

Sitting Bull College

2012-2017 Enrollment Management Plan

2014-2015 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

67 (46 for fall, 21 for spring) - Decrease of 22 students from 2013-2014
Fall 14-6 GED, 38 High School graduates, 2 unknown
Spring 15-11 GED and 10 High School graduates
19 students right out of HS fall 2014, increase of six student from fall 2013
Increase of 8.3% for overall student retention
Decrease of 8% for first-time degree seeking student retention
Decrease of 2.6% for overall student persistence
Decrease of 8% for first time degree seeking student persistence
2005-24% , 2006-17%, 2007-12%, 2008-9%

Marketing Goals

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

Recruitment and Enrollment Goal

2. To establish and maintain a recruitment plan that will increase new students by 50 per year through 2017.
 - To increase enrollment of current high school graduates.
 - To increase enrollment of current GED graduates.
 - To create and increase the number of programs/activities that will increase the male student enrollment.
 - To complete a cost analysis of offering athletic programs.
 - To develop articulation agreements between other ND TCUs for transfer students into Bachelor and future Master's programs.

Retention and Completion Goal

3. To establish and maintain a retention plan through 2017.
 - To provide an effective first year learning experience.
 - To provide an effective integrated and coordinated advisement program for all students.
 - To improve engagement of all students.
 - To create improved communication of events/activities and important dates between the college and the students.
 - To provide services for students at risk.
 - To increase availability/access to support services offered to McLaughlin & Mobridge sites.
 - To increase student opportunities for external experiences.

Student Financial Management Goal

4. To establish and maintain a student financial management plan through 2017.
 - To increase the financial literacy of students.
 - To assist students with setting financial goals.
 - To increase the number of scholarships awarded to students.
 - To increase the number of students completing financial aid before classes begin.

Professional Development Goal

5. To implement and maintain a professional development plan for staff and faculty on effective practices in retention and persistence through 2017.
 - To provide resources for faculty and staff to attend First Year Learning Experience conferences.
 - To provide resources for faculty and staff to attend advising conferences.
 - To provide resources for faculty and staff to attend recruitment and retention conferences.
 - To provide resources for faculty and staff to attend assessment conferences.
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Data Collection and Reporting Goal

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

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

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
Develop marketing strategies for SBC.	The Student Life Committee will develop recruitment materials using internal and external sources that effectively promote what Sitting Bull College through by May 2015.	<p>Completion of at least five different types of recruitment items will be developed.</p> <p>Current sources: newsletters, radio, papers, banners, campus tours, school recruitment fairs, posters.</p> <p>Potential sources: Place applications at stores and GED sites in districts, tribal fairs, public access, Health TV, Public Bathrooms (Casinos, Red & White).</p> <p>Other sources: Better utilization of SBC bulletin boards, table tents around SBC.</p>	<p>Five new recruiting methods used were: attendance/informational booths at the SBC Bazaar and other SRST events; creation of a new you tube video highlighting programs available to high school students to generate interest in SBC; College Experience day where students come to SBC and participate in class time and hands on learning; attendance at SRST district meetings with information on SBC; college application assistance at locals schools. Recruiting activities continued included family night, booths at local basketball games, school recruitment fairs, campus tours, high school junior/senior one on one visits at local high schools.</p> <p>All current sources were continued.</p> <p>We have utilized GED sites and bathrooms at colleges as well as placement with local school guidance counselors.</p> <p>Not all bulletin boards are being utilized however; flyers and information are being posted in all commons areas, on entrance and exit doors, bathrooms as well as tables in the atrium and student lounge.</p>	Continue to research and look for new and future opportunities and avenues to promote SBC.
Continue campaign to brand SBC.	The Student Life Committee will continue to brand SBC through the slogan of "Build Your Brighter Future".	All promotional materials will use the branding slogan of "Build Your Brighter Future".	<p>This slogan has been used on all promotional materials as well as print ads and radio advertising.</p> <p>Build Your Brighter Future Scholarship: There were 19 high school 2014 graduates who attended fall 2014. In January we gained two 2014 GED students.</p> <p>Total of 412 credits – 34.33 ISC at \$5600 = \$192,267 funding</p> <p>Spent \$57,309 in scholarships so net profit is \$141,558.</p>	<p>Continue to use the slogan on all adverteng and promotional materials. Update all currently printed items to reflect the new slogan.</p> <p>Continue with the "Build Your Brighter Future" Scholarship for High School and GED graduates.</p>
Determine the most effective means for marketing SBC.	The Student Life Committee will develop a survey instrument that will be administered to all students during registration, beginning fall 2014.	An analysis will be completed on the rate of return on the investment of different markets: radio, paper, bulk mailing, and journal advertisements.	Although an official survey was not completed, discussions have been held as to what media avenues have produced the best results for SBC. It was determined that current avenues in place we will continue to utilize with more event specific advertising.	Develop and conduct the student survey to be administered in the fall of 2015. Using the survey results as well as target market determinations, create a strategic advertising plan that will reach SBC target market areas.

