

Sitting Bull College

2012-2017 Enrollment Management Plan

2016 -2017 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

- 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

Fall 16/Spring 17= 77 first-time freshmen/49 transfer students = 126
Fall 15/Spring 16= 69 first-time freshmen/50 transfer students = 119
Increase of 7 total students or 8 first-time freshmen and -1 transfer students
Fall 15/Fall 16 retention rate is down 4.1%
Fall 16/Spring 17 persistence rate is down 3.9%
First-Time Freshman increased by 20% from Fall 16/Spring 17
Data from IPEDS: 4% increase (based on 2010 cohort) – 14%

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 2017.	<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.[ds]</p>	<p>Five new methods of recruiting included: 1) SBC informational booths at high schools outside of our primary market; 2) an additional presentation, Successful Transitions to College, presented to local high school juniors and seniors; 3) Facebook live videos; 4) the addition of current SBC students to the KLND radio show to share their positive SBC experiences; 5) having recent High School graduates who are current SBC Students assist at college fairs to increase the interest of current High School Students. *jw</p> <p>All current sources were continued with an increase presence on social media. *jw</p> <p>Potential sources include: Student testimonials and videos of each academic department. *jw</p>	<p>Continue to research and look for new and future opportunities and avenues to promote SBC. *jw</p> <p>Recommend Skyping live with a prospective student.</p> <p>Continue with current sources, increasing frequency on all. *jw</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>Slogan/logo has been used on all promotional materials, slogan/logo added to transit busses, presentations 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>The Build Your Brighter Future logo has been used on all promotional materials, presentations on the scholarship have been given to seniors at the local high schools, and newspapers and radio ads were placed to inform the public of the Scholarship as well. *jw</p> <p>In the 2016-17 academic year, 34 students were eligible for funding from the Build Your Brighter Future Scholarship Program at a cost of \$76,800. Of the 34, there are 32 who are Native American students. The following calculations are based on these 32 students: Total of 604 credits – 50.333 SC at \$3,359 = \$169,070 ISC funding. Spent \$73,200 in scholarships so net profit is \$95,870 in the 2016-17 academic year.</p> <p>NOTE: The 2014-15 and 2015-16 ISC count was not calculated correctly in prior EM reports as it contained non-Native American student count and the ISC payment should have been divided by 2. [ds]</p>	<p>Continue to use the slogan on all advertising and promotional materials. Update all currently printed items to reflect the new slogan.</p> <p>Continue to use the slogan on all advertising and promotional materials. *jw</p> <p>Continue with the “Build Your Brighter Future” Scholarship for High School and GED graduates. [ds]</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 2016.	An analysis will be completed on the rate of return on the investment of different markets: radio, paper, bulk mailing, and journal advertisements.	An official survey was conducted with all students who purchased books at the bookstore during the Fall 2016 registration. Data has been used to determine what media avenues to use to promote and market SBC.*jw	Mailing may reach some people but there are many who are not paying their mailbox fees and mail comes back to us.

