

# Oglala Lakota College

## Enrollment Management Plan: Recruitment, Retention, Persistence, & Completion



November 1, 2013

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## INTRODUCTION

The need for an Enrollment Management Plan and Policy was reaffirmed by the Enrollment Management Committee in August of 2013. The Enrollment Management Plan and Policy was determined as the best course of action for Oglala Lakota College, to ensure that all components of recruitment, enrollment, persistence, retention, and completion are addressed and continually reviewed. Thus this plan remains a working document. The Enrollment Management Policy is:

### **Enrollment Management Policy**

Oglala Lakota College will develop, implement, monitor and evaluate a comprehensive enrollment management plan that includes student recruitment, retention, persistence, and completion. The Oglala Lakota College implements enrollment management through a holistic approach that fully embraces student recruitment, persistence, retention, and completion.

This document will provide a history of Oglala Lakota College's retention efforts, review of ongoing progress, current challenges, and Enrollment Management approach.

### **Oglala Lakota College Retention History**

In 1971, Oglala Lakota College was established as a chartered organization under the Oglala Sioux Tribe to provide quality education to the Lakota people. The Oglala Sioux Tribe believed that "Lakota control of education is also control of its destiny" (OLC, 2001). The application of Tribal Sovereignty through education for tribal members by tribal members has been a guiding principal in the Tribal College Movement. With this understanding, Oglala Lakota College was intentionally designed with an open door policy and a decentralized system to ensure equal opportunity and access for native and nonnative people on the Pine Ridge Reservation and surrounding communities.

From the time of inception, Oglala Lakota College has provided a wide range of educational opportunities from community service offerings, various certificates, to undergraduate and graduate degrees (OLC mission 2006). These efforts called for specific strategies to build a more rounded student emphasizing the four purposes of OLC to meet diverse needs: tribal, academic, culture and community.

The Oglala Lakota College vision and mission were enhanced in 2012 as part of continuous improvement practices to better address the needs of our stakeholders. The vision of Oglala Lakota College is to *Rebuild the Lakota Nation Through Education*. The Oglala Lakota College mission is *to educate students for professional and vocational employment opportunities in Lakota country. The College will graduate well-rounded students grounded in Wolakolkiciyapi-learning Lakota ways of life in the community-by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.*

Oglala Lakota College is tailored to support student success by providing a college center in each district to deliver higher education opportunities closer to the student rather than expecting the student to go to the higher education facility such as a central campus. Each district center is rooted within the community to adhere to the social context of the community, and to meet the student's geographical and socioeconomic needs by providing ease of access and an intimate student-centered environment.

The decentralized college system complements the Lakota social organization and the structure of the Oglala Sioux Tribe. The Oglala Sioux tribe has nine districts that make up the Pine Ridge Indian Reservation. However, Oglala Lakota College has expanded the delivery of services to include urban native communities and the Cheyenne River Sioux Tribe. The decentralized organizational structure consists of one main campus Piya Wiconi, and eleven district centers including Eagle Nest, East Wakpamni, LaCreek, Pahin Sinte, Pass Creek, Pejuta Haka, Pine Ridge, White Clay, Wounded Knee, HeSapa, and Cheyenne River.

Student retention, persistence and completion is thus embedded within this unique social structure of Oglala Lakota College. Therefore, the locus of recruitment, retention, persistence, and completion is concentrated within our district centers. Consequently, it is a priority for each of our center directors and counselors to facilitate retention efforts by working directly and individually with students. Activities by center staff include follow up with students when classes are missed as well as nurturing and mentoring. OLC has determined that an immediate individualized approach is necessary to have immediate impact on student retention (Levitz, Beth, & Richter, 1998). This allows for rapid interventions by district staff. These processes are reliant on personal relationships, are essentially informal and therefore have not been historically documented in a formal written retention plan. Although not formally reported Oglala Lakota College has made efforts in student success since 1993, beginning with the *Guide to Creating Student Success: in classes we know and love*.

More recently, in 2004 Oglala Lakota College participated in the Building Engagement and Attainment for Minority Students (BEAMS) initiative that resulted in the development of a model that targeted retention as one of the four critical areas identified to "have a positive impact on students at the college" (DelRios & Leegwater, 2008. pg.41). The four critical areas were: student recruitment, advising and mentoring, retention, learning outcomes, and faculty development.

In 2005 the Faculty Development Committee conducted an online survey of OLC faculty to determine priorities and identify issues in relation to student learning. The response rate was "slightly under half of the full-time faculty responded to the survey" (OLC Bush Grant, 2005). The results of this survey are listed below:

**Table1. OLC Online Survey of OLC Faculty – May 2005**

	<b>Urgent</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>I Don't Know</b>
Activities to Improve Student Retention	35%	<b>55%</b>	10%	0%	0%
Implementing Service Learning Opportunities	0%	40%	<b>55%</b>	0%	5%
Technology in the Classroom	15%	<b>70%</b>	10%	5%	0%
Strengthen Remedial/Developmental Program	<b>60%</b>	25%	10%	5%	0%
Faculty Morale and Collegiality	<b>50%</b>	30%	20%	0%	0%
Teaching Skills to Promote Critical Thinking	<b>60%</b>	35%	5%	0%	0%
Improve Student's Core Competencies (Math, Reading, Writing)	<b>65%</b>	30%	5%	0%	0%
Relationship with Administration	<b>60%</b>	25%	15%	0%	0%
Becoming a University	20%	35%	0%	<b>45%</b>	0%

In 2005 OLC completed a fact book that reflected a six-year graduation rate of 3.8% and a retention rate of 13.5% to represent the years of 1999-2005. The low graduation rate sparked the development of retention strategies to increase the graduation rates.

The following table provides a four, five, and six year graduation/retention cohort to establish a baseline rate for the Oglala Lakota College in 2005. Retention rates for entering freshmen from a six year cohort (1999-2005) indicate the graduation rate was 3.8% in 2005. The current average graduation rate is 12% (see page 10 for table).

**Table 2. OLC 2005-2006 Four, Five, Six Year Graduate/Retention Rates**

2001 Entering Freshman	211
2005 Graduates (4.27%)	9
Currently enrolled (18%)	38
2000 Entering Freshman	167
2005 Graduates (4.19%)	7
Currently Enrolled (16.7%)	28
1999 Entering Freshman	221
2005 Graduates (3.8%)	7
Currently Enrolled (13.5%)	30

(OLC Fact Book 2005-2006)

The BEAMS initiative prompted the enhancement of the 2005 OLC student handbook and at the same time a 2005 retention plan was developed to focus on student retention issues such as travel, child care, personal issues, faculty involvement, and academic problems.

To complement the student initiatives, an OLC Faculty Handbook, and a culturally based faculty orientation, and faculty development sessions were created. The faculty orientation helped to guide faculty on differing methods of incorporating the Lakota perspective within the class room. In addition, Oglala Lakota College has conducted faculty development training sessions each semester, which is a practice that continues into the present day. Faculty handbooks, orientation, and development training sessions provide a strong foundation and common understanding throughout the college community regarding recruitment, persistence, retention, and completion.

In 2006 Oglala Lakota College created and piloted a Quality Enhancement Plan (QEP). The QEP was implemented in 2007. The vision of the quality enhancement plan was:

**Vision:** OLC will excel in recruiting, retaining and graduating students

**Mission:** OLC will develop and implement a comprehensive recruitment, retention, and completion plan.

**Project Goals:**

**Goal 1:** Develop student recruitment plan

**Goal 2:** Develop student retention ideas

**Goal 3:** Organize faculty and student orientation training

**Goal 4:** Brainstorm strategies for successful student completion/graduation

OLC selected several instruments to measure the effectiveness of the QEP goals for student engagement and retention including: National Survey of Student Engagement (NSSE) administered in 2005, Student Advisory Committee (SAC) survey administered in 2006 and 2008, Collegiate Assessment of Academic Proficiency (CAAP) administered every spring semester for sophomores and exiting seniors, retreat surveys administered each year, Integrated Postsecondary Education Data System (IPEDS) gathered yearly, and Holistic scoring of student writing administered each semester from the 1990's to the spring of 2011.

OLC utilized NSSE and SAC data sets as performance measures in directing the four project goals. SAC data collected for 2006 and 2008 revealed that students viewed center counselors as key personnel who are most helpful during their college career (27% for 2006 and 29% for 2008). Faculty and family were identified as equal factors in student success (20% in 2006, 28% in 2008). Based on these results OLC identified advising as a critical component in long-term retention.