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

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation																																																									
<p>To increase enrollment of current high school graduates.</p>	<p>Student Services will complete the following recruitment activities with high school students each year:</p> <ul style="list-style-type: none"> • 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 • School counselor awareness sessions • Visits to schools during parent teacher conferences • Duel credit/duel enrollments 	<p>At a minimum 300 high school contacts will be made in a year resulting in an additional 10 high school graduates per year.</p>	<p>The goal was met with the following finding/actual results</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15%;">9/29/2014</td><td style="width: 60%;">Dupree School Visit</td><td style="width: 25%; text-align: right;">4</td></tr> <tr><td>9/30/2014</td><td>Mobridge School Visit</td><td style="text-align: right;">3</td></tr> <tr><td>10/1/2014</td><td>Eagle Butte College Fair</td><td style="text-align: right;">132</td></tr> <tr><td>10/1/2014</td><td>Tiospay Topa School Visit</td><td style="text-align: right;">5</td></tr> <tr><td>10/8/2014</td><td>Standing Rock School Visit/Degree Presentation</td><td style="text-align: right;">35</td></tr> <tr><td>10/23/2014</td><td>Standing Rock School Fair</td><td style="text-align: right;">102</td></tr> <tr><td>11/24/2014</td><td>Parent Night</td><td style="text-align: right;">10</td></tr> <tr><td>1/29/2015</td><td>Solen Basketball Game Double Header</td><td style="text-align: right;">9</td></tr> <tr><td>2/3/2015</td><td>Standing Rock Girls Basketball Game</td><td style="text-align: right;">15</td></tr> <tr><td>2/3/2015</td><td>College Experience Welding</td><td style="text-align: right;">12</td></tr> <tr><td>2/10/2015</td><td>College Experience Nursing</td><td style="text-align: right;">6</td></tr> <tr><td>2/10/2015</td><td>Standing Rock Boys Basketball Game</td><td style="text-align: right;">30</td></tr> <tr><td>2/12/2015</td><td>College Experience Welding</td><td style="text-align: right;">6</td></tr> <tr><td>2/17/2015</td><td>Wakpala Basketball Game Double Header</td><td style="text-align: right;">15</td></tr> <tr><td>2/20/2015</td><td>McLaughlin Basketball Game Double Header</td><td style="text-align: right;">19</td></tr> <tr><td>3/12/2015</td><td>College Application Assistance</td><td style="text-align: right;">14</td></tr> <tr><td colspan="2">Total</td><td style="text-align: right;">417</td></tr> <tr><td colspan="2">Schools Visits Mobridge Site Coordinator additional</td><td style="text-align: right;">12</td></tr> <tr><td colspan="2">Grand Total</td><td style="text-align: right;">429 (Duplicated)</td></tr> </table> <p>Oct – March CTE Counselor had contact with 210 local middle and high school students. CTE Counselor had contact with 100% of middle and high school counselors in our area promoting SBC.</p> <p>The total outreach for 2014-2015 increased from 2013-2014 contracts of 402.</p> <p>Fourteen 2015 high schools graduates have completed their FAFSA for the fall 2015 semester.</p>	9/29/2014	Dupree School Visit	4	9/30/2014	Mobridge School Visit	3	10/1/2014	Eagle Butte College Fair	132	10/1/2014	Tiospay Topa School Visit	5	10/8/2014	Standing Rock School Visit/Degree Presentation	35	10/23/2014	Standing Rock School Fair	102	11/24/2014	Parent Night	10	1/29/2015	Solen Basketball Game Double Header	9	2/3/2015	Standing Rock Girls Basketball Game	15	2/3/2015	College Experience Welding	12	2/10/2015	College Experience Nursing	6	2/10/2015	Standing Rock Boys Basketball Game	30	2/12/2015	College Experience Welding	6	2/17/2015	Wakpala Basketball Game Double Header	15	2/20/2015	McLaughlin Basketball Game Double Header	19	3/12/2015	College Application Assistance	14	Total		417	Schools Visits Mobridge Site Coordinator additional		12	Grand Total		429 (Duplicated)	<p>Continue coordination between faculty and staff who are promoting SBC in the schools and communities.</p>
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<p>To increase enrollment of current GED graduates.</p>	<p>Student Services will complete the following recruitment activities with GED students:</p> <ul style="list-style-type: none"> • Career counseling upon completion of GED • GED completer scholarship 	<p>At a minimum 200 GED contacts will be made in a year resulting in an additional 10 GED completers per year:</p>	<p>There were five GED this year with 100% contact regarding enrollment at SBC. Two graduates enrolled and received the Build Your Brighter Future Scholarship.</p>	<p>Contact with all GED participants to include them in more college activities may increase SBC enrollment. In addition, need a more coordinated effort working with the GED Director on recruitment of GED students that are close to completion.</p>
<p>To maintain the number of programs/activities that will increase the male student enrollment.</p>	<p>The TREND program will develop recruitment strategies for spring semester by November 2013 to increase the number of male students in the TREND programs</p>	<p>A minimum of 20 additional male students will enroll in the new degree for spring 2014.</p>	<p>TREND enrolled 27 men in the Fall '14 semester and 35 men in the Spring '15 semester. These recruitment strategies were utilized during the 2014-2015 school year: Pamphlets, Flyers, Newspaper, Magazines, District Meetings, Tables set up at large events, Job Fairs, Facebook, Twitter, Tours with High School students here at SBC, Going out and visiting high school classrooms, and Radio.</p>	<p>We will be focusing on our online campaign next year and hoping to put up some YouTube videos about each of our T END programs.</p>