			<p>At the time of this report the College has spent \$40,298.00 in adverting/recruitment for the promotion of Sitting Bull College. *jw</p> <p>How did you hear or find out about Sitting Bull College registration information? (Check all that apply) 194 Responses</p> <ul style="list-style-type: none"> 15 KLND Radio Program 10 Newspaper Advertisement 12 Radio Advertisement 21 Sitting Bull College Newsletter 04 SBC reader board 22 Poster 11 SBC email 48 Friend or Relative 10 On the Web 24 Facebook 17 Other (please specify) <ul style="list-style-type: none"> • Work Here • Returning Student • Walk in • At High School <p>Question 7 of the registration survey. Where do you get your news and information? (Check all that apply) 205 Responses</p> <ul style="list-style-type: none"> 46 Radio 29 Tribal newspapers 10 Non-tribal newspapers 40 On the Web 51 Facebook 20 Television 09 Other (please specify) <ul style="list-style-type: none"> • Relatives • SBC Newsletter • Friends • Walk In • College • SBC Staff <p>*jw</p>	<p>Recommend Jenzabar addresses be updated when a student submit a FAFSA application that has a different address than the one listed in Jenzabar. [ds]</p> <p>Continue to administer survey during the fall semester. Using the results and target market determinations to create a strategic advertising plan that will reach SBC's target market areas. *jw</p>
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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																																				
To increase enrollment of current high school graduates.	<p>Student Services will complete the following recruitment activities with high school students each year:</p> <ul style="list-style-type: none"> • College Awareness on campus visits - Send thank you cards • Visit High Schools/Recruitment Fairs • Brochures/Alumni Posters at each school on and near reservation boundaries • Sunday/Summer Academies • HS graduate scholarship and picture frame graduation gift from SBC • School counselor awareness sessions • Visits to schools during parent teacher conferences • Dual credit/dual enrollments 	At a minimum 500 high school contacts will be made in a year resulting in an additional 10 high school graduates per year.	<p>A total of 1,834 community contacts were made with 942 high school contacts. *jw</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>September 27, 2016- Solen HS College 101</td><td style="text-align: right;">11</td></tr> <tr><td>September 28, 2016-SRHS-College 101</td><td style="text-align: right;">34</td></tr> <tr><td>October 12, 2016-SRHS Application Day</td><td style="text-align: right;">25</td></tr> <tr><td>October 17, 2016-Standing Rock High School FAFSA Night</td><td style="text-align: right;">6</td></tr> <tr><td>October 18, 2016-Solen High School Application Day</td><td style="text-align: right;">9</td></tr> <tr><td>October 27, 2016-Standing Rock High School College and Career Fair</td><td style="text-align: right;">175</td></tr> <tr><td>October 27, 2017-Standing Rock High School-College 101 Presentation</td><td style="text-align: right;">48</td></tr> <tr><td>November 9, 2016-Mobridge High School</td><td style="text-align: right;">8</td></tr> <tr><td>November 17, 2016-McLaughlin School</td><td style="text-align: right;">18</td></tr> <tr><td>January 18, 2017-SRST Financial Aid Night</td><td style="text-align: right;">11</td></tr> <tr><td>February 8, 2017-Mobridge Pollock School Visit</td><td style="text-align: right;">9</td></tr> <tr><td>March 31, 2017-Youth Wellness Fair</td><td style="text-align: right;">75</td></tr> <tr><td>April 4, 2017-Fort Yates High SBC School Tour</td><td style="text-align: right;">4</td></tr> <tr><td>April 5, 2016-Fort Yates High School Classroom Presentation</td><td style="text-align: right;">20</td></tr> <tr><td>April 6, 2017-Solen High School SBC Tour</td><td style="text-align: right;">27</td></tr> <tr><td>April 7, 2017-Selfridge High School</td><td style="text-align: right;">4</td></tr> <tr><td>April 21, 2017-Four Winds High School</td><td style="text-align: right;">246</td></tr> <tr><td>April 24, 2017-MHA Nation College & Career Fair</td><td style="text-align: right;">212</td></tr> </table> <p>*jw</p>	September 27, 2016- Solen HS College 101	11	September 28, 2016-SRHS-College 101	34	October 12, 2016-SRHS Application Day	25	October 17, 2016-Standing Rock High School FAFSA Night	6	October 18, 2016-Solen High School Application Day	9	October 27, 2016-Standing Rock High School College and Career Fair	175	October 27, 2017-Standing Rock High School-College 101 Presentation	48	November 9, 2016-Mobridge High School	8	November 17, 2016-McLaughlin School	18	January 18, 2017-SRST Financial Aid Night	11	February 8, 2017-Mobridge Pollock School Visit	9	March 31, 2017-Youth Wellness Fair	75	April 4, 2017-Fort Yates High SBC School Tour	4	April 5, 2016-Fort Yates High School Classroom Presentation	20	April 6, 2017-Solen High School SBC Tour	27	April 7, 2017-Selfridge High School	4	April 21, 2017-Four Winds High School	246	April 24, 2017-MHA Nation College & Career Fair	212	<p>Continue on current schedule of recruiting events while continuing to research and add events. *jw</p> <p>I think the Sunday/Summer Academies would be good to have now because there are no longer funds for the schools to have summer school. Maybe some activities throughout the summer in all districts. Even having something on drugs such as meth, heroin, and alcohol abuse.</p>
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To increase enrollment of current GED graduates.	<p>Student Services will complete the following recruitment activities with GED students:</p> <ul style="list-style-type: none"> • Career counseling upon completion of GED • GED completer scholarship and picture frame graduation gift from SBC [ds] 	At a minimum 200 GED contacts will be made in a year resulting in an additional 10 GED completers per year:	In 2016-17, 16 GED students were contacted or given a campus tours while finishing the final GED exam. In addition, students were informed about the Build a Brighter Future Scholarship and given admissions/financial aid forms. The GED examiner tracked 16 students for a total of 540 minutes of contact.	Work with a high school counselor to contact dropouts and provide them information about the GED program.																																				
To maintain the number of programs/activities that will increase the male student enrollment.	The TREND program will continue to work on recruitment strategies for 2016-17 to increase the number of male students in the TREND programs	A minimum of 20 additional male students will enroll in the Trend degree programs in 2016-17.	TREND had a total of 48 male students and 6 female students during the 2016-2017 school year. Due to the nature of the TREND programs all of these students are not the traditional degree-seeking student. These are additional students that the college would not have originally had if there was not the option of the certificate programs. Therefore; the goal was met and surpassed by adding an additional 48 male students to the enrollment numbers.	Continue recruitment efforts.																																				

