Strategic Enrollment Plan
Black Hills State University

2021

INTRODUCTION

Beginning in 2001, except for small increases in 2010 and 2016, Black Hills State University has experienced a steady decline in enrollment. The largest incoming class was in the year 2010 with 669 incoming first-time, full-time students. In 2019 the University enrolled 436 first-time, full-time students. Over this same period student retention ranged from a low of 59% to a high of 69%. Most recently 65% of the Fall 2018 cohort returned for the Fall 2019 semester. The university's need for a strategic enrollment plan was apparent. While the university's 8-year strategic plan which launched in 2014 identified enrollment growth as an objective, the plan did not provide any strategies or other steps that the university could take to achieve growth. In the summer of 2019, a decision was made to prioritize enrollment and to consult with outside experts in both assessing the university's current enrollment status and then put in place an enrollment growth plan.

The following strategic enrollment plan is the culmination of two years and many hours of work from staff and faculty members. The target activities identified through the planning process will be the focus of activities and budget decisions for the campus moving forward.

EXECUTIVE SUMMARY

In 2019 Black Hills State University entered a partnership with Ruffalo Noel-Levitz (RNL) to better understand and improve our enrollment and retention. This is a comprehensive effort including student communication, admissions, financial aid, advising, and academic programs. The project began with an external assessment conducted by Robert Baird, Senior Vice President for RNL. In early September, 2019, Baird spent two days surveying the campus, gathering enrollment data, and reviewing our structure, roles, responsibilities and outcomes. At the conclusion, he made a series of recommendations to university leadership to both better position the university for success and to put in place stronger recruitment and retention programming to stabilize enrollment and eventually realize growth.

After review of the assessment, BHSU engaged in a contract with RNL to develop a strategic enrollment plan and conduct a student satisfaction inventory (SIS). The strategic enrollment planning process was introduced to the campus at a Town Hall meeting with Dawn Fortin Mattoon, the SEP Executive Consultant from RNL on October 30, 2019. The SSI was administered in the Fall, 2019 with 683 students responding. In February, 2020, SEP working groups were launched. The groups represented five focus areas:

1. Academics
2. Admissions & Recruitment
3. Fiscal & Financial Aid
4. Student Success
5. Marketing & Communications

The working groups first engaged in a Strength, Weakness, Opportunity, Threat (SWOT)analysis and then developed situation analysis narratives over the next several weeks. The situation analysis identified opportunities for enrollment strategies. In May, 2020 a list of possible enrollment strategies was identified along with team leads and subject-matter experts. This list moved to the next phase of action or business plan development.

During the action planning phase many activities were found to be so immediately necessary that they were lifted from the process and implemented as a "just-do-it" item immediately. A few examples

include significant executive and director-level leadership staffing changes, resurrecting the Student Success Center with both academic and career advisement, embarking on both financial aid and scholarship leveraging and marketing/communications consulting projects with RNL, and acquiring EAB Navigate as a more robust early alert and advising coordination tool.

In the spring of 2021, at the conclusion of the action planning process, thirteen action plans representing four broad categories of recruitment (funnel strategies); student success; a teaching and learning center and academic programs were presented to the President, Senior Leadership Team, and Strategic Enrollment Planning Committee. Action plan champions pitched the plans to the SEP steering committee. The pitch included projected enrollment from either new or retained students, cost of the initiative and total return on investment projections. The presentations were evaluated, and implementation plans developed. Funding sources for these plans comes from two primarily places: submitting a federal Title III Institutional Strengthening grant during summer 2021, and reallocating existing University resources.

A new Strategic Enrollment Management governance committee will be established to culminate the planning effort and will be responsible for continuous implementation, tracking and assessment of enrollment initiatives moving forward.

RETENTION TASKFORCE & RECOMMENDATIONS

The first activities associated with developing a BHSU strategic enrollment plan were begun by a First Year Retention Taskforce. Their charge was to make a set of recommendations (to the President) on improvements/changes that should be made on campus to enhance retention of first year students to return as second year students (freshmen to sophomore). At that time, the retention rate was 63%. These recommendations were intended to improve retention to at least 70%.

Members of the task force included:

Assistant Provost & Professor	Pam Carriveau (Chair
Assistant Athletic Director	Brock Anundsen
Articulation Specialist	Johanna Best
Assistant Professor, Human Services	Trenton Ellis
Dean, Business & Natural Sciences	Greg Farley
Assistant Director, Residence Life	John Ginther
Coordinator of Admissions, BHSU-RC	Jacob Hamik
Professional Adviser	Janette Hettick
Assistant Director, Marketing & Communications	Kristen Kilmer
Director, TRIO	Ashley Kirchner
Director, Honors Program & Instructor, History	Kelly Kirk
Dean of Students	Jane Klug
Director, American Indian Studies Center	Urla Marcus
Director, Center for Hospitality & Business	Hans Nelson
Assistant Professor, Accounting	Carol Racanelli
Program Assistant, Student Financial Services	Melissa Simpson
Professional Adviser	Clarissa Thompson

The Task Force came up with eleven different suggestions to positively impact our enrollment and retention, many of which became the foundation for the final chosen action plans.
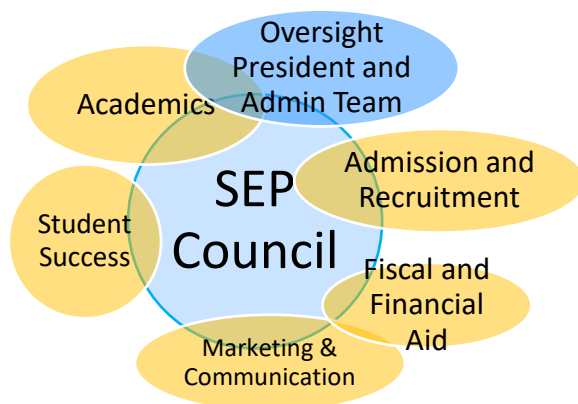
    a. Recommendation to create a central Advisement Center reporting to Academic Affairs responsible for GS 100, New Student Registration, Orientation, Career Services, Tutoring, and Academic Advisement. The Center would focus on students with 30 or fewer earned credit hours.

    b. Recommendation that the position of Recruitment & Retention Specialist (R&R) be updated to Advising Specialist.

    c. Recommendation to develop a stronger early alert and communication system utilizing Starfish to include advising notes and future advising assessment options.

    d. Recommendation for increased mental health counselling services on campus.

    e. Recommendation to develop a comprehensive prospective student communication plan for prospective students and families.

    f. Recommendation for a full day summer orientation/registration event.

    g. Recommendation to train key stakeholders in systems thinking to better leverage existing resources for student retention.

    h. Recommendation to rebrand Green & Gold Days and develop a six-week welcome program including orientation and GS 100.

    i. Recommendation to develop three living Learning Communities for Fall 2020 and Spring 2021.

    j. Recommendation to develop a more strategic academic program management system.

    k. Recommendation to create a Student Success governance committee focused on retention and completion with wide campus representation.

The actual strategic enrollment planning process began by establishing a steering committee whose role was to oversee the entire SEP process and ultimate plan. The steering committee was composed of:

VP for Academic Affairs and Provost	Dr. Priscilla Romkema (Co-Chair)
	(Dr. Christopher Crawford)
Director of University and Community Relations	Corinne Hansen (Co-Chair 10/19 – 7/20)
VP for Finance & Administration	Kathy Johnson
VP for Enrollment Management	Dr. John D. Allred (Co-Chair)
	(Dr. Lois Flagstad)
Dean/College of Liberal Arts	Dr. Amy Fuqua
Assistant Provost	Dr. Pam Carriveau
Psychology Professor	Dr. Cheryl Anagnopoulos
Business Professor	Carrie Stringham
Director of Marketing & Communications	Corinne Hansen
Director of Admissions	Joe Rainboth
	(Barbara OMalley, Eric Liese)
Assistant Director, Marketing & Communications	Kristen Kilmer

The SEP Steering Committee coordinated and reviewed the situation analyses and action plans as well as made recommendations to the Senior Leadership Team.

Five working groups were created around the key areas of enrollment for BHSU. These groups were coordinated by the Strategic Enrollment Planning (SEP) Steering Committee and provided a framework for the SEP project. Chairs of the working groups (the outer circles in the graphic) also served on the SEP Steering Committee to ensure appropriate focus areas for each group and to reduce potential duplication of efforts. President Nichols invited participants to serve on the working groups and included a mix of faculty, subject matter, and focus area experts, a blend of new and seasoned BHSU perspectives. A list of the working group membership is attached in the Appendix A-G of this document.

Oversight President and Admin Team — Academics — SEP Council — Admission and Recruitment — Student Success — Fiscal and Financial Aid — Marketing & Communication

ACADEMICS

The Academics working group focused on BHSU academic strengths and opportunities. This included innovation of program offerings and delivery. The group identified academic partnerships, the Black Hills Geography, High Impact Practices and Program Assessment as key areas for enrollment growth.

The Academic Working Group was tasked to understand the relationship between program demand, target audiences, and the BHSU program portfolio. The working group studied the job market nationally, in the State of South Dakota, and regionally in the Black Hills. They gathered additional information on the broad skills most sought on a national level by major employers, as provided in *The Chronicle of Higher Education* and other periodicals. Finally, they studied our current programs to determine our strengths and where data suggest improvements may be needed. Finally, the group worked to identify programs and courses that attract traditional students to the Spearfish campus, programs that serve the place-bound Rapid City higher education needs, programs that meet workforce demand, 2+2 programs with South Dakota technical institutions, articulation agreements with Wyoming Community College District, and opportunities to expand online programs for a broader audience.

STUDENT SUCCESS

During fall of 2019, a BHSU Retention Task Force had been tasked with studying first-year retention at BHSU. Their work resulted in a list of recommendations which served as a springboard for this planning effort (). To populate this group, select members of the Retention Task Force were identified to continue as a member of the Student Success Working Group, and several additions were made. This working group built on the work that was completed by the retention task force. The focus for this group expanded to look at retention beyond the first year and through completion of the BHSU degree.

ADMISSION & RECRUITMENT

The Admission & Recruitment Working Group experienced chair and membership changes during the SEP process. The Interim Director that started the project left after two months and an internal staff member served as Interim until a Full-time Director of Admissions was hired in April 2020. The group

examined the admission work, organization, sources for lead generation and spent much of the year, developing data and reporting structures to understand the BHSU funnel.

The original focus for the group included:
• Clarify the BHSU target student and identify how to reach them;
• Improve in-state recruiting;
• Understand and expand out-of-state recruiting;
• Capture a greater share of the technical institute transfer market;
• Examine the funnel data and determine avenues to improve conversion and yield at each touchpoint;
• Review and improve the campus visit and cross-train with financial aid;
• Review processes related to recruitment and pre-enrollment student processes, and
• Review best practices in the industry;
• Consider admission/recruitment approaches for the main campus, Rapid City campus as well as online offerings.

FISCAL & FINANCIAL AID
This working group focused on the BHSU allocation of financial aid. The group expanded on the enrollment-aligned revenue generation ideas that were developed with the budget reduction plan (12/19) which included:
• Alignment of grant opportunities with target enrollment groups,
• Examine the online infrastructure needed to meet growth goals, and
• Collaborate with student success working group regarding housing initiatives.

The scholarship process, the FA self-service portal, student communication regarding financial aid, financial aid packaging, student financial need, scholarship best practices, tuition waivers, and holistic financial aid leveraging provided a framework for this working group's focus area.

MARKETING & COMMUNICATION
This group was tasked to identify and articulate the BHSU story. The group focused on BHSU promotion considering outcomes, stakeholder feedback, and communication channels.

SITUATION ANALYSES
Each of the working groups generated data-informed narratives telling the story of how Black Hills State University is performing relative to each of the focus areas. The situation analyses provided historical context and benchmarked BHSU against its peers and competitors as appropriate.

DATA
The working groups were provided data by the BHSU Institutional Research Office.

COMMUNICATION
The President's Office coordinated scheduling and communication for SEP. Town Hall meetings were held in October 2019, September 2020, and April 2021. The University also provided a portal and shared the progress of the SEP project throughout the process.

MISSION, VISION, PLANNING ASSUMPTIONS AND KPIS

MISSION & VISION

The SEP project promoted a review and updates to the BHSU mission and vision statements. Both revisions were developed initially through input from the Presidents Senior Leadership Team. The President then presented the ideas to Faculty Senate and to the campus at large through a Town Hall meeting and e-Update communications, inviting input and suggestions. The final version was approved by the Senior Leadership Team early 2021.

> BLACK HILLS STATE UNIVERSITY VISION STATEMENT
> Black Hills State University will innovate to provide cutting-edge education, promote student success, be a sustainable campus, and serve as an economic engine for western South Dakota.

> BLACK HILLS STATE UNIVERSITY MISSION STATEMENT
> Black Hills State University is a regional, comprehensive, public institution that provides access to a higher education for aspiring students. BHSU offers a generous number of baccalaureate and select master's degrees, generates new knowledge, promotes excellence in teaching and public engagement, and serves as a regional economic leader. Graduates make significant contributions to the workforce and the betterment of their community.

IDEAL OUTCOMES & PRIORITIES

The President, the Senior Leadership Team, and the SEP Steering Committee generated and validated a list of ideal outcomes and priorities for the SEP project.

The Steering Committee was first to capture outcomes and priorities, and the President and Senior Leadership Team endorsed and expanded on those concepts.

· Increase and sustain enrollment
· Develop a strong recruitment plan for BHSU which includes identifying target markets and student "fit"
· Brand BHSU to strengthen identity and promote strengths
· Capture and articulate the Black Hills State University story
· Solidify the university's mission while futuristically shaping its academic profile and student services to meet changing needs
· Align academic programs to regional workforce needs and emerging academic degrees
· Become data-driven in decision-making by determining essential data and developing data nomenclature, definitions, and comprehensive resource guides
· Create a campus culture of "outcome" focus with both processes and communication
· Assess student needs with data and be proactive and organize with clarity of wants versus needs
· Understand the entire student life-cycle and touch-points at BHSU; identify and remove barriers to retention (barrier busters); examine populations of students that do not persist
· Create co-curricular integration and determine ways to make academic programs more powerful with high-impact practices including living-learning community initiatives
· Emphasize cross-cutting skills of general education (ethics, civic engagement, writing) in promotion and value of BHSU
· Develop a community and corporate engagement plan that emphasizes Spearfish, Rapid City, and Western South Dakota

· Develop a recruitment plan [possibly in conjunction with International programs] a comprehensive package for recruiting students from various foreign countries or US territories so that it can offset future demographic changes that may occur in this decade.
· Clarify how BHSU-RC, online, and dual-enrollment support the university mission:
  – Strategically increase delivery of on-line courses/degrees
  – Determine purposeful partnerships for BHSU-RC

KEY PERFORMANCE INDICATORS

ENROLLMENT
· Headcount: undergraduate; graduate; total
· FTE: undergraduate; graduate; total
· Student credit hours: undergraduate, graduate, total
· Cohort headcount: first-year; transfer
· Enrollment by location (campus, RC, on-line)
· First-year and transfer cohort retention rates
· Persistence rates of 2 to 3 year and 3 to 4 year
· First-year and transfer Cohort graduation rates 3 year (transfer); 4 and 6 year (FY)
· Dual-enrollment and Rising Scholars (total and conversion)

STUDENT QUALITY/SHAPE
· Student demographic, gender, race, Pell-eligible, first-generation, etc.
· Entering ACT/GPA/class rank, national merit
· Student to faculty ratio
· Student satisfaction
· Student engagement via student organization involvement

PROGRAM QUALITY
· High-impact practices (first-year seminar, undergraduate research, internships/student teaching, capstone courses/projects)
· Program accreditation
· Degree attainment of faculty
· Exam pass rates (PPST, CPA, etc.)
· Placement rates (at graduation; 1 year)
· Graduation rates for target populations (i.e., Pell recipients)

MARKET POSITION
· Market share
· Employee satisfaction

FISCAL
· Net revenue
· Net revenue/student
· Residence hall occupancy rates
· Student loan debt
· Donor participation/endowment size
· Scholarships awarded (overall amount; percentage; average per student)

STRATEGY SUMMARIES

ACTION PLAN EVOLUTION

Early in July the President and Senior Leadership Team reviewed the larger list of individuals who had participated in developing situation analyses in the following areas:

- Academics
- Admissions & Recruitment
- Enrollment Analytics
- Undergraduate Enrollment
- Student Engagement & Satisfaction
- Student Outcomes
- Student Financial Aid
- Student Success
- Graduate Enrollment
- Market Position
- Marketing & Communication

From these participants and analyses, Action Planning Groups were developed and given a charge to review the information provided and develop specific initiatives that would positively impact enrollment and retention. Over the course of two consultation visits these 11 teams were able to parse out 13 new proposals. As plans expanded, portions of the plans were carved out and put into action immediately. Others were discussed at length and will be picked up in future years as staff capacity and budgets allow.

The following insights and activities gained through this process became "just-do-it items" and are currently either in progress or already complete:

- Updating our institutional vision and mission statements.
- Strengthening our use of TargetX as a communication resource
- Staffing changes
  - o Director of Admissions
  - o Vice President for Enrollment Management
  - o Provost and Vice President for Academic Affairs
  - o Director of Student Financial Aid
  - o Director of the Student Success Center
- Create a new Student Success Center with professional advisors
- Include in the Student Success Center a new Career Services function and staff
- Make staffing and focus changes at BHSU Rapid City
  - o West River Health Sciences Center
  - o Hospitality & Business Center
- COVID – 19 Mandates
- Beginning to work through the Financial Aid Leveraging consulting project with RNL
- Communication Assessment with RNL
- Advising Quality Initiative including all 4 years
- Implement a new student portal
- Create 4-year plans including course rotation and sequencing
- Logo redesign
- Implement a new Content Management System for the BHSU website – Cascade
- Integrating FAFSA information push into TargetX communication planning
- Acquire and implement EAB Navigate for advising continuity, early alert, and milestone tracking
- Acquire and implement Handshake

ACTION PLANS & PRIORITIZATION

In December and early January, the action planning teams worked closely with our RNL consultant to revise the narrative descriptions, implementation timelines, evaluation and assessment metrics, budgets, and enrollment projections. Early in the process it became apparent that writing a federal Title III Institutional Strengthening Grant would provide some of the financial resources required to fully implement the emerging plan. Thus, in tandem with the SEP, a small Title III grant writing team was formed, and an outside consultant hired to assist with writing the grant application.

On January 26, 2021, each Action Plan Group pitched their enrollment strategy to the Senior Leadership Team, SEP Steering Committee, and Title III grant writer. Each group had a ten-minute pitch followed by five minutes of questions to ensure that each action plan was fully understood. On January 27, 2021, the Steering Committee discussed the strategies and considered prioritization considering the following criteria:

- Strategic alignment with BHSU mission
- Effort required to implement
- Cost of initiative and possible alternative resources (including redirected institutional funds and inclusion in the upcoming BHSU Title III grant request)
- Enrollment impact
- Return on investment
- Likelihood of success
- Campus resistance and readiness
- Impact on other initiatives

The SEP Steering Committee was thoughtful in its deliberations and identified opportunities to adjust the action plans. The Senior Leadership Team finalized the strategy implementation plan after our RNL consultant identified five broad categories that encompass each of the SEP strategies. The five categories are:

1. Enrollment Analytics
2. Recruitment / Funnel Strategies
3. Student Success Center Strategies
4. Teaching and Learning Center Strategies
5. Academic Program Strategies
6. Financial Aid Leveraging

1. ENROLLMENT ANALYTICS

- DEVELOP AN ENROLLMENT ANALYST POSITION
  This strategy builds on the work and discovery that has occurred during the SEP process. This action plan calls for the development and hiring of an Enrollment Data Analyst. This position will develop stronger and more structured data standards that will solidify admission, retention, and enrollment reports, fuel inputs for future decision making and support early alert systems and the University's on-going enrollment management function. It will also further develop our predictive modeling and information dashboarding capabilities.

- CREATE A DATA COMMITTEE
  This action plan will also include the launch of a Data Committee. The Data Committee will include: the Enrollment Data Analyst, an enhanced institutional researcher, and representatives from the Registrar's Office, Admissions, Student Financial Aid, the Student Success Center, the

new Center for Faculty Innovation, and the Provost's Office. The group will be initially charged with the development of a "data cookbook" clarifying data definitions for BHSU.

2. **RECRUITMENT/FUNNEL STRATEGIES**

   Throughout the SEP process, we carefully analyzed the BHSU recruitment funnel and determined that refinement of the inquiry pool is necessary. Admissions has worked diligently to understand our market share at various high schools and the return on investment relative to various inquiry sources. Since our inquiry-to-admission rate is high relative to national averages and our Admissions Office staffing is limited, a focus on yield for admitted students is our priority. Two initiatives were included in the Recruitment/Funnel Strategy category. These strategies are designed to support inquiry refinement and enhance the admission-to-enrollment rates.

   - ADMISSION MARKETING
     The Admission Marketing initiative included a communication flow audit and consideration of additional student staff to work as tour guides. The communication flow audit was deemed a "just do it" during the Fall Semester 2020. The audit was completed in January 2020 and recommendations from the audit are being implemented into our current communication plans to students at all levels of the funnel.

     The remaining aspect of the initiative includes hiring additional student workers to serve as tour guides. During the pitch and prioritization discussions, the SEP Steering Committee and Senior Leadership Team determined that the tour guide request should also be a "just do it" and that this plan should be fully implemented as soon as possible.

   - ADMISSION OPERATIONS
     The Admission Operations action plan included a request for Admission Welcome Center staff. This request was not prioritized however through additional conversation it was determined that existing student employee funds would shift to the Admission Office to support the requested need through student hires.

3. **STUDENT SUCCESS CENTER STRATEGIES**
   - ACADEMIC ADVISEMENT
     A significant outcome of the prioritization summit was the decision to shift from our existing faculty advising model for upper-division students to a professional advisor model within the Student Success Center to serve all levels of student advising needs. This change will better position faculty for student mentoring through training provided by the Center for Faculty Innovation.

   - TUTORING & SUPPLEMENTAL INSTRUCTION
     The Tutoring and Supplemental Instruction action plan for the Spearfish campus was initially cut from pitch presentations due to staff overload but will be fully developed in a later phase of SEM implementation based on pending Title III funding. Tutoring services are currently being developed at our Rapid City Center.

   - CAREER CENTER
     The Career Center action plan was deemed a "just do it" during the prioritization summit and the institutional funds have been shifted to facilitate full implementation during the 2021-22

budget cycle. This includes converting a shared position within the President's Office and Student Success Center into a full-time Career Center Coordinator and funding for a part-time Graduate Assistant position. To supplement the coverage lost within the President's Office, the Enrollment Management Division Program Assistant will become a shared position between the Enrollment Management Division and the President's Office.

- BHSU ENGAGE
  The BHSU Engage: Work-Study internships action plan included one-time costs which will be funded through existing institutional resources. The one-time costs include establishing expectations, criteria, and a system for work-study position allocation at BHSU. This enrollment initiative will be a joint activity between the Center for Faculty Innovation, the Student Success Center, the Financial Aid Office, and the Business Office.

- FINANCIAL LITERACY
  The Financial Literacy initiative to increase financial literacy training and instruction for students will move forward with $5,000 in one-time operating funds and $12,000 in new ongoing budget to fund a graduate assistant.

4. **CENTER FOR FACULTY INNOVATION STRATEGIES**
   Four of the action plans created a Teaching & Learning Center including a Director position Center operations budget. This shared position and operations budget will be included in the coming Title III grant proposal. As we have continued to refine the Title III grant proposal, the name of the center has been changed to the Center for Faculty Innovation.
   - GS 200
     This action plan calls for offering multiple sections of a newly created course to be taken by students in semester two of their first year. The course will focus on financial literacy and additional student success skills, rounding out a full year of student training withing the university first year experience program.

   - FACULTY MENTORING
     The implementation of the Center for Faculty Innovation will include an intentional approach to shift upper-division advising to the purview of the Student Success Center and facilitate faculty as student mentors with an intentional focus on building faculty-student relationships and assisting students in areas such as internship, undergraduate research, and job searches, etc..

   - INNOVATIVE TEACHING
     The Center for Faculty Innovation will be home to the BHSU Instructional Designer and serve as a best practice, sand-box space to work with faculty to become highly effective instructors.

   - HIGH IMPACT PRACTICES
     Several BHSU high impact best practices were identified during the SEP processes. This initiative provides space, support, and institutional knowledge to leverage such practices throughout the curriculum.

   - GEOGRAPHY AND PARTNERSHIPS
     The Geography and Partnerships action plan evolved from the Academic Programs working group. This initiative is based on the existing relationship with the Sanford Underground

Research Facility. The enrollment initiative identifies opportunities to better leverage the partnership, focus on majors for increased enrollment, and expand the relationship to new content areas and new programs in the future. After careful consideration, it was determined that the Geography & Partnership initiative should be integrated into the proposed Center for Faculty Innovation. The initiative includes $9,000 of reoccurring release time and marketing funds that will need to be funded institutionally in the next budget cycle.

5. **Academic Program**
   - EXPERIENTIAL GENERAL EDUCATION
     The Academic Programs working group continued to develop and refine a model that customizes the South Dakota Board of Regents prescribed general education curriculum with experiential learning for BHSU students. This initiative will be included in the Title III grant and total Center for Faculty Innovation fund requests. This plan will use an outside vendor (EMSI) software to study labor market demand for the region.

   - ACADEMIC PROGRAM PORTFOLIO
     The Academic Program Portfolio plan provides a methodology for understanding the productivity of BHSU's existing programs and establishes a foundation for future program development that aligns with the institutional mission and workforce demand. The plan called for a Data Analyst position. After careful consideration, the Senior Leadership Team determined that there is an opportunity to repurpose existing personnel resources to support this task provided that a one-time investment of outsourced market research guidance is available as well as an EMSI license.

6. **Financial Aid Leveraging**
   BHSU has contracted with RNL to analyze our student enrollment as impacted by the financial aid and scholarship offer presented to the student during the recruitment cycle. We will develop a more targeted approach to scholarship awarding, allowing us to be first in the mailbox with the best scholarship offer targeted to help a prospective student make the decision to attend BHSU.

ENROLLMENT GOALS, PROJECTIONS, & ROI
ENROLLMENT FUNNEL
Documenting and understanding the traditional "funnel" model of student enrollment is an important part of the larger enrollment picture. The funnel model is a way of thinking about the process of college admissions and enrollment. You "top load" the funnel with as many potential students to recruit as possible. They are often called "leads", "prospects" or "inquiries", depending on institution-preferred labeling, historic context and existing systems.

This leads to a wide "top" of the funnel i.e.: many students to start recruiting. As students proceed through the funnel and the enrollment process, many make other school and life choices and may become disinterested in the university. The farther "down" the funnel you go (through the next, more committed stages of the college enrollment process), the fewer students exist at each stage. A typical funnel model and timeline for college enrollment is visualized as follows along with our Fall 2019 and 2020 funnel data:

Fall 2019		FUNNEL STAGE	Fall 2020	
Headcount	Percentage		Headcount	Percentage
18,454		INQUIRIES	52,157	
2,186	12%	APPLICATONS	1,391	3%
1,904	87%	ADMITS	1,160	83%
526	28%	ENROLLED	420	36%

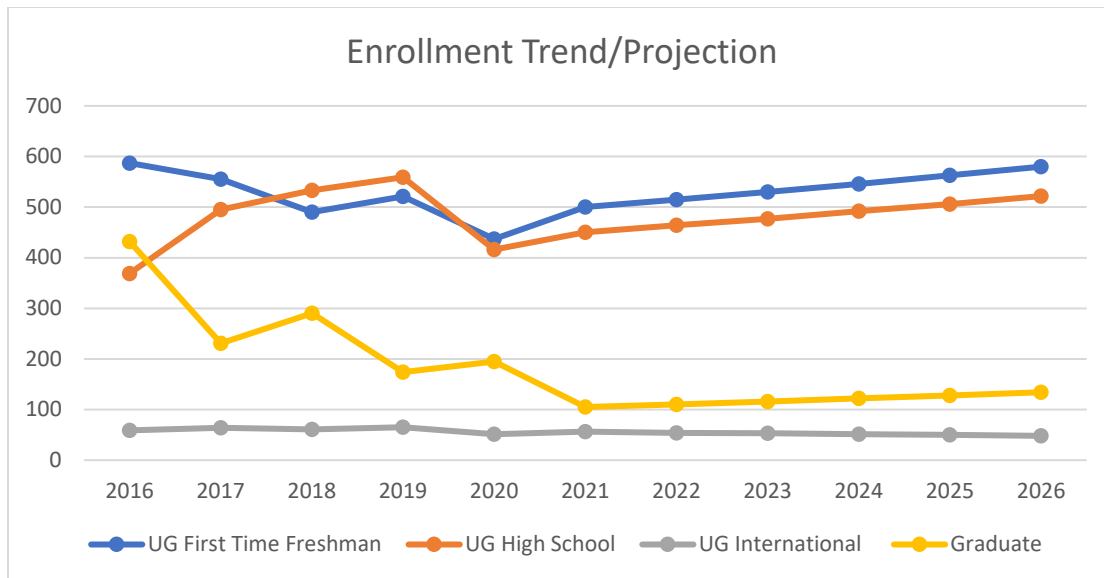ENROLLMENT TARGETS: DUAL CREDIT, GRADUATE & ONLINE ENROLLMENT TARGETS

During our review of the completed SWOT analyses, we considered enrollment strategies for a number of different populations including, but not limited to, undergraduate, dual enrollment, graduate, transfer, international, and online-only student populations. We determined that activities targeting traditional undergraduate and transfer students would yield the most immediate positive enrollment growth. The other populations will be addressed as we are able to solidify our undergraduate base and curriculum offerings.

