

Sitting Bull College
Lakhotiyapi/Dakhotiyapi Program Review

1. Executive Summary

Part I: Program Summary –The Lakhotiyapi/Dakhotiyapi is a Certificate and Associate’s Degree Program of Sitting Bull College that evolved from the continued return of credit earning students to the Lakota Summer Institute (LSI). The Lakota Summer Institute is a collaborative effort planned, maintained and sustained by three entities: 1 Sitting Bull College 2. Standing Rock Sioux Tribe via the Language & Culture Institute under the Tribal Department of Education 3. Lakota Language Consortium. The goal of the LDL Program and the Lakota Summer Institute is to provide a world class Lakota/Dakota Language program based in the best practices and techniques in language preservation, maintenance and methodology. This program also addresses the critical need to combat the rapid loss of the Lakota/Dakota language. The primary objective of the LDL program is to grow the Lakota/Dakota language speakers. Secondary objectives of the LDL program are to build capacity and a critical mass of instructors and trainers to be able to fulfill the language learning demands of the community, and support the development and resources for emerging Lakota/Dakota immersion education in the K-12 setting. LDL/LSI courses fulfill the recertification requirements of North and South Dakota. Most of the students participating in LDL courses do not take the courses for credit, they take them for Continuing Education Units or CEU’s. There is a growing trend of students switching from taking the courses for CEU’s to credit in following years, this has increased as a result of students realizing that their credits can and do build toward the LDL Degree. All LDL/LSI courses can be divided into six basic Content Areas: Language Teaching Methods, Lakota/Dakota Linguistics, Active Language Learning, Immersion Methods and Structure, Literacy Development, Practical Applications, Field methods and Materials Creation. Students may be grouped by fluency level in the Lakota/Dakota language: Beginner 2nd language learners of the Lakota/Dakota language; Advanced 2nd language learners of the Lakota/Dakota language; Fluent 1st language native speakers of Lakota/Dakota. Students can also be grouped by profiles: Current Lakota/Dakota Language Teachers; Prospective Lakota/Dakota Language Teachers that ARE currently certified teachers; Prospective teachers NOT currently teachers; 2nd language learners from within and outside of the community of Standing Rock that are interested in pursuing the study of the Lakota/Dakota language; Lakota/Dakota language activists; Lakota/Dakota youth – 14 to 22 year-old students; Fluent speakers of Lakota/Dakota. There have been 41 instructors over the last 5 years. All but 2 instructors for the LDL Program are visiting/adjunct or community members and not officially affiliated as staff or faculty of Sitting Bull College. The LDL Program has only recently begun producing graduates with four graduates in the last 3 years with 4 Associates of Science graduates and no Certificate graduates. The LDL Program has generated an average of \$63,528.40 per year in revenue for the past five years. The Standing Rock Sioux Tribe budgets and has spent an average of \$72,885.45 over the last five years. The LDL program does not have an advisory committee but utilizes a planning committee and the Language Teachers on the Standing Rock reservation for advisory and planning purposes.

Part II: Program Self-evaluation Summary – The faculty of the LDL Program are not full-time or part-time faculty of Sitting Bull College as mentioned prior and about half of the students taking LDL courses are not from Standing Rock or anywhere near. This diverse faculty and student population makes the LDL program a very unique tribal college program in that regard. This presents a significant challenge in program planning, inclusion of the LDL programming, faculty, staff and students in the general and basic processes and services of the college. However, the faculty teaching courses for the LDL are leaders in

their fields and course content, student satisfaction and delivery of instruction have not suffered and have in fact prospered despite the disconnect from the main SBC. All the partners of the LDL/LSI Program are working toward better streamlining the unique LDL programming in to the main processes of SBC. The LDL program and model has been replicated by tribes and tribal colleges across the United States. The model has been featured in main stream media across the globe and Sitting Bull College and the Standing Rock Sioux Tribe have been able to secure Federal and Private funds based on the model and the programming in the LDL program.

Part III: Program Planning Summary – The Lakota/Dakota language is increasingly becoming more endangered thus the supply and demand of 2nd language learners and their families has risen. There is a trend towards employers to hire Lakota/Dakota speakers and learners and funding agencies to focus on language projects. Short term goals for the LDL program include implement a language strategic planning session to guide future programming and courses; establish an advisory committee for the LDL program; establish an MOA/MOU between all the partners investing time and energy in to LDL programming; establish a training plan for SBC faculty and staff to allow for understanding and inclusiveness of LDL programming by SBC;

Long Term Goals (5 year) of the LDL program include Increase 2nd language learners to 500 and create 150 additional trainers/instructors; grow LDL program in to a Bachelor's Program; Grow an LDL Department at Sitting Bull College; Increase fluency of all SBC faculty; Offer LDL courses completely taught in Lakota/Dakota (immersion); Offer SBC courses (not LDL) that are completely taught in Lakota/Dakota (immersion); Develop a 100 year plan for the Lakota/Dakota language and the LDL Program; The LDL program will continue to search for resources to be able to offer the unique programming and fulfill the technical upgrade needs to maintain a world class 21st century educational experience focused on learning and preserving the Lakota/Dakota languages.

List the names & titles/positions of all program members who participated in the program review and contributed to the report.

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B.S. Management, Si Tanka University Huron Campus

Alayna Eagle Shield, Standing Rock Sioux Tribe Language & Culture Institute Language Specialist
B.S. Biology Minor Chemistry, University of Mary

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B.S. Linguistics, Dartmouth College

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B.S. Sitting Bull College
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2. Comprehensive Analysis:

PART I. Program Description

1. Describe the Role of the Program within SBC

- a. **Program's Mission Statement: must include a description of the Program's function that relates to the SBC Mission Statement and to the goal of achieving student learning outcomes**

The Lakhotiyapi/Dakhotiyapi Associate's Degree Program evolved from the continued return of students to the Lakota Summer Institute (LSI). LSI is a three-week institute focused on the Lakota/Dakota language. Initially LSI was created in 2007, to serve the teachers on the Standing Rock Reservation to fulfill their need for meaningful and relevant professional development. The Lakota Summer Institute is a collaborative effort planned, maintained and sustained by three entities: 1. Sitting Bull College – provides the venue, student support services and academic transcript. 2. Standing Rock Sioux Tribe via the Language & Culture Institute under the Tribal Department of Education– provides local recruitment, program planning to align with tribal language revitalization goals, program representative in conjunction with SBC Native American Studies program for SBC degree and accreditation and accreditation purposes and SRST funds the entire initiative, including funds for all instructors, food, and refreshments. 3. Lakota Language Consortium – provides language expertise that is contracted by the Standing Rock Sioux tribe, assists in national recruitment, assists with course design and instructor training and general administration of the program during the Lakota Summer Institute.

LDL Program Mission: The new next generation will speak Lakota/Dakota language.

SBC Vision - Let us put our minds together and see what life we can make for our children

Wakhányeža kiŋ lená épi čha táku waštéšte iwíčhunŋkičiyukčanpi kte.

SBC 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.

The Lakhotiyapi/Dakhotiyapi (LDL) program is vital in assuring the revitalization and preservation of the Lakota/Dakota culture, values and language, the basis of Sitting Bull College's Mission statement. Through the combination of cutting edge technology and the best practices of language revitalization, the LDL program is leading the field for not just Sitting Bull College and Lakota/Dakota speaking communities in language revitalization.

The work of the LDL program provides a model that assures culturally relevant and culturally integrated educational opportunities are available to tribal college students, community members and indigenous people across the globe. More and more, knowledge of Lakota/Dakota history and culture and bi-lingual (Lakota/Dakota) speaking abilities make for a marketable, employable individual on Standing Rock and in the region, as well as in major urban areas across the United States. The students in the LDL program

are given the skill sets needed to achieve economic and social sovereignty which promotes and perpetuates the mission of Sitting Bull College and the Standing Rock Sioux Tribe.

The goal of the LDL Program and the Lakota Summer Institute is to provide a world class Lakota/Dakota Language program based in the best practices and techniques in language preservation, maintenance and methodology. This program also addresses the critical need to combat the rapid loss of the Lakota/Dakota language. The program exceeds all existing Lakota/Dakota programs in rigor and expertise while providing the community with the infrastructure and knowledge base they need to preserve and maintain the language into the future. The model of the LDL program is to build capacity and create a critical mass of instructors and trainers to be able to fulfill the language learning demands of the community. The program is structured to build capacity to be able to spread the success of the program, first and foremost across the Standing Rock Reservation, second to Lakota/Dakota speaking communities, including reservations, schools and urban areas and thirdly those across the US and globally who desire to speak Lakota/Dakota. The primary objective of the LDL program is to grow the Lakota/Dakota language speakers. The second “tier” of objectives of the LDL program are to build capacity and a critical mass of instructors and trainers to be able to fulfill the language learning demands of the community – not just the youth attending school, but adult 2nd language adult learners; as well as to support the development and resources for emerging Lakota/Dakota immersion education in the K-12 setting. Due to the critical state of the Lakota/Dakota language and the limited program offering of LDL courses, all courses are designed to create self-learners of the Lakota/Dakota language and an intentional focus is given to online and distance learning tools.

LDL/LSI courses fulfill the recertification requirements of North and South Dakota - which requires all teachers to take six undergraduate level credits or 12 Continuing Education Units (CEUs) in order to renew their teaching licenses. The program is designed so participants who have mastered courses will also be trained to become the instructors of the post-secondary level courses in years to follow. This builds the capacity locally and provides for sustainability long term – with an army of local instructors trained in the best practices with the highest of expectations and expertise in language acquisition. Courses are primarily offered in the summer term, however as the capacity is built so is the availability of the programming to be offered throughout the year. All courses are one (1) credit courses so they can be offered at varied times of the year during the Fall and Spring semesters.

In 2012, the LDL Program was approved as an A.S. degree at Sitting Bull College, and although LSI was growing, the primary attendees at the time were still Lakota, Dakota and Indigenous language teachers. Annually language teachers from across the region (North Dakota, South Dakota, Minnesota and large urban areas across the US) would converge at Sitting Bull College to take part in the only Lakota/Dakota language professional development opportunity in the United States. Today still, the LDL program is the only program designed specifically for and focuses exclusively on the perpetuation, preservation, and revitalization of the Lakota/Dakota language through teaching.

The audience, however is broadening and expanding beyond teachers. More and more people are learning of the success of the program to create 2nd language speakers of the Lakota and Dakota languages and interest has grown beyond classroom teachers seeking to fulfill professional development gaps and licensure requirements. Over the last five years there have been on average 99 participants over the 3 week period – with a low enrollment of 80 in 2013 to a high of 122 in 2016. From 2012-2016

the number of first year participants attending LSI is on average 47%. The LDL student is changing. The last year, 2016, saw an influx of language “hopefuls,” with 68 of the 122 students attending LSI, being first time participants (56%). These are students who, for the most part, have had a lifelong goal to be able to speak Lakota/Dakota but had resolved such a goal as unattainable as a result of various attempts that never advanced their knowledge beyond the beginner level. There has also been an influx of youth over the past few years, this is both intentional via tribal programming, and unexpected. The Tribal Department of Education has a program that will pay for dual credit for the 100 level language classes as well as a small stipend to students from high schools on the Standing Rock Reservation. The recognition of the success of the program is seeping in to the community and schools, and they are encouraging junior high and high school students to attend even if they do not qualify for the stipend program. The age of the participants attending LSI and taking LDL courses in 2016 ranged from 14 to 92.