	<ul style="list-style-type: none"> Financial Literacy Awareness Workshops 	<p>100% of all new and transfer students will participate in financial literacy training.</p>	<p>Orientation Student Evaluations: For the fall semester students' average rating for the overall importance of orientation on a five point scale was 4.4 and the overall usefulness of orientation was 4.4 Overall Rating of importance: Financial aid information ranked the highest at 4.8. Lunch with staff & faculty ranked the lowest at 3.9 Overall Rating of usefulness: Financial aid information ranked the highest at 4.8. Lunch with advisor ranked lowest at 4.</p> <p>Spring 2017: Total of all orientations: 39 Fort Yates: 26 New: 7 Transfer: 6 Returning: 13</p> <p>Mobridge: 7 New: 5 Transfer: 1 Returning: 1</p> <p>McLaughlin: 6 New: 2 Transfer: 1 Returning: 3</p> <p>17 New Students Spring 2017—14 attended orientation 24 Transfer Students Spring 2017— 8 attended orientation Total of 22 (54%) of new/transfer students attended orientation.</p> <p>Orientation Student Evaluations: For the spring semester students average rating for the overall importance of orientation on a five point scale was 4.7 and the overall usefulness of orientation was 4.8 Overall Rating of importance: Financial aid information ranked the highest at 4.9. Lunch with staff & faculty ranked the lowest at 4.45 Overall Rating of usefulness: Financial aid information ranked the highest at 4.9. Lunch with advisor ranked lowest at 4.6</p> <p>Financial Literacy is incorporated into the FYLE class in the FA/SP Semester by inviting staff and faculty to speak about budgeting, and scholarships.</p>	<p>Continue to monitor first-time freshman schedules.</p> <p>Orientation: Improving the orientation experience for all students is an ongoing topic. Attending orientation is a requirement in the FYLE class in which students receive points for attending. Orientation was provided at all sites this year. It appears that more students attended orientation because of that. Students at the MC and MO sites were able to experience orientation during their First Year Learning Class where faculty and staff gave presentations on all information needed. We will continue to provide orientation to students at all sites in the coming year. Action Steps: Develop online orientation video</p> <p>Need to do an evening orientation course for those students who work during the day then we could possibly have 100% completing orientation.</p>
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<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 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>Lunch with Faculty: 47 students attended the Fall 2016 Lunch with Faculty. Of those 47 students, 34 were new/transfer students.</p> <p>48 students attended the SP 2017 Lunch with Faculty. Of those 48 students, 9 were new/transfer students.</p> <p>On the Noel Levitz student satisfaction survey that was administered in the spring semester to 65 students, indicated that on a 7 point scale, the overall importance of academic advising/counseling was a 6.56, with a 6.34 level of satisfaction.</p> <p>Lunch with Faculty was reorganized in the fall including the set up of the room, and table conversation starters/games to get the students engaged with the faculty. Faculty were also included in the planning stages by attending faculty meetings requesting input. All FYLE students from each semester were required to attend. From that, they were required to include a reflection paper. Of those students, their reflections included that they were happy they were able to meet instructors for the first time and had a great time. cb</p>	<p>Training will continue on the advising module.</p> <p>Lunch with Faculty: is an important event for students, both new and returning. We will continue to provide this event and continue to engage faculty in the planning stages to receive their input. Action steps: None</p>
<p>To gauge the effectiveness on the use of MySBC Gradebook.</p>	<p>Student Services will survey student on their satisfaction of the gradebook through MySBC.</p>	<p>Score of 4 or higher on the importance of the gradebook in addition to the satisfaction.</p>	<p>The Noel Levitz student satisfaction survey, which was administered in the spring semester to 65 students, indicated that the use of the MySBC gradebook was rated with an importance rating of 6.66 and satisfaction rating of 6.67 on a 7 point scale.</p>	<p>Continue to require all faculty to use MySBC Gradebook. Continue annual training for new and adjunct faculty.</p>
<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"> • Student Summit 	<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>Summit: In the fall semester, 135 out of 300 students or about 45% of students attended the student summit. The overall satisfaction on a scale of 1-5 was 4.43. The speaker (Mic Jordan) was rated the highest with a rating of 4.74. The food and refreshments were</p>	<p>Summit: Continue to hold the summit in the Fall and Spring and bring in diverse but relatable speakers for students. We will also continue to try to engage</p>

- Speakers Series - Tuesday 12 to 1 events – held over IVN to reach sites

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.

rated the lowest at 4.08. Students rated the benefit of holding a Student Summit at 4.48.

In the spring semester, 91 out of 269 students or about 34% of students attended the student summit. The overall satisfaction on a scale of 1-5 was 4.67. The speaker was rated the highest with a rating of 4.97. The games and activities were rated the lowest with a 4.44. Students rated the benefit of holding a Student Summit at 4.65.