Dual enrollment students, though an important population adding to our overall headcount, enroll at approximately a 13% yield rate as opposed to the traditional admission funnel. This group of students take advantage of reduced rates for college level coursework, but BHSU as the provider of those courses does not tend to be their institution of choice where regular admission is concerned. We have determined that our finite budget dollars are better spent on other student enrollment campaigns, but BHSU will continue to provide dual credit opportunities for local students.

ENROLLMENT TRENDS

Below is a table of historical and projected enrollments. Projections for First Time Freshman are based on the work we have completed during the SEP process. Projections for the other three student groups are based on historical trends.

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
UG First Time Freshman	587	555	490	521	437	500	515	530	546	563	580
UG High School	369	495	533	559	416	450	464	477	492	506	522
UG International	59	64	61	65	51	56	54	53	51	50	48
Graduate	432	231	290	174	195	105	110	116	122	128	134

Enrollment Trend/Projection

Year	UG First Time Freshman	UG High School	UG International	Graduate
2016	585	370	60	430
2017	555	495	65	230
2018	490	530	60	290
2019	520	560	65	175
2020	435	415	50	195
2021	500	450	55	105
2022	515	465	55	110
2023	530	475	50	115
2024	545	490	50	120
2025	560	505	48	125
2026	580	520	48	130

In evaluating which audiences to pursue with enrollment initiatives we determined to go primarily after the first-time new freshman audience. A dual enrollment target was also considered extensively, but at the end of the day the net revenue provided by a dual enrollment student yields approximately $144.05/credit hour less than a new first time freshman student. We will continue to offer dual enrollment courses and will increase our efforts with this audience once the academic quality initiatives included in this plan are completed. We will also look for future opportunities to improve our international and graduate enrollment audiences once we have solidified our undergraduate base.

BHSU SEP ENROLLMENT IMPACT

One of the primary purposes of the preceding action plan and prioritization activity was to project the new enrollment, retention, and net tuition revenue impact for BHSU. The following is a summary of the projected impact on overall enrollment through 2026. The left half (unshaded) portion indicates the projected increases based on the action plan to which they are attributed. The right half (shaded) are anticipated enrollment totals based on increases from Fall 2019 and 2020 base enrollments. The duplication risk factor adjusts the increases for possible overlap in plan impact.

	Projected Enrollment Increase					Impact on Overall Enrollment (3608 F2020)				
SEP Strategy	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Enrollment Analytics	53	89	113	142	172	53	89	113	142	172

	Projected Enrollment Increase					Projected Impact on Overall Retention (3608 F2020)				
Recruitment / Funnel Strategies	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Recruitment - Admission - Marketing	14	32	55	81	109	14	32	55	81	109
Admission Operations	10	21	35	50	66	10	21	35	50	66
Subtotal	24	53	90	131	175	22	48	81	118	158
Unduplicated Admission / Recruitment (10%)	22	48	81	118	158	458	484	517	554	594

	Projected Retention Increase					Projected Impact on Overall Retention (3608 F2020)				
Student Success Center Strategies	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Peer Mentoring (SSC)	25	42	51	56	60	25	42	51	56	60
Career Center (SSC)	10	23	44	75	113	10	23	44	75	113
BHSU Engage! Work-Study Internships (SSC)	8	13	17	20	21	8	13	17	20	21
Financial Literacy (SSC)	9	23	31	40	43	9	23	31	40	43
Upper Division Professional Advisors - (SSC)*	4	7	8	10	11	4	7	8	10	11
Subtotal	56	108	151	201	248	56	108	151	201	248
Unduplicated Subtotal (25%)	42	81	113	151	186	3,650	3,689	3,721	3,759	3,794

	Projected Retention Increase					Projected Impact on Overall Retention (3608 F2020)				
Teaching and Learning Center	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
GS 200 (TLC)	5	12	20	30	39	5	12	20	30	39
Faculty Mentoring (TLC)*	5	7	8	11	11	5	7	8	11	11
Innovative Teaching (TLC)	0	0	0	0	0	0	0	0	0	0
High Impact Practices (TLC)	20	34	44	51	54	20	34	44	51	54
Experiential General Education (TLC)	5	16	32	55	84	5	16	32	55	84
Geography and Partnerships (TLC)	15	26	48	70	92	15	26	48	70	92
Subtotal	50	95	152	217	280	50	95	152	217	280
Unduplicated Subtotal (25%)	38	71	114	163	210	3,646	3,679	3,722	3,771	3,818

	Projected Enrollment & Retention Increase					Projected Impact on Overall Enrollment & Retention (3608 F2020)				
Academic Programs	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Academic Program Portfolio	0	30	94	199	310	0	30	94	199	310
No Duplication	0	30	94	199	310	0	3,702	3,807	3,918	3,918

SEP Subtotal	101	230	402	630	864	3,709	3,838	4,010	4,238	4,472
SEP Unduplicated Total (5%)	96	218	382	599	820	3524	3646	3810	4026	4248

Resource Needs to Fund the Plan

It was determined during the action plan prioritization exercise that funding for the selected action plans and those projects pulled from the prioritization exercise as just-do-it plans would be funded through one of four sources: 1) One-time funds prioritized for enrollment and retention projects; 2) a reallocation of existing resources; 3) new base budget dollars generated through increased enrollment and retention tuition revenue; and 4) inclusion in a Title III Institution Strengthening Grant. The following table outlines anticipated funding sources for the action plans and just-do-it-activities.

SEP Strategy	Existing Budget One-Time Expense	Reallocation of Existing Resources	New Recurring Base Expense	To be included in Title III Grant
Enrollment Analytics			$97,498.00	
Recruitment / Funnel Strategies				
Recruitment - Admission - Marketing		$12,600.00		
Admission Operations		$32,000.00		
Student Success Center Strategies				$75,100.00
Coordinator of High Impact Practices (SSC)				
Asst. Director for Career Services (SSC)		$66,000.00		
BHSU Engage! Work-Study Internships (SSC)	$3,000.00			
Financial Literacy (SSC)	$5,000.00		$12,000.00	
Upper Division Professional Advisors - (SSC)*				$100,000.00
Supplemental Instruction + tutoring				$80,000.00
Teaching and Learning Center				$154,000.00
GS 200 (TLC)			$20,000.00	
Faculty Mentoring (TLC)*				
Innovative Teaching (TLC)				
High Impact Practices (TLC)				
Experiential General Education (TLC)				
Geography and Partnerships (TLC)			$9,000.00	
Subtotal				
Unduplicated Subtotal (25%)				
Total Unduplicated TLC and SSC				
Academic Programs				
Academic Program Portfolio	$50,000.00		$15,000.00	
Subtotal				
No Duplication				
SEP Subtotal	$58,000.00	$110,600.00	$153,498.00	$409,100.00

FUTURE STRUCTURE OF BH STRATEGIC ENROLLMENT MANAGEMENT

As strategic enrollment planning transitions to implementation of the plan, oversight will transition from the Steering Committee to a Strategic Enrollment Management Governance Committee. The committee will implement strategic goals, enable plan implementation, evaluate budget initiatives, monitor goal progress through a KPI report card, and make recommendations to the President and Senior Leadership Team.

The committee will be made up of representatives from the following areas, with a goal of keeping the group manageable and able to respond to changes impacting both near and long-term planning.

- Vice President for Enrollment Management (Chair)
- Enrollment Analyst
- Director, Admissions
- Director, Student Success Center
- Director, Student Financial Aid
- Assistant Provost, Provost's Office
- Controller
- Director, Marketing & Communications
- Director, Center for Faculty Innovation

The group will also be responsible to develop and monitor the enrollment and retention dashboards and take appropriate action to ensure BHSU is on track to reach our enrollment and retention goals. Our immediate enrollment and retention goals are:

1. Reach 70% retention by Fall 2022 and 75% retention by Fall 2026.
2. Increase our first-time, full-time enrollment from 436 to 580 by 2026.
3. Increase overall campus undergraduate enrollment from 3,608 to 4,250 by 2026.

Each action plan will be evaluated on both the completion of implementation objectives and various success indicators.

ACTION PLAN	OBJECTIVES	INDICATOR	OWNER
Data Analyst Contribution to Incremental New: 43 Incremental Transfer: 6	• Develop job description • Data Cookbook • Populate Tableau • Dashboard Development • Advising Modeling • Tutoring Modeling		Student Success Center
Admissions Tour Guides Contribution to Incremental New: 10 Incremental Transfer: 5	• Free up professional staff • Help student create tie to campus		Admissions Office
Professional Academic Advising Model	• Target caseload 300 students • Communicate with students each semester	• % of caseload met each semester • % of students with 4-year plans Retention Rate • Persistence Rate • 6-year Graduation Rate • NSSE Results	Student Success Center
Tutoring	• Courses identified through DFWI data • Targeting GE Courses • Develop tutor selection process • Establishe methods of tutoring, scheduling process (navigate) and equipment needed • Develop tutor training program and application • Develop tutor evaluation	• # of subjects offered • DFWI percentages • Retention Rage • Persistence Rate • 6-year Graduation Rate • NSSE Results • Student evaluations • Faculty survey	Student Success Center

	• Campus promotion and awareness (F'21) • Pursue national certification for SI and tutoring (F'22) • Incorporate early alert referrals (Navigate) (F'22)		
Supplemental Instruction	• Courses identified through DFWI data • Faculty assignment • Student incentive • Identify all sections of X courses	• DFWI percentages • Retention Rate • Persistence Rate • 6-year Graduation Rate • NSSE Results	Student Success Center / Center for Faculty Innovation
Career Center Contribution to Incremental New: 5 Incremental Retained: 5	• Internship Program • Assess career offerings, faculty perceptions, and outside employer perceptions of services at BHSU • Accounting job fair • Part time job fair • Educational job fair • Interest inventories • Type inventories • Community connections • Internship coordination • Improve our first destination survey process and results	• # of internships available • # of fair participants • Inventories offered • Retention Rate • Persistence Rate • 6-year graduation rate • NSSE Results	Student Success Center / Career Center
BHSU Engage Contribution to Incremental New: 4 Incremental retained: 4	• Develop internships • Develop position syllabi • Formalize Work-study request process	• # of ENGAGE Options • % of Work Study funds utilized • # of internships developed • NSSE Results • Retention Rate • Persistence Rate	Career Center / Financial Aid Office

GS 200 Contribution to Incremental Retained: 5	• Formalize Skills Academy curriculum • Get GS 100 & 200 approved as graduation requirements • Transition ownership of GS 100 & 200 to Center for Faculty Innovation	• Retention Rate • # of students with a resume • Persistence Rates • NSSE Results	Center for Faculty Innovation / Student Success Center
Financial Literacy Contribution to Incremental retained: 9	• Create stand-alone modules • Insert into GS 200 curriculum	• NSSE Results	Business Office / Center for Faculty Innovation
Faculty as Mentors Training	• HIP participation • Training through CFI	• NSSE Results	Center for Faculty Innovation
Innovative Teaching	• Summer faculty course development • Professional Community participation	• DFWI Rates • NSSE Results • Persistence Rates	Center for Faculty Innovation
High Impact Practices in GE Contribution to Incremental New: 15	• Infuse Skills Academic curriculum • Implement Blank Resume • Introduce D2L Portfolio during GS 100	• % of syllabi with outcomes language • # of students with resume	Center for Faculty Innovation
Academic Portfolio	• ON HOLD for BoR Productivity Policies • Evaluate EMSI data for program development	• # of new degree & certificate programs developed • Existing programs evaluated • New program evaluation rubric	Center for Faculty Innovation / Institutional Research
Peer Advising Contribution to Incremental retained: 25	• Student participant selection rubric • Student mentor selection • Weekly check in with students	• % of students keeping weekly check-in appt • Retention Rate • NSSE Results • 6-year Graduation Rate	Student Success Center

NET REVENUE REPORT

The Net Tuition Revenue Dashboard/Report will monitor the year-over-year point in time enrollment including scholarships and bottom-line anticipated revenues. The reporting format will note the start of the semester as Week 0, and weeks prior as a negative countdown (e.g.: Week -5, five weeks prior to the semester start).

RNL AFAS DASHBOARD

The AFAS Dashboard will track student point of admission based on the financial aid & scholarship award offered and accepted or declined. The goal of this tracking is to refine our aid package offers to maximize aid available to our neediest students as well as increase new student enrollment yield rates.

ENROLLMENT DASHBOARD

The Enrollment Dashboard will show the enrollment funnel by student type (new freshman, transfer, resident, non-resident, etc.) source code, location, and high school or transfer institution.

PLANNING TIMELINE

SHORT TERM PLAN

- Present the campus Strategic Enrollment plan to the BH campus community.
- Oversee implementation of enrollment action plans.
- Establish the enrollment reporting process.
- Consider new scholarship awarding structure based on RNL - AFAS Aid Leveraging results.

MID-TERM TARGETS

- Determine multi-year recruitment, enrollment and retention goals broken down into monthly tracking segments by source, location, and student type.
- Collaborate with the Student Success Center on Navigate retention tracking.
- Develop a campus communication process to keep stakeholders informed of our enrollment and retention progress.

7. CONCLUSION

It is anticipated that this plan will guide future enrollment and retention decisions. Based on the projections and data gleaned from these exercises, the Black Hills State University expects significant progress in improving our enrollment, retention, and overall student experience.

APPENDIX A

STRATEGIC ENROLLMENT PLAN: ACADEMIC WORKING GROUP SITUATION ANALYSIS, SEPT. 1, 2020

MEMBERS:
Dr. Ann Bolman, President Western Dakota Technical Institute
Dr. Amy Fuqua, Dean of the College of Liberal Arts (chair)
Mr. Hans Nelson, Director for the Center of Hospitality and Business, BHSU—Rapid City
Ms. Dawn Kennedy, Registration Officer
Ms. Kelly Kirk, Instructor of History
Ms. Debbie Liddick, Assistant Director of Facilities and Sustainability
Mr. Rich Loose, Director of Institutional Research
Mr. Kory Menken, Executive Director Spearfish EDC
Dr. Betsy Silva, Associate Professor of Physical Education
Dr. Craig Triplet, Assistant Professor of Exercise Science
Dr. Jeffrey Wehrung, Associate Professor of Business Management
Ms. Deb Wolf, Director of Educational Outreach SURF

EXECUTIVE SUMMARY
The working group's task is to make recommendations for changes and improvements to BHSU's academic programs that would better align curriculum to current market needs. We also have chosen to emphasize improvements that would make best use of our existing resources including geography and cultural identity. To do so we have studied the current job market both nationally and in the region of South Dakota and the Black Hills. We also have information on the broad skills most sought on a national level by major employers, as provided in *The Chronicle of Higher Education* and other periodicals. Finally, we have studied our current programs to determine where our strengths are and where data suggest improvements may be needed.

Thus far we have determined that the greatest and fasted growing needs are for professional programs serving heath care, management, and applied liberal arts. We are also exploring the relevance of forestry and tourism to four-year college programs since these are significant contributors to the regional economy. Additionally, we recommend changes to existing programs, both professional and academic, to provide students with the skills most frequently required in job advertisements in the region. We recognize that careers in non-technical areas are less related to a graduate's major than to the skills acquired through that major. Thus, modifying programs to enhance development of these soft or essential skills is necessary.

Finally, the group recommends structural and cultural changes across the university to allow for continuous adjustment of curriculum to market. We recommend creating infrastructure for 1) collaboration with outside stakeholders (WDT, SURF, Monument Health, Ellsworth Air Force Base, etc.). 2) robust and ongoing faculty development based on a mechanism for finding, studying, and dissimilating information about best practice. 3) adjustment to the assessment process to focus on skill development and market alignment.

PRELIMINARY SWOT ANALYSIS
STRENGTHS (INTERNAL)
• Small/intimate student/professor ratio (201, smaller in upper level).

- Do not utilize TA/GA/RA to teach it is faculty in front of the classroom.
- Quality/strength of the faculty and instructors.
- Impressive accreditations make us competitive.
- Faculty know content (this from NSSE data?).
- Annual assessment is being done, some departments/colleges have a really strong assessment procedure.
- Opportunities for undergraduate research.
- Opportunities for hands-on projects (ex: sustainability).
- Internships/community relationships this varies by department, yet shows the strength of connection between the university and members of the surrounding communities.
- Relationships with students we get to know our students, the issues faced both in and out of classroom.
- Honors Program- recruits and retains students, helps create community, capstone projects and research.

WEAKNESSES
- Quality of instruction/pedagogy how to convey the knowledge faculty have?
- Lack of consistent faculty development in pedagogy.
- Lack of adequate remediation for faculty who perform poorly in the classroom.
- Discussion of quality not a topic of conversation, culture of silence surrounding this topic.
- Topics covered within courses misinterpretation of academic freedom and what students within the discipline need to understand/comprehend.
- Annual assessment aligning outcomes with course curriculum, and relevancy.
- Helping students "sell" themselves that they have learned these life/soft skills (communication, organization, research, critical thinking) even if they have a degree that doesn't have the job in the degree title (history, English, political science, Spanish) internships central location.
- Lack of career center.
- Lack of oversight of internship opportunities (are students getting a quality experience?).
- Lack of oversight within university for graduate school/graduate students.
- Small numbers of support staff/better utilize the staff that is here.
- Thinly stretched faculty (Need for strategic hiring).
- Not replacing science educator within education department (with future growth of Sanford, yet no one leading department in future education of STEM educators).
- Lacking undergraduate program in sustainability (identify how to develop this/certificates) (would require hiring).
- Lack of ability to hire for new programs without reallocating or hitting something somewhere else.
- Opportunities from weaknesses:
    - o Opportunity to change how we address the assignments we assign (how this develops critical thinking, teamwork, communication, research) (language within syllabus and assignment sheets).
    - o Develop components of curriculum that make essential skills overt.
    - o Self-reflection and self-advocacy.
    - o Speed dating (connect program with general education).
    - o Strategic use of human resources.
    - o Selling adaptability/agility (technological agility).
    - o This might help students realize the relevancy of their courses/content.
    - o Syllabus level adjustment/changes.

- o Can we come up with strategic certificates/programs/minors that rely on collaboration amongst existing programs? Maybe help meet some of those workforce needs?
- o Instead of "jobs within the field" can we expand the definition to "jobs that use field skill sets"?

OPPORTUNITIES (EXTERNAL)
- Helping students learn how to understand their skill sets/educate on connections between liberal arts education and marketable skills (career development for our students).
- Build relationships between community/businesses and faculty/programs.
- Further develop relationships/provide more opportunities for undergraduate research leads to development of skills.
- Opportunity to develop centralized career center/internships.
- Support of community they want students, want to provide opportunities.
- There is a search on to fill high need areas think very creatively about how to fill high need areas, provide certifications/degrees/programs that are both academic/technical/professional.
- Support for building the workforce.
- Strategic Leadership (or sustainability) degree with Ellsworth (NAU's contract is expiring with Ellsworth) this is an excellent way to build Masters (flexible modality is going to be key).
- Leveraging education and outreach with the growth of LBNFDUNE project at Sanford Lab (safety, environmental, engineering, managing, safety, finance, contractors and subcontractors).
- Develop programs that will help support the healthcare economy.
- PT (ND has three programs, SD has one).
- Nursing.
- If workforce needs are a focus statewide, then we need to streamline processes that allow us to react/respond to changes in workforce.
- Partner with RC High School Pathways Program.
- AAS to BS degree (from WDT to BHSU).
- Develop undergraduate research opportunities with Monument Health and their connection with Mayo Clinic.
- Can we align programs and research with regional workforce needs in healthcare?
- OT, PT, Speech Therapy, Nursing, athletic training.
- nonmedical in health: insurance, health administration (MHA), accountants, data analysts, cybersecurity, IT.
- Tourism is another area of development and focus statewide.
- can still be developed further within the Business Department (small program, only one faculty member, currently developing a minor.....reconnect Tourism program).
- Some specific applied skills can they be added into a curriculum to strengthen the "sell" of that degree?
- For example: grant writing, more GIS (drones, ESRI software, surveying), a coding class (this could be a great opportunity to connect with other institutions such as Mines, WDT, etc.).
- Teaching and selling adaptability.
- Dual enrollment opportunity to bring students in/recruitment from dual credit.
- future reliance on dual credit to meet teaching needs within local schools.
- Define and improve WY articulation agreements.
- We accept WY credits.

THREATS
- Fear that small student/professor ration and intimacy are under threat due to funding pressures.

- Risk of oversaturating local markets if all start requiring internships, oversight to ensure a quality internship experience.
- Not always support for a four-year degree at statewide level (funding, politics) or for liberal arts.
- Population does have a limit/bottom think about long term sustainability of a program (such as master's degrees through Ellsworth, number of teachers getting an M.Ed.).
- Not planning to replace science educator.
- Lack of highly skilled healthcare workers and our inability to fill those gaps.
- Restrictions of program development due to the BOR and state system.
- Makes it impossible for BHSU to fulfill regional workforce needs.
- Dual enrollment changes how long a student is at the university, amount of general education credits they are taking, feel they must be tracked into degree field sooner.
- Lack of connection with schools in the area (harder to recruit or bring high school students into the university from dual credit online classes).
- Inability to hire in strategic places for new programs (or even existing programs).

RESEARCH

Market analysis. With the assistance of Tom Johnson of Elevate Rapid City, we obtained and studied research on the current job market in the broader region of South Dakota and the Black Hills. We focused on the largest demands in addition to emerging demand. We also identified skills requested in job advertisements and listed on resumes.

Internal data. We studied internal data to determine which academic programs may have strengths and weaknesses we should consider. We mainly studied trends in numbers of majors and credit hours; WFDI rates; and graduation rates. Questions emerging from that research are discussed directly below. The most significant pieces of data and our analyses are included in appendices to this document.

NSSE data. We identified questions relevant to our purposes and studied student responses for a better sense of their perceptions of the strengths and weaknesses of programs.

External information. A study of general education programs and research on general education were included.

INITIAL FINDINGS

High DFWI rates are noted in Human Resources, Business Administration, Exercise Science, and Mass Communications. Also, high DFWI rates occur in some specific classes, Biology 151, for example, and some accounting courses. We note, however, that the DFWI rates have been remarkably consistent in the last four years even while enrollment has dropped across disciplines. This consistency may suggest that any increased challenges to retention are not because of increased DFWI rates. However, high rates may suggest a long-standing need for improvement in curriculum and instruction.

Exercise Science is a point of concern. Graduation rates are comparatively low. We need to examine this popular program more carefully, looking at, among other things, incoming ACT scores, GPA, gateway courses, and IDEA surveys.

Mass Communications is also a concern. Numbers of students and graduates appear to have fallen more than it has because of the recent curriculum change that moved many graphic design and photography

students out of emphases in MCOM and into the BFA programs. However, we need to consider improvements to this program.

We note a drop in American Indian Studies, Sociology, and Political Science but believe this maybe largely due to national trends rather than weaknesses in the programs. However, we note the unique opportunity for BHSU to have a strong AIS program with outreach to tribal colleges, reservation schools, and the community.

Data indicate that the tourism program is on the decline, although BHSU is in a geographical area with heavy need in tourism.

A study of the education programs seems to indicate more strength in elementary education than in secondary education. We would expect to see programs of relatively equal size, but the elementary education program is significantly larger. Drops in secondary education are particularly noteworthy in history and English. Additionally, we have a low number of graduates in science education, an area where teachers are needed.

We considered the opportunities specific to our region and university history. Among these are tourism in the Black Hills, the Sanford Underground Research Facility, the national forests, the size of health care relative to the overall economy, our history as a normal school. Given that resources are currently thin, we believe we should leverage these opportunities fully.

Given our geographical and administrative connections to SURF, the committee considered the need to realign science and math education with the work of the Educational Outreach division of the Sanford Underground Research Facility. Further discussion of this element of our work is directly below.

DEEPER ANALYSIS OF EXISTING PROGRAMS

Two teams have worked in different ways to identify which existing programs are strongest and which ones are weakest. Unsurprisingly, their results are similar.

APPROACH 1 (RICH LOOSE)

A study of current enrollment and three-year trends. According to this model we can identify which programs have the highest enrollment and which ones have the lowest. We also tracked which ones had the lowest and highest changes in enrollment over three years. From that information, we identified the 25% of our programs with both the lowest enrollment and the greatest decline in enrollment. We dismissed some as irrelevant to our work--for example, those that are composite majors related to other, healthy programs; those with recent, major curriculum changes; and those already being phased out.

From this information, we determined that the following programs should be considered our weakest ones:
• Human Services
• Outdoor Education
• Physical Education
• Spanish and Spanish Education
• General Studies (RNL has drawn our attention particularly to this program)
• MS in Curriculum and Instruction

The committee does not currently recommend cutting these programs but rather exploring their potential and the reasons for their weak enrollment.

APPROACH 2: (BETSY SILVA, CRAIG TRIPLETT, JEFFREY WEHRUNG)
This approach involved multiple factors including enrollment, 6-year graduation rate, accreditations, and (minimal) job placement data. This work is on-going. [appendix and summary needed]

RECOMMENDATION FOR ALLIANCE WITH SURF

The committee discussed the value of SURF and the fact that there is little to no coordination between our faculty and the staff there. We discussed the value of studying "unsettled science," and Debra Wolf explained the process by which she and her staff help create curriculum to help are teachers teach science as a critical thinking process rather than simply as a study of discovered facts. We created a separate *ad hoc* committee with the approval of the provost to consider how we could create an alliance, revise curriculum, better connect our education programs to K-12 public school systems and make a name for BHSU in science and math education. That committee is performing its own research and will make detailed recommendations for curriculum changes.

RECOMMENDATIONS FOR NEW PROGRAMS:

Note: Ongoing research will be needed to determine need for future programs. However, we wish to note possibilities based largely on data provided to us by Tom Johnson, Director of Elevate Rapid City. This information included that provided by the Bureau of Labor Statistics (US and SD), historical data gathered from job advertisements, and applicant materials.

HEALTH SERVICE MANAGEMENT
Significant growth in our region's job market are in healthcare. Given that BHSU is not able to provide nursing or other medical programs, we believe we should focus on health-care management either with a new program or modification to existing programs. Such changes would at least include courses in medical terminology. Further research from job listings and collaboration with Monument Health is needed.

TOURISM
Tourism is a large and growing field in the region, and BHSU's Tourism and Hospitality Management program was designed to meet this need. However, this program is not strong. The committee discussed the problem that many jobs in this field are low-wage, seasonal jobs not requiring a college degree. We should consider ways to make a highly applied associates degree following what Dr. Nichols describes as an "earn and learn" model with close connections to industry for developing curriculum, providing internships, and employing graduates.

FORESTRY
The same holds true for Forestry as for Tourism. BHSU seems an ideal location for a forestry program. A logical model is for such a program to fit into the existing biology program as an element of that bachelor's degree. Current work is being done to provide forestry as a new specialization for the BS in biology. Connections between industry and the School of Natural Sciences have been made, and work is ongoing.

MANAGEMENT IN TECHNICAL FIELDS

Research thus far shows a strong and growing need in the region for managers in technical fields. Our group has concluded that the best way to meet this market need is with 2+2 agreements with technical schools in the region to provide key elements of a business/marketing degree to those who already have specific, technical skills. Ann Bolman, President of WDT and member of our group, fully agrees. We propose block credit transfer for students with associate's degree. The remaining coursework for the bachelor's degree would focus on marketing, accounting, finance, and communication. Coursework would emphasize applied rather than theoretical. Preliminary work is already being done in this area with the proposal of the major in leadership.