The Lakhotiyapi/Dakhotiyapi Degree is not a traditional degree program. It is a unique program, not only within the structure of Sitting Bull College but in comparison to other language programs, degree programs or any associate’s level academic program across the globe. As aforementioned, annually the courses are primarily offered in the summer and only for three weeks. The certificate and degree program itself was created because there were so many attendees that had returned year after year after year (the program just completed its 10th summer) and were accumulating anywhere from one to nine college credits a summer in a very specialized, unique field, and those credits were doing just that – accumulating. SBC found itself in the predicament of having a growing collective of fluent speakers and second language learners and teachers of the Lakota and Dakota language returning year after year, dedicated, diligently and loyally, earning credits for their summer training. From 2007 to 2011, as 43 returning LSI students found themselves with a large number of college credits that at the time, did not lead to a certificate or degree. Thus the LDL degree was created, and it was created with the student and SBC awareness that students in this degree plan were not going to attain their degree in two years. It was created based on the fact that, the participants, the SBC students, who attend the Lakota Summer Institute, know they will only accumulate an average of 6 credits a year, but know that they will return and that it may take 3 to 4 summers to obtain the necessary credits to receive the degree but they see themselves returning regardless and the degree is an added benefit. They are not returning for the degree, they are returning for the experience and the opportunity to become an active user of the Lakota/Dakota language. This is unique.

Falling in line with the purpose of the program, it is vital for language revitalization efforts that LDL/LSI courses be accessible. Thus most of the students participating do not take the courses for credit. The courses are taken for Continuing Education Units or CEU’s. However, after completing the typical six courses during the LSI Summer session and experiencing the rigor and knowledge gained, there is a growing trend of students switching from taking the courses for CEU’s to credit in following years. This trend has also increased as a result of students realizing that their credits can and do build toward an actual degree.

All LDL/LSI courses can be divided into six basic Content Areas: Language Teaching Methods, Lakota/Dakota Linguistics, Active Language Learning, Immersion Methods and Structure, Literacy Development, Practical Applications, Field methods and Materials Creation.

The courses within these categories follow a specific progression which allows participants to be categorized by the following types of participants:

1. Category 1 - Beginning teachers and participants
2. Category 2 - 2nd, 3rd, and 4th year teachers and participants
3. Category 3 - Veteran teachers and participants
4. Category 4 - Language activists and community members

Participant may be further grouped by fluency level:

1. Beginner 2nd language learners of the Lakota/Dakota language
2. Advanced 2nd language learners of the Lakota/Dakota language and
3. Fluent 1st language native speakers of Lakota/Dakota

LDL/LSI Student Profiles -

- a. Current Lakota/Dakota Language Teachers – Lakota/Dakota language teachers currently teaching the Lakota/Dakota language in a kindergarten – 12th grade school setting. These teachers are in need of re-certification credits and professional development. Usually these are teachers that have obtained their teacher certification by fulfilling the requirements of “Eminent Scholar” in North or South Dakota and are certified to teach only the Lakota/Dakota language.
- b. Prospective Lakota/Dakota Language Teachers that ARE currently certified teachers and have obtained a bachelor’s degree in either Early Childhood, Elementary Education, Secondary Education and are certified teachers teaching Kindergarten to 12th grade, not limited to Lakota/Dakota language only. These teachers not certified to teach the Lakota/Dakota language and are interested in either (1) pursuing “Eminent Scholar” status or (2) obtaining a degree or certificate that would enable them to effectively incorporate the Lakota/Dakota language into their classrooms.
- c. Prospective teachers NOT currently teachers - Teacher aides, professionals not in the teaching field and community members interested in pursuing Eminent Scholar status, and obtaining a degree that would give them effective techniques in teaching Lakota/Dakota language.
- d. 2nd language learners from within and outside of the community of Standing Rock that are interested in pursuing the study of the Lakota/Dakota language, not necessarily to become teachers in the school settings but to increase their knowledge, capabilities, and fluency in the Lakota/Dakota language.
- e. Lakota/Dakota language activists – interested in pursuing the study of Lakota/Dakota language in order to lead preservation and revitalization efforts and to increase their knowledge, capabilities and fluency in the Lakota/Dakota language.
- f. Lakota/Dakota youth – 14 to 22 year-old students interested in pursuing the Lakota/Dakota language courses to fulfill “foreign language” requirements for their secondary and post-secondary education. These are usually high school students or students in college, not Sitting Bull College that have a foreign language requirement

and have received permission to fulfill that requirement at Sitting Bull College because it is not offered at their current post-secondary institution.

- g. Fluent speakers of Lakota/Dakota – fluent Lakota/Dakota speakers from all Lakota/Dakota speaking reservations and urban areas. These students are interested in being in a place they can be surrounded by Lakota/Dakota language, as well as advance their fluency and increase their own skills in the language.

Sitting Bull College INSTITUTIONAL OUTCOMES

1. Students will display technical and critical thinking skills through effective oral and written communication-

The focus of the LDL Program is to create second language learners of Lakota/Dakota language and preserve and cultivate the language of living fluent Lakota/Dakota language speakers. Scientific benefits of learning a second language include brain growth, staving off dementia, boosting memory, and improved attention. Reading and Writing in the Lakota/Dakota language is embedded in all courses. The technological advances in Lakota/Dakota software and applications allows for Lakota/Dakota language to keep pace with an ever expanding technologically savvy world. Such software include a Lakota/Dakota font bundle that allows students create professional, high grade, post-secondary literary works in the Lakota/Dakota language.

2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior

Values of the Lakota/Dakota are embedded in the courses and content is aligned with the traditional values of the Oceti Sakowin. Traditional leadership is encouraged and modeled through the intergenerational nature of the program. Fluent speakers, young adults and teenagers are able to mix and collaborate and communicate which creates the beautiful replica of times past in a modern classroom setting.

3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment

–The learning environment created by the LDL Program and courses is one of intergenerational interaction as demonstrated by the 2016 Lakota Summer Institute where students ages ranged from 14 to 92 years old; diversity – students/participants that take LDL courses come from across the us and the world. A majority of the participants are of Lakota or Dakota or Indigenous decent, however there is a high percentage of participants that not Native American and who see value in learning the Lakota/Dakota language but also share their diverse backgrounds. The students also come from a variety of backgrounds, from major urban areas, there are international students, urban reservation and non-reservation areas as well as rural reservation and non-reservation areas. The extensive variety of student backgrounds all coming together for the purpose of learning and saving the Lakota/Dakota language also gives the added benefit of exposing students to a classroom environment rich with persons from all types of backgrounds and cultures. High expectations, rigor and accountability are the core of all courses in the LDL Program with is the basis for a solid work ethic in any field of employment.

4. Students will demonstrate knowledge of past, present, and future Native American cultures

- The LDL program is a constant balance and blend of Lakota/Dakota knowledge, language, history with a conscious focus on how past knowledge is applied now in today's world and the future. The courses are rich with 1st hand knowledge and experience of elders and fluent speakers of Lakota/Dakota who are

both students and instructors. The SRST would like to assist SBC faculty in gauging this student outcome for the other degree programs at SBC.

Courses Offered – Appendix A See attachment

- b. Degrees and/or Certificates Offered – See Appendix A. In 2011 the tribal organizers of the Lakota Summer Institute drafted the program feasibility study to create the Lakhotiyapi/Dakhotiyapi Associates of Science Degree and Certificate 1 and Certificate 2 programming. The curriculum committee of Sitting Bull College approved the programming and the LDL programs were created and courses were officially offered in the summer of 2012. **Eighty-two (82)** Courses were designed from the 100 level to 400 level based on courses that had been offered in the five years prior to the birth of the LDL program. The Standing Rock Sioux Tribe contracted SBC NAS Faculty to perform course audits on the participants that had returned year after year from 2007 to 2011. The audit was performed to determine the courses returning participants (now degree seeking SBC students) would need to take in order to complete the requirements for the degree and graduate. See attachment for degree plans for the Associates and the two Certificate programs.

2. Describe the current Staff of the Program as follows (Appendix A):

There are no full time staff dedicated to the LDL Degree Program. The NAS Chair Michael Moore would be the only full time SBC staff that dedicates part of his time to the LDL program. Over the past 5 years, the core staff has remained the same (Core Staff are identified as the Instructors that are BOLDED in Appendix A), however there has been a rigorous effort by LDL program planning committee (SBC, SRST, LLC) to keep up with the exponential growth in participants/students and the demand for quality instructors to accommodate that growth. LDL has grown and continues to grow and there is a need to train new instructors. All efforts are made to the best of program abilities to match experienced instructors with trainees. All instructors with an asterisks or that have a mark in the "trainee" column are a part of this train the trainer model and have turned from student to instructor. The train the trainer model has always been the method of instruction for LDL courses. Thus 41 instructors over a 5-year period may seem problematic, it is actually an indicator of success for this model of language revitalization. It has also allowed for the growth of core instructors. 10 of the 15 core instructors were "grown" out of this model, meaning they were introduced to the program as participants/students and were able to become lead instructors in the train the trainer model. In order to pilot a variety of courses with respect to Lakota/Dakota language, new guest lecturers are recruited annually to expand language learning beyond the narrow scope of language acquisition and into a variety of fields, i.e. drama, poetry, flute, hide tanning, sign language, ethnobotany etc. Another section of guest instructors are those from other indigenous nations/universities that have had success in revitalizing their languages. Learning from the best practices in the field of indigenous language revitalization is a core component to the development of the LDL programming. We have been fortunate to have had visiting instructors from New Zealand, Hawaii, and Mohawk. All world renown for their language revitalization success.