Attendance at Spring Summit continues to be lower than the Fall, but we saw an increase in 26 students at the Spring 2017 Summit (65 students) compared to 2016. In 2015, the Spring Summit had 65 students.

Students received 15 tickets toward the end of the semester drawing for 7--\$100 VISA gift cards at each summit along with additional drawings. cb

Tuesday Speaker:

A minimum of 2 speakers were held each month. Speakers coincided with the national and local monthly topic. Events were held in the IVN to reach Mobridge and McLaughlin students at least once a month. If speakers were not held on the IVN, we utilized Facebook Live in Spring semester when we were able.

During the Fall, the average attendance at Tuesday Speakers was 19, with a high of 39, and a low of 10.

During the Spring, the average attendance at Tuesday Speakers and two Thursday Speakers were 17, with a high of 23, and a low of 8.

Types of speakers included Cyber Bullying, Food Distribution Study, Breast Cancer Awareness, How to Survive a Zombie Apocalypse, Two Spirit Community, Living Kidney Donation, We are a Horse Nation, Winter Safety, Financial Literacy, Diversity Speakers Campus Safety, Science Presentation from NDSU, Hand game Film, and the Dakota Resource Council.

Students were served lunch at each speaker and had a drawing for a \$20 bookstore gift certificate. Along with those incentives, students received 5 tickets to be placed into the end of each semester drawing for 7--\$100 VISA gift cards. cb

faculty as much as possible in the planning process to achieve buy in.

Action Steps:

- Select more appealing activities for students.
- Use the same caterer for each summit as there was a change in the Fall Summit Caterer that resulted in low ratings.

Tuesday Speaker:

Continue to hold Tuesday Speakers and involve other sites A Tuesday each month was designated for Talking Circles. In the month of February and April, the Scholarship Coordinator utilized Tuesdays for Financial/Scholarship Literacy. Continue to serve a meal, offer a drawing, and additional incentive for attending.

Action Steps:

- Relevant and non-repetitive speakers
- Utilize Facebook Live and/or IVN when able
- Serve a meal each Tuesday at other sites during the speaker to encourage attendance

<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"> • Club Activities - Thursday 12 to 1 – held over IVN to reach sites. 	<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>Club Activities/Meetings: Student Government had a total of 6 regular meetings with an average of 18 in attendance at each meeting during the 2016-2017 academic year. Officer meetings were held weekly. Meetings were held the first Thursday of each month in the IVN Room of each site. Below are some of the activities that Student Government hosted/sponsored:</p> <ul style="list-style-type: none"> • Elections each semester due to vacancies. • Wear Blue on Monday/Pink on Wednesday for Bullying and Breast Cancer Awareness in the month of October. • Veteran’s Appreciation Dinner (50-60 in attendance) • Professional Headshots • Guest Speaker, Chad Yen Research Presentation • AIHEC Student Conference—Rapid City, SD. 13 students attended and competed. Student Government paid a large portion for students to attend AIHEC including fundraising, which included bake sales, taco sale, and raffle. Students acquired a tribal gaming license as well. • Spring Formal in partnership with other SBC Clubs • Earth Day clean up • Spring Fling (cb) <p>Anime Club had a total of 7 meetings with an average of 5 students in attendance at each meeting. The Anime Club had the following activities:</p> <ul style="list-style-type: none"> • Easter Event with AIBL (4/8/17--87 people in attendance) • Fundraiser Concession sales with Fitness Club(4/22/17) • GED Graduation meal and event assistance (planned for 5/12/17) <p>Culture Club had a total of 4 meetings with an average of 7.5 students in attendance at each meeting. Officers met 1-2 times a month on campus and also discussed in group messages via social media to plan for events. The Culture Club had the following activities:</p> <ul style="list-style-type: none"> • Scary Story Night- 17 in attendance • Lunch with faculty- made lunch to fundraise for the club in the fall and in the spring • Fitness Club and AIBL volleyball tournament- they asked us to do concessions to fundraise for our club 	<p>Club Activities/Meetings: Many clubs did not meet on Thursdays during the allotted time. This made it difficult to attend meetings as many students were unsure when meetings were. Many clubs had more than one meeting per month. There was a lack of activity within certain clubs due to lack of leadership and involvement from elected officers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Each club assigned a Thursday of the month beginning each semester for meeting date. • Better communication between other advisors • Advisor role expectations
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- Traditional Cooking Class- we taught students how to make papa soup, this was for Diversity Week -there were 10 in attendance.
- Ribbon Skirt Making Class- We bought the material for students to make skirts and taught them how to- there were 17 in attendance. This was also for Diversity Week.
- Concessions at a basketball tournament- We did this as a fundraiser for the club.