Business. Management Across the Curriculum
We have a new art management minor that combines business and art courses. However, better collaboration is needed between the disciplines to provide experience, for example, in the areas of working for non-profits and grant writing. We recommend exploring ways not only to improve this program but to provide management background for those in the arts and other areas of the liberal arts.

We should reconsider the proposal for the Applied Liberal Arts program, a major that makes use of any existing, non-professional minor for the development of essential skills; includes additional, deliberate focus on those essential skills (communication, collaboration, problem solving, and critical thinking); provides additional, specific skills chosen by the student in areas such as finance, graphic design, or technical writing; and offers seminars in job market readiness. This proposal exists as an Intent to Plan tabled at the Board of Regents under its previous executive director. Alternatively, elements of this proposal could be used to revitalize existing programs.

RECOMMENDATIONS FOR MODIFICATIONS TO EXISTING PROGRAMS
SPECIAL EDUCATION
This program is currently offered online with some opportunity for face-to-face coursework. We recommend that a face-to-face option be provided for every class and for students to be advised to take face-to-face courses wherever possible. This change is at the repeated request of K-12 administrators on the School of Education Advisory Board. The emphasis in online learning in this program originally suited the need for existing teachers to become certified also in special education. However, our new MAT in SPED now meets that need. Evidence for this has come from SSI.

EDUCATION IN RELATION TO BUSINESS AND COMPUTERS
We recommend a possible revamping of inactive Business Education program in light of current trends in education. Increasingly, computer teachers are also teaching courses in economics and other elements of business. We should consider combining training in these areas.

FINANCE
Our current program is probably more theoretical than applied. We need to explore ways to prepare certified financial planners estate planners and to emphasize practical skills.

COMPUTER MINOR
This program is currently a mix of math and business courses. It should be revised to provide a generalized understanding of computer technology for those who will serve as technical support to business and other organizations. DSU has the state's more technical programs, but we could provide a program appropriate to the generalist. An Intent to Plan was created and should be revisited.

ARTICULATION
Given the decline in our number of transfer students as indicated by internal data, we should explore all other possible articulation agreements: 2+2 agreements, block transfer, etc.

ADDITIONAL RESEARCH AND FINDINGS:

NSSE. Analysis if NSSE data to determine student satisfaction with programs.
In summary, while there were some interesting findings among the details, we focused on major take-aways from this study. We noted that responses indicate some need for revision of the management program, the inclusion of applied elements in many disciplines, more community-based projects, and help with career planning.

General Education. We course requirements for general education at BHSU are set by the BOR; however, we can adjust curriculum at the syllabus level to emphasize needed skills and to make outcomes more obvious to students. Discovering how other institutions tackle this challenge will help us make recommendations for allowed changes.

BHSU's current program requirements for General Education are fixed. In a nutshell, they are as follows: 2 courses in composition, 1 in math, 1 speech, 2 lab science, 2 social science, 2 humanities. Many programs in social science require an additional course in humanities, and many humanities programs require additional work in social science. This plan was made at BHSU to help offset cuts in the general education program in those areas. We usually call this the reciprocity agreement. Requirements added as part of the reciprocity agreement are not considered part of the General Education program but rather as a part of each major.

See Gen Ed requirements:
https://www.bhsu.edu/Portals/0/Academics/Records/BHSU%20Gen%20Eds%20updated%205.1.2020.pdf?ver=2020-06-01-143925-683

Other Universities: BHSU's general education program is similar to that of other state institutions. Those studied include University of North Carolina, State University of New York, and the University of Washington. These programs focus on the development of skills (math, composition, speech) and knowledge (social science, natural science, arts and humanities). What is missing from most programs is a deliberate integration of skill development and knowledge base.

Consideration of what is needed nationally. According to the American Association of Colleges and University, curricula should make clear connections between the development of a knowledge base and of high order skills. They should also pay attention to equity, life-long learning, and professional development. Other useful sources include:

Robot-Proof: Higher Education in the Age of Artificial Intelligence Age by Joseph Aoun

General Education in the 21st Century: A Report of the University of California Commission on General Education in the 21st Century.

We recommend revision of the general education program at the syllabus level (because the curriculum itself is set by the BOR) to do the following.
Emphasize the application of knowledge to individual experience, public life, and the marketplace.

Make the development of skills overt in each general education class.
Develop structure for ongoing collaboration of general education faculty across disciplines.
Revise approaches to assessment to measure both skill development and students' perception of relevance of curriculum to their experiences and goals.

Alliance with SURF. Following our effort to make an alliance with Education Outreach for SURF, we agreed to look more deeply into other regional resources. Identifying areas for alliance is part the next stage of the university's work in enrollment management.

ADDITIONAL NOTES:

Given existing trends in the workforce in addition to current changes resulting from the Covid-19 pandemic, the university should consider how to prepare students to work from home or at a distance.

How can we enhance the campus experience—particularly following a semester fully online. Students will be eager to be together again. How can we make use of that renewed recognition of a need for community in revisions of programs?

We do need more data, and we need ground truthing to establish what skills are needed and therefore how best to revise programs.

We need an established protocol for finding best practices and regular check-ins with those who employ. These are needed structural changes, and we hope they would allow us to adjust our curriculum continuously, so we are more responsive to the marketplace.

APPENDIX B
STRATEGIC ENROLLMENT PLAN: ADMISSIONS & RECRUITMENT WORKING GROUP SITUATION ANALYSIS, SEPT. 1, 2020

MEMBERS:
Melissa Barth - Director, Spearfish Chamber
Johanna Best - Registrar's Office
Van Delist - ROTC/National Guard
Janette Hettick - Retention/Recruitment Advisor, Liberal Arts
Jane Klug - Dean of Students
Charlie Lamb - Research/Biology
Eric Leise - Director, International Studies
Joe Rainboth – Admissions (chair)
Ven Thompson (data) – IT
Jayce Winsell, Admissions
Thayer Trenhaile - Athletics Development
Megan Vetter - Former Assistant Director of Admissions (BHSU)

EXECUTIVE SUMMARY:
The Admissions & Recruitment working group gathered data, processes documentation and anecdotal insights related to the historic recruitment and admissions practices at BHSU. This report examines the "current state" of recruitment and admissions at BHSU, while comparing to historic data from past years and looking ahead to areas of opportunity and growth for the future. Data has been collected from: BHSU Institutional Reporting, SDBOR Factbook, various internal academic and student service departments and various reporting from Ruffalo Noel Levitz. The group's general perception is that Black Hills State University is a reputable, regional degree-granting institution with many good, hard working people in the mix and significant room for future stabilization and growth. A focused, intentional approach to improving operational efficiencies, university brand identity, human resources capital and customer service mindsets will go a long way toward increasing recruitment and admissions practices, campus wide.

SWOT ANALYSIS
STRENGTHS
BHSU's strengths include the university's location, size, and accreditations and accolades. Our location provides us access to numerous national parks, monuments, and forests. The size of BHSU fosters a caring and collaborative community between students, faculty and staff, where students feel safe and secure. Students are afforded the opportunity to make a positive impact on campus and within the community through student organizations, leadership and service experiences.

WEAKNESSES
Historically, admissions processes have been vague and undefined, leading to inconsistency in communication with prospective and current students, lack of coordination and frustration between departments, and a perception of institutional disorganization. Lack of a data-driven target market beyond geographic location and significant staffing issues have led to questionable financial and human resource/time allocation.

OPPORTUNITIES
There are abundant opportunities for BHSU to enhance its recruitment within the region. These include developing corporate relations with local businesses to increase co-ops and internships; partnering with national industries which provide education funding to their employees; and, enhancing the relationship with Ellsworth Air Force Base (EAFB) and the South Dakota National Guard (SDNG). These efforts can be complimented by building strong relationships with the local tourism industry and developing a resource database for external funding opportunities to better target populations of potential students.

THREATS
Among the many threats, the current competition around dual-credit (DC) students, a group among which BHSU has historically done well, poses
challenges to maintaining BHSU's enrollment. Additionally, high school graduates within our region are increasingly diverse, meaning BHSU will properly service and support these students to attract and retain them. This demographic shift is compounded by a trend toward vocational and other 2-year programs versus traditional 4-year liberal arts degree. Finally, the emergent concerns related to COVID-19 have highlighted the need for BHSU's recruitment strategy to be nimble and adaptable to quickly changing landscapes.

DATA
STRENGTHS
- BHSU is ranked ninth Best University for Outdoor Adventure and is located near a plethora of national monuments, parks and nature highlights for hikers, campers, historians, and outdoor enthusiasts.
- Deadwood SD (15 miles)
- Black Hills National Forest (50 miles)
- Devils Tower (60 miles)
- Crazy Horse (67 miles)
- Mount Rushmore (70 miles)
- Wind Cave (103 miles)
- Badlands (106 miles)
- Jewel Cave (100 miles)
- Minute Man Missile Site (106 miles)
- Little Bighorn Battlefield National Monument (214 miles)
- Bighorn Mountain (163 miles)
- Yellowstone National Park (380 miles)
- Spearfish has been noted to be in the Top 20 of the Best Small Towns in America:
  https://www.bhsu.edu/About-BHSU/Black-Hills-of-SD
- BHSU is accredited by:
- The Higher Learning Commission (HLC)
- The Association to Advance Collegiate Schools of Business (AACSB)
- The Council for the Accreditation of Educator Preparation (CAEP)
- The National Association of Schools of Music
- Recognized by The National Association for Sport and Physical Education (NASPE).
  https://www.bhsu.edu/About-BHSU
- Student to Faculty Ratio is 20:1
  https://www.sdbor.edu/mediapubs/factbook/Documents/FY2020Factbook_011420.pdf

- Student have rated BHSU as a safe and secure campus where students are well cared for by Residence Life and Student Health Services and Counseling staff. (RNL SSI 2020)
- BHSU has 90+ student organizations https://www.bhsu.edu/Student-Life/Clubs-Organizations
- Students can travel around the world to student and have cultural emersion programs for exciting and life-changing experiences. https://www.bhsu.edu/Student-Life/International-Service-Learning-Program-BHSU ; https://www.bhsu.edu/About-BHSU/News-Events/bhsu- student-travels-to-slovenia-as-part-of-exchange-program-1

WEAKNESSES
- Anecdotally, parents and prospective students have reported high levels of frustration with admissions processes, and have reported using communications from other institutions to lead them through the process (BHSU Registrar & Admissions staff).
- 83% of students found financial planning services somewhat/very helpful (road2college.com parent survey).
- Thirty employees have worked within 5-7 Admissions positions in the past 10 years; titles and duties have constantly changed and there is no consistent way in which employees are trained (BHSU Human Resources & Admissions Staff).
- The cost of replacing an employee is estimated at between 90-200% of that employee's salary, not to mention uncalculated costs of lost relationships with on- and off-campus stakeholders, lost morale, and lost institutional knowledge. (SHRM, 2020).
- Target X could be more effectively used to identify and target specific segments of the prospective population (Admissions staff).

OPPORTUNITIES
- Currently BHSU has no co-op agreements in the region.
- Military population currently enrolled who qualify for DoD or VA benefits of total statewide population.
- Total Veterans (both RC/BHSU): 116 of 72,284 Statewide
- Total Active Duty or National Guard Dependents (both RC/BHSU): 56 of 8,400
- Ellsworth Airforce Base Active Duty Members (RC 17, Online 4): 21 of 3,800
- South Dakota National Guard (BHSU 26, Online 3, RC 7) 36 of 4,200 (3100 Army 1100 Air)
- Tourism and Hospitality program low number of students and no new majors in 2019.
- Large numbers of national companies provide $5-8 to employees (approx. $5k tax deductible) for higher education such as AT&T, BP, Bank of America, Chipotle, Disney, & Home Depot. Wal-Mart has a direct education guide to funnel employees to certain IHEs https://walmart.guildeducation.com/catalog?page=0&hitsPerPage=10&clickAnalytics=true

THREATS
Along with USD, BHSU enrolls the highest number of DC students in the BOR (BOR Factbook, FY2020)
Enrollment in DC is expected to climb past 8,000 unique students through 2026, from a current level of approximately 5,500 unique students (SD LRC Analysis, Nov. 18, 2019)
BHSU and NSU already have a scholarships aimed at recruiting DC to degree programs; as of AY21, SDSU and USD will also offer a scholarship. Need date on matriculation of DC students to BHSU over the past 5 years.

Kids Count data show since 2015 in South Dakota the number of Hispanic school children from PK-12 has increased from 6900 to 9600, African- American children from 3950 to 4550, and multi-racial children

from 4500 to 6900; over the same time the number white children stayed steady at 101,000. Similar data for surrounding states can be sourced from Kids Count.

Average student debt at BHSU was $30,000 in 2018/2019; need comparison data for other BOR and regional universities; and average earnings of BHSU grads 1, 5 and 10 years post-graduation.

TAKEAWAYS

STRENGTHS

BHSU needs to incorporate the strengths of our small and safe campus community, location and student engagement opportunities. We need to help student understand that they are not a number on campus, rather they are an important member of our campus community.

WEAKNESSES
- BHSU should review and overhaul communication and processes for new and prospective students, vetting for clarity, common sense, and timeliness. The plan and processes should be standardized and shared with all departments involved in the recruitment/enrollment process.
- BHSU should identify target student populations using both SEP matriculation (funnel) data and retention data through graduation; admissions and marketing should then carefully curate marketing/ communication strategies with these target populations and allocate fiscal/staff resources accordingly.
- BHSU should create new onboarding and training processes for all employees related to institutional culture and brand. Human Resources should work in tandem with departments including Admissions to review use of staff time, improve efficiencies and supervisory practices, and create/improve training and retention of employees directly involved in the recruitment/orientation process.

OPPORTUNITIES
- Develop lasting relationships with business to provide co-op and internship opportunities to current and future students. Recruit from employer pools.
- Develop a targeted strategy toward Military Populations in the region focuses on Service Members, Veterans and Families.
- Reexamination of the Tourism and Hospitality program and how it fits into recruitment.
- Partner with industries that direct employees to colleges and universities with in their corporate education programs.

THREATS
- BHSU needs to examine the use of the DC scholarship and develop a targeted recruitment strategy to increase enrollment of DC students into BHSU degree programs.
- BHSU needs to develop a focus on recruiting and supporting diverse students; doing so will also ensure BHSU can remain nimble in having different groups of target students.
- BHSU need to develop a coherent value proposition, support it with data, and incorporate it into the recruitment strategy.
- The recruitment strategy needs to incorporate emergent uses of technology to reach students and parents (among others) in different ways, allowing BHSU to make quick adjustments to its strategy as needed, while maximizing the number of prospects it reaches.

ENROLLMENT DATA & "THE FUNNEL"

Documenting and understanding the traditional "funnel" model of student enrollment is an important part of the big picture. The funnel model is a way of thinking about the process of college admissions

and enrollment. You "top load" the funnel with as many potential students to recruit as possible. They are often called "leads", "prospects" or "inquiries", depending on institution-preferred labeling, historic context and existing systems.

This leads to a wide "top" of the funnel i.e.: many students to start recruiting. As students proceed on "down" the funnel, though the
enrollment process, many become disinterested in the university. The farther "down" the funnel you go (through the next, more committed stages of the college enrollment process), the fewer students there are at each stage. A typical funnel model and timeline for college enrollment is visualized as follows:

Prospect/Inquiry →Application →Admitted/Decision →Committed/Deposited →Enrolled
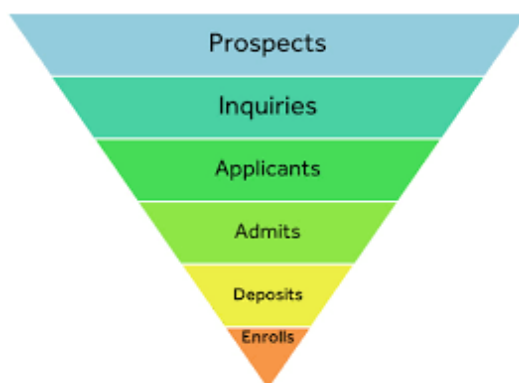
UG FRESHMEN FUNNEL DATA:

Term: Fall 2015					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	7	4	57%	3	75%
Other	NA	12	11	92%	3	27%
Rapid City Univ Center	NA	159	123	77%	78	63%
Spearfish	NA	1,199	1,021	85%	429	42%
Grand Total	**20,177**	**1,377**	**1,159**	**84%**	**513**	**44%**

Term: Fall 2016					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	20	15	75%	6	40%
Other	NA	19	11	58%	1	9%
Rapid City Univ Center	NA	186	154	83%	93	60%
Spearfish	NA	1,359	1,092	80%	461	42%
Grand Total	**13,340**	**1,584**	**1,272**	**80%**	**561**	**44%**

Term: Fall 2017					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	14	12	86%	8	67%
Other	NA	21	15	71%	0	0%
Rapid City Univ Center	NA	178	155	87%	97	63%
Spearfish	NA	1,439	1,272	88%	447	35%
Grand Total	**17,501**	**1,652**	**1,454**	**88%**	**552**	**38%**

Term: Fall 2018					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	27	22	81%	7	32%
Other	NA	20	16	80%	1	6%
Rapid City Univ Center	NA	144	125	87%	82	66%
Spearfish	NA	1,625	1,472	91%	390	26%
Grand Total	**18,228**	**1,816**	**1,635**	**90%**	**480**	**29%**

Term: Fall 2019					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	24	22	92%	8	36%
Other	NA	30	23	77%	5	22%
Rapid City Univ Center	NA	153	134	88%	75	56%
Spearfish	NA	1,918	1,698	89%	431	25%
Grand Total	**29,651**	**2,125**	**1,877**	**88%**	**519**	**28%**

UG Transfer funnel data:

Term: Fall 2015					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	40	31	78%	22	71%
Other	NA	5	3	60%	0	0%
Rapid City Univ Center	NA	164	142	87%	109	77%
Spearfish	NA	344	280	81%	188	67%
Grand Total	**1,307**	**553**	**456**	**82%**	**319**	**70%**

Term: Fall 2016					
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	55	42	76%	29	69%
Other	NA	8	6	75%	2	33%
Rapid City Univ Center	NA	138	122	88%	89	73%
Spearfish	NA	290	236	81%	152	64%
Grand Total	**734**	**491**	**406**	**83%**	**272**	**67%**

Term: Fall 2017						
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	46	36	78%	20	56%
Other	NA	8	6	75%	4	67%
Rapid City Univ Center	NA	174	148	85%	104	70%
Spearfish	NA	312	270	87%	159	59%
Grand Total	**824**	**540**	**460**	**85%**	**287**	**62%**

Term: Fall 2018						
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	36	27	75%	18	67%
Other	NA	9	6	67%	0	0%
Rapid City Univ Center	NA	98	87	89%	68	78%
Spearfish	NA	257	225	88%	136	60%
Grand Total	**744**	**400**	**345**	**86%**	**222**	**64%**

Term: Fall 2019						
Site Location	Inquiries	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
Internet/Online	NA	34	22	65%	8	36%
Other	NA	7	5	71%	0	0%
Rapid City Univ Center	NA	109	90	83%	65	72%
Spearfish	NA	229	194	85%	118	61%
Grand Total	**13,947***	**379**	**311**	**82%**	**191**	**61%**

Includes a large cold-call name buy/one-time buy from CBSS of 13,907 Prospect names. Data is also pulled from TargetX, whereas 2015-2018 Inquiries da ta was pulled from EMAS CRM archives, so may not be wholly comparable.*

OBSERVATIONS FROM 2015-2019 FRESHMEN AND TRANSFER FUNNEL DATA:

FRESHMEN FUNNEL
- Inquiry numbers increased steadily year over year.
- Application numbers increased steadily year over year.
- Admitted numbers increased steadily year over year.
- Admit rates varied by year, from 80%-89%.
- Enrolled numbers were relatively steady for 3 years, dropped, then bumped back up.
- Admit to Enrolled Yield Rates steadily *declined* year over year. *Why*? *Inflated funnel?*

TRANSFER FUNNEL
- Inquiry numbers – Steady and predictable until 2019, where large CBSS name buy purchase took place.
- Application numbers varied up and down from 2015-2017 and have declined since then.
- Admitted numbers mirrored Application numbers. Declining since 2017.
- Admit rates have remained relatively consistent from 82%-86%.
- Enrolled numbers mirrored App and Admit numbers. Declining since 2017.

- Admit to Enrolled Yield Rates have trended down from 70%-61%.

YIELD RATE CONTEXT (FRESHMEN)
- South Dakota College Application Week started in 2014. It is one week, in the fall, where every high school senior in the state may apply for college admission for free – zero application fee required. Outside of this week, a $20 application fee is required.
- Freshmen data, above, from 2015-2019 includes these free applications, where students could use *one SDBOR common application* to apply fee-free to all 6 BOR institutions, with no commitment.
- For the current FA20 recruiting cycle, the SDBOR Common Application did not exist. During SD College Application Week 2020, students had to intentionally search out and apply directly to BHSU, using our stand-alone internal application.
- During these fee-free College Application Week periods, the following number of "soft" (little commitment) applications were submitted to BHSU:

CAW 2017 (10/30-11/3)	359
CAW 2018 (10/29-11/2)	858
CAW 2019 (11/4-11/8)	448

FEEDER HIGH SCHOOLS FUNNEL
Enrollments from local feeder schools vary year over year and tend to correlate closely with the actual graduating high school senior class size in those specific schools.

Black Hills State University Office of Admissions Processes Audit
Updated November 2019

The purpose of this audit is to document which Admissions Office practices involve handling paper, involve Banner alone, involve TargetX alone, or that use other software.

Admissions Position	Paper	Banner	TargetX	Other Software
Director/CRM Coordinator	• Project documentation and plans • Enrollment reports • List information		• All prospects are uploaded here and managed through student stage lifecycles. Run reports. • Create dashboards. • Research student info.	• Excel • Word • Names/lists purchase through Cappex, College Board (SAT), ACT/NRCCUA,CBSS. ACT and SAT now send test scores electronically (no more paper) from students requesting scores sent to BHSU. • SQL Server Reporting
Assistant Director and Admissions Representatives	• Applications • Contact Cards • App Guides/Travel Pieces • Agenda items for Preview Day		• All documents are posted in SharePoint • Applications	• OneDrive • ImageNow • Banner
Admissions Assistant (position eliminated; duties being absorbed by existing staff)	• Entering applications. Applications come from either app guides handed out to students, or on the website spec/ readmits have an options to choose paper application. This is where the student is able to print from home, fill out and return to our office. 20+ per week. • Name changes Maybe a few per week. • Transcripts/ test score review (if not electronic- so coming through mail) 200-300 per week, depending on how close to semester start.	• Accepting Students • Rate changes/ updates • Activating/ inactivating programs • Transcript/ test score entry • SSN entry • Email/ address/ personal information update	Not Using	• Access: Running acceptance letters • Image Now • All documents from banner are scanned/ linked to image now- transcripts, test scores, applications, acceptance letters, name changes etc. • Report Manager • Reviewing applications • Acceptance letter review • Check rate codes/ update in banner for billing information • Ecap • Fee waivers • Moving students from non-paid to paid

	• Money orders for applications • Acceptance letters		

Veterans Resource Coordinator	• Certification printouts from the VA-Once website. I have to print on average (7) sheets of paper for each student each semester. ==> 2 Certification sheets, 1 class schedule, 2 billing statements, 2 transcript sheets. It equates to about 1,080 sheets of paper per semester. • Print Request For Pay • forms. Normally I will use at least 4 sheets of paper per semester to print my RFP's.Invoice sheets for Tuition Assistance. I will normally use 4 sheets of paper per semester to print my invoice sheets. • Emails - I have to print verification docs when they come in via email. I would say at least 500 sheets of paper to cover this process per semester. • Military Info forms. This is my in- house form students manually complete to let me know they want use their VA benefits. I print at least 40 for the semester. The rest are completed online. The sheets are then automatically emailed to me, at which time I print	• SFAREGQ - I view/print Class Schedules • SFAREGF - I view/print billing statements • TSAAREV - I view/print billing statements • SOAHOLD - I put deferments on accounts (CH 33, STA, FTA, ROTC) • SZAVETS - I input Veteran info on this screen (i.e Which VA benefit • they are using; Term Dates) • SFASTCA - I view/print dropped classes, complete withdrawals • SGASTDN - I view/print which major/minors the student is pursuing; check academic standing • SAAADMS - I check admission statuses • SOATEST - I verify student test scores • SGAADVR - Look up advisors (names) for students. • SPAIDEN - I get Soc. Security #s, Email info, and/or Ph#'s.	• Not Using	• VA Once - I use this website to certify classes for my GI Bill students • GoArmyEd.com - I use this website to submit invoice for students receive ROTC scholarships and Federal Tuition Assistance. • Evision - I use this to print BHSU transcripts. • ImagePro - I use this to print transfer college transcripts. • StayWell Portal - Access for health benefit info, etc. • Starfish - To receive info on students who have been flagged • Degreeworks - It's a program for Student Advisors. It is located in our BHSU Snap portal (Dawn Kennedy authorizes use). I can use it to check on students current status, and what classes they have left to complete their degrees.

	them, and put them in their folders. • Status sheets (degree plan sheet). I print one per student (that is new) each semester. So approximately 30 sheets each semester.			

| Dual Credit Coordinator | • Paper
• Print out of course lists for events
• Enter review transcripts and test scores that need to be scanned into image now
• Contact Cards
• Dual Credit Publications (handouts, event agendas)
• Print out of course lists for events
• Enter review transcripts and test scores that need to be scanned into image now
• Contact Cards
• Dual Credit Publications (handouts, event agendas) | • Entering Applications (mostly Rising Scholar applications that can not be done online)
• Processing Dual Credit application signature pages, add/drop forms, continuing registration forms, credit waiver forms, immunizations. These can come in by mail, fax, or dropped off and need to be scanned into image now
• End Advisor Holds | • Accepting Applications
• Fee rate updates
• Add Holds
• Activating/ inactivating programs in SGASTDN
• Enter transcripts & test scores
• View Billing
• View Registrations
• View test scores
• Update Personal Info | • Email Communications
• Tracking enrolled students
• Excel- Various Spreadsheets on course availability, course lists, F lists
• Image Now- Transcripts, test scores, HSDC applications, add/drop, reg forms, credit waivers are scanned and linked in image now. Transcript and test scores are then entered in Banner
• ECAP – Move applications forward
• Outlook – Shared Group spreadsheets for apps and reg forms
• One Drive- Shared Folder with testing center |

APPENDIX C

STRATEGIC ENROLLMENT PLAN: FISCAL & FINANCIAL AID GROUP SITUATION ANALYSIS, MAY 2020

DISCUSSION

Financial need continues to be one of the most significant barriers to pursuing a post-secondary degree at Black Hills State University. Students that attend BHSU do so while accumulating approximately $25,000 in student loan debt. The most recent default rate for BHSU from FY16 data is 8.2% according to the U.S. Department of Education. Even though BHSU's scholarship awards have increased exponentially in recent years, we are still ranked 5th out of 6 Regental universities in SD on the total foundation funded scholarships awarded and have the lowest per capita scholarship allocation in the Regental system. Since BHSU is the 3rd largest institution, ranking 3rd in scholarship awards would be appropriate. Nearly 80% of BHSU students receive some form of financial aid representative of the fact that their first hurdle to obtaining a degree is paying for college. If a student can't readily identify a way to pay for college, they may not enroll so whatever we can do to assist students in finding ways to pay for their education, the better off the students and BHSU will be. Two important steps for students to find a way to pay for college are the successful completion of the FAFSA and the BHSU scholarship application. BHSU already provides financial aid assistance nights at regional highs schools, but we need to provide even more assistance for completing these forms and reduce as many barriers to their completion as possible. Because nearly 80% of our students use some form of financial aid, financial literacy needs to improve for both students and parents. Developing a financial literacy program to develop skills for college and life after graduation will enhance students' abilities to understand their financial situation, to better navigate the challenges of financing their education, and to understand the lifetime value of a degree. The U.S. Financial Literacy and Education Commission, which is chaired by the Secretary of the United States Treasury, recommends mandatory financial literacy courses for higher education institutions in its Best Practices for Financial Literacy and Education at Institutions of Higher Education report from 2019.

BHSU's guaranteed scholarship program, the Buzz Bonus scholarship, has not been changed for over a decade. In 2018-2019, 407 students received the Buzz Bonus, less than 10% of the student body. As the cost of education continues to rise and students find it more difficult to finance their educational costs, it is more important than ever to expand financial and scholarship resources for BHSU students and to ensure we optimize the impact of the limited resources available to us. BHSU's scholarship program could be focused on students with the average ACT score of the students BHSU enrolls.