3. Program Productivity Summary: (Past Five Years) (See Appendix A)

- a. Enrollment, success (graduation) data

OVERALL SUMMARIES OF LDL/LSI 2012-2016					
	2012	2013	2014	2015	2016
Total Participants by year	90	80	108	94	122
Total # of First Year Participants	48	16	64	36	68
% of participants that are first year	53%	20%	59%	38%	56%
A.S. Graduates By Year	0	0	1	0	3
Certificate 1 Graduates By Year	This data is not currently tracked by SBC. However if there are A.S. graduates of LDL they would have met the certificate requirements but no certificates have been awarded.				
Certificate 2 Graduates By Year					
Total Credit Participants By Year	27	30	22	24	41
Total CEU Participants By Year	63	50	86	70	81
% of students taking LDL/LSI courses for Credit	43%	60%	26%	34%	51%
% of students taking LDL/LSI courses for CEU	70%	63%	80%	74%	66%
5 year total (2012-2016) % LDL/LSI courses for Credit	41%				
5 year total (2012-2016) % LDL/LSI courses for CEU's	71%				
5 year total (2012-2016) % of participants that are first year	47%				

Participant Retention		
participating 1 year		193
participating 2 years		48
participating 3 years		21
participating 4 years		18
participating 5 years		14
Total Participants 2012-2016		294
First Year Participants		
2016 First Year Participants		68
2015 First Year Participants		36
2014 First Year Participants		64
2013 First Year Participants		16
2012 First Year Participants		48
(SAME INFORMATION LISTED ABOVE)		232

351 attendees since 2007
294 since 2012

HOW MANY GRADUATES –

b. How many graduates. (SEE APPENDIX B) From 2012 to 2016 there have been 4 graduates of the LDL Associates of Science Degree. The number of certificate recipients is zero at the present time, however if a student earned an Associate’s Degree, they would have completed all the necessary course work for the Certificate 1 & 2 but none have been awarded. In spite of student audit of the 2007-2012 LSI participants performed by SBC, only 4 graduates have completed, however 43 were identified in 2011 as earning a significant amount of credits from returning year after year. The audit completed was not sufficient to identify all of the participants that may be on track for a certificate or A.S. degree in LDL.

c. **Employment data (SEE APPENDIX B) See above recommendation. Twenty-six (26) LDL/LSI students passed through the SBC or SRST Language Board and are eligible to be Lakota/Dakota language teachers through ND State Dept. of Public Instruction or SD Dept. of Education. An estimated 12 received certification through Sitting Bull College via South Dakota State Department of Education requirements and 14 received certification through the Standing Rock Sioux Tribe - Language Board via North Dakota Dept. of Public Instruction. This number rises to an estimated 32 LDL students that have applied for licensure when including participants from SD, MN, CO, NM. There is an estimated 15 LDL students that are working/placed in their field – teaching or advocating on behalf of the Lakota/Dakota language, as a result of the LDL courses they have taken.**

d. Number of students transitioning from a lower degree to a more advanced degree, if applicable (SEE APPENDIX B) . It difficult to determine how many students advanced to a higher degree. Even though there are students enrolled in the degree plan (approximately 10) they usually do not live on Standing Rock and if they complete their LDL degree they pursue their higher degree at a different Tribal College or university in their area.

4. Program Revenue (Past Five Years) – The revenue generated by Sitting Bull College annually demonstrates the value of the Lakota Summer Institute. Revenues are not used to maintain the institute, they are used by the Sitting Bull College to support overhead. The Standing Rock Sioux Tribe funds the entirety of the 3-week Lakota Summer Institute, including instructors and food. The college provides a match in space/overhead expenses for the classroom space. The overhead expenses are expenses the college would incur with or without the Lakota Summer Institute/LDL Courses, aside for the payment of 1 or 2 instructors to teach 1 or 2 courses out of the average 33 courses offered (2012-2016) and the cost to drug test instructors, interns and working staff for the 3 week period.

	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Tuition	\$15,100.00	\$14,100.00	\$10,500.00	\$10,500.00	\$17,625.00	\$ 67,825.00
ISC	\$33,974.00	\$31,725.00	\$23,625.00	\$24,500.00	\$33,488.00	\$147,312.00
ISC/CEU	\$14,653.00	\$22,095.00	\$28,038.00	\$19,111.00	\$18,608.00	\$102,505.00
Total	\$63,727.00	\$67,920.00	\$62,163.00	\$54,111.00	\$69,721.00	\$317,642.00

5. Program Budget (Past Five Years)- As aforementioned, the Standing Rock Sioux Tribe – through its Language Revitalization Program- and newly established Language & Culture Institute, annually budgets and funds the instructional costs of the Lakota Summer Institute. This includes all expenses for payment of faculty, including the travel, lodging, and per diem of visiting faculty; food – a lunch is provided daily, Monday – Friday, as there are over a hundred students, staff, and instructors and not very many places to eat in the local Fort Yates area; in-kind match of SRST employees to manage the event; Supplies and Printing; minimal travel expenses incurred by LDL/LSI faculty and staff for supplies etc. There is also a youth initiative in which the tribe will pay for the registration and fees of youth from the SREC schools (limited number accepted, subject to application requirements). The tribe contracts the Lakota Language Consortium (LLC) to assist with recruiting and managing faculty, interns and program staff, including managing all travel and payment to faculty. LLC is also the main partner with respect to training and upper level Lakota/Dakota language course development, and text book and learning materials development. LLC may incur additional expenses, however those are not included in the budget below. The Standing Rock Sioux Tribe has approved LLC as a sole source provider with respect to the language services they provided to the LDL/LSI programming. **As aforementioned, Sitting Bull College provides in kind match in space/overhead expenses for the classroom space; student advising for the students enrolled in the LDL certificate and degree programs; administrative support in the form of student management information system personnel – Jenzabar, registration personnel support, curriculum and accreditation compliance support.**

	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Salary - 1 month (June) SRST Tribal Ed Manager & Tribal Ed Coordinator (2012-2015) / LCI Director, Language Specialist & Resource	\$ 7,480.97	\$ 7,760.96	\$ 6,042.56	\$ 7,600.96	\$ 8,028.81	\$ 36,914.26
Fringe (same as	\$ 1,256.26	\$ 1,453.26	\$ 1,002.14	\$ 1,293.24	\$ 1,189.28	\$ 6,194.18
Instructors	\$60,000.00	\$57,000.00	\$51,997.13	\$46,499.00	\$55,756.00	\$271,252.13
LDL Course Audit - SBC NAS Faculty			\$ 2,998.00			\$ 2,998.00
Travel	\$ 1,768.00	\$ 285.51	\$ 252.00	\$ 200.00	\$ 200.00	\$ 2,705.51
Supplies	\$ 1,335.91	\$ 936.46	\$ 2,009.59	\$ 1,576.43	\$ 1,380.00	\$ 7,238.39
Food	\$ 5,500.00	\$ 5,162.50	\$ 6,796.50	\$ 6,500.00	\$ 6,500.00	\$ 30,459.00
SREC Youth	\$ -	\$ -	\$ 1,065.00	\$ 3,125.00	\$ 1,700.00	\$ 5,890.00
Printing	\$ -	\$ -	\$ -	\$ -	\$ 775.76	\$ 775.76
Total	\$77,341.14	\$72,598.69	\$72,162.92	\$66,794.63	\$75,529.85	\$364,427.23

6. Does the program have an advisory committee: No

In its current set up, the LDL Program does not have an official advisory committee, however, there are two groups that provide oversight and planning guidance. The first is the Lakota Summer Institute planning group that meets as needed, to plan for courses, instructors, and future design. The second are the Lakota and Dakota Language & Culture teachers from the schools across the Standing Rock Reservation. Highlights over the last five years include selecting courses to be offered to meet the needs of the Language Instructors on Standing Rock. Also, the ability to expand language programming and design it to be comparable to successful 2nd language learning programs and indigenous language revitalization programs. The Tribal Department of Education is currently drafting the Standing Rock Sioux Tribe's Language & Culture Code which will be added to the Standing Rock Sioux Tribe's Code of Justice. In that document is a Language & Culture advisory board which will serve as the advisory board for the LDL Program as well as language & culture planning for the SRST, once it is established.

LSI Planning Committee (consists of minimally):

1. Michael Moore –SBC Native American Studies Department Chair
B.A. University of South Dakota
M.S. Indiana University
2. Sunshine Carlow –Standing Rock Sioux Tribe Language & Culture Institute Director
B.S. Management, Si Tanka University Huron Campus
3. Wilhelm Meya – Lakota Language Consortium Executive Director
M.S. American Indian Studies, University of Arizona
M.S. Anthropology, Indian University
Ph.D. ABD, Indian University
4. Jan Ullrich – Lakota Language Consortium Language Specialist
M.S. Linguistic Pedagogy, University of Ostrava
5. Alayna Eagle Shield - Standing Rock Sioux Tribe Language & Culture Institute Language Specialist
B.S. Biology Minor Chemistry, University of Mary
6. Nacole Walker –SRST Language & Culture Institute Contracted Language Specialist B.S.
Linguistics, Dartmouth College
7. Tasha Hauff, SBC Native American Studies Department Faculty
B.A. English, Indiana University
M.A. Ethnic Studies, University of California, Berkeley
Ph.D. ABD, Ethnic Studies, University of California, Berkeley
8. Other – however past instructors and event organizers as well as SBC administrative staff also meet with this group as needed.

2016-17 SREC Language Instructors:

Name	Fluent Speaker/ 2 nd Language Learner	School/Organization
1. Alayna Eagle Shield	2 nd Language Learner	SRST Language & Culture Institute
2. Chadwick Kramer	2 nd Language Learner	Bismarck Johnson O'Malley
3. Charles Ramsey	2 nd Language Learner	St. Bernard's Mission School
4. Courtney YellowFat	2 nd Language Learner	Standing Rock Middle School
5. Debra Gray Eagle	2 nd Language Learner	SBC Wichakini Owayawa
6. Denny Gayton	2 nd Language Learner	Standing Rock High School
7. Josephine Defender	2 nd Language Learner	Home School McLaughlin
8. Don Grey Day	2 nd Language Learner	Selfridge Public School
9. Evelyn Good House	Fluent Speaker	Standing Rock High School
10. Everette Chasing Hawk	Fluent Speaker	Little Eagle Grant School
11. Gabe Black Moon	Fluent Speaker	Standing Rock Middle School
12. Jay Taken Alive	Fluent Speaker	McLaughlin High School
13. June Szczur	2 nd Language Learner	Solen/Cannonball Public School
14. Kathy Froelich	2 nd Language Learner	Missouri River Education Coop – Project Circle/Primary Circle
15. Kelsey BrownOtter	2 nd Language Learner	McLaughlin Elementary
16. Lionel Jewett	2 nd Language Learner	Standing Rock Elementary
17. Melanie Red Water	2 nd Language Learner	Standing Rock Elementary
18. Melvin Hill	2 nd Language Learner	SRST – Tribal Ed
19. Michael Moore	2 nd Language Learner	SBC – Native American Studies
20. Nacole Walker	2 nd Language Learner	SBC – Wichakini Owayawa
21. Nina Mata	Fluent Speaker	Little Eagle Grant School
22. Richard "T" Tolman	2 nd Language Learner	SBC Wichakini Owayawa
23. Sunshine Carlow	2 nd Language Learner	SRST Language & Culture Institute
24. Tabor White Buffalo	2 nd Language Learner	Rock Creek Grant School
25. Tasha Hauff	2 nd Language Learner	SBC – Native American Studies
26. Terri Smith	2 nd Language Learner	Wakpala/Smee Public School
27. Thomas Red Bird	Fluent Speaker	SBC Lakhol'iyapi Wahohpi
28. Tiffany Baker	2 nd Language Learner	St. Bernards Mission School
29. Tipi Tolman	2 nd Language Learner	SBC Lakhol'iyapi Wahohpi
30. Twila Rough Surface	Fluent Speaker	SRST Language & Culture Institute

PART II: Program Self Evaluation Summary

A. Faculty (include results from Appendix B)

1. Describe the program's ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as curriculum design and review, state-of-the-art content, professional development activities, and program delivery.