AIBL Club had a total of 7 meetings with an average of 13 students in attendance at each meeting. Officers met at least once a month. The AIBL Club had the following activities:

- Turkey Bingo
- Volleyball tournament fundraisers
- Sinister Hallway
- Easter Event with Anime
- Economic Summit
- 4 students, and the advisor traveled to the AIBL Conference in Arizona this year.

AISES/Ecology Club had a total of 4 meetings with an average of 10 students in attendance at each meeting. The AISES/Ecology Club had the following activities:

- At two meetings, SBC Faculty and faculty from SD and ND Universities were invited to discuss summer research opportunities.

Fitness Club had a total of 3 meetings with an average of 9 students in attendance at each meeting. The Fitness Club began in February 2017. The Fitness Club had the following activities: Partnered with the AIBL Club and co-hosted 3 Volleyball Tournaments, March 11 in Fort Yates, April 1 in Cannonball, and April 22 in Wakpala. Hosted a Glow in the Dark Fitness Night on the SBC campus on May 5. *jw

AIHEC Club had their by-laws approved at the beginning of April. AIHEC Club has 5 officers who will begin fundraising for AIHEC 2018 in the summer and recruiting in the fall.

Students received 5 tickets toward the end of the semester drawing for attending a club meeting, and a chance to win a \$10 bookstore gift certificate. If clubs had more than one meeting per month, they would only receive one gift certificate.

	<ul style="list-style-type: none"> Ichiwoglakapi (Talking Circle) Student Services will hire qualified academic coaches to provide individual and group study session each semester. 	<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>Nine meetings were held at the Fort Yates site, 5 at the McLaughlin site, and 5 at the Mobridge site for the Fall 2016 semester and Spring 2017 semester. 2016 Fall semester there were 131 students that attended the meetings with an additional 59 in the Spring 2017 semester for a combined total of 190 students for the academic year. Talking Circles were held both at night and during the day to better fit student's schedules. All student's concerns were taken into consideration and addressed by the Academic Counselor or were referred out.</p> <p>In Fall 2016, SBC had two professional tutors and one peer tutor and in Spring 2017 we had two professional tutors and one peer tutor. The training for the peer tutor was when the peer tutor first started as far as expectations, reporting on MySBC or the importance of privacy issues with students and their conduct when performing tutor sessions.</p>	<p>Continue having the Ichiwoglakapi for the students. Plan them at the beginning of the semester to ensure that they take place. Maybe have a subject for them to discuss as to encourage dialogue.</p> <p>The TRIO director will continue to look for training for tutors to complete for future semesters.</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"> Student Summit Toilet Talk Campus Newsletter - The Connection College Radio Program "Did You Know Posters" Alumni Poster Series 	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 65 students, indicated on a 7 point scale the students rated communication through email about college events and financial aid opportunities a 6.67 level of importance and a 6.55 level of satisfaction.</p> <p>The use of MySBC for information and alerts rated 6.61 level of importance and 6.59 level of satisfaction.</p> <p>The use of the Sitting Bull College Facebook page to keep informed rated a 6.38 level of importance and a 6.16 level of satisfaction.</p>	Posting of information on the TV's has definitely increased student awareness of events/activities. However, this could be why (small %) some students don't check their email as often as they should. Need to revise questions on survey to include the TVs on campus as a means of communication. (ma)
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"> HPER 217 Personal and Community Health required course for all students coming in off of suspension 	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 2016- 28 students enrolled, 15 passed with 8 of the 15 continuing on to the next semester showing a persistence rate of 28.6% and a pass rate of 53.6%. Spring 2017- 15 students enrolled with 8 passing showing a pass rate of 53%. Classes were moved from twice a week to once a week and this helped with attendance.	<p>Consider developing a "come back" scholarship for students who are on financial aid suspension coming off of academic suspension. [ds]</p> <p>Seek funding for gas tickets or bus passes for students who are on financial aid suspension coming off of academic suspension. [ds]</p>