As a four-year degree continues to be questioned by the public at large, degrees that are more focused on workforce development and are achieved in a shorter time frame are important. As BHSU reaches out more deliberately to regional businesses to better serve their workforce needs, BHSU could allocate more scholarship dollars to freshman students who enter two-year academic programs. As BHSU expands these offerings to address workforce needs in the region, new students will be attracted to the institution.

Foundations in America have taken a large financial hit in the market in the first quarter of 2020 from the effects of COVID-19. BHSU's two foundations are no exception with 60 percent of our endowment invested in the market. This will have a negative effect on our scholarship program. If the stock market doesn't rebound after its first quarter of 2020 performance, our total scholarship allocation from the foundation for both new and returning students will drop from $952,380 in FY21 to $552,380 in FY22. Although this is highly unlikely, it does emphasize the dependence upon the U.S. economy for our

scholarship awards. The FY21 awards will remain at $952,380 regardless of market performance this year. One way to help the foundation staff increase donations is to have each college and area of study more deliberately target potential donors in their specific fields. An annual campaign to help student navigate the financial challenges of COVID-19 is also being discussed.

Working on campus is one way for students to increase their financial aid package. Many opportunities for student work exist on campus today with BHSU spending over $1 million each year on student labor; however, since BHSU does not have a career center, there is not one central location for students to go to find employment opportunities. The new Student Success Center in the renovated E.Y. Berry Library due to open in Summer 2022 will include a Career Center. Building a robust student employment program that delivers meaningful work experiences and earnings for students will help students work to finance their education. All federal work-study is allocated each year. In fact, in some years, funds are borrowed from the SEOG allocation to complement federal work-study as allowed by Title IV regulations.

DATA

BHSU STUDENT FINANCIAL AID PROFILE

Seventy-nine percent of BHSU students receive some form of financial aid and the average award for BHSU students is the lowest in the SD Board of Regents system.

Student Financial Aid by Program
Graduate and Undergraduate FY19

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
Non-Obligation Aid							
Grants	$4,617,725	$3,134,006	$2,742,358	$2,153,023	$11,855,018	$8,433,928	$32,936,058
Federal Scholarships	$6,000	$361,622	$0	$210,347	$116,832	$0	$694,801
SD Opportunity Scholarship	$236,600	$306,800	$258,050	$513,300	$2,128,250	$1,410,400	$4,853,400
Jump Start Scholarship	$3,000	$0	$0	$0	$0	$0	$3,000
Need Based Grant	$20,163	$10,928	$9,554	$9,877	$42,131	$31,256	$123,909
Critical Teaching Needs Scholarship	$8,600	$8,600	$8,600	$0	$8,600	$4,300	$38,700
Paraprofessional Scholarship Program	$84,835	$0	$0	$0	$0	$0	$84,835
Institutional Scholarships	$328,423	$62,500	$27,794	$80,000	$6,642,290	$3,840,045	$10,981,052
Foundation Funded Scholarships	$2,085,608	$1,690,588	$2,688,535	$3,650,929	$5,697,100	$8,313,690	$24,126,450
Agency Funds	$439,843	$332,946	$358,959	$139,251	$1,081,057	$1,159,357	$3,511,413
Non-Institutional Scholarships	$900,448	$737,510	$651,655	$1,487,150	$4,172,921	$3,315,160	$11,264,844
Total Non-Obligation Aid	$8,731,245	$6,645,500	$6,745,505	$8,243,877	$31,744,200	$26,508,136	$88,618,463
Obligation Aid							
Federal Loans	$12,865,051	$11,911,381	$7,380,979	$8,692,565	$52,780,776	$58,521,952	$152,152,704
Alternative Loans	$1,924,619	$1,836,224	$1,180,775	$3,316,767	$19,856,783	$7,969,325	$36,084,493
Work Study	$319,073	$273,640	$491,933	$223,071	$401,108	$707,639	$2,416,464
Non-Work Study Employment	$1,555,528	$542,800	$372,593	$1,907,556	$13,238,625	$2,992,726	$20,609,828
Total Obligation Aid	$16,664,271	$14,564,045	$9,426,280	$14,139,959	$86,277,291	$70,191,642	$211,263,488
Total Aid Amount	$25,395,516	$21,209,545	$16,171,785	$22,383,836	$118,021,491	$96,699,778	$299,881,951
Percent of Students Receiving Aid	79%	74%	82%	72%	74%	73%	76%
Average Award	$9,723	$10,510	$10,767	$11,220	$13,273	$13,787	$11,547

Note: Obligation Aid refers to aid for which student repayment, either in the form of cash or equivalent work, is expected. Non-Obligation Aid refers to aid which is given without the expectation of repayment.
Source: Board of Regents Financial Aid Survey
45

Source: https://www.sdbor.edu/mediapubs/factbook/Documents/FY2020Factbook_011420.pdf

DEFAULT RATES
According to the Department of Education, 8.2% of BHSU students were in default in FY16.

	FY16	FY15	FY14
Default Rate	8.2	9.3	8.5
No. in Default	89	115	109
No. In Repay	1,077	1,225	1,282

SOURCE:
https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=003459

FAFSA Applications - For several years in a row, only 60% of those eligible completed the FASFA.

> *"Completion of the Free Application for Federal Student Aid (FAFSA) is one of the best predictors of whether a high school senior will go on to college, as seniors who complete the FAFSA are 63 percent more likely to enroll in postsecondary education," according to the National College Access Network, which advocates for college access, especially for underrepresented students.*

Source: https://hechingerreport.org/are-too-few-college-students-asking-for-federal-aid/

A federal study sought answers to why students don't fill out a FAFSA. These students identified the following factors for not filling out the FAFSA (students could select more than one reason):
- 33% thought they or their family could afford school or college without financial aid.
- 32% thought they or their family may be ineligible or may not qualify for financial aid.
- 28% did not want to take on debt.
- 23% did not have enough information about how to complete a FAFSA.
- 22% did not plan to continue education after high school.
- 15% did not know they could complete a FAFSA.
- 9% thought the FAFSA forms were too much work or too time-consuming.

Source: https://www.insidehighered.com/admissions/article/2019/01/14/new-research-shows-why-students-dont-fill-out-fafsa

Western South Dakota has a low rate of FAFSA completion. Below you will find a map that shows the FAFSA completion rates in SD and the surrounding areas through 15 months of availability as well as a current data set reported through March 27 of 2020.

Source: https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school

Public School District 2020-21 Cycle FAFSA Completion Rates fo
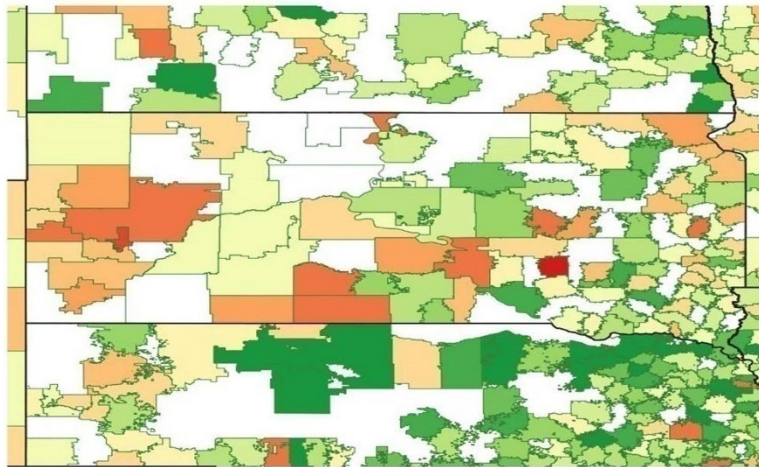
Public School District 2019-20 Cycle FAFSA Completion Rates fo

Please refer to https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-data for details on the data
about/data-center/student/application-volume/faq for frequently asked questions. Graduation rates are estimated using the most recen
Graduation Rate multiplied by the largest reported enrollment for this cohort beginning in the 9th grade (http://nces.ed.gov/ccd/coddat

BHSU FAFSA FILERS
- FAFSA filers as of 5/13/20 for 2021– 2,459
- FAFSA filers as of 5/13/19 for 1920 – 2901 - total FAFSA filers 4,038
- FAFSA filers as of 5/14/18 for 1819 – 3192 - total FAFSA filers 4,358

Source: BHSU Financial Aid office

BHSU NEW STUDENT FAFSA FILERS
- As of 6-15-20, we have 1,246 ISIRs for 2021 new freshmen compared to 1,459 in 2019.
- This is down 14.6% from last year.

FEDERAL WORK-STUDY UNMET NEED
- 18/19 year - $5,200
- 19/20 year - $4,644

Source: BHSU Financial Aid office
Potential Data Source – BHSU study of why our students don't complete the FAFSA.

FRESHMAN FAFSA COMPLETION
As of May 18, 2020, BHSU is down 7.2% in prospective student (new freshman) FAFSA filings from the previous year. The University of South Dakota was down 8% at the same time frame.
Source: BHSU IT department and https://www.sdnewswatch.org/stories/s-d-colleges-face-vast-logistic-and-financial-unknowns-heading-into-next-academic-year/

BHSU FINANCIAL AID AWARD LETTER
Appendix A provides copies of the correspondence students receive. Scholarship letters come from admissions, the colleges or the foundation. These should be consolidated so students receive a single letter.

RETENTION RATE OF BUZZ BONUS
Fall 2019 Data below

POTENTIAL DATA SOURCE
Annual Retention and Retention by Award Amount
Source: BHSU Institutional Research Office

Scholarship	Recipients	Retained	Retention Rate
Buzz Bonus Freshman	406	299	73.65%
Buzz Bonus Sophomore	393	347	88.30%
Buzz Bonus Junior	287	261	90.94%
Buzz Bonus Senior	217	215	99.08%
Grand Total	**1,303**	**1,122**	**86.11%**

PELL ELIGIBLE STUDENTS WITH UNMET FINANCIAL NEED
Source: BHSU Institutional Research Office

Fall 2019	Students	Avg Unmet Need
Transfer, BOR	8	$11,411.88
Continuing	542	$8,598.00
First-time	169	$8,010.94
Readmit	40	$10,950.53
Non-degree Seeking	3	$11,663.67
Transfer	61	$10,168.50
UG Grand Total	**823**	**$8,746.72**

BHSU SCHOLARSHIP AWARDS
2018-2019 Scholarships Awarded

	Amount Awarded	Number of Students
BHSU Foundation Buzz Bonus	$375,500	407
BHSU Foundation Additional Support	$640,053	336
Yellow Jacket Foundation	$1,146,819	221
Institutional Awards	$315,500	223
Resident Assistance	$229,926	32
Room Waivers	$127,972	54
Meal Plans	$0	0
BHRC Awards	$2,975	11
SD Opportunity	$236,600	174

TUITION REDUCTION PROGRAMS CURRENTLY AVAILABLE
- Senior Citizen
- Grad Fellows and Assistants
- Military Discounts (various)
- WICHE
- Child of Alum
- South Dakota Advantage Program (instate tuition for adjacent states.)

- Employee
- Visually Impaired
- Teachers
- Minnesota Reciprocity

CONTINUING ELIGIBILITY REQUIREMENTS FOR SCHOLARSHIPS

CONTINUING ELIGIBILITY REQUIREMENTS FOR SD BOARD OF REGENTS SCHOLARSHIPS
- South Dakota Opportunity Scholarship (4 year award)
- Dakota Corps Scholarship

See SDBOR website. https://www.sdbor.edu/student-information/Pages/Scholarships.aspx

CONTINUING ELIGIBILITY REQUIREMENTS FOR RENEWABLE BHSU SCHOLARSHIPS
Source: BHSU Foundation Scholarship Office

Buzz Bonus (4-year award)
- 3.0 Cumulative GPA
- Must have completed 30 BHSU credits after 2 semesters.
- Must have completed 60 BHSU credits after 4 semesters.
- Must have completed 90 BHSU credits after 6 semesters.

University Advancement Scholarship (4-year award)
- 3.0 Cumulative GPA
- Must have completed 30 BHSU credits after 2 semesters.
- Must have completed 60 BHSU credits after 4 semesters.
- Must have completed 90 BHSU credits after 6 semesters.

Residence Hall Half Room Scholarship (2 year award)
- 3.0 GPA
- Must have completed 30 BHSU credits after 2 semesters.

Jeb Clarkson Scholarship (3 year award soph/jun/sen)
- 3.0 GPA
- Must attend full-time each semester, taking only BHSU credits.

Joe & Elaine Floyd Scholarship (4 year award)
- 15 credits per semester

Joseph & Martha Nelson Scholarship (4 year award)
- Maintain a major in biology, chemistry, physical science, environmental physical science, or mathematics.
- Minimum cumulative GPA of
  - 3.0 after 2 semesters
  - 3.2 after 3rd and 4th semesters
  - 3.4 after 5th, 6th, and 7th semesters
- Complete 30 hours of BHSU credits per academic year

Weiland Scholarship
- 2.0 GPA
- Must attend full-time each semester, taking only BHSU credits.

Mahoney Running Scholarship (4-year award)
- 3.0 GPA
- Complete 15 BHSU credits per semester

Delger-Krier (2 year award)
- Renewable if making appropriate progress towards a degree
- Determined by Scholarship Coordinator

Child of Alumni (in-state tuition)
- 2.5 GPA
- Complete 30 BHSU credits per academic year

CONTINUING ELIGIBILITY REQUIREMENTS FOR UNIVERSITY FUNDED SCHOLARSHIPS
Early Scholar (2 year award)
- 3.5 GPA
- Must complete 30 BHSU credit hours after 2 semesters

Northern Hills Jacket Incentive (4 year award)
Gold Tier – up to $1000 per year
- 3.8 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Green Tier – up to $500 per year
- 3.5 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Southern Hills Jacket Incentive (4 year award)
Gold Tier – up to $1000 per year
- 3.8 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Green Tier – up to $500 per year
- 3.5 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Presidential Medallion (4 year award)
Gold Tier – up to $4000 per year
- 3.8 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Green Tier – up to $3000 per year
- 3.25 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Jacket Tier – up to $1000 per year
- 3.0 GPA
- Must have completed 30 BHSU credits after 2 semesters
- Must have completed 60 BHSU credits after 4 semesters
- Must have completed 90 BHSU credits after 6 semesters

Humbert Hall Room Scholarship (2 year award)
- 3.0 GPA
- Must have completed 30 BHSU credits after 2 semesters

FY19 BHSU STUDENT LABOR FUNDING

	# of Students	$ Spent
Institutional Work-Study	443	$1,048,272
Federal Work-Study	162	$316,765
Graduate Assistants	22	$190,734
Unduplicated Headcount	558	

PARTICIPANTS IN THE REGIONAL EMPLOYER LISTENING SESSIONS
President Nichols and Kory Menken from the Spearfish Economic Development Council held listening sessions for regional employers to determine their workforce needs. These are the entities that participated.

- Spearfish Economic Development Corporation
- Black Hills Community Bank
- Ainsworth-Benning Construction
- Landmark Realty
- Help-U-Rent
- City of Spearfish
- Northern Hills Training Center
- The Rose Group
- Spearfish Forest Products
- Spearfish Canyon Healthcare
- Lynn, Jackson, Shultz & Lebrun
- Two Points Ranch
- Greg Hollibaugh, CPA
- Governor's Office of Economic Development
- South Dakota Department of Labor and Regulation
- Black Hills Energy
- Prairie Hills Transit

- Qdoba/City Brew
- First Westisern Insurance/HUB International
- Black Hills Pioneer
- South Dakota Center for Enterprise Opportunity
- Spearfish Holiday Inn

- Ketel Thorstenson, CPA
- Monument Health
- Butte Electric
- The Barn at Aspen Acres
- Pioneer Bank and Trust

PELL ELIGIBLE STUDENTS' GPA AND FINANCIAL AID AWARD PACKAGES
Hathaway Scholarship Criteria
This data can be used to scholarship WY students that don't qualify for the Hathaway.
Source: http://www.uwyo.edu/admissions/scholarships/hathaway/qualifying-and-eligibility.html.

Regional Cost of Tuition & Fees and Room & Board
Source: SD Board of Regents Factbook

Regional Comparison of System Average Cost and Rank of Public Institutions
Tuition and Required Fees

Undergraduate Resident

	FY19 Rank	FY19 Tuition & Fees	FY20 Rank	FY20 Tuition & Fees	Percent Change
Iowa	6	$9,065	5	$9,288	2.5%
Minnesota	7	$10,288	7	$10,582	2.9%
Montana	2	$6,589	2	$6,631	0.6%
Nebraska	4	$7,782	3	$8,028	3.2%
North Dakota	3	$7,685	4	$8,250	7.4%
South Dakota	5	$9,018	6	$9,299	3.1%
Wyoming	1	$6,067	1	$5,579	-8.0%

Graduate Resident

	FY19 Rank	FY19 Tuition & Fees	FY20 Rank	FY20 Tuition & Fees	Percent Change
Iowa	6	$10,693	6	$10,963	2.5%
Minnesota	7	$12,143	7	$12,617	3.9%
Montana	1	$7,772	2	$7,798	0.3%
Nebraska	2	$7,491	1	$7,633	1.9%
North Dakota	5	$9,517	5	$10,653	11.9%
South Dakota	4	$8,825	4	$9,107	3.2%
Wyoming	3	$8,311	3	$7,913	-4.8%

Undergraduate Non-Resident

	FY19 Rank	FY19 Tuition & Fees	FY20 Rank	FY20 Tuition & Fees	Percent Change
Iowa	7	$24,702	7	$25,185	2.0%
Minnesota	4	$15,701	4	$16,326	4.0%
Montana	6	$21,269	6	$21,640	1.7%
Nebraska	3	$14,848	3	$15,326	3.2%
North Dakota	2	$12,868	1	$11,385	-11.5%
South Dakota	1	$12,345	2	$12,735	3.2%
Wyoming	5	$18,157	5	$18,149	0.0%

Graduate Non-Resident

	FY19 Rank	FY19 Tuition & Fees	FY20 Rank	FY20 Tuition & Fees	Percent Change
Iowa	7	$25,051	7	$25,757	2.8%
Minnesota	3	$16,218	4	$16,828	3.8%
Montana	6	$23,727	6	$24,420	2.9%
Nebraska	4	$15,947	2	$15,714	-1.5%
North Dakota	1	$15,537	1	$13,912	-10.5%
South Dakota	2	$15,892	3	$16,408	3.2%
Wyoming	5	$20,767	5	$20,873	0.5%

Note: All amounts are based on 30 credit hours for an undergraduate and 24 credit hours for a graduate.

Source: Fall 2019 (Restated) and Fall 2020 Tuition Data Collection

Regional Comparison of System Average Cost and Rank of Public Institutions
Total Cost

Undergraduate Resident

	FY19 Rank	FY19 Total Cost	FY20 Rank	FY20 Total Cost	Percent Change
Iowa	6	$18,521	6	$18,943	2.3%
Minnesota	7	$18,973	7	$19,850	4.6%
Montana	1	$14,439	1	$15,021	4.0%
Nebraska	5	$16,918	5	$17,946	6.1%
North Dakota	2	$15,048	2	$15,933	5.9%
South Dakota	3	$16,251	4	$16,674	2.6%
Wyoming	4	$16,387	3	$16,016	-2.3%

Graduate Resident

	FY19 Rank	FY19 Total Cost	FY20 Rank	FY20 Total Cost	Percent Change
Iowa	6	$20,149	6	$20,618	2.3%
Minnesota	7	$20,938	7	$22,077	5.4%
Montana	1	$15,574	1	$16,229	4.2%
Nebraska	3	$16,852	3	$17,551	4.1%
North Dakota	4	$17,458	5	$19,069	9.2%
South Dakota	2	$16,058	2	$16,482	2.6%
Wyoming	5	$18,631	4	$18,350	-1.5%

Undergraduate Non-Resident

	FY19 Rank	FY19 Total Cost	FY20 Rank	FY20 Total Cost	Percent Change
Iowa	7	$34,158	7	$34,840	2.0%
Minnesota	4	$24,217	4	$25,437	5.0%
Montana	6	$29,119	6	$30,029	3.1%
Nebraska	3	$23,984	3	$25,243	5.2%
North Dakota	2	$20,231	1	$19,069	-5.7%
South Dakota	1	$19,578	2	$20,110	2.7%
Wyoming	5	$28,477	5	$28,586	0.4%

Graduate Non-Resident

	FY19 Rank	FY19 Total Cost	FY20 Rank	FY20 Total Cost	Percent Change
Iowa	7	$34,508	7	$35,412	2.6%
Minnesota	3	$24,357	3	$25,602	5.1%
Montana	6	$31,529	6	$32,851	4.2%
Nebraska	4	$25,308	4	$25,632	1.3%
North Dakota	2	$23,478	1	$22,327	-4.9%
South Dakota	1	$23,125	2	$23,783	2.8%
Wyoming	5	$31,087	5	$31,310	0.7%

Note: Total Cost includes tuition and required fees plus room and board.

Source: Fall 2019 (Restated) and Fall 2020 Tuition Data Collection

RETENTION RATES OF ATHLETIC TEAMS
Statistics show that athletic teams have higher retention rates so if we treat our scholarship recipients as part of a "team" will they retain better?

BHSU PROGRAM COST

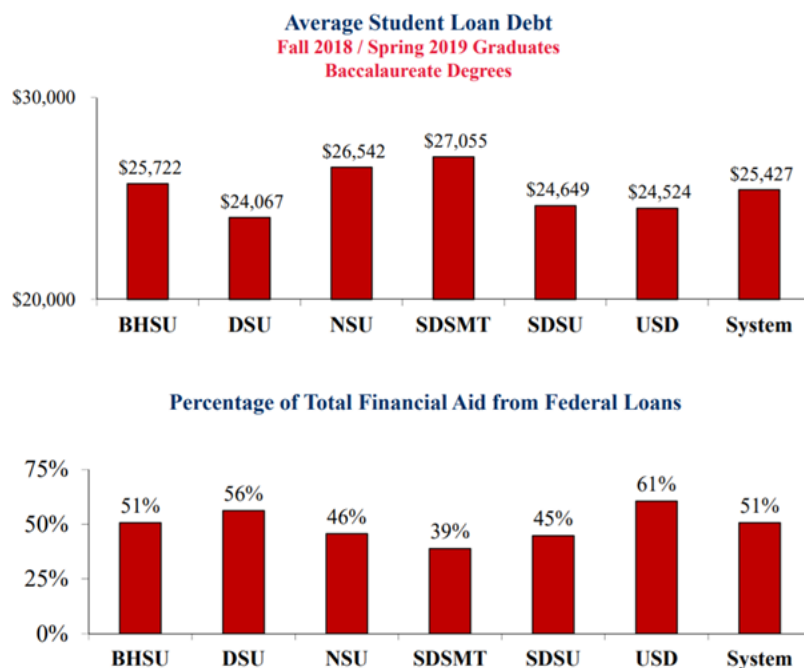|	Total Cost	Average per credit
(AA) General Studies Major B.AA.GENST	$16,247.00	$270.78
(AS) Applied Health Sciences Major B.AS.AHSC	$16,548.80	$275.81
(AS) Business Administration Major B.AS.BADM	$17,468.00	$286.36
(AS) Human Services Major - B.AS.HMS	$16,296.40	$271.61
(AS) Tourism & Hospitality Management Major B.AS.TOUR	$18,355.40	$286.80
(BA) Spanish Major B.BA.SPAN	$32,183.00	$268.19
(BFA) Graphic Design Major BBFA.GDS	$33,415.40	$278.46
(BFA) Photography Major BBFA.PHOT	$33,415.40	$278.46
(BFA) Studio Art Major BBFA.SAR	$33,415.40	$278.46
(BS/BA) English Major B.BA.ENGL/B.BS.ENGL	$32,230.40	$268.59
(BS/BA) History Major B.BA.HIST/B.BS.HIST	$32,230.40	$268.59
(BS) American Indian Studies Major B.BS.AIS	$32,230.40	$268.59
(BS) Biology Major B.BS.BIOL	$33,090.30	$275.75
(BS) Business Administration - Specialization in Accounting B.BS.BAD	$34,448.00	$287.07
(BS) Business Administration - Specialization in Economics & Finance	$34,448.00	$287.07
(BS) Business Administration - Specialization in Entrepreneurial Studies	$34,448.00	$287.07
(BS) Business Administration - Specialization in Human Resource Management	$34,448.00	$287.07
(BS) Business Administration - Specialization in Management B.BS.BAD	$34,448.00	$287.07
(BS) Business Administration - Specialization in Marketing B.BS.BADM	$34,448.00	$287.07
(BS) Business Administration - Specialization in Tourism and Hospita	$34,448.00	$287.07
(BS) Chemistry Major B.BS.CHEM	$33,512.30	$287.07
(BS) Communication Studies & Theatre Major B.BS.CMST	$32,799.20	$273.33
(BS) Composite Communication/English Major B.BS.ENGC	$32,183.00	$268.19
(BS) Corporate Communication Major B.BS.CCOM	$33,542.00	$279.52
(BS) Environmental Physical Science, Composite Major B.BS.ENPS	$33,290.40	$277.42
(BS) Exercise Science, Composite Major BBS.EXS-MGT	$33,527.00	$279.39
(BS) Exercise Science, Composite Major BBS.EXS-SCI	$33,390.50	$278.25
(BS) Human Services Major B.BS.HMS	$32,230.40	$268.59
(BS) Mass Communications Major B.BS.MCOM	$32,230.40	$268.59
(BS) Mathematics Major BBS.MTH	$32,988.95	$274.91
(BS) Music, Composite Major B.BS.MUSC	$33,447.00	$278.73
(BS) Outdoor Education, Composite Major BBS.OE	$32,794.90	$273.29
(BS) Physical Science Major B.BS.PHSC	$33,601.90	$280.02
(BS) Political Science Major B.BS.POLS	$32,230.40	$268.59
(BS) Professional Accountancy Major BBS.PAC	$42,959.60	$286.40
(BS) Psychology Major B.BS.PSYC	$32,230.40	$268.59

(BS) Sociology - Specialization in Culture & Society B.BS.SOC-CLTS	$34,839.00	$267.99
(BS) Sociology - Specialization in Law & Justice B.BS.SOC-LWJS	$32,230.40	$268.59
(BS) Sociology - Specialization in Social Resilience B.BS.SOC-SRES	$32,230.40	$268.59
(BSED) Art Major - Teaching B.BSED.ART	$35,955.80	$280.90
(BSED) Biology Major - Teaching B.BSED.BIOL	$26,190.20	$218.25
(BSED) Early Childhood Special Ed Major B.BSED.ECSP	$33,270.60	$277.26
(BSED) Elementary Education Major B.BSED.ELED	$33,073.40	$275.61
(BSED) English Major - Teaching B.BSED.ENGL	$32,883.00	$274.03
(BSED) History Major - Teaching B.BSED.HIST	$32,883.00	$274.03
(BSED) K-12 Special Education Major B.BSED.SPED	$33,026.40	$275.22
(BSED) Mathematics & Science Education, Composite Major - Teaching B.B	$33,610.20	$280.09
(BSED) Mathematics Major - Teaching B.BSED.MATH	$33,594.00	$279.95
(BSED) Music Education Major B.BSED.MUED	$33,720.40	$281.00
(BSED) Physical Education Major - Teaching BBSED.PE	$32,996.40	$274.97
(BSED) Science Education, Composite Major B.BSED.SC	$32,883.00	$274.03
(BSED) Social Science Composite Major - Teaching B.BSED.SSC	$32,883.00	$274.03
(BSED) Spanish Major - Teaching B.BSED.SPAN	$32,883.00	$274.03
(BSED) Speech Communication Major - Teaching B.BSED.SPCM	$33,451.80	$278.77
(BGS) General Studies - Bachelor's Degree B.BGS.GENS	$32,183.00	$268.19

Source: BHSU Business Office and https://www.bhsu.edu/Admissions/Pay-for-College/Tuition-and-Fees/Program-Costs

AVERAGE STUDENT LOAN DEBT
BHSU students averaged $25,722 of student loan debt in FY19 and over half of their total aid is from loans. Our goal is to reduce obligation aid to less than 50%.
Source: SD Board of Regents Factbook

Average Student Loan Debt
Fall 2018 / Spring 2019 Graduates
Baccalaureate Degrees

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
	$25,722	$24,067	$26,542	$27,055	$24,649	$24,524	$25,427

Percentage of Total Financial Aid from Federal Loans

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
	51%	56%	46%	39%	45%	61%	51%

IMPORTANCE OF ASSOCIATES DEGREE PROGRAM SCHOLARSHIPS
Associate degrees are important to West River workforce development.
Source: Hanover Research study 2017-2018

The study indicated that certain associate degree "… programs demonstrate existing demand in South Dakota, with strong and reliable growth in Associate's degree conferrals over the last five years." Another conclusion from the study suggested that, "Some fields, such as Computer Programming and Human Service, show average growth at the national level, **but robust interest and high local growth rates** suggest that South Dakota may be under-saturated relative to other places."

