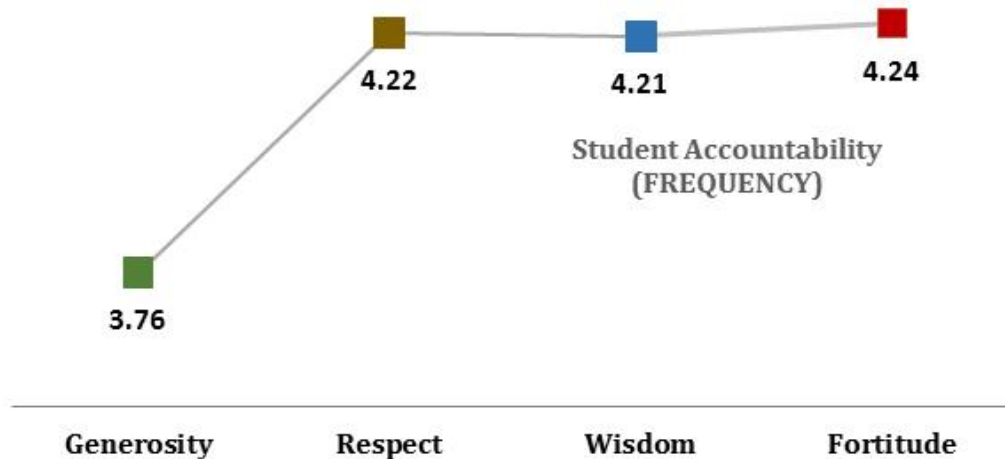
Using mean scores of student responses regarding **Student Accountability**, students participate less with **study groups/tutoring**, **class collaborations**, and **seeking help from instructors** outside of class time.

- 4.19 — 16. Class discussion participation
- 3.33 — 17. Study group/tutoring participation
- 3.85 — 18. Collaboration with classmates
- 4.59 — 19. Work respectfully with classmates
- 3.73 — 20. Sought help from instructor
- 4.70 — 20. Worked respectfully with instructor
- 4.37 — 21. Attended classes
- 4.30 — 22. On time and endured
- 4.05 — 23. Completed assignments
- 4.31 — 24. Asked questions
- 4.17 — 25. Met own expectations

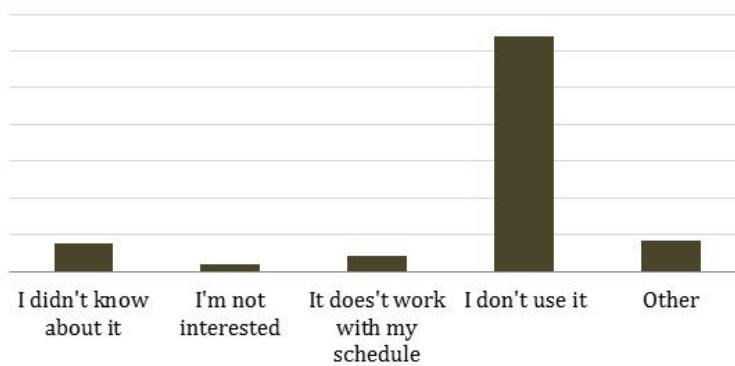**Most of the students indicated they would use what they learned at either their current job or at a job in the future.**

- Job/Work — 114
- Apply to life — 53
- General skills/knowledge — 35
- Future degree — 29
- Other courses — 28

About 10% of the responses (not included in this chart) included helping others, sharing with family, improving credentials or expanding education, self-improvement and

Course Survey General Comments:

SGU Fall 2016 Student Services Survey Results

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Strongly Agree	108	100	89	70	73	74	63	59	63	23	28	67	90	42	54	54	72	77	77	82
Agree	59	57	63	52	53	45	60	37	29	16	15	70	68	48	49	60	56	79	73	70
Disagree	3	9	16	26	21	5	4	3	3	3	4	17	6	13	15	22	11	7	12	8
Strongly Disagree	1	2	3	9	9	1	3	2	3	1	1	1	3	7	7	6	1	3	4	4
Not Applicable	8	9	7	22	22	52	48	75	78	132	127	22	11	65	53	34	38	11	11	14

Students view **advisors** and **bookstore** as strong services.

