

Sitting Bull College

2017-2025 Enrollment Management Plan

2017-2018 FINAL 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

Fall 17/Spring 18=97 first-time freshmen/51 transfer students=148
Fall 16/Spring 17= 77 first-time freshmen/49 transfer students = 126
Fall 15/Spring 16= 69 first-time freshmen/50 transfer students = 119
Fall 16/Fall 17=52.3% retention rate
Fall 15/Fall 16= 51.3% retention rate
Fall 17/Spring 18=70.6% persistence rate
Fall 16/Spring 17= 59.6% persistence rate
First-Time Freshman increased by 6% from Fall 17/Spring 18
First-Time Freshman increased by 20% from Fall 16/Spring 17
IPEDS 7% increase (2011 cohort)=21%
IPEDS: 4% increase (based on 2010 cohort) – 14%

Marketing Goals

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

Recruitment and Enrollment Goal

2. To maintain a recruitment plan that will increase new students by 50 per year through 2025.
 - To increase enrollment of current high school graduates.
 - To increase enrollment of current GED graduates.
 - To create and increase the number of programs/activities that will increase the male student enrollment.

- To complete a cost analysis of offering athletic programs.
- To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master's programs.

Retention and Completion Goal

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

Student Financial Management Goal

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

Professional Development Goal

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

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
Develop marketing strategies for SBC.	The Student Life Committee will develop recruitment materials using internal and external sources that effectively promote what Sitting Bull College through by May 2017.	Completion of at least five different types of recruitment items will be developed. Current sources: newsletters, radio, papers, banners, campus tours, school recruitment fairs, posters, financial aid letters and application forms.[ds]	Five new methods of recruiting included: 1) Implementation of the SBC App; 2 SBC booth placement at AIHEC Student Conference; 3) Student Testimonials on radio; 4) SBC information and FAFSA nights at the Mobridge and McLaughlin schools; 5) Created a Public Relations Committee. *jw All current sources were continued *jw Potential sources include: and videos of each academic department. *jw	Continue to research and look for new and future opportunities and avenues to promote SBC. *jw Continue with current sources increasing frequency on all. *jw
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".	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, newspapers and radio ads were placed to inform the public of the BYBF Scholarship as well as SBC in general. *jw In the 2017-18 academic year, the BYBF scholarships awarded were: 44 students \$103,800 for tuition 9 students \$4,875 for dorms Total awarded \$108,675. Forty-one (41) were Native American students enrolled in 799 total credit hours (66.583 FT ISC). At \$3,359 per semester FT ISC, the amount generated in ISC payments was \$223,653. Three students earned their certificate in welding. Twenty seven students plan to return to college in the fall 2018 term. Compared to 2016-17 academic year, we saw an increase of 10 students (22.8% increase). In 2016-17 ten students were GED graduates compared to 9 in 2017-18 (10.0% decrease). [Donna]	Continue to use the slogan on all advertising and promotional materials. *jw Continue with the BYBF scholarship for high school and GED graduates.
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 2017 registration. Data has been used to determine what media avenues to use to promote and market SBC.*jw At the time of this report the College has spent \$46,488 in advertising/recruitment for the promotion of Sitting Bull College. *jw	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

Top 5 answers to: How did you hear or find out about Sitting Bull College registration information?

1. Friend or Relative
2. Radio
3. Facebook
4. Newspaper
5. Posters

Top 3 answers to: Where do you get your news and information?