IMPORTANCE OF FINANCIAL AID PACKAGE WHEN APPLYING TO COLLEGE
Source: Hanover Research study 2017-2018

As part of the Hanover Research effort, students from the Black Hills region were surveyed about a number of items related to BHSU and higher education in general. Among the questions asked:
- **"How important are the following factors when deciding where to apply for an undergraduate program?"** With regard to financial aid package an institution offered, 37% indicated this was "Very Important" and 37% indicate this was "Extremely Important."
- **"When forming your opinion of a college or university, how influential are the following factors?** Affordability – 32% indicated "Very Influential" and 50% indicated "Extremely Influential".

MARKET FLUCTUATIONS FROM COVID19 IMPACT FOUNDATIONS
Source: Dow Jones Data Market

U.S. stocks plunge in the first quarter
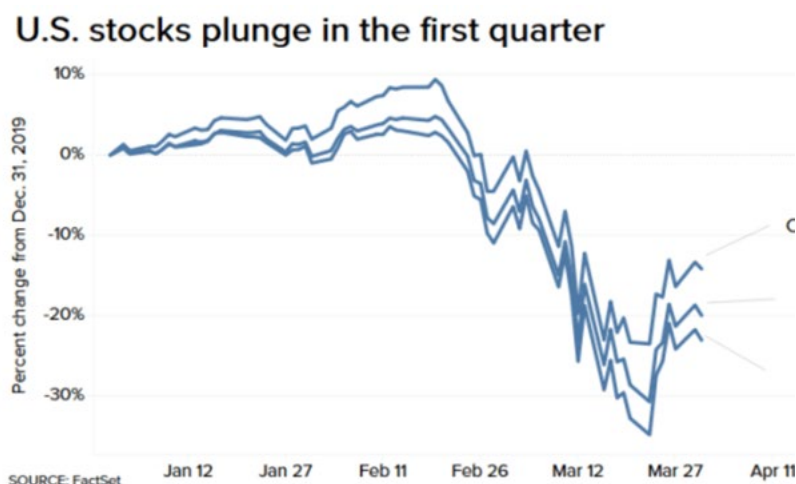
Retention of work-study students to determine value of on-campus employment
Source: BHSU Institutional Research

STUDENTS' SATISFACTION WITH BHSU FINANCIAL AID

| Flag	Item	Black Hills State University – SSI			
		Importance	Satisfaction /	SD	Gap
🚩	5. Financial aid counselors are helpful.	6.40	5.21 /	1.70	1.19
🚩	12. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.14 /	1.63	1.31
🚩	17. Adequate financial aid is available for most students.	6.48	4.85 /	1.68	1.63
🚩	82. Campus item: Students receive adequate and accurate information about financial aid programs and resources.	6.47	5.01 /	1.68	1.46
	91. Financial aid as factor in decision to enroll.	6.26			

Source: RNL Student Survey, 2019

Average ACT score of students attending BHSU by grade level compared to our scholarship award levels
Source: BHSU Institutional Research

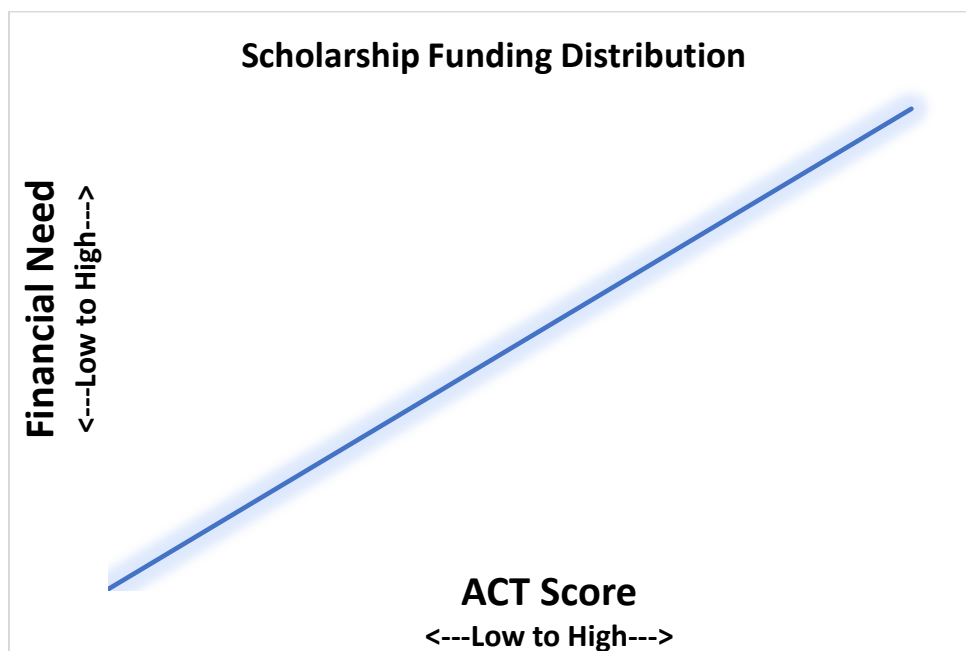CREDIT HOUR IMPACT FROM SCHOLARSHIP INCREASE
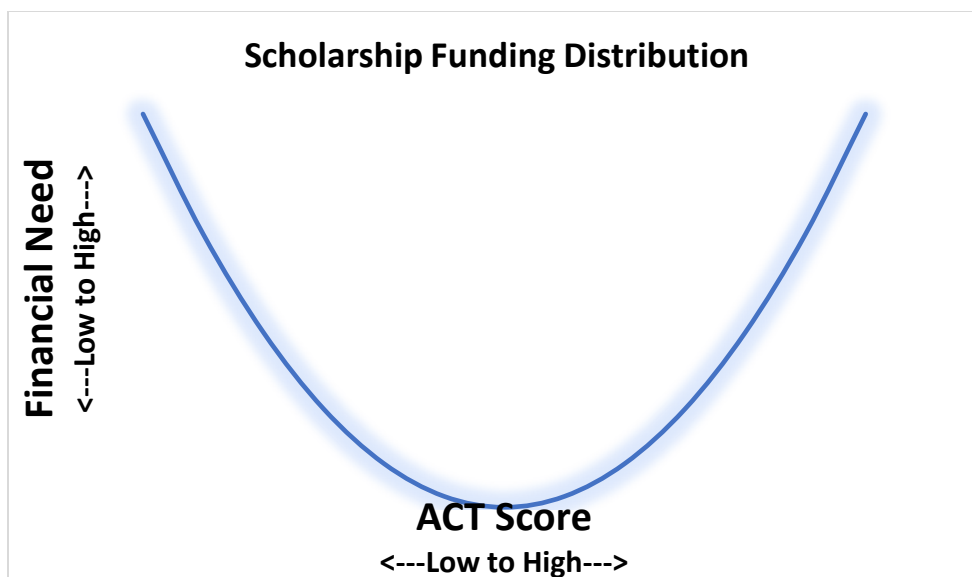*Source: BHSU Institutional Research and Budget Offices*
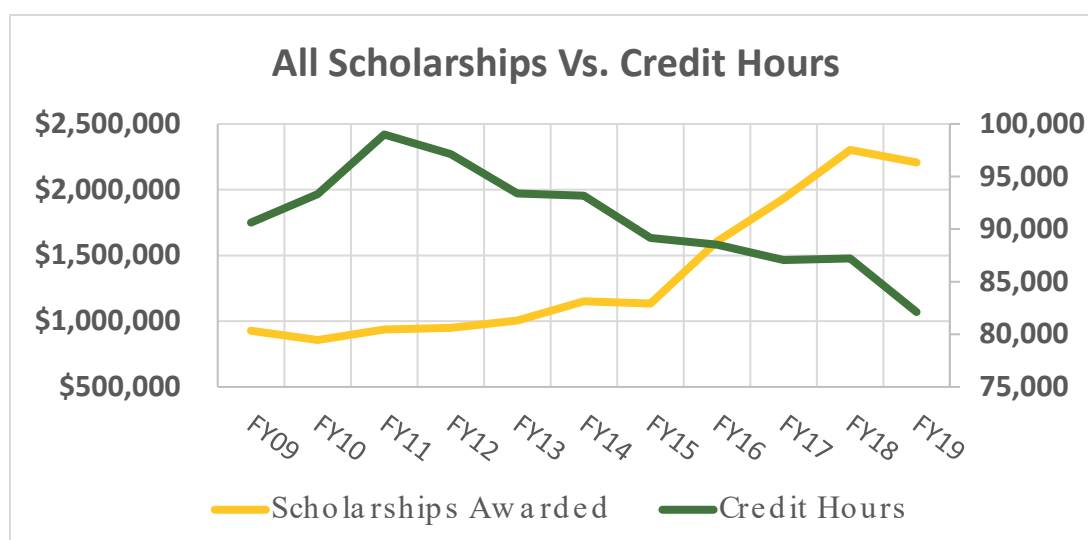
OBSERVATIONS
NEW SCHOLARSHIP PROGRAM
BHSU should revamp its current Buzz Bonus scholarship program to something more relevant and impactful for our current students and more reflective of BHSU's student profile.

CONSIDER THE FOLLOWING:

- Target WY students who aren't eligible for the Hathaway scholarship, or those that only qualify for the lowest scholarship award. This may be targeted specifically in northeast WY.
- Provide a cohort-based scholarship that provides a structure for scholarship recipients to feel more like a team from their first day of college similar to how athletic teams function.
- Award scholarships to students enrolled in associate degree programs that help the West River workforce including new associate degree programs that are developed.
- Keep a repository of dynamic information to track the freshman cohort with the revamped scholarship program to understand the impact of the changes and create a vehicle for continual process improvement.
- Award more scholarships based on need rather than merit. Two example distribution charts are shown below. Additional questions include:
    - Should scholarships be awarded in static bands or should there be a matrix that determines the amount based on where the student falls in the chart?
    - Are students eliminated on any single variable like too low of an ACT or no need?
    - Are the ACT and need variables weighted equally and separately, does one take priority, or is there a matrix of combined values?
    - Does the award continue in subsequent years?

Scholarship Funding Distribution

Financial Need <---Low to High--->

ACT Score
<---Low to High--->

Scholarship Funding Distribution

Financial Need
<---Low to High--->

ACT Score
<---Low to High--->

FINANCIAL AID MATRIX

This is needed to break down the student population to track yield, aid distribution and net revenue returns based on cost of programs and aid distribution. Our goal is to increase net tuition revenue. In order to do that, goals need to be established for incoming student populations that drive net tuition revenue growth.

INCREASE AVAILABLE SCHOLARSHIP RESOURCES

BHSU should identify additional resources to increase annual financial support to students.

- Implement an annual giving program so scholarships are not solely relying on the endowment.
- Have departments reach out to alumni from their specific discipline to increase the donor pool resulting in more scholarships to award each year.
- Improve tuition discounting level

FINANCIAL LITERACY

BHSU should improve overall financial literacy to students and their parents. The Academic Working Group will expound on these strategies further while the Fiscal & Financial Aid Working Group will provide content for the agreed upon solution.

- Expand financial literacy help sessions and consider hosting work sessions for both on-campus and off-campus individuals. Specific venues for transfer of financial literacy information could include:
  o Create YouTube tutorial sessions about financial literacy (FAFSA, Student bills, SDePay, 1098T)
  o Provide solutions to frequently asked questions
  o Identify quick tips to navigate the process
  o General walk-through
  o Chat access with a financial aid counselor to answer questions
- Offer a 3-credit course on financial literacy.
- Recognize that most student will require some form of financial aid and place importance on helping students compete the FASFA form.
- Realizing there is a need for student loans, examine the loan advisement sessions and consider improving them with more frequency.

WORK-STUDY JOBS

BHSU should recognize the importance of student employment filling the financial gap towards the cost of education.

- Create a career center that will be a central location for all on-campus work-study positions.
- Promote successful careers that are possible after a financial investment in education.

FINANCIAL AID OFFICE

A thorough review of how the office is structured, how responsibilities are assigned, and the timing and wording of the financial aid award letters is important. Training for both the admissions and financial aid offices on consistent messaging and personalized financial aid video presentations should be incorporated into the value proposition message for our potential students.

FINANCIAL AID AND SCHOLARSHIP AWARDS

Currently students receive multiple communications from BHSU. Consolidating these awards as much as possible to provide them a complete financial aid package should be investigated.

BHSU FINANCIAL AID AWARD LETTER

Student ID: XXXXXXX

Gabrielle,

BHSU has processed your application for federal financial aid for the 2020-2021 Award Year.

To access your financial aid offer, log into MyBHSU/SNAP with your Yellow Jacket email and password. If you have NOT set up your Yellow Jacket email, please set it up and then sign into MyBHSU/SNAP.

Contact the Help Desk at BHSU if you need help setting up your Yellow Jacket email.

Once you have logged into MyBHSU/SNAP, your financial aid offer will be available to view and accept or decline.
• Financial Aid
• Financial Aid Self-Service Menu
• Campus
• Award
• Award for Aid Year
• Select Aid Year

Remember to review all tabs and requirements prior to accepting aid.
For more financial aid information, refer to BHSU Financial Aid.

Costs and Tuition Calculator for 2020-21 are located at BHSU's Pay for College.

BHSU Financial Aid Office
bhsufinancial@bhsu.edu

Award Letter Information

Accepting financial aid confirms you have read the award letter information at www.bhsu.edu/financialaid.

🗨 Options for Accept Award Offers include:
1. Accept the full award amount by selecting Accept Full Amount of All Awards.
2. Choose Decline or Accept for each fund.
3. Accept a partial amount by selecting Accept and entering the amount in the Accept Partial Amount field.

Award Decision

Fund	Status	Term	Amount	Accept Award	Accept Partial Amount
GRANT-Federal Pell	Accepted	2020 Summer	$1,474.00		
	Accepted	2020 Fall	$2,947.00		
	Accepted	2021 Spring	$2,947.00		
		Fund Total:	$7,368.00		
GRANT-Federal SEOG	Accepted	2020 Fall	$250.00		
	Accepted	2021 Spring	$250.00		
		Fund Total:	$500.00		
University Advancement Junior	Accepted	2020 Fall	$250.00		
	Accepted	2021 Spring	$250.00		
		Fund Total:	$500.00		
WORK-Federal Workstudy	Offered	2020 Fall	$1,250.00		
	Offered	2021 Spring	$1,250.00		
		Fund Total:	$2,500.00	Select Decision ▾	
WORK-Resident Assistant	Accepted	2020 Fall	$3,571.50		
	Accepted	2021 Spring	$3,571.50		
		Fund Total:	$7,143.00		
LOAN-Federal Subsidized	Offered	2020 Fall	$2,750.00		
	Offered	2021 Spring	$2,750.00		
		Fund Total:	$5,500.00	Select Decision ▾	
LOAN-Federal Unsubsidized	Offered	2020 Fall	$1,000.00		
	Offered	2021 Spring	$1,000.00		
		Fund Total:	$2,000.00	Select Decision ▾	
GRANT-Federal SEOG	Accepted	2020 Summer	$500.00		
		Fund Total:	$500.00		

[Accept Full Amount All Awards] [Submit Decision]

APPENDIX D
STRATEGIC ENROLLMENT PLAN: STUDENT SUCCESS WORKING GROUP SITUATION ANALYSIS, MAY 2020

Every student matters!

As higher education has evolved over the last 20 years, the aged assumption - that students come and students go - has been replaced with a student valued approach where nearly every institution competes to keep students. This change has been especially prominent in regional comprehensive institutions where keeping students beyond the freshman year and graduating them is one of the two highest priorities – recruitment and retention is highlighted in every strategic plan at SCUs.

Black Hills State University continues to be challenged relative to retaining and graduating students in recent history. Obviously, retention impacts graduation – if you don't keep them, you're not graduating them. With a freshman to sophomore year retention rate habitually in the low 60%, the institution systemically loses nearly 40% of our freshman class. There are a myriad of reasons for this loss: inadequate support systems, lack of freshman focused advising, student demographic challenges, financial need, unrealistic academic expectations, and general lack of student engagement. Despite the recent reintroduction of Starfish and a freshman seminar, retention lags. Simply put, the challenges grow faster than the manner in which the institution has been able to respond.

In a direct effort to respond to lagging retention performance, in early fall 2019 a Retention Task Force was empowered with studying the challenges related to retention and developing strategies to quickly respond. Their work was largely concluded in December 2019 where the task force proposed 11 specific strategies to the campus and leadership. Obviously, it was during this same time that RNL was engaging with the campus on developing a Strategic Enrollment Plan.

SWOT ANALYSIS
STRENGTHS
- The size of the institution makes it easier to track and know students
- Small class sizes support student learning and the development of relationships between faculty and students
- Students can engage in more HIPs at a small institution
- Technology is available to support student success (D2L, Starfish, DegreeWorks)
- Beautiful location, particularly for students interested in outdoor recreation
- College town vibe- restaurants, arts, entertainment
- Campus is perceived as safe
- Wide variety of student organizations
- Professional advisors are knowledgeable, competent, and efficient
- Many support programs on campus projecting a "culture of care" (TRIO, MAC, WAC, Honors, athletics, veterans, CAIS, SELC, residence life, counseling and student health, faculty)
- General perception that students have a strong work ethic

WEAKNESSES
- Lack of career development services
- Aged faculty advising model

- Complex systems and policies are BOR dictated and not student friendly
- Information is spread across campus (siloed) making it difficult for students, parents, and faculty
- Students highly reliant on financial aid (Pell eligible, first generation, farm/ranch kids, native population)
- Lowest retention rate among BOR schools

OPPORTUNITIES
- Expand use of early alert systems
- Develop a consistent advising philosophy, strategy, and communication
- Develop more opportunities for HIPs
- Communicate strategically about the value of higher education

THREATS
- As tuition and fees increase it makes it more difficult for students to attend and stay engaged in college
- Lack of political support for higher education and BHSU specifically
- COVID19 effects will be immediate and will have long-term substantial impacts

RETENTION HIGHLIGHTS

All Cohort	Persistence %	Retention %	2 Yr Retention %
Fall 2015	86%	63%	54%
Fall 2016	89%	69%	54%
Fall 2017	87%	62%	50%
Fall 2018	84%	62%	

Pell Eligible	Persistence %	Retention %	2 Yr Retention %
Fall 2015	83%	59%	50%
Fall 2016	88%	62%	47%
Fall 2017	84%	56%	42%
Fall 2018	81%	57%	

First Generation	Persistence %	Retention %	2 Yr Retention %
Fall 2015	86%	59%	51%
Fall 2016	86%	68%	47%
Fall 2017	87%	54%	45%
Fall 2018	80%	55%	

OBSERVATIONS
1. The institution would benefit from an integrated enrollment management approach.
   - SSI, item 57 shows that students perceive some sense of "run around"
   - SSI, item 71 strongly shows that students do not feel they have a channel for complaints. PSOL, item 15 is strongly consistent.

- PSOL, item 10 strongly suggests that the institution does not respond quickly to information requests.
- PSOL, item 22 strongly indicates students do not know who to contact for services.

2. The institution would benefit from a revising the freshman advising model as well as upperclassmen advising model with faculty.
   - Comments from the SSI reveal some dissatisfaction with advising. This aligns with the perception of the working group and the task force findings.
   - SSI, item 55 shows that students do not feel major requirements are clear and reasonable (not significant).
   - PSOL, item 2 strongly suggests that advisors are not available by phone or email.

3. The institution would benefit from additional academic support (tutoring) for students.
   - SSI, item 47 suggests students need additional feedback about progress in their courses.
   - SSI, item 58 indicates students have concerns about the quality of instruction they receive.
   - PSOL, item 24 shows that students do not feel tutoring services are available for online courses.
   - NSSE, item 14b demonstrates that compared to institutions in the Plains Public comparison group, fewer BHSU students believe the institution emphasized providing support to help students succeed academically.
   - NSSE, item 14c shows that compared to institutions in the Plains Public comparison group, fewer BHSU students believe the institution emphasized using learning support services (tutoring services, writing center, etc.).

4. The institution would benefit from developing greater opportunities for and participation among students in high impact practices.
   - NSSE, items 11e and 11f indicate that BHSU seniors report significantly lower levels of participation in culminating senior experiences and conducting research with a faculty member than do seniors in the Plains Public comparison group in 2018.
   - NSSE, overall HIP participation reports that only 43% of FY students participated in one HIP and only 4% of FY students participated in two HIPs, which is statistically lower than the Plains Public comparison group.
   - NSSE, overall HIP participation indicates that BHSU seniors report total participation in HIP practices at rates comparable to the comparison groups but were statistically lower than comparison groups specifically in study abroad opportunities, research with faculty, and culminating senior experiences.

5. The institution would benefit from a career services operation.
   - This aligns with prior work by the task force and is supported by item 49 of the SSI where our students are less satisfied.
   - PSOL, item 5 indicates students are unsatisfied about career advice from advisors.
   - PSOL, item 19 strongly shows lack of student satisfaction with career services.

6. The institution would benefit from greater financial stability of students. (Referred to Financial Aid working group).
   - SSI, item 17 shows that our students report less satisfaction with the level of financial aid they receive. PSOL, item 9 is strongly consistent.

- SSI, item 11 shows that students are not satisfied with billing practices. PSOL, item 23 is strongly consistent.
- SSI, item 66 reveals that students do not feel that tuition paid is a worthwhile investment. PSOL, item 6 is strongly consistent.
- SSI, item 73 strongly shows that students do not feel their fees go to good use.

7. The institution would benefit from activities that help students engage on-campus.
   - SSI, item 1 shows that our students don't feel a sense of belongingness. This is echoed in the SSI comments where a significant number of students report a lack of activities.
   - SSI, item 37 reveals that students do not have a sense of pride about campus.
   - SSI, item 42 strongly shows that students do not have adequate weekend activities.
   - SSI, item 24 strongly shows that students do not have school spirit regarding athletic programs.
   - SSI, item 9 strongly shows that students do not feel that a variety of intramural programs are offered.

APPENDIX E
STRATEGIC ENROLLMENT PLAN: MARKETING & COMMUNICATION WORKING GROUP
SITUATION ANALYSIS, MAY 2020

MEMBERS:
Dr. Ryan Amys, Assistant Professor, Master of Science in Secondary Education
Dr. Trenton Ellis, Assistant Professor, Human Services
Dr. Michael Isaacson, Assistant to the VP of Student Affairs and Title IX/EO Coordinator
Mr. Gus Karinen, Coordinator, Web Development
Ms. Kristen Kilmer, Assistant Director, Marketing & Communications (Chair)
Ms. Julie Targy, Campus Visit & Events Coordinator
Ms. Taylor Watkins, Dual Credit & Rising Scholar Coordinator
Dr. Erica Whitiker, Assistant Director, Student Union & Engagement
Ms. Jayce Winsell, Assistant Director, Admissions
Ms. Robin Zebroski, Vice President, Strategic Marketing and Communications

EXECUTIVE SUMMARY

During the strategic enrollment planning process at Black Hills State University, the Marketing and Communications Working Group reviewed available data and compiled our collective firsthand knowledge to analyze the current state of BHSU's marketing and communications efforts and propose suggestions for gaining additional market share, improving brand perception and employee satisfaction, expanding community relationships and corporate partnerships, and improving marketing reach and penetration.

In our discussions we have found that much of the necessary data to properly measure the University's marketing and communications efforts is lacking, and the data that is collected is not widely disseminated across campus.

Our analysis is focused on the following five areas although each of these areas are significantly interconnected and also overlap ongoing work in each of the other SEP working groups:
• Market Share
• Brand Perception
• Communication and Media Channels
• Marketing Reach and Penetration
• Employee Satisfaction
• Community and Corporate Partnerships and Engagement

MARKET SHARE
BHSU currently doesn't fully capitalize on available market within the state and region. In eight of our top feeder high schools, BHSU's market share has been decreasing over the last five years. It currently averages 10 percent across these schools. This is especially concerning considering three of these schools are located in Rapid City, the state's second-largest city, where BHSU has a significant presence offering courses at BHSU-Rapid City. There is also

untapped opportunity in markets outside the state, especially in the surrounding states in which we offer in-state tuition.

The 10-year history of enrollment at institutions of higher education in the state and region show that although a decrease in enrollment has been experienced across the board, it has been a more prevalent trend at BHSU than other schools.

As market share directly correlates with enrollment, BHSU must regularly review market share and identify strategies to proactively address any decreases.

NOTES TO BE ADDED/ADDRESSED:
- Looks like pretty significant growth projected in high school graduates in North Dakota and Colorado.
  - Moderate growth in South Dakota, Nebraska and Wyoming.
  - Flat or slightly declining numbers in Montana, Minnesota and Iowa.
- BHSU does recruit students from pockets in Alaska and Arizona. These states also have projected high school graduate increases. May be potential here.
- Texas is another market we've looked to expand, and it looks like there is growth in that market as well. Would need to put effort to build pipeline and there would be obstacles to overcome – culture, weather, rural vs. urban.
- Demographics are changing, both in the region as well as in South Dakota, making it even more important to address the needs brought to light in Erica's doctoral dissertation research.
  - Erica's research contradicts the commonly held views on campus that we meet the needs of marginalized communities and high-needs students.
- Need more guidance on gathering competitor data and data broken out by market – FTF, Dual Credit, Transfer, Graduate, and Online. I have some info that Rich pulled, but it's not exactly what we're looking for.

INFO FROM ERICA
- Document campus diversity and inclusion initiatives? How do initiatives align with projected population shifts? Climate survey – gaps identified. Erica to follow up as post-dissertation research
  - Current diversity and inclusion initiatives are centered around American Indians and International Students. We have the Center for American Indian Studies, and the International and Global Engagement Office. In April American Indian Awareness Week is held and the culminating event is the Wacipi Pow Wow. There are two student organizations connected to American Indian Identity and one student organization connected to International Student identity.
  - We currently do not have a center, office, or professional position on campus dedicated to supporting other diverse or marginalized identities. Hispanic, Latinx, African American, LGBTQIA+, etc. students representing these identities participated in a study which revealed the need for spaces on campus where they could be fully seen and safe to just be themselves. There also aren't any student organizations that represent these identities, with the exception of Pride. Pride is a student organization that represents the LGBTQIA+ community.
  - The lack of direct resources does not align with the current projection of population shifts in student demographics. BHSU in 2018 and had more students who identified as Hispanic and

Latinx than students who identified as Native American or American Indian. This doesn't mean a need for less resources for the American Indian population, this means we need more resources for all other student populations who identify as a member of a marginalized population.

- What groups are BHSU influencers of enrollment
  - Minority Groups- in a study conducted of Minority/Marginalized students at BHSU, it was revealed that this isn't a place where they would encourage other minority students to attend. Below is an excerpt from the published study "Social Justice and Retention: A Study of Marginalized Statistical Minority Students at a Predominately White Rural Midwest Institution" (Whitiker, 2019)

"The results of this study can inform several areas of practice at rural Midwest institutions. Resources for MSM students are critically low; as a result, retention is critically low. The participants in this study discussed many areas in which they could feel more supported if the resources were available. Based on their critique, I have identified seven key implications for practice.

- Campus climate needs to reflect a promise of inclusive education. Students do not see themselves in the fabric of the institution. The climate of the campus needs to shift.
- A center for diversity and inclusion must be created. Students need a space where they feel safe and heard without fear of judgment. The students who have counter-spaces have higher rates of retention and graduation.
- Recruiting and retaining faculty and staff that represent the student population is a must. Key mentors are a critical part of MSM student success. This is especially important for African American males. These students need to have faculty and staff with similar life experiences in order to feel safe and seen.
- The curriculum must be designed to support and affirm MSM students. There should be enough courses about African Americans and Hispanic heritage and influence that students can gain a minor degree. This is paramount to fostering a campus of inclusion.
- Campus programming must be inclusive and reflective of all students, including the MSM population. Cultural programming is almost non-existent for MSM students. It is critical that resources be allocated for diverse and inclusive programming.
- Student organizations need to be formed to support MSM students. This will create a place of belonging which combats their feelings isolation and the inability to be authentic.
- For any of these recommendations for practice to be achieved, financial resources need to be allocated to support MSM student's identity development. Funding needs to be specifically allocated to create a center, recruit and hire faculty and staff, and add curriculum."