The LDL Program is designed to have a majority of course content delivered during a 3 week period during the SBC Summer Session of each year. Most of the program faculty do not reside on the Standing Rock Reservation or even in the region. The program also utilizes guest instructors often for various areas of specialized expertise that we may not have on Standing Rock i.e., indigenous nations successfully revitalizing their languages, Hawaiians, Mohawks, Maori, etc. Most program faculty are adjunct faculty and arrive a few days before the start of the 3 week session and only core faculty are on site all three weeks, a lot of the time, specialized faculty will come in for only one or two weeks of the three week period. There is not a lot of time to communicate and collaborate between program faculty outside of the 3-5 weeks in the summer that faculty are on site. The program is designed in such a manner that an instructor may arrive 1-4 days prior to the start of classes and teach from 8am to 4:30pm Monday – Friday for a week at a time. Some instructors teach from 8 a.m. to 9 p.m. Monday to Friday for the three week period of the Lakota Summer Institute. The core faculty, for example come from all corners of the US and the globe. Of the 15 core Instructors, 7 do not live in North Dakota, 5 do not live in North or South Dakota and 2 do not live in the US and only 2 are full time faculty for SBC in the Native American Studies Department.

LDL Program staff do utilize technology to bridge this communication gap throughout the year through video and audio conferencing. The instructors are very responsible in terms of preparation and course design and are in constant communication with LDL Program staff in the months prior to the start of the summer session. Once all faculty and trainees arrive on site at Sitting Bull College a 2-4 hour orientation is given to allow for course alignment and synchronizing scope and sequence of course content and pre-requisite requirements. This 3-4 hour orientation has not been sufficient enough and this has been voiced by the faculty of the LDL program and the Student Support Services staff of Sitting Bull College.

2. Describe the program's defined schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.

The practices in use in this teacher building, train the trainer model are based in best practices that have been employed by programs that have had success over the last 30 years in staving off the death of their languages, most significantly the Hawaiians and the Maori. There is no set path for which to employ such a model and indigenous languages have only reached desperate endangerment levels in the last 30 years. Thus evaluation of practice is ongoing and fluid as new approaches are piloted each summer and with each set of courses.

In terms of instructor capacity and training for those that teach the courses offered in the LDL program a train the trainer mode is used and when possible includes a pairing of "potential" instructors or "trainees" with "lead" instructors. The core faculty for LDL program are the "Lead" instructors, whom

are paired with trainees (See Faculty list in Appendix A for list of Core Faculty). At the end of each week an instructor debriefing session is held in addition to a final debriefing session at the end of the three weeks and give constructive feedback to the trainees in their performance.

In 2016, the SRST Language & Culture Institute also employed an external evaluator to observe and evaluate the courses offered during the Lakota Summer Institute. The first report is attached. This gives the added benefit of having someone evaluate the engagement, rigor, and climate of the courses offered across all sections by someone not affiliated with the planning of the Summer Institute nor affiliated with the tribe or SBC. SEE APPENDIX C for the full 2016 report from RMC Research.

B. Student Relations

1. Describe faculty accessibility to students (for example, through office hours, voice mail and email), appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.

A majority of the instructors for the LDL program are either part-time or temporary, the traditional means of contact are not available. On site telephone and voice mail options over the last five years have been the shared phone line of the Assistant to the Dean of Academic Affairs. This is shared by all adjunct/temporary instructors. Cell phones generally do not work on site, especially if visiting instructors have a mobile carrier other than AT&T or Verizon. Email and social media correspondence are the most common means of communication faculty to student and vice versa if not face to face. "Office Hours" are generally evening and weekend tutorial sessions where faculty make themselves available to students seeking guidance and additional support with respect to the courses they are attending. This has been sufficient over the last five years of the program's history, however the teaching faculty in the LDL Program are not given the same access to SBC services as other adjunct faculty – SBC email account, access to mySBC and course tools embedded within such as handouts, links, homework assignments or additional course resources. This has presented a challenge over time with respect to student's ability to effectively correspond with faculty as well as get accurate course information such as grades and attendance into Jenzabar, SBC's student information tracking system.

2. Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.

All LDL program course offerings are based in best practices in the field of language acquisition. The core faculty have all been trained or have educational background or have life experience at a high level of proficiency in their fields and in the core fields offered – linguistics, 2nd language teaching methods, fluency in Lakota/Dakota language and special topics areas. Technology is incorporated in to each course. Students enroll in the LDL program or take LDL program for an in-depth study of the Lakota/Dakota languages. Every instructor, visiting or core is recruited and selected because they have had a high modicum of prior success in their field. Fluent speakers of Lakota/Dakota language are instructors or serve as mentors and resources to the instructors who are 2nd language learners of Lakota/Dakota themselves. The teaching methods courses are primarily taught by Kimberly Campbell who started as an instructor for the Lakota Summer Institute as a visiting instructor from Harvard University where she taught language acquisition theory and 2nd language teaching methods. Question 9 on the evaluation tool states "This course has made me feel more confident in the subject" with 323 of 357 respondents agreeing or strongly agreeing.

3. Describe the evidence that the program's courses and programs successfully meet the learning and/or employment needs of students.

The program's growth over the last 5 years is directly attributed to its ability to facilitate rapid 2nd language acquisition of Lakota/Dakota language. The LDL program has a majority of its course offerings in the summer session of SBC, thus all courses are designed to create self-learners of the Lakota/Dakota language and an intentional focus is given to online and distance learning tools, students can utilize throughout the year to further their language learning goals. Pre and Post language assessments are utilized to gauge the language growth of the participants over the three week period. All students also complete course evaluations at the end of each course. The most recent participant course evaluation summary (2016) of all course offerings is attached. APPENDIX C.

Teacher Recertification – The teaching methods courses offered through LDL programming are utilized by Lakota/Dakota language teachers across North Dakota, South Dakota, Colorado, New Mexico and Minnesota to renew their teaching licenses. An estimated 57 teachers from North and South Dakota have used their SBC credits earned via the LDL Program to both apply and/or successfully attain their license to teach Lakota/Dakota language or the credits were used to renew their existing teaching license. From 2012-2016, 14 teachers have used their teaching methods courses to apply and gain their license in North Dakota – South Dakota data is unknown at this time, as it is maintained by SBC NAS Faculty and was not available to this report. There is also a growing number (32) of 2nd Language Learners that have applied to North Dakota, South Dakota, Minnesota, Colorado and New Mexico to obtain licensure to teach Lakota/Dakota Language. Full table available in APPENDIX B.

C. Curriculum Content, Design, Delivery

1. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course outlines have been updated (at least once since the last program review).

Annually, the regular and ad hoc meetings of the LSI Planning Committee and the SREC Language Teachers review the courses available to be offered and they help select the courses most needed, either by students enrolled in the LDL program in route to graduation or to meet the needs of the teaching field. Course outlines are updated or new courses are created to meet these needs. The program has only officially existed as an Associate's Degree for the last five years so this is the first program review. Although the Lakota Summer Institute just completed its 10th anniversary. A course review is scheduled pending the completion and recommendations from this Program Review.

There is currently a concerted effort to align the LDL Program Intensive Language courses – courses designed to grow the speaking, reading, writing and understanding of students, with the SBC Ocheti Sakowing Language Courses, ex. NAS 101, 102 ... Four 1 credit LDL Intensive language courses are considered the equivalent of one 4 credit NAS language course. However the content, skills, abilities are vastly different. LDL faculty will begin to teach the NAS language courses to ensure equivalency of language programming at SBC and that SBC students in other degree plans besides the LDL have the opportunity to take part in the highly successful language courses offered in the LDL program.

2. Describe how the program’s academic courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the degree and/or general education needs of students.

The content, textbooks and instructional methods employed by faculty are geared toward creating 2nd language learners of the Lakota/Dakota language or advancing and documenting the fluency of living fluent speakers of the Lakota/Dakota language. Through the Assessment Process utilized by SBC, rubrics have been created to assure students in the program are following a scope and sequence that will eventually lead them to a path of fluency in the Lakota/Dakota language. SBC has a general requirement that all students will be exposed to the basics of the Lakota/Dakota language by requiring NAS 101 or NAS 102. Over the last year, LDL core faculty have worked to align the content of these required courses with the Intensive Language courses of the LDL program. This assures that all SBC students receive the high quality content over the Fall and Spring semesters of the SBC academic year and are not bound by only the summer offerings of LDL courses. Pre and Post assessment data will show over time the ability of all SBC students to have a mastery of basic Lakota/Dakota language. Assessments are being developed for placement purposes, to gauge content mastery as well as to certify instructors at the K-12 and post-secondary level.

3. Describe how the program systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve achievement, and reports the results to the Assessment Committee.

The Standing Rock Sioux Tribe’s Language and Culture Institute received a grant in 2015 and has been working to create the student placement assessments as well as upper level language pre and post assessments to be utilized by LDL students to better gauge growth and place students at the right level to challenge their abilities and meet their language goals. With respect to the teaching methods courses, students have in class presentations of units that gauge their ability to process and apply methodology.

Spring 2016 was the first presentation of the LDL program to the SBC Assessment committee. Rubrics have been created but yet to be utilized to score students on in their programmatic areas. Over the past five years, an online Pre and Post assessment has been utilized to measure growth and skill level. This test data in addition to student pre and post self-assessments are utilized to gauge if student learning outcomes are being met and this data is utilized to improve course content in the Intensive Language Courses. The following table lists the student outcomes of the Assessment Plan for the LDL Degree Plan and the overview of the Assessment. The table and overview is from the plan approved by the SBC Curriculum Committee in May 2016.

Overview Of Assessment:

- a. Students will have finals aligned with the student outcomes in each course based on individual course syllabi.
- b. Students will give overall programmatic evaluations.
- c. Students will give individual course evaluations.
- d. Students will create an E-Portfolio demonstrating course work over the A.S. program.