Oglala Lakota College implemented and continually reviewed the general education curriculum to measure student learning. Through continual review, Oglala Lakota College has changed the general education measuring tools, and is currently using the Proficiency Profile.

In 2006, Oglala Lakota College identified that “Less than half of OLC’s students come to us with the skills they need to be successful in college. Moreover, OLC serves a large number of non-traditional students who need refresher courses and students whose primary language is Lakota who may need English language instruction. To address this need for specialized development of basic academic skills, OLC has launched a pre-emptive testing and placement program in reading, writing, and math” (OLC Bush Grant, 2006). In 2006, the Foundational Studies Department was created to assist with developmental education to oversee and institutionalize this process and administer placement testing such as Accuplacer.

Through these steps, Oglala Lakota College continued to stand by their belief that the teaching and learning process must continue to improve in order to increase OLC’s student retention rate. Therefore, Oglala Lakota College wrote a grant to the Bush foundation to support faculty development in the areas of retention. “OLC faculty’s primary role in the retention program will be to focus on improving retention at the Course level. We will target our efforts to enhancing developmental programs and engaging faculty across the institution in a continuous effort to reinforce students recently acquired core competencies” (OLC Bush Grant, 2006, pg. 3.)

The Faculty Development Committee has remained active and is funded through the Instructional Division office. Faculty members are provided financial support to receive terminal degrees, and professional development in teaching and advising. Faculty members attend instructional division meetings and faculty retreats. Faculty retreats focus on pedagogy while instructional division meetings focus on administrative tasks. Department chairs, center directors and counselors attend divisional meeting which are held annually and consist of procedural and policy updates. In addition, all staff meetings are held on a monthly basis at the main campus.

Faculty development, staff development, student support services, and financial aid opportunities have contributed to a 7% increase in graduation rates from 2005-2010. However, the Graduation Rates have remained constant at 12% for the past two years.

In 2008, Oglala Lakota College identified a need to motivate OLC community toward institutional vision” to address the need to work together and guide students in their Wolakolkiciyapi experience meaning Learning Lakota Ways of Life in community. Oglala Lakota College BEAMS Team created an Action plan with the following priorities;

**Priority1.** To develop an annual action plan for faculty development related to Wolakolkiciyapi development within class content.

**Priority 2.** To develop an out of classroom plan for student and faculty interaction as a part of OLC Community life.

**Priority 3.** Disseminate information about commitment to Wolakolkiciyapi

**Priority 4.** Provide orientations and orientation materials for all students and faculty.

During the 2009-2010 academic year a Student Advising Committee was proposed as a separate standing committee, but was determined at the time to be most effective as a subcommittee under the Instructional Affairs committee. Today, retention continues to be an integral part of the college, but has grown to encompass other critical areas that effect retention, such as recruitment, enrollment, persistence and completion.

With the implementation of baseline recruitment, retention, and persistence efforts in place, academic departments shifted to focus on strengthening programs of study and assessment activities between 2010 and 2013.

### **Ongoing progress**

Oglala Lakota College continues to advance their previous work to include recruitment, have a strong focus on retention and persistence in order to increase the overall graduation rate.

Admissions activities take place in each of the eleven college centers. Formerly, students would fill out the “Application for Registration” form, which included demographic and course registration information for the semester. These forms were then sent to the registrar’s office for processing. Students also provided HS/GED transcripts, degree of Indian blood, college transcripts, and completed placement testing. The Registrar’s Office entered the information in Jenzabar, including the students’ courses and add/drop card information through the third week of classes. The Registrar then printed class lists and faxed them to district centers so that the center staff and faculty would have updated class lists.

Beginning in 2005-2006, with the new retention efforts, Oglala Lakota College began to use the JICS online system associated with Jenzabar, which changed the registration process for all students. The application was updated so that more demographic information was captured and students were then able to register online.

This change in process created a new awareness of pre-requisites and placement testing policies. Oglala Lakota College then started monitoring pre-requisites and placement tests and updated policies so that the process would work. At this time, advising also became a large focus. Faculty were provided with training and began advising students with more emphasis on degree completion.

Formerly, scheduling was completed manually. District centers allowed students to fill out a survey course form and entered names on hardcopy class lists at the center. The JICS system changed that process. Students began enrolling online, and faculty and counselors also enrolled students online. Early registration was implemented as part of the retention efforts. Scheduling needs also changed during this time. A policy was created with scheduling timelines and procedures. The policy provided deadlines for the proposed schedule, addition of full-time faculty to the schedule, addition of adjunct faculty to the schedule, and for the final schedule.

The final schedule is then entered in Jenzabar and pre-registration is opened. Various other rules were also updated, such as time limitations for transferring classes and the degree audit.

In 2013 the Oglala Lakota College determined that an enrollment management process needed to be developed to further enhance previous retention initiatives. In July of 2013 an Enrollment Management Director position was created. In August of 2013 an Enrollment Management Director was hired and a Enrollment Management Committee was formed to oversee and ensure a reliable process that meets Oglala Lakota College student needs.

In the Fall 2013, the Enrollment Management Director conducted informal focus visits to all eleven district centers and interviewed the Center Staff, within a one-week period. The purpose of the focus visit and interviews was to document and determine past and current retention practices of the Oglala Lakota College Centers. Data was gathered using qualitative strategies: observation notes, interview notes, and a review of existing student orientation and admission packet materials. Content analysis strategies were used to identify common priorities within all eleven district centers. The findings of the focus visits and interviews suggest several factors that affect student retention, persistence and completion. These factors include personal, institutional, and program elements that will be emphasized within the current Enrollment Management Plan.

1. Personal factors
  - a. financial resources
  - b. housing
  - c. childcare
  - d. transportation
  - e. lack of college readiness
2. Institutional factors
  - a. Inconsistent delivery of mentoring and tutoring services for success in core requirements of English and Math
  - b. Scheduling
  - c. course offerings
3. Program factors
  - a. Inconsistent advising
  - b. Lack of clear program expectations and objectives of degree program
  - c. Program handbook for students
  - d. Methods of instruction

Oglala Lakota College adopted a enrollment management policy, implemented an Institutional Effectiveness Model, and a developed an Enrollment Management Plan to support student success and meet the Higher Learning Commission Criteria. Oglala Lakota College will continue to follow their promising practices which include an immediate individualized approach and long term planning. One example of the immediate individualized approach is the Early

Alert System, which was piloted in Fall 2013. Although still in development the system is receiving positive feedback. Jason Tinant, Math and Science Instructor, shared the following:

*The early warning system implemented by the Registrar in the fall semester of 2013 has improved my relationships with students, center support staff, and has improved retention and student pace of progression in the classes I teach. This semester I used the early warning system in two gatekeeper courses: Math 103 Elementary Algebra and NSci 233 Hydrology. Math 103 is an introductory logic and critical thinking course required for all degrees and Nsci 233 is an introductory quantitative reasoning course required for all Natural Science majors. My experience has been that student success in these classes depends on his or her ability to complete assignments in a timely way, because the classes have a required amount of material that needs to be covered so that students can succeed in completing core requirements and professional requirements for the Natural Science degree.*

*Implementation of the early warning system has allowed me to better utilize my time instructing because students are less behind by the middle or end of the semester. This helps keep grades more consistent and allows me to cover material more thoroughly because the class is less spread out in their process of knowledge acquisition. Before the implementation of the early warning system, I would ask students to turn in late work or come to class but had little direct support from center support staff in motivating students to succeed in my courses until students were either in danger of failing or had been dropped from Jenzabar for lack of attendance. However, since the implementation of the early warning system, my conversations with center support staff are focused much earlier in the semester on student success. In the Math 103 class, this has led to approximately 10 students being identified as at risk within the first two weeks of class. Of the at-risk students three students simply needed textbooks and seven students needed tutoring to address deficiencies in arithmetic. All of the students were contacted for tutoring and textbooks were provided by the College Center by week 3. Approximately half of the identified students were able to achieve passing grades by week eight and two of the students who would have likely stopped out currently have A grades.*

*Implementation of the early warning system for Nsci 233 provided the necessary support to motivate students to get caught up. I sent out early warnings for approximately 2/3 of students following week 4. Of the nine students, five are now passing the course with a B or better. The major motivation for the students was a counselor asking the students why they were not passing the class. Acknowledgement of poor time management skills was the major reason the students cited for not turning in homework on time. Having a counselor who is on the same page as myself, gave the students a second source of motivation to complete work in a timely manner by discussing the importance of grades in terms of pace of progression with students.*

The immediate individualized approach proved to have some benefit over the years. For the past 10 years, an average of 405 new entering students enroll each academic year, for the past 3 years

61% of entering freshman continued to enroll during the second academic year, and OLC has produced an average of 179 graduates per year over the past 7 years.