Retention Plan Goal 3: To establish and maintained a retention plan through 2017.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
<p>To provide an effective first year learning experience.</p>	<p>The following will be assessed by the Retention Committee and the Vice President of Academics each semester:</p> <ul style="list-style-type: none"> • First Year Experience Course • Freshman Advising Sequence of Mandatory courses • Orientation • Financial Literacy Awareness Workshops 	<p>100% of all new students will enroll in the PSYC 100 FYLE course.</p> <p>100% of all new students will be enrolled in the mandatory first year courses.</p> <p>100% of all new and transfer students will participate in an orientation session.</p> <p>100% of all new and transfer students will participate in financial literacy training.</p>	<p>100% of all new and transfer students were enrolled in the course both fall and spring. Fall:68 enrolled, 57% pass rate Spring-33 enrolled, 57% pass rate Persistence rate-61% The hands on approach utilized by the instructor resulted in a 10% increase in the pass rate.</p> <p>100% of all new students were enrolled in the correct first year sequence of courses.</p> <p>Fall semester 36 or 40% attended the formal orientation session. Overall rating for importance 4.2 Financial Aid information ranked the highest at 4.9 and Lunch with Advisor ranked lowest at 3.6 Overall rating for usefulness 4.3 : Financial Aid information ranked the highest at 4.9 and Lunch with Advisor ranked lowest at 3.8 Spring semester 46 or 56% attended. Overall rating for importance 4.3 Financial Aid information ranked the highest at 4.3 and Lunch with Advisor ranked lowest at 3.4.1 Overall rating for usefulness 4.0: all areas ranked equally at 4.0 On the Noel Levitz student satisfaction survey that was administered in the spring semester to 116 students indicated on a 7 point scale a 5.96 level of importance for orientation and 5.26 level of satisfaction.</p> <p>Financial Literacy is part of the FYLE class, spring semester 38% of FYLE students completed the 2015-16 FAFSA</p>	<p>The FYLE course was changed based on information gathered at the national FYLE conference. The course needs to continue to use the same approach.</p> <p>A decision was made in the Curriculum Committee that students who score at the College level in math and English should be allowed to enroll in an additional class beyond the four required freshman courses. Continue with freshman sequencing with all other students.</p> <p>When students were asked why they did not attend Orientation, many students said that they could not go all day due to babysitter issues or work problems. Orientation will continue to be an ongoing topic in the FYLE class. Faculty need to stress the importance of attending orientation to all first time freshman or transfer students.</p> <p>Continue providing financial training as part of FYLE</p>