Program Outcomes	Measurement Tool and Timeline	Measurement Goal
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	Assessment Strategy:	Expectation:
<p>1. Students will demonstrate a comprehension in the four competencies of Language Acquisition:</p> <p>a. Reading Lakota/Dakota b. Writing Lakota/Dakota c. Understanding Lakota/Dakota d. Speaking Lakota/Dakota</p> <p>LDL 110 Phonology 1; LDL 126 Intensive Lakota/Dakota for Elementary 3;</p> <p>LDL 223 Intensive Lakota/Dakota for Pre-Intermediates 3;</p> <p>LDL 241 Lakota/Dakota Reading 1.</p> <p>LDL 126 Intensive Lakota/Dakota for Elementary 3;</p> <p>LDL 223 Intensive Lakota/Dakota for Pre-Intermediates 3;</p> <p>LDL 240 Process Writing 1.</p> <p>LDL 242 Discursive Narrative & Recording 1</p>	<p>The student will take the LLC Pre assessments for Levels 1-4 at the beginning of LDL 121, 124, 221 “Lakota/Dakota Intensives” courses and will take the LLC Post assessments for Levels 1-4 upon completion of LDL 123, 126, 223. This tool measures language competency A, B, C.</p> <p>e-portfolio:</p> <p>* The student will audio record themselves reading out loud portions of pre-intermediate/ intermediate level texts in Lakota/Dakota. This will be assessed using the READING & Speaking Rubrics. This measures language competency A & D. Reading samples will be collected in LDL 125, LDL 241</p> <p>Writing samples will be collected from LDL 126, 223, 240.</p> <p>Student will demonstrate speaking abilities in Lakota/Dakota through completion of a project with a prompt.</p> <p>The student will have a final presentation of a project using Power Point or Prezi software, and an oral presentation which will consist of describing a complex picture in the language. These will be given in in LDL 223.</p> <p>e-portfolio information will be assessed according to a six point rubric and will be evaluated 2-3 LDL Instructors.</p>	
<p>2. Students will demonstrate knowledge of effective teaching methods for language.</p>	<p>e-portfolio: student will have electronic copies of lesson plans created in 3 of the 6 required teaching methods courses.</p> <p>e-portfolio information will be assessed according to a six point rubric and will be evaluated 2-3 LDL Instructors. Teaching Methods E-portfolio data will be assessed at the end of each year.</p>	<p>Will create lesson plans for each teaching methods course.</p>
<p>3. Students will create a Lakota/Dakota immersion environment.</p>	<p>Students will have electronic copies of lesson plans created in the LDL 231, 232, or 233 Immersion Methods Courses.</p> <p>Immersion Methods E-portfolio data will be assessed at the end of each year.</p>	
<p>4. Students will utilize technology to create materials for language revitalization.</p>	<p>Students will be required to provide electronic copies of literary works created in LDL 125, 241, 126, 223, 240 utilizing NLD-Pro and the Lakota/Dakota font.</p>	<p>Student will create unique technological projects utilizing font and NLD Pro</p>

	<p>The final presentation in LDL 223 will include the student's completion of a presentation using Power Point or Prezi software in 223.</p> <p>E-portfolio will have samples of lessons from methods courses that will have a technology component.</p>	<p>and prezi or powerpoint software.</p> <p>Students will create lessons that utilize technology.</p>
<p>5. Students will demonstrate the skills necessary to be a self-learner of Lakota/Dakota.</p>	<p>Assessment Strategy:</p> <p>Final score on rubric will be between a 2-3 Self-Assessment Rubrics for Reading, Writing, Speaking, and Understanding will be between 2-3.</p>	<p>Final average score on Self-Assessment Rubrics for Reading, Writing, Speaking, Understanding will be between 2-3.</p> <p>Positive Course evaluations for all LSI Courses.</p>

4. Describe how the program incorporates Native American cultures into the curriculum content, design, and delivery.

Lakota/Dakota language is the base of all courses. Every course is centered on the official languages of the Standing Rock Sioux Tribe. With language, culture is an inherent and inseparable component of the teaching. Fluent Lakota/Dakota speakers are students and teachers in the program. A portion of LDL courses is dedicated to working directly with fluent speakers of Lakota/Dakota language, to preserve their knowledge and document the history as it lives in their memory. The current work of the LDL program will provide cultural content for Lakota/Dakota speaking communities for centuries. Through its work with immersion support and development, the LDL program is supporting and creating the next generation of Lakota/Dakota language speakers.

D. Institutional Support

1. Does the program possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs (if not, explain).

With the current growth of the program, the facility may not be adequate. Over the past five years courses have grown from offering 4 morning courses and 4 afternoon courses to offering 7 morning and 7 afternoon courses which has put a strain on the room availability on the main campus of SBC. Courses are offered at the same time as the regular summer session of SBC, so there is at times a struggle to secure classroom space. Technologically speaking, the main campus of SBC in Fort Yates, the facility is well equipped, however the acoustics in the main campus are not ideal for language acquisition courses – high ceilings with large fans and large, audible ducting make it difficult for instructors to hear students and students to hear instructors. Again faculty access to the technological tools all other faculty possess via Jenzabar and mySBC is a challenge and does impact the effectiveness of the program. A basic example is the ability for instructors to do attendance for their courses. Doing attendance sheets via paper as opposed to on the spot in mySBC poses the risk that attendance sheets can be lost or misplaced and SBC student data is not the most up to date because instructors are not able to compare student enrollment in Jenzabar immediately. Thus requesting SBC Student Support Services to make the

appropriate student transfer or drops do not happen until a much later time when paper attendance can be compared to Jenzabar course enrollment. Similar issues occur when instructors do grading.

2. Does the institution provide adequate student services (library services and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs? Please explain how these are utilized to make your program effective.

Library services are utilized and Library staff are available to participants for research purposes and allowing access to the beautiful language and culture collections housed at SBC. However, any and all other student services such as tutoring, writing lab and counseling are minimal. Part of the reason is the vast majority of full time staff and faculty at SBC do not have the level of expertise needed to assist students in Lakota/Dakota language learning. Another part is a majority of students taking LDL courses are taking them for Continuing Education Units (CEU) which does not qualify them for the degree plan counseling and or other student services. Computer labs are utilized heavily due to the course requirements. There are technological advances such as Lakota/Dakota font bundles which are free and online dictionary software available for a minimal cost that would make the computer labs and staff/faculty computers better able to assist students in the tools that are relevant. One does not need to be fluent in Lakota/Dakota to be able to assist an elderly student on how to enable a font bundle on the computer or utilize an online dictionary.

3. Does the institution support professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline? Please explain.

The institution does not directly provide professional development activities for faculty members to maintain and upgrade their knowledge and skills in the discipline. There is only one staff member, Michael Moore, the head of SBC's Native American Studies Department with the ability to provide professional development for LDL staff, however making Mr. Moore provide the professional development because he is the only one on SBC staff and faculty capable does not give Mr. Moore the opportunity for development for himself. In the past five years Sitting Bull College alone has not provided professional development activities for the faculty, they instead primarily rely on the Standing Rock Sioux Tribe's Language & Culture Institute to provide seek out and provide the appropriate development of LDL program staff. The college and tribe have had several collaborative efforts similar, where the college allows for the tribe to take the lead in an initiative, so as to not duplicate efforts. One of SRST's Language & Culture Institute objectives is to provide support and training for not only the LDL staff at Sitting Bull College but also the Lakota/Dakota language teachers at schools across the Standing Rock reservation and the region.

In terms of cross-discipline understanding and appreciation of LDL programming by other programs offered by the college, there has been no opportunities for LDL Program staff to educate the main SBC staff and faculty on the programming offered. This is especially troublesome when one reflects back on the mission of SBC. Although recommended by SBC Curriculum committee that faculty and staff have training provided by LDL program staff, this request has never been initiated or implemented. It must also be noted that SBC staff that have requested permission to attend the summer courses have been denied. Outside of the NAS faculty that teach LDL courses there is little to no interaction between LDL program staff and faculty and SBC staff and faculty. The awareness of SBC faculty and staff of the

purpose, content and role of the LDL program with respect to fulfilling the SBC mission and revitalization of the Lakota/Dakota language is little to none.

E. Obstacle's/Previous Findings

1. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the program's courses and programs (include response to problems identified in previous program reviews or other relevant assessments, internal or external).
2. Describe any ways these could be improved to make your program be more effective.

1. Obstacles – Internal/External	2. Ways these could be improved to make your program be more effective
Internal Obstacles:	
LDL Program courses are majority offered in the Summer Session only – graduation is extended over several years for certificate and Associates Degrees.	Offer LDL courses in Fall and Spring term when instructors are available. In conjunction with the SRST Language & Culture Institute, LDL program core staff are working at training and creating instructors to be able to meet the need of students to not have to wait a year to continue their coursework in their degree plan.
The LDL program was born out of a training program – the Lakota Summer Institute, which was a collaborative effort between SBC, the Standing Rock Sioux Tribe and the Lakota Language Consortium. Course and content, scope and sequence was initially designed by LLC, with the intent SBC/SRST would overtake these overtime. SRST is overtaking a majority of these responsibilities - SBC's 2 NAS instructors are assisting.	Assuring alignment with NAS courses that focus on language to ensure ownership is shared and committed to by all regardless of the institution or organization.
Certificates 1 & 2 are not being awarded by Sitting Bull College however they technically are being earned.	SBC graduation/certificate staff actively aware and trained in how to determine if a student received LDL Certificate.
Students of LDL programming are a mix of people from the Standing Rock Reservation, and people from across the United States and World – not the traditional tribal college student. They are sometimes treated as “outsiders” as opposed to SBC students.	Training for SBC faculty and staff about the LDL program and the population it serves, as well as the benefit it provides the college and the Lakota/Dakota language revitalization movement.
LDL core faculty are not all from Standing Rock so there is little to no interaction with SBC faculty from other degree programs.	Require CORE LDL faculty (see faculty list for CORE LDL Faculty) to attend at least two (2) SBC faculty/staff development gatherings during the academic year (not summer).
SBC Staff and Faculty are generally unaware of the purpose of the program and the program exists almost as external to SBC.	Allow for faculty and staff to take half of 1 week of LDL courses to get a better

	understanding of the program and to increase their own personal language skills.
SBC Staff and Faculty are generally not equipped to provide adequate meaningful feedback on course and content due to limited language abilities and cultural knowledge.	Professional Development for staff, based in LDL language acquisition programming.
LDL program faculty do not have access to Student information systems (jenzabar) to be able to adequately track and/or report on LDL program activities – this report is an example of lack of accessibility to general SBC data and timely notification of academic reporting that is needed. (Assessment Report, 5 year Program Review, Course Review)	Standing Rock Sioux Tribe staff given an SBC email account to receive SBC institution-wide announcements. All faculty are given their own individual access to mysbc, especially core faculty. Create an SBC – LSI Adjunct Instructor Policy Manual, based on the existing SBC Adjunct Instructor policy manual.
Train the Trainer model puts a strain on advanced learners of Lakota/Dakota – they are most often teaching concepts they have already mastered instead of afforded the opportunity to advance their language skills during the summer session.	Offer LDL courses in Fall and Spring term when instructors are available. Explore IVN options for semester long NAS course equivalents to LDL Courses.
Classroom Acoustics are not ideal for language learning	Equip SBC classrooms with surround sound audio systems. Or acquire a space for language classes with better acoustics.
One of the 5 major outcomes for the college involves Language & Culture “4.Students will demonstrate knowledge of past, present, and future Native American cultures.” However there is little input or alignment with SRST tribe or LDL staff into how this is measured by other degree programs of the college.	An LDL faculty person should have input and sit on Assessment committee to assist the college in gauging progress in the student goal: 4.Students will demonstrate knowledge of past, present, and future Native American cultures
CEU vs. Credit: The value of knowledge passed on to community that is accessible should be at the heart of educational services offered by tribal colleges. Especially when that knowledge is of cultural significance to the Lakota/Dakota value. Unfortunately, the rules that bound the college via HLC do not necessarily translate in to value of knowledge imparted on to the community unless it is for credit.	Acknowledge locally – at the institution level the value of the work being done by the LDL Program. Give CEU students in the LDL Program the same treatment as credit degree seeking students.
External Obstacles	
Participants that do not live on or near Standing Rock have a major housing issue during the three weeks when a majority of LDL courses are offered (summer term).	Dormitories are available through SBC on a limited bases. Perhaps set aside a camp area near campus during the summer session.

