

# Sitting Bull College

## 2012-2017 Enrollment Management Plan

### 2015 -2016 Results

#### **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**

- To have increased new student enrollment by 50 per year.
- To have increased fall to fall retention rates by 2% per year.
- To have increased fall to spring persistence rates by 2% per year.
- To have increased graduation rates by 2% per year.

#### **Results**

68 (45 Fall 2015/23 Spring 16) decrease of one students from 2014-15.  
Fall 15 – 33 high school graduates/10 GED/2 unknown  
Spring 16 – 12 high school graduates/8 GED/3 unknown  
Fall 15 - 17 students right out of high school—decrease of 2 from fall 14.  
Decrease of 1% for overall student retention.  
Increase of 14% for first-time degree-seeking student retention.  
Decrease of 5.1% for overall student persistence.  
Decrease of 18% for first-time degree-seeking student persistence.  
2006-17%, 2007-12%, 2008-9%, 2009-10%

#### **Marketing Goals**

1. To develop and implement a comprehensive marketing plan through 2017.
  - Continue campaign to brand SBC.
  - Determine the most effective means for marketing SBC.
  - Revamp SBC web site.

#### **Recruitment and Enrollment Goal**

2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.
  - 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 establish and maintain a retention plan through 2017.
  - 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 establish and maintain a student financial management plan through 2017.
  - 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 implement and maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2017.
  - 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.
  - To provide resources for faculty and staff to attend recruitment and retention conferences.
  - To provide resources for faculty and staff to attend assessment conferences.
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### **Data Collection and Reporting Goal**

6. To establish and maintain an effective data collection and reporting system through 2017.
  - To develop tools to effectively track data collection.
  - To maintain a central repository system.
  - To complete an annual report that is shared with the college community.

# Marketing Plan Goal 1: To develop and implement a comprehensive marketing plan through 2017.

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 2015.	<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.</p> <p>Potential sources:</p>	<p>Five new methods of recruiting included: SBC informational booths at local powwows; floats in Mobridge 4th of July parade and United Tribes Pow Wow parade; College 101/Build Your Brighter Future presentations at local high schools and on the SBC campus; Build Your Future ads on Standing Rock Transit buses; SBC information and promotional materials distributed to other TCU's who do not offer the same Bachelor's/Master degrees SBC offers; added a news and information segment with Dakota Radio Group to reach and inform a broader audience.</p> <p>All current sources were continued.</p> <p>We have placed SBC information in the bathrooms on campus, GED sites, high school guidance counselors, Mobridge JOM program director office, bulletin boards throughout the college and local businesses, and local library's, placed flyers at entrances at all SBC sites and well as the atrium.</p>	Continue to research and look for new and future opportunities and avenues to promote SBC.												
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>Slogan/logo has been used on all promotional materials, slogan/logo added to transit busses, presentation have been given on the scholarship at local high schools, newspaper ads were placed solely to promote and inform the general public about the Build your Brighter Future scholarship in newspapers and on radio.</p> <p>In the 2015-16 semester, 17 students were eligible for funding from the Build Your Brighter Future Scholarship Program: Total of 326 credits – 27.11 ISC at \$6718= \$182,508 funding Spent \$38,947 in scholarships so net profit is \$143,561.</p>	<p>Continue to use the slogan on all adverting and promotional materials. Update all currently printed items to reflect the new slogan.</p> <p>Continue with the "Build Your Brighter Future" Scholarship for High School and GED graduates.</p>												
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 2014.	An analysis will be completed on the rate of return on the investment of different markets: radio, paper, bulk mailing, and journal advertisements.	<p>An official survey was conducted with all students who picked up books at the bookstore during the Fall 2015 registration. Data has been used to determine what media avenues to use to promote and market SBC.</p> <p>Currently the College has spent \$42,203.86 in advertising to recruitment and promoting SBC.</p> <p>How did you hear or find out about Sitting Bull College registration information - 215 Responses</p> <table border="0"> <tr> <td>24</td> <td>KLND Radio Program</td> </tr> <tr> <td>26</td> <td>Newspaper Advertisement</td> </tr> <tr> <td>13</td> <td>Radio Advertisement</td> </tr> <tr> <td>25</td> <td>Sitting Bull College Newsletter</td> </tr> <tr> <td>07</td> <td>SBC reader board</td> </tr> <tr> <td>24</td> <td>Poster</td> </tr> </table>	24	KLND Radio Program	26	Newspaper Advertisement	13	Radio Advertisement	25	Sitting Bull College Newsletter	07	SBC reader board	24	Poster	Continue to administered survey in the fall semester. Using the survey results as well as target market determinations, create a strategic advertising plan that will reach SBC target market areas.
24	KLND Radio Program															
26	Newspaper Advertisement															
13	Radio Advertisement															
25	Sitting Bull College Newsletter															
07	SBC reader board															
24	Poster															