## **ENROLLMENT MANAGEMENT DEPARTMENT, COMMITTEE AND STAKEHOLDERS**

All academic and nonacademic units share the responsibility for student success.

### **Enrollment Management Director Responsibilities**

Oglala Lakota College has an Enrollment Management Director (EMD) who reports to the College President and has the primary responsibility for documenting, maintaining, and assessing a comprehensive enrollment management plan for recruitment, retention, persistence and completion at Oglala Lakota College. The Enrollment Management Director coordinates retention programs and enrollment services, interfacing with academic and nonacademic programs and other service areas across the college. The EMD develops and implements the plan and provides reports to the Enrollment Management Committee.

### **Enrollment Management Committee**

The Enrollment Management Committee reviews and oversees all aspects of enrollment management: recruitment, retention, persistence, and completion. They develop policies and procedures relevant to enrollment management, review and recommend actions based on annual data and institutional performance; collaborate with institutional stakeholders and other committees. The policy and procedure are channeled through the governance system of Oglala Lakota College. The committee consists of a diverse group of faculty, staff, and Chairs across the institution. The Vice President of Instruction and Director of Institutional Research and Assessment serve on this committee.

### **Current Student Retention Committee members**

Dawn Frank, PhD, Vice President of Instruction  
Leslie Mesteth, BS, Enrollment Management Director  
Kim Bettelyoun, ABD, Humanities Chair  
John Johnson, PhD, Director of Institutional Research and Assessment  
C. Jason Tinant, MS, Math, Science, & Technology Department Research Faculty  
Jenni Rodin, MA, Foundational Studies Director  
Shirley Brewer, M Ed, Pine Ridge Center Director  
Julie Johnson, MBA, Vice President of Business  
Bessie LeBeau, BS, Pine Ridge College Center Assistant Director  
Ginna Arguello, BS, He Sapa College Center Assistant Director  
Leslie Heathershaw, BS, Student Services Coordinator  
Shirley Lewis, BS, He Sapa Center Director

## **CHALLENGES IN RECRUITMENT, RETENTION, PERSISTENCE, AND COMPLETION**

Oglala Lakota College has had success since the implementation of the BEAMS initiative and Student Advisory Committee from 2005- 2010. A qualitative study of district centers found students dealt with personal, institutional and program factors. Personal factors include financial resources, housing, childcare, and transportation problems and also a lack of college readiness. Institutional factors include inconsistent delivery of tutoring and mentoring services, scheduling, and inconsistent course offerings. Program factors include inconsistent advising, vague or absent program expectations, and methods of instruction.

The decline in Foundational Studies pass rates in reading and writing, inconsistency in Foundational Studies Math pass rates from 2009 to 2012, student demographics, overall low retention rate, low persistence rate in lower and upper division courses and stagnant graduation rates for three years frames the challenges for student success at Oglala Lakota College. In addition, Oglala Lakota College provides services in a decentralized system that must meet the cultural context of student’s family, community, spirituality, and tribal commitments.

Oglala Lakota College like other Tribal Colleges has a unique student population. The 2012 Oglala Lakota College AIMS/AKIS report reveals that the student body consists of 94% (1596 of 1688) Native American students. A total of 67% (1123 of 1688) of our student body is female 33% male.

**Oglala Lakota College Student Gender Statistics**

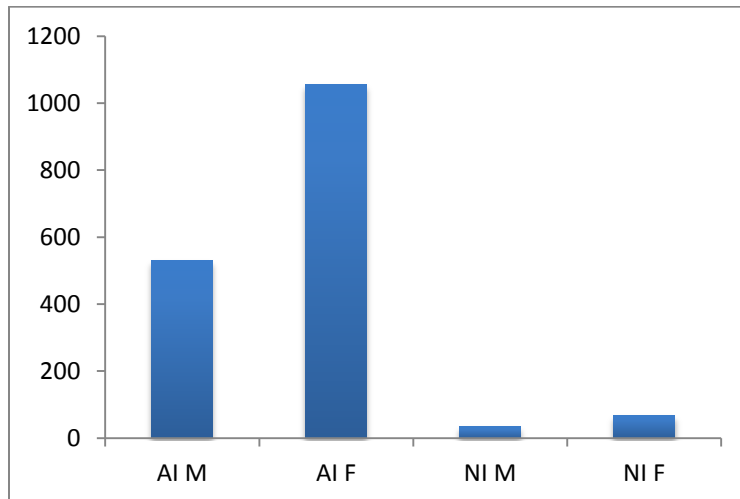


Figure 1 - The figure displays the breakdown of American Indian Male (AI-M), American Indian Female (AI-F), Non-Indian Male (NI-M), and Non- Indian Female (NI-F). (AIMS/AKIS, 2012).

### Oglala Lakota College Student Age Distribution

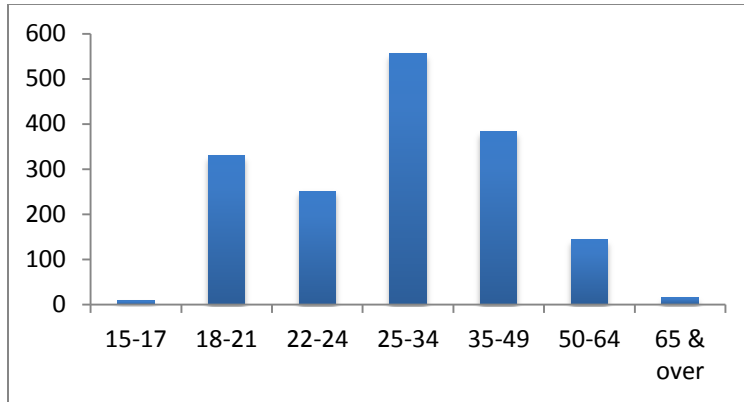


Figure 2 – The figure represents the Average age range of Oglala Lakota College. Over 66% (1100 of 1688) of Oglala Lakota College student body is between the years of 25 – 35 years of age. The second largest age range of students is between the years of 35- 49 years of age (AIMS/AKIS 2012).

### Oglala Lakota College Student Marital status/Dependents

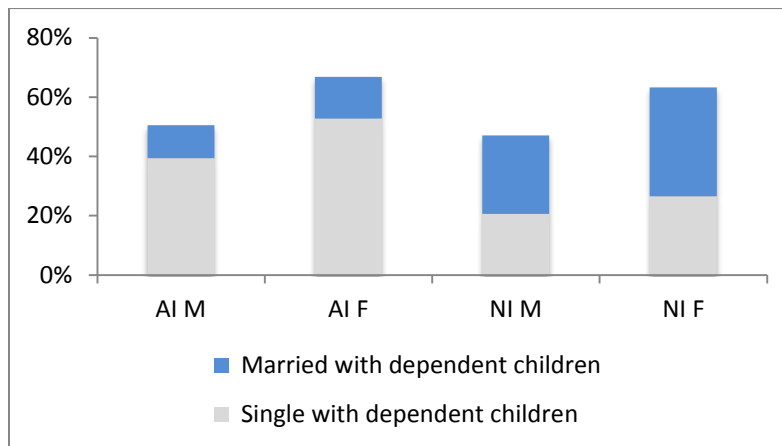


Figure 3 – The figure displays the breakdown of American Indian Male (AI-M), American Indian Female (AI-F), Non-Indian Male (NI-M), and Non- Indian Female (NI-F). Oglala Lakota College Marital status/Dependents indicate that a median of 57% of students are single with dependent children. There is a distinct difference between AI-F and NI-F. American Indian Females are the sole providers in comparison to the non-native female. There is more Single AI-M than NI-M with dependents. (AIMS/AKIS 2012)

### Oglala Lakota College Student Family Income

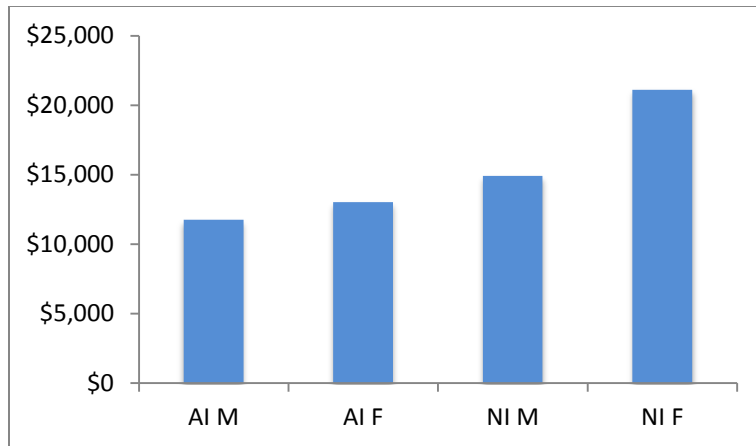


Figure 4 – The figure displays the breakdown of American Indian Male (AI-M), American Indian Female (AI-F), Non-Indian Male (NI-M), and Non- Indian Female (NI-F). Oglala Lakota College student median income is \$13,961. There is a \$9000.00 difference between the AI-M and NI-F. The AI-F income is slightly more than the AI-M. (AIMS/AKIS 2012).