1. Radio
2. Facebook
3. Newspapers

*jw

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

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To increase enrollment of current high school graduates.	Student Services will complete the following recruitment activities with high school students each year: <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.	A total of 1,688 community contacts were made with 878 high school contacts. *jw High School Events included: <ul style="list-style-type: none"> • Standing Rock High School Presentation • Wakpala School Presentation • New Town High School College Days • Rock Creek School On-Site Visit • Standing Rock Community Fair • Standing Rock School Wellness Fair • SRST & Solen College Application Day • Financial Aid Night Standing Rock School • Wakpala Senior Meeting • Selfridge Family Fun Night/College App & FAFSA • Mobridge Pollock School FAFSA Night • Wakpala On-Site Visit • Wakpala FAFSA • SR Middle & High School College Fair • Selfridge High School • McLaughlin FAFSA Night • Crow Creek College Fair • Solen High School • Four Winds All School Career & College Fair • MHA Nation College & Career Fair *jw	Continue on current schedule of recruiting events while continuing to research and add events. *jw
To increase enrollment of current GED graduates.	Student Services will complete the following recruitment activities with GED students: <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:	The GED program served 147 participants in 2017-2018 through May 2018 with 10 graduates. In 2017-18 9 GED graduates received BYBF scholarship or 90%. In 2016-17 there were 21 graduates with 10 or 48% receiving the BYBF scholarship. [Donna]	Continue to contact GED completers and those near completion to provide financial aid information and assist them with completing financial aid applications earlier. [Donna]
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 2017-18.	For the 2017-2018 TREND recruited 39 students. In the Fall of 2017, 24 were males and 8 were females. For the Spring 2018, there were 7 students recruited, 6 were males and 1 female. Out of the 39 recruited in the two semesters, 15 will be graduating from the trades programs.	All the trades programs will be offered again in 2018-2019.

Retention Plan Goal 3: To establish and maintain a retention plan through 2025

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
<p>To provide an effective first year learning experience.</p>	<p>The following will be assessed by the Retention Committee and the Vice President of Academics each semester:</p> <ul style="list-style-type: none"> • First Year Experience Course • Freshman Advising Sequence of Mandatory courses • Orientation 	<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>In the Fall 76 total student were enrolled in the PSYC 100 FYLE Course.</p> <ul style="list-style-type: none"> • 79% or 60 were First Time Freshmen/Transfer Students • 72% or 43 of the First Time Freshman/Transfer Students passed • 68% or 52 of all Students passed • 21% or 16 of all Students failed • 11% or 8 of all Students withdrew *jw <p>In the Spring 51 total student were enrolled in the PSYC 100 FYLE Course.</p> <ul style="list-style-type: none"> • 63% or 32 were First Time Freshmen/Transfer Students • 66% or 21 of the First Time Freshman/Transfer Students passed • 57% of all Students passed • 31% of all Students failed • 12 % of all Students withdrew *jw <p>98% of all new students were enrolled in the correct first year sequence of courses. *jw</p> <p>Orientation: Fall 2017 total attendance 85</p> <ul style="list-style-type: none"> • 57 Fort Yates • 21 Mobridge • 7 McLaughlin <p>Spring 2018 total attendance 61</p> <ul style="list-style-type: none"> • 40 Fort Yates • 11 Mobridge • 10 McLaughlin *jw <p>Students were asked to evaluate these topics at each orientation session:</p> <ul style="list-style-type: none"> ○ Financial Aid Information ○ Academic Policies ○ Student Services 	<p>PSYC 100 FYLE: Improve coaching will all students in the FYLE courses to increase pass rates. *jw</p> <p>Continue with mandatory freshman sequence of course.</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. *jw</p> <p>We will continue to provide orientation to students at all sites in the coming year. *jw</p> <p>Action Steps: Develop online orientation video for those who cannot attending during the normal orientation dates and times.</p>