Implement a formal MOA between SRST and SBC to map out the roles and responsibilities of each with respect to LDL programming and the roles and responsibilities of SBC and SRST in Lakota/Dakota language preservation and revitalization.

F. Other

1. Describe the program's contribution to other SBC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.

- LDL Program Faculty have assisted SBC's Summer Youth Science Academy and provided language training for the youth participating.
- LDL Language courses are being aligned to NAS language courses to ensure high quality language courses for all SBC students.
- LDL courses are available as CEU's to allow for community members to participate in the courses. Providing a valuable service to the Standing Rock Nation in Lakota/Dakota language revitalization.
- Outside universities and colleges have allowed the LDL language courses to fulfill the foreign language requirement, allowing students to take Lakota/Dakota language to fulfill their post-secondary graduation requirements.
- Over the last five years three tribal colleges and one other college (MHA, Crow, Creek, Minnesota) have attended the summer session of LDL programming and have since built their own program based on their experience at Sitting Bull College. The program serves as a model for language revitalization and teacher training.
- Successful in implementing dual credit for High school students that attend LDL courses in the summer.

2. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its faculty and students.

The Standing Rock Sioux Tribe received funding via the BUSH Foundation – major education initiatives for \$1,000,000. The main grant objective was to expand the successful programming of the Lakota Summer Institute.

Lakota/Dakota Immersion – all of the instructors that currently teach in Sitting Bull Colleges pre-K to 2 grade Lakota immersion school either started learning Lakota through the Lakota Summer Institute or have received their initial training and were recruited in to the immersion program as a result of the Lakota Summer Institute.

LSI and LDL have been able to facilitate the building of a network and collaboration of the immersion schools in North and South Dakota. There are three immersion programs, two in South Dakota, on the Pine Ridge Reservation and the one located at Sitting Bull College. These three programs annually receive training at the Lakota Summer Institute. They utilize the LDL course Neologisms to create new words in Lakota as they build their curriculums, and they share all the resources they develop. To assure there isn't duplication of work.

Other tribes have created similar “Institutes” after visiting and studying the second language learning approach employed by the Lakota Summer Institute and the LDL Courses. Every year, there participants that visit from other tribes across the United States. To date there have been 6 other “Institutes” that have developed at other tribal colleges or colleges as a result of visiting LSI and modeling programs after the one at Sitting Bull College. The Crow Institute, The Mandan Institute, The Hidatsa Institute, The Dakota Institute, the Cree Institute.

LDL/LSI was featured in the PBS award winning film “Hotaninpi” - Rising Voices. A documentary that featured LDL faculty and SBC’s immersion nest.

SBC was awarded National Humanities recording grant which was co-authored by LDL program faculty and proof of need was derived from LDL program feedback.

The Standing Rock Sioux Tribe was awarded a grant from South Dakota State University to translate the popular Eagle Book Series in to Lakota and Dakota, as a result of successful translation projects created in LDL courses over time.

Standing Rock Sioux Tribe and SBC’s Immersion Nest were awarded a Native Youth and Culture Fund grant to create early childhood videos for 2nd language learning families. LDL faculty created the scripts and videos and immersion school students provided the acting talent.

The SBC immersion nest was awarded a ND Humanities book project to translate children’s books in to Lakota to be used by the Immersion Nest as well as in LDL courses, based on translation projects modeled in LDL courses.

3. Describe co-curricular activities and involvement of program faculty and students.

- Program has expanded to include ethnobotany courses of the SBC environmental studies department.
- Over the past 5 years – LDL courses in Drama have ended in the production of a 2 plays entirely in the Lakota language. Performance was given free of charge for Standing Rock community members.
- A language revitalization concert was given to raise awareness of the current language revitalization movement.
- LDL programming has tied the professional development of the Lakota and Dakota immersion programs in the region. Assuring collaboration and sharing of resources and best practices.
- LDL Instructors have been “published” and are considered leading experts in their fields of study.
- SBC women’s project – SBC students of LDL courses are re-teaching language to girls/women in the community.
- Language Bowl – Annually SRST Language & Culture Institute hosts the reservation-wide Lakota/Dakota language bowl for Kindergarten to 12 grade students on the Standing Rock Reservation. Local LDL faculty typically serve as the judges for the event and faculty and students of the LDL program also help plan and organize.

- Jeopardy Bowl – Annually the SRST Language & Culture Institute hosts the reservation-wide Woksape Bowl – a jeopardy style quiz bowl for Kindergarten to 12 grade students on the Standing Rock Reservation. LDL Faculty and students assist in selecting the study materials for the students as well as serve as judges and volunteers and help plan and organize the event.

Part III: Program Planning

- A. Identify and describe any important trends in the following areas which have an effect on program goals (see below):

- Changes within the discipline of the program.

The Lakota/Dakota language is increasingly more endangered. Annually the number of fluent speakers of the Lakota/Dakota language that are lost to death, far outnumber the number of fluent speakers created. Each year that passes the situation becomes more desperate as more and more knowledge is lost. Over the last decade the only children speakers of the language have been those created in the Lakota immersion nest of Sitting Bull College. The only 2nd language learners of Lakota/Dakota are those created by the LDL programming. Thus the focus has moved from a teacher training program to a language revitalization program. Although there is still strong participation from educators, the primary audience is turning towards developing the 2nd language learner of Lakota/Dakota; developing the language skills of fluent speakers; documenting through video and audio recording the language of fluent speakers and developing immersion school programming.

A less dismal trend identified is fluency in Lakota/Dakota is increasingly becoming an employable skill across Lakota/Dakota speaking communities as well as in areas with significant populations of Lakota/Dakota people. Thus the ability to read, write, speak and understand Lakota/Dakota improves the chances of SBC students to gain employment.

- Changes within the student population served by the program.

There is a growing youth population – ages 12-22 and a growing elderly population 55+. Over the last 5 years there have been 64 youth that have participated in the LDL/LSI courses and there is a small percentage of that number that have returned multiple years (10-15%). The largest amount of youth came in 2016 where there was an influx of college aged students (10) and the Cheyenne River Sioux Tribe brought 14 Junior High students to participate. 26 of the participants in 2016 were elders. Given the timing that courses are traditionally offered – a three week period in the summer, there are not very many populations that are able to attend such an event. The K-12 teachers are the most able to attend because school is not in session at the time, and they are able to utilize it as professional development with the credits applicable toward their recertification, thus often not only are they allowed to come, they are able to receive compensation for attending. Aside from teachers, there are not very many occupations that allow paid leave to attend LDL programming. And if an employer does allow for a person to take time to attend LDL courses in the summer it is usually only a one time occasion and they are unable to return year after year, unless they plan and budget appropriately to be able to take three weeks' worth of leave from their employment. This is part of the reason, courses are offered in 1 week increments to allow for people to come and attend the LSI/LDL programming in manageable, affordable chunks. That being said, there two populations on Standing Rock and across the nation that are not bound by employee PD rules. This is the youth population, on summer break and our retired, elderly

population. Thus we have seen an increase in these two populations, not only locally, but an increase in those willing to travel from other parts of the United States to SBC attend LDL courses.

- Changes within the educational, social, or economic sector served by the program.

There has been a surge in interest and concern for tribal initiatives, specifically Standing Rock Sioux Tribe's initiatives as a result of the Dakota Access Pipeline (DAPL) and the national attention it has garnered with respect to tribal rights, tribal sovereignty, and the current state of tribes, educationally, socially and economically. Thousands of people have converged on Standing Rock over the last few months of 2016 to stand in solidarity and in opposition to DAPL and all that it represents to future generations. The theme of the resistance is a Lakota/Dakota phrase, "Mni Wichoni" roughly translated to "Water is Life" as well as Ocheti Sakowin – the 7 council fires of the Lakota/Dakota people coming together again for the first time in over 100 years. People from all over the world have spoken, written, chanted, and prayed in our sacred Lakota/Dakota language. There is a resurgence of pride and a yearning of knowledge. LDL courses can serve as the foundation for those across the globe and locally to reconnect to our past and at the same time to relevantly, consciously and strategically move in to our future, not just as Lakota/Dakota people but as the human race.

- Changes within the organizational structure and direction of the institution.

Currently the LDL program is not really anywhere in the official structure of Sitting Bull College. There is a need to formalize the relationship between all entities involved in providing the LDL programming and the Lakota Summer Institute and the LDL Associates Degree need to be treated and need to act like an official program of Sitting Bull College. Initially when the program was started 10 years ago as a training institute, it was unknown if the program would continue year to year. The Standing Rock Sioux Tribe has continually funded the summer initiative and has secured private foundation funds to expand the successful program beyond the summer. It is a degree plan with plans of upward expansion and formal appreciation and adaptation of the program needs to be established.

- Changes within tribal colleges.

SBC leading the field in terms of expectations and abilities of language programs at tribal colleges. More and more funding opportunities are coming available for tribal colleges that are meeting the demand of their tribal members of wanting language & culture programming as the base of their educational experience. The ability of all SBC faculty and staff to take part in the cutting edge programming offered by the LDL program and in conjunction with the Immersion Nest at Sitting Bull College will be beneficial not only to SBC students but in securing stability in funding for the college as a whole.

- Changes in federal, state, or tribal laws and Higher Learning Commission that have an effect on program functions.

Within the next year, the SRST will be finalizing the process of implementing a Language & Culture Code to be added to the SRST Code of Justice. SRST will also seek a Constitutional revision to better articulate the importance of language and culture as the foundation of programs and services for tribal members, especially education of tribal members.

The State of North Dakota will be implementing "Cultural Standards" over the next year that are required for all public schools within the state of North Dakota. This will impact the need for teacher training and teacher preparation programs, as there has never been a focus on Native language, history

and culture in North Dakota. The structure of this program also requires HLC to recognize an indigenized academic program that will not fit the standard two-year Associate Degree.

- B. Articulation Issues – It is difficult to describe an academic program and capture the value of such a program, when the goal of the program is not necessarily to “pop-out” graduates, but to save a language. Standing Rock is in a unique time where there are still living fluent speakers of the Lakota/Dakota language. Lakota/Dakota is STILL a living language. However in 20 years, without drastic measures, this could not be the case. There is a need to revitalize the Lakota/Dakota Languages on the Standing Rock Reservation, which are in rapid decline. The United Nations Educational, Scientific and Cultural Organization (UNESCO) gauges the health of a community’s language using nine criteria, each rated on a 0 to 5 point scale. From these criteria, a community’s language is deemed to be: 5-safe, 4-unsafe, 3-definitively endangered, 2-severely endangered, 1-critically endangered, or 0-extinct. From these nine criteria the Lakota/Dakota language on Standing Rock would be considered to be between “2-severely endangered” and “3-definitively endangered”. Speakers of Lakota/Dakota are mostly members of the grandparental generation and represent only a small percentage of the total population, with little to no intergenerational language transmission.

