

# Student Life Committee Strategic Planning Report

Date of review: 06/2018

**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**

<b><i>Objective A</i></b>	To increase student enrollment by 25 per year.
Measurement Tool (who, what, when, how)	The Student Life Committee in 2017-2018 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 2018. <ol style="list-style-type: none"> <li>1. To increase enrollment of current high school graduates.</li> <li>2. To increase enrollment of current GED graduates.</li> <li>3. To create and increase the number of programs/activities that will increase the male student enrollment.</li> </ol>
Findings/Results	<ul style="list-style-type: none"> <li>• Fall 17/Spring 18=97 first-time freshmen/51 transfer students=148</li> <li>• Fall 16/Spring 17= 77 first-time freshmen/49 transfer students = 126</li> <li>• Increase of 22 total students or 20 first-time freshmen/2 transfer students</li> </ul>
Data Analysis	<ul style="list-style-type: none"> <li>• The total high school outreach for 2017/2018 was 878 high school contacts.</li> <li>• There were 10 GED graduates this year with 100% contact regarding enrollment.</li> <li>• Fall 2017, TREND enrolled 32 students, 24 male and 8 female.</li> <li>• Spring 2018, TREND recruited 7 students, 6 males and 1 female.</li> <li>• 44 Students received the Build Your Brighter Future Scholarship of these 41 were native students.</li> </ul>
Action/Recommendation	<ul style="list-style-type: none"> <li>• Continue with the “Build Your Brighter Future Scholarship” for high school and GED students.</li> <li>• Contact all GED participants to include them in more college activities to increase SBC enrollment.</li> <li>• Coordinate efforts with GED Director on the recruitment of GED students that are nearing completion.</li> <li>• Continue to coordinate between faculty and staff to promote SBC in the schools and communities.</li> </ul>

<b>Objective B</b>	To increase retention and persistence rates by 2% per year.
Measurement Tool (who, what, when, how)	The Student Life Committee in 2017-2018 will review each component of the student retention/Enrollment Management Plan as events/activities are completed.
Measurement Goal	<p>Maintain student retention activities outlined in the Enrollment Management Plan through May 2018.</p> <ol style="list-style-type: none"> <li>1. To provide an effective first year learning experience.</li> <li>2. To provide and effective integrated and coordinated advisement program for all students.</li> <li>3. To improve engagement of all students.</li> <li>4. To create improved communication of events/activities and important dates between the college and the students.</li> <li>5. To provide services for students at risk.</li> <li>6. To increase availability/access to support services offered to McLaughlin &amp; Moberidge sites.</li> </ol>
Findings/Results	<ul style="list-style-type: none"> <li>• Fall 16/Fall 17=52.3% retention rate compared to Fall 15/Fall 16= 51.3% retention rate</li> <li>• Fall 17/Spring 18=70.6% persistence rate compared to Fall 16/Spring 17= 59.6% persistence rate</li> <li>• 100% of all new and transfer students were enrolled in the FYLE course both fall and spring: <ul style="list-style-type: none"> <li>▪ Fall 2017: 76 enrolled, 68% pass rate</li> <li>▪ Spring 2018: 51 enrolled, 57% pass rate</li> </ul> </li> <li>• 98% of all new students were enrolled tin the correct first year sequence of courses.</li> <li>• 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 Moberidge 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. <ul style="list-style-type: none"> <li>○ In Fall, 2017 the average attendance at Tuesday Speakers was 28, with a high of 39, and a low of 22.</li> <li>○ In Spring 2018, the average attendance at Tuesday Speakers were 25, with a high of 44, and a low of 8.</li> </ul> </li> <li>• Student Summit <ul style="list-style-type: none"> <li>○ Fall 2017, 166 students attended</li> <li>○ Spring 2018, 129 attended, which was lower than the fall but an increase of 38 students compared to Spring 2017.</li> <li>○ Overall the students who attended felt that the Student Summit was useful, 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.</li> </ul> </li> <li>• 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 results.</li> <li>• Students coming off of suspension or probation are required to attend HPER 2017, Personal and Community Health. Fall 2017 4 students enrolled, one withdrew with 3 passing. Spring 2018 17 students enrolled, 2 withdrew, 15 passing.</li> <li>• The Academic Counselor was present 2 times per month in Moberidge and 4 times per month at the McLaughlin site during the e2017/2018 academic year.</li> <li>• The Financial Literacy/Scholarship Coordinator made 22 combined visits to the Moberidge and McLaughlin Sites during the 2017/2018 academic year, 6 Moberidge site visits and 5 McLaughlin site visits each semester.</li> <li>• The Vice President of Operations, Financial Aid Director, Registrar, and Institutional Data Coordinator and Job Coach were present a minimum of twice per academic year at the Moberidge and McLaughlin sites.</li> </ul>