### Oglala Lakota College Student Financial Aid

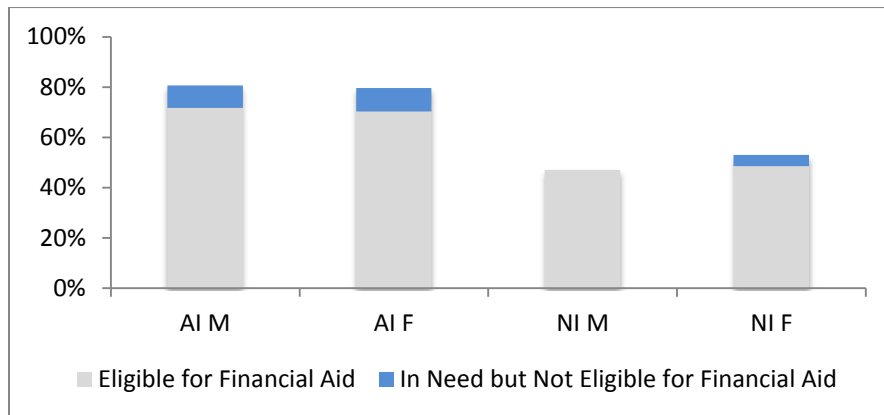


Figure 5 – The figure displays the breakdown of American Indian Male (AI-M), American Indian Female (AI-F), Non-Indian Male (NI-M), and Non- Indian Female (NI-F) of the students who are eligible for financial aid. The figure displays a median of 80% of Native American and 50% of non-Indian students are eligible for financial aid (AIMS/AKIS 2012).



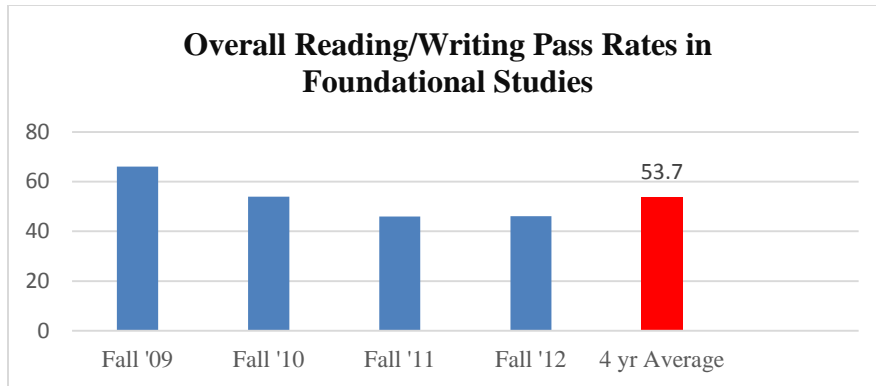


Figure 6 - The figure provides an overview of the percent of total students who passed Foundational Studies RW with a C or Better. This includes all students full and part-time who are degree seeking students, non-degree seeking students, and vocational education, who have entered into the Foundational Studies course for reading and writing RW 083/093. The pass rate of the students greatly declined (19.9%) since 2009 with a four (4) year average of 53.7% pass rate from 2009-2012.

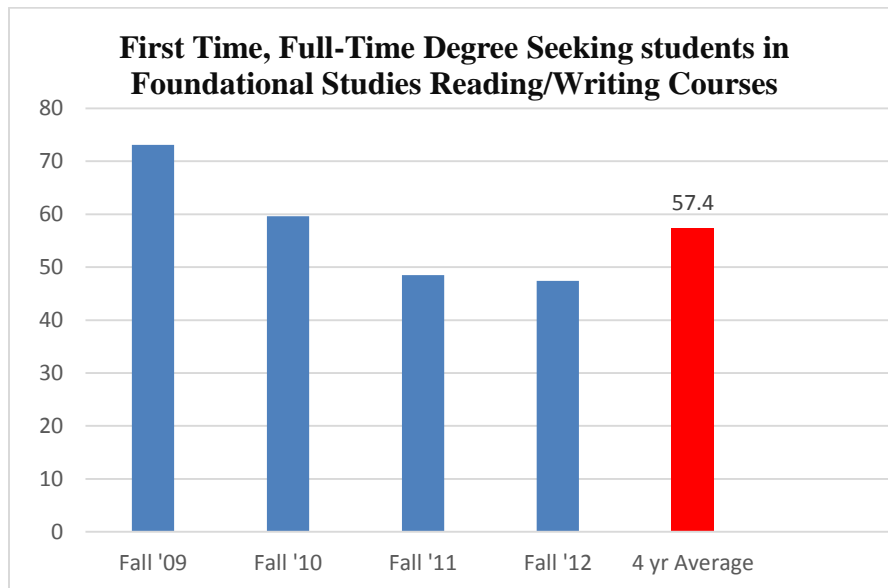


Figure 7 - The figure provides an overview of the percent of first time, full-time degree seeking students who passed Foundational Studies RW with a C or Better. This does not include part-time, transfer, freshman and non-degree seeking students, who have entered into the Foundational Studies course for reading and writing RW 083/093. The pass rate of the students greatly declined since 2009 (25.7%) with a four (4) year average of 57.4% pass rate from 2009-2012.

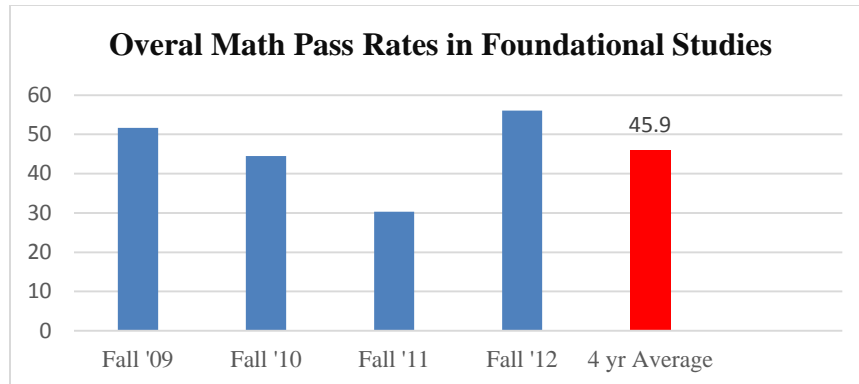


Figure 8 - The figure provides an overview of the percent of students who passed Foundational Studies Math with a C or Better. This includes all freshman who are degree seeking students, non-degree seeking students, and vocational education, who have entered into the foundational studies course for Math 083/093. The pass rate of the students greatly declined by 21.4% from Fall 2009 (51.7%) to Fall 2011 (30.3%). In Fall 2012 the scores dramatically increased by 25.8% from Fall 2011. The four (4) year average of 45.9% pass rate from 2009-2012.