	<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>	<ul style="list-style-type: none"> Group Activity Lunch with Faculty and Staff <p>Overall the students who attended orientation felt that it was useful and important. Financial aid was ranked the highest for usefulness in both semesters' orientations with lunch with faculty and staff during orientation was ranked the lowest.</p> <p>*jw</p> <p>Orientation evaluations continue to cite financial information with the highest overall rating of importance and usefulness. Recommend the college consider offering an orientation session in early summer (i.e. June) to go over basics of financial aid applications as well as other information that may be useful to someone who is planning to attend SBC</p> <ul style="list-style-type: none"> dorms, advisement (how to understand our AIMS and registration), tour of campus, short budgeting information session, debit card process for disbursements, other. [Donna] <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. *jw</p> <p>In addition to covering financial literacy topics in the FYLE class, there were 8 financial literacy workshops held in conjunction with financial aid disbursement days. Workshops were open and available to all students. [Dakota]</p>	<p>*jw</p> <p>Continue with offering Financial Literacy in the FYLE classes. *jw</p> <p>Offer incentive to students attending workshops and/or assign students to attend a workshop(s). [Dakota]</p> <p>The College is implementing debit cards for student disbursements.</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: Total Attendance 2017/2018</p> <ul style="list-style-type: none"> • 45 Fall 2017 • 51 Spring 2018 <p>Lunch with Faculty including the strategic setup 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 to visit with their instructors and had a great time.</p> <p>*jw</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 *jw</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 was not administered in the Spring 2018 semester, instead the ATD CCSEE survey was administered and we are awaiting the result. *jw</p> <p>Twenty-two students on the graduate satisfaction survey, rated the use of the gradebook a 6.7 on a seven point scale for importance and a 6.8 satisfaction.</p>	<p>Continue to require all faculty to use MySBC Gradebook. Continue annual training for new and adjunct faculty. *jw</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>Speakers Series - Tuesday 12 to 1 events – held over IVN to reach sites</p>	<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>Summit: Total Attendance 295</p> <ul style="list-style-type: none"> • 166 Fall 2017 • 129 Spring 2018 <p>Overall the students who attended felt that it was useful and important and indicated it was a great way to learn something new and spend time with faculty and staff outside of the classroom. The speaker was ranked the highest both semesters' summits with food and refreshments ranking the lowest.</p> <p>Attendance was lower at the Spring Summit compared to the Fall Summit, however we did see an increase 38 students from the Spring 2017 Summit in which the attendance was 91.</p> <p>Students received 20 tickets toward the end of the semester drawing for 7--\$100 VISA gift cards at each summit along with additional drawings. *jw</p> <p>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.</p> <p>During the Fall, the average attendance at Tuesday Speakers was 28, with a high of 39, and a low of 22.</p> <p>During the Spring, the average attendance at Tuesday Speakers were 25, with a high of 44, and a low of 8.</p> <p>Types of speakers included How to Survive a Zombie Apocalypse, Suicide Awareness, Overcoming Obstacles, Planning for the Future, Net Zero Energy Housing Research on Pine Ridge, SBC Student Research Presentations, AIHEC Student Congress, Hand Games, etc.</p> <p>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.</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 faculty as much as possible in the planning process to achieve buy in. *jw</p> <p>Next semester when lining up speakers we will be looking for informational as well as inspirational/motivation. The IVN room needs to be used more because the Mob and McLaughlin sites are not included enough. On average three speakers per month with a minimum of two.</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"> • 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 MEETINGS</p> <p>Student Government had five regular meetings with an average of 22 in attendance at each meeting during the 2017/2018 academic year. Meetings were held the first Thursday of each month in the IVN Room of each site. This academic year held a high turnover in officers which resulted in 2 missed meeting due to elections and one meeting not held due to lack of quorum.</p> <ul style="list-style-type: none"> • Elections each semester due to vacancies. • Veteran’s Appreciation Dinner (65 in attendance) • Guest Speaker, Chad Yen Research Presentation • AIHEC Student Conference—Bismarck ND. 15 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. *jw <p>AIBL Club - For Spring 2018, the average attendance was 19.5 per month. We have a core group of 8 students that run most of the activities.</p> <p>Besides monthly meetings and weekly meetings as of January for Conquest Endeavor, AIBL hosted four activities for 2017-18 Academic Year.</p> <p>Insane Asylum Haunted House Turkey Bingo Co-ed Volleyball Tournament Conquest Endeavor</p> <p>AIHEC Club – Had 15 students who attended the AIHEC Student Conference—Bismarck ND, March 11-14, 2018. *jw</p> <p>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. *jw</p>	<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.</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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AISES Club-

- Fall 2017: 27 students – attended meetings and/or were signed up as “official” AISES members (= student dues paid to national AISES organization)
- Spring 2018: 17 students – attended meetings and activities

Member Attendance at Regular Meetings and Activities:

- Average at 7 Meetings: 12.7 students/meeting
Lowest: 8 (11/9/17) Highest: 23 (8/31/17)
- Attendance at Activities: 5 members
Two officers and 3 regular members have helped out at each activity (2-3 others attended/supported but did not help with the activity)
Five different officers and regular members helped with the two activities (total of 10 AISES members helped put on activity)

Community Activity:

Friday the 13th Halloween Party, October 13, 2017
Provided kids’ activities, prizes, food
Fundraising/Community Service Activity: Bingo and Raffle, May 2, 2018
Raised money for AISES with bingo and raffle ticket sale
Shared bingo profits with Lakota Immersion Nest Parent Group
Provided opportunity to Lakota Immersion Nest Parent Group to have food sale, some AISES members helped with selling food

Anime Club – In the fall: two meetings were held, one meeting called but no quorum (one student showed up). In the spring one meeting called but no quorum (1 student showed up).
Average number in attendance
-Fall: 10
-Spring: 1
Activities Anime club participated in the year or assisted with: 0

Culture Club- Fall four meetings-6.75 students in attendance
Activities for fall:
Scary Story Night
Papa making class

			<p>Ribbon skirt making class Donated money to food pantry Spring three meetings-18.3 students in attendance Activities for spring: Handgame practices Wasna making class MMIW walk Volleyball concessions</p> <p>Fitness Club currently has 6 members. 5/6 members were active and came to most of the meetings/fundraisers. Fitness Club joined with AIBL for one fundraiser. Conquest Endeavor a 5k race/ obstacles was co-hosted with AIBL. 5/6 members were active in marketing, planning, setting up the course. Conquest Endeavor meetings were held every Monday from 12-1 p.m., from 02/02/18 until 04/09/18. The purpose of these meetings was to update on projects, set up work days, and update on race day volunteers.</p> <p>Fitness Club member hosted workout times Mon. and Wed. 8-9 a.m., and 5-6 p.m. At this time, all participants are Fitness Club members; however, this is open to all SBC students. 5/6 Club members have participated in these workout sessions. Fitness Club also initiated a daily walk over the lunch hour. This has had limited participation. Fitness Club members participated in a Survivor Weekend on 04/20/18-04/21/18, which was an overnight camping trip with limited supplies.</p> <p>Geek Squad - held 3 meetings in the fall of 2018, with an average of 7 attendees. No meetings were held in the Spring semester due to students being overwhelmed and unable to commit. The student stepped down as president and we were unable to hold a meeting without our 3rd officer present. Geek Squad club collaborated with Music club and Culture Club to throw a Christmas party for the students. Also the club started "Geek squad services" which is a beginner Trouble shooting service for on campus faculty/ staff/students and is still active. I do get calls from the community to ask for services, but we are strictly on campus only. (waiver was created and approved)</p> <p>Teacher Club-No data at time of report</p> <p>Veterans Club-Registrar gave the Advisor a list of 17</p>	
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	<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>Veterans enrolled spring 18 semester. We have had 10-15 students attend the meetings. This also included students that are not Veterans as the club is open to all students. The Veteran's Club hosted a Veterans Summit down at the Mobridge campus. This event was held for two days and not only brought in our Veterans club but Veterans from around the community. We also helped the Fitness club with the obstacle course event and we will be carry the flags for Graduation.</p> <p>One meeting was held each month at McLaughlin and Mobridge sites for a total of 6 each. 2 meetings were held per month at Fort Yates site for all students and for apartment/housing students for a total of 12.</p> <p>Training was held in the fall for all academic coaches, but not the spring semester.</p>	<p>Students thought that these were like NA and AA talking circles so they didn't want to come. Also, students were more likely to talk when they group was smaller. Having them taken out of Tuesday speaker series would be beneficial as well as renaming.</p> <p>Continue with training sessions. In addition, implement an orientation session to discuss some basics about tutoring.</p>
<p>To create improved communication of events/activities and important dates between the college and the students.</p>	<p>All faculty and staff will assist with the improvement of communication through the use of the following venues:</p> <ul style="list-style-type: none"> • Student Summit • Toilet Talk • Campus Newsletter - The Connection • College Radio Program • "Did You Know Posters" • Alumni Poster Series 	<p>Through survey results student will express an increased awareness of event/activities on campus.</p>	<p>The Noel Levitz student satisfaction survey was not administered in the Spring 2018 semester, instead the ATD CCSEE survey was administered and we are awaiting the result. *jw</p>	<p>Replace "toilet talk" to "chit chat"... It sounds better, is a little catchy phrase. People learn by a variety of methods. The old time "posters" are an effective tool that are not used as much with all the social media venues. The posters need to be created and placed in the bathroom stalls and the bulletin boards throughout all college buildings and locations. Recommend an individual be assigned the task of creating these posters and forwarding them to the other buildings to have them printed and placed in each location as well as removing outdated posters weekly. [Donna]</p>
<p>To provide services for students at risk.</p>	<p>Student Services will provide the following services for at risk students each semester:</p> <ul style="list-style-type: none"> • HPER 217 Personal and Community Health required course for all students coming in off of suspension 	<p>100% of degree students returning off of suspension will be required to enroll in the HPER course each semester with a 75% pass rate.</p>	<p>4 students enrolled in the fall and one dropped leaving 3. Out of the remaining 3 students 100% passed. 17 students were enrolled in the spring semester and 2 withdrew leaving 15 enrolled. Out of the remaining 15, 53% passed. Combined it would be 76.5% pass rate.</p>	<p>Having smaller class size would help students to pass the course. Also making sure to inform students about not getting funding if on probation would help.</p>