<p>To provide an effective integrated and coordinated advisement services for all students.</p>	<p>Faculty advisors will review with students during registration the sequencing of required courses each semester.</p> <p>Each student will learn to monitor their progress in meeting their degree 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>Not all students have been made aware of their program course sequence.</p> <p>Jenzabar is used for generation of all advising worksheets.</p> <p>Fall- 47 students Spring- 37 students</p> <p>The graduate exit survey on a 7 point scale indicated a 6.7 level of importance of the academic advisor and a 6.3 level of satisfaction.</p>	<p>The review of the degree plan and program sequencing will be completed as part of the FYE course.</p> <p>Continuing using Jenzabar for advising worksheet.</p> <p>Continue to hold advisor luncheons one week before pre-registration each semester. Encourage faculty to require students to attend luncheon. In order to meet target number of students we need to offer a door prize to increase attendance.</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 graduate exit survey on a 7 point scale indicated a 6.8 level of importance for MySBC gradebook and a 6.3 level of satisfaction.</p> <p>The use MySBC gradebook was rated an overall strength on the Noel-Levitz Student Satisfaction survey that was administered spring semester to 116 students.</p>	<p>Continue to require all faculty to use MySBC Gradebook.</p> <p>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 • Speakers Series - Thursday 12 to 1 events – held over IVN to reach sites 	<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>Fall 14 semester: 137/304 or 45% of students attended. Overall satisfaction was 4.6 with the speaker rated highest and Speed Mentoring rated lowest.</p> <p>Spring 15 semester: 65/278 or 23% attended. Overall satisfaction was 4.5 with the food and refreshments rated highest and Flash Mentoring rated lowest.</p> <p>Attendance at the Spring Summit continues to be low.</p> <p>A minimum of 2 speakers were held each month, topics chosen coincided with the national and local monthly topic. Student attendance at these events was an average of 15, with a high of 34 and a low of 7.</p>	<p>Encourage faculty to use the Summit as a basis for a class assignment in order to encourage attendance.</p> <p>Recommend by Student Life Committee to change speakers to Tuesday when more students are on campus.</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"> • Club Activities - Tuesday 12 to 1 – held over IVN to reach sites. 	<p>Club meetings will be held on Tuesday 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>Student Government had a total of seven regular meetings with an average of 19 (rounded to nearest whole #) students in attendance at each meeting during the 2014-2015 academic year. Below are some of the major activities Student Government hosted:</p> <ul style="list-style-type: none"> • Elections held each semester due to vacancies in the Spring semester • UTTC Parade of Champions for outreach efforts • Breast Cancer Awareness “Wear Pink” days as part of health awareness • Costume contest & Scary Movie night as part of student retention activities • “Rock Your Mocs” days for Native American Month • Veteran’s Appreciation Dinner • Ugly Sweater Party & Snowball Masquerade as part of retention activities • AIHEC- Albuquerque, NM: Student Government pays for a large portion (over \$6,000) for students to attend AIHEC • Spring Fling & Movie Night as part of retention activities <p>Besides student Government there were only two other activities clubs for the 2014-2015 academic year.</p> <p>AIBL - Seven formal meetings were held during the 2014-2015 academic year. Three was the average number of student attendees per meeting. The major outcomes for the club are:</p> <ul style="list-style-type: none"> • The 4th Annual Economic Summit • The Proposal for the “Roots of the Rock – Buy Local Campaign” <p>Ecology Club held six meetings with 15 to 20 students in attendance. Club activities included:</p> <ul style="list-style-type: none"> • Red Ribbon Week in Long Soldier. • Halloween Party in Long Soldier and Bear Soldier. • Earth Day in April 2015, with EPA. • Recycling program with EPA. <p>Culture Club an active club in the past was unable to establish enough students to attend meetings. Therefore, a staff person was designated to oversee cultural events. The following events were held:</p>	<p>Continue to encourage faculty to develop additional clubs and encourage students to participate. Possibility to increase club attendance is to use participation as a community service activity for classes.</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>September –December 2014- SBC Culture club met without much student Involvement.</p> <ul style="list-style-type: none"> • November 14th-16th – Lakota/Dakota History Conference • January 2015-After several meetings. SBC Culture Club was formally transformed into Culture Coordinator position to assist in revitalizing the Lakota/Dakota culture on campus. • April 10th- 12th, 2015- “Fulfilling the Prophecy of our Grandfathers” gathering. • February 2015- Hosted and planned Lakota Lowámpi Ceremony <p>Other Activities:</p> <ul style="list-style-type: none"> • Establishing proper protocol for SBC events and meetings. • “Elder Preservation Council” meetings November 9th, December 13th, January 17th, February 21st, and March 21st. <p>The exit graduate survey on a 7 point scale indicated a 5.0 level of importance of student organizations and a 5.5 level of satisfaction.</p> <p>The required number of meetings was met at each site. Fall semester of 2014, 92 students attended Talking Circles with 45 additional students attending in the spring for a total of 137 students for the academic year. Talking Circles were held both during the day and the evening to better fit student’s schedules. All student concerns were taken into consideration and addressed by Academic Counselor or were referred out.</p> <p>Peer Academic Coaches received an in-depth training program. In addition, developmental faculty spent their office hours in the learning center lab as well as the McLaughlin Site.</p>	<p>Continue having the Ichiwoglakapi for the students.</p> <p>Continue to provide training for peer academic coaches.</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 which was administered in the spring semester to 116 students, indicated as a strength that students were kept informed about college events through email. On a 7 point scale the students rated communication through email 6.17 level of importance and 5.79 level of satisfaction. Use of MySBC for information rated 6.15 level of importance and 5.76 level of satisfaction.</p> <p>Overall students on the Noel Levitz student satisfaction survey indicated a 5.79 level of importance for overall know what is happening on campus with a 5.09 level of satisfaction.</p>	<p>Continue working on communication strategies.</p>
<p>To maintain an Early Alert System.</p>	<p>All faculty will be required to use Early Alert System for student attendance.</p>	<p>The Attendance and Academic Counselor will make contact with 90% of the students identified through the attendance alert system, with a persistence rate of 50% of these students.</p>	<p>Fall: 778 total contacts were made; counselors checked the attendance on a weekly basis and contacted those students who had missed a class. They also contacted 100 % of the students that faculty referred through early alert, with a persistence rate of 61%. Spring: 791 total contacts were made.</p>	<p>Continue with contacting students Faculty identify as well as contacting students based on attendance.</p>

