

# Sitting Bull College

## 2017-2025 Enrollment Management Plan

### 2021-2022 Final

#### **SBC ENROLLMENT MANAGEMENT MISSION**

SBC Enrollment Management Plan shall actively recruit, enroll, and supports a diverse student body that meets the overall Strategic Plan of the college; and promotes student retention and completion rates. The Enrollment Management Plan will include a strategy for marketing, recruitment, retention, financial aid, and data collection and reporting. The Enrollment Management plan will be implemented through the college's Student Life, Curriculum, and Assessment Committees.

#### **Enrollment Targets**

#### **Results**

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- To have increased new student enrollment by 50 per year:
    - Fall 21/Spring 2022 = 70 first-time freshman/37 transfer students = 107
    - Fall 20/Spring 21 = 30 first-time freshman/18 transfer students = 48
    - Fall 19/Spring 20 = 76 first-time freshmen/23 transfer students = 99
    - Fall 18/Spring 19 = 60 first-time freshmen/40 transfer students = 100
    - Fall 17/Spring 18 = 97 first-time freshmen/51 transfer students = 148
    - Fall 16/Spring 17 = 77 first-time freshmen/49 transfer students = 126
    - Fall 15/Spring 16 = 69 first-time freshmen/50 transfer students = 119
  - To have increased fall to fall retention rates by 2% per year:
    - Fall 20/Fall 21 = 29.5% retention rate
    - Fall 19/Fall 20 = 57.6% retention rate
    - Fall 18/Fall 19 = 57.8% retention rate
    - Fall 17/Fall 18 = 48.8% retention rate
    - Fall 16/Fall 17 = 52.3% retention rate
    - Fall 15/Fall 16 = 51.3% retention rate
  - To have increased fall to spring persistence rates by 2% per year:
    - Fall 21/Spring 2022 = 74.9% persistence rate
    - Fall 20/Spring 21 = 64.8% persistence rate
    - Fall 19/Spring 20 = 68.1% persistence rate
    - Fall 18/Spring 19 = 68.1% persistence rate
    - Fall 17/Spring 18 = 70.6% persistence rate
    - Fall 16/Spring 17 = 59.6% persistence rate

First-time freshmen persistence decreased by 17% for Fall 20/Spring 2021  
First-time freshman increased by 6% from Fall 19/spring 20  
First-time freshman decreased by 11% from Fall 18/spring 19  
First-time freshman increased by 6% from Fall 17/Spring 18  
First-time freshman increased by 20% from Fall 16/Spring 17

- To have increased graduation rates by 2% per year.

IPEDS 1% decrease (2015 cohort) = 15%  
 IPEDS 2% increase (2014 cohort) = 16%  
 IPEDS 1% increase (2013 cohort) =13%  
 IPEDS 9% decrease (2012 cohort) =12%  
 IPEDS 7% increase (2011 cohort) =21%  
 IPEDS: 4% increase (based on 2010 cohort) = 14%

**Marketing Goals**

1. To maintain a comprehensive marketing plan through 2025.
  - Continue campaign to brand SBC.
  - Determine the most effective means for marketing SBC.
  - Revamp SBC web site.

**Recruitment and Enrollment Goal**

2. To maintain a recruitment plan that will increase new students by 50 per year through 2025.
  - To increase enrollment of current high school graduates.
  - To increase enrollment of current GED graduates.
  - To create and increase the number of programs/activities that will increase the male student enrollment.
  - To complete a cost analysis of offering athletic programs.
  - To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master’s programs.

**Retention and Completion Goal**

3. To maintain a retention plan through 2025.
  - To provide an effective first year learning experience.
  - To provide an effective integrated and coordinated advisement program for all students.
  - To improve engagement of all students.
  - To create improved communication of events/activities and important dates between the college and the students.
  - To provide services for students at risk.
  - To increase availability/access to support services offered to McLaughlin & Mobridge sites.
  - To increase student opportunities for external experiences.

**Student Financial Management Goal**

4. To maintain a student financial management plan through 2025.
  - To increase the financial literacy of students.
  - To assist students with setting financial goals.
  - To increase the number of scholarships awarded to students.
  - To increase the number of students completing financial aid before classes begin.

**Professional Development Goal**

5. To maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2025.
  - To provide resources for faculty and staff to attend First Year Learning Experience conferences.
  - To provide resources for faculty and staff to attend advising conferences.