Means of responses regarding Student Services at SGU (non-applicable removed from calculations)
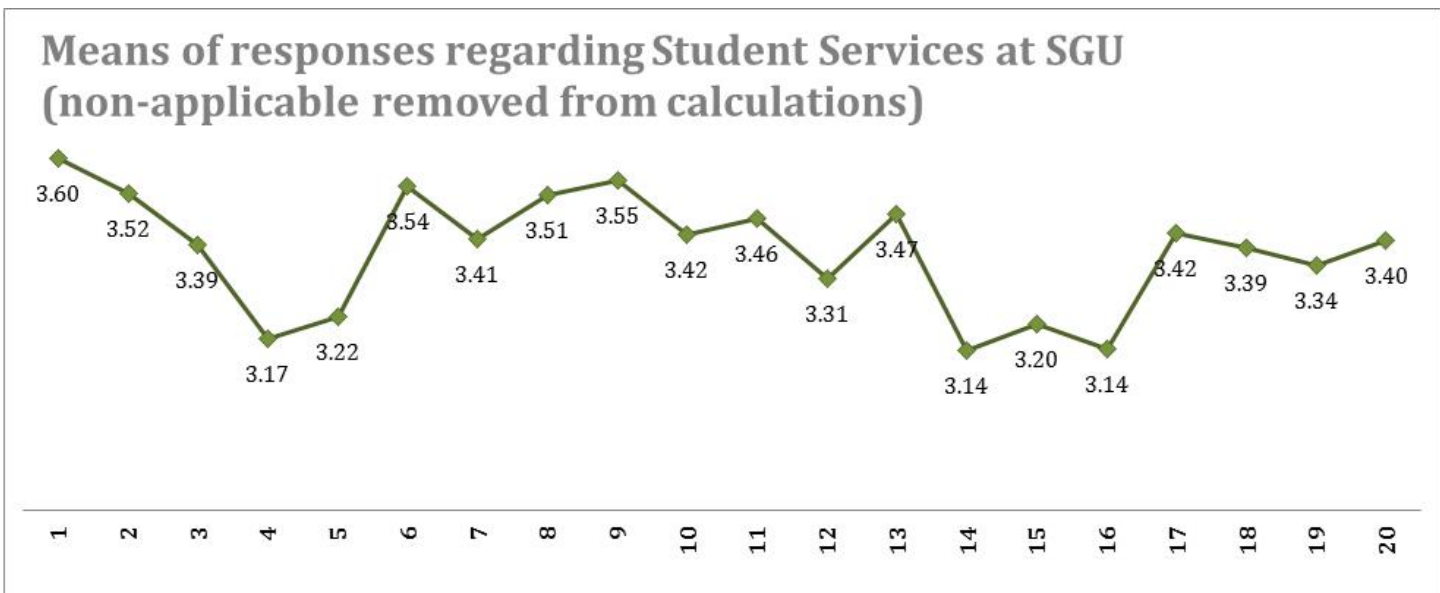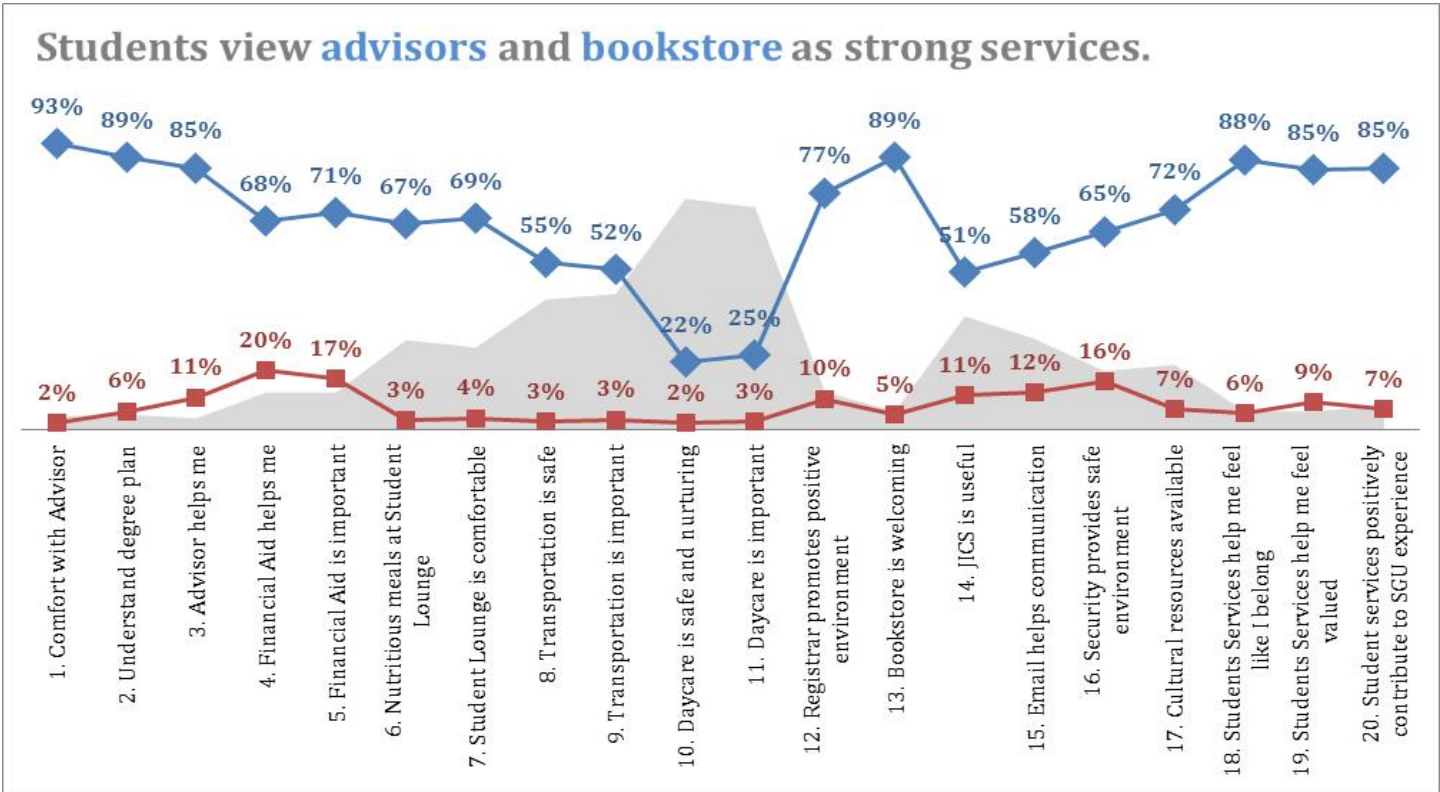
Most students (**74%**) said they marked services as "non-applicable" because they **don't use them.**

