

Sitting Bull College



Presenter:
Laurel Vermillion, Ph.D.
Oyate Wanyanka Pe Win
President



History of Sitting Bull College

- Began as Standing Rock Community College (SRCC) on September 21, 1973
- Chartered by the Standing Rock Sioux Tribe
- One of the original five tribal colleges established
- Accredited through the Higher Learning Commission of the North Central Associations of Colleges and Schools
- On March 6, 1996, the Standing Rock Sioux Tribal Council voted to officially amend the charter, changing the college's name to Sitting Bull College (SBC)

•It is the policy of Sitting Bull College (SBC) to afford equal employment opportunities to all qualified individuals, without regard to their race, color, ancestry, religion, sex, sexual orientation, national origin, age, physical or mental disability, citizenship status, veteran status, gender identity or expression, or any other characteristic or status that is protected by federal, state or local law. This also applies to Sitting Bull College's admission practices, financial aid practices, athletics events, recreation activities, public events or other College policies and programs.



Mission and Student Goals

VISION

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

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčhunǰičiyukčanǰi kte.

MISSION

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

STUDENT GOALS

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



Programs of Study

MASTER'S DEGREES

Business Administration

Environmental Science

Curriculum & Instruction

BACHELOR OF SCIENCE DEGREE

Business Administration ~ Criminal Justice

Early Childhood Education ~ Elementary Education

Environmental Science ~ Secondary Science Education

Native American Studies ~ General Studies ~ Social Work

ASSOCIATE OF ARTS

Business Administration ~ General Studies ~ Pre-Engineering

General Studies – Nursing Transfer ~ Native American Studies

ASSOCIATE OF SCIENCE

Criminal Justice

Early Childhood Education ~ Environmental Science

Human Services Technician ~ Information Technology

Lakhotiyapi/Dakhotiyapi ~ Practical Nursing ~ Teacher Education

ASSOCIATE OF APPLIED SCIENCE

Lay Advocate/Paralegal

CERTIFICATE

Building Trades ~ CDL

Electrical ~ Heavy Equipment Operations I/II

Lakhotiyapi/Dakhotiyapi I/II

Welding



Staff and Faculty Demographics

- Board of Trustees
 - Eight members – one elected from each district on reservation
- Personnel
 - 4 Administrators
 - 3 - Ph.D.
 - 1 – Enrolled in Master's program
 - 27 Full-time Faculty
 - 44% - Ph.D. 22% Native American
 - 37% - Masters
 - Average Length of Service – 9.4 years
 - 72 Full-time Staff



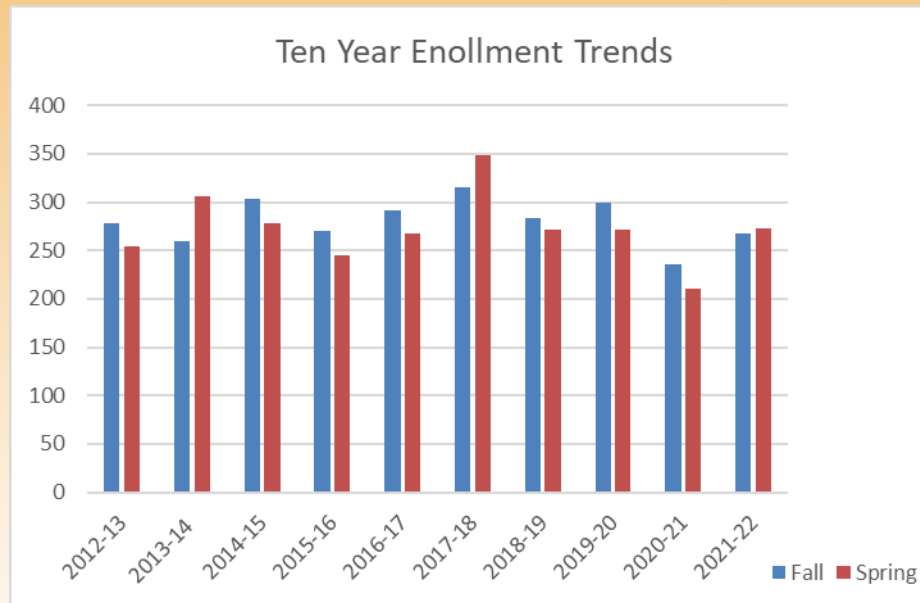
Student Demographics

- 300 to 250 Students Average Enrollment per Semester – Spring 2018 ~ 349 (highest in last 10 years)
 - Largest Programs of Study – Practical Nursing, Business Administration, and General Studies
- 66% Female/34% Male
- 91% Native American
- 87% Single
- 31 Average Age

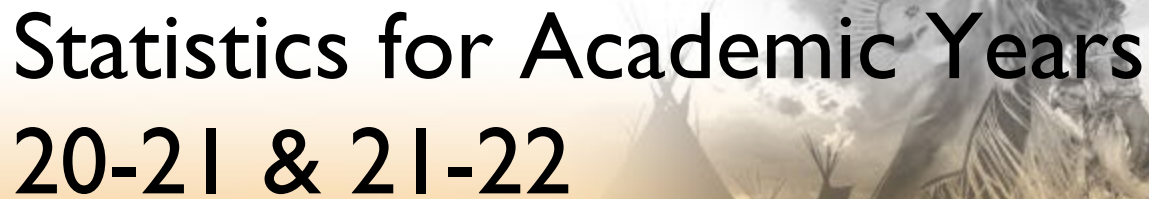


Ten Year Enrollment Summary

Semester	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average
Fall	278	260	304	270	291	316	284	300	236	268	282
Spring	254	306	278	245	268	349	271	272	210	273	273
Average	266	283	291	257.5	280	332.5	278	286	223	271	277



Statistics for Academic Years 20-21 & 21-22



- Fall 21/Spring 2022 = 70 first-time freshman/37 transfer students = 107
- Fall 20/Spring 21 = 30 first-time freshman/18 transfer students = 48
- Fall 20/Fall 21 = 29.5% retention rate
- Fall 19/Fall 20 = 57.6% retention rate
- Fall 21/Spring 2022 = 74.9% persistence rate
- Fall 20/Spring 21 = 64.8% persistence rate
- Graduation rate based on IPEDS (2015 cohort) = 15%
- Graduation rate based on IPEDS (2014 cohort) = 16%

Campus Construction

- Cultural center – March 2001
- 18 low income family housing units – March 2004
- 26,000 sq. ft. science and technology center – Dec 2005
- 15,000 sq. ft. family support center – March 2006
- 5,000 sq. ft. transit center – April 2007
- 16,000 sq. ft. entrepreneurial center – August 2008
- 13,000 sq. ft student support center – August 2009
- 3,000 sq. ft. financial center - April 2010
- 14,000 sq. ft. tech center– October 2010
- 5,000 sq. ft. efficiency apartments - August 2012
- 3,000 sq. ft. office complex – September 2013
- 4,000 sq. ft. research center – January 2022
- 4,000 sq. ft. agricultural center – under construction





Student Support Services

- Campus housing – family & single
- Daycare/Immersion Nest
- Counseling
- Tutoring
- Food Pantry
- Clothes Closet – dress for success
- Financial aid/scholarships
- Emergency aid
- Student Government/Student Clubs
- Tuesday Speakers Series

Conclusion

“Let us put our minds together to see what we can build for our children.”

~ Tatan̄ka Iyotaka (Sitting Bull)