	<ul style="list-style-type: none"> • Effective Counseling • Developmental Education 	<p>Counseling services (academic, personal, and career) will be provided to 75% of students enrolled each semester.</p> <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>FALL 2016: 25 students enrolled in four sections of ENGL099; 16 students or 64% passed with a 60% or higher grade percentage; 3 withdrew FALL 2016: 25 students enrolled in four sections of ENGL110/ Linked Class; 12 students or 46% passed with a 60% or higher grade percentage; 3 withdrew</p> <p>SPRING 2016: 11 students enrolled in three sections of ENGL099; 7 students or 64% passed with a 60% or higher grade percentage; 1 withdrew SPRING 2016: 11 students enrolled in three sections of ENGL110/ Linked Class; 7 students or 64% passed with a 60% or higher grade percentage; 1 withdrew</p> <p>Fall 2016: MATH 099 enrolled 22 students, 11 passed with a 60% or higher score, and 3 withdrew. MATH 101 enrolled 28 students, 16 passed with a 60% or higher score, and 6 withdrew.</p> <p>Spring 2017: MATH 099 enrolled 6 students, 3 passed with a 60% or higher score. MATH 101 enrolled 25 students, 19 passed with a 60% or higher score, and 2 withdrew.</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. The school year passing rate for both MATH 099 and MATH 101 students who attended classes until the end of the semester is 100%. [Henry]</p> <p>Fall: 40 students received 36.30 hours of tutoring with pass rate of 75%. Students received the greatest amount of tutoring in Math courses, followed by English, followed by HPER classes. Spring: 39 students received 25 hours of tutoring with a pass rate of 79%. Students received the greatest amount of tutoring in English followed by Math, followed by NAS, CARP, SOC, CSC & Biology.</p> <p>TRIO offered “Quiet Study Nights” the week before finals for three nights, there were eight students who utilized the study nights. Each night there was someone in the writing lab to help students if they needed help, or if they needed to finish projects. Students that attended did not know there would be snacks for themselves or their children (children were welcome for two</p>	<p>Continue to research new methodology for teaching developmental education courses. Continue looking for out-of-the-box ways to remarkably improve student’s attendance. Look and utilize more effective instructional techniques. [hb]</p> <p>Continue to track the number of students and frequency of tutoring usage. Will continue with updated listings of available tutors and tutoring times will be posted throughout campus as well as posting tutoring hours on my SBC to all students, staff/faculty. Encourage faculty to assist students</p>
	Academic Coaching Services	Academic Coaching services will be provided to 50 students each semester with a persistence rate of 75% of these students.		

			<p>nights in the student lounge with activities planned). The two areas where help was needed for the students was math and English. The students expressed that we should offer these services more than once a semester.</p>	<p>to seek a tutor when necessary, and to post tutoring agendas in classrooms and offices. Would also encourage faculty to contact Student Support Services staff if they feel a student needs tutoring services and staff will follow up. Tutoring schedules and events will also be posted to the new TRIO student's group on MySBC. TRIO will continue to provide two weeks of "quiet study nights" for the students. One week before midterms and one week before finals each semester. We will advertise more with emails and posters to the students as well as staff to inform their students of the two events per semester.</p>
<p>To increase availability/access to support services offered to McLaughlin & 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>The academic counselor was at the McLaughlin Site 4 times a month and was at the Mobridge site twice a month.</p> <p>A total of 16 SD site visits were made by the Financial Literacy/Scholarship Coordinator.</p> <ul style="list-style-type: none"> • Fall 2016 – 5 McLaughlin visits and 5 Mobridge visits • Spring 2017 – 3 McLaughlin visits and 3 Mobridge visits [Dakota] <p>The Vice President of Operations, Dean of Academics, 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. Developmental Education faculty teach courses at the Mobridge and McLaughlin site and are available to provide tutoring services.</p>	<p>Continue to provide student support services to the Mobridge and McLaughlin sites</p> <p>Continue to provide financial aid assistance at SD sites.</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>Four students, and the advisor traveled to the AIBL Conference in Arizona this year. Eleven students attended various science conferences. Two student attended a cultural event. Three nursing students attended the ND State Board of Nursing Board meeting. Three electrical students attended the ND Legislative session. Thirteen students attended and competed at AIHEC in Rapid City, SD.</p> <p>The following number of students received academic honors for 2016/2017 Fall 16 = 80 Spring 17 = 67 Graduating w/honors =19</p> <p>Other honors: 31 students received plaques and 55 certificates. 8 students received a certificate for their scores on the CAAP test which is a comparison of SBC students in science and critical thinking to other two year colleges. *jw</p> <p>Five students submitted writings for the AIHEC Conference. 2 students received an award. 3 students competed in speeches at AIHEC, and 5 students competed in the ASC Election and gave a speech. 4 of those students won the election for their positions.</p>	<p>Continue tracking student honors and publishing for recognition</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 fall semester honor roll was printed in Mobridge Tribune, Mobridge Reminder and the Teton Times. *jw</p> <p>Awards banquet is scheduled for May 10th. *jw</p> <p>Graduates who received funding from American Indian College Fund will receive an award from AICF and recognition at the awards banquet. [Donna]</p> <p>Students who were awarded funding from the NASA Scholarship (STEM and nursing students) will receive a certificate of recognition from ND Space Grant Consortium at the awards banquet. [Donna]</p> <p>Approximately 70 students attended the awards banquet with a total of approximately 340 people who ate.</p>	<p>Add these individual scholarship recipient names when other honor student names are published. [Donna]</p> <p>Student services will survey students to determine if changes need to be made to the awards banquet and graduation.</p>