| I didn't know about it | I'm not interested | It does't work with my schedule | I don't use it | Other |

Very few students use counseling, daycare, disabiltiy services, and security.

Service	Percent
JICS	21%
Advising	23%
Transportation	26%
Student Lounge	39%
Registrar	41%
Library	50%
Website	51%
Financial Aid	57%
Bookstore	63%
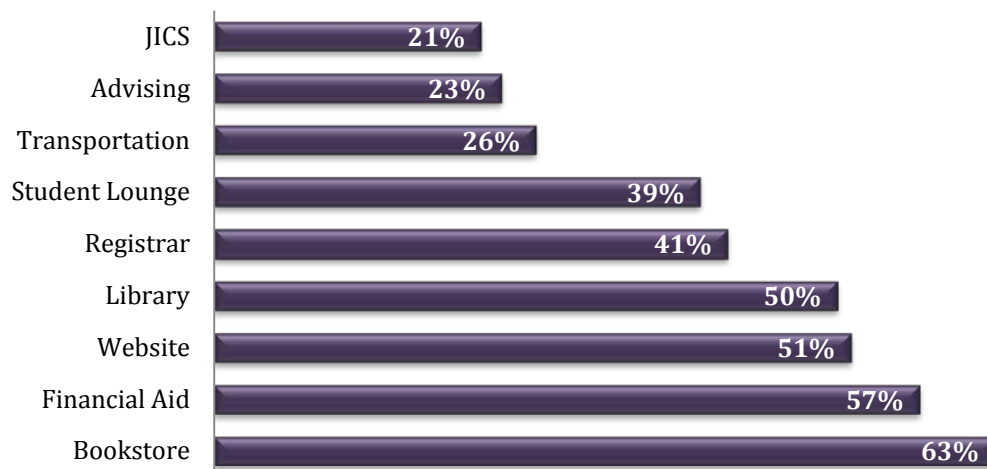
Student Services Comments