EXISTING DATA AND MEASURING PERFORMANCE

- Although the BHSU Admissions Office currently projects high school graduation rates in the state and region and monitors market share, this information is not widely used to determine marketing strategy and the allocation of resources. As an institution we need to deeply analyze where there is available market potential and determine how those markets align with our academic offerings. That data should then be used to focus marketing and communications efforts on gaining ground in the areas identified.
- BHSU should conduct a thorough market analysis to identify in-demand skills and academic programs that align with current course offerings as well as markets that have potential for growth. This data should be reviewed to strategically

market those programs that have potential and capacity for growth.

- Valuable website metrics must be gathered on a regular basis and reviewed along with inquiry and enrollment data to measure current market share as well as identifying new and developing target markets.

SUGGESTIONS AND OBSERVATIONS

- Rapid City, the second largest city in the state of South Dakota, has experienced growth at a rate of approximately 1.4 percent per year for 20 years. As BHSU already has a presence in this region with BHSU-Rapid City, the University should develop a plan and dedicate resources to capitalize on this steadily growing market.
- BHSU should continue to expand upon employer listening sessions held this fall to determine which programs and skills are sought after by employers and focus on marketing and communications efforts on those.
- BHSU should expand its connections with the Tribal colleges, Western Dakota Tech, and regional community colleges to develop a strong relationships and a potential pipeline of students.
- BHSU's ability to provide support for high needs students as well as its connection with the Tribal community provides opportunity to build market share within the increasing population of high school graduates in Tribal communities.

BRAND PERCEPTION

It has been nearly 15 years since BHSU conducted a comprehensive brand review, although similar findings during that review did align with the limited data gathered during the university's 2016-2017 contract with EAB/Royall.

Students say they choose BHSU because of location and beauty of campus, quality educational programs and faculty, friendly atmosphere, campus safety, accessibility of outdoor recreation opportunities, quality of life, and individualized attention. When students choose other universities they frequently list academic reputation, access to the major they wanted, reputation in their field of study, and ability for graduate to get good jobs as reasons for not choosing BHSU.

Internally, we discussed that the BHSU brand is different depending on which department is talking and which audience we're addressing. There seems to be a tendency to try to be everything to everyone. We also discussed anecdotal evidence that students, faculty and staff feel our brand is too focused on location.

However, some recurring themes came up throughout our discussions – Support for high risk needs students, strength of veteran and military offerings and support, location, strong programs in education, business, photography and graphic arts, etc.

While BHSU offers numerous strong programs, certain programs have received accreditations, media attention, and have produced prominent alums. These programs should be highlighted in our marketing efforts. Highlighting these programs and increasing awareness of those programs will elevate the perception of our other academic offerings.

The national narrative "is college worth it" also hurts our brand perception, and the perception of all institutions of higher education. BHSU has success stories to tell, but faculty, staff and current students have said they feel they lack knowledge of these success stories and they don't feel confident in their ability to share the university's accomplishments.

NOTES TO BE ADDED/ADDRESSED:
- Perception survey data is pretty much non-existent and much of what we do have is 15 years old. With recent cuts in staffing, BHSU doesn't have the capacity to conduct perception research.
  - No data on Tribal College or American Indian school perceptions.
  - No data on community college student, faculty, staff perceptions.
  - Spotty data on high school counselor, principal, students.

EXISTING DATA AND MEASURING PERFORMANCE
Programs with accreditations and national recognitions.
- BHSU's School of Business in the Top 5% of Business Schools worldwide with AACSB accreditation.
- BHSU's education program, longstanding and highly thought of, has received numerous recognition for its (especially online) education programs.
- Our science programs are connected to the country's deepest underground laboratory. At Sanford Lab BHSU students in a variety of majors have the opportunity to collaborate with some of the world's brightest scientific minds.

BHSU has conducted several employer listening sessions in the past year. In these sessions employers mentioned the need to talk about the degrees we offer in different ways, more in the context of how they are relevant to the job market.
- Our price point compared to surrounding states provides an advantage for BHSU as Gen Z is more focused on finances and the ROI of a college degree (*Chronicle of Higher Ed*).
- We provide value and access to students who might not otherwise have access to higher education.
- BHSU offers students the opportunity to participate in undergraduate research that isn't afforded to students at research institutions where research and mentorship is largely reserved for graduate students
- BHSU is accessible to students in the "murky middle" students with mid-range academic scores.

SUGGESTIONS AND OBSERVATIONS
- Conduct a brand analysis and ensure all communications articulate this story.
- Conduct a thorough brand and visual identity review including consideration of updating or changing the BHSU logo and/or mascot.
- Determine and articulate key recognitions. Pursue additional recognitions that will appeal to the market.
- Develop key talking points that can be articulated and shared across campus, and create a strong internal communication channel and digital asset management system to share these points and visuals for faculty, staff and students to share.
- Have this be a part of the HR onboarding process.
- Provide regular training and practice sessions to educate faculty and staff on ways to articulate the BHSU story and help build confidence when discussing our story with outside groups.

- Create a formalized and easily accessible system for tracking student and alumni outcomes to aid in telling the BHSU story. This should exist as a collaboration between alumni/advancement and the academic areas and departments. A stronger Career Development Office could also help coordinate this information.

COMMUNICATION

NOTES TO BE ADDED/ADDRESSED ABOUT THE WEBSITE:
- Website not well resourced.
  - $16,000 per year on CMS
  - Minimal, one-off purchases of modules to add web functionality (less than $1,000 per year)
  - One full-time web coordinator (serves both design and development needs.
  - Minimal support from IT (largely back-end connections to databases, but these could be cleaner, more efficient, more user friendly, more valuable connections.)
  - Approximately 5 Student Technology Fellows per year at 11 hours per week (# can vary based on funding and qualified applicants).
- Website analytics are in the appendix. We have additional info I need to include as well. Interesting insights:
  - I think Illinois visit numbers are surprising to me. (I'm checking with Admissions to see if they had purchased a lot of Illinois names. Same with New York.)
  - I'm always surprised to see Bing in the top 3 of referring sites, but it's still a fairly low percentage.
  - Do you think our Spearfish numbers are internal traffic – BHSU faculty, staff, students?
  - I would say Sioux Falls numbers show interest, despite what Admissions or other departments say about S.F. students not even knowing we exist.
  - Again, really surprised by Chicago, LA, and New York City. Have to be Admissions purchases.
  - Pages visited indicate we should put a little more effort into our /about-bhsu and /student-life pages. Admissions and Academics could use work too, but they are better than those other two pages.

NOTES TO BE ADDED/ADDRESSED ABOUT SOCIAL MEDIA:
- Social media audit showed many BHSU sites with many not used for several years, many not used consistently, many with low # of followers and engagement
  - 102 Facebook pages
  - 16 YouTube channels
  - 50 Instagram accounts
  - 33 Twitter
  - 3 LinkedIn
- Main BHSU Facebook page has nearly 13,000 followers
  - Many of these are community and/or alumni
- Main BHSU Instagram page has nearly 3,000 followers
  - Many of these are current students although there are a fair number of prospective students that follow this as well.
- Main Twitter page has just over 3,500 followers
  - Mix of followers including current and prospective students as well as community/alumni
- Admissions social media presence has been inconsistent, depending on staffing. Largely relies on shares from main BHSU pages.

NOTES TO BE ADDED/ADDRESSED ABOUT THE INTERNAL COMMUNICATIONS:
- Went to a centralized e-newsletter 6 years ago (prior to this anyone could send an all-campus email anytime about any subject.) The centralized newsletter is distributed twice per week. No metrics are available on open rates.
  - Anecdotal stories and complaints are that no one reads the newsletter and no one ever knows what's going on at BHSU.
  - Informal student surveys conducted by our office contradict this narrative, but there's no data to show.
- The Student Engagement and Leadership Center uses the MobileUp App to communicate with students about events and activities.
- Always seems to be point of discussion – how do we communicate with students and to some extent faculty/staff. There's no consensus on what should be used, and there's little support of the systems that are currently used like the e-Update and the MobileUp App. The campus has discussed:
  - Student portals
  - Text messaging
  - Emails direct from departments
  - Posters, table tents, etc.
  - Faculty announcements in classes
  - Website notifications
- COVID pandemic has added to communication problems. Some groups, such as involved student leaders, anecdotally report having good/better communication through the crisis. Other students and faculty have expressed the opposite – a lack of connection to campus, a lack of connection to students, frustration with online course delivery and delayed response times.

MARKETING EFFORTS AND RESOURCE ALLOCATION

Marketing spends by four-year public institutions of higher education have increased by 43 percent since 2013 (*Educational Marketing Group*). In this time Black Hills State University has cut its marketing budget by nearly 50 percent. BHSU currently spends approximately $35,000 per year to market the University and its programs although there has been a lack of consistent funding. Much reliance has been on dollars allotted throughout the year in response to low overall enrollment, low enrolled programs, or the sudden launch of a new program.

This reach and penetration of this small spend is further reduced by a lack of strategy and advanced planning, largely due to budget not being allocated for strategic goals at the start of the year.

NOTES TO BE ADDED/ADDRESSED:
- Marketing expenses are not well tracked. Marketing budget isn't allocated for program marketing, so there are great divides across academic departments on what gets spent for marketing.
- Data received from Budget Office shows that spending by the University Marketing Office is less than 30% of total university marketing spend (and frequently less than 25%).
- Majority of money spent outside of University Marketing is spent on initiatives that aren't tracked and these expenditures aren't usually selected based on data or ROI. Some specific examples are represented in the Appendix campaign data.
- Majority of University Marketing Office budget is spent on "have-tos" like employment ads, radio ads that ensure Athletic game broadcasts continue, printing for special initiatives. Once those items

are removed from the budget, the Marketing Office frequently spends less than $15,000 on marketing annually.
- Conversions are difficult, if not impossible to track, because of different technology systems not talking to each other as well as silos that exist between offices/departments.
- There isn't a strategic media buy plan as marketing dollars are not consistently funded and are often allocated on a "needs" basis when a program is low enrolled or a new program is being launched.

EXISTING DATA AND MEASURING PERFORMANCE
- BHSU needs to align its marketing budget more closely to industry standards to remain competitive in the highly competitive higher education market.
- BHSU needs to increase measurement of the impact of its marketing campaigns and share those with the campus community.
- Broader use of website tracking and landing pages needs to be implemented to determine the ROI of marketing campaigns.

SUGGESTIONS AND OBSERVATIONS
- BHSU should establish a three-year budget for marketing and strategically plan for marketing spend each of those three years.
- BHSU should identify areas that have the most demand and capacity to focus limited dollars and improve reach.
- Metrics and ROI standards should be established for marketing campaigns prior to their launch.
- Programs that have shown opportunity for growth have not been rewarded with resources for increasing capacity. This makes it difficult for those programs to maintain their growth momentum. Resources must be aligned to growth channels.
- Communication needs to be consistent but adapted for different media channels. Different communication plans should also be reframed and rephrased for different audiences.

EMPLOYEE SATISFACTION

Although employee satisfaction hasn't been being measured formally, the sentiment from the group is that employee morale and satisfaction has been on the decline in recent years. Anecdotal evidence suggests employee dissatisfaction, lack of empowerment, and a feeling of being pulled in different directions and always putting out fires.

Employee satisfaction directly and indirectly affects enrollment.
- Every time a current student and prospective student engages with an employee, it has the potential to affect recruitment and retention.
- Employee dissatisfaction can also lead to turnover, which in turn leads to a lack of continuity in programs or services offered to students as well as hindering the development of relationships with students, community and corporate partners, and even within our campus community.

Employee satisfaction consists of two main components – employee morale and employee engagement.
- Employee morale – friendly, pleasant and productive employees that enjoy coming to work each day and feel their work is valued and purposeful.
- Employee engagement – satisfied employees are more engaged on campus and in the community. This is highly interconnected with our efforts to increase community and corporate partnerships.

     o   Employees attend events. They talk to their friends and families about the great things going on at the university. Those friends and families then share with others, and all of this helps build the BHSU brand.

EXISTING DATA AND MEASURING PERFORMANCE
- A Campus Climate Survey is currently being administered. Data will be available early Fall 2020.
- Trying to get some of the higher level topics to include prior to Fall 2020 – Mike Isaacson and President Nichols are discussing.
- BHSU should conduct a routine satisfaction survey to measure employee satisfaction and engagement. Reasonably priced options such as Great Colleges or Great Place to Work could be used.
- BHSU should measure employee participation in campus events.
- BHSU should measure engagement of BHSU faculty and staff in the community.
- BHSU should measure employee turnover, especially in key areas that affect student enrollment and turnover.

SUGGESTIONS AND OBSERVATIONS
- Employee recognition measures haven't evolved for many years. We would suggest reviewing and revising the current annual employee recognition event as well as other existing methods of employee recognition.
- Many faculty and staff members don't have access to professional development opportunities. The University needs to enhance career and professional development opportunities, making valuable trainings and development opportunities accessible to all faculty and staff members.
- BHSU needs to encourage and provide opportunities for BHSU faculty and staff to get involved in the community.
- The University must empower employees to represent BHSU by providing ready access to success stories, talking points, and digital assets. This is highly interconnected with brand perception.
- A system for employees to provide suggestions should be instituted and efforts to review and employ these suggestions should be put in place.
- A solid strategic plan would have a positive impact on employee satisfaction by decreasing the feelings of being pulled in different directions and always putting out fires.

COMMUNITY AND CORPORATE OUTREACH AND ENGAGEMENT
A university's relationships and involvement in the region can aid or hinder enrollment as well as impact the growth and viability of the community itself. Community members can refer students to the university, speak highly of the institution, support and attend events, and donate time and money to the institution. Institutions, in turn, provide an economic base for communities as well as providing for a strong workforce and providing access to cultural and learning opportunities that might not otherwise be available.

Relationships with the community, business and industry, alums provide opportunities for our students, faculty and staff that then in turn affect enrollment.
- Internships for students
- Networking opportunities
- Joint research and development
- Co-sponsored events

University involvement in the community also leads to a stronger community. Stronger, more viable communities then lead to an increase in students over time.

NOTES TO BE ADDED/ADDRESSED:
- We have notes from Employer Listening Sessions (see Appendix).
- Need to add Rapid City economic development data.
- Information on outcomes/alumni data is spotty. Would like to see EMSI. Struggling a bit to get info from our off-campus connection – he has other priorities.

EXISTING DATA AND MEASURING PERFORMANCE
- Corporate partnerships haven't been measured in the past and tend to be measured solely by monetary donations.
- No data exist prior to this year for BHSU employer relationships due to data not being captured before changing systems.
- Community engagement isn't captured and quantified or reviewed to find opportunities for growth and value in these relationships.
- Currently only 43 percent of the alumni listed in our database list who their employers are.

SUGGESTIONS AND OBSERVATIONS
- The University needs to improve its collection of its alumni, their outcomes, and their connections. A partnership with Elevate Rapid City to utilize their EMSI database should be capitalized on.
- BHSU should develop opportunities for employees to network with organizations in the area.
- Arrange faculty and staff visits to corporate and community partners. In turn have those partners visit campus.
- Provide opportunities for all employees, not just select few.
    - BHSU must expand and improve relationships with high school guidance counselors.
    - BHSU should build upon existing alumni relationships in the area and nationally by connecting those alums with departments other than Alumni and Advancement.

BHSU ENROLLMENT TRENDS
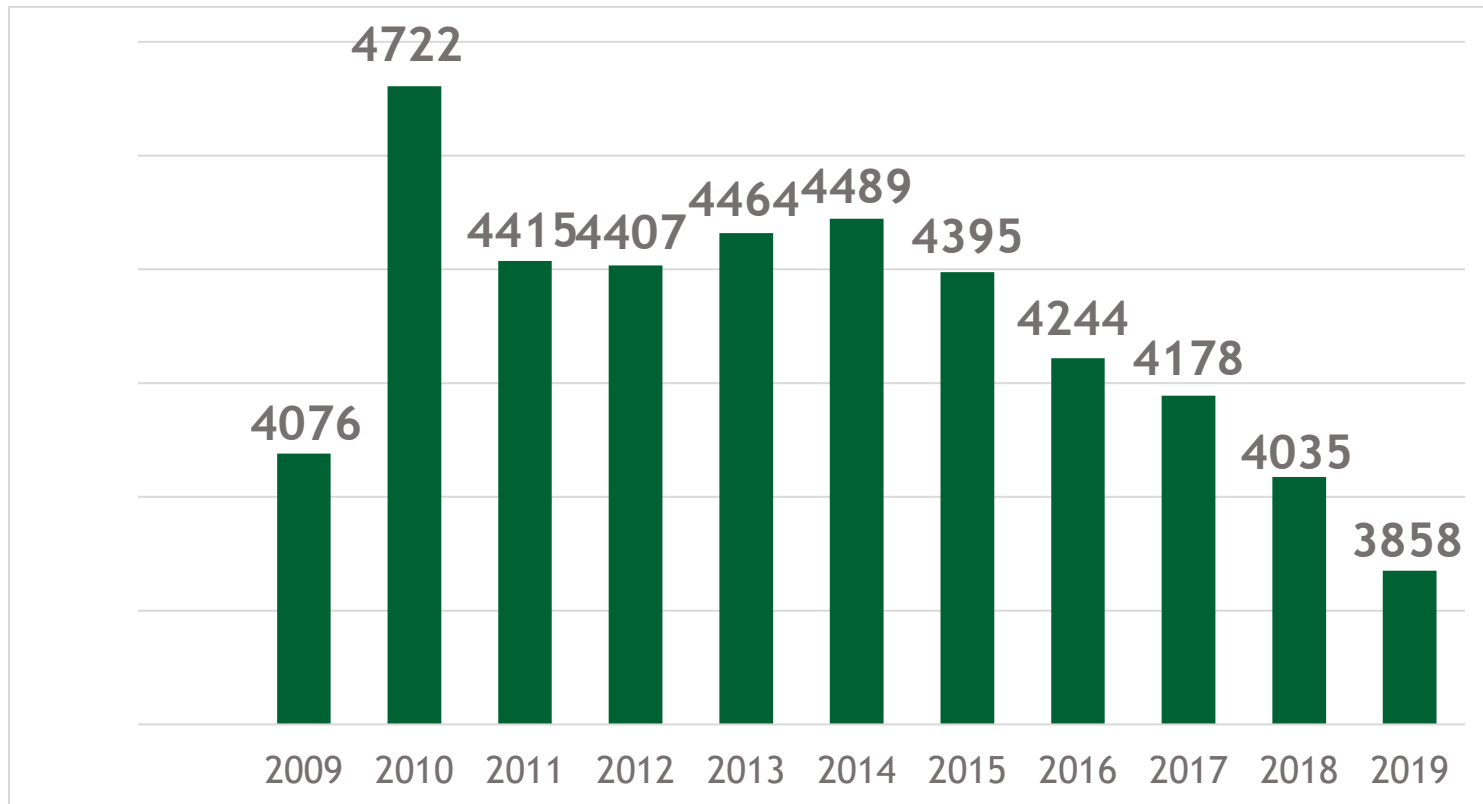
ENROLLMENT BY STUDENT TYPE

Student Type	Count
Undergraduate Degree Seeking	2416
Graduate Degree Seeking	160
High School Dual Credit	81
Dual Credit	533
Rising Scholar	614
Undergraduate Non-Degree Seeking	14
Graduate non-degree seeking	709
	723
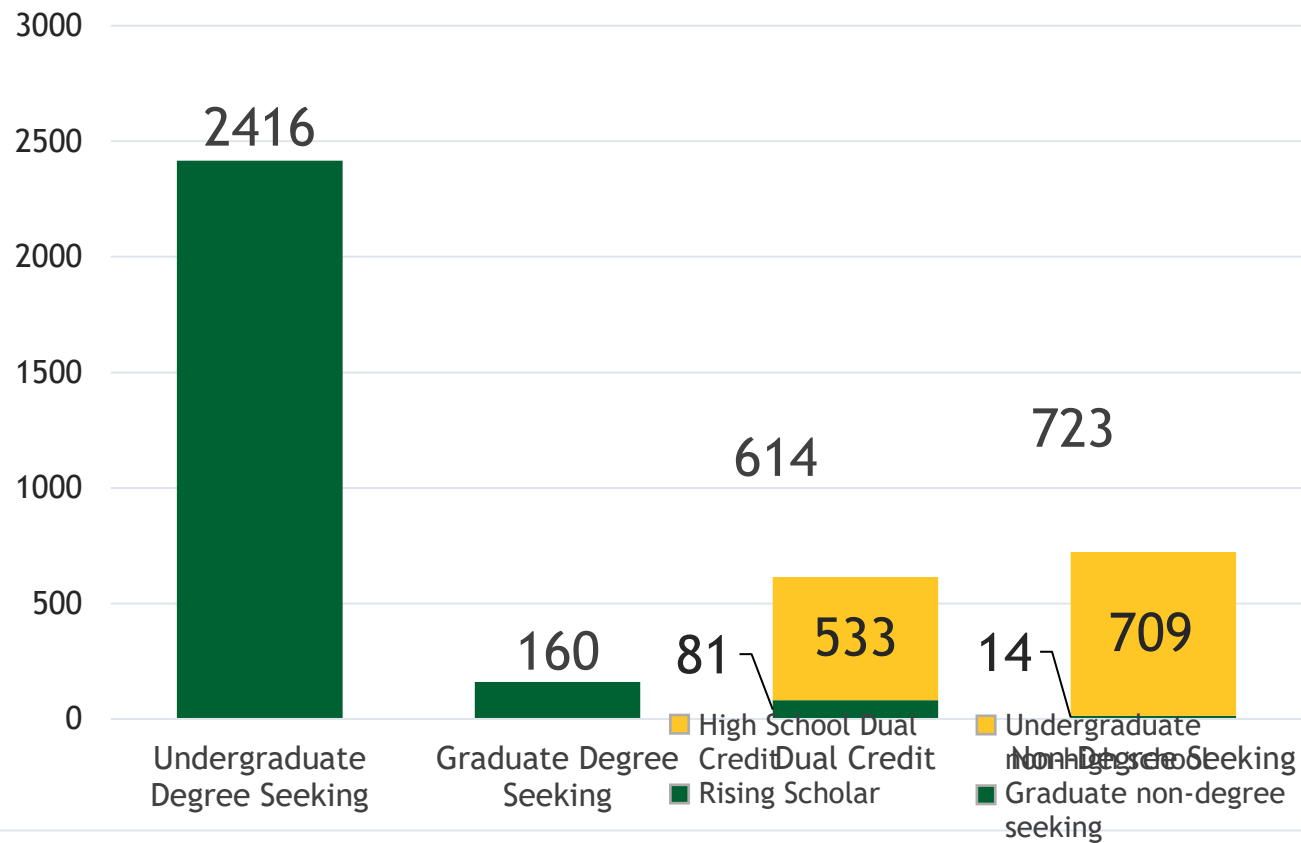
IN-STATE VS. OUT-OF-STATE ENROLLMENT

1.4%
MT

1.7%
ND

1.5%
MN

EAST RIVER
WEST RIVER
17.4%
55.8%
SD

States to the West
(includes Alaska)
2.9%

8.5%
WY

States to the East
3.6%

International
2.0%

1.8%
NE

2.5%
CO

States to the South
0.9%

FULL-TIME VS. PART-TIME

1968

1890

■ Full-time students ■ Part-time students
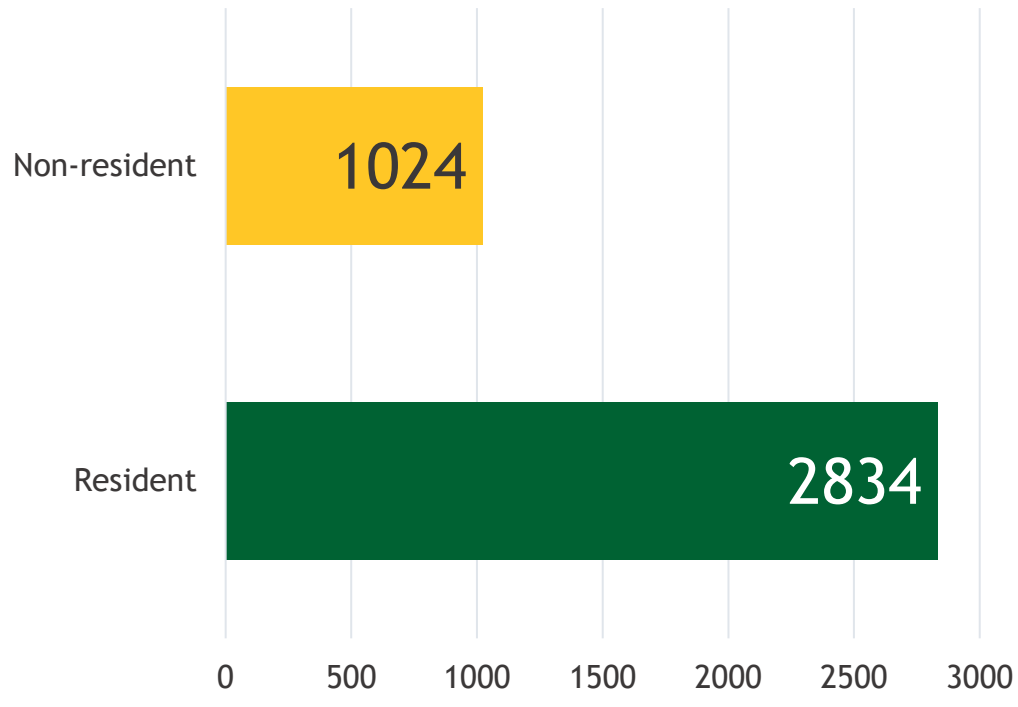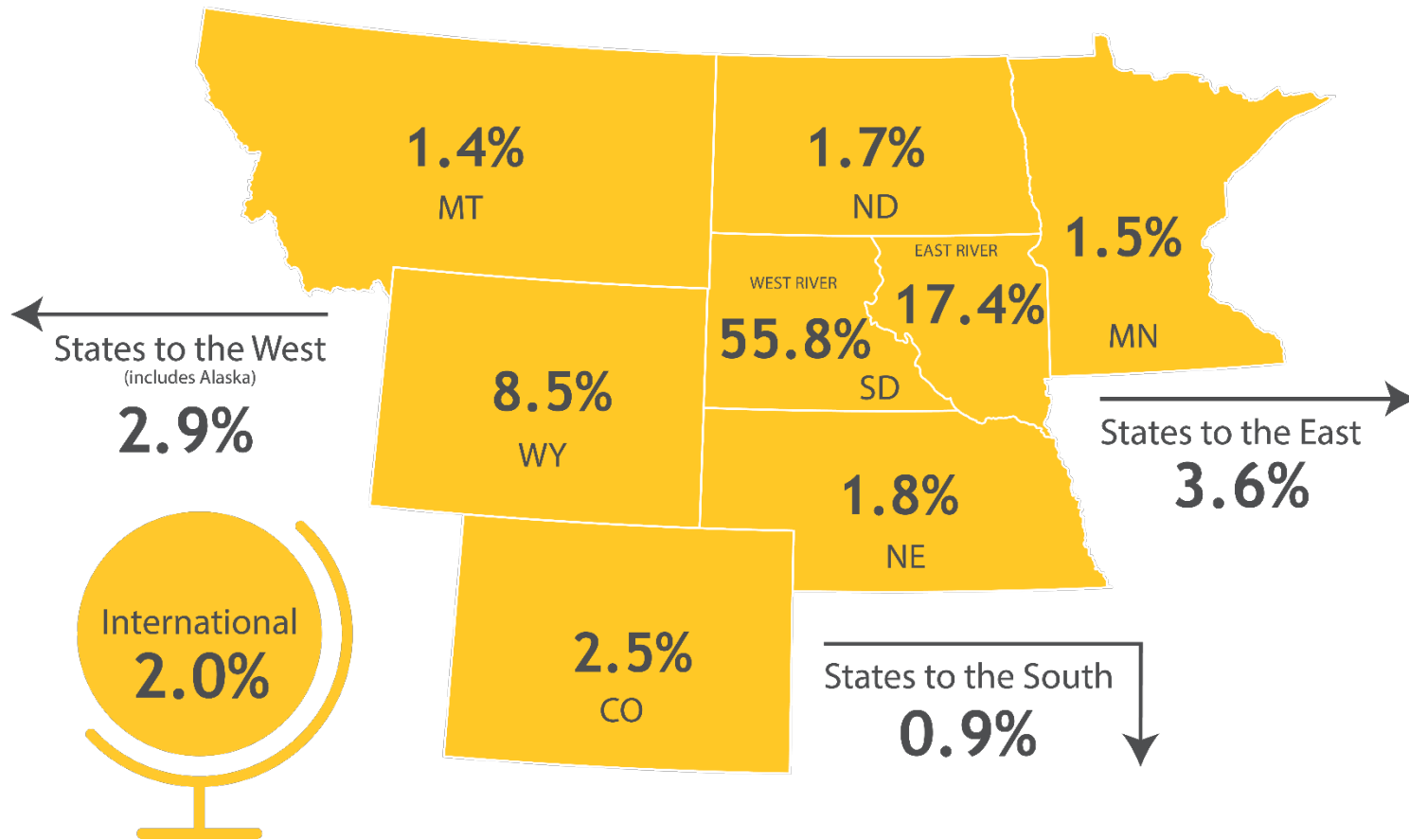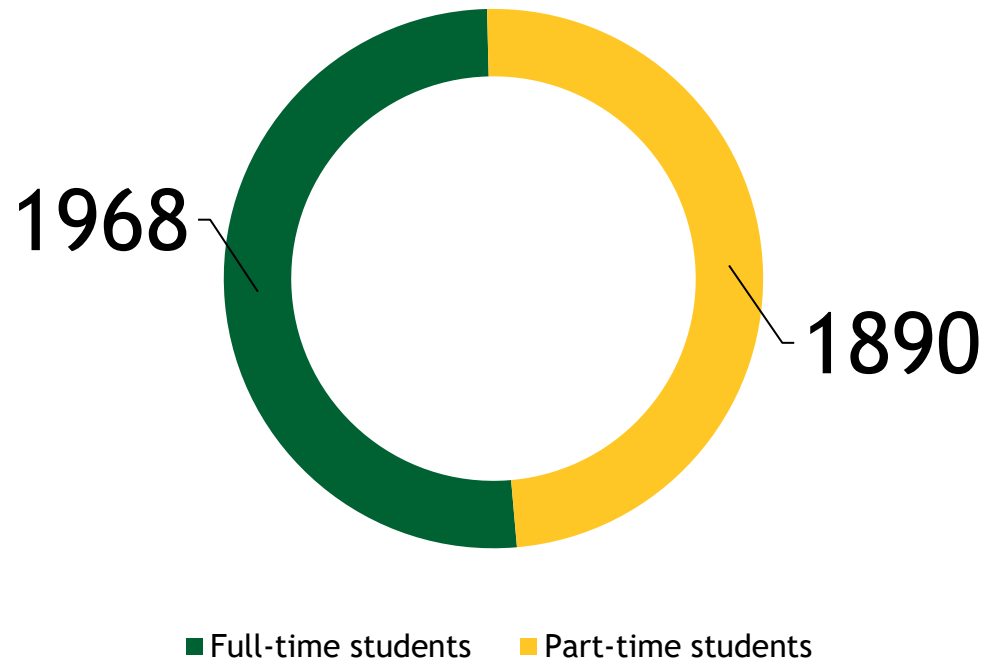
DUPLICATED ENROLLMENT BY LOCATION