# Marketing Plan Goal 1: To develop and implement a comprehensive marketing plan through 2025.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
Develop marketing strategies for SBC.	The Student Life Committee will develop recruitment materials using internal and external sources that effectively promote what Sitting Bull College through by May 2022.	<p>Completion of at least five different types of recruitment items will be developed.</p> <p>Current sources: newsletters, radio, papers, banners, campus tours, school recruitment fairs, posters, financial aid letters and application forms.</p>	<p>Radio announcements, testimonials, social, media posts, virtual and in-person college fairs, and presentations were conducted during visits to local high schools.</p> <p>New sources included: TikTok, geofenced banner ads and an OTT (non-skippable video) ad on streaming services.</p> <p>Each have done well. Our TikTok has around 150,000 views with a goal of about 400,000, it will run throughout mid-July. The geofenced banner ads have made around 300,000 impressions online. Our OTT video with midcontinent has done very well with 14,867 impressions, and as it is a non-skippable ad 96% of those viewers have watched the entire video.</p>	<p>Completing the new website along with a virtual tour will help potential students get a real feel of SBC and see the campus from anywhere. Will continue radio announcements, social media posts, along with college fairs and high school visits.</p> <p>Working to complete a virtual campus tour.</p>
Continue campaign to brand SBC.	The Student Life Committee will continue to brand SBC through the slogan of “Build Your Brighter Future”.	All promotional materials will use the branding slogan of “Build Your Brighter Future”.	<p>All new promotional material continue to use the “Build Your Brighter Future” slogan.</p> <p>Twenty-nine students received the BYBF tuition in Fall 2021 (\$47,250) and 23 in Spring 2022 (\$32,700); 19 of the 23 spring recipients were awarded in Fall. BYBF Dorm was awarded to 4 students in the Fall of 2021 (\$2,000) and 3 in the Spring of 2022 (\$1,500); the three spring recipients were awarded in Fall.</p> <p>2021-2022 BYBF Tuition = \$79,950.00 2021-2022 BYBF Dorm = \$3,500.00</p>	Continue to use the “Build Your Brighter Future” slogan on all promotional material
Determine the most effective means for marketing SBC.	The Student Life Committee will develop a survey instrument that will be administered to all students during registration, beginning fall 2021.	An analysis will be completed on the rate of return on the investment of different markets: radio, paper, bulk mailing, and journal advertisements.	No registration surveys were completed in 21-22, due to many of the steps for registration changed due to COVID-19 restrictions.	Continue survey beginning in the fall 2022.

## Recruitment Plan Goal 2: To have established and maintained a recruitment plan that will increase new students by 50 per year through 2025.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
<p>To increase enrollment of current high school graduates.</p>	<p>Student Services will complete the following recruitment activities with high school students each year:</p> <ul style="list-style-type: none"> <li>• College Awareness on campus visits - Send thank you cards</li> <li>• Visit High Schools/Recruitment Fairs</li> <li>• Brochures/Alumni Posters at each school on and near reservation boundaries</li> <li>• Sunday/Summer Academies</li> <li>• HS graduate scholarship and picture frame graduation gift from SBC</li> <li>• School counselor awareness sessions</li> <li>• Visits to schools during parent teacher conferences</li> <li>• Dual credit/dual enrollments</li> </ul>	<p>At a minimum 500 high school contacts will be made in a year resulting in an additional 10 high school graduates per year.</p>	<p>September 29 – Post-High School Planning Day in Mobridge where about 200 students from surrounding high schools were in attendance, received 36 potential student inquiries.            October 4 – Post- High School Planning Day in Eagle Butte received 7 potential student inquiries            October 6- College App day at Standing Rock High School, presented to senior class and set up a booth.            October 13 – Tour for 10 Solen seniors            October 18 – 7th Generation virtual college fair, where high schools from all over the state of SD were able to attend. Each college presented for about 10 minutes and afterwards students were able to attend breakout sessions with each college.            November 3- TCU virtual fair, was able to present to hundreds of students, parents, and other TCU’s.            November 4- Choctaw Nation Virtual College Fair, SBC had their own webpage where students could find info, and had the option to IM or video chat with any questions they had.            December 16 &amp; 17- Set up booth at Lakota Nation Invitational            January 19 – Tour for 12 Solen juniors            January 27 – Presented to seniors at Solen High School            February 25- Presented to seniors and parents at Wakpala High School            March 23 – Tour for 7 Wakpala Seniors            March 28 – Set up booth at FBLA State Leadership Conference where over 400 high school and middle school students from all over the state of ND attended.            April 21 – Tour for 40 6th graders from Mobridge-Pollock School</p> <p>The following are the enrollment for duel credit students.            Fall 2021 13 dual credit students            Spring 2022 7 dual credit students</p>	<p>Visit each local high school twice during the school year, and encourage each of them to visit SBC campus for a tour, continue to attend in-person &amp; virtual college fairs and community events.</p>
<p>To increase enrollment of current GED graduates.</p>	<p>Student Services will complete the following recruitment activities with GED students:</p> <ul style="list-style-type: none"> <li>• Career counseling upon completion of GED</li> <li>• GED completer scholarship and picture frame graduation gift from SBC</li> </ul>	<p>At a minimum 200 GED contacts will be made in a year resulting in an additional 10 GED completers per year:</p>	<p>Forty-three students worked on completing their GED in 21-22 with thirteen student completers.</p>	<p>Continue to offer the build your brighter future scholarship to GED completers that enroll at SBC.</p>