- 13 SBC email
- 43 Friend or Relative
- 16 On the Web
- 17 Facebook
- 07 Other (please specify)
  - Work Here
  - Returning Student
  - Walk in
  - Alumni

Where do you get your news and information: 203 Responses

- 44 Radio
- 34 Tribal newspapers
- 15 Non-tribal newspapers
- 38 On the Web
- 37 Facebook
- 22 Television
- 13 Other (please specify)
  - Relatives
  - SBC Newsletter
  - Friends
  - Alumni
  - Walk In

## Recruitment Plan Goal 2: To have established and maintained a recruitment plan that will increase new students by 50 per year through 2017.

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</li> <li>• School counselor awareness sessions</li> <li>• Visits to schools during parent teacher conferences</li> <li>• Duel credit/duel 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>Findings: 1,811 community contacts were made as well as 353 high school contacts</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>September 20, 2015 - Mobridge Health Career Expo</td><td style="text-align: right;">30</td></tr> <tr><td>October 28, 2015 – STHS -Duel Credit Presentation</td><td style="text-align: right;">25</td></tr> <tr><td>October 30, 201 – STHS Career Fair</td><td style="text-align: right;">200</td></tr> <tr><td>October 30, 2015 - STHS-College 101 Presentation</td><td style="text-align: right;">58</td></tr> <tr><td>November 4, 2015 – SRHS 1-Paying For College</td><td style="text-align: right;">29</td></tr> <tr><td>November 24, 2015 - Solen School</td><td style="text-align: right;">16</td></tr> <tr><td>January 11 &amp; 12, 2016 - Scholarship Assistance</td><td style="text-align: right;">6</td></tr> <tr><td>January 13, 2016 - Standing Rock School Financial Aid</td><td style="text-align: right;">2</td></tr> <tr><td>January 19 ,2015 - Mobridge School</td><td style="text-align: right;">5</td></tr> <tr><td>February 9, 2016 - Mobridge High School Senior Visit @ SBC</td><td style="text-align: right;">11</td></tr> <tr><td>February 17, 2016 - McIntosh School Visit</td><td style="text-align: right;">10</td></tr> <tr><td>February 23, 2016 - Wakpala School Visit</td><td style="text-align: right;">11</td></tr> <tr><td>March 2, 2016 - McLaughlin School Visit</td><td style="text-align: right;">17</td></tr> <tr><td>March 3, 2016 - Mobridge School Visit</td><td style="text-align: right;">8</td></tr> <tr><td>March 16, 2016 - Standing Rock School Fair</td><td style="text-align: right;">225</td></tr> <tr><td>March 22,2016 - Financial Aid Night</td><td style="text-align: right;">11</td></tr> <tr><td>April 19, 2016 – SRHS Visit</td><td style="text-align: right;">11</td></tr> <tr><td>April 20, 2016 - Rock Creek School Visit</td><td style="text-align: right;">28</td></tr> <tr><td>April 21, 2016 - CRST Fair</td><td style="text-align: right;">53</td></tr> </table>	September 20, 2015 - Mobridge Health Career Expo	30	October 28, 2015 – STHS -Duel Credit Presentation	25	October 30, 201 – STHS Career Fair	200	October 30, 2015 - STHS-College 101 Presentation	58	November 4, 2015 – SRHS 1-Paying For College	29	November 24, 2015 - Solen School	16	January 11 & 12, 2016 - Scholarship Assistance	6	January 13, 2016 - Standing Rock School Financial Aid	2	January 19 ,2015 - Mobridge School	5	February 9, 2016 - Mobridge High School Senior Visit @ SBC	11	February 17, 2016 - McIntosh School Visit	10	February 23, 2016 - Wakpala School Visit	11	March 2, 2016 - McLaughlin School Visit	17	March 3, 2016 - Mobridge School Visit	8	March 16, 2016 - Standing Rock School Fair	225	March 22,2016 - Financial Aid Night	11	April 19, 2016 – SRHS Visit	11	April 20, 2016 - Rock Creek School Visit	28	April 21, 2016 - CRST Fair	53	<p>Continue coordination between faculty and staff who are promoting SBC in the schools and communities.</p>
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<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</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>To date there are 17 of have completed the GED; 89 who have completed one or more of the GED tests (includes the completers); and 172 who have come in and filled out an application but haven't done any testing.</p> <p>Six of the 17 GED completers enrolled at SBC.</p>	<p>Contact with all GED participants to include them in more college activities may increase SBC enrollment. In addition, need a more coordinated effort working with the GED Director on recruitment of GED students that are close to completion.</p>																																						