Tribal Colleges were founded on the premise that a culturally relevant education based and founded in the language and culture of the tribes they served would be the most successful model for Native peoples striving for post-secondary education success. The impact of this project can and will be measured in numbers and dates and concrete quantifiable activities, which is all important and necessary, however sometimes the intangible impacts are the most powerful and meaningful to a community. How do you measure the relief in the eyes of the eldest speakers of the Lakota/Dakota Language - relief knowing that when they journey to the spirit world, their beloved Lakota/Dakota language will not cease to exist? Relief to again see and hear children speakers of Lakota/Dakota language – a phenomenon unknown to Lakota/Dakota country for over 30 years. How do you measure the value of the traditional Lakota/Dakota thought processes and perspectives that will continue into the next generation thanks to the energy, effort and resources put in to the Lakota Summer Institute and the Lakhotiyapi/Dakotiyapi Program.

- C. Describe any new and revised goals and objectives for program improvement that were identified through the Program Review. Include both short-term (1 year) and long-term (5 years)

1 year short term:

1. In conjunction with the Standing Rock Sioux Tribe, implement a strategic planning session to formally set the language & culture revitalization goals that will guide future LDL expansion and course offerings and connect SBC to the long term language and culture revitalization goals of the tribe that builds to a 100 year strategic plan. Currently the LDL doesn’t have formal goals and aligning those programmatic goals with the bigger picture, tribal language revitalization goals is key.

2. Establish a formal advisory committee to assist in programmatic decisions – this is already semi-formed in the SRST Language & Culture Code, currently being drafted.

3. Establish a formal agreement (MOA or MOU) between all entities involved in LDL programming. Sitting Bull College, the Lakota Language Consortium and the Standing Rock Sioux Tribe, for many years and have always had loose agreements regarding the language revitalization work and continually supporting each other with respect to language & culture programming. However, as the work and programming expands – which is a great thing – there is a need to formalize the partnerships to ensure we are not confusing roles, we are all clear about what the purpose is and who is responsible for what. The boards of the institutions also need to be continually reminded and included in the process to ensure buy in from the partner. Because we have had long standing relationships with SBC and LLC we tend to work only with the administrators of these institutions.

4. Establish a training plan for SBC faculty and staff to increase awareness of LDL programming, tools, and resources. Understanding by SBC faculty and staff of the LDL programming, the purpose, and how it is different from the traditional Certificate and Associates degree programs is vital to the survival of the program.

5 year long term –

1. Increase 2nd language learner instructors and learners. To date there are 21 instructors for the LDL program that are 2nd Language learners. And there have been 294 participants in LDL/LSI classes, which is a mix of fluent speakers and 2nd language learners. In the next five years we would like to grow this number to 150 2nd target trainers/instructors and a target of 500 learners that will be born from the LDL program in five years.

2. Grow LDL in to a Bachelor's program. Pending approval of SBC's Native American Studies Department in to a Bachelor's program, the LDL program will follow suit and will be a bachelor's program in 5 years.

3. Grow LDL in to a fully staffed department within the NAS Department. As LDL course offerings grow, development of initiatives in to a full department in which each of the four core content areas identified in the LDL programming have their own full time faculty person.

4. Increase the fluency of SBC Faculty to increase their ability to integrate in to their respective discipline areas and with that will come integration of traditional Lakota/Dakota approaches to their fields.

5. Offer advanced level language courses taught by fluent speakers 100% in the Lakota/Dakota language.

6. Offer SBC courses (not limited to LDL Courses) that teach content 100% in the Lakota/Dakota language and to be taught by fluent speakers.

7. Develop a 100 year plan. Plan addresses the long term – where do we see ourselves – as a tribal college, as a community, as Lakota/Dakota speakers.

- D. Identify additional resources needed to maintain and improve program quality and to reach the goals and objectives (for example: hours for part-time employees, cost of remodeling, adjunct faculty hours, software, equipment, faculty, faculty development, etc.
 - Full Time Language Instructor in NAS department as well as a part time administrative support for summer programming.

- Professional Development for Education Division Department staff in teaching methods courses to allow for integration in to degree programs.
- Acoustic enhancement equipment for classrooms
- Incentives for SBC faculty & Staff attending LDL courses and attaining various levels of fluency
- NLD Pro on all computers – labs, faculty and staff computers
- NLDO (font bundle software) on all computers
- Ability to label college in Lakota/Dakota

Appendix A

- Required Minimum Data for Instructional Program Review

- A. Program Demographics:
 - 1. Program Faculty – Full Time and Part Time
 - 2. Program Staff – Full Time and Part Time
 - 3. Total Program Student Enrollment per Semester (5 years) (See Website)
 - 4. Total Number of Courses and Sections Offered per Semester (data available, up to 5 years)
 - 5. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institutional (5 Years)
Optional: Enrollment by days, weeks, time of day, gender, age group ethnicity, payment, instruction method, credits students take in General Education Classes, transferability (5 Years)
 - 6. Degrees and Certificates Offered

1. Program Faculty – Full Time and Part Time

INSERT

FACULTY

SUMMARY

TABLE HERE

Program Faculty - Summary of Changes

Over the past 5 years, the core staff has remained the same (bold Instructors), however there has been a rigorous effort by LDL program planning committee (SBC, SRST, LLC) to keep up with the exponential growth in participants/students and the demand for quality instructors to accommodate that growth. LDL has grown and continues to grow and there is a need to train new instructors. All efforts are made to the best of program abilities to match experienced instructors with trainees. All instructors with an asterisks or that have a mark in the "trainee" column are a part of this train the trainer model and have turned from student to instructor. The train the trainer model has always been the method of instruction for LDL courses. Thus 41 instructors over a 5 year period may seem problematic, it is actually an indicator of success for this model of language revitalization. It has also allowed for the growth of core instructors. 10 of the 15 core instructors were "grown" out of this model, meaning they were introduced to the program as participants/students and were able to become lead instructors in the train the trainer model. In order to pilot a variety of courses with respect to Lakota/Dakota language, new guest lecturers are recruited annually to expand language learning beyond the narrow scope of language acquisition and into a variety of fields, i.e. drama, poetry, flute, hide tanning, sign language, ethnobotany etc. Another section of guest instructors are those from other indigenous nations/universities that have had success in revitalizing their languages. Learning from the best practices in the field of indigenous language revitalization is a core component to the development of the LDL programming. We have been fortunate to have had visiting instructors from New Zealand, Hawaii, and Mohawk. All world renown for their language revitalization success.

2. Program Staff – Full Time and Part Time

There are no full time Sitting Bull College staff dedicated to the LDL Degree Program. The NAS Chair Michael Moore would be the only full time SBC staff that dedicates part of his time to the LDL program. The SRST Language & Culture Institute have three full time staff that during the months of May and June dedicate 100% of their time to the Lakota Summer Institute and approximately ¼ of their time during the remaining 10 months of the year.

FACULTY SURVEY - The core and visiting faculty of the LDL Program were surveyed utilizing the 33 question survey recommended by the Program Review Process. Graphs and summary data can be found at this link and attached to this document <https://www.surveymonkey.com/results/SM-RTW2KLQ3/>

- 15 of the 41 identified Instructors took the survey with 11 of the 15 being identified as core instructors – see Instructor list.
- 10 of the instructors have taught LDL classes for 5 years or less and 4 have taught from 5-10 years.
- 9/14 agreed the faculty have the opportunity to participate in curriculum development for the program.
- 7/15 agreed the faculty have the opportunity to participate in program planning.
- 14/15 are concerned about student success.

- 14/15 agree the variety of faculty expertise is sufficient to provide effective instruction within this program.
- 13/15 agree Faculty in this program are given the opportunity to participate in the program review process.
- 6/15 agree The program review process is effective in evaluating the strengths and weaknesses of this program.
- 10/15 agree Information gathered during program review is integrated into the program's planning.
- 7/15 agree and 4/15 disagreeing - Communication among faculty in the program is frequent, interactive, and effective.
- 11/15 agree I am satisfied with the quality of educational planning in this program.
- 8/15 agree The required textbook(s) are selected by all faculty teaching a particular course in this program.
- 14/15 agree The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.
- 8/15 agree Adjunct faculty communicate with the program full-time faculty regarding grading policies.
- 12/15 agree Faculty in this program both assess and base grades on course credit on student achievement of learning outcomes.
- 9/15 agree The faculty in this program are sufficient in number to provide effective instruction within the discipline.
- 13/15 agree Faculty in this program stay current in their area of expertise.
- 6/15 agree and 5/15 disagree The faculty in this program are actively involved in staff development activities.
- 10/15 agree The faculty in this program are actively involved in staff development activities.
- 10/15 agree Class schedules for this program conform to student's demand and educational needs.
- 10/15 agree Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.
- 14/15 agree Faculty in this program are committed to high standards of teaching.
- 12/15 agree Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.
- 10/15 agree Library services and collections are adequate to maintain the effectiveness of this program's courses.
- 6/15 agree and 3/15 disagree Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.
- 8/15 agree and 3/15 disagree Clerical support is available and adequate to maintain the effectiveness of this program's courses.
- 11/15 agree I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.
- At SBC, are you: 2 Part-time Faculty & 11 adjunct Faculty

3. Total Program Student Enrollment per Semester (2012-2016 - 5 years)

OVERALL SUMMARIES OF LDL/LSI 2012-2016					
	2012	2013	2014	2015	2016
Total Participants by year	90	80	108	94	122
Total # of First Year Participants	48	16	64	36	68
% of participants that are first year	53%	20%	59%	38%	56%
A.S. Graduates By Year	0	0	1	0	3
Certificate 1 Graduates By Year	This data is not currently tracked by SBC. However if there are A.S. graduates of LDL they would have met the certificate requirements but no certificates have been awarded.				
Certificate 2 Graduates By Year					
Total Credit Participants By Year	27	30	22	24	41
Total CEU Participants By Year	63	50	86	70	81
% of students taking LDL/LSI courses for Credit	43%	60%	26%	34%	51%
% of students taking LDL/LSI courses for Credit	70%	63%	80%	74%	66%
5 year total (2012-2016) % LDL/LSI courses for Credit					41%
5 year total (2012-2016) % LDL/LSI courses for CEU's					71%
5 year total (2012-2016) % of participants that are first year					47%

Participant Retention		
participating 1 year		193
participating 2 years		48
participating 3 years		21
participating 4 years		18
participating 5 years		14
Total Participants 2012-2016		294
First Year Participants		
2016 First Year Participants		68
2015 First Year Participants		36
2014 First Year Participants		64
2013 First Year Participants		16

2012 First Year Participants		48
(SAME INFORMATION LISTED ABOVE)		232
351 attendees since 2007		
294 since 2012		

4. Total Number of Courses and Sections Offered per Semester (data available, up to 5 years)

Total Number of Courses and Sections Offered per Semester				
Year	Fall	Spring	Summer	
2011-12	0	0	22	1 credit courses
2012-13			28	1 credit courses
2013-14			36	1 credit courses
2014-15	4		37	1 credit courses
2015-16			44	1 credit courses
2016-17	1	This is a 4 credit courses taught by LDL Program Core Faculty using LDL Content		

5. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institutional (5 Years)

Comparative Total Enrollment Rate of Growth/Decline

	Sitting Bull College	LSI/LDL Program
2012 Summer		90
2012 Fall	278	
2013 Spring	254	
2013 Summer		80
2013 Fall	260	
2014 Spring	306	
2014 Summer		108
2014 Fall	304	
2015 Spring	278	
2015 Summer		94
2015 Fall	270	
2016 Spring	245	
2016 Summer		122

6. Degrees and Certificates Offered

Associate of Arts – Native American Studies

PROGRAM OUTCOMES FOR ASSOCIATE OF ARTS DEGREE IN NATIVE AMERICAN STUDIES:

1. The student will demonstrate proficiency in the Lakota/Dakota language:
 - a) Orally
 - b) Reading
 - c) Writing
2. The student will demonstrate an awareness of Lakota/Dakota culture and the importance of cultural activities and their role in Lakota/Dakota society.
3. The student will demonstrate knowledge of the traditional values of Lakota/Dakota society.