<p>To maintain the number of programs/activities that will increase the male student enrollment.</p>	<p>The Trades program will continue to work on recruitment strategies for 21-22 to increase the number of male students at SBC</p>	<p>A minimum of 20 additional male students will enroll in the Trade degree programs in 2021-2022</p>	<p>There were a total of 35 students who enrolled in the trades programs. Enrollment was capped program due to social distancing requirements of the COVID-19 pandemic. The breakdown is as follows.</p> <ul style="list-style-type: none"> <li>3 Building Trades</li> <li>14 CDL</li> <li>6 Electrical</li> <li>3 HEO</li> <li>9 Welding</li> </ul>	<p>If the COVID-19 cases continue to remain under control, change the cap per program to six.</p>
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## Retention Plan Goal 3: To establish and maintain a retention plan through 2025

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
<p>To provide an effective first year learning experience.</p>	<p>The following will be assessed by the Assessment Committee and the Vice President of Operations each semester:</p> <ul style="list-style-type: none"> <li>• First Year Experience Course</li>   <li>• Freshman Advising Sequence of Mandatory courses</li>   <li>• Orientation</li>   <li>• Financial Literacy Awareness Workshops</li> </ul>	<p>100% of all new students will enroll in the PSYC 100 FYLE course.</p> <p>100% of all new students will be enrolled in the mandatory first year courses.</p> <p>100% of all new and transfer students will participate in an orientation session.</p> <p>100% of all new and transfer students will participate in financial literacy training.</p>	<p>There were 55 students that enrolled in the fall 21 semester. 33 or 60% completed successfully.</p> <p>There was 34 students enrolled in the spring 22 semester. 15 students or 44% completed successfully.</p> <p>87% (Fall 21 1 student/ Spring 2022 5 students took HPER 210 instead of CSCI 101)</p> <p>Fall 21 Semester: 33 out of 77 students attended orientation. *never received McLaughlin sign-in sheet or orientation surveys from any of the sites*</p> <p>Spring 22 Semester: 25 out of 30 students completed orientation</p> <p>Student feedback based off the orientation survey: Most students rated that financial aid information was very important to them and most found the information presented during orientation was very useful. The next segment the majority of the students considered very important was academic policies and most of them found the information presented was very useful.</p> <p>The financial literacy/scholarship coordinator completed financial literacy training in the PSYC 100 course each semester.</p>	<p>Continue to monitor first time students to ensure they are enrolling in the first year learning course. (KR)</p> <p>Continue with mandatory freshman sequence of course. (KR)</p> <p>Orientation will continue to be in-person at each site at the beginning of each semester.</p>
<p>To provide an effective integrated and coordinated advisement services for all students.</p>	<p>Faculty advisors will review with students during registration the sequencing of required courses each semester.</p> <p>Each student will learn to monitor their progress in meeting their degree</p>	<p>100% of SBC students are provided degree plans and explained the program sequence.</p> <p>100% of advising worksheets will be generated through the use of the Jenzabar advising manual.</p>	<p>SBC continues to use the advising module in Jenzabar, which creates a computer generated degree plan.</p> <p>SBC continues to use the advising module in Jenzabar, which creates a computer generated degree plan.</p>	<p>Training will continue on the advising module – recommendation 20-21</p> <p>Training was completed on Jenzabar advising and registration April 2022.</p>