- 🟨 Main Campus
- 🟩 Online
- 🟩 BHSU-RC
- ⬜ Other

1818

97

758

2249
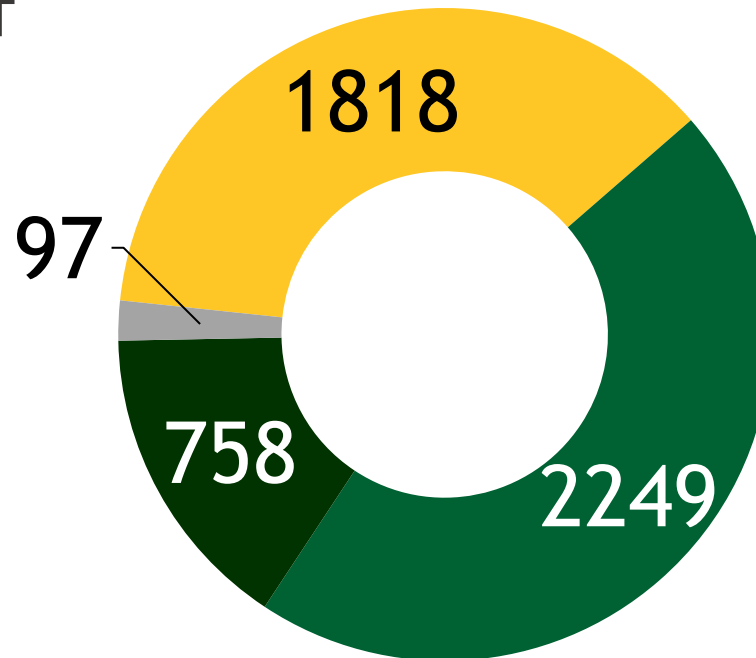
Dual Credit

High School Dual Credit Course Enrollments by Semester & Campus

Campus	Spring 2019	Summer 2019	Fall 2019	2019 Total
BHSU	802	96	904	1,802
DSU	203	38	255	496
NSU	678	67	829	1,574
SDSMT	53	0	49	102
SDSU	883	105	716	1,704
USD	1,124	82	1,194	2,400
System	3,743	388	3,947	8,078

High School Students Enrolled in University Courses
Fall Terms, 2011-2019 Headcount

Year	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
2011	59	37	295	10	35	79	515
2012	67	34	480	9	142	66	798
2013	116	47	489	5	42	22	721
2014	271	91	753	22	179	337	1,653
2015	306	178	766	44	411	499	2,204
2016	369	140	815	57	481	620	2,482
2017	495	185	974	56	534	791	3,035
2018	533	249	942	61	623	814	3,222
2019*	559	248	1,071	27	578	942	3,425

First-time Full-time Cohort (SD Resident only) with one or more BHSU dual credit courses at time of enrollment:

Cohort	SD FTFT BS Cohort Size	HSDC Students	% HSDC
FB2017	296	70	23.65%
FB2018	267	78	29.21%
FB2019	250	81	32.40%
All	**813**	**229**	**28.17%**

Table 2a
Headcount Enrollment by University, FY2015-FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	296	140	187	34	349	582	1,588
FY2016	443	255	480	55	702	834	2,769
FY2017	500	221	613	76	746	998	3,154
FY2018	657	331	717	44	878	1,247	3,874
FY2019	725	390	755	57	982	1,177	4,086
Change	144.9%	178.6%	303.7%	67.6%	181.4%	102.2%	157.3%

Table 2b
Total Enrollment by University, FY2015-FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	577	184	350	79	564	982	2,736
FY2016	855	375	881	132	1,188	1,548	4,979
FY2017	1,031	360	1,066	183	1,394	1,939	5,973
FY2018	1,511	476	1,353	121	1,713	2,450	7,624
FY2019	1,685	548	1,576	125	1,777	2,259	7,970
Change	192.0%	197.8%	350.3%	58.2%	215.1%	130.0%	191.3%

Table 2c
Credits Hours Delivered by University, FY2015-FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
FY2015	1,707	564	979	228	1,641	2,940	8,059
FY2016	2,548	1,120	2,598	388	3,460	4,604	14,718
FY2017	3,014	1,013	3,215	482	4,065	5,757	17,546
FY2018	4,421	1,357	4,025	332	5,020	7,158	22,313
FY2019	4,882	1,578	4,646	347	5,249	6,614	23,316
Change	186.0%	179.8%	374.6%	52.2%	219.9%	125.0%	189.3%

Figure 2
South Dakota High School Graduates Matriculating into the Regental System After Completing HSDC Coursework in High School Aggregated by Institution
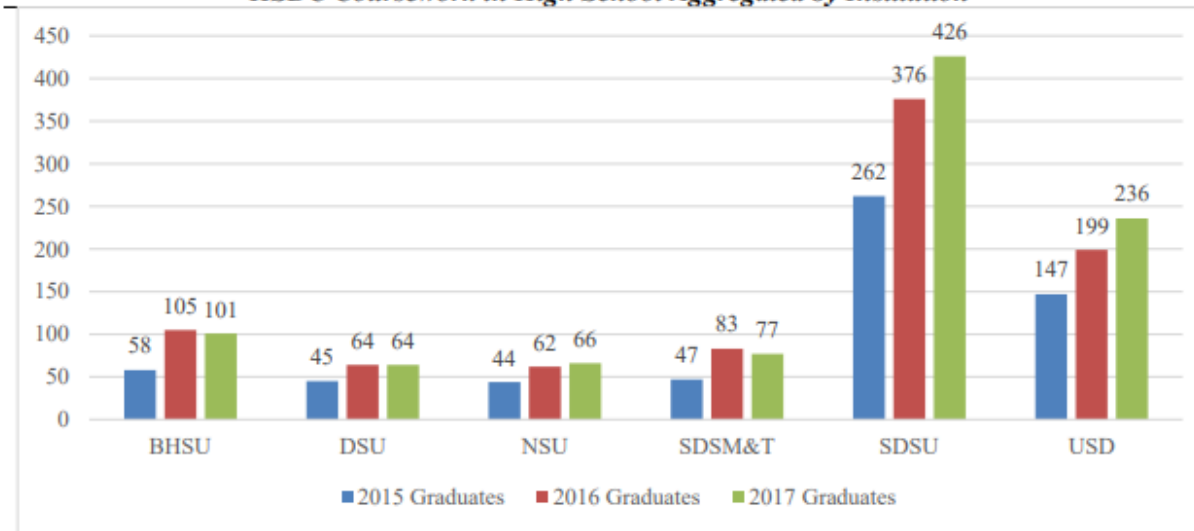
Available Market and Changing Demographics

Select Years *(type in or slide to filter)*
2001 to 2032

Percent Change in High School Graduates
Actuals (2001 to 2013), Projections (2014 to 2032)
for All

KNOCKING
AT THE COLLEGE DOOR

Regions *(select to filter)*

South	36%
West	16%
Northeast	5%
Midwest	1%

Select a State to Filter

Growth

Decline

States *(select to filter)*

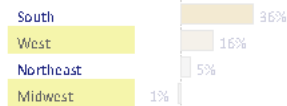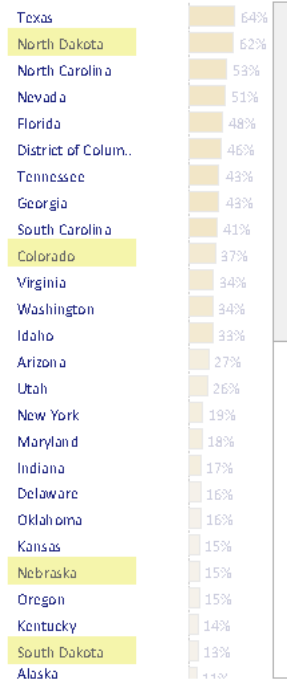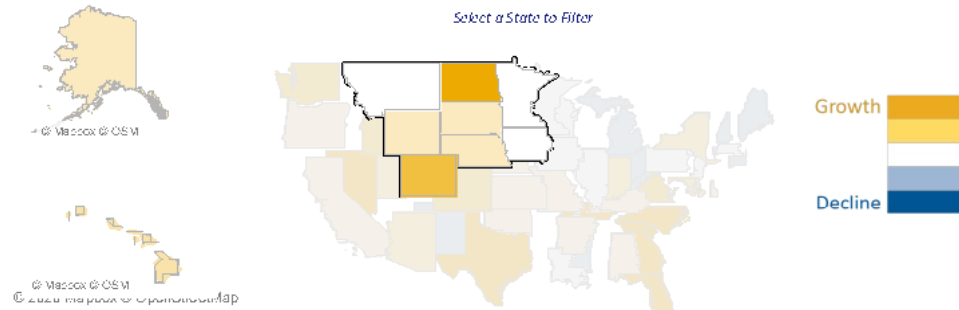|	
Texas	64%
North Dakota	62%
North Carolina	53%
Nevada	51%
Florida	48%
District of Colum..	46%
Tennessee	43%
Georgia	43%
South Carolina	41%
Colorado	37%
Virginia	34%
Washington	34%
Idaho	33%
Arizona	27%
Utah	26%
New York	19%
Maryland	18%
Indiana	17%
Delaware	16%
Oklahoma	16%
Kansas	15%
Nebraska	15%
Oregon	15%
Kentucky	14%
South Dakota	13%
Alaska	11%

Click to Sort

Race/Ethnicity (Public) or Private Schools *(select to filter)*

Hispanic	299%
Asian/Pac.Isl.	144%
Black	203%
Amer. Ind./Alaska Native	5%
White	9%
Private Schools Total	11%

Percent Annual Change

2.76%

-2.71%

Notes: School Year refers to the K-12 calendar running for the starting and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Nonpublic Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and non-sectarian, but not including homeschooled students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities counts which are projected separately. Prior to 2010-11, data were tabulated separately for Asian and Pacific Islander students, and Two or More Races students. Hawaiian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see the Technical Report at www.wiche.edu/knocking.
Source: Western Interstate Commission for Higher Education. Knocking at the College Door: Projections of High School Graduates, 2016.

WICHE
Western Interstate Commission
for Higher Education

http://knocking.wiche.edu/

ACT

◆ CollegeBoard

page 88 of 114

Select Years *(type in or slide to filter)*

2001 to 2032

Regions *(select to filter)*

South	36%
West	16%
Northeast	5%
Midwest	1%

States *(select to filter)*

Texas	64%
North Dakota	62%
North Carolina	53%
Nevada	51%
Florida	48%
District of Colum..	46%
Tennessee	43%
Georgia	43%
South Carolina	41%
Colorado	37%
Virginia	34%
Washington	34%
Idaho	33%
Arizona	27%
Utah	26%
New York	19%
Maryland	18%
Indiana	17%
Delaware	16%
Oklahoma	16%
Kansas	15%
Nebraska	15%
Oregon	15%
Kentucky	14%
South Dakota	13%
Alaska	

Click to Sort

Percent Change in High School Graduates
Actuals (2001 to 2013), Projections (2014 to 2032)
for All

KNOCKING
AT THE COLLEGE DOOR

Select a State to Filter

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© Mapbox © OSM
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Growth

Decline

Race/Ethnicity (Public) or Private Schools *(select to filter)*

Hispanic	1322%
Asian/Pac.Isl.	628%
Black	1003%
Amer. Ind./Alaska Native	65%
White	13%
Private Schools Total	46%

Percent Annual Change

5.25%

5%

0%

5%

-5.68%

2002 2004 2006 2008 2010 2012 2014 2016 2018 2020 2022 2024 2026 2028 2030 2032

Notes: School Year refers to the K-12 calendar running for fall starting and may include graduates from any school in that school year, including the summer after the year end. The Grand Total is the sum of the Nonpublic Schools and Public Schools status. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnic classes which are projected separately. Prior to 2010-11, data were not used separately for Asian and Pacific Islander students, and Two or More Races students. Hawaiian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see the Technical Report at www.wiche.edu/knocking.

Source: Western Interstate Commission for Higher Education. Knocking at the College Door: Projections of High School Graduates. 2016.
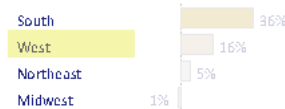
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Western Interstate Commission
for Higher Education

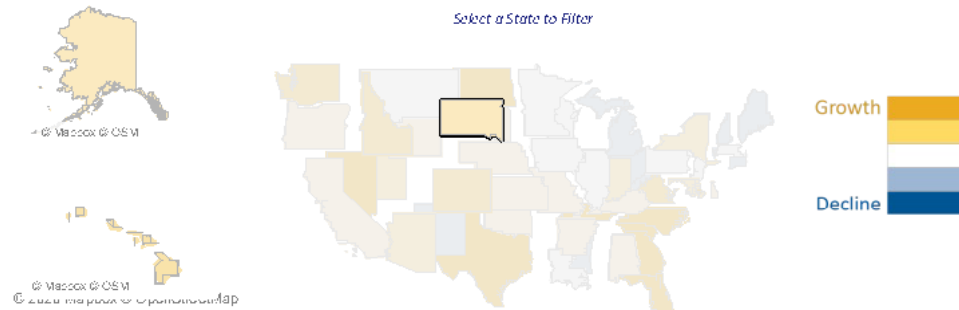http://knocking.wiche.edu/

ACT

CollegeBoard

				Hispanic	Non-Hispanic			
School Year	**GRAND TOTAL**	**PRIVATE SCHOOLS TOTAL***	**PUBLIC SCHOOLS TOTAL**	Alone, or Any Race	White	Black	American Indian/Alaska Native	Asian/Pacific Islander *(Combined)*
2000-01	9,391	510	8,881	65	8,358	41	334	83
2001-02	9,304	508	8,796	62	8,232	49	354	99
2002-03	9,505	506	8,999	78	8,319	85	426	91
2003-04	9,541	540	9,001	98	8,262	108	415	118
2004-05	9,093	508	8,585	91	7,879	91	417	107
2005-06	9,077	488	8,589	109	7,713	103	561	103
2006-07	8,902	556	8,346	116	7,535	93	491	111
2007-08	9,156	574	8,582	129	7,707	125	515	111
2008-09	8,641	518	8,123	137	7,192	141	554	99
2009-10	8,696	534	8,162	152	7,296	145	477	92
2010-11	8,901	653	8,248	175	7,334	157	479	103
2011-12	8,867	671	8,196	196	7,180	188	480	152
2012-13	8,947	708	8,239	229	7,099	211	548	150
2013-14	8,582	688	7,894	210	6,775	172	570	158
2014-15	8,545	719	7,826	249	6,747	167	485	168
2015-16	8,360	654	7,707	272	6,504	191	505	206
2016-17	8,405	617	7,788	282	6,663	171	496	174
2017-18	8,703	668	8,035	331	6,809	202	501	219
2018-19	8,522	632	7,890	320	6,601	221	529	211
2019-20	8,698	698	8,000	383	6,667	185	531	241
2020-21	8,862	684	8,178	440	6,782	200	526	271
2021-22	9,074	677	8,398	463	6,934	224	539	291
2022-23	9,541	686	8,855	622	7,223	231	576	271
2023-24	9,702	729	8,973	627	7,341	253	560	298
2024-25	10,002	755	9,248	770	7,521	241	564	330
2025-26	9,825	737	9,088	697	7,339	296	581	364
2026-27	9,725	725	9,000	712	7,282	340	557	354
2027-28	9,654	719	8,935	785	7,221	348	538	351
2028-29	9,663	723	8,941	782	7,091	345	562	508
2029-30	9,857	738	9,119	846	7,242	402	556	500
2030-31	9,989	747	9,242	799	7,300	421	571	616
2031-32	10,000	747	9,253	924	7,297	452	551	604

Reported Counts of High School Graduates (rows 2000-01 through 2009-10)
Projections of High School Graduates (rows 2010-11 through 2031-32)

Available Data for Additional Race Categories

	Hawaiian/ Pacific Islander	Two or More Races
2010-11	7	52
2011-12	10	63
2012-13	5	83

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. *Users should see important new information about Private Schools at knocking.wiche.edu. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawai'ian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational

WEB TRAFFIC REPORT - BHSU.EDU

SUMMARY
Purpose
The goal of this report is to give solid analytics data that can be used to determine strengths and weaknesses of the BHSU.edu website and how those may fit into the overall enrollment initiative.

These data can inform our decisions and may help point out issues that need improvements and reveal areas already working for further research.

METHOD
Google Analytics and Google Search Console were used to prepare all the data in this report. The timeframe of November 1, 2018 to October 31, 2019 was chosen to capture a full year's worth of data. A website analytics error occurred in December 2019 - Jan 2020 leaving website data incomplete (in one view) for that period. To provide a full year's worth of data, we looked at the timeframe from just before that.

WEBSITE ANALYTICS

WEB TRAFFIC FOR NOV. 1, 2018 – OCT 31, 2019
Users are entering the website and viewing more than two pages. The 20% bounce rate is relatively low. The average session duration is 3:33 which indicates engagement overall, but this is not necessarily for prospective students.
Such numbers only give a vague overview of the traffic to the website and do not indicate intention of the visitors, nor do they reveal the true number of potential prospects. Current students, students' family members, faculty, staff, and community members all visit the website and so these general numbers only provide an overview.
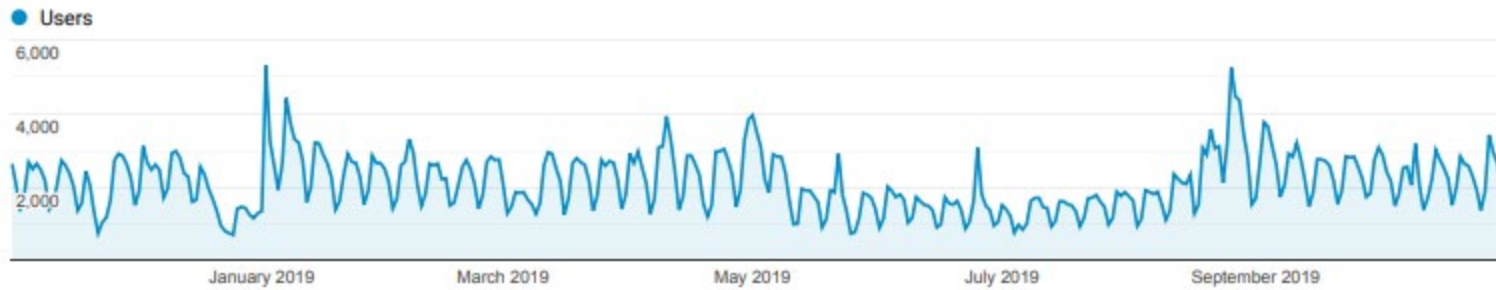
Users

Users	New Users	Sessions
321,403	309,724	1,092,290

Number of Sessions per User	Page Views	Pages/Session
3.40	2,487,311	2.28

Avg. Session Duration	Bounce Rate
00:03:33	20.08%

New Visitor ■ Returning Visitor

25.6%

74.4%
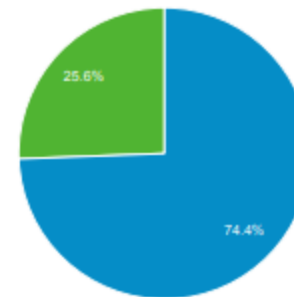
PAGE VIEWS AND SESSIONS

New users are primarily entering the website through organic search. *NOTE: These numbers indicate Email is 0.02%, but that is not accurate since such sessions can also be categorized under Direct.*

Default Channel Grouping	Pages/Session ▾	Page Views	contribution to total:
			Page Views ▾
	2.28 Avg for View: 2.28 (0.00%)	2,487,311 % of Total: 100.00% (2,487,311)	

		Pages/Session	Page Views
1.	■ Referral	2.38	7.09%
2.	■ Organic Search	2.38	70.17%
3.	■ Direct	2.06	21.12%
4.	■ Email	1.47	0.02%
5.	■ (Other)	1.41	0.05%
6.	■ Social	1.40	1.55%
7.	■ Display	1.14	0.00%

Default Channel Grouping	New Users ▾	New Users	contribution to total:
			New Users ▾
	309,983 % of Total: 100.08% (309,724)	309,983 % of Total: 100.08% (309,724)	

		New Users	%
1.	■ Organic Search	178,241	57.50%
2.	■ Direct	105,932	34.17%
3.	■ Social	17,497	5.64%
4.	■ Referral	7,447	2.40%
5.	■ (Other)	775	0.25%
6.	■ Email	58	0.02%
7.	■ Display	33	0.01%

New Users

SITE REFERRALS (SEARCH ENGINES INCLUDED)

These are the top websites for website traffic referral.

The "Direct" traffic is usually someone typing the URL, using a bookmark, or coming from a link in their email. An average of about 14,000 new users come to the BHSU website per month as a result of a Google search. Wikipedia is a top gateway for traffic, but not significant.

These numbers dwarf all the other smaller websites that bring traffic to the website, so they are not worth mentioning here.

TOP REFERRERS	% OF ALL	SESSIONS	NEW USERS
Google	63.64	695,165	170,329
Direct	23.36	255,120	105,932
Bing	1.90	20,799	3,393
Facebook(m)	1.89	20,656	14,577
Yahoo	1.4	15,337	3,625
Facebook	0.37	4,048	1,460
Wikipedia	.11	1,161	664

GEOGRAPHIC (TOP USA STATES)

These top states for web traffic may point to market share and could reveal areas of further market research. The average time on the website along with the number of pages indicates the level of engagement. Interestingly, the relatively low number of visits from North Dakota might reveal low interest or a lack of advertising reach to that state.

STATE	VISITS	PAGES/VISIT	AVG TIME	BOUNCE
South Dakota	642,204	2.16	3:43	15.38%
Minnesota	83,727	2.21	2:51	31.04%
Illinois	48,520	2.03	2:27	37.76%
California	24,210	2.27	3:17	29.04%
Colorado	30,307	2.65	3:40	25.51%
Wyoming	38,346	2.82	4:10	14.00%
Texas	19,677	2.22	3:01	28.31%
Nebraska	17,448	3.04	4:07	21.44%
North Dakota	11,880	2.97	3:46	17.79%
New York	6,852	2.28	3:06	28.15%

GEOGRAPHIC (TOP METROS)

These numbers give insight into the metro areas from which all traffic originates. In South Dakota, the numbers reveal the amount of interest from other areas of the state. Despite a higher bounce rate, larger metro areas average above two pages per session which indicates these visits are intentional.

STATE	METRO	VISITS	PAGES/VISIT	AVG TIME	BOUNCE
South Dakota	Spearfish	305,390	1.90	3:34	17.30%
	Rapid City	156,974	2.29	3:42	12.14%
	Sioux Falls	33,048	2.58	4:01	17.32%
	Sturgis	17,688	2.13	3:46	13.83%
	Belle Fourche	13,363	2.15	3:58	15.47%
	Pierre	6,327	2.95	4:13	13.94%
	Aberdeen	4,499	2.80	4:07	21.76%
	Brookings	3,684	3.09	4:04	15.01%
	Lead	8,854	2.32	3:47	12.63%
	Custer	5,460	2.21	3:36	17.47%
	Deadwood	3,855	2.06	3:50	12.84%
Illinois	Chicago	46,299	2.01	2:24	38.51%
California	Los Angeles	9,643	2.16	3:09	31.42%
Colorado	Denver	26,118	2.62	3:35	26.14%
Wyoming	Gillette	11,093	2.60	4:07	11.93%
Texas	Dallas/Ft. Worth	9,053	2.22	2:50	33.64%
Nebraska	Omaha	6,083	2.77	3:24	29.18%
North Dakota	Minot/Bismarck	8,562	2.92	3:43	17.37%
New York	New York City	4,999	2.23	3:06	28.43%

DEMOGRAPHICS: AGE OF USERS (SAMPLING OF 29%)

There are more users in the 25-33 range, but more visits from the 18-24 range. The average time is nearly four minutes and the bounce rate around 15% which indicates engagement level. These numbers don't reveal much about the market since the reason for visits cannot be known from these numbers alone, but they do reveal important demographic information overall.

AGE	%	USERS	NEW USERS	VISITS	PAGES/VISIT	TIME	BOUNCE
25-34	28%	28,710	23,739	83,025	2.39	3:54	15.02%

18-24	20%	21,559	16,126	108,924	2.20	3:57	10.52%
35-44	18%	18,447	15,345	44,881	2.53	3:58	16.00%
45-54	17%	17,710	14,413	39,738	2.68	4:03	15.83%
55-64	11%	10,907	9,468	23,817	2.56	3:53	16.34%
65+	6%	6,310	5,429	12,853	2.52	3:58	18.66%

DEMOGRAPHICS: GENDER (SAMPLING 31%)

STATE	VISITS	PAGES/VISIT	AVG TIME	BOUNCE
Female	204,219	2.42	3:59	14.08%
Male	137,615	2.38	3:59	13.07%

BEHAVIOR: TOP PAGES AFTER VISITING FRONT PAGE

(excludes Calendar, Records, Directories, Email, News, etc.)

PAGE	UNIQUE VIEWS	AVG TIME	BOUNCE
/academics	36,345	0:36	8.29%
/admissions	19,558	0:46	13.88%
/about-bhsu	16,662	1:27	26.73%
/student-life	15,906	0:50	21.27%

CAMPAIGN: SDSM&T JOINT ADVERTISING

WHEN: DECEMBER 10, 2018 – MARCH 15, 2019

This campaign was a good experiment to bring two local universities together to drive traffic through banner ads. Ads were geotargeted according to SDM&T's formula and through Google Adwords. SDSM&T ran the campaign and BHSU paid half* and offered input on the web design and also provided relevant photos.