<p>To maintain the number of programs/activities that will increase the male student enrollment.</p>	<p>The TREND program will develop recruitment strategies for spring semester by November 2013 to increase the number of male students in the TREND programs</p>	<p>A minimum of 20 additional male students will enroll in the new degree for spring 2014.</p>	<p>In Fall '15-TREND enrolled 25 students (14 returning, 9 new and 2 transfers), there were 22 males and 3 females. There were 3 graduates (1-Energy Tech, and 2 AAS Building Trades) - In Spring '16, 17 students were enrolled (13 returning, 3 new and 1 transfer, there were 14 males and 3 females. There were 3 graduates (1 Energy Tech and 2 FRAM) The reason for the non-returnees would be transportation, incarceration and personal (lack of motivation, or irresponsibility). Means of recruitment were flyers, district meetings, pamphlets, newspaper ads, career fairs/bazaars, Facebook, high school visits and events in the communities.</p>	<p>Need to hire instructors for welding, electrical which will boost our numbers.</p>
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## Retention Plan Goal 3: To establish and maintained a retention plan through 2017.

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 Retention Committee and the Vice President of Academics 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> </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 were enrolled in the course both fall and spring.                      In the Fall, 86 total students were enrolled in the PSYC 100 FYLE Course. 51 of those (48%) were first time freshmen or transfer students. 51% of the first time freshmen/transfer students passed PSYC 100 FYLE. 49% of all students pass PSYCH 100. 26 of the 51 first time freshmen/transfer students returned in the Spring (51% persistence rate). 40 of the 86 total students returned Spring 2016 (47% persistence rate)                      In the Spring, 42 total students were enrolled in PSYC 100 FYLE Course. 20 (48%) students were first-time freshmen or transfer students. 35% of these first-time freshmen or transfer students passed PSYC 100. 38% of all students passed PSYC 100.</p> <p>95% of all new students were enrolled in the correct first year sequence of courses.</p> <p><b>Orientation:</b>                      Fall 2015: 60 total participants.                      46 New Students Fall 2015—28 attended orientation                      32 Transfer Students Fall 2015—10 attended orientation                      Total of 38 (49%) new/transfer students attendance</p> <p>Spring 2016: 30 total participants                      22 New Students Spring 2016—9 attended orientation                      16 Transfer Students Spring 2016—3 attended orientation                      Total of 12 (40%) new/transfer students attendance</p> <p>Overall Satisfaction of Orientation                      For the fall semester students’ average rating for the overall importance of orientation on a five point scale was 4.2 and the overall usefulness of orientation was 4.3.                      Overall Rating of importance: Financial aid information ranked the highest at 4.8. Lunch with advisor ranked the lowest at 3.4.                      Overall Rating of usefulness: Financial aid information ranked the highest at 4.9. Lunch with advisor ranked lowest at 3.5.</p>	<p>With the hiring of a new Retention Coordinator, the FYLE course will be looked at for redesigning. Currently, a large majority of the classes is reliant on attendance, as a result of this some students were told that they needed to drop. The course needs to be designed for students to make up missed work.</p> <p>Continue to monitor first-time freshman schedules.</p> <p>Orientation will continue to be an ongoing topic in the FYLE class. It is important that first time freshmen and transfer students get the information about orientation. It may be beneficial to do a mailing with orientation date/information prior to classes starting. Faculty also need to stress the importance of attending, and participate fully in orientation so that students can benefit from it.</p>