			Phone calls were the most effective way to reach students.	
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 • Effective Counseling • Developmental Education • Academic Coaching Services 	<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>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 COMPASS score each semester will be required to complete a developmental education course with a 75% pass rate and a 50% persistence rate.</p> <p>Academic Coaching services will be provided to 50 students each semester with a persistence rate of 75% of these students.</p>	<p>Percentages reflect students coming in off suspension or probation. Fall 2014- 22 students enrolled, 9 passed with 8 of the 9 continuing to the spring semester showing a persistence rate of 36.36%. Spring 2015- 21 students enrolled with 10 passing. Currently 2 students have pre-registered for upcoming classes showing a persistence rate of 9.5% as of 5/8/15. Total persistence rate for this academic year is 23.25%. Data shows a higher attendance rate at sites where classes were held once a week compared to twice a week.</p> <p>CTE Counselor had 62 Career contacts from Oct to Dec 2014 and 175 Career contacts from Jan to May 2015. Academic Counselor had 217 contacts for academic reasons and 103 contacts for personal reasons from July 2014-May 2015</p> <p>CTE Counselor had 61 Personal contacts from Oct to Dec 2014 and 98 personal contacts from Jan to May 2015.</p> <p>The graduate exit survey on a 7 point scale indicated a 5.7 level of importance of counseling and a 5.5 level of satisfaction</p> <p>Fall 2014 -- MATH 099 had 7 enrolled students, 5 passed with a 60% or higher score, and 1 withdrew. MATH 101 enrolled 17 students, 10 passed with a 60% or higher score, and 1 withdrew. Data revealed that of the 24 students enrolled in math classes, 13 students continued into the spring semester.</p> <p>Fall 2014 – ENGL 099 enrolled 23 students, 11 students passed with a 60% or higher score, and 4 withdrew. Of the 23 students enrolled in English classes, 10 students continued into the spring semester.</p> <p>SPRING 2015 – MATH 099 enrolled 3 students, 2 passed with a 60% or higher score, and 0 withdrew. MATH 101 enrolled 8 students, 6 passed with a 60% or higher score, and 1 withdrew. ENGL 099 enrolled 7 students, 6 passed with a 60% or higher score, and 1 withdrew.</p> <p>Fall: 58 students received 77 hours of tutoring with a persistence rate of 86%. Students received the greatest amount of tutoring in Business courses, followed by English and then math, with a pass rate of 86%.</p> <p>Spring: 52 students received 85 hours of tutoring with a pass rate of 85%. Students received the greatest amount of tutoring in Math, followed by Biology, then English.</p>	<p>Having class once a week should improve student's attendance and completion rates. Continue contact with students who passed but didn't persist.</p> <p>Continued contact with outside mental health and chemical dependency agencies to better meet the needs of our students.</p> <p>Continue to research new methodology for teaching developmental education courses. Continue to implement linking technique courses for ENGL 099 and 110 for Fall and Spring semesters.</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 posted throughout campus. Encourage faculty to assist students to seek a tutor when necessary, and</p>