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>Financial staff have done an awesome job with the financial literacy workshops and getting students to complete FAFSA and other scholarships.</p> <p>Initiated the “If You’re Late, You Wait” initiative to give students their financial aid checks early on disbursement date if they sign up and attend a financial aid workshop in the morning. Topics included credit, savings and checking accounts, and providing students with budgeting tools and tips. An average of 43 students attended the once-a-month workshops. [Donna]</p> <p>A total of 8 financial literacy events were hosted in 2016-17. As a part of the “If You’re Late, You Wait” Initiative - 4 Mazaska Woksape (Money Wisdom) Workshops were held in the fall semester and 4 in the spring semester with a total of 344 students (duplicated) attending. Student were required to sign up in advance and attend workshop beginning to end in order to receive financial aid disbursement check early. Workshops were open to all students to attend, as an extra incentive students were given tickets into the end of the year drawing. [Dakota]</p> <p>Financial aid awareness and financial literacy were included in the First Year Learning, Job Skills, and Personal and Community Health classes at Fort Yates, McLaughlin and Mobridge. [Dakota]</p>	<p>Continue the “If You’re Late, You Wait” initiative. [Donna]</p> <p>Set up workshops so they can be viewed on the Internet live so that Mobridge and McLaughlin students may participate and pick up their checks at those sites. [Donna]</p> <p>Contact Starian Bank to see if they are interested in presenting at these financial aid workshops and also setting up a booth to assist students with opening a savings or checking account, investing, other banking needs. [Donna]</p>
To assist students with setting financial goals.	The Financial Aid Scholarship Coordinator will hold financial literacy workshops throughout the	A minimum of five sessions will be held in an academic year with 50 students attending.	The American Indian College Fund provided access to SALT, an online financial literacy resource. SALT and SBC	Implement plan to use SALT resource in class. Promote at fall/spring orientation. Offer

	academic year for all students to attend.		now have a co-branded website ready to use for the upcoming academic year. SALT helps students identify personal financial goals, provides resources and tools tailored to each student's interests, and includes a scholarship search. SALT also has an online store which allows SBC to access promotional items, financial literacy PowerPoint presentations, in-class assignments, and financial literacy games. [dk]	incentive program for all students using SALT. [dk]
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%.	<p>Dept of ED changed application process for FAFSA. Starting on 10-01-16 FAFSA was available for the 2017-18 academic year and students and parents now use prior-year income to complete it. There were 92 students who submitted the FAFSA application between 10-01-16 and 12-31-16. [ds]</p> <p>Ten new scholarship sources were located for the 2016-17 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 from these ten sources. [ds]</p> <p>Five new institutional scholarships were developed and disbursed in 2016-17 with funding from private donors. They are: Tim Jochim-Jack Barden Scholarship; Spirit of Sovereignty Scholarship; Robert Fallon-Joan Leenig Scholarship; Devin and Rachel Fallon Scholarship; and Doyle Butler Memorial Scholarship. [ds]</p> <p>Total financial aid funds from all sources disbursed in 2016-17 through 04-28-17 is \$2,194,506 awarded to 885 students (duplicated count).[ds]</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). [ds]</p>	<p>Continue to promote completing FAFSA early in the year tying it into the spring registration in October and again in December.[ds]</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> <p>Add 15 minute component to the fall summit agenda on financial aid awareness and applications. Set up financial aid booth at fall summit with applications for spring term and include calendar to schedule appointments with students to complete next year's FAFSA early in months of October, November and December. Add extra bonus tickets for this as</p>

			<p>The total number of students awarded financial aid in 2016-17 decreased by one; however, the average award increased from \$2,273.14 in 2015-16 to \$2,479.67 in 2016-17. Even with declining enrollment, it appears that students are continuing to apply and receive awarded financial aid on a consistent basis as prior years. [ds]</p> <p>2016-17 was the third year the Build Your Brighter Future Tuition Scholarship and the Build your Brighter Future Dorm Scholarship was offered. 34 students received the tuition scholarship for a total award amount of \$73,200 and 5 students received the dorm scholarship for a total of \$3,000 for the year. This program nearly doubled in size. [ds]</p> <p>Toilet talk posters, Facebook, student email, and MySBC were used to share information on scholarship opportunities</p>	<p>a major event when the FAFSA is completed within that period of time. [Donna]</p>
<p>To increase the number of students completing financial aid before classes begin.</p>	<p>The Financial Aid Scholarship Coordinator will hold workshops to assist students with completing financial aid for the coming year each spring.</p>	<p>Three workshops will be held each spring, with a minimum of 100 students completing the FASA application.</p>	<p>Financial Literacy/Scholarship Coordinator set up site visits at the Mobridge and McLaughlin Sites throughout the August 2016-May 2017 months-total of 16 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>A Financial Aid Calendar was also developed for the 2016-17 AY. Calendar included important dates such as scholarship deadlines, scholarship opening dates, scheduled SD visits, disbursement dates, and other financial aid/literacy event dates. Calendar was included in orientation packets and provided to students at final registrations. [dk]</p> <p>Four FAFSA Fridays were hosted in the fall 2016 semester.</p> <ul style="list-style-type: none"> • October 14th – 3 attended • October 21st – 6 attended 	