	Financial Literacy Awareness Workshops	100% of all new and transfer students will participate in financial literacy training.	<p>For the spring semester students' average rating for the overall importance of orientation on a five point scale was 4.3 and the overall usefulness of orientation was 4.3.</p> <p>For the spring semester students' average rating for the overall importance of orientation on a five point scale was 4.3, and the overall usefulness of orientation was 4.3.</p> <p>Overall rating of importance: Financial aid information ranked the highest at 4.8. Lunch with advisor ranked the lowest at 3.6.</p> <p>Overall rating of usefulness: Financial aid information ranked the highest at 4.9. Lunch with advisor ranked the lowest at 3.7.</p> <p>On the Noel Levitz student satisfaction survey that was administered in the spring semester to 62 students indicated that on a 7 point scale, stating that orientation services helped with the adjustment to college, 6.23 level of importance, and a 6.03 level of satisfaction.</p> <p>Financial Literacy is a part of the FYLE class in the Spring semester, 27% of FYLE students completed the 2016-2017.</p>	
To provide an effective integrated and coordinated advisement services for all students.	<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 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>	<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>50 students will attend advisor luncheons each semester.</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>29 students attended the FA 2015 Lunch with Faculty. Of those 29 students, 4 were new/transfer students.</p> <p>30 students attended the SP 2016 Lunch with Faculty. Of those 30 students, 0 were new/transfer students. 2 were HEO students.</p> <p>On the Noel Levitz student satisfaction survey that was administered in the spring semester to 62 students, indicated that on a 7 point scale, the overall importance of academic advising/counseling was a 6.26, with a 5.98 level of satisfaction.</p>	<p>Training will need to be provided in the fall 2016 on the revised advising module.</p> <p>Continue to offer a door prize and large meal. Faculty need to be encouraging students to attend. There is low participation overall. The event could be more structured with activities and/or faculty speaking throughout the meal.</p>
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.	The Noel Levitz student satisfaction survey which was administered in the spring semester to 63 students indicated that the use of the MySBC gradebook was rated the overall strength with an importance rated of 6.59 and satisfaction rating of 6.52 on a 7 point scale.	Continue to require all faculty to use MySBC Gradebook. Continue annual training for new and adjunct faculty.



<p>To improve engagement of all students.</p>	<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> <li>• Speakers Series - Tuesday 12 to 1 events – held over IVN to reach sites</li> </ul>	<p>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.</p> <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>In the fall semester, 119 out of 262 students or about 45% of students attended the student summit. The overall satisfaction on a scale of 1-5 was 4.4. The food and refreshments were rated the highest with a rating of 4.7. The flash mentoring was rated the lowest with a 4.1.</p> <p>In the spring semester, 65 out of 233 students or about 28% of students attended the student summit. The overall satisfaction on a scale of 1-5 was 4.48. The speaker was rated the highest with a rating of 4.77. The speed mentoring was rated the lowest with a 4.19.</p> <p>Attendance at Spring Summit continues to be low.</p> <p>A minimum of 2 speakers were held each month, topics chosen coincided with the national and local monthly topic. Events were not always held on the IVN to reach the Mobridge and McLaughlin sites.</p> <p>During the Fall, excluding the Student summit which was held on a Tuesday, the student attendance at these events were an average of 20, with a high of 36, and a low of 11.</p> <p>During the Spring, student attendance at these events were an average of 21, with a high of 33, and a low of 14.</p>	<p>Activities need to be more appealing and useful to students. Faculty also need to buy into it, encouraging students to attend as it would be required to attend if students are missing a full day of classes. Faculty have more communication with students than anyone else--- they need to be communicating expectations.</p> <p>Tuesday Speakers were not always held in the IVN rooms. At least 1x a month, the speaker needs to be held in the IVN room to involve the Mobridge and McLaughlin sites.</p> <p>Overall, the Mobridge and McLaughlin sites need to be receiving the same information as the students at the Fort Yates site. We need to figure out a way to better communicate between site coordinators and Fort Yates staff.</p> <p>It is important to continue to do the Tuesday Speaker series to increase awareness and student engagement.</p>
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<p>To improve engagement of all students.</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>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><b>Student Government</b> had a total of seven regular meetings with an average of 19 students in attendance at each meeting during the 2015-2016 academic year. Below are some of the major activities Student Government hosted:</p> <ul style="list-style-type: none"> <li>• Elections held each semester due to vacancies in the Spring semester</li> <li>• Welcome Socials at sites to welcome back students in the Fall</li> <li>• Halloween party costume contest for staff/faculty and students</li> <li>• Guest speaker, Amber Kirby for Bully Prevention in October</li> <li>• Wear Pink Wednesdays for Breast Cancer Awareness</li> <li>• Veteran’s Appreciation Dinner</li> <li>• Rock Your Mocs in November for National Native American Heritage Month</li> <li>• AIHEC- Albuquerque, NM: Student Government pays for a large portion for students to attend AIHEC</li> <li>• St Patrick’s Day Social</li> <li>• Spring Fling</li> </ul> <p><b>Anime</b> (Fall 2015) had a total of 3 meetings with an average of 4 students in attendance at each meeting. The Anime club also had the following activities in the Fall semester:</p> <ul style="list-style-type: none"> <li>• Partnered with Student Government to host a Halloween party</li> <li>• Held a Christmas/end of semester party</li> </ul> <p>Anime did not continue into the spring semester due to scheduling conflicts.</p> <p><b>AIBL</b> had five meetings during the 2015-2016 academic year. 4 was the average number of student attendees per meeting. Officer meetings were held bi-weekly as needed to keep on task. The major outcomes for the club are:</p> <ul style="list-style-type: none"> <li>• The Economic Summit</li> <li>• Various fundraising throughout the year</li> </ul> <p><b>AISES/Ecology</b>—3 formal meetings were held during the Spring 2016 semester one of which was held during Lunch with Faculty to give the opportunity to other students to attend. 11 was the average number of student attendees per meeting. The AISES/Ecology also had the following activities in the Spring semester:</p> <ul style="list-style-type: none"> <li>• Earth Day clean up</li> </ul>	<p>Continue to encourage faculty to develop additional clubs and encourage students to participate.</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>Eight (8) meetings were held at the Fort Yates site, 4 at the McLaughlin site, and 4 at the Mobridge site for the fall 2015 and spring 2016 semesters. 2015 fall semester there were 123 students that attended the meetings with an additional 83 in the spring 2016 semester for a combined total of 206 students for the academic year. Talking Circles were held both at night and during the day to better fit the student's schedules. All student concerns were taken into consideration and addressed by Academic Counselor or were referred out.</p> <p>In Fall we had two professional tutors and in the Spring we had 3 peer tutors and 2 professional tutors. The only training the peer tutors had was what I told them when they first started as far as working with students, their expectations, timesheets, logging tutor hours in the computer under my SBC.</p>	<p>Continue having the Ichiwoglakapi for the students. Plan them at the beginning of the semester to ensure they take place</p> <p>The TRIO Director will look for training for tutors to complete in the fall 2016.</p>
To create improved communication of events/activities and important dates between the college and the students.	<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>• Student Summit</li> <li>• Toilet Talk</li> <li>• Campus Newsletter - The Connection</li> <li>• College Radio Program</li> <li>• "Did You Know Posters"</li> <li>• Alumni Poster Series</li> </ul>	Through survey results student will express an increased awareness of event/activities on campus.	<p>The Noel Levitz student satisfaction survey which was administered in the spring semester to 63 students, indicated as a strength that students were kept informed about college events through email. On a 7 point scale the students rated communication through email about college events and financial aid opportunities a 6.26 level of importance and a 6.23 level of satisfaction.</p> <p>The use of MySBC for information and alerts rated 6.17 level of importance and 5.93 level of satisfaction.</p> <p>The use of the Sitting Bull College Facebook page to keep informed rated a 4.95 level of importance and a 5.36 level of satisfaction.</p>	Continue working on communication strategies.
To provide services for students at risk.	<p>Student Services will provide the following services for at risk students each semester:</p> <ul style="list-style-type: none"> <li>• HPER 217 Personal and Community Health required course for all students coming in off of suspension</li> </ul>	100% of degree students returning off of suspension will be required to enroll in the HPER course each semester with a 75% pass rate.	Fall 2015-25 students enrolled, 9 passed with 6 of the 9 continuing onto the next semester showing a persistence rate of 24% and a pass rate of 36%. Spring 2016- 6 enrolled, with 3 passing showing a pass rate of 50%. Data shows a higher attendance rate at sites where class was held once a week compared to twice a week.	Having class once a week would improve student's attendance and completion rates. Continue contact with students who passed but didn't persist. Also, need to focus on financial literacy during the first few weeks as these students are not eligible for financial aid and finances is an obstacle for completion.