	<p>requirements through the use of the advising worksheet within Jenzabar.</p> <p>One meet your advisor luncheon will be held each academic term for students to ask questions about specific degree.</p>	50 students will attend advisor luncheons each semester.	Due to COVID restriction, no luncheon with faculty was held.	Continue with lunch with faculty if restrictions have subsided.
To gauge the effectiveness on the use of MySBC Gradebook.	Student Services will survey student on their satisfaction of the gradebook through MySBC.	Score of 4 or higher on the importance of the gradebook in addition to the satisfaction.	Twenty-eight students responded, as part of the institutional satisfaction survey completed by students in SOC 120 Transitions from College & Beyond class. The survey indicated that 60.7% were very satisfied with MySBC gradebook. The range of satisfaction was 10.7% with somewhat satisfied, 3.6% neutral, 14.3% somewhat satisfied, 10.7% satisfied, and 60.7 very satisfied.	Continue to require faculty to use the gradebook as part of MySBC.
To improve engagement of all students.	<p>The student life committee will coordinate the following events/activities throughout the academic year:</p> <ul style="list-style-type: none"> <li>• Student Summit</li> </ul>	50% of current students will attend the student summit with an overall satisfaction level for the summit at 3.5 on a five point Likert scale.	The student summit was held virtually for both the fall and spring semesters, due to COVID 19 protocols. In the fall 21 Frances Franchon presented on Trauma Informed & Stress Management – 46 students, faculty, and staff attended through zoom. In the spring 22, Matsimela Diop presented on Diversity Your issue, My Issue or Our Issue – four students and one faculty participated.	If social distancing requirements are lifted, return to face-to-face student summits for the fall 22 and spring 23. Continue with the fall summit during Native American week and spring during Diversity week.
To improve engagement of all students.	<p>Speakers Series - Tuesday 12 to 1 events – held over IVN to reach sites</p> <p>The student life committee will coordinate the following events/activities throughout the academic year:</p> <ul style="list-style-type: none"> <li>• Club Activities - Thursday 12 to 1 – held over IVN to reach sites.</li> </ul>	<p>A minimum of two speakers will be held each month during the academic year and will be held on the IVN to involve the Mobridge and McLaughlin sites.</p> <p>Club meetings will be held on Thursday from 12 to 1, when no classes are scheduled and will be held on the IVN to involve the Mobridge and McLaughlin sites.</p>	<p>Thirteen Tuesday speakers were held over zoom in the fall 21 semester with a low of 4 students and a high of 8. Topics ranged from agriculture, financial literacy, social skills, and workforce development. Ten Tuesday speakers were held over zoom in the spring 21 semester with a low of 2 and a high of nine. Topics were similar to the fall semester</p> <p>Student Government - The Student Government held elections in the Fall of 2021. Meetings held in person and zoom. Meetings held first Thursday of each month for fall and spring semesters. Average number of students attending was 15. Student Government prepared a meal, served for all veterans in the community. Held Angel Tree, gifts for students' children. Assisted all clubs with events. Donated funds to SRCS SPED trip.</p>	<p>If social distancing requirements are lifted, return to face-to-face Tuesday speakers, providing lunch.</p> <p>Recommend continuing club formation and meetings starting in the Fall 2022.</p>