- A good semester 2016
- Advise people to be on time. Don't have professors wait. If people are late its on them to make up what they've missed
- As I'm getting closer to getting m degree I am having a harder time finding classes during the evenings. I am currently only allowed 3-4 hours educational leave. Not everyone is granted educational leave. I know it's hard to find classes in the evening but sometimes it just works best. Education is important but so is supporting our families. I'm single parent so I have to put work first. I'm still hanging on to my dream.
- bus service within Mission would be helpful, especially for older students and in extreme weather
- Can't even get into daycare
- Great college :)
- I can log into my email once, then it locks me out until someone makes a new password and username
- I could use transport but live in country at Lakeview; didn't use JICS
- I don't use the daycare or transportation, however each time I have tried to log into the SGU mail, I cannot get on. I have just not been able to make the time to go get it worked out.
- I think that more students should be involved with the meetings that the board of regents have and help steer the students' needs in a better direction
- I would be interested in a college basketball team
- I would like to see Jenzabar up to date more frequently, it is a useful resource but isn't always running efficiently
- I would of graduated early but classes were frequently cancelled
- I'm not on the call list for weather :(
- It's been life altering; a whole new grown up experience
- Just doing CPA class at the moment
- Loved bingo!
- Make a schedule for tutoring statistics
- Need a place for smokers so we won't freeze or get wet and cold
- Need to find a common goal
- New teachers should have someone in the classroom with them. Especially when they use one students to make fun of or bully
- Provide dinner that students that have evening classes or lunches for the dinner such as sandwiches, chips, soda for evening classes; some students are here til 10 pm
- Provide more funding for the activities, especially for advertising these events to get more participation
- Really don't come to GSU for anything or use anything there.
- Security needs to be fully seen in campus - logos on cars - jackets that say "security"
- Sometimes I feel like the workers at financial aid don't care about their jobs as much as they should
- There's security?
- They are always there to answer questions, and very helpful
- Transportation needs to be consistent. Also needs to be available from 8am-10pm! Giving students tine to stay afterward to study and use library.
- We have wonderful staff and faculty at the register, admin, bookstore, arts & science, and the library. I love to attend SGU. Thank you for furthering my education.
- We need to remind students of "reunion"
- Wolakota part, not sure, haven't been able to explore my options in that
- Y'all are doing great keep up the good job

SGU Fall 2016 Student Activities Survey Results

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Strongly Agree	57	32	33	45	36	43	42	48	51	41	49	50	51	48	45	45	46	51	51	52
Agree	62	42	41	64	55	60	63	69	71	60	65	69	72	63	68	73	66	61	75	78
Disagree	30	54	54	30	41	37	31	23	18	38	32	24	19	29	28	23	31	26	18	12
Strongly Disagree	7	26	25	15	21	14	14	11	10	12	9	11	10	11	11	11	9	12	10	11

Students believe that University sponsored activities **help them to meet new people** and **promote** the idea that **we are all related** but they **contribute to support activities.**

SGU Clubs or Organizations Participation

Club	Count
Other	16
Student Assoc	3
Knowledge Bowl	2
Archery	7
Chess	5
Handgames	17
AIBL	2
AISES	5

Student Activities Comments

- Basketball, yoga, debate, garden club
- didn't know about them
- Get rid of all the grouchy people who don't need to work with people
- I am a mom working full time and taking courses, so there's really no free time to participate
- I attend at night
- I didn't attend any of the activities
- I didn't know about them
- I have never been involved
- I haven't participated in any study organizations or activities, I didn't even know there were such things
- I think I would participate more but I'm shy; want to be part of knowledge bowl but don't know how
- I would like to get involved in organizations - just haven't found the info, time or a person to guide me
- I would like to see a choir or a drama club of some sort
- If I had the time to participate I would. They should bring back basketball.
- I'm only granted leave for education, anything else is on my own time.
- Maybe like a flea market
- More activities that are cultural-related for students. It would be a positive way to promote SGU!
- My academic advisor is an instructor as well as my academic advisor. She doesn't pay close attention to the help I need with my classes. She passes the buck.
- need a basketball team
- need a basketball team
- need a better student organization that helps all not a select few
- Never attended organization or activities. That's why I didn't circle anything for 21-40
- Never had the chance to participate
- some sort of basketball team
- Sorry I don't have time to participate in SGU activities due to only 6 hrs of educational leave being granted
- Sports should be available as well as mechanics, music, band, cooking, and of course pay raises for staff and faculty
- Students shouldn't have to pay activities fee if they don't want to do activities
- supper for students that have evening classes, longer class periods, more time to get class time in
- talking circles
- The administration should support events on campus by showing up!!
- why volunteering matters

Nation Building Discussion

1. **Students demonstrate increased awareness of the values of bravery, generosity, fortitude, and wisdom and how they apply to the individual, family, community, and tribe.**

2. **Students have an awareness of the philosophies/values of Wolakota and the concept of Mitakuye Oyasin.**

3. **Students develop their network within the university, communities, families, and Sicangu Lakota Oyate.**

4. **Students will become confident and contributing citizens of the Sicangu Lakota Oyate and the world.**