	<ul style="list-style-type: none"> <li>• Effective Counseling</li> </ul>	<p>Counseling services (academic, personal, and career) will be provided to 75% of students enrolled each semester.</p>	<p>A total of 862 (duplicated) or 248 (unduplicated) contracts were made in the fall semester and 340 (duplicated) or 178 (unduplicated) in the spring semester. The following indicates how students were contracted:</p> <table border="1" data-bbox="1144 235 1774 406"> <thead> <tr> <th></th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Phone</td> <td>302</td> <td>169</td> </tr> <tr> <td>Met</td> <td>60</td> <td>40</td> </tr> <tr> <td>Mailed Letter</td> <td>292</td> <td>79</td> </tr> <tr> <td>Other</td> <td>208</td> <td>52</td> </tr> </tbody> </table> <p>51% of all students contacted successfully completed their classes during the fall semester and 46% in the spring.</p>		Fall 2015	Spring 2016	Phone	302	169	Met	60	40	Mailed Letter	292	79	Other	208	52	<p>Continue to focus on student contacts.</p>
	Fall 2015	Spring 2016																	
Phone	302	169																	
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	<ul style="list-style-type: none"> <li>• Developmental Education</li> </ul>	<p>Students who score below the required college level on the COMPASS score each semester will be required to complete a developmental education course with a 75% pass rate and a 50% persistence rate.</p>	<p>FALL 2015 – ENGL 099 enrolled 23 students, 11 students passed with a 60% or higher score, and 3 withdrew. Of the 23 students enrolled in English classes, 6 students continued into the spring semester.          SPRING 2016 – ENGL 099 enrolled 14 students, 7 passed with a 60% or higher score, and 2 withdrew.</p> <p>Fall 2015 – MATH 099 had 10 enrolled, 7 passed with 60% or higher score and 1 withdrew. MATH 101 had 22 enrolled, 4 passed with 60% or higher score and 1 withdrew.</p> <p>Spring 2016 -- MATH 099 had 6 enrolled, 2 passed with 60% or higher score and 1 withdrew. MATH 101 had 16 enrolled, 6 passed with 60% or higher score and 3 withdrew.</p> <p>The school year passing rate for MATH 099 is 56%, for MATH 101 is 26%, and for both combined is 35%.</p> <p>It should be noted that those students who did not pass the MATH 099 and MATH 101 courses were passing and attending most of the class sessions until midterm. After midterm, practically they stopped attending classes.</p> <p>It should also be noted that the school year passing rate for both MTH 099 and MATH 101 students who attended classes until the end of the semester is 100%.</p>	<p>Continue to research new methodology for teaching developmental education courses.</p> <p>Look for out-of-the-box ways to remarkably improve student's attendance.</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>Fall: 16 students received 13 hours of tutoring with persistence rate of 69%. Students received the greatest amount of tutoring in Math courses, followed by English, with a pass rate of 88%.          Spring: 69 students received 54 hours of tutoring with a pass rate of 68%. Students received the greatest amount of tutoring in Math, followed by English, then nursing classes.</p>	<p>Continue to track the number of students and frequency of tutoring usage. Will continue with updated listings of available tutors and</p>															