			The graduate exit survey indicated on a 7 point scale a rating of 5.3 for importance of academic coaches and 5.4 level of satisfaction.	to post tutoring agendas in classrooms and offices.
To increase availability/access to support services offered to McLaughlin & Mobridge sites.	Student Service staff will increase the number of visits to the McLaughlin and Mobridge sites.	<p>The Counselors will visit each site at a minimum of once a month during the academic year.</p> <p>The Financial Aid Scholarship Coordinator will visit each site a minimum of once a month during the academic year.</p> <p>Other Student Support staff will visit the sites at a minimum of twice a semester during the academic year.</p>	<p>CTE Counselor was present at the McLaughlin site one day a week for eight weeks during the spring semester. Academic counselor was present once a week at McLaughlin site and at least once a month at Mobridge site.</p> <p>TREND Recruiter & Project Director were available at the Mobridge site twice throughout the 2014-15 year. TREND Job Coach was available at the McLaughlin and Mobridge site one day per month.</p> <p>Job coach was available for career services (resume assistance, cover letter assistance, job listings etc.) at least twice a month at each campus during spring semester.</p> <p>Job coach along with TREND & Financial Scholarship Coordinator attended 4 of 7 district meetings in Spring semester to provide information about Financial aid, TREND and Career services at SBC including Kenel, Cannonball, Little Eagle, McLaughlin to recruit students for upcoming semesters. Job Coach recruited employers interested in hiring SBC students/graduates for career fairs at Fort Yates & Mobridge sites in Fall semester and Spring semester.</p>	
To increase student opportunities for external experiences.	Faculty and staff will assist students to apply for external experiences such as: Internships, student research, AIHEC Publishing of papers	<p>A minimum of 25 students will experience an external opportunity each academic year.</p> <p>A minimum of 5 students will submit papers for publications or to complete a speech at the AIHEC Conference.</p>	<p>23 students were provided external opportunities that included the following: ND tribal College Research Symposium, PEEC, Student Research trip to Cost Rica, AIHEC, Nano-Link Working Meeting, Society of Range Management, Research trip to Lincoln, Nebraska, ND Safety and Health Conference, AIHEC Winter meeting, Washington, DC, ND Fisheries Conference, Wildlife Society Convention, AISES National Conference, CTE Memorial Hall conference</p> <p>One student competed in speech at AIHEC,</p>	<p>Continue to provide external opportunities for students in all degree areas.</p> <p>Track students who attend single day conferences.</p>
To increase awareness of honor students	<p>Student Services staff will publish honor list in the local papers each semester.</p> <p>Student Services staff will coordinator an annual student awards banquet in May of each academic year.</p>	<p>The honors list will be published each semester in a minimum of three local papers.</p> <p>A minimum of 100 students will attend the student awards banquet.</p>	<p>100 out of 304 or 33% of students received academic honors for the fall 2014 semester. Fall semester 82 out of 278 or 30% of students received academic honors for the spring 2015 semester. 50 additional awards were presented at the awards banquet</p> <p>The awards banquet will be held on May 14, 2015.</p>	Continue tracking student honors and publishing for recognition.