	<ul style="list-style-type: none"> • Effective Counseling 	<p>Counseling services (academic, personal, and career) will be provided to 75% of students enrolled each semester.</p>	<p>Fall 2017</p> <table border="0"> <tr><td>Email</td><td>107</td></tr> <tr><td>Met on Campus</td><td>69</td></tr> <tr><td>Other</td><td>19</td></tr> <tr><td>Phone Call</td><td>200</td></tr> <tr><td>Unduplicated Contacts</td><td>395</td></tr> </table> <p>Spring 2018</p> <table border="0"> <tr><td>Email</td><td>192</td></tr> <tr><td>Met off Campus</td><td>4</td></tr> <tr><td>Met on Campus</td><td>134</td></tr> <tr><td>Other</td><td>65</td></tr> <tr><td>Phone Call</td><td>273</td></tr> <tr><td>Unduplicated Contacts</td><td>668</td></tr> </table>	Email	107	Met on Campus	69	Other	19	Phone Call	200	Unduplicated Contacts	395	Email	192	Met off Campus	4	Met on Campus	134	Other	65	Phone Call	273	Unduplicated Contacts	668	<p>Contacting every student at the beginning of the semester, midway and end instead of just checking on them when attendance is low. This could help ensure they are on track.</p> <p>Consider student surveys outlining key issues resulting in poor attendance. Consider hybrid options for specific students or classes.</p>
Email	107																									
Met on Campus	69																									
Other	19																									
Phone Call	200																									
Unduplicated Contacts	395																									
Email	192																									
Met off Campus	4																									
Met on Campus	134																									
Other	65																									
Phone Call	273																									
Unduplicated Contacts	668																									
	<ul style="list-style-type: none"> • Developmental Education 	<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 2017: ENGL 099 all campuses 21 students enrolled in four sections 16 students or 76% passed with 63% or higher 5 students failed (1 student dropped but passed in SP2018) (Poor attendance was the main factor in students who failed or dropped.)</p> <p>SPRING 2018: ENGL 099 two campuses Mob/McL 11 students enrolled in two sections 7 students or 72% passed with 61% or higher 4 failed 2 dropped (Employment conflicts and poor attendance were main factors in students who failed or dropped. Also, of the four students who failed, 3 had been on a prior IEP but did not pursue assistance from SBC resources.)</p>	<p>The College has implemented a linking of developmental English with the College level English and has implemented a competency based math curriculum as a means of improving the completion rates for developmental education courses.</p> <p>The TRIO Program will also be adding more tutoring subjects and hours next year. Dir. Of SSS will also provide tutoring hours.</p>																						
	<ul style="list-style-type: none"> • Academic Coaching Services 	<p>Academic Coaching services will be provided to 50 students each semester with a persistence rate of 75% of these students.</p>	<p>These services were provided this academic year; however we did not have 50 students utilize the coaching and persistence rates of 75% were averaged for the students taking advantage of the coaching.</p>	<p>Continue to provide Academic Coaching services. To increase exposure, the coaching should visit classes.</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>Academic Counselor visited: Mobridge twice a month each semester for a total of 12 visits. McLaughlin 4 times a month each semester for a total of 24 visits.</p> <p>The Financial Literacy/Scholarship Coordinator made 22 SD site visits during the 2017-18 year.</p> <ul style="list-style-type: none"> • Fall 2017 – 5 McLaughlin visits and 6 Mobridge visits • Spring 2018 – 5 McLaughlin visits and 6 Mobridge visits [Dakota] <p>Director of SSS will also provide tutoring hours in the McLaughlin and Mobridge sites.</p> <p>Registrar, Financial Aid Director, and Vice President visited the sites during registration in the fall and winter.</p>	<p>Continue visiting each site to see students and also set up appointments with students at the sites so they don't miss me.</p> <p>This was provided in April and will continue throughout all of 2018-2019</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>Science Students Three students completed research in the summer 2017 in Costa Rica. IINBRE conference: Grand Forks ND 10/13/18 – 10/15/18 -1 Poster presentation FALCON conference: Arlington VA 11/3/18 – 11/6/18 -3 Poster presentations AIHEC conference: Bismarck ND 3/11/18 – 3/14/18 -1 Poster presentation NARCH TCRS conference: Fort Totten ND 3/26/18 – 3/27/18 -6 Poster presentations NDAS conference: Minot ND 4/26/18 – 4/27/18 -2 Poster presentations</p> <p>Nursing Students ND Nursing Regulatory Excellence Conference: Safe Nursing Practice in an Ever-changing World April 18, 2018, Baymont Inn Suites, Mandan ND -10 students attended</p> <p>Criminal Justice/Lay Advocacy Strengthening Government to Government Relations, January 30-31, 2018, Bismarck, North Dakota Indian Affairs Commission -7 students attended Bismarck Trip to North Dakota State Crime Lab, April 24, 2018 -5 students attended Standing Rock Tribal Court Sexual Assault Trial -11 students attended Standing Rock Tribal Court Drug Trafficking/Child Abuse Trial</p>	<p>Continue will providing external opportunities for students.</p>