				tutoring times posted throughout campus as well as posting tutoring hours on my SBC to all students, staff/faculty. Encourage faculty to assist students to seek a tutor when necessary, and to post tutoring agendas in classrooms and offices. Would also encourage faculty to contact Student Support Services if they feel a student needs tutoring services and staff will follow up.
To increase availability/access to support services offered to McLaughlin & Mobridge sites.	Student Service staff will increase the number of visits to the McLaughlin and Mobridge sites.	<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>The Academic Counselor was present at the McLaughlin site once a week and at least once a month at Mobridge site.</p> <p>The Financial Aid Scholarship/Literacy Coordinator was present at the McLaughlin and Mobridge sites at a minimum of once a month.</p> <p>The Vice President of Operations, Financial Aid Director, Registrar, TRIO Director, Institutional Data Coordinator, and Job Coach were present at a minimum of twice per academic year at the McLaughlin and Mobridge sites. In addition, the TERO Developmental Education faculty teach courses at the Mobridge and McLaughlin site and are available to provide tutoring services.</p>	Continue to provide student support services to the Mobridge and McLaughlin sites
To increase student opportunities for external experiences.	Faculty and staff will assist students to apply for external experiences such as: Internships, student research, AIHEC Publishing of papers	<p>A minimum of 25 students will experience an external opportunity each academic year.</p> <p>A minimum of 5 students will submit papers for publications or to complete a speech at the AIHEC Conference.</p>	<p>3 students went to the Dakota Chapter of the Fisheries Society Conference in Spearfish, SD</p> <p>4 students went to UND Law School in Grand Forks, ND</p> <p>9 students went to AIHEC in Minneapolis, MN</p> <p>4 students went to Washington DC with President for AIHEC Congressional meetings</p> <p>6 students attended UTTC fall festival in Bismarck, ND</p> <p>10 students attended UTTC handgames tournament in Bismarck, ND</p> <p>9 students visited the Heritage Center in Bismarck.</p> <p>Three students submitted writings for the AIHEC Conference. One student received an award. One student completed two speeches at AIHEC and another one completed a nomination speech which won her the Vice President of AIHEC Student Congress position.</p>	<p>Continue to provide external opportunities for students in all degree areas.</p> <p>Track students who attend single day conferences.</p>