The results were not good because we determined that most of the traffic was driven by accidental clicks on mobile banner ads. Such clicks are not targeted and therefore of little worth.

PAGE	NEW USERS	AVG TIME	Pages/Visit	BOUNCE
campaign.sdsmt	586	3:00	1.92	46.66%

CAMPAIGN: TRANSFER CAMPAIGN

HTTP://WWW.BHSU.EDU/TRANSFERBHSU
WHEN: MARCH 28, 2019 – MAY 1, 2019 (ABOUT ONE MONTH)

This campaign was initially run through Midwest Marketing and produced clicks and form submissions. We did not track beyond this point to see how far inquirers went beyond their initial email information transfer guide request.

After this, and without knowledge of the Marketing Department, the Admissions department initiated several blasts to purchased email lists. These brought traffic and produced around 55 inquiries from a list of unknown. We did not follow how far along the Admissions process these inquiries went after their first inquiry.

FIRST CAMPAIGN: MARCH 28, 2019 – MAY 1, 2019

TOTAL NUMBER OF INQUIRIES: 0
Analysis: Bad traffic resulted in plenty of hits, but not one inquiry.
Recommend: Never buy email blasts from this company again.

Channel	SESSIONS	AVG TIME	PAGES/VISIT	BOUNCE
(Other)	812	0:18	1.42	43.35%
Direct	162	3:59	2.90	33.95%
Display	37	01:32	1.19	48.65%
Organic	117	7:47	3.88	24.79%
Referral	10	9:14	2.10	0.00%

OTHER CAMPAIGNS: OCTOBER 1, 2019 – DECEMBER 10, 2019

Total Number of Inquiries: 55

Analysis: Good targeted list produced 55 inquiries. This is an average of 16% inquiry rate from all visitors, proving the landing page is effective.

Recommend: Purchase these lists again from the same vendor and measure.

Channel	SESSIONS	AVG TIME	PAGES/VISIT	BOUNCE
(Other)	297	3:51	2.63	40.74%
Direct	33	5:30	3.09	27.27%
Display	2	1:21	2.0	0%
Organic	20	8:07	4	0%
Referral	15	1:28	1.6	20%

APPENDIX F
EMPLOYER LISTENING SESSIONS

Black Hills State University

Employer Listening Sessions - November 2019

At two separate listening sessions that included nearly 30 Spearfish area businesses and organizations several themes emerged during the discussions. Highlights are noted below.

- Employers noted their appreciation of BHSU and their success with interns but added that sometimes the process of developing an internship and identifying the right student for the internship was cumbersome.
- Internships were lauded as beneficial for students by solidifying career choices for students and sometimes helping them discover a passion for that field.
- Employers noted that they appreciated the opportunity to present in classes.
- Part-time jobs for students were noted as beneficial for several reasons including the financial impact that can help them stay in school. Students with part-time jobs may be more likely to stay in the community and become full-time employees.
- Tuition reimbursement was noted as an incentive that helps students and encourages student retention.
- Employers noted that there is a lack of higher paying jobs in the area. Workers can't afford housing. How do we find other investors to bring businesses here? They are some great young minds here – we just need to hang on to them. We need to go find businesses that want to hire your graduates. There's definitely a demand of graduates who want to stay here.
- While employers said that sometimes there's a disconnect between workforce needs and what we are providing as a university, the BHSU graduates have a high level of "soft skills" including collaboration, ability to work in teams, and the willingness to continue to learn.
- Some employers said that interns and recent grads sometimes have unrealistic expectations in terms of employment benefits, pay, and their career path.
- While there were recommendations for additional degree programs, many employers indicated that the graduates are versatile and are able to succeed in a number of areas.
- There was some discussion about the lack of preparation of graduates in the area of life skills, ie., budgeting, credit, insurance, and related areas. (Sometimes referred to as adulting).
- Employers expressed their appreciation for the opportunity to provide suggestions and feedback. They indicated they want to continue to work closely with BHSU.

Comments about BHSU interns and graduates:

- *We've had some great success with interns and they are still employed with us.*
- *I see great quality coming out of BHSU. We will continue to reach for more student interns and graduates.*
- *We had an intern and she became our HR director. She also helps us with our marketing.*
- *As businesses in Spearfish we have a unique opportunity. We can choose the best and brightest out of each class and make leaders in the community. We appreciate BHSU and our interns.*

What BHSU should do:

- Be mindful of how complex the process is on campus for those setting up internships.
- Continue to get business owners and students connected.
- A central point of contact is preferred.
- Maintain continued dialogue about degree programs and workforce needs.

APPENDIX G
RNL OPPORTUNITY ANALYSIS

1) High school graduate decline between 2013 and 2030 of 10% or more in SD
   a) South Dakota
      i) 22 higher education institutions
      ii) 71.8% college continuation rate
      iii) 22% leave to go to college.
   b) Colorado
      i) 81 higher education institutions
      ii) 61.2% college continuation rate
      iii) 21.7% leave to go to college.
   c) Montana
      i) 23 higher education institutions
      ii) 70.5% college continuation rate
      iii) 22% leave to go to college.

   d) Nebraska
      i) 41 higher education institutions
      ii) 69.5% college continuation rate
      iii) 16.5% leave to go to college.
   e) Wyoming
      i) 10 higher education institutions
      ii) 60.4% college continuation rate
      iii) 21.2% leave to go to college
2) Enrollment Decision Factors
   a) Financial Aid
   b) Academic reputation
   c) Cost
   d) Personalized attention prior to enrollment
   e) Campus appearance
   f) Geographic setting
   g) Size of institution
   h) Recommendations from family and friends
   i) Opportunity to play sports

3) BHSU Observations
   a) Financial Aid
      i) Increase scholarships
      ii) Need based dollars
   b) Add an Academic Support Center
   c) Admissions / Marketing
      i) Spread too thin
   d) Develop a retention plan
      i) Proactive not reactive
      ii) Strategic driven planning

4) Retention Task force
   a) Develop SEP

5) Advisor resources

6) Improve Career Service

7) Registrar's Office dedicated transfer position.

8) Student Success Center improve advising.
   a) Develop strategic and annual enrollment plan to tie current and future initiatives to ROI and Net Tuition Revenue dollars
   b) Strategic Enrollment Planning

9) Do we tell the BHSU story well?
   a) Do we have a strong brand message architecture?
   b) Not a first-choice institution
   c) Willingness to acknowledge our best programs and take it on the road.

10) Expand outcome information and quantify.
   a) Market research demand analysis, non-matriculated survey, paired research
   b) Role faculty play in enrollment management.
   c) Plan for adding undergraduate and graduate programs of study.

11) Campus Visit Recommendations

12) Financial Aid Recommendations
   a) Important considerations
      i) Ability to pay.
      ii) Willingness to pay.

13) Student Success – Increase retention and graduation rates.
   a) Students persist when:
      i) they are making progress toward educational and career goals.
      ii) They are satisfied with the quality of educational programs, services and environment.
   b) Structure
      i) One person needs to be the Chief Retention Officer
      ii) Develop a Retention Committee
      iii) More clearly defined role of R&R's
         (1) Remove recruitment from titles and duties
         (2) Potential first year advising

14) Recommendations to increase student success.
   a) Planning
   b) Data
      i) Year-end tracking
      ii) Real time dashboards to track term behavior.
      iii) Entering student survey

c) Student Transitions
   i) New student registration
   ii) Orientation
   iii) Green & Gold Days
   iv) GS 100
   v) Evaluation of all transition programs
   vi) Add stronger component of setting expectations
d) Advising
   i) Faculty model
   ii) Do a better job with off and on ramps
   iii) Develop advising training for new faculty
   iv) No institutional definition and expectation for advising
   v) Break up conversations?
e) Academic Support
   i) Student Success Center
   ii) Tutoring
      (1) Math Center
      (2) Writing Center
         (a) Departmental tutoring
         (b) Supplemental instructions

15) Student services & Student life support
   a) Student life mission & philosophy
   b) Counselling services
   c) Customer services

16) Early Intervention
   a) Formalize Early Alert system

17) RNL Solutions
   a) Boost Enrollment
      i) Develop analytics to find the right students in the right markets.
      ii) Adapt to how students navigate the process today.
      iii) Strategically deploy multichannel engagement campaigns
         (1) Direct mail
         (2) Telephone
         (3) Email
         (4) Digital real time feedback
         (5) Optimize your aid awarding strategy to meet yield objectives.
         (6) Maximize student success toward graduation.
         (7) Strategically plan for the long-term institutional enrollment success
      iv) Shape class by enrolling students we seek.
         (1) Identify the characteristics of your desired class mix.
         (2) Focus on student demographics and academics profile when making search and outreach decisions.
         (3) Target communications to specific groups with tailored messages that resonate.
         (4) Implement actionable tactics aligned with your long-term strategy and build toward sustainable institutional objectives.

      (5) Ensure student success by maintaining focus on the student experience, from awareness through graduation.

      (6) Strategically plan for long term institutional enrollment success

18) RNL Partner Performance
    a) Engagement up 2.5 times
      i) Inquiry rate of students searched with multichannel approach.
    b) Completion is what counts.
      i) Greater than 92% application completion rates
    c) Effective Strategy Impacts Revenue
      i) Our partners additional net tuition revenue per student $1,475 higher compared to other students.
      ii) A more encompassing approach benefits your students to meet objectives.
    d) Student Success is Institutional Success
      i) Our partners average a 4 point higher retention rate compared to other institutions.
      ii) Develop the right strategies to best serve students.

APPENDIX G
FIRST YEAR RETENTION TASK FORCE RECOMMENDATIONS

1. We recommend the creation of an Advising Center on campus that would report to Academic Affairs. The Center's staff should include a Director, First-year Advisors (3), Career Advisors (2), and one Dual Credit Advisor. The center will coordinate GS 100, NSR, Orientation and Tutoring. The First-year advisors in this office will be the main points-of-contact for all First-year students including exploratory, probation and transfer students under 30 credit hours (note Dual Credit does not count towards this total). The office will also serve as the home to the Starfish Campus Administrator, and the campus Career Advisors who will plan and execute the Part-time and Full-time job fairs, coordinate the intern programs and create workshops around career development. The center will also coordinate with Marketing to compose a Parent newsletter and manage a webpage for parents of current students.

2. We recommend that the position of Recruitment and Retention Specialist (R&R) undergo a title change to College of Liberal Arts, College of Education and Behavioral Sciences, College of Business and Natural Sciences Advising Specialist and remain within their respective colleges. They will act as the advisor for all Sophomore [defined as >30 hours of BH credit; note Dual Credit does not count towards this total], Exploratory, Transfer, Probation, and Suspend students. The Advising Specialists will also provide important training to the faculty in their college about registration, advising and other retention resources and tools. The Advising Specialists will also have some duties of the Registrar's office and be able to lift registration holds and override pre and co-reqs to move the registration process along. Additionally, they will serve as the main point of contact between the colleges and the Advising Center, and will communicate with the advisors in that office any changes to programs and registration related issues.

3. In order to better support the Advising Center and the college Advising Specialists, we recommend a more robust plan of communication across campus as it relates to advising through Starfish with the goal of developing better record keeping and improving our ability to make future advising assessments.

4. We recommend that a combination of increased awareness, diagnoses, and need for mental health counseling in our current student population requires additional staffing of counseling professionals. Staffing levels at regional peer campuses suggest an increase of at least one fulltime counseling position is needed.

5. We recommend BHSU develop a comprehensive communication plan that provides step-by-step guidance to prospective, admitted and newly registered students and their families as well as validates their decision to choose BHSU by highlighting the University's academic strengths and opportunities for experiences outside the classroom.

6. We recommend a full day summer registration event with new programming in order to better convey to students and parents the information they need to have in order to successfully transition to BHSU in the fall.

7. We recommend training key stakeholders at BHSU in systems-thinking to better leverage existing resources. By using a systems approach BHSU will be better able to identify root causes for low retention and prioritize strategies for improving student retention

8. We recommend expanding and rebranding BHSU's orientation/move-in weekend and welcome week, currently known as Green and Gold Days. We propose a six-week welcome program, which will include significant academic program integration, separate orientation for transfer students and incorporation of GS 100 course content.

9. We recommend BHSU implement three Living Learning Communities (LLCs) for the Fall 2020 – Spring 2021 academic year.

10. We recommend BHSU academic programs develop more strategic academic program management by establishing the role of program coordinator within academic programs and more clearly identifying the expected program actions regarding recruitment, marketing and communication, event coordination, course development and management, and program assessment and evaluation.

11. We recommend BHSU establish a standing Student Success Committee focused on student retention and completion with representation from professional advisors, career advisors, faculty, the Provost's Office, the Registrar's Office, Admissions, Student Engagement, Financial Aid, TRiO/SSS, Athletics, Honors, the Center for American Indian Studies, and BHSU-RC.

APPENDIX G
FINAL REPORT FROM RUFFALO NOEL LEVITZ

April 28, 2021

Laurie Nichols, President
Black Hills State University
1200 University Street
Spearfish, SD 60564

Dear Laurie,

Thank you so much for inviting RNL and me to support your vision for Black Hills State University to develop your strategic enrollment plan. It has been a privilege for me to collaborate with you and the BH team for the past nineteen months. My visit to your campus on April 6-7, 2021, marked the last of my eight SEP consulting visits to BHSU. You have developed a strong SEP, both in the initial set of strategies and in the process that you have institutionalized to guide strategic enrollment thinking and action at the university in the future.

During our last visit, we made the final preparations for implementation. We shared the plan highlights and process with your advisory board and in a final SEP Town Hall meeting. We also met with action plan leaders that will transition to strategic enrollment management and implementation.

It has been an absolute pleasure to work with you on this project. Thank you for your continued and excellent leadership of our Strategic Enrollment Planning process. Your leadership is transforming Black Hills State University and ensured that our SEP participants remained energized and innovative for the task of sustaining and growing the university's enrollment.

I am honored to be a part of the BHSU community and hope to be able to support you in the future with the development of your next institutional strategic enrollment plan.

If you have any questions about this report, please give me a call (269-365-7192) or send me an email (dawn.fortinmattoon@ruffalonl.com).

Sincerely,

Dawn Fortin Mattoon Ed.D, MBA
Executive Consultant

DM/yrh

c: John Allred, Vice President, Enrollment Management, BHSU
      Priscilla Romkema, Provost and Vice President for Academic Affairs, BHSU
      Lew Sanborne, Vice President, RNL®
      Adam Connolly, Vice President, RNL®
      Sarah Keating, Vice President, Recruitment Consulting Services, RNL®
      Nicole Burley, Senior Consultant, RNL®

Goals and Schedule for SEP Visit Eight

Goals
- Discuss BHSU's SEP initiatives and their implementation with strategy leads.
- Consider the performance of SEP initiatives, individually and collectively, in the broader context.
- Discuss ongoing SEP assessment and modifications.
- Review the process and timeline for the consideration and prioritization of potential SEP initiatives.
- Discuss the ongoing SEP campus communication plan.
- Share the SEP work with the President's Community Advisory Council.
- Provide SEP update and next steps to the BHSU campus via a town hall meeting.

Schedule
Tuesday, April 6, 2021
8:00a.m. – 10:00a.m.	President's Community Advisory Council – Joy Center
10:30a.m. – 11:30a.m.	Title III/SEP Budget Review Meeting – Joy Center
	With Chuck Dervarics via Zoom
11:30a.m. – 1:00p.m.	Lunch – The Hive
1:00p.m. – 1:30p.m.	Prep Time
1:30p.m. – 2:30p.m.	Senior Leadership Team Review of SEP
2:30p.m. – 3:00p.m.	Prep for Town Hall – Dawn and Dr. Allred
3:00p.m. – 4:30p.m.	Town Hall – Club Buzz or Zoom
4:30p.m. – 5:00p.m.	Review of Day with Drs. Allred & Romkema and Dawn

Wednesday, April 7, 2020

8:00a.m. – 10:00a.m.	Recruitment & Funnel Team
9:00a.m. – 9:50a.m.	Student Success Center Team
10:00a.m. – 10:50a.m.	Teaching & Learning Center Team
11:00a.m. – 11:50a.m.	Academic Programs Team
12:00p.m. – 12:50p.m.	Lunch – The Hive
1:00p.m. – 2:00p.m. -	Dawn meeting with President Nichols
2:00p.m. – 3:00p.m.	Wrap up with Dr. Romkema & Allred

Strategic Enrollment Plan
On the morning of April 6, we presented your strategic enrollment plan to your President's Community Advisory Council. That afternoon, you hosted a Town Hall meeting both in person and via Zoom to share the strategic enrollment plan and next steps with the campus community.

Title III Grant
A critical component to your Strategic Enrollment Plan funding is based on receiving a title III grant award. On Tuesday morning, following the President's Community Advisory Council, several members of the BHSU team met with Chuck Dervarics, your title III grant writer to align the Strategic Enrollment Plan with your title III grant request. The BHSU Title III planner spreadsheet from that meeting is attached to this report.

Funding

Following the Title III Grant meeting, the Senior Leadership had a final funding discussion regarding the Strategic Enrollment Plan. During this meeting, we discussed funds that were moved to support strategies and confirmed institutional budget needs for FY22.

SEP Strategy	Existing Budget One-Time Expense	Reallocation of Existing Resources	New Recurring Base Expense	To be included in Title III Grant
Enrollment Analytics			$97,470.00	
Recruitment / Funnel Strategies				
Recruitment - Admission - Marketing		$12,600.00		
Admission Operations		$32,000.00		
Student Success Center Strategies				
Peer Mentoring (SSC)				$75,100.00
Career Center (SSC)		$66,000.00		
BHSU Engage! Work-Study Internships (SSC)	$3,000.00			
Financial Literacy (SSC)	$5,000.00		$12,000.00	
Upper Division Professional Advisors - (SSC)*				$100,000.00
Supplimental Instruction + tutoring				$80,000.00
Teaching and Learning Center				$154,000.00
GS 200 (TLC) Faculty Mentoring (TLC)* Innovative Teaching (TLC)			$20,000.00	
High Impact Practices (TLC) Experiential General Education (TLC) Geography and Partnerships (TLC) **Subtotal** **Unduplicated Subtotal (25%)** **Total Unduplicated TLC and SSC**			$9,000.00	
Academic Programs				
Academic Program Portfolio **Subtotal** **No Duplication**	$50,000.00		$15,000.00	
SEP Subtotal	$58,000.00	$110,600.00	$153,470.00	$409,100.00

On the morning of April 7, John Allred and I met with several individuals that will be involved with the implementation of strategies. What follows are summaries of those discussions.

Recruitment and Funnel Team

This team consists of:

Joe Rainboth	Director of Admission
Brock Anundsen	Assistant Athletic Director/Events & Internal Operations
Sherry Post	Senior Programmer / Analyst

Implementation steps:

Admission Operations

The admission operations action plan included a request for a Senior Secretary/Program Asst. and an Admission Processor. These positions were shifted to 10–12 student support ($32,000) that will provide backfill for existing staff members.

The additional student support will address staffing needs at the welcome desk and support application processing.
- Metrics for these positions are:
  - Application process time
  - A post-visit survey
  - Conversion of visitors to enroll
- Challenges for this action plan include several admission office student staff are graduating and there is a need to build a progressive admission student employment plan as part of the action plan implementation.
  - Athletics has a progression plan in place for student employees that can serve as a model for the admission office.
  - Brock will provide athletic best practices and needs (from coaches); map protocols for visits; systems that support the athletic recruitment processes; and academic areas that participate in athletic admission.
- KPIs for the admission operation will be reported by the new Enrollment Analytics position
  - Headcount
    - Traditional Undergraduate

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
10	15	20	25	30	30

    - Transfer

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	5	7	9	11	13

- New Student Credit Hours
- Enrollment by Location
- Market Share
  - Territory goals
    - High School
    - Out of State

- ▪ Regions (SD)

· Student staff will be trained in the Summer 2021 and in place for Fall 2021 recruitment season.
· Tasks in the admission office will be aligned to support the goals.
· The admission operations goals will be coordinated with the enrollment analytics position.
· The admission office will be highly engaged in the continued implementation of Salesforce.

Admission Marketing
· This plan was prioritized for immediate implementation.
· The admission and marketing communication teams are implementing recommendations that were provided with the RNL communication audit.
· The admission office has hired and implemented the student ambassador tour guide step.
· The admission office will continue to analyze data and determine future source strategy (with support from the Enrollment Analytics position).
· KPIs for this action plan include:
  − Headcount
    ▪ Traditional Undergraduate

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	14	23	33	42	51

    ▪ Funnel Goals

	Baseline	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Application Increase		10%	15%	20%	25%	30%
Admit Rate	82%	82%	82%	82%	82%	82%
Yield Rate	61%	60%	60%	60%	60%	60%

	Baseline	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026
Applications	379	417	436	455	474	493
Admits		342	357	373	388	404
Enrolled	191	205	214	224	233	242
Net Gain		14	23	33	42	51

Enrollment Analytics
This action plan was prioritized and is planned to be funded by shifting existing institutional funds in the FY22 budget plan. This position is planned to begin on June 22, 2021.
· This funded position is expected to lift the first to second year retention by 1% per year.
· This funded position is expected to increase the applied rate from 7% to 10%.
· This funded position is expected to improve the top of the funnel through source analysis, predictive analytics, and better tracking.
· This position will serve on the data governance committee and oversee or collaborate to:
  − BHSU data cookbook completion
  − BHSU data definitions
  − BHSU accountability report card
  − Enrollment Reports
  − Data warehousing

– Alignment with ISP
· Implementation of the ongoing suggestion box and SEP vetting process for innovation one-time funds.

Student Success Center

The Student Success Center will serve as the central hub for several enrollment strategies that are also tied to the Title III grant.

Peer Mentoring

The implementation team is analyzing Fall 19 data to:
· Determine participant targets and process to include: invites, recommendations, and selfapplications.
· Build criteria (campus connection; geographically distant; minority status; alignment with Center for American Indian Studies (20 – 30 students) for participating.
· Create syllabus and integrate Peer student employment with BHSU Engage.
· Build skill progression and responsibility.

The implementation timeline is:
· Secure Title III Grant – Summer 2021
· Recruit/train/prep October – Dec. 2021
· Pilot Spring 22
· Full launch Fall 22
· On-going continuation and evaluation
· Persistence rates and dashboards from the Enrollment Analytics position
    – Adjust based on data
    – Predict with analytics
· Student evaluation/SIS
· Align with advising
· Analyzed Fall 19 data; determining targets with opportunities for recommendations and selfapplication as well as invites
· Build criteria (campus connection; geographically distant; minority status; alignment with Center for American Indian Studies plan 20 – 30 students)
· Create syllabus and use as BHSU Engage
· Build skill progression and responsibility
· Recruit/train/prep October – Dec. 2021
· Pilot Spring 22 full launch Fall 22
· On-going continuation and evaluation

Advising

This initiative was added at the prioritization summit. This strategy is to add two professional advisors to the Student Success Center and shift faculty upper division advising to mentoring specific to content areas and socialization to career fields or progression to graduate programs. The funds for this position will be built into the Title III grant request. The next steps are:
· Secure the Title III Institutional Strengthening Grant
· Establish dashboards including persistence, retention, graduation rates, and student satisfaction to track all advising activities.
· Track time to completion and number of credits at graduation as a KPI

Tutoring and Supplemental Instruction

This action plan was not completed before the prioritization summit but was deemed a priority by the leadership team. The Director of the Student Success Center will complete the action plan and determine how to expand on existing tutoring and supplemental instruction support in coordination with the teaching and learning center. The next steps include:

· Identify and assess what is currently happening.
· Finalize action plan and next steps for implementation.
· Analyze D, F, W grades in coordination with the teaching and learning center.
· Provide navigation and orientation for individuals across campus that are involved with tutoring.

Career Services

During the prioritization summit, the leadership team committed to the funds for a full-time career services coordinator effective with the 2021-22 budget. During our final SEP implementation discussion, it was determined that a graduate assistant position would be requested with a Title III grant to support the career services area and oversee the BHSU Engage initiative.

Teaching and Learning Center

The teaching and learning center is a comprehensive strategy that emerged from the strategic enrollment planning at BHSU. All of the additional costs associated with the teaching and learning center will be requested with the title III grant proposal.

BHSU Engage

The BHSU Engage action plan involved a campus-wide intentional approach to provide student employees with relevant experience for their careers. This initiative is included in the title III grant request. The next steps include meeting with Dr. Carriveau to map the action plan steps and coordinate on-campus employment positions. The Director of the Teaching and Learning Center will support learning outcome integration for BHSU engagement. The TLC Director will assist on campus employers to identify and document skills and content connections.

GS 100 and 200

The center will include oversight of the existing GS 100 and new configurations to be determined for a GS 200.

Financial Literacy

The financial literacy action plan was added to the title III grant request. The implementation team determined that a graduate assistant would implement the financial literacy action plan. The Graduate Assistant will report to the Business Services team and be housed within the Student Success Center. The content and materials developed for financial literacy will be integrated into the GS 100 and GS 200 new configurations. Following the SEP consultant's eighth visit, the University indicated that funding for the position and the reporting lines for the position will be determined in the future.

High Impact Practices

The teaching and learning center will identify, promote and facilitate high-impact practices across the BHSU curriculum. The IUPUI Rise model will be reviewed as a potential guide for this implementation.

Innovative Teaching
During the prioritization summit, it was determined that the Teaching and Learning Center would serve as a hub for innovative instruction at the University. The existing instructional designer position will be integrated as a team member of the teaching and learning center.

Faculty as Mentors
The faculty as mentors action plan evolved during the prioritization summit. As indicated above, upper division advising will shift from faculty to professional advisors in the teaching and learning center. Faculty members will have access to faculty development that supports career mentoring as well as academic and professional integration in coordination with the BHSU–HLC quality initiative.

Experiential General Education
This action plan will be implemented within the Teaching and Learning Center. Dr. Pam Carriveau and Dr. Amy Fuqua will co-chair the action plan implementation.

Geography and Partnership
This initiative will also be housed in the Teaching and Learning Center. Deb Wolf and Kelly Kirk will co-chair the geography and partnership, implementation team. Additional implementation team members will include the Director of Teaching and Learning Center, Nichole Reiner, Director of Education, and outreach to SURF from BHSU and Cindy Haugland.

Program Portfolio
This action plan will focus on building and refining the BHSU program portfolio to align with employer and student demand. Jeff Wehrung will lead this initiative with an implementation team that includes: Scott Chandler, Scott Clarke, Betsy Silva, Don Cobel, and Amy Fuqua. The team will begin meeting before the end of the Spring 2021 semester. Following the steps outlined in the action plan, they will secure an EMSI license either in coordination with the State Board or through existing Academic Affairs resources. They will determine how to outsource the EMSI data analysis as well as plan for a shared governance approach to the process.

Observations on Implementation
The majority of the SEP action plans are based on a Title III funded grant. Working with Chuck Devariks, your Title III grant writer based in Washington D.C. to secure a 2021 BHSU title III grant is imperative to the implementation of your SEP plan. The implementation teams are planning according to the Title III award timeline.

Implementation Essentials
·   As we prepare to launch BHSU's SEP, you will want to be mindful of the following set of implementation essentials.
·   Maintain an active and focused SEP leadership group with defined responsibilities
·   Communicate the SEP launch and ongoing process
·   Connect SEP to the development of your next institutional strategic plan and other planning processes
·   Link to the budget planning and academic planning processes
·   Assessment and modification of individual SEP initiatives and the overall plan
·   Integrate new opportunities and challenges into the plan
·   Plan for any impacts on infrastructure and capacity limits

Innovation and future potential strategies

Vice President Allred and I discussed using the SEP process to support innovation at BHSU and as a tool to vet potential strategies. VP Allred identified a model of small incentives funds that could be applied for through a four-step process that includes SWOT analysis, a situation analysis, an action plan, and a "shark tank" type pitch. This process will help ensure innovation through new ideas within a defined structure that helps to prioritize time and resources. Timing for a Shark Tank would not be considered until after the evaluation of the first year of SEP activities.

Institutional Strategic Plan

I applaud your plan to update and renew the institutional strategic plan using the SEP plan and twenty months of University effort as a framework. As we discussed, it would be my honor to assist you with that plan. As your institutional strategic plan consultant, I would be able to expedite the process based on my deep knowledge of the institution. I would also help to ensure the implementation, assessment, and evaluation of the strategic enrollment plan. In addition to the areas identified in the graphic below, you may want to also include a branding/marketing plan. I have attached a proposal regarding the institutional strategic plan support and welcome the opportunity to further discuss your institutional strategic plan.