			<p>Wellness Club – The fitness club held meetings starting in September and met on an average of once fall 2021 semester and twice per month spring 2022 semester. Average attendance was 5 students. Held a family fun day, in collaboration with Two Spirit, Culture and AIBL clubs, in May 2022, with horseshoes, color walk and cornhole. Invited local high school, 50 attended.</p> <p>Veterans Club – Not active for the 2021-2022 Academic year.</p> <p>AIHEC Club – No meetings due to COVID-19</p> <p>AIBL Club – Met once per fall and spring semesters. Average attendance was 16. Cosponsored Color run, family fun day with Culture, Two Spirit and Wellness clubs, inviting the public and area high school.</p> <p>AISES Club – Club became active in February 2022. Elected officers, 6 meetings held, average attendance was 7. Fundraising by selling garden starting kits.</p> <p>Teacher Club – This club was not active for the 2021-2022 academic year.</p> <p>Culture Club – 6 meetings throughout fall and spring semesters Average meeting attendees: 5 Events: Masquerade powwow drum group McLaughlin powwow host drum Mobridge powwow host drum SBC graduation drum group SR School drum group McIntosh graduation drum group 4 community funeral services Domestic Violence Awareness Month walk Singing practices Singing for wiping of the tear’s ceremony Handgame practices Candy grams Served food for Diversity Week Culture Club booth Collab with other student groups for Color Walk</p> <p>Anime Club – Scheduled meetings for 2021-2022 Academic Year via Zoom with no participation.</p>	
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	<ul style="list-style-type: none"> <li>•Ichiwoglakapi (Talking Circle)</li> <li>•Student Services will hire qualified academic coaches to provide individual and group study session each semester</li> </ul>	<p>A minimum of six Ichiwoglakapi will be held at each site: Fort Yates, Mobridge, and McLaughlin.</p> <p>100% of new student and professional academic coaches will receive in depth training in working with individual students and conducting small group study sessions.</p>	<p>Geek Oyate Club – The Geek Oyate Club met once per month for the 2021-2022 Academic Year. The average attendance was 7 students. Typically met on Wednesday’s in person 12pm in STC 105. The completed community events consisted of the following:</p> <ul style="list-style-type: none"> <li>•Spring, 2022: Trash Pick-up day (picking up trash around SBC)</li> <li>•November 2021 – Pi-Top Laptop Assembly given to student who attended the most events on campus.</li> </ul> <p>Rodeo Club – Not active 2021-2022 Academic Year</p> <p>Two Spirit Club – Met once a month starting in October 2021 and then in spring 2022 semesters. Average number of students attending was 7. Many meetings including guest speakers and members of community! Hosted/cohosted several community events including a big Two Spirit Gathering at Grand River Casino last fall, 80+ participants, and cosponsored a Color Walk with Wellness, Culture and AIBL clubs. The Club also did various other activities such as a Safe Space training in at U of M in Moorhead.</p> <p>DIY Arts &amp; Crafts Club – Created and approved in Spring 2022. Held monthly meetings with an average of 5 students. Held sales for valentine’s day grams, boutonnières and corsages for graduation and proms. Held a Easter egg coloring contest for community, employees. .</p> <p>Talking Circle was put on as part of Tuesday Speaker series. They were on Zoom and had an average of 2 people each time. 3 were held in the fall 2021 semester and was not added in during the spring 2022 semester.</p> <p>No training or group sessions were completed for academic coaches in 21-22 due to the COVID-19 pandemic and social distancing requirements. The Developmental Education faculty continued to tutor and student tutors were hired late in the spring semester.</p>	<p>Go back to doing them in person. It is believed that students didn’t feel as safe sharing information online. They are also more likely to come to the meetings when there is food served in person.</p> <p>Identify Academic Coaches early within the semester and provide training in running group sessions.</p>
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<p>To create improved communication of events/activities and important dates between the college and the students.</p>	<p>All faculty and staff will assist with the improvement of communication through the use of the following venues:</p> <ul style="list-style-type: none"> <li>• Facebook MySBC and email</li> </ul>	<p>Through survey results student will express an increased awareness of event/activities on campus.</p>	<p>The institutional questions as part of the Noel Levitz survey were not administered.</p>	<p>Add the institutional questions to the Noel Levitz survey in 22-23.</p>
<p>To provide services for students at risk.</p>	<p>Student Services will provide the following services for at risk students each semester:</p> <ul style="list-style-type: none"> <li>• <del>HPER 217 Personal and Community Health required course for all students coming in off of suspension</del></li> <li>• Effective Counseling</li> <li>• Paid Internships through Project Success</li> <li>• Emergency Aid through Project Success</li> </ul>	<p><del>100% of degree students returning off of suspension will be required to enroll in the HPER course each semester with a 75% pass rate.</del></p> <p>Counseling services (academic, personal, and career) will be provided to 75% of students enrolled each semester.</p> <p>20 students will be provided a paid internship experience through Project Success</p> <p>30 students will be provided assistance through the emergency aid for project success</p>	<p>Course was eliminated for students coming in off of Suspension, as the course became more of a hindrance for students returning, than a tool for them to become successful.</p> <p>Fall 2021  Students contacted 108  Email: 95  Met off Campus: 0  Met on Campus :57  Other: 129  Phone Call: 46  Unduplicated Contacts: 326</p> <p>Spring 2022  Students contacted 111  Email:82  Met off Campus: 0  Met on Campus:52  Phone:46  Other:146  Unduplicated Contacts:327</p> <p>Project Success Retention Grants  Paid Internship  Summer/Fall 2021  6 Student's participated in Summer/Fall 2021  6 completed with a 2.0 or above  0 Did not complete with a 2.0 or above  100 % Retention-SR</p> <p>Spring 2022  9 Students participated  9-completed the semester (2.0 +)  0-did not complete with a 2.0 +  100% Retention-SR</p> <p>Emergency Aid  Summer/Fall 2021  4 Student's received assistance  4 Student's completed with a 2.0 or above  0 Did not complete with a 2.0 or above  100 % Retention SR</p>	<p>Schedule time with all FYL students within first two weeks of the start of the semester to ensure that all new students are aware of services provided by Counselors'. Continue outreach to all FY students and those returning after suspension. Increase student understating of attendance polices and adjustments post Covid on line learning.</p> <p>Promote Financial Aid follow through with students the previous semester to ensure the "highest level of unmet need" are able to be calculated early in the semester to ensure that students are gaining the full benefit of the funds.</p> <p>Open the funding up to students who are fully funded if those with unmet need to not follow through with new employee paperwork.</p>