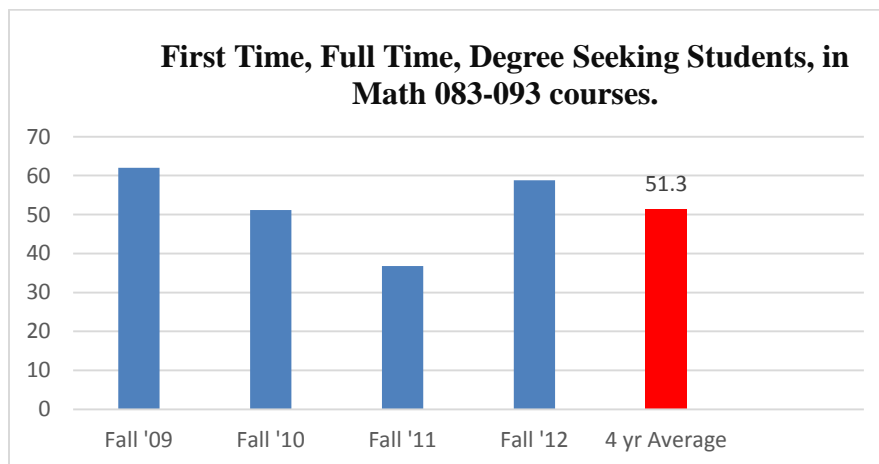


Figure 9 - The figure provides an overview of the percent of first time, full-time degree seeking students who passed Foundational Studies Math with a C or Better. This does not include part-time, transfer, freshman, non-degree seeking students, who have entered into the Foundational Studies course for Math 083/093. The pass rate of the students greatly declined by 25.2% from Fall 2009 (62%) to Fall 2011 (36.8%). In Fall 2012 the scores dramatically increased by 22% from Fall 2011. The four (4) year average of 51.3% pass rate from 2009-2012.

## Recruitment and Student Attraction

Oglala Lakota College has an open door policy and provides an equal opportunity for all students to succeed. Oglala Lakota College's recruiting efforts have been historically informal using specific efforts and relying primarily on word of mouth to recruit Native American students from reservation communities and urban Native communities. Specific recruiting efforts include: fliers, advertisements in local and Native newspapers, local radio and television announcements, social media, and K-12 outreach including career fairs, STEM outreach programs, and financial aid information nights, library outreach programs, and athletics. However these specific efforts have been primarily at the program and district level.

Oglala Lakota College enrollment data indicates a consistent enrollment pattern of new entering students for over the past 10 years (Table 3) and our ability to attract and recruit students was not listed as a concern during the focus visits/interviews with center staff. Regardless, Oglala Lakota College will increase efforts to actively recruit and attract students to increase the student capacity by coordinating recruitment activities at an institutional level.

**Table 3. OLC 10 Year Enrollment Summary of Entering Freshmen**

<b>Enrollment Summary Statistics</b>	
Academic year	Entering Freshmen
AY 2003-2004	323
AY 2004-2005	322
AY 2005-2006	269
AY 2006-2007	397
AY 2007-2008	579
AY 2008-2009	414
AY 2009-2010	478
AY 2010-2011	520
AY 2011-2012	374
AY 2012-2013	375
AY 2013-2014	406
Average	405.1

## Persistence

Oglala Lakota College views persistence as associated to student behavior some challenges OLC students face are family and economic situations which cause them to stop out. Center staff play a key role in retention and persistence, since they have the most direct contact with the student population. Center staff advise and mentor students to address their personal factors and work closely with department chairs, faculty and administration to address the programmatic and institutional factors to ensure student success. Center staff maintain individual student files and

track the student course needs for meeting degree requirements. Center staff coordinate community and college based activities; including workshops to support student learning, foundation studies preparation sessions, financial aid workshops, college success and student orientation on a semester basis. Center staff participates in college-wide recruitment efforts at the local area high schools and job fairs.

Over the years Oglala Lakota College did not separate persistence from retention. The academic departments sporadically recorded attrition rates per semester; however, this data is sporadic and is found at the program level. The data was not analyzed to reflect the current institutional data on persistence. Institutional data for 6 year retention/persistence rates indicate that we need to separate the two factors and develop clear definitions to identify the quality of advisement, academic and social integration of students through their intent to persist within their degree.

**Table 4. OLC 6 Year Retention Rates by Entering Freshmen Cohorts**

<b>6 year Retention Rates by Entering Freshmen Cohorts</b>											
<b>Cohort Year</b>	<b>Entering Cohort</b>	<b>Retention 2nd Year</b>		<b>Retention/persistence 3rd Year</b>		<b>Retention/persistence 4th Year</b>		<b>Retention/Persistence 5th Year</b>		<b>Retention/Persistence 6th Year</b>	
<b>2008</b>	234	94	40.2%	81	34.6%	64	27.4%	49	20.9%	37	15.8%
<b>2009</b>	261	148	56.7%	89	34.1%	71	27.2%	65	24.9%	-	-
<b>2010</b>	261	179	68.6%	133	50.1%	91	34.7%	-	-	-	-
<b>2011</b>	218	101	46.3%	64	29.4%	-	-	-	-	-	-
<b>2012</b>	252	108	42.9%	-	-	-	-	-	-	-	-
<b>2013</b>	227										

## **Retention**

Retention rates are perceived as indicators of academic quality and student success. Retention rates are commonly measured as the percentage of freshman that re-enroll the next year as sophomores (TGSLC, 1999). Socio-economic factors and the open enrollment policy of OLC present challenges in cross-institutional comparisons of retention, as the typical OLC student is a single female with dependent children. On average 55% of students per year are stopping out at Oglala Lakota College. A 2012-2013 survey of students stopping out at an urban college center indicate that the major reason for students stopping out is due to the students' need to enter or re-enter the workforce to meet family needs. The same is true for OLC students. Although we recognize that our retention rate is a low we know our students and understand their unique circumstances. The challenge is to ensure that we provide enough opportunities and quality support systems to assist the student in obtaining an education in a timely manner to become productive members within the community, while maintaining a balanced life. Therefore, the enrollment management plan is tied directly to the institutions ability to meet these challenges.

**Table 5. OLC 2010-2013 Retention Rates**

OLC Retention rate for past 3 years				
AY2010	AY2011	AY2012	AY2013	Average
45%	46%	44%	43%	45%

The average student retention is 45%, this is the challenge that Oglala Lakota College will be addressing.

**Completion**

OLC has identified six types of students who apply for admission: special projects, non-degree seeking students, certification or recertification, internal transfer, external transfer, and a degree seeking. Students who apply to take a special projects course are not seeking a degree and need this for professional development or continuing education within their field. Organizations or affiliated institutions request special project courses to meet their institutional professional development needs specific to their staff or topic. Students seeking certification or recertification on an alternative educational track through their accredited body i.e. an individual who wishes to receive an endorsement in a concentrated area. Non-degree seeking students are seeking personal growth and development.

Graduation rates are calculated as the percentage of 1) for first-time entering, degree-seeking students, who complete a program of study will be recorded in 4 year cohorts: 6-years, 8-years, 10-years, and 12-years. OLC tracks graduation rates over a longer period of time because our open door policy accommodates the diverse needs of our student population. Of our new and freshmen students, an average of 18.7% enter into remedial math courses and 15.4% enter into remedial English.

**Table 6. OLC Completion Rate for past 3 years**

Completion Rate, Certificates, AA/AAS and Bachelor's degrees for past 3 years (IPEDS)				
AY2010	AY2011	AY2012	AY2013	Average
11%	12%	12%	12%	12%

The above data reveals completion rates for all types of students. Oglala Lakota College understands the need to strengthen the data entry, data coding, and data collection process and methods to extract data from the Jenzabar data base in order to build in reliability and strengthen validity. Therefore, implementation of the Enrollment Management Plan will help us accomplish this goal.

## ENROLLMENT MANAGEMENT APPROACH

The purpose of the enrollment management plan is to provide an empirically designed comprehensive and systematic enrollment management plan to attract, recruit, and retain students. The plan will connect academic and non-academic units together and connect the units to the Mission of the college. The plan will help create a sustained retention system that allows the units to track student success, persistence and retention. The results of the data will help to determine if the institutional strategies have been successful. The results of the data will help units develop strategies for improvement. In addition the results will help allocate resources to critical areas within the institution to support the student learning environment.

Oglala Lakota College defines enrollment management as a strategic and comprehensive approach that encompasses Oglala Lakota College's unique vision, mission, and Institutional Effectiveness Plans of academic and non-academic units, to ensure that the data is used to obtain desired recruitment, retention, persistence, and graduation rates of students.

The Enrollment Management Plan guides the process through a combination of immediate action and short-term efforts to meet the needs of the current students. The outcome data will identify trends to help long term planning and establish appropriate performance indicators for future goals.

The contextual issues that surround tribal colleges are distinct in comparison to mainstream institutions. Peer reviewers for accrediting bodies find tribal colleges to be a challenge when "applying and interpreting the Eligibility Requirements and Criteria in the unique history, mission, culture and circumstances of the TCUs (HLC, pg. 3). Therefore, the common thread in higher education is the necessity to provide an empirically designed comprehensive and systematic enrollment management plan to attract, recruit, and retain students.