To increase awareness of honor students	<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 fall semester honor roll was printed in two local newspapers. The following number of students received academic honors for 2015-16:          Fall 15 = 66          Spring 16 = 64          Graduating w/honors = 16</p> <p>Other honors: 17 students received plaques and 22 certificates. 15 students received a certificate for their scores on the CAAP test which is a comparison of SBC students in math, English, and writing to two year colleges.</p> <p>Awards banquet is scheduled for May 11<sup>th</sup>.</p>	Continue tracking student honors and publishing for recognition
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## Student Financial Aid Goal 4: To have established and maintained a student financial management plan through 2017.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To increase financial literacy of students	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.	<p>Three financial literacy events were hosted in the 2015-2016 year in which 434 people attended.</p> <ul style="list-style-type: none"> <li>Two events were the Holiday and Spring Bazaar/Career/Financial Fair where both financial aid awareness and financial literacy booths. A total of 209 people attended.</li> <li>The other event was the SRHS Community Fair where a financial aid awareness and financial literacy booth was set up. A total of 225 high school students attended.</li> </ul> <p>Financial aid awareness and financial literacy were included in the First Year Learning classes at Fort Yates, McLaughlin and Mobridge with a total of 68 students reached.</p> <p>A personal banker from Wells Fargo was present at each Financial Aid Disbursement during the 2015-2016 year with information on credit, savings/checking accounts, and provided students with budgeting tool kits.</p>	<p>Continue financial literacy workshops and bazaar/career fairs.</p> <p>Continue to promote financial education empowerment through use of USA Funds Life Skills program and seek funding to continue with bus and gas card incentives.</p> <p>Continue to invite a variety of vendors to the college to discuss financial literacy activities including investing for their future financial security; establishing credit; repairing credit;</p>
To 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.	Three financial literacy events were held in conjunction with the holiday and spring bazaars and a community fair which was held at Standing Rock High School.	Continue financial and career fairs and inviting various banking and investment companies to give students a variety of options to setting financial goals including opening checking, savings, and retirement accounts as well as budgeting skills and investing.

			A total of 10 First Year Learning Classes set at least one class aside for financial aid awareness and financial literacy with a total of 68 students attending.	Continue setting up monthly financial literacy workshops in each district.
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 awarded identified each academic year will increase by 10%.	<p>Eleven new scholarship sources were located for the 2015-16 year. The FA Director was not required to provide budgets to any of these sources so it is unknown how many students may have actually applied for one or more of these scholarships. No new funds were received for students.</p> <p>Total financial aid funds from all sources disbursed in 2015-16 through 04-29-16 is \$2,014,003 awarded to 886 students (duplicated count).</p> <p>Total financial aid funds from all sources disbursed in 2014-15 through 04-30-15 is \$2,321,570 awarded to 1037 students (duplicated count).</p> <p>The total number of students awarded financial aid decreased in 2015-16 but the average award increased to \$2,273 compared to \$2,239 in 2014-15. Even with declining enrollment, it appears that students are continuing to apply and receive awarded financial aid on a consistent basis as prior years.</p> <p>2015-2016 was the second year the Build Your Brighter Future Tuition Scholarship and the Build your Brighter Future Dorm Scholarship was offered. 18 students received the tuition scholarship for a total award amount of \$37,947. 1 student received the dorm scholarship for a total of \$1,000 for the year.</p> <p>Toilet talk posters, Facebook, student email, and MySBC were used to share information on scholarship opportunities.</p>	<p>Continue to locate new scholarships and disseminate to students. Send direct e-mailings to specific students based on majors targeted in the scholarships located.</p> <p>Post newly located scholarships on SBC website, MySBC, Facebook and Twitter. Continue to utilize Toilet Talk posters to inform public and students about deadline dates and scholarship opportunities.</p> <p>Utilize the radio program and electronic signage to inform public of upcoming deadline dates and scholarship opportunities.</p> <p>Work closely with high school counselors to assist seniors to complete FAFSA early and financial aid applications.</p>
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.	<p>Financial Literacy/Scholarship Coordinator set up side visits at the Mobridge and McLaughlin Sites throughout the August 2015-May 2016 months-total of 15 visits in which students were assisted with the FAFSA, assisted with verification paperwork, helped students use the IRS data retrieval tool and helped students complete scholarship applications.</p> <p>The Financial Literacy/Scholarship Coordinator and Outreach Coordinator attended 6 district pow wows during the 2015 summer months to disseminate SBC program information and financial aid information for the fall 2016 semester.</p> <p>Three High School FAFSA/Scholarship Events were set up January-March. High School seniors and parents were invited to attend event to complete FAFSA.</p> <ul style="list-style-type: none"> <li>• January 20<sup>th</sup> – Selfridge High School-5 students</li> <li>• February 23<sup>rd</sup> – Wakpala High School-11 students</li> </ul>	Continue setting up specific dates for assisting students with completing the FAFSA and other financial aid applications i.e. highlighting specific scholarships each month as the deadline or priority date nears.