	<ul style="list-style-type: none"> <li>• Developmental Education</li> </ul>	<p>Students who score below the required college level on the Accuplacer score each semester will be required to complete a developmental education course with a 75% pass rate and a 50% persistence rate.</p>	<p>Spring 2022          6 Students received assistance          5 Student completed with a 2.0 or above          1 student did not complete with a 2.0 or above          83.3% Retention - SR</p> <p>FALL 2021: MATH 099/101 All Campuses          Enrollment – 33 students          Completion – 21 students or 64% passed with a grade of A/B/C/D          Failed – 6 students or 18% failed          Withdrew – 6 students or 18% withdrew</p> <p>SPRING 2022: MATH 099/101 All Campuses          Enrollment – 20 students          Completion – 8 students or 40% passed with a grade of A/B/C/D          Failed – 10 students or 50% failed          Withdrew – 2 students or 10% withdrew</p> <p><b>FALL 2021: ENGL 099 All Campuses</b>          Enrollment - 13 Students          Completion - 7 Students passed with a grade of A/B/C/D          Failed - 4 Students failed          Withdrew - 2 Students withdrew</p> <p><b>SPRING 2022: ENGL 099 All Campuses</b>          Enrollment - 7 Students          Completion - 4 Student passed with a grade of A/B/C/D          Failed - 3 Students failed          Withdrew - 0 Students withdrew</p>	<p>Data showed an overall improvement in student participation and completion of the course from last year. Face-to-face instruction certainly contributed to this. A vast majority of the students who did not pass did not attend regularly or attended at the beginning and then stopped. Some students had life circumstances come up that made attendance challenging, others may have signed up for classes due to potential incentives, but really did not have interest in completing the course. LW</p>
	<ul style="list-style-type: none"> <li>• Academic Coaching Services</li> </ul>	<p>Academic Coaching services will be provided to 50 students each semester with a persistence rate of 75% of these students.</p>	<p>Academic Coaching Services:          Math Tutoring:          FALL 2021: 6 individual students tutored, 5 passed the class they were tutored in (83%) and 5 persisted to spring semester (83%).          SPRING 2022: 8 individual students tutored, 5 passed the class they were tutored in (63%)          Both semesters had Math 099/101 as the most requested math class for tutoring.</p> <p>Fall semester: 7 individual students tutored          ENGL/BUS/EED          Spring semester: 12 individual students tutored          ENGL 110/120/238</p>	