**CERTIFICATE
LAKHOTIYAPI/DAKHOTIYAPI I**

GENERAL EDUCATION REQUIREMENTS

ENGL 100	Applied English or higher	3 cr.
MATH 100	Applied Math or higher	3 cr.
SOC 120	Transitions-Graduation & Beyond	2 cr.
Total General Education Requirements		8 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS	6 cr.	
Select any six (6) courses from: LDL 101 Teaching Lakota/Dakota Level I Methods A, LDL 102 Teaching Lakota/Dakota Level II Methods A, LDL 103 Teaching Lakota/Dakota Level III Methods A, LDL 104 Teaching Lakota/Dakota Level IV Methods A, LDL 105 Teaching Lakota/Dakota Level V Methods A, LDL 106 Teaching Lakota/Dakota Level 1 & II Methods A, LDL 107 Teaching Lakota/Dakota Level III & IV Methods A, LDL 108 Teaching Lakota/Dakota Grammar I		
LDL 110	Lakota/Dakota Phonology I	1 cr.
LDL 124	Intensive Lakota/Dakota for Elementary I	1 cr.
LDL 125	Intensive Lakota/Dakota for Elementary II	1 cr.
LDL 126	Intensive Lakota/Dakota for Elementary III	1 cr.
Total Core Requirements		10 credits

TOTAL CERTIFICATE REQUIREMENTS	18 CREDITS
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Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE
LAKHOTIYAPI/DAKHOTIYAPI II
(Requires Lakhotiyapi/Dakhotiyapi Certificate I)

CORE REQUIREMENTS		
METHODS COURSE OPTIONS		3 cr.
Select any three (3) courses from: LDL 201 Teaching Lakota/Dakota Level I Methods B, LDL 202 Teaching Lakota/Dakota Level II Methods B, LDL 203 Teaching Lakota/Dakota Level III Methods B, LDL 204 Teaching Lakota/Dakota Level IV Methods B, LDL 205 Teaching Lakota/Dakota Level V Methods A, LDL 206 Teaching Lakota/Dakota Level 1 & II Methods B, LDL 207 Teaching Lakota/Dakota Level III & IV Methods B, LDL 208 Teaching Lakota/Dakota Grammar II		
LDL 210	Lakota/Dakota Inflectional Morphology I.....	1 cr.
LDL 211	Lakota/Dakota Syntax I.....	1 cr.
LDL 212	Lakota/Dakota Phonology II.....	1 cr.
LDL 223	Intensive Lakota/Dakota for Pre-Intermediates III	1 cr.
LDL 233	Immersion Methods III.....	1 cr.
LITERACY DEVELOPMENT COURSE OPTIONS		2 cr.
Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Lakota/Dakota Reading I, LDL 242 Discursive Narrative & Recording I, LDL 243 Field Methods/Transcription I		
PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS....		1 cr.
Select any one (1) course from: LDL 250 Indigenous Language I, LDL 251 Lakota/Dakota Song & Dance, LDL 252 Northern Plains Sign Language		
Total Core Requirements		11 credits
Total Lakhotiyapi/Dakhotiyapi Certificate I Requirements		18 CREDITS
TOTAL CERTIFICATE REQUIREMENTS		29 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

CERTIFICATE
NATIVE COMMUNITY DEVELOPMENT

GENERAL EDUCATION REQUIREMENTS		
ENGL 100	Applied English or higher	3 cr.
MATH 100	Applied Math or higher	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
Total General Education Requirements.....		8 credits
CORE REQUIREMENTS		
NCD 110	Community Mobilization and Organization	3 cr.
NCD 120	Community Assets and Capital	3 cr.
NCD 130	Community Capacity Building	3 cr.
NCD 140	Community Leadership Concepts.....	3 cr.
NCD 145	Community Leadership Application	3 cr.
NCD 150	Community Visioning and Planning	3 cr.
NCD 160	Community Resources and Project Sustainability	3 cr.
NCD 170	Community Economic Development.....	3 cr.
Total Core Requirements		24 credits
TOTAL CERTIFICATE REQUIREMENTS		32 CREDITS

Student's must follow SBC's admissions requirements and may be required to complete a College Writing Preparation and College Math Preparation course(s) before enrolling in certificate courses.

**ASSOCIATE OF SCIENCE
LAKHOTIYAPI/DAKHOTIYAPI**

This program is useful for individuals interested in studying the Lakota/Dakota language, becoming teachers or working in various tribal programs on Standing Rock and Lakota/Dakota speaking communities.

GENERAL EDUCATION REQUIREMENTS

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II.....	3 cr.
COMM 110	Fundamentals of Public Speaking.....	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	First Year Learning Experience.....	3 cr.
SOC 120	Transitions-Graduation & Beyond.....	2 cr.
LAKOTA/DAKOTA LANGUAGE.....		3 cr.
NAS 101 Lakota/Dakota Language I or LDL 121 Intensive Lakota/Dakota for Beginners I, LDL 122 Intensive Lakota/Dakota for Beginners II & LDL 123 Intensive Lakota/Dakota for Beginners III		
CSCI 101	Introduction to Computer Applications.....	3 cr.
HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE.....		6 cr.
Select any two (2) courses from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, and Sociology		
HEALTH/PHYSICAL EDUCATION.....		2 cr.
Any two (2) one-hour courses or any one (1) two-hour course		
LABORATORY SCIENCE.....		4 cr.
Any one (1) four-hour laboratory science course		
Total General Education Requirements		36 credits

CORE REQUIREMENTS

METHODS COURSE OPTIONS.....		3 cr.
Select any three (3) courses from: LDL 101 Teaching Lakota/Dakota Level I Methods A, LDL 102 Teaching Lakota/Dakota Level II Methods A, LDL 103 Teaching Lakota/Dakota Level III Methods A, LDL 104 Teaching Lakota/Dakota Level IV Methods A, LDL 105 Teaching Lakota/Dakota Level V Methods A, LDL 106 Teaching Lakota/Dakota Level 1 & II Methods A, LDL 107 Teaching Lakota/Dakota Level III & IV Methods A, LDL 108 Teaching Lakota/Dakota Grammar I		
METHODS COURSE OPTIONS.....		3 cr.
Select any three (3) courses from: LDL 201 Teaching Lakota/Dakota Level I Methods B, LDL 202 Teaching Lakota/Dakota Level II Methods B, LDL 203 Teaching Lakota/Dakota Level III Methods B, LDL 204 Teaching Lakota/Dakota Level IV Methods B, LDL 205 Teaching Lakota/Dakota Level V Methods A, LDL 206 Teaching Lakota/Dakota Level 1 & II Methods B, LDL 207 Teaching Lakota/Dakota Level III & IV Methods B, LDL 208 Teaching Lakota/Dakota Grammar II		
LIGUISTICS COURSE OPTIONS.....		3 cr.
Select any three (3) courses from: LDL 110 Lakota/Dakota Phonology I, LDL 210 Lakota/Dakota Inflectional Morphology, LDL 211 Lakota/Dakota Syntax I, LDL 212 Lakota/Dakota Phonology II		
LDL 221	Intensive Lakota/Dakota for Pre-Intermediates I.....	1 cr.
LDL 222	Intensive Lakota/Dakota for Pre-Intermediates II.....	1 cr.
LDL 223	Intensive Lakota/Dakota for Pre-Intermediates III.....	1 cr.
IMMERSION METHODS & STRUCTURCE COURSE OPTIONS.....		2 cr.
Select any two (2) courses from: LDL 231 Immersion Methods I, LDL 232 Immersion Methods II, LDL 233 Immersion Methods III		
LITERACY DEVELOPMENT COURSE OPTIONS.....		2 cr.
Select any two (2) courses from: LDL 240 Process Writing I, LDL 241 Lakota/Dakota Reading I, LDL 242 Discursive Narrative & Recording I		
PRACTICAL APPLICATIONS, FIELD METHODS & MATERIALS CREATION COURSE OPTIONS.....		2 cr.
Select any two (2) courses from: LDL 250 Indigenous Language I, LDL 251 Lakota/Dakota Song & Dance, LDL 252 Northern Plains Sign Language		
LAKHOTIYAPI/DAKHOTIYAPI ELECTIVES.....		6 cr.
Six (6) credit hours should be selected carefully by the student and advisor from the Lakhotiyapi/Dakhotiyapi courses.		
Total Core Requirements		24 credits
TOTAL DEGREE REQUIREMENTS		60 CREDITS

APPENDIX B. - Success:

1. Total Program Graduates (Degree, Certificate) per Semester (5 years).
2. License/Board exam/Certification Exam Pass/Fail Rates (if applicable).
3. Total Successful Program Placements, if available (transfers, employment) per Semester (5 years)

1. Total Program Graduates (Degree, Certificate) per Semester (5 years).		
2012	0	
2013	0	
2014	0	
2015	1	
2016	3	

2. License/Board exam/Certification Exam Pass/Fail Rates (if applicable).		
2012	4	14 Passed through the SBC or Language Board and are eligible to be Lakota/Dakota language teachers through ND State Dept. of Public Instruction. 12 Passed through the SBC or Language Board and are eligible to be Lakota/Dakota language teachers through the SD State Dept. of Education. *An estimated 44 applicants when include SD, MN, CO, NM.
2013	4	
2014	11	
2015	2	
2016	3	

3. Total Successful Program Placements		
2012	3	These are teachers placed in schools or hired in Lakota or Dakota specific fields. These are estimates based on personal knowledge of placement of individual students.
2013	4	
2014	1	
2015	6	
2016	1	

APPENDIX C – OTHER PERTINENT DATA

1. RMC RESEARCH – SRST 2016 Bush Grant Year 1 Evaluation Report: In 2016, the SRST Language & Culture Institute also employed an external evaluator to observe and evaluate the courses offered during the Lakota Summer Institute. The first report is attached. This gives the added benefit of having someone evaluate the engagement, rigor, and climate of the courses offered across all sections by someone not affiliated with the planning of the Summer Institute nor affiliated with the tribe or SBC.
2. 2016 LSI Course Evaluation Summary – The individual responses from the participants of the 2016 Lakota Summer Institute. It is the compilation of all responses of all participants for all courses offered in 2016. The results can be broken down by course or instructor if needed but for the purposes of this review the results are only reported as a whole.