			<ul style="list-style-type: none"> <li>• March 22<sup>nd</sup> – Standing Rock High School/Solen High School-5 students.</li> </ul> <p>Other activities:</p> <ul style="list-style-type: none"> <li>• Attended 4 district meetings to disseminate financial aid information and applications.</li> <li>• SRHS College Readiness/Financial Aid Presentation for juniors and seniors</li> <li>• Mobridge High School Seniors Campus visit– College Readiness/Presentation of SBC Program/Financial Aid presentation</li> <li>• April was the designated Financial Aid Awareness Month. The Tuesday Speaker Series consisted of 4 presentations on FAFSA, North Dakota University Systems Programs, SRST Higher Education, Work-Force Services Program, and Full Circle/Cobell/Other Scholarship Information.</li> <li>• Financial aid information shared on KLND 89.5 with SBC News &amp; Information every Wednesday morning from 9-9:30.</li> <li>• Student Services Facebook page was used to share scholarship information, upcoming deadlines, FAFSA info and other useful tools for students and parents.</li> </ul>	
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## Professional Development Goal 5: To have implemented a professional development plan for staff and faculty on effective practices in retention and persistence through 2017.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To provide resources for faculty and staff to attend First Year Learning Experience conferences.  <a href="http://www.sc.edu/fye">http://www.sc.edu/fye</a>	The Vice President of Operations will identify two to three individuals from the Student Life Committee and First Year Learning Advisors to attend annually conference.	The individuals in attendance will provide written or oral reports of information from conference at Student Life Committee meetings, and faculty meetings.  Document any changes resulting from training	No faculty or staff attended.	Recommend first year faculty and staff to attend in 2016-17.
To provide resources for faculty and staff to attend second year learning experience conferences.	The Vice President of Academics will identify two to three individuals from the student services and faculty to attend annually a Second Year Learning Experience Conference.	The individuals in attendance will provide written and oral reports of information from conference at Retention Committee meetings, Student Life Committee meetings, and faculty meetings.  Document any changes resulting from training.	No faculty and staff attended.	Look for a second year experience conference for faculty and student services staff to attend in 2016-2017.
To provide resources for faculty and staff to attend advising conferences.	The Vice President of Operations and Dean of Academics will identify two to three individuals to attend professional advisor training or host advisor training for all faculty and staff.	The individuals in attendance will provide written and oral reports of information from conference at Retention Committee meetings, Student Life Committee meetings, and faculty meetings.  Document any changes resulting from training.	No faculty and staff attended.	Look for an advising conference for faculty and student services staff to attend in 2016-2017.
To provide resources for faculty and staff to attend recruitment and retention conferences.	The Vice President of Operations will identify two to three individuals to attend recruitment and retention training or host training for all faculty and staff.	The individuals in attendance will provide written and oral reports of information from conference at Retention Committee meetings, Student Life Committee meetings, and faculty meetings.  Document any changes resulting from training.	Conference is in July, 2016.	Plan on sending Student Services staff.
To provide resources for faculty and staff to attend HLC.	The Vice President of Operations and Dean of Academics will identify two to three assessment advisor training or host assessment training for all faculty and staff.	The individuals in attendance will provide written and oral reports of information from conference at Retention Committee meetings, Student Life Committee meetings, and faculty meetings.  Document any changes resulting from training.	Three faculty and the Vice President of Operations attended the HLC conference. SBC completed three presentations for Tribal College: Enrollment Management, Program Review, and Assessment of Student Learning.  Lessons learned: One of the sessions I attended was on digital storytelling. I plan to implement a similar project in my HUM 497 General Studies Capstone course. Students who are currently registered in that course need to research a burning question and present research findings to a faculty panel. Faculty have found that students who have stopped out for a number of years struggle with the project. Based on some of the information I gained at the HLC conference, One faculty plans to give students a choice of three projects: Service	Continue to provide resources for faculty and staff to attend the HLC conference.

			<p>Learning, Research, or Digital Storytelling. I will implement these ideas during the FA-16 semester.</p> <p>In addition, faculty attended a session on faculty evaluations and using student evaluations for professional development. Faculty may share what they learned with our Academic Dean, Dr. Marcotte, as we move forward to write a policy for faculty to meet HLC's 'highly qualified faculty'. Adding the faculty evaluation piece may give the policy data for faculty across the institution.</p> <p>A rubric skeleton with the potential for measuring development/growth over time as well as examples of how to use it. The rubric can be used formatively and summative throughout a student's education and (if written well) can demonstrate movement from beginner to proficient. Will be working on writing the content over the summer and fall.</p> <p>SBC does a lot of things well in the areas of assessment, program review, and enrollment management. We are leaders in these areas for tribal colleges (and others). For me it helped to confirm the work within curriculum that we do is worth the time and headaches.</p> <p>Also more confidence in my role in curriculum and in assessment.</p>	
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## Data Collection and Reporting Goal 6: To have established and maintained an effective data collection and reporting system through 2017.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
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 2016, 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 2016.	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.