		<p>Minimum of 5 students will submit papers for publications or to complete a speech at the AIHEC Conference.</p>	<p>11 students attended Business Students National AIBL Conference in Chandler, AZ April 26-30. -2 students attended AIHEC Fall AIHEC Presidents Meeting, Orlando Florida, September 2017 -4 students attended Capitol Hill Legislative Visit, Washington, DC, February 2018 -3 students attended 15 students attended and competed at AIHEC in Bismarck, ND</p> <p>Two students' submitted writings TCJ Writing Contest, one winning in the non-fiction category and one receiving an honorable mention. Two students participated in the speech contest AIHEC, and one in the poetry slam. One student competed in the Mrs. AIHEC, which required a speech be given to the selection committee. Three students competed in the ASC Election and were required to give a platform speech prior to the elections, all three of those students won the election for their positions. *jw</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>The following number of students received academic honors for 2017/2018 Fall 17 = 98 Spring 18 = 82 Graduating w/honors = 12</p> <p>Other honors: 20 students received plaques and 341 certificates. 15 students received a certificate for their scores on the CAAP test which is a comparison of SBC students in Mathematics, Reading, and Writing Essay to other two year colleges. *jw</p> <p>Awards banquet and graduation were held on May 10th. 275 people were served breakfast, this included students, family members, faculty and staff. *jw</p>	<p>Will continue with current action plan. *jw</p>