	<ul style="list-style-type: none"> <li>• Quiet Study Nights/Movie Nights</li> </ul>	<p>Student Support will provide a minimum of six study nights fall and spring semester final exam weeks.</p>	<p>Fifteen students were provided technology training and Three students were assisted in McLaughlin</p> <p>A total of 3 to 5 students utilize the library extended hours for FA 21 and SP 22, we are open late the weekend before finals and the week of finals Monday through Wednesday. Jodi</p>	<p>The plan for next year is to open two nights out of the week throughout the semester to start with and weekends only during midterms and finals to accommodate students with their studies and public patrons. Library staff will also be adding informational videos on the SBC website on how to utilize our online library resources which everyone has access to 24/7.</p>
<p>To increase availability/access to support services offered to McLaughlin &amp; Mobridge sites.</p>	<p>Student Service staff will increase the number of visits to the McLaughlin and Mobridge sites.</p>	<p>The Counselors will visit each site at a minimum of once a month during the academic year.</p> <p>The Financial Aid Scholarship Coordinator will visit each site a minimum of once a month during the academic year.</p> <p>Other Student Support staff will visit the sites at a minimum of twice a semester during the academic year.</p>	<p>Counselors did not meet the goal of visiting Mobridge and McLaughlin sites one time per month due to limited enrollment at these sites, and limited traveling due to COVID restrictions. Career Counselor did travel to these sites to as needed per student requests and to administer Career Assessments and Mental Health Presentation to FYL Classes.</p> <p>During 2021-2022, the Financial Literacy/Financial Aid Assistant alternated visits between Mobridge and McLaughlin every Tuesday, and Thursday to effectively increase support to students at the site locations.</p> <p>Due to the COVID-19 pandemic, travel was limited to the sites.</p>	<p>Continue with pre-COVID schedule with each Counselor visiting the McLaughlin and Mobridge sites at least one time per month and more often as needed.</p> <p>Continue better awareness of student services at MCL and MOB sites. Develop a new schedule to maintain availability for both sites and the main cam</p> <p>If the COVID-19 pandemic allows student services staff will continue to visit the sites during the academic 22-23 year.</p>
<p>To increase student opportunities for external experiences.</p>	<p>Faculty and staff will assist students to apply for external experiences such as: Internships, student research, AIHEC Publishing of papers</p>	<p>A minimum of 25 students will experience an external opportunity each academic year.</p> <p>Minimum of 5 students will submit papers for publications or to complete a speech at the AIHEC Conference.</p>	<p>No data – due to the COVID-19 pandemic.</p>	<p>If the COVID-19 pandemic allows, continue to offer external opportunities for students in 22-23.</p>
<p>To increase awareness of honor students</p>	<p>Student Services staff will publish honor list in the local papers each semester.</p> <p>Student Services staff will coordinator an annual student awards banquet in May of each academic year.</p>	<p>The honors list will be published each semester in a minimum of three local papers.</p> <p>A minimum of 100 students will attend the student awards banquet.</p>	<p>The honors list is printed Mobridge Tribune, Teton Times, and our FB page.</p> <p>The following number of students received academic honors for 2021/2022  Fall 21 = 86  Spring 21 = 79  Graduating w/Honors = 29  Additional awards -36</p>	<p>Continue to advertise the honors list.</p> <p>If the COVID-19 pandemic allows, reinstate the student awards banquet for 22-23.</p>

## Student Financial Aid Goal 4: To have established and maintained a student financial management plan through 2025.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To increase financial literacy of students and assist students with setting financial goals	The Financial Aid Scholarship Coordinator will hold financial literacy workshops throughout the academic year for all students to attend.	A minimum of five sessions will be held in an academic year with 50 students attending.	There were 6 sessions offered during the 2021-2022 AY with 53 attendees. Financial aid awareness and financial literacy were included in the First Year Learning at Fort Yates, McLaughlin, and Mobridge 04-01-22 How Money Works [Zoom] 5- attendees 02-22-22 Tuesday Speaker [Zoom] 8- attendees 02-19-22 Student Government [SBC Main Site] 19 attendees 12-01-21 First-Year Experience [Room 121] 14 attendees 10-07-21 First-Year Experience [Mobridge] 7 attendees 10-05-21 First-Year Experience [McLaughlin] 5 attendees	Continue with financial literacy workshops. Offering five sessions with a minimum of 50 students attending.  Initiate a different approach to providing financial literacy training to students with online presentations that students would forward completion information to the financial aid office.  Set up monthly activities in each college site utilizing online resources to encourage individuals to establish short and long-term financial goals.
To increase the number of scholarships awarded to students.	The Financial Aid Scholarship Coordinator will research additional scholarships and email the information to students each semester.	The number of scholarships identified each academic year will increase by 10%.	Six new scholarship sources were located and offered for the 2021-2022 year.  Total financial aid funds from all sources disbursed in 2021-2022 through April 30, 2021, is \$2,553,533 awarded to 1,075 students (duplicated count). The total number of students awarded federal financial aid in 2021-2022 increased by 24 and the federal aid awarded increased by \$82,842.00 from the 2020-2021 year-end count. The average award in 2021-2022 was \$2,375.38 compared to \$2,129.47 in 2020-21	Continue to locate new scholarships and disseminate them to students. Send direct emails to specific students based on majors targeted in the scholarships located.  Post new scholarships on SBC platforms on Facebook, Twitter, etc.  Utilize electronic signage to inform the public of upcoming deadline dates and scholarship opportunities.
To increase the number of students completing financial aid before classes begin.	The Financial Aid Scholarship Coordinator will hold workshops to assist students with completing financial aid for the coming year each spring.	Three workshops will be held each spring, with a minimum of 100 students completing the FASA application.	The Financial Aid Director worked with students on an individual basis throughout the year as needed. In addition, the Financial literacy/Financial Aid Assistant assisted students with FAFSA completions during pre-and final registration activities throughout the year. To date they are 70 FAFSA applications on file for the 2022-23 AY an increase of 20 applications from 2021-2022.	To encourage early completion of financial aid applications, the Financial Literacy/Financial Aid Assistant will set up FAFSA days in Fort Yates and will set up this activity in the McLaughlin and Mobridge sites.  Recommend the college advertises monthly scholarships using TV, and SBC social media sites.  Work closely with high school counselors to assist seniors to complete financial aid applications early.  Recommend Financial Literacy/Financial Aid Assistant continue to coordinate with the Outreach Coordinator to set up meetings with local high schools to discuss financial aid opportunities and assist students with early applications.