			<ul style="list-style-type: none"> • October 28th – 4 attended • November 4th – 2 attended <p>[dk]</p> <p>Three High School FAFSA/Scholarship Events were set up. High School seniors and parents were invited to attend event to complete FAFSA.</p> <ul style="list-style-type: none"> • October 11th – Solen High School- 1 student/parent attended • October 17th – Standing Rock High School-6 students attended • January 18th – SRHS/Solen High School – 11 students attended <p>Other activities:</p> <ul style="list-style-type: none"> • SRHS College Readiness/Financial Aid Presentation for juniors and seniors and campus visit • February was the National Financial Aid Awareness Month. Two Tuesday Speakers were held. • Financial aid information shared on KLND 89.5 with SBC News & Information <p>Student Services Facebook page was used to share scholarship information, upcoming deadlines, FAFSA info and other useful tools for students and parents. [dk]</p>	
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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. http://www.sc.edu/fye	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 2017-18.
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 2017-2018.
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 2017-2018.
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.	As a result of attending the Ruffalo Noel Levitz Conference on Retention and Recruitment I have implemented the following: Increased numbers in retention and graduation effect recruitment as a result of this statement I have started to play an active role in the retention process by helping out whenever possible. I have also began taking current students on recruiting trips to ensure potential students make connections with our current students and learn about the positive learning environment offered at SBC. Faculty recruiting is an important recruiting factor, it is the time and importance faculty take to address potential students that grabs their interest and makes them feel wanted and valued. This also demonstrates to potential students that the faculty and instructors care about the success of the student. As a result I have kept the faculty informed of recruiting opportunities by email or attendance at the faculty meetings and have had faculty attending recruiting events with me.	Plan to continue sending Student Services staff.

			<p>Talk to parents. As the parent and student communicate it is the parent who's opinion who generally sways the decision. As a result I have spent many more recruiting hours in touch with adults and parents informing them of what they need and want to know such as success rates, cost comparisons as well as accreditation, thus communicating the value of the education received at Sitting Bull College.</p> <p>From attending the Noel Levitz National Conference on Student Recruitment, Marketing, and Retention, I learned:</p> <p>The importance of sharing your story (challenge, and achievements) with your students and your story of purpose and knowing that your experience may also be inspirational to students.</p> <p>Everyone plays a role in retention; students learn as much from who we are as people and how we treat them which is why it is important that faculty involvement in any and all programs at SBC is important. According to Tinto "what is now a widely accepted notion that the actions of the faculty, especially in the classroom, are key to the institutional efforts to enhance. Though it is true, as we are often reminded, that Student retention is everyone's business, it is now evident that it is the business of faculty in particular. Their involvement in institutional retention efforts is often critical to the success of those efforts." (2006)</p> <p>Move the conversation away from retention and towards Student Success. Retention is an outcome of what we do. It is in and out of the classroom. We need to be to be intrusive and give students what they need before they know they need it. We need to serve the students we have in front of us and not the ones we want. We need to continue to ask ourselves, "What can we do to ensure student success?"</p> <p>In order to determine student needs early on, the College Student Inventory was administered to all First Year Learning students for the year. Information acquired at this conference allowed me to administer the survey, and how to have conversations with students to help them before it's too late.</p>	
<p>To provide resources for faculty and staff to attend HLC.</p>	<p>The Vice President of Operations and Dean of Academics will identify two to three assessment advisor training or host assessment</p>	<p>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.</p> <p>Document any changes resulting from training.</p>	<p>Two faculty, the Vice President of Operations, and Dean of Academics attended the HLC conference. SBC completed two presentations for Tribal College: Effective Use of Data and Student Services Success Strategies.</p>	<p>Continue to provide resources for faculty and staff to attend the HLC conference.</p>

training for all faculty and staff.

Lessons learned: A couple of the sessions that I attended used data in a different way for program assessment and/or program review. Programs look at course completion over the last five years and course evaluations over the last five years to make decisions about course offerings, delivery and content. This idea will help us make decisions regarding how we deliver course content for ENGL 120 Composition II. Because of scheduling difficulties, we have offered this course online in the past. One semester only one student passed. Since then there was a preconceived idea that the course should not be offered online. I think we need to assess the data over five years to make better decisions.

Some colleges are also using curriculum mapping to assess enrollment and graduation rates, too. This would help in some of our programs where students seem to stop out. One final session I attended was on a model to develop and sustain a high quality curriculum. They used John P. Kotter's "8 Steps of Change" to help change curriculum to increase student engagement. The focus of this session was to engage faculty in the idea that change can be effective in retaining students and improve student learning.

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 2017, 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 2017.	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.