Oglala Lakota College strives to adhere to the guiding values of the Higher Learning Commission of the North Central Association: 1) Focus on student learning 2) Education as a purpose 3) Education for a diverse, technological, globally connected world 4) A culture of continuous improvement 5) Evidence-based institutional learning and self-presentation 6) Integrity, transparency, and ethical behavior 7) Governance for the well-being of the institution 8) Planning and management resources to ensure institutional sustainability 9) Mission-centered evaluation and 10) Accreditation through Peer Review (HLC, 2013).

This enrollment management plan is aligned to and addresses criterion four: Teaching and Learning Evaluation:

### **Core Components**

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution had defined goals for student retention persistence, and completion that are ambitions but attainable and appropriate to its mission, student populations, and educational offering.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by data.
4. The institutions' processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student population, but institutions are accountable for validity of their measures (HLC, 2013).

Oglala Lakota College determined that a twofold approach is the best and most effective way to enrollment management, considering our faculty, student, and resource capacity. The current promising practices for student recruitment, retention, and persistence will encompass both approaches, the Immediate Individualized approach and the and longer term planning (Noel, Levitz, & Richter). This blended approach will ensure that students are recruited, enter into college and complete in a timely manner, with the ultimate outcome of student success geared toward success within the community, as defined by the community.

Based on OLC's unique decentralized design, student population, student socioeconomic status, geographical location, and direct link to the tribal community, culture, history and language, it is imperative to have a plan that is holistic, comprehensive and that engages all academic and nonacademic units within the college environment.

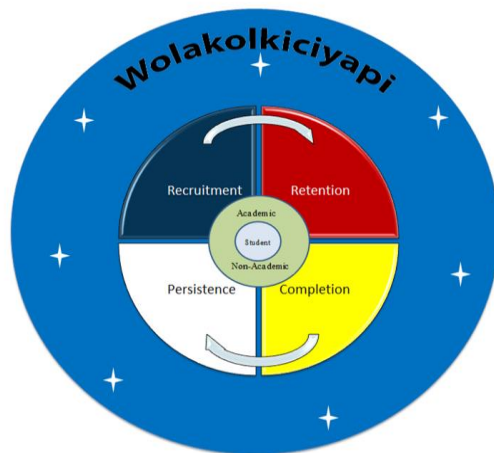
Therefore, Oglala Lakota College has determined that an enrollment management plan is necessary to make sure that the past promising practices are integrated and achieved with the data to support the direction, continuously improve, and addressing the immediate needs of students and ensure that the long term goals are met.

Oglala Lakota College views recruitment, retention, and persistence as interrelated and dependent upon one another to increase the graduation rate. Thus, the enrollment management plan will have four components: recruitment, retention, persistence, and completion.

Chenault (2008) challenges tribal colleges to utilize ancestral knowledge "to develop the best and most fruitful techniques" (pg.10) that emulate current challenges that tribal colleges face for continuous improvement. Oglala Lakota College rises to meet this challenge through this Wolakolkiciyapi model.

The enrollment management plan is guided by Lakota Belief, values through the concept of Wolakolkiciyapi as represented in the Wolakolkiciyapi framework model.

### WOLAKOLKICIYAPI CONCEPTUAL FRAMEWORK MODEL



**Figure 10 - Oglala Lakota College’s Wolakolkiciyapi Model**

Oglala Lakota College emphasizes Lakota beliefs: “To see the world from the Lakota perspective is to understand that one must live each day guided by these values” (OLC website, 2013, October 17, 2013).

Oglala Lakota College’s Wolakolkiciyapi model is culturally responsive and student centered. Wolakolkiciyapi means learning Lakota ways of life in the community (OLC, 2013) and being Lakota and living the Lakota way of life in harmony with others (S. Tobacco, personal communication, October 9, 2013). Wolakolkiciyapi embraces Wotakuye meaning kinship being related and having a close relationship with everyone (S. Tobacco, personal communication, October 9, 2013).

The Wolakolkiciyapi model encourages faculty, staff, and students to treat one another as relatives and help one another progress through their educational journey. One Feather (1972) suggested that every Lakota person is born having many relatives to support the person as they develop and grow, with the intention to produce a respectful and responsible person that will help others when necessary. This mutual relationship is the life line for student engagement, motivation, persistence, and retention, once they enter into the college.

The Wolakolkiciyapi Model demonstrates the four colors that represent the four dimensions of human development and therefore correspond to the development of students and student



success. The four colors are in order: 1) *Wiyohpeyata*, meaning West and represented by black; 2) *Waziyata*, meaning North represented by red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. (OLC Graduate Studies Conceptual Framework, 2006). “All directions correspond equally to the four stages of growth, which include the spiritual, physical, intellectual and emotional components of development. These stages balance an individual and progress in a clockwise motion. Therefore, the Four Direction Conceptual Framework Model is grounded in Lakota world view and cannot be separate from the intellectual component of human development.” (OLC Graduate Studies Conceptual Framework, 2006, pg. 10).

The stars represent the customary, natural and spiritual laws that guide the students day to day interactions with one another, their instructors, and community. The stars also represent the guiding principles and values of the Oglala Lakota College and the Accrediting bodies such as the Higher Learning Commission.

Oglala Lakota College promotes a culturally relevant environment that is conducive to the Lakota philosophy. We provide a Lakota experience to all students, staff, and faculty through the application of Lakota spirituality, promotion of the Lakota language, Lakota culture, and ceremony. We have a core curriculum that includes coursework in Lakota history, culture and language. Our decentralized campus system mimics the traditional Lakota structure, empowering communities to meet the diverse needs of their student population. Having college centers within each district and satellite site enables us to provide support services and opportunities to help students succeed including: low student to instructor ratio, tutoring, mentoring, personal advisement, and promoting the use of the Lakota ways of Knowing and Doing (a kinesthetic approach to learning). These unique characteristics attract students to the college, encourages an atmosphere of persistence, which ultimately increases retention and completion rates.

### **Vision**

Oglala Lakota College Retention Department strives to provide quality opportunities and support services to rebuild the Lakota Nation through education

### **Mission**

Oglala Lakota College Retention Department embraces *Wolakolkiciyapi* to increase recruitment, retention, persistence, and completion. Oglala Lakota College accomplishes this task through the implementation of a comprehensive Enrollment Management Plan through collaboration and unity.

### **Goal: Improve Student Success at Oglala Lakota College**

**Objective 1:** Increase recruitment by 2% per year (10% over five years)

**Objective 2:** Increase retention by 2% per year (10% over five years)

**Objective 3:** Increase persistence by 2% per year (10% over five years)

**Objective 4:** Increase completion rates by 2% per year (10% over five years)

**Rationale:**

The objectives are established based on prior year data. The two (2) percent increase in all areas will stabilize the current rates and set yearly goals for institutional performance. Persistence is an indicator of effective retention strategies and ultimately, persistence and retention combined help to increase the graduation rate.

**DEFINITIONS, METHODS AND ANALYSIS**

The following methodology incorporates data sharing and feedback from academic and non-academic units. Our strategic foci are: 1) to better coordinate and disseminate the results of retention activities as we have already put many best practices into place, 2) to understand critical junctures and at-risk populations of students in order to better allocate resources.