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>Five financial literacy dates were scheduled in 2014-2015 in which 630 community people attended (duplicate count).</p> <ul style="list-style-type: none"> • Three events were combined with the community bazaars that consisted of holiday bazaar sales, financial aid awareness and financial literacy booth, and a career fair with 428 people (duplicated number) in attendance. Vendors included banks who discussed financial opportunities i.e. checking, savings, and credit. • Two of the events were the Student Summits...137 students attended fall 2014 and 65 attended spring 2015. <p>USA Funds Life Skills program was promoted with a gas card or bus pass given out as an incentive for completion of 4 or 6 lessons respectively. The most recent report from USA funds covering the period of 07-01-14 through 03-23-15 indicates that 836 lessons were completed; 208 users were in the program.</p> <ul style="list-style-type: none"> • The history report from USA covering 01-01-14 through 03-30-15 indicates 2,535 lessons completed by 246 users; 180 lessons were not completed; overall score of 87% on the lessons. • A total of 6 bus passes and 87 gas cards were distributed during the 2014-15 years; 7 students completed all the lessons in the program. 	<p>Continue financial literacy workshops and bazaar/career fairs.</p> <p>Continue to promote financial education empowerment through use of USA Funds Life Skills program and seek funding to continue with bus and gas card incentives.</p> <p>Continue to invite a variety of vendors to the college to discuss financial literacy activities including investing for their future financial security; establishing credit; repairing credit;</p>
To assist students with setting financial goals.	The Financial Aid Scholarship Coordinator will hold financial literacy workshops throughout the academic year for all students to attend.	A minimum of five sessions will be held in an academic year with 50 students attending.	<p>Three financial literacy fairs were scheduled in conjunction with a holiday bazaar, job fair, financial aid awareness, and local vendor sales. One held in December and two in March. The events were quite successful as over 428 people (duplicated count) visited the various booths and on average 20 – 30 vendors participated.</p> <p>Workshops were held in conjunction with resume' writing workshops offered by the Job Coach staff in the districts.</p>	<p>Continue financial and career fairs and inviting various banking and investment companies to give students a variety of options to setting financial goals including opening checking, savings, and retirement accounts as well as budgeting skills and investing.</p> <p>Continue setting up monthly financial literacy workshops in each district.</p>
To increase the number of scholarships awarded to students.	The Financial Aid Scholarship Coordinator will research additional scholarships and email the information to students each semester.	The number of scholarships awarded identified each academic year will increase by 10%.	<p>Fourteen new scholarship sources were located for the 2014-15 year with 2 students funded in the masters of environmental science degree. 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.</p> <p>Two new SBC scholarships were started in 2014-15: Build Your Brighter Future Tuition scholarship and Build Your Brighter Future dorm scholarship. 19 high school graduates and 2 GED graduates of 2015 were awarded a total of \$50,709.</p> <p>Total financial aid funds from all sources disbursed in 2014-15 through 04-30-15 is \$2,321,570 awarded to 1037 students (duplicated count).</p>	<p>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</p>