			<p>The Vice President, Dean of Academics and Student Services, Registrar and faculty member attended the Higher Learning Commission Conference.</p>	<p>officer, I was asked what my long-term goals were. I answered with becoming a leader in Indian Country. This training would give me the in-depth knowledge needed to create a personalized syllabus and would safeguard me from any lawsuits that hopefully will not happen. In this line of work, instructor trainings are the bread and butter. I will represent the Sitting Bull College diligently. This is a step on the right path to become a leader, which we lack here in Indian Country.</p> <p>Attended sessions about the difference between equality and equity as they relate to responsive education. Educational professionals need to carefully listen to the needs of the communities served and check to see if those needs were met. Did we deliver? Equity today needs to focus on providing all individuals with the education they need when they need it, where they need it, and how they need it. Related to this I learned about the very large number of credentials offered here in the United States, over 1 Million unique credentials by more than 50,000 unique providers. This poses a difficult challenge for students trying to figure out what credentials they need for the careers the wish to pursue. The standard bachelor degree is no longer the filter for entry level jobs. Additionally, the average worker will change 17 times and change career paths 5 times. Educational institutions need to consider how this career pattern impacts their educational response. During Arthur Levine’s keynote I learned about his perception that American Higher Education is entering a “Great Upheaval” and will dramatically change over the next couple decades, not dislike the dramatic changes we’ve experienced from the pre-industrial to post-industrial periods. The technology revolution of higher education is just beginning and the global digital knowledge revolution is underway. There is a great shift towards outcome based technical and trades education at the loss of process based general education. This final thought sticks with me, currently, college is still analogue, faculty are digital immigrants, students are digital natives, and A.I. and big data are coming to individualize education away from standardization.</p> <p>Attended sessions relevant to distance learning to gain knowledge on HLC policies/regulations. I also was curious as to what modalities colleges/universities utilize to offer distance education courses and also tech infrastructure, data security, content expertise, ID, and support for students.</p>
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				I was interested in learning more about tutor.com which is a 24/7 on-demand tutoring service. We have a hard time getting student tutors. This is an online program that could remove barriers of access to help our students. I would like to find out more about the program and the cost. I also like the workshop on Strategic Planning. It gave strategies to create ownership of the strategic direction at all levels of the institution. By creating ownership in the strategic plan everyone will be involved and working towards the same common goals.
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**Data Collection and Reporting Goal 6: To have established and maintained an effective data collection and reporting system through 2025.**

<b>Objective</b>	<b>Measurement Tool (Who, what, how, when?)</b>	<b>Measurement Goal (Expected results)</b>	<b>Findings (Actual results)</b>	<b>Action or Recommendation</b>
To develop tools to effectively track data collection.	At the end of each semester a thorough analysis will be completed by the Student Life Committee on SBC's Enrollment Management plan data.	Completed data for semester Enrollment Management Plan.	The enrollment data was completed in May 2022, with information periodically reviewed by the Student Life Committee, and presented to the Assessment Committee.  The data will be reviewed by the Board of Trustees in July 2022.	Continue collecting data.
To maintain a central repository system.	At the end of each semester data collection will be placed by appropriate individuals onto SBC's shared server.	Completed data for semester save on the SBC's shared server.	Information in regards to overall and program enrollment, demographics, persistence, and retention are posted on the College's web site after the third week of classes.  Other data is placed in the shared folder under data.	Continue collecting data.
The completion of an annual report that is shared with the college community.	At the end of the academic year, an annual report will be compiled by the Vice President of Operations on the results of the goals of the enrollment management plan to the BOT at the annual strategic reporting session and will be placed on SBC's web site.	Written and oral reports to all stakeholders.	The Enrollment Management report will be placed on the College's web site, presented to the Board of Trustees, and shared with faculty and staff.  Results of the Enrollment Management report will be used to continue to make decisions in regards to student retention and persistence.	Continue collecting data.