**Recruiting and Attracting Students**

The process for evaluating recruitment relies on inputs as annual reports from academic departments and college centers to enumerate: 1) the number of recruiting activities, 2) the number of prospects encountered during recruiting activities, and 3) the number of materials provided, as well as data collected by the Registrar to enumerate: 1) applications received from the registrar, 2) applications approved by the registrar, and 3) first-time students enrolled in courses. The Institutional Research and Assessment Office compiles the inputs from academic and non-academic departments by the following cohorts: overall student body, college center, gender, degree program. The Enrollment Management Director analyzes the raw data to identify changes in semester to semester, spring to spring enrollments by cohort, correlations between recruitment activities and changes in enrollment, and how changes in enrollment levels are measured against strategic objective one. The results will be published in the annual institutional effectiveness report that aligns to AIMS/AKIS, NSLDS, IPEDS. Raw data and data compiled by cohort will be made available to President, Vice President of Instruction, chairs, directors, and Principle Investigators (PI) to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

**Table 7. OLC Logic Model for Analyzing Recruiting and Attracting Students**

<b>Inputs</b>	<b>Methodology</b>	<b>Responsibilities</b>	<b>Analysis</b>	<b>Indicators / Dissemination</b>
1. #Recruitment activities and events from academic and non-academic reports	1. Compile inputs from academic and non-academic annual reports by cohort	1. Assessment and Research Department provides the raw and compiled data	1. Ratio of semester-to-semester and year-to-year enrollment	1. Change in enrollment levels measured against Objectives
2. #Prospects encountered from academic and non-academic reports	2. Cohorts include: overall student body, college center, gender, and degree program	2. Enrollment Management Director analyzes the data for annual institutional effectiveness report	2. Heuristic analysis of inputs	2. Raw data, compiled data and results are disseminated to President, VPI, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.
3. # Materials provided from academic and non-academic reports				
4. #Applications received from Registrar	1-6. Gather data used for AIMS/ AKIS, NSLDS, IPEDS, OLC IEP annual report.			
5. #Applications approved from Registrar				
6. #Enrolled from Registrar				

**Retention**

Retention rates are calculated as fall-to-fall retention for: 1) for first-time degree-seeking students and re-enrolling as sophomores, juniors, and seniors and 2) first-time full-time degree-seeking students enrolled in Math 103 and English 103 and re-enrolling as sophomores, juniors, and seniors. The former calculation of retention provides a cross-institutional comparison, while the later calculation provides an indicator of how institutional retention efforts are affecting retention rates for students at greater risk for stopping out. Retention rates are calculated for the overall student body, and by college center, by gender, and by degree program.

The process for evaluating retention relies on inputs from Jenzabar provided by The Institutional Research and Assessment Office. The Institutional Research and Assessment Office tracks the following cohorts on a fall-to-fall basis for 12 years: overall student body, college center, gender, and degree program. The Enrollment Management Director analyzes the compiled data to identify changes in semester to in retention from year to year and by cohort, and how changes in retention are measured against strategic objective 2. The results will be published in the annual institutional effectiveness report. Raw data and data compiled by cohort will be made available to President, Vice President of Instruction, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

**Table 8. OLC Logic Model for Analyzing Retention**

Inputs	Method	Responsibilities	Analysis	Indicators / Dissemination
1. # First-time degree-seeking students from Jenzabar  2. # First-time degree-seeking students who have enrolled in Math 103 and English 103 from Jenzabar	1. Track cohorts in Jenzabar on a fall-to-fall basis for 12 years.  2. Cohorts include: overall student body, college center, gender, and degree program  1 & 2 Gather data used for AIMS/AKIS, NSLDS, IPEDS, OLC IEP annual report.	1. Assessment and Research Department provides and compiles the raw data  2. Enrollment Management Director analyzes the data for annual institutional effectiveness report	1. Ratio of the number in the cohort re-enrolling the fall of time t+1 to the cohort of the fall of time t, where t is the academic year	1. Change in enrollment levels and measured against objectives  2. Raw data, compiled data and results are disseminated to President, VPI, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

## Persistence

Persistence is a measure of student behaviors that lead to graduation (TGSLC 1999). Persistence indicators provide information on the quality of advisement, student academic integration, and social integration. Persistence at OLC may be a more reliable indicator of academic quality and student success than retention as our student population, which has a high percentage of at-risk students, tends to stop out for economic and other family-related reasons and stop in once a student's immediate family needs are met.

The process for evaluating persistence relies on inputs such as annual reports from academic departments and college centers to enumerate co-curricular activities and on inputs from Jenzabar provided by The Institutional Research and Assessment Office. The Institutional Research and Assessment Office compiles the following persistence indicators by grade level on a semester-to-semester basis: 1) cumulative GPA greater than 2.00, 2) total completion rate, 3) completion rate over the last three years, 4) percentage of freshmen participating in student orientation, and 5) percentage of students participating in co-curricular activities (e.g. internships, athletic programs, clubs including AIBL, AISES, Student Organization, Student Senate) by co-curricular activity. Persistence indicators are calculated for the overall student body, by college center, by gender, and by degree program. The Enrollment Management Director analyzes the compiled data on a semester basis to identify changes in persistence by grade level, correlations between persistence activities and persistence indicators, and how changes in indicators are measured against strategic objective 3. The results will be published in the annual institutional effectiveness report. Raw data and data compiled by cohort will be made available to President, Vice President of Instruction, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

**Table 9. OLC Logic Model for Analyzing Persistence**

<b>Inputs</b>	<b>Methodology</b>	<b>Responsibilities</b>	<b>Analysis</b>	<b>Indicators / Dissemination</b>
1. #Students by grade level from Jenzabar	1. Track students by grade level on a semester basis.	1. Assessment and Research Department provides and compiles the raw data	1. Ratio of the number in the cohort re-enrolling in semester t+1 to the cohort of semester t, where t is the academic semester	1. Change in persistence levels measured against objective 3
2. Student GPA from Jenzabar	2. Compile inputs from academic and non-academic annual reports by cohort	2. Enrollment Management Director analyzes the data for annual institutional	2. Heuristic analysis of inputs	2. Raw data, compiled data and results are disseminated to President, VPI, chairs, directors, and PIs to write annual reports,
3. Student total completion rate from Jenzabar				
4. Student 3-year completion rate from Jenzabar				

<p>5. #Students in co-curricular activities from academic and non-academic reports</p>	<p>3. Cohorts include: GPA &gt; 2.0, total completion rate, 3-year completion rate, %Freshman completing orientation, overall student body, students participating in co-curricular activities by type.</p> <p>1-5. Gather data used for AIMS/AKIS, NSLDS, IPEDS, OLC IEP annual report.</p>	<p>effectiveness report</p>		<p>develop contingency plans, if needed, and/or plan resource allocations.</p>
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**Graduation Rates**

Because OLC has an open door policy students are tracked for longer periods of time. The process for evaluating graduation rates relies on inputs from Jenzabar provided by The Institutional Research and Assessment Office. The Institutional Research and Assessment Office compiles the following graduation rates for 1) first-time degree-seeking students graduating in 6-years, 8-years, 10-years, and 12-year for the overall student body, by college center, by gender, and by degree program and 2) first-time degree-seeking students who have enrolled in Math 103 and English 103 graduating in 6-years, 8-years, 10-years, and 12-year for the overall student body, by college center, by gender, and by degree program. The Enrollment Management Director analyzes the compiled data on a semester basis to identify changes in persistence by grade level, correlations between persistence activities and persistence indicators, and how changes in indicators are measured against strategic objective 3. The results will be published in the annual institutional effectiveness report. Raw data and data compiled by cohort will be made

available to President, Vice President of Instruction, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

**Table 10. OLC Logic Model for Analyzing Graduation Rates**

<b>Inputs</b>	<b>Methodology</b>	<b>Responsibilities</b>	<b>Analysis</b>	<b>Indicator/ Dissemination</b>
1. #Students by cohort from Jenzabar  2. #Graduating students by cohort from Jenzabar	1. Track students by grade level in Jenzabar to on a semester basis.  2. Compile inputs from academic and non-academic annual reports by cohort  3. Cohorts include: overall student body, college center, gender, degree program  1-2. Gather data used for AIMS/AKIS, NSLDS, IPEDS, OLC IEP annual report.	1. Assessment and Research Department provides the raw data  2. Enrollment Management Director analyzes the data for annual institutional effectiveness report	1. Ratio of the number in the cohort graduating at 6-years, 8-years, 10-years, and 12-years to the total number in the original cohort	1. Graduation rate measured against objective 4  2. Raw data, compiled data and results are disseminated to President, VPI, chairs, directors, and PIs to write annual reports, develop contingency plans, if needed, and/or plan resource allocations.

**STRATEGIC ACTION PLAN**

Oglala Lakota Colleges’ enrollment management plan was approved in the Fall of 2013. At the same time of development individualized approaches continued to address the immediate needs of students. Support systems were developed such as the early alert systems, and department specific orientation for faculty and adjunct faculty. Academic departments began to develop clear process for program expectations and requirements. Policies are being developed to outline OLC expectations for faculty and department chairs that support Institutional effectiveness, enrollment management, and faculty development. Faculty evaluations are being revised to have clear performance indicators. Centers began the development of consistent student orientations and prep session. These are just a few examples of activities.