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

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To increase financial literacy of students	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>Eight financial literacy events were hosted in the 2017-18 year. This was the second year the Mazaska Woksape (Money Wisdom) Early Disbursement workshops were held. Students had the chance to receive financial aid disbursement check early (10 AM rather than 1:00 PM) when they attended. The total number of students attending was 499 – an increase from last year’s count of 344. An average of 62 students attended each session. Topics included the following: Credit, Personal Banking, Budgeting, Investing, Saving, and Retirement Planning. Workshops were facilitated by Starion Bank, American Trust Center, Capital Credit Union, Bank of ND. [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.</p>	<p>With the new direct deposit/Herring Bank option, we need to find a way to either continue holding early disbursement workshops or make a new plan for delivering financial literacy workshops. [Dakota]</p> <p style="color: red;">Continue the “If You’re Late, You Wait” initiative...different title. With change in disbursements from checks to debit cards, initiate a different approach the week prior to disbursement week. Same concept but earlier presentation or perhaps some type of online presentations that students would forward completion information to financial aid office. [Donna]</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.	<p>The SALT Online Financial Literacy Tool was used in conjunction with the new student Emergency Aid Program. Modules were assigned for students to complete as a part of receiving emergency aid. SALT also included a scholarship search engine as well as provided various tools for personal finance.</p> <p>Based on quarterly SALT institution reports, there were 59 students who registered as members on the SBC Salt Website.</p> <p>SALT Learning Modules:</p> <ul style="list-style-type: none"> • 18 students completed the Budgeting Module. • 1 student completed the Saving and Investing Module. • 1 student completed the Money Management Module. • 1 student completed the Educational Planning Module. • 1 student completed the Credit and Debt Management Module. <p>Top five content (articles and tools) topics were utilized: Paying for College/Scholarship Search Engine, Budgeting, Jobs, Credit, and Saving. (Ranked highest to lowest)</p>	We will need to explore other options since SALT will be no longer offered as of December 31, 2018.

			There were a total of 121 visits to the SBC SALT website and a total of 2,097 page views with an average duration of 10 minutes and 35 seconds per visit. [Dakota]	
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>In its second year of early FAFSA applications, 188 students have completed the 2018-19 FAFSA and listed SBC as one of the schools they were considering. [Donna]</p> <p>Thirteen new scholarship sources were located for the 2017-18 year. THE FA Director was not required to provide budgets to most of these sources so it is unknown how many students may have actually applied for one or more of these scholarships. [Donna]</p> <p>Four new scholarships were created from donations directly to Sitting Bull Collee from private donors: eight students received awards from these four scholarships. One new institutional scholarship (Dorm Cash Back Initiative) was developed and disbursed in 2017-18 with five students receiving scholarships in the fall 2017 term and additional scholarships from spring 2018 that are not yet determined. [Donna]</p> <p>Total financial aid funds from all sources disbursed in 2017-18 through May 3, 2018 is \$2,687,838 awarded to 993 students (duplicated count). [Donna]</p> <p>Total financial aid funds from all sources disbursed in 2016-17 through June 30, 2017 is \$2,225,467 awarded to 920 students (duplicated count). [Donna]</p> <p>The total number of students awarded financial aid in 2017-18 increased by 73 (7.4%) and the financial aid awarded increased by \$462,371 (17.2%). Average award in 2017-18 was \$2,706.79 compared to \$2,418.99 in 2016-17. [Donna]</p> <p>2017-18 was the fourth year the Build Your Brighter Future tuition scholarship and dorm scholarship was offered. 44 students received the scholarships totaling \$106,875. Compared to the prior year, this scholarship program increased by 40.3%. [Donna]</p>	<p>Continue to promote completing FAFSA early in the year, tying it into the spring registration process in October and again in December. [Donna]</p> <p>Continue to locate new scholarships and disseminate to students. Send direct e-mails to specific students based on majors targeted in the scholarships located. Also use the MySBC application and Facebook to continue to promote scholarships. [Donna]</p> <p>Post newly located scholarships on MySBC application; SBC Facebook; Twitter. Continue to use Toilet Talk (Chit Chat) posters to inform public and students about deadline dates and scholarship opportunities. [Donna]</p> <p>Utilize the radio program and electronic signage to inform public of upcoming deadline dates and scholarship opportunities. [Donna]</p> <p>Work closely with high school counselors to assist seniors to complete FAFSA early and financial aid applications. [Donna]</p> <p>Add 15 minutes 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 a major event when the FAFSA is completed within that time period. [Donna]</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.	Financial Literacy/Scholarship Coordinator set up site visits at the Mobridge and McLaughlin Sites-total of 22 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. [Dakota]	Continue to make visits to sites, choosing the busiest days at those sites.