			<p>Total funds awarded in 2013-14 through 05-05-14 is \$2,178,988 awarded to 1048 students (duplicated count).</p> <p>The total number of students awarded financial aid decreased in 2014-15 but the average award increased to \$2,239 compared to \$2,079 in the previous year. The decrease in number of students funded is probably due to the decrease in SBC overall enrollment. So, it appears that students applied for and were awarded more scholarships and grants as the average award increased in 2014-15.</p> <p>Twenty-nine new scholarship sources were located for the 2015-16 year. Data will be tracked to determine how many students request budgets or academic transcripts for these funding sources.</p>	<p>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>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 in Mobridge and McLaughlin throughout the August to May months – a total of 22. Through the month of April the following assistance was provided: FAFSA applications – 118 students; scholarship/grant applications – 278; IRS data retrieval – 19 students; other assistance – 92 students; Financial Literacy – 41 students; Federal Work Study – 9 students. A total of 557 students were assisted (duplicated count) Students also were assisted during the weeks of pre-registration and registration.</p> <p>Other activities included: booth at Red Ribbon Week events; college night activity in Fort Yates; and Student/Parent Night activity in Mobridge (0 in attendance).</p> <p>The following activities were also held:</p> <ul style="list-style-type: none"> • Attended 8 class to assist with FAFSA and financial aid applications as well as financial literacy • Attended 4 district meetings with Job Coach to disseminate financial aid information and applications • Attended 3 basketball games with Outreach Coordinator to disseminate financial aid information and applications <p>151 FAFSA applications for 2015-16 were processed through 05-08-15.</p>	<p>Further develop the hi-jacking classes to educate students on financial literacy topics.</p> <p>Continue setting up specific dates for assisting students with completing the FAFSA and other financial aid applications i.e. highlighting specific scholarships each month as the deadline or priority date nears.</p>

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 Academics will identify two to three individuals from the Retention committee to attend annually the First Year Learning Experience 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.	Two new faculty members participating in the ENGL 099 linking program and the Vice President of Academic Affairs attended the First Year Learning Conference in Dallas, TX. Results: <ul style="list-style-type: none"> • Faculty were provided documentation on the development of a student friendly syllabus. • Attendees obtained over 100 books from the conference to establish a small library on the Mobridge campus. • Faculty members will encourage interaction/development of mentoring relationships outside of the classroom including one-on-one faculty/student meetings. 	Continue sending first year experience faculty to conference. Staff will continue to gather data on first year freshmen academic and retention success. Faculty will continue with the class linking program which was strongly emphasized at the FYLE conference.
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 or staff attended.	Look for a second year experience conference for faculty and student services staff to attend in 2015-2016.
To provide resources for faculty and staff to attend advising conferences.	The Vice President 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 or staff attended.	Look for a advising conference for faculty and student services staff to attend in 2015-2016.
To provide resources for faculty and staff to attend recruitment and retention conferences.	The Vice President of Academics 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.	Three student services staff and the Vice President of Academics will be attending the Noel Levitz Student Recruitment and Retention conference in Boston, MA in July.	Report results back to the Student Life Committee in the fall.
To provide resources for faculty and staff to attend assessment conferences.	The Vice President of Academics will identify two to three assessment advisor training or host assessment training for all faculty and staff.	The individuals in attendance will provide written and oral reports of information from conference at Retention Committee meetings, Student Life Committee meetings, and faculty meetings. Document any changes resulting from training.	Four faculty attended the Higher Learning Commission annual Conference in Chicago, IL. Results: <ul style="list-style-type: none"> • Development of a rubric to address professional behaviors and institute this in at least two classes for the second year students. Then revise and introduce in the spring to the first year students. • Review of current advisee questionnaire and revise it so that it lends to more immediate discussion regarding students' expectations, possible road-blocks, etc. • Teach students to prepare for class before entering class 	Continue sending faculty to the Higher Learning Commission and other Assessment workshops/conferences.

			<ul style="list-style-type: none"> ○ Posting videos, PowerPoints (there is something called “articulated PowerPoint” that allows the instructor to voice-over and integrate software within PowerPoint, ○ Students will need to be responsible not only for homework, but for preparing ahead of class. • Implementation of a simple but effective program survey used to assess students’ subjective judgments relating to the effectiveness of a master-level program. 	
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Data Collection and Reporting Goal 6: To have established and maintained an effective data collection and reporting system through 2017.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected results)	Findings (Actual results)	Action or Recommendation
To develop tools to effectively track data collection.	At the end of each semester a thorough analysis will be completed by the Student Life Committee on SBC’s Enrollment Management plan data.	Completed data for semester Enrollment Management Plan.	The enrollment data was completed in May 2015, 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 2015.	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 posting 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 Academics 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 sharing data.