OGLALA LAKOTA COLLEGE  
 Strategic Action Plan  
 Action Plan - AY 2013-2014

<b>Goal 1: Increase Recruitment by 2% per year for over five years 10%</b>				
<b>Strategies</b>	<b>Anticipated Completion Date</b>	<b>Responsibility</b>	<b>Required Resources</b>	<b>Anticipated Outcome</b>
Strategy 1:  Plan and facilitate recruiting activities in local area schools that serve Native American populations	Fall and Spring semesters	Enrollment Management Director, in collaboration with Student Support Services, Center Staff, faculty, Financial Aid office, and Foundational Studies.	Pamphlets brochures, pens, etc.	Visit all area target schools and institutions and disseminate OLC information to target group; increase knowledge about OLC to participants.



Strategy 2:  Create a Student Centered website	November 1, 2013	Enrollment Management Director, Data Base Administrator	Content for website	Increase student enrollment, better access to OLC information and programs.
Strategy 3  Plan and facilitate Open Houses throughout the academic year at various centers.	Spring and Fall Open Houses in May and August.	Enrollment Management Director, Center Directors, Ag. Extension, Financial Aid,	Signs, banners, food & drinks, admission packets, degree program information,	Increase student enrollment; disseminate OLC information to target group; increase knowledge about OLC to participants.
Strategy 4  Plan and facilitate an Advertising campaign for both print and electronic medias.	Spring and Fall semesters in October and May	Enrollment Management Director, Development Director, financial aid office,	KOLC, KILI, local newspapers, posters, money, etc.	Increase enrollment; disseminate OLC information to target group; increase knowledge about OLC to participants.

<b>Goal 2: Increase Retention by 2% per year over five years 10%</b>				
<b>Strategies</b>	<b>Anticipated Completion Date</b>	<b>Responsibility</b>	<b>Required Resources</b>	<b>Anticipated Outcome</b>
Strategy 1: Implement the early alert system	Spring 2014	Enrollment Management Director, Data Base Manager, IT Director, VP of Instruction and all faculty and chairs, center staff	Money, professional development, software programs.	System to provide necessary student information to advise students.
Strategy 2: Strengthen advising and mentoring, including student orientations	August 2014.	Enrollment Management Director, VPI, Center personnel, faculty.	Professional development for faculty and staff, consultants, related materials	Effective and meaningful advising and mentoring system will be implemented;
Strategy 3: Systematically Collect and analyze student data and use information to improve processes	Ongoing and throughout academic year.	Enrollment Management Director, Database Manager, Assessment Director, Foundational Studies Chair	Student related data from student information system	Secure necessary and essential data to effectively manage enrollment and retention activities.
Strategy 4: Strengthen teaching methods	May 2014	Chairs, Faculty Development Committee, VP of Instruction, Enrollment Management Director	Money and experts	Increase student success rates.

Goal 3: Increase persistence by 2% per year over five years 10%				
Strategies	Anticipated Completion Date	Responsibility	Required Resources	Anticipated Outcome
<p>Strategy 1:</p> <p>Create an “At-Risk Plan” (Writing Workshops, Refresher Sessions, Learning Labs)</p>	December 2013	Foundational Studies Chair/Faculty, College Center Staff, Student Services, and GED Program, Foundational Studies Advisory Committee	Money, professional development and college center assistance	Increase in Foundational Studies pass rates by 5% per year
<p>Strategy 2:</p> <p>Improve overall morale and increase expectations to student learning via faculty, center directors, staff and students</p>	Each Department is working on a plan which is due next week			
<p>Strategy 3</p> <p>Provide social gatherings that allow faculty, center directors, staff and students to embrace the vision and mission of Oglala Lakota College</p>	Centers have had many workshops where students, faculty and staff can participate along with our annual graduation pow-wow and Wazi Paha festival but the vision and mission			

	needs to be clear and understand by everyone and the activities could be centered around this concept			
Strategy 4  Integrate community Spirit & Connections with college environment, communities we serve and families	Disseminate information on how a college student can have an effect on one family and how important is it to support and embrace the individual who chooses this path			

Goal 4: Increase Completion rate by 2% per year over five years 10%				
Strategies	Anticipated Completion Date	Responsibility	Required Resources	Anticipated Outcome
Strategy 1:  Clarify Instructional Programs and methods	Fall 2014	VP of Instruction, Academic Chairs, Program Directors, and Deans	Brochures, flyers, posters, program handbooks for students, alumni posters and money for transportation and supplies	Students will have clear understanding of program expectations
Strategy 2:  Improve scheduling process	Fall 2014	VP of Instruction, academic chairs, center staff	Training programs, policy review, early alert software	Fewer stop out students, increase graduation rate, increase retention and persistence in lower and upper division courses

**Table 12: Implementation Process Timeline – work in progress**

<b>SEMESTER</b>	<b>TURN-IN/ACTIVITY</b>	<b>COMPLETED BY</b>	<b>SUBMITTED TO</b>	<b>DEADLINE</b>
<b>FALL '13</b>	• <b>Development of Enrollment Management Policy</b>	<b>EM Director, VPI &amp; Various Committee members</b>	<b>President, BOT</b>	<b>10.11.2013</b>
	• <b>Development of Enrollment Management Plan</b>	<b>EM Director, VPI &amp; Various Committee members</b>	<b>Committee, Chairs, Directors, Humanities Faculty,</b>	<b>11.14.2013</b>
	• <b>Form Enrollment Management Committee having 8 meetings</b>	<b>EM Director, VPI &amp; Various Committee members</b>		<b>On-going</b>
	• <b>BOT Retreat Presentation</b>	<b>EMD</b>	<b>BOT and Local Board members, Chairs &amp; Directors</b>	<b>10.11.2013</b>
	• <b>Academic Coaching Training</b>	<b>EM Director, Fac. Dev. Committee</b>	<b>VP Instruction, College President</b>	<b>11.22.2013</b>
	• <b>Creation of Student centered website</b>	<b>Tony Brave &amp; Wallace White Dress</b>		<b>On-going</b>
	• <b>Creation of “At-Risk Plan”</b>	<b>Jenni Rodin &amp; EMD</b>	<b>VP of Instruction, Directors and Counselors, Foundational Studies Dept.</b>	<b>Jan-14</b>
	• <b>Open Houses</b>	<b>College Centers</b>		<b>On-going</b>
	• <b>Recruitment and Advertising Campaign</b>	<b>Leslie H., Marilyn P. &amp; Various dedicated departments</b>		<b>On-going</b>

	• <b>Pilot Early Alert System</b>	<b>EMD, Faculty &amp; Center Staff</b>	<b>Instructional Division, VP of Instruction</b>	<b>On-going</b>
	• <b>Wazi Paha Festival</b>	<b>Leslie Henry</b>		<b>Annual</b>
	• <b>Homecoming Activities</b>	<b>Leslie H. &amp; College Centers</b>		<b>Annual</b>
	• <b>Sports Events: Basketball</b>	<b>Mary T.</b>		<b>On-going</b>
	• <b>Cultural Activities</b>	<b>College President &amp; Center Staff &amp; Wilmer Mesteth</b>		<b>On-going</b>
	• <b>Refresher Sessions in Foundational Studies Courses</b>	<b>Foundational Studies Chair &amp; Faculty, Humanities</b>		<b>Continuing</b>
<b>SPRING '14</b>	• <b>Open Houses</b>			<b>On-going</b>
	• <b>Recruitment and Advertising Campaign</b>			<b>On-going</b>
	• <b>Pilot Early Alert System</b>			<b>On-going</b>
	• <b>Program brochures and Handbooks</b>	<b>Departments</b>	<b>VP of Instruction</b>	<b>May 1, 2014</b>
	• <b>Cultural Activities</b>	<b>College President &amp; Center Staff &amp; Wilmer Mesteth</b>		<b>On-going</b>
	• <b>Safety Net Contracts for At-Risk” students</b>	<b>Jenni Rodin, instructor, counselor &amp; Student</b>	<b>VP of Instruction &amp; EMD</b>	<b>January 1, 2014</b>

<b>FALL '14</b>	<b>Implement Early Alert System software Strengthen advising and mentoring</b>	<b>EMD, Faculty &amp; Center Staff</b>	<b>College President, VP of Instruction</b>	
	<b>Provide Handbooks, Brochures and other Program materials to college centers for disbursement</b>	<b>Departments</b>	<b>Students</b>	<b>August 1, 2014</b>
	<b>Two year schedule implementation</b>	<b>Departments, Center Staff</b>	<b>VP of Instruction</b>	<b>August 1, 2014</b>



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