			<p>A Financial Aid Calendar was set for the 2017-18 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.</p> <p>Ten High School FAFSA/Scholarship Events were set up. High School seniors and parents were invited to learn about the financial aid process and complete the FAFSA.</p> <ul style="list-style-type: none"> • September 13 – SRHS Tribal College/Financial Aid Overview • September 26th – Wakpala High School Financial Aid Presentation • October 19th – Mobridge-Pollock High School Parent FAFSA Info Night • October 27th – College Application Day (FAFSA/Scholarship info shared with students/counselors) • October 30th – Selfridge FAFSA Night • November 28th – Solen High School FAFSA Night • January 22nd – Wakpala High School FAFSA – “Senior Night” • February 27th – Wakpala High School On-Site Visit (Presentation/Tour/Tuesday Speaker) • March 20th – Wakpala High School – Additional FAFSA assistance • April 18th – Solen HS Tribal College/Additional financial aid info session <p>[Dakota]</p>	<p>Continue to set financial aid calendar for the upcoming year.</p> <p>Continue to make visits with the high schools.</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 2025.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
<p>To provide resources for faculty and staff to attend student services conferences.</p>	<p>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.</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>Faculty member, Suzanne Albers, submitted completed report to Vice President of Operations on conference findings from Council for Opportunity 36th Annual Conference in Washington, D.C., from September 13-16, 2017.</p> <p>During the 2017/2018 I attending two Achieving the Dream Sponsored Conferences on at the conferences I learned that It getting students through college takes more than providing classes. We learned about ‘holistic advising’, taking into account the struggles that community college students face. That we as an institution not only educate our students on reading and writing but we are also tasked with educating our students on life skills. (jw)</p> <p>Attended 3 ATD sponsored conferences in 2017-18. Furthered my knowledge on student success, the importance of “holistic” academic advising, and also the importance of student engagement. (Im)</p> <p>Attended a JAM Conference which is always offers a variety of learning opportunities and enhancements with the Registration and Advising modules in Jenzabar. (Im)</p> <p>Attended the Student Services Conference @ SKC. This offered a lot of collaboration with colleagues from tribal colleges along with Jenzabar and National Student Clearinghouse. Also a good conference to keep up with what’s happening and will be happening with Federal Student Aid. (IM)</p> <p>Renee Froelich attended the 2018 Dream conference in Nashville, TN. The purpose of the conference was to address needs for community colleges to improve results and graduation rates for all students. A particular emphasis was placed on low-income students and minority serving institutions.</p> <p>A couple of the sessions that I attended discussed communicating with students in a non-threatening tone and advising students in a more positive way to support their goals. There were many discussions revolving around stop-out student reasoning, such as food insecurity and/or prejudices on</p>	<p>Should attend the 37th annual conference with new TRIO employee/supervisor.</p> <p>Continue to have faculty and staff attend conference related to student services.</p>

			<p>campus. (rf)</p> <p>Renee Froelich attended a session on accelerating developmental English classes, although we use most of the same strategies at Sitting Bull College. The only difference is that the primary instructor in their model also taught the remedial courses, which improved course completion rates. This is something that the English Department discussed when I arrived back on campus, but for grant purposes, need to keep Suzanne Albers teaching ENGL 099 for now.</p> <p>One of the most compelling keynote sessions was on the final day where we were able to see poet Richard Blanco present his poems and experiences growing up as an gay immigrant in the United States. His message was very moving and engaging.</p>	
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.	<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>HLC is as always an interesting conference for many reasons. Each time I have found how far ahead of even the very large institutions we are. We do an excellent job of both the intent of program review and the process. I found some of the schools seem to be making this less meaningful than it can be. The sessions that were most productive besides the general sessions were ones on including laughter in the classroom and in training for faculty and staff and the follow-up to a session I went to last year that was on a creative way to be competitive and yet share resources as budgets get tighter. This session was about how three colleges that are competitors are working together to ensure that all three are able to remain viable institutions with good programs (some ideas for the nursing program anyway).</p> <p>The HLC conference had many sessions discussing engagement in students earning. One session from Arizona University discussed classroom engagement activities, even for large lecture halls or science lecture courses. The facilitators gave participants many resources and activities to try in the classrooms.</p> <p>An HLC faculty credentialing session discussed how the HR department can easily track faculty credentials and the departments in which they are certified to teach.</p>	Continue to allow faculty to attend HLC.

Data Collection and Reporting Goal 6: To have established and maintained an effective data collection and reporting system through 2025.

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 2018, 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 2018.	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.