

Student Life Committee Strategic Planning Report

Date of review: 06/27/2016

FUNCTION: To create opportunities which promote, support and enhance morale and communication among Sitting Bull College students, faculty and staff.

SCOPE: To have created opportunities for students to actively participate in student centered initiatives.

GOAL 1: To create opportunities for students to actively participate in student centered initiative through 2025

<i>Objective A</i>	To increase student enrollment by 25 per year.
Measurement Tool (who, what, when, how)	The Student Life Committee in 2015-2016 will enhance and improve student recruitment as outlined in the Enrollment Management Plan.
Measurement Goal	Maintain student recruitment as outlined in the Enrollment Management Plan through May 2016. <ol style="list-style-type: none"> 1. To increase enrollment of current high school graduates. 2. To increase enrollment of current GED graduates. 3. To create and increase the number of programs/activities that will increase the male student enrollment.
Findings/Results	<ul style="list-style-type: none"> • 70 (46 Fall 2015/23 Spring 2016) – increase of 3 students from 2014-2015. • Fall 2015, 10 high school graduates/10 GED/2 unknown. • Spring 2016, 12 high school graduates/8 GED/3 unknown. • Fall 2015, 17 students right out of high school—decrease of 2 from Fall 2014.
Data Analysis	<ul style="list-style-type: none"> • The total outreach for 2015-2016 was 753 contacts, an increase from 2014-2015 contracts of 429. • There were 17 high school 2014 graduates who attended fall 2015 • There were 17 GED this year with 100% contact regarding enrollment at SBC. 6 enrolled at SBC. • Fall 2015, TREND enrolled 25 students 22 males and 3 females. • Spring 2016, TREND enrolled 17 Students, 14 males and 3 females. • 13 Student received the Build Your Brighter Future Scholarship.
Action/Recommendation	<ul style="list-style-type: none"> • Continue with the “Build Your Brighter Future” Scholarship for High School and GED graduates. • 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. • Continue to coordinate between faculty and staff promoting SBC in schools and communities. • Need to hire instructors for welding and electrical which will boost our numbers.

Objective B	To increase retention and persistence rates by 2% per year.
Measurement Tool (who, what, when, how)	The Student Life Committee in 2015-2016 will review each component of the student retention/Enrollment Management Plan as events/activities are completed.
Measurement Goal	<p>Maintain student retention activities as outlined in the Enrollment Management Plan through May 2016.</p> <ol style="list-style-type: none"> 1. To provide an effective first year learning experience. 2. To provide an effective integrated and coordinated advisement program for all students. 3. To improve engagement of all students. 4. To create improved communication of events/activities and important dates between the college and the students. 5. To provide services for students at risk. 6. To increase availability/access to support services offered to McLaughlin & Mobridge sites. 7. To increase student opportunities for external experiences.
Findings/Results	<ul style="list-style-type: none"> • 100% of all new and transfer students were enrolled in the First Year Learning Experience course both fall and spring: <ul style="list-style-type: none"> ▪ Fall: 86 enrolled, 49% pass rate ▪ Spring: 42 enrolled, 38% pass rate ▪ Persistence rate, 47% • 95% of all new students were enrolled in the correct first year sequence of courses. • Speaker Series: A minimum of 2 speakers were held each month, topics chosen coincided with the national and local monthly topic: <ul style="list-style-type: none"> • Fall 2015 student attendance at these events was an average of 20, with a high of 36 and a low of 11. • Spring 2016 student attendance at these events were an average of 21, with a high of 33 and a low of 14. • Student Summit: <ul style="list-style-type: none"> • Fall 2015, 119/262 or 45% of students attended. The overall satisfaction was 4.4, food and refreshments rated the highest and flash mentoring rated the lowest. • Spring 2016, 65/233 or 28% of students attended. The overall satisfaction was 4.48, the speaker rated the highest and the speed mentoring rated the lowest. • The Noel Levitz student satisfaction survey which was administered in the spring 2016 semester to 63 students, indicated as a strength that students were kept informed about college events through email. • Percentages reflect students coming in off suspension or probation. Fall 2015, 25 students enrolled, 9 passed with 6 of the 9 continuing onto the next semester showing a persistence rate of 24% and a pass rate of 36%. Spring 2016, 6 enrolled, with 3 passing showing a pass rate of 50%. • CTE Counselor was present at the McLaughlin site one day a week during the Fall 2015 semester. • Academic counselor was present once a week at McLaughlin site and at least once a month at Mobridge site.