	<ul style="list-style-type: none"> <li>• External opportunities included: <ul style="list-style-type: none"> <li>○ <b>Science Students</b> <ul style="list-style-type: none"> <li>▪ 3 Students completed research in the Summer 2017 in Costa Rica</li> <li>▪ IINBRE conference: Grand Forks ND 10/13/18 – 10/15/18-1 Poster presentation</li> <li>▪ FALCON conference: Arlington VA 11/3/18 – 11/6/18-3 Poster presentations</li> <li>▪ AIHEC conference: Bismarck ND 3/11/18 – 3/14/18 -1 Poster presentation</li> <li>▪ NARCH TCRS conference: Fort Totten ND 3/26/18 – 3/27/18-6 Poster presentations</li> <li>▪ NDAS conference: Minot ND 4/26/18 – 4/27/18-2 Poster presentations</li> </ul> </li> <li>▪ <b>Nursing Students</b> <ul style="list-style-type: none"> <li>▪ ND Nursing Regulatory Excellence Conference: Safe Nursing Practice in an Ever-changing World, April 18, 2018, Baymont Inn Suites, Mandan ND-10 students attended</li> </ul> </li> <li>▪ <b>Criminal Justice/Lay Advocacy</b> <ul style="list-style-type: none"> <li>▪ Strengthening Government to Government Relations, January 30-31, 2018, Bismarck, North Dakota Indian Affairs Commission-7 students attended</li> <li>▪ Bismarck Trip to North Dakota State Crime Lab, April 24, 2018-5 students attended</li> <li>▪ Standing Rock Tribal Court Sexual Assault Trial-11 students attended</li> <li>▪ Standing Rock Tribal Court Drug Trafficking/Child Abuse Trial-11 students attended</li> </ul> </li> <li>▪ <b>Business Students</b> <ul style="list-style-type: none"> <li>▪ National AIBL Conference in Chandler, AZ April 26-30, 2018-2 students attended</li> </ul> </li> <li>▪ <b>AIHEC</b> <ul style="list-style-type: none"> <li>▪ Fall AIHEC Presidents Meeting, Orlando Florida, September 2017-4 students attended</li> <li>▪ Capitol Hill Legislative Visit, Washington, DC, February 2018-3 students attended</li> <li>▪ 15 students attended and competed at AIHEC in Bismarck, ND</li> <li>▪ AIHEC Student Conference, Bismarck, ND, March 2018. 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.</li> </ul> </li> </ul> </li> </ul>
Data Analysis	<ul style="list-style-type: none"> <li>• Data shows a higher attendance rate at sites where classes were held once a week compared to twice a week.</li> <li>• Attendance at the Spring Summit continues to be below but is steadily increasing.</li> <li>• Data revealed that of the fall 2017 21 students enrolled in four sections of ENGL 099, 16 students or 76% passed with 63% or higher grade percentage, 5 students failed, 1 student dropped but passed in Spring 2018. Poor attendance was the main factor for students who failed or dropped. ENGL 099, Spring 2018 had 11 students enrolled in two sections, 7 students or 72% passed with 61% or higher, 4 failed and 2 withdrew. (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.)</li> </ul>

Action/Recommendation	<ul style="list-style-type: none"> <li>• Continue with the redesigned FYLE course which allows the students opportunities to make up missed assignments and work.</li> <li>• Smaller class sizes for HYPER.</li> <li>• Continue to hold the Tuesday Speaker Series to increase awareness and engagement, however, move the event to the IVN room to reach the students at the Mobridge and McLaughlin sites.</li> <li>• Continue hosting the Students Summits with reputable speakers. Attending faculty meeting to discuss the Summit details to increase faculty buy-in and support.</li> <li>• Informing students who are on probation that they will not be receiving financial aid to ensure they are aware.</li> <li>• Continue Support Services at the Mobridge and McLaughlin Sites.</li> <li>• Add more tutoring subject and increase tutoring hours and increase exposure by in class informational visits.</li> <li>• Continue the implementation of linking of developmental English with the College level English and implementing a competency based math curriculum as a means of improving the completion rates for developmental education courses.</li> <li>• Continue to provide students in all degrees external opportunities, including single day conferences and events.</li> </ul>
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<b><i>Objective C</i></b>	To analyze SBC retention and persistence data annually.
Measurement Tool (who, what, when, how)	The Student Life Committee at the end of the fall 2017 and spring 2018 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"> <li>• The enrollment data will be completed at the end of May 2018, with information periodically reviewed by the Student Life Committee and presented to the Assessment Committee.</li> <li>• The data will be reviewed by the Board of Trustees in July 2018.</li> <li>• Information in regards to overall and program enrollment, demographics, persistence, and retention are posted on the College's website after the third week of classes.</li> <li>• Other data is placed in the shared folder under data.</li> <li>• The Enrollment Management report will be placed on the College's website, presented to the Board of Trustees, and shared with faculty and staff.</li> <li>• Results of the Enrollment Management report will be used to continue to make decisions in regards to student retention and persistence.</li> </ul>
Data Analysis	Although numerous initiatives/changes have been implemented to improve student persistence and retention there is not a single effort the SBC can pin point that is assisting with the improvement as rates increase or decrease between semesters.
Action/Recommendation	Continue initiatives to improve retention and persistence and analyze results annually.

<b><i>Objective D</i></b>	Maintain and review student policies as needed.
Measurement Tool (who, what, when, how?)	The Student Life Committee in the 2017-2018 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 service to SBC students.
Action/Recommendation	Continue to review policies relating to student life.

<b><i>Objective E</i></b>	Review Feasibility of Extra Curricular Activities
Measurement Tool (who, what, when, how?)	The Student Life Committee in the 2017-2018 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	<ul style="list-style-type: none"> <li>• 146 students were surveyed during the spring 2018 enrollment, 89 were interested in league sports preferring volley ball and basketball.</li> <li>• Of the same 146 students, 72 expressed interest in intramural sports such as volleyball and kickball.</li> </ul>
Data Analysis	Data shows that there is an interest in sporting activities at SBC.
Action/Recommendation	<ul style="list-style-type: none"> <li>• Continue to generate interest in league programs that coincides with Bismarck Park and Recreation leagues.</li> <li>• Continue to combine efforts with interested clubs to generate interest in athletic/sporting activities.</li> </ul>