	<ul style="list-style-type: none"> • The Financial Aid Scholarship/Literacy Coordinator was present at the McLaughlin and Mobridge sites at a minimum of once a month. • The Vice President of Operations, Financial Aid Director, Registrar, TRIO Director, Institutional Data Coordinator, and Job Coach were present at a minimum of twice per academic year at the McLaughlin and Mobridge sites. In addition, the TRIO Developmental Education faculty teach courses at the Mobridge and McLaughlin site and are available to provide tutoring services. • 50 students were provided external opportunities that included the following: travel to Dakota Chapter of the Fisheries Society Conference in Spearfish, SD, UND Law School in Grand Forks, ND, AIHEC in Minneapolis, MN, Washington DC with President for AIHEC Congressional meetings, UTTC fall festival and hand game tournament in Bismarck, ND, Heritage Center in Bismarck. Three students submitted writings for the AIHEC Conference. One student received an award. One student completed two speeches at AIHEC and another one completed a nomination speech which won her the Vice President of AIHEC Student Congress position.
<p>Data Analysis</p>	<ul style="list-style-type: none"> • Data shows a higher attendance rate at sites where class was held once a week compared to twice a week. • Attendance at the Spring Summit continues to be low. • On a 7 point scale the students rated communication through email about college events and financial aid opportunities a 6.26 level of importance and a 6.23 level of satisfaction. • The use of the MySBC gradebook was rated the overall strength with an importance rated of 6.59 and satisfaction rating of 6.52 on a 7 point scale. • The use of MySBC for information and alerts rated 6.17 level of importance and 5.93 level of satisfaction on a 7 point scale. • Data revealed that of the 10 students enrolled in Math 099 classes, 5 students continued into the spring semester. Of the 23 students enrolled in English 099, 6 students continued into the spring semester.
<p>Action/Recommendation</p>	<ul style="list-style-type: none"> • The Retention Coordinator will research and redesign the FYLE course, which will include the opportunity for students to make up missed work. • Activities need to be more appealing and use for students. • Faculty need to “buy into” the Student Summit and encourage the students to attend and required students to attend if the students are missing a full day of classes. • The Tuesday speaker series needs to continue to increase awareness and student engagement. • Holding classes one day per week for HYPER to improve attendance and include financial literacy at the beginning of the semester to help students without financing overcome the obstacle. • Continue student support services at the McLaughlin and Mobridge sites. • Continue to provide students in all degrees external opportunities. Including single day conferences and events.

<i>Objective C</i>	To analyze SBC retention and persistence data annually.
Measurement Tool (who, what, when, how)	The Student Life Committee at the end of the fall 2015 and spring 2016 semesters will complete analysis of SBC retention and persistence data.
Measurement Goal	Retention and persistence report by gender, age, major, education level, entrance levels.
Findings/Results	<ul style="list-style-type: none"> • The enrollment data was completed in May 2016, with information periodically reviewed by the Student Life Committee, and presented to the Assessment Committee. • The data will be reviewed by the Board of Trustees in July 2016. • 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. • 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.
Data Analysis	Although numerous initiatives/changes have been implemented to improve student persistence and retention, there is not a single effort that SBC can pin point that is assisting with improvement as rates increase one semester and decrease another semester.
Action/Recommendation	Continue initiatives to improve retention and persistence analyzing results annually.

<i>Objective D</i>	Maintain and review student policies as needed.
Measurement Tool (who, what, when, how?)	The Student Life Committee in the 2015-2016 academic year will maintain student policies and make amendments as needed.
Measurement Goal	100% of policies that related to students were maintained or amended.
Findings/Results	100% of student policies were maintained
Data Analysis	Policies were changed to improve services to SBC students.
Action/Recommendation	Continue review of policies relating to student life.

<i>Objective E</i>	Review Feasibility of Extra Curricular Activities
Measurement Tool (who, what, when, how?)	The Student Life Committee in the 2015-2016 academic year will complete feasibility studies regarding student extra-curricular activities
Measurement Goal	Determine feasibility regarding the cost of student extra-curricular activities and student participation.
Findings/Results	Student Life did not complete a feasibility study this academic year.
Data Analysis	
